

**ASSESSMENT OF COMMUNITY PARTICIPATION TOWARDS
RURAL DEVELOPMENT PROJECTS: A CASE STUDY OF
MANYONI DISTRICT COUNCIL IN SINGIDA REGION,
TANZANIA**

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CERTIFICATION

The undersigned certify that has read and hereby recommend for acceptance by the University of Dodoma the dissertation entitled: *“Assessment of Community Participation Towards Rural Development Projects: A Case Study of Manyoni District Council in Singida Region, Tanzania,* in partial fulfillment of the requirements for the degree of Master in Public Administration of the University of Dodoma.

.....

Dr Ibun Kombo
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Date

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However, I remain sorely responsible for any errors and omissions that may be found in this dissertation.

DEDICATION

This dissertation is dedicated to my respected parents; my late father Charles Alfred Kyense, my mother Elizabeth Stephen Mottee, my beloved son Brian Godson Kyense and those who longed to see this achievement. Congratulation your dream has been realized.

ABSTRACT

The study aimed at finding out the extent of community participation in rural development projects, different mechanisms and strategies used to ensure community participation and the role of the Government and NGOs in ensuring effective community participation in the rural development projects.

Applied was survey participatory observation and documentary review research in the methods. Data were collected by using open ended questionnaires interviews and documentary sources. A total of 54 respondents participated in the study. Research findings indicated that “Community participation” in the rural development projects is still low. The community does not participate effectively due to lack of education in projects management as the projects die when they are handed over to the community. Another finding is unequal participation between men and women, thirty five point two percent (35.2%) being women while sixty four point eight percent (64.8%) being men. Poverty was also a factor limiting local communities to participate effectively. Other factors are contradicting policies and approaches of different agencies working in the same area, non-flexible organizational policies, and poor communities’ leadership and depending syndrome.

Accordingly, the researcher suggests that participation of local communities in rural development projects is generally limited to “contribution” and not by “empowerment” the local communities to take control of the projects development process. The researcher recommends that some changes in terms of management of projects and human capacity are to be made in order to widen the scope of participation for the local communities.

The researcher suggests that education must be provided to the general public concerning the advantages and disadvantages of community participation in development projects and promoting skills- training must be provided to the community before the projects start to operate or put in place, so that they can be responsible and devote much of their time towards those projects.

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LIST OF ABBREVIATIONS

ACSEE	-	Advanced Certificate for Education Examination
ADP	-	Area of Development Plan
AEZ	-	Agro-Ecological Zone
BARD	-	Bangladesh Academy for Rural Development
CADRW	-	Community Action for Disadvantaged Rural Woman
CBP	-	Community Based Planning
CBPR	-	Community Based Participatory Research
CD	-	Community Development
CDD	-	Community Driven Development
CDI	-	Community Development Initiatives
CED	-	Community Economic Development
CSEE	-	Certificate for Secondary Education Examination
DC	-	District Commissioner
DED	-	District Executive Director
EIA	-	Environmental Impact Assessment
FAO	-	Food and Agriculture Organization
FGD	-	Focus Group Discussion
FLCDP	-	Forest for Local Community Development Programme
FTPP	-	Forests Trees and People Programme
IWG	-	Information Working Group
LGRP	-	Local Government Reform Programme
NGOs	-	Non-Government Organization
PWP	-	Public Works Programme
SPSS	-	Statistics Package for Social Science
SSP	-	Social Supporting Programme
TASAF	-	Tanzania Social Action Fund
U.K	-	United Kingdom
UN	-	United Nations
UNDP	-	United Nations Development Programme
UNEP	-	United Nations Education Programme

UNRISD	-	United Nations Research Institute on Social Development
USAID	-	United States Aid
USDA	-	United States Development Agency
VEO	-	Village Executive Officer
W.B	-	World Bank
WCARRD	-	World Conference on Agrarian Reform and Rural Development
WDC	-	Ward Development Committee
WEO	-	Ward Executive Officer
WGI	-	World Government Index

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

Chapter one entails the background of the problem which the researcher wanted to study, statement of the problem and objectives of the research. The purpose of understanding the study was to assess the community participation towards rural development projects in Manyoni District. The problem of community participation to implement rural development projects arises from structural factors like unfair distribution of benefits among members, local government and other agencies of rural development since the community was treated as helpless, ignorance of the people and community members have the feeling that the government and NGOs should provide all facilities for the projects.

