COMMUNITY PARTICIPATION AND SUSTAINABILITY OF EDUCATION PROJECTS IN HARGIESA DISTRICTS, SOMALILAND

A Thesis

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Masters of Arts in Project Planning & Management

By:

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DECLARATION A

I, **Mohamed Yusuf Abdi** hereby declaring that this thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning

Mohamed Yusuf Abdi

Name and signature of the candidate

29th November, 2013.

Date

DECLARATION B

"I confirm that the work reported in this thesis proposal was carried out by the candidate under my supervision".

Paster Rwabuhihi Emmanuel Festus

30.11.2013

Date

DEDICATION

This thesis is dedicated to my parents Mr. Yusuf Abdi Ayax and Mrs. Asha Elmi Samatar. It is fortunate that God allowed my beloved parents whose love for education is indefinite to witness this great achievement. And also dedicated this to my first teacher who taught me Somali alphabetic Mohamed Dhaga-caleen (Ba bakayle , Ta – Tufaax, J- Jiir ...)

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ABSTRACT

The purpose of this study was to examine the relationship between community participation and sustainability of projects among education projects in Hargeisa districts, Somaliland. The specific objectives of this study was set to achieve were:, 1- To find out the level of community participation among education projects in Hargeisa districts, 2- To discover the level of Sustainability among education projects in Hargeisa districts, 3- To ascertain if there is a significant difference between the level of community participation among education projects in Hargeisa districts according to gender, and 4- To establish if there is a significant relationship between the level of community participation and the level of sustainability among education projects in Hargeisa districts. The target population of the study were 250 and thus involved 154 of sample size which were purposively selected respondents around the five districts in Hargeisa. Collected data was analysed using SPSS, tools included (Frequency, Percentage, means, Student's independent t-tests, Pearson's Linear Correlation Coefficient (PLCC) and Regression analysis). Result revealed that (60%) are men while women were (40%) Majority (57%) of the population in Hargeisa districts are graduates, while 11% have certificates, other 22% have Masters Degree. The level of community participation particularly Passive Participation (Consultations and Information Sharing) were ranked high (Average mean = 3.02) while the result indicated that Active Participation in terms of (Involvement, Empowerment and Partnership) were rated high (Overall mean = 2.73). The level of sustainability among education projects in Hargeisa districts in terms of (Outcome sustainability, Process sustainability and Resource sustainability) were satisfactory (Overall mean = 2.85).The level of community participation is positively and significantly correlated with sustainability of education projects in Hargeisa districts (r-value = 0.663; sig = 0.000). Outcome sustainability (r-value = 0.579; sig = 0.000); Process Sustainability (r-value = 0.652; sig = 0.000); Resource sustainability (r-value = 0.714; sig = 0.000). Raise in community participation will positively improve sustainability of education projects in Hargeisa districts, Somaliland. Regression analysis result indicated that community participation significantly influences the sustainability of education projects in Hargeisa districts (f = 126.014; sig = 0.000); i.e. community participation affects sustainability of education projects in Hargeisa districts 69% (Adjusted r^2 =0.685).The study concluded that community participation among education projects in Hargeisa districts, Somaliland positively promotes the sustainability of these projects. Finally, it recommended that Community participation requires that the values and interests of the community should be the guidelines for development processes. Communities should be given an opportunity to identify and define their needs since they are better informed about their local situations. Their participation would allow development that is appreciated by themselves as beneficiaries and in turn would encourage sustainability.

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CHAPTER ONE
THE PROBLEM AND ITS SCOPE

Background

The world has achieved a level of development that was unimaginable just one hundred years ago particularly in education. The past several decades have been a significant improvement in the quality of education that people in developing countries (Sandstrom 1994). In the strategic plan of the World Bank, the role of the community in these education development projects have been one of the focal issues (Hayami & Godo, 2005); the rationale behind the initiatives is the idea that decentralization through community participation has been contributing the efficiency, accountability, and transparency of the sustainability of these education projects. Community participation has been a constant theme in world development dialogues for the past 50 years, in 1960s and 1970s it became central to educational projects as means to seek sustainability for the projects (McCrery, 1995). Also, in the early days of human development project sustainability has been measured in terms of benefits at the end of the project funding cycle, with observable benchmarks along the way to achieving these benefits (James, 2007).

After 1960s when most of African nations got their independences from the colony, new era of education development projects were started; where the developed countries give aid to African countries to improve education and eradicate illiteracy. Mainly these development were implemented as projects through United Nations (UN) agencies and other International Non-Governmental Organizations (INGOs). The motive of the education projects to Africa was to develop and improve education and social welfare to have sustainable benefits of education (Atura, 2003). According to Iqram (1998) stated that the UN agencies and International NGOs traditionally implement the projects through host country institutions such as: government agencies, local NGOs, Community Based

Organizations (CBOs) or some combination. The core idea behind this approach was not to implement through local proxies as a cost-cutting measure, but rather than to sustain the benefits provided by these education projects.

However, according to Korten (1987), community participation in education projects defined as an involvement of the people in a community in development project. Since social, economic, education and other conditions differ from one community to another, the form and degree of people's participation in these activities also vary. According to Damlin & Luke (2008) documented that to have a sustainable education project the community should actively participate in the phases of planning, implementing, monitoring & control and handing over of the project.

When the people of Somaliland declared to separate from Somalia in 1991 to form an independent Republic of Somaliland with Hargeisa as its capital; educational development programs have been started because of the prolonged civil wars which wiped out the entire education system, destroyed educational facilities like schools, public libraries and laboratories. Everything was started from the scratch, rebuilding of school, Universities, and establishment of good education system were all started; mainly these projects were being implemented by UN development agencies and other International NGOs.

Today most of the education projects in Somaliland do not sustain after the project completion as a result of the absence of community participation. So, increasing the ability of the people, projects and communities to be self-reliant, they are then be able to contribute on the way to the sustainability of Somaliland education projects, which in turn will add to the broader notion of sustainable national development (Abdullahi, 2010). Community participation has created new dimension to the way practitioners and academics view in today's sustainability of education projects (Levy *et al,* 2009). It is now regarded as a critical component

which promotes the changes of development project being sustainable through community participation (Korten *et al,* 1987).

So, this study conceptualized community participation (Independent Variable) which is the process by which individuals, families, or communities assume responsibility for their own welfare and develop a capacity to contribute to their own and the community's development (John, Abraham *et al* 2002). Two types of Participation were examined in this study (Active Participation and Passive Participation) against Sustainability of education projects (Dependent Variable), conceptualized as (Outcome Sustainability, Process Sustainability and Resource Sustainability)

This study was conducted to avail the level of community participation on the sustainability of education projects in Hargeisa districts, Somaliland. It is to contribute more important information and finding for getting sustainable education projects by putting more consideration on community participation.

Statement of the Problem

Education projects in Somaliland do not sustain longer enough to yield the required benefits and contribute adequate to National Eradication Policy of Illiteracy (NEPI) (Ibrahim, 2007).

It's understood that most of the Education Projects in Somaliland generally lack sustainability and do not provide benefits after implementing agency finishes and practically completes the project (Ahmed, 2001) and (Hussien et al 2006), This problem indicated by improper planning, lack of need assessment before the start of the project, communities not benefiting from the project output and no improvements seen after project completion. As long as this problem continues to exist in Somaliland, and without the slightest idea from communities about the project in either in conception or in implementation phase, the communities would not see the project as part of them; then the projects in most cases will suffer

rejection, or at very low maintenance when the projects finish, and this will have a great negative impact for future educational projects in Somaliland as well as the overall development of the country (Ahmed, 2001).

According to Ahmed (2001) the main causes that contribute lack of sustainability in education projects are lack of substantial funds, Absence of community participation, undesired result from the project, negative community receptiveness and undefined goals and objectives of the project. According to study by Ahmed (2001), stated that 55% of implemented educational projects in the rural areas in Somaliland did not sustain for long enough, school enrolment was low, the educational systems were not fulfilled as required because the communities living in these areas were thoroughly ignored; these are the main reasons that education projects do not sustain in Somaliland.

As matter of fact educational projects in Somaliland are centrally planned without any involvement of the communities, with intended participants only involve in the implementation of the projects, then when the project finishes the communities generally do not want to continue the introduced activities and do not want to be responsible for maintaining the project outputs, meaning that at the end of the day, they have no significant long-term impact (Muse, 2010). For this reason this study was set to find out the extent of how community participation specifically (Active participation and Passive Participation) can lead the intended beneficiaries to continue to use and benefit from the services that remain beyond the project period.

