

**FACTORS INFLUENCING COMMUNITY PARTICIPATION IN RURAL WATER
SUPPLY PROJECTS FUNDED BY THE COUNTY GOVERNMENT IN GESUSU
WARD, KISII COUNTY, KENYA**

BY

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DECLARATION

This research project report is my original work and has not been presented for an award of a diploma or conferment of degree in any other university or institution.

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DEDICATION

This research project report is dedicated to my dear spouse, Everline Kerubo and children Trizzah, Fabian, Isaac and Erastus for their encouragement and provision of ample time to me to undertake my postgraduate studies which deprived them of my presence and attention.

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ACROYNYS AND ABBREVIATIONS

CCB :	Citizen Community Boards
CDF:	Community Development Fund
CIDP:	County Integrated Development Plan
FGDs:	Focus Group Discussions
GOK:	Government of Kenya
KHRC:	Kenya Human Rights Commission
KIPPRA:	Kenya Institute of Public Policy Research and Analysis
KNBS:	Kenya National Bureau of Statistics
MCA:	Member of County Assembly
NGO:	Non-Governmental organization
NACOSTI:	National Commission for Science, Technology and Innovation
RWSS:	Rural Water Supply and Sanitation
SPSS:	Statistical Package for Social Sciences
UNDP:	United Nation Development Programme
VLOM:	Village Level Operation and Maintenance
WSS:	Water Supply and Sanitation

ABSTRACT

This study investigated the factors influencing community participation in rural water projects in Gesusu Ward in Kisii County. In Gesusu Ward rural community water supply projects have been initiated through the county government of Kisii. These projects have always collapsed once the county government pulls out; a trend if not attended to, can hamper future rural development efforts in the ward. Furthermore, cases of lack of project ownership, incomplete projects and low community participation were always experienced. The study was guided by the following research objectives: analyse the extent to which socio-economic factors influence community participation in rural water supply projects in Gesusu Ward, determine the influence of capacity building on community participation in rural water supply projects in Gesusu ward and investigate how community level of awareness influence community participation in community water projects in Gesusu Ward. Descriptive survey research design was used to collect data to answer questions concerning the current status of community participation in water supply projects in Gesusu ward. The respondents were stratified in two categories such as the project beneficiaries and key informants in Gesusu ward. Purposive sampling technique was used to select key informants while simple random sampling will be used to select project beneficiaries. A sample size of 240 was selected from a target population of 2397 beneficiary households. The interview schedules, questionnaires, document analysis and focus group discussions (FGDs) were used to collect data. The collected data was analyzed using both qualitative and quantitative techniques to ensure triangulation. The study concluded that majority of the community members did not participate in planning, implementation and monitoring of water supply projects. The study concludes that the level of education attainment is the social factor that has the highest influence on the effectiveness of community participation in rural water supply projects funded by county government of Kisii. The study further concludes that age, gender and level of income have minimal influence on community participation in rural water supply projects. Majority of the respondents argued that the capacity building workshops experience poor attendance of the key stakeholders and community beneficiaries; it is attended by few county government officers because they are given allowances to attend. These findings imply that the training workshops have not provided opportunities for community members to acquire enough technical skills. Majority of the rural community members were not aware about the water supply projects funded by the county government of Kisii. The county government community development projects undertaken in their ward had not been implemented through participation of all. The low level of awareness could be attributed to inability to access relevant information and limited interaction between the county government officials and community members on issues related to water supply projects. The study recommended that the local community should be empowered through education so that they fully participate in development projects. There is need to sensitize the beneficiary households through civic education to participate in the project cycle process as a way of checking excesses on the part of the county officials and MCAs. Training (capacity building) on project planning, implementation and monitoring be undertaken within the Kisii County and Gesusu ward to enable them properly participate in the water supply projects and development process.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The international community and the many development organizations define participation as a concept playing active though not necessarily direct, roles in community decisions, knowledge of local issues, attendance at public meetings, related attempts to influence proposed measures through individual and groups actions, belonging to groups and committees and financial contributions towards communities programmes (Ekong, 2003). According to Barasa & Jelagat, (2013) participation as a concept occupies a central place in development with resultant potential to influence, challenge, and change and modifies the state of affairs for the benefit of all community members. Community participation is a social process whereby specific groups with shared needs, often but not always living in a defined geographical area, actively pursue identification of their needs, make decision and establish mechanism to meet these needs (Ekong, 2003). Chege (2008) further define it as a process whereby stakeholders influence policy formulation, alternative designs, investment choices and management decisions affecting their communities.

According to Burns et al., (2004) and Andrews et al.,(2006) there are resultant benefits of active community participation in project processes and discourses including increase in project acceptability, production of more equitable distribution of benefits, promotion of local resource mobilization and project sustainability. Community participation is undeniably vital in the development process (Østergaard et al., 2003). According to Botes & Rensburg, (2000) community participation in development is advocated for various noble reasons but it is often

permeated by empty rhetoric and little impact. Beneficiary community participation, apart from enhancing cost-effectiveness for project implementation and resources distribution to a wider coverage of weaker sections of society, is a crucial strategy of ensuring that responsibility and benefits trickle to the beneficiaries too (Barasa & Jelagat, 2013).

Community participation does not just happen neither is it an idle principle, rather it needs some form of strategy and planned approach, resources and time allocation and commitment to the course (Burns et al., 2004). Samah and Aref (2009) observe that participation in community development activities means individuals are not only involved in initiating, deciding, planning, implementing and managing development processes and its activities, they are also subjects in meeting their collective needs and expectations to overcome their common development challenges. Communities that have chosen to participate in development discourses not only derive more satisfaction from the joy that comes from involvement, they also achieve more results, more rapidly, and with greater benefit to the community as a whole.

In the United State of America, devolution of resources to its local government focuses on participation of local people in financial processes ,power dynamics that influence citizen engagement in priorities , expenditure allocations and accountability relations. The aim of this devolution is to enhance effective utilization of resources (Agrawal,2001). Oakley (1991) cites an analysis of a Danish funded rural water supply project in Tanzania, where he observes that participation had ranged from non-participation and manipulation over information and consultation to some degree of partnership and delegation of power. In another study of Malawi Social Action Fund (MASAF) projects, Dulani (2003) concluded that the level of community participation was limited to being informed what had already been decided by other key stake holders.

In Kenya, low community participation has impacted negatively on the effective implementation of the projects, ownership, community empowerment and sustainability of projects (Oyugi, 2012). According to KIPPRA Report 2006, despite the introduction of policies to promote community participation in local development and service delivery in Kenya, the actual operations and capacity to effective delivery services are extremely limited and still seriously constrained by inadequate capacity for effective planning, implementation monitoring ,and relative absence of effective citizen participation. The report further observed “ poor awareness by community members and fund managers of their roles and responsibilities in the governance of funds has contributed to poor participation ,particularly for marginalized groups, results in poor prioritization of projects and exclusion”.

According to Oyugi L, N. (2011) on her study on Fiscal Decentralization in Kenya, found that: devolution has not met its objectives of improving service delivery, financial management and debt reduction; and that the performance of the programme has been constrained by a number of factors such as flawed regulations, low revenue realization, inadequate capacity, lack of a coherent monitoring and evaluation framework, and politicization of the programme. At the local level (county government level), communities need to understand that the constitution puts the powers of self-governance in their hands and they therefore must participate in the exercise of the powers of the State and in making decisions affecting them; this includes the right of communities to manage their own affairs and to further their own development

Effective management of development projects depends primarily on proper project selection, project design, project implementation, monitoring and evaluation. Moreover, values, norms, social belief and opinions of the local people which are affected directly or

indirectly by development interventions should also be considered. Otherwise, sustainability of development projects may generally be questioned (Khwaja, 2004). In all the Citizen's report cards they constantly make recommendations to the development partners to involve the community in project planning and throughout the project cycle to enhance ownership of the projects by the community in line with the new constitution (TISA, 2010). The lack of effective structures for people's participation has been a major constraint upon more widespread development. People's participation in their own projects has not yet attained the acceptable levels that qualify to imply full participation (Rural Communities Impacting Policy, 2002). Therefore it is against this background that this study intends to establish the determinants of community participation in rural water supply projects in Gesusu Ward in Kisii County.

1.2 Statement of the problem

The Kenya Open Data survey report (2010) indicates that there's 54% of unemployment and 54.2% of poverty in Kisii County as at 2006. Empirical study show that community projects often collapse due to various factors, the most critical of which has proved to be low or non-participation of the community in decision making (Mulwa, 2010). In most cases, there is a tendency for core planning teams not to involve certain stakeholders in planning. Marginalized groups, poor rural household members, minorities and others are often left out because planners assume that these groups are not well informed or educated enough to contribute to the planning process (UNDP, 2009)

The Kisii County Integrated Development Plan (2013) indicates that they expect the community to contribute more than 3% to the development of the county by providing the services in education, agriculture and health. The local people through Community Based Organizations need to be involved in planning, implementing, and monitoring social and

economic development programs. This will promote the performance of rural community water projects. Kisii county government has been implementing community water projects in the Gesusu Ward. With the intention that these projects are possessed and utilized by the local community in Gesusu ward, there has been expectation that community members are involved in key stages in the management of these projects. Conversely, this has not been the case as efforts made have been inadequate in involving low people as key community members in the management of these projects. As a result, most county government funded projects in this ward have always collapsed once the county government pulls out; a trend if not attended to, can hamper future development efforts in the ward. Furthermore, cases of lack of project ownership, incomplete projects and low community participation have always been experienced.

The factors influencing community participation in the development process have not been fully addressed. Most rural community water projects have been initiated through the county government of Kisii, but their level of completion has been low. This could be attributed to low participation of the local beneficiaries. Often community mobilization is done through word of mouth including through local churches, public barazas, or through advertisement in the media. The communication strategies seem to be inadequate. There is also no clear role and responsibility of the community in other levels of project cycle after project identification. Therefore there is need to investigate the factors influencing community participation in community water projects in Gesusu Ward in Kisii county.

1.3 The purpose of the study

The purpose of this study was to establish the factors influencing community participation in rural water supply projects in Gesusu Ward in Kisii County

1.4 Objectives of the Study

The study was guided by the following research objectives:

- i. To analyze the extent to which socio-economic factors influence community participation in rural water supply projects in Gesusu Ward.
- ii. To determine the influence of capacity building on community participation in rural water supply projects in Gesusu ward.
- iii. To investigate how community level of awareness influence community participation in community water projects in Gesusu Ward.

1.5 Research Questions

The study was guided by the following research questions;

- i. What are socio-economic factors influencing community participation in rural water supply projects in Gesusu Ward?
- ii. What is the influence of capacity building on community participation in rural water supply projects in Gesusu ward?
- iii. How does community level of awareness influence community participation in community water projects in Gesusu Ward?

1.6 Significance of the Study

It was hoped that this study may be useful to Gesusu Ward and Kisii County Government in strengthening the participation and involvement of communities in planning, prioritization, design and implementation of community projects. The study informs government policy with regard to designing changes to streamline the community development to enhance more

participation from the local people as set by the county government. The non-governmental organizations (NGOs) and international agencies who engage in projects find this study useful with regard to the importance and involvement of the local people or stakeholders to ensure the success of community projects. The study also forms a basis on which academic researchers can do further studies on community participation in different stages of a project cycle.

