FACTORS INFLUENCING COMMUNITY PARTICIPATION IN DONOR FUNDED PROJECTS: EXPERIENCES FROM PADEP COMMUNITY PROJECTS IN MOROGORO DISTRICT, TANZANIA

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ABSTRACT

Community participation in implementation and development projects has become a topical agenda. Morogoro District is one among the districts in Tanzania where Participatory Agricultural Development and Empowerment Projects implemented. The main objective of the study was to assess the factors influencing community participation in PADEP community projects. Specifically, the study sought to: determine the level of the community's participation in PADEP community projects, examine the community's attitude towards PADEP community projects and determine the overall impacts of PADEP community projects to the community. Across-sectional research design adopted for undertaking the study. A multi-stage sampling was employed whereas purposeful sampling technique used to select four villages i.e. Kiziwa, Mtombozi, Tulo and Kongwa, followed by proportional sampling to get households from each village, and random sampling method to obtain a sample size of 138 households. Qualitative and quantitative methods were used to collect primary data by administering questionnaires, undertaking focus group discussions and key informants' interview. Quantitative data were analyzed by the statistical package for social sciences, and qualitative data were analyzed by using content analysis. The study findings revealed that the level of participation in PADEP community projects was relatively low especially in project identification and designing stages. Nevertheless, about 93.5% of respondents had positive attitudes towards PADEP projects because of associated benefits, including rise of household income. Study results, also indicated that implemented PADEP community projects made some impacts to households' livelihood, include assets ownership, income as well as food security improvement. Furthermore, some independent variables had statistical significant influence on community participation, including respondent's previous experience in

projects participation ($p \leq 0.05$), household size, household income per year before the project ($p \leq 0.1$), level of satisfaction ($p \leq 0.01$), awareness / information ($p \leq 0.1$) and existence of village rules and regulation on participation ($p \leq 0.05$). In conclusion, there is positive and strong relationship between previous experience and community participation; household income and community participation; awareness and community participation. Considering the importance of community participation, study suggests that all obstacles including project's experience, awareness and household income which hinder community participation should be well addressed by the project implementers for the success and sustainability of the projects.

DECLARATION

I, Mwishehe Mrisho Samata, do hereby declare to the Senate of Sokoine University of Agriculture, that this dissertation is my original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution.

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The above declaration is confirmed by:

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Dr. Justus V. Nsenga Date

(Supervisor)

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LIST OF ABBREVIATIONS

CBO	Community Based Organization
CDD	Community Driven Development
CGAP	Consultative Groups to Assist the Poorest
CIS	Community Investment Sub-project
DAC	Development Assistance Committee
DALDO	District Agricultural and Livestock Development Officer
DED	District Executive Director
DFP	Donor Funded Projects
EC	European Commission
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
FGIS	Farmer Groups Investment Sub-projects
FYDP	Five Year Development Plan
IFI	International Financial Institutions
KII	Key Informant Interview
LDC	Less Developed Countries
LGA	Local Government Authorities
MDC	Morogoro District Council
NBS	National Bureau of Statistics
NGO	Non-Government Organization
O&OD	Opportunities and Obstacles to Development
OECD	Organization for Economic Co-operation and Development
PADEP	Participatory Agricultural Development and Empowerment Projects

PRA	Participatory Rural Appraisal
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
SUA	Sokoine University of Agriculture
TDV	Tanzania Development Vision
TZS	Tanzania Shilling
UN	United Nations
URT	United Republic of Tanzania
USD	United States Dollar
VEO	Village Executive Officer
WB	World Bank
WEO	Ward Executive Officer

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Donor Funded Projects (DFPs) are conceived as developmental projects meant to complement government developmental initiatives to its common people. These projects reach the communities through various means which include International Financial Institutions (IFIs), United Nations (UN) Agencies that provides grants through government, UN institutions, Non-governmental organizations (NGOs), Community Based Organizations (CBOs) to initiate programs in the society, others are initiated through Consultative Groups to Assist the Poorest (CGAP) where funds flow from global headquarters to individual grassroots institutions as grants and finally public philanthropic foundations (Delmon, 2011).

Mitchell and Ashley (2010) contended that, although DFPs play a big role in community through initiating and implementing development projects but sometimes the projects are short-lived which has led into question over how the community can ensure sustainability and ownership of these initiatives when project ends. In this regard, community involvement is singled out as being critical. DeFilippis *et al.* (2010) notes that community ownership need to be considered since the community itself is a very important asset.

Over the years, community participation in project implementation and development has become prominent and its variants have taken on particular prominence in the policies of bilateral and multilateral development agencies. For instance, the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and

Development (OECD) argues that for sustainable development, projects must be locally owned and that development co-operation has to be shifted to a partnership model, where donor programs and activities operate within locally-owned development strategies (Saxby, 2003). In the policy document, donors urged to respect and encourage strong local commitment, participation, capacity development and ownership of the project activities. Community involvement is crucial for a successful and sustainable public development projects (Muro and Namusonge, 2015).

Most donors consider community participation in projects as an essential ingredient of development and eventually their sustainability after the project cycle from the donor perspective (Ribeiro, 2009).Community participation plays a role in the societies which contributes toward increasing democracy, combating exclusion of marginalized and disadvantaged population, empowering and mobilizing people (Bartholomew *et al.*, 2011). Moreover, community participation is also important for validity of any donor funded project which brings in the ownership aspect (Phillips and Pittman, 2009). Similarly, for any project to succeed, it must link not only planning with action but also the aspect that community stakeholders must demonstrate their ownership in the plan (Sirgy *et al*., 2011).

Much emphasis has been put on community participation but still its implementation a nightmare in most of the development projects (Lungo *et al.,* 2017). The following are some of success or failure examples on community participation; Zambia is not an exception to the challenges of project sustainability after external aid, because over 30 years the county has been implementing three robust social investment projects through Community Driven Development (CDD) approach with the aim to empower local communities (Lungo *et al.*, 2017). Furthermore, due to inadequate government

counterpart funding and lack of community maintenance of the post project facilities, the benefits of the projects could not be sustained when funding for the same ended as a result, the social investment project infrastructures achieved remain ‘white elephants’, and to-date, beneficiaries are daunted by poverty and food insecurity (Lungo *et al.*, 2017).

Moreover, Alelah and Mueke (2017) in their study of the influence of community participation on sustainability of the WASH project in Kenya found that about 78.9% of the respondents acknowledged that community participation has a significant influence on project sustainability. This shows that active involvement by the community is likely to lead to success of the WASH project. Moreover, community participation is enlightened about the importance of their engagement in identifying and resolving matters that affect them which are geared towards sustainable development (Alelah and Mueke, 2017).

Similarly, in the year 2003 the government of Tanzania with assistance from the World Bank embarked on implementing Participatory Agricultural Development and Empowerment Projects (PADEP) which was officially launched in 2003/04 and ended in 20009/10 in eight pilot districts in Tanzania, including Morogoro District (URT, 2009). There were two types of village level interventions; Community Projects or Community Intervention Sub-project (CIS) and Farmer Groups Intervention Sub-projects (FGIS).

The main objective of the PADEP was to raise the production of food, income, and assets of participating households and groups in at least 840 villages in a sustainable manner through the implementation of small agricultural development sub-projects planned and managed by groups of community members and farmers (URT, 2009). The specific objectives of PADEP were; to increase capacities of the village communities and farmer groups in planning and implementation of agricultural development projects; to

strengthen capacities of services delivery agents, focusing on the communities priority agricultural development constraints, needs and goals and to increase role of the private sector in provision of agricultural inputs services to the farming communities and marketing of agricultural outputs. To achieve these objectives and in order to reach the farming communities more effectively, the project allocated 75% of the funds to the local level (villages and districts) interventions (URT, 2006).

1.2 Problem Statement

Poverty is still a challenge particularly in most rural communities, including Tanzania which is largely depending on agriculture which is facing a number of bottlenecks including climate changes, lack of fertilizer use and unreliable market. Therefore, the introduction of PADEP community projects not only in Morogoro District was among other efforts done by the government of Tanzania and other stakeholders in an endeavour to increase income and agriculture productivity to the community (URT, 2016).

With this regard, district's technical staff had to conduct Participatory Rural Appraisal (PRA), consultative meetings and workshops with community members in order to identify community's challenges and obstacles which hinder their development before the implementation of PADEP community projects (MDC, 2010). However, a few community members participated in those meetings and workshops, which in return may have led to unintended implications such as unsustainability of the projects, due to poor project planning or designing (MDC, 2012). This might have led into misuse of resources because of experts' failure of taking on board the focal problem-facing majority of the community members or their needs. Apparently, the implemented activities largely might have originated from outsiders as development planners and a few community members

that participated without considering the challenges or problems faced by majority community members.

It is clear that community participation is a global concern particularly in the less developed countries (LDC) (Mohamed *et al.*, 2018). This is evidenced by different studies with regard to the aspect of community participation in donor-funded projects in different countries. Flora (2014) analyzed the sustainability of farmers groups' investment subprojects in Tanzania and found that sub-projects vision and lack of sustainability assessment are among the factors affecting sustainability of donor funded community projects. Also Steve (2012) in the study done in Kenya concluded that low level of community participation, poor mobilization and awareness strategies affected project ownership as well as sustainability.

Despite such scholarly attention, there has been inadequate information with regard to the factors influencing community participation in the donor-funded project(s), particularly with reference to PADEP community projects in Morogoro District which prompted this study to be conducted. In addition, the drive for undertaking this study also built on some of the practical evidence observed from implemented PADEP community projects, which its outcomes have remained controversial and mixing in terms of performances and sustainability (Flora, 2014). Therefore, this study intended to fill this identified knowledge gap by bringing an in-depth understanding of what factors influenced community participation in donor-funded projects like PADEP community projects.

1.3 Justification of the Study

The foundation of this study lies upon the objectives/goals of different initiatives being proposed or implemented at national and international levels that aim at improving

people’s livelihoods through community participation. For example, goal number two of Sustainable Development Goals (SDGs) aiming to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture (URT, 2016). Furthermore, at the national level, this study is in line with Tanzania Development Vision 2025 target number two which is aiming for high quality livelihood through Five Year Development Plan (FYDP II), especially improving quality of life and human wellbeing whereby community participation still remains pivotal for any success within the society.

