

**THE INFLUENCE OF STAKEHOLDER PARTICIPATION ON THE
PERFORMANCE OF DONOR FUNDED PROJECTS: A CASE OF KINANGO
INTEGRATED FOOD SECURITY AND LIVELIHOOD PROJECT (KIFSLP),
KWALE COUNTY, KENYA**

BY

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DECLARATION

This is to certify that this research project report is my original work and has never been presented for a degree or any other academic award in this or any other university.

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L50 / 69785 / 2013

The research project report has been submitted for examination with my approval as university supervisor.

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DEDICATION

This research work is dedicated to my brother Sammy Ruwa and family for their financial and moral support during this noble course.

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LIST OF ABBREVIATIONS AND ACRONYMS

KIFSLP	Kinango Integrated Food Security and Livelihood Project
PIC	Project Implementation Committee
M&E	Monitoring and Evaluation
KRCS	Kenya Red Cross Society
CDD	Community Driven Development
CBNRM	Community Based Natural Resource Management
IFRCRCS	International Federation of Red Cross and Red Crescent Societies
EWB	Engineers Without Borders

ABSTRACT

The role of stakeholder participation in project performance cannot be overlooked. A review of case studies has demonstrated a relationship between the two. The study was undertaken to demonstrate how stakeholder participation influences the performance of donor funded projects. The study considered community participation in four (4) phases of the project cycle; initiation, planning, implementation and M&E. In assessing project performance the study was limited to three (3) key project performance indicators; timely completion, cost implication, and project sustainability. The study was guided by four objectives: identify the influence of stakeholder participation in project initiation on project performance, understand the influence of stakeholder participation in project planning on project performance, determine the influence of stakeholder participation in project implementation on project performance and lastly determine the influence of stakeholder participation in M&E on project performance. The researcher studied KIFSLP in Kinango Sub County, Kenya which was funded jointly by Safaricom Foundation and the Kwale County Government but implemented by KRCS. The respondents were project representatives from the two donors, representatives from the implementing agency, representatives of the PIC and the project beneficiaries. The first three categories of respondents were sampled purposively while simple random sampling was employed for the last (project beneficiaries) category. Data from the first three categories of respondents was collected using key informant interviews while questionnaires were used to collect data from the project beneficiaries. A total sample size of 70 was used in the study. Descriptive design was used to analyze data; specifically the researcher used SPSS and mainly measures of central tendency were used to describe data. The researcher correlated and did regression of the dependent and independent variables in order to test the hypotheses of the study. The study found that stakeholder participation and project performance were positively correlated. While participation in initiation, implementation and monitoring and evaluation were positively correlated to project performance, participation in planning and project performance were negatively correlated. Tables were used to present the data. The researcher concluded that stakeholder participation in the four phases of the project cycle influences project performance. The researcher recommends further research on influence of stakeholder participation on other project performance indicators other than those considered in this study (time, cost and sustainability).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many scholars and practitioners disagree on the definition of participation. The concept varies largely in definition and how it is applied. Its definitions are largely influenced by the context of its use. Some view participation as a principle, others as a practice while others see it as an end result of some process (World Bank, 1996). Some use the term in political circles to mean people being involved in political decisions, for others it is people having reasonable control over decisions of the organization they belong. For development economists participation refers to the poor equitably sharing project benefits. Still others consider participation to be an instrument to enhance project efficiency. Some would regard participation as an end, whereas others see it as a means to an end (Mulwa, 2004).

Participation can occur at any stage in the project cycle as (Stiglitz, 2002) highlighted: firstly in planning; secondly in project design; and thirdly through mobilization of local resources as an important ingredient of the initiative. Put differently, there are chances for participation in the entire project cycle; needs analysis, planning, implementation and monitoring and evaluation.

In fact, participation ought to involve people throughout the project cycle; in implementation, having a share of development benefits and evaluating project outcomes. The stakeholders also are in a position to define goals and project design (Mulwa, 2008). Despite contention among authors on the benefits of participation, the rationale of stakeholder participation is evident in several case studies.

In 1995 Chamala identified efficiency as a benefit resulting from stakeholder participation. He stated that ‘involving stakeholders and subsequently empowering them is an effective path for solving resource management issues sustainably’. Participation contributes to effectiveness in projects through community ownership of the process (Kelly and Van Vlaenderen 1995; Kolavalli and Kerr 2002). Price and Mylius (1991) also suggested that participation increased project ownership by the beneficiaries and that it ensured project sustainability. The authors further stated that community participation plays a role in conveying information, in particular local knowledge that fosters better action plans. (Price

and Mylius 1991; Stiglitz, 2002). Kelly (2001) identified that participation results in learning, and learning is often necessary for changing behavior and practices.

Participatory development is thought to enhance project sustainability, improve project effectiveness and efficiency, bring inclusivity in development as well as build social capital and empower poor people. In addition it strengthens governance as it ensures accountability (Duggal, 2011).

Participation is instrumental in having better designed projects, ensuring benefits reach the intended beneficiaries and that effectiveness in terms of cost and time is assured. It also aims at reducing incidences of corruption and ensuring equitable distribution of project benefits (Mansuri, 2004).

Regional Partnership for Resource Development (2009) argued that participatory development begins a process of empowerment which enables the project stakeholders to take responsibility in designing and implementing their own initiatives and in the process this leads to project sustainability.

If development is to be effective, the major project stakeholders should be involved by forming project implementation committees to oversee the activities of the various phases of the project cycle including but not limited to initiation, planning, budgeting and procurement (Mulwa, 2008). For any development to be meaningful, participation by all interest groups is inevitable.

1.2 Statement of the Problem

Development funding in the past years has portrayed the demerits of autocratic forms of development. In addition to projects in the developing world suffering lack of sustainability, public service delivery is still low. Experience has shown that externally assisted projects in most cases are not sustainable and fail to continue once the donors withdraw their support, particularly, funding (Kumar, 2002). One reason for this could be the lack of stakeholder participation in the projects (Khwaja, 2004).

Even with the growing realization of the role stakeholder participation plays in development, much effort has not been given to its realization (Botchway, 2001). The concept of participation is not well understood and there has not been an agreement on what it really

involves and when it is really necessary to include it. Like most concepts which are discarded when not understood, participation also risks being discarded as a result of being misunderstood (Khwaja, 2001).

While an ideal situation would be to have opportunity for stakeholders to participate throughout the project cycle, most projects seek participation in isolated episodes during the project cycle. Others still, adopt induced participation as opposed to voluntary participation. If this practice continues, losses will continue to occur as most projects will suffer lack of sustainability as soon as donors withdraw support.

This study undertook to demonstrate how stakeholder participation influences project performance by studying donor funded projects in Kwale County.

1.3 Purpose of the Study

The study assessed the influence of stakeholder participation on the performance of donor funded projects in Kwale County.

1.4 Objectives of the Study

The following were the study's objectives:

- i) To examine how stakeholder participation in project initiation influences project performance
- ii) To understand how stakeholder participation in project planning influences project performance
- iii) To determine how stakeholder participation in project implementation influences performance of projects
- iv) To understand how stakeholder participation in monitoring and evaluation influences project performance

1.5 Research Questions

The following were the questions the research sought to answer:

- i) How does stakeholder participation in project initiation influence project performance?

- ii) How does stakeholder participation in project planning influence project performance?
- iii) How does stakeholder participation in project implementation affect performance of projects?
- iv) How does stakeholder participation in monitoring and evaluation affect project performance?

1.6 Research Hypotheses

The study, at the 95% level of significance, tested the following hypotheses:

- i) H₁: Stakeholder participation in project initiation influences project performance
- ii) H₁: Stakeholder participation in project planning influences project performance
- iii) H₁: Stakeholder participation in project implementation influences project performance
- iv) H₁: Stakeholder participation in project monitoring and evaluation influences project performance

1.7 Significance of the Study

In view of the importance accorded to community participation in development the study revealed findings that will assist development agencies in incorporating the component of stakeholder participation in their programmes. This will in turn reduce the incidences of project failures directly attributed to lack of stakeholder participation.

