

**EDUCATION AND COMMUNITY PARTICIPATION IN LOCAL DEVELOPMENT
PROJECTS IN KATAKWI DISTRICT: A CASE STUDY OF THE CONSERVE
UGANDA**

PROJECT IN KATAKWI SUB COUNTY

BY

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DECLARATION

This report is my original work and has not been presented for any degree or any other academic award in any university or institution of learning


Signature of candidate.......... Date..........

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APPROVAL

I confirm that the work presented in this research is done under my supervision as the university examiner supervisor.

Signature of the Supervisor  Date..... 4th / 10 / 2016

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DEDICATION

I dedicate this piece of work to my beloved parents, friends and all other family members not forgetting my friends who supported throughout my studies may God bless.

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TABLE OF CONTENT

DECLARATION	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT	v
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Back ground.....	1
1.1.1 Historical Background	1
1.1.2 Conceptual Background.....	3
1.1.3 Theoretical Background.....	3
1.1.4 Contextual Background	4
1.2. Statement of the problem.....	5
1.3 Objectives of the study	5
1.3.1 General Objectives.....	5
1.3.2 Specific Objectives	5
1.4 Research Questions.....	6
1.5 Scope of the study.....	6
1.5.1 Content Scope.....	6
1.5.2 Geographical Scope	6
1.5.3 Time Scope	6
1.5.4 Theoretical scope	6
1.6 Significance of the study	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.0 Introduction.....	8
2.1. Conceptual Framework showing the relationship between education and community participation	8
2.2 Theoretical Framework.....	8

2.3 Review of literature	9
2.3.1 Level of community participation in the design and implementation of Local Development Programmes	9
2.3.2 Factors that affect community participation in local development projects	10
2.3.3 Possible measures to enhance community mobilization challenges.....	13
2.4 Related Studies	17
2.5 Research Gap	18
 CHAPTER THREE: RESEARCH METHODOLOGY	 19
3.0 Introduction.....	19
3.1 Research design	19
3.2 The population of the study	19
3.3 Sample size	19
3.4 Sampling techniques	20
3.5 Data sources	20
3.5.1 Primary data collection	20
3.6 Research instruments	20
3.6.1 Questionnaires	20
3.7 Validity and reliability	21
3.7.1 Validity	21
3.7.2 Reliability of an instrument	21
3.8 Procedure of data collection	21
3.9 Data analysis	21
3.9.1. Editing.....	21
3.9.2. Coding.....	22
3.9.3. Tabulation	22
3.10 Ethical considerations	22
3.11 Limitations of the Study	22
 CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION	 24
4.0 Introduction.....	24

4.1 Demographic Data	24
4.2 Level of community participation in the design and implementation of the conserve project	27
4.3 Factors that affect community participation in conserve project.....	29
4.4 Possible measures to the challenges affecting community participation in conserve projects	31
 CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	 33
5.1 Summary of the findings	33
5. 2. Conclusions.....	34
5.3 Recommendations.....	35
 REFERENCES	 37
APPENDIX I	39
RESEARCH QUESTIONNAIRES FOR COMMUNITY MEMBERS.....	39

ABSTRACT

This work emphasized on the examining the role of education and community participation in local development projects in Katakwi District: a case study of the Conserve Uganda. The study was guided by three objectives that included to establish the level of community participation in the design and implementation of Local Development Projects, to find out the factors that affect community participation of people in Local Development Projects and to suggest possible measures to enhance community participation in Local Development Projects. The study was guided by a cross sectional survey design that included both primary and secondary sources of data. The findings indicated a positive response from the respondents on the extent of community participation in the design and implementation of the Conserve project with a total highest mean of 3.4500, in the section of the factors that affect community participation in the conserve project, the findings indicated the highest rating as 36667 as inadequate knowledge on ways to conserve the environment. Amongst the solutions to the challenges of community participation, the research found that most respondents agreed with sensitization or education of the public on the benefits of community involvement in conserving the environment (2.3000). the study further concluded that community participation existed in the first phase of the Conserve Project programme implementation (2001-2007) but has been on decline. Forms and scope of participation by the beneficiary farmers include selecting enterprises, forming farmers' groups, electing group leaders and representatives, attending training, and group and inter-group meetings. Finally, politicking Conserve Project programme need to be avoided as much as possible so that the programme remains a development programme rather than a political tool.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The study was undertaken to investigate the factors hindering active participation of people in community projects. In this section, the issues to be discussed are the background of the study, statement of the problem, objectives of the study that is; general and specific, scope of the study, the justification and the research question.

1.1 Back ground

1.1.1 Historical Background

After the World Conference on Agrarian Reform and Rural Development (WCARRD- Rome, 1979), it was declared that participation of rural people in designing policies and programs that affect their lives should be 'a basic human right'. In response to that, many development agencies, international organizations, NGOs, donors and governments were obliged to adapt participatory approaches in order to ensure effectiveness and sustainability of development activities (Guimaraes 2009).

TASAF 2005 – 2009 was one of the Tanzania government programs introduced as an intervention to poverty. The main objective of TASAF program was to empower communities to access opportunities so that they can ask for, implement and supervise sub projects that add to improved livelihoods linked to the Millennium Development Goals (MDG) adopted in 2000 and set to be achieved in 2015. This was also a strategy to attain indicators targeted in the National Strategy for Growth and Reduction of Poverty (NSGRP) that was set to be achieved in 2005 - 2010 (TASAF 11 operational manual 2005).

The TASAF development programs adopted participatory methods to ensure grass root level involvement in project planning and implementation processes. This strategy had been prioritized in order to strengthen community ownership of development projects as well as to meet the needs of marginalized people in the society. Under this circumstance people were expected to identify their problems and to identify ways to solve problems in more interactive and supportive means. The Participatory Rural Appraisal method was one community

participation method used during problem identification and prioritisation of projects. In village meetings men and women were provided opportunities to participate in project identification and prioritisation and thereafter to select a Community Management Committee (CMC) from among community members to monitor day-to-day project activities during the implementation phase. According to the TASAF project guidelines, 50% of CMC members have to be women; this was to ensure involvement of women in leadership positions where women voices could be heard and considered. The Community Management Committee was responsible for the procurement of project materials, consultation with the project coordinator and other technical staff at the district level, store keeping, and day-to-day management of project activities (TASAF 11 project implementation guideline 2005).

