

**COMMUNITY PARTICIPATION IN TASAF FUNDED SUB-
PROJECTS: A CASE OF BABATI TOWN COUNCIL**

By

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**A dissertation Submitted in Partial Fulfillment of the Requirements for Award of
the Degree of Master of Business Administration (MBA) of Mzumbe University**

2013

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled ‘Community participation in TASAF funded sub projects: a case of Babati Town Council’ in partial fulfillment of the requirements for the award of the degree of Master of Business Administration of Mzumbe University.

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DEDICATION

This work is dedicated to my loved parents Mr. and Mrs. Mselle, brothers and sisters, my wife Mwanaidi and to my lovely daughter Moreen for their support throughout the study period. However this work could not be possible without my major supervisor Prof. J. Kirway for his care and assistance from early stage of the study.

LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome.
CMC	Community Management Committee
DFID	Department for International development.
FAO	Food and Agriculture association.
HIV	Human Immunodeficiency Virus.
IFAD	International Fund for Agricultural Development.
LGRP	Local Government Reform Program
MASAF	Malawi Social Action Fund.
MDGS	Millennium Development Goals
NSGRP	National Strategy for Growth and Reduction of Poverty
PRA	Participatory Rural Appraisal.
PRS	Poverty Reduction Strategy
SMART	Specific, Measurable, Achievable, Realistic and Time bound.
TASAF	Tanzania Social Action Fund.
TBC	Tanzania Broadcasting Cooperation
URT	United Republic of Tanzania.
VEO	Village Executive Officer
WEO	Ward Executive Officer.
WUA	Water User Association.

ABSTRACT

The study on community participation in TASAF funded sub- projects was conducted at Babati town council whereby 44 respondents participated. The general objective of the study was to assess the extent of community participation in implementation of TASAF funded sub projects and specific objectives were:- to determine approaches used by the council to involve the community in undertaking development projects, to establish the contributions of the community in the development projects, to determine the factors making the community not to be active in development projects, to identify accountability of funds collected from the community for development projects and to examine the initiatives of town council in improving community participation in the construction of secondary school teachers houses in TASAF funded sub projects. Two villages were selected namely, Kiongozi and Halla. Primary data were obtained through interviews and focus group discussion during the field survey and secondary data were collected from TASAF documents and reports, guidelines, memorandum of understanding, operational manual, journals and books.

The study found that the council uses participatory approaches in involving the community. However, the community does not participate effectively as it was expected. It was further found that the community contributes less in development projects. Moreover, it was found that poverty, lack of sensitization, lack of transparency, corruption, fraud and ignorance make the community not to be active in development projects. The study concludes poor community participation was mainly due to low income, several projects being implemented at once, lack of transparency, economic hardship and poor leadership. The study recommends that local authority should effectively involve the community in all planning process. Furthermore, the study recommends that the community should elect leaders who are transparent and committed.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Tanzania Social Action Fund (TASAF) is an instrument instituted by the government to empower communities, facilitate their participation in planning and implementation of interventions that would improve their livelihood and make them benefit from macro level achievements. The first phase of the project (TASAF-I) was implemented for four years from 2000. The coverage was 40 districts on the Mainland as well as Unguja and Pemba islands in Zanzibar. The second phase of TASAF (TASAF-II) is a five year project implemented in all 121 Local Government Authority in Tanzania Mainland, Unguja and Pemba islands (TASAF II Operational Manual, 2005).

The main objective of TASAF is to empower the community to demand, implement, and monitor services and access to opportunity that contribute to improve livelihood linked to millennium development goals (MDG). The target is population with poor service, vulnerable and food insecure groups. TASAF II is an important intervention at community level within the national framework for poverty reduction with the aim of achieving the millennium development goals. The project development objective of TASAF II is to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities. The focus of the project is at the lowest level of the LGA, that is, the village in rural areas, the Mater in urban areas and the Shehia in Zanzibar. All projects supported are implemented at the community level. Special attention is given to vulnerable groups including: orphans, HIV/AIDS affected and infected older people, widows, and chronically ill persons (TASAF Service Guideline, 2005: 11).

Moreover, the national village fund is the main instrument under TASAF II which responds to community requests for investments that assists specified beneficiary groups to take advantage of opportunities that can improve their livelihoods. National village

fund resources for support of implementation of community sub projects were allocated to all district councils in Tanzania mainland and islands in Zanzibar. The allocation was done based on three criteria – population which account for 40%, geographical size which account for 20% and poverty counts that account for 40%. Since using these criteria alone could cause vast differences between councils’ allocations, 25% of national village fund was first deducted and distributed equally to all councils. The remaining amount was then distributed using a calculated composite index that combined population, geographic and poverty indices (Schouten and Moriarty 2003).

Tanzania has put in place policies and strategies on poverty reduction. These include the poverty reduction strategy (PRS) which was finalized in the year 2000. The strategy has enabled the government to make some achievements in reducing poverty particularly to non-income issues such as education and water. The government through TASAF has been providing funds amounting to 80% of the total costs per sub project. The funds have been released in time to meet deadline for project implementation, which is one financial year. But these projects have been delaying due to low community participation in contributing 20% of the budget (URT, 2009).

1.2 Statement of the Problem

Most councils in Tanzania have been experiencing poor community participation in the project preparation and implementation in terms of financial and labour contribution (TASAF II Operation Manual,2005). This in turn has generated dissatisfaction and public criticisms on poor performance of councils, particularly in the area of provision of social services and development activities. Babati Town Council is among the Councils which receives funds from TASAF II and it started in the year 2005 when sensitization meeting commenced. One of the sub projects funded by TASAF II in the financial year 2007/2008, involved constructions of fifteen (15) teachers’ houses. In this sub project, twelve out of fifteen proposed houses are completed while three are delayed. Two of the three delayed sub projects, were from the study area, that is: -Construction of

one teacher's house at Nangara Secondary School (Halla Village) and Construction of one teacher's house at Kwaang Secondary School (Kiongozi village).

Despite all the efforts made by the Government to put in place policies and strategies on poverty reduction, Babati Town Council has been experiencing inadequate community participation in projects' preparation and implementation (Babati Town Council implementation annual report, 2012). Poor participation in contribution in terms of finance, labour and materials by the community has resulted into delayed accomplishment of projects as scheduled. This situation often makes the project's budget and inputs more susceptible; due to inflation. Due to these facts, the study intended to assess the level of community participation in the planning and implementation of TASAF funded sub projects. Babati Town Council was taken as a case study.

1.3 Objectives of the Study

1.3.1 General objective

The overall objective of this study was to assess the extent of community participation in the implementation of TASAF funded sub project

1.3.2 Specific objectives:-

- i. To determine approaches used by the council to involve the community in undertaking development projects
- ii. To establish the contributions of the community in the development projects.
- iii. To determine factors that make the community inactive in development projects
- iv. To identify accountability of funds collected from the community for development projects
- v. To examine the initiatives of town council in improving community participation in the construction of houses for teacher in TASAF funded sub project

1.4 Research Questions

In order to meet the specific and overall objective, the study was guided by the following questions;

- (ii) What approaches are used by the council to involve the community in undertaking development projects?
- (iii) What are the community contributions in the development projects?
- (iv) Which factors make the community not to be active in development projects?
- (v) Who is accountable for funds collected from the community for development projects?
- (vi) What initiatives are made by the Council in improving community participation in the construction of secondary school teachers' houses under TASAF funded sub projects?

1.5 Significance of the Study

Community participation is crucial for undertaking projects that are geared towards improving their welfare. Once the welfare of individuals is achieved, the goals of the millennium will also be achieved. All projects that are being implemented by TASAF are geared towards achieving the millennium development goals. They are also in line with the objectives of the National Strategy for Growth and Reduction of Poverty (NSGRP) or MKUKUTA as it is commonly known in Kiswahili. The findings of the study would therefore help in identifying obstacles faced by the Council in bringing development in the area.

The study will be contributing into references and encourage other researchers to carry out research on same or similar topics. The study might provide the other researchers with areas of references for their works as well as new concepts that can be used as a direction for new studies.

1.6 Scope of the Study

The study was conducted at Babati Town Council which was taken as a case study. Babati Town Council impliment the sub-project funded by the TASAF which are similar to other Councils in Tanzania. The findings of the study may thus generalized for all other Councils in Tanzania which were not visited..

1.7 Limitations of the Study

The study faced the several limitations such as poor cooperation from respondents due to lack of proper knowledge over the topic researched and sometimes fear due to ignorance. To ensure respondents were free from fear, the questionnaires avoided to solicit their names. The interview was used as an alternative way for data collection, just in case where questionnaires were unfavorable for data collection to some of respondents. Observation was used to get the information where there were complicated situations such as transparency and confidentiality to respondents and their leaders.

Insufficient resources such as funds to finance various expenses that was allowances for stationery and fare go and return from research centre, made it not easy to conduct the study smoothly.

Some respondents did not respond to the questinare because they were too busy.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is comprised of four parts. The first part defines some key concepts used in the study. These include community, participation and gender. The second part discusses community participation issues. The third and fourth part give details on studies related to community participation in project development and the conceptual framework used in the study, respectively.

2.2 Definitions of Key Concepts

2.2.1 Community

Community means a group of people with common needs. Wenger (1998), points out three aspects of communities. First, community is a group structure, whether formally or informally organized; in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitation space. Second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility. Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaefer (1992), argued that, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Fessler (1976) defines a community as a paradigm that varies to some extent from one individual to the next, based on each individual's background, socialization, education and general perceptions of society. Although we can find the literal definition of community (which involves the characteristics of a group of people who share certain

demographic and socioeconomic traits and fellowship), our individual perceptions vary widely on the notion of community.

Some think of a community as a residential neighbourhood while others envision it as a city, county or region. It is also not uncommon for us to have sentimental feelings about our personal perception of “community.” Ethnic, cultural and racial groups often refer to themselves as communities (the Latin American, African American or Asian American community), and groups with common interests consider their commonality a community (the business, academic or law enforcement community). In addition, residents of a geographic area or housing development sometimes consider and refer to themselves as a community, even naming their community, regardless of whether the area is a municipality or other form of political subdivision. Thus, the notion that binds people together as a community lies in their collective perception. A community can be a heuristic and somewhat organic structure—ambiguous to the extent that the ambiguity gives rise to a considerable amount of the debate regarding community policing.

Fessler (19767) noted that sociologists define community as “any area in which a common culture share common interests.” The problem with this broad definition is it applies to anything from “a rural village of half-hundred families” to “one of our major cities” (Fessler 1976:7). Fessler also noted that large cities are not included in sociologists’ definition of communities because inherent depersonalisation dominates larger cities and militates against the cohesive sense of community.

Beyond the groups that consider themselves communities, there are segments of the population that exhibit characteristics commonly associated with a community. The members of these segments, however, often do not recognize their commonality nor realize they are part of a discernable group.

2.2.2 Participation

Participation is a rich concept that means different things to different people in different settings. This study uses the definition adopted by the World Bank's Learning Group on Participatory Development which defined participation as "a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them" (World Bank, 1996:3). The broad aim of participation in development is to actively involve people and communities in identifying problems, formulating plans and implementing decisions over their own lives (DFID, 2002; Guijt and Shah, 1998).

The term "participation" is associated with a number of related ideas, such as "taking part", "involvement", "consultation" and "empowerment". Participation in the sense of "taking part in" (that is, "being present"); and participation in the sense of "having a part or share in something", which is related to concepts such as "empowerment" and "ownership" and refers to one's sense of being taken seriously and being able to make an impact. In relation to children and young people, "participation" is often used to refer to the interactivity of strategies used to improve young people's motivation to be engaged in school and/or community actions in different areas.

These two meanings refer to young people simply being involved in predesigned activities without necessarily ensuring their substantial influence on these activities. Participation, however, can also be interpreted as being fundamental to the practice of active citizenship, suggesting sharing power in making decisions relating to young people's lives. This understanding reflects a sense of self-determination, self regulation, ownership and empowerment.