1.7 Limitations of the Study

A study of this magnitude cannot be possible without limitations. The major limitation was lack of time and resources in terms of finances. This is likely to affect the sample size. Some of the respondents were illiterate unable to read and answer the questionnaires by themselves.

1.8 Delimitation of the Study

The study is basically concerned with the factors influencing community participation in community water projects in Gesusu Ward. The study was limited to Gesusu Ward. The study focussed on projects related to community rural water supply, borehole construction and protection of natural springs all initiated by the county government of Kisii within Gesusu Ward.

1.9 Assumptions the Study

It is assumed that Government policy guidelines on effective community participation in community development projects are always followed by the county officials and project implementation teams. It's also assumed that the community is likely to participate in

development if they are certain of the perceived benefits. It is also assumed that the sample selected was representative of the population for the result to be applicable in the entire ward.

1.10 Organization of the study

This study is organized into five chapters. The first chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and assumptions of the study. Chapter two deals will deal with literature review. The third chapter covers the research methodology; chapter four presents the data analysis and discusses the findings. Finally chapter five gives attention on the summary of findings, conclusions, recommendations and major suggestions for further research.

1.11 Definition of Significant Terms

Community participation: May comprise varying degrees of involvement of the local community. It may range from the contribution of cash and labour to consultation, changes in behavior, involvement in administration, management and decision-making.

Community Capacity Building – learning process that involves awareness creation, sharing of ideas for purposes of behaviour and attitude change.

Community ownership – active involvement of community members or representatives in management of water points and willingness to allocate time and resources in ensuring long term functionality of water systems with majority of the community members enjoying the benefits from these systems.

Participation refers to involvement of community members in the development initiatives

that concern and affects them. It implies that the community has the ability to initiate and implement development endeavors that reflect its own needs.

Socio Economic Factors are demographic factors that influence community participation in water supply projects they include income levels, educational level, age and sex of the individuals who participate in budget formulation process .

Water supply system – refers to all physical infrastructure constructed for the purpose of extraction, storage, supply, distribution and treatment of water for human and livestock use.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the factors influencing community participation in water supply projects in different parts of the world cascading down to Gesusu Ward in Kisii County. It includes findings of related studies undertaken by other researchers. Finally it presents a conceptual framework on which the study is based.

2.2 Concept of Community Participation

According to Majory (2009), Communities can be defined by the characteristics of its people's geographic boundaries, history shared interests, values and power relations. There exists vital interactions and networking within the community. The elements of a community includes; common symbol systems, common values, a sense of membership, common needs and commitment to meet them and a shared history. A community is a multidimensional system which is variable, shaped and re-shaped continuously by changing actions and relationships.

Attention should be given to the community involvement in all the stages of projects implementation (Gicheru, 2012). Projects will fail if the community participation approach in project management is not adopted. Dissemination of information, community member's involvement in all stages of water project implementation and use of local knowledge in implementation of water projects are very crucial, as this would make the projects more sustainable in the long run (Mwakila, 2008).

To enhance community participation, according to the International Rescue Committee (2012), regional learning centres should be established and information on good practices and innovations should be documented. The community should be capacity built on the link

between increased community participation in water management and increased functionality of water facilities and ultimately improved sustainability of the water facilities to ensure water services that last. Regional learning should be strengthened and used to promote community participation in the management of the water facilities. Steps and processes should be initiated to institutionalize regional learning as a strategy for identifying good practices, innovations and information sharing (Baur and Woodhouse 2009). This is also as a way of creating awareness on advocacy issues to influence policy change at the national level.

According to Mclvor (2008), various water programmes implemented in the Zambezi Valley, Zimbabwe failed due to the fact that the local communities did not regard the water facilities e.g. dams and boreholes "as their own." They considered them to be someone else's responsibility. This is because of an inadequate process of consultation with local people prior to the construction of such facilities; this left the community with an impression that they had no role to play in their management. This lack of local ownership transformed such facilities into a classic example of an open access resource (Harvey and Reed, 2007). There were no community sanctions against the destruction of the surrounding watersheds, no limits on the number of livestock around water-points, no maintenance of the site by the local community or protection of supportive infrastructure, such as fences and pipes, from being stolen. Communities were also alienated by the technology utilized, which was not considered to be of village level operation and maintenance VLOM, in many of these programmes (Mwakila 2008).

According to Harvey and Reed (2007), the process of involving people extends to decisions about installation of water points, where these should be sited, what technology should be chosen, what management arrangements should be introduced, as well as contribution to

costs. According to Mwakila (2008), a decision has to be made if communities are genuinely to own their water resources, some contribution in terms of cost would have to be made so as to reinforce a feeling of ownership. Water charges are small, yet they enable spare parts to be purchased and fences to be installed to protect water-points from livestock damage (Baur and Woodhouse 2009).

Communities should be trained to maintain pumps. Previously the local government authority was responsible for repairing pumps that had broken down, even though the repairs were often minor. Yet in some case repairs by this authority would take many months, since they had little transport to service the entire region. Training of members of the community including women and children, in stripping a pump, replacing washers, reinserting pipes etc. will lead to a significant reduction in the number of water-points not functioning (Gicheru 2012). In terms of technological change, a decision has to be made by several agencies to introduce manageable pumps for children (Mwakila 2008). Pumps which require less effort to utilize and only one child to operate. These should be been piloted in several parts of the region, and through community consultations (McIvor, 2008).

In a study conducted to assess the influence of community participation on the performance of Kiserian dam project in Kenya, it revealed very low levels of community participation in identification, planning, implementation and monitoring of the dam project. This has influenced the overall performance of the project (Mukunga 2012).

2.3 Influence of Socio-economic Factors on Community Participation in Rural Water Supply Projects

Concepts of 'participation' and 'gender' have been a part of emancipatory discourse and practices for the last decade. Advocates of these concepts have claimed that they allow the

representation of the most marginalized groups - women and the poor (Akerkar, 2001). Studies undertaken in Africa by Baah - Ennumh et al, Karpowitz et al (2012) Zaman (2007) Agbalajobi (2010), Ihmeje (2013) and Omodia et al (2013) argues that women participation in governance in Africa face a myriad challenges including religious and cultural beliefs, lack of economic empowerment, lack of effective means of implementing affirmative action, men dominance of political power, Relatively low education levels of women, multiple roles of women in the family setup , women attitude to the process of governance, lack of confidence on the part of women and demanding nature of the work at the local assembly level.

Ihemeje (2013) further argue that marginalization of women in local governance is nothing but an elongation of male dominance in virtually all political affairs. As such, historical fact of this nature is strongly associated with the attitudinal views which had often impede the chances of women to having more political representatives at the various local government. While supporting this position, Goetz (2002) argues that where women are given the opportunity to participate in local government, the terms of their inclusion determine the sustainability of their representation.

There is strong evidence that participation of young people in formal, institutional political processes is relatively low when compared to older citizen across the globe. This challenges the representativeness of the political system and leads to disenfranchisement of young people (UNDP 2012) Enhancing Youth political participation throughout the Electoral cycle. In a survey conducted by UN IAN YD (2012) in 186 countries, it was highlighted that the main challenge for youth were limited opportunities for effective participation in decision making processes. With limited opportunities and exposure to meaningfully participate in inclusive decision making processes, young men and women feel excluded and marginalised

in their societies and communities. The need for participatory structures and greater trust between youth and institutions were also stressed.

A study by Angba et al., in 2009 evaluating the effect of socioeconomic characteristics of rural youths on their attitude towards participation in community development projects in Rivers State, Nigeria. Data were collected with the aid of structured questionnaire administered to 210 youths in 27 communities. A multi stage random sampling technique was employed in the selection and data analysis was by the use of Pearson Correlation. Findings revealed that some relationship exist significantly between socio-demographic characteristics such as educational level and the attitude of youths towards community development projects.

According to Pharr & Putnam (2000), and Edwards (2005), demands for increased public participation in the affairs of government is generally influenced by a better educated, more articulate and more demanding citizenry, many of whom are the ones who express a declining level of trust in their politicians and the political institutions. This belief is usually expressed in demands for more engagement of citizens with meaningful exchanges with government beyond the traditional democratic processes of three or four year elections cycles.

Educational level correlates significantly and positively with age. The implication of this finding is that as one attains a higher level of education attitude towards participating in community development projects is likely to be more favourable. In essence the higher the educational level attained the more favourable the attitude towards participating in community development projects. Ovwigho and Ifie (2004) reiterated the importance of education when they noted youth"s involvement in cooperative endeavours. Onweagba

(1990) in a study found that education was linked to attitude towards participation. Similarly, Ekong (2003) reported that age is more often used as a tenable criterion for some social status than education. According to Nelson et al (1960) educational levels are highly significant in the extent, intensity and pattern of participation. They further stated that participation increases with education, but beyond the high school level the increase is greatest in non church-related organizations. It was further expressed that effective participation obviously requires communicative and human relational skills which must be learned; hence those who are better educated would be better empowered for participation because their attitude would likely be favourable.

According to John, (2009), education level of the citizenry has a significant correlation in the level of public participation. Education often enhances citizens awareness of governance programs and how to engage the governance system (Ahmad, et al 2005). Bratton et al, conducted a research in six Sub-Saharan countries to determine whether education levels has a correlation with the level of public participation in decentralized units. In their findings, the more a community and its citizenry became educated, the more they engaged in public participation duties like budget formulation. Similarly, Joshi and Houtzager (2012), contends that education has a high positive correlation with publics engagement in local Governance.

Pasek et al (2008) argues that level of education elevates citizens ability to participate in public functions that require a level of technical skills and ability. They contend that the reason the public doesn't have the desire to participate in forums like budget participation is that they feel inadequately informed or educated to be of value. Finkel, et al,(2012), conducted a research in South Africa and Dominican Republic to determine how engaged the public was on issues of devolved governance and budgetary processes. In their findings, education, the ability to articulate petitions, understand technical budgetary language enabled

citizens to engage more actively and effectively not only in the budgetary formulation, but in other civic duties. Pasek et al, (2008), agrees with Finkel et al, (2012) findings, and further argues that positive education levels raises the public's stakes, awareness, and desire to desire the kind of future that want through governance processes like public formulation.

Asiabaka (1990) found that educated women participated more in the rural development programme of government (Better Life Programme). Education is a major determinant of effective participation in community development projects. The educated people would most likely appreciate community development better than the less educated. If the people appreciate community development his attitude towards participating in community development projects is likely to be favourable. Onu (1990) had reported the importance of education among rural development agents. The educated youths are potent agents in development in many rural and urban communities.

Higher levels of education are critical in entrenching democratic principles of public involvement in governed (KHRC. 2010). Higher public involvement triggers quest for efficiency and effectiveness in utilization of public resources. According to John, (2009). Lower levels of education in devolved units negatively correlates with public participation. KHRC(2010) report on public participation highlights the reality of education in civic process that informs public participation. The report findings argues that citizens without education, lacks ability to assimilate information, therefore, can rarely formulate interests in civic duties like budget formulation. Mboga (2009), draws the correlation to the impact levels of education have in public participation in Kenya. He argues that education expands the ability of the public to appropriate desires, interests, and have their voice heard in logical concise and organized process like budget formulations.