Target groups under this project included the communities with poor or no basic social services, food insecure households and vulnerable groups such as orphans, people with disabilities, elderly, widows/widowers and HIV/AIDS infected persons (Ibid). Through TASAF programs, 44 projects have been implemented in the Rufiji district (a case study area): 5 projects for communities with periodic hunger; 31 projects for communities with social service shortages; and 8 projects for income generating activities for mostly vulnerable groups. The implemented projects vary from one village to the other and this was due to the nature of priority problems in a particular community.

These projects include road and bridge construction, class room construction, housing construction for teachers and nurses, construction of laboratories, construction of wards, construction of dispensary buildings, construction of deep wells, bee keeping, poultry keeping, sensitisation on establishment of community banks and so forth (Annual project implementation report for Rufiji district 2009). Community contributions, especially the provision of a labor force and cash donations was also encouraged in order to expand people's knowledge and experience in implementation and maintenance of development projects (TASAF 11 project implementation guideline 2005).

1.1.2 Conceptual Background

According to Dewey 2004, Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include storytelling, discussions, teaching and training or even through direct research. However, in this study education refers to one's level of academic attainment.

Community Participation refers to a process through which stakeholders' influence and share control over development initiatives and the decisions and resources which affects them", (World Bank 1994 as cited in Guimaraes 2009:6).

However, in this study community participation may refer to the involvement in decision making, leadership monitoring and evaluation.

In relation to definitions of participation a literature review has identified forms of participation with accordance to their applicability, such forms are utilization, contributions and consultation, interactive form of participation, and passive participation, (Pimbert and pretty 1994 as cited in Guimaraes 2009, Smith 1998).

1.1.3 Theoretical Background

The study adopted the Participation theory by Cornwall's (2002), the theory describes participation by considering aspects of space, power and differences; she argues that, participatory spaces can be created in order to allow people to interact and to discuss issues of their concern as well as to perform social responsibilities.

These spaces can change from time to time and from one context to another. This could be through formulation of new laws or amendment of the previous laws or by inviting people to meetings and social clubs. However power and differences among the people may allow or limit effective participation. This is because participatory spaces gather people from different backgrounds and with different identities.

1.1.4 Contextual Background

Community participation in any developmental activity is a fundamental ingredient for any success of such a venture. Complete involvement of the local people should be ensured at all stages of development intervention. Participation as a development concept has undergone changes. The way it is used today by many CBOs (Community Based Organizations) is different from how it was used before. Earlier development approaches of the 1960s and 70s tended to use participation as a “means” rather an “end”. Participation of people in development activities was used to achieve others rather than to achieve itself. But today, the concept of participation has a new focus; it means an end in itself, implying that the major objective is to make people participate and achieve it as a goal in itself but not to achieve other goals.

Thus participation is not only being viewed as a process by which people, especially the disadvantaged, influence decisions on matters that affect them but participate in the design and execution of projects. In the aftermath of insurgency in Teso, a number of community extension projects have been initiated by government and NGOs intended to alleviate people’s problems such as poverty, illiteracy, poor soils, poor drinking water, ill health, etc. One of the projects initiated by Non-Governmental Organization is The Conserve Uganda Project. This project was initiated on 01-Jan, 2006. The objective of this project is to promote biodiversity conservation through improving people’s livelihoods.

The project document states that implementation, monitoring and evaluation can be manipulative. This suggests that the community members where the project is sited shall participate in the project formulation, implementation, monitoring and evaluation. This study is informed by the belief that there can be manipulative use of the concept of community participation whereby the communities are just used to deliver the interests of project managers. In other words, community participation can easily be a vehicle for community disempowerment, where the primary beneficiaries of projects are not the communities but other forces and classes. This is because the local people are expected to take over from the project initiators after they have left.

1.2. Statement of the problem

Community participation in projects is considered to be one of the ways of fighting poverty among communities. However, it is possible to have manipulated community participation where the poor do not benefit from their efforts. There is general perception that despite several projects established in the name and for the benefit of communities, no genuine community participation has informed such projects from design to implementation to monitoring and evaluation. In most developing countries, many past efforts in development programmes have had limited success because of lack of sufficient participation by stakeholders in the development process. The core constraint to fostering community participation especially among the rural people has been over-centralization of decision-making powers and resources thereby creating a communication gap between the beneficiaries / stakeholders and the development workers. It is because of this, that today, many programmes and projects have been introduced and developed with participatory approaches so as to bring the disparate voices of the people into the development process. Therefore this, study is aimed at establishing why community participation is very low in such projects.

1.3 Objectives of the study

1.3.1 General Objectives

To find out factors that hinder active and genuine participation of people in conserve project t in Katakwi District.

1.3.2 Specific Objectives

- To establish the level of community participation in the design and implementation of Local Development Projects.
- To find out the factors that affect community participation of people in Local Development Projects.
- To suggest possible measures that can enhance community participation in Local Development Projects.

1.4 Research Questions

1. To what extent do the community members participate in the formulation and design of The Conserve Uganda Project in Katakwi District?
2. What are the factors that affect community participation in Local Development Projects?
3. What are the possible measures to enhance community participation in local projects?

1.5 Scope of the study

1.5.1 Content Scope

The study is limited to the community participation in conserve Uganda project, it explores the extent of community members participation in the community, the factors hindering community participation and the possible measures to the challenges hindering active community participation in local projects.

1.5.2 Geographical Scope

The study was conducted in Katakwi District, located in eastern Uganda, Teso region, Uganda. The study sought this area because of the various government aided projects in the region.

1.5.3 Time Scope

The study was carried out in two month that is to say May to June 2016. The time period enables the researcher to gather the required information and finalize the research for presentation and submission to the university.

1.5.4 Theoretical scope

The study adopted Cornwall's theory of Direct Participation, this theory requires the community to put in time and effort in order to achieve the set goals.

1.6 Significance of the study

Community; the research is of great importance to the community as it aims at establishing the impact of education and community participation in local development of various projects in Katakwi.

Government; the research is helpful to the government by providing information concerning community participation in the Conserve Project and emphasizing its challenges so that their are clear strategies set in other districts.

Academicians; the report consists of knowledge from different authors and current findings from the field all which may help other researchers in similar or different fields carrying out their research.