In addition the relationship between Community Participation and Sustainability of Education Projects has not received adequate research expertise and attention in Hargeisa, Somaliland.

Purpose of the Study

This study was intended to find out how community participation contribute the sustainability of education projects in Somaliland; also, the study was aiming to test if there was no significant difference/relationship between community participation and sustainability of education projects which has not been researched adequately in Somaliland before, It also aimed at reviewing literature related to the study variables, identify and bridge gaps there in. In addition, the study attempted to validate the theory "Education Projects where the community had direct control over service providers tend to work better and sustain for long" by (Karel *et al* 1987).

Also, this study was set to test the hypothesis and generate new information and knowledge which would provide a better ways to enhance the likely sustainability of the future education projects and identification of key issues and examples of how these concerns can be successfully resolved and contribute improving sustainability by giving recommendations.

Research Objectives

General: To determine the correlation between community participation and sustainability of education projects in Somaliland.

Specific:

1. To determine the level of Community Participation among education projects
2. To determine the level of Sustainability of education projects in Hargeisa districts.
3. To highlight if there is significant difference in the level of community participation in terms of sex among education projects in Hargeisa districts
4. To determine if there is a relationship between the level of Community Participation and the level of Sustainability of education Project in Hargeisa, Somaliland

Research Questions

1. What is the level of Community Participation among education projects?
2. What is the level of Sustainability of education projects?
3. Is there a significant difference in the level of community participation in terms of sex among education projects?
4. Is there a significant relationship between community participation and sustainability of education projects in Hargeisa, Somaliland?

Hypothesis

"There is no significant difference between the level community participation among education projects in Hargeisa according to their sex"

Scope

Geographical scope:

This study was conducted in within the five districts in Hargeisa (26 June, Gacan Libaax, Maxamed Mooge, Ibraahim Koodbuur, and Ahmed Dhagax). In Hargeisa the capital city of Somaliland is the most populated city in Somaliland, its where most education projects are implemented by International NGOs, Local NGOs and Community Based Organization. For this reason the study focused Hargeisa region and its districts.

Theoretical Scope:

Community Participation theory by Karrel (1987) "Projects to be sustained, the communities must be carried along during conception and implementation of the project," And

Project Sustainability Theory "Projects are regarded sustainable, endure and become healthy when its benefits continue minimum 3 years after project practically completed" J. Allen (1984). These two theories were both approved in this study.

Content Scope:

This study was impounded the two main types of participation namely: Active Participation (Consultation and Information Sharing) and

Passive Participation (Involvement, Empowerment and Partnership). Also, this study considered the three main dimensions of sustainability of projects which are: Sustainability of Outcome, Sustainability of Process and Sustainability of Resources.

In addition this study explored the relationship between community participation and sustainability of education projects in Hargeisa, Somaliland

Time Scope:

The study covered 13 months in the field, starting from August, 2012 to September, 2013. Also, the study centered the Education projects in Hargeisa Somaliland for the last 5 years from 2008 to 2012, in order to know their level of sustainability and how the communities involved them.

Significance of the Study

After a prolonged civil war that has crumpled the economical and social infrastructures of Somaliland people, there was a real need for rebuilding the education system of the nation through the implementation of education projects. The main challenge which those education projects were facing was to sustain these projects. So, there was a real investigation to this problem and what caused it. Therefore, the study seen the beneficiaries of this study will be including the following:

Somaliland Government: The administration will benefit the findings of the Research study and to use it for improving future planning of education projects in a better ways. Pursuing

Donors/Funding Agencies: Also, the findings of this study will be benefited by the donors or funding agencies of education projects to be useful to assure them that their financial assistance is utilized optimally and their projects sustained for long period of time.

Local Communities: will benefit from the findings of this study, they will know better their role of participation in future education projects.

Social Project Managers: This study will also be important to education project managers as guidelines for improving the future performance of

their projects through community participation, and fully understand the impact that community participation will have the overall success and sustainability of their projects.

Researchers: the findings of this study will be benefited by the researchers and students who are willing to write about the community participation and sustainability of education projects.

Operational Definitions of Key Terms

Community Participation is the process by which individuals, families, or communities assume responsibility for their own welfare and develop a capacity to contribute to their own and the community's development.

Active Participation is the participation that implies as a contribution to the implementation of a project without any control over resources and decision-making

Passive Participation is the participation which entails that the people concerned have access to information necessary for improving their live hoods and are directly involve in the process of decision making.

Project is an activity which has specific objective by using specific resources with a definite start and end time.

Project sustainability is the ability of the project to endure and be healthy over a longer period of time after project practically completed.

Sustainability of Outcome is the concerns when the improvements in quality of life or standard of living of project beneficiaries will endure beyond the project completion.

Development is a process by which the members of a society increase their personal and institutional capacities to mobilise and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations.

CHAPTER TWO
LITERATURE REVIEW

Introduction

This chapter presents the definition of concepts as extracted from the study variables, according to authors and experts, theoretical perspective and literature on studies relating the study variables.

Concepts, Opinions, Ideas From Authors/ Experts

Participation

Participation is a multidimensional and complex concept (Sinclair, 2004), it has many forms and can take place in different stages of a project cycle and at different levels of society along a continuum from, contribution of inputs to a predetermined project, to information sharing, consultation, decision-making, partnership, and empowerment (Karl, 2000). The meaning of participation can also differ from one area to another based on cultural norms, amongst institutions based on the institutions' particular interests (Khanye, 2005), and the way observers perceive and evaluate it in practice (Brett, 2003). Hence, participation should not be explained with a single definition or interpretation (Oakley, 1991).

Community Participation

The term participation is modified with adjectives, resulting in terms such as community participation, citizen participation, people's participation, public participation, and popular participation. According Champers (2009) defined participation as "to have a share in" or "to take part in," thereby emphasizing the rights of individuals and the choices that they make in order to participate. Participation is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power. However, it can also be a method to co- opt dissent, a mechanism for ensuring the receptivity, sensitivity, and even accountability of social services to the consumers (Torczyner, 1987).

According to Oakley and Marsden (1987) defined community participation as the process by which individuals, families, or communities assume responsibility for their own welfare and develop a capacity to contribute to their own and the community's development. In the context of development, community participation refers to an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits (Paul, 1986).

Passive Participation

According to Gonzales (1998), Passive participation implies participation as a contribution to the implementation of a project without any control over the resources and decision making, this kind of participation the external agents assume their role as teaching the participants the solution to their problems, likewise the interest of external agents is only to legitimize their existence in project without any intention to really involve the participants. Gonzales, divided passive participation into two main categories: participation as consultation and participation as information sharing.

Consultation

Consultation involves inviting people's views on the proposed actions and engaging them in a dialogue (John, 2003). It is a two- way flow of information between the proponent and the public. Consultation provides opportunities for the public to express their views on the project proposal initiated by the project proponent. Rigorous planning and implementation of projects should be undertaken only after considerable discussion and consultation. Consultation includes education, information sharing, and negotiation, with the goal being a better decision making process through organizations consulting the general public (Becker, 1997). This process allows neglected people to hear and have a voice in future undertakings.

Depending on the project, various methods are used during consultation such as public hearings, public meetings, general public information meetings, informal small group meetings, public displays, field trips, site visits, letter requests for comments, material for mass media, and response to public inquiries. The knowledge of local people should be recognized and they should be enrolled as experts in designing development projects. Participants should be encouraged to articulate their ideas and the design of the project should be based on such ideas.

Information-sharing

According to Karrel (1987), the information sharing though project identification and design often is highly regarded as a participatory approach. Generating an understanding of, and support for, a program or project's objectives among a wide group of stakeholders should be a component of any sustainability strategy. Such awareness needs to start early in the design phase. During implementation it can include the use of many types of different media and group events. Workshops, seminars, newsletters, personal contacts/lobbying; community meetings and the use of electronic media (radio, TV and web-sites) can all play a role in sustainability of social development project.

Active Participation

According to Scheyvens (2002) active participation implies that people concerned to have access to information necessary for improving their livelihood and directly involved in the process of decision-making. In this type the participants and external agents have consistent interaction, involvement and collaboration in discussions, and hence, the ideas and suggestions of both the participants and external agents are given equal consideration after a process of compromise and consensus (Gonzales, 1998). Also, According to Narayan (2006) this type of active participation is

also called representative, transformative developmental, educative and genuine.