Equally, Mwenda (2010) links levels of education to the public's ability to express their interests in self-determining governance of the people and by the people, but argues that lack of sufficient education -particularly in marginalized communities, hampers information dissemination, hence, low levels of participation. Oyugi and Kibua (2008) similarly argue that public citizens who sit on development and planning board for county governments on volunteer basis are all educated. Joshi and Houtzager (2012) significantly correlate education, information, and public participation. Further, they argues that the ability to coherently articulate policy issues within the budgetary planning forums favor those with higher levels of education.

Brady (2003) argues that since political and civic process is also a form of participation, like economic participation which takes place in the market place, it seems that known models of economic participation may provide insights into the relationships between income, income inequality, and political and civic participation. Brady (2003) further observes that for labor force and marketplace participation, a change in income affect the amount of participation.

In order to provide a positive relationship between income and political activity, participation may also provide intrinsic pleasure just like a hobby Barrels, (2003) & Verba et al. (1995) argue that the wealthy segments of society and those who are more highly educated take a greater role in public participation. This is because they have greater stakes in the affairs of government because they understand and appreciate political and social life better. The authors argue that the higher income segments are more likely to be interested and engaged in political and civic engagement activity. Bartels (2003) & Verba et al. (1995) further note that the higher segments of society are usually interested in whom to contact, and how to make their voices heard.

Weber (2000) agrees with this notion and further argues that citizen participation committees and forums are usually crowded with members of the highest socioeconomic group. The lack of low-income participants is illustrated in a developing world context by scholars such as Russell and Vidler (2000), who have argued that such citizen participants are difficult to engage in civic activities because their main priorities are to fend for and to provide basic commodities such as food for their families, and not spend time in meetings. Abel and Stephan (2000) while agreeing with this argument, further caution that although many scholars promote public participation as means of 'incorporate community values into decision making process that might otherwise be dominated by a small elite', it appears that, a non-elected small elite can dominate a participator process.

2.4 Influence of Capacity Building on Community Participation in Rural Water Supply Projects

According to Toole (2002), capacity building sessions to develop community awareness of water supply problems will increase local participation in developing and demanding a project that will satisfy the needs of the community. Technical training in construction, operation and maintenance will teach selected individuals' practical skills and may create an understanding and the sense of responsibility for water facilities in the beneficiary community and this enhances community ownership of water projects.

Campos (2008) in an intervention model carried out in Peru for water supply, considered community training as an important component in which the project used various methods of training including audio-visuals. Campos emphasizes that training on issues such as operation and maintenance empower the communities to look after their water supply systems thus enhancing sustainability.

In Ghana, capacity building of key actors in rural water delivery and management usually precedes the provision of the facilities. Capacities of the district assembly staff are strengthened through training and equipment supply e.g. computers, office supplies and motor bikes. All these are geared towards enhancing the district assemblies' role in improving community ownership of water projects in rural areas (Fielmua 2011). Targeting women for training is critical to the ownership and sustainability of water projects, especially in technical and managerial roles to ensure they actively participate in decision making process this influences community ownership of projects (Harvey and Reed, 2007).

2.5 Community Awareness and Community Participation in Rural Water Supply

Projects

The proverb “information is power” is important in societies where the majority are illiterate and cultural and superstitious thinking dominates. Awareness-raising will help to break social, superstitious and other barriers among the community through information - sharing and dialogue. Once these barriers have come down, communities are able to express themselves more freely; both as individuals and collectively, internalize the underlying need for development projects and the expected returns (Dayal, 2000).

Rural Kenyans have been reporting that the information that is available on policy, government programmes and services is difficult to obtain and interpret. There is a desire to learn about and access information about government programmes and services that is understandable, concise and timely (Omolo, 2010).

Before citizens can express their opinions, and participate in the public decision making process, they need information about the subject at hand. A civic participation process can

not be built unless those who participate have a high level of education and information about the issue(s) (World Bank, 2004).

Public education means informing and motivating a large number of citizens in order to solve a problem that affects them. The first important step in this process is developing an education campaign. A public education campaign is a method whereby information is sent to a large number of citizens to heighten their awareness of a problem and, as a result, encourage them to change their behaviour. The planning process to develop a civic education campaign is complex, but not difficult. It takes time, usually from three months to a year (Osti, 2003).

Dukeshire and Thurlow (2002) have indicated that the rural citizens feel that there is a lack of access to information about government programs and services. There is a desire to learn about and access information about government programs and services that is understandable, concise and timely.

An awareness-raising process ideally aims to boost the commitment of society beyond the simple acquisition of knowledge and skills. As the awareness raising takes many forms like demonstrative/practical training of communities, continuous dialogue and information sharing, participatory planning and monitoring including regular assessment of progresses and constraints allows communities to enhance their analytical skills and implementation capacity (Clever 2001).

Sensitizing and raising the levels of awareness of the community helps to promote local level participation and participatory approach. Raising the levels of awareness can contribute to community involvement in that it helps people formulate their interests, knowledge and

understanding as being a precondition for real participation of the community in the project management cycle (Mosse, 2001).

2.6 Theoretical Framework

This study was guided by structural functionalism theory postulated by Talcott Parsons in 1902-1979. This theory focuses on society as an entity in which all of the components work together cooperatively and cohesively for the betterment of the overall society. This theory emphasizes the functions within structure of the main parts of the society and the contributions of each for the overall society's survival and growth. These parts usually work together in an orderly manner, without great conflict. The different parts are usually in equilibrium, or moving toward equilibrium, with consensus rather than conflict governing the inter-relationships of the various parts.

The strength of this theory is that it emphasizes the necessity of functions within society. All components of society must have a function in order to survive and its function(s) there contributes to the overall society (Ferrante, 1998). In the context of this research study 'parts' include all stakeholders: local community (beneficiaries), project staff, water officers, Public health officers, ward committee members and CBO representatives involved in planning and implementation of rural water supply projects funded by the county government of Kisii. It is necessary to infer from this theory to investigate the extent to which independent variables; socio-economic factors, capacity building and awareness influence community (parts) participation in rural water supply projects funded by the county government in Gesusu ward.

2.7 Conceptual Framework

The conceptual framework to this research has the independent and dependent variables: the independent variables socio-economic factors, capacity building (training and resources) and awareness are likely to influence community participation. Dependent variables project completion, sustainability of water projects, local accountability and ownership would be indicated by continuity community awareness, ownership and transparency of local leaders and committee members in implementing rural water supply projects.

INDEPENDENT VARIABLES

Factors

Socio-Economic Factors

- Gender
- Age
- Level of education.
- Level of income

Capacity Building.

- Training
- Resource allocation

Level of awareness

- Attendance to public barazas
- Access to information

DEPENDENT VARIABLES

Community Participation

- Timely completion
- Project Sustainability
- Project ownership

Government Policies

Political Influence

Moderating variables

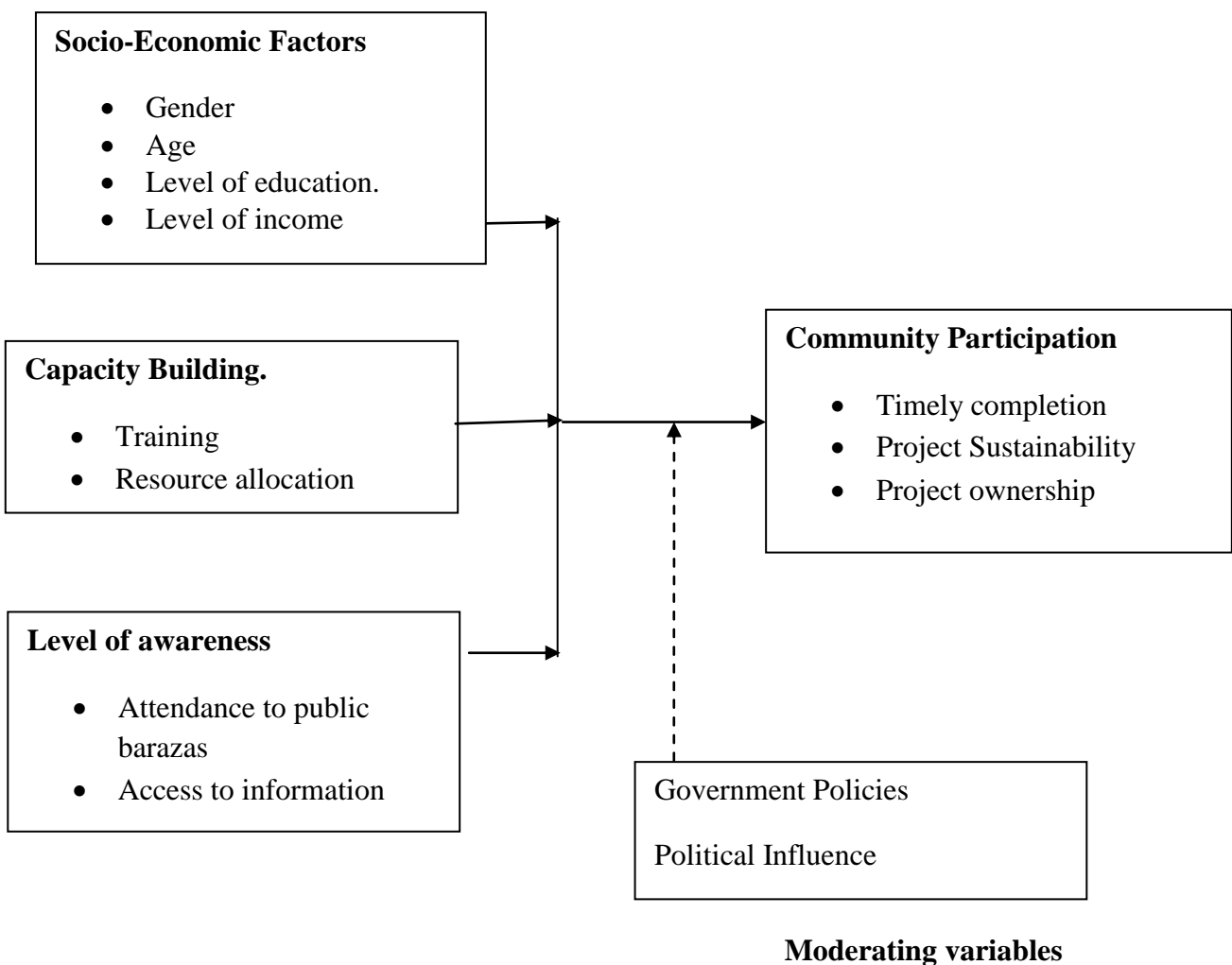


Figure 1 Conceptual Framework

2.8 Research Gaps

Cheng, (2012) in his study on community participation noted that there is little research on the impact of government regulation and according to Taylor, (2007) on understanding community participation portrays that previous studies of factors influencing the level of community participation have tended to take a general approach using a single theoretical framework to explain community participation and fails to explain why community participation have not improved over time.

