**TOWARDS ACHIEVING PROJECT SUSTAINABILITY THROUGH COMMUNITY PARTICIPATION. CASE STUDY OF DONOR FUNDED PROJECTS IN MOROGORO- TANZANIA**

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## CERTIFICATION

This is to certify that, I Dr. Salvio Macha working for Open University of Tanzania, have read this report with the research title ***"Towards Archiving Project Sustainability through Community Participation", A Case study of Donor Funded project in Morogoro***. I consider this report worth for submission as a partial fulfillment for the award of Master in Project Management at the Open University of Tanzania as it meets the requirements for report submission.

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…………………………………………….

Date

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## DECLARATION

**I, Hackee Elias S,** do hereby declare that this research report is the work of my hands, and has never been presented in any university or any other learning institution for similar award or any degree.

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**Hackee, Elias S.**

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**Date**

# DEDICATION

This research report is sincerely dedicated to my lovely wife Veronica Msaga, my Children Warren and Valencia, My Parents and My inspirational Brother Dismas Massawe.

# ACKNOWLEDGEMENT

children Warren and Valencia. Thank you so very much.

# ABSTRACT

The aim of this study was to examine how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support. Specifically the study assess extent of community participation in different phases of the project; examine the ownership of role and responsibilities of community in project implementation, to examine how community has been empowered to undertake project tasks along with the implementing agency. Simple random and purposive sampling techniques were used to select respondents from the population of Morogoro region at Kilombero district. Collected data (both primary and secondary) were coded and analyzed by using a special program known as Statistical Package for Social Science (SPSS) version 16 and Microsoft Excel 2007. The findings revealed that the government and agencies took a control over establishment of many projects but little participation of the communities in decision making in prioritization and establishment of projects was enhanced. The sponsoring organizations and government were key financiers of projects. The study also revealed that the factors limiting the participation of communities in projects were poverty, Effect on of NGOs/ Agency approaches Community Participation, Socio-economic divisions and conflicts. Based in the research findings the study recommends that the communities should be involved from the early stages of the projects so that as create the sense of ownership of the projects. It needs efforts to eliminate all forms of interference by higher level political leaders to the district/ village/mtaa development projects to have a margin where politicians and civil

servants are separated. It is recommended that other development projects should be established in order to rise economic and social wellbeing  for the people.

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| | |
|---|---|
| FGD | Focused Group Discussions |
| REPOA | Research on Poverty Alleviations |
| SPSS | Statistical Package for social science |
| UNDP | United Nation development Program |
| WHO | World Health Organization |
| WSP | Water and Sanitation Program |

**CHAPTER ONE**

**INTRODUCTION**

**1.1     Introduction**

Community participation is fundamental in achieving sustainable development.

Community participation and sustainable development are concepts regularly

mentioned in legislation, public policy, town planning objectives and other strategic

documentation (Crawley et al., 2002). It has been emphasized within the

environmental domain in the Rio Conference in 1992, where the concept of

sustainable development was placed in International agenda. Thus the concept of

community participation and sustainable development can hardly be separated as far

as sustainability of community projects is concerned. This study takes the donor

funded project as a case study to assess involvement of community in sustaining

community projects.

**1.2     Background of the study**

Community participation is a concept that tends to bring different stakeholders

together for problem solving and decision making. WHO, (2002), describe

community participation as a process by which people are enabled to become actively

and genuinely involved in defining the issues of concern to them, in making

decisions about factors that affect their lives, in formulating and implementing

policies, in planning, developing and delivering services and in taking action to

achieve change.

Thwala (2010), explains that, for community participation to be successful, project must include special components such as recruiting villagers in all phases of designing, implementing, monitoring, supervising and evaluating the project. Recruiting villagers within the context of this study entails engaging the community members in the identification of their felt needs through several forms of interaction, approaches toward achieving these needs, and strategies to sustaining them. This recruitment is characterized by the active involvement of community members in addressing their needs. World Bank (2004) sees participation as an important determinant in project performance and sustainability. It further stated that for it to be effective, it must respect peoples knowledge, skills and empower them to take control of their lives by focusing on training, resources, and supporting them to make their own decisions.

The number of studies has been conducted all striving to get a breakthrough sustainability of the project. Yet, there is limited evidence about strategies that support transition of programs from donor funding to national governments (Bennett et al., 2009.) The conclusions drawn from Bennett's study (India) on sustainability of donor funded projects in low and middle income countries, suggests a carefully planning for transition processes and prospectively evaluate them. The top down donor policies has been one of the key influencing factors for sustainability of the project from the designing phase to the implementation of the project (Walsham, 1992). It results to the divergence in actual practice between organization's focus and the lower level where the actual project is to be implemented as the typical

community will not be involved in what is going to be implemented for them. Therefore, mobilization of people to effectively participate in the process of achieving their vision is imperative (Ihimodu, 1997).

The bottom up approach embraces more involvement of community in project design and implementation and hence sustainability (Reddy, 2002). Participation can therefore enhanced by addressing barriers to participation while at the same time taking the necessary steps to promote the principle of sustainable participation.

## 1.3    Statement of the problem

In benchmarking community participation Wilson and Wilde (2003), developed four dimensions for community participation. They considered influence of the community to project as an important element of effective participation and sustainability. Studies in project demonstrated challenges with sustainability on a multi faced avenues, challenging the effects of community on project sustainability. This brings about the need to "Begin with the End in Mind" (Covey, 2006) by integrating the sustainability strategies from initial phases of the projects while planning for the sustainable exit. Employment of the top down approach has been the vehicle for by-passing local views with regard to the needs and requirement for the community and respect to local solutions for the community challenges (Karlskrona, 2009).

The research done by Khwaja (2004)for example, showed that while community participation improves project outcomes in non-technical decisions, increasing

community participation in technical decisions actually leads to worsen project outcomes. This therefore calls for careful planning on how to involve community in project design and implementation. It entails the need for carefully capacitate the community to carry project responsibilities throughout the projects' life cycle. When a community participates, it both provides information about its preferences, and gains information that may influence its optimal choice (Karlskrona, 2009). Both types of information are likely to lead to increased welfare for the community, and better development projects (Khwaja, 2004). There is a gap which has to be filled on the community participation on donor funded projects. To fill the gap, the intended research revealed this information gap through examining donor funded projects using selected projects in Morogoro region as a case.

## 1.4    Objective of the Study

The main objective of this study was to examine how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support.

## 1.5    Specific objectives

i.   To assess extent of community participation in different phases of the project;

ii.  To examine the ownership of role and responsibilities of community in project implementation

iii. To examine how community has been empowered to undertake project tasks along with the implementing agency

**1.6     Research Questions**

i.  To what extent does the community participate in different phases of the project?

ii. What are the roles and responsibilities that the communities play in project implementation?

iii. How the implementing agency does empower community to undertake community tasks?

**1.7     Significance of the Study**

This study was crucial especially in the context of Tanzania where there are number of donor funded projects on the ground. The findings of this study would be useful to present and future projects implementers in mainstreaming the sustainability agenda throughout the project so as to ensure the continuity of benefits and services from donor funded project to communities.

The findings and recommendations of this study would play the catalyst role in recognizing the contribution of community to project sustainability through participation. It would also add into the existing body of knowledge towards achieving sustainability of the donor funded projects in Tanzania, This study, would also suggests the effective exit strategy for the project implementers based on the findings of this study.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter defines the terms used in this study and reviews the literature on how teamwork influences the performance of the organization. It also presents theoretical framework, empirical studies and conceptual framework and there after research gap was identified.

### 2.2 Definition of Terms

### 2.2.1 The Concept of Community Participation

Participation is a multidimensional and complex concept especially in project point of view (Vos, 2005). Community Participation is a term often used synonymously with involvement. People are supported to become actively and genuinely involved in defining the issues of concern to them, in making decisions about factors that affect their lives, in formulating and implementing policies, in planning, developing and delivering services and in taking action to achieve a change.(Adapted from Vancouver Coastal Health, 2003; Winnipeg Regional Health Authority, 2007).

Participation has also been defined as the organized effort to increase control over resources and regulative institutions in a given social situation and the part of groups or movement hitherto excluded from such control (UNDP, 1993).

Participation has many forms and it can take place in different stages of a project cycle and at different levels of a society along a continuum from: contribution of inputs to a predetermined project; to information sharing; consultation; decision making; partnership and empowerment (Karl, 2000).

Long (2001) defines participation as a socio-political process which concerns the relationship between different stakeholders in a society, such as social groups, community, policy level and service delivering institutions. It is about an increase in self-determination and control over development initiatives and resource by a beneficiary community. United Nations Economic Commission for Africa (UNCA, 2005) defines community participation as an active and meaningful involvement of the masses in decision making process for the determination of social goals and the allocation of resources to achieve certain goals. It may be direct as when views are expressed openly to those empowered to hear them.

Community participation according to Stoker (1997) has to do with 'political participation' whereby members of the public take part in any of the processes of formulation, passage and implementation of public policies'. This is a wide-ranging definition, which extends the emphasis of public participation beyond the development of policy, to decision-making and implementation. Community participation as a development tool entails the empowerment of the people by the government of the people to take part in the decision making matters that affect their livelihoods by taking action directly or by contributing in a fitting manner so that the

decision met can be implemented (Long, 2001). on societal issues of importance and acceptance of those decisions for the promotion of change. Community engagement takes place and strives in an atmosphere that is legally, politically and financially supportive and does not stifle the expression of new (UNCA, 2005).