1.1 Background to the Problem

The purpose of the study was to assess the effectiveness of community participation towards rural development projects in Manyoni District. Community participation as involvement of people in community projects to solve their own problem was a fundamental democratic principle and a basic right to promote their livelihood.

However the present situation indicates that community participation is declining in Manyoni District.

1.2 Statement of the Problem

1.2.1 Situation of the Problem

Despite the government's efforts to involve people to participate in development projects in the country, still in Manyoni District there is low rate of community participation in rural development projects. There are projects which have been established by the government and get grants from donors. These projects failed due to lack of genuine

community participation. For instance water project in Manyoni ward 2011 which was donated by the World Bank (W.B), bee keeping in Aghondi ward and construction of road in Solya ward. These projects failed due to maladministration of the projects and others ended up with deficits due to poor budget planning.

Indeed, these projects lacked appropriate community participation approaches which could bring efficiency and sustainability.

Moser (1983) argued that to identify the effectiveness of community participation, it is equally important to recognize some of the problems involved in participatory development approaches. These approaches increase the efficiency, effectiveness, self-reliance, coverage and sustainability of development projects and programmes.

Lisk, (1988) defined the term popular participation in development as “the active involvement of a broad mass of people in the choice, execution and evaluation of programs designed to bring about significant upward movement in their level of living.

Therefore this study is aimed at assessing the community participation towards rural development projects in Manyoni District in order to fulfill the required gap which is not yet filled by other researchers

1.3 Research Objective

1.3.1 Main Objective

The general objective of the study is to assess the community participation towards successful rural development projects in Manyoni district.

1.3.2 Specific Objectives

- (i) To assess the community participation in rural development projects in Manyoni District.
- (ii) To explore different mechanisms and strategies used to ensure effective community participation in rural development projects in Manyoni District.

- (iii) To investigate the role of the government and NGO's in ensuring effective community participation in rural development projects in Manyoni District.

1.4 Research Question

- (1) What is the extent of community participation in rural development project in Manyoni District?
- (2) What are mechanisms and strategies used to ensure effective community participation in rural development projects in Manyoni District?
- (3) What is the role of the government and NGOs in ensuring effective community participation in rural development projects in Manyoni District?

1.5 Significance of the Study

This study is expected to be beneficial as follows:

First; it will create new knowledge to fill the gap in the practice of community participation.

Second; this study will help the policy makers to formulate policies which can help people's participation in rural development in order to improve their livelihood.

Thirdly; the study will be a way forward towards further intellectual studies and the study findings will hopefully be very useful to the government and other institutions in formulating and executing effective and efficient policies for people's participation in development projects.

Finally; the study serves as the partial requirement for the completion of my Master Degree in Public Administration by having a publication on relevant subject such as this.

In this case, community participation towards successful rural development projects in Manyoni District and suggest ways to generate more internal resources from external

resources to implement rural development projects and to empower the community over those projects.

1.6 Limitations of the Study

The Researcher Faced the Following Problem on the Field:

- (i) The study required a lot of time due to its nature and thus it was not possible to consult the whole community, rather information was collected for few sampled population who may not satisfactory be representative of the whole community.
- (ii) The researcher faced problem of getting the respondents on time because the researcher was conducted during harvesting season, when many people were busy with harvesting their crops like paddy, maize, sorghum, beans, sunflower and simsim.
- (iii) Also researcher faced the lack of willingness to some of the respondents to accept filling of the questionnaires and being interviewed. That was due to the fact that community members they don't have experience of research to be conducted within their areas. Since there few researches which had been conducted in Manyoni District.

