# COMMUNITY PARTICIPATION AND PROJECT SUSTAINABILITY

# IN BORAMA DISTRICT, SOMALILAND

_____

A   Thesis

Presented to the School of

Postgraduate Studies and Research

Kampala International University

Kampala, Uganda

_____

In Partial Fulfillment of the Requirements for the Degree

Master of project Planning and Management

_____

By:

Fatouma Abdillahi Omar

March, 2011

# DECLARATION A

"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".

_FATOUMA ABDILLAHI OMAR_

Name and Signature of Candidate

_19 - APRIL - 2011_

Date

# DECLARATION B

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

Dri Abuga Mokono Isaac

Name and Signature of Supervisor

19.04.2011

Date

## APPROVAL SHEET

This thesis entitled **"COMMUNITY PARTICIPATION AND PROJECT SUSTAINABILITY IN BORAMA DISTRICT, SOMALILAND."** prepared and submitted by *Fatouma Abdillahi Omar* in partial fulfillment of the requirements for the degree  Master of Arts  in Project Planning and Management. Has been examined and approved by the panel on oral examination with a grade of <u>PASSED</u>.

Dr. Mwaniki Roseann Mwaniki               26/04/2011

Name and Sig. of Chairman

Dr. Abuga Mokono Isaac          Dr. Abuga Mokono Isaac

Name and Sig of Supervisor          Name and Sig. of Panelist

Dr. Aeanyu Twela                Dr. SEKABIRA KASSIM

19.4.2011                    19/04/2011

Name and Sig. of Panelist          Name and Sig. of Panelist

                                        21/4/2011

Dr. Otindo Irene Luwesa

Name and Sig of Director, SPGSR

_____

Name and Sig of DVC, SPGSR

# DEDICATION

Dedicated this thesis to my beloved mother SAFIYA SHEEKH IBRAHIM TUBEC, my father ABDILLAHI OMAR DIRIYE, and all my brothers and sisters.

# ACKNOWLEDGEMENT

# TABLE OF CONTENT

# LIST OF TABLES

# LIST OF ABBREVIATIONS

AYODA       Africa youth development association

CDD       Community driven development

EGER       Early generation employment recovery

INGOs       International non- governmental organization

IEMIS       Integrated environmental management information

SPSS       Statistical package for social science

UNDP       United Nations development programme

UN       United nation

WFP       World food program

# ABSTRACT

The study investigated "Community participation and project sustainability in Borama district Somaliland. The study was guided by the following objectives.

To determine the level of community participation in projects implemented in rural area.To assess the effect of local community participation on projects sustainability. To find out successful project implemented in rural area.

The research design was descriptive; data were collected between November and December 2010, from both primary and secondary sources using questionnaires and interview guides, to collect primary data from a sample size of 80 respondents out of 100 respondents .Cross tabulation (frequencies) was used to analyze data. The study established from majority of the respondents that community didn't participate in projects implemented by INGOs in terms of decision, design, implementation, and satisfaction. The training may be offered but it is not in line with the needs of the community, it will not have any impact on project implementation and participation. The study concluded that the most successful projects implemented by INGOs were education and health projects. And lastly the study recommends that INGOs should improve economic well-being of the communities, motivate the community participation in the projects, and establish goals and measures for determining project design.

# CHAPTER ONE

# THE PROBLEM AND ITS SCOPE

## Back ground of the study

Somaliland is the successor state of the former British Somaliland protectorate. It gained independence from British colony in 1960, but at the time it did not receive any international diplomatic recognition because of their eagerness to unite their southern part which was under the Italian colony. Somaliland is bordered by Ethiopia in the south and west, Djibouti in the North West, the Gulf of Aden in the north, and, internally Punt land state in the east. The topography of the country is varied and a vast extended coastal, a dramatic mountain escarpment up to 2000m high, and an area of high plains and in valleys.

Historically the past several decades of development funding (e.g., World Bank in Africa) has demonstrated the failures of top-down approaches to development. Not only does the provision of public goods remain low in developing nations, most projects suffer from a lack of sustainability. A possible reason for these failures is attributed to the lack of local participation. Since the 1980s the new development slogan has been participatory or community-led development and there has been a rush to jump on the participatory bandwagon. Such community based approaches to development are among the fastest growing mechanisms for channeling development assistance and  according to conservative calculations.

The World Bank's lending for community-driven development (CDD) projects has gone up from $325 million in 1996, to $2 billion. "Mansuri and Rao (2003).

This trend is supported by anecdotal and empirical evidence suggesting community participation is an unqualified good in terms of project outcomes and sustainability Narayan, et, al. (1995).

However, despite such interest there is much less understanding of, and even lesser agreement on, what community participation means and entails, and under what conditions is it necessary. There is a real danger that like most slogans, participation too will be misunderstood, misapplied and eventually discarded.

Following the civil war in Somalia and the subsequent collapse of central government and its institutions, Somaliland restored its independence from southern Somalia in 1991 and declared its self government. At that time both government and social institutions were suffering and this has caused the intervention of United Nation (UN) agencies and International Non-governmental Organizations (INGOs) in the reconstruction and rehabilitation process in the country. Actually they have carried out many development projects in urban areas such as constructions of destroyed government offices, schools and health centers successfully.

However, according to the World Bank (2003), the majority of the populations who live in Somaliland are illiterate and this rate is estimated about 70%, mostly live in rural areas.

These people live nomadic way of life based on traditional clan systems, they rear animals and farm their lands, and they shift from one place to another seeking grass and water for their livestock. The civil war has severely affected these people and they are among the most vulnerable groups in Somaliland.

INGOs have carried out many projects in these rural areas, such as building schools, health centers and boreholes, food supplies, and trainings. Unfortunately most of these projects have failed to sustain due to lack of community participation. Accordingly community participation is fundamental element in every project to sustain.

There are several ways in which the community can participate in projects such as decision making and contribution of human and financial resources to it.

## Statement of the Problem

Community participation is a fundamental principle of any project sustainability, because it creates a sense of ownership and accountability in the community. Besides, it enables the community to take part in decision making and planning process concerning certain projects, so as to mention their priority areas and also to meet their demands. In Somaliland, since the majority of rural population is illiterate, development agencies and INGOs always ignore the role of local community in decision making and planning of the projects.

In 2009 Africa Youth Development Association (AYODA) implemented food distribution project in Borama district and the donor was World Food Program (WFP) unfortunately the project failed because of two main reasons; one was lack of community participation and the other reason was the conflict of top managers. Also United Nations Development Programme (UNDP) implemented Early Generation Employment Recovery (EGER).The project failed because of lack of community participation and project sustainability.

Therefore, projects implemented in Borama district are not community driven projects and this has caused the failure of many projects to achieve its objectives.

Accordingly this study will assess community participation and project sustainability by INGOs in Borama district rural areas of Somaliland.

## Purpose of the study

The purpose of this study was to describe and understand the community participation and project sustainability by INGOs in Borama District Somaliland.

When communities are involved in project initiation and implementation, there is the assurance of sustainability subject to some conditions unlike when they have no idea about the project or when it is imposed on them. There ought to be genuine demand by a community or groups within it for all projects whether aided or non-aided by the government or any international agency. So the purpose of this study was to asses why these projects cannot exist longer after their establishment.

## Objectives of the study

### General objective

The general objective of this study is to assess the community participation and project sustainability implemented by INGOs in rural areas Borama district Somaliland.

### Specific objectives

The specific objectives of the study are

1. To determine the level of community participation in projects implemented in rural area Borama district.
2. To assess the effect of local community participation on project sustainability
3. To find out successful project implemented in rural area Borama district.

## Research question

1. What is the level of community participation in projects implemented in rural area Borama district?
2. What is the effect of community participation on project sustainability?
3. What are the most successful projects implemented in rural area Borama district?

## Scope of the study

### Content Scope

This study was concerned with the community participation and project sustainability by INGOs in rural areas, Borama district Somaliland, the study was aimed to determine the level of community participation in projects, effect of community participation on project sustainability and successful project implemented in rural area Borama District.

### Time Scope

On the other hand, in regard with the time scope the study targeted INGOs who have been working since 1994. Secondly the study was carried out between November and December 2010.

### Geographical Scope

According to ministry of planning (2001), Borama is located at mountainous region, located at 1482m above the sea level, with small streams, between 44 degree 10" and 45 degree 12" longitudes, an area occupied by the city is 30km square and it's temperature ranges from 7c degree at winter to 40c degree at summer.

Annual rain fall reached, 562mm and the humidity, 28% .Life depends mainly on agriculture, life stock and business.

Borama has un paved main roads connecting Hargeisa, Djibouti, and Jigjiga of (Ethiopia).

6

## Significance of the study

This study is useful to the government of Somaliland for ensuring relevance of projects implemented in rural areas Borama district by INGO, and also to enhance the capacities of the community.

It is also useful for the community by giving them access to decision making and planning process of projects which is carried out in their villages.

INGOs and other development partners will benefit from this study as it will highlight the importance of community participation in every sustainability of projects.

Finally the study is useful for the future researchers in the field of community participation and project sustainability.