The findings from this study will further provide the basis for improving future practical interventions or projects because community plays a very significant role in the ownership and sustainability of the development projects which will enhance the flow of benefits even after the end of the project. Moreover, donors and LGAs can get a lesson on the best way to involve community members in the projects. In addition to that, the findings will help different stakeholders including the policymakers and NGO’s involved in participatory initiatives as well as communities to know their role in development interventions.

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this study was to determine community participation in the donor-funded projects (PADEP community projects).

1.4.2 Specific objectives

This study was guided by the following specific objectives;

i. To determine the level of the community's participation in PADEP community projects.

ii. To assess the factors influencing community's participation in PADEP community projects.

iii. To examine the community's attitude towards PADEP community projects.

iv. To determine the impacts of PADEP community projects to the community.

1.5 Research Questions

In order to address these objectives, the research focused on the following questions;

i. At which level did the community members participated in PADEP community projects?

ii. What are the factors which influence community participation in PADEP community projects?

iii. What is the community's attitude towards their participation in PADEP community projects?

iv. How have PADEP community projects impacted the community members?

1.6 Conceptual Framework

Community participation means involving people such as men and women in the development process as active participants and not as passive recipients at all levels (Njau and Mruma, 2004). Figure 1 shows possible factors that could influence community participation in PADEP community projects.

The level of community's awareness on the project determines one's participation, awareness is the key to public participation. When there is a low level of awareness to the

targeted community, public participation tends to be low, and vice versa (Gitegi and Iravo, 2016). Elham *et al.* (2008) reiterated that level of awareness of people about intervention or project influenced their participation in the development projects.

Moreover, education level also affects participation. According to Bakari *et al*. (2015), education level attained is among the key factors determining the success of public project implementation. Similarly, the main occupation of the respondents can also influence his/her participation decisions. Farmers participated much in afforestation project activities compared to others (Kanthiti and Njera, 2016). Likewise, sex also can influence community participation for example in a family females are likely to be active participants than males this is because a majority of males spend most of their time at their places of work and not present in their homes at the time of the project (Mwende, 2016).

However, marital status influence participation simply the one who is married has many responsibilities are likely to participate in projects compared to those who are not married. Marriage influences the intensity of youths' participation in rural agriculture with an additional increase in the number of coupled youths increase the probability of participation (Nnadi and Akwiwu, 2008). Nevertheless, age can also influence participation due to the fact that young people are more likely to participate in development projects compared to other work group because of the vision and mentality. Mlelwa (2010) noted that age is a reflection of the characteristics of an individual in relation to ownership and control of resources such as land, cash and labour. In additional, household size and income, land size he/she owns as well as village rules and regulations on community participation can also influence community members to participate or not to participate in the project.

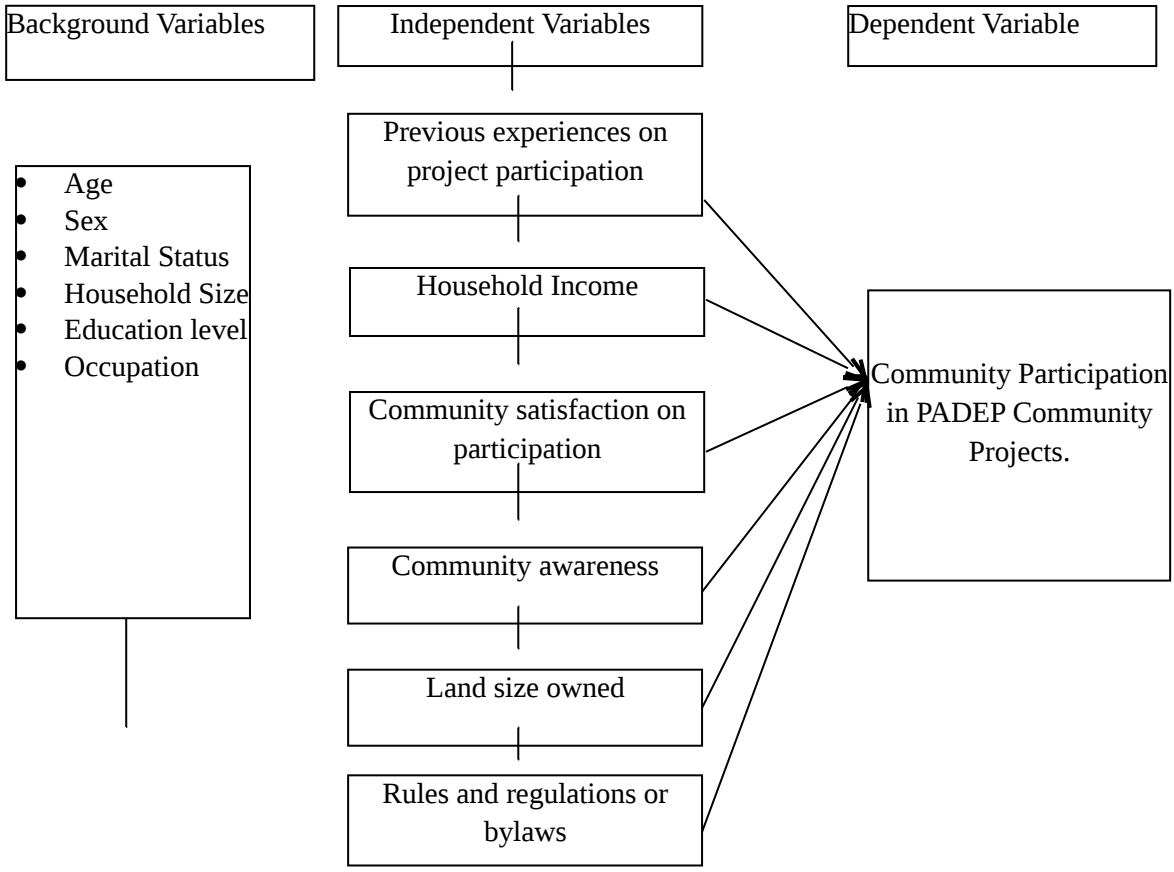

Figure 1: Conceptual Framework for the assessment of community participation on PADEP community projects

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Definitions of Key Terms

2.1.1 Donor

A donor is an individual, a group of people or an organization that provides assistance aiming at generating economic growth and reducing poverty through financial investments and interventions in a community (Shirlanne, 2013).

2.1.2 Project

A project is a temporary endeavour undertaken to create a unique product, service or result (CEO, 2011). European Commission (2004) define project as the series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget. A project should also have clearly identified stakeholders, including the primary target group and the final beneficiaries, clearly defined coordination, management and financing arrangements, a monitoring and evaluation system (to support performance management) and an appropriate level of financial and economic analysis, which indicates that the project's benefits will exceed its costs.

2.1.3 Community

Community is defined as a group of people with common interests, who are capable of taking collective decision and action for their common goal (Doe and Khan, 2004). According to Mvena (2008), community refers to individuals of the same origin, living in

the same area or people with the same occupation. Some communities are homogeneous, while others are heterogeneous; and some united, while others conflictive.

2.1.4 Participation

The word participation originated from Latin, referring to “part taking” which means to take part or to share in (Schenker *et al.,* 2005). According to Odhiambo and Taifa (2009), participation is the practice through which stakeholders’ inputs and share control over development proposals, decisions and resources which affect them.

2.2 The Concept of Community Participation

There is no fixed definition that can describe a clear meaning of community participation. This is because different researchers interpret the rationale of community participation with different views. According to Shukor *et al.* (2011), the concept of community participation has different meaning to different people to such an extent that virtually many communities based project or program that is now being a fashionable termed ‘community participation’. It is also known as citizen participation, people’s participation, public participation or popular participation. Community participation is a process that starts to inform, gather input or involve the community regarding decision making processes. It covers all levels of information, awareness creation, outreach, inputs involvement and collaboration (Shukor *et al.,* 2011).

Nonetheless, the degree of community participation and empowerment of the community members in most of the project is minimal. Community members perceived community participation as the bad thing this is because of the some factors including poverty, lack of transparency and accountability and political affiliations (Kambuga, 2013). The solution for this problem is community mobilization which will create awareness among

stakeholders on materials resources, leadership and technical expertise. Thus, community members should be politically mobilized through education and training on the importance of their projects and make them feel that the projects belong to them. Therefore, people in the community will be in a position to make a decision on matters concerning their social development (Kambuga, 2013).

On the other hand, Nuhu and Iddi (2017) in their study on Challenges and Opportunities for Community Participation in Monitoring and Evaluation of Government Projects in Tanzania found that the level of community participation was interactive. The findings indicated that the community participated into different levels in the government's projects; need assessment where by community attend meetings for project awareness, identify sub-project priorities and design it. Secondly, in planning community participated in formulation of objectives, setting goals and criticize the plan. However, the community participated in mobilizing through raising awareness in a community about needs and establishing or supporting organizational structures within the community. Moreover, the community also participated in training through participation in the formal and informal training activities and construction, maintenance and financial management skills. During project implementations they participated in proving money and labour power, and procure goods and services. Lastly in monitoring and evaluation where by community participated in data collection and analysis, preparing reports and participate in the field appraisal.

2.3 Forms of Community Participation in the Projects

Community participation can be in different types/ways/forms or dimensions. According to Yang and Callahan (2005) there are two broad dimensions of citizen participation including direct and indirect involvement (participation). Indirect Involvement means that

officials, professionals such as planners, and administrators meet and act on behalf of the citizens in a representative democracy. Direct participation acknowledges that the citizens are the owners of all of the Government's matters and they should be involved in every decisions of the state or country.

Moreover, Howlett and Nagu (2001) came with seven types of participation in development projects such as passive participation, interactive participation, functional participation, manipulative participation, self-mobilization participation, participation for material incentives and participation by consultation. In this regard the study refer interactive participation whereby, Participation measured by the actively involvement of all targeted people or community in each stage.

i. **Passive Participation** is the type of participation where by people participates by being told what has been described or done. Therefore, project management decides each and everything on behalf of people or citizen.
ii. **Interactive Participation** in this type people are actively involved in each stage of the project, this is the recommended type of participation.
iii. **Functional Participation** this is where participation is regarded by external agencies as a means of accomplishing project goal. In this type of participation people may participate by forming groups for meeting the pre-determined objectives related to the project goal.
iv. **Manipulative Participation** this type of participation pretending representative on official board, but who are unelected and have no power.
v. **Self-Mobilization Participation** involves people participation by taking initiatives independently of external institutions to change systems.
vi. **Participation for material incentives** in this type involves participation of the people by contributing resources for example labour in turn for food, cash and other material incentives.

vii. **Participation by consultation** is the type of participation whereby people are involved by being consulted or answering questions. External agencies are used for defining problems, gathering information and control analysis.

