

**FACTORS INFLUENCING COMMUNITY PARTICIPATION IN DEVELOPMENT
PROJECTS FUNDED BY NON GOVERNMENTAL ORGANIZATIONS
IN AWENDO CONSITITUENCY MIGORI COUNTY; KENYA.**

BY

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DECLARATION

This research project is my original work and has never been presented for award of any degree in any other University.

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DEDICATION

This research project is dedicated to my husband Lukas and children Marclaire, Jael, Alice and Raphas for their endless endurance and support during this period of my study.

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TABLE OF CONTENT

Contents	page
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT.....	v
LIST OF FIGURES.....	x
LIST OF TABLES.....	xi
LIST OF ABBREVIATIONS AND ACKNONYMS	x
ABSTRACT.....	xiv

CHAPTER ONE

INTRODUCTION

1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Purpose of the study.....	5
1.4 Objectives of the study.....	5
1.5 Research Questions.....	5
1.6 Significance of the study.....	6
1.7 Limitation of the study.....	6
1.8 Delimitation of the study.....	6
1.9 Basic Assumptions of the study.....	7
1.10 Definition of significant terms	8
1.11 Organizing of the study.....	9

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction.....	10
2.2 Overview of community participation in development projects.....	10
2.3.1 Influence of Level of education and community participation	13
2.3.2 Influence of gender on community participation	15
2.3.3 Influence of access to information on community participation.....	16
2.3.4 Influence of socio cultural factors on community participation	16
2.4 Theoretical framework.....	19
2.5 Conceptual framework.....	19
2.6 Knowledge gaps.....	20
2.7 Summary of the literature reviews.....	21
2.8 OPERational Table.....	21

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction.....	23
3.2 Research design	23
3.3 Target population	23
3.4 Sample size and sample selection.....	23
3.4.1 Sampling Procedure	23
3.4.2 Sample Selection.....	24
3.5 Data Collection Instruments	24

3.5.1 Pilot testing of the research instruments	25
3.5.2 Validity of research instruments	25
3.5.3 Reliability of instruments	25
3.6 Data collection procedure	26
3.7 data Analysis techniques.....	26
3.8 Ethical considerations	27

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION

4.1 Introduction.....	28
4.2 Questionnaires return rate	28
4.3 Demographic information of respondent.....	28
4.3.1 Characteristic of the respondent by age	28
4.3.2 Sex of the respondents.....	28
4.3.3 Education level of the respondent.....	30
4.4 Influence of level of education on community participation in development project funded by NGO.....	30
4.4.1 Awareness of NGO funded projects.....	31
4.4.2 Identification of NGO projects.....	31
4.4.3 Attendance of local meetings	31
4.4.4 Having enough information on how NGO funded projects operate.	33
4.4.5 Members involvement in planning and implementation of NGO funded projects.....	34
4.4.6 Members involved in monitoring and evaluation of NGO funded project.	36
4.4.7 Level of community's participation in NGO funded project	36

4.5 Influence of gender on community participation in NGO funded projects.	37
4.5.1 Fairness of composition of development committee.	37
4.5.2 Women’s representation in development committee.	38
4.5.3 Youth representation in development committee.....	38
4.5.4 Position held by women in DC.	39
4.5.5 Participation of women in NGO funded projects.....	40
4.6 Access to information on community participation in development projects funded by NGOs	40
4.6.1 Source of information on NGO projects	40
4.6.2 Attendance of training on development projects by community members.....	41
4.6.3 Relevancy of information to need satisfaction.....	42
4.7 Social cultural factors on community participation in NGO funded development projects...	42
4.7.1 Culture and women participation in community development projects.	43
4.7.2 Whether youth and women have unlimited decision making powers.....	43
4.7.3 Social cultural exclusion	43

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE STUDY

5.1 Introduction.....	45
5.2 Summary of the findings of the study.....	45
5.3 Conclusion	46
5.4 Contribution to the body of knowledge	46
5.5 Recommendations.....	47
5.6 Suggestion for further research.....	48
REFERENCE.....	49

APPENDICES	53
APPENDIX A: Letter of transmittal.....	53
APPENDEX B: Questionnaires.....	54
APPENDIX C : Table for determining sample size from a given population.....	54

LIST OF FIGURES

Fig 1: Conceptual framework	18
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LIST OF TABLES

2.8 Operation table.....	27
4.1: Characteristics of respondents by age.....	28
4.2: Sex of respondents.....	28
4.3 Level of education of respondents.....	29
4.4 Awareness of NGO funded projects.....	30
4.5 Projects known to the respondents.....	31
4.6 Identification of NGO projects.....	31
4.7 Attendance of local meetings.....	32
4.8 Information of NGO operation.....	33
4.9 Source of information.....	33
4.10 Involvement of community members and implementation.....	34
4.11 Ways through which consultation was done.....	35
4.12 Involvement in monitoring and evaluation.....	36
4.13 Level of community participation.....	37
4.14 Composition of development committee.....	38
4.16 Representation of youths in DC	39
4.17 Women’s position in DC	40
4.18 Participation of women in NGO funded projects.....	40
4.19 Source of information.....	41
4.20 Attendance of training	42

4.21 Relevancy of information to need satisfaction	42
4.22 Culture and women participation.....	43
4.23 Unlimited decision making of women in development projects.....	43
4.24 Social culture obligation on women participation.....	43
4.25 Social cultural exclusion of women	44

LIST OF ABBREVIATIONS AND ACKNONYMS

NGO: Non-Governmental Organizations

UN: United Nations

UNICEF: United Nations Children and Education Fund

USAID: Unite State Agency for International Development

RCIP: Rural Communities Impacting Policy

CAP: Community Access Programme

RDP: Rural Development Programme

RPAP: Rural Poverty Alleviation Programme

DC: Development Committee

ABSTRACT

This study sought to investigate factors influencing community participation in development projects funded by Non-Governmental Organizations in Awendo Constituency Migori County Kenya. The study was justified by the presence of a lot of development projects being initiated and funded by NGO for the purpose of filling the gaps left by the government and for addressing the needs of the local poor, yet conspicuously missing is the full participation of the community. It was guided by the following objectives; to assess the extend to which level of education influence community participation in development projects funded by Non-Governmental Organizations, to determine how gender issues influence community participation in development projects funded by Non-Governmental Organizations, to examine how access to information influence community participation in development projects funded by Non-Governmental Organizations and lastly to establish the extend to which social cultural factors influence community participation in development projects funded by Non-Governmental Organizations in Awendo Constituency. The study employed descriptive survey research design. The target populations were youths, women and men as the direct beneficiaries of the projects. The study used a sample size of 180 respondent selected using simple random sampling technique. Questionnaires served as the main data collection instrument. It was pretested with a small sample comprising of 10% of the sample size (18 respondents) for validity the research instruments were given to the supervisor for expert analysis. Reliability was assessed by critically looking at the consistency of the responses on the pilot questionnaires and making judgement. Test-retest method of reliability was employed whereby the pilot questionnaires was analyzed were administered to the same group within a time span of two weeks. The data collection from questionnaires was analyzed by the use of descriptive statistics, percentages and frequencies to interpret the circumstances that prevailed at the time of study.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The concept of the community participation in development projects gained firm establishment in development projects when various world governments saw the need to fully incorporate communities in making decisions over their development needs. It is envisioned that development project at local level will be based on the real development needs of communities. In the late 1960s, there was a series of debates around participation (Peteman, 1970). Saul Alinsky was especially influential in advocating for people's participation. He had a history of mobilizing and organizing grassroots campaigns particularly in the district known as the Back of yard in Chicago (Smith, 1999,2006). These interests became formalized in a number of United Nations reports including popular participation in development (1971), and popular participation in decision making for development.

In America, citizen participation in community decision-making can be traced as far back as Plato's Republic. Plato's concepts of freedom of speech assemble; voting and equal representations have evolved through the years to form pillars upon which the United States was established. Citizen participation is the essence of democracy. Volunteer historians support the notion that Americans have always wanted to be part of decisions affecting their lives. Jackson (1962) and Billington (1974) contend that freedom and the right to make decision on the early American Frontier was the shaping force in grass roots democracy, i.e. people's right to participate. In time, many of these frontier villages began to grow and expand, both numerically and economically. This made it increasingly difficult for every citizen to actively participate in all community decision. To fill this void in the decision making process, people began to delegate their involvement to a representative, either directly or through a community group. Examples of this delegation were seen in establishment of our system of selecting officials by public election, and the increase of volunteer association and organizations. Bellah et al (2003).

In Britain, few would argue that engaging local communities in development is arduous. Organizing groups of people is difficult at the best of times, let alone for donors in a foreign environment. The authors say projects that have done well in reaching poor people and improving services share common features notably strong engagement by the state. But their most striking conclusion is that through community participation has had some success in improving outcomes in health and education, it has been less effective in reducing poverty, or in building capacity for collective action. The most crucial factor behind successful community participation is “support from a responsive state”, the authors argue.

In Pakistan, policymakers, educators, and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and provide quality education for children. Their effort has contributed to realizing the significance of community participation as one of the strategies in improving educational access and quality.