## CONCEPTUAL FRAME WORK

| IV | EV | DV |
|---|---|---|
| Community participation | PLOTICAL FACTOR | Project sustainability |
| Decision making | ENVIROMENTAL FACTOR | Delivering benefit |
| Contribution | ECONOMIC CRISIS POVERTY | Existence for a long time |
|  | WARS/INFILATION |  |
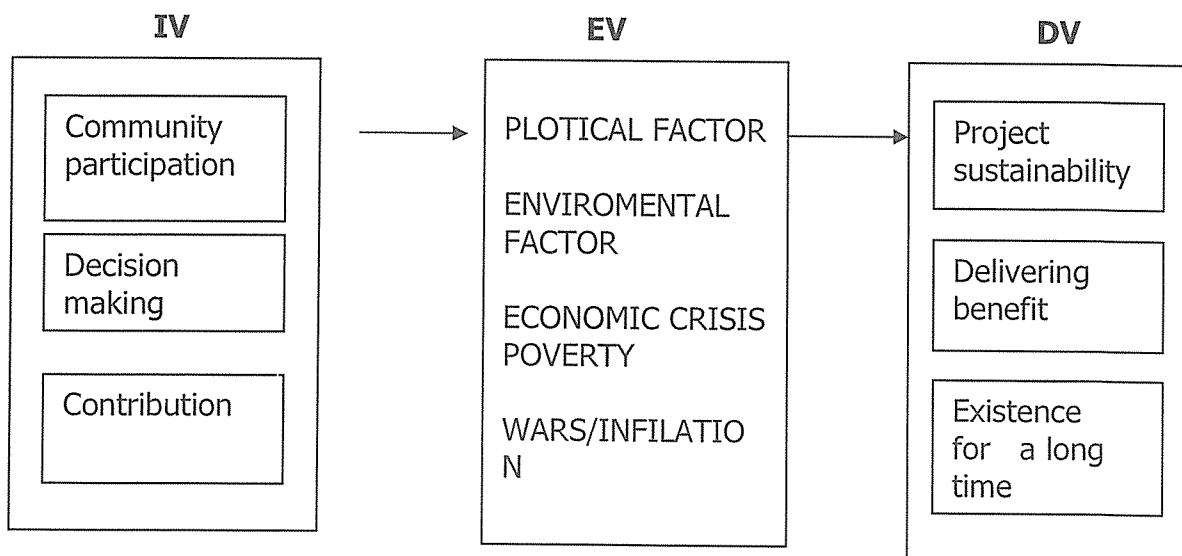
## Operational Definitions of Key Terms

**Community:** Swanepoel (1992) defines a community as a living entity, which like its people, continuously changes physically and psychologically. A community means interaction, equality and opportunity within the group and the possibility to grow in a collective consciousness (Oakley et al, 1991)

**Empowerment:** Kok and Gelderbloem (1994) regard empowerment as seeking to increase the control of the underprivileged sectors of society over the resources and decisions affecting their lives and their participation in the benefits produced by the society in which they live.

**Community participation:** 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.

**Project:** Bryant and White (1982) define a **project** as an intervention that addresses a particular problem. A project is a one-off set of activities with a definite beginning and an end. Projects furthermore vary in size and scope.

The task of getting the activities done on time, within budget and according to specifications, is referred to as **project management.** In the typical project, team members are temporarily assigned to a project manager, who coordinates the activities of the project with other departments.

The project exists only long enough to complete its specific objectives. This is why it is temporary (Robbins and Decenzo 2004)

**Sustainability:** Oakley et al (1991) define sustainability as continuity of what the community has started, and these researchers see participation as fundamental to developing self-sustaining momentum of development in a particular area. Honadle and Van Sant (1985:7) regard sustainability as the ability to manage post project dynamics through the use of a permanent institution.

**Sustainable development:** Dresner (2002) states that sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their needs.

**Stakeholders:** The World Bank (1996) states that stakeholders are those affected by the outcome – negatively or positively -- or those who can affect the outcome of a proposed intervention. These may be either individuals or group representatives Integrated Environmental Management Information Series, (IEMIS), (2002).

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## Introduction:

Any development activity must specify the benefits which are expected from the intervention by the target group. The beneficiaries have to be identified and how they are enabled to keep up or improve their situation. At the same time the actions or tasks that the intervener carries out are stated before the implementation of the project which will include resources to use and the expected benefit.

Wesberg [1992], acknowledges the following key features of a successful participation and sustainability.

1. Involve people from the beginning in project design and implementation. Decisions about the degree of beneficiary involvement in project implementation can have an important effect on their later support or lack of support for the project. Procedures for participation selection should be clear and transparent.

2. Make sure there are relevant benefits which have to be distributed equitably to all members targeted by the project .The benefits should be quick and secure for long term.

3. Use of appropriate technology and the organization of the project.

4. Long term commitment to popular participation.

Most projects fail because there has been neglect of the participatory element and the neglect of the social, economic and political dynamics of the rural communities. On the other hand lack of continued financial support is it from the government, donor or the community will lead to the collapse of the project.

5. External factors operating at the local, national and international levels which include economic changes, social changes and political changes.

6. The responses of intended and actual project beneficiaries.

## Theoretical Prospective

The appropriate theory that the researcher will use for this study is participation theories, rational choice theory has been used in the analysis of political participation. According to Downs (1957), a rational man can always make decisions when confronted with range of alternatives, he can rank the alternatives and can always choose from among the possible alternatives which rank highest in his preference ordering. A rational man can always make same decisions each time he is confronted with the same alternative. Moreover, general incentives model assumes that actors need incentives to ensure that they participate (Whitelay &Richarson 1994).

Although this model is based on political participation. If the leaders are well motivated, they will be committed to maintain projects and hold community meetings to produce a vision among all members of the community about the future.

Amongst the eminent scholars in rural development is Robert Chambers who is believed to be the chief proponent of the current participatory development model in operation in the development discourse. Chambers has grappled with the concept of community Participation very well.

He is totally opposed to the top-down approach that development agencies have been using.

Chambers (1989) has noted that the 1970s development approaches as propounded by the neo-Fabians and the neo-liberals embody

*a planner's core, centre-outwards, top-down view of rural development. They start with the economies, not people; with the macro not the micro; with the view from the office not the field. And in consequence their Prescription tend to be uniform, standard and for universal application.*

Chambers, therefore, advocates for a bottom-up approach where the emphasis is on the community as an active participant in development projects. He believes that a critical mass and momentum was reached in the 1990s that enables the rise and the spread of participatory rural appraisal techniques.

To Chambers, community participation offers a means of empowering the poor, the marginalized and the disenfranchised in societies in the design and implementation of programmes without external influence or pressure. The role of the agencies is that of facilitating not to influence decisions in the life of community development initiatives.

Chambers, therefore, has a vision of a participatory approach to development problems that is led by the grassroots, and includes the perspectives of all stakeholders. In Chambers' view, rather than a one-sided extraction process by external evaluators, local stakeholders are empowered to choose and define procedures and methods in their own terms.

Thus Chambers champions the exulting of the locals to the first position in the development process who in this case have been viewed as the last and fit to receive development rather than initiate it.

With this thrust of putting the first last, Chambers presents a new exciting and practical agenda for sustainable development. However, Chambers' works on participatory development are not without criticisms.

Though he has been dubbed the 'godfather' of participatory development management model, Chambers takes community participation for granted to such an extent that he oversimplifies matters. In his PRA concept as a tool to achieve participatory development he overlooked complex power relations within communities and present an unrealistic view of group behavior and dynamics.

Cooke and Kothari (2001) confirmed the above argument when they said, that the emphasis on participation obscures many limitations and manipulations that suppress power differentials. Furthermore, Chambers seems to be unaware of the machinations of capitalism in all its forms that work against participation.

His point that agencies should be facilitators was not well thought out, because he failed to realize that these very same agencies that purports to facilitate project implementation often hijack community programmes

and sometimes report in their own format to donors, misrepresenting facts for them to get further funding. As Kothari points out, external agendas can easily be presented as local needs by project facilitators and the process of participation can be employed to legitimize donor priorities by rubber-stamping or manufacturing community consent.

Cooke and Kothari (2001) see the idea of participatory development as flawed, idealistic or naïve. The above scholars are wary of the mechanical acceptance of participatory approaches to development. As such, their works produces a counterbalance to the context of contemporary development thinking that treats participation as a panacea to sustainable development.

They have challenged the pervasive belief that participation is un equivocally good.

They have gone to the extent of likening participation to a tyrant.

To them, participation creates false illusions of empowerment while at the same time reinforcing norms and existing power hierarchies.

Responding to Chambers' argument that participation empowers the community to make decisions on the issues that affect them, Cooke and Kothari (2001) hold the view that decision-making control is theoretically held and as such it is alien to the community in practical terms.

These two are particularly concerned by the lack of attention to power structures at the micro-level and feels that the focus on the local can exacerbate existing inequalities because the production and representation of knowledge is inseparable from the exercise of power.

## Related Studies

## Participation and Sustainability

According to Olukatun (2008), when communities are involved in project initiation and implementation, there is the assurance of sustainability subject to some conditions unlike when they have no idea about the project or when it is imposed on them. There ought to be genuine demand by a community or groups within it for all projects whether aided or non-aided by the government or any international agency. This eliminates the tendency to abandon the projects when they are half-way completed and sustains the interest of communities or groups within them in maintenance and protection of those projects. The project is not seen on a stranger.

Development assistance is not eternal or indefinite. In most cases, they are for a period between five and ten years after which the beneficiaries are expected to continue the funding, maintenance and eventually sustaining the projects. Necessary machineries must therefore be put in place before the funding is over.

They either put in place a community management organization to manage the project or contribute for the funding of the sustainability.

According to the World Bank (2004), 'In 1968, a community of 2000 people in Malawi started work on a novel water supply system. Community members began the panning, construction and operation of

their own water supply and distribution. Field staff for the project was recruited locally, traditional community groups formed the basis for water communities, and government support was limited. Virtually, all of the more than 6000 standpipes installed nationwide are still in working order. More than 1million Malawians have high quality, reliable and convenient water through systems that they themselves built, own and maintain.

An analysis of rural and urban development over thirty years found high correlation between project performance and level of participation. The bank concluded by saying that a survey of 25 World Bank agricultural projects evaluated five to ten years after completion found that participation was an important determinant in project performance and sustainability".

For projects to be sustainable there must be community participation. This is because, according to World Bank (2004), through participation, the community develops 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, health centres, community centre's and constructed roads. These activities have strengthened the potentials of the people. The development association formed has 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.

## Importance of Participatory Decision

According to Hickey and Mohan (2004), no matter the level of technical and financial assistance offered to self-help groups, the members should share actively in the decision to undertake certain projects. That is, rather than imposing development projects on a community, its members should be allowed to participate meaningfully in the planning and execution. Development is meaningless if it does not harness the potentials of the beneficiaries who are the primary stakeholders.

It is therefore important to find out what ways the people think they can participate in the process of achieving their vision.

We should move from bringing government close to the people to bringing people closer to government. In other words, it is high time we imbibe the culture of bottom-up approach to development planning, otherwise, development may be a mirage.

The fact of the failure of many government projects and even the plethora of abandoned projects that dot the landscape of many communities in Nigeria is a tragedy, with scarce resources and the ever increasing needs of the rural populace; we cannot continue to plan for the people from the top or from the cities without their inputs any more. The cornerstone of community based development initiatives is the active involvement of members of a defined community in at least some aspects of project design and implementation. When potential beneficiaries also make key project decisions, participation becomes self initiated action-what has come to be known as the exercise of voice and choice or empowerment.