The study is also significant to the community and the civil society in that it has shed light on the relationship between stakeholder participation and project performance. For researchers with interest in stakeholder participation and project performance, this study identifies how community participation and performance of projects are correlated, an issue that is of interest to both the government and development partners but since a large proportion of studies on this topic were not done on the Kenyan economy, it was difficult to generalize results and apply them in the country.

1.8 Delimitation of the Study

The study sought to assess the influence of stakeholder participation on project performance in Kwale County. The researcher studied KIFSLP which is a project that was funded by donors and not purely an initiative of the community. The study considered stakeholder participation only in four phases of the project cycle namely; initiation, planning, implementation and monitoring and evaluation. While acknowledging several key project performance indicators, the study was limited to time, cost, and project sustainability.

1.9 Limitations of the Study

Most studies have looked at the influence of participation on project sustainability and not on other project performance indicators which meant that the empirical data was scanty. Time and cost limitations also restricted the study to one project (KIFSLP) which will serve as a case study. However the project in question is a flagship project with major donors and therefore the researcher hopes it will be representative of other projects. It was not possible to have a 100% questionnaire respondent. However the number reached was enough to draw conclusions.

1.10 Assumptions of the Study

The study assumed that the sample drawn was representative and that the respondents were sincere in their responses.

1.11 Definition of Significant Terms

Community	a group of households who live close to one another
Stakeholder participation	an approach whereby interest groups exercise their right to influence the design and execution of initiatives and not just be passive recipients of project benefits
Project performance	the degree of success a project exhibits when measured against key performance indicators (in this case time, cost, and sustainability)

Sustainability the ability of a project to continue even after donors withdraw support

Stakeholder parties who have a stake in a process and may affect or be affected by outcomes of a project

1.12 Organization of the Study

The study began with chapter one where it was introduced by discussing the study background, the problem statement, the objectives and research questions guiding the study. The significance of the study was outlined; limitations and delimitations stated and key terms were defined as applied in the study. This was followed by chapter two which majored on literature review. Empirical literature was presented and the researcher was able to identify research gaps that the study purposed to fill. The theory upon which the study was based was also outlined in the chapter and the conceptual framework was illustrated. Chapter three of the study presented the research methodology where the target population, sample size and sampling design, data collection instruments and procedures, validity and reliability of data collection instruments, ethical considerations and operational definition of variables were explained. Chapter four was next and it mainly covered the respondents' response rate, their demographic data and an analysis of the data, its presentation and its interpretation. The study concluded with chapter five which stated the summary of the findings, discussions and conclusion reached by the researcher. It also gave recommendations based on the findings and suggested further areas of research and explained how the study had contributed to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section explains the literature that was reviewed to inform the study. Previous research work done on the topic was examined and knowledge gaps identified. It is organized into sections that introduce the main concepts of the study; community participation and project performance, the importance of community participation and the various ways communities can participate during different phases of the project cycle. This is followed by the theoretical framework and finally the conceptual framework.

2.2 Concept of Participation

“Participatory development” as a concept, has been in the picture since the 1980s. Sadly, development practitioners have embarked on applying it before having a clear understanding of what it really is and what it entails. Such approaches to development are growing at a fast rate and they are becoming the channel for conveying development assistance (Mansuri and Rao, 2003).

Participatory development has been linked to people desiring to make decisions affecting their own lives. More importantly they desire to take part in project identification, planning, implementation and monitoring and evaluation of their initiatives minus interference from outsiders. Community participation in projects is essential as it enhances development at the grass root level which is critical for sustainable development (IJCR, 2013).

According to Armitage (1988) citizen participation is a process by which citizens act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes in their community. Oakley and Marsden (1987) defined community participation as the process by which individuals, families, or communities assume responsibility for their own welfare and develop a capacity to contribute to their own and community’s development.

The study acknowledges existence of various definitions but will adopt the following definition by Hawker (1989):

“Community participation refers to an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits”.

In this context, participation is in the development project. The study is not concerned about participation in political processes although it acknowledges that participatory forms of government positively influence community participation in projects (World Bank, 1996).

Community participation is interactive and entails constant dialogue between key stakeholder groups, project partners and local administration. It cannot happen once as allowing people to voice their opinions takes time. It should be present throughout the project cycle and there should at least be an opportunity for stakeholder input in each phase (Mulwa, 2004).

The overview of Kenya’s development strategies indicates that Kenya has embraced development paradigm shifts to reflect changes in global thinking; from technocratic, trickle-down strategies of the 1960s and 1970s to more participatory ones in recent times. In spite of these developments, there is inadequate stakeholder participation in the entire process of conception, design, implementation and management (IJCR, 2013).

Evidence on the performance of community participation approach is scant, but work that is available suggests that practitioners may be overoptimistic and naïve about the benefits of the approach (Mansuri and Rao, 2003). A review of the empirical literature on participation shows that the experiences organizations have had with the approach do not always match what has been idealized in the textbooks. For various reasons the benefits do not always materialize. Owing to the fact that they are costly and time consuming it is prudent to understand how participation affects project performance. As a matter of fact, Mansuri and Rao (2003) concluded that not much is known about the effects of community participation on projects. They say this is as a result of rigorous assessment of the method. They indicate that facts about the role of community participation and its influence on projects are urgently needed.

2.3 Concept of project performance

When project management as a discipline emerged, experts embarked on putting across ways of measuring the performance of projects. Originally project managers used the triple constraints to

measure project performance (Atkinson, 1999). Consequently it became the rule of thumb in assessing project performance, with the common understanding being that a project's success is determined by time, cost and quality indicators alone (Shenhar and Dvir, 2007; Duggal, 2011).

In project management literature there has been a heated debate on how sufficient the triple constraints are in measuring project success (Shenhar & Dvir, 2007). In addition, Garrett (2008) quoted Shenhar and suggested that the triple constraints are purely efficiency based and this ignores other indicators which are more on the effectiveness of the project and they proposed that success should be defined by customers and other stakeholders too (Garrett, 2008).

While the triple constraint model is important, it restricts project managers to only focus on predefined time, cost and quality objectives as factors defining project success (Crawford and Earl, 2008). However this is not always the case as delivering timely projects, not exceeding cost and delivering according to the specified scope may not necessarily be considered good performance by interest groups (Shenhar and Dvir, 2007; Bredillet and Turner, 2009).

Among the additional key performance indicators being suggested, one that has received considerable attention is sustainability (Gareis et al., 2011; Silvius and Schipper, 2011). Various definitions of sustainability exist depending on the context. For this study sustainability refers to the ability of a project or programme to continue/remain healthy even after the donor withdraws support.

This study examined three; time, cost, and sustainability as key indicators of project performance.

2.4 Importance of Stakeholder participation in development projects

By creating a sense of community ownership, participation leads to effectiveness and better decisions in projects (Kelly and Van Vlaenderen 1995). Price and Mylius (1991) also saw that in order to ensure sustainability in projects it is important to cultivate local ownership which is achieved through participation. Kelly (2001) stated that participation leads to learning, which is a requirement for behavioral changes and practices.

When stakeholders participate in projects, a number of advantages will be realized. It will allow their capacities to be built and they will be able to identify their own projects in future.

This in turn leads to efficiency and sustainability. Kumar (2002) identified a number of participation benefits in programs: he states that participation ensures efficiency as people form a pool of resources to meet common goals. He also states that when people participate initiatives are concluded on schedule and also they can be involved in conducting M & E which helps them to keep track of the project. This increases effectiveness of the project. Effectiveness is also increased by giving stakeholders a right in planning for and designing the project. When people participate and they learn, they will not always rely on external assistance to address their needs. They will initiate their own efforts to solve their problems and this is effective in reducing dependency syndrome. They will mobilize their own resources to solve their problems.

Stakeholder participation is key in ensuring sustainability of development initiatives as it leads to community capacity building and empowerment (Korten, 1984; Botchway, 2001). Participation of the beneficiaries in projects ensures capacity is enhanced making beneficiaries become better placed in identifying, implementing, monitoring and evaluating of projects (Duggal, 2011).