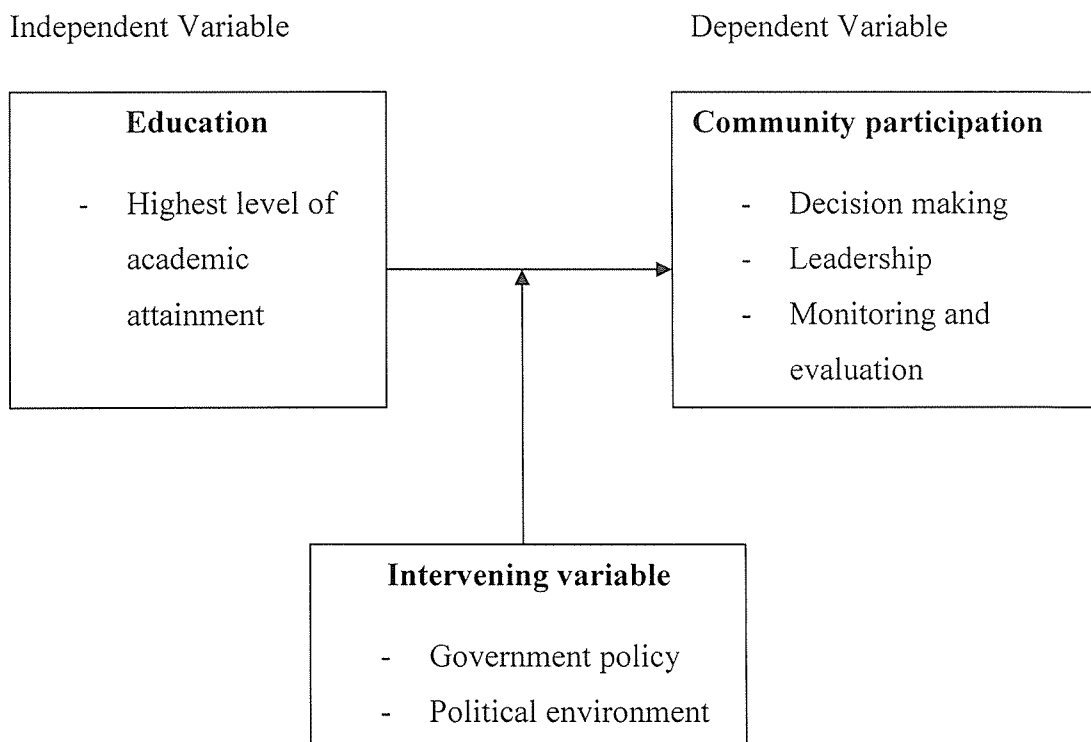
Scholar; The study helps the researcher to gain practical knowledge and skills in dealing with practical problems of social life such as those in communities.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents the reviewed Literature in relation to the study. It provides background information of other writings which have been significant to this study. Laborious efforts have been made to review literature on rural development and participation though very little of the sources proved worthwhile. Major sources of the information were from journals, newsletters and quotations from books.

2.1. Conceptual Framework showing the relationship between education and community participation



Source: Researcher 2016

2.2 Theoretical Framework

Cornwall's (2002) theory describes participation by considering aspects of space, power and differences; she argues that, participatory spaces can be created in order to allow people to interact and to discuss issues of their concern as well as to perform social responsibilities. These

spaces can change from time to time and from one context to another. This could be through formulation of new laws or amendment of the previous laws or by inviting people to meetings and social clubs. However power and differences among the people may allow or limit effective participation. This is because participatory spaces gather people from different backgrounds and with different identities.

Cornwall's theory of participation will help to examine created spaces that were introduced by TASAF project and how they have helped to influence women's participation and to understand how power and differences within the community have encouraged or discouraged women's participation in project planning and implementation.

2.3 Review of literature

2.3.1 Level of community participation in the design and implementation of Local Development Programmes

The community development approach emphasizes self- help, the democratic process, and local leadership in community revitalization (Barker, 1991). Most community development work involves the participation of the communities or beneficiaries involved (Smith, 1998). 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” (Gamble and Weil, 1995).

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 participation (UN, 1963; Vaughan, 1972; Darby and Morris, 1975; Christenson and Robinson, 1980; Rahman, 1990 in Smith, 1998). 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.

2.3.2 Factors that affect community participation in local development projects

Ndegwa Stephen (2000) indicated that Scaling Up Participatory Models; increasingly, funding sources express interest in programs that have potential for "scaling up." Community participation programs present some obstacles to "scaling up" due to their deliberately and intensely local nature. As a program develops and matures, program planners may face the challenge of "scaling down" the intensity of community participation in order to "scale up" the project without compromising its participatory nature and results.

Ramson(2004) observed that Understanding the Policy-Making Process;Before rural communities can make attempts to impact public policy, it is important that they have an understanding of the policy-making process itself. The first working paper of this series, "A Brief Guide to Understanding Policy Development" (Rural Communities Impacting Policy, 2002) discusses the policymaking process, including key players, timeframe for policy development and steps for influencing policy.

Understanding the policy-making process can help individuals and community-based organizations decide whether they will become involved in trying to develop or change a policy

and, if so, how to best go about it. Unfortunately, the policy-making process tends to be very complex making it difficult for almost anyone to understand it completely. However, understanding the process can help empower individuals and community-based organizations to impact policy.

Lack of Resources; Nakafeero Angela (2001), said that In order for rural communities to play an active role in the policy-making process, it is necessary for their members to have access to resources. These resources include adequate funding, government training programs, education, leaders, and volunteers to support rural causes and initiatives. Many rural communities tend to lack one or more of these resources, a situation which interferes with their ability to effectively impact the policy-making process.

Nakafeero Angela (2001), further said that having inadequate resources negatively impacts a rural community's ability to effectively influence and develop policy compared to other players in the policymaking process. For example, corporations and professional organizations often have access to large amounts of financial and human resources. This creates an inequity whereby community organizations that may be equally or even more affected by policy change do not have the same opportunity to participate in and influence the process.

Mbitti (2004), reported that reliance on Volunteers was another major challenge; Lack of access to financial resources necessary to address problems and concerns of rural communities leads to organizations relying on volunteers to carry out community-based activities. Low populations in rural areas can result in the availability of only a small number of volunteers to carry out all the necessary activities demanded by their community organizations. This situation can lead to a reluctance to become involved in the complex policy-making process. Even more difficult is finding individuals within rural communities with the skills, abilities and desire to initiate and champion rural policy development. Further, there tends to be a lack of programs to train, support and motivate new leaders and volunteers. As a result of a lack of these resources, some community leaders and volunteers face burnout that affects their productivity and progress in furthering the work to help their community. In addition, the loss of youth from rural communities results in a depletion of potential future community leaders and volunteers. Another

factor which can be considered contributing to the absence of a volunteer pool may be the political and social visibility that can result from becoming active in the policy-making process. Such visibility may be uncomfortable for some and emphasize the vulnerability of certain community members, for example, those of low socioeconomic status.