The benefits among others according to Mansuri and Rao (2003) are;

I.      It will lead to better designed projects

II.     Better targeted benefits

III.    It is more cost effective

IV.     It will lead to more equitable distribution of project benefits

V.      It will lead to less corruption

VI.     It strengthens the capabilities of the citizenry to undertake self-initiated development activities

VII.    It improves the match between what a community needs and what it obtains. This is because the project will be    more consistent with the preference of the target group.

## Principles of Participation

Project participation has principles, which are according to Reid (2000) as following:

**First**, in participating communities, many people are involved in the community's activities. Business is not simply run by an elite leadership, but it is the work of everyone.

**Second**, participating communities are open to involvement by all groups, and responsibilities are divided up so that the special talents and interests of contributing organizations are engaged. Power and responsibility are decentralized. Participating communities have many centers of activity, and community action engages the natural enthusiasm and talents of citizens.

**Third,** participating communities conduct their business openly and publicize it widely. Citizens are well informed about the community's work and about their opportunities for personal involvement in meaningful roles.

**Fourth,** in participating communities, there is no such thing as a bad idea. All ideas are treated with respect and welcomed as a source of inspirations with potential value for the entire community. Participating communities encourage citizens to offer their best for the common good.

**Fifth,** participating communities make no distinctions among various groups and types of personalities who offer themselves to community involvement. All persons are actively welcomed, regardless of color, age, race, prior community involvement, level of education, occupation, personal reputation, handicap, religion, or any other factor.

Furthermore, participating communities do not sit by passively, waiting for a diverse group of citizens to present themselves. They realize that past discrimination and other factors can stop people from stepping forward, and they actively reach out to all citizens to encourage their participation.

**Finally,** participating communities operate openly and with an open mind. They are not controlled by any single organization, group, or philosophy, and their leadership is used to facilitate discussion of a diversity of viewpoints, rather than to push its own agenda. Leaders are not ego-driven but focused on operating a high-quality, open decision-making

## Community Participation

The definition of participation is one of the most problematic issues in development discourse. The term is complex, broad and essentially contestable. It has sparked a great deal of debate and controversy among think tanks in the development discourse and no agreement has been reached yet on the actual conceptualization of community participation.

To this end, the World Bank (1996) has argued that, participation is a rich concept that means different things to different people in different settings. As such, different scholars have thus advanced different meanings. But, however, given the complexity of community participation it is necessary to firstly grapple with the terms "community" and "participation" in their individual capacity to best explain the concept of community participation.

Wates (2000) has thus defined a "community" as a group of people sharing common interests and living within a geographically defined area. Thus a community generally has two certain elements, that is, physical boundary and social interests common among the people.

Important to note here is that the word "community" has both social and spatial dimensions and that generally the people within a community come together to achieve a common objective, even if they have certain differences. With regards to 'participation' Wates (2000) defines it as the act of being involved in something. Habraken is of the opinion that, participation can either represent assigning certain decisive roles to the users, where they share the decision-making responsibility with the professionals.

The other type of participation is where there is no shift of responsibilities between the users and professionals but instead only the opinion of the user is considered while making decisions. Therefore, given such a clarification of terminologies surrounding the concept of community participation it is, therefore, relatively easy to conceptualize community participation in development process.

Rahman (1993) has defined community participation as an active process in which the participants take initiatives and take action that is stimulated by their own thinking and deliberation and over which they can exert effective control. Important to note here is that such an approach instills a sense of ownership and responsibility towards the programme, and in turn leads to sustainability of programmes (Chambers 1983). A more related definition of community participation is given by Brown (2000) who has regarded community participation as the active process by which beneficiaries influence the direction and the execution of the project rather than merely being consulted or receiving the share of the benefits.

The World Bank (1996) has given a slightly different definition of participation when it views participation as a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Wolfe seems to conform to the above explanation.

He views participation as "the organized efforts to increase control over resources and groups and movements hitherto excluded from such control." While the debate goes on, for the purpose of this thesis, the definition by Rahman supported by Brown will be used since it appears to

include all the facets that are necessary for participatory development management to take shape. The definition implies that people are the objects of development and it is their involvement in the direction and execution of projects that is of concern here.

Thus in this thesis, participatory development is conceptualized as a process that is made possible by various actors but the emphasis is on active participation of the beneficiaries at all levels of the project life. Of particular importance here is that phrases 'participatory development,' and 'community participation,' and in some instances, 'community development,' are often used interchangeably.

## Objectives of community participation

In the context of project sustainability, community participation may be viewed as a process that serves one or more of the following objectives:

(a)In the broadest sense, community participation may be thought of as an instrument of empowerment. According to this view, development should lead to an equitable sharing of power and to a higher level of people's, in particular the weaker groups', political awareness and strengths.

Any project or development activity is then a means of empowering people so that they are able to initiate actions on their own and thus influence the processes and outcomes of development.

(b)Community participation may serve a more limited objective of building beneficiary capacity in relation to a project. Thus, beneficiaries share in

the management tasks of the project by taking on operational responsibility for a segment of it themselves.

(C) Community participation may contribute to increased project effectiveness. Effectiveness refers to the degree to which a given objective is achieved. It is useful to distinguish effectiveness from efficiency which measures the relationship between a given output and its cost (inputs). Community participation can provide inputs for project design or redesign so that appropriate services are devised and delivered. Viewed thus, community participation entails the "co-production" of goods and services by beneficiaries jointly with the project authority.

( D )Yet a fifth objective of community participation is the desire to share the costs of the project with the people it serves. Thus, beneficiaries may be expected to contribute labor, money or undertake to maintain the project. Community participation may thus be used to facilitate a collective understanding and agreement on cost sharing and its enforcement.

(E)Community participation may improve project efficiency. Project planning and implementation could become more efficient because of timely beneficiary inputs.

# Intensity of community participation on project sustainability

While community participation can be used for any or all of these objectives, it may vary in the intensity with which it is sought in a particular project or at a particular stage of the project. The nature of the project and the characteristics of beneficiaries will determine, to a large extent, how actively and completely the latter can practice community participation.

It is useful to distinguish between four levels of intensity in community participation, though different levels of community participation may co-exist in the same project.

(1) **Information sharing**. Project designers and managers may share information with beneficiaries in order to facilitate collective or individual action. Though it reflects a low level of intensity, it can have a positive impact on project outcomes to the extent it equips beneficiaries to understand and perform their tasks better. In family planning or nutrition programs, such information sharing may in fact be critical.

(2) **Consultation**. When beneficiaries are not only informed, but consulted on key issues at some or all stages in a project cycle, the level of intensity of community participation rises. There is an opportunity here for beneficiaries to interact and provide feedback to the project agency which the latter could take into account in the design and implementation stages. If farmers are consulted on extension practices and arrangements, project outcomes are likely to be better than if they were merely informed.

(3) **Decision making**. A still higher level of intensity may be said to occur when beneficiaries have a decision making role in matters of project design and implementation. Decisions may be made exclusively by beneficiaries or jointly with others on specific issues or aspects relating to a project. Decision making implies a much greater degree of control or influence on projects by beneficiaries than under consultation or information sharing.

(4) **Initiating action**. When beneficiaries are able to take the initiative in terms of actions/decisions pertaining to a project, the intensity of community participation may be said to have reached its peak. Initiative implies a proactive capacity and the confidence to get going on one's own.

When beneficiary groups engaged in a health project identify a new need and decide to respond to it on their own, they are taking the initiative for their development. This is qualitatively different from their capacity to act or decide on issues or tasks proposed or assigned to them.

Similarly, if a community has no prior experience in dealing with the type of project being planned, the project management may move cautiously on the community participation front, trying to sense its capacity and constraints.

# Instruments of community participation

By instruments we mean the institutional devices used by a project to organize and sustain community participation. These devices vary in their complexity in terms of design and management, and their relevance to different types of projects. The instruments of community participation may be grouped into three categories.

(1) **Field workers of the project agency**. A project may use its field staff to mobilize and interact with beneficiary groups. They operate at the grassroots level and yet are part of the project agency.

(2) **Community workers/committees**. A project agency may draw upon workers or volunteers from among beneficiaries to act as community mobilizes. Such persons may or may not be paid by the agency. However, in all cases, the community may have had a say in their selection and the roles they play. If they are selected through a community consensus or a consultative process, they are likely to identify better with the community's problems and feelings and facilitate community participation more effectively.

(3) **User groups**. Where the number of beneficiaries is manageable either because of the local nature of a project or the specialized nature of the group (farmers, mothers with small children, etc.), it is possible to organize viable groups of users as an instrument of community participation.

This instrument has the potential to reach the highest level of community participation though its creation and sustenance are the most complex.

## Community participation and the Project Cycle

Though standardized guidelines on community participation in the project cycle are unwarranted, it is possible to present an approach to thinking about community participation that takes into account the different phases of the cycle. The focus of the comments below is on how to address community participation issues rather than to prescribe its objective, intensity or instruments. In the project cycle, community participation feasibility should be assessed as early as possible. For instance, in the reconnaissance stage, basic information could be gathered on the nature of beneficiaries, role of the community, power relations, etc., with the aid of a trained social scientist. In urban upgrading and health projects for example, the latter should be as much a part of the reconnaissance function as an architect. During identification, a needs analysis of beneficiaries could be attempted as a basis for designing the project to match community needs and capacities.

During implementation, an important function of supervision will be to assess the progress of community participation and the delivery of inputs to the community to perform its role. Again, visits to beneficiary groups in the project area on a sample basis will provide ample evidence to make a judgment. Assistance to solve the community participation problems on the ground is as important a task of supervision as the follow-up on procurement or disbursement problems.

Community participation does attract wider public attention than many other project components because of the emotional involvement of people, and hence its failure will not go unnoticed.

Third, and perhaps most important, the elites among beneficiaries tend to appropriate a disproportionate share of project benefits if inequality of income and power is considerable in the community where community participation is practiced.

The likely impact of inequality on community participation therefore deserves special attention in the design stage.

## Complementarities and Impact of community participation

It is not an easy task to evaluate the outcome of community participation in relation to its objectives. First of all, there are some objectives, the achievement of which is easier to measure than others. Second, even when measurement is feasible, interpreting the outcome of community participation is not easy, as it depends also on the role played by other complementary elements in the project.