 In relation to participation there are five types/form of participation. Utilization Clients are mobilized to improve the use of services which claimed to be of their right such as immunization. Service centers are drawn near to the community to increase accessibility and easy contact between clients and officials contributions Beneficiaries are obliged to contribute in cash or in kind to the project expenses or implementation. This type of participation helps to exploit under-utilized labor and skills hence reduces project expenses. ConsultationPeople participate by being consulted, and external agents listen to views. These external agents define both problems and solutions, and may modify these in the light of people's responses. .InteractivePeople participates in joint analysis, which leads to action plans and the formation of new local groups or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes and passive participation People participate by being told what is going to happen or what has already happened. It is unilateral announcement by an administration or by project management; people's responses are not taken into account. The information being shared belongs only to external professionals.(Pimbert and pretty 1994 as cited in Guimaraes 2009, Smith 1998).

In evaluation community participation, Wilde et al, (2005) came up with four dimensions for evaluation the community participation; Influence; how partnerships involve communities in the 'shaping' of regeneration plans/activities and inall decision making. Inclusivity; how partnerships ensure all groups and interests in the community can participate, and the ways in which inequality is addressed. Communication; how partnerships develop effective ways of sharing information with communities and clear procedures that maximize community participation. Capacity; how partnerships provide the resources required by communities to participate and support both local people and those from partner agencies to develop their understanding, knowledge and skills.

A number of attempts have also been made to develop tools to assess the effectiveness of community participation, taking in to account many of the complexities discussed above. Burns and Taylor's (2000) Auditing Community Participation, for example, provides tools and appraisal exercises for measuring; the history and patterns of participation; the quality of participation strategies adopted by partners and partnerships; the capacity within partner organizations to support community participation; the capacity within communities to participate effectively; and the impact of participation and its outcomes(Wilson and Wilde, 2003).

**2.2.2. Levels of Participation**

Development agencies and authors distinguish different dimensions, spaces, degrees and levels of participation (Kumar, 2002; Pretty *et al*., 1995). Comparing these levels

with the 'participation as means and ends', the first four levels on the ladder can be interpreted as 'participation as means' while the last three levels fall under 'participation as an end'. Some suggest that the 'manipulation' which is often central to types one to four implies that they should be seen as types of 'non participation' (Pretty, 1995).

According to Bretty (2003:5), the levels of participation can be conceptualizes either as 'weak or strong participation'. Based on his views, weak participation involves "informing and consulting" while strong participation means "partnership and control". He further stated that, "In practice, agencies managing complex projects find it hard to move from the 'weak end' of the continuum and tend to assume that, intended beneficiaries will be consulted during the project design to take into account their felt needs and aspirations". Information giving and consultation are often presented as participation leading to disillusionment among community interests. However, the problem with levels of participation is that they imply coherence, when most development organizations operate simultaneously in a wide range of participatory modes (Mosse, 1996).

One level on the continuum is not necessarily better than any other as different levels are appropriate at different times and contexts to meet the expectations and interests of different stakeholders (Wilcox, 1996). Oakley (1991) cites an analysis of a Danish funded rural water supply project in Tanzania, where he observes that participation had ranged from non-participation and manipulation over information and

consultation to some degree of partnership and delegation of power. In another study of Malawi Social Action Fund (MASAF) projects, Dulani (2003:12) 13 concluded that, the level of community participation was limited to being informed what had already been decided by other key players which implied "passive participation by consultation".

**(i) Public Participation**

The level of public participation that you select for your project or decision is the most intensive, or highest, level of public participation that you will perform on the project. However, you will also be conducting public participation at all of the levels of the spectrum beneath that highest level. This is because stakeholders will choose the level of public participation at which they want to participate and not all stakeholders will want to engage at the highest level of public participation that is available. Lower levels, particularly inform and consult can accommodate many stakeholders. Higher levels of participation require more effort on the part of both agencies and stakeholders and therefore generally attract fewer stakeholders. The highest level of collaboration, for example, involves consensus-seeking and is often limited to a representative group of stakeholders involved in long-term processes, such as long-term advisory boards. At the same time, many additional stakeholders may be engaged in the project at the involve level, attending public workshops and events, or at the consult level providing input through letters or the internet. Still more stakeholders may choose to engage at the uniform level, tracking the project but offering no direct input. Thus a single project can be operating at four different levels

of public participation. Designing a public participation program must therefore be done with this in mind (Morgan, 2001).

**(ii) Evaluating Participation**

There is now a growing recognition that if participation in one form or another is an objective of development projects and programmes, it must be evaluated (DFID, 1995; FAO, 1997; Karl, 2000). Karl (2000) identified three main aspects of participation in rural development projects and programmes that need to be evaluated namely, the extent and quality of participation, costs and benefits of participation to the different stakeholders, and the impact of participation on outcomes, performance and sustainability. DFID (1995) suggested that, in evaluating participation, it is important to consider the quantitative, qualitative and time dimensions of participation. This is because participation is a qualitative process that cannot be measured using only quantifiable indicators. While quantification in relation to project outputs may be sufficient, the qualitative dimensions of participation should also be evaluated because project success depends on empowering participants to take on greater responsibility and control.

**(iii) Barriers to effective participation**

A host of factors has been identified as obstacles to effective participation in development programmes and projects. Oakley (1991), discusses three major obstacles to people's participation which are structural, administrative and social barriers. Structural obstacles form part of the complex and centralized organizational

systems that control decision making, resource allocation and information, and are not oriented towards people's participation. This situation is usually typified by a 'top-down' development approach. Administrative obstacles relate to bureaucratic procedures, operated by a set of guidelines and adopt a blue print approach, providing little space for people to make their own decisions or control their development process. The social impediments include mentality of dependence, culture of silence, domination of the local elite, gender inequality, and low levels of education and of exposure to non-local information.

Another obstacle is "standardization of approaches" (Guijt and Shah, 1998:5) which contradicts the original aims of participation, to move away from the limitations of blue print planning and implementation towards more flexible and context-specific methodologies.

According to Cooke and Kothari (2000:53), participation has been translated into managerial "toolboxes" of procedures and techniques. This limited approach gives rise to a number of critical paradoxes: projects approaches remain largely concerned with efficiency, and focus attention only on the highly visible, formal, 15 local organizations, overlooking the numerous communal activities that occur through daily interactions and socially embedded arrangements. Steven and Thurlow (2002), identified other barriers such as power structures within local communities, rigid professional attitudes among programme and project staff, little awareness among people of rights they may have or opportunities they may exploit, and little emphasis on qualitative achievements of participation. These barriers are situation-specific, and

need to be carefully analysed in particular contexts.

**2.2.3 Gender and Participation**

Gender relations define amongst other things, how both men and women have access to control of resources in the community. According to Surpiya (2001), gender analysis comprises: "information to access and control over resources for men and women; division of labour within the household and community; and the participation of men and women in public decision making and organizations". Despite the importance placed upon people's participation in development programmes, many agencies still experience poor participation of women (Guijt and Shah, 1998; World Bank, 1996).

According to Davis and Negash (2005), many participatory approaches such as participatory rural appraisal (PRA) do not explicitly address issues of social relations including gender. Rarely do these methodologies take into account gender analysis, gender based differences in labour allocation, and gender differences in access to and control over resources and their benefits. Gender is usually hidden in seemingly inclusive terms, 'the people', or 'the community' while in most cases what is referred to as 'the community' actually means 'male community (Guijt and Shah, 1998). Oakley's (1991) analysis of the rural water supply project in Tanzania for example, showed that despite efforts to mobilize women to take an active part in all project activities, this was only successful with respect to self-help labour contributions as

most women in the village water committees kept a low profile.

According to World Bank (1996), gender biases in participatory development projects may exist in the form of customs, beliefs, and attitudes that confine women mostly to the domestic sphere; women's economic and domestic workloads that impose severe time burdens on them; and laws and customs that impede women's access to credit, productive inputs, employment, education, information, or medical care. Since women comprise the majority of rural inhabitants, and they are the major contributors in agricultural production in Tanzania, there arises an urgent need to encourage their involvement in development activities.

Burkey (1993) recommends that, participatory development projects should seek to improve gender inequalities through providing means by which women can take part in decision making processes. As Guijt and Shah (1998) argued, greater involvement of women and attention to gender-differentiated needs hold the promise of more effective and equitable processes of participatory development.

### 2.2.4 Forms of community participations

Many different types of activity are pursued under the designation of community participation. The classification which follows will provide the main categories around which this monograph is structured (Sijbesma, 1979).

**2.2.4.1 Consultation**

The basic means of giving the community some voices is by involving it in decision making. When community consultation in making decisions at the different levels of the project cycle is continuous, voluntary, sustained and strong, it becomes a template for an open, democratic civil society, which is, in turn, a condition for economic growth (IDB 1994:7).

There is "a vital connection" between good governance and "sustained economic and social development" (OECD 1995:5), and between them and a more equitable sharing of development benefits. While certain constitutional forms of government are necessary for a just and developed civic society, they are not sufficient. There must also be equitably distributed rights and responsibilities over the daily agenda of life. This must be associated with closer relationships among men and women across local communities, so that a single empowered group or community is not overwhelmed by state agencies or elites. Empowering poor men and women to consult throughout the project cycle will exercise and strengthen the vital connection between lessening poverty and increasing justice in civic society. Precisely because consultative processes are likely to meet with resistance, the commitment by international lending agencies to consultation and participation as a condition for financial support is vital. Community consultation is a precondition for the devolution of power and authority to local groups, but participation and

empowerment are not panaceas for poverty and injustice. While devolving power to the disenfranchised will generate concerns, not all of which can be anticipated, it is nevertheless a way to begin building the human resources that are the foundation of civil society (Cohen, 1977).