However, there are also some development theorists who see active participation as both participation as means and an end (Cleaver, 1999), also seen this kind of participation as participating in empowering- a way to expand people's capabilities, increasing their self-esteem and improving their performance. According to Cleaver (1999) Active participation is divided into three main categories which are: Participation as Involvement, Participation as Empowerment and Participation as Partnership.

Involvement

According to Becker (1997), Public involvement is a process for involving the public in the decision making of an organization. Participation actually brings the public into the decision- making process. Such involvement should give the participants full inclusion in designing, organizing, and implementing activities and workshops in order to create consensus, ownership, and action in support of environmental change in specific areas. It should include people and groups rather than exclude any individuals.

Empowerment

In order for communities to participate meaningfully in projects initiated to improve their lives, it is imperative that they are empowered. The principle of empowerment states that people participate because it is their democratic right to do so (Wignaraja, 1991); and participation means having power (Tascconi and Tisdell, 1993). According to this concept, participation is the natural result of empowerment. Empowerment is not a means to an end but is the objective of development. Empowerment entails more than having the power to make decisions. It demands the knowledge and understanding to make correct decisions. Communities cannot make wise decisions if they do not have the required information. The support

organisations are required to be sources of information and should be a channel of information to the communities so that they will be able to make right and informed decisions (Karrel, 1987).

Partnership

Partnership in development processes allows stakeholders to work, talk, and solve problems with individuals who are often perceived as the masters, (Gomez, 2004). Instead of demonstrating the relationship as a worker- client tie, the parties involved should agree on working in partnerships. An expression used by the Latin American activists to describe their relationship with the people (communities, groups) with whom they are working is *accompanamiento*, or "accompanying the process" (Wilson and Whitmore 1997). Wilson and Whitmore identified a set of principles for collaboration in a variety of settings and situations. These include nonintrusive collaboration, mutual trust and respect, a common analysis of what the problem is, a commitment to solidarity, equality in the relationship, an explicit focus on process, and the importance of language.

Project Sustainability

According to Chavangi (2006) sustainability of a project is used to mean continuity of benefits of the project outcome five years after the project practically completed. Also, Karrel (1987) defined project sustainability the ability of a project to maintain its operations, services and benefits during its projected life time.

However, World Bank (2004) in general defined project sustainability as the percentage of project initiated goods and services that are still being delivered and maintained after five years of termination of implementation of the project; the continuation of local action stimulated by the project and generation of successor services and initiatives as a result of project built initiatives. This definition implies that sustainability concerns itself with:

Level of continuation of delivery of project goods and services, Changes stimulated / caused by the project, new initiatives caused by the project

Sustainability of Process

When the project receives continuous necessary support of both budgetary and institutional to enable it to maintain required level of facilities; then that project is said to be logistically sustainable (McAllen, 2004). Funding policies have often focused on new capital investments to the exclusion of supporting operation and maintenance budgets, this can have adverse effects on sustainability if its availabilities become difficult after project completion (James & Faden, 1998).

According to Hallen (2009) declared that If a program or project does not deliver clear and equitable financial or economic benefits, which are apparent to the stakeholders, it is most unlikely to be sustained after donor funding finishes. For example, health service users will not pay for government health services (either directly or through other taxes) if the service is poor or their expectations of benefits are extremely limited, then benefits are not sustainable if the net benefit arising is negative or very small when all the costs are considered.

Sustainability of Resources

According to Hagler (2005) benefits will not be produced without adequate resources—financial, human, natural, and technical—to sustain them. Since development projects typically provide financial, and often human and technical resources, benefits cannot continue post project unless resources have been transferred to or can be acquired by the appropriate host-country organizations. Natural resources are finite and must be used responsibly to ensure their continued availability for the development of future generations. Assuring that these factors are in place implies different priorities and concerns for project design that go beyond

the issues that are important for mere sustainability is pivotal for the social development projects.

Participation and Education Projects Sustainability

The new aid paradigm has seen participation as useful not only in enhancing the effectiveness, efficiency and coverage of project benefits, but also encouraging self-reliance of the project participants (Klemeir and Oakly *et al* 2002). According to Brinkeoft (1992) Participation is useful for achievement of sustainability because sustainability depends on the role played by stakeholders, particularly those directly concerned with projects/programs, such as government and implementing agency, and those who will gain the benefits (community) and the intended participants.

Additionally, Lyones *et al* (2009) stated that there is definite link between the nature and extent of participation, empowerment and sustainability of development gains in general. Also, according to the Newton *et al* (2006), stated that most communities (once they are involved in education project initiation, design and implementation) will see to the actualization, maintenance and sustenance of the project. If however they are not consulted, the sustainability of such a project is doubtful.

Theoretical Perspectives

The study was based on participation theory by Karrel (1987), Karrel stated, a rational man can always make a decision when confronted with range of alternatives. He can rank the alternatives and always choose from among the possible alternatives that which rank highest in his preference ordering. A rational man can always make the same decisions each time he is confronted with the same alternatives. The mobilization model asserts that individuals participate in response to the developments in their environment and to stimuli from other people. The opportunities for them to do so are greater than for other people because they are persuaded to

get involved by other people while continued community mobilization leading to self-mobilization which is key to the sustainability of development.

According to Kellmer *et al* (1985) their empowerment theories is based on the collaborative planning, community action and capacity building. Empowerment leads to maximum participation of the community and individuals in creating, maintaining and sustaining preventive and promotive values, organizing, implement and managing community development projects. Citizen empowerment and capacity building lead to great efficiency, commitment, honesty and ownership of the project activities; it also leads to changes in knowledge, skills and the distribution of power across individuals and community.

Related Studies

In order to understand further the relationships between participation and project sustainability, some studies of participation and project sustainability from different authors was provided.

Participation and sustainability of Projects

Education project operated in Nicaragua between 1994 and 1998 had been reported by Stein (2001) to have provided sustainable and successful outcomes in achieving its objectives to improve the quality of education and the socio-economic conditions of the poor population in the cities where it operates. Particularly for women and vulnerable groups, Lessons learned from the experience of this project showed that 65% participation influenced project sustainability that was included the community throughout the project cycle: from the identification, execution and maintenance, to the evaluation of the project. The involvement of the community included: (a) the formation of institutions which consisted of

community representatives and the main entities involved in the program. Namely the municipal commission and the community Project Administration Committee (CPAC) which had tasks to identify project activities and handle management and administration of the project Stein (2001): (b) regular meetings conducted every month involving the representatives of the communities: (c) the identification and prioritisation of the main problems in micro-planning workshops and through interviews in small groups, particularly with women and children: (d) the agreement which was signed by the representatives of the municipal government and community organisation: (e) training on management and administration of the building materials warehouse, and the methods used to manage the human resources used in the project.

According to Doku (1991), a Rural Educational Development Programme initiated by the UNISCO, started in Pujehun, Sierra Leone in 1982. The REDP had the objective to improve educational system in order for the rural poor to be actively involved in development activities (Doku, 1991). Lessons learned from the experience of the REDP showed that in order for the programme to be sustained, the REDP had used participation not only as a means but also as an end. In this case the REDP had involved the community in the whole project from the design up to the implementation.

The active participation was seen by: (a) the formation of small, informal, self reliant groups of the rural poor as part of a longer-term strategy to build institutions serving their interests" FAO gave the intended participants the opportunity to influence decision-making such as creating their own rules to manage the groups and choosing a leader. This kind of participation led the program to be sustainable almost 10 years after the programme was finished.

According to Semione (1987), for education projects to be sustainable there must be community participation, this is because, through participation, the community develop skills for collective action, maintenance and sustainability. This is evident in the community Development Works done by the Takete-Ide Community in the Mopamuro Local Government Area of Kogi State, Nigeria. They built schools; these activities have strengthened the potentials of the people. The development association formed have been upgraded into local societies with their own initiatives to address the people's needs to strengthen their position and to put forward their case to the decision making body particularly the local and state governments.

CHAPTER THREE
METHODOLOGY

Research Design

This study adopted a descriptive correlation and descriptive correlation survey design. Also it used a cross-sectional and an ex-post facto design. The study was descriptive in that the researcher aimed to describe the level of community participation both active and passive participation means and sustainability of education projects in terms of outcome sustainability, process sustainability and resource sustainability.

The *descriptive comparative design* was used to compare the level of community participation and the level of project sustainability among them basing on their sex. Also, *Descriptive Correlation design* was used to portray the level of relationship between community participation and sustainability of projects.

The *survey design* was also used since the study involved an investigation into the levels of community participation and projects sustainability of a big sample of education Projects.