The problem is that some objectives of community participation cannot be disentangled from those of the project itself. Community participation cannot compensate for poorly conceived farm extension practices or health services. If the technical assistance given to farmers in terms of land preparation or extension is inadequate, an irrigation project's outcome will remain unsatisfactory even if a water user association was a project feature. This is not to deny that active user groups might work to minimize such bottlenecks and hence improve overall effectiveness.

## Community Participation in Development Projects

Internationally, resources for social welfare services are shrinking. Population pressures, changing priorities, economic competition, and demands for greater effectiveness are all affecting the course of social welfare (Bens, 1994). The utilization of nonprofessionals through citizen involvement mechanisms to address social problems has become more commonplace.

In their modern form, the concepts of community development and community

Participation took shape in the 1950s (Chowdhury, 1996). From the situation in the 1950s, when community development was perceived to be synonymous with community participation, the situation has now changed to one in which there appears to be no clear understanding of the relationship between the two. Clearly, this impacts or changes perception of what constitutes *community participation* and *development*.

## Definition and Meaning of Community Participation

Participation is a rich concept that varies with its application and definition. The way participation is defined also depends on the context in which it occurs. For some, it is a matter of principle; for others, practice; for still others, an end in itself (World Bank, 1995). Indeed, there is merit in all these interpretations as Rahnema (1992) notes:

29

Participation is a stereotype word like children use Lego pieces. Like Lego piece the words fit arbitrarily together and support the most fanciful constructions. They have no content, but do serve a function. As these words are separate from any context, they are ideal for manipulative purposes. 'Participation' belongs to this category of word.

Often the term participation is modified with adjectives, resulting in terms such as *community participation, citizen participation, people's participation, public participation,* and *popular participation.* The Oxford English Dictionary defines 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.

Arnstein (1969) states that the idea of citizen participation is a little like eating spinach: no one is against it in principle because it is good for you. But there has been little analysis of the content of citizen participation, its definition, and its relationship to social imperatives such as social structure, social interaction, and the social context where it takes place.

Brager,et,al.(1987) defined participation as a means to educate citizens and to increase their competence. It 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.

Armitage (1988) defined citizen participation as a process by which citizen's act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes to their community. The citizen participation may also be a response to the traditional sense of powerlessness felt by the general public when it comes to Influencing government decisions: "people often feel that health and social services are beyond their control because the decisions are made outside their community by unknown bureaucrats and technocrats.

Westergaard (1986) defined participation as "collective efforts to increase and exercise control over resources and institutions on the part of groups and movements of those hitherto excluded from control". This definition points toward a mechanism for ensuring community participation.

The World Bank's Learning Group on Participatory Development (1995) defines participation as "a process through which stakeholder's influence and share control over development initiatives, and the decisions and resources which affect them".

A descriptive definition of participation programs would imply the involvement of a significant number of persons in situations or actions that enhance their well- being, for example, their income, security, or self-esteem (Chowdhury, 1996).

Chowdhury states that the ideal conditions contributing towards meaningful participation can be discussed from three aspects:

1. What kind of participation is under consideration?

2. Who participates in it?

3. How does participation occur?

Evens (1974) also points out the importance of the following issues in order to assess the extent of community participation:

1. Who participates?

2. What do people participate in?

3. Why do people participate? There are:

a) Cultural explanations (values, norms, and roles, etc.)

b) Cognitive explanations (verbal skills and knowledge about the organizations)

c) Structural explanations (alternatives, resources available, and the nature of benefit sought)

4. Implications (how the benefit contributes to the ends or principles they value).

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, in Bamberger, 1986). Paul's five objectives to which community participation might contribute are:

1. Sharing project costs: participants are asked to contribute money or labor (and occasionally goods) during the project's implementation or operational stages.

**2.** Increasing project efficiency: beneficiary consultation during project planning or beneficiary involvement in the management of project implementation or operation.

**3.** Increasing project effectiveness: greater beneficiary involvement to help ensure that the project achieves its objectives and that benefit go to the intended groups.

**4.** Building beneficiary capacity: either through ensuring that participants are actively involved in project planning and implementation or through formal or informal training and consciousness- raising activities.

**5.** Increasing empowerment: defined as seeking to increase the control of the underprivileged sectors of society over the resources and decisions affecting their lives and their participation in the benefits produced by the society in which they live.

Bamberger (1986) says the objectives and organization of project- level activities are different from those of programs at the national or regional levels. The level or scope of the activity must be taken into consideration when defining objectives.

According to Bamberger, three distinct kinds of local participation included the
following:

**1.** Beneficiary involvement in the planning and implementation of externally initiated projects or community participation.

**2.** External help to strengthen or create local organizations, but without reference to a particular project, or local organizational development.

**3.** Spontaneous activities of local organizations that have not resulted from outside assistance or indigenous local participation.

The first two are externally promoted participatory approaches used by governments, donors, or NGOs, while the third is the kind of social organization that has evolved independently of (or despite) outside interventions (Bamberger, 1986). At a community level, there is a separation of community participation into two distinct approaches:

(1) The community development movement and

 (2) Community involvement through conscientization.

The basis of conscientization started from "the existence of socioeconomic inequalities, the generation of these by the economic system, and their underpinning by the state".

## Development

The word development is fraught with ideological, political, and historical connotations that can greatly change its meaning depending on the perspective being discussed (Haug, 1997). The following three definitions of development are most helpful and suitable in relation to this research project. The first definition is provided by Korten (1990):

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

Korten's definition emphasizes the process of development and its primary focus on personal and institutional capacity. It also touches on justice, equity, quality of life, and participation.

The second definition is from Robinson, et.al. (1993) work. He adds the dimension of empowerment to Korten's idea of development (Robinson, 1993). [Empowerment is] a social action process that promotes participation of people, organizations, and communities towards the goals of increased individual and community control, political efficacy, improved quality of life, and social justice.

Finally, Zachariah and Sooryamoorthy's (1994) emphasize that development must promote economic growth, but not at any cost:

The encouragement of economic growth must take account of and be restrained by three other equally important objectives:

1. Protection of the environment and consideration of the ecological impact of Industrialization and commercialization.

2. Fair and equitable distribution as well as redistribution of goods and services to enable poorer people to get a fairer share of society's wealth and to participate fully in the economy.

3. Creation of opportunities for everyone to increasingly participate in the political, artistic and other activities of society.

Zachariah and Sooryamoorthy's criteria for development recognize the environmental and ecological facets of communities going through the process of development. The environment is considered an integral part of development, since any impacts on a person's environment also influence

35

the state of well- being or welfare. Environment and development are thus linked so intricately that separate approaches to either environmental or developmental problems are piecemeal at best.

Baker,(1991). The community development approach emphasizes self-help, the democratic process, and local leadership in community revitalization. Most community development work involves the participation of the communities or beneficiaries involved. Thus, community participation is an important component of community development and reflects a grassroots or bottom- up approach to problem solving. In social work, community participation refers to ". . . the active voluntary engagement of individuals and groups to change problematic conditions and to influence policies and programs that affect the quality of their lives or the lives of others".

One of the major aims of community development is to encourage participation of the community as a whole. Indeed, community development has been defined as a social process resulting from citizen.

Through citizen participation, a broad cross- section of the community is encouraged to identify and articulate their own goals, design their own methods of change, and pool their resources in the problem- solving process Harrison, (1995).

It is widely recognized that participation in government schemes often means no more than using the service offered or providing inputs to support the project (Smith, 1998). This is contrasted with stronger forms of participation, involving control over decisions, priorities, plans, and implementation; or the spontaneous, induced, or assisted formation of groups to achieve collective goals (Arnstein, 1969; Cohen and Uphoff, 1980; Rifkin, 1990; WHO, 1991; Rahman, 1993; Smith, 1998).

The most important and complicated issue bearing on local level planning and development is community participation. Effective community participation may lead to social and personal empowerment, economic development, and sociopolitical transformation (Kaufman and Alfonso, 1997).

Yet there are obstacles: the power of central bureaucracies, the lack of local skills and organizational experience, social

divisions, and the impact of national and transnational structures (Kaufman and Alfonso, 1997). There is no clear- cut agreement in the literature of community development on the nature of community participation or on a prescription to ensure it. The need for community participation in development and management is nonetheless accepted and recognized in the professional literature.

# CHAPTER THREE

## METHODOLOGY

### Research Design

This study used descriptive survey to assess the community participation and project sustainability by INGOs Borama district, Somaliland. The information were collected from sample population through survey in the District. from the whole population. According to Fawler and Floyd (2001), in survey research design, the researcher selects a sample of respondents from a population and administers a standardized questionnaire and interview to them.

### Research Population

The target population consisted of 100 respondents. Those respondents compose of    the project managers of International Non-governmental Organizations  working  in  Borama  District  Somaliland,  and  project beneficiaries.

Since this study was investigating community participation and project sustainability by INGOs in rural areas Borama district.   According to Somaliland Ministry of Interior (2009), the number of international non-governmental organizations is 25; therefore the researcher drew the sample from this population.

## Sample Size

In this study, the researcher selected 80 out of the 100 target population. The respondents were drawn from INGOs and project beneficiaries; the selection of the 80 respondents from a population of 100 was in line with Amin, (2005). Who concurs that the target population is 100 the sample size is 80.

Sample size is a finite part of a statistical population whose properties are studied to gain information about the whole (Amin,2005). Also the researcher used Sloven's formula. Then the researcher used statistical methods using statistical formulae, and finally statistical tables.

$$n = \frac{N}{1+Ne2}$$

Where    n=sample size.

N= population and

e2 = degree of errors at 0.05 level of significant.

## Sampling Procedure

The researcher used purposive sampling for international nongovernmental organization. According to William (2000) purposive sample is a non probability sampling technique in which an experienced researcher selects the sample based upon some appropriate characteristic of the sample members. And then the simple random sampling for project beneficiaries .

According to William (2000) simple random sample is a procedure that ensures each element in the population an equal chance of being included in the sample.

## Research Instrument

This study used questionnaire and interviews to collect data. Since this study describe community participation and project sustainability by INGOs in rural areas Borama District Somaliland, questionnaire and interview are appropriate to such data to collection.

The main reason the researcher used administered questionnaire was to get only the answers that the researcher intended to get without irrelevant information.

A primary data source was used in this study. Data was obtained from respondents in International Non Governmental Organizations and project beneficiaries. Secondary data was obtained from the text books and the internet and other documents in main libraries.

Also, this type of questions was analyzed using statistical soft ware packages like SPS.