2.5 Stakeholder Participation in project initiation and Project Performance

Project initiation is the first phase of the project cycle. In this phase the idea for the project is generated, the goal is articulated and feasibility of the project is determined. Moreover, decisions regarding project actors and implementers, stakeholders and whether the project has sufficient support are made. During this phase, stakeholders conduct a needs analysis by identifying the needs and prioritizing them as well as identify the root causes of the problems (Regional Partnership for Resource Development, 2009). Once the problem has been identified, beneficiaries discuss it at length and reach a consensus. The objective analysis is done and a possible solution examined based on the root causes of the problem.

According to Mulwa (2008) needs identification is important in developing the capacity of grassroots communities. Community development as a process begins with needs identification. When they do this together the community is able to share the vision and commit to seeing it become a reality. What follows are sessions where the problems identified are discussed critically and analyzed objectively. This is aimed at understanding the problem clearly and appreciating the magnitude of the problems. The scope and clarity of the problem and cause effect relationships are identified during this stage. Resources

available to address the needs are also identified. During this stage the community will identify a number of problems but should be able to prioritize and order them from the most pressing to the least pressing needs. Similarly the beneficiaries should assess the needs by identifying the cause effects relationships and consider their resource endowment (Mulwa, 2008).

During initiation, a needs analysis by stakeholders can serve as a guide to ensure that the project design is in line with the needs and capabilities of the said community. This should be the guiding principle in deciding whether community participation is possible and practical during project execution. The facts found in the preliminary stage will be valuable in reaching such a conclusion (Hawker, 1989).

When community members are involved in identifying their needs they are able to have a common understanding of a problem and treat it with the importance it deserves and commit to solving the problem. Instances where they are overlooked in this stage, legitimizing will be tricky even if the outside world assisted them to identify the needs. This leads to chances of delay during implementation phase (Chikati, 2009).

2.6 Stakeholder participation in planning and project performance

Planning is also a key phase in project management. It is an interactive process as stakeholders share their thoughts and feelings regarding a desired situation. They express how it should look like and the means of achieving the desired state (Chikati, 2009). This stage is important as finer details are discussed. Details like the budget, how resources will be mobilized, work plan and evaluation and phase out plans are discussed (Mulwa, 2008).

Effective development is realized when the community, being the major project beneficiary, is involved in planning, procurement and allocation. This can be done through the use of project implementation committees (Mulwa, 2008).

In participatory planning a community aims to attain desired outcomes through understanding its needs and finding the means to address them (FAO 2003). Plans prepared by outside experts, may be technically sound but may not solicit participation by people in their implementation (Rahman, 2005).

Instances across the world have demonstrated that participatory planning has paved way for democracy; similarly several studies of decentralized systems have shown that participation, accountability and equity has increased as a result of participatory planning. Moreover, Chikati (2009) states that necessary commitment to sustain decisions made by people can only be achieved if there was effective communication during planning and that the people were involved in the planning. This gives them a feeling of controlling the process.

In the developing world in general, engaging communities in local decision-making processes especially in budgeting is often not practiced. In Africa's community-based natural resource management (CBNRM), however, a scheme has emerged to give community participation value. This is the management of natural resources under a detailed plan developed by governments and implemented by all concerned stakeholders (Widianingsih and Morrell, 2007). This results in dependency on central planning and discourages local creativity and innovation. In many African countries this is the main stream idea which naturally means community participation is limited. However, participation in development projects has proven to increase the programs successes and long-term sustainability. Widianingsih and Morrel (2007) indicate that these successes can be subscribed to local government receptivity to local voices.

CBNRM is a shift in decision-making from centre to periphery. It takes decision-making to the local community both in the formulation stages up to the implementation in contrast to the traditional method of involving the communities in the implementation of programs (Paddock, 2013).

It is important that governments and agencies in developing countries involve communities in participatory planning and budgeting in local decisions. This can be achieved through granting them veto power in voting for programs, projects and activities. The communities should also be awarded the opportunity to formulate their own ideas which will be supported financially and technically by the government, NGOs and other institutions.

Therefore getting communities to participate in planning and budgeting will enable identification of resources by stakeholders which can be used in programs, projects and activities reducing community dependence on donors.

2.7 Stakeholder participation in implementation and project performance

During the implementation phase all that was done during the planning phase is put into action by beneficiaries. The stage should be participatory and therefore controlled by the stakeholders.

During this point beneficiaries have the opportunity to be involved in contributing towards the project. Contribution could be in cash or in kind; labour and materials, among others.

Community contributions (cash and in-kind) towards a project create a sense of ownership in the beneficiaries and leads to sustainable projects (Paddock, 2013).

Dongier et al. (2003) examined what contributes to successful development initiatives and he concluded that when communities contribute cash or in kind it helps to utilize local resources thereby reducing dependency on outside resources, creates a sense of community ownership, ensure that outside influences do not alter or dictate choices, and correctly ascertain the real needs of beneficiaries.

Looking at how effective Indonesian water projects were in the 1980s and 1990s, Isham and Kahkonen (1999) found that where households participated in any way the projects performed well. Ensuring transparency regarding individual household contributions towards the project contributed to a decrease in the habit of joy riding by some community members.

In his study on the impact of beneficiary involvement on projects, Khwaja (2004) assessed projects in Northern Pakistan. He found that community participation is not always beneficial. He found that it was valuable in non technical issues but not in technical matters. He generally found that beneficiary involvement, in particular cash and in kind contribution led to sustainable projects.

Polak (2008) reviewed many case studies and emphasizes that there are some projects (which are capital intensive and technical in nature) which call for external aid. On the contrary, other cases reviewed by the author, were found to require full community contribution.

Similarly Paddock in 2013 reviewed three projects and observed the following: An El Salvadoran bridge project had a large community cash contribution during construction.

This project has been successful with respect to community and government contributions in the design and construction, as well as to a quality finished product. When the project was reviewed months later after its implementation, it was found to be functional.

A Honduran wastewater project with beneficiary cash contribution and provision of equipment by the government was a success. This was attributed to the sense of ownership of the project by the community being very high due to the cash contribution.

Another Honduran bridge project had a large cash contribution from the local municipality, and enjoyed supply of labour locally. It was noted that the project success was as a result of strong sense of ownership.

Such contributions instill a sense of ownership which leads to project sustainability. In addition, participation at this stage results to capacity building and empowerment as members learn by doing (Kelly, 2001).

The literature examined suggests that community cash contributions is the most mentioned factor in ensuring project success, while in-kind contributions, community input on decision-making and monitoring and evaluation are also cited severally. In a nut shell, studies demonstrate cash and in kind contributions as effective in ensuring project sustainability. Contributions allow use of local resources, reduce dependency syndrome and create a sense of ownership which are key for sustainability and project success.

2.8 Stakeholder participation in monitoring and evaluation and project performance

Monitoring is a continuous process of collecting and analyzing information to compare how well a project, programme or policy is being implemented against expected results. Monitoring aims at providing managers and major stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results. It generally involves collecting and analyzing data on implementation processes, strategies and results, and recommending corrective measures (IFRCRCS, 2007).

Evaluation is the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. Evaluation determines the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability. It

aims at providing information that is credible and useful, enabling incorporation of lessons learned into the decision making process of both recipients and donors (IFRCRCS, 2007).

Participatory monitoring and evaluation is a process through which stakeholders at various levels engage in monitoring and/or evaluating a particular project, programme or policy , share control over the content, the process and the results of the monitoring and evaluation activity and engage in taking or identifying corrective actions. Participatory M & E focuses on the active engagement of primary stakeholders (World Bank, 2010)

Monitoring and evaluation is the final stage in the project cycle. When it is participatory it redistributes power for making decisions and giving this power to the people who are direct beneficiaries of the project (Mulwa, 2008). Participatory M & E recognizes that local people have knowledge and experience and can review the project objectively. A project that has been participatory during initiation, planning and implementation ought to be appraised in the same way and stakeholders should be key players in all the phases (Mulwa, 2008). Mulwa emphasizes that the process ensures local ownership and commitment not only to the exercise and its outcome but more importantly, to the future of the programme evolution.