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. According to Gaventa and Valderrama (1999), participation is a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect 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 (1986) defined citizen participation as a process by which citizens’ act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes to their community. 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 stakeholders influence and share control over development initiatives, and the decisions and resources which affect them”.

Participation is also viewed as a condition by which local knowledge, skills and resource can be mobilized and fully employed to accomplish development projects. This is because local people may know very well the causes and remedies of their problems and thus, may be easy for them to take actions. On the other hand, some people’s perspectives express that; participation can be sustainable only if relevant actors remain committed and the social political and economic environments remain conducive to the process (Morgan, 2001).

Participatory development is the most important approach towards enabling communities to help themselves and sustain efforts in development work. Communities are no longer seen as recipients of development programmes; rather, they have become

critical stakeholders that have an important role to play in the management of programmes and projects in their areas. This is the first step towards building community capacities to effectively participate in identifying and responding to their issues and problems in development projects. Community stakeholders are community-based mechanisms that can help support and sustain a programme or project. For example, in implementing education projects, the mechanism can be the school governing council or the parents, teachers and community association.

2.2.2.1 Conceptualizing Participation

A review of literature on the ways in which participation is operationalised in different interventions reveals multiple conceptions of participation. Pretty *et al.* (1995), for example, argued that; the term participation has been used to build local capacity and self reliance, but also to justify the extension of control of the state. It has been used to devolve power and decision making away from external agencies, but also to justify external decisions. It has been used for data collection and also for interactive analysis. But more often than not, people are dragged into participating in operations of no interest to them, in the very name of participation (Pretty *et al.*, 1995; 60).

2.2.2.2 Participation as Means or as an End

One of the common distinctions made by authors and development practitioners is that of ‘participation as a means’ and ‘participation as an end’ (see for example Burkey, 1993; Cooke and Kothari, 2001; Kumar, 2002; Nelson and Wright, 1995; Oakley, 1991). Participation as means implies the use of participation to achieve some pre-determined goals. It is a way of harnessing rural people’s physical, economic and social resources to achieve the aims and objectives of development programmes and projects more efficiently, effectively or cheaply (Burkey, 1993; Nelson and Wright, 1995; Oakley, 1991).

Participation as an end is viewed as an active, dynamic and genuine process which unfolds over time and whose purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives (Cooke and Kothari,

2001; Oakley, 1991). However, participation is seen as the empowerment of individuals and communities in terms of acquiring skills, knowledge and experience, leading to greater self-reliance (Burkey, 1993; Karl, 2000). The proponents of this view often maintain that, development for the benefit of the poor cannot occur unless the poor themselves control the process, the praxis of participation. It is argued that by establishing a process of genuine participation, development will occur as a direct result (Burkey, 1993; Cooke and Kothari, 2001).

2.2.2.3 Participation as a contribution or as an empowerment

Drawing on Oakley (1991) perspectives on participation in development work may also be captured by juxtaposing two notions, participation as contribution and as empowerment. Participation as contribution may be enlisted primarily in the implementation of programmes and projects or in the operation and maintenance of created facilities. The contribution may be entirely voluntary, induced to various extents or even enforced. It may be provided in the form of ideas, judgments, money, materials, or unpaid or lowly paid labour. Indeed, this notion may also be seen as ‘participation as means’ to get things done.

According to Bretty (2003:5), participation is an empowering process in which “people, in partnership with each other and those able to assist them, identify problems and needs, mobilize resources, and assume responsibility to plan, manage, control and assess the individual and collective actions that they themselves decide upon”. As a process of empowerment, participation is concerned with “development of skills and abilities to enable the rural people to manage better, have a say in or negotiate with existing development systems” (Oakley, 1991:9). As Reid (2000) argued, powerlessness is a central element of poverty, and any focus on poverty, inequality, injustice, or exclusion involves analysis of and/or challenging/changing power and power relations. Participation as empowerment can therefore help to amplify unacknowledged voices by enabling the rural people to decide upon and take the actions which they believe are essential to their development (Oakley, 1991). According to FAO (1997), small informal

groups consisting of members from similar socio-economic backgrounds are better vehicles for participation in decision making and collective learning than heterogeneous, large scale and more formal organizations.

2.2.2.4 Levels of Participation

Development agencies and authors distinguish different dimensions, spaces, degrees and levels of participation (Kumar, 2002; Pretty *et al.*, 1995). Comparing these levels with the ‘participation as means and ends’, the first four levels on the ladder can be interpreted as ‘participation as means’ while the last three levels fall under ‘participation as an end’. Some suggest that the ‘manipulation’ which is often central to types one to four implies that they should be seen as types of ‘non participation’ (Pretty, 1995).

According to Pretty (2003:5), the levels of participation can be conceptualized either as ‘weak or strong participation’. Based on his views, weak participation involves “informing and consulting” while strong participation means “partnership and control”. He further stated that, “In practice, agencies managing complex projects find it hard to move from the ‘weak end’ of the continuum and tend to assume that, intended beneficiaries will be consulted during the project design to take into account their felt needs and aspirations”. Information giving and consultation are often presented as participation leading to disillusionment among community interests.

However, the problem with levels of participation is that they imply coherence, when most development organizations operate simultaneously in a wide range of participatory modes (Mosse, 1996). One level on the continuum is not necessarily better than any other as different levels are appropriate at different times and contexts to meet the expectations and interests of different stakeholders (Wilcox, 1996). Oakley (1991) cites an analysis of a Danish funded rural water supply project in Tanzania, where he observes that participation had ranged from non-participation and manipulation over information and consultation to some degree of partnership and delegation of power. In another study of Malawi Social Action Fund (MASAF) projects, Dulani (2003:12)

concluded that, the level of community participation was limited to being informed what had already been decided by other key players which implied “passive participation by consultation”.

(i) Public Participation

The level of public participation that you select for your project or decision is the most intensive, or highest, level of public participation that you will perform on the project. However, you will also be conducting public participation at all of the levels of the spectrum beneath that highest level. This is because stakeholders will choose the level of public participation at which they want to participate and not all stakeholders will want to engage at the highest level of public participation that is available.

Lower levels, particularly inform and consult can accommodate many stakeholders. Higher levels of participation require more effort on the part of both agencies and stakeholders and therefore generally attract fewer stakeholders. The highest level of collaboration, for example, involves consensus-seeking and is often limited to a representative group of stakeholders involved in long-term processes, such as long-term advisory boards. At the same time, many additional stakeholders may be engaged in the project at the involve level, attending public workshops and events, or at the consult level providing input through letters or the internet. Still more stakeholders may choose to engage at the uniform level, tracking the project but offering no direct input. Thus a single project can be operating at four different levels of public participation. Designing a public participation program must therefore be done with this in mind (Morgan, 2001).

(ii) Evaluating Participation

There is now a growing recognition that if participation in one form or another is an objective of development projects and programmes, it must be evaluated (DFID, 1995; FAO, 1997; Karl, 2000). Karl (2000) identified three main aspects of participation in rural development projects and programmes that need to be evaluated namely, the extent and quality of participation, costs and benefits of participation to the different

stakeholders, and the impact of participation on outcomes, performance and sustainability. DFID (1995) suggested that, in evaluating participation, it is important to consider the quantitative, qualitative and time dimensions of participation. This is because participation is a qualitative process that cannot be measured using only quantifiable indicators. While quantification in relation to project outputs may be sufficient, the qualitative dimensions of participation should also be evaluated because project success depends on empowering participants to take on greater responsibility and control.

(iii) Barriers to effective participation

A host of factors has been identified as obstacles to effective participation in development programmes and projects. Oakley (1991), discusses three major obstacles to people's participation which are structural, administrative and social barriers. Structural obstacles form part of the complex and centralized organizational systems that control decision making, resource allocation and information, and are not oriented towards people's participation. This situation is usually typified by a 'top-down' development approach. Administrative obstacles relate to bureaucratic procedures, operated by a set of guidelines and adopt a blue print approach, providing little space for people to make their own decisions or control their development process. The social impediments include mentality of dependence, culture of silence, domination of the local elite, gender inequality, and low levels of education and of exposure to non-local information.

Another obstacle is "standardization of approaches" (Guijt and Shah, 1998:5) which contradicts the original aims of participation, to move away from the limitations of blue print planning and implementation towards more flexible and context-specific methodologies. According to Cooke and Kothari (2000:53), participation has been translated into managerial "toolboxes" of procedures and techniques. This limited approach gives rise to a number of critical paradoxes: projects approaches remain largely concerned with efficiency, and focus attention only on the highly visible, formal,

local organizations, overlooking the numerous communal activities that occur through daily interactions and socially embedded arrangements. Steven and Thurlow (2002), identified other barriers such as power structures within local communities, rigid professional attitudes among programme and project staff, little awareness among people of rights they may have or opportunities they may exploit, and little emphasis on qualitative achievements of participation. These barriers are situation-specific, and need to be carefully analysed in particular contexts.

2.3 Gender and Participation

Gender relations define amongst other things, how both men and women have access to control of resources in the community. According to Surpiya (2001), gender analysis comprises: “information to access and control over resources for men and women; division of labour within the household and community; and the participation of men and women in public decision making and organizations”. Despite the importance placed upon people’s participation in development programmes, many agencies still experience poor participation of women (Guijt and Shah, 1998; World Bank, 1996). According to Davis and Negash (2005), many participatory approaches such as participatory rural appraisal (PRA) do not explicitly address issues of social relations including gender. Rarely do these methodologies take into account gender analysis, gender based differences in labour allocation, and gender differences in access to and control over resources and their benefits. Gender is usually hidden in seemingly inclusive terms, ‘the people’, or ‘the community’ while in most cases what is referred to as ‘the community’ actually means ‘male community (Guijt and Shah, 1998). Oakley’s (1991) analysis of the rural water supply project in Tanzania for example, showed that despite efforts to mobilize women to take an active part in all project activities, this was only successful with respect to self-help labour contributions as most women in the village water committees kept a low profile.

According to World Bank (1996), gender biases in participatory development projects may exist in the form of customs, beliefs, and attitudes that confine women mostly to the

domestic sphere; women's economic and domestic workloads that impose severe time burdens on them; and laws and customs that impede women's access to credit, productive inputs, employment, education, information, or medical care. Since women comprise the majority of rural inhabitants, and they are the major contributors in agricultural production in Tanzania, there arises an urgent need to encourage their involvement in development activities. Burkey (1993) recommends that, participatory development projects should seek to improve gender inequalities through providing means by which women can take part in decision making processes. As Guijt and Shah (1998) argued, greater involvement of women and attention to gender-differentiated needs hold the promise of more effective and equitable processes of participatory development.

2.4 Community participation

According Oakley and Marsden (1987), community participation is a 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.

Community participation is a key word in the analysis of social development yet its purpose meanings and implications are subject to diverse interpretations and thus controversial. The way people define and understand participation is influenced by their social, cultural and historical contexts (Fundi, 2005).

Community participation is a term that has been widely used but seldom defined in the literature. The concept has resulted into analytical complexities, Definitional disputes and operational challenges. However, in the way among researchers and development practitioners as an attempt to open up a middle ground for people to focus more on methodologies for monitoring and assessing participation and for making sure that the principles of participatory approach are women into policy and planning at different levels of development (Morgan, 2001). Participation is also viewed as a condition by which local knowledge, skills and resource can be mobilized and fully employed to accomplish development projects. This is because local people may know very well the

causes and remedies of their problems and thus, may be easy for them to take actions. On the other hand, community participation can be defined as an empowerment tool through which local communities take responsibility for diagnosing and working to solve their own development problems (Morgan, 2001). Nelson and Wright (1995) describe this as “participation as an end” (where the community or group sets up a process to control its own development). World Bank (1996) defined participation as a process through which stake holder’s influence and share control over development initiatives and the decision and resources which affects them. Thus, the Bank’s definition acknowledges what many others call participation that is about power. Thus, there is hardly a universal meaning to the notion of community participation as used by different authors. In most cases, the meaning of the term tends to vary with scholars or analysts.