Research Population

Target Population

The target population of this study was all the communities living the five districts that Hargeisa city consists of. The target population composed of all the education projects being implemented by LNGOs and Community Based Organizations (CBOs) and the local communities benefiting under these social projects around the five districts of Hargeisa region. According to Somaliland Ministry of Education 2006, 250 education projects were executed in Hargeisa region in the last 5 years. 75 organizations included (International NGOs, Local NGOs and Community Based Organizations CBOs) and 175 of local communities around the five districts in Hargeisa were the target population of this study

Sample Size

As the target populations of the study were many, a sample was chosen from each category of the population Table 1 below shows the respondents of the study with the following categories: district, target population and sample size.

The Sloven's formula was used to determine the minimum sample size.

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n = the required sample size

N = the known population size &

e = the level of significance (Which is given = 0.05)

Table 1

Respondents of the Study

DIVISION	TARGET POPULATION	SAMPLE
26 OF JUNE	50	41
KOODBUUR	50	34
GACAN LIBAX	50	24
AXMED DHAGAX	50	29
M.MOOGE	50	26
	250	**154**

Therefore given the formula, the sample size of 154 was calculated as follows;

$$n = \frac{N}{1 + N(e^2)}$$

$$= \frac{250}{1 + 250\ (0.05^2)} \qquad = \frac{250}{1 + 250(0.0025)}$$

$$= \frac{250}{1 + 0.625} \qquad = \frac{250}{1.625} \qquad = 153.84$$

$$= 154$$

Sampling Procedure

This study used stratified random sampling as the populations are stratified in the five districts in Hargeisa region. Purposive non-random sampling was also used for the community members each of the five districts, because there was no existing data for the exact figure of the population in the city.

Research Instruments

This study used self-questionnaire to ask questions the communities living the five districts in Hargeisa city. The first part was 5 questions about the profile characteristics of the respondents.

The second part was 31 questions about the level of Community participation (IV); these questions were divided into, Passive Participation (Consultation 1-6, Information sharing 7-12) and Active Participation (Involvement 13-19, Empowerment 20-25, Partnership 26-31).

The third part of the questionnaire was 15 questions about Sustainability (DV) and was distributed as follows: (Outcome sustainability 32-36, Process Sustainability 37-41 and Resource Sustainability 42-47).

All questions in the first sections were close ended, based on four Likert Scale, ranging from one to four; where 1=Very Low, 2= Low, 3=High, 4= Very High; and All questions in the Second sections were close ended, based on four Likert Scale, ranging from one to four; where 1=Strongly Disagree, 2= Disagree, 3=Agree, 4= Strongly Agree.

Validity and Reliability of the Instrument

Content validity of the two instruments were ensured by subjecting the researcher devised questionnaires on Community Participation and Sustainability of Projects in order to judgment by the content experts (who estimated the validity on the basis of their experience) such as professors, associate professors and senior lecturers and project experts in the field of

Project Planning and Management. Content Validity Index (CVI) has been used to assure whether the study was valid or not.

$$CVI = \frac{\text{No of valid items}}{\text{Total no of items}}$$

Table 2

The results of the content validity index

Variable	Total No of items	Number of valid items	CVI
Consultation	7	6	0.83
Information Sharing	6	6	1
Involvement	9	7	0.71
Empowerment	6	5	0.83
Partnership	7	6	0.83
Sustainability of outcome	6	6	1
Sustainability of Process	6	5	0.80
Sustainability of Resources	7	6	0.833

According to Amin (2005), the minimum CVI to declare an instrument valid is 0.7 (70%), as all the items (Content Validity Index) on Table 2 are higher than 0.7 (70%).

Table 3

Cronbach's alpha coefficients for Reliability of Community Participation and Sustainability of Social Projects

Variable	Total No of items	Cronbach's alpha
Consultation	6	.836
Information Sharing	6	.995
Involvement	7	.814
Empowerment	6	.847
Partnership	6	.947
Sustainability of outcome	6	.996
Sustainability of Process	5	.862
Sustainability of Resource	6	.926

Results in Table 3 indicate that the instrument (Questionnaire) had a high degree of reliability, with all Cronbach's alphas for all items being greater than 0.8 (80%), which according to Amin (2005) is the minimum Cronbach's alpha required to declare the instrument reliable.

Data Gathering Procedures

A. Before the administration of the questionnaires

An introduction letter obtained from College of Higher Degrees and Research (CHDR) for the researcher to ask for approval to conduct the study from relevant community members and project planners and managers. The researcher produced more than enough questionnaires for distribution for fear that for loss prevention. The researcher selected research assistants who assisted in the data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

B. During the administration of the questionnaires

During the administration of the questionnaire, these activities where done:

i. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.

ii. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix III).

iii. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.

iv. On retrieval, all returned questionnaires were checked if all are answered.

C. After the administration of the questionnaires

The data collected was organized, collated, summarized, statistically treated and drafted in tables using the Statistical Package for Social Sciences (SPSS). Finally, a report was prepared and after approval from the supervisor, the final copy was submitted to College of Higher Degree and Research (CHDR) for final examination

Data Analysis

To determine the profile of the respondents, the *Frequency and percentage distribution* was used. The *Mean and Standard deviation* was

also used to compute the level of Community Participation and the level Sustainability of social development projects. To interpret the obtained data, the following numerical values and descriptions were used:

A. Level of Community Participation

Mean Range	Response Mode	Interpretation
3.26-4.00	Very High	Very Satisfactory
2.51-3.25	High	Satisfactory
1.76-2.50	Low	Fair
1.00-1.75	Very Low	Poor

B. Level of Project Sustainability

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

The *Student's two independent samples t-test was* used to determine if there is difference between the levels of Community Participation among education projects in terms of sex.

Pearson's Linear Correlation Coefficient (PLCC) was used to determine if there is a significant relationship between the level of Community Participation and Sustainability of Projects; to test the hypothesis (There is no significant relationship between the level of Community participation and the level of sustainability among education projects in Hargeisa districts, Somaliland), the (0.05) of level of significant was used in this case as well.

The *Regression analysis* R^2 (Adjusted R^2) was computed to find out the influence of community participation over the sustainability of education projects in Hargeisa districts, Somaliland.

Ethical Considerations

To ensure utmost confidentiality for the respondents and the data provided by them and to reflect ethics that practiced in this study, the following measures were done:

1. The entire questionnaire was coded to present anonymity of the respondents.
2. The respondents were requested to sign the informed consent
3. Authors quoted in this study are recognized through citations and referencing
4. The researcher requested for permission through a written request to the concerned project planners/managers and local communities included in the study.

Limitations of the Study

In view of the following threats to validity, the researcher maintained an allowable 5% margin of error at (0.05) level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study

Instrumentation: The research instrument was innovation which is not standardized. A validity and reliability was done to produce a credible research tool.

Attrition/Mortality: Not all questionnaires were returned neither completely answered nor even retrieved back due to circumstances. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were reminded not to leave any item in the questionnaires unanswered and was closely followed up as to the date of retrieval.

Questionnaire Retrieval: 14 questionnaires were not returned due to circumstances beyond researcher's control. However, the researcher was able to retrieve 140/154, a return rate of over 89%, which according to Amin (2005) is beyond the minimum return rate of 75% acceptable in social sciences.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

Profile of Respondents

The first objective of the study was to determine the profile of the respondents and to achieve this, six closed and open ended questions were asked in the questionnaire. Frequencies and percentage distributions were used to summarize the profile of the respondents in terms of Age, Gender, Educational Background, District; Number of Period lived in that district. Their responses were analyzed using frequencies and percentage distributions as summarized in table.