2.4 Role of Community Participation in Rural Development

Community participation plays a vital role in any development venture; therefore involving them in rural development projects or activities empowers them, and enhances high possibilities for improving their livelihoods and promoting development (Kakumba and Nsingo, 2008). In addition, Nour (2011) found that participation is now widely recognized as a basic operational principle of development, but the debates around this approach are passionate. Normally, the participatory approach is considered as the reaction to the shortcomings of the top down development practices.

Moreover, Bakari *et al*. (2015) reported that there is a relationship between effective community participation and positive public project delivery. It means that whenever there is significant community participation, and then the possibility for the project to deliver positive outcomes is relatively higher, which could ultimately contribute to rural development. In addition, they noted that poor or lack of effective community participation can lead to misunderstanding, mistakes and deviation of the project direction.

Another important role played by community participation in rural development is to create ownership of the project, which will boost the success of the project and development in general (Steve, 2015). That is ownership can be said as a sense of responsibility with attached expectations on the returns from the projects. If there is a low

level of participation in the project cycles, the targeted audience feels as not the part of the project, and therefore ownership of the project remains doubtful.

Moreover, community participation influences the sustainability of projects (Okech and Steve, 2016). Most of the development projects have temporal dimensions with clearly defined responsibilities, fixed deadline and budget, Therefore inability to involve the community in question actively within the project may have negative implications with regards to the future of the project (i.e. sustainability), as well as insignificant results to the intended beneficiaries. To ensure sustainability of the project, a cross-section of the targeted community must be involved, and participate actively in the project (Olajuyigbe, 2016).

2.5 Dynamics of Community Participation Approaches in Tanzania

In the context of Tanzania the concept of community participation in development issues became a fundamental part of the economy. The idea of people's participation in Tanzania's development process effort can be drawn since the 1960s when Tanzania adopted Ujamaa as a development initiative soon after independence (URT, 2004). Therefore there are different phases in which the Government of Tanzania use community participation in the country's development.

2.5.1 Arusha Declaration and Ujamaa Villagisation

The history of community participation in Tanzania may be drawn from the Arusha Declaration in 1967. The Declaration expressed the philosophy of social-economic liberation based on African Socialism and self-reliance (URT, 2004). The government

eliminated the colonial Local Government Authorities in 1972 and followed by the establishment of regional decentralization which gives power to the people. Decentralization meant at reducing more power from central government to regional level close to the people. The late Mwalimu Nyerere stated that, by decentralization people would participate and own of their development. Later the government recognized that decentralization through regional decentralization bring no change to the local people because the majority of the population in rural areas continue to live in absolute poverty (URT, 2004). In 1982 the government re-established the Local Government Authorities in Tanzania. The LGA established by Act No. 7-10 of 1982 with the intention of transferring the authorities to the people. Generally, the new LGA aimed at improving community participation in the development process (URT, 2004).

2.5.2 Emerging of opportunities and obstacles to develop

In the 2004 the United Republic of Tanzania opted for Opportunities and Obstacles to Development (O&OD) approach as the preferred participatory planning methodology for Local Government Authority (URT, 2004). The method has the following salient features: is a bottom up planning process; starts with opportunities rather than obstacles; operates within the structures of Local Government Authority and in line with the overall national plans and budgets; enables the people to formulate their plans using targets of the Tanzania Development Vision 2025. It is also a multi-sectoral in nature.

Currently, Tanzania has a new improved Opportunities and Obstacles to Develop (O & OD) approach. The fundamental focus of new improved O&OD is to establish a collaborative relationship between Local Government Authority and community for better local development and services delivery (URT, 2006). In new improved O&OD, the

concept of community is defined as the people who make efforts to overcome challenges by themselves whenever they can instead of waiting for the government action. The government recognizes the importance of community initiatives to overcome the shortfall of service delivery and the LGA identifies, encourages and support community initiatives.

2.6 Factors Influencing Community Participation in Developments Projects

According to Muro and Namusonge (2015), in their study on the relationship between governance and community involvement in public development projects, found that the involvement of the communities has been depending on and motivated by leadership style. That is the type of leadership which observes principles of good governance. In their findings, the majority of respondents acknowledged having been influenced to participate in public development projects because of accountability, transparency and teamwork shown by their leaders. Therefore, these findings justify that effective governance does have a significant relationship with people's participation and contribution to the community development project.

Similarly, Kariuki (2014) reported that the lack of enough time (i.e. time factor) could be among the reasons constraining the community participation in projects. He also commented further that political interference and conflicts of interests, lack of sustainability and progress of many implemented projects, lack of knowledge on projects as well as conflicts with their neighbours could impair communities' participation. Ronoh (2018) found that most of the citizen's are lack of time to attend public participation activities simply claimed to be busy for living hassle and think attending such activities is time and resources wastage. Therefore, suggested to responsible institutions or

organizations to organize the participation activities such that most communities will attend.

According to Bakari *et al*. (2015), access to information can influence the participation of the particular community. Melton (2012) contended that the success of any project is greatly determined by the level of information accessible to people as regards to particular project itself beforehand.

However, Gitegi and Iravo (2016) in their study on factors affecting public participation in effective devolved governance in Kenya found that most of the development projects implemented fail to reflect the needs of the targeted people which apparently lead into poor or low participation (involvement) of the people or community. In their survey found that 78% of the residents claimed that their opinions were not taken on board during the projects designing and that was not reflective of their needs. According to Kibwange *et al*. (2010), they found that there is a strong positive relationship between community participation and the anticipated benefits of the project. Community or people will participate in the project only if they know they will benefit for them to participate.

Nevertheless, Ronoh (2017) concluded that the low level of public participation in development activities is because of the county governments and assemblies to have not taken public participation seriously. That's the responsible officials are not willing to involve targeted beneficiaries fully through public involvement, public collaboration and empowerment which will make them participate fully. County governments and assemblies tend to involve public in a low level during the participation process such as the provision of little information and public consultation which hinder participation.

Moreover, Pimoljinda and Siriprasertchok (2017) in their study of failure of public participation for sustainable development found that lack of intervention’s impact decrease community participation. In accordance with the core value and strategy of the NGO in helping the vulnerable people and their family, the target population was selected based on their income and living conditions. They were then invited to join the development project from problem diagnosis to activity designation, and then from project implementation to project evaluation and reflection on the development results, respectively. A sense of belonging was embedded along with the development processes, with the aim of self-reliance and sustainable development. Nevertheless, according to the results of a reflection meeting after the withdrawal of the NGO in 2013, it was revealed that most of the target populations are still living under poor conditions. For example, the data revealed that 72.2% of the respondents earned a monthly income of less than 20 000 baht and 80.9% of respondents had more than four household members in their families. Specifically, the development projects which were conducted throughout the 10years period were at a standstill. In addition, a significant problem that was revealed was that numbers of those of the target populations who had joined the projects had declined after a few years of operation, and, in some others, the degree of member's participation was similarly in decline.

In addition, Mohamed *et al.* (2018) in their study on determinants of community participation in implementation of developmental projects in Mombasa County found that culture has significant influence on community members’ participation in community development projects implementation. That is all the cultural indicators such as community values, community beliefs, gender perceptions and hierarchical relationships were found statistically significant influencing community participation in community development projects. Moreover, the level of education of community members

influenced their ability to participate in the implementation of various development projects. Furthermore, Mohamed *et al.* (2018) reckon that leadership is among the crucial factors which influence the community in participation development projects, particularly the democratic leadership.

2.7 Theoretical Framework

Theories of community participation have received considerable academic attention particularly since the early 1990s but have been a source of debate since 1960s (Arnstein, 1969). This study was guided by the theory of Ladder of Participation by Arnstein to explain the factors influence community participation in the donor funded projects experiences from PADEP community projects.

Arnstein invented Arnstein's Ladder of Participation theory in 1969. The importance of Arnstein's Theory is that it recognizes the different levels of participation. In his theory, he explains that there are eight ranks in the ladder of participation and each rank represents the type of participation and degree of citizen control over the development. In rank one and two, participation takes in the form of manipulation, meanwhile rank three and four represents participation by informing and consulting, respectively. These levels of tokenism allow have not heard and have a voice but hardly offer power to ensure that the powerful heed to their voices. There is neither follow through or assurance of changing status. The fifth rank represents a shift of participation from tokenism to placation. In placation, it allows the have not to advise the powerful continue to retain the right to decide. In the sixth rank represents the partnership, the seventh delegation of power and the top or last rank it is citizen control. These ranks stand for a kind of participation that provides citizens with increasing degree of decision making power. The

ladder promotes the idea that participation should allow for, redistribution of power that enables the have not citizens presently excluded from the political and economic processes to be deliberately included in the future. Participation is the means by which citizens can include significant social reform which enables them to share in the benefits of the affluent society.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Description of the Study Area

Morogoro Region is one of the 31 administrative regions in Tanzania (Figure 2.0). The region has an area of 72 939 square kilometers. Administratively, it is divided into seven districts including Morogoro District, Kilombero District, Kilosa District, Mvomero District, Ulanga District and Morogoro Municipal (URT, 2013).

Morogoro District (where the study was carried out) is located North East of Morogoro Region lies between Latitudes 6º and 8º South of Equator and Longitudes 36º and 38º East of Greenwich. The District borders to the East with Bagamoyo and Kisarawe districts (Coast region); Kilombero District to the South and Mvomero District to the North and West. It has a population of 286 248; the district is administratively divided into seven divisions, 29 wards and 146 villages (URT, 2013). The reason for selecting Morogoro district was because it is one among the eight districts covered by PADEP from 2003/04-2009/10.Moreover, Morogoro District is among the district which observed inconsistence performance of the project compare to others because most of the PADEP interventions in the study area existed only for a short time since the project phased out (Flora, 2014).