**2.2.4.2 Financial contribution by the community**

Cash collections made by and within the community, generally prior to or at the time of implementation of a project, usually contribute to capital construction. Excluded, as not really constituting community participation, are cases which amount to payment by individual families for service, even when it is an advance payment; (Kubisch, 2002).

**2.2.4.3 Self-help projects by groups of beneficiaries**

In these projects a specific group of local inhabitants contributes their labour and perhaps other inputs to its implementation, while there is also the assistance of an external agency. Those who contribute will be recompensed by reduced fees for the services they receive, while non members pay more (Oakley, 1988).

**2.2.4.4 Self help projects involving the whole community**

Projects in which every family in the community is expected to make a contribution (usually in labour), while there is also an input from an external agency. Food for work projects may perhaps be included here, though the element of community

participation may be considered slightly if it consists only of labour which is paid in cash or kind.

**2.2.4.5 Community specialized workers**

The training and appointment of one or a few community members to perform specialized tasks, example community health worker, or operator of community water supply system. The training and technical supervision are carried out by an external agency, but some form of community authority is usually also exercised over the specialized workers.

**2.2.4.6 Mass action**

Collective work in the absence of a major input from an external agency, often such actions are directed at environmental improvements (example; to drain waste water)

**2.2.4.7  Collective commitment to behaviour change**

Cases where a community makes a collective decision to change customs or personal habits, and collective social pressure is exercised for the realization of such changes. Examples range from penning of domestic animals to construction and use of latrines, or to the reduction of excessive expenditures in connection with weddings, funerals and others. While changes of behaviour may of course occur in other ways, community participation is involved when an explicit decision is collectively taken.

**2.2.4.8 Endogenous development**

Cases in which there is an autonomous generation within the community of ideas and movements for the improvement of living conditions-as opposed to stimulation by outside agents. The community may, however, have recourse to external agencies to help with implementation, or indeed press for such help. On the other hand, where this is simply pressure for services to be provided, it hardly qualifies for the term "community participation", though in a wider sense this is an example of political participation (Shucksmith, 2002).

**2.2.4.9 Autonomous community projects**

The ambiguous "self- reliance" is often understood in this sense: projects where any external resources are paid for by the community with funds raised internally, including the hiring of any outside expertise or professional staff. Such projects are therefore under community control

**2.2.4.10 Approaches to self –sufficiency**

Projects in which the objective is to satisfy local needs as far as possible by using local materials and manpower directly , not by purchasing goods and services from outside. "Self-reliance" is also sometimes understood in these terms.

**2.2.5 The Concept of Project Sustainability**

Some of the perspectives look at the sustainability concept as the ability of an

organization to develop a strategy of growth and development that continues to function indefinitely (Dorothy, 2010).Donor organizations and development workers are concerned that aid being delivered seems to give few positive impacts to the recipient countries, furthermore, in most cased, the benefits of development projects or programs also seem to end with the withdrawal of foreign assistance from the project or programs because of lack of clear sustainability (Kamalawati, 2008). Sustainability related to development activities started to become important to donors and development theorists from the 1980s (Scoones, 2007).

The importance of the notion of sustainability can be seen from the way some donors use sustainability as one of five yardsticks in evaluation development interventions; the others being relevance, efficiency, effectiveness, and impact (Brown, 1998:56). The concept of sustainability is multi faced and has been defined differently in different dimension. It has rather long history and it has evolved over time. Importantly, this evolution hasbeen affected by different "intellectual and political streams of thought that have molded concepts of sustainability" (Kidd 1992: 3).

A concern with the issue of project sustainability also comes from the mounting pressures from domestic constituencies to drastically reduce or possibly halt foreign aid programs together (Brown, 1998:55). The concern of sustainability has made donors begin to think that is better for them to give sustenance that would help target participants be capable of becoming independent at some points in the future rather than giving them charity which is unsustainable and leads to dependency on foreign

assistance (Bossert, 1990).

Sustainability of a project or program can only be evaluated after the donors have withdrawn from the projects (Costanza and Patten, 1995), nevertheless, analyses of sustainability can be done during the implementation phase but are only able to identify the likely sustainability of development projects in the future (ibid).

**2.2.6 The Dimensional view for Project Sustainability**

Project sustainability is the multidimensional concept. It requires a range of dimensions to effectively ensure the continuation of benefits to project beneficiaries in long run. The mostly indicated dimensions by different researcher share five sustainability factors that are common in development literature and the policies of international aid organizations: 1) socio-cultural respect, 2) community participation, 3) political cohesion, 4) economic sustainability, and 5) environmental sustainability which all play a great role in attaining project sustainability (Mihelcic, 2007) . It is therefore important for the organization to have in placed well-defined strategies and policies for sustainability. An increasing number of organizations are requesting evidence of partners' commitment tosustainability.

**2.2.7   Participation and sustainability**

There is an existence of a relationship between the participation of stakeholders in a project or program and its sustainability, community involvement in any project initiation and implementation assures the sustainability of that project some

researches has found a positive relationship between participation and project sustainability(Komalawati, 2008), for example a study of small farmer projects in ten African and Latin American countries found a link between the involvement of small farmers in project decision-making and the willingness of farmers to make a resource commitment the projects (Bhatnagaret al., 1992:3).

Some literature regards participation as a tool to promote the chances of development initiatives being sustainable through community capacity building and empowerment (Australian Agency for International Development, 2000), meanwhile, other literature sees participation as a means (an efficiency argument) that will lead to improvement in the project sustainability by developing the sense of ownership of the people concerned (Clever, 1999:598).

Participation is useful for the achievement of sustainability because sustainability depends on the role played by stake holders, particularly those directly concerned with the project or programs, such as government and implementing agency, and those who will gain the benefit, the intended participants (Australian Agency for International Development, 2000:4). Intended participants are the most important because are the one to decide to continue or stop the use of services and benefits created by the project.

A study done by (World Bank 1996; Narayan, 1995) emphasize that it is key communities have control over project initiatives, decisions, (Financial) resources,

and upstream planning. A good participation of the community eliminates the tendency to abandon the projects when they are half-way completed and sustains the interest of communities or groups within them in maintenance and protection of those projects.

### 2.2.8 Community Involvement and Project Life Cycle

To a large extent, the effectiveness of external aid depends on the ability of international actors to truly understand the situation they are trying to mitigate (Maiese, 2003).Donors sometimes promote a perception that the programs being supported belong to the agency, rather than to the community. This top-down approach makes community ownership almost impossible. Many people speak of grassroots project design in terms of community mobilization programs that aim to minimize dependency and create a sense of ownership at the grassroots level (Michelle, 2003) Such efforts also tap into the local knowledge and resources of a community, with the recognition that these resources can be crucial to a successful intervention. They foster indigenous democratic elements, civil society, and promote democratic development that reflects local values and history. Even after the assistance program is withdrawn, community mobilization strategies can continue to be effective (ibid)

### 2.2.9 Forms of Community Participation

Community or citizens' participation development projects members of the public taking part in any of the processes of formulation, passage and implementation of public policies'. This is a wide-ranging aspect which extends the emphasis of public

participation beyond the development of projects, to decision-making and implementation.

**Table 2. 1: Forms of Participation** (Pimbert and pretty 1994 as cited in Guimaraes

2009:7-8, Smith 1998:199-201)

| Types of participation | Some components and characteristics |
|---|---|
| Utilization | Clients are mobilized to improve the use of services which claimed to be of their right such as immunization. Service centres are drawn near to the community to increase accessibility and easy contact between clients and officials. |
| Contributions | Beneficiaries are obliged to contribute in cash or in kind to the project expenses or implementation. This type of participation helps to exploit under-utilized labor and skills hence reduces project expenses. |
| Consultations | Community members are consulted and professionals listen to their views. If the beneficiaries give valid information which then is well considered in project planning and policy making at least can help to meet people's needs. |
| Interactive | Target group have a chance to analyse issues of their concern and determine which actions should be taken. People are empowered to use new institutions and structures or maintain and strengthen existing ones. |
| Passive participation | People are told what is going to happen or has already happened; they are not involved in the decision-making. Mainly a top down approach, information is shared by external professionals. |

## 2.3 Empirical literature

Research by REPOA (2010) shows that while the objectives of participatory planning

as embodied in O&OD may be laudable, there has been little evidence that the

methodology has provided a basis for community participation in planning and

budgeting. This finding is however supported by an earlier study by Cooksey and Kikula (2005) which found that in theory, the O&OD approach is supposed to underpin bottom-up planning by LGAs but in reality the rule of the game is still top-down.

From a practical policy perspective this may make sense because public officials are likely to find bottom-up planning not practical and leading to delays planning and implement of development planning. A study by REPOA (2010) concluded that current low level of development at community level in Tanzania, and the general lack of basic economic and social services such education, health, water and roads, justify a strong role for the central government in local government planning and implementation. The study warned that the absence of central government intervention may lead to high inequalities across communities in the provision of basic services, as well as the spreading of resources thinly across many local projects that produce limited social and economic gains. REPOA seems to argue that central government's action is required; otherwise the credibility of community participation in planning may be undermined.