Rogers (2003), indicated lack of Access to Information; Rural citizens have indicated that they feel there is a lack of access to information about government programs and services. Rural Canadians have also reported that the information that is available on policy, government programs and services is difficult to obtain and interpret. There is a desire to learn about and access information about government programs and services that is understandable, concise and timely (Rural Dialogue, 2000). Recently, the Federal government has moved towards increasing access to information concerning programs and policies. For example, a 1-800 number and website has been created that allows all Canadians to easily access information concerning Federal programs.

In addition Rogers (2003), further observed that absence of Rural Representation in the Decision-Making Process; Living in a democratic society, we elect representatives to speak on our behalf at the government level. By virtue of their larger population, urban areas tend to have greater representation in the Federal parliament and Provincial legislatures than rural areas. The greater number of urban representatives is one factor that can lead these elected bodies to have a more urban focus and reduce the influence rural community members have in the decision-making process. Specific communities and groups of community members must also be considered in the rural policy-making process. Unfortunately, there are some groups who tend not to be well represented in the policy forum, for example, people with lower socio-economic status or First Nations communities.

Ramson (2004), said that time and Policy Timeline Restrictions; Often the policy timeline can create difficulties for communities looking to impact policy around a particular issue. Although government may be considering a policy change for a long period of time, the public consultation process may be relatively short and not allow community-based organizations the time to research and properly prepare to effectively participate. On the other hand, the policy-

making process can take a very long time, draining the resources of community-based organizations and frustrating those who want change.

Ramson (2004) again observed that there are certain things that can hinder community organizing, when countries' political and legal structures do not encourage or give room for community organizing. There is too much bureaucracy such that people can easily give up even when they are willing to participate for development that involves community organizing or involvement. Most community organized programs do get problems in getting registrations from the NGO registration board to register as Community Based Organization as a result they fail to access funds from donors for project implementation in communities.

David Leis and Tina Wallace (2000) observed that Moreover incomplete participation or representation in any initiative, there is always a risk that community leaders or spokespersons whether traditional or external will not represent the whole community, but instead will focus on their own concerns or agendas. At the same time, certain groups within the larger community whose participation can be highly important to community economic development may be marginalized or ignored due to culture and classes in the community. This is observed also at MWAODE group where women who often are reluctant to speak publicly due to culture and religious norms, or have no experience in doing so. Women are not allowed to speak in the public as a result are not able to participate in various decision making process which sometimes through their participation they would have made a great impact.

2.3.3 Possible measures to enhance community mobilization challenges

Deborah King (2012) stated by emphasizing that community members "take ownership" of the initiative. It is generally accepted that a true community-based initiative is one in which local people will say, "we did it ourselves." This basic principle of community organization is frequently forgotten in the haste of many community initiatives. Facilitators and sponsors may rush the mobilization process in order to meet planned goals, and in doing so jeopardize its long-term success. The assessment and planning phases of an initiative must take into account the need for community feelings of ownership to be created.

MacQueen et al- American Journal of Public Health- December 2001 asserted that, creating strong links to outside resources as communities is not closed, self-sustaining systems. The

ability of communities no matter how well organized and motivated to meet all of their needs is limited. These limits must be recognized and then planned for. For example now the government of Tanzania is organizing communities to construct classrooms which most of the communities have done and are continuing to do so, but that is not helpful if there is no consistent availability of teachers and teaching material. Community-level initiatives should identify and create linkages to other levels or support. For the case of schools construction this to include District Education officers who would allocate teachers to the community constructed schools.

Pat Shortt (2005) In his research indicated in order to secure long-term and maintaining the momentum of a community organized responses needs regular skills capacity building in and resources in community organizing by supporting with skills building workshops and advice from experienced leaders in another community to maintaining momentum community organized initiatives.

Stewart E. Perry (2003) indicated that, Moreover optimal community leadership and optimal representation must be invested not only in supporting good leadership but in ensuring optimal representation. The participation of marginalized groups such as women, youth, old and poor class is an important part of this, particularly when they are among the most affected by the problem. Whenever possible, widening the established discussion or decision- making mechanisms of the community. The Tanzania government is in the process of implementing the Local Government reform that is aimed at empowering the District council to involve communities to work on their community economic development. This is through Village councils and Ward level development committees.

For a successful community organizing requires a strong, skilled, indigenous leadership through a process of leadership development, organizational capacity building, education, and consciousness rising. Successful community empowerment efforts depend a great deal on indigenous leadership development and organizational capacity building on how-to organize communities that encompass such skills as chairing meetings, negotiating with government and NGOs institutions, fundraising, and handling budgets etc. Through the local government reform communities are requested to come up with their plans that include budgets and through these plans government is giving funds to villages to implement their plans. In such situation there is a need to develop the skills that will empower them to succeed in the implementation of the

projects. . Local government leaders are no longer supposed to largely direct and control, they are in charge of a sector that is expected to create an enabling environment and facilitate partnership and contribution of all stakeholders.

Last but not least Government need to promote community empowerment and support by encouraging grassroots self-help efforts like MWAODE in several ways, including funding direct operations, training, and ancillary activities of community groups; making public information accessible to community organizations; and giving community organizations a legitimate role in the public policy process through the local government reform that advocate for community organized activities.

Bartle P(2013)asserted that Getting Started by Designing ways for people to participate in policy debates and political processes takes some imagination. In particular, disadvantaged groups may feel skeptical, even fearful, about getting involved in politics. In some cases, traditional kinds of citizen engagement, such as Parent-Teacher associations can be empowering and effective. In other cases, new forms of citizen action, like accountability, sessions with government and corporate leaders, stakeholder juries, a scorecard for candidates and parties and street theater, have greater impact on both the citizens involved and the individual and institutional targets of advocacy.

It may be difficult to think creatively about activities that involve constituents equally as leaders and organizers. In some cases, NGO leaders are unsure if grassroots people are able to speak directly to a public official when they themselves are nervous about doing it. While the constituents in your advocacy efforts may not speak like professional lobbyists the fact that they live the problem being addressed gives their voice power and legitimacy.

Citizens need to be prepared before they mobilize. They need: Clarity and agreement about the issue they are addressing and why; Knowledge of how the political system can help address their issue; Strategies and skills to articulate demands and alternative solutions; Organization to give them a base of collective power from which to speak; A sense of identity with a broader campaign, and an understanding of how their actions link with other advocacy strategies; An understanding of the power dynamic in which they operate and the risks they may face and A clear, tested message to communicate to the public and decision makers.

Gajanayake&Gajanayake(2014) both indicated by Raising awareness among the authorities and among the target community or communities that you want to mobilize and strengthen is important. Raising awareness means; explaining your goals, strategy and convincing them that they can benefit from your success. Remember that you may find resistance to change and often those with most vested interests may be among this group.