This is not to say that community participation is something new in the education delivery, however. It did not suddenly appear as a panacea to solve complex problems related to education. In fact, not all communities have played a passive role in children’s education. For instance, Williams (1994) stresses that until the middle of the last century, responsibility for educating children rested with the community. Although there still are places where communities organize themselves to operate schools for their children today, community participation in education hasn’t been fully recognized nor extended systematically to a wider practice.

In Ghana, the Government first developed a system of providing matching grants for communities who were ready to undertake various development projects to improve their communities such as schools, health centres, public latrines and markets. It then estimated the cost of a particular type of project and on the basis of this, determined a level of support to be provided to communities undertaking the project anywhere in Ghana. The Government provided to communities a two-thirds matching grant in two installments to the communities that first completed the building’s foundation from their own resources, and be committed to provide one-third of an agreed fixed cost of a particular type of building in cash, building materials or labor. The project also intended to help ensure that these new schools not to become academic islands,

but become real community schools serving the communities have access to the library books and share the facilities to which they will have contributed.

In Malawi, the notion of integrating community participation into the project was considered from the preparation stage of the project. The importance of community participation in education was clearly recognized and all the stakeholders, including the Bank, the government and communities agreed that the project would greatly focus on community participation. However the fact that it takes time to exercise any kind of participation at any level imposed challenges to the stakeholders who were seeking for immediate solution to serve additional 1.3 million children. The question of balancing demands and supply has been a big dilemma through the project implementation. Although the project has generally been considered successfully, there were incidents the indicate difficulty and complexing of community participation in the project. First, some communities became quite enthusiastic and prepared too many bricks without knowing how long they had to wait to receive the shell. Second, some communities were less enthusiastic about contributing their labor to the school construction, which slowed down the original plan. (However, once they were explained fully the importance of the schools and there contributions to their children's education, they changed their attitudes and started working more positively). These two incidents resulted largely from lack of communication between the project implementers and the community members. This illustrates that it is important to ensure that both parties grasp the same understanding about the project.

In Tanzania, Community development became a part of the Ujamaa Village established in Tanzania by Julius Nyerere, where it had some success in assisting with the delivery of education services throughout rural areas, but has elsewhere met with mixed success. In the 1970s and 1980s community development became a part of "Integrated Rural Development", a strategy promoted by United National Agencies and the World Bank Central to these policies of community development were:

Adults literacy programs, drawing on the work of Brazilian educator Paulo Freire and the "Each Teach One" adult literacy teaching methods conceived by Frank Lau Bach. Youth and women's groups, following the work of the Serowe Brigades of Botswana, of Patrick van Rensburg. Development of community business ventures and particularly cooperatives, in part drawn on the examples of Jose Maria Arizmendiarieta and the Mondragon cooperatives of the Basque region

of Spain. Compensatory education for those missing out in the formal education system, drawing on the work of Open Education as pioneered by Michael Young. Dissemination of alternative technologies based upon the work of E.F Schumacher as advocated in his book *Small is Beautiful: Economics as if people really mattered* Village nutrition programs and permaculture projects, based upon the work of Australians Bill Mollison and David Holmgren. Village water supply programs.

The scenario as in Kenya concerning community participation is not much different from other regions- In sessional paper No. 10 of 1965 on Africa socialism and its application to planning in Kenya, the government started that planning was to be extended to other provinces, municipalities, districts so as to ensure there was progress in each administration unit (LRFT Jan 2009). The most notable of the decentralization programme that had been attempted in the past included Majimbo system 1963, district development grant programme (1969-1970) the rural development fund, district development planning and district focus for rural development (1983 and 1984). However, despite all these effort Kenyans are still beleaguered by myriad of problems such as increased poverty deteriorating service delivery, disquiet among communities and political leaders which to a large extent led to the government looking for alternative ways.

Mama (2005), notes that communities are less aware about laws and regulations policy governing various decentralization. This affects the level of participation in decision making.

In addition lack of knowledge and capacity of engage in project planning at the community level as observed by (Chitere and Lleri 2008) further hampers their participation.

Awendo constituency is one of 290 constituencies in the country and a beneficiary of development projects funded by NON- Governmental Organization. There are several projects that are funded by the NGO. However, one major constraint to development identified by the plan is participation of the local in development projects and retrogressive culture which increase illiteracy levels. The illiteracy rate in some parts of the constituency is high and stands at 60% (Awendo Sub- County Development Plan 2013-20 14).

According to Mwangfi (2205), the average level of education in a constituency is expected to influence the involvement of the community to extent which they are able to monitor the

utilization of NGO funded projects. We expect that the NGO funded projects will be more in line with the prioritized in areas where the average level of education is higher.

1.2 Statement of the problem

The acceptance, understanding of community's important role in development process is reflected in the priorities and goals of Non-Governmental Organization and other agencies. This appreciation has led to the establishment of the projects and the gaps left are being filled by the NGOs. Despite such efforts community participation is failed with numerous challenges.

According to the available in the District Development Officer of (2014) revealed that out of numerous projects that were initiated and funded by NGO, just few are active and in progress. There is no change in youth behavior. The major concern is the question of whether there is local participation in the project cycle in accordance with pressing needs identification, planning, project management and implementation, monitoring and evaluation and operation and maintenance. Therefore this study sought to investigate factors influencing community participation in development funded by NGO.

1.3 Purpose of the study

The purpose of this study was to identify factors influencing participation in development projects funded by Non- Governmental Organizations in Awendo Constituency, Migori County.

1.4 Objectives of the study

This study sought to achieve the following objectives:

- 1) To assess the extent to which level of education influence community Participation in development projects funded by Non-Governmental Organizations in Awendo Constituency.
- 2) To determine how gender influence community participation in development funded by Non-Governmental Organization in Awendo Constituency
- 3) To examine how access to information influence community participation in development projects funded by Non-Governmental Organization in Awendo Constituency.

4) To establish the extent to which Social Cultural Factors influencing community participation in the development projects funded by Non-Governmental Organization In Awendo Constituency.

1.5 Research Questions

This study sought to answer the following research questions:

- 1) To what extent does the level of education influence community participation in community Development projects funded by Non-Governmental Organization IN Awendo Constituency?
- 2) How does gender influence community participation in development projects funded by Non-Governmental Organization IN Awendo Constituency?
- 3) How does information influence community participation in development projects funded by Non-Governmental Organization in Awendo Constituency?
- 4) To what extent does Social Cultural Factors influence community participation in the development projects funded by Non-Governmental Organization in Awendo Constituency?

1.6 Significance of the study

It was hoped that research would be beneficial in that it would provide useful information on the factors influencing community participation in development projects funded by Non-Governmental Organizations with a view of encouraging more community members to participate in development projects. The ministry of Local government or county Government may use this information for planning purposes, to understand the challenges faced by the communities in their endeavor to utilize development projects. NGOs may also use the information in allocating funds for development projects. The information may be reserved for future references by other organizations and institutions. Other researchers may use the information to either add to what have been researched on or venture into new areas of the same topic. NOOs and those funding the development projects may find it easy to access the information related to their projects.

1.7 Limitations of the study

The study was limited by the fact that some people were unwilling to provide information for fear of victimization, to overcome this researcher explained that the research was purely for academic purposes and would not be used negatively. Awendo area is quite vast. The effort to cover it meant a lot of time and finances. Therefore the researcher used sample population to represent the target population. The wet weather of the area hindered the collection of data. For this the researcher did the timing and came up with a flexible schedule which allowed more days for data collection. The insecurity was a hindrance in parts of the constituency. To solve this, the researcher kept an eye and monitored the situation and only collected data when it was safe.

Apart from that language was also a problem.

In this case the researcher interpreted or used research assistants who were conversant with both English and the local language.

1.8 Delimitations of the study

The study was delimited to factors influencing community participation in development projects funded by Non-Governmental Organization in Awendo Constituency. The target population included men, women and youths. The projects in target were Water points, bridges, education, health and agriculture.

1.9 Basic Assumptions of the study

The study assumed that there were NGOs funded projects in Awendo Constituency and that all members of the community were participating in identifying the projects, planning, implementation, monitoring and evaluation of projects. The study also assumed that sample size chosen represented the target population of the study.

The respondent's answers were true to the best of their knowledge without any biases. The study also assumed that the weather would be conducive enough to facilitate data collection during the research period.

The community and the respondents would cooperate with the research assistant and respondents would be honest and provide accurate information so that any inferences and conclusions from

the research would be true reflection of situation in the community concerning their participation in their development projects by NGO.

1.10 Definition of significant terms

Non-Governmental Organization: Are nonprofit organizations that are neither governmental nor inter governmental they are established to bring together the minded Individuals committed to achieving particular objectives.

Development projects These are sequences of activities oriented towards the improvement of the lives of the community members

Community Participation It is whereby local people initiate action, set the agenda and work towards a commonly defined goal

Access to information To get details or knowledge of something

Socio Cultural factors Custom, Beliefs, practice of particular group at a particular time

Level education level of learning which is rooted in the process of empowerment, social, justice, change, challenges, respect and collective consciousness. It builds the capacity of local community to engage in developing response to educational and structural disadvantage and take part in decision making and policy formulation within the community.