Table 4

Profile Characteristics of the Respondents

Major Category	Sub-Category	Frequency	Percent
Sex	Male	84	60
	Female	56	40
	Total	**140**	**100**
Age Group	20-39	84	60
	40-59	29	21
	60 and above	27	19
	Total	**140**	**100**
Educational Background	Certificate	15	11
	Diploma	21	15
	Bachelors	80	57
	Master	22	16
	PhD	2	1
	Total	**140**	**100**
District	26 of June	45	32
	A.Dhagax	28	20
	I.Koodbuur	25	18
	Gacan Libax	19	14
	M.Mooge	23	16
	Total	**140**	**100**
Years lived in the Area	Less than/Below 1 Year	19	14
	1-4 Years	20	14
	4-7 Years	35	25
	7-10 Years	66	47
	Total	**140**	**100**

Source: Primary data - September, 2013

The result in above Table 4, indicated that regarding the sex of the respondents, most were male 84 (60%), showing that there are more male participators in education projects in Hargeisa districts as compared to females 56 (40%). Regarding the age, most of people who live in Hargeisa districts were 84 (60%) aging between 20-30, while 29 (21%) age bracket 40-59, followed by 27 (19%) aging 60 and above. This compliance with findings of Omer *et al* (2005) who found that 54% of the communities willing to be involved education projects in their areas were aged between 15-35 ; Similar reports were highlighted in the report of Somaliland Ministry of National Planning *et al* (2007). In terms of educational background most of the communities in Hargeisa district are graduates 80 (57%) while 22 (16%) have Masters Degree. This implies that the community contribution to the education projects in Hargeisa districts is good in terms of knowledge; this cultivates the quality of overall development projects in Hargeisa and even the whole country.

In respect to district distribution, Table 4; result indicated that 26 of June district had the highest number of people participating education projects 45 (32%) compared to the other districts in Hargeisa; while Gacan Libah has the smallest number of participators rate 19 (14%). The findings of this study are in agreement with the findings of Hargeisa Municipal *et al* (2002) where it was indicated 25% of education projects in Hargeisa districts are implemented in 26 of June district while Gacan Libah has the least educational projects implemented. The findings of this study and the other studies are the same, because 26 of June is the most populated district in Hargeisa where most of the social development projects take place.

The level of Community Participation among education Projects in Hargeisa Districts

The second objective was to determine the level of community participation among education projects in Hargeisa districts. Community participation in this study was conceptualized in terms of passive

participation (Consultation and Information Sharing) and Active Participation (Involvement, Empowerment and Partnership). This part brings to light the level of each of the two participation means with their sub-divisions among the Education projects in Hargeisa district, Somaliland.

Level of Passive Participation among education projects in Hargeisa

The first component of Community Participation examined was in terms of passive participation, broken into I) Consultation; II) Information Sharing.

Using a closed ended questionnaire, CBOs and community members in Hargeisa were asked to rate themselves on the extent to which they participated in passive participation. All questions were rated using a four point Likert scale, where 1 = Very High; 2 = High; 3 = Low; 4 = Very Low. The self ratings of the community members were analyzed using means indicating the extent to which they possess each as indicated in table 5A

Table 5A

Level of Passive Participation among the Education Projects in Hargeisa (Item analysis n = 140)

A. PASSIVE PARTICIPATION			
1- Consultation	Mean	Interpretation	Rank
Personal views are asked the communities during the initiation phase	2.71	High	6
During the project implementation, consultations are made	3.17	High	2
Public meetings for how to be done project actives are held	3.37	Very High	1
Discussion gatherings about project issues	3.02	High	4
Ideas suggestion are asked for the communities benefiting the project	2.77	High	5
Request for project idea comments	3.06	High	3
Average Mean	**3.02**	**High**	
2- Information Sharing			
knowledge about the kind of project	2.99	High	3
knowledge about project budget	1.37	Very Low	6
knowledge about project objectives	1.80	Low	4
knowledge about ending project period	1.67	Very Low	5
knowledge about the project progress	3.00	High	2
Knowledge about project Implementing Agency	3.36	Very High	1
Average Mean	**2.37**	**High**	
Overall Mean	**2.69**	**High**	

Source: Primary data - September, 2013

For interpretation of responses, the following numerical values and descriptions were followed:

Mean Range	Interpretation	Response Mode
3.26-4.00	Very High	Very Satisfactory
2.51-3.25	High	Satisfactory
1.76-2.50	Low	Fair
1.00-1.75	Very Low	Poor

The result in Table 5A shows that the two types of passive participation are high levels (Overall mean =2.69), meaning that communities are highly participating education projects in their areas. However, both the two components of passive participation, consultations is the most satisfied way that community members participate education projects in Hargeisa (mean=3.02); followed by information sharing (mean=2.37).

In addition public meetings on how the project to be done was the best way the communities are being consulted and the best way to participate education in Hargeisa district (mean=3.37). Also, in particular of sharing knowledge about the project budget with the communities by the implementing agency was the lowest passive participation (mean=1.37); subsequently knowing project ending period was also second lowest when it comes information sharing about the project (mean=1.67).

Level of Active Participation among education projects in Hargeisa

The second component of Community Participation was examined in terms of active participation and broken-down into I) Involvement; II) Empowerment; III) Partnership.

Table 5B

Level of Active Participation among the Education Projects in Hargeisa
(Item analysis n = 140)

TYPES OF ACTIVE PARTICIPATION			
1- Involvement	Mean	Interpretation	Rank
Involvement in designing/organizing	2.08	High	4
Involvements in Planning	1.74	Low	5
Involvements in Implementation	3.59	Very High	1
Involvement in Monitoring and Evaluation	3.35	Very High	2
Involvements in Decision-Making	1.36	Very Low	7
Involvements in Controlling	1.45	Very Low	6
Involvement in Ownership after project completion	2.81	High	3
Average Mean	**2.34**	**Low**	
2. Empowerment			
Availability of Physical equipments	1.49	Very Low	6
Trainings are held for the community to enhance their capabilities	3.68	Very High	2
Workshops for improving community performance are held	3.40	Very High	3
Availability of educational programs	3.72	Very High	1
motivation of the communities to boast their participation	3.19	High	4
Capacity of communities participating is assessed	2.84	High	5
Average Mean	**3.05**	**High**	
3- Partnership			
Opportunities to Work	1.84	Low	6
Communities are allowed to volunteer	3.56	Very High	1
Opportunities to solve project problems	2.98	High	3
Equal relationship exists between implementing agency and communities.	3.05	High	2
Collaboration relationship exists between implementing agency and communities.	2.89	High	4
Local elected representatives/community leaders endorse the project	2.83	High	5
Average Mean	**2.86**	**High**	
Overall Mean	**2.75**	**High**	

Source: Primary data - September, 2013

The result in Table 5B, pointed out that the active participation by the communities were relatively high (Overall mean=2.75), meaning that

communities were actively participation education projects in the five districts in Hargeisa, Somaliland. The findings showed that community involvement as low (Average mean=2.34); decision-making was very low involvement by the communities in education projects in Hargeisa districts (mean=1.36), also followed by very low involvement during controlling phase of social projects (mean=1.45) as well as during planning phase was low involvement (mean=1.74). Most of the communities directly involve very highly the social projects in Hargeisa during the implementation and Monitoring and evaluation phases (mean=3.59); (mean=3.35) respectively.

The result in Table 5B, also highlighted that all the 6 questions on empowerment were rated high (Average mean=3.05). Availability of educational programs was ranked the highest (mean=3.72) followed by the trainings that are offered for the communities to enhance their capacities (mean=3.68). But the availability of physical equipment to empower the communities was the lowest ranked (mean=1.49).

The results also demonstrated that all 6 kinds of partnership used in this study were rated high (Average mean=2.86). Allowing communities to volunteer was the highest kind of partnership (mean=3.56) while working opportunity in social development project is low (mean=1.84).

The result of this study is alike to the study of Abraham. L (1988) where stated that most of the communities do not involve the decision-making process of the social development projects in their areas during most of the project phases.

The level of Sustainability of education Projects

The dependent variable in this study was sustainability of social projects and the third objective was to determine the level of sustainability of education projects in Hargeisa districts. The project sustainability (Education Projects) was broken into three components (Outcome Sustainability, Process Sustainability, and Resources Sustainability).

Table 6

Level of Sustainability of Education Projects

(Item analysis $n = 140$)

Types of Project Sustainability			
1- Outcome Sustainability	**Mean**	**Interpretation**	**Rank**
Projects are fully completed	2.67	Agree	4
Projects objectives are met	3.56	Strongly Agree	2
Project outputs are in the line with the community expectations	2.96	Agree	3
Project benefits Continue 3 Years after project completion	3.73	Strongly Agree	1
Community control about the project deliverables 3 Years after project completion	1.82	Disagree	5
Average Mean	**2.95**	**Agree**	
2- Process Sustainability			
Regular project output development 3 Years after project completion	2.90	Agree	1
Project services continue 3 Years after project completion	2.76	Agree	3
Activities and services are still maintained 3 Years after project completion	2.54	Agree	4
The project services/outputs are functioning well 3 Years after project completion	2.84	Agree	2
Institutional support exists to maintain required level of facilities (Gov't, INGOs)	1.57	Strongly Disagree	5
Average Mean	**2.52**	**Agree**	
3- Resources Sustainability			
Financial aids are available for maintenance 3 yrs after project completion	1.31	Strongly Disagree	5
Technical support exists 3 years after project completion	2.91	Agree	4
HR who preserve project output are available 3 Years after project completion	3.73	Strongly Agree	2
Project equipments are kept well 3 Years after project completion	3.54	Strongly Agree	3
The project output is fully utilized 3 years after Project completion	3.86	Strongly Agree	1
Average Mean	**3.07**		
OVERALL Mean	**2.85**	**Agree**	

Source: Primary data - September, 2013

For interpretation of responses, the following numerical values and descriptions were followed:

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

The result on Table 6 indicated high levels of all types sustainability (overall mean = 2.85). Though, Resources sustainability is the best kind of sustainability among education projects in Hargeisa (mean=3.07), this gone after by outcome sustainability (mean=2.95) and Process sustainability (mean=2.52).