Qualitative data were collected from 80 international non government organization and also project beneficiaries between November and December 2010.The researcher has used questionnaire and interview to collect data. The data was collected by the researcher.

## Validity and Reliability of the Instrument

### Reliability of Data

According to Muganda &Muganda (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher used test-retest technique to check the reliability of the instruments.

The questionnaire was distributed to 8 responds (2% of the individuals selected to for study).

Two weeks later, the same questionnaire was distributed to the same group to check the reliability of the instruments. The correlation coefficient of 0.74 was obtained. Therefore, the researcher found a higher correlation coefficient of reliability or stability of the instrument used for the study.

### Validity

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. To establish validity, the instrument was given two experts to evaluate the relevance of each item in the instruments to the objectives of the study.The experts indicated that these items are relevant to the objectives of the study .The experts rated each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). Validity was determined using content validity index (C.V.I) =items rated 3 and 4 by both judges

divided by total number of items in the questionnaire.

C.V.I.=n3/4/N,

C.V.I Means content Validity Index

Where n3/4 stands for the number of items rated 3&4 both experts

"N" Stand for Total number of questions in the questionnaire

## Data Gathering Procedures

The research activity of this study started immediately when an introductory letter was secured form Kampala International University. Thereafter, copies of the letter were used to introduce the researcher to the respondents and interviewers. The researcher introduced herself to the management of INGOs and the population and due their acceptance; started collecting for research.

## Data Analysis

The study used descriptive statistical analysis .According to William (2000) descriptive statistics is a statistics used to describe or summarize determined the level of community participation and pointing out successful projects implemented in rural areas Borama District Somaliland. After receiving the questionnaire back, the researcher analyzed the collected data by using SPSS package.

## Ethical Consideration

The major ethical consideration of this study is the privacy and the confidentiality of the respondents. Obtaining a valid sample was entailed gaining access to specific lists and files which itself is an infringement on the privacy and the confidentiality of the respondents. However the respondents had the freedom to ignore items that they do not wish to respond to. Due to nature of this study, confidentiality, non judgmental principle and individualism was given due to consideration plus any other form of anonymity among respondents was attended to.

## Limitations of the Study

Since the INGOs management and staff were busy with other schedules and they were part of the respondents, the research did not get as much time for them as anticipated. This challenge was solved by seeking appointments with them at their convenient places and time.

Secondly, some respondents were not willing to concentrate on giving the needed information that would be crucial to the researcher due to negligence and some of them got it difficult with the English language, so that translating the instruments from English to Somali consumed more time than expected.

# CHAPTER FOUR

## PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

## Overview

This study investigated the community participation and project sustainability by INGOs in rural areas in Somaliland Borama district. The data collected were analyzed using descriptive statistics. This chapter shows presentation, analyses and interpretation of data.

## PROFILE OF THE RESPONDENT

### Table1 Age of Respondent

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid 20-30 |  |  |  |  |
| 30-40 | 5 | 31.2 | 31.2 | 31.2 |
| 40-50 | 9 | 56.7 | 56.7 | 87.5 |
| 50 and | 1 | 6.2 | 6.2 | 93.8 |
| Above | 1 | 6.2 | 6.2 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

*Table 1* indicates 31.2% respondent are between 20and 30 years old, 56.2% are 30 and 40 years old,6.2% are between 40 and 50, 6.2% are between 50 and above years old .This indicates that the more youths engage in community sustainability projects by INGOs in Somaliland rural areas Borama district. This is because youth aged between 20 and 40 are believed to be more energetic than the elderly of 50 years and above.

## Table 2 Gender of Respondent

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid Male | | | | |
| Female | 9 | 56.2 | 56.2 | 56.2 |
| Total | 7 | 43.8 | 43.8 | 100.0 |
| | 16 | 100.0 | 100.0 | |

*Source: Primary Source*

*Table 2* indicates 56.2% respondents were male and 43.8% were female. Though is seen that more men participate in community sustainable projects, there is seen to be affair participation from their counterparts. This is because most INGOs support women activities more than men thus 43.8% women participation.

## Table 3 Marital status of Respondent

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid Single | | | | |
| Married | 7 | 43.8 | 43.8 | 43.8 |
| Divorced | 5 | 31.2 | 31.2 | 75.0 |
| Separated | 3 | 18.8 | 18.8 | 93.8 |
| Total | 1 | 6.2 | 6.2 | 100.0 |
| | 16 | 100.0 | 100.0 | |

*Table 3* indicates 43.8% respondents are single,31.2% are married ,18.8% are divorces,6.2 % of the respondent is separated.

The higher percentage of single respondents is due to the high number of youth involved 56.2% and 31.2%.

## Table 4 Education Qualification of Respondent

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid secondary level | | | | |
| University level | 5 | 31.2 | 31.2 | 31.2 |
| Total | 11 | 68.8 | 68.8 | 100.0 |
| | 16 | 100.0 | 100.0 | |

*Source: Primary Source.* ***Table 4*** indicates 31.2% respondents reached secondary education, 68.8% are reached university degree/diploma. This indicates that most youths in Somaliland who participate in the community projects for sustainability are university degree holders. There is therefore an assumption that uneducated people may be restricted from participation in such project.

## Table 5 Number of Years Experience of Respondent

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid Less than | | | | |
| One year | 1 | 6.2 | 6.2 | 6.2 |
| 1-2 years | | | | |
| 2-4 years | 7 | 43.8 | 43.8 | 50.0 |
| 5 year and | 3 | 18.8 | 18.8 | 68.8 |
| above | 5 | 31.2 | 31.2 | 100.0 |
| Total | | | | |
| | 16 | 100.0 | 100.0 | |

*Source: Primary Source*

46

*Table 5* indicates 6.2% respondent have less than one year experience,43.8% have one and two years experience,18.8% have two up to four years experience,31.2% of the respondent have 5 and above years of experience. This shows that all the almost all the respondents had a considerable experience in community participation programmes; this shows that the projects are valuable to the community as some participants have experience of more than 5 years (31.2%) and others one to two years (43.8%)

## Table 6 Working Experience

|              | Frequency | Percent | Valid percent | Cumulative percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid 1-2 years |        |         |               |                    |
| 2-3 years    | 2         | 12.5    | 12.5          | 12.5               |
| 4-5 years    | 8         | 50.0    | 50.0          | 62.5               |
| 5-6 years    | 2         | 12.5    | 12.5          | 75.0               |
| Total        | 4         | 25.0    | 25.0          | 100.0              |
|              | 16        | 100.0   | 100.0         |                    |

*Source: Primary Source*

*Table 6* indicates that 12.5% respondents have one up to two years of experience,50.0% of respondents have two up to three years of work experience ,12.5%have four up to five year of work of experience, 25.0% have five up to six years of experience. This indicates that most field managers have served for a period of between 2 and 3 years; meaning that most field managers have experience in carrying out their respective community based duties.

47

## Table 7 Area Organization Operation

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid   rural areas |  |  |  |  |
| Urban areas | 5 | 31.2 | 31.2 | 31.2 |
| Both | 2 | 12.5 | 12.5 | 43.8 |
| Total | 9 | 56.2 | 56.2 | 100.0 |
|  | 16 | 100.0 | 100.0 |  |

*Source: Primary Source*

*Table 7* indicates that 31.2% respondent said their operation areas of the projects are rural areas, 12.5% said that the operation area of projects are urban areas, 56.2% said that the project operation areas are both rurai and urban. This means that most community organizations are fairly distributed between rural and urban areas of Somaliland.

## Table 8 Type of Project Organization has Implemented

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  education projects | 5 | 31.2 | 31.2 | 31.2 |
| Health projects | 4 | 25.0 | 25.0 | 56.2 |
| Capacity building Projects | 1 | 6.2 | 6.2 | 62.5 |
| All | 6 | 37.5 | 37.5 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

**Table 8** indicates that 31.2% respondents said implemented projects in INGOs is education project, 25.0% said implemented projects are health projects, 6.2% said implemented project is capacity building project, 37.5% said implemented projects are education project, health project and capacity building project. Since a higher percentage (37.5%) of the respondents has implemented all the projects under survey; it indicates that there is widespread of projects of micro credit, health and capacity building in vast areas of Somaliland.

### Table 9 Beneficiaries of the Project

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid children (student) | 4 | 25.0 | 25.0 | 25.0 |
| Disabled people | 1 | 6.2 | 6.2 | 31.2 |
| All | 11 | 68.8 | 68.8 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

**Table 9** indicates that 25.0% respondents said project beneficiaries are children (students), 6.2% said project beneficiaries are disabled people,68.8% said that project beneficiaries are children (students), woman, and disabled people. These findings indicate that there has not been segregation in distribution of opportunities to the entire generation in Somaliland in areas where these projects have been implemented.

**Table 10 Provide Support for the Community for the Sustainability of the Project**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid financial | 2 | 12.5 | 12.5 | 12.5 |
| Training | 8 | 50.0 | 50.0 | 62.5 |
| Material | 5 | 31.2 | 31.2 | 93.8 |
| Others | 1 | 6.2 | 6.2 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

*Source: Primary Source*

*Table 10* indicates 12.5% respondents said INGOs provide financial support, 50.0% said they support by training, 31.2% said that they support for the community resources, 6.2% said they support for other like building. This means that most of the organization in Somaliland aims at empowering the beneficiaries; this is evident from the fact that 50% of the respondents provide training support to the beneficiaries from their projects.

# THE LEVEL OF COMMUNITY PARTICIPATION IN PROJECTS IMPLEMENTED IN RURAL AREAS

The First objectives of this study were to determine the level of community participation in projects implemented in rural areas. To achieve this objective, community of the Borama town were asked several questions relating about the how community participate the projects. The questions asked and their responses are presented the following table.

**Table 11Communitymembers always participate in project design**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 9 | 14.1 | 14.1 | 14.1 |
| Agree | 11 | 17.2 | 17.2 | 31.2 |
| Disagree | 21 | 32.8 | 32.8 | 64.1 |
| Strongly disagree | 23 | 35.9 | 35.9 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

*Source: Primary Source*

*Table 11* indicates that 14.1% of the respondents strongly agree that community members always participate in  project design, 17.2% agree that community members always participate in project design 32.8% disagree that community members always participate in  project design, 35.9% said strongly disagree that community members always participate in project design. This shows that community participation is not widely seen in project implementation stages; this is evident from 32.8% and 35.9% who disagree and strongly disagree respectively.