Feinberg, (2007) also emphasize the organizations to Start off with a transparent community selection process and share results; there are many options on how to go about selecting your target communities. Donor requirements may indicate specific selection criteria or prioritized geographic or socio-demographic sectors. The quality and availability of quantitative data such as average family income or school dropout rates will also drive selection criteria. As important as defining your community selection process may be, it is equally important that you are transparent and publically share selection criteria and the results of the community selection process. Post the results of your community selection process online and share them with program stakeholders, including the communities that were not selected. Mercycorps Report (2012)

Akintobi, (2011) in his report encourages mapping community priorities and identifyingcommunity leaders through community assessments.Once we identified our target communities, we designed a simple questionnaire with the goal of identifying potential community leaders as well as what community members saw as their most pressing priorities. The questionnaire was applied through a house-to-house survey approach and carried out by our program staff. This is a great opportunity to inform community members about your upcoming program, its objectives and next steps. We found that when interviewed individually and anonymously, community members were more forthcoming about their needs and priorities, as well as their perceptions of who the “go-to” people were within the community. Properly framing questions is important. For example, we did not explicitly ask “Who are the community leaders,” but rather, “Who does the community member turn to when they need help or when there is a community issue that must be resolved.”

2.4 Related Studies

According to Mikkelsen (2005) in a study carried out in Ohio USA on community participation, it established that participation was viewed as active, passive or interactive. Active participation is open and community members take part actively in all stages of the project. Decision making as well as other vital activities, such as management as well as monitoring and evaluation of the projects, are done by the people.

On the other hand, during passive participation, the community maintains a distance and never intervenes in the activities; they are told what is going to happen or what has happened already. Interactive participation is when people take part in joint analysis as well as the planning process and the members of the target community improve their existing structures as well taking charge of their development process (Mikkelsen (2005).

Further still recent work by researchers like Mikkelsen (2005) identifies more types of participation, which will be discussed below. The first, passive participation, describes a situation where people are told what is going to happen or has already happened, with no ability to change it (Mikkelsen, 1995). This type of participation is not what would be deemed „real“ participation in development. It typifies the top-down approach; the people are only informed, probably as a way to legitimise the project. There is no true ownership of the project because people are not involved from the inception of the project.

The second type, according to Mikkelsen (1995), is participation in information giving, where people participate by answering questions posed by extractive researchers and developers. The people do have the opportunity to influence the proceedings, and the findings are not checked for accuracy. Not entirely different is the third type of participation, that is, by consultation, where people participate by consultation and decision regarding the nature of problems, and possible ways to solve them depend entirely upon the researchers. The people do not take part in the decision-making process. This appears to be the case in most communities in South Africa currently. The onus for decision making lies with the local government authorities, not the affected communities.

On the research carried out by Morrel (2007 in German, it discusses the relevance of education and community participation indicating that dependency on central planning discourages local

creativity and innovation and in many African countries, this is the main stream idea which naturally means community participation is limited.

G. Narayana Reddy in his book *Empowering Communities through Participatory Methods*, explains that in the top-down model of participation, the governments decide and provide for the communities which develops a sense of dependency and lethargy among the people. He presents an alternative to the top-down model in the form of a “partnership model” where the governments and communities work together in planning and decision-making with long-lasting results.

2.5 Research Gap

From the literature above, different scholars gave different sights related to education and community participation in local development projects, however education has been seen in general terms at a wider scope. This is especially examining education in terms of highest level of academic attainment and its impact on community participation on local development projects.

In addition, none of the research has been conducted about education and community participation in Local Development Projects in Katakwi District majorlmy KAtakwi Sub County.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This section entails the methods used to collect data necessary to answer questions, the research design, and population of the study, research instruments and data analysis techniques.

3.1 Research design

The study used a descriptive cross-sectional design employing quantitative methods of data collection. A cross-sectional study design was selected because the data collected was related to a single specified time and included some historical information and takes a short time.

3.2 The population of the study

The population of the study was community leaders, local council leaders, community members at large in Katakwi Sub County. The study targets 90 respondents. The population employed key respondents who had related knowledge on the study problem.

3.3 Sample size

The researcher used the entire population of 74 respondents. This research utilized the Solven's formula in determining Sample Size for Research Activities. The formula used for these calculations will be:

Solvn's for

$$n = \frac{N}{1 + N(0.05)^2} = \frac{90}{1 + 90(0.05)^2} = \frac{90}{1 + 90 \times 0.025} = \frac{90}{1 + 0.225} = \frac{90}{1.225}$$

$$n = 73.5$$

$$n = 74$$

Table showing the sample size and target group

Category	Target population	Sample population
Political leaders	8	10
CBOs/NGOs	5	7
Peasants	41	35
Business personnel's	36	22
Total	90	74

3.4 Sampling techniques

The research used total population sampling. Total population sampling is a type of purposive sampling technique that involves examining the entire population.

3.5 Data sources

The researcher used both primary and secondary methods of data collection.

3.5.1 Primary data collection

Primary data was collected using questionnaire surveys which were sent to randomly selected sample of Katakwi sub county staff specifically to meet the objectives of the study. Primary research enables obtaining of firsthand information from respondents

3.5.2 Secondary data collection

Secondary research was obtained from writings of various authors on similar problem. The information obtained synthesized the study, highlighting key themes emerging from those studies which were applied to the current study problem.

3.6 Research instruments

The researcher used questionnaire and interviews tools of data collection.

3.6.1 Questionnaires

The study used self-administered questionnaire to collect data from employees. McMillan and Schumacher (200 1) recommend a questionnaire if the researcher knew that the respondents would be in position to answer the questionnaire. Closed ended and scaled items were carefully used to generate information of influence since according to Macmillan and Schumacher (200 1) allow fairly several respondents to give their responses within a short time (Gupta, 1999).

3.7 Validity and reliability

3.7.1 Validity

Refers to the ability of an instrument to measure what is intended to measure. In this research, I will look at what is called content validity, this will be used to measure the validity of an instrument.

The research is valid because the questionnaire covered every part of the objectives and theoretical framework and that way it includes all the desired aspects

3.7.2 Reliability of an instrument

Refers to the degree of consistency of that instrument and consistency refers to the ability of an instrument to give the same results each time. It will be used to measure variable. It will be tested and retest method to ensure reliability and under test retest method questionnaire is administered to a few people in one week and then say two weeks it will be administered again to the same people.