The results on Table 6, also shown that majority of communities strongly agreed that project benefits continue 3 year after project completed (mean = 3.73) same answer as well that project objectives are met (mean = 3.35), these two results stressed that there were good indicators of education projects sustainability in Hargeisa districts. In addition to that, Community control about the project deliverables after its completion was the lowest level when it comes to outcome sustainability (mean = 1.82).

Also, the findings of this study on Table 6 indicated that regular project output development was the highest level in terms of Process sustainability (mean = 2.90). Where communities strongly disagreed that Institutional support exists to maintain required level of facilities (Gov't, INGOs) (mean = 1.57). Similarly financial aids are available for maintenance 3 yrs after project completion were rated very low and communities strongly disagreed that statement (mean = 1.31). But result highlighted that Project equipments are kept well 3 Years after project completion (mean = 3.54)

These findings specified that for the most part of education projects in Hargeisa districts are sustainable in the aspects of outcome, process and resources. These positive results signified that since the country is on the right track of eradicating the illiteracy and recovering from the civil that broken out the country between 1998-1994.

The results on Table 6 are in proportion to other studies; Kennan (2002) pointed up that regular improvement on project output maintains the sustainability of projects. Similar results were previously made known by Karrel (1987), John Allen *et al* (2002).

Jack Paul (1996) has found that 40% of the implemented education projects of the developing countries do not get sufficient financial aids for maintenance 3 yrs after project completion; this finding is similar to the discovery of this study.

Significant differences in the level of community participation among Education projects in Hargeisa

The fourth objective of this study was to establish whether the level of community participation in education projects significant differ according to their sex. The hypothesis of this research was "The levels of community participations do not significantly differ according to their sex". To achieve this objective and to test the null hypothesis; the computed means in Table 5A & 5B were compared according to their sex; for analysis Student's two Independent samples t-test was used. The results of these comparisons are shown in Table 7.

Table 7

The difference in the level of Community Participation among Male and Female in Social Development Projects in Hargeisa Districts (Level of sig=0.05)

Measure of CP	Sex	Mean	*t*-Value	Sig.	Interpretation	Decision on Ho
Consultation	Male	3.07	3.052	0.002	Significant difference	Rejected
	Female	2.98				
Information Sharing	Male	2.39	3.541	0.000	Significant difference	Rejected
	Female	2.35				
Involvement	Male	2.36	4.066	0.000	Significant difference	Rejected
	Female	2.32				
Empowerment	Male	3.08	2.099	0.031	Significant difference	Rejected
	Female	3.02				
Partnership	Male	2.80	1.326	0.056	No Significant Difference	Accepted
	Female	2.89				
Overall CP	Male	2.74	3.065	0.004	Significant difference	Rejected
	Female	2.72				

Source: Primary data - September, 2013

Underlying assumption was that "community participations do not differ significantly between male and female participators in education projects in Hargeisa". The hypothesis was rejected for 4 and accepted 1 type of community participation.

As Table 7 tells, the following types of community participation significantly differ between male and female i.e. more male are participating social projects in Hargeisa. 1- Consultation (t = 3.052; sig =0.002); 2- Information Sharing (t = 3.541; sig = 0.000) 3-Invovement (t = 4.066; sig = 0.000). 4- Empowerment (t= 2.099; sig = 0.031); 5- Partnership (t = 1.326; sig = 0.056).

The above stated findings are corresponding to study of Michael (2000), Catherine *et al* (1997) that male dominated in every stage of participation compared to female contribution to the social development projects.

Relationship between the Level of Community Participation and Level of Sustainability among Education Projects in Hargeisa Somaliland

The fourth objective of this study was to establish whether there is a significant relationship the level of Community Participation and Sustainability of education projects in Hargeisa. The researcher tested a null hypothesis that "the level of community participation and sustainability of education projects in Hargeisa are not significantly correlated". So, to test this hypothesis the researcher correlated the mean scores for Community Participation and those for sustainability in table 3 and 4, by using the Pearson's Linear Correlation Coefficient (PLCC), results of which are indicated in Table 8.

Table 8

Relationship between Community Participation and Sustainability of Education Projects in Hargeisa, Somaliland

(Level of Sig=0.001)

Level of Community Participation Vs Sustainability of Projects				
Variables Correlated	**r-value**	**Sig.**	**Interpretation**	**Decision on Ho**
Community Participation Vs Outcome Sustainability	0.579	0.000	Positive and Significant	Rejected
Community Participation Vs Process Sustainability	0.652	0.000	Positive and Significant	Rejected
Community Participation Vs Resources Sustainability	0.714	0.000	Positive and Significant	Rejected
Level of Com. Participation Vs Level of Sustainability	0.663	0.000	Positive and Significant	Rejected

Source: Primary data - September, 2013

The result on Table 8 showed that the level of community participation is significantly correlated with all types of sustainability where all (sig < 0.001). While the level of community participation in total is significantly correlated with the level of sustainability (r-value = 0.663; sig = 0.000).

Results on Table 8 revealed that community participation is positively and significantly correlated with outcome sustainability (r-value = 0.579; sig = 0.000); community participation is positively and significantly correlated with process sustainability (r-value = 0.652; sig = 0.000); Community participation is positively and significantly correlated with resources sustainability (r-value = 0.741; sig = 0.000).

This study implied that community participation have a strong positive correlation with education projects sustainability in Hargeisa, Somaliland. This result is similar to other results that were previously found:

Bhatnagar & Williams (1992) has found a positive relationship between participation and education project sustainability. For example, a study of small farmer project in ten African and Latin American countries found a link between the involvement of Community Based Organizations (CBOs) and Civil Society Organizations (CSOs) in educational project designing & organizing and the willingness of organizations to make a resource commitment to the project.

Finally, according to Pollnac & Pomeroy (2005. p.249), research on sustainability of the integrated coastal management projects in Indonesia and the Philippines presented evidence that a participation indicator is most strongly correlated to project sustainability This indicator includes the type of participation involved, which includes the contribution of money or time, and having influence on both project planning and changes after project implementation.

Regression analysis for Level of community participation and the level of sustainability of Education Projects

Regression analysis helped to rank effect of the two community participation ways on sustainability of education projects in Hargeisa. Also, under regression analysis the researcher was interested to establish the extent the community participation influenced the sustainability of education projects in Hargeisa, Somaliland.

Table 9

Regression Analysis of level of community participation and level of sustainability

(Level of sig=0.001)

Variables Regressed	**r^2**	**F-value**	**Sig**	**Interpretation**	**Decision on Ho**
Sustainability Vs Comm. Participation	0.685	126.014	0.000	Significant effect	Rejected
Coefficient	**Beta**	**t**	**Sig**		
Constant		3.687	0.001	Significant effect	Rejected
Passive Participation	0.655	8.847	0.003	Significant effect	Rejected
Active Participation	0.726	11.652	0.000	Significant effect	Rejected

Source: Primary data - September, 2013

The results in Table 9 showed that community participation significantly affect the sustainability of education projects in Hargeisa districts (F = 126.014, sig. = 0.000). Also, the results indicated that both types of community participation (Passive and Active participation) influence over (Adjusted r^2 =0.685) 69% on project sustainability. This result tells that community participation is very important for the sustainability of education projects in Hargeisa district. Also, the result indicated that, not both of the community participation ways (Active & Passive Participation) significantly affect the sustainability of education projects on the same way or degree. For example, Passive participation significantly affects sustainability (Beta = 0.655) which means that it significantly affects 66%; while Active Participation significantly affect more on sustainability (Beta = 0.726) meaning that active participation significantly affects sustainability on 72%.

CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of major findings, conclusions and recommendations, the areas that need further research are also proposed here.

Discussions

This study was embarked to establish the relationship between community participation and sustainability of education projects in Hargeisa districts, Somaliland. The study was led by the following four specific objectives

(1) To determine the level of Community Participation (2) To determine the level of Sustainability of Social development projects (3) To establish if there is significant difference in the level of community participation in terms of sex among social development projects in Hargeisa (4) To determine if there is a significant relationship between the level of Community Participation and the level of Sustainability of education Project in Hargeisa, Somaliland.

Profile characteristics of communities in Hargeisa districts

The findings of this study signified that; men (60%) take over women (40%) in Hargeisa districts. 60% of the population in Hargeisa districts are aged between below 39; while 21% are between (40-59) and 19% are above 60. Majority (57%) of the population in Hargeisa districts are graduates, while 11% have certificates, other 22% have Masters Degree.

The level of community participation among education projects in Hargeisa districts

The results of the study revealed that the level of community participation particularly Passive Participation in terms of consultation

(Personal views, consultations during project implementation, public meetings, gatherings, ideas suggestions, request for ideas) were ranked high (Average mean = 3.02); Information Sharing in terms of (about project type, project budget, project objectives, project ending period, project progress reports, implementing agencies) were also rated high (Average mean = 2.37).

Also, the result indicated that Active Participation in terms of (Involvement, Empowerment and Partnership) were rated high (Overall mean = 2.73). The Active participation of the community by mean of direct involvement in terms of (involvement in designing/organizing, involvement n planning, involvement in implementation, involvement in M&E, Involvement in decision-making, involvement in controlling, involvement in ownership after project completion) were rated low (Average mean = 2.34). Community empowerment and Partnership were rated high (Average mean = 3.05) and (Average mean = 2.86) respectively.

*The **level of sustainability among education projects in Hargeisa districts***

The results of the study revealed that, the level of sustainability among education projects in Hargeisa districts in terms of (Outcome sustainability, Process sustainability and Resource sustainability) were satisfactory (Overall mean = 2.85). Outcome sustainability in terms of (Project completion, project objectives, output expectations, project benefits, community control) (average mean= 2.95). Process sustainability in terms of (regular developments, service continuity, activities and services still maintained after project completion, functionality of project services/outputs, institutional support) were also satisfactory (average mean= 2.52). Resource sustainability in terms of (Availability of financial aid, Technical support, Human resources, Project equipments, Project output utilization) were satisfactory (average mean= 3.07).

Significant difference in the level of community participation between male and female among education projects in Hargeisa districts

There is a significant difference in the level of community participation between male and female in terms of (consultation, Information sharing, Involvement, Empowerment and Partnership) among education projects in Hargeisa districts (t = 3.065, sig = 0.004); Consultation (t = 3.052, sig = 0.002). Information Sharing (t = 3.541, sig = 0.000); Involvement (t = 4.066, sig = 0.000); Empowerment (t = 2.099, sig = 0.031); Partnership (t = 1.326, sig = 0.056).

The above stated findings are corresponding to study of Michael (2000), Catherine *et al* (1997) that male dominated in every stage of participation compared to female contribution to the social development projects.

Significant relationship between the level of community participation and the level of sustainability among education projects in Hargeisa districts

The level of community participation is positively and significantly correlated with sustainability of education projects in Hargeisa districts (r-value = 0.663; sig = 0.000). Outcome sustainability (r-value = 0.579; sig = 0.000); Process Sustainability (r-value = 0.652; sig = 0.000); Resource sustainability (r-value = 0.714; sig = 0.000). Raise in community participation will positively improve sustainability of education projects in Hargeisa districts, Somaliland.

Regression analysis result indicated that community participation significantly influences the sustainability of education projects in Hargeisa districts (f = 126.014; sig = 0.000); i.e. community participation affects sustainability of education projects in Hargeisa districts 69% (Adjusted r^2 =0.685).

Conclusions

Through the findings that study revealed, the researcher made the following conclusions:

More men are contributing education projects in Hargeisa districts than women and most of them are graduates. This is suitable for the quality of education being implemented throughout the region.

There was a relatively a high level of community participation in terms of consultation, information sharing, involvement, empowerment and partnership among the education projects in Hargeisa districts, Somaliland. Also, there were high levels of sustainability in terms of Outcome, Process and Resource.The level of community participation and sustainability of education projects in Hargeisa districts significantly differed in terms of gender. i.e. male dominated in every stage of participation compared to female contribution to the education projects.

The level of community participation among education projects in Hargeisa districts is positively and significantly correlated with the sustainability of these education projects. This is indicating that high level of community participation is optimistically increasing the sustainability of education projects in Hargeisa districts, Somaliland.

The participation of communities among education projects in Hargeisa were boasted by the public meetings on how to implement the project, the community involvement during project implementation stage, the trainings held for the communities to enhance their capacity and as well the availability of educational programs, all these made easy for the communities to participate education projects. On contrary, there were other factors that discouraging communities to participate education projects in Hargeisa districts which were: the availability of physical equipments to empower the communities, the involvement in decision-making process and opportunities to work were all very low.

The sustainability of education projects were increased by that, continuity of project benefits 3 years after the projects were finished, most

of the project objectives were met, regular project output were made, human resources who preserve project output were also available, and project outputs were fully utilized by the communities in Hargeisa districts. All these factors were contributing a high level of sustainability. On the other hand there were still some issues obstruct to sustainability which was: the availability of financial aid for maintenance 3 years after the projects education was very low, also, very few institutional existed to maintain the required level of facility.

The study revealed that There is a significant difference in the level of community participation between male and female in terms of (consultation, Information sharing, Involvement, Empowerment and Partnership) among education projects in Hargeisa districts, i.e. male dominated most participation ways.

The study also revealed that there was strong relationship between the level of community participation and the level of sustainability among education projects in Hargeisa districts, Somaliland.

Finally, the study found that community participation strongly influences the sustainability of education projects in Hargeisa districts, Somaliland

Recommendations

This section summarizes the recommendation derived from the result of the relevant findings of this study.

The study revealed that there is low women participation in education projects in Hargeisa districts; also, the study revealed that information sharing with communities on how the project to be implemented was very low. So the researcher highlighted these recommendations.

Women participation on the development of the country should be encouraged particularly education projects, as they are integral part of the community who their contribution mean a lot; as well as the aging people above 60; they can also feel that they are still needed and they have the expertise of many aspects. This kind of back-up will have positive impact on future education project.

There is real need that more information should be shared with the communities living in Hargeisa districts, that information is who is the implementing agency, how long will the project go and the benefits that communities will get after the project is finished, this will give them a confidence and sense of ownership of the education projects being implemented in their particular areas. One of the most important information that communities requires most includes which agency that is implementing the project, the objectives that the project is going to achieve, project budget and project ending period. All these considerable information will put the communities in Hargeisa districts in a position where they only see these educational projects as an improvement to their knowledge.

There is a genuine need that the implementing agencies to take into account involving local communities particularly during planning stage of the projects, decision-making process, project controlling activities. Direct involvement by the communities for the most part of the above mentioned factors will directly and positively influence the overall success and sustainability of education projects in Hargeisa districts. Availability of physical equipments to empower communities needs to be increased as well as working opportunities for the local people which is very important.

In order to ensure high level sustainability in education projects in Hargeisa districts local communities should be allowed to take control over project output after the its completion. Also, the availability of institutional support to maintain the required level of facilities after project completion is supposed to be enhanced.

Finally, Community participation requires that the values and interests of the community should be the guidelines for development processes. Communities should be given an opportunity to identify and define their needs since they are better informed about their local situations. Their participation would allow development that is appreciated by themselves as beneficiaries and in turn would encourage sustainability.

Suggestions for Further Research

In order to know more about variables that can affect the sustainability of social projects particularly education projects in Somaliland, there is a need for further researchers around that area, here are some imperative areas:

1. Community perception and project implementation by foreign agencies in Hargeisa districts, Somaliland.
2. Community empowerment and sustainability in education projects in Somaliland
3. Need assessment and sustainability in Education projects in Somaliland
4. Gender equality and success in education projects in Somaliland
5. Public awareness campaigns and sustainability of social development projects in Berbera, Somaliland

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APPENDIX I A
TRANSMITTAL LETTER FROM CHDR

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
T: +256-41-266813 / +256-41-267634
F: +256-41-501974
Email: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICEE OF THE HEAD OF DEPARTMENT, ECONOMICS AND MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Date: 31st, 07, 2012

RE: REQUEST MOHAMED YUSUF ABDI MPP/34632/113/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Project Planning and Management.