All of the above limitations were overcome through the following ways; on the case of time I used motorcycle in order to reach all respondents for the purpose of collecting data required by the study also to capture a limited time. Again on the case of getting respondents I visited them during evening when they were back from harvesting activity; apart from that also I used to visit them on Sunday afternoon when the majorities of the respondents were at home. On the case of willingness of the respondents to fill questionnaires I first informed them about the objectives of collecting data to them so that they can be familiar with then that situation made them to be not reluctant to fill questionnaires.

1.7 Conclusion

This chapter described the background to the problem, research objectives and questions, significance of the study and limitation of the study. The main objective of the study was to assess the community participation towards rural development project. While the next chapter, (Chapter Two) will deal with Literature Review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two presents literature review which includes definition of the key terms and empirical aspects of the community participation towards rural development projects at large. As well, the chapter has established knowledge gap and review policies which have been used to promote community participation in an effort of bringing rural development in Tanzania.

Literature review according to Chris, (2004) refers to the collection of materials on topics, not necessarily the great literacy text of the world. It can be anything from a set of government pamphlets, articles, and books, summary and published materials.

This part reviews the present literatures linked to measurement of community participation in development projects. This chapter also includes definition of the key terms and empirical aspects of the community participation towards rural development projects at large. As well, the chapter will establish knowledge gap and review policies which have been used to promote community participation in an effort of bringing rural development in Tanzania.

2.1 Theoretical Literature Review

2.1.1 Definition of Key Terms and Concept

Participation is a rich concept that means different people in different settings. This study uses the definition adopted by the World Bank's Learning Group on Participatory Development which defined participation as "a process through which stakeholders

influence and share control over development initiatives and the decisions and resources which affect them (World Bank, 1996).

The broad aim of participation in development is to actively involve people and communities in identifying problems, formulating plans and implementing decision over their own lives (Guijt *at el*, 1998).

Development is an articulation of a desirable future condition or situation which a nation envisages to attain and the plausible course of action to be taken for its achievement (Tanzania Development Vision, 2015).

Community is a group of people having common rights or interest or living in the same place under the same laws and regulations; as a community of monks. Hence a number of animals living in a common home or with some apparent association of interests according to Brainy Media Com.

Community development; is a structured intervention that gives communities greater control over the condition that affect their lives. This does not solve all the problems faced local community, but it does build up confidence to tackle such problems as effectively as any local action can. Community development works at the level of local groups and organizations rather than with individuals or families.

The range of local groups and organizations representing communities at local level constitute the community sector (Cary, 1970).

Rural development; is the participation of people in a mutual learning experience involving themselves, their local resources, external change agent and outside resources people cannot be developed, they can only develop themselves by participating in decision making and co-operative activities which affect their well-being, people are not being developed when they are herded like animals into new venture (Nyerere; 1968).

Empowerment has been defined, by Slocum *et al*, (1995) as a “process through which individuals, local groups and communities, identify and shape their lives and the society in which they live”.

It is a “measure of people’s capacity to bring about change, which is concerned with analyzing and addressing the dynamics of oppression and assisting groups and individuals to play an active role in the decision which affect their lives”.

Community empowerment is about people and government, working together to make life better. It involves more people being able to influence decisions about their communities and more people taking responsibility for tackling local problems, rather than expecting others. The idea is that neither government cannot solve everything by itself and nor can the community, it is better when we work together.

A stakeholder is “any individuals, community, a group or organization with an interest in the outcome of a programme, either as a result of being affected by it positively or negatively or by being able to influence the activity in a positive or negative way”

Stakeholders can be divided into three broad categories as primary, secondary or key stakeholders. Primarily stakeholders are individuals and groups who are ultimately affected by an activity, either as beneficiaries (positive impacted) or non – beneficiaries.

Secondary stakeholder include all other individuals or institutions with a stake, interest or intermediary role in the activity key stakeholder are those who can significantly influence or are important to the success of an activity (Dalal – Clayton *et al*, 2003).

2.1.2 Theories of Community Participation

(i) Communist Theory

Communist is a social structure in which classes are abolished and property is commonly controlled, as well as a political philosophy and social movement that advocates and aims to create such as society. Karl Marx (1958), the father of communist thought, posited that communism would be the final stage in the society, which would be achieved through a proletarian revolution and only possible after a socialist stage develops the productive forces, leading to a super abundance of goods and services. Marxian sense refers to a classless, stateless and oppression-free society where decision on what to produce and what policies to pursue are made democratically, allowing every member of society to participate in the decision – making process in both the political and economic spheres of life.