3.8 Procedure of data collection

After the approval of the proposal by the supervisor, I will make the required copies of questionnaires and select research assistants to assist me in distributing/ administering and collection of the questionnaire. After the questionnaires are back I will summarize all response and compute the relevant statistics such as frequencies and percentage distribution, mean etc. after these computations the final report will be completed for submission.

3.9 Data analysis

After the information has been gathered, a variety of tools will be used to analyze it in order to capture the relevant findings and also present it in a manner that will be understood by fellow researchers and other research users. These tools are discussed below.

3.9.1. Editing

Editing was done in order to discard unwanted and irrelevant information, verify the data and check for consistency.

3.9.2. Coding

This involved grouping answers of a similar nature or with similar meaning in tune set of answers and giving them a particular number called a code. This means that for example answers with “yes” in a given questionnaire would be coded as number one and answers with “no” would be coded as number two for each questionnaire.

3.9.3. Tabulation

Tabulation involved representing the information obtained in figures and tables. This was later used to establish comparisons as well as conclusions for the study.

3.10 Ethical considerations

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher; introduced the purpose of the study as a partial fulfillment of the award of a bachelors degree programme and not for any other hidden agenda by the researcher and requested the respondents to participate in the study on a voluntary basis and refusal or abstaining from participating was permitted.

3.11 Limitations of the Study

During this study, the researcher expects to have some threats that could reduce the validity of the findings. This included emotional bias of respondents, inefficient time, unplanned change in the daily working and questionnaires retrieval.

The researcher anticipates encountering financial constraints in gathering information from the internet and libraries as well as typing, printing and transport costs. This was solved by making a budget within the financial limits of the researcher which will be followed to avoid financial inconvenience. In addition, typing costs will be limited by using personal laptop for typing of the work.

The researcher anticipates encountering time constraints in the course of the study. Balancing the research study and other demanding course works. A work plan was developed considering all the activities done in the process to make sure all activities run smoothly.

The researcher also anticipates difficulty in obtaining information from some uncooperative respondents who were hesitating to join the study. However, the objectives of the study was clearly explained to the participants such that they realize the importance of the study for free interaction to get the required information for the study.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.0 Introduction

This chapter presents the data collection that was got from the field. The data was presented and interpreted using SPSS. The data is presented in accordance with the research objectives.

4.1 Demographic Data

This section presents the personal details of the respondents, it includes their; sex, marital status, educational background, and occupational background.

Table 1: Gender of the respondents

	Frequency	Percent
Valid Male	41	55.4
Female	33	45
Total	74	100.0

Source: *Field Data 2016*

This section presents the gender of the respondents, it is categorized into females and males, the males were 41 (55.4%) whereas the females were 33 (45%). All in all, it was established that the males were more participant in this research compared to the females. Hence both categories participated in the research.

Table 2: Age bracket of the respondents

	Frequency	Percent
Valid 18-24	22	30
25-35	22	30
35-45	18	24.3
45 and above	12	16.2
Total	74	100.0

Source: *Field Data 2016*

The study established that majority of the participants in the study were youths, the age brackets of 18-24 and 25-35 with 22 respondents each (30%). Those in the age bracket of 35-45 were 18 respondents (24.3%) and lastly those of 45 and above were only 12 respondents (16.2%). In conclusion therefore, all age bracket categories were sampled in the research.

Table 3: Marital Status of the respondents

	Frequency	Percent
Valid Single	41	55.4
Married	10	14
Divorced	12	16.2
Widowed	11	15
Total	74	100.0

Source: *Field Data 2016*

The findings found that majority of the respondents were single (55.4%) whereas others were married (14%), divorced (16.2%) or widowed (15%). It was found that majority of the youths in the region are still not married yet they are participants in various government and non government aided community projects.

Table 4: Educational background of the respondents

	Frequency	Percent
Valid Secondary	27	36.5
None	9	12.1
Tertiary	10	14
Bachelor	15	20.2
Masters	13	18
Total	74	100.0

Source: *Field Data 2016*

The study also investigated on the educational background of the respondents and established that majority of the respondents had only qualified in secondary education studies and completely stopped there whereas others had bachelor's degrees, masters and some had tertiary education certificates.

Table 5: Occupational Background

	Frequency	Percent
Valid Peasant	40	54
Civil Servant	20	27
Business Personnel	10	14
Others	4	5.4
Total	74	100.0

Source: *Field Data 2016*

The study sought to establish the educational background of the respondents and found that majority were peasants (54%) whereas others were civil servants, business personnel's and those in the others category were sampled as well. Hence the research established that all categories in the occupational background were sampled as well.

4.2 Level of community participation in the design and implementation of the conserve project

This section presents the findings from the first objective of the study, the respondents views on the level of community participation in the design and implementation of the conserve project in Katakwi are presented in the table below;

Table 6: Extent of community participation in the design and implementation of the conserve project

	Mean	Std. Deviation
We follow the advise from environmental officers	1.9000	1.39855
Most of our communities plant trees in order to conserve environment	1.9000	1.20310
We attend community meeting with project officers on conserving	3.4500	.90993
Community participation helps to solve our problems in preserving environment	3.2500	1.44533
Involvement of the community members to sustain the project	2.6000	1.46368
Valid N (listwise)		

Source: *Field Data 2016*

Some respondents said that as members of groups they participate in the monitoring of group enterprises. This is done through group field tours whereby they visit fellow group members who are engaged in the conserve project. The monitoring exercise focuses on the assessment of the performance and progress of group enterprises. They look at how the activities are fairing, difficulties and challenges faced by group members, and advise accordingly.

Other respondents said that sometimes they make rotational monthly meetings hosted by a group member. Members use this opportunity to visit the host member's activity site to assess the progress and advise accordingly. Respondents in Katakwi spoke about this participatory monitoring. However, this practice varies from one farmer's group to another; thus, it is not

cross-cutting in all farmers' groups. The practice is also not continuous but it is planned for only specific periods of time.

Most respondents said that according to the trainings they attended, they were aware that monitoring and evaluation of the conserve project programme and enterprise activities is the work of community based facilitators (CBFs), parish coordination committees (PCCs), chair person farmers' forum and the conserve project coordinator. They reported however, that the concerned officials have not done their work as expected because they rarely monitor group enterprises. Some of these officials also admitted that they have not done their work of monitoring and evaluation effectively.

Contrary to the PMA annual report 2005/2006 which states that the Secretariat trained parish monitoring and evaluation (PM&E) coordination committee members and facilitators from 20 districts in the country. This explains the ineffectiveness of the programme monitoring exercise, particularly farmers' enterprise activities in the study area.