However, many writers quote the definition advanced by the United Nations Economic and social resolution number fifty eight, which states. “Community participation entails the voluntary and democratic involvement of the citizens in contributing to the development efforts, sharing equitably the benefits derived from development efforts, and decision making in respect of setting goals, formulating policies and planning and implementing. The argument often advanced in this contention is that, social development stands a better chance of succeeding if people or the citizens participate in making decisions that affect their welfare (Kirsch *et al.*, 1980). However, participation can be sustainable only if relevant actors remain committed and the social political and economic environments remain conducive to the process (Morgan, 2001).

In Tanzania, Nyerere adopted Ujamaa ideology, of which its foundation emanates from the traditional social fabrics of the extended families networks where resources such as land, agricultural products and so on, were shared. In this perspective, everyone is participating in the task of responding to the needs of the entire community. The term “participation” presents a number of difficulties in terms of its definition. The diverse nature of participation definition has perhaps caused participation process to achieve

what most of the development intention have not expected to achieve. The study conducted by Dulan (2003) for instance, shows that nature of community participation in three case studies from the Malawi Social Action Fund (MASAF) revealed that what constitutes “community participation” in the three cases was very narrow and very limited because there have been limits on the space for local community engagement in the policy process. His findings also revealed that, what constitutes “Community” can represent a narrow group of individuals who have captured the participatory process to have their interest promoted as those of the community. This explains the fact that, though there is wide acceptability of the effectiveness of participatory approaches among development practitioners, still there is on-going debate in literature, that expresses the doubt that, mere participation in development initiatives cannot in itself guarantee that, the poor will be able to voice their concerns, given the nature of the existing institutional landscape (Mosse, 2001).

In the views of these arguments, participation of the poor without being accompanied with institutional change, will yield more or less the same result as that one of non participation as suggested by Kornhauser, (1966). In some existing participation arena, the institutional set up does not allow the poor to participate; instead, they are being invited to participate, such a situation has culminated to what can be termed justification of theft of development benefits by the local “elites”.

However there are several benefits of effective community engagement in development project and those are the following;

Improve the quality of policies and services, when local Government include diverse groups in decision-making and service delivery, the agency benefits from their first-hand understanding of the issues. The local Government gains new perspectives that test their assumptions and serve as a reality check.

Help solve complex problems, Social; economic and environmental problems can be complex. By bringing different networks together, local Government gain new sources of information, build a sense of joint purpose, and increase the possibility of finding sustainable solutions.

Build trust and understanding, by building active relationships, local Government can reduce the sense of 'us' and 'them'. People develop confidence in agencies that invite participation and genuinely listen. This can build a foundation of trust that is valuable when tough decisions need to be made.

Support active citizenship, by actively engaging citizens, local Government honors people's right to participate in decisions that affect them. The local Government can encourage a participatory democracy in which everyone recognises that they have a stake and a part to play.

Help create an inclusive society, People feel more powerful, more fairly treated and more valued when the local Government acts in co-operation with diverse communities. Creating an environment where people can solve their own problems encourages self-reliance and innovation.

Measure progress more effectively, Collaboration with NGOs can improve monitoring and evaluation of community-delivered programmes. Active relationships can also enable constructive feedback on the agency's performance.

Build staff skills, Relationship-building with community, voluntary and organizations offers opportunities for the local Government to build a range of communication and cross-cultural skills that are applicable in many other settings.

2.4.1 Forms of community participations

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

2.4.1.1 Consultation

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

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

Community consultation is a precondition for the devolution of power and authority to local groups, but participation and empowerment are not panaceas for poverty and injustice. While devolving power to the disenfranchised will generate concerns, not all of which can be

anticipated, it is nevertheless a way to begin building the human resources that are the foundation of civil society (Cohen, 1977).

2.4.1.2 Financial contribution by the community

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

2.4.1.3 Self-help projects by groups of beneficiaries

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

2.4.1.4 Self help projects involving the whole community

Projects in which every family in the community is expected to make a contribution (usually in labour), while there is also an input from an external agency. Food for work projects may perhaps be included here, though the element of community participation may be considered slightly if it consists only of labour which is paid in cash or kind.

2.4.1.5 Community specialized workers

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

2.4.1.6 Mass action

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

2.4.1.7 Collective commitment to behaviour change

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

2.4.1.8 Endogenous development

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

2.4.1.9 Autonomous community projects

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

2.4.1.10 Approaches to self –sufficiency

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

2.5 Participatory planning approach

Public participation in planning brings closer relations between the local authority and the community. Decentralized planning, it is believed that it can overcome all the

limitations created by centralized planning (Rondinelli *et al.*, 1983; Samaraturunge 1998). It can cut short a long procedural process and as a consequence, should increase local official's knowledge of administrative capabilities (Cheema *et al.*, 1983). The benefits of participatory planning are identified by the following concepts:- accommodation of local needs, less bureaucracy, more effective and realistic planning, greater political and administrative emphasis on remote areas, greater representation in policy making, greater administrative capability of local government to manage development, more efficient political dynamics, control of decision making, flexible innovative and creative administration, more effective location of services and facilities by local leaders and greater national unity, more public goods and service (Rondinelli, 1981).

Participatory planning also involves communities in identifying and planning their needs, as well as in implementing and evaluating them. Moreover, the advocates of participatory planning believe that this approach can open up opportunities for people excluded from development not only to participate in decision making but also to assess the level of local government transparency and accountability. The decentralization of management and development planning is important because it can spread growth and integrate different regions and diverse countries. For example, the Tanzanian administrative reform in 1972 abolished traditional government, and gave more authority to local government in development planning (Rondinelli, 1981).

2.6 Governance and public participation

According to Atkinson (1989:43), there is a notion of "popular sovereignty" a notion that indicates that governance is not a separate entity from its citizenry, but that the two are intertwined. Implicit in this form of governance, is the notion that the government is accountable to the community in an ongoing manner. This form of democratic and good governance instills an impression that the community owns the governance. This contextual analysis is in line with the shift from the concept of government to

governance Kooiman, (1993) from a south African perspective Swanepoel (1992) come out with a broad understanding of governance when they contended that the role of political leadership in governance is that of managing the relationship between the government and civil society, if good democratic governance refers to working with and listening to citizenry as individual, interest groups and society as a whole, thus, it involves active co-operation and ongoing engagement in the process of policy formulation and implementation between politicians, public officials and members of the communities.

The government has to ensure that all its structures enable the public to exercise a meaningful say. Governance as a process of facilitation and ensuring the delivery of goods and services through the management of social power and power relations thus includes a means of social stability and well being through deepening democracy. Governance has been described as “both a broad reform strategy and a particular set of initiatives to strengthen the institutions of civil society with the objective of making government more accountable, more open and transparent and more democratic (Monique, 1997:4 in Gaventa and Valderrama). For other authors, it represents a change in meaning of government, referring to a process of governing a changed condition of ordered rule or the new method by society is governed (Rhodes, 1999).

2.7 Rationale for community participation

According to Monyemangene (1997:29), protagonists of community participation provide several key reasons for its necessity. Firstly, it is argued that it provides an equal opportunity to influence the decision making process, secondly, based on popular sovereignty; it ensures that the government is sensitive to the needs of the needs of the people; thirdly, it contracts the sense of powerlessness in the poor. Community participation in the local government is crucial in a multi-dimensional and integrated development plans. This falls in line with the objective of ensuring that communities own the process of development, and people are enabled to make a meaningful contribution to the development of their own lives. This can be translated into the

creation of centers of economic and social opportunity, whereby people can live and work in safety and peace as an essential basis for equitable standards of living.

However for participation to be effective, its nature should be meaningful and influential in the product of the process. Hence “community participation can only be a learning process only if the people really participate. Participation does not mean that people should be brought into a project when the physical labor is required. By that stage people should already have been involved for a long time. There is no stage for people to begin participating than right at the start of the project. People should not only do but their right and ability to think, seek, discuss and make decisions should also be acknowledged” (Swanepoel, 1992:3; Arnstein 1992:34) state that “there is a critical difference between going through the empty ritual of participation and having real power needed to affect the outcome of the process” as a result, the issue of whether planning should be technocratic or participatory thereby assumes special relevancy. Koenigsburger as cited in Monyemangene (1997) asserts that the question of public participation becomes relevant if the public assumes control of the planning and development implementation in area that was in the past enclaves of the elite and the planning technicians to drive the development without consultation. Koenigsburger attempts to argue that public participation in planning and decision making is at the best a luxury and worst entirely unnecessary, due to the huge and adverse socio economic problem existent. However, this view is outdated and goes against the basic principles of democratic governance (Gaventa *et al.*, 1999:5).

2.8 Involvement of villagers or beneficiaries

Community participation in rural development project is an organizational structure which includes elements such as mental, physical and financial involvement of villagers in planning (involving decision making), implementing, evaluating and benefiting from the project. Participation is a basic need by itself and must be included as a critical consideration in any development strategy. The objective of development is not merely

to meet the material needs of the people by any system, irrespective of whether or not the people's reflections are a fundamental input in the designing and operation of the system (Rahman, (1978). Successful performance of villages is dependent upon the villagers' willingness and ability to participate, not only in decision making on programme of their concern but also in both follow up and the execution of the decisions and programme they have made. (Rahman, (1978) stresses that; villagers should participate and control the planning of their own villages and sees this as the only practical methods, for successful village development. Unfortunately this is not what is happening in the villages today.

There are several reasons for active involvement of villagers in projects meant for their own development: - Firstly, a financial constraint on the part of the government is one of the major causes for lack of adequate social and economic infrastructural development in the villages. If villagers participate by providing free labor and finance for the development of the infrastructure such as school, dispensaries, water schemes, road construction and god owns, this could lower the real costs of projects, thus reducing the financial constraints or burden on the government. As the result of this, a lot of project could be accomplished by the government in the developing both social and economic infrastructures.

Secondly, apart from the intrinsic (fundamental) satisfaction that villagers may get from participating in things that affect them, having a voice in the decisions that are taken and having a part in their implementation and apart from the feelings of alienation and powerless on projects undertaken, there is a great possibility that an increase in cooperative interaction will lead to strong ties among villagers or togetherness which creates conducive situation for communal or collective undertaking projects. Although these are not measurable effects they are however, of extreme importance when planning village projects.

Thirdly, villager's involvement helps in inculcating in villagers a sense of ownership and responsibility. When villagers have taken an active part in the planning and or implementation of a project, they are likely to collectively consider the completed projects as their own, have pride in it and a sense of responsibility for it. Their active participation in the project helps in developing or building up skills among the villagers. This makes them to a certain extent independent of the experts from outside the village (Kauzeni, 1985). An incentive to participate towards project success, a basic motivation to participate in community members is the ability to gain returns for one's participation. These returns might be motivated by self-interest or might be pro-social where contributions benefit the community.

2.8.1 Participation of poor rural women and men

IFAD strategic framework (2007-2010) Tanzania observed that, too often local and national governments neglect the interests of poor rural women and men. In the worst cases, they actually lose out as a result of government policies or programme that respond to the very different interests of more powerful groups. Strengthening the organizations of poor rural people, to enable them to engage more effectively in local and national policy and budgetary processes for agricultural and rural development, and to hold government authorities accountable for their actions, is critical for ensuring that policies and programme respond to their interests and requirements.

2.9 Constructive Studies

A great number of researches have been undertaken by different scholars in relation to the issue of community participation in project formulation and development planning in Tanzania local authority and other authorities in other countries. The following is the brief review on the findings found in these studies.