1.11 Organizing of the study

Chapter one captures background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two is on literature review. The literature focused on factors influencing community participation in development projects funded by Non-Governmental Organizations. The sub

topics included four variables which are socio economic characteristics and community participation, information and community participation. Other areas included theoretical framework, conceptual framework, knowledge gaps, summary of literature review and operationalization table.

Chapter three is on research methodology this include; introduction, research design, target population, sample size and sample selection technique, data collection instruments, data procedure, pilot testing of the research instruments, validity and reliability of research instruments, data analysis and ethical issues of the study

Chapter four is on data analysis, presentation and discussion. It focuses on introduction, questionnaire return rate, and demographic information of respondents and response of respondents based on the factors of concern.

Chapter five capture summary, conclusions and recondition.

Lastly there are references and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter revised literature on the overview of the community development projects. It represents literature based on the following areas. Level of education, gender, access to information and social Cultural factors; are factors influencing community participation in development projects funded by non-governmental organization. It also presents theoretical framework, conceptual framework, knowledge gaps, summary of literature review and operationalization table.

2.2 Overview of community participation in development projects.

Sara 1997 in a global view of water projects found numerous cases of projects benefits being appropriated by community leaders and little attempts to include households at any stage.

They find that training community members was crucial for informed choice and for maintenance of projects and willingness to pay them and while well trained project staffs were critical for ensuring information of option Kartz and Sara note that even well trained staff are not always effective in overcoming entrenched norms of exclusive.

Alesina Laferera 2000 examines the influence of heterogeneity from participation using surveying data on group membership in the State and data on US location. They find after controlling for many individual characteristic that participation in social activities is significantly lower in more economically and equal or racially or ethnically fragmented communities. They also show that heterogeneity has the most significant impact on participation on groups where excludability is low and a significant interaction among members is necessary.

The study attempts to deal with the possible and indignity of the income in equality measure.

It is unclear from their study however what the marginal impact of any given heterogeneity matters once economic inequality has been controlled for.

World's development report 2002/2001 attacking poverty focuses on empowerment has a key priority on development policy. This has led to broad base effort at the World Bank to scale up community based development and to make it an important element of programmes that seek to improve the delivery of public services (world bank 2003)

Saul Alinsky was especially influential in advocating for people participation. He had a history of mobilizing and organizing grass roots campaigns in the district known as the bank of yard in Chicago (Smith 1999, 2006). The illusion of the participatory elements is large scale development assistance came quickly at the worlds bank in social investment funds (Rayan and Ebbe(2997) and other forms of assistance initially focusing on the targeting, this projects have move holistic attempt at inducing participation through institution that organize the poor and build their capacities to act collectively in their own interest(Narayan 2202), the world bank(2001)

Along report by Zyl Sonn and Coster 200 on the north east Rural Development Programme RDP and the rural poverty alleviation programme RPAP in north east Brazil summarizes the results of several states and found that the combined effort of these projects was impressive in quotation and that the projects were well targeted and extremely beneficial to poor communities. While their methodology and analysis were never clearly outlined, the papers suggested that none of the studies had an adequate counter factual or control group though they sometimes had a baseline thus it is difficult to judge how impact was calculated.

In a study of a community afforest in India and Napal that worked reasonable well, Argawal (2001) reports that women were systematically excluded from the participatory process because of their weak bargaining power. Rao and Ebanes 2003 find that in the participatory project in their Jamaica case study, weather and better networked individuals dominated the decision making.

Jackson (1997) analysis of field worker diaries in India indicates that field staffs tends to be driven by incentives they face which are often well aligned with the needs of the project. In particular, Jackson note that field workers tends to gloss over local power relations in rash to show results.

For water projects in sub Saharan Africa Liava 1999 finds that even if communities are initially successful in creating the projects they may lack the material resources and connection to sustain their efforts.

Uphoff (1997) report about Orangi pilot project of Karachi in Pakistan which was started on 1980. Orangi Karachi's largest slum long considered a no hope due to community mobilization, almost 100,000 households are blessed with sewage facilities for between 30 and 40 dollars each plus labour and management inputs besides local management capabilities developed through lane committees are provided the foundation for housing, health, family planning, community financed education, women's work and other activities Uphoff (1997).

Bochway(2001) studying participatory projects in Ghana notes that project facilitators were typically young inexperienced and poorly fed and are often vulnerable to manipulations by locally powerful elites.

Mitchener (1998) echoes this point out that senior members of the implementing agencies are often bureaucrats with a little experience in community empowerment. Their vision of development, guided by a life time of work with line ministries is closer to 'supply driven demand, driven development' Serrano (1996), Tandler(2000), Tandler and Serrano(1999). Both beneficiaries and facilitators have in incentive to present the impartation of successful projects to outsiders and may collude for this purpose.

Kleemeier (2000) examine a Malawi rural piped water projects and finds that half the schemes are performing poorly, with the newest ones performing best. The weak sustainability, she argues, stems largely from the lack of institutional support from external agencies echoing the conclusion of Kartz and Sara (1997) and Newman and others (2002). Harragin (forth coming 0 in a case study of famine relief effort in southern Sudan finds that local notions of how food should be distributed differed from those of aid workers, resulting in a poorly designed project, since what the community passive a fair and just may be at variance with the preferences of projects supervisors.

The scenario as in Kenya concerning community participation is not much different from other regions. Several NGO projects have been introduced into the country which needs community participation in order to improve people's economic well being Chweya(2006)

2.3.1 Level of education and community participation

Bhaghat(1989) observed that education has always been considered as the only key component of human development and greatest liberation force. Hence traditional education has always held vulnerable position in our society. It is considered as a founder mental to all round development of individual both at material and spiritual level. Education is extrinsically intertwined in development process and constitutes the instrumentality of modernization of tradition Raza (1990). The role of education in economic development has already been established Bhagwat (1989). Education is important to sustain competitive market and viable democracy.

According to white paper on adult education learning for life (2000). Education is defined as a extension of the service provided by second and third level of education institution into the wider community. This view could be seen to incorporate almost all adult learning opportunities by the formal education sector at community level. The second view sees community education in more ideological sense as a process of communal education towards empowerment both at an individual and collective, both at an interruptive challenging process not only in terms of its contents but also in terms of its methodologies and decision making process.

Chitere (1994) also noted that education provided through community development is not the typical classroom education but education aimed at solving immediate problem. The changes that are accomplished, material and non material stem from action. When for example local villagers are assisted by community to realize that they can do something about persistence water problem and when they eventually decide to do something about it they achieve not only psychological and social growth, but something tangible- a water facility. He further observes that education is in a way an "eye opener" for the community. It enables to observe that which was never observed or seen only vaguely. Education is seen as "helping to remove soils from people's eyes", the education helps to open up opportunities to those who receive it. According to Rahaman (1994), education has always played a crucial role in a society as it disseminates knowledge, provides necessary skill and help in forming attitude.

Mwangi (2005), social economic characteristics of a constituency have a bearing on community participation. The average level of education is expected to influence the involvement of the community and also the extent to which they are able to monitor the utilization of funds.

Chitere(1994) and Mulwa and Nguluu(2003) site cases where communities have been alienated by technology used in project implementation making project sustainable. Mwanzwa(2008), concurs that there has been inadequate consultation between members of the community and development agencies including the government on the way forward regarding local development. This has often left the local community with the impression that they were perceived by agents in local development.

According to Romeo(2010), local communities have the freedom to run any sort of development project provided they are not used to support political parties or religious bodies. Development projects may include the acquisition of land, vehicles, machinery or equipment. His study over the period 2003-2007 the majority of the projects (55%) were dedicated to education followed by water (11%) and various other projects such as roads, infrastructure and sports.

Adan et(1992), mentioned that in assessing the quality of participation in development projects a key question is, were project documents available to the local people? The authors explain that people should be in a position to see and know what is happening, including how decisions are made at all the stages of the project. Such information must also be available in a timely manner so that people have a chance to be informed before decisions are made and can try to influence them if necessary to protect their own interest. (Mathbor 1998), that once people are well informed about development projects they are in a better position to plan activities by themselves to implement a project.

Studies carried out by (UNEP), 1996 on communities in coastal towns of India and Bangladesh, information enhances effective community participation. This is one way flow of information from the proponent of the development project to the public. The proponent should provide sufficient relevant information about the project such as benefits of the project to the beneficiaries, the cost of implementation, the potential for financing and implementation, and

possible risk factors. The proponent must allow sufficient time for individual tread and discuss u-information provided, and listen to the views held by individuals as well as to issues and problems. Lack of transparency often fosters mistrust and misunderstanding between project authorities and local communities.

Consultation is also another aspect that enhances and promotes community participation. It enhances invitation of people's views on proposed action and inviting them in a dialogue. It provides opportunity for the public to express their views and concerns over a given project planning and implementation of the project should be undertaken only after proper consultation and discussion.

(Becker, 1997) observed that consultation includes education, information sharing and negotiation, with goal being a better decision making process through organizations consulting the general public. He further notes that the process allows neglected people to hear and have a voice in future understanding. The knowledge of local people should be recognized and should be enrolled as experts in designing development projects. Participants should be encouraged to articulate their ideas and designed projects should be based on search ideas.