From the above theory of Marx it is true that in order for the rural development to be attained the community must participate in all aspects of development, for instance in project formulation, implementation and evaluation of the project. The community members must feel they are part and parcel of that project. They are obligated to make sure that the project does not fail. So in establishment of any development project all

people must participate fully in all aspects, this theory assumes destruction of conditions of capitalist production relation in order to change from exploitative structures to communal and balanced development both in urban and rural areas.

This theory was adopted by, Nyerere in Ujamaa and Self Reliance but due to failure of its implementation through global forces, Africa in general and Tanzania in particular is practicing Social Market or Liberalization in the economy. (www.comunisttheory.com).

(ii) Theory of Community Development

The concept of community development refers to those measures which enable people to recognize their own ability to identify their problems and use the available resources to earn and increase their income and build a better life for themselves.

Although community is the product of elements including changes in thinking, cultural beliefs, traditions etc. the following indicators can generally be used to show the levels of development and welfare in communities; an increase in social services such as good house, health, education, nutrition, clean and safe water. In addition an increase in income that enables families in community to meet their needs and set aside savings could be another indicator of community development.

On the basis of the above indicators it is clear that community development will come about as a result of the effort of many people including the government, donors, NGOs and the community themselves.

(iii) Theory of Good Governance

Governance is the activity of governing. It relates to decisions that define expectations, grant power, or verify performance. It consists either of a separate process or of a specific part of management or leadership processes. Sometimes people set up a government to administer these processes and systems. The word governance derives from the Greek verb “Kubernao”, which means to steer and was used for the first time in a metaphorical sense by Plato. It then passed on to Latin and then on to many languages.

According to the United Nations Development Programme’s Regional Project on Local Governance for Latin America, Governance has been defined as the rules of the political system to solve conflicts between actors and adopt decision (legality). It has also been used to describe the “Proper functioning of institutions and their acceptance by the public” (legitimacy). And it has been used to invoke the efficacy of government and the achievement of consensus by democratic means (participation).

Participatory governance focuses on deepening democratic engagement through the participation of citizens in the process of governance with the state. The idea is that citizens should play more direct roles in public decision – making or at least engage more deeply with political issues. Government officials should also be responsive to this kind of engagement. In practice, participatory governance can supplement the roles of citizens as voters or as watchdogs through more direct forms of involvement. A new World Governance Index (WGI) has been developed and is open for improvement through public participation. The following domains in the form of indicators and composite indexes were selected to achieve the development of the World Governance Index; Peace and

Security, Rule of Law, Human Rights and Participation, Sustainable Development and Human Development.

Tanzania is among the countries which are adopting good governance although she is not practicing fully due to the following; existence of corrupt leaders in the government and increase of corruption in the system, killing other human being (Albinos) and older people under umbrella of superstition, low number of citizen participate in national general elections. So this theory has a long way in order to be applied in full.

(www.goodgovernancetheory.com).

2.1.3 Theories of Rural Development

- **Rostow's Theory of Development**

The most well-known representative for this school of thought is W. W. Rostow (1960). In his book, "The stages of Economic Growth", he asserted that Western countries and in particular the United States, have attained such as high level of development that their experience should become the model of others to follow.

All countries and peoples in the world thus should, in effect, construct schemes to make their economies as identical and possible to the United States.

According to Rostow, the development of an agricultural society in an industrial and then a "post-industrial" society, should be conducted simultaneously according to four approaches; economic spatial, socio – political and cultural – industrialization, urbanization, internationalization and westernization.

Obviously in Rostow's theory, there was no clear perception regarding the complex role and process of agricultural and rural development, and especially how this should apply to developing countries.

Somewhat similar to Rostow's ideology, but more restrained, were the recommendation of several western experts writing in "A future for European Agriculture" (Bergman *et al.* 1989). They also tend to minimize the role of agriculture in the national economy. In their opinion, agriculture in Europe is "essentially directed towards food – production". Therefore, the only way to maintain economic growth is to reduce substantially the work force in agriculture. This is a frequently encountered view point among a wide range of authors.