Availability of project funds alone is not a guarantee for the success of the project and by extension its sustainability as seen from case studies. Stakeholder's participation in initiation, planning, implementation and monitoring and evaluation is important.

After creating project committees at the initiation phase, they should also be involved throughout the entire project life (Mulwa, 2008). If this is not done the projects risk lacking sustainability (Kumar, 2002).

Philip et al. (2008) outlines advantages of participatory M & E as follows: allows mechanism for receiving feedback and ideas for corrective actions; makes the project adaptable; strengthens ownership; leads to learning by all actors and widens knowledge base necessary for assessing and taking corrective actions if need be.

2.9 Theoretical Framework

The study shall be based on the general systems theory by Ludwig von Bertalanffy (1946). This section explains the theory briefly and its applicability in this research project.

General System Theory by Ludwig von Bertalanffy (1946)

Systems theory is an interdisciplinary theory about complex systems in nature, society, and science, and is a framework by which one can investigate and/or describe any group of objects that work together to produce some result.

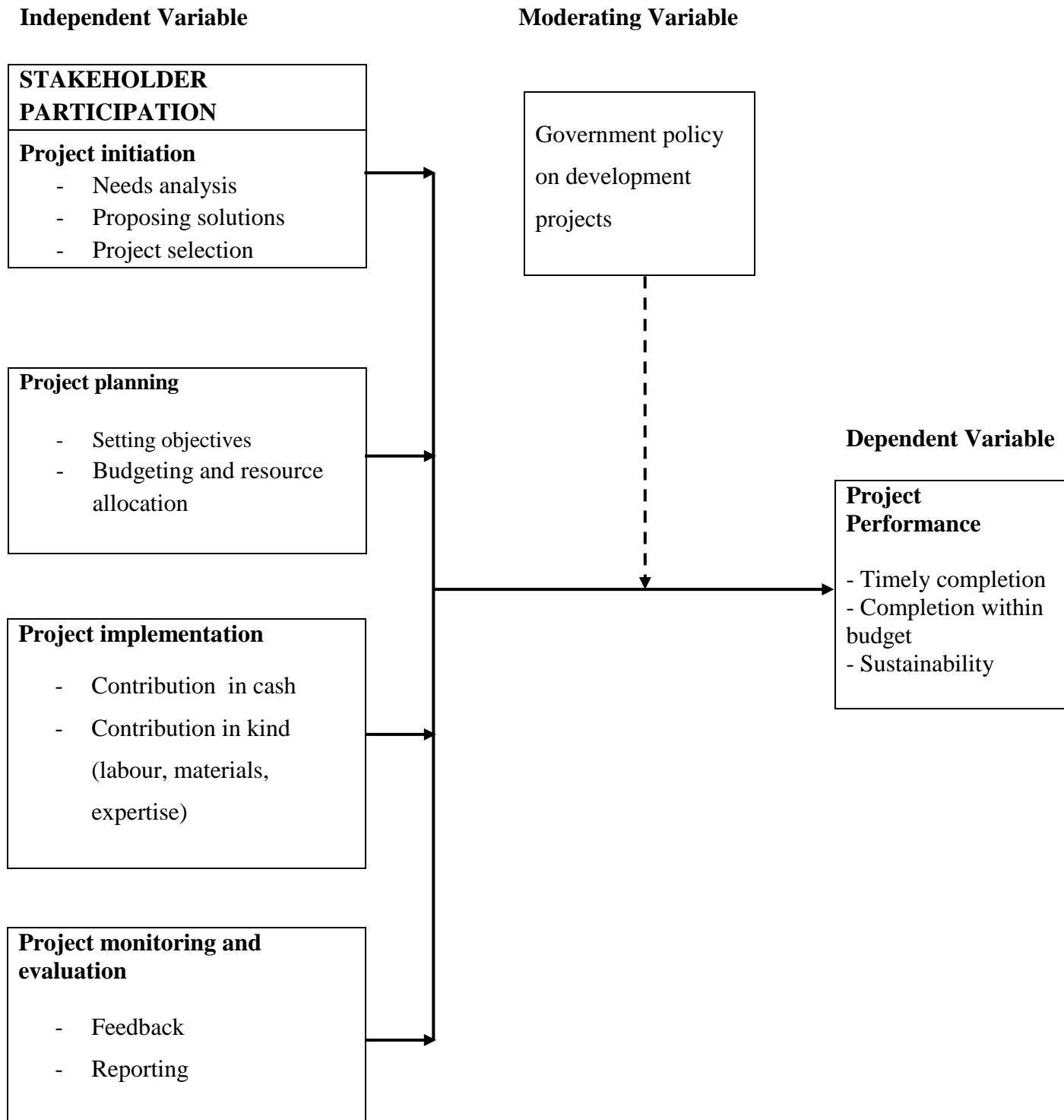
Systems theory was proposed in the 1940s by Ludwig von Bertalanffy. It was originally developed for biological sciences but later incorporated into other fields as it was modified into general systems theory. According to the theory, a system can be said to consist of elements, attributes and internal relationships and that it exists in an environment. A system, therefore, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts (Rosen, 1969).

According to this theory, all systems are interrelated parts constituting an ordered whole and each sub system influences other parts of the whole. This implies that strengthening one part of the system will improve the whole. Similarly weakening one part will have negative implications on the whole. It is used to develop a holistic view of a system within an environment and is best applied to situations where the elements within the system inextricably connect and influence one another.

In applying the theory, the study holds the view that a project (system) comprises various elements (in this case stakeholders); the donors, implementing agencies and beneficiaries, among others. These interact and all have a key role in contributing to the success of a project. Neglecting one element will have an effect on the project performance. Stakeholder participation is one attribute that has been overlooked resulting in project failure. Therefore increasing participation by stakeholders will contribute to the good of the whole.

2.10 Conceptual Framework

Figure 1: Conceptual Framework



2.11 Summary of Chapter

The chapter has examined literature on stakeholder participation and its effect on project performance. Most researchers seem to agree that stakeholder participation influences project outcomes. However most of the researches tend to analyze its influence not holistically but on one performance indicator of measuring project performance. In addition, the researchers present findings on positive influence but are silent on possible negative influence stakeholder participation may have on project performance.

This study sought to find out how stakeholder participation influences three (3) key indicators (time, cost, and sustainability) of project performance and further identify whether there were any negative effects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the components of research methodology of the study which include the research design, target population, sample size, sampling procedure, data collection method, data collection procedure, and data analysis method. The chapter also includes the validity and reliability checks on the research instruments as well as ethical issues in the research. Data analysis consisted categorization and tabulation into different forms for ease of interpretation. The research used questionnaires and key informant interviews as data collection methods which collected appropriate information as required by the study.

3.2 Research Design

The study adopted a descriptive survey research design. According to Tromp and Kombo (2006) descriptive survey design involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena.

Descriptive survey design also allows the researcher to define clearly what he wants to measure and find adequate methods for measuring it along with a clear cut definition of the population the researcher wants to study. The research design was used because it allowed the researcher to study the issue at hand in details as well as finding correlations between them.

The research design was appropriate for the study because it allowed data collection from the sample and demonstrated the influence stakeholder participation has on the performance of donor funded projects in Kwale County, Kenya.

3.3 Target Population

The study determined the influence of stakeholder participation on project performance of donor funded projects in Kinango Sub County; the case study being Kinango Integrated Food Security and Livelihood Project. The study targeted project stakeholders: donors (Safaricom Mpesa Foundation and Kwale County Government), the implementing agency (Kenya Red Cross Society), project implementation committee and the project beneficiaries.

The summary of the target population is shown in Table 3.1:

Table 3.1 Target population – Main Project Stakeholders

Category	Respondents	Number
Donor I	Project Representative	1
Donor II	Project Representative	1
Implementing agency	Project manager	1
PIC	Committee members	10
Beneficiaries	Household heads	417
Total		430

3.4 Sample size and Sampling techniques

This section describes the sample size and the sampling techniques by outlining how the researcher determined the sample size and the technique that was employed to draw the sample.