**Table 12 Community often Participation during the implementation of the project**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid strongly agree | 30 | 46.9 | 46.9 | 46.9 |
| Agree | 29 | 45.3 | 45.3 | 92.2 |
| Disagree | 3 | 4.7 | 4.7 | 96.9 |
| Strongly disagree | 2 | 3.1 | 3.1 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

*Source: Primary Source*

*Table 12* indicates that 46.9% of the respondents strongly agree that community often participate during the implementation of the project,45.3% agree that community often participate during implementation of the project,4.7% disagree that community often participate during implementation of the project,3.1% said strongly disagree that community often participate during implementation of the projects. This is a strongly indication that the community often participate during implementation of the project.

Table 13 Community satisfied the level of community participation in projects implemented in area of community residence

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 7 | 10.9 | 10.9 | 10.9 |
| Agree | 20 | 31.2 | 31.2 | 42.2 |
| Disagree | 25 | 39.1 | 39.1 | 81.2 |
| Strongly disagree | 12 | 18.8 | 18.8 | 100.0 |
| Total | 64 | 100.0 | 100.0 |  |

*Source: Primary Source*

*Table 13* indicates that 10.9% of the respondent strongly agree that community satisfied with the level of community participation in projects implemented in areas that they are residing, 31.2% agree that community satisfied with the level of community participation in projects implemented in areas that they are residing, 39.1% disagree that community satisfied with the level of community participation in projects implemented in areas that they are residing, 18.8% said strongly disagree that community satisfied with the level of community participation  in projects implemented in areas that they are residing . This indicates that the majority of the community members are not satisfied with the level of their participation in project implementation in the areas of  their residence.

**Table 14 It does not matter for your community if they didn't participate the projects implementing in your area.**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 2 | 3.1 | 3.1 | 3.1 |
| Agree | 2 | 3.1 | 3.1 | 6.2 |
| Disagree | 15 | 23.4 | 23.4 | 29.7 |
| Strongly disagree | 45 | 70.3 | 70.3 | 100.0 |
| Total | 64 | 100.0 | 100.0 |  |

Source: Primary Source

*Table 14* indicates that  3.1%  of the respondent strongly agree that it doesn't matter if  the community didn't participate the projects implementing in area they are residence, 3.1%  agree that it doesn't matter if the community didn't  participate the projects implemented in areas they are residence,23.4 % disagree that it doesn't matter if the community didn't participate the projects implementing in areas that they are residence, and 70.3 % said strongly disagree that it doesn't matter if the community didn't participate the projects implementing in areas they are residence. This indicates that for any project to be successful, the participation of the community members is almost a mandatory for its swift operations and continued success. This is evident from a 70.3% which strongly disagreed on the matter of their participation as not being as an issue.

**Table 15 Community always concerns about the employment they get from the projects implemented in your area instead of the long term sustainability**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 35 | 54.7 | 54.7 | 54.7 |
| Agree | 19 | 29.7 | 29.7 | 84.4 |
| Disagree | 7 | 10.9 | 10.9 | 95.3 |
| Strongly disagree | 3 | 4.7 | 4.7 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

*Source: Primary Source*

*Table 15* indicates that 54.7 % of the respondent strongly agree that the community always concerns about the employment they get from the projects, 29.7% agree that the community always concerns about the employment they get form the projects, 10.9% disagree that the community always concerns about the employment they get from the projects, 4.7% said strongly agree that the community always concerns about the employment they get form the projects. It is strongly evident that fir any project to be set in any community , the community members are always concerned about the employment they get from the projects implemented instead of the project's long term sustainability.

# THE EFFECTS OF COMMUNITY PARTICIPATION ON PROJECT SUSTAINBAILITY

The Second objective of this study was to determine the effect of community participation in project sustainability implemented by INGOs in rural areas Borama district Somaliland. To achieve this objective, several INGOS were asked in several questions relating to the community participation. The questions were asked and their responses are summarized in the following tables:

**Table 16 Community develops skills for collective action, maintenance and sustainability**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 6 | 37.5 | 37.5 | 37.5 |
| Agree | 9 | 56.2 | 56.2 | 93.8 |
| Strongly disagree | 1 | 6.2 | 6.2 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

*Source: Primary Source. **Table 16** indicates that 37.5% of the respondents strongly agree that community develops skills for collective action maintenance and sustainability, 56.2% agree that community develops skills for collective action maintenance and sustainability, and 6.2% strongly disagree that community develops skills for collective action maintenance and sustainability. This is a clear indication that the community develops skills for collective action, maintenance and sustainability since most respondents either strongly agreed or agreed; 37.5% and 56.2% respectively.

**Table 17 Community participation address people's need to strength their position and to put forward their case to the decision making body**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 10 | 62.5 | 62.5 | 62.5 |
| Agree | 5 | 31.2 | 31.2 | 93.8 |
| Disagree | 1 | 6.2 | 6.2 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

*Source: Primary Source*

*Table 17* indicates 62.5% respondents strongly agree that community participation address people's need, 31.2% agree that community participation address people's need, and 6.2% disagree that community participation address people's need. From the respondent's views, the researcher strongly concludes that the community participation address people's needs to strengthen their position and to put forward their case to the decision making body. As 62.5% of the respondents strongly agreed and 31.2% agreed to the argument.

## Table 18 Community participation enables planning and implementing the project goal and objectives as it planned

| | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 4 | 25.0 | 25.0 | 25.0 |
| Agree | 8 | 50.0 | 50.0 | 75.0 |
| Disagree | 4 | 25.0 | 25.0 | 100.0 |
| Total | 16 | 100.0 | 100.0 | |

*Source: Primary Source*

*Table 18* indicates 25.0% respondents strongly agree that community participation enables planning and implementing the project goals and objectives, 50.0%  agree that community participation enables planning and implementing the project goals and objective and ,25.0% disagree that community participation  enables planning and implementing the project goals and objectives. This clearly indicates that the community participation enables planning and implementing project goal and objectives as planned; most project beneficiaries offer friendly welcomes to the managers of various projects in their areas thus no managers face resistance form the communities making it easy for them to implement the projects as planned.

## Table 19 for projects implemented there must be community participation

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 7 | 43.8 | 43.8 | 43.8 |
| Agree | 4 | 25.0 | 25.0 | 68.8 |
| Disagree | 4 | 25.0 | 25.0 | 93.8 |
| Strongly agree | 1 | 6.2 | 6.2 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

*Source: Primary Source*

*Table 19* indicates that 43.8% of the respondents strongly agree that for the projects there must be community participation, 25.0% agree and 6.2% disagree. From the research findings, it is strongly evident that for projects to be implemented there must be community participation. This is because community participation means that there has been a positive response from the community in supporting the ideas of the project to be implemented at in their location.

**Table 20 Community must participate or share actively in the decision making and planning in order to reach the desire goal or the needs of the community**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 9 | 56.2 | 56.2 | 56.2 |
| Agree | 4 | 25.0 | 25.0 | 81.2 |
| Disagree | 3 | 18.8 | 18.8 | 100.0 |
| Total | 16 | 100.0 | 100.0 |  |

*Source: Primary Source*

*Table 20* indicates that 56.2% of the respondents strongly agree that community share actively in the decision making and planning, 25.0% agree, 18.8% disagree that community share actively in the decision making and planning. This is a clear evident that for any project to be successful as expected the community must participate or share actively in the decision making and planning of the organization.

## Table 21 Community participation can play important role in project sustainability

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 6 | 37.5 | 37.5 | 37.5 |
| Agree | 10 | 62.5 | 62.5 | 100.0 |
| Total | 16 | 100.0 | 100.0 | |

*Source: Primary Source*

*Table 21* indicates that 37.5% of the respondents strongly agree that community participation can play an important role in project sustainability, 62.5% agree that community participation can play an important role in project sustainability. The research indicates that community participation plays an important role on project sustainability.

# FINDING OUT SUCCESSFUL PROJECT IMPLEMENTED IN RURAL AREAS

Third objective of this was to find out successful projects implemented in rural areas in Borama. To achieve this objective, the communities were asked several question relating successful projects. The questions asked are the following.

**Table 22 the project implemented meet the needs of the rural areas.**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 5 | 100.0 | 37.5 | 37.5 |
| Agree | 13 |  | 62.5 | 100.0 |
| Disagree | 21 |  | 100.0 |  |
| Strongly agree | 25 |  |  |  |
| Total | 64 |  |  |  |

*Table 22* indicates that 7.8% of the respondents strongly agreed that the project implemented meet the needs of the rural areas, 20.3% of the respondents agreed that the project implemented meet the needs of the rural areas, 32.8% of the respondents disagreed , and 39.1% of the respondents strongly disagreed that the project implemented meet the needs of the rural areas .Though the projects implemented have been successful in the area, according to the research findings, For example micro credit projects and capacity building projects has not been among the most successful projects in the  rural areas.

**Table 23 the project implemented in rural areas are completed on time**

| | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 40 | 62.5 | 62.5 | 62.5 |
| Agree | 20 | 31.2 | 31.2 | 93.8 |
| Disagree | 4 | 6.2 | 6.2 | 100.0 |
| Total | | 100.0 | 100.0 | |

*Source: Primary Source*

*Table 23* indicates that 62.5% of the respondent strongly agree that the project implemented in rural areas are completed on time , 31.2% agree that the project implemented in rural areas are completed on time , 6.2% said disagree that the project implemented in rural areas are completed on time. From the research findings, the researcher can conclude that the projects implemented in rural areas are completed on time. For example education projects are among the most successful projects implemented in the rural area.

## Table 24 Projects are implemented within the estimated cost.

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 19 | 29.7 | 29.7 | 29.7 |
| Agree | 30 | 46.9 | 46.9 | 76.6 |
| Disagree | 11 | 17.2 | 17.2 | 93.8 |
| Strongly Disagree | 4 | 6.2 | 6.2 | 100.0 |
| Total | 64 | 100.0 | 100.0 |  |

*Source: Primary Source*

*Table 24* indicates that 29.7 % of the respondent strongly agree that the projects are implemented within the estimated cost, 46.9% agree that the projects are implemented within the estimated cost, 17.2 % disagree that the projects are implemented within the estimated cost., 6.2% said strongly disagree that the projects are implemented within the estimated cost. From the research findings, the researcher can conclude health projects are among the most successful projects implemented in the rural area.