Another recent study by Water and Sanitation Program [WSP] (2011) in Indonesia found that local communities had water supply, although the management of the systems was not quite as planned and expected. The lessons learned from this experience are that communities are able to run water supply management boards as community forums, and that communities have much to offer to ensure the smooth

running and sustainability of water supply programs. Support from others always helps towards developing water supply management boards so that local communities have a reliable water supply system managed by the community itself.

 Mohammad (2010) also conducted a research on people's participation in development projects at grass root level in India. Findings indicate that cummunity never participate in the planning of any development projects undertaken in their areas. It was found that the existing rules and regulation were not conducive to local people's involvement in development process particularly in project planning process. This finding suggests that the existing institutional frameworks and governance culture may be inherently opposed to the virtues of community participation.

## 2.4    Conceptual Framework

This study adapted tearstain's ladder theory of community participation which was later narrowed down by Wilcox, (1999) to the more project focused perspective. The particular importance of Arnstein's (1969) on his Ladder theory, explicitly recognize that there are different levels of participation, from manipulation or therapy of community through to consultation, and to what we might now view as genuine participation, i.e. the levels of partnership and community(Citizen) control. There has been a shift towards understanding participation in terms of the empowerment of individuals and communities. This has stemmed from the growing prominence of the idea of the community as consumer, where choice among alternatives is seen as a means of access to power (Ownership). Under this model, people are expected to be

responsible for them and should, therefore, be active in decision-making.

Building on Arnstein work, (Wilcox, 1999) further narrowed down the Arnstein perspective from the ladder theory challenging broad category, within which there are likely to be a wide range of experiences. Realistically therefore, levels of participation are likely to reflex a more complex continuum than a simple series of steps. Figure below illustrate the Wilcox Theory.
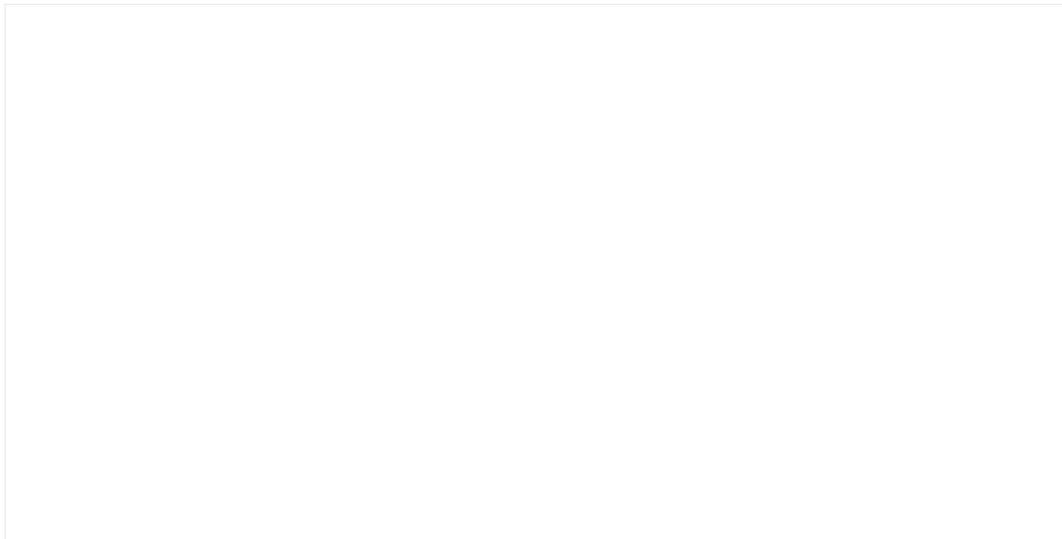
**Figure 2.2: Wilcox Interconnected level of Community participation**

**2.4.1   The Conceptual Model**
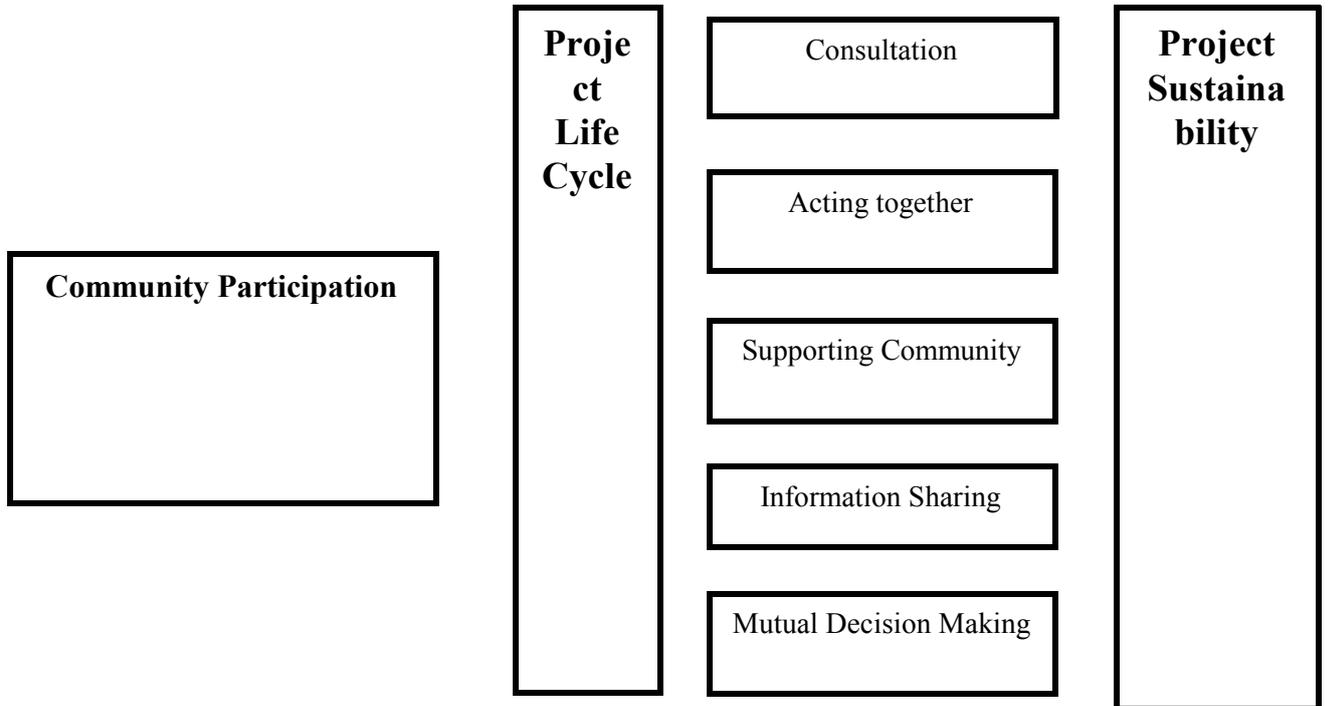


**Figure 2.3. Community Participation for Project Sustainability Model**

Source: Researcher, 2015

**2.5 Research Gap**

In the view of the literature reviewed, the researcher saw how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support.   Apart from that, the literature reviewed showed the prime importance of community participating in project. for example, Research by REPOA (2010) shows that while the objectives of participatory planning as embodied in O&OD may be laudable, there has been little evidence that the methodology has provided a basis for community participation in planning and

budgeting. Water and Sanitation Program [WSP] (2011) in Indonesia found that local communities had water supply, although the management of the systems was not quite as planned and expected. Mohammad (2010) also conducted a research on people's participation in development projects at grass root level in India. Findings indicate that communities never participate in the planning of any development projects undertaken in their areas. These studies were conducted outside Tanzania, the studies cannot be applied in the Tanzanian context without conducting further studies in a sense that Tanzania differs from these countries in terms of social, economic and political settings. This is the gap which needs to be filled. It is on this bases that researcher conducted a study to examine how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents and discusses research methodology that was used to conduct the study. It includes: area of study, research design, study population, sampling procedure, study sample, data collection methods, and data analysis.

## 3.2    Research Design

Kothari (2004), defines research design as the conceptual structure within which the research is conducted. It constitutes the blue print of collection, measurement, and analysis of data. In this context, the research design is a structure of the research, which is used to show how all the major parts of the research project work together to try to address the central research question. As such, the design includes an outline of what the researcher will do from the beginning to the final analysis of data. In this study the researcher used a case study because a case study is an in-depth study of a particular research problem rather than a sweeping statistical survey. It is often used to narrow down a very broad field of research into one or a few easily researchable examples. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world  (Kothari, 2004).

**3.3 Area of the Study**

The study was carried out in Morogoro region to four organizations and communities implementing the donor funded projects. The selection of this study area was based on the rationality that donor Programs implements different agricultural projects which aim at enhancing the agriculture productivity for present and future generations in a sustainable manner. According to Silverman (2006) researchers should avoid places that provide no possibility for access to data.

**3.4 Study population**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. Population is totality of objects under investigation (Kamuzora, 2008).The population for this study was carried out in three wards implementing donor funded projects in Morogoro region in Kilombero district with a population of 407880 (URT, 2012).

**3.5 Sample Size**

In this study the sample size of 100 respondents were used in a total of 100 questionnaires and interview guides were prepared. This included key informant and house hold from two villages from each ward formed the sample of the study. The sampling units were drawn from six villages, which were 15 (fifteen) household in six villages. This implies that the total of 90 house household responded to this study and 10 key informant.