2.3.2 Influence of gender on community participation

During 1970 as cited by Severine (2004), a conception of development as modernization prevailed. (Boserup, 1970) conducted a study entitled women role in economic found out that economic development affected women differently from men.

Economic development and modernization in third world countries did not benefit women. This was attributed to their unequal condition relative to men; women are excluded from the source of economic growth from employment and income generated by the modern sector. In addition, women had been deprived access to training land rights, education and technology.

Linda(19990), observed that development project must involved both men and women in problem identification and solution design as agent as well as participants and beneficiaries but women have a subordinate position to society which can prevent them from benefiting from and participating in development projects particularly decision making level. She further pointed out that in order to enable women to be more significantly involved in development, decision in long term development project should only strive to improve day to day condition of women lives by

addressing practical needs and priorities and enhancing their ability to undertake their traditional social and contribute to improving women position in society.

According to (DAC,1998) there has been a tendency to regard issues of women's participation in development and equality as being a "women's concern" in which (Shiva, 2004), persist that contemporary development activity in the world super impose the economic paradigms created by western gender based ideology on communities on other cultures marginalization of women and ecological destruction have been the inevitable results of most development programs and projects based paradigms they violated the integrity of one and destroy the productive of others.

Sigot (1995), says that empowerment of women is crucial element in any strategy seeking to solve socio economic and environmental problems. The empowerment process encourages women to participate in the interpretation and analysis of their own situations. Education and training empowers women's movement and organization to analyze their own situation better and to organize themselves for socio economic and political activities to improve their living condition.

According to Denculin (2204) gender relation and not women should be the category of analysis that development should focus on. The problem of relying in women has the analytical category for addressing gender in equalities in development was that it led to a focus on women in isolation for the rest from the rest of their lives and from the relationship through which such inequalities were perpetuated. One cannot look at category women but a woman in relation to men and at the way in which relations between these categories are socially constructed. They further note that the power structures in gender relations affect women. For example a woman may often be less educated because of cultural barriers.

2.3.3 Influence of access to information on community participation

Rural citizens have indicated that they feel there is lack of access to information about NGO programmes and services. Rural Canadians have also reported that the information that is available on policy, government, NGO programmes and services is difficult to obtain and interpret. There is a desire to learn about and access information about government NGO programmes and services that is understandable, concise and timely (Rural Dialogue, 200)

recently, the federal government has moved forward increasing access to the information concerning programs on policies. For example, a 1-800 number and website has been created that allows all Canadians to easily access information concerning Federal programs.

Another information challenge is the fact that little research has been conducted concerning rural community and the policy-making process. Further, this research often is difficult to obtain. Rural Canadians have also indicated that they need access to information specific to the status of their communities. Once again this information if available, tends to be difficult to access and may be expensive. One of the goals of the Rural Communities Impacting Policy (RCIP) project is to provide rural Nova Scotians with greater access to data specific to rural communities and how to use this data to better understand their communities and impact policy-making process.

Communities' governments have also recognized the need for increased access to information and knowledge. In 1999, the Federal government set a goal to be known around the world by 2002 as the government most connected to its citizens with Canadians able to access all government information and services online at the time and place of their choosing.

(Community access programme 100.) One recent initiative to increase access to information is the Community Access Programme (CAP). The community access programme is a government of Canada initiative, administered by Canada which aims at providing Canadians with affordable public access Internet and skills they need to use it effectively. CAP helps Canadians, wherever they live; take advantage of emerging opportunities in the new global, knowledge-based economy. In rural Canada CAP has provided benefits of affordable public internet access and opened doors to new possibilities for rural communities.

Another recently initiated project to help reduce the barriers by lack of information is the Rural Community Impacting Policy (RCIP) project. This three year project began in the spring of 2001 with the goal of increasing individual's access to information concerning the status of rural Nova Scotians as overcoming changes and barriers to Rural Development.

In most Africa countries, communication facilities transport, telephone, radio or television between the decision making urban centres and vast majority of the rural people in rural areas are

extremely poor as result community participation, information and NGO programs do not reach the rural population in time, if at all (Nazzar and Philip 1995) it is minimal.

2.3.4 Influencing of social cultural factors and community participation

According to Betty Mategeko(2010), women have socially been excluded from development worldwide and more so in developing countries like Kenya. This due to cultural belief that contribute to gender stereotype. A such social exclusion include lack of involvement in development project, denial of education, land ownership, less or no participation in decision making. It is believe that they are weak in nature and that is men who given first priority in nearly everything.

According to the chronic poverty report (2008/09) it is argued that, the chronically poor do not have a political voice and their representation on political seats is low. Their is education levels set those who would like to take part in politics. It is believed that the poor have a limited sense of citizenship and do not have a sustantative stake in society. Women always find it rough on their positions within households on the community as whole. Social relationship, power, patronage, empowerment and competition hinder them from participating in development activities.

According to the UNICEF 'Gender Equality- big picture' report for (2007) women perform 66% of the world's work, produce 50% of the food but earn 1% of property. Women receive only 10% of the world income and perform more than 70% of the unpaid work around the globe and 2/3 of the poorest of the poor in the world are women. Women in developing countries own low percentage of farm lands with few titles and suffer a lot due to poverty and yet they produce up to 80% of stable food.

According to Kate et al, women are lowly represented at local government due to social exclusion. According to (UNDP 2201) out of 4.6 billion people in developing countries, more than 800 people are illiterate, a good number lack access to basic needs and most of whom are women. Kinot(1998), reveals that most Africans are malnourished victims are women.

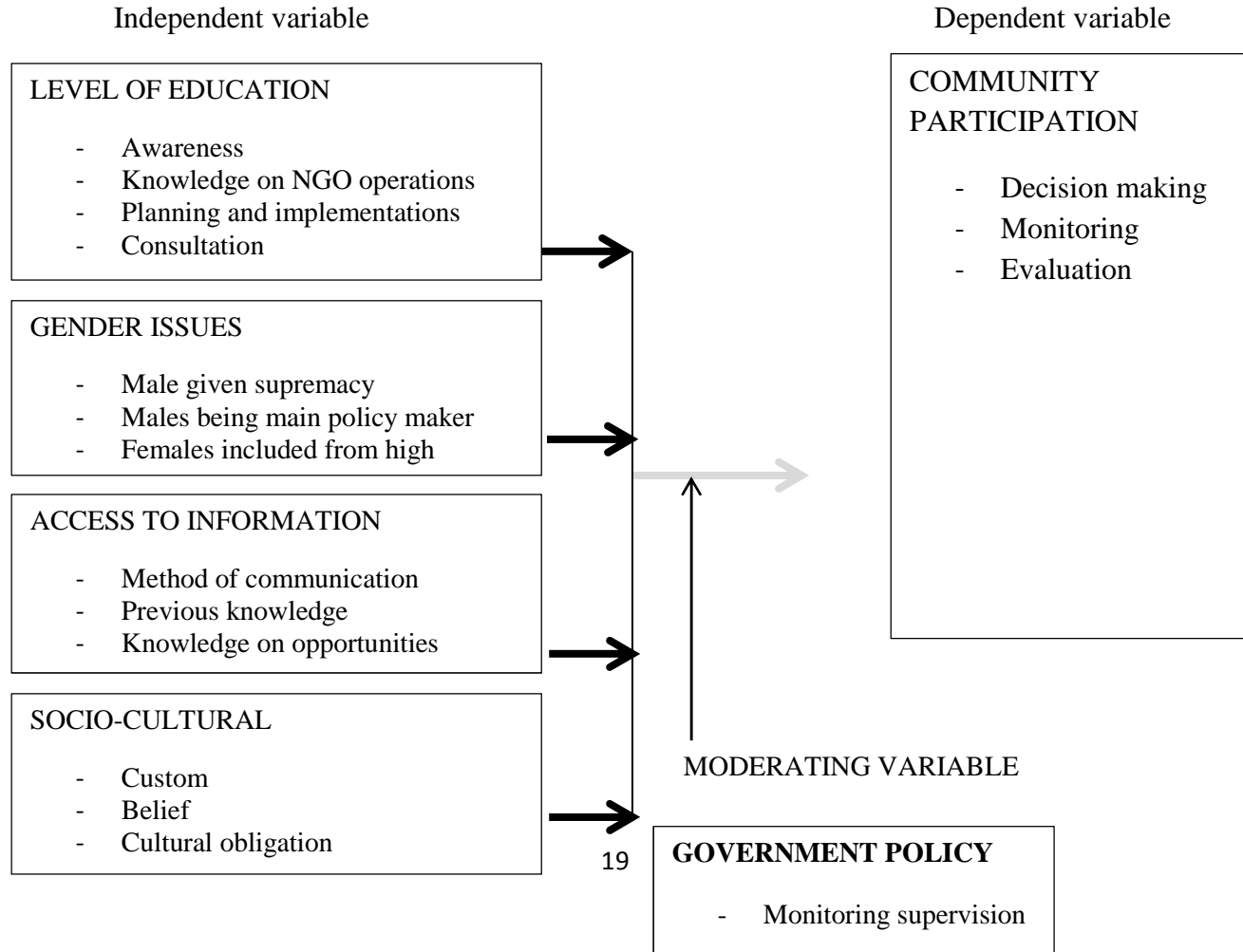
2.4 Theoretical framework



A ladder of participation (Wilcox, 1999). As a development of his ladder concepts of participation Wilcox identifies five interconnected levels of community participation. These are information, consultation, deciding together, acting together and supporting individual community initiative. That is that different levels of participation are acceptable in differing context and settings, this progression recognizes that power is not always transferred in apparently participative process, but that the processes still have value. This theory is applicable because for the community to participate, they need to be enlightened by getting comprehensive information. Consultation has to be done in order to know their priorities and after which they should have power to make decision and carry out the implementation. This is likely to make them have a positive attitude towards participation.