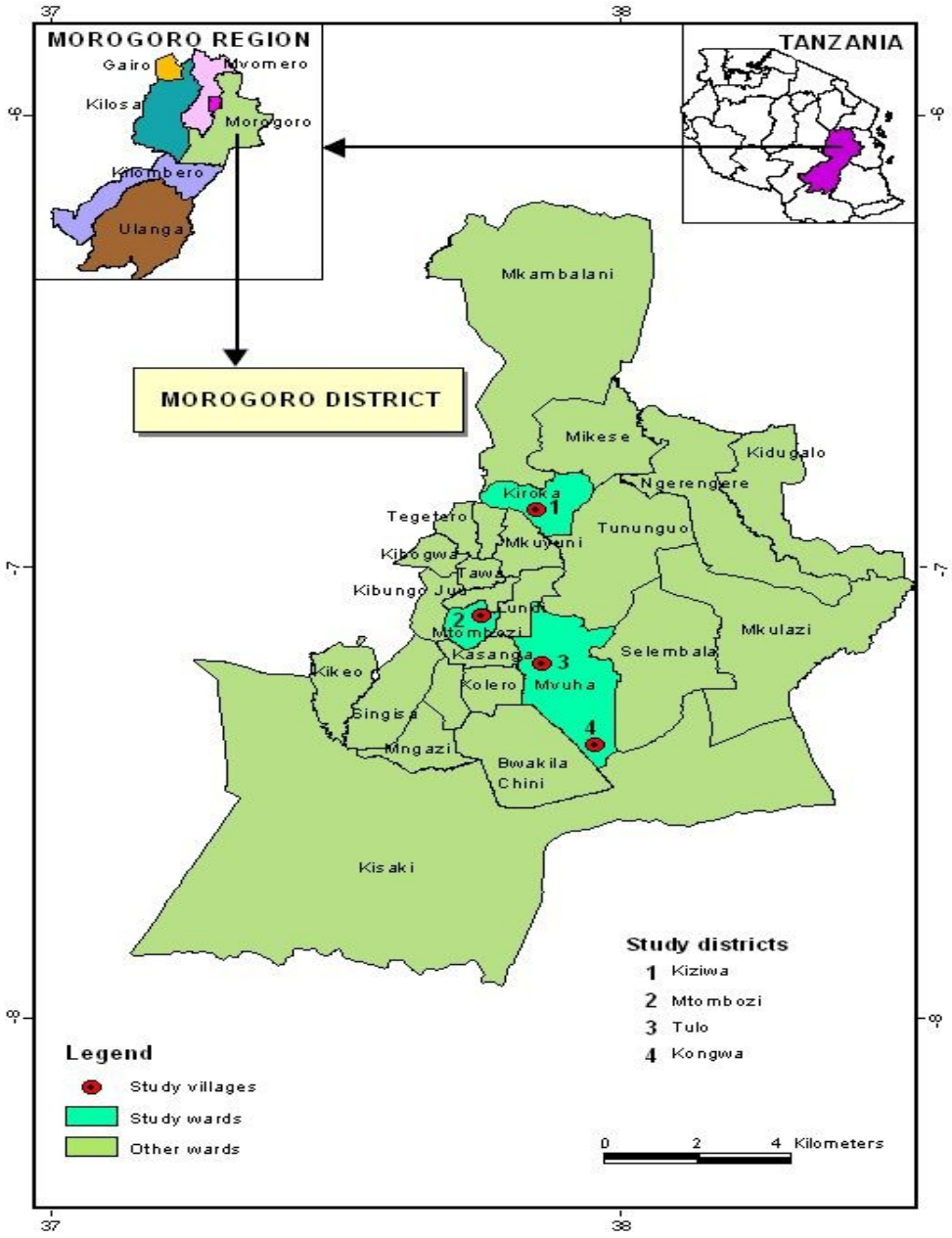

Figure 2: Map of Morogoro District showing the study villages

Source: Morogoro Region's social-economic profile (2016)

3.2 Research Design

Across-sectional research design was used in which data were collected in one-point at a time. The design is cheap, quick and effectively utilizes limited resources in terms of funds, labour, transport and time (Kothari, 2004). It is also very useful for descriptive purposes and the data collected are used to determine relationships between different variables focused in the field of study.

3.3 The Population of the Study

A population is an entire group about which some information is required to be ascertained (Banerjee and Chaudhury, 2010). The target population for this study was the households that lived in the specific community during the period of PADEP Community Projects which was from 2003-2010.

3.4 Sampling Procedures and Sample Size

Multi-stage sampling technique was used. In the first stage sampling involved purposive selection of divisions, wards and villages based on evidence of existing of the PADEP community projects. During data collection process there were seven divisions, 29 wards and 146 villages therefore two divisions, namely Mkuyuni and Matombo were purposively selected, three wards namely Mtombozi ward from Matombo division, Kiroka ward from Mkuyuni division and Mvuhaward from Matombo division were purposively selected and four villages that are Kiziwa village from Kiroka ward, Mtombozi village from Mtombozi ward, Tulo and Kongwa villages from Mvuha ward were purposively selected.

In the second stage, a proportional sampling technique was used to select 35 households in Tulo village, 34 households in Kongwa village, 35 households in Kiziwa village and 34 households in Mtombozi village which makes a total of 138 households of the study. According to Kothari (2008), at least sample size of 30 respondents is sufficient for statistical tests. Sample size was calculated according to Israel (2012) as shown in Appendix 1. However, to get proportional sample in every village Kothari (2004) was used as shown in Appendix 3.

In the third stage, a random sampling was used to select 138 households based on proportional above, and two PADEP community projects such as irrigation schemes in Tulo and Kongwa villages and community markets in Kiziwa and Mtombozi villages was selected. Furthermore, structured questionnaires were administered to 138 households, and four focus group discussions that's one from each selected village were conducted to supplement results. Participants were males and females selected based on their age that's 18 years old and above, also they must be lived in the area during project implementation and participated in the project. Each group had a total number of eight and more respondents as suggested by Krueger and Casey (2002). Moreover, five people who were knowledgeable about the project were interviewed as key informants including one district project officer and four village's leaders that's one from each village.

3.5 Data Collection Methods and Tools

3.5.1 Primary data

Primary data were collected directly from the field by using both qualitative and quantitative research methodologies. The qualitative research methodology involved the

use of participatory rural appraisal tools such as focus group discussions and key informant interviews were used to collect qualitative data by using a checklist to guide the exercise. The quantitative data were collected through the household survey by using structured questionnaire. See attached Appendices four, five and six respectively.

3.6 Pre-testing of the Questionnaires

A preliminary survey was conducted at Mfumbwe village which has more or less similar features (characteristics) of the study village in order to check the validity and relevance of the questions to the intended respondents to get relevant information. Pretesting is a method of checking that questions work as intended and are understood by those individuals who are likely to respond to them (Hilton, 2017). After pre-testing, the instrument was revised based on identified changes.

3.7 Data Analysis

Quantitative data from field survey were organized, coded and analyzed using Statistical Package for Social Sciences (SPSS) version 20. Moreover, the recorded and summarized qualitative data from focus group discussion and key informant interview were also analyzed by using content analysis which involved transcription of notebook as well as recorded audios.

Descriptive statistics such as cross tabulation, frequencies and percentages were used for objectives one and two. In objective one index scales were constructed to measure the levels of participation in PADEP community projects whereby for every ‘Yes’ response he/she received 1 score and for every ‘No’ response he/she received 0 score, Therefore maximum score was 4 if respondent respond ‘Yes’ for every stage of project and minimum score was 0 if the respondent respond ‘No’ for every stage of project. Index

Score levels were constructed as follows based on calculation 4 score was a maximum score, 2 is average score and 0 is the minimum score. Thereafter, any score below average score was regarded as a low level of participation, average score regarded as a medium level of participation and any score above average score regarded as a high level of participation. Such levels have also been used by other scholars (Mroto and Jeckoniah, 2017).

In objective two, Likert scales were used to examine community's attitude towards PADEP community projects by using constructed Attitude Index Scale as follows; respondents were asked to state their attitude towards PADEP community projects by using 5 Likert scales that are Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree on the given 6 statements (3 positive and 3 negative statements). To make it easy for comparison 5 scales categorized into 3 scales that's Disagree which includes all the responses of Strongly Disagree and Disagree, Neutral which include only responses of Neutral and Agree which includes all the responses of Agree and Strongly Agree.

Moreover, the Attitudes Index Scales were constructed i.e. for every positive statement the response of Disagree scored 1, Neutral scored 2 and Agree scored 3 and for every negative statement the response of Disagree scored 3, Neutral scored 2 and Agree scored 1. Therefore, the maximum score was 18 scores, the average score was 9 scores and the minimum was 3 scores. Thereafter, scores categorized into 3-8 indicate negative (Unfavourable) attitudes, score of 9 indicate neutral attitudes and score of 10-18 indicate positive (Favourable) attitudes. Such Attitudes Index Scales have also been used by other scholars (Sutta and Silayo, 2014).

Objective three was analyzed using Ordinal Logistic Regression. According to Adeleke and Adepoju (2010), the dependent variable in ordinal logistic regression has more than two categories which are ordered (example none/some/a lot) or unordered (for example married/single/divorced/widowed/other). Moreover the independent variables are the mixture of continuous and categorical variables (Agresti and Finlay, 2009). The variables used, their operational definitions, scale as well as level of measurements is shown in Appendix 2 below.

The Ordinal Logistic Regression model shown below;

$$P(y) = \frac{e^{\alpha+\beta 1 x 1+\ldots \beta kxk}}{1+e^{\alpha+\beta 1 x 1+\ldots \beta kxk}} \quad \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{Equation 1}$$

Whereby;

P (y) = the probability of the success alternative occurring

e= the natural log

α= the intercept of the equation

β_1 to β_k = coefficients of the independent variables

x_1 to x_k= independent variables entered in the regression model

Therefore;

P (y) = Probability of community participation at a low, medium or high level in PADEP community projects.

X_1= Age (number of years).

X_2=Sex (1=male, 0=female).

X_3=Previous experiences of respondents on the participation of the projects (number of project ones participated apart from PADEP community projects).

X_4=Education of the respondents (number of years spent in school).