As a matter of course, the proportionate reduction of the work force in agriculture and increase of the work force employed in industry and services is an inevitable trend in countries undertaking industrialization. However, the continuing "five key roles" of agriculture should not be forgotten, nor should it be assumed that one can bypass stages in order to make leap or accomplish a "big push" from being a predominantly agricultural country to becoming an industrial economy. It should also be not forgotten that, in European countries as well as in North America, the process of industrialization occurred over centuries. England started its industrialization in the late eighteenth century, followed by France and the USA in the 1840s or 1850s and Germany, Italy and Japan (in Asia) in the 1860s.

There is another aspect of this early industrialization experience that is not often mentioned. Based on their industrial techniques, the advanced industrial countries

pursued a flagrant policy of colonialism, or a more subtle policy of economic domination (Neo-colonialism). This was designed to induce the less developed, colonial and other dependent countries not only to supply foodstuffs, cheap raw materials and labour at minimum cost but also to serve as outlets for their surplus manufactured commodities during the process of industrial development.

In this theory Rostow (1953) insist that if any country wants to attain development it must copy identical the American strategies and plans for their development. American and African countries have different environments, so African countries cannot just copy from America in order to develop. If a country wants to develop it has to plan on how it can develop on it way according to opportunities they have in that particular country.

- **System Theory of Development**

General System Theory which was developed by Ludwing Von Bertalanffy and others provides an analytical frame work which can be used to describe some of the many factors involved in community development. Some of the key concerns in community development, such as assessing power and influence, understanding the dynamics of inter-group relationships, and considering the changes involved in planning development activities, can be understood and described using system theory. Terms such as systems and sub-systems, closed and open systems, system boundaries, the transfer of energy or influence across boundaries, feedback and system balance or homeostasis can be used to clarify what sometimes seems to be a bewildering array of information involved in community development work.

Other system theory concepts, such as the description of various environments related to a system, and the very important notion of entropy can be also used in community development.

This theory insist on assessing power and influence, understanding the dynamics of inter-group relationships, and considering the changes involved in planning development activities in order to make rural development work out well. (www.systemtheory.com).

2.2 Empirical Literature Review

2.2.1 Overview of Research Studies in Manyoni District

There were few researches conducted in Manyoni District which assess the community participation towards rural development. Take an example of such studies include the research entitled “The impact of agricultural sector towards improving economy the rural residents in Manyoni District” this study was conducted by Isaya Edward Msuya in 2002. This work or study was conducted in four wards in Manyoni District Council. The study reflected participation of rural residents in agriculture sector and how it improved their economic status.

2.2.2 Participatory Development Approaches for Rural Development

In the context of development, 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 (Paul, 1987).

The issue that prompted this analysis is that many authors and development agencies argue that genuine people’s participation can increase the efficiency, effectiveness, self –

reliance, coverage and sustainability of development projects and programmes (Kumar, 2002).

Shepherd (1998) argues that, participation is usually asserted, not demonstrated as few development organizations have time to examine indicators or follow the process of how participation happens, and what its effects are on participants and society at large.

In addition, participating communities achieve greater citizen satisfaction with their community. But community participation is far more than a requirement. It is a condition for success studies have documented that communities that engage their citizens and partners deeply in the work of community development raise more resources, achieve more results and develop in holistic and – ultimately – more beneficial way. Community participation then is critical to community success (Reid, 2000).

In the view of the above it seems despite the aims of participatory rural development to involve people in development that affects them directly, quite often the reality of participation differs from the rhetoric, on many counts (Chambers, 1997) that many projects are introduced in rural areas by Government and Non-governmental Organizations (NGOs) in order to help the rural people but still those projects do not bring any achievement or changes to the life of rural people and those projects vanish before reaching their objectives.