**Table 25 the project implemented are done within the agreed scope.**

|  | Frequency | Percent | Valid percent | Cumulative percent |
|---|---|---|---|---|
| Valid  strongly agree | 4 | 6.2 | 6.2 | 6.2 |
| Agree | 12 | 18.8 | 18.8 | 25.0 |
| Disagree | 19 | 29.7 | 29.7 | 54.7 |
| Strongly Disagree | 29 | 45.3 | 45.3 | 100.0 |
| Total | 64 | 100.0 | 100.0 |  |

*Source: Primary Source*

**Table 25 indicates** that 6.2% of the respondent strongly agree that the project implemented are done within the agreed scope, 18.8 % agree that the project implemented are done within the scope agreed scope, 29.7% disagree that the project implemented are done within the agreed scope, 45.3% said strongly disagree that the project implemented are done within the agreed scope. From the research findings, the researcher can conclude that the project implemented are done within the agreed scope for example education project are most successful projects implemented in rural areas.

# CHAPTER FIVE

# FINDINGS, CONCLUSIONS, RECOMMENDATIONS

## Introduction

This chapter will discuss the findings, conclusion and recommendation of this study. First it will be discussed the major finding of each study as stated in the research objectives.

Second the conclusion will be draw from the finding of the study. Lastly, the researcher will bring recommendation for further research for this study.

## FINDINGS OF THE RESEARCH FINDINGS

### Research Question One:

The First objective of this study was to determine the level of community participation in projects implemented in rural areas Borama District Somaliland. Data analysis and interpretation revealed the following findings under this objective. Based on analysis of chapter four, majority of respondents reported that the community members didn't participate in the projects implemented in rural areas in terms of project design, implementation, and satisfaction.

In addition to the study showed. That is much concerned about the employment generated form the projects implemented in rural areas Borama District, instead of sustainability.

Also the study revealed that community has negative perceptions on INGOs activities in rural areas. Because most projects lack of community participation and poor management.

This is in line with the World Bank (1996) that, participation is a rich concept that means different things to different people in different settings. As such, different scholars have thus advanced different meanings. But, however, given the complexity of community participation it is necessary to firstly grapple with the terms "community" and "participation" in their individual capacity to best explain the concept of community participation.

According to (Samuel, John, 199) Participation means sharing power, legitimacy, freedom, responsibilities and accountability. Participation is both a principle and a means to include as many people as possible in the process of social change. Built in the deep interest for plurality, tolerance and dissent, it also involves an ability to understand and appreciate differences. Transparency is a pre-requisite for true participation. In people-centered advocacy, participation is a crucial means to initiate, inform and inspire change in all arenas of advocacy. A deep sense of participation and communication help promote solidarity.

**Research Question Two**

The Second objective of this study was to understand the effect of community participation on project sustainability. Data analysis and interpretation revealed following findings under this objective. Based on analysis of chapter four, majority of respondents especially project managers reported that the community develops skills for collective action, maintenance and sustainability, also community participation address people's need, decision making, planning, and implementing the project goal, objectives as it planned.

The findings also revealed that the project managers reported community participation can play an important role in project sustainability.

Therefore the findings are in line with Brown (2000) which says community participation as the active process by which beneficiaries influence the direction and the execution of the project rather than merely being consulted or receiving the share of the benefit.

Thus a community generally has two certain elements, that is, physical boundary and social interests common among the people. Important to note here is that the word "community" has both social and spatial dimensions and that generally the people within a community come together to achieve a common objective, even if they have certain differences.

The findings of the study are in line with, Rahman (1993) has defined community participation as an active process in which the participants take initiatives and take action that is stimulated by their own thinking and deliberation and over which they can exert effective control. Important to note here is that such an approach instills a sense of ownership and responsibility towards the programme, and in turn leads to sustainability of programmes.This is implies that people are the objects of development and it is their involvement in the direction and execution of projects that is of concern here.

According to the Chambers (1989 community participation offers a means of empowering the poor, the marginalized and the disenfranchised in societies in the design and implementation of programmes without external influence or pressure.

The role of the agencies is that of facilitating not to influence decisions in the life of community development initiatives.

## Research Question Three

The third objective of this study was to find out successful projects in rural areas in Borama. Data analysis and interpretation revealed the following major findings under this objective; it revealed that the most successful project was education and the second most successful project was health project. Also the study revealed that the majority of respondents reported that micro credit project, capacity building project were not among the most successful project in rural areas in Borama.

This is in line with Pinto and Slevan's (1994) argument that a project is only successful to the extent that it satisfies the needs of its intended user.

They identify the fact that the element of success in a project refers to *efficiency* and *effectiveness* measures. Efficiency measures correspond to the strong management and internal organizational structures (adhere to schedule, budget and *Performance Indicators* specification) and effectiveness measures refer to user satisfaction and the use of the project. In addition, efficiency would only be achieved through having standard, systems and methodology.

# CONCLUSIONS

This study investigated community participation and project sustainability by INGOs in rural areas in Somaliland. To be effective, fitness projects should prepare the community for the demands that are placed on them in their activity. This means that projects implemented are educational projects and health projects, and at least most of the projects that is available in the INGOs. Although projects will always have an impact on the community participation and that the more community is trained the more acquires the skills and the better the output. The communities have been exposed to training to participate in the project implementation but the kind of training offered does not match with the training needed of these communities.

Too often the INGOs do more to fit in the community by implementing the projects; managerial, administrative, support, and other service jobs are clearly areas where community participation gains will occur, and the participation of the community does not work if the economy is bad.

The study reveals that there is low community participation in project sustainability implemented by INGOs in Borama District, Somaliland. The training may be offered but if it is not in line with the needs of the community, it will not have any impact on project implementation participation.

# RECOMMENDATIONS

Having clinically studied the concept of community participation in relation to project sustainability in Borama District, Somaliland, the researcher unearthed some loopholes, potentials and opportunities in how communities can participate actively and efficiently in developmental projects. Based on the identified loopholes the researcher therefore made the following.

1. INGOs should identify the type of projects for which community needs.

2. The community should participate effectively during the implementation of project.

3. INGOs programs should improve the economic well-being of communities by job creation and income generation and sustainable community development.

4. INGOs should also motivate the community participation in the projects and help them to improve quality of their lives by coordinating meetings, training, planning community activities, and becoming practical in community initiatives.

5. INGOs should establish goals and measures for determining project designing. It is at this level that international NGO can develop tools for determining the levels of community participation in projects implemented in rural areas and the goals, aims and objectives of project implementation.

6. INGOs should develop and determine the training programs. This calls for the identification of the resources that will be used to facilitate project implementation in rural areas.

7. The partnership between the government, INGOs and the other development agencies must work together in setting co priorities, suggesting budget allocations and service delivery models and assessing progress.

### Suggestions for Further Studies

1. INGOs activities and community participation

2. The impact of INGOs projects on education and health.

# REFERENCES

Amin,M.E. (2005).Social Science Research: concepts, methods & analysis.
Kampala: Makerere University.

Armitage,L.H.(188). Definition of Community participation. Technical
Report Biodiversity Support Program, USAID, Washington DC.

Arnstein, S. R. (1969). A ladder of Citizen Participation. Journal of the
American Institute of Planners.

Baker, B.N. (1991). Factors affecting project success. *In:* D.I.Cleland,(ed).
Project management handbook. Newyork :Nostrand Reinhold.

Bamberger, R.C.(1986).Project level activities. International Journal of
Project Management, Vol. 20

Bens,C.A. (1994). The Importance of Community Participation. In Public
Administration and Development.

Brager, L.,Specht, A.& Torczyner,E. (1987). Participation Source book.

Environmental Management Series. Washington DC.

Bryant, C. and White L. (1982), Managing Development in the Third
World, Bouler:Westview Press

Brown, C .J (2000), "A Model of the Facilitation of CommunityParticipation
In the scoping of projects"in F. Theron, A. Van Rooyen and J. Van
Baale(eds) *Good Governance for People: Policy and Management,*
Bellvile: School of Public Management and Planning, University of
Stellenbosch.

Chambers, R. (1983), Rural Development: Putting the Last First,
Longman.

Chowdhury, S.(1996).'Participation, Learning and Sustainability: Emerging
Challenges for project development; Social change, March
1996.

Cooke, and U, (2001), Participation: The New Tyranny? Zed Books,
Newyork.

Cooke,A.& Kothar,L. (2001) Participation: The New Tyranny? Zed Books,
Newyork.

Dresner S. (2002), The Principles of Sustainability, London: Earthscan
Publications.

Downs,C. (1957).Civic duty and expressive voting: is virtue its own reward
and economic Theory of democracy. New york: Harper and Row

Fowler, G. C., & Floyd, J. R. (2001). Survey research methods. ($3^{rd}$ ed).
Thousand Oaks: Sage.

Graziano, A. M., & Raulin,M. L.(1993). Research methods. ($2^{nd}$ ed).
New York: Harper Collins.

Honadle G and Van Sant J (1985), Implementation for Sustainability:
Lessons from Intergrated Rural Development, West Hartford
Kumaria Press.

Hickey, S. and G. Mohan (2004) Participation: from tyranny
Transformation?Exploring new approaches to participation in
development Zed:London.

Integrated Environmental Management Information Series (3), (2002),
Stakeholder Engagement: Pretoria, Department of
Environmental Affairs and Tourism.

Kaufman, S. & Poulin, J. (1996), 'Citizen Participation in prevention
        Activities: a path model', Journal of Community participation.

Mansuri, G. & Rao, V (2003). "Evaluating Community-Based and
        Community Driven Development: A Critical Review of the
        Evidence."Working paper, Development Research Group, world
        Bank.

Muganda,O.M.,& Muganda, A.G. (2003).Research methods: Qualitative
        And Quantitative Approaches. Nairobi: African Center for
        Technological studies.

Musa, S. M. E. (2002). Feeder Roads and Food Security in Balancing the
        Load : Women, Gender and Transport.UK: Zed Books Ltd.

Narayan,D.Isham,A.Pritchett,H.(1996).CommunityParticipation: Occasional
        Paper Seies1.World Bank.

Narayan, D. (1995). "*The Contribution of People's Participation*: Evidence
        From 121Rural Water supply Projects."ESD Occasional Paper
        Series1. World Bank.

Oakley, P.(1991), *Projects with people: The Practice of Participation in
        Rural Development,* Geneva, International Labour Office.