3.4.1 Sample Size

In the determination of sample size, Roscoe (1975) suggests that studies involving two or more variable quantities (multivariate), the sample size should be at least ten times larger than the number of variables being considered. The study had seven (7) measurable variables and therefore the researcher settled for a sample size of 70.

Similarly, Mugenda and Mugenda (2003) recommend that 10 percent or more of the target population is representative of the population where the appropriate method of sample design is applied. 70 is more than the recommended minimum 10% so the researcher found the sample to be sufficient.

Table 3.2 Sampling Matrix

Description	Population	Sample size
Donor 1 Representative	1	1
Donor 2 Representative	1	1
Implementing agency representative	1	1
PIC representatives	10	3
Community members	417	64
Total	430	70

3.4.2 Sampling Design

Stratified sampling method was applied to generate the research sample. The method recognizes the existence of strata with distinct characteristics in the target population. Stratified sampling method ensures the sample is a representative of the population by ensuring that data is collected from each stratum (Kothari, 2004). Strata in this study included the donors (major and other), implementing agency, PIC and project beneficiaries. The researcher drew a sample from of each of the 4 categories of stakeholders.

The researcher used simple random sampling to select the project beneficiaries as there was a comprehensive list that served as the sampling frame. The project beneficiaries are 2500 community members organized into 417 households. The list of the 417 households was used as the sampling frame. The household heads were the respondents.

Purposive sampling was used to get samples for the other four (4) categories; donor1 (Safaricom M-pesa Foundation), donor2 (Kwale County Government), implementing agency (Kenya Red Cross Society) and PIC. The researcher interviewed representatives who worked on the project. The sample for the PIC was also purposive and included one male, one female and one youth representative.

3.5 Methods of Data Collection

The study used both primary data and secondary data. Primary data was collected through the use of questionnaires and key informant interviews. Questionnaires enable the researcher to focus on areas of importance and which address the research directly (Leedy, et al., and 2001). Open and closed ended questions as well as structured and unstructured were used in

the questionnaire. Structured questions reduce data collection time while unstructured questions encourage the respondent to give in depth responses thereby enhancing quality of data collected (Cooper and Schindler, 2008).

The questionnaires were preferred because of their ability to reach a large number of respondents within a short time and would elicit personal ideas from the respondents due to openness of some questions. Also, questionnaires compared with other data collection techniques are less costly to administer as supervision or follow up of respondents may not be required.

The questionnaires were administered to each of the household heads. The researcher engaged research assistants to administer the questionnaires as during the pilot study it became evident that majority of the beneficiaries could not read and write. The researcher conducted key informant interviews for the other categories of respondents (donor 1, donor 2, implementing agency and project committee representatives).

The researcher reviewed secondary sources including the internet and project documents including progress reports and monitoring and evaluation reports.

3.6 Data Collection Procedures

The data was collected using questionnaires which were administered by research assistants. The questionnaire was divided broadly into two parts; A and B. Part A included demographic data of the respondents. Part B was the main body of the questionnaire and comprised questions of ways of community participation, influence of participation on project performance, barriers to effective community participation and ways of improvement. The researcher used an interview guide to conduct the key informant interviews.

3.7 Validity and Reliability of Data Collection Instruments

This section describes how the piloting of the instrument was done. It further explains how validity and reliability of the instrument was assured.

3.7.1 Pilot survey

According to Baker (1994) a sample size of 10% to 20% of the sample size for the actual study is a sufficient number of participants to enroll in a pilot study. Pilot testing of the research instruments was conducted by issuing the instruments to 7 respondents who were selected randomly to take part in the pilot survey. After three days the same participants were asked to respond to the same instruments but without being notified prior to the administering of the tools in order to tell whether there would be a significant change between their first and second responses. The data was fed into SPSS and the correlation coefficient analyzed to assess the validity and reliability of the tool.

3.7.2 Validity of the Research Instrument

Validity refers to the degree to which an instrument measures what it purports to measure (Phelan, 2005). Criterion validity is used to ensure that the measured is actually what is intended to measure and no other variables. The project supervisor and experts reviewed the items on the questionnaire and provided expertise guidance against the set objectives.

Pre-testing of questionnaires in the field was used to improve the quality of questions before the main study (Cooper and Schindler, 2008). Questionnaires were standardized to ensure validity and reliability.

3.7.3 Reliability of Research Instrument

Phelan (2005) defines reliability as the degree to which an assessment tool produces stable and consistent results. It is defined as a characteristic of an instrument that reflects the degree to which the instrument provokes consistent responses (Reichardt and Cook, 1997). Test-retest method was used to test stability of the tool. A correlation coefficient calculated to determine how closely the participants' responses on the second occasion matched their responses on the first occasion gave a value of 0.901 which implied that the tool was reliable and therefore fit to collect intended data.

3.8 Data Analysis

Data analysis is the process through which the data that has been collected is examined (Tromp and Kombo, 2006). Descriptive statistics was used to analyze the data into

meaningful information that was used to make conclusions and recommendations. It comprised data preparation which involved cleaning and organizing data, describing data, testing any underlying assumptions and making inferences.

Data collected from the respondents was coded and analyzed using, Statistical Package for Social Sciences (S.P.S.S). Being a descriptive research, the mean and standard deviation were used to describe observations. Pearson's correlation and regression coefficients were used to test the hypotheses. Tables were used to present the data.

3.9 Ethical Issues

The researcher obtained a permit to conduct the research from National Commission for Science, Technology and Innovation (NACOSTI). The researcher will not use the information from respondents for any reasons other than academic research. Anonymity of the respondents and confidentiality was assured. Respondents participated in the research willingly and upon informed consent.

3.10 Operational definition of variables

This section explains how the variables in the study relate to each other. It specifies the indicators in each of the variables, how they were measured and the tools of analysis.

Table 3.3 Operational definition of Variables

Objectives	Variables	Indicators	Measurements	Measurement Scale	Tools of Analysis	Specific Tools
To examine how community involvement in project initiation influences project performance	<u>Independent</u> Project initiation	- Needs analysis -Proposing solutions - Project selection	- Level of awareness - Level of acceptance	Ordinal	Descriptive	Frequency
To understand how involvement of communities in project planning influences project performance	<u>Independent</u> Project planning	- Setting goals and objectives - Budgeting	- Level of awareness	Ordinal	Descriptive	Frequency
To understand how involvement of communities in project implementation influences project performance	<u>Independent</u> Implementation	-Supervision - Cash and in kind contribution	- Presence of community representatives in the PIC - Presence of staff/community volunteers	Ordinal	Descriptive	Frequency
To understand how community involvement in monitoring and evaluation influences project performance	<u>Independent</u> Monitoring and evaluation	- Feedback - Reporting	- Community feedback and reporting systems - Accountability mechanisms	Ordinal	Descriptive	Frequency
	<u>Dependent</u> Project performance	- Timely completion - Within budget -Sustainability	- Project lifespan - Project cost - Project continuity	Nominal	Descriptive	

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents findings of data analyzed and interpreted in line with the study objectives. The findings are presented in form of tables and figures showing frequencies, percentages, mean and standard deviations.

4.2 Respondents response rate

The study used questionnaires and key informant interviews as tools for data collection. The researcher targeted 64 project beneficiaries and 1 representative from each of these three strata; donor 1, donor 2, implementing agency and 3 representatives of the PIC. Target for the interviews was achieved 100% while that of the questionnaires 40 were able to respond which represented a response rate of 65.7%. Mugenda and Mugenda in (2003) stated 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. The interview response rate was excellent while that of questionnaires was good when compared to the recommended response rates.