2.2.3 Evolution of Participatory Development in Tanzania Experience

The philosophy behind people's participation in Tanzania development endeavours can be traced back from 1960s to 1970s when Tanzania adopted Ujamaa as a path to modern

development initiatives. Since independence in 1961, the government sought to adopt participatory approaches in development process with a view of attaining bottom up development initiatives. Thus participatory approaches to development in Tanzania can be categorized into three phases or periods. The first period or independence period (1961 – 1966) the second period was the Arusha Declaration (1967 – 1991) and the third period was the era of Public Reforms (1992 – 2002).

2.3 Policy Review

In this study various policies have been reviewed such as the local government authority reform, national strategies for growth and reduction of poverty as well as Arusha Declaration policy, self-reliance, policy and trade liberalization policy.

The local government reform programme aims to transfer duties and financial resources from the central to local government levels. Local government authorities are thought to be in a better position to identify people's needs by encouraging citizens' participation in the democratic governance and thus supply the appropriate form and level of public services. Local governance cover issues related to citizens participation in formulating and implementing plans for local development and Local government autonomy in staffing, working relations between council staff and elected councilors (LGRP, 1998). The multiple planning, budgeting and reporting systems have exerted a lot of pressure on the already limited capacity of the councils.

2.3.1 Self – Reliance Policy

We should not lessen our efforts to get the money we really need, but it would be more, appropriate for us to spend time in villages showing the people how to bring about

development through their own efforts rather than going on so many long and expensive journey abroad in search of development funds. This is the real way to bring development to everybody in the country according to Self- Reliance Policy.

2.3.2 Arusha Declaration of 1967

It is obvious everybody wants development; but not everybody understands and accepts the basic requirements for development. The major requirement for development is hard work. Let us turn back to the villages and talk to our people and see whether or not, it is possible for them to work harder. We would be doing something beneficial to our country if we went to the villages and told our people that they hold this treasure and that it is up to them to use it for their own benefit of our the whole nation according to Arusha Declaration, 5 February 1967.

2.3.3 Trade Liberalization Policy

Tanzania's Trade Liberalization Policy goes beyond the traditional focus on tariffs and quantitative restrictions and changes in relative prices. It captures the deeper transformation and production issues. It emphasizes the role of the engine of growth as well as partners in the formulation and implementation process. It sets new and modern rules on how to increase international competitiveness, establishes how these rules are made and implemented elevates in the role of private sector and increases opportunities for it development and promotes new philosophy of economic management based on serious commitment to openness according to Trade Liberalization Programme, 1986. This policy address the critical issues facing Tanzania economy including identifying measures for the development of the domestic market as a tool of inclusion and broad

based participation in economic activity based on improved market infrastructures, technology diffusion and access to market information.

2.4 Lessons Learnt From Literature Review

The lesson that the researcher learnt is that in order for community to develop; it needs the influence of its community so that they can affect the whole society. One purpose of development is to increase people's freedom and if this is to happen, development must be people centred. In doing so people will be able to decide on what to be implemented in their community hence bring about social and economic development.

To substantiate this Nyerere (1973) argued that one purpose of development is to increase people's freedom and if this is to happen must therefore be for people. It must serve them and their interests.

Also there is need to educate communities that they have the resources that they need and abilities to identify and use them in their own development instead of thinking that they will come from the Government or from Non-governmental Organizations (NGOs), that external aid.

Through co-operative, people will be encouraged to take active participation in the shaping of the economy along their wishes.

2.4.1 Aims and Objective of Literature Review

There are many angles from which literature review can be approached. You could be looking at the theoretical arguments and premises of your policies that have been adopted or maybe quantities (effectiveness of new procedures) or qualitative research (case studies). Although many stands of literature reviews will intertwine and cross over at some points, it is very important that you define the stand point of your review and understand its parameters or there is a very real danger that you may stray from the point of your review (Ridley, 2008).

2.4.2 Views on Community Participation

In this chapter, the community participation theory is described. I will look at why we need to involve the people in decision making and how it can be done in different ways. The main theory applied is the “ladder of community participation” by Sherry Arnstein (Arnstein, 1969), which is used as a comparing tool in this research project.