These two committees are supposed to work hand in hand with the farmers' forum and other parish level farmers' committees in the procurement and supply of the required agricultural and technology inputs and implements. They are charged with the responsibility of identifying and selecting the potential suppliers of agricultural and technology inputs through a competitive bidding process. They visit the source of the supplies and verify the quality before procurement and supply to the selected farmers.

In some cases they receive poor quality supplies such as poor quality goats (undersize), cow dung manure (mixed with soil and weeds) and farm implements such as wheel barrows, rakes and spades which are very weak and not long lasting. Moreover all supplies are procured at high prices which some respondents termed as "inflated prices".

4.3 Factors that affect community participation in conserve project

This section explored the various factors that have hindered the success of community participation in the conserve project.

Table 7: Factors that affect community participation in the conserve project

	Mean	Std. Deviation
Inadequate knowledge on ways to conserve the environment	3.6667	.95077
Conflicts of interest between community members and project team	1.9833	1.32117
Communication barriers between the community members and project team	2.6833	1.34658
High expectation by community members	3.7667	.87074
Poor involvement of the community members	1.7000	1.30579
Valid N (listwise)		

Source: *Field Data 2016*

There is a big number of “beneficiaries” mostly in the county who have been in the conserve programme for years but have not yet benefited. There are many farmers’ groups whose members have never individually benefited and yet they pay annual co-funding. Some of them only benefited from training.

But in general, the majority of the respondents are doing well and their lives have changed because of hard work and individual personal initiative. Most of them appreciated the outcomes of their participation in training they had attended. Farmers who are doing well have herds of goats, many chickens, and well-tended banana plantations which produce large bunches of matooke.

However, the current CONSERVE PROJECT implementation guidelines particularly the Presidential directive ordering the selection of only six beneficiaries (demonstration and lead

farmers) per parish for each financial year has had a negative impact on the beneficiary participation and their attitude towards the CONSERVE PROJECT programme as a whole.

This is because farmers' group members, who had previously applied for the enterprises and have been waiting, may end up not being considered under this new arrangement.

To qualify for selection as a lead or demonstration farmer, one must win the agreement of fellow parish farmers and meet the set requirements which include previous knowledge and practice in the prospective enterprise, ability to look after the enterprise and also pay back. This is judged on the basis of possession of farm structures (for goats and poultry enterprises), a reasonable size and 'improvable' banana plantation among others.

Generally, all the respondents were pessimistic about the operationalisation of the conserve project and. As a result participation is declining drastically and beneficiaries argue that they no longer make decisions but just operate on directives from above thereby making them mere recipients. This justifies the argument put forward by Susan Vincent (2004) against participation which is that outsiders tend to retain for themselves the right to guide the process and decide who participates and how and what gets funded and what does not.

4.4 Possible measures to the challenges affecting community participation in conserve projects

This section analyzed the solutions to the challenges affecting community participation in the conserve projects.

Table 8: Solutions to the challenges of community participation

	Mean	Std. Deviation
Sensitization / education of the public on the benefits of community involvement in conserving environment	2.3000	1.51042
Communication between communities members and the project team	1.7500	1.29700
Conflict resolution through dialogue to conserve the environment	2.6833	.92958
Motivation of the community members by facilitating the members to attend	2.2500	1.38546
Provision of questions and answers to solve community problem	1.7833	1.26346
Valid N (listwise)		

Source: *Field Data 2016*

Respondents noted that they participate in the formation of farmers' groups. The Conserve project by principle requires the beneficiaries to form groups through which agricultural and technology inputs are channeled to group members (MAAIF, implementation modalities report, 2006). With the assistance of extension workers at the sub-county level specifically the community Development officer (CDO) farmers are mobilized voluntarily to form or join groups on the basis of the identified enterprise(s).

The group membership varies from one group to another but the majority of the groups comprised between 20 and 25 members. A person becomes a member after paying a membership of 2,000 Uganda shillings, a group co-funding contribution fee which is determined by the number of members in a particular group.

Every farmers' group must be registered at the sub-county level with the sub-county accountant and pay a registration fee. The group is also required to open up a bank account in a nearby micro finance institution. It is also a requirement that each registered group pays a co-funding fee annually to the sub-county accountant. This is meant to ensure that the group is and remains active.

However, the majority of respondents expressed lack of information about the criteria followed in the process of selecting enterprises in the sub-county. Most of them feel they are not empowered to select their own enterprises. They said that they are engaged in some group enterprises because they have no alternative. Some of them applied for enterprises of their preference, for example cattle keeping and tree planting, but for several years they have not been considered for funding among the selected enterprises in the sub-county.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

From the study, it was confirmed that popular participation exists in the Conserve Project programme implementation but only at the farmers' group level. Conserve Project beneficiary farmers participate in the formation of farmers' groups, attend farmers' group or inter-group meetings, as well as training. Farmers also participate in the selection of enterprises, elect group leaders as well as representatives at various levels.

The study further revealed that monitoring group enterprises elicited low levels of participation because farmers regarded the work to be for the PCC, CBFs, coordinator and other extension workers at sub-county level. The initiative by farmer-group members to monitor group enterprises is still at a low rate and some times restricted to particular groups.

Absence of participation was also reported within procurement and supply processes involving agricultural and technology inputs and farm implements. Despite the existence of community based selection committees (CBSCs) charged with the responsibility of procurement and supply of the inputs and implements, the procurement committee at the sub-county had stifled its participation. Consequently poor quality deliverables are supplied to the beneficiary farmers.

Respondents also claimed to have been denied participation in the selection of enterprises right from the lower level. Much as they have trust in the farmers' fora and the technical committee at the sub-county level who select the enterprise to be supported, respondents argued that it would be better if they are involved at the lower stage right from the group level. They argued for a bottom-up approach as proposed by the Conserve Project Master document (2000) that the work plans should originate from the farmers themselves in their groups and be presented upwards through parish committees and representatives up to sub-county level for consideration and implementation.

The study revealed growing dissatisfaction among respondents with the new Conserve Project guidelines and the presidential directive. The argument is that the directives have eroded opportunities for beneficiary farmers to participate in decision making processes regarding issues that affect them. The beneficiaries of goat-keeping enterprises did not welcome the directive

from the President of giving all the 21 goats to one member on a loan basis, with the loan repayable after a period of two years. To them, this ruins their ability to decide the distributional chain for the goats they receive as group members, which is what they used to do before, and what they deem to be workable and to satisfy their aspirations.