Table 4.1 Questionnaire response rate

Strata rate	Sample size	Response	Response
Donor I	1	1	100%
Donor II	1	1	100%
Implementing agency	1	1	100%
PIC	3	3	100%
Beneficiaries	64	40	65.7%
Total	70	46	

4.3 Demographics of the Respondents

The background information of the respondents included: age, gender and highest level of education. Profiles of the respondents who participated in this study are shown in the Table 4.2 below:

Table 4.2 Demographics (Questionnaire respondents)

	Frequency	Percent
Age		
18-35 years	21	52.5
Above 35 years	19	47.5
Gender		
Male	17	42.5
Female	23	57.5
Education Level		
Primary	16	40.0
Secondary	12	30.0
Post secondary	1	2.5
Others	11	27.5
Total	40	100.0

From the data of the project beneficiaries 52.5% of the respondents were between ages 18 to 35 years while 47.5% of them were above 35 years. This implied that most beneficiaries were youth.

There are also more females than males with 57.5% and 42.5% respectively which could imply that women participate more in projects compared to their male counterparts.

The highest percentage (40%) of respondents had attained primary education as their highest academic level, 30% had a secondary education while 2.5% had post secondary education. 27.5% fell in the category of others which included those without any formal education.

Table 4.3 Demographics (Interview respondents)

	Frequency	Percent
Age		
18-35 years	2	33.3
Above 35 years	4	66.7
Gender		
Male	3	50.0
Female	3	50.0
Education Level		
Primary	2	33.3
Secondary	0	0.0
Post secondary	3	50.0
Others	1	16.7
Total	6	100.0

33.3% of the interview respondents were aged between 18 and 35 years while 66.7% were above 35 years of age. The gender was balanced as the ratio of males to females was 1:1. Majority (50%) of the respondents had a post secondary qualification, 33.3% had a primary qualification and 16.7% were in the category of others. The two last categories were the PIC.

4.4 Stakeholder Participation in Donor Funded Projects

The researcher sought to find out whether key stakeholders had been involved in the project. She specifically wanted to find out whether they were involved in each of the four phases of the project cycle.

Donor 1 replied that they had been involved only in implementation and M & E phases; donor 2 in initiation, implementation and M & E while the PIC had been involved in all the phases. All beneficiaries responded that they had been involved in the project. The highest level of involvement was during implementation phase and was in form of contribution in-kind which recorded the highest mean of 4.63. This was followed by participation in the initiation phase and planning while the phase that had the least participation was monitoring and evaluation particularly the bit of reporting which had the least value of mean (3.18). The findings are as summarized in the table 4.4.

Table 4.4 Ways Beneficiaries Participate in Projects

	Mean	Standard Deviation
Project Initiation		
Project identification	4.60	.545
Proposing solutions	4.45	.504
Needs assessment	4.45	.846
Project Planning		
Setting objectives	3.75	.494
Budgeting	3.32	.526
Project Implementation		
In kind contribution	4.63	.540
Cash contribution	4.42	.636
Monitoring and Evaluation		
Providing feedback	3.35	.533
Evaluation	3.18	.446

4.5 Factors determining level of stakeholder participation

The study sought to identify factors that determined the level of community participation. From the mean values it was revealed that tangible benefits influenced the level of participation the most as it recorded the highest mean of 4.68. Level of community empowerment was second, flexibility of organization procedures was third while others was last with the least mean of 1.18. Most of the respondents were not able to list the other factors but from 10 respondents who listed the other factors, three factors were cited; influence of local leadership, community politics and poverty. The summary is presented in the table 4.5 below:

Table 4.5 Factors determining level of beneficiary participation

	Mean	Std. Deviation
Tangible benefits	4.68	.616
Level of community empowerment	4.38	.774
Flexibility of organization Procedures	3.80	.758
Others	1.18	.781

The donors and implementing agency cited organization policies and their mandate as factors that determined their participation. The PIC cited tangible benefits, level of empowerment and flexibility of organization procedures as the factors that determined their level of participation.

4.6 Importance of stakeholder participation in projects

The researcher sought to know whether stakeholder participation had any importance in projects. The respondents were therefore asked to rank the importance in each of the four phases and their responses were as seen in table 4.6

Table 4.6 Importance of beneficiary participation

	Mean	Std. Deviation
Project Initiation		
Accountability	4.85	.549
Empowerment	4.55	.504
Project acceptability	4.55	.504
Sense of ownership	4.40	.545
Sustainability	3.80	.758
Project Planning		
Empowerment	4.40	.545
Project acceptability	4.10	.496
Sense of ownership	3.97	.530
Accountability	3.50	.816
Sustainability	3.43	.781
Project Implementation		
Project acceptability	4.58	.501
Sense of ownership	4.38	.740
Empowerment	4.35	.622
Accountability	3.67	.859
Sustainability	3.57	.781
Project Monitoring and Evaluation		
Project acceptability	3.55	.552
Sense of ownership	3.45	.597
Empowerment	3.37	1.314
Accountability	3.28	.877
Sustainability	3.05	.677

It was noted that community participation in the various phases was important but the influence it had in degree of importance differed across the phases. Most respondents felt that beneficiary participation in project initiation was most important in ensuring accountability. Empowerment of communities as a result of participation and project acceptability recorded the same mean, coming second after accountability. Creating a sense of ownership came fourth while project sustainability was the least important as it had the lowest mean of 3.80.

Participation in planning was seen to influence mostly community empowerment, project acceptability, creating a sense of ownership, accountability and sustainability being the least important. Participation in implementation had the following importance listed from the most important to the least important: increased project acceptability, create a sense of ownership, leads to community empowerment, ensures accountability and increases project sustainability. Importance of beneficiary participation in monitoring and evaluation from the most significant to the least significant was increasing project acceptability, creating a sense of ownership, lead to community empowerment, increasing accountability and ensuring project sustainability.

The findings revealed that sustainability as a result of participation was the least in all the phases. When the mean of the importance of participation in the four phases was calculated it revealed that increasing project acceptability was the most important (4.195) while improving project sustainability was the least important with a mean of 3.46.

Asked about the importance of their participation in projects, donors felt it led to empowerment and ensured accountability. The implementing agency saw the importance of their participation as ensuring accountability and improving project sustainability. The PIC felt it created a sense of ownership and ensured accountability.

4.7 Influence of stakeholder participation on project performance

Asked whether they thought their participation influenced project performance all respondents replied in the affirmative. They agreed that participation influenced sustainability of the project, the cost and lifespan of the project. The mean of the three revealed that participation influenced most project sustainability while time was least affected by beneficiary participation.

In their explanations a number of respondents stated that the project made savings because some of the costs were catered for by the community. On time, respondents felt that participation led to delay in project implementation. Lastly participation increased sustainability due to the sense of ownership.

Table 4.7 Influence of beneficiary participation on project performance

	Mean	Std. Deviation
Project sustainability	1.57	.501
Cost implication	1.25	.439
Timely completion	1.10	.304

On how their participation influenced project performance donors replied that they influenced project cost as their major participation was during the implementation stage in the form of cash and in kind contribution. The implementing agency influenced time as they were solely in charge of monitoring work plans and coming up with corrective measures where there were major deviations. They influenced sustainability by helping the communities continue with the project even after donors withdrew support. The PIC felt that they influenced project sustainability because their being involved gave them a sense of ownership that encouraged them to see the project continue.

4.8 Barriers to Stakeholder Participation in projects

When asked about the factors that hindered their effective participation, most respondents cited lack of skills as the major factor as it had the highest mean of 3.90. Others were illiteracy, rigid organization policies and community politics with the least mean was the factor least hindered their participation.

Table 4.8 Barriers to effective beneficiary participation

	Mean	Std. Deviation
Lack of skills	3.90	.379
Illiteracy	3.70	.648
Rigid organization policies	3.23	.530
Community politics	2.82	.958

The implementing agency cited inadequate resources as their biggest barrier to effective participation, PIC cited lack of skills and rigid organization policies and the donors said their mandate restricted their extent and form of participation. Therefore for effective participation of implementers they need to be empowered with adequate resources while PIC need to be trained on basic project management skills and implementing organizations need to be flexible in their procedures so that they can accommodate input from other stakeholders.