2.4.3 Evolution of Urban Planning Towards Community Participation

For a large part of the 20th century, urban planning was a field dominated by technological expert engineers. The foundational work of Ebenezer Howard and Fredrick Law Olmsted “laid the philosophical groundwork for large-scale urban planning efforts” that focused on rational planning based on scientific principles and experiments.

It was not until the 1970s that these large-scale urban models started to be criticized because of their dysfunctions. One of the critics was Douglas B. Lee Jr., who identified seven core issues with the large-scale urban planning Lee *et al* (1983). One of these was the fact that the planning was often based on assumptions about system behavior that was

not based on the real-world experiences of people living in the area. Around the same time, Garry D. Brewer pointed out the influence politicians and organizations can have on the planning process, often enabling political misuse.

At the same time, changes in society in general called for more focus on social issues as part of the planning process. Initially the focus was on learning about the social dynamics of the environment and community that was being planned. The goal was then to take this “exercise in discovery” (Healey, 1997) and use that learning to get a better insight into the needs of the community.

It was Paul Davidoff who was one of the first to argue that it was impossible for the planner to have an overview of the entire needs of the citizens and that a method for greater diversity of opinions to be sought. This gave birth to a “communicative approach” that “attempts to make planners aware of the value of discussion, debate and information sharing...” through a culture of “...greater community collaboration, consensus building, debate and discussion”.

2.4.4 What is Community Participation?

Community participation is a process in which people can influence projects and decision making on issues that are relevant to their lives and the environment they live in. By providing the public with necessary information and allowing their voices to be heard, the quality of plans is expected to improve with the citizen’s ideas, opinions and knowledge. It also gives the power holder a chance to assist them in understanding the problem, the alternatives and possible opportunities.

A wide range of participatory methods has been created in different countries throughout the world with new ways of interacting. People can meet face to face and discuss ideas and express their opinions. There are also online participation methods where the information might just go in one direction, feeding the public with information without allowing them to influence the project. Some of these online participation projects can also be a two-way flow between the citizens and the power holder, making sure that different opinions are heard, whether it concerns or ideas. In every project, a decision has to be made on what kind of process should be used and at what level the citizen participation should be.

The level of participation between projects can vary. There is not necessarily an agreed upon, appropriate level. The idea that “more participation is better” does not always hold true because the more citizens get involved, the more time is required on both sides. This can especially be the case in large-scale projects in low-income communities where it may simply not be practical or feasible for the community to spend the time required to achieve the highest levels of participation (Imparato *at el*, 2003).

2.4.5 Why Community Participation?

Involving the community or public in the participation process can build the trust that the public has in the responsible power holders. Projects are expected to be transparent when more people are involved, all of whom have a better understanding of the process.

The expected benefits of increased participation are that it might improve the project design and help provide a solution that people can afford and are willing to pay for. It is also expected to provide relevant local knowledge and allow it to be taken into account in

the slum upgrading process. By giving citizens a voice and allowing them to participate, they are more likely to feel they have gained ownership of the project and at the same time enhance their sense of responsibility (Imparato *at el*, 2003).

2.4.6 The Ladder of Community Participation

The “ladder of community participation” was first described in an article by Sherry R. Arnstein (Arnstein, 1969). The article provides an overview of the different ways the public can be involved in decision making. It describes eight levels of participation, which are divided into three main categories. Even though it was first published over 40 years ago, planners, architects, politicians, power holders and many others still acknowledge these different levels of participation. These levels can be represented as a ladder.

Arnstein categorizes the first two levels in her ladder of community participation as *non-participation*, this is where the public is not directly involved and may be manipulated into thinking they are part of decision making, where the power holders have created a phony form of participation, perhaps around a decision already made. At the first level there is *manipulation* where people are “educated” and may be advised to sign proposals they believe to be in their interest.

The ladder of Community Participation Source: Picture based on (Arnstein, 1969). The second level of the participation, which Arnstein calls *therapy*, involves the power holders “curing” the people. The power holders promise to assist the citizens and have them engage in different activities where their opinions may be “cured”, and in the end accepted by the citizens.

Arnstein refers to the third, fourth and fifth levels as *tokenism*. This is where the citizens become involved but only to certain extent. The *informing* level is where the citizens are informed of what is happening. This is a one-way information process, where people receive the information in newspapers, in the media, online or by other means.