2.9.1 People participation in project selection

Peter Siyovelwa who was chairman of Iringa District council and also chairman of the association of local authorities of Tanzania, during a discussion in Iringa town in

January 2002. Spoke about his own experiences of being a councillor with a rural constituency to represent. He expressed the view that “rural people are more concerned about issues surrounding their own development than the urban people” of course; this may be true because problems confronting rural people (difficult access to potable water, educational and health facilities, to mention of few) are of a total different magnitude than those facing urban dwellers. For the LGRP to have any chance of success the integrity and honesty of councilors must be a sine qua non and efforts should be made to guarantee that councilors follow the legislated public leadership code of ethics. Without this, successful people centered development will not occur. After all, councilors should represent the ears and the voice of the people. In this connection, Councilor Siyovelwa recalled an incident concerning a difference of opinion between his views and those of his rural constituents over development priorities. A team from the World Bank visited the ward, which Siyovelwa represented to investigate and evaluate the damage caused, by the el-nino rains in 1998. Siyovelwa automatically assumed that renovating the damaged water dam would be the priority on the ward’s development agenda. However, when his proposal was put to the people for their approval, they rejected the idea and voted instead for the installation of a number of individual water wells. Not surprisingly, Councilor Peter Siyovelwa respected the will of his constituents in this decision. However, corrupt councilors in a similar situation may disregard or override the wishes of the majority (World bank report 1998).

2.9.2 The planning process

The democratic process is a real one, which provides individuals with the power to articulate their needs and for these needs to be acted on. For example the following statement is taken verbatim from a paper written by the District Planning Officer (Rashidi 2002) in Mbulu in February 2001; the process of development planning is bottom up the whole process of planning starts from sub village level (hamlet) whereby people identify their problems, prioritize and come up with alternative solutions to these problems taking into consideration availability of resources within the sub village. At

this stage they can also indicate what is to be done by them and what assistance should be requested from the council.

The proposals from the sub village levels are forwarded to the village whereby they are scrutinized, compiled and presented to ward level. At ward level the ward development committee scrutinizes proposals from villages, compile and forward to the district level for further action. At the district level more scrutiny is done and projects selected are compiled and discussed in the CMT (Council Management Team). Council Standing Committees and Full Council do the final approval. By contrast, in another document from Mbulu, it was clearly stated that, “ in actual practice, no worked out plans are made; only project ideas are formulated often the councilors themselves come up with ideas, with little involvement of villagers or their representative” (emphasis added). These statements from Mbulu were selected because it was the town studied by the team and access to documents was easier. However the point about the lack of a true democratic link (for example, between the Mtaa or the Vitongoji and the Council) was also emphasized by Councilor (Meindertsma *et al.*, 1997:23).

2.9.3 Involvements of stakeholders in project design processes

Project without good stakeholder consultation are setting themselves up for failure. Those that do consult widely increase their chances of success. The point below describes a simple case in Ghana where a participatory process created the opportunity for primary stakeholders to adjust part of the strategy to make it appropriate to their situation and thus more likely to meet their real needs. Involving stakeholders in project design is important specifically for:

- i. Inspiring them to identify, manage and control their own development aspirations, and so empower themselves;
- ii. Ensuring the project goals and objectives will be relevant and, as a result, meet the real needs of the rural poor;
- iii. Ensuring the project strategy is appropriate to local circumstances

- iv. Building the partnerships, ownership and commitment needed for effective implementation.

Illustration example of community participation in the project design process

When the irrigation specialist of Zebilla district, Ghana shared his plans for the rehabilitation of the earthen dam and irrigation network in the village of Saka the village water user's association (WUA) quickly sent him back to the drawing board many years before. When the dam was first constructed and functioning, the village had established a substantial mango orchard directly below it. Even though the dam had not been working for the past 17 years, the mangoes have continued to produce each year. With the start of the IFAD supported Lacosrep project, the villagers have formed self help groups elected a WUA and requested their dam to be rehabilitated under the project. The project's irrigation specialist then recommended cutting down most of the mango trees to make room for an expanded irrigation scheme just below the dam. The community objected, as the mangoes were valued, especially during the dry season. One older man explained "with the mango trees. I know that my children will have something to eat during the lunch break at school." The villagers suggested extending the canal beyond the mango orchard instead. This way, not only would the orchard be saved. But the canal would expand the amount of cultivable, irrigated land.

2.9.4 TASAF II

Tanzania has put in place policies and strategies on poverty reduction. These include the poverty reduction strategy (PRS) which was finalized in the year 2000. The strategy has enabled the government to make some achievements in reducing poverty particularly in respect to non income issues such as in education and water. However, income poverty is still widespread both in rural and urban areas. TASAF II is an important intervention at community level within the framework of poverty reduction strategy with the aim of achieving the millennium development goals one.

The project development objective of TASAF II is to empower communities to access opportunities so that they can request, implement and monitor sub projects that

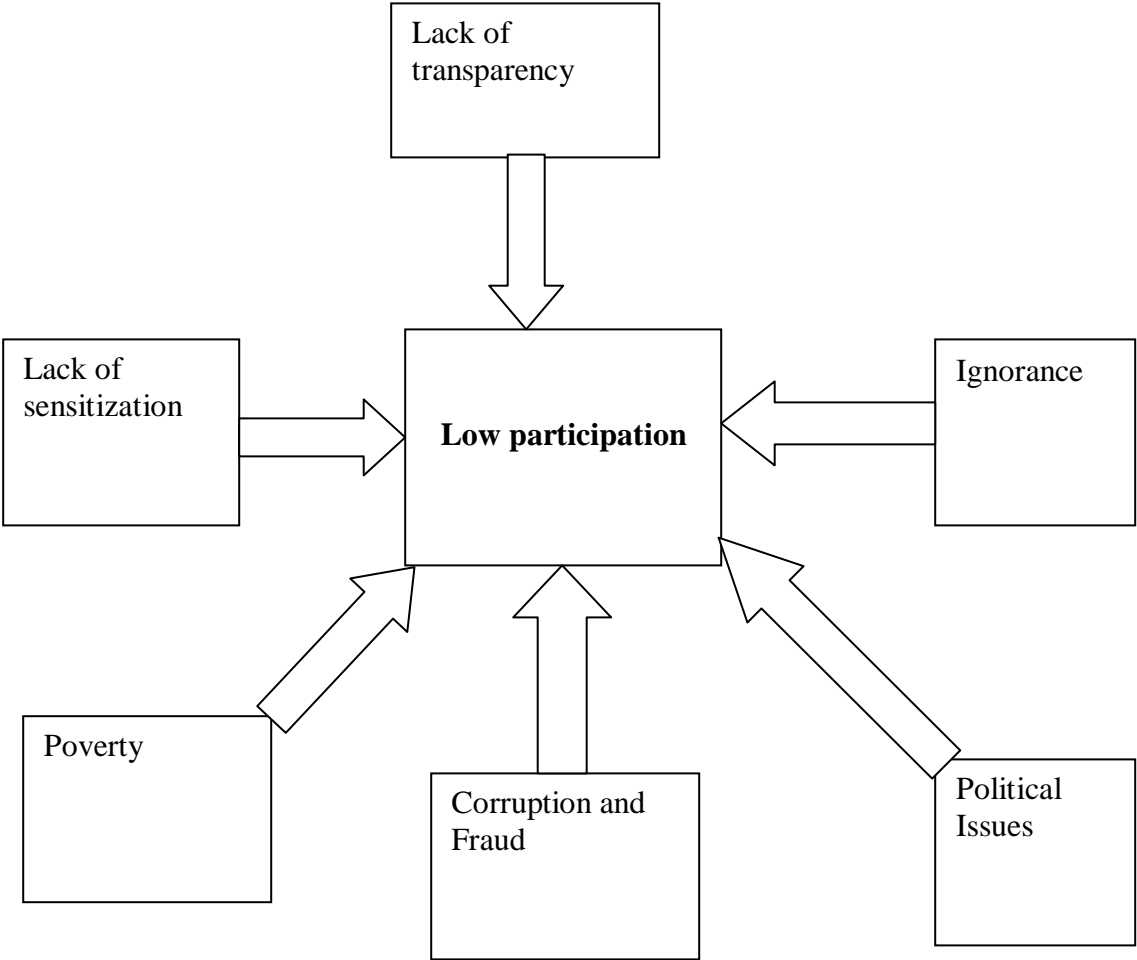
contribute to improved livelihoods linked to millennium development goals (MDGS) indicator targets in the national strategy for growth and reduction of poverty (NSGRP). TASAF II operates nationally covering the mainland as well as the islands of Unguja and Pemba. The principal beneficiaries of national village fund are those communities which: lack access to basic social and market services, have able-bodied but food insecure households, and have household with vulnerable individuals (that is orphaned, disabled and elderly those people affected/infected by HIV/AIDS). (TASAF II Operational Manual 2005).

Many studies have been done on community participation in preparation and implementation of TASAF funded projects, Such as; (Zacharia and Kinyashi 2008). But little has been done on Community Participation in Preparation and Implementation of Constructions of Secondary School Teachers' houses Sub Projects Funded by TASAF II. Therefore this study on Community Participation in Preparation and Implementation of projects funded by TASAF II in Constructions of Secondary School Teachers' houses Sub Projects Funded by TASAF II at Nangara and Maisaka Wards in Babati Town Council addresses the gap.

2.10 Conceptual framework

The study assumes that lack of sensitization by council's officials cause low participation of the community in development project undertaken under TASAF. It is further assumed that lack of the transparency from the council officials and ignorance of the Community minimizes the spirit of participation from the community. Moreover it is assumed that corruptions and fraud are among of the factors which hinder the community to participate in project implementation. These assumptions are summarized in Figure 2.1

Figure 2.1: Conceptual Framework



Source: Author's Own Construct, 2013

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The first part of this chapter gives background information about the area where the study was undertaken. The second part of this chapter explains the type of the research design used. The third and fourth part of this chapter gives details on population studies and sample selection procedures respectively. The last part of this chapter explains how the collected data were processed and analyzed.

3.2 Area of Study

The study was conducted at Babati Town Council. The area was chosen since it has both completed and uncompleted Secondary school teachers' house projects, which fall under the project funded by TASAF II. This scenario enables the assessment of the role of community participation in TASAF II funded sub-projects.

3.3 Research Design

A case study design was used since the study was mainly qualitative in nature. According to Kothari, (2004), research design is the formidable problem that follows the task of defining the research problem and the preparation of the design of the research project. Case study is a systematic way of collecting information about a particular person, social setting, a community or a group and to understand how it operates. It involves data collection techniques like the interview, observation, and documents. Case study can be exploratory or descriptive. Descriptive research used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (What are the characteristics of the population or situation being studied?). The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories. For example, the table categorizes the elements. Descriptive research design enabled the study to determine the

life status of respondents. Moreover, descriptive statistics was used in the study, as it both saves time and resources.

3.4 Study Population

According to Kombo and Tromp (2006), population is a group of individual, object or item from which samples were taken for measurement. According to Best and Kahn (1998) population is a group of individuals who have one or more characteristics in common. Target population, entails a group of persons, objects or instructions that define the object of the investigation. The population under the study comprised of the council officials, the community and some key informants such as TASAF project coordinator. The targeted group was all stakeholders at Babati Town Council, specifically; people who were involved directly or indirectly in the implementation of TASAF funded sub- projects.

3.5 Sample Size and Sampling Procedures

According to Kothari (2004), sample size can be defined as the number of items to be selected from the universe to constitute a sample. It is a process of selecting a number of individual or objects from population such that the selected groups contain elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

A study sample refers to a selected portion of the population that represents the aggregate of the target population for the study (Neuman, 2003). Drawing a sample from a population is necessary because in many cases a complete coverage of the population is not possible due to resource constraints such as time and money. For that reason, sampling is conducted for the purpose of measuring the elements of population characteristics and drawing conclusions regarding the entire population (Miles and Huberman, 1994).

Purposive sampling is when you select your sample on the basis of your own knowledge of the population, its elements and the nature of the research aims, in short based on the judgement and the purpose of the study (Babbie, 2001). Purposive sampling procedures was used for the purpose of drawing a representative sample, from whose findings generalizations to the bigger population can be made. Advantages of purposive sampling are that people who do not fit the requirements are eliminated and it is less expensive as it involves lesser research costs. A limitation of purposive sampling is that, it is the responsibility of the researcher to choose participants, there is a possibility that the study could be wrong in choosing suitable participants for the study (Gillham, 2000).