**3. 6 Sampling**

Kothari (2004) defines sample as a collection of some parts of the population on the basis of which a study is made. A sample is small enough to make data collection convenient and large enough to be a true representative of the population from which it had been selected. Study sample refers to a number of items to be selected from the population for the purpose of the study. The researcher used non-probability and probability sampling techniques. Non-probability sampling techniques allowed the researcher to rely on expert judgment to determine representative units. Purposive sampling was used to select villages and organizations implementing donor funded projects. Meanwhile one of the probabilities sampling (simple random) were used to select households for the survey.

**3.7 Data Collection Method**

Both primary and secondary data were collected in this study. During the study, Primary data were collected through open and closed ended questions, key informants and observation.

**3.7.1   Interviews**

According to (Creswell, 2007) an interview is a set of questions administered through oral or verbal communication or is a face to face discussion between the researcher and the interviewee. There are three types of interviews, namely structured, unstructured and semi-structured interviews. Key informant interviews were

conducted with project managers, heads of responsible units/department at LGA, and Monitoring and evaluation managers and officers from organizations implementing donor projects.

### 3.7.2   Observation

Yin (1994) argues that observation is a data collection method that involves seeking information by the way of environment scanning. This method involved recording of physically observed activities related to this study. This includes physical involvement in agricultural activities which are conducted in the study area that are related to the study. Through observation, the researcher was able to capture information that the respondents were not able to describe for some reasons like conflict of interest and hence biasness. The observation data were summarized and documented in this report

### 3.7.3   Secondary data

Sources secondary data in this study were official document from organization implementing donor programs in Morogoro region. This included monitoring and evaluation tools, progress reports, reliable sources of information from websites.

### 3.8 Essential Quality of Research

A good research must meet the validity and reliability that are most important in evaluating a measurement tool of a research.

**2.8.1. Validity**

It can be stated that a research has highly validity if the study only contains what one wants to study and nothing else. Validity refers to how well the data collection and data analysis of the research captures the reality being studied. In other words the researcher must obtain the reality of responses of those people who are under the test through comparing their responses with such truth that in deed is truth.

**2.8.2. Reliability**

Supposes that if other person were to repeat a specific research study, he should be able to capture the same results. Reliability demonstrates that the operation of a study, such as the data collection procedures, can be repeated with the same outcome. The objective is to ensure that if a later researcher followed exactly the same procedures as described by an earlier research and conducted.

**3.9 Data analysis and Presentation**

Quantitative data from household survey were subjected to descriptive statistics where measures of central tendency particularly frequencies distribution, mean and percent were determined. On the other hand, the qualitative data collected through key informant interviews, observation and focus group discussions were subjected to content analysis for interpretation and conclusion. Quantitative data used provided more clarification and explanation of the qualitative data. Both qualitative and quantitative data were analyzed through SPSS and MS Excel.

## CHAPTER FOUR

## PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

### 4.1 Introduction

This chapter presents and discusses the study results with a view to answering the research questions presented in the introductory chapter. The first part presents demographic characteristics of the respondents. This involved age, gender, marital status, education levels and occupation of the respondents. These characteristics were presented because they affect the nature of responses provided. The second part present presentation, analysis and discussion of data collected with a view to answering the several questions

### 4.2 Response Rate of Respondents

Table 4.1 indicates that the expected number of respondents were 100 which comprised 10 Key Informant –Implementing Agency and 90 householders. However, the actual number of respondents was 95 equals to 95% of the expected number of respondents which fairly satisfies this study for further analysis. Table 4.1 below provides a summary of the respondents.

### Table 4.1 Responses from Respondents

| | Expected Number of Respondents | Actual Number of Respondents | |
|---|---|---|---|
| Category of Respondents | Frequency | Frequency | Percentage (%) |
| Key informant | 10 | 5 | 50 |

| | | | |
|---|---|---|---|
| Household | 90 | 90 | 100 |
| **Total** | **100** | **95** | **95** |

Source: Field Data, (2015)

## 4.3 Demographic and Socio-Economic Background of the Respondents

This section presents study findings on socio-economic characteristics of questionnaire respondents of the study sample. The aspects covered are: age, sex, marital status, education and occupation of respondents. Data in Table 4.2 summarize findings on these five aspects.

## iii.1.1 Age of Respondents

Findings in Table 4.2 show that the majority 49(51%) of respondents were those aged between 26-40 years followed by 32(33.7%) aged between 41 and above years. Only few seven 14(14.7%) of respondents had their age under 18-25 years. The findings from table 4.2 indicated that these age categories are significant because they included matured and energetic people that may actively engage in any projects implemented in the respective areas as 26-40 and 41 and above have great frequency.

## Table 4.2: Age of Respondents

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18 to 25years | 14 | 14.7 | 14.7 | 14.7 |
| | 26 to 40 years | 49 | 51.6 | 51.6 | 66.3 |
| | 41 and above | 32 | 33.7 | 33.7 | 100.0 |
| | Total | 95 | 100.0 | 100.0 | |

Source: Field Data, (2015)

**iii.1.2Sex of Respondents**

The question was asked to the respondents about their age, the findings show that majority 65(68.4%) of respondents were male while some other 30(31.6%) of respondents were female. The number of male respondents was greater than that of female respondents. This entails the male dominancy in the involvement of development projects in the community.  The findings from table 4.3 implied that gender is a deeply contextual phenomenon, and that what gender is and what it means to be a man or a woman is dependent on time and place, and also vary depending on class, caste, religion or ethnicity. Women and men have been found to participate in project by offering labor force in different ways, and on different terms, not only in Tanzania, but worldwide. Differences are found between women and men, as well as among different groups of women (rural-urban; rich-poor; educated – non-educated) and men. Certain kinds of work have been stereotyped as being 'male' or 'female', because of the socialization process on the division of labor which stipulates different roles for men and women. Most rural women carry water, firewood and farm produce on their heads, take care of children, cook and farm.

**Table 4.3 Sex of Respondents**

|       |       | Frequency | Percent | Valid Percent |
|-------|-------|-----------|---------|---------------|
| Valid | Yes   | 65        | 68.4    | 68.4          |
|       | No    | 30        | 31.6    | 31.6          |
|       | Total | 95        | 100.0   | 100.0         |

Source: Field Data, (2015)

**iii.1.3 Marital Status**

The question was posed to the respondents about marital the findings show that the majority 51(53.7%) of respondents were married, 34(335.8%) respondents were single, while some few 6(6.3%) and 4(4.2%) respondents were divorced and widowed respectively. The findings are significant in that married people that are the families tend to take the access of project services delivery seriously because it affects the livelihood and welfare of the family. It is also case that households in a form of family are most like to take at least in joining the courses .their households with single occupants.

**Table 4.4 Marital status of respondents**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 34 | 35.8 | 35.8 | 35.8 |
| | Married | 51 | 53.7 | 53.7 | 89.5 |
| | Divorced | 6 | 6.3 | 6.3 | 95.8 |
| | Widow | 4 | 4.2 | 4.2 | 100.0 |
| | Total | 95 | 100.0 | 100.0 | |

Source: Field Data, (2015)

**iii.1.4  Educational level**

The respondents were asked about education level. The findings indicate that the majority 47(49.5%) of respondents had secondary education; 31(32.6%) had completed primary, 9(9.5%) of respondents had certificate level of education and

8(8.4%) of respondents had university level. These finding implies that majority of the respondent have at least basic education level. This increase the likelihood to be able to participate in project as they can be equipped with specific project skills and knowledge to undertake project tasks. It is also reasonable to argue that such respondents are likely to take interest in the management of the projects and hence sustainability because these projects are directly affects their livelihoods considering the economic contributions and the general social wellbeing.

**Table 4.5 Education level of Respondents**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Primary | 31 | 32.6 | 32.6 | 32.6 |
| | Secondary | 47 | 49.5 | 49.5 | 82.1 |
| | Certificate | 9 | 9.5 | 9.5 | 91.6 |
| | University | 8 | 8.4 | 8.4 | 100.0 |
| | Total | 95 | 100.0 | 100.0 | |

Source: Field Data, (2015)

## 4.4 Extent of community participation in different phases of the project;

The first research objective was to establish extent of community participation in different phases of the project. The study was intended to know the extent of community participation in different phases of the project. The following questions were asked regarding this objective.

**4.4.1. Having ideas on Projects taking place in your area**

The question was asked to the household respondents if they have ideas on the project taking place at their areas. The findings from table 4.6 below shows that the community member have an ideas of the project implemented to their village/mtaa as 62(65.3%) of respondents indicated, 33(34.7%) of respondents were not having ideas.

**Table 4.6. Having ideas on Projects taking place in area**

|  |  | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Yes | 62 | 65.3 | 65.3 |
|  | No | 33 | 34.7 | 34.7 |
|  | Total | 95 | 100.0 | 100.0 |

Source: Field Data, (2015)

**4.4.2 Community participation in projects**

The question was asked to the respondents about the community participation in projects implemented to them, the interest of this question was to know how community participated in donor funded projects. The findings reviled that majority 42(46.7%) of respondents, were project committees that represented the communities in project issues and they are represented by community leaders in project issues. Other 5(5.6%) of respondents contended that Key informant does everything for the community. The other (10%) respondents claimed that the community were represented by community leaders in project issues, few 1(1.1%) did not know on community participation in any project activities. The findings from table 4.7

indicated that there are committee and community leaders who participate in project issues as 46.7% of respondents indicated

**Table 4.7: The way community participated in projects**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | There are committees made of communities on the respective project | 42 | 46.7 | 46.7 | 46.7 |
| | They are represented by community leaders in project issues | 42 | 46.7 | 46.7 | 93.3 |
| | Key informant does everything for the community | 5 | 5.6 | 5.6 | 98.9 |
| | I do not know | 1 | 1.1 | 1.1 | 100.0 |
| | Total | 90 | 100.0 | 100.0 | |

Source: Field Data, (2015)

**4.4.3 Selection of community representation in projects**

Respondents were asked to tell how the representatives were obtained to represent them in project. The findings show that majority 49(51.6%) of respondents said that representatives are elected by community members from among themselves, and other 32(33.7%) said that representatives were chosen by community leaders; while very few (14%) said that there were no representation of the community in projects. The findings from table 4.8 showed representatives are elected by community members as 51.6% of respondents indicated, during interviews with community leaders it was disclosed that the committee is made up of one chairperson and one

member of the *village/mtaa* apart from the government leaders from each *village/mtaa*.