A clear picture of the factors influencing community participation in county government funded rural water supply projects has not emerged from the previous studies. Mostly, the studies concentrate more on the effects community participation on project performance. The existing body of knowledge is not sufficient enough to explain the factors influencing community participation in county government funded rural water supply projects. There is contradiction on how, when the community should be involved on county government funded projects. Despite the importance of community participation on county government funded projects, there is little empirical evidence of the factors influencing community participation in county government funded projects with specific reference of the rural community water supply project in Gesusu Ward in Kisii County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research methodology that was used to conduct the study. The chapter outlines the research design, study area, target population, sample size, sampling techniques, data collection methods, analysis techniques and result presentation.

3.2 Research Design

This study adopted descriptive survey research design. This method of research was preferred because the researcher was able to collect data to answer questions concerning the current status of community participation in rural water supply projects in Gesusu ward. Descriptive survey design determines and reports the way things are and also helps a researcher to describe a phenomenon in terms of attitude, values and characteristics (Mugenda and Mugenda, 1999). According to Orodho (2003), descriptive survey study is a method of collecting information by administering a questionnaires and interviewing a sample of individuals. The focus of the study was to investigate the determinants of community participation in rural water supply projects with specific reference to the county government funded borehole construction and spring protection in Gesusu ward in Kisii county.

3.3 Study Area

Gesusu ward in Kisii county is situated within the Lake Victoria Basin on Longitude: 34° 46' 0 E and Latitude: 0° 41' 0 N in the western region of Kenya (Kisii County). It covers total land area of 34.8 square kilometers and an elevation of 1700m above sea level (GoK, 2010).

The ward has a population of 25,861 people (KNBS, 2009). The ward comprises of Chibwobi, Getacho, Nyamesocho, Geteri, Ikenye, Masabo, Chironge, Getare I, Getare II, Omobera, Raganga, Mesabisabi, Kiomiti and Kegogi sub-locations.

3.4 Target Population

The ward has a population of 25,861 people (KNBS, 2009). The ward comprises of Chibwobi, Getacho, Nyamesocho, Geteri, Ikenye, Masabo, Chironge, Getare I, Getare II, Omobera, Raganga, Mesabisabi, Kiomiti and Kegogi sub-locations. The target population of this research project was the 2397 project beneficiary households and 43 key informants in Gesusu ward. The key informants included 9 members of the ward development committee, 14 assistant chiefs, 1 ward administrator, 1 member of the county assembly, 18 representatives of youth groups and women groups.

3.5 Sample Size and Sampling Techniques

Brinker (2006) defines sampling as a systematic selection of representative cases from the larger population. The objective of sampling was to get accurate empirical data at a fraction of the cost that it would take to examine all possible cases. The respondents were stratified in two categories such as the project beneficiaries and key informants in Gesusu ward.

Purposive sampling technique was used to select key informants. This included the 9 members of ward development committee, 14 assistant chiefs, one ward administrator, one member of the county assembly, 18 representatives of youth groups and women groups while Simple random sampling will be used to select project beneficiaries. In this case, each subject from the beneficiary households was chosen randomly and entirely by chance, such that it has the same probability of being chosen at any stage during the sampling process. According to

Mugenda and Mugenda (1999) 10% of the accessible population is enough for social research study. Consequently the sample size of 240 was selected from a target population of 2397 project beneficiary households as shown in table 3.1.

Table 3.1 Target Population and sample size selection.

Sub-location	No. of beneficiary households	Sample Size	Proportion 10%
Chibwobi	203	20	10
Getacho,	213	21	10
Nyamesocho,	210	21	10
Geteri,	210	21	10
Ikenye	170	17	10
Masabo,	201	20	10
Chironge,	200	20	10
Getare I	196	20	10
Getare II	130	13	10
Omobera	120	12	10
Kiomiti	170	17	10
Mesabisabi	105	11	10
Raganga	60	6	10
Kegogi	209	21	10
Total	2397	240	10

3.6 Data Collection Instruments

The study information was collected by use of interview schedules, questionnaires, document analysis and focus group discussions (FGDs). In the study, semi-structured interviews were used to collect information from key informants using an interview guide. While a

questionnaire was used to collect information from rural water project beneficiaries in Gesusu ward. FGDs were used to collect information from opinion leaders and people knowledgeable in community participation and water supply projects. These focus groups discussions (FGDs) consisted of reasonable members who ranged from twelve to fifteen members. Two focus group discussions were conducted in two villages randomly chosen in Gesusu Ward.

Data was also gathered from the published document sources (documentary analysis) such as text books, legislation, policies, previous research papers, and data from unpublished sources such as theses, dissertation, reports and written materials about factors influencing community participation in rural water supply projects.

3.6.1 Piloting

Pilot testing was conducted in Gesusu ward. 10 respondents were randomly selected from the community members that are not part of the sampled respondents. They were asked to respond to the questions. The pilot study was useful in testing the validity and reliability of the instruments.

3.6.2 Validity of data collection instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results (Mugenda & Mugenda, 2003). This study utilized content validation measure to determine the validity of the research instruments. The research instruments (questionnaire and interview schedules) were subjected to a critique by my supervisors and lecturers in the Department of extra-mural studies at the University of Nairobi for advice on the structure and content.

3.6.3 Reliability of data collection instruments

This study employed test and re-test technique as a measure of assessing reliability of questionnaires. In this approach, questionnaires were administered to a group of rural water supply project beneficiaries. After some time, the same questionnaires were administered to same group of community members. Scores from both tests were correlated to obtain the coefficient of reliability. A coefficient of 0.8 obtained implied that there was high degree of reliability (Creswell, 2008).

3.7 Data Collection Procedures

Data collection was carried out during a three months (February-May, 2016) fieldwork. The researcher first sought a research permit to undertake the study. The researcher also acquired a letter of introduction from the University of Nairobi.

Primary data was collected from a sample randomly selected from community members in the area through questionnaires. The questionnaires were distributed by the researcher and two assistants. The distribution of the questionnaires were done randomly by hand to the respective respondents and given about one week to complete them. Interviews were conducted to collect information from the key informants. In the study, semi-structured interviews were used to collect information from key informants using an interview guide. The secondary data were collected through document analysis during a three-month fieldwork period. During the study, two FGDs (1 per village) were conducted at randomly selected venues in Gesusu ward. Each discussion group had 13 randomly selected participants who were men, youths and women involved in implementation of rural water supply in Gesusu ward. All views were documented and recorded during the discussions. It

was used for triangulation with information obtained from questionnaires and Key Informant Interviews.

3.8 Data Analysis Techniques

The collected data was analyzed using both qualitative and quantitative techniques to ensure triangulation. Qualitative data was analyzed using thematic data analysis taking into account common words, phrases, themes and patterns in order to enhance understanding (content analysis) in line with the study objectives. The quantitative data was subjected to descriptive statistics. The descriptive statistics involved the use of frequency counts, percentages and arithmetic means and results were presented using frequency distribution tables. All the quantitative data collected were analyzed using the Statistical Package for Social Sciences (SPSS).

3.9 Ethical Considerations

One of the considerations in the collection of primary data concerns ethical considerations. Neuman (2006) points out that ethics in research is a set of principles that reveal what is or is not legitimate to do in research practice. The researcher sought a permit to undertake this study. The overall aims of the study were explained to the target population and their consent was sought for participation in the research project. They were told that if they wished to pull out at any point in time during the study they were free to do so. All participants were assured that any sensitive data was kept confidential and their identity remained anonymous since this study was meant for academic purposes only.

Table 3.2 : Operationalization of variables

Objectives/research questions	Type of variable	Indicator	Measure	Level of scale	Approach of analysis
a) To analyze the extent to which socio-economic factors influence community participation in rural water supply projects in Gesusu Ward.	Independent variable socio-economic factors	Age, sex, level of education, level of income	Percentage	Ordinal and Ratio	Quantitative
	Dependent Variables Community participation	No. of people involved. No. of completed and incomplete projects.	percentage	Ratio	Quantitative
b) To determine the influence of capacity building on community participation in rural water supply projects in Gesusu ward .	Independent variables Capacity building	No. of workshops and training seminars No. of people trained by gender	percentages	Ordinal	Quantitative
	Dependent variable Stakeholder participation	No. attending training workshops	Percentage	Ordinal	Quantitative
c) To investigate how community level of awareness influence community participation in community water projects in Gesusu Ward	Independent variable Level of awareness	Channels of communication Types of channels used. No. of people accessing	Percentage	Ratio	Quantitative
	Dependent variable Participation in water supply projects	No. involved in project process	percentages	Ratio	Quantitative

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Presented in this chapter are data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in tables, figures and narratives.

4.2 Response Return Rate

A total of 240 questionnaires were administered to local community members. However, out of a total of 240 questionnaires sent, 235 were returned for data analysis yielding a response rate of 97.92%. This response rate was representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This high response rate was achieved as a result of proper co-ordination with the local leaders; chiefs and assistant chiefs and sensitizing the community on the importance and purpose of the study. This response rate is adequate for analysis and reporting.

4.3 Demographic characteristics of Respondents

This section presents the demographic data of the local community members. The demographic data of the local community members was based on their gender, age, level of education and their occupation.

4.3.1: Respondents' Gender

To establish the gender of the local community members, they were asked to indicate their gender.

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	103	43.83
Female	132	56.17
Total	235	100.0

Majority 132 (56.17%) of the local members were female while 103(43.82%) of local community members were male, an indication that gender bias is an issue in participation in planning and implementation of rural water supply projects.

4.3.2 Classification of Respondents by Age

The information in table 4.2 shows the number of responses by age. From the table shown, most of the respondents 98 (41.7%) were aged between 18-25 years and 26-35 years which accounted for 62(26.4%) in both cases of the total respondents. This finding indicates that majority of the respondent (41.7%) are between 18-25 years. This shows that majority of the project beneficiaries were youths. The data shows that community members participating in the rural water supply projects are relatively young and hence deemed as energetic and hence could positively be involved in the project.

Table 4.2: Distribution of local Community Members by Age

Age Group	Frequency	Percentage
18-25	98	41.7
26-35	62	26.4
36-45	35	14.9
46-55	25	10.6
Over 56 years	15	6.4
Total	235	100.0

4.3.3 Classification of Respondents by Level of Education

Table 4.3 Community Members' Education Status

Level of Education	Frequency	Percentage
Primary Certificate	108	46.0
Secondary Certificate	52	22.1
College Diploma	24	14.9
University Degree	16	6.8
Non-formal Education	35	14.9
Total	235	100.0

Table 4.3 shows that 108(46.0%) of the members had primary education, 52(22.1%) of members had secondary education, 24(14.9%) of the members had acquired college diploma, 16(6.8%) of the members had a university degree and while 35(14.9%) of the members had non-formal education. The data shows that majority of the community members had lower level of education (primary) which could hinder their effective participation in the planning and implementation of the project. This indicates that the majority of the respondents either understand or a competent enough to address or provide credible information related to the research questions by virtue of their education level.