2.5 Conceptual framework

The study is guided the following perceived conceptual framework

Figure interaction between the variable under conceptual framework. Figure 1 Conceptual framework.



KEY  Strong influence
  Weak influence

The conceptual framework in figure 1 indicates the relationship between dependent variable which is community participation in development projects funded by nongovernmental organizations and the independent variable which is level of education, gender issues, access to information and socio-cultural factors. If the project cycle is complete then chances are that there would be successful completion of the projects.

Community participation is dependent on education. Where the members of community are empowered to participate on decision making on matters affecting them, the level of education is high, have awareness and access to information on how NGO works. It is expected that level of participation will be high.

Community participation is also dependent on socio-cultural factors. This includes customs, belief and religion.

Community participation is also dependent on gender balance. Where men, woman and youths are given equal opportunity to participate in decision-making chances are that they will be able to identify projects that meet their needs. It will also decrease chances of ghost project. But if there is gender imbalance disparity chances are that the projects identified may meet the needs of the community.

Lastly community participation is also dependent on the information as a determinant.

Access to information through media, seminar, chiefs barazas and books can enable the target groups (men, women and youths) gain some knowledge about NGO projects and participate fully in the whole project cycle.

2.6 Knowledge gaps

Many researchers such as (Mapesa and Kibua2006) and Okungu (2006, did research on CDF and found out that one of the main shortfalls of CDF is lack of adequate community participation in project selection, execution, selection of committee and monitoring and evaluation.

Through the above researchers are an inspirational land mark, the researcher classified as virgin territory the intended research to the best of my knowledge not very meaningful venture along similar lines had been carried Out in Kenya and in particular Awendo constituency, considering the pathetically, glaring socio-cultural factors, level of education, gender inequality and information in this region, the need for the present study on this region, the need for present study for the NGO funded projects therefore paramount.

2.7 Summary of the literature review

This section contains a summary of literature reviewed on the factors influencing community participation in development projects funded by NGO. The literature is based on the following four objectives, to assess the extent to which level of education influence community participation in development projects funded by non-governmental organization in Awendo constituency, to determine how gender influence community participation in development project funded by NGOs in Awendo constituency and to examine how access to information influence community participation in development projects funded by NGOs in Awendo Constituency and to establish the extent to which socio-cultural factors influence community participation in development projects funded by non-governmental organizations.

The section further discussed what community participation is, practices of community participation globally, by sampling countries from developed to developing ones and results compared. The literature review found out that community participation are under utilized in many developing countries and even Awendo constituency, Migori county. Therefore there is need for such countries and even in Awendo constituency to look into determining factors with a more serious approach for the problem to be a thing of the past.

2.8 Operationalization Table

research question	Types of variable	Indicators	Measures	Level of scale	Data collection	Type of analysis
To what extent does level of education influence community participation in developing projects funded by NGOs	Independent	Awareness or limited access to information	Available or limited low/ large	Ordinal	Interviews questionnaire	Quantitative
Does gender influence community participation in development project funded by NGOs	Independent	No. og men, women, youth male or women	Many/ few	Nominal	Interviews questionnaire	Qualitative
How does information influence community participation in development projects funded by NGOs	Independent	Literacy level rural vs urban rich vs poor	Literate/ illiterate	Ordinal Nominal	Interviews Records questionnaire	Qualitative
	Dependent	Media	Availability	Ordinal	Interviews Records questionnaire	Qualitative
To what extent does sodial factors influence community participation in developing projects funded by NGOs	independent	Customs Belief taboos	Married/Unmarried Literate/illiterate Dos and donts	Nominal	Interviews	Qualitative
	Dependent	Community participation	Married/unmarried Literate/illiterate Male/female	Nominal	Interviews questionnaire	qualitative

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the method used in carrying out the study. It discussed research methodology under the following sub topics; research design, target population, sample size and sample selection, research instruments, piloting, reliability and validity of the instruments, data collection procedure, data analysis technique and ethical consideration

3.2 Research design

The study adopted a descriptive survey design to study the factors influencing community participation in development projects funded by NGOs

According to Bog and Gall (1986), descriptive design is concerned with condition or relationships that exist, practices that prevail, processes that are ongoing, attitudes that are developing. The design is ideal as it enhances collection of data from the subjects on the current status of community participation in development projects funded by NOOs within a period of time. Cihen and Miller (1980) asserted that the intention of a survey research is to gather data at a particular point in time and use it to describe the nature of existing conditions. Oroclho 2002 deserves that descriptive survey is used in preliminaries and exploratory studies together information, summarize, present and interpret for purpose of clarification. It is also about aspect of education that interest policy makers and educators.

3.3 Target population

The target population refers to the population which a researcher would want to generalize the result and benefits from the projects that are funded by the Non-Governmental Organization (Mugenda and Mugenda 1999). This was composed of men, women and youths

3.4.1 Sampling Procedure

The study employed sampling techniques which is also known as simple random sampling or chance sampling. Random sampling ensures that the law of statistical regularity

which states that if on average the sample chosen is random one, the same will have the same composition and characteristics as the target population. Probability sampling gives each possible sample combination of an equal item in the entire population to have an equal chance of being included in the sample, Kthari(1990)

3.4.2 Sample Selection

The study employed sampling techniques which is also known as simple random sampling or chance sampling. Random sampling ensures that the law of statistical regularity which states that if on average the sample chosen is random one, the same will have the same composition and characteristics as the target population. Probability sampling gives each possible sample combination an equal item in the entire population to have an equal chance of being included in the sample Kothari (1990). The sample size (180) was selected from the sampled sub- location. The research wrote the names of the five Sub-Locations and mixed them. She then picked one randomly. From the total number of people which was 360, 50% (180) was taken to presents the sample size.

3.5 Data Collection Instruments

Structured questionnaires which are both open ended and closed were used to collect information from the respondents because they were easy to administer, chapter and less time consuming. The questions were geared towards answering themes which were formulated from research objectives. The questionnaires were for the community members who were beneficiaries. The community questionnaires targeted 180 respondents and it contained four section; A, B, C and D. section A had question on level of education, section B has questions on gender issues, section C contains questions based on access to information and Section D has question on socio-cultural factors by community members who are beneficiaries of developments projects funded by NGO.

The researcher also used interview schedules for community members especially the illiterate. The interview schedules provided for direct contact between the researcher and the subjects in the sample selected from the population to be used in study. Interviews aided In obtaining first hand data, gave opportunity for verification of item or responses and for observation of respondents. Interviews created a pleasant relationship between the researcher and the

interviewers by enabling them to communicate in a common language at a common level; it was also possible to record exactly what would have been stated by the respondents. Factual information, opinions, belief, values, attitudes and aspirations were also expressed through interviews.

The researcher made preliminary arrangements for interview by setting a definite data, time and venue. The respondents were assured of confidentiality of any information given out.

3.5.1 Pilot testing of the research instruments

The researcher has identified Awendo Constituency to be the place where pilot testing would be done using 18 community members which is 10% of 180, 18 questionnaires were distributed, filled, collected, analyzed and areas that were not clear were refreshed. After two weeks the refreshed questionnaires were taken back to the same respondents, filled, collected and the result were to compared to confirm action.

3.5.2 Validity of research instruments

After designing questionnaires with items reflected to the four objectives of the study, the researcher ensured that items in the instruments were related to the accuracy of the research topics. To achieve reasonable validity, research, instruments were given to the supervisor for expert analysis. This is in line with Mugenda and Mugenda(1990) who asserts that content validity is judgement made better by group of professional and experts in the field of study. The comments and suggestions were incorporated in the preparation of the final questionnaire by clarifying ambiguities.

3.5.3 Reliability of instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Piloting enables the research instrument to test the reliability of the questionnaire. In order to improve the reliability of the instrument, the researcher, with the help of her supervisor critically assessed consistency of the responses on the pilot questionnaire to make judgement on their reliability. The reliability of the instrument was established through piloting, where eighteen community members were given measuring instruments. Test-retest method of reliability was employed whereby the pilot questionnaires were administered to the same group within a time spans of two weeks. A correlation coefficient for the two test was then calculated through the use of spearman' s rank

order coefficient between (-1.00 to + 1.00) was accepted as recommended by Mugenda and Mugenda(1990). The study targeted validity and reliability index of 0.78 which was considered suitable to make accurate inference.