**Table 4.8: Selection of community representatives in projects**

|  | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Representatives are elected by community members | 49 | 51.6 | 51.6 | 51.6 |
|  | Representatives are chosen by community leaders | 32 | 33.7 | 33.7 | 85.3 |
|  | There are no community representatives | 14 | 14.7 | 14.7 | 100.0 |
|  | Total | 95 | 100.0 | 100.0 |  |

Source: Field Data, (2015)

**4.4.4 Accountability of Representatives to Community**

The respondents were asked if their representatives were accountable to community in their representations. It was revealed that majority 67(70.5%) of respondents said that representatives were accountable and other 23(24%) said that representatives were not accountable, while other few 5(5.3%) did not know if the representatives were countable to community or not. The findings from table 4.9 show that representatives were accountable as 69.5% of respondents indicated. The implication of the results is that the scaling up of community participation, leads those directly involved in development projects to engage with the community, and with broader issues of governance, representation, transparency and accountability.

**Table 4.9: Accountability of representatives to communities**

|       |                 | Frequency | Percent | Valid Percent |
|-------|-----------------|-----------|---------|---------------|
| Valid | Accountable     | 67        | 70.5    | 70.5          |
|       | Not accountable | 23        | 24.2    | 24.2          |
|       | I don't know    | 5         | 5.3     | 5.3           |
|       | Total           | 95        | 100.0   | 100.0         |

Source: Field Data, (2015)

**4.5 The ownership of role and responsibilities of community in project implementation**

The second research objective was to assess the ownership of role and responsibilities of community in project implementation. The study was interested to know the ownership of role and responsibilities of community in project implementation

**4.5.1 Having role/responsibility in the project at hand**

The question was posed to the respondents if they have role/responsibility in the project in the hand. The findings show that 62(65.3%) of respondents said they are responsible in the project in hand and the rest 33(34.7% ) of respondents said they are not responsible with the project in hand. Summary of findings are indicated in table 4.10 The findings from table 4.10 indicate that the majority 65.3% of respondents are responsible in the project in hand.

**Table 4.10 Having role/responsibility in the project at hand**

|  |  | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Yes | 62 | 65.3 | 65.3 |
|  | No | 33 | 34.7 | 34.7 |
|  | Total | 95 | 100.0 | 100.0 |

Source: Field Data, (2015)

### 4.5.2 Establishment of Projects

Respondents were asked to mention their responsibilities during the establishment of projects. The findings show that majority 43(45.3%) of respondents reported to the government that the government was responsible in establishing projects. Other 23(24.2%) of respondents said that community members in collaboration with their local government were involved in establishing projects. Other 13(13.7%) of respondents pointed out the development organizations such as NGOs, CBOs etc. as the key organs in establishing projects and 8(8.4%) respondents contended that the community members were responsible in establishing projects and 8(8.4%) of respondents don't know.

**Table 4.11 Responses on processes of establishing projects**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Government | 43 | 45.3 | 45.3 | 45.3 |
| | The community members with the help of the Agency | 23 | 24.2 | 24.2 | 69.5 |
| | Organizations | 13 | 13.7 | 13.7 | 83.2 |
| | Community members | 8 | 8.4 | 8.4 | 91.6 |
| | I do not know | 8 | 8.4 | 8.4 | 100.0 |
| | Total | 95 | 100.0 | 100.0 | |

Source: Field Data, (2015)

The findings from table 4.11 shows that the government is the one responsible in establishing many project. this implied that the communities are not given enough room to participate in establishing projects.

**4.5.3 Contribution to the project at hand by the Stakeholder.**

The question was asked to the respondents about contribution of the project by the stakeholder. The findings showed that 50(52.6%) of respondents said labour force, 40(42.1%) of respondents said time dedicated to the project and 5(5.3%) of respondents. The findings from table 4.12 show that majority 52.6 of respondents indicated that one of the contribution made by community as a key stakeholders is labor force.

**Table 4.12 Contribution to the project at hand by the Community.**

|  | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Labor force | 50 | 52.6 | 52.6 | 52.6 |
|  | Monetary contribution | 5 | 5.3 | 5.3 | 57.9 |
|  | Time dedicated to the project activities | 40 | 42.1 | 42.1 | 100.0 |
|  | Total | 95 | 100.0 | 100.0 |  |

Source: Field Data, (2015)

**4.5.4 Managing project funds**

The question was posed to the respondents about the who managing project funds, the study intended to know if the community participated in managing the funds for projects. The findings show that majority 52(54.7%) of respondents said that the funds were managed by the sponsoring organizations. Other 17(17.9%) respondents reported that the funds were managed by government authority other 12(12.6%) respondents contended that funds were managed by community leaders, and some 10(10.5%) of respondents said that it was the community members who managed the funds for the projects, while a few 4(4.2%) of respondents did not know who managed the funds for the projects. The findings from table 4.13 show that 54.7% of respondents said the project funds are managed by the donor Agency.

**Table 4.13: Responses on who manages project funds**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Community members | 10 | 10.5 | 10.5 | 10.5 |
| | Community leaders | 12 | 12.6 | 12.6 | 23.2 |
| | Local government authority | 17 | 17.9 | 17.9 | 41.1 |
| | Project sponsors (agencies, NGOs etc.) | 52 | 54.7 | 54.7 | 95.8 |
| | I do not know | 4 | 4.2 | 4.2 | 100.0 |
| | Total | 95 | 100.0 | 100.0 | |

Source: Field Data, (2015)

### 4.5.5 Community cooperation with community leaders for projects

The respondents were asked to tell the way they cooperated with their community leaders in projects. The researcher was interested to know how the community members cooperated with their leaders as far as the projects are concerned. The finding shows that majority 62(65.3%) of respondents said that they cooperated with them actively. Other 22(23.2%) respondents said that they cooperated with their leaders inactively, while some other 11(11.6%) contended that there was no cooperation between community members and community leaders. The findings from table 4.14 show that there are cooperation between community and leaders as 65.3% of respondents indicated. During interview with one of the community leaders it was reported that community members gave their cooperation to the leaders very actively.

**Table 4.14 Community cooperation with community leaders for projects**

|  |  | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Cooperated with leaders actively | 62 | 65.3 | 65.3 |
|  | Cooperated with them inactively | 22 | 23.2 | 23.2 |
|  | no cooperation | 11 | 11.6 | 11.6 |
|  | Total | 95 | 100.0 | 100.0 |

Source: Field Data, (2015)

## 4.6 To examine how community has been empowered to undertake project tasks along with the implementing agency

The third specific objective of the study was to examine how community has been empowered to undertake project tasks along with the implementing agency. The study was interested to examine how community has been empowered to undertake project tasks along with the implementing agency. To obtain the findings and relevant information on how community was empowered, techniques such as questionnaires, interviews, observations and documentary reviews were used.

### 4.6.2 Empowering Community with Education, skills and knowledge

Researcher was interested to know if community is empowered with education, skills and knowledge so as to undertake project tasks along with the implementing agency. The finding showed that 50(52.67%) of respondents agreed that community is

empowered with education, skills and knowledge, 28(29.5%) of respondents were moderately empowered with education, skills and knowledge, 14(14.7%) of respondents strongly empowered, 2(2.1%) of respondents disagree and 1(1.1%) of respondent was strongly disagree with community empowerment in education, skills and knowledge to undertake project tasks. The findings from table 4.15 shows that 67.4% of respondents agree and strong agree that they were empowered with education, skills and knowledge to undertake project tasks. Having enough and knowledge can  easily facilitate the means to address challenges facing the society in general..

**Table 4.15: Empowering Community with Education, skills and knowledge**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 14 | 14.7 | 14.7 | 14.7 |
|  | Agree | 50 | 52.6 | 52.6 | 67.4 |
|  | Moderate | 28 | 29.5 | 29.5 | 96.8 |
|  | Disagree | 2 | 2.1 | 2.1 | 98.9 |
|  | Strongly Disagree | 1 | 1.1 | 1.1 | 100.0 |
|  | Total | 95 | 100.0 | 100.0 |  |

Source: Field Data, (2015)

### 4.6.3 Factors limiting community participation in projects

The question was asked to the respondents on the factors limiting community from participation as far as the donor funded project is concerned. The findings show that

44(46.3%) of respondents said poverty and effect on of NGOs/ Agency approaches Community Participation,  6(6.3%) of respondents said Socio-economic divisions and conflicts and 1(1.1%) of  respondents said effects of Gender on community participation. As shown in table 4.16 below. The findings from all respondents collected from questionnaires and interview show that poverty is one of the factors limiting community based project. The findings found that a major impediment to people's participation in project, according to the views of most respondents is poverty Effect on  of NGOs/ Agency approaches Community Participation, Socio-economic divisions and conflicts, Effects of Gender on community participation

**Table 4.16 Factors limiting community participation in project**

| | | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Effect on of NGOs/ Agency approaches Community Participation | 44 | 46.3 | 46.3 |
| | effects of Gender on community participation | 1 | 1.1 | 1.1 |
| | Socio-economic divisions and conflicts | 6 | 6.3 | 6.3 |
| | Poverty | 44 | 46.3 | 46.3 |
| | Total | 95 | 100.0 | 100.0 |

Source: Field Data, (2015)

**4:7 Discussions of the Findings**

This study was made up with three specific objective aimed at examining how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support. Specifically the study assess extent of community participation in different phases of the project; to examine the ownership of role and responsibilities of community in project implementation, to examine how community has been empowered to undertake project tasks along with the implementing agency.