4.4 Community Participation in Planning and Implementation of Rural Water Supply Projects

The purpose of this study was to investigate the factors influencing community participation in rural water supply projects in Gesusu ward. The researcher sought to establish whether the community members were aware of the functions of the rural water supply projects initiated by the county government of Kisii. Table 4.4 presents their responses.

Table 4.4 Community Awareness of the functions of the rural water supply projects

Response	Frequency	Percentage
Yes	87	37.0
No	148	63.0
Total	235	100.0

According to the findings, 87(37.0%) of the respondents were aware of the rural water supply projects in the ward while 148(63.0%) of the respondents indicates were not aware of the of the rural water supply projects funded by the county government in Gesusu ward.

The researcher sought to establish whether the community members participated in planning of rural water supply projects funded by the county government of Kisii in Gesusu ward. The results were as indicated in table 4.5.

Table 4.5 Responses on Community Participation in planning of the Rural Water Supply Projects

Response	Frequency	Percentage
Yes	40	17.02
No	195	83.0
Total	235	100.0

The findings show that majority 195(83.0%) of the community members did not participate in planning of rural water supply projects funded by the county government of Kisii in Gesusu ward.

The study sought to find out the opinions of the respondents in regard to decision making during the selection of construction sites for water supply facilities, roles played by

community members in project implementation and the presence of water management committee at the ward level. These were the findings;

Table 4.6: Decision on selection of Construction Sites

Response	Frequency	Percentage
County Government officials	143	60.9
Member of the County Assembly	52	22.1
Water Management Committee	24	14.9
Village Elders	16	6.8
Total	235	100.0

Table 4.6 shows the findings of who made the decision on selection of construction sites for water supply projects in Gesusu ward, 143 (**60.9%**) agreed that decision was made by county government officials, 52(**22.1%**) by the MCA, 24(**14.9%**) water management committee at ward level, 16(**6.8%**) by the village elders. This indicates that community participation in rural water supply projects is low in Gesusu ward. Village elders and water management committees should play a vital role in the development of water supply projects. The community is not well represented during consultations and decision making.

The researcher further sought to establish whether the community members participated in implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward. The results were as indicated in table 4.7.

Table 4.7 Responses on Community Participation in Implementation of the Rural Water Supply Projects

Response	Frequency	Percentage
Yes	47	20.0
No	188	80.0
Total	235	100.0

The results shows that majority 188(**80.0%**) of the members did not participate in the implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward. The study also found that even other local people were not involved in project planning and implementation as indicated by majority 188(**80.0%**) of the community project beneficiaries.

The study further sought to establish the local leaders' understanding of community participation. The community leaders indicated that it means involvement of the community, in the project functioning and its implementation. They further said that it was a process of involving the local community in contributing to the project either in cash or in kind through consultation, changes in behavior, involvement in administration, management and decision-making.

The researcher posed question to local leaders asking them to indicate the role of the community in planning stage at the village level. They indicated that the community members if approached at the grassroots or bottom- up approach solution to the problem would be reached easily.

4.5 Socio Economic Factors Influencing community Participation in the Rural Water Supply Projects Funded by the county government

In determining the indicators of socio economic factors influencing community participation in the Rural Water Supply Projects Funded by the county government, the respondents were asked to rank the socio economic measures according to their level of knowledge on how the socio economic factors influencing community participation in the rural water supply projects would influence on a scale of 1 to 5. The scale respectively represent: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree.

The researcher sought to establish how gender influences the community members' participation in planning and implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward.

Table 4.8: Role of Gender on Participation in the Rural Water Supply Projects

Influence of Gender on Community Participation in Rural Water Supply Projects	SD	D	N	A	SA
My gender influence my participation in water supply projects	35 (14.9%)	51 (21.7%)	24 (10.2%)	56 (28.8%)	89 (37.8%)
Being a woman/ Man influence one's choice of participating in public forums	97 (41.3%)	44 (18.7%)	23 (10.1%)	25 (10.6%)	46 (19.6%)
Women/ men have equal opportunities to participate in project planning and implementation of water supply projects	114 (41.3%)	51 (21.8%)	29 (12.3%)	36 (15.3%)	5 (0.2%)
Being a man enables one to participate better in water supply projects	22 (9.4%)	50 (21.3%)	42 (17.9%)	43 (18.3%)	78 (33.2%)
Being a Woman enables one to participate better	82 (34.9%)	58 (24.7%)	63 (26.9%)	27 (11.5%)	5 (0.2%)

Key: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

The findings in table 4.8 indicate that the most outstanding variable for gender was women and men having unequal opportunities to participate in water supply projects funded by the county government. This was acknowledged by 114 (**41.3%**) of the respondents disagreed that either women or men have equal opportunities to participate in project planning and implementation of water supply projects while 89 (**37.8%**) of the respondents strongly agreed that gender influenced their choice of participating in public forums, planning and implementation of water supply projects while 78 (**33.2%**) of the respondents strongly agreed that being a man enables one to participate better in water supply projects.

The researcher sought to establish the influence of community members' age on participation in planning and implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward.

Table 4.9: Responses on Influence of Members' Age on Community Participation in the Rural Water Supply Projects

Influence of Age on Participation in Rural Water Supply Projects	SD	D	N	A	SA
Age influences ability to effectively participate in the county government funded water supply projects	125 (53.2%)	23 (9.8%)	09 (3.8%)	56 (2.4%)	22 (9.3%)
Age does not influence how effectively one participate in the county government funded water supply projects	32 (13.7%)	46 (19.6%)	34 (14.6%)	12 (5.1%)	111 (47.2%)
Younger (the youth) people participate more effectively.	103 (43.9%)	65 (27.7%)	29 (12.3%)	22 (9.4%)	16 (6.8%)
Older people participate more effectively	89 (37.8%)	13 (5.5%)	32 (13.6%)	42 (17.9%)	59 (25.1%)

Key: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

According to the findings, 125 (53.2%) of the respondents were of the opinion that age doesn't influence ability to effectively participate in the county government funded water supply projects. 123 (52.3%) of the respondents strongly agreed that age does not influence how effectively one participate in the county government funded water supply projects. 103 (43.9%) strongly disagreed that younger (the youth) people participate more effectively. Lastly 89 (37.8%) of the respondents strongly disagreed that older people participate more effectively.

The researcher sought to establish the influence of community members' level of education on participation in planning and implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward.

Table 4.10 Responses on Influence of Levels of Education on Community Participation in the Rural Water Supply Projects

Influence of Education Level on Community Participation in Rural Water Supply Projects	SD	D	N	A	SA
Education level influences the degree to which community members participate in the county government funded water supply projects	14 (6.0%)	16 (6.8%)	44 (19.0%)	56 (24.0%)	105 (44.7%)
Education level does not influence the degree to which one participate in the county government funded water supply projects	103 (43.8%)	18 (7.7%)	54 (23.0%)	46 (19.6%)	14 (6.0%)
People who have higher education level participate more effectively	32 (13.7%)	46 (19.6%)	34 (14.6%)	12 (5.1%)	111 (47.2%)
People who have lower education level participate more effectively	133 (56.6%)	23 (9.8%)	20 (8.5%)	25 (10.6%)	34 (14.6%)

Key: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

According to the findings in table 4.10, 105 (**44.7%**) of the respondents strongly agreed that education level influences the degree to which community members participate in the county government funded water supply projects. 103 (**43.8%**) strongly disagreed that education level does not influence the degree to which one participate in the county government funded water supply projects while 111 (**47.2%**) strongly agreed people who with higher educated level participate more effectively and 133 (**56.6%**) strongly disagreed that people who have lower education level participate more effectively.

The findings indicate that level of education has the highest influence on community participation in water supply projects in Gesusu ward. The results concur with Mwenda (2010) who links education to the publics' ability to express their interest in self-determining governance of the people by the people and further argues that lack of sufficient education hampers access to information hence lower the quality of community participation in community projects. Mboga (2009) argues that education expands the ability of citizens to appropriate their desires and interests and have their voices heard in a logical manner.

The researcher sought to establish the influence of community members' level of income on participation in planning and implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward.

Table 4.11 Responses on Influence of Levels of Income on Community Participation in the Rural Water Supply Projects

Influence of Income Level on Community Participation in Rural Water Supply Projects	SD	D	N	A	SA
Income level influences community participation in the county government funded water supply projects.	103 (43.8%)	18 (7.7%)	54 (23.0%)	46 (19.6%)	14 (6.0%)
Income level does not influences participation in the county government funded water supply projects	22 (9.4%)	50 (21.3%)	42 (17.9%)	43 (18.3%)	78 (33.2%)
People of higher income level participate more effectively	110 (47.0%)	46 (19.6%)	34 (14.6%)	12 (5.1%)	33 (13.8%)
People of lower income levels participate more effectively	125 (53.2%)	6 (2.6%)	8 (3.4%)	25 (10.6%)	71 (30.2%)

Key: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

According to the results in table 4.11, majority of the respondents 103 (**43.8%**) strongly disagreed that income level influences community participation in the county government funded water supply projects. 78 (**33.2%**) of the respondents strongly agreed that income level does not influences participation in the county government funded water supply projects. 110 (**47.0%**) of the respondents strongly disagreed that people of higher income level participate more effectively and lastly 125 (**53.2%**) people of lower income levels participate more effectively.

According to the results the income levels were found to have minimal influence on participation in water supply projects. This finding seems to contradict other studies conducted by Verba *et al.* (1995), who argues that richer people tend to have more stakes in

the political process because they understand political and social life better. Bartels (2003), argue that wealthier people are usually interested in their voices being heard while Weber (2010) and Russell & Vidler (2000) who argue that the wealthier members of the public tend to participate more effectively because lower income segments are usually concerned especially in the developing world are more concerned about other priorities such as fending for their families.

4.6 Influence of Capacity Building on Community Participation in Rural Water Supply Projects

The study sought to find out whether Kisii County government holds training workshops and seminars on planning and implementation of rural water supply projects, how often Capacity building workshops and seminars on water supply projects are held, the effectiveness of community capacity building on water supply projects in Gesusu ward.

Respondents were asked to state whether Kisii County Government holds training workshops and seminars for rural water supply projects. Their response were as shown in table 4.12

Table 4.12 Response on whether Kisii County Government Holds Training Workshops and Seminars for Rural Water Supply Projects

Response	Frequency	Percentage
Yes	28	10.0
No	192	81.7
Not sure	15	6.4
Total	235	100.0

According to the findings in table 4.12, 28(**10.0%**) of the respondents indicated that Kisii county government holds community capacity workshops and seminars on planning and implementation of rural water supply projects in Gesusu ward, 192(**81.7%**) indicated that the county government does not hold capacity building workshops and seminars while 15(**6.4%**)

of the respondents were not sure. The local leaders indicated that there was low attendance of community members during these capacity building workshops and seminars. The findings indicate that there are no specific training workshops and seminars for planning, implementation, monitoring and evaluation methodologies. The findings further pointed out that there was poor attendance in capacity building meetings and therefore this may have contributed to low community participation in rural water supply projects in Gesusu ward in Kisii County.