X_5= Community awareness in projects participation (1= aware and 0=not aware).

X_6=Main Occupation of the respondents (1=agricultural employed, 0=non-agricultural employed).

X_7=Level of income (amount earn per year in TZS before the PADEP community project).

X_8=Household size (number of people eating from the same pot).

X_9 =Land Owned (number of land one's own before the PADEP community projects).

$X_{10=}$ Rules and Regulations (1=encourage, 0=discourage).

X_{11}=Community satisfaction towards participation (1=satisfied, 0=not satisfied).

X_{12} = Marital Status of the respondents (1= married and 0=not married).

Objective four was analyzed using the paired sample t-test the means and test for each variable used to compare before and after the project. The paired t-test is appropriate for data in which the two samples are paired in some way. This type of analysis is appropriate when the data collected consist of a before and after measurements scenario on a single group of subjects (Elliott, 2006).

3.8 Limitations of the Research

The projects phased-out 9 years ago so all the responses depend on the individual's memory whereby very few of them keep written records of their activities, therefore, probing was used to sharpen their memories.

Respondents asked for money or anything for them to participate because they used to get something from previous studies. Researcher clearly explained to them about the purpose of the study and his role as a student and asked for their consent, and in response most of them agreed to participate for free but very few refused to participate. Also respondents claim about lack of feedback from many researchers visited them such that they feel

being wastage of their time. The researcher assured them to share the report through their village leaders. Despite the above problems faced, the researcher took it in a positive minded and high considered, but it didn't harm/invalidate the findings.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Demographic and Socio-Economic Characteristics of the Respondents

The demographic and socio-economic characteristics involved in this study were age and sex of the respondents, marital status of the respondents, education level of the respondents, main occupation of the respondents and household size.

4.1.1 Age and sex of the respondents

Results indicates that about 89.9% of the respondents were aged from 26 to 64 years old while only 10.1% were 65 years old and above (Table 4.1). This implies that the majority of respondents in the study area were from active working age group, and matured enough to take part in the project. The minimum age was 26 years old, and the maximum age was 89 years old. The average age of respondents was 47.3 years old. The percentage of the active working group in this study was higher than the national average of 52.2%, as reported by National Bureau of Statistics (NBS, 2014).

Table 4.1 also shows that 65.9% of the households were male-headed and 34.1% were female-headed. This indicates that most households in the study area were male-headed hence they took a leading role in project participation. This result is similar to what was

reported by National Bureau of Statistics (NBS, 2014) that about 66.6% of household was male headed whereas 33.4% were female headed.

4.1.2 Marital status of the respondents

The results show that 104 out of 138 respondents which is equivalent to 75.4% were married, about 2.2% were single, while 7.9% were divorced or separated and only 14.6% were widows or widowers (Table 4.1). This signifies that there is high rate of marriage in the study areas and most of married people participate more in projects than non-married because of responsibilities. However, the rate of widowhood was higher 14.5% in this study than the national average of 3.0% as per statistics of 2012 reported by National Bureau of Statistics (NBS, 2014). Similarly, Mwakiluma (2017) in his study of women participation in decision making of the development projects found that majority (63.9%) of respondents were married.

Table 4.1: Age, Sex and Marital Status of respondents (n=138)

Variable	Frequency	Percent
Age (years)		
26-34	17	12.3
35-44	46	33.4
45-54	37	26.8
55-64	24	17.4
65 and above	14	10.1
Sex		
Female	47	34.1
Male	91	65.9
Marital Status		
Single	3	2.2
Married	104	75.4
Divorced/Separated	11	7.9
Widow/Widower	20	14.5

4.1.3 Education level of the respondents

Results show that 10.1% of respondents had not attended any formal school at all, while about 79.7% had primary education. Nevertheless, 9.4% had reached secondary education levels, and only 0.7% had a college education (Table 4.2). The results indicate that a high proportion of the respondents in the study area had been in the school and apparently know how to read and write which could be a useful attribute towards participation into PADEP. National Bureau of Statistics (NBS, 2014) reported the same; about 81.7% of respondents had attained primary education.

4.1.4 Main occupation of the respondents

The main occupation of respondents indicates that about 86.2% of respondents were engaged in agricultural activities (crops and livestock production) and the rest 13.8% were engaged on non-agricultural activities (i.e. 1.4% wage employment and 12.3% non-farm self-employment) (Table 4.2). This implies that agricultural related activities are the major economic activities in the study area which is the main objective of the PADEP community projects.

4.1.5 Household size

The results show that about 42.7% of the interviewed households had persons ranging between one to four people, while 55.1% had five to nine people. Only 2.2% had 10 and above people within the household as a family (Table 4.2). This implies that majority of households (55.1%) had five to nine people in their family that’s the family with large household size had more responsibilities to deal with which enhanced their participation.

The result was more than a national average statistics (4.8 people per household) as reported by NBS (URT, 2013).

Table 4.2: Education, Main Occupation and Household size of respondents (n=138)

Variable	Frequency	Percent
Education Level		
No formal education	**14**	**10.1**
Primary education	**110**	**79.7**
Secondary education	**13**	**9.4**
College Education	**1**	**0.7**
Main Occupation		
Crop Farming	**105**	**76.1**
Livestock Keeping	**14**	**10.1**
Wage Employment	**2**	**1.4**
Non-farm self-employment	**17**	**12.3**
Household Size (number of people)		
1-4	**59**	**42.7**
5-9	**76**	**55.1**
10 and above	**3**	**2.2**

4.2 Level of Community's Participation in PADEP Community Projects

Table 4.3 presents different levels of which community members participated in PADEP projects stages. Based on the study results, about 27.5% of respondents were categorized to have demonstrated the medium level of community participation. Meanwhile, only 8.0% of respondents were categorized that had high level of community participation. Nevertheless, about 64.5% which were majority of respondents recorded low level of participation in PADEP projects stages. Therefore, majority of the respondents were shown low level of community participation especially in project identification (63.0%) and designing stages (64.5%). Nonetheless, no respondent took part in monitoring and evaluation stages (0.0%). This implies that most of the participants did not take full participation in the PADEP community projects because they only participated much in one stage; In this regard it means most of the decisions were made by few community members. All the same, Steve (2015) revealed that the low level of community

participation in SAIDIA projects was similarly demonstrated by the low resources commitment towards the projects.

Table 4.3: Levels of participation in PADEP project stages (n=138)

Project Stages	Responses	Level of participation		
		Low	Medium	High
Identification	No	87(63.0)	3(2.2)	0(0.0)
	Yes	2(1.4)	35(25.4)	11(8.0)
	Total	89(64.4)	38(27.6)	11(8.0)
Design	No	89(64.5)	35(25.4)	0(0.0)
	Yes	0(0.0)	3(2.2)	11(8.0)
	Total	89(64.5)	38(27.6)	11(8.0)
Implementation	No	2(1.5)	0(0.0)	0(0.0)
	Yes	87(63.0)	38(27.5)	11(8.0)
	Total	89(64.5)	38(27.5)	11(8.0)
Monitoring and Evaluation	No	89(64.5)	38(27.5)	11(8.0)
	Yes	0(0.0)	0(0.0)	0(0.0)
	Total	89(64.5)	38(27.5)	11(8.0)

Note: Values in the brackets are in percentage

The low community participation in PADEP community projects was associated by many factors. Among which are as explained during focus group discussions:

> *"...First of all the project wasn't well introduced in our village to make us being aware of what is going to happen, Because many of us did not get enough information about the project due to poor information distribution which limited our participation in the project activities. Also project committee endorsed most of decisions on behalf of us..." (FGD, Kiziwa Village, January, 2019).*

In addition to that, one among the village leaders lamented that:

> *"...We took four to five days to call villagers (community members) for the meeting to introduce the project but only 40% participated in that awareness meeting of the project, which led to poor participation in most of the project's activities..." (Key Informant, Mtombozi Village, January, 2019).*

Considering the above statements, the level of participation in PADEP community projects was low because the beneficiaries had lack of information regarding the project consequently; most of the activities were performed by few community members (that's committee members). Apart from poor information distribution, as well as poor timing of the meetings was an issue of concern to community members.

4.2.1 Levels of community's participation in PADEP community projects by sex

The results show that majority of females which accounted 63.8%of their respective sex category recorded low level of participation (Table 4.4). Moreover, about 27.7% participated at medium level and only 8.5% recorded high level of participation in PADEP community projects. However, majority of males (64.8%) found at low level, whereas 27.5% participated at medium level and only 7.7% had high level of community participation in PADEP community projects. This implies that levels of community participation were differing among sex categories in PADEP community projects whereby at every level male participate much than female, this is because of many responsibilities by female in the family compared to male. These results are in line with FAO (2011) which found that there are differences between men's and women's level of participation in all aspects of access to the productive resources.

Table 4.4: Levels of gender participation according to sex (n=138)

Levels of participation	**Sex categories**	
	Female	**Male**
Low	30 (63.8)	59 (64.8)
Medium	13(27.7)	25(27.5)
High	4(8.5)	7(7.7)

Note: Values in the brackets are in percentages (within respective sex category)

4.2.2 Levels of community's participation in PADEP community projects by age

Table 4.5 presents the results based on age distribution of respondents and their participation levels. The age group of 35-44 years old which is young group found to have dominated in low (36.0%) and medium (34.2%) levels of community participation. Moreover, respondents aged 65 years and above (elder group) had high level of participation accounting 54.5%. This implies that as people grow old the intensity of social contacts and their integration in society increases. Yet old aged generation is largely found in rural settings in contrast to young ones. Older farmers are usually endowed with much experience on benefits of participating in agricultural projects (Oladele, 2011).

During the key informant interview, the village leader of Tulo village raised that some concerns as regards to lack of active participation of youth in the development projects:

> "*..Youth are very important actors for any community to develop, even in our village we depend much on youth involvement in many aspects, but when it comes to different development projects they do participate though are not much active as elders do..."(Key Informant, Tulo Village, February, 2019).*

The statement demonstrates that youth are highly involved in projects but their active participation in undertaking activities is lacking. Possibly they choose only activities which benefit them within a short time. Similarly, majority of young men in particular are mostly mobile that's engaged with livelihood activities which involves travelling to different places.