He is currently conducting a research entitled "**Community Participation and Sustainability of Social Development Projects in Hargeisa District, Somaliland.**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Mr. Malinga Ramadhan
Head of Department,
Economics and managements sciences, (CHDR)

NOTED BY:
Dr. Sofia Sol T. Gaite
Principal-CHDR

APPENDIX IB

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Master Student in Project Planning and Management candidate of Kampala International University. Part of the requirements for the award is a Thesis. My study is entitled, **Community Participation and Sustainability of Social Development Projects in Hargeisa, Somaliland.** Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Mohamed Yusuf Abdi

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg. # _____

Course _____

Title of Study _____

_____

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

___ Informed Consent

___ Citations/Authors Recognized

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III A
INFORMED CONSENT

APPENDIX

INFORMED CONSENT

n giving my consent to be part of the research study of Mr. Mohamed Yusuf Abdi and that I focus on community participation and sustainability of social development projects.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the on to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to if I ask for it.

ıals: ABDIKARIM

16th SEPTEMBER, 2013

APPENDIX III B
INFORMED CONSENT

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Mohamed Yusuf Abdi that will focus on **Community Participation and Sustainability of Education Projects in Hargeisa, Somaliland**.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

BARWAAQO VOLUNTARY ORGANIZATION

APPENDIX IV A
QUESTIONNIARE

Demographic Characteristics Of The Respondents

A. Gender (Please Tick):

_____ 1 Male

_____ 2 Female

B. Age:

_____ 20-39
_____ 40-59
_____ 60 and above

C. Education Level:

(1) Certificate_____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

(5) Ph.D. _____

Other qualifications other than education discipline_____

D. District:

(1) 26 June _____

(2) A.Dhagax _____

(3) I.Koodbuur _____

(4) Gacan Libax _____

(5) M.Mooge _____

E. Number of Years lived in Hargeisa (Please Tick):

_____ 1 less than/below one year

_____ 2 (1-4 Yrs)

_____ 3 (4-7 Yrs)

_____ 4 (7-10 Yrs)

F. Have you involved education project for the last 3 years?

_____ 1 Yes

_____ 2 No

APPENDIX IVB

QUESTIONNAIRE TO DETERMINE LEVEL OF COMMUNITY PARTICIPATION IN HARGEISA, SOMALILAND

Direction: Please write your rating on the space before each option which corresponds to your best choice in terms of **Community Participation** in education projects implemented in your area. Kindly use the scoring system below:

(1=Very Low, 2= Low, 3=High, 4= Very High)

PASSIVE PARTICIPATION

Consultation

_____ 1 Personal views are asked the communities during the initiation phase

_____ 2 During the project implementation, consultations are made

_____ 3 Public meetings for how to be done project actives are held

_____ 4 General gathering for discussing project issues are held among the communities

_____ 5 Ideas suggestion are asked for the communities benefiting the project

_____ 6 Request for project idea comments

Information Sharing

_____ 7 knowledge about the project type

_____ 8 knowledge about project budget

_____ 9 knowledge about project objectives

_____ 10 knowledge about ending project period

_____ 11 knowledge about the project progress

_____ 12 Knowledge about project Implementing Agency/Organization

ACTIVE PARTICIPATION

Involvement

_____ 13 Involvement in designing/organizing phase

_____ 14 Involvements in Planning phase

_____ 15 Involvements in Implementation phase

_____ 16 Involvement in Monitoring and Evaluation phase

_____ 17 Involvements in Decision-Making Process

_____ 18 Involvements in Controlling

_____ 19 Involvement in Ownership after project completion

Empowerment

_____ 20 Availability of Physical equipments

_____ 21 Trainings are held for the community to enhance their knowledge

_____ 22 Workshops for improving community performance are held

_____ 23 Availability of educational programs

_____ 24 motivation of the communities to boast their participation

_____ 25 Assessment of Capacity of communities participating

Partnership

_____ 26 Opportunities to Work

_____ 27 Communities are allowed to volunteer

_____ 28 Opportunities to solve project problems

_____ 29 Equal relationship exists between implementing agency and communities.

_____ 30 Collaboration relationship exists between implementing agency and communities.

_____ 31 Local elected representatives/community leaders endorse the project

APPENDIX IVC

QUESTIONNAIRE TO DETERMINE LEVEL OF SUSTAINABILITY OF PROJECTS IN HARGEISA, SOMALILAND

Direction: Please write your preferred option on the space provided before each item. Kindly use the rating guide below:

(1=Strongly Disagree, 2= Disagree, 3=Agree, 4= Strongly Agree)

PROJECT SUSTAINABILITY

Outcome Sustainability

_____ 32 Projects are fully completed

_____ 33 Projects objectives are met

_____ 34 Project outputs are in the line with the community expectations

_____ 35 Project benefits are Continue 3 Years after project completion

_____ 36 Community control about the project deliverables after its completion

Process Sustainability

_____ 37 Regular project output development

_____ 38 Project services continues after the completion

_____ 39 Activities and services are still maintained after project completion

_____ 40 The project services/outputs are functioning well after project completion

_____ 41 Institutional support exists to maintain required level of facilities

Resource Sustainability

_____ 42 Financial aid is available for maintenance 3yrs after project completion

_____ 43 Technical support exists 3 years after project completion

_____ 44 Human resources who preserve project output are available

_____ 45 Project equipments are kept well after project completion

_____ 46 The project output is fully utilized

APPENDIX VII

TIME FRAME

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Conceptual Phase												
Chapter 1												
2. Design & Planning Phase												
Chapter 2-3												
3. Thesis Proposal												
4. Empirical Phase												
Data Collection												
5. Analytic Phase												
Chapter 4-5												
6. Journal Article												
7. Dissemination Phase												
Viva Voce												
10. Clearance												
11. Graduation												

RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, my competency in writing a research and to recognize my efforts and qualifications, this part of the research report is stand for.

PERSONAL PROFILE

Name: Mohamed Yusuf Abdi

Date of Birth: 04 December, 1984

Nationality: Somali

Marital Status: Single

Contacts: +252 63 4421855, +252 63 4882066,
mohyusab@gmail.com

EDUCATIONAL BACKGROUND

2011- 2013 **Master of Arts in Project Management**
Kampala International University, Kampala, Uganda

May – 2012 **Postgraduate Certificate in Project Monitoring and Evaluation**
Makerere University, School of Business - Kampala, Uganda

Jan- 2009 **Diploma of IT**
Hargeisa University – Hargeisa, Somaliland

Aug- 2007 **Bachelor of Business Administration, Finance**
University of Hargeisa - Hargeisa, Somaliland

Aug – 2003 **General Certificate of Secondary Educations (GCSEs-Level)**
26 June Secondary School - Hargeisa, Somaliland

WORK EXPERIENCE

Nov 2013 – To date **National Logistics Associate**
United Nations Population Fund (UNFPA)
Hargeisa, Somaliland

Nov - 2012 – March 2013 **Logistics Assistant** at Médecins Sans Frontières - MSF-Belgium, Hargeisa, Somaliland

Sep - 2009 – July 2011 **Payroll Accountant** at Nationlink Telecom

OTHER CERTIFICATES

Certificate in Project Planning and Management – 2012
Makerere University, College of Natural Sciences - Kampala, Uganda

Certificate in Procurement and Logistics Management – 2012
Institute of Advanced Leadership - Kampala, Uganda

Certificate in Research Methods – 2012
Institute of Advanced Leadership - Kampala, Uganda

Certificate in Statistical Packages for Social Scientists (SPSS) - 2012
Family Business Network, Kampala, Uganda

COMPUTER

Microsoft Office (Word, Excel, Access, PowerPoint), Microsoft Project (2007, 2010), Statistical Packages for Social Scientists (SPSS), accounting packages (Peachtree and QuickBooks)

LANGUAGES

English: Fluent (Speaking/Writing/Reading)
Arabic: Good (Speaking/Writing/Reading)
Somali: Native language

ABILITIES & COMPETENCIES

- Planning, organizing, and prioritizing work
- Able to meet deadlines
- Communication skills
- Ability to work with different people
- Capacity to work under pressure
- Good interpersonal skills
- Good understanding of office procedures and operational systems
- Monitoring, judgment and decision-making
- Active learner

FIGURE 1

SOMALILAND MAP