The researcher sought to establish the number of times capacity workshops and seminars were held in Gesusu ward. The results are as shown in table 4.13

Table 4.13: Response on how often Capacity Building Workshops and Seminars on Water Supply Projects are held in Gesusu Ward.

Response	Frequency	Percentage
Annually	108	46.0
2-3 times a year	16	6.8
4 or more times a year	14	6.0
Never	52	22.1
Not sure	45	19.1
Total	235	100.0

According to the findings, 108(**46.0%**) of the respondents indicated that training workshops were held once in a year, 16(**6.0%**) indicated 2-3 times a year, 14(**6.0%**) indicated 4 or more times a year, 52(**22.1%**) indicated that none has been held and 45(**19.1%**) were not sure. This implies that the time is not adequate for the community members to fully gain from the capacity building workshops and seminars.

The researcher sought to find out if community members are trained on operations and maintenance or management of water supply projects. The results are as indicated in table 4.14

Table 4.14: Responses on Training on operations and maintenance or management of water supply projects.

Response	Frequency	Percentage
Yes	66	28.0
No	169	72.0
Total	235	100.0

As reflected in table 4.14, 66(**28.0%**) of the respondents, agreed that they are trained on operations and maintenance or management of water supply projects while 169(**72.0%**) indicated that they have never been trained and therefore capacity building is still lacking. The community further expressed the feeling that they are not capacitated to participate in development processes due to the inadequate knowledge which should prepare them for their responsibilities. They highlighted that there is a need for workshops and training which intends to educate communities why it is crucial to partake in development programmes taking place in the area. It is, therefore, the burden of the community leaders in Gesusu ward to capacitate and empower local community members in order to take part in rural water supply projects and make informed decisions.

The key informants claimed that they had never been empowered in the development procedures and project processes. The community believes that ward committees are relevant people who should be capacitated with procedures and processes of community development and their participation needed.

Community members that were members of the ward committees revealed that they did not receive any meaningful training and workshops. They were unaware of their roles and responsibilities as ward committees. This means that effective implementation of ward committees was lacking. Respondents indicated that at some point they regarded ward committees as people commissioned by the community leaders to investigate those who demanded service delivery.

With regard to the level of empowerment of the ward committees, it was also remarkable that the community respondents had no understanding of the purpose of community participation. The conclusion is made in saying little community participation would take place, until communities were made aware of their roles and responsibility as stakeholders in the development processes. White (1982) in Theron (2005:20) supports the assertion that citizen participation can lead to capacity building and empowerment especially at an organisational level.

The researcher sought to establish the effectiveness of training workshops and seminars on management of rural water supply projects in Gesusu ward. The results are as shown in table 4.15.

Table 4.15: Responses on Effectiveness of Community Capacity Building on Water Supply Projects Funded by the County Government

Response	Frequency	Percentage
Effective	42	17.9
Fairly effective	38	16.1
Ineffective	122	52.0
Not sure	33	14.0
Total	235	100.0

According to the findings in table 4.15, 41(17.9%) of the respondents indicated that capacity building workshops of community members in management of rural water supply projects were ineffective, 38(16.1%) of the respondents indicated that that it was fairly effective, 122(52.0%) indicated that it was ineffective while 33(14.0%) were not sure. Majority of the respondents argued that the capacity building workshops experience poor attendance of the key stakeholders and community beneficiaries; it is attended by few county government officers because they are given allowances to attend. These findings imply that the training workshops have not provided opportunities for community members to acquire enough technical skills.

4.7 Influence of Community Level of Awareness on Participation in Community Water Supply Projects in Gesusu Ward

The respondents were asked to identify the communication channels through which they receive or relay information to community members on planning and implementation of rural water supply projects in Gesusu ward Kisii County. Their response was as shown in table 4.16

Table 4.16: Frequency Distribution of the Communication Channels used to Disseminate Information on Rural Water Supply Projects

Response	Frequency	Percentage
Local Radio	98	42.0
Notice board	62	26.4
Word of the mouth	35	14.9
Barazas	34	14.5
Total	235	100.0

According to the findings in table 4.16, 98 (**42.0%**) of the respondents mentioned local radio as the channel of communication used in communicating to the community members, 62(**26.4%**) mentioned notices at ward’s office as the major source of information, 35(**14.4%**) use word of the mouth to send information to the stakeholders and beneficiaries while 34(14.4%) mentioned ward barazas as the main channel of communication to the local community. None of the respondents mentioned communication through the use of social media, news papers, websites, letters, mobile phones and the e-mails. Thus the findings show that the channels of communication used to send information are inadequate and ineffective.

The researcher sought to establish the level of awareness among stakeholders and the community on water supply projects funded by county government in Gesusu ward.

Table 4.17: Level of Awareness among Stakeholders and the Community Members on Water Supply Projects

Response	Frequency	Percentage
Very high	21	9.0
High	38	16.0
Moderate	21	9.0
Very Low	122	52.0
Low	33	14.0
Total	235	100.0

The findings in table 4.17 indicates that 21(**9.0%**) of the respondents indicated that the levels of awareness of rural water supply projects is very high while 38(**16.0 %**) indicated that the level of awareness water supply projects was high, 21(**9.0%**) indicated moderate level of awareness, 122(**52%**) indicated that community awareness was very low while 33(**12.0%**)

indicated that the level of awareness was low. Majority of local leaders stated that they had nothing to do with rural water supply projects; they are regarded as the MCA’s prerogative. The low level of awareness could be attributed to inability to access relevant information and limited interaction between the county government officials and community members on issues related to water supply projects.

The researcher sought to establish how the level of awareness affected community participation in the county government funded water supply projects in Gesusu ward?

Table 4.18: How the Level of Awareness Affected Community Participation in the County Government Funded Water Supply Projects in Gesusu ward

Level of awareness	SD	D	N	A	SA
Level awareness influences participation in the county government funded water supply projects.	23 (9.8%)	21 (9.0%)	19 (8.0%)	56 (23.85)	116 (49.3%)
Level of awareness does not influence participation in the county government funded water supply projects	132 (56.2%)	18 (7.7%)	8 (3.4%)	34 (14.5%)	43 (18.3%)
People of higher awareness level participate more effectively	4 (1.7%)	20 (8.5%)	2 (0.9%)	38 (16.2%)	171 (72.8)%
People of lower awareness level participate more effectively	125 (53.2%)	6 (2.6%)	8 (3.4%)	25 (10.6%)	71 (30.2%)

Key: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

According to the findings in table 4.18, 116 (**49.3%**) of the respondents strongly agreed that the level awareness influences participation in the county government funded water supply projects. 132 (**56.2%**) of the respondents strongly disagreed that level of awareness does not influence participation in the county government funded water supply projects while 171 (**72.8%**) of the respondents strongly agreed that people of higher awareness level participate more effectively.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, summary of findings, discussions, conclusions, recommendations and suggestions for further study. The conclusions and recommendations drawn focuses on addressing the objective of the study.

5.2 Summary of Findings

The purpose of this study was to establish the factors influencing community participation in rural water supply projects in Gesusu Ward in Kisii County. The findings of the study have been summarized according to the four variables of the study namely; community participation, socio-economic factors, community capacity building/training, access to information and community level of awareness.

5.2.1 Community participation

The findings show that majority 195(**83.0%**) of the community members did not participate in planning of rural water supply projects funded by the county government of Kisii in Gesusu ward. The findings of who made the decision on selection of construction sites for water supply projects in Gesusu ward, 143 (**60.9%**) agreed that decision was made by county government officials, 52 (**22.1%**) by the MCA, 24(**14.9%**) water management committee at ward level, 16 (**6.8%**) by the village elders. This indicates that community participation in rural water supply projects is low in Gesusu ward. Village elders and water management committees should play a vital role in the development of water supply projects. The community is not well represented during consultations and decision making.

The findings show that majority 188 (**80.0%**) of the members do not participate in the implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward. The study also found that even other local people were not involved in project planning and implementation as indicated by majority 188 (**80.0%**) of the community project beneficiaries. The community leaders indicated that community participation means involvement of the community, in the project functioning and its implementation. They further said that it was a process of involving the local community in contributing to the project either in cash or in kind through consultation, involvement in administration, management and decision-making.

5.2.2 Socio Economic Factors Influencing Community Participation in the Rural Water Supply Projects Funded by the county government

The findings indicate that the most outstanding variable for gender was women and men having unequal opportunities to participate in water supply projects funded by the county government. This was acknowledged by 114 (**41.3%**) of the respondents disagreed that either women or men have equal opportunities to participate in project planning and implementation of water supply projects while 89 (**37.8%**) of the respondents strongly agreed that gender influenced their choice of participating in public forums, planning and implementation of water supply projects while 78 (**33.2%**) of the respondents strongly agreed that being a man enables one to participate better in water supply projects.

According to the findings, 125 (**53.2%**) of the respondents were of the opinion that age doesn't influence ability to effectively participate in the county government funded water supply projects. 123 (**52.3%**) of the respondents strongly agreed that age does not influence how effectively one participate in the county government funded water supply projects. 103 (**43.9%**) strongly disagreed that younger (the youth) people participate more effectively.

Lastly 89 (**37.8%**) of the respondents strongly disagreed that older people participate more effectively.

The findings indicates that 105 (**44.7%**) of the respondents strongly agreed that education level influences the degree to which community members participate in the county government funded water supply projects. 103 (**43.8%**) strongly disagreed that education level does not influence the degree to which one participate in the county government funded water supply projects while 111 (**47.2%**) strongly agreed people who with higher educated level participate more effectively and 133 (**56.6%**) strongly disagreed that people who have lower education level participate more effectively.

The findings indicate that education has the highest influence on community participation in water supply projects in Gesusu ward. The results concur with Mwenda (2010) who links education to the publics' ability to express their interest in self-determining governance of the people by the people and further argue that lack of sufficient educational hampers access to information hence lower the quality of community participation in community projects. Mboga (2009) argues that education expands the ability of citizens to appropriate their desires and interests and have their voices heard in a logical manner. Joshi and Houtzager (2012) significantly correlate education, information, and public participation. Further, they argues that the ability to coherently articulate policy issues within the budgetary planning forums favor those with higher levels of education.

According to the results the income levels were found to have minimal influence on participation in water supply projects. This finding seems to contradict other studies conducted by Verba *et al.* (1995), who argues that richer people tend to have more stakes in the political process because they understand political and social life better. Bartels (2003),

argue that wealthier people are usually interested in their voices being heard while Weber (2010) and Russell & Vidler (2000) who argue that the wealthier members of the public tend to participate more effectively because lower income segments are usually concerned especially in the developing world are more concerned about other priorities such as feeding for their families.

5.2.3 Influence of Capacity Building on Community Participation in Rural Water

Supply Projects

The findings indicate that 66 (**28.0%**) of the respondents, agreed that they are trained on operations and maintenance or management of water supply projects while 169 (**72.0%**) indicated that they have never been trained and therefore capacity building is still lacking. The community further expressed the feeling that they are not capacitated to participate in development processes due to the inadequate knowledge which should prepare them for their responsibilities. They highlighted that there is a need for workshops and training which intends to educate communities why it is crucial to partake in development programmes taking place in the area. It is, therefore, the burden of the community leaders in Gesusu ward to capacitate and empower local community members in order to take part in rural water supply projects and make informed decisions.