Table 4.5: Level of participation according to the age group (n=138)

Level of participation	**Age groups (years)**				
	26-34	**35-44**	**45-54**	**55-64**	**65 and above**
Low	14 (15.7)	32 (36.0)	18 (20.2)	15 (16.9)	10 (11.2)
Medium	3 (7.9)	13 (34.2)	13 (34.2)	6 (15.8)	3 (7.9)

High	0 (0.0)	1 (9.1)	1 (9.1)	3 (27.3)	6 (54.5)

Note: Values in the brackets are in percentage

4.2.3 Community's participation in PADEP project stages

Results in Table 4.6 present the distribution of community member's participation in different PADEP project stages. It was found that all respondents (i.e. 100%) in Kiziwa, Mtombozi and Tulo villages and only 94.1%in Kongwa village participated in the implementation stage. However, most of the respondents (52.9%) participated in project identification stage in Mtombozi village compared to 44.1% in Kongwa village, 20.0% of Tulo village and 22.9% of Kiziwa village. Likewise, a few acknowledged to have participated in project designing stage i.e. Kongwa village (14.2%), Kiziwa village (14.2%), Tulo village (8.6%) and Mtombozi village (8.6%). However, none of respondents (0.0%) in all villages participated in project monitoring and evaluation due to the fact that project officials didn't involve community members in monitoring and evaluation activities instead experts were used to do that task. This implies that community members might lack ownership of the interventions, hence project sustainability could be questionable simply were largely involved in implementation and very few in project identification and designing stages. Similar findings were reported by Lungo *et al.* (2017) in their study that majority of households (53.0%) noted to have participated at the implementation stage and not during the decision-making process.

Moreover, during focus group discussion participants were reported that:

> *"..Village leaders told us, the project is for our community development so in the implementation stage apart from money contribution, there were some of activities which requires everybody's energy to support the project for example collection of stones, digging of sands, cleaning the site for the project, helping masons in some activities and so on...." (FGD, Kongwa Village, February, 2019).*

Truly, during the implementation of PADEP community projects, the villagers as community members were involved in material support include collection of stones, contribution of money which was TZS 6 000/= per household as well as providing labour. Among others, this included carrying stones and sand, crushing pebbles, cleaning of the site and digging holes for site preparation the activities which are within the capacity of the community.

Table 4.6: Distribution of participants in the project stages (n=138)

Project Stages	**List of villages**			
	Kiziwa	**Tulo**	**Mtombozi**	**Kongwa**
Identification	8(22.9)	7(20.0)	18(52.9)	15(44.1)
Design	4(14.2)	3(8.6)	3(8.6)	4(14.2)
Implementation	35(100)	35(100)	34(100)	32(94.1)
Monitoring and Evaluation	0(0.0)	0(0.0)	0(0.0)	0(0.0)
Total	35	35	34	34

Note: Multiple responses results and values in the brackets are in percentage

4.2.3.1 Community members participation in PADEP project stages by sex

In terms of sex categories of the respondents, the results were as shown in Table 4.7it was found that in project identification stage male's category accounted 25.4%. However, in project designing stage male's category accounted 5.4% and only 69.2% recorded in implementation stage. Furthermore, females recorded 22.1% in project identification stage, in project design stage female's category accounted 10.3% and only 67.6% recorded in implementation stage. Still, both categories recorded 0.0% in monitoring and evaluation stage. This implies that there were disparities among males and females in participation to different PADEP project stages.

This was also observed during one of focus group discussions in Kongwa, whereby female participants claimed that:

"...The timing of the project activities usually favours males than females due to the differences in terms of our duties and responsibilities within the family. On top of that, social cultural aspects may hinder our (women) participation for example some of these aspects include religion and culture which limits the interaction between males and females, hence limited participation of women..."(FGD, Kongwa Village, February2019).

In this regard statement demonstrates that, the system favours males over females in many things and doesn't consider the differences in duties and responsibilities among them which sometimes hinder females to be active participant.

Moreover, the study done by Kiman and Kombo (2011) found similar results in the development projects whereby women were found to be less involved at the start of those projects meant for both women and men.

Table 4.7: Distribution of participants in the project stages according to sex (n=138)

Project Stages	**Sex categories**	
	Female	**Male**
Identification	15 (22.1)	33(25.4)
Design	7(10.3)	7(5.4)
Implementation	46(67.6)	90(69.2)
Monitoring and Evaluation	0(0.0)	0(0.0)

Note: Values in the brackets are in percentage

4.2.3.2 Community's participation in PADEP project stages by age groups

Results in Table 4.8 show distribution of participants in different PADEP project stages by their respective age groups. Study results indicate that majority of participants in project identification stage (37.5%) and project designing stage (50.0%) were from the age group of 45-54 years old. However in the project implementation stage majority of participants

(33.8%) were from the age group of 35-44 years old. Nevertheless, no participants from any age groups (0.0%) participated in project monitoring and evaluation. This implies that most of participants in PADEP project stages were from the working/productive group (26-64), they are energetic and ready to take part in development activities. These study results are in line with Nanai (2009) who found that young and energetic participants were active and ready to try innovative ideas in peasant community development projects.

Table 4.8: Distribution of participants in the project cycle according to age (n=138)

Project Stages	Age groups (years)				
	26-34	**35-44**	**45-54**	**55-64**	**65 and above**
Identification	4 (8.3)	13 (27.1)	18 (37.5)	8 (16.7)	5 (10.4)
Design	0 (0.0)	2 (14.3)	7 (50.0)	4 (28.6)	1 (7.1)
Implementation	16 (11.8)	46 (33.8)	37 (27.2)	24 (17.6)	13 (9.6)
Monitoring and Evaluation	0(0.0)	0(0.0)	0(0.0)	0(0.0)	0(0.0)

Note: Values in the brackets are percentage

4.3 Factors Influencing Community's Participation in PADEP Community Projects

Factors influenced community participation in PADEP community projects were assessed using ordinary logistic regression model. The results from ordinary logistic regression model (Table 4.9).Considering the model summary; the chi-square for model fitting information was significant ($p \leq 0.05$) therefore, the independent variables entered in the model were good predictors of the outcome (community's participation) and thus, worth for discussion. Moreover, The Nagelkerke (R^2) value was 0.67, which means that the independent variables entered in the model explained by 67% of the variance in the dependent variable.

The results show that the number of projects the respondent has had participated in the community had a significant (Wald=4.235, $p \leq 0.05$) and positive influence on his/her participation to PADEP community projects (Table 4.9). It implies that for a unit increases

in project experience (i.e. one increase in number of projects) the probability of community member towards his/her participation increased by 0.591, while the other variables in the model were held constant. The more someone participates in different projects or programs the more he/she becomes familiar and confident with projects activities and stimulates more participation to other future projects. The more the experience possessed by an individual in project participation, the higher the participation level acquired because previous experience increases the familiarity of an individual in project participation (Kasuka, 2011).

Moreover, results show that community participation in PADEP community projects was significantly (Wald=3.740, $p \leq 0.1$) influenced by household income which implies that a unit increase in household income the probability of community member's participation decreased by 2.284 while the other variables in the model were held constant (Table 4.9). Boyes and Melvin (2010) asserted that economic level of the community/household is the one among the factors that will determine the participation of any given community depending on the scarcity of resources and unlimited wants of that society. That means the poorer the community the more they will participate in donor funded projects since there is vested personal interest.

Furthermore, awareness about the project was one among the independent variables which were subjected in ordinal logistic regression model (Table 4.9).The study results show that awareness had significant influence (Wald=2.842, $p \leq 0.1$) on community participation. Implying that for a unit increase in awareness (1 unit) the probability of community participation increased by 2.761 while the other variables in the model were held constant. It means that the more community becomes aware of the project being involved the higher the participation chances. Okwusi (2008) reported similar findings

that inadequate awareness of rural development projects was among the factors that affected participation in development projects. Moreover, Brahmi and Thakur (2011) in their study reported that 90.0% of community members who were not aware of the project had poor participation.

Table 4.9: Results of Ordinal Logistic Regression model

Variables	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Age of Respondents	-.006	.026	.044	1	.833^{ns}	-.057	.046
Education of Respondents	.016	.118	.018	1	.894^{ns}	-.216	.247
Experience	.591	.287	4.235	1	.040**	-.149	1.331
Income	2.284	1.181	3.740	1	.053*	-7.580	5.326
Household Size	-.271	.162	2.802	1	.094*	-.688	.146
Land owned	-.033	.163	.040	1	.841^{ns}	-.353	.287
Satisfaction	-5.123	.642	63.698	1	.000***	-6.381	-3.865
Sex of Respondents	.125	.546	.053	1	.819^{ns}	-.944	1.194
Awareness	2.761	1.638	2.842	1	.092*	-1.458	6.980
Rules and Regulations	-3.709	1.881	3.889	1	.049**	-7.396	-.023
Occupation of Respondents	-.644	.593	1.181	1	.277^{ns}	-1.806	.518
Marital Status	-1.341	1.299	1.066	1	.302 ^{ns}	-3.887	1.205

Model Summary: Cox and Snell R^2= 0.569, Nagelkerke R^2= 0.67, Model fit information Chi-square 127.79 ($p \leq 0.05$),* means significance at the 0.1 level,**means significance at the 0.05 level, ***means significance at the 0.01 level and ^{ns} means not significant.

However with regards to level of satisfaction as the driving factor towards participation, the results are as presented in Table 4.9. The findings of the study shows that satisfaction had significant negative influence (Wald=63.698, $p \leq 0.01$) on people's participation. That is for a unit increase in satisfaction the probability of community participation decreased by 5.123 while the other variables in the model were held constant. This means that the higher the satisfaction the less the participation morale because as people become fulfilled with outcomes such that there is no need for extra participation. These findings contradict to what was found by Nomvakaliso (2007) that high or active participation is most likely when different stakeholders participated in a project are satisfied with the level they were involved.