In this study, the sample size comprised of 32 respondents and 12 key informants. In the process of selecting the respondents, the study used the purposive sampling to select one Town planning, statistics and monitoring Officer, one TASAF coordinator, one Town Secondary Education Officer, one Ward Education Coordinator, two Ward Executive Officers and two Village Executive Officers. This approach was used since it provides the chance to select respondents who possess specific knowledge about the situation in their respective area where the project was undertaken.

In selecting the Community Management Committees the study uses the judgemental sampling, as each individual was chosen based on the researcher's reasons during the sampling process, since in each committee the number of members ranges from five to eight. Two (2) members were selected from two villages that give a total of four (4) members. However, deliberate efforts were made to include both sexes. This was done for the women may have different views concerning factors hindering participation of communities in development projects.

Simple random sampling is a sampling technique which gives each element an equal and independent chance of being selected. An independent chance means that the draw of one element will not affect the chance of another element being selected (Krishna

swami, 1993). Simple random sampling was used due to the following advantages such as it is the simplest type of probability sampling, all the elements in the population have an equal chance of being selected, and it does not require a prior knowledge of the composition of the population. The study also used random sampling to pick household heads. Thirty two (32) members were picked to generalize the large population and at the same time each household had equal and independent chance of being selected as a member of the sample.

3.6 Data Collection Methods

Data were collected through interviews, observations, documentary review and discussions.

3.6.1 Primary Data

According to Kothari (2004), primary data are those which are collected afresh and for the first time, and thus happen to be an original character. According to Kombo and Tromp (2006), primary data is the information gathered directly from the respondents. Information that obtained directly from first-hand sources by means of surveys, observation or experimentation. It is data that has not been previously published and is derived from a new or original research study and collected at the source such as project implementation. Primary data are more costly to obtain than secondary data, which is obtained through published sources, but it is also more current and more relevant to the research project.

Primary data have several advantages among of them are; firstly it is representativeness measures how accurately a study truly represents the person, people, community or group it claims to represent, and how accurate the data is to reality. Secondly it is depth, when reporting on the level of an individual or a small, intimate group in a project study, it is impossible to get the appropriate depth necessary if only using secondary data. Thirdly primary data have the maximum control over how data is collected, who it is

collected from, who it is collected by and for what purposes it is used in her study. In this study, questionnaires, interviews and focus group discussions were used to collect primary data.

3.6.1.1 Questionnaires

The questionnaire is defined as a device for securing answers to questions using forms which the respondent fills by being asked orally or read write answers (Kothari, 2004). According to Creswell (2005) a questionnaire is defined as a form used in survey design that participants in a study complete and return to the researcher, and that the participants choose answers to questions and supplies basic personal or demographic information about themselves. Questionnaires were employed as a data collection tool because of its ability to collect large amount of data in a short period of time, and that it is relatively cheap to administer, often have standardized answers that make it simple to compile data.

In this study the method was selected because it is geographically widely spread, free from the biasness of the interviewer and the answers are from respondents' own perceptions. Questionnaires were administered so as to obtain opinions and relevant information from household heads and thus achievement of the objectives of this study. Questionnaire used in this study are as per Appendix 1.

3.6.1.2 Interviews

An interview is an oral administration of questions (Kombo, 2006). Direct questions were asked to respondents in order to obtain the desired information and respondents' reaction. An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviewing differs from other methods of data collection in that it is often more exploratory in nature, and allows for more flexibility. Interviewing stems from the desire

to know more about the community around us and to better understand how the community around.

Cohen, Manion, and Morrison (2000) explained that interview allows subjects to provide their interpretations of the world in which they live, and to express how they regard the situation from their own point of view.

Thus interviewing is most effective when the goal of said research is to gain insight into the “subjective understanding” of those around community. By asking participants the study enabled to not only observe their behavior but to subsequently understand the meaning that underlies that behavior, and to have this meaning explained to study in the participant’s own words, It is a much debated topic in fields that study households whether interviews should be conducted individually or collectively. The study applied the interview method in occasions where questionnaires fail to obtain complete and desired information from the study population. In the process, respondents were able to provide additional information about the project related issues Appendix 2.

3.6.1.3 In depth Interviews

In depth Interview is a list of questions to guide collection of information that are orally administered. The study used in depth Interview to Babati Town Council officials, WEOs, VEOs and Two CMC members from each village so as to meet the objective of the study. The information collected includes socio – economic data such as income, Education level, Income generating activities. The advantages of using in depth Interview is in their ability to provide in- depth data which is hard to get using a questionnaire alone .The type of data collected by using this method is primary data.

3.6.1.4 Focus group discussion

The researcher used focus group discussions as a data gathering tool. According to Kruger, (1990) defines focus groups as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive non-threatening environments. A focus group is a form of qualitative research in which a group of people are asked

about their attitude towards a product, service, concept, advertisement, idea, or packaging (Neumann, 2000). Questions were asked in an interactive group setting where participants are free to talk with other group members. The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys. These attitudes, feelings and beliefs may be partially independent of a group or its social setting, but are more likely to be revealed via the social gathering and the interaction which being in a focus group entails (Creswell. 2003). Compared to individual interviews, which aim to obtain individual attitudes, beliefs and feelings, focus groups elicit a multiplicity of views and emotional processes within a group context. In a focus group the study interested in such things as how people respond to each other views and build up a view out of the interaction that takes place within the group. As with most other methods of qualitative inquiry, its use is expected to adhere to a number of prescriptions, some of which touch on: Size of the group-the number of participants appropriate for a group (Babbie and Mouton, 2001). In line with the assertion of Krueger (1988) that focus groups involve small groups of people with particular characteristics convened for a focused discussion of a particular topic.

According to Kombo and Tromp (2006), focus group discussion is a special type of group in terms of its purpose, size, composition and procedure. A focus group composed of six (6) individual who share certain characteristics, which are relevant for the study. The discussion was carefully planned and designed to obtain the information on participant perceptions on a defined area of interest. The study focused on group discussion to get detailed views from male and female respondents. In that regard, two groups were formed, viz; a group of six (6) male respondents and another of six (6) female respondents. This combination provides an insight view between men and women which may arise from their roles and development priorities and interest in the community. The FGDs interview checklist used is attached as Appendix 3.

3.6.1.5 Observation

This is the technique of data collection in which a researcher becomes a member of a group under the study (Kombo, 2006). The intended information is obtained through researcher's own observation. This method usually observes physically to know what people of the respective villages actually did rather than what they say they do and it helped to bridge the gap between what people say they did and what they actually do. The observed phenomena includes teachers' houses buildings, status of the project and building materials. Due to lack of full transparency among leaders, some of the data were treated as confidential and the study employed this method to obtain extra reliable information by observing ongoing behavior of members among the community.

3.6.2 Secondary Data

According to Kothari (2004), secondary data are those which have already been passed through the statistical process. Furthermore; Kombo and Tromp (2006), described secondary data as the information source of data neither collected directly by the user nor specifically for the user and it involves gathering data that have already been collected by someone else. Secondary data analysis saves time that would otherwise be spent collecting data and, particularly in the case of quantitative data, provides larger and higher-quality databases that would be unfeasible for any individual researcher to collect on their own. In addition, analysts of social and economic change consider secondary data essential, since it is impossible to conduct a new survey that can adequately capture past change and/or developments.

In collecting secondary data, various documents concerning TASAF funded projects available in the study area were reviewed. The technique enabled the study to obtain discreet information of interest from the TASAF stakeholder's offices of the Babati Town Council (VEOs offices, WEO Offices, CMC, Babati Town Council office, Ward Education Coordinator Office Reports and other project document.

3.7 Data processing and Analysis

According to Bogdan & Bicklen (1992), data analysis is a process of systematically working with data or applying statistical and logical techniques to describe, organize, summarize and compare the data collected and divide them into manageable portions.

In this study data collected from the field were first edited to discover if there is any errors or omission. Corrections for obvious errors such as wrong entry were then made. Responses were coded to limit the number of classes for tabulation. Moreover data were sorted and summarized by using Excel. The outputs were presented in tables, figures, frequencies, percentages and text to simplify interpretation and general appraisal of the phenomenon.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter is composed of six parts; the first part provides background characteristics of respondents in terms of their age, sex, marital status, level of education and occupation. The second part of the chapter discusses approaches used to involve the community in TASAF sub-projects. The third of the chapter explains the community contribution in TASAF sub projects, while section four of the report explains factors influencing the community in implementation of planned activities. Part five of the report discusses accountability of funds collected from the community. The last part of the report gives initiatives made by the council to improve community participation in TASAF sub projects.

4.2 Background Characteristics of Respondents

The background characteristics of respondents were presented in terms of age, marital status; sex the respondents, occupation and their level of education.

4.2.1 Age

Age of the respondents was included to see if they have any influence on the participation of the community in development projects. In this study, a ten year interval starting with the age of 15 years and above was used. Generally, active age group starts from 15 years.

In this study, it was found that majority (79%) of the respondent were below the age of 35 years. This is an active age group which is supposed to participate effectively in community activities (Shaidi, 2006). The study found that 21% of the respondents were above 35 years of age as shown in Table 4.1.

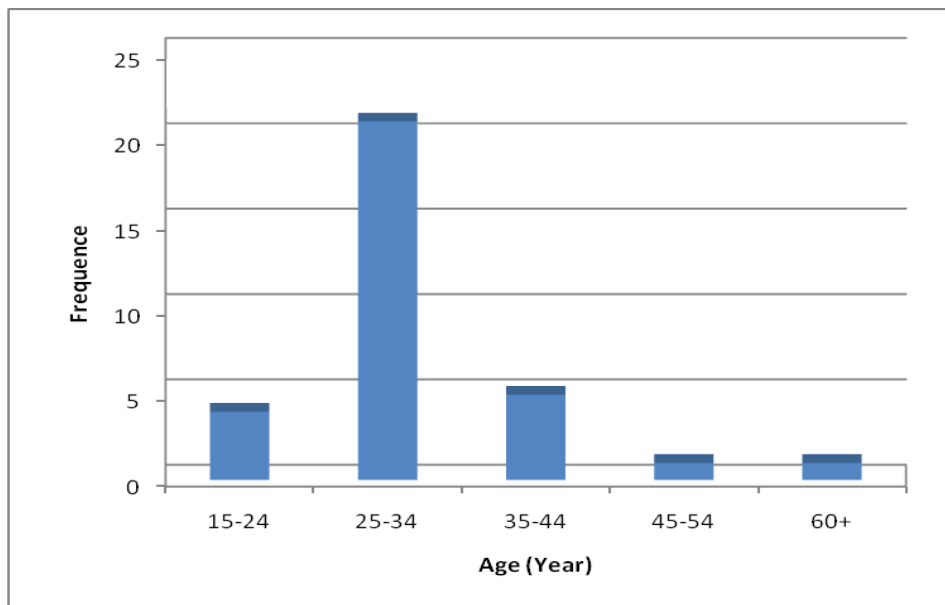
Table 4.1: Age of Respondents

Age (year)	Frequency	Percentage
15-24	4	13
25-34	21	66
35-44	5	16
45-54	1	3
60+	1	2
Total	32	100

Source: Study Findings, 2013

The same information in Table 4.1 when depicted using bar charts is as shown in Figure 4.2.

Figure 4.1: Age of Respondents



Source: Study Findings, 2013

4.2.2 Sex

The study wanted further to establish the sex of respondents. Women generally participate differently from men in community activities due to their other responsibilities at home. Women generally have heavy workload compared to men and do not have freedom to move from home without getting permission from their spouse.

At the same time women are more concerned than men for development activities affecting welfare of their family members. The proportion of women to men was almost the same in the sample although men were slightly more (56.3%) compared to women (43.8%) as shown in Table 4.2

From Table 4.2; the sex distribution seems to be almost equally distributed in both sexes. Among 32 respondents, 18 (56.3%) were male and 14 (43.8%) were female household heads. This indicates that the study fairly considered gender balance since in simple random sampling every individual had an equal chance to be selected. This result implies that there was gender consideration which influenced the community contribution in TASAF funded sub project. The process intends for projects to be successful as well as community sense of ownership (both sexes) leading to effective community participation and project sustainability.