4.9 Strategies to improve Stakeholder Participation

While beneficiaries felt that giving incentives would be more effective in improving their participation than capacity building and empowerment would, they also felt that other factors besides the two would achieve better results. However they were not able to state the other ways.

Table 4.9 Ways of improving beneficiary participation

	Mean	Std. Deviation
Others	2.00	.000
Incentives for participation	1.20	.405
Capacity building and empowerment	1.03	.158

PIC said that for them to participate more effectively they need to be empowered through training while the implementing agency suggested increased funding as participation is costly. Donors cited training in project management skills as a strategy to improve their participation in projects.

4.10 Correlation Analysis

The main purpose of the study was to investigate the influence stakeholder participation has on the performance of donor funded projects by studying KIFSLP in Kinango, Kwale County Kenya. The independent variables were initiation, planning, implementation and monitoring and evaluation. The dependent variable was project performance. The study used multivariate correlation analysis in establishing this relationship. The result is depicted in the table below:

Table 4.10 Correlation Matrix for the Study Variables

		Performance	Initiation	Planning	Implementation	M&E
Performance	Pearson	1	.049	-.244	.261	.225
	Correlation					
	Sig. (2-tailed)		.763	.129	.104	.163
	N	40	40	40	40	40
Initiation	Pearson	.049	1	.048	.407**	.027
	Correlation					
	Sig. (2-tailed)	.763		.771	.009	.868
	N	40	40	40	40	40
Planning	Pearson	-.244	.048	1	-.417**	.146
	Correlation					
	Sig. (2-tailed)	.129	.771		.007	.369
	N	40	40	40	40	40
Implementation	Pearson	.261	.407**	-.417**	1	.025
	Correlation					
	Sig. (2-tailed)	.104	.009	.007		.879
	N	40	40	40	40	40
M & E	Pearson	.225	.027	.146	.025	1
	Correlation					
	Sig. (2-tailed)	.163	.868	.369	.879	
	N	40	40	40	40	40

** . Correlation is significant at the 0.05 level (2-tailed).

There is a positive correlation between participation in initiation and project performance as the r value is positive meaning that increasing participation during initiation would improve project performance. However the correlation is weak as the r value (0.049) is close to zero.

There is a weak negative correlation (-0.244) between participation in planning and project performance as the r value is negative. This means that increasing participation in planning will lead to poor project performance.

The r value 0.261 shows that there is a weak positive correlation between participation in implementation and project performance.

Increasing participation in M & E will increase project performance as the r value is positive but the relationship is weak since 0.225 is close to zero.

4.11 Regression Analysis

The study used multivariate regression analysis in establishing the relationship between the dependent and independent variables. The dependent variable of the study was project performance while the independent variables were: participation in initiation, participation in planning, participation in implementation and participation in M & E.

Table 4.11: Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390 ^a	.152	.055	.26850

a. Predictors: (Constant), Project M &E, Project Implementation, Project Initiation, Project Planning

b. Dependent Variable: Project Performance

The regression analysis done using data from respondents shows that there is a positive relationship between independent variables (participation in initiation, participation in planning, participation in implementation and participation in M & E) and dependent variable (project performance) as indicated by the value of R (0.390). The results also show a weak correlation between the dependent and the independent variables as shown by the values of R^2 (0.152). The R^2 value (15.20%) indicates how much of the dependent variable, project external audit plan is explained by the independent variables; participation in initiation, participation in planning, participation in implementation and participation in M & E. In this case, the variation that has been explained is 15.20% .The remaining 84.80% are explainable by other factors not examined in this study.

Table 4.12: Coefficients of independent variables

Coefficients of the Model

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.917	.702		1.305	.200
Participation in Initiation	-.010	.093	-.020	-.111	.912
Participation in Planning	-.132	.116	-.206	-1.144	.261
Participation in Implementation	.090	.099	.177	.907	.370
Participation in M&E	.153	.096	.251	1.587	.122

a. Dependent Variable: Project Performance

Multiple regression analysis was conducted as to determine the relationship between Stakeholder participation and project performance. Project performance is the dependent variable and the independent variables being participation in initiation, participation in planning, participation in implementation and participation in M & E. As per the SPSS generated table 4.12 the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) becomes:

$$Y = 0.917 + (-0.010)X_1 + (-0.132)X_2 + (0.090)X_3 + (0.153)X_4 + \epsilon$$

From the regression model, participation in initiation has a Beta = -0.010 while participation in planning has a Beta = -0.132, participation in implementation Beta = 0.090, while participation in M & E has a Beta = 0.153. This results shows that when factors (participation in initiation, participation in planning, participation in implementation and participation in M & E) are held constant project performance would be achieved at unit of 0.917. It also shows that a unit increase in participation in initiation would decrease project performance by a value of 1.00%, increasing participation in planning would decrease project performance by a value of 13.2%, while a unit increase in participation in implementation would cause an increase in project performance by a value of 9.00% and an increase in participation in M & E will increase project performance by a value of 15.3%.

The study further shows that, there is no significant relationship between project performance and the independent variables (participation in initiation, participation in planning, participation in implementation and participation in M & E) studied as shown: participation in initiation $p=0.912$, participation in planning $p=0.261$, participation in implementation $p=0.370$ and participation in M &E $p=0.122$.

At 5% level of significance and 95% level of confidence, participation in initiation showed a 0.912 level of significance; participation in planning showed a 0.261 level of significance, participation in implementation a 0.370 level of significance and participation in M & E showed a 0.122 level of significance. This shows that all the variables were not significant ($p>0.05$).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to determine the influence of stakeholder participation on the performance of donor funded projects. The results of the study were presented and discussed in the previous chapter. This chapter summarizes the findings and conclusions drawn. Recommendations for action are made and areas for further research identified.

5.2 Summary of the findings

The section presents the summary of the findings of the study in chapter four according to the objectives.

The study found out that stakeholder participation in project initiation influences project performance positively. When stakeholders are involved in needs analysis, proposing solutions and project identification it would increase project acceptability. This finding agrees with Chikati (2009) who stated that involving communities during initiation would reduce chances of project stalling at the implementation stage as will own it and therefore be effective in managing it.

On involving stakeholders during planning the study found out that it would affect performance negatively. This finding is consistent with those of a study done by Khwaja (2004). After studying development projects in Northern Pakistan he concluded that while participation in non technical decisions improves project outcomes, involving stakeholders in technical decisions actually leads to worse project outcomes.

On influence of stakeholder participation in project implementation, the study found that it improved project performance. Contribution of cash or in kind towards a project during implementation creates a sense of ownership which leads to project sustainability. The results are agreeable with Paddock (2013) who after studying projects observed that three of the projects where cash contributions from the community were lacking, the projects struggled to be successful. On the contrary, several projects that were successful cited financial and in-kind contributions from the community as the likely cause. Similarly Kelly (2001) stated that

cash and in kind contribution creates a sense of ownership which promotes project sustainability and results to capacity building and empowerment.

Lastly the study found out that involving stakeholders in monitoring and evaluation influenced project performance. It would lead to empowerment and increase accountability. According to IJCR (2013) evidence suggests that project funds alone is not a guarantee for the success of the project and by extension its sustainability. In addition, people must be involved throughout the project cycle if the projects are to successful and sustainable.

5.3 Discussions

The study found that different stakeholders had participated in the project in different ways. Donor 1 was involved during implementation and monitoring and evaluation. The stakeholder contributed in cash and in kind during implementation while during monitoring and evaluation it was by seeking regular reports from the implementer. Donor 2 was involved in initiation by providing technical support to the communities during public participation when selecting projects. The stakeholder also participated during implementation through cash and in kind contribution which was largely provision of technical support and equipment. During M& E donor 2 was also involved in providing feedback and reporting. The implementing agency was involved in all the phases. Their participation was largely in providing technical support and liaison role. The PIC was involved in initiation, implementation and monitoring and evaluation. The project beneficiaries were involved in all the phases. Notably they contributed in kind towards the project; labour, land and cash.