**4.7.1 The extent of community participation in different phases of the project**

The findings from table 4.6 shows that the community member have an ideas of the project implemented to their *village/mtaa* as 65.3% of respondents indicated, 34.7% of respondents had no idea, this implies that still during the project inception not all the community members were well informed on the project to be implemented. The findings from table 4.7 indicated that there are committee and community leaders who participate in project issues as 46.7% of respondents indicated. During interview with community leaders it was disclosed that project committee members are selected by the community at the launch of a project. Community leaders ensure that their *streets/mitaa* have representation in project Groups. These committees serve as an interface between the beneficiary community, local government, central government and the agencies providing assistance.

> *............We have project Management Committee system worked very well in our community which interfaces between agency and households*.

The findings from table 4.8 showed representatives are elected by community members as 51.6% of respondents indicated, during interviews with community leaders it was disclosed that the committee is made up of one chairperson and one member of the village/mtaa apart from the government leaders from each village/mtaa. Above this committee, there was a central committee that was composed of village chair persons and representatives of the *villagers/mitaa*, division officer and district council representative. Within the central committee there was an audit committee who was responsible to make follow ups of all projects and all expenses from each village. The audit committee was made up of members elected from central committee members. The chairpersons are responsible for providing periodic reports to their people in the villages/mtaa. This would imply that there was a created liaison within the communities to ensure that community members have easy access to information about the projects activities in relation to other development projects.

The findings from table 4.9 show that representatives were accountable as 70.5% of respondents indicated. The implication of the results is that the scaling up of community participation, leads those directly involved in development projects to engage with the community, and with broader issues of governance, representation, transparency and accountability. This is supported by Houtzager and Lavalle (2009) physical proximity and active participation constitute favorable conditions for reinforcing relations of accountability between those representing and those represented

Accountable community representative must be a beneficiary of the project in hand and has to determine and implement the exact needs of the target community, based on expectation of the community they are representing.. If the representative is not accountable there will be different expectations over the project benefits and what actually the project intends to deliver. There is an important distinction here between popular participation and the participation of organized civil society, for with the latter important issues of accountability arise and need to be addressed if civil society actors are not also to be regarded as just another cadre of special interests according to Newell and Tussie (2006).

**4.7.2 The ownership of role and responsibilities of community in project implementation**

The findings from table 4.10 indicate that the majority 65.3% of respondents are responsible in the project in hand. This implies that Engaging Community Members form around shared interests and community managers must be able to engage community members in activities and operations that make use of those shared interests. In a professional community, community managers may engage members through professional development and peer-to-peer learning opportunities. For residential communities, members can be engaged and learn through participation with the projects activities by assigning the members with project role..

The findings from table 4.11 shows that the government is the one responsible in establishing many project. this implied that the communities are not given enough room to participate in establishing projects. The results showed the government was the key organ in establishing the project instead of assisting the communities establish their projects the projects. This is in line with what Cooksey and Kikula (2005) names traditional top-down planning approach that identification and prioritization of development issues is done at the district by the different heads of departments and compiled into a district plan by the District Planning Officer. Often times such plans have no relevance to the felt needs of the grass root communities. They instead, indicate what the district officers think the grass root communities need. As such there is poor ownership of not only the process but the outcome as

well. This is what makes participatory planning approaches much more effective and sustainable to both rural and urban development practitioners. This is because the process of identification and prioritization of development issues is done by the people themselves but facilitated by district and other staff and donor agencies. The communities themselves also do the implementation of the plans. Such implementation is done parallel to the central government support programmes that are of national priority in the form of what is known as basket funding.

The findings from table 4.12 show that majority 52.6 of respondents indicated that one of the contribution made by community as a key stakeholders is labor force. A stakeholder is an individual who is affected by or who can affect a project's outcome. Stakeholders shape projects in the early stages, ensuring resources are available to contribute to project success, and provide insight regarding the possible reaction to a project's outcome, which facilitates project adjustments when necessary to win organizational support. The roles of stakeholders change throughout a project life cycle. However, the willingness of stakeholders to perform the activities assigned to them during the project planning process greatly contributes to the success or failure of the project.

The findings from table 4.13 above show that 54.7% of respondents said the project funds are managed by the donor Agency. In interview with one of the project officials it was reported that:-

> …..“*all project expenses were recognized and managed by the agency but the communities participated through the established committees.*

Fund managers have a responsibility to protect project' money. Prudent communities are aware that funds must take some risks to deliver growth but they do not expect reckless behavior. Therefore, fund managers' choices to buy or sell assets are preceded by a lot of research and due diligence, which can involve investigating project. Fund managers also address risk by ensuring asset portfolios are sufficiently diversified.

The findings from table 4.14 show that there are cooperation between community and leaders as 65.3% of respondents indicated. During interview with one of the community leaders it was reported that community members gave their cooperation to the leaders very actively. He commented as quoted,

> ………..“*I am happy that nowadays the people are awakened and feel responsible for development projects. They know their responsibilities*”. *When contributions are asked from them we get them on time though there are some who seem to be hesitant. Generically, there is good relationship and cooperation between leadership and the community*”.

The implication of the results was that the cooperation between community members and community leaders depended on the composition of the management committee. Whether it is an elected body or appointed by the local government, whether it consists of traditional leaders or modern community organizations, or of influential individuals. This determines the degree of representation of different community

interests in the management committee and its responsiveness to community needs. Representation of the interests of under-privileged groups or minorities is particularly important for women, youths and certain cultural or ethnic groups. Where representation of the people lacked cooperation between two sides also lacked. Community's cooperation with their leaders is essential for the long-term success of any project concerning urban services.

**4.7.3 How community has been empowered to undertake project tasks along with the implementing agency**

The findings from table 4.15 above shows that 67.4% of respondents agree and strong agree that they were empowered with education, skills and knowledge to undertake project tasks. Having enough and knowledge can easily facilitate the means to address challenges facing the society in general.. Giving community skills, resources and authority, community are motivated to take ownership of the outcomes related to their actions. Successfully implementing empowerment projects requires demonstration that value community and give them the tools they need and share responsibility. By empowering community representatives and the community as a whole to take immediate actions that address project challenges, this type of empowerment project enables to generate the basics for problem solving tips that helps reduce future recurrence of project challenges as the project grows.

The findings from Table 4.16 the response from questionnaires and interview show that poverty is one of the factors limiting community based project. The findings

found that a major impediment to people's participation in project, according to the views of most respondents is poverty. One of the interviews said

> …………*"involvement in projects interventions entails some costs in terms of time, labour and resources. Because of high levels of poverty among communities, it was found that members failed to involve themselves in project development initiatives especially when such involvement requires cash contributions"*.

### 4.7.3.1 Poverty

Poverty is one of the major contributing factors affecting community participation. This is supported by Okeke (2000) argued that poverty ranks the highest among the barriers inhibiting community participation in community projects. Poverty in its essence disembowels local people, as such some do not even have the capacity and drive to participate in community development programs. The Food and Agriculture Organization (FAO) (1996) reports that most of the rural people living in poverty have no form of structure that represents them and their interests because they are isolated and poorly educated they are forced to depend on the rural elites who define the development course for the community.

### 4.7.3.2 Effect on of NGOs/ Agency approaches Community Participation

One of the factors that affect community participation in development projects is the NGOs, and development facilitator's failure to realize the communities' potential. These "outsiders" have a tendency of sidelining the local people and thinking that they always know what the local people want. This is supported by Chambers (1997) who insists that the elite and educated people, who probably see themselves as

enlightened, always want to speak on behalf of the poor and marginalized. In this instance, the local people are not given an opportunity to speak for themselves This does not empower the local people but limits participation from the communities. NGOs do not prioritize the needs of the local people.

### 4.7.3.3 Socio-economic divisions and conflicts

Divisions and conflicts are also one of the social hindrances that affect communities from participating in development projects. Most rural communities have quite a number of people from different social and economic backgrounds. These people have different needs and interests. For example, what the poor people may deem necessary would not necessarily be an interest to the rich and elite people in the communities. A community project designed for the common good may in fact be divisive if it is seen as benefiting one section. Hence, it is necessary in community participation that the designed project must benefit all members of a society.

### 4.7.3.4 Effects of Gender on community participation

Gender biases also form part of the factors that affect community participation in most development projects. Women are seen to be participating less than men in most community development projects. Gender bias in participatory development projects may exist in the form of customs, beliefs, and attitudes that confine women to the domestic sphere: women's economic and domestic workloads that impose severe time burdens on them. This is supported by Oxfam (2001) argues that women are usually forgotten in development and they are treated as passive participants.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

This chapter covers the summary of the study, conclusion and recommendations in terms of the data which were collected and examine how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support.