The key informants claimed that they had never been empowered in the development procedures and project processes. The community believes that ward committees are relevant people who should be capacitated with procedures and processes of community development and their participation needed. The findings indicate that there are no specific training workshops and seminars for planning, implementation, monitoring and evaluation methodologies. The findings further pointed out that there was poor attendance in capacity

building meetings and therefore this may have contributed to low community participation in rural water supply projects in Gesusu ward in Kisii County.

The community expressed the feeling that they are not capacitated to participate in development processes due to the inadequate knowledge which should prepare them for their responsibilities. They highlighted that there is a need for workshops and training which intends to educate communities why it is crucial to partake in development programmes taking place in the area. It is, therefore, the burden of the community leaders in Gesusu ward to capacitate and empower local community members in order to take part in rural water supply projects and make informed decisions.

With regard to the level of empowerment of the ward committees, it was also remarkable that the community respondents had no understanding of the purpose of community participation. The conclusion is made in saying little community participation would take place, until communities were made aware of their roles and responsibility as stakeholders in the development processes. White (1982) in Theron (2005:20) supports the assertion that citizen participation can lead to capacity building and empowerment especially at an organisational level.

5.2.4 Influence of Community Level of Awareness on Participation in Community

Water Supply Projects in Gesusu Ward

According to the findings, 98 (42.0%) of the respondents mentioned local radio as the channel of communication used in communicating to the community members, 62 (26.4%) mentioned notices at ward's office as the major source of information, 35(14.4%) use word of the mouth to send information to the stakeholders and beneficiaries while 34(14.4%) mentioned ward barazas as the main channel of communication to the local community. None

of the respondents mentioned communication through the use of radio, social media, news papers, websites, letters, mobile phones and the e-mails. Thus the findings show that the channels of communication used to send information are inadequate and ineffective.

The findings indicate that 21 (9.0%) of the respondents indicated that the levels of awareness of rural water supply projects is very high while 38 (16.0 %) indicated that the level of awareness water supply projects was high, 21(9.0%) indicated moderate level of awareness, 122 (52%) indicated that community awareness was very low while 33 (12.0%) indicated that the level of awareness was low. Majority of local leaders stated that they had nothing to do with rural water supply projects; they are regarded as the MCA's prerogative. The low level of awareness could be attributed to inability to access relevant information and limited interaction between the county government officials and community members on issues related to water supply projects.

5.3 Discussion of findings

Discussion of findings of the study has been summarized according to the four variables of the study namely: community participation, socio-economic factors, community capacity building and community level of awareness.

5.3.1 Community participation

The study findings indicate that community participation in rural water supply projects is low in Gesusu ward. Village elders and water management committees should play a vital role in the development of water supply projects. The community is not well represented during consultations and decision making. Majority of the community members do not participate in the implementation of rural water supply projects funded by the county government of Kisii in Gesusu ward. The community leaders indicated that community participation means involvement of the community, in the project functioning and its implementation. They

further said that it was a process of involving the local community in contributing to the project either in cash or in kind through consultation, involvement in administration, management and decision-making. As Jazairy (1989) notes that projects conceived and implemented by outside organizations have failed because adequate consideration was not given to the importance of local participation.

5.3.2 Socio Economic factors Influencing Community Participation in the Rural Water Supply Projects Funded by the county government

The findings indicate that the most outstanding variable for gender was women and men having unequal opportunities to participate in water supply projects funded by the county government. The findings indicate that education has the highest influence on community participation in water supply projects in Gesusu ward. The results concur with Mwenda (2010) who links education to the publics' ability to express their interest in self-determining governance of the people by the people and further argue that lack of sufficient educational hampers access to information hence lower the quality of community participation in community projects. Mboga (2009) argues that education expands the ability of citizens to appropriate their desires and interests and have their voices heard in a logical manner.

According to the results the income levels were found to have minimal influence on participation in water supply projects. This finding seems to contradict other studies conducted by Verba *et al.* (1995), who argues that richer people tend to have more stakes in the political process because they understand political and social life better. Bartels (2003), argue that wealthier people are usually interested in their voices being heard while Weber (2010) and Russell & Vidler (2000) who argue that the wealthier members of the public tend to participate more effectively because lower income segments are usually concerned

especially in the developing world are more concerned about other priorities such as feeding for their families.

5.3.3 Influence of Capacity Building on Community Participation in Rural Water

Supply Projects

Majority of the respondents argued that the capacity building workshops experience poor attendance of the key stakeholders and community beneficiaries; it is attended by few county government officers because they are given allowances to attend. These findings imply that the training workshops have not provided opportunities for community members to acquire enough technical skills.

The community expressed the feeling that they are not capacitated to participate in the project and processes due to the inadequate knowledge which should prepare them for their responsibilities. They highlighted that there is a need for workshops and training which intends to educate communities why it is crucial to partake in development programmes taking place in the area. It is, therefore, the burden of the community leaders in Gesusu ward to capacitate and empower local community members in order to take part in rural water supply projects and make informed decisions.

With regard to the level of empowerment of the ward committees, it was also remarkable that the community respondents had no understanding of the purpose of community participation. The conclusion is made in saying little community participation would take place, until communities were made aware of their roles and responsibility as stakeholders in the development processes. White (1982) in Theron (2005:20) supports the assertion that citizen participation can lead to capacity building and empowerment especially at an organisational level.

5.3.4 Influence of Community Level of Awareness on Participation in Community

Water Supply Projects in Gesusu Ward

Majority of local leaders stated that they had nothing to do with rural water supply projects; they are regarded as the MCA's prerogative. The low level of awareness could be attributed to inability to access relevant information and limited interaction between the county government officials and community members on issues related to water supply projects.

5.4 Conclusions

Based on the findings, study concluded that there were factors influencing community participation in rural water supply projects funded by the county government in Gesusu ward Kisii County. The study also concluded that members did not participate in planning, implementation and monitoring of water supply projects.

The study concludes that the level of education attainment is the social factor that has the highest influence on the effectiveness of community participation in rural water supply projects funded by county government of Kisii. Majority of the respondents were of the view that education level influence the degree to which one participate in the county government funded water supply projects and that people who with higher educated level participate more effectively. The study also concludes that age, gender and level of income have minimal influence on community participation in rural water supply projects.

The community expressed the feeling that they are not capacitated to participate in development processes due to the inadequate knowledge which should prepare them for their responsibilities. Majority of the respondents argued that the capacity building workshops experience poor attendance of the key stakeholders and community beneficiaries; it is attended by few county government officers because they are given allowances to attend.

These findings imply that the training workshops have not provided opportunities for community members to acquire enough technical skills. They highlighted that there is a need for workshops and training which intends to educate communities why it is crucial to partake in community water supply projects taking place in the area. It is, therefore, the burden of the community leaders in Gesusu ward to capacitate and empower local community members in order to take part in rural water supply projects and make informed decisions.

Majority of the rural community members were not aware about the water supply projects funded by the county government of Kisii. The county government community development projects undertaken in their ward had not been implemented through participation of all. The low level of awareness could be attributed to inability to access relevant information and limited interaction between the county government officials and community members on issues related to water supply projects.

5.5 Recommendations

The study has revealed that the community members were not involved in decision making process. The main contention behind community participation in development is that real development must be people-centered. There is need for the county government of Kisii to embrace effective channels of communication and information management system that will facilitate the participation of community members in operation and management of water supply projects.

The study recommended that the local community should be empowered through education so that they fully participated in development projects. There is need for the need to sensitize the beneficiary households through civic education to participate in the project cycle process as a way of checking excesses on the part of the county officials and MCAs. Training

(capacity building) on project planning, implementation and monitoring be undertaken within the Kisii County and Gesusu ward to enable them properly participate the water supply projects and development process. In this context, representatives from different social groups should be trained so that they can articulate their demands properly and make meaningful contributions to local development planning. Adequate resources (money, materials/equipments) should be allocated for capacity building of communities and committees involved in project identification, implementation and monitoring and evaluation.

5.6 Suggestions for Further Research

The researcher acknowledges the fact that the study was limited to Gesusu ward in Kisii County and not the entire country it is therefore recommended that further studies be conducted to establish the factors influencing community participation in rural water supply projects in other counties. Taking the limitations and delimitations of the study, the following were suggestions for further research:

- i. An analysis of the influence of culture on community participation in community development projects.
- ii. A study on the influence of the community's attitude on planning, implementation and M&E of community development projects.
- iii. Another study be carried out to investigate challenges facing the implementation rural water supply projects in Kenya.

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<http://www.latf.go.ke>

<http://www.kippra.org/Participation.asp>

APENDIX I: LETTER OF TRANSMITTAL

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: FACTORS INFLUENCING COMMUNITY PARTICIPATION IN RURAL WATER SUPPLY PROJECTS IN GESUSU WARD IN KISII COUNTY.

I am currently undertaking a Master Arts Degree in Project Planning and Management in the University of Nairobi. In fulfillment of my project. I am researching on the factors influencing community participation in rural water supply projects in Gesusu Ward in Kisii County, Kenya. You have been selected to help in this study. I do humbly request you to allow me to interview you. The information being sought is meant for research purposes only and will not be used against anyone. The researcher will ensure that a feedback reaches all those who participated. No names of individuals will be needed.

Thank you in advance.

Yours sincerely,

STEVE MIRUKA

APPENDIX 2: QUESTIONNAIRE FOR LOCAL COMMUNITY (BENEFICIARIES)

This questionnaire is meant to collect data on the factors influencing community participation in rural water supply projects in Gesusu Ward in Kisii County, Kenya. Please do not write your name on the questionnaire.

Kindly provide answers to the questions as honestly and precisely as possible. Indicate your choice by a tick (√). Kindly answer all the questions.

SECTION A: DEMOGRAPHIC INFORMATION:

1. Please indicate your gender. Male [] Female []

2. Indicate your age

25 – 30 years []

31 – 35 years []

36 – 40 years []

41 – 45 years []

46 – 50 years []

51 and above []

3. Educational Status

Primary School { } Secondary School { } College Diploma { } Degree { } Non-formal Education

B. COMMUNITY PARTICIPATION

4. How do you rate the participation of community members in the conception, design, and implementation of the rural water supply projects? Poor () Good () Excellent ()

5. How is women representation in the management committees of the water projects?
Poor () Fair () Good ()

6. Do community members participate in the planning of the water supply projects? Yes ()
No ()

7. Do community members participate in implementation stage through contributions in kind and cash towards operations and maintenances of the water project? Yes () No ()

C. SOCIO ECONOMIC FACTORS INFLUENCING COMMUNITY PARTICIPATION IN COUNTY GOVERNMENT FUNDED WATER SUPPLY PROJECTS IN GESUSU WARD

Social Factors

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. I participate in water supply projects because I am a woman/ man.					
9. Being a woman/ Man influenced my choice of participating in public forums					
10. Women/ men have equal opportunities to participate in project planning and implementation formulation					
11. Being a man enables one to participate better					
12. Being a Woman enables one to participate better					

Age	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. My age influences my ability to effectively participate in the county government funded water supply projects					
14. My age does not influence how effectively I participate in the county government funded water supply projects					
15. Younger (the youth) people participate more effectively.					
16. Older people participate more effectively					

Education Level	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. My education level influences the degree to which I participate in the county government funded water supply projects					
18. My education level does not influence the degree to which I participate in the county government funded water supply projects					
19. People who have higher educated level participate more effectively					
20. People who have lower education level participate more effectively					

Economic Factors

Income Level	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. My income level influences my level of participation in the county government funded water supply projects.					
22. My income level does not influences my level of participation in the county government funded water supply projects					
23. People of higher income level participate more effectively					
24. People of lower income levels participate more effectively					

25. Please provide any other additional information with regard to socio economic factors

.....