In addition, the results from Table 4.9 shows that village rules and regulation had also significant negative influence (Wald=3.889, $P \leq 0.05$)on community participation which

implies that for a unit increase in village rules and regulation enforcement the probability of participation decreased by 3.709 while the other variables in the model were held constant. This means that the increase of the village rules/regulations enforcement discouraged community member's participation. During FGD it was revealed as follows:

> *"...We agreed to pay fines of TZS 5 000/= per head or jailed for any refusal to participate in PADEP community projects. But participation is the willingness activity especially when someone knows the importance and value of his/her participation automatically he or she will participate not because of harsh rules and regulations. For example in our village regardless of the existence of rules and regulations related to participation but many people still not participated..." (FGD, Tulo Village, January 2019).*

The study results in Table 4.9 shows that similarly the household size had negative significant influence (Wald=2.802, $p \leq 0.1$) on participation. For a unit increase in household size (one household member) the probability of community participation decreased by 0.271 while the other variables in the model were held constant. The household size is equivalent to the manpower availability. The more increase in the household size the more increase in manpower availability in the family, hence less participation to community projects, simply one could feel capable to handle own self-reliant initiatives. This was similarly reported by Kasuka (2011) that manpower availability at household level had negative relationship to participation i.e. increase in manpower resulted into decrease in people's participation.

4.4 Community's Attitude towards PADEP Community Projects

The results show that most of respondents agreed on positive statements (i.e. one, six and eight) and Disagree on negative statements (i.e. three, four, and five) as a result of agreed on positive statements and Disagree on negative statements it means they see the importance of PADEP community projects in their community development and the role of community to participate in the project (Table 4.10).

Table 4.10: Distribution of community's attitude towards PADEP

Statement	Disagree		Neutral		Agree	
	Freq	%	Freq	%	Freq	%
PADEP community projects are beneficial to community development.	10	7.2	39	28.3	89	64.5
Participating in PADEP community projects was wastage of time.	134	97.1	3	2.2	1	0.7
Poor people were not involved to participate in any stage of the project cycle during the PADEP community projects.	137	99.3	1	0.7	0	0
Project implementers benefited more from PADEP than targeted community members.	104	75.4	20	14.5	14	10.1
Development projects like PADEP become more successful if the community participates fully in all stages of the project cycle.	0	0	37	26.8	101	73.2
Community participation in PADEP creates a sense of ownership of the project.	4	2.9	49	35.5	85	61.6

The results show that about 0.7% of the community members had a negative attitude towards PADEP community projects, while 5.8% of the community members were neutral (Table 4.11). Moreover, about93.5% of the community members had a positive attitude towards PADEP community projects. Results show that most of community members had positive attitude towards PADEP community projects implying that community members noted the importance of implemented interventions for their development. These study observations were similar to what was reported by Nkonjera (2008) that the majority of the respondents (50.0%) had positive attitude towards the activities related to water project. In addition to that, FGD participants during the discussion insisted that;

"...We participated in PADEP community projects knowing that through these community projects in our village both community members and village will benefit in terms of income, food security as well as employment opportunities..." (FGD, Mtombozi Village, January 2019).

Table 4.11: Community's attitude index score (n=138)

Attitudes	Frequency	Percent
Negative or Unfavourable Attitude	1	0.7
Neutral Attitude	8	5.8
Positive or Favourable Attitude	129	93.5

4.5 Impacts of PADEP Community Projects to the Community

The results in Table 4.12 indicate that the mean differences of the household income were statistically significant (P≤0.01). The purchasing power increased as well as standard of living hence livelihood improved to the community members after introduction of PADEP community projects due to increase in household income after PADEP. Similar findings were reported by Kilima *et al.* (2013) that the mean difference of farmer's income was statistically significant which means that the income of farmers under these projects (development projects implemented) increased after the interventions.

Furthermore, the mean differences of the number of meals taken per day within households and number of months with sufficient food stock were also statistically significant (P≤0.01). This implies that the number of meals per day and months with sufficient food stock increased significantly because PADEP created markets as well as irrigation schemes which boosted production of crops, hence food security. These findings are in line with Mumina (2013) who conducted a study in Nachingwea District in

Tanzania, and found that the number of meals taken by household members per day increased from one meal to four meals per day.

Table 4.12: Results of paired sample t-test

	Variable Compared	Mean before the project	Mean after the project	Sig (2-tailed) p-value
1	Functioning bicycle	0.8986	0.9058	0.319^{ns}
	Functioning motorcycle	0.1522	0.1739	0.183^{ns}
	Wooden bed	1.9565	2.2246	0.000*
	Functioning car	0	0.0145	0.319^{ns}
	Functioning television	0.0362	0.087	0.008**
	Functioning radio	0.7971	0.8551	0.004**
	Functioning mobile phone	1.1159	1.529	0.000*
	Hand hoe	3.8043	3.7754	0.416^{ns}
	Functioning sewing machine	0.029	0.0362	0.319^{ns}
2	Poultry	15.6739	18.8551	0.000*
3	Household income	517096.3768	568743.4783	0.000*
4	Number of acres/Land size	2.6703	2.6848	0.158^{ns}
5	Number of meals per day	2.4203	2.6957	0.000*
6	Number of months with sufficient food	7.7754	8.942	0.000*

Note: *Significant at 0.01 level, **Significant at 0.05 level and ^{ns} means not significant at all levels of significance.

Results in Table 4.12 show that number of assets owned by the community members including wooden bed and functioning mobile before and after the project was statistically significant (P≤0.01). Moreover, number of functioning television and radio also found statistically significant (P≤0.05) means that there is evidence that the number of assets in the community before and after the project changed and the change is significance because of the existence of PADEP community projects in the study area.

The mean differences of the number of domestic birds such as chickens, ducks, guinea fowls, turkeys and so on were found statistically significant (P≤0.01).This implies that PADEP community projects contributed to increasing the number of poultry among the community members in the study area, this is because household income increased which

enable them to afford the cost of poultry rearing as well as availability of the market to sell their poultry which has been brought by PADEP community projects hence high production.

Nonetheless, it is possible to argue that the impact observed might have been contributed by other factors than PADEP community projects but respondents were asked to mention only the extent contributed by PADEP community projects keeping other factors constant.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the results the level of community participation in PADEP community projects was low especially at identification and designing stages. The lesson learned here is that community members were not fully participated in the PADEP community project which could lead to unsustainability and lack of ownership of the project. Moreover, it seems there were biasness that's most of the activities were performed by few people rather than collaboration with all community members in the community, this is because of poor information distribution about the project.

According to the findings, study reveals that community participation in PADEP community projects were influenced by someone's previous experiences in projects, household income, household size (manpower availability), level of community satisfaction, awareness (information) and rules and regulation on participation. It means there is strong relationship between someone's previous experiences in projects and community participation; household income and community participation as well as awareness and community participation because they influence participation in a positive way.

Considering the attitudes towards participation, results show that the community had a positive or favourable attitude towards the PADEP community projects due to the fact that community members value the role of development projects i.e. PADEP community projects to their community and ready to support development projects.

With regard to the impacts of PADEP community projects, the findings concludes that even though the community participation in PADEP community projects was low but, the existence PADEP community projects led to the changes in the community's livelihood in terms of assets ownership, food security and household income in the targeted communities. This means that development projects can boost development in the community if the community is highly involved from the first stage to the last stage.

5.2 Recommendations

Study findings provide useful information to LGAs, NGOs, PADEP and Project officials. Therefore, in order to improve community participation for better implementation of the development projects' including PADEP community projects, the study recommends the following;

i. PADEP officials/implementers should embrace high community participation in development projects at all project levels (stages) which will help to become familiar with the project hence success, sustainability and ownership of the project.
ii. Community sensitization and mass mobilization should be increased to create awareness on community participation in order to motivate more people to participate in development projects including PADEP community projects.
iii. Education on community participation should be given to community members in order for them to understand their role in the development of the project.
iv. Project Officials (managers and officers) should emphasize much on the importance of the project to motivate more community members to participate in the development projects for the betterment of their community.

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APPENDICES

Appendix 1: Sample Size Calculation

Given that,

$$n = \frac{Z^2 \times pq}{e^2} \quad \text{.....Equation 2}$$

Whereby:

n= required sample size.

Z= confidence level at 95% (standard value of 1.96)

p= Estimated proportion of an attribute that is present in the population.

q= 1-p

e= marginal of error at 5% (standard value of 0.05)

Therefore,

$$n = \frac{(1.96)^2 \times 0.1(1-0.1)}{0.05^2}$$

n= 138.

A sample of 138 households was used in this study.

Appendix 2: Key Variables and Operational Definitions

Variable	**Operational Definitions**	**Level of Measurements**	**Units of Measurements**
Age	Numbers of years since one was born.	Ratio	Years
Sex	Biological being male or female.	Nominal dichotomous	1=Male 0=Female
Education	Number of years ones attended formal education.	Ratio	Years
Marital Status	Having spouse around or away.	Nominal	1=married 0=not married
Household Income	Amount earn per year in TZS.	Ratio	Numbers
Main Occupation	One's means of earning a living.	Nominal	1=agricultural employed, 0=non-agricultural employed
Awareness on project participation.	One's knowledge about participation.	Nominal	1=aware and 0=not aware.
Experience	Number of times ones participated in the project.	Ratio	Numbers
Community Participation	Taking part in PADEP'S Community Interventions.	Ordinal	1=Low Participation 2=Medium Participation 3=High Participation
Household Size	Number of people eating from the same pot.	Ratio	Numbers.
Land owned	Number of land one's own.	Ratio	Numbers
Rules and Regulations	Guidelines for participation.	Nominal	1=encourage, 0=discourage
Satisfaction towards participation.	One's fulfillment.	Nominal	1=satisfied, 0=not satisfied

Appendix 3: Distribution of households involved in the study area n= 138

SN	Name of Village	Population	Sample Size
1	Tulo	482	35
2	Mtombozi	480	34
3	Kongwa	467	34
4	Kiziwa	492	35

Source: National Bureau of Statistics-Population and Housing Census (2012)

Proportional Sample calculated by using formula as proposed by Kothari (2004)

$$n = \frac{n}{N} X S \quad \text{……Equation 3}$$

Whereby;

n= population (households) in specific village

N=Total population (households) in four villages

S=Sample size of the study which is 138

Appendix 4: Questionnaire for Household Survey

SOKOINE UNIVERSITY OF AGRICULTURE

DEPARTMENT OF POLICY PLANNING AND MANAGEMENT

Samata, MwisheheMrisho (MA-Project Management and Evaluation)

Research Title: 'Community Participation in Donor Funded Projects: Experiences from PADEP Community Projects in Morogoro District, Tanzania'.