Oso, W. & Onen, W. (2008). A General Guide to Writing Research
        Proposal and  Report. Kampala: Makerere University.

Olukaton, A .(2008), Achieving project sustainability through community
        Participation.Kogi State University: Nigeria.

Pinto.C.J.& Slevan's,M.D. (*1994*). Successful Projects: The Practice of
        Participation in Rural Development, Geneva, International
        Labor office.

75

Reid, N. J. (2000), Community Participation. Office of Community
    Development :Newyork.

Rahman, M.D.A (1993) People's Self-Development: Perspectives on
    Participation Action Research, A Journal through experience, Zed
    Books, London  and New jersey.

Rahnema, A.H. (1992). Participatory Development. Washigton:Mike Roche

Robbins ,S. P and Decenzo D. A, (2004) *Fundamentals of Management:*
    *Essential Concepts and Applications,* 4th ed, USA, Pearson
    Prentice hall.

Samue,L.E.& John,R.B. (1999) "Participation, Civil Society and
    Development",   Theory, Policy and Practice, Cape Town, Oxford
    University press.

Swanepoel, H. (2000), *Introduction to Development Studies,* Oxford.

Wates, N. (2000), The Community Planning Handbook, London.

Whitelay,K & Richardson,S (1994). General incentive model in
    Participation theory.[Electronic Retrieved on 17/03/2010
    fromwww.schollary articles.com.

Wesberg,J.(1992),"Participation :Begins with the project Design " in Davis-
    Case et al.

Westergaard,G.(1986). "Participation in Development: New Avenues",
    World development.

William ,G.(2000). Evaluating Participatory Development: Tyranny, Power
    and (Re) politicization, Third World Quarterly.

World Bank, (1996), World Bank Participation Source Book, WB, newyork.

World Bank, (2003). "Socio Economic Survey Somalia". [Electronic].
Retrieved on 10[08/2010 from the World Wide Web
http:// www.worldbank.org/afr/so/

World Bank, (2004). World Development Report. New York: Oxford
University press.

Zachariah,B.& Sooryamoorth'y,A.(1994). "Community Participation the key
To Sustainable development" in the Journal of Natural Resources
Board,Harare:NB.

# APPENDICES

# APPENDIXI: TRANSMITTAL LETTER

**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug.
Website: www.kiu.ac.ug

OFFICE OF THE ASSOCIATE DEAN, SOCIAL SCIENCES
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

15th November 2010

Dear Sir/Madam,

RE: REQUEST FOR FATOUMA ABDILLAHI OMAR, REG. NO.MPP/42636/92/DF; TO CONDUCT RESEARCH IN YOUR INSTITUTION

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

She is currently conducting a field research the title of which is **"Community Participation and Project Sustainability by International NGOs in Rural Areas in Somaliland."** As part of her research work, she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

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

Any information shared with her will be used for academic purposes only and we promise to share our findings with your institution. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

**DR. ROSEANN MWANIKI**
**ASSOC. DEAN SOCIAL SCIENCES (SPGSR)**

*"Exploring the Heights"*

78

# APPENDIX II: RESEARCH INSTRUMETS

*KAMPALA INTERNATIONAL UNIVERSITY*

*QUESTIONNAIRE*

Dear respondent,

I am conducting a study entitled "**community participation and project sustainability in Borama district, Somaliland**".

In view of this may I request that you answer my questionnaire? I will appreciate it very much if you can return the questionnaire as soon as possible.

Please be assured that the data you provide will be used only for academic purpose and the information you provide will be treated with utmost confidentiality.

Thank you very much in advance.

Yours truly,

Fatouma abdillahi omar

Candidate for Master of project planning and management

Kampala International University

Kampala, Uganda.

## SECTION A: Profile of the respondent

1. Age:
   ----- 20-30

   ___ 30-40

   ___ 40-50

   ___ 50 and above

2. Sex :
   ___ Male

   ___ Female

3. Marital status
   ____single

   ____married

   ____divorced

   ____widowed

   _____separated

4. Educational Qualification:
   ___ Primary Level

   ___ Secondary Level

   ___ University level

   ___ None

5. Number of year's experience:
   ___ Less than one year

   ___ 1 year-2year

   ___ 2 years-4years

   ___ 5 years and above

## Section B: questions for project managers

6. Name of your organization _____

7. How long have you been working in the field of project manager

| | | |
|---|---|---|
| Less than one year ☐ | 1-2 years ☐ | 2-3 years ☐ |
| 3-4years ☐ | 4-5years ☐ | 5-6years ☐ |
| 6-7years ☐ | 7-8year ☐ | 8-9years ☐ |

8. Which area dose your organization operates?

Rural areas ☐

Urban areas ☐

Both ☐

9. What kind of projects does your organization implemented?

Micro credit project ☐

Education project ☐

Health projects ☐

Capacity building project ☐

10. Who are the beneficiaries of your projects?

Children (Students) ☐

Women ☐

Disabled people ☐

Other, specify _____

11. Do you provide any support for the community for the sustainability of the project?

a) Financial                         c) material

b) Training                          d) other (specify)

**Direction:** Please write your answer to the statements below. Kindly use the rating guided as follows for 1, 2, 3, and 4

1- Strongly agree

2- Agree

3-Disagree

4-Strongly disagree

## SECTION C: question for the community to determine their level of participation in projects implemented in rural areas.

| Scale | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 12 | Your community members always participate in project design. | | | | |
| 13 | The community often participates during the implementation of the project. | | | | |
| 14 | You are satisfied with the level of your community participation in projects implemented in your area of residence. | | | | |
| 15 | It does not matter for your community if they didn't participate the projects implementing in your area. | | | | |
| 16 | Your community always concerns about the employment they get from the projects implemented in your area instead of the long term sustainability. | | | | |

**Direction:**

Please write your answer to the statements below. Kindly use the rating guided as follows for 1, 2, 3, and 4

        1- Strongly agree

        2- Agree

        3-Disagree

        4-Strongly disagree

**SECTION D: Questions to determine the Effects of Community participation on project sustainability.**

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 17 | Community develops skills for collective action, maintenance and sustainability | | | | |
| 18 | Community participation address people's needs to strength their position and to put forward their case to the decision making body | | | | |
| 19 | Community participation enables planning and implementing the project goal and objectives as it planned | | | | |
| 20 | For projects to be implemented there must be community participation | | | | |
| 21 | Community must participate or share actively in the decision making and planning in order to reach the desire goal or the needs of the community. | | | | |
| 22 | Community participation can play an important role in project sustainability. | | | | |

**Direction:** Please write your answer to the statements below. Kindly use the rating guided as follows for 1, 2, 3, and 4

1- Strongly agree

2- Agree

3-Disagree

4-Strongly agree

## SECTION E: question for finding out successful projects in rural areas

| Scale | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 23 | The projects implemented meet the needs of the rural areas. | | | | |
| 24 | The project implemented rural areas are completed on time. | | | | |
| 25 | Projects are implemented within the estimated cost. | | | | |
| 26 | The projects implemented are done within the agreed scope. | | | | |

# APPENDIX. B  Interview Guide for project managers

1. How many years have you been working in the field of project manager?

   ....................................................................................................

   ....................................................................................................

   ....................................................................................................

2. What kind of projects did your organization implement in rural areas?

   ....................................................................................................

   ....................................................................................................

   ....................................................................................................

3. Who were the direct beneficiaries of your project?

   ....................................................................................................

   ....................................................................................................

   ....................................................................................................

4. How do you provide any support for the community for the project sustainability?

   ....................................................................................................

   ....................................................................................................

   ....................................................................................................

5. Do you give the financial and training support required for the project sustainability to the beneficiaries?

   ....................................................................................................

   ....................................................................................................

   ....................................................................................................

# APPENDIX III

## NAMES OF THE ORGANIZATION

| 1 | Hallo trust |
|---|---|
| 2 | Caritas |
| 3 | International Aid Serves |
| 4 | Penha |
| 5 | Merlw |
| 6 | Coopi |
| 7 | Care International |
| 8 | Save the Children Denmark |
| 9 | Mercy Crops |
| 10 | PAI |
| 11 | Educational Development Center |
| 12 | Cesvi |
| 13 | Norwegian Refugee Council |
| 14 | Progressio |
| 15 | International Medical Crops |
| 16 | Public Service International |

# RESEARCHER'S CURRICULUM VITAE

## Personal Profile

Name: Fatouma Abdillahi Omar

Citizenship: Djiboutian

Mobile: +2522 - 4456 271

Date of birth, June, 29, 1980.

Email: fatmayaan@hotmail.com

## Educational background

## Post Graduate

2010 -2011 Master of Arts in Project Planning and Management, Kampala International University, Uganda, thesis on:"Community Participation and Project Sustainability by INGOs in Borama District Somaliland, 2011".

## Under graduate

2000 -2004 Bachelor of Business and Public Administration at Amoud University, Somaliland, and Research paper on "The importance of Financial Statement Analysis on Small Business, Somaliland, 2004.

## Diploma

2005- Diploma certificate for computer training

## Secondary School

1996- 2000 Graduate, Sheekh Ali Jowhar Secondary School ,Borama, Somaliland.

## Elementary School

1996 Completed, Adam Isaac Elementary School, Borama ,Somaliland.

## Primary School

1992 – Completed Sheekh Abdirahman Primary School,Boorama
Somaliland

## Other Certificates

- Certificate of research methodology, Kampala International University ,2010
- Certificate in project planning and management, Makerere University, Kampala Unganda, 2010.
- Certificate of project monitoring and evaluation, Makerere University, Kampala Uganda, 2010.
- Certificate of NGO Development and management, Makerere University, Kampala Uganda, 2010.
- Certificate of A peace and conflict management, makerere University, Kampala Uganda, 2010.
- Certificate of A guidance and counseling, Makerere University, Kampala Uganda, 2010.
- Certificate logistics management and customer care, Makerere University Uganda, 2011.

## Working Experience

- 2005-2006     General accountant, SHABA Company, District Borama Somaliland.
- 2006-2007     Assistant Mayor of District Boorama, Somaliland.
- 2007-2008     National Electoral Commission, Hargeisa Somaliland.

| Languages: | Level |
|------------|-------|
| Arabic | Very good |
| English | Very good |
| Somali | Fluent |

## Additional Skills

- Computer literate
- Good understanding of Micro soft office
- Familiar with various statistical packages
- Keen user for the I