Table 4.2: Sex of Respondents:

Respondents	Frequency	Percentage
Male	18	56.3
Female	14	43.8
Total	32	100.0

Source: Study Findings, 2013

4.2.3 Marital status

According to Ngugi *et al.* (2003), the marital status is another factor that could affect participation. Households where the head and spouse live together are likely to have more labor available and therefore more likely to participate in project activities. But it is arguable that it is only when married couples are de-facto living together that the benefits of increased labor supply are realized. It is therefore important to include the marital status (married and living together) of respondents and see its effect in project implementation.

From Table 4.3; the married couples were 25 (78.1%), divorced 3 (9.4%), single 2 (6.3%) and separated 2 (6.3%) of the total respondents. Married couples were much participating in the project implementation than singles, divorced and separated individual and the reason being most of couples live together with their family and can increase the labour supply in project implementations. Moreover, married couples had to participate in project development like building of teachers' school to insure availability of good education environment for their children.

Table 4.3: Marital status of the respondent:

Response	Male	Female	Total	Percentage
Single	1	1	2	6.3
Married	15	10	25	78.1
Divorced	1	2	3	9.4
Separated	1	1	2	6.3
Total	18	14	32	100.0

Source: Study Findings, 2013.

4.2.4 Education level

Education status of respondents in most cases influences community participation in the sense that those who get higher education levels are more likely to adopt new changes. In his discussion, Oakley (1991), noted that, “among the participation barriers, one was the social impediments comprising of mentality of dependence, culture of silence, domination of the local elite, gender inequality, and low levels of education and of exposure to non-local information. It is therefore the role of this study to evaluate education of respondents so as to determine the ability of the community on understanding the importance and benefits of participation in their projects.

Table 4.4; shows education background of respondents and the majority were primary education holders 25 (78.1%), followed by secondary education holders 4 (12.5%) and very few 3 (9.4%), who had never been to school. This implies that the understanding capacity of the respondents were not that much high due to low education level.

Table 4.4 Education Level

Education level of respondents	Frequency	Percentage
Primary education	25	78.1
Secondary education	4	12.5
No formal education	3	9.4
Total	32	100.0

Source: Study Findings, 2013

4.2.5 Occupation of respondents

The livelihood nature of the community influences much the extent of their participation in implementing community development projects. Scholars like Bromley (1998), argued that; participation of the poor without being accompanied with institutional change, will yield more or less the same result as that one of non participation. In some existing participation arena, the institutional set up does not allow the poor to participate; instead, they are being invited to participate, such a situation has culminated to what can be termed justification of theft of development benefits by the local “elites”.

The results of this study show that, most of respondents 19 (59.4) were pastoralists while few 7 (21.9%) were peasants and the rest 6 (18.8%) were self employed in other occupations. The implication of this is that, most of the household livelihoods were based on the livestock keeping. Further investigation in the study area revealed the prevalence of low rainfall leading to poor pastures and agriculture production. The ultimate effect of this phenomenon is insufficient production in both livestock and agriculture thus low per capita income which hinders community participation in project contribution in terms of cash. This situation accounts for the delay of majority of TASAF and non TASAF funded sub projects. Table 4.5 shows the respondents main occupation.

Table 4.5: Occupation (Household Head)

Occupation of respondent	Frequency	Percentage
Pastoralists	19	59.4
Peasant	7	21.9
Self employed	6	18.8
Total	32	100.0

Source: Study Findings, 2013.

4.3 Approaches used to involve community

Villagers should participate and control the planning of their own villages and sees this as the only practical methods, for successful village development. The study therefore attempted to determine some approaches which were used by the council to involve community members in undertaking development projects.

The approach used by Babati town council to involve the community was the participation approach where by the community was involved in the identification and setting of the priorities of the project and all other planning process stages. The study intended on finding the level of community participation in preparation of project planning and its involvement in formulating project goals, objectives and strategies.

4.3.1 Community Participation Approaches

The study needed to know the kind of approach (bottom up or top down) used in the identification and implementation of TASAF funded projects. A "bottom-up" approach is one that works from the grassroots from a large number of people working together, causing a decision to arise from their joint involvement (Ramskov, 2008). By bottom up approach people analyze existing problems together, chart their possible best solutions, weigh ability to act collectively, and set SMART action plans which are usually implemented, followed up and monitored by responsible community leaders. The approach involves local communities by building peoples capacity to analyze their problems and finding ways to tackle those problems (Cooksey, 2005). The bottom up

approach helps to ensure project sustainability. It has been believed that bottom up approach can overcome all the limitations created by top down approach as it can facilitate accommodation of local needs, less bureaucracy, more effective and realistic processes.

The study finding revealed that, 29 (90.6%) of respondents argued that bottom up approach was used, while 3 (9.4%) argued that top-down approach was adopted. This indicates that the community was the one who identified and prioritized the project to be funded by TASAF in the respective villages and thus, participatory type of planning was used. Table 4.6; shows the response of the respondents concerning what type of approaches was used in the construction of the secondary school teacher’s house project. The approach provided the room for the community to experience a sense of ownership and accountability and ensure optimum use of funds and other resources.

Table 4.6 Approaches Used

Approaches	Frequency	Percentage
Bottom Up	29	90.6
Top-down	3	9.4
Total	32	100.0

Source: Study Findings, 2013

4.3.2 Identification and setting priority of the project

Many of the projects fail to sustain due to poor involvement of the community in all stages of project planning process. Therefore it is important for the communities to participate from commence of the project; that is the identification and settings of project priorities through project implementation to ensure its sustainability. Arnestein (2006), argued about the importance of community participation and he was able to show how community participation in the local government was crucial in a multi-dimensional and integrated development plans. Cheema (2006), argued that,

participatory planning also involves communities in identifying and planning their needs, as well as in implementing and evaluating them.

The result of the study shows that, identification and setting up priorities of the project was done by villagers through village assembly. Table 4.7; reflects that, most of the community members 23 (71.9%), were involved in the identification and prioritization of TASAF funded sub projects through village assembly, 6(18.8%) respondents were involved through village council leaders and only 3(9.4%) of respondents responded to participate through village council. This implies that majority (71.9%) of the community members were participated in project identification and setting up priorities of the project.

Table 4.7: Identification and Priority setting of the Project

Identification and Priority of the Project	Frequency	Percentage
Villagers through village assembly	23	71.9
Village council	3	9.4
Brought in by council leaders	6	18.8
Total	32	100.0

Source: Study Findings, 2013

4.3.3 Level of Community Participation in Preparation of Project Planning

The Babati Town Council TASAF report, 2012 explained the role of each of the administrative machineries involved in the project as follows; Officers at the Council level had have the mandate of Supervising and monitoring the implementation of sub projects; Community Management Committee (CMC) do implement those sub projects. Village leaders were responsible for supervising and implementation of sub projects and Village meetings were used to endorse interests expressed by respective beneficiary group in the village. Morgan (2001), viewed participation as a condition by which local knowledge, skills and resource can be mobilized and fully employed to accomplish development projects.

Results as per Table 4.8: reflects that, 14(43.8%) of the respondents said, project preparation and planning were done by officers at the council level, and 9 (28.1%) of the respondents said project preparation and planning was through village meeting. This implies that communities misunderstood stages that they were involved in the project planning. This can be accounted by low level of education of the community (primary education). The low educational level of the community had a great impact on analysis of issues concerning participation in undertaking projects in their local level.

Table 4.8: Level of Community Participation in Preparation of Project Planning

Stakeholders involved in preparation of project planning	Frequency	Percentage
Officers at the Council	14	43.8
Village leaders	4	12.5
Community management committee	3	9.4
CMC-with officer from the council	2	6.3
Village meeting	9	28.1
Total	32	100.0

Source: Study Findings, 2013

4.3.4 Community involvement in formulating Project Goals, Objectives and Strategies

Fully participation of the community in all stages of the project planning plays a role in enhancing the sustainability of the project. The implementation support mission by the World Bank team to TASAF which took place from March 23rd to April 04th 2009 concluded that, TASAF II implementation of projects will be successful and moving towards achieving the set targets to obtain sustainable project development in the study area if all the beneficiaries were involved fully (World Bank Report, 2009).

Table 4.9: shows that, 19(59.4%) of the respondents understood that officers at the district level were the ones who formulated the goal and objective of the TASAF funded sub project, few respondent, about 4 (12.5%) claimed that community management

committees were not involved, and 9 (28.1%) respondents responded that village leaders were responsible for formulating goals, objectives and strategies of the projects. The implication of this is that, both community members as well as community management committees were not involved in formulating goal, objective and strategies of the projects but they were only involved in implementation process and thus less involvement in TASAF funded project.

Table 4.9: Community Involved in Formulating Goal, Objective and strategies

Stakeholders	Frequency	Percentage
Officers at the Council	19	59.4
Village leaders	9	28.1
Community management committee	4	12.5
Total	32	100.0

Source: Study Findings, 2013

4.4 Community contribution in sub-projects

The study established community contribution in the following three areas; cash, labour and materials. As it can be depicted from Table 4.10; 20 (62.5%) of respondents in the study area provided labour as the contribution to the TASAF project, 5 (15.6%) of the respondents contributed in cash and 7(21.9%) contributed in terms of material. This implies that most of the community members' contribution was made in terms of labour and few of them contributed in cash and materials. Low cash contribution leads to delay of TASAF funded projects accomplishment. On the other hand, majority of the respondent 18(56.3%) claimed that, reasons for low contribution in cash was due to low income earned by the community members, and few 10 (31.3%) of the respondents responded that both low income and many projects implemented at once were the reasons for poor community contributions and very few 4 (12.5) of the respondents demanded that poor contribution was due to many projects implemented at once as shown in Appendix 4. The delay in community contribution to projects in terms of cash

resulted into poor implementation and performance hence delays in project accomplishment.

Table 4.10: Community Contribution to teachers houses sub-Project

Community Contribution	Frequency	Percentage
Cash	5	15.63
Labour	20	62.5
Material	7	21.9
TOTAL	32	100
Reasons for Poor Cash Contribution		
Many Projects Implemented at once	4	12.5
Low income	18	56.3
All of the above	10	31.3
TOTAL	32	100.0

Source: Study Findings, 2013

4.4.1 Collection of Community Cash Contributions

The study realized that, out of 32 respondents, 27 (84.4%) knew that funds were collected by VEO and 5 (15.6%) knew that funds were collected by CMC and nobody mentioned the council as the collector of their contributions. This implies that, VEO are accountable for collecting and keeping all records of funds collected from the community in cooperation with the Community Management Committee.

Table 4.11: Responsible person for collecting Community Contributions

Responses	Frequency	Percentage
VEO	27	84.4
CMC	5	15.6
The council	0	0
Total	32	100.0

Source: Study Findings, 2013

4.5 Factors Influencing Community Participation.

The study made an attempt to observe factors that determine the community participation in the study area. Things like awareness, project management status and transparency of the Council officials were taken into consideration as the factors that influence community participation. The advocates of participatory planning believe that this approach can open up opportunities for people excluded from development not only to participate in decision making but also to assess the level of local government transparency and accountability.

Results on Table 4.12: shows that, 16 (50%) of respondents argued that awareness is an important factor to influence their effective participation in community development, 6 (18.8%) of the respondents identified project management status as a factor that motivates community participation, while 10 (31.3%) respondents mentioned transparency and accountability of council officials to be factors that attempt to influence community participation. This implies that awareness is a major factor that if well organized and provided, plays a lot in terms of motivation and improvement on community participation in projects implementation. Provided the awareness, also officials accountability and transparency contributes to influence community participation as it clears doubts build trust to the community.