.....

.....

.....

D. COMMUNITY TRAINING (CAPACITY BUILDING)

26. Have you been trained on operations and maintenance or management of water supply projects ? Yes () No ()

27. If yes how many trainings have you received on operation and maintenance of water systems? 1 – 5 () 6- 10 () above 10 ()

28. Were the trainings facilitated by trainers with technical background in water resources? Yes () No ()

29. To what extent has the trainings been useful in operations and maintenance of the water systems? Very useful () moderately useful () Not at all useful ()

30. Are the trained members of your water committee involved in the operation and maintenance of the water projects? Yes () No ()

31. Do you think the community have been empowered enough to carry on the project activities? Give reasons.

.....

32. How does education and training affect community participation in county government funded water supply projects in your community?

.....

33. To what extent does education and training affect community participation in county government funded water supply projects in your village?

To a very great extent () To no extent () To a little extent () To a very little extent()

E. LEVEL OF AWARENES AND ACCESS TO INFORMATION

34. Through which means to you communicate to the public on county government funded water supply in Gesusu ward ?.....

35. What is the level of awareness among stakeholders on county government funded water supply projects in Gesusu ward? Very High() High () Moderate () Very Low () Low ()

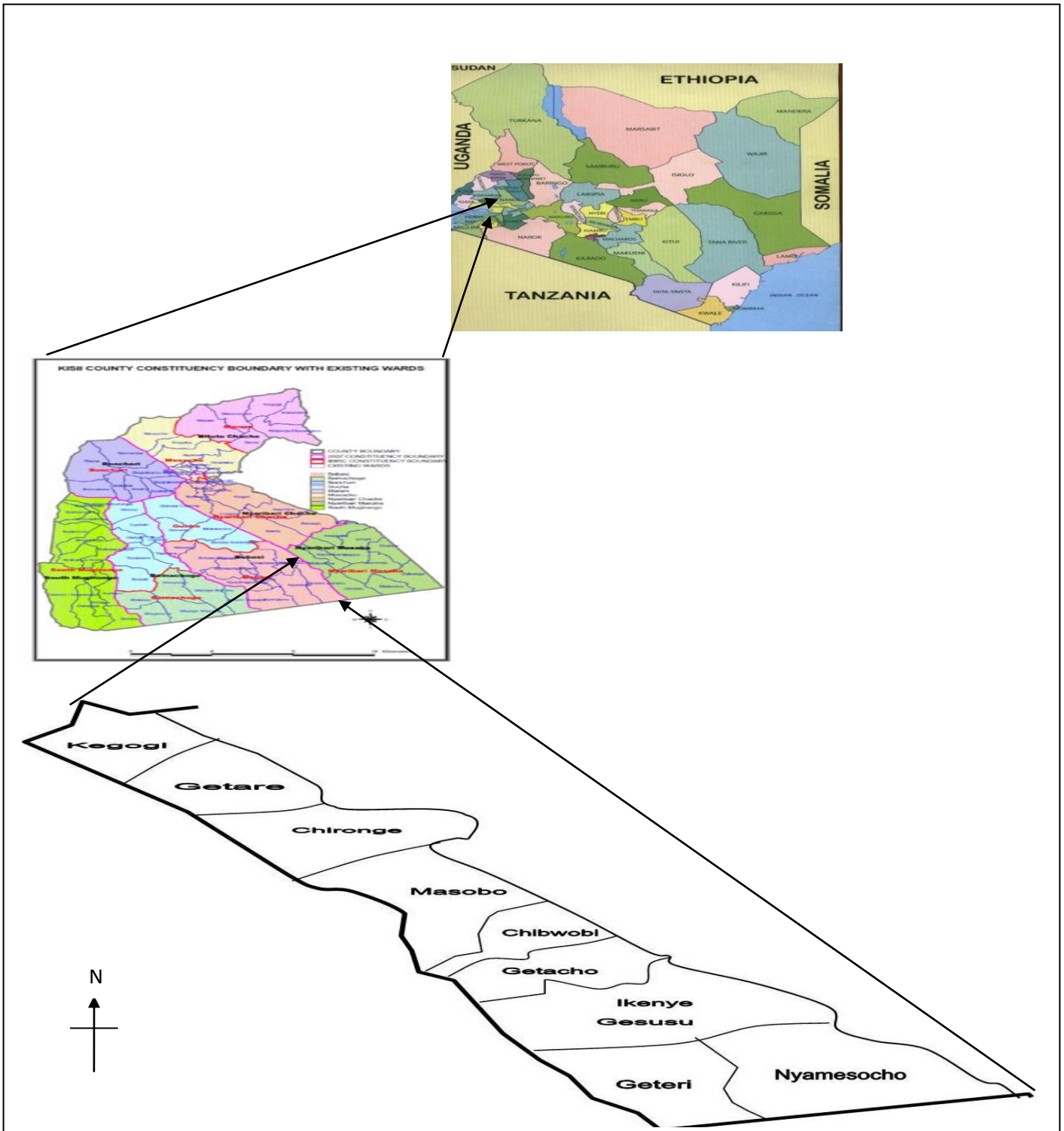
36. How has the level of awareness affected community participation in the county government funded water supply projects in Gesusu ward?

Level of awareness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Level awareness influences participation in the county government funded water supply projects.					
Level of awareness does not influence my level of participation in the county government funded water supply projects					
People of higher awareness level participate more effectively					
People of lower awareness level participate more effectively					

APPENDIX 3: INTERVIEW SCHEDULE FOR THE KEY INFORMANTS

1. How many county government rural water supply projects are there in your area of operation?
2. Out of these projects how many are complete?
3. What was the role of the community in planning, implementation and evaluation at the ward level?
4. To your understanding what does it mean by community participation?
5. What steps were taken by the county government to make sure that the project is understood and accepted.
6. How does socio-economic factors, training and level of awareness affect community participation in county government funded water supply projects in your community?
7. What communication strategies are employed to communicate with the people during all stages of the project planning, implementation and evaluation of water supply projects.
8. Were there enough resources to facilitate participatory planning? Explain.
9. How long does it take to put the people into discussion given their low level of understanding?
10. Do you think the community have been empowered enough to carry on the project activities? Give reasons.
11. Were there problems associated with community participation in county government funded rural water projects? List them

APPENDIX 4: MAP OF GESUSU WARD



Map of Gesusu ward in Kisii County, Kenya. Source IEBC 2013.

APPENDIX 5: BUDGET

ACTIVITIES	QUANTITY	RATE	TOTAL
PROPOSAL WRITING			
i. Stationery-Notebooks	1 dozen,	1200.00	1,200.00
ii. Typesetting and printing	5 reams	500.00	2,500.00
iii. Photocopying	50 copies	100.00	5,000.00
iv. Binding	50 copies	50.00	2,500.00
v. Transport (Local)	20 days (UON)	1,000.00	20,000.00
vi. Transport (Local)	20 days(GESUSU)	500.00	10,000.00
vii. Subsistence	30 days (UON)	100.00	3,000.00
viii. Literature review-Transport		5,000.00	5,000.00
Subtotal			49,200.00
PILOT STUDY			
i. Producing questionnaires	20 copies	100.00	2000.00
ii. Photocopying questionnaires	20 copies	20.00	400.00
iii. Transport (local)	5 days (GESUSU)	500.00	2,500.00
iv. Transport (Local)	5 days (UON)	800.00	4,000.00
Subtotal			8,900.00
DATA COLLECTION			
i. Producing questionnaires	1 copies	250.00	2,500.00
ii. Photocopying questionnaires	355	20.00	7,100.00
iii. Subsistence (local)	20 days (UON)	1,000.00	20,000.00
iv. Transport (Local)	20days(GESUSU)	1,000.00	20,000.00
Subtotal			47,350 .00
PROJECT REPORT PREPARATION			
i. Typesetting and printing	8copies	400.00	3,200.00
ii. Photocopying	8copies	150.00	1,200.00
iii. Binding	8 copies	400.00	3,200.00
iv. Transport (Local)	30 days (UON)	100.00	3,000.00
v. Subsistence (Local)	30 days (UON)	100.00	3,000.00
Subtotal			13,600.00
CONTIGENCIES (10%)			6,000.00
GRAND TOTAL			125,050.00

APPENDIX 6: WORK PLAN

ACTIVITY	OCT- DEC 2015	DEC- FEB 2016	MAR- APRIL 2016	MAY- JULY 2016	JULY- AUG 2016	AUG- SEPT 2016	SEPT- OCT 2016	OCT- NOV 2016	NOV- DEC 2016	DEC- 2016
Developing Proposal Document										
Literature Review										
Proposal Submission and Defence										
Pilot Study										
Data Collection										
Data Analysis										
Project Report Writing										
Project Report Submission and Defence										
Final Project Report Submission										

APPENDIX 7: LETTER FROM THE UNIVERSITY



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA MURAL STUDIES

Contacts: +254 (0) 773 215 991
+254 (0) 721 246 929

P.O BOX 2461 – 40200
KISII - KENYA

Your Ref: -

Our Ref: UoN/Cees/Scde/Dems/Ksi/17/46 vol. 1

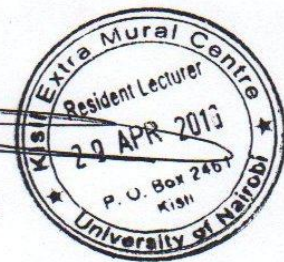
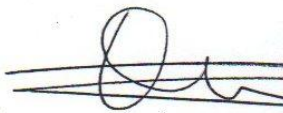
April 29, 2016

TO WHOM IT MAY CONCERN

STEVE OMBUYA MIRUKA REGISTRATION NUMBER L50/78068/2015

The above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies pursuing a course leading to the award of a **Master of Arts Degree in Project Planning and Management**. For the course to be complete, he is required to write and submit a Research Project Report. The purpose of this letter, therefore, is to kindly request you to accord him necessary assistance in getting information that will enable him complete the Research Report. His area of study is titled: **Factors Influencing Community Participation in Rural Water Supply Projects Funded by the County Government in Gesusu Ward, Kisii County, Kenya.**

Thank you.



Dr. Moses M. Otieno,

Resident Lecturer,

Kisii Extra-Mural & Its Environs.

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