The coefficient indicated the extent to which a test is free from error of variances. The closer the reliability the extent to which a test is free from error of variances and is a measure of differences among proportions in the dimensions assessed by the test (Bog and Gall 1989)

3.6 Data collection procedure

The researcher under the supervision of the supervisor developed a research proposal which was to be defended at the university level. Once the proposal was defended and accepted, the researcher is given a letter of approval, and a permit to conduct the study was acquired from the ministry of science and technology.

The researcher sought permission from both the district commissioner and also from both the relevant institutions. Upon agreeing on the data and time the researcher then distributed the questionnaires to the 180 respondents. They were allowed to fill and collect them to the same day. After the collection of the data it was analyzed and a clear report was made about it.

3.7 Data Analysis techniques

The data collected from questionnaires was analyzed by the use of descriptive statistics frequencies and the use of descriptive analysis was appropriate for this study because it involved the descriptive analysis and interpretation of the circumstances that prevailed at the time of the study. Basic statistical techniques were used to analyze various items of the questionnaire. These included averages, percentages and, frequencies. The study used frequencies and percentages because they were easy to communicate the research findings to majority of the readers Gay (1992). Frequencies were easily show the distribution of respondents. A number of tables and charts were used to present data findings. Data collection was analyzed according to the nature of response.

Once the coding was completed the responses were transferred into a summary sheet by tabulating. This was converted into percentages of the total number. Responses from open ended

questions were recorded. To determine the frequencies of each response, the number giving similar answers were converted to percentages to illustrate related levels of opinion.

3.8 Ethical considerations

A number of ethical issues were likely to arise from the proposed research process and in anticipation, precautions were taken and correctional mechanisms employed to avoid and or mitigate objectionable consequences.

First is the permit to conduct research as prescribed by the institution was acquired from the relevant ministry and copy of that provided prior to visiting. At the local level, the District Education officer was informed and the specific NGO and community members notified. The purpose of the study was explained the rule out false expectations and confusion as an avenue of conflict. This too served in establishing a foundation for arbitration incase subsequent misunderstandings with respondents arose.

The work plan was shared in advance to allowed changes that may by other officials and personal commitments.

Secondly the purpose of study was spelt out that there would be no forthcoming further assistance due to undertaking to avoid creating false hope and what the finding would be used for, as research. The subject of confidentiality was observed regardless of the presupposed level of risk associated to participating in the study. At all times, engaging of respondents would be preceded by a formal individual request to be involved. Extra standby respondents were identified at the sampling stage in case some among the selected would be unwilling to attend or due to unforeseen circumstances like illness which might make them not participate.

Thirdly, it is understood as criminal as it is and all that is required by law and rule was adhered to and measures put in place like acknowledgement of sources of information, ideas concepts and thoughts through appropriate citing and referencing to avoid penalization.

Finally, the exercise was independently conducted by the candidate without sponsorship, but the findings were shared with the community under study and it was availed as the institution may allow as copyright and not for commercial distribution.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTER PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter focuses on data analysis, presentation and interpretation against the backdrop of the major study variables; influence of level of education, gender related issues, accessibility to information and cultural factors on participation of the community in development project funded by NGO in Awendo Constituency.

4.2 Questionnaires return rate

The researcher with the help of the research assistant sent out 180 questionnaires to the sampled population. Out of this questionnaire sent 176 were correctly filled and handed in. It was nearly 100% of the sampled population. This return rate was 97.78% and was very good according to Mugenda and Mugenda 1999, who says that a response rate of 60% is good and a response rate of 70% and above is very good and worth analysis and reporting. 4(2.22%) failed to submit their questionnaires even after being reminded and they could not be found in their homesteads due to other commitments. The researcher therefore embarked on analyzing the data at hand.

4.3 Demographic information of respondent.

Demographic information of the respondent was considered to be of great significance to the study. This was imperative as it enabled the researcher to gain insight and understanding into the various demographic aspects of the respondent including; age, sex and level of education.

4.3.1 Characteristic of the respondent by age

Age was regarded as a crucial feature that would influence the level of participation of the community in the development projects funded by NGO in Awendo Constituency as shown in table 4.1

Table 4.1 Characteristic of the respondent by age

Age	Frequency	Percentage
Below 20 years	50	28.40
21-30 years	52	29.55
31-40 years	36	20.46
41-50 years	20	11.36
51-61 years	12	6.81
61-70 years	6	3.42
Total	176	100

Table 4.1 indicates that of the respondents who completed the questionnaire 50(28.40%) were below 20 years old 52(29.55%) were in the age of 21-30, 36(20.46%) were in the age range of 31-40, 20(11.36) were between 41-50, 12(6.81%) fell between 51-60 and 6(3.42%) were founded to be in the age of 61-70. Implied is that the older people engage themselves in their own activities while the younger community members generally take active part in local development projects. Majority of the respondents were in mature age bracket and still energetic to actively take part in development activities in the constituency.

4.3 Sex of Respondents

The study sought to establish the sex of respondents as represented in the table 4.2 below

Table of 4.2 sex of the respondent

Sex	Frequency	Percentage
Male	84	47.73
Female	92	52.27
Total	176	100

Table 4.2 indicates that majority of the respondent 92(52.27%) were female and minority of them 84(47.73%) men, this could be due to the fact that study targeted household and most men are ever out to cater for family needs while most women are always available to take care of the family members.

4.3 Education level of the respondent

Education as a lifelong process of mankind is crucial in the equipping individuals with skills, knowledge and desirable attitudes needed for effective participation in vital community development project. The results were recorded as follows;

Table 4.3 Distribution of respondents according to the highest level of education

Level	Frequency	Percentage
Never attended	8	4.55
Primary	44	25
Secondary	74	42.05
Tertiary	50	28.40
Total	176	100

As reflected in the table 4.3, majority of the respondent 74(42.05%) were Secondary school leavers 8(4.55%) never attended school, 44(25%) attended Primary school and 50(28.40%) went to colleges. Implied is that local NGO funded project mostly attracted secondary school secondary leavers may be the only alternative while those with relatively higher education participate partly as well as being engaged in other career competitive jobs.

4.4 Influence of level of education on community participation in development project funded by NGO

One of the major of the study was to establish the influence of level of education on community's participation in development project funded by NGO. Among the things looked at under this were the awareness of NGO funded projects, identification of NGO Funded projects, involvement of community in planning and implementation of NGO funded

projects, involvement of community in monitoring and evaluation of NGO funded project and level of community participation in NGO funded projects.

4.4.1 Awareness of NGO funded projects.

The researcher had interest in knowing the knowledge the respondents had about NGO funded projects in their constituency. They were asked if they were aware of any NGO funded project in their constituency. The result are illustrated in table 4.4.1

Table 4.4.1 Awareness of NGO funded project

Awareness	Frequency	Percentage
Yes	148	84.09
No	28	15.91
Total	176	100

It was clear that majority of the respondents 148(84.09%) are aware of the NGO funded projects while 28(15.91%) are not aware of NGO funded projects. The findings are compatible with studies conducted by other researchers awareness of CDF projects in the constituency.

The study also sought to know the types of NGO funded projects they were aware of, its findings are shown in table 4.5

Table 4.5 Projects funded by NGO known to the respondent

Types of projects	Frequency	Percentage
Schools	24	13.64
Roads / bridges	2	1.13
Health	34	19.32
Electricity	2	1.13
Tanks	28	15.91
Orphanages	60	34.09
Non	26	14.78
Total	176	100

The table 4.5 revealed that majority of NGO funded projects 60(34.09%) known by respondents were orphanages followed by health 34(19.32%), tanks 28(15.91), schools 24(13.64%), roads/bridges 2(1.13%) and electricity 2(1.13%).

4.6 Identification of NGO projects

The study was meant to investigate how NGO funded projects are identified in Awendo constituency. The table has findings.

Project identification	Frequency	Percentage
M.P	60	34.09
Project committee and community	68	38.64
Community	48	21.27
Total	176	100

Table 4.6 shows that 68(34.09%) of the respondents indicated that NGO funded projects were identified by the project committee followed by 60(38.63%) M.P and 48(27.27%) by the community. From the findings community participation is low because it has to be dictated by the project committee.

4.4.3 Attendance of the local meetings to discuss needs and identification of NGO projects that meet those needs.

This was an indicator to determine the influence of education on community's participation. Therefore it was necessary to carry out the study to know the number of respondents who had attended local meetings to identify NGO funded projects meant to satisfy the needs.

Table 4.7 Attendance of local meetings to discuss needs and their satisfaction.

Respondent attending meetings	Frequency	Percentage
Yes	64	63.36
No	96	54.55
Do not know	16	9.09
Total	176	100

Table 4.7 shows that out of 176 respondent, 94(54.55%) had not attended locations meeting, 64(36.36%) had attended while 16(9.09%) did not know. This meant that majority of members were not consulted. The findings are compatible with Mwenzwa (2008), that there has been inadequate consultation between the community members and development agencies.

4.4.4 Having enough information on how NGO funded projects operate.

The respondents were asked to indicate whether they had correct information on the operation of NGO funded projects

Table 4.8 Information on NGO operation.

Access to correct information	Frequency	Percentage
Yes	70	39.77
No	92	52.27
Do not know	14	7.96
Total	176	100

From the table 4.8, majority of the respondents 92(52.27%) had no enough correct information on how NGOs operates their funded projects while 70(39.77%) have enough correct information on how NGOs operates.