The factors that determined the level of participation in the project were the tangible benefits, level of community empowerment, and flexibility of organization procedures in order of importance. Other factors that were cited by the beneficiaries were poverty levels, influence of local leadership and community politics.

Respondents viewed community participation to be important in ensuring accountability, empowering stakeholders, increasing project acceptability, creating a sense of ownership and promoting project sustainability.

Some of the barriers to effective participation cited by the beneficiaries were lack of skills,

illiteracy, rigid organization policies and community politics.

They felt that capacity building and empowerment and giving them incentives would make their participation more effective. However they felt that other ways would be more effective in improving their participation.

On influence of participation on project performance, the study found that participation influenced project sustainability the most by creating a sense of ownership. It also influenced project cost due to sharing costs among stakeholders and affected project completion time due to delays as decision making would be slow.

5.4 Conclusion

When stakeholders are involved in initiation it has a positive influence on project performance. Participation in needs analysis, proposing solutions and project identification leads to projects being completed within time, within budget and having projects that are sustainable. It does this by creating a sense of ownership and increasing project acceptability which have an impact on the performance indicators.

Stakeholder participation in planning also influences project performance. However it has a negative influence implying that increasing participation in this phase will lead to poor project performance; notably delay, overspending and project sustainability may not be assured.

Participation of stakeholders in implementation through contribution of cash or in kind has a positive impact on project performance. It leads to savings due to cost sharing and use of locally available resources. It also creates a sense of ownership which is key in project sustainability.

Similarly participation of stakeholders in M & E will have a positive impact on project performance. Stakeholders are able to hold implementers accountable thereby contributing to efficiency in terms of time, cost and assuring project sustainability.

From the study it can be concluded that project beneficiaries, while willing to participate throughout the project cycle, are limited due to lack of necessary skills. This is observed in technical phases of the project cycle like planning and monitoring and evaluation.

Beneficiaries participate more in initiation and implementation phases which are often less technical. Therefore they should be empowered so that they can participate effectively. Organizations also do not give room for meaningful stakeholder participation as they hardly adjust plans following input from other stakeholders.

5.5 Recommendations

In view of the findings of the study the researcher recommends the following:

All stakeholders should be given an opportunity to participate in each phase of the project cycle as it is clear that participation influences performance. Participation should not just be in isolated episodes but throughout the project cycle. This is because each stakeholder has a role they play in the different phases.

In view of the negative influence beneficiary participation in planning has on project performance, training beneficiaries on planning skills would help as the major reason for that scenario is that beneficiaries lack skills and planning is a technical phase compared with the other three (initiation, implementation and monitoring and evaluation).

Donors and other implementing agencies ought to make their procedures flexible in order to accommodate input from other project stakeholders. In most cases organizations inform stakeholders about their projects but do not give room for adjustments when the stakeholders give their input. They view stakeholder participation as time consuming and costly but fail to realize the influence it has on project performance.

5.6. Suggestions for further research

The study recommends investigating how participation influences other project performance indicators other than the three (time, cost and sustainability) that were the scope of this study. In addition, other than empowering communities and giving them incentives, research on other ways of improving participation can be done. Lastly the researcher recommends a comparative study of level of community participation between NGO funded and government funded projects. The study also recommends an investigation into other factors influencing project performance other than stakeholder participation.

5.7. Contribution to the body of knowledge

This study contributes to the existing body of knowledge by offering an insight on influence of stakeholder participation on project performance. The study has established that participation in the various phases of the project cycle influences project performance and that it has a role in ensuring accountability, empowering stakeholders, increasing project acceptability, creating a sense of ownership and increasing chances of project sustainability.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

My name is Margaret Ruwa, a student at the University of Nairobi. I am carrying out research on the Role of Community Participation on Performance of Donor Funded Projects: A case study of KIFSLP project in Kwale County, Kenya for partial fulfillment of the requirements for the award of the degree of Master of Arts in Project Planning and Management.

The tool used (questionnaire) is divided into two parts, part A which is for demographic data and part B which has subsections which are of interest to the study. In case of any clarification the respondent is free to contact the researcher.

The information you are going to give is purely for academic purposes and your identity and information will not be shared with anyone else, hence will be treated as confidential.

Thank you in advance for your participation.

Yours Faithfully,

Signature _____

Margaret Ruwa

L50/69785/2013

University of Nairobi

Respondents Name (Optional) _____

Respondent's No. _____

Signature _____

Date _____

APPENDIX II: COMMUNITY QUESTIONNAIRE

Instructions for use

This questionnaire is divided into part A and part B. Part two has three distinct sections.

You are requested to be as honest as possible when answering the questions.

You are required to tick (✓) or explain your answers in the spaces provided as applicable.

Respondent's No. _____

Part A: Personal Profile

Age 18-35 years Above 35 years

Gender Male Female

Highest academic qualification

Primary level

Secondary level

Post secondary

Others

Part B: Community involvement in Donor Funded projects

1. Are you aware of the KIFSLP? YES NO

2. Would you say beneficiaries participated in the project? YES NO

Put a cross [X] in the ways of participation 1= Strongly disagree, 2 = Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

	1	2	3	4	5
Project Initiation					
Needs assessment					
Proposing solutions					
Project identification					
Project Planning					
Setting project objectives					
Budgeting					
Project Implementation					
Cash contribution					
In-Kind contribution (Project staff/volunteers, Members of the PIC)					
Monitoring and Evaluation					
Providing feedback					
Evaluation					

4. What factors do you think determined the level of community participation in the project?
Put a cross [X] 1= Never, 2= Almost Never, 3= Sometimes, 4= Almost Every time 5= Every time (Frequently)

	1	2	3	4	5
Tangible benefits					
Flexibility of organization procedures					
Level of empowerment of community					
Others. List and specify					

Part C: Role of community participation in project performance

5a) Do you think community participation in the project influenced project performance?

Yes No

b) if yes indicate how participation in the following phases influenced performance? Put a cross [X] where applicable 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

	1	2	3	4	5
Project Initiation					
Increased project acceptability by community					
Created a sense of ownership of the project by community					
Led to project sustainability					
Enabled community to hold project leadership accountable					
Contributed to community empowerment					
Project Planning					
Increased project acceptability by community					
Created a sense of ownership of the project by community					
Led to project sustainability					
Enabled community to hold project leadership accountable					
Contributed to community empowerment					
Project Implementation					
Increased project acceptability by community					
Created a sense of ownership of the project by community					
Led to project sustainability					
Enabled community to hold project leadership accountable					
Contributed to community empowerment					
Project Monitoring and Evaluation					
Increased project acceptability by community					
Created a sense of ownership of the project by community					
Led to project sustainability					
Enabled community to hold project leadership accountable					
Contributed to community empowerment					

6) Do you think community participation influenced the following parameters of the project?
(Tick as appropriate)

	Yes	No	If Yes explain how
Timely completion			
Cost implication			
Project sustainability			

7) What were some of the barriers to effective community participation? Put a cross [X] where applicable 1=Never 2 =Rarely 3 =Sometimes 4=Often 5=Always

	1	2	3	4	5
Rigid organization policies					
Technicality of some processes/lack of project management skills					
Illiteracy					
Community politics					

8) How can community participation be improved? Put a cross [X] where applicable 1=Yes 2=No

Intervention	1	2
Capacity building and empowerment of communities		
Give incentives for participation		
Others list and specify		

Thank you for your participation!!!

APPENDIX III: INTERVIEW GUIDE
(FOR DONORS, IMPLEMENTING ORGANIZATION AND PIC
REPRESENTATIVES)

- 1) Were you involved in the KIFSLP project?
- 2) What are some of the ways you participated during the following phases of the project cycle?
 - a) Initiation
 - b) Planning
 - c) Implementation
 - d) Monitoring and Evaluation
- 3) How would you describe your level of participation?
- 4) How do you think your level of involvement influenced project performance?
- 5) Comment on the influence your participation had on the following parameters
 - i) Project lifespan
 - ii) Project cost
 - iii) Project sustainability
- 6) What were some of the barriers to your effective participation?
- 7) How can your participation in projects be improved?