The study also reveals benefits from participation by the respondents confirming most arguments for participation theorists and advocates notably Brett (2002) and Chambers (1997), and World Bank (2002). The most commonly mentioned benefits from participation in Conserve Project programme activities include beneficiary empowerment to make decisions on issues that affect them, developing a sense of ownership, of belonging to an association and of control over their own enterprises for their own benefit. It was also mentioned by the majority of female respondents that participation benefits them by enabling them gain confidence to express themselves in public without fear.

5. 2. Conclusions

From the above findings it can be concluded that popular participation existed in the first phase of the Conserve Project programme implementation (2001-2007) but has been on decline. Forms and scope of participation by the beneficiary farmers include selecting enterprises, forming farmers' groups, electing group leaders and representatives, attending training, and group and inter-group meetings. However, this participation was and is still mostly felt at the farmers' group level as major decisions are made by higher Conserve Project programme implementation authorities. It is clear that there would be much more benefits accruing from the programme if the beneficiaries were fully participating in the decision making regarding the programme planning, and implementation.

The participation of the beneficiaries in the Conserve Project programme has been on decline over the years since the early stages of its implementation. The situation has been worsened by the introduction of new programme implementation guidelines which took effect from the 2008/2009 financial year. The important decisions are now made by higher authorities right from the sub-county level upwards. Such decisions include the selection of enterprises which is done at sub-county level without participation from the grassroot farmers. Other decisions are entailed in the irreversible directives from the president on the distribution of goats and the supply of

other agricultural and technology inputs and farm implements, the number of beneficiaries per parish each financial year which is regarded to be very small compared to the total number of beneficiaries in the parish. This leaves majority of the ‘so called’ beneficiaries idle, demoralized and disinterested in participating in programme activities.

5.3 Recommendations

Basing on the above findings, I would recommend increased beneficiary participation in Conserve Project programme implementation particularly at the lower level. Beneficiaries right from the group level need to get involved in all the activities of the programme including planning, identifying their needs, and selecting their own favourite enterprises, while the farmers’ forum, sub-county technical staff and extension workers play an advisory role. This will make the programme more bottom-up as was originally designed in the conserve project master document (2000).

All the Conserve Project programme key stakeholders need to ensure that the procurement and supply process is transparent and it actively involves farmers’ elected community based selection / procurement committees both at parish level and sub-county level. The process should be in accordance with the stipulated Conserve Project programme implementation guidelines (Conserve Project 2000; 2006, 2008).

The Conserve Project coordinators, elected leaders of farmers’ groups and committees at different levels need to sensitize the programme beneficiaries most especially about the new programme implementation guidelines. Information is needed on the implication of these new guidelines for previous arrangements (first phase of Conserve Project programme). Most farmers are still waiting for a response from the sub-county Conserve Project coordinator to their applications for enterprises. Yet with these new guidelines, this arrangement is no longer applicable. The Conserve Project coordinator and other elected leaders at different levels should tell the farmers the truth regarding the fate of their applications for enterprises instead of keeping them waiting in vain which makes them demoralized, de-motivated and disinterested in participating in Conserve Project programme activities.

More sensitization and training is also needed because most farmers who joined the programme recently are not well conversant with it. This is mostly needed in Katakwi County, with

particular emphasis on their roles, obligations, rights and desired degree of participation as beneficiaries of the programme. More training sessions for farmers on the ways to manage and develop their selected enterprises need to be carried out.

Finally, politicking Conserve Project programme need to be avoided as much as possible so that the programme remains a development programme rather than a political tool. There is a need to make a clear demarcation between the two programmes - Conserve Project and Prosperity For All, with each programme being given distinctive structures with different target beneficiaries. Otherwise, making Conserve Project programme a political conduit by the NRM political party members / supporters restrains the interest of the non-NRM members from participating in the programme.

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APPENDIX I

RESEARCH QUESTIONNAIRES FOR COMMUNITY MEMBERS

I am Alungat Jimmia, a student of Kampala International University, carrying out a research study on the community participation in local development projects; case study Conserver Uganda project Katakwi sub county, Katakwi District.

I kindly seek your opinion and answers to the questions raised in this questionnaire to facilitate my study by ticking in the appropriate option. The information obtained thereafter will be used for academic research purposes only and will be treated with confidentiality. It's only through your positive response that this study can be completed successfully. You may respond by either filling in the blank spaces or indicating with a tick where applicable. Thanks for your cooperation and time.

Demographic characteristic of the respondents

Sex

Male ☐

Female ☐

Marital status

Married ☐

Single ☐

Separated/divorced ☐

Age of the respondent

18-20 ☐

21-29 ☐

30-39 ☐

☐

40-49

50+

☐

Education level

Primary

☐

O level

☐

A level

☐

Diploma

☐

Bachelors

☐

Masters

☐

Other

☐

Occupation of the respondent

Peasant

☐

Civil servant

☐

Self employed

☐

Unemployed

☐

Others

☐

Section B: the level of community participation in the design and implementation of the conserve project

SA= strongly agree,A= agree, NT= not sure, SD= strongly disagree,D=disagree

Statement	SA	A	NT	SD	D
We follow the advise from environmental officers					
Most of our communities plant trees in order to conserve environment					
We attend community meeting with project officers on conserving					
Community participation helps to solve our problems in preserving environment					
Involvement of the community members to sustain the project					

Section C: The factors that affect community participation in conserve project.

SA= strongly agree, A= agree, NT= not sure, SD= strongly disagree, D=disagree

Statement	SA	A	NT	SD	D
Inadequate knowledge on ways to conserve the environment					
Conflicts of interest between community members and project team					
Communication barriers between the community members and project team					
High expectation by community members					
Poor involvement of the community members					

Section D: Possible measures that can enhance community participation in conserve projects.

SA= strongly agree, A= agree, NT= not sure, SD= strongly disagree, D=disagree

Statement	SA	A	NT	SD	D
Sensitization / education of the public on the benefits of community involvement in conserving environment					
Communication between communities members and the project team					
Conflict resolution through dialogue to conserve the environment					
Motivation of the community members by facilitating the members to attend					
Provision of questions and answers to solve community problem					

Office of the Head of Department

6th September, 2016

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MS. ALUNGAT JIMMIA,
REG. NO.BDS/42120/133/DU**

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Bachelors Degree in Development Studies.

She is currently conducting a field research for her dissertation entitled, **COMMUNITY PARTICIPATION IN LOCAL DEVELOPMENT PROJECTS IN KATAKWI DISTRICT, A CASE STUDY OF THE CONSERVE UGANDA PROJECT IN KATAKWI SUB COUNTY.**

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

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Ms. Aimenbabazi Rose

HOD, Development, Peace and Conflict Studies