The researcher also needed to know where the respondent accessed the information and the results obtained are in table 4.9

Table 4.9 Source of information

Source of information	Frequency	Percentage
Civil education	38	21.59
Workshop	20	11.34
Seminars	---	---
NGO Website	4	2.28
Open days	4	2.28
Chief baraza	12	6.81
Others	72	40.92
Total	176	100

Table 4.9 shows that majority of the respondents 72(40.92%) obtained their information from others, 38(21.59%) from civil education, 26(14.78%) from training, 20(11.34%) from

workshop, 12(6.81%) from Chief's baraza, 4(2.28%) from open days and NGO website respectively.

The fact that civil education has come second indicates that little has been done to educate the community on NGO funded projects and their obligation in participating in the projects.

4.4.5 Members involvement in planning and implementation of NGO funded projects.

The study then sought to know the state of respondents in terms of consultation or involvement in planning and implementation of the NGO funded projects initiated in their constituency. The results were recorded as shown in table

Table 4.10 Members involved in planning and implementation of NGO funded projects.

Age	Frequency	Percentage
Yes	74	42.05
No	98	55.68
Do not know	4	2.28
Total	176	100

Table 4.10 indicate that 98(55.68%) of the respondents were not involved in planning and implementation of the NGO funded projects that had been initiated in their constituency. 74(42.05%) had participated in planning and implementation of NGO funded projects, other 4 respondents 2.28% had no idea. This clearly shows low participation by community members in planning and implementation of NGO funded projects. There is weak mechanism in place for the grass root to have a say in the projects to be implemented.

The research further wanted to know how the consultation was done. The results were shown in table 4.11.

Table 4.11 Ways through which consultation was done.

Consultation	Frequency	Percentage
Public meetings	54	30.68
Community meetings	42	23.86
Access to service forum	2	1.13
Focus group	---	---
Workshop	4	2.28
Open days	2	1.13
Others	72	40.92
Total	176	100

Table 4.11 shows that majority of the respondents 72(40.92%) get it from others, 54(30.68%) public meetings, 42(23.86%) community meetings, 4(2.28%) workshops, 2(1.13%) open days

and access to forum respectively. This means that if community meetings is used mostly as a way of consultation then chances are that the community participation in NGO funded projects is likely to increase.

4.4.6 Members involved in monitoring and evaluation of NGO funded project.

The study sought to investigate involvement of the respondents in monitoring and evaluation of NGO funded projects in their constituency. The results were as follows.

4.12 Members involved in monitoring and evaluation

Monitoring and evaluation	Frequency	Percentage
Yes	84	47.73
No	86	48.86
Do not know	6	3.41
Total	176	100

Table 4.12 indicates that majority of the respondents 86(48.86%) were not involved in monitoring and evaluation of NGO funded projects initiated in their constituency, 84(47.73%) admitted to have been involved in monitoring and evaluation of NGO funded projects, 6(3.41%) were not aware, this shows that the people's participation in monitoring and evaluation of NGO funded projects is not up to date.

The findings are compatible to that of Mwenzwa(2008), who noted that poor people participation can be a source for corruption and misuse of resources meant for local development.

4.4.7 Level of community's participation in NGO funded project

The researcher had interest in determining the level of community participation in NGO funded project.

The results were captured as shown in the table below

4.13 Level of community participation

Level of community participation	Frequency	Percentage
Very high	28	15.91
High	28	15.91
Low	46	26.14
Very low	64	36.36
Do not know	10	5.68
Total	176	100

4.13 established that 64(36.36%) respondents admitted that community participation was very low, 46(26.14%) respondents said it was low, 28(15.91%) respondents indicated that it was high and very high respectively. 10(5.68%) respondents did not know. The findings were relevant to Mwenzwa(2008) that cited poor and extremely low participation in projects.

4.5 Influence of gender on community participation in NGO funded projects.

The study sought to investigate parity and its position in community participation, whether it exists or not. Several sub headings were considered under this.

4.5.1 Fairness of composition of development committee.

The study showed interest in finding out the composition of the youth and women in the development committee.

The results were as illustrated in table 4.14

Table 4.14 Composition of development committee

Age	Frequency	Percentage
Yes	68	38.64
No	100	56.82
Do not know	8	4.54
Total	176	100

From table 4.14, it is clear that 100(56.82%) respondents were not satisfied with the composition, 68(38.64%) accepted that it was fair while 8(4.54%) had no idea about the composition. Majority were not satisfied because of unequal selection of community members in development committee.

4.5.2 Women's representation in development committee.

As far as gender is concerned the researcher wanted to know whether women were represented in the DC. The findings were as illustrated in the table.

Table 4.15 Representation of women in DC

representation	Frequency	Percentage
Yes	30	17.05
No	134	76.14
Do not know	12	6.81
Total	176	100

From table 4.15, it was established that 134(76.14%) said that women were not represented, 30(17.05%) admitted that women were represented in the DC while 12(6.81%) were not aware. The findings revealed that there was gender disparity in community's participation in NGO funded development projects. It is against Linda report of UNDP(2006) and World

Bank report which is observed that development should incorporate both men and women in need identification and solution design.

4.5.3 Youth representation in development committee

The researcher further wanted to know whether youths were represented in the DC or not. These results were as follows.

Table 4.16 Representation of youth in DC

Age	Frequency	Percentage
Yes	68	38.64
No	92	52.27
Do not know	16	9.09
Total	176	100

The table 4.16 indicates that 92(52.27%) respondents said that youths were not represented in the DC, 68(38.64%) accepted the representation while 16(9.09%) had no idea. The result shows that the majority had the idea that youths are not given opportunity to take part in problem identifications and solution design and yet they are the future leaders.

4.5.4 Position held by women in DC.

The researcher sought to know whether women held executive positions such as chairperson, secretary, treasurer. This would determine motivation and their level of participation in development projects funded by NGO. The results were recorded in table 4.17

Table 4.17 Position held in DC

Position	Frequency	Percentage
Yes	36	20.45
No	124	70.41
Do not know	16	9.09
Total	176	100

The results indicated that a large number of respondents 124(70.41) said that women did not have executive posts in DC, 36(20.45%) respondents said they held while 16(9.09%) did not know. The analysis showed clearly that women need the opportunity to hold executives position thus denied them the chance to view issues in DC. This is compatible with I3oserup (1970), as indicated by UNDP(2000) World Bank report which said that women are excluded from economic growth, employment and income generated by modern sector.

4.5.5 Participation of women in NGO funded projects

The researcher was also interested in knowing whether women participate fully in development projects funded by NGO. The findings were as illustrated in table 4.18.

Table 4.18 Participation of women in NGO funded projects.

Participation	Frequency	Percentage
Yes	50	28.41
No	118	67.05
Do not know	8	4.54
Total	176	100

The findings indicate that majority 118(67.05%) responded by saying that women never participated fully in development project funded by NGO, 50(28.41%) said yes while 8(4.54%) did not know. This meant that there was gender disparity in identifying, planning, implementation; monitoring and evaluation of NGO funded projects.

4.6 Access to information on community participation in development projects funded by NGO

This is the ability to obtain information to enable one be in a position to make decision about his/her own participation.

4.6.1 Source of information on NGO projects

The researcher wanted to know where the community members first got information on NGO projects. The results were as follows.

Table 4.19 Source of information

Source	Frequency	Percentage
Media	54	30.68
Seminar	4	2.28
Hospital	2	1.13
Papers and prints	2	1.13

Chiefs baraza	42	23.86
Others	72	40.92
Total	176	100

From the table, it is indicated that most respondents 30.68% got the information from the media, 23.86% from chiefs baraza, 2.28% from seminar, 1.13% were from hospital and papers and prints, 40.92 were not aware.

This meant the managers of NGO projects should make efforts to let the large number who do not have information about NGO projects be aware.

4.6.2 Attendance of training on development projects by community members.

The researcher sought to know whether the community members attend training or not. The findings were as illustrated in the table 4.20

Table 4.20 Attendance of training

Attendance	Frequency	Percentage
Yes	66	37.5
No	110	62.5
Total	176	100

The findings from the table shows that 110(62.5%) of the respondents denied the attendance of training, 66(37.5%) admitted the attendance. This shows clearly that a large number of the respondents lacked information about NGO funded projects hence less participation.

4.6.3 Relevancy of information to need satisfaction

The researcher had interest in knowing the adequacy and relevancy of information got towards the need satisfaction. The results were recorded as follows

Relevancy	Frequency	Percentage
Yes	24	13.64
No	136	77.27
Do not know	16	9.09
Total	176	100

From table 4.21, the majority 136(77.27%) Of the respondents said that the information was inadequate to satisfy their needs, 22(13.64%) accepted the relevancy of the information while 16(9.09%) had no idea. This meant that once the community members are not totally satisfied then there is likely to be less participation in development projects.

4.7 Social cultural factors on community participation in NGO funded development projects.

The other concern of the study was social cultural influence on community participation in NGO funded projects. It looked at areas such as whether culture allowed women to take part in development projects, whether women had unlimited decision making powers, whether social cultural obligation hindered women from participation and also whether illiteracy act as a barrier to women's participation in development projects by NGOs.