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Sample Questionnaire for Household Survey

Preamble;

My name is **MWISHEHE M. SAMATA**; I'm a master's student from Sokoine University of Agriculture (SUA), Department of Policy Planning and Management (DPPM). The purpose of this study is to assess Community Participation in donor-funded projects (PADEP) in this area. This exercise is very important for the fulfillment of my studies. Your household was randomly selected from the village list to participate in this research study. Taking part in this research study is entirely **VOLUNTARY**. If you choose not to participate, you have the right to stop at any time. Your responses will be kept **CONFIDENTIAL**, and will be analyzed jointly with the other respondents.

Section A: General Information of the Respondent

Name of ward: …….....

Name of village: …….....

Date of interview:…….....

1. What is the sex of the household head? 1) Female 2) Male ☐

2. Age of Respondent …… (Years).

3. Sex of Respondent 1) Female 2) Male ☐

4. Marital Status of the respondent ☐

1) Single 3) Divorced/Separated 5) Never married

2) Married 4) Widow/Widower

5. Education level of the respondent..... [Years of schooling].

6. Main Occupation of the respondent ☐

1) Crop farming

2) Livestock keeping

3) Wage employment e.g. teacher

4) Non-farm self-employment e.g. business

5) Not able to work [too young or old] 6) others specify……

7. How many people are in your household? ..... [Numbers].

[i.e. *Household members are defined as all those who normally live and eat their meals together here. Include household members temporarily studying elsewhere or travelling, but who spent **AT LEAST ONE** continuous month living and eating here since last 12 months*].

Household Members	Age	Sex	Education	Main Occupation	Relationship to the HH
P1					
P2					
P3					
P4					
P5					
P6					
P7					
P8					

- **HH:** Household Head
- **P1-P5:** Household members to start with household head and spouse
- **Age:** Numbers
- **Education:** Years of schooling
- **Sex:** 1) Female 2) Male
- **Main Occupation:** 1**)**Crop farming 2) Livestock 3) Wage Employment e.g. teacher

  4) Non-farm self-employment e.g. business 5) Student

  6) Not able to work (too young/old) 7)others specify.....
- **Relationship with Household Head:** 1) Household Head 2) Spouse 3) Father/Mother

  4) Uncle/Aunt 5) Brother/Sister 6) Own Children

  7) Nephew/Niece 8) In-laws9) Grandson/daughter 10) Helper

  11) Other Specify.....

Section B: Level of Community's Participation on PADEP community Projects

8. Do you know of any PADEP Community Projects in this village? 1) Yes 2) No ☐

9. Did you participate in PADEP Community Projects in this village? 1) Yes 2) No ☐

10. If yes, List down all the Community Projects that you participated in this village

……

11. How did you participated in the mentioned above project(s)

☐

1) Committee Member 2) Community member

12. Did you participate in the identification stage of PADEP Community Projects?

1) Yes 2) No ☐

If yes what activities did you do and **continue to 13**, but if no why you didn't participate and **skip to 14**? .....

.....

13. Were you satisfied with how you participated in the identification of PADEP Community Projects? 1) Yes 2) No ☐

Please explain why.....

.....

14. Did you participate in the planning/designing stage of PADEP Community Projects?

1) Yes 2) No ☐

If yes what activities did you do and **continue to 15**, but if no why you didn't participate and **skip to 16**? .....

.....

15. Were you satisfied with how you participated in the planning/designing of PADEP Community Projects? 1) Yes 2) No ☐

Please explain why.....

16. Did you participate in the implementation stage of the PADEP Community Projects?

1) Yes 2) No ☐

If yes what activities did you do and **continue to 17**, but if no why you didn't participate and **skip to 18**? .....

.....

17. Were you satisfied with how you participated in the implementation of PADEP Community Projects? 1) Yes 2) No ☐

Please explain why.....

.....

18. Did you participate in the Monitoring and Evaluation stage of the PADEP Community Projects? 1) Yes 2) No ☐

If yes what activities did you do and **continue to 19**, but if no why you didn't participate and **skip to 20**? .....

.....

19. Were you satisfied with how you participated in the Monitoring and Evaluation of PADEP Community Projects? 1) Yes 2) No ☐

Please explain why.....

.....

20. Participation Score index (Score level assessment by enumerator). From above response on project stages for every response of YES will score=1 and 0 for the response of NO.

	Project Stages	Score	Index Level	Remarks
1.	Identification Stage		0-1	Low Participation
2.	Design/Planning Stage		2	Medium Participation
3.	Implementation Stage		3-4	High Participation
4.	Monitoring and Evaluation			
	Total Score			

Section C: Factors influence community participation in PADEP community projects

21. Before PADEP Community Projects started in your village were there any other prior activities conducted to make you aware about the project? 1) Yes 2) No ☐

If yes **continue to 22** but if no **skip to 23**

22. What was conducted to create awarenes to the community about the project? .....

.....

23. Apart from PADEP Community Projects were there any other development projects in this village? 1) Yes 2) No ☐

If no **skip to 24** but if yes, how many do you know? ..... [Numbers].

24. Did you participate in any of the development project mentioned above?

1) Yes 2) No ☐

If no **skip to 25** but if yes, how many of them did you participate in? ..... [Numbers].

25. What was your income per year from different activities you were involved during the start of the PADEP Community Projects? ..... [Amount in TZS].

26. During the start of the PADEP Community Projects what was your household size? ..... [Numbers].

27. During the start of the PADEP Community Projects how many acres of farm/plot you owned? ..... [Numbers].

28. Did you have any village rules governing community participation before the start of the PADEP Community Projects? 1) Yes 2) No ☐

29. If no **skip to 30** but if yes, what was it? .....

.....

30. Does the presence of village rules encouraged community to participate in the PADEP Community Projects? 1) Yes 2) No ☐

31. Do you think what the project focused on was the priorities of your community?

1) Yes 2) No ☐

If yes, **explain your answer**, but if no what were the communities' priorities

.....

.....

32. Do you think PADEP Community Projects is sustainable in this village?1) Yes 2)No ☐

33. Explain why.....

.....

34. How did you benefit from PADEP Community Projects?

.....

.....

35. What should be done in order to improve future community projects?

.....

.....

Section D: **Attitudes towards participation**

Based on your opinion please indicate agreement or disagreement of the following statements by ticking **(**√**)** the response.

1=Strong Disagree (SD).3=Uncertain or Neutral (U). 5=Strong Agree (SA).

2= Disagree (D). 4=Agree (A).

S/N	Statement	SA	A	U	D	SD
36.	PADEP Community Projects is beneficial to community development.					
37.	Participating in PADEP Community Projects was wastage of time.					
38.	Poor people were not involved to participate in any stage of the project cycle during PADEP Community Projects.					
39.	Project implementers benefited more from PADEP Community Projects than targeted community members.					
40.	Development projects like PADEP Community Projects become more successful if community participates fully in all stages of the project cycle.					
41.	Community participation in PADEP Community Projects creates sense of ownership of the project.					

Section E: Impact of the PADEP community projects to the community

	Before PADEP	**Quantity**	**After PADEP (only if contributed by PADEP)**	**Quantity**
42. Do you own any of the following assets? **[Tick all assets you have**]	1) Yes 2) No ☐ a. Functioning bicycle ☐		1) Yes 2) No ☐ a. Functioning bicycle ☐	
	b. Functioning motorcycle ☐		b. Functioning motorcycle ☐	
	c. Wooden bed ☐		c. Wooden bed ☐	
	d. Functioning Car ☐		d. Functioning Car ☐	
	e. Functioning Television ☐		e. Functioning Television ☐	
	f. Functioning Radio ☐		f. Functioning Radio ☐	
	g. Functioning mobile phone ☐		g. Functioning mobile phone ☐	
	h. Hand hoe ☐		h. Hand hoe ☐	
	i. Functioning Sewing machine ☐ j. Others Specify..... ☐		i. Functioning Sewing machine ☐ j. Others Specify..... ☐	
51. Do you have any livestock? **[Tick all livestock you have].** .	1) Yes 2) No ☐ a. Cattle ☐		1) Yes 2) No ☐ a. Cattle ☐	
	b. Goat ☐		b. Goat ☐	
	c. Donkey ☐		c. Donkey ☐	
	d. Poultry ☐		d. Poultry ☐	
	e. Sheep ☐		e. Sheep ☐	
	f. Pig ☐		f. Pig ☐	
	g. Bee hives ☐		g. Bee hives ☐	
	h. Others Specify..... ☐		h. Others Specify..... ☐	

59. What is your average annual income? **TZS**	..... **Refer question no. 25**	.....
60. Do you own any piece of land/farm/plot for crops production?	1) Yes 2) No ☐ Number of acres..... **Refer question no. 27**	1) Yes 2) No ☐ Number of acres.....
61. Do you own house?	1) Yes 2) No ☐ Number of houses.....	1) Yes 2) No ☐ Number of houses.....
62. Food Security: Number of meals per day	1) One ☐ 2) Two ☐ 3) Three ☐ 4) More than three ☐	1) One ☐ 2) Two ☐ 3) Three ☐ 4) More than three ☐
63. Self-sufficient food stock	Number of month's household with self-sufficient food stock.....	Number of month's household with self-sufficient food stock.....

Thank you for your cooperation

Appendix 5: Checklist for Key Informant Interview

1. When did PADEP Community Projects started in this area/Morogoro District?
2. What was the nature of the team composition (professionalism) of the projects?
3. Which approach used for each village to establish the project and why?
4. At which project stage did community involved in Projects and why?
5. What were the community roles in each stage of the PADEP Community Projects?
6. What is your perceptions regarding to the achievements of the projects and why?
7. What do you think is the impacts of PADEP Community Projects in this area?
8. Do you think PADEP Community Projects is sustainable and why?
9. What should be done in order to improve the future development projects

Appendix 6: Checklist for Focus Group Discussion

1. When did PADEP Community Projects started in your community?
2. Apart from PADEP Community Projects how many other development projects implemented in your village?
3. At which project stage did you involved in Projects and why?
4. What was your role in PADEP Community Projects and why?
5. What is your perception about participating in Development Projects?
6. Do you think this project helped you and your community?
7. Do you think PADEP Community Projects had any impacts to your life?
8. In your opinion what should be done to improve the future projects?