## 5.2 Summary

The study aimed at examining how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support. In this study the researcher had the following specific objectives; to assess extent of community participation in different phases of the project; to examine the ownership of role and responsibilities of community in project implementation, to examine how community has been empowered to undertake project tasks along with the implementing agency.

The research methodology concerned about data collection where the researcher was applying systematic approaches in data collection so to come up with the specific findings. The research used both qualitative and quantitative approaches. The study included 95 respondents where by data from householders and key informant. Tables

and figures were drawn by using special program known as SPSS. The researcher presented analyzed and discussed the findings of the study. This chapter summarized the findings based on the specific objectives of the study.

It was found by the study that mostly the projects were decided and established by the government with little consent of the community members. It was also found that projects were mainly financed by the donor agencies. It was further, found by the study that community members played a very little role in project finance management for the management of project funds as it was reviled that most were done the donor agency.

The community leaders cooperated actively with the community in development and implementation of projects. Further, it was revealed by the study that community participated through representation in committees. Community representatives were obtained through election whereby they were selected from among community members. The study found that    the representatives were countable to the communities. Those who failed to be accountable were immediately terminated from their positions and replaced by the new ones.

In addition, there were numerous factors hindering community participation in projects. Poverty was the major factor hindering people's participation as the people could not be able to contribute for the projects especially when it came for financial contributions. There were also contradicting approaches that hindered community participation. The other hindering factor was varied sponsoring organizations'

priorities. Some organizations would like to sponsor in line with their priorities and not communities' priorities. It was also found that population increase has led to competition among community members as the result conflicts have erupted making it difficult for the community members to give their hearty participation.

**5.3 Conclusion of the study**

Conclusion is made from the objective used in this study on achieving sustainability through community participation. The study aimed at examining how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support. Specifically on assessing the extent of community participation in different phases of the project; to examine the ownership of role and responsibilities of community in project implementation, to examine how community has been empowered to undertake project tasks along with the implementing agency

The findings have revealed that the government and agencies took a control over establishment of many projects and gave little participation of the community in decision making in prioritization and establishment of projects. This could lead to unsustainable benefits to the projects beneficiaries in the community because the community members whom are the primary beneficiaries do not have that sense of ownership of these projects. The government, sponsoring organizations and community members were key financiers of projects. With good cooperation with community leaders community members could be involved and participate directly or

indirectly financially and/or in kind..This is an important aspect in sustaining the project as the people were empowered to own the projects.

The study also revealed that community members participated in project but through representation whereby representatives were obtained from community members themselves. The unaccountable representatives were terminated immediately from their positions. The study also revealed that the factors limiting the participation of communities in projects were poverty, Effect on of NGOs/ Agency approaches Community Participation, Socio-economic divisions and conflicts, Effects of Gender on community participation, Therefore, the major conclusion of this study the projects were formulated and established without people's participation but their participation came during project implementations.

## 5.4 Recommendations for policy considerations

Based in the study findings the following recommendations are put forward

### 5.4.1 Recommendation to the Government

The fact that the community is the primary beneficiary for the donor funded project, involvement of the community from early stages of project design is necessary. The established projects without the communities being involved, deliberate sustainability strategies need to be carefully developed as a remedial measure to sustain the project benefits.  Therefore, for the sake of project sustainability, it is recommended that the communities should be involved from the early stages of the projects identification

so that to create the sense of ownership of the projects.  For good governance to be observed it needs efforts to eliminate all forms of interference by higher level political leaders to the district/ village/mtaa development projects to have a margin where politicians and civil servants are separated. It is recommended that the public leaders should follow the policy and regulations they have on how to be accountable to the community and ignore all the interference by higher level political leaders

### 5.4.2 Recommendation to the community members

It is found that the major obstacle to people's participation in projects was poverty. It is recommended that other development projects should be established in order to raise economic and social standards of the people. The improved economic life of the people will help them to be actively involved in contributing for other projects. Observing accountability will led to decentralization process, which is a process through which authority and responsibility for some functions are transferred from the central government to the low levels/local government's authorities. Local government authorities are expected to provide quality services to the people as they are close to the people; hence they are expected to be aware of the service needed by the community, its quality as well as its quantity.

### 5.4.3 Recommendation to the community members

It was vividly evidenced that some sponsoring organizations were implementing some projects in accordance with their priorities and policies without seeking to

understand the priorities of the communities It is recommended that the people should be involves in seeking the their priorities in order to bring about sustainability of the established and implemented projects.

**5.5 Areas for further Research**

The study examine how community has been involved in donor funded projects as a means to sustain the flow of benefit and services after the end of donor support. Further research could be done on indepth analysis of more public and private organizations to comprehend the degree to which project management discipline addresses community participation approaches and needs.

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**APPENDICES**

**Annex1**

Key Informant

(LGA Leaders, Donor agencies, Community leader)

This guide has been prepared to guide the discussion on community participation in donor funded projects. It is meant for organization implementing donor funded project, LGA leaders at a project implementation level and project community leaders in Morogoro Region. Ethical consideration for Research shall be adhered to ensure no harm to any of respondents to this study. This will include but not limited to anonymity of respondents. The information from the responses in this tool is intended for academic purpose only as a partial fulfillment for the award of Masters in Project Management. I appreciate your time and corporation to assist with completion of the information herein.

SN…………

People interviewed (Titles... e.g. Project Manager, M&E officer etc...)

Title……………………………Sex………………Age ………M/Status…..……

Title……………………………Sex………………Age ………M/Status…..……

Title……………………………Sex………………Age ………M/Status…..……

Title……………………………Sex………………Age ………M/Status…..……

Title……………………………Sex………………Age ………M/Status…..……

Title……………………………Sex…………………Age ……….M/Status…..……

1. Brief description of the project activities: (What does this project do??

2. Is the community you are serving well informed of the project at hand? YES/NO

3. How were you selected from your community(Community leaders)

4. How does you community hold you accountable for project outcome?

5. Do you have any role on this project

6. Who established this project?

7. Have you ever had any responsibility during the establishment of this project?

8. What is the main contribution of the community to the project?

9. Who is managing project funds?

10. How can you describe the nature of community participation in this a project?

11. How do you empower the community you are serving so as to effectively undertake project task?

12. From your experience with this project, what are the factors that limit community from effectively participate in this project?

13. What do you considers are a factors that limit community from participating in project?

**Thank you for your time**

**Appendix 2**

Household Questionnaire

A study on Community participation for Project Sustainability

This questionnaire has been prepared to collect information on community participation in donor funded projects. It is meant for individual community members in villages implementing donor funded project in Morogoro Region. Ethical consideration for Research shall be adhered to ensure no harm to any of respondents to this study. This will include but not limited to anonymity of respondents. The information from the responses in this tool is intended for academic purpose only as a partial fulfillment for the award of Masters in Project Management. I appreciate your time and corporation to assist with completion of the information herein.

Village Name…………………………………………………

Ward……………………………………….…………………

District………………………………………………………..

Project Name……………………………………………….

Date…………………………………………………………..

Brief description of project on the ground

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Biographical Information (Tick as appropriate)

1. Gender information

    (a) Male

    (b) Female

2. Age of Respondent

    (a) 18 to 25years

    (b) 26 to 40 years

    (c) 41 and above

1. Education back ground of respondent

    (a) Primary education

    (b) Secondary education

    (c) Certificate

    (d) University

4. Marital status

    (a) Single

    (b) Married

    (c) Divorced

    (d) Widow/widower

5. What is your main activity?

6. What is the main activity in this village?

……………………………………………………………………………………………

## EXTENT OF COMMUNITY PARTICIPATION IN DIFFERENT PHASES OF THE PROJECT

7. Do you have any idea on Projects taking place in your area?        YES/NO

If YES, what is it all about?

B          r          i          e          f          l          y

describe……………………………………………………………................................

8. How did you/do you participate in project? Is it

    a) Representative committee representing the community

    b) Village/Community leaders

    c) Key focal persons/informant

    d) I have no Idea

9. How did the representative for project selected/obtained?

    a) Elected by the community members

    b) Chosen by the community leaders

    c) There was no representative

10. Does the community hold the representative accountable for the project out

 come?

a) Yes

b) No

c) I don't know

## OWNERSHIP OF ROLE AND RESPONSIBILITIES OF COMMUNITY IN PROJECT IMPLEMENTATION

11. Do you have any role/responsibility in the project at hand?       YES / NO

If YES, what are your roles in the project?

……………………………………………………………………………………………

……………………………………………………………………………………………

12. Who was responsible for establishment of the project at hand?

a) Government

b) Community with the help donor implementing agency

c) Community in collaboration with LGA

d) Community members only

e) I don't know

13. What do you consider as your contribution to the project at hand? Is it

a) Labor force

b) Monetary contribution

c) Time dedicated to the project activities

14. Who is managing the project funds?

   a) Community members

   b) Community leaders

   c) Local government authorities

   d) Project sponsors/Donor agency

   e) I do not know

15. How do you rate the extent of community cooperation with the project leaders?

   a) Actively cooperate with leaders

   b) Moderately cooperate with leaders

   c) No cooperation

COMMUNITY EMPOWERMENT TO UNDERTAKE PROJECT TASKS

16. Do you agree that you have been empowered with education, skills and knowledge to undertake project tasks?

   a) Strongly agree

   b) Agree

   c) Moderately agree

   d) Disagree

e) Strongly disagree

17. What do you considers are a factors that limit community from participating in project?

a) Poverty

b) Approaches used by donor implementing agency

c) Social economic divisions

d) Gender based issues

Thank you!!!