4.7.1 Culture and women participation in community development projects.

The study sought to find out the freedom women have towards participation in development projects. The results were as illustrated in table 4.22

Table 4.22 Culture and women participation

Source	Frequency	Percentage
Yes	160	90.91
No	16	9.09
Total	176	100

The table indicated that cultural influence does not interfere with women's participation in development project funded by NGO, that is according to 160(90.91%) respondents while 16(9.09%) of respondents said it interferes. May be this is based on cultural practices among some community members whereby women are to take care of their families only.

4.7.2 Whether youth and women have unlimited decision making powers

in NGO funded projects according to the way the researcher was carried out, majority of the communities did not see social cultural obligations as an obstacle to participation. It stated the opposite of chronic poverty report 2008/09 which indicated that women experienced traps based on their household chores thus hinder them from participation in development activities.

4.7.3 Social cultural exclusion

The study sought to establish whether social cultural exclusion was a barrier to women's participation in NGO funded projects. The findings were recorded as shown in the table.

Table 4.7.4 Social cultural exclusion of women

Source	Frequency	Percentage
Yes	74	42.05
No	100	56.82
Do not know	2	1.14
Total	176	100

From the table, 100(56.82%) of the respondents said No, 74(42.05%) of the respondents said yes while 2(1.14%) had no idea. The findings revealed that the majority did not see social cultural exclusion as a barrier to women's participation so long as they could understand the implications of the NGO funded projects. This is not reflected in their participation as it remains low due to other factors such as lack of opportunity to have unlimited decision making.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE STUDY

5.1 Introduction

The chapter captures on the summery of the findings of the study, conclusion, and contribution to the body of knowledge, recommendation and suggestion for further study.

5.2 Summary of the findings of the study

The purpose for this research was to investigate the factors influencing community participation in development projects funded by non-governmental organization in Awendo constituency, Migori County. The study established that majority of respondents were in the age bracket of 20-30. The findings also revealed that majority of those interviewed were female 52.27%. Most of th3 respondents had secondary level of education which was fair. The study also fund out that education which was respondents 84.09% were aware of the NGO funded projects found in their constituency and commonly known were orphanages which was 30.09% of the respondents. 38.64% of the respondent noted that projects were identified by projects committee and community. In addition the findings also revealed that 54.55% of the respondent had never attended local meetings to identify developments projects funded by NGO. The study also established that few respondent 39.77% had enough correct information on how NGO funded projects operates.

The study further found out that 5 6.82% of the respondents were dissatisfied with selection of committee. The study also found out that there was gender disparity in the composition of development committee 70.4 1% of the respondents. 76.14% and 52.27% respectively pointed out that both women and youths were under represented. 67.05% of the respondents said that women did not participate fully in development projects funded by

NGO.

The study also sought to find out how access to information influenced community participation to development projects by funded by NGO. This was done by looking at sources of information,

attendance of training on development projects. 62.5% of the respondents said they had attended trainings 77.27% of the respondents said they did not get relevant information to their needs.

The study further revealed that social-cultural factors were hindrance to community participation. 5 1.14% of the respondent concurred that women had limited decision making powers in NGO funded projects while 42.05% pointed out that illiteracy was a barrier to women's failure participation in NGO funded projects. 89.77% of the respondents said that social—cultural obligation was not a barrier to women's participation in development projects. This depends on the culture of the people living in that constituency.

5.3 Conclusion

The study concluded that community's participation was very low and that members of the community were not involved or consulted in the project identifications, planning, implementation, monitoring and evaluation in accordance to the project cycle. This meant that there was duplication of the project which did not meet immediate needs of the community. Since the community was not fully involved most likely the projects could not proceed well.

The study also concluded that lack of training on the NGO funded projects led to poor performance of the projects. The information provided should have been relevant to the needs the community.

Lastly, the study concluded that culture was somehow a hindrance to the development in that it denied women and youths opportunity to be chosen as committee members as well as having unlimited powers in decision making. When they make decision is when they can view their needs hence getting solution.

5.4 Contribution to the body of knowledge

The contribution of the body of knowledge captures the gain to be realized from the study which will add knowledge to the present situation according to what was found during the study.

Objective	Contribution to the body of knowledge
Influence of education on community participation in NGO funded projects	The finding of these objective points to the need of making the community knows how NG() operates and sensitization for the community to participate fully.
Influence of gender issues on community participation NGO funded projects	The findings show that there is need to involve both men and women in development projects as participants and beneficiaries.
Influence of access information in NGO funding projects.	From the findings, it means that regular trainings should be done in away that the information passed should be relevant to the needs of the community.
Influence of Social-Cultural factor on the community participation in NGO funded a project.	There is need to give women opportunity in making decision by discarding retrogressive culture that looks down upon women.

5.5 Recommendations

The study recommends that it is important to create awareness and make community realize the needs to participate fully in NGO funded projects to attain successful completion and sustainability of the projects. The community should be trained on social auditing so as to take part in monitoring and evaluation of NGO funded projects.

NGOs and other well wishers interested in initiating the projects should have close consultation with the community so as to create projects which are relevant to their needs as well as giving them opportunity to monitor its progress.

For transparency to prevail the government should seek for regular returns to realize the goodness of NGO projects to the community and also to stop individuals from exploiting the relevant

5.6 Suggestion for further research

The study suggested future investigation on the following areas;

- 1) Factors influencing the success of NGO'S projects
- 2) The accountability of the NGO project managers.
- 3) What changes in people's lives occurred as a result of the NGO'S programs
- 4) What information has been gathered to verify that the NGO'S programs are meeting the community's needs?

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APPENDICES
APPENDIX A; LETTER OF TRANSMITTAL

THE UNIVERSITY OF NAIROBI,
P.O.BOX 30197,
NAIROBI.

Dear Respondent,

RE: REQUEST FOR QUESTIONNAIRE COMPLETION

I am a student of Master of Arts in project planning and management of the University of Nairobi. I am conducting a research on factors influencing community participation in development projects funded by NGO in Awendo constituency. This research is purely for academic purpose and will not be used whatsoever for any other purpose. The answer you give will be important to my academic study, please complete the questionnaires provided to the best of your ability following instruction given after each item, and return your completed questionnaire to the researcher. Your help and co-operation will be highly appreciated and the information provided will be treated with strict confidentiality.

Thanks in advance for your cooperation.

Yours faithfully

Benedette Anyango.

- b) Roads/bridges
- c) Health
- d) Electricity
- e) Tanks
- f) Orphanages

2) How are NGO projects identified in your division? By

- a) Area M.P
- b) Project committee and community
- c) Community

3) Have you or any member of the community attended location meetings to discuss community needs and identify NGO projects that meet those needs;

- a) Yes
- b) No
- c) Do not know

4) Do you have enough correct information on how NGO funded projects operate?

- a) Yes
- b) No
- c) Do not know

If yes, how did you know this?

- a) Civil education
- b) Workshop
- c) Training
- d) NGO Website
- e) Open days
- f) Chiefs baraza

g) Others (special).....

5) Were you or community members consulted or involved in planning and implementation Of
NGO PROJECTS IN YOUR DIVISION?

a) Yes b) No c) Do not know _____

If yes, how was it done?

a) Public meetings

b) Community meetings

c) Access to service forum

d) Focus groups

e) Workshops

f) Brochures

g) Others (specify).....

6) Were you or any community member involved in monitoring and evaluated of NGO funded
projects?

a) Yes b) No c) Do not know

7) Comment on community's participation on NGO projects.

a) Very high

b) High

c) Low

d) Very low

e) Do not know

SECTION B

2.2 Influence of Gender on Community's Participation in Development Project funded by
NGO

8) In your opinion is the composition of development in your community fair?

a) Yes b) No c) Do not know

9) Are women represented in DC?

a) Yes b) No c) Do not know

10) Are youths represented in the DC?

a) Yes b) No c) Do not know

11) Do women hold executive position e.g(chairperson), secretary, treasurer?

a) Yes b) No c) Do not know

12) Do women participate fully in development project funded by NGO?

a) Yes b) No c) Do not know

SECTION C

13) 2.3 Access to information on community on NGO projects

14) Where did you first get information on NGO projects?

a) Media Seminar Hospital Papersandprints

Chefs baraza others (special).....

15) Have you attended any training on development projects? Please tick appropriately in the
boxes

If yes please indicate the level of assistance by ticking in the spaces provided

Greatly satisfactorily fairly not all

16) In the spaces provided, please indicate the distance from your place of stay to the nearest NGO projects.

1-3km 4-6 7-10 11km and above

17) Was the information got the needs of the community? _____

a) Yes b) No c) Do not know

SECTION D

2.4 Socio-Cultural Factors on Community Participation

18. Does your culture allow women in your community to participate in community development Projects?

a) Yes b) No c) Do not know

19 The youths and women in your community have unlimited decision making powers in NGOs funded development projects?

a) Yes b) No c) Do not know

20 Does social culture obligation hinders women in your community from participating in development projects?

a) Yes b) No c) Do not know

21 Is Social Cultural exclusion a barrier to women's participation in development projects funded by NGOs?

a) Yes b) No c) Do not know