However, the finding goes in details to know if there were any problems experienced by the community that hinder TASAF funded project. Babati Town council TASAF office mentioned the following factors as challenges that affect TASAF funded project success; economic hardship, poor leadership and delay of fund from the TASAF headquarters.

Table 4.12: Factors Influencing Community Participation

Factors	Frequency	Percentage
Awareness	16	50
Project Management status	6	18.8
Accountability and Transparency	10	31.3
Total	32	100.0

Source: Study Findings, 2013

4.5.1 Awareness of people in Babati Town Council on TASAF sub-projects

Awareness creation plays a great role in sensitizing the communities and hence enhances their involvement in project development as revealed by Table 4.13. Data from Table 4.13: reflects that; 18 (56.3%) of respondent said that they were aware about TASAF funded sub projects and 11 (34.4) were not aware while 3 (9.4%) respondents did not respond. Furthermore, some of the respondents who were aware about TASAF funded sub projects said that they got the TASAF information by listening to the TBC FM program on “Maisha Bora kwa Watanzania”. The program explains a number of issues that included Sub projects funded by TASAF in Babati Town Council. Others received information from reading TASAF newspapers which indicated a number of TASAF projects available not only in Babati Town Council but all over the whole country. These results imply that most of the community members are aware of the existence of TASAF funded sub project in Babati Town Council.

Table 4.13: General responses on awareness of TASAF funded sub projects

Responses	Frequency	Percentage
Aware	18	56.3
Not aware	11	34.4
No respond	3	9.4
Total	32	100.0

Source: Study Findings, 2013

4.5.2 Availability and Adequacy of Secondary schools teacher’s houses

Results from the study areas show that, all 13 studies schools had shortage of teacher’s houses. There was a shortage of 142 teacher’s houses out of the 208 which were required. This entails a deficiency of 68% teachers’ houses in the studied schools. Schools with the highest shortage of teachers’ houses were Nangara, (88%); Kwaangw (90%); Bonga (82%); and Sigino (77%) (Babati Town Council Secondary Education Department July –September, 2012 reports).

Data from Table 4.14: reflect that, out of 32 respondents who were asked on the availability and adequacy of teachers' houses in Babati town council, 20 (62.5%) said teachers' houses were available but inadequate and 10 (31.3%) said that teachers' houses are not available at all and 2 (6.3%) respondents said that teachers' houses were available and adequate. This implies that most of the community members who were asked said that, teachers' houses were available but inadequate. Data from Secondary school Education department in Babati Town Council also shows that, teachers' houses were available but inadequate as shown from Table 4.14. Requirement for teachers' houses in Babati Town Council is 208 houses, available houses are 66 and there is a shortage of 142 houses.

The constructions of teacher's houses in Babati Town Council are being implemented by various donors such as Secondary Education Development Programme (SEDP) which have constructed a total of 15 houses till October, 2012. Education development partners such as National Microfinance Bank (NMB) have also contributed to the building of two teachers' houses at Mutuka secondary school and at Nangara secondary school respectively.

On top of that, TASAF has played a great role in constructions of teachers' houses in Babati Town Council. Since sensitization meetings started in 2005/2006, TASAF has managed to build 15 houses, at least one house in every secondary. The future TASAF strategy is to build another 15 houses.

According to Council Infrastructure statistics, there is a shortage of 142 teachers' houses, as a result more than 30 teachers have no house to stay and others are sharing a single room for two people. Labour turnover was very high due to the reason that, most of schools are allocated in remote areas with little or no access to social services such as hospitals. (Babati Town Council Secondary Education department July –September, 2012 reports).

Responses on availability and adequacy of secondary school teachers' houses were also sought from teachers in order to capture their feelings as appears in Table 4.14

Table: 4.14 Availability and Adequacy of Teachers' houses in studied schools

Responses	Frequency	Percentage
Available and Adequate	2	6.3
Available but In adequate	20	62.5
Not available at all	10	31.3
Total	32	100.0

Source: Field data, 2013

4.6 Accountability of funds collected from the community

The study prompted to establish the accountability of funds collected from the community. The objective of community contribution is to ensure that communities own the process of development, and people are enabled to make a meaningful contribution to the development of their own lives (Monyemangene, 1997:29). It is therefore very important for the community contributions to be trustfully collected as well as properly managed in order to motivate them in effective involved in the projects implementation. It must be kept in mind that, transparency is a key factor and must be maintain throughout the process to ensure willing participation of the community on other ongoing and coming project.

4.6.1 Monitoring of Community Contributed Funds

It was also very important to know if the community knew how their contribution and the donor funds are handled and used trustfully.

The response were as follows; only 6 (22%) knew that funds they contribute were audited, 26 (81%) were aware of the financial reports of their contributions, 11 (34%) said that the process of collecting the community contributions followed the TASAF guidelines and few of them 8 (25%) was aware that all cash contributions collected and their use were recorded in cash books. This implies that, the accountability of the community contributed funds and even TASAF funds provided is very low and can

affect the moral participation of the community. Furthermore it was noted that, there was less transparency on the management of the project funds which in turn demoralizes the effective participation and create room of fraud on funds.

Table 4.15 Monitoring of Community Contributed Funds

Responses	Frequency	Percentage
Audited	7	22
Financial reports to community	26	81
Follow guidelines	11	34
Use of cash books	8	25

Source: Study Findings, 2013

Note that: Total frequency and percentage exceeds 32 due to multiple responses

4.7 Initiatives made by the Council to improve community participation

The study prompted to determine some of the initiatives the council established to motivate and improve community involvement in construction of teachers' houses TASAF sub projects and how community are aware of those initiatives. The following are some of the initiatives taken by Babati Town council: - sensitization meeting, posters, magazine, training, technical support.

Table 4.16: reflects that, most of the respondents, (87.4%) said that, they are aware that sensitization meeting, technical support, use of posters and training played a lot to improve community participation in TASAF sub projects and very few 4 (12.6%) responded that TASAF magazine, television and radio broadcasting used to improve community participation in TASAF sub projects. This implies that the community in the study area was aware of the initiatives that the council used to influence the effective community participation in TASAF sub projects. However it seems that magazine, Radio and Television were less accessible to many of the community members compared to other initiatives.

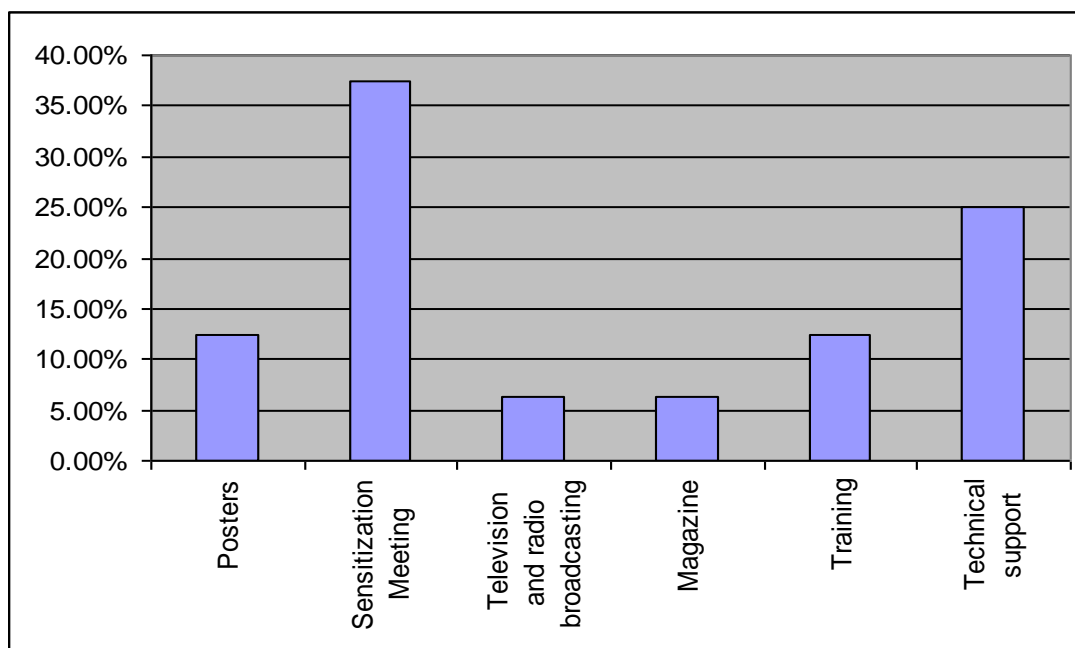
Table 4.16: Initiatives Taken by Babati Town council

Initiatives	Frequency	Percentage
Posters	4	12.5
Sensitization Meeting	12	37.5
Television and radio broadcasting	2	6.3
Magazine	2	6.3
Training	4	12.5
Technical support	8	25
Total	32	100.0

Source: Study Findings, 2013

The same information in Table 4.16 when depicted using bar charts is as shown in Figure 4.3.

Figure 4.2: Initiatives Taken by council



Source: Study Findings, 2013

4.7.1 Challenges in construction of school teachers' houses sub-projects

Challenges involved in TASAF sub projects especially construction of teachers' houses were low absorptions of sub project funds, low justifications on completed sub projects, inadequate community participation and contribution, late release of funds from TASAF

headquarters, many projects were implemented at the same period of time, poor community contribution in cash, insufficient cash contribution from the council level and communities were not involved from the initial stage. Those challenges are explained as Follows:

4.7.2 Low absorptions of sub project funds

The low absorption of sub project funds are caused by delayed start of sub project implementation due to poor community participation and community contribution from the onset of the sub project. In Babati Town Council for instance, it was expected that many people will effectively involve in project implementation in terms of cash contribution and labour after sensitization meetings, but as days go their contribution and attendance to the meeting of the community worsen. The project donated funds remain in the bank accounts for a long time without being used hence delayed completion of the project in time as planned. To solve these challenge informants mentioned that it needs strong village governments to mobilize the required community contributions and involvement.

4.7.3 Delayed justifications in completing sub projects

According to the TASAF guidelines the community management committee (CMC) was responsibility of justifying expenditures of the first tranche disbursed before applying for the second tranche, but in Babati Town Council, this process was delayed due to poor documentation by CMC such as keeping up to date financial records (cash books for receipts and payments) and inappropriate filing of supporting documents. Therefore, no funds were released without justification hence a delay start or progress of the project. In addition it was noted that, some CMC takes long time to justify expenditures due to their low capacity of performing such works (TASAF Supervision support report, March 2012).

4.7.4 Inadequate community participation and contribution

During the constructions process of teachers' houses, the sub project funded by TASAF in Babati Town Council, few people participated in sub project activities in terms of

labour or cash contribution, this resulted into time overrun in completing the work, which in turn increased the project cost due to price fluctuations for materials which were bought late because of slow progress of the project implementation and especially from one tranche to another in which no funds could be released to the next tranche before completion and justification of the previous.

4.7.5 Poor community contribution in cash

Most of people living in villages around Babati Town Council are pastoralists and some are peasants. During the time of construction of teachers' houses sub projects funded by TASAF, the Council was faced by prolonged dry season thereby affecting crops and green pasture. The result of this was reduced harvest both from crops and animals which in-turn affected per capita income. This scenario lead to poor cash contribution thus delayed completion of teachers' houses.

Figure 4.3: Plate for Teachers' House Buildings



Plate 2: Delayed Teachers house building at Kwaang'w Secondary School since 2007 at Kiongozi village

Source: Study Findings, 2013



Plate 2: One of sub completed Teachers House in Kwaang'w Secondary School at Kiongozi Village

4.7.6 Late release of funds from TASAF headquarters

The study noted that there was a challenge for delay on TASAF Fund release from headquarter as requested. For example funds were requested early in the beginning of year the 2009, but released at the end of the year 2009. During that time, inflation was

very high and prices for building materials were increased as the result it was not possible to buy the entire requirement as per budget.

4.7.7 Many projects were implemented at once

During the implementation of TASAF II sub projects in Babati Town Council, there were other sub projects which were at the same time implemented. Example, project funded by donors like Capital Development Grant (CDG) were implemented at the same time with TASAF funded project. Since all the two projects require contributions from the same community, it was not possible to get a sufficient community contribution.

4.7.8 Insufficient cash contribution from the Council Level

The council was required at least to contribute on the technical support and some cash to the project. But due to low revenue collection from own sources, the council was unable to afford to contribute any cash. This also, was the reason to why sub projects were not completed on time.

4.7.9 Communities were not involved from the initial stage

Goals formulation, objective and strategies were done at TASAF headquarter level in collaboration with officers at the council level. Communities could not participate fully in the implementation process because they were not involved from the early stage of the projects planning.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study concluded that, generally the level of community participation in preparation and planning was not very much blessing and mostly the work was done by officers at the council level. The study also found three forms of community contribution, these were; cash contribution, labor and materials contribution. The reason for poor community contribution in terms of cash was due to low income earned by the community members. Furthermore, study conclude that, poor community contribution in cash was the result of implementing more than one project at once in the same area. Generally, poor community contribution in terms of cash caused poor performance and sustainability of project implemented in the study area and hence delays in project accomplishment.

Several factors were noted to influence community contribution to TASAF funded projects either positively or negatively. Factors like awareness, project management capacity, transparency and accountability made the community to respond positively to TASAF funded project. Then again; factors like economic hardship, poor leadership and delay disbursement of fund from the TASAF headquarters affected the community participation negatively. It was also evident that, despite the awareness campaign conducted, project management and follow up was not that much promising and from the respondent's point of view, it was due to lack of training and seminars to the responsible committee members on their responsibilities. The study observed that, the community was aware of the existence of TASAF funded sub projects in their area, one respondent explained that, he used to listen to TBC FM Program on “*maisha bora kwa Watanzania*”, a program that explained a number of issues which included sub projects funded by TASAF in Babati Town council, and other people became aware after reading TASAF News Letters which indicated a number of Sub projects funded by TASAF in Babati town council.

The study also concludes that most of the community members were aware of the existence of TASAF funded sub projects in Babati town council. This was possible due to sensitization meeting conducted by the town council. This method overruled other initiatives like distributed of magazine to the selected villages, posters, television, radio broadcasting, training and technical support. All the mentioned above were initiatives provided by the council for the aim of improving TASAF funded project to become successful and sustainable. Also study observed that most of the initiative were not relevant to the community due to the fact that most of them earn low income from their livelihoods as most of them are peasants and pastoralists. Apart from that most of the community's household heads were primary school leavers such that their level of understanding is as much not high.

5.2 Recommendations

Based on the findings of the present study, the following recommendations are given:

- i. Local authority should effectively involve the community in all planning process. Community participation in project planning stage is very important because it gives the beneficiaries knowledge, experience and greater commitment on implementing the projects for the aim of achieving its objective as such they could take responsibilities for managing themselves for long term sustainability. On the other hand, community participation in projects preparation and planning makes the community to have a sense of ownership of the projects; therefore, the project will be sustainable.
- ii. The study strongly recommends that the villagers should select committed and transparent leaders who will enforce and manage projects in local levels.
- iii. The delay in release of funds from TASAF headquarters needs a closer attention by the Government to insure on-time completion of projects and prevent unnecessary price fluctuation.

- iv. Both the village leaders and community members committee should be provided with training (seminars) by local government to clear misunderstanding of their role in TASAF funded projects.

- v. In order to improve community income level, the Government and other development partners should provide community with the credit with minimum interest rate. Continuity of the villagers to pay and participate in TASAF funded projects will be facilitated through informing the villagers on meeting concerning the project progress in terms of how much amount of money is to be required in , and any other necessary resources they needed to contribute, expenditure and the amount in Bank. This will motivate the community participation in terms of cash contribution.

- vi. Local government authorities and other donors should harmonize the relevant initiative to support projects in local authorities.

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APPENDICES

APPENDIX I: Questionnaires

These questionnaires designed to collect the information required for the purpose of the study which is the part of my academic requirement at Mzumbe University for the award of Masters of Business Administration in corporate management (MBA-CM). Particular data assist the study in critical community participation in TASAF funded sub projects I request therefore, your cooperation in answering the questions here under. The loyalty of your time in answering this questionnaire is highly appreciated

A questionnaire for household head

1. Village
2. Age A. 15-24 years () B. 25- 34 years () C. 35-44 year ()
D. 45- 54 year () E. 60+
3. Sex 1. Female () 2. Male ()
4. Education level;
A. () Primary education
B. () Secondary education
C. () No formal education
5. Occupation of respondent.
A. Livestock keeping
B. Peasant, C). Self employed
6. Marital status 1. Single () 2. Married () 3. Widow () 4. Divorced
7. Are you aware of sub projects funded by TASAF? 1. Yes () 2. No ()
8. How did you become aware of the project funded by TASAF at your village?
.....

9. Is there any projects funded by TASAF in your village?

1. Yes () 2. No ()

If yes what are the projects?

A).....

B).....

10. Do you participate in the projects of constructions of teacher's houses 1. Yes ()

2. No () if yes, how do you participate?

Activity	Cash	Labor	Attendance of meeting
Full participation			
Partial participation			
Non			

11. Did you contribute cash? Yes (), no ().

12. If you contributed cash how much were you required to contribute?

.....

13. How much did you contribute?

.....

14. If you did not contribute cash how much did you not contribute?

.....

15. Did you contribute labor?

Yes (), no ()

16. If you contributed labor how much were you required to contribute?

.....

17. How much did you contribute?

.....

18. If you did not contribute labor how much did you not contribute?

19. Who is responsible for collecting the community's contributions?

- a. VEO
- b. CMC
- c. The council

20. How do the community funds monitored?

- a. Audited
- b. Financial reports to the community
- c. Follow the guidelines
- d. Use of cash books

21. Have TASAF funded project successful? 1. Yes () 2. No. (),

If yes, at what level, a). High)). Moderate c). Poorly

22. What do you think are the factors?

(a). Making the TASAF projects successful?

I).....

II).....

III).....

(b). Hindering the TASAF project's success

i)

ii)

iii)

23. What do you think the district council has done to make the TASAF project successful?

I.....

II.....

III.....

iv.....

v.....

24. What are the availability and Adequacy of Teacher's house at Babati Town Council?

Kwaang sec	RESPONCES	Yes	No
	Available and Adequate		
	Available but In adequate		
	Not available at all		

Nangara sec	RESPONCES	Yes	No
	Available and Adequate		
	Available but In adequate		
	Not available at all		

Questionnaire for TASAF and council officials

A questionnaire for TASAF and Council officials

1. Name of the Council.....
2. Designation.....
3. Sex.....
4. Education.....

5. When TASAF started its activities in the Council?.....
6. (a). How many projects have been funded by TASAF in your Council?.....
- (b). Is the community involved in project (tick one or both)

I. Planning

II. Implementing

7. How communities are involved in planning and implementation of TASAF funded projects?

- (a) Who formulate goal and objective of projects?
- (b) Who formulate strategies of project?.....
- (c) Who prepare action plan and time schedule of the project?.....
- (d) (d) What type of approaches used in planning process? (Tick one)
 - (i) Bottom up approach ()
 - (ii) Top down approach ()
- (e) Who identify the source of finance? (Tick one)
 - (i) Community members ()
 - (ii) TASAF ()

8. (a) What is the contribution of each stakeholder in TASAF projects?

- 1. TASAF..... Tsh..... %
- 2. Town council..... Tsh..... %
- 3. Community..... Tsh..... %
- 4. Others Tshs..... %

(b) Is there any pre-condition for the community deserving TASAF support?

If any explain

.....

.....

9. (a) What are the positive (motive) factors influencing community participation in Implementation of planned activities?

- (ii)
- (iii).....
- (iv).....
- (v)

(b) What are the negative (discouragement) factors influencing community participation in implementation of the planned activities

I.....

- ii.....
- iii.....
- iv.....

10. What are the initiatives of Town council in improving community participation in monitoring and evaluation of TASAF funded projects. Through the,

<i>Number</i>	<i>Initiative</i>	<i>Tick</i>	Number/ type
1	Posters distributed in each village		
2	Distribution of brochures in each village		
3	Broadcasting made through televisions in each village		
4	Magazine distributed in each village		
5	Training held by the Town Council		
6	Technical support		

11. How many projects completed as planned?.....

12. (i) What problems do you always face in implementing TASAF funded projects?

- a)
- b)
- c)
- d)

(ii). How do you solve them?

- a)
- b)

c)

d)

13. What comments/suggestions do you have to improve the general performance of community development initiative in your Council

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

APPENDIX II: Interview for community management committee (CMC)

1.Name of respondent.....

2.Village name.....

3.Age A. 15-24 years () B. 25- 34 years () C. 35-44 year ()
D. 45- 54 year () E.60 and above.

4.Sex 1. Female () 2. Male ()

5.Education level;

- 1. () primary education
- 2. () secondary education
- 3. () No formal education

6. Marital status 1. Single () 2. Married () 3. Widow () 4. Divorced

7. Is there any community projects funded by TASAF in your village?

- 1. Yes () 2. No ()

8. If yes mention

.....
.....

9. Did you involved in project identification?

- 1. Yes () 2. No ()

10. Did you involved in project preparation?

- 1. Yes () 2. No ()

11. Did you involved in preparation of work plan?

- 1. Yes () 2. No ()

12. Are the procedures in project identification, planning and implementation described by TASAF followed?

- 1. Yes () 2. No ()

13. If no what are the reasons?

.....

14. Are the people responding positively in contribution in terms of cash/money?

1. Yes () 2. No ()

15. If no what are the reasons?

.....
.....

16. Have you attended seminar on project implementation?

1. Yes () 2. No ()

17. What are the challenges facing TASAF funded projects in Babati Town Council?

a)

b)

18. To what extent does community participate in contribution in terms of?

Cash, materials and labour?

1. () Good 2. Fairly 3. Poorly

19. If poorly, what are the causes?

.....
.....

20. Do you involve in monitoring and evaluation process?

1. Yes () 2. No ()

If yes what do you do in a). Monitoring

b). Evaluation

APPENDIX III: Focus group discussion (FGD) interview

Place _____ Date _____ Time started _____ finished _____

1. Are you aware of sub projects funded by TASAF in your area?
2. Can you mention number of TASAF sub projects you know in your area?
3. Did you participate in contribution and implementation of TASAF funded sub projects in your village?
4. What did you contribute?
5. Did you participate in the construction of Teacher's house in your area?
6. Did you contribute cash?
7. What are the reasons for failure of TASAF projects?
8. What do you think are the initiative to be taken by the Council officials to make TASAF funded sub projects to be successful?
9. Is there any problem associated with the implementation of TASAF funded sub projects?

**APPENDIX IV: Cash contribution from TASAF and Community to the
Construction of Secondary school Teacher's houses Sub projects funded by TASAF
II in Babati Town Council.**

S/N	Name of Sub projects	FUND FROM TASAF II			COMMUNITY CONTRIBUTION		
		Target	Actual	Variance	Target	Actual	Variance
1	Construction of 1 Teacher's house at Bagara Secondary School	21,149,778	20,500,000	649,778	5,291,100	4,000,000	1,291,100
2	Construction of 1 Teacher's house at Bonga Secondary School	21,149,778	20,000,000	1,149,778	5,291,100	4,500,000	791,100
3	Construction of 1 Teacher's house at Babati Day Secondary School	20,890,889	20,890,889	0	5,227,900	4,000,000	1,227,900
4	Construction of 1 Teacher's house at Kwaangw Secondary School (Kiongozi)	20,897,556	19,870,000	1,027,556	5,229,500	2,500,000	2,729,500
5	Construction of 1 Teacher's house at Kwaangw Secondary School	20,897,556	19,870,000	1,027,556	5,229,500	3,000,000	2,229,500
6	Construction of 1 Teacher's house at Nangara Secondary School (Halla)	20,097,000	20,097,000	0	5,020,100	3,800,000	1,220,100

Source: TASAF Projects Implementation status, 2012.