Consultation is the fourth step, in which community opinions' can start to affect the power holder's opinion. This is a common form of community participation utilized in urban planning. If consultation and information is taken into account as part of the planning process, this can be effective. However, if the consultation and information is not taken into consideration at the end of the day, this step will be of limited value and could therefore fall back into the non-participating level.

The fifth level in Arnstein' ladder is where a community opinion will start influencing the power holder's decision. Arnstein calls this level in the ladder *placation*. At this level, citizens may be hand-picked to sit on a governing board that makes decisions on the planning process. According to Arnstein, this process is more likely to work if the board members are equally split (community and power holders), so the citizens cannot be outvoted in the process.

The last category in the participation ladder is what Arnstein calls *community power*. This is where the citizens get to influence the decision making directly. At the sixth level the power holders and citizens create a *partnership*. Arnstein considers partnership relatively high on her ladder as she believes this can keep both citizens and power holders content.

The seventh level is what Arnstein calls *delegated power*. At this level the citizens can start taking control, and the power holders need to start negotiating with the citizens. Compared to the example given for *placation* (the fifth level), the majority of the board members would be the citizens. This would mean that the power holders would need to negotiate decisions with the board members.

The final level is what Arnstein calls *community control*. The words describe this level, since it gives the citizens the power to decide. This can be achieved through referendums, but since those are often costly and difficult to arrange it would most likely slow down the process substantially. They are therefore often only utilized for larger decisions. In many cases, local authorities do not, however, give their community full control in such elections, but treat the results instead only as advisory for the final decision made by the city council or other such decision making bodies

The ladder of community participation

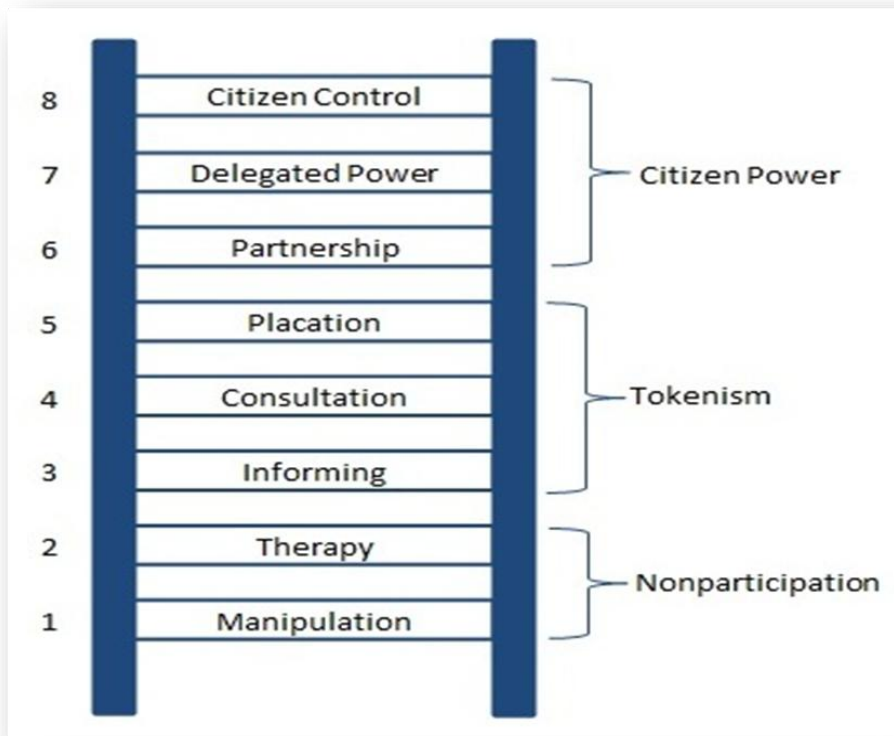


Figure 1: The Ladder of Community Participation

Source: Picture based on (Arnstein, 1969)

2.4.6.1 Community Participation

In the paper *Participation and Geographical Information: a position paper*, Carver discusses a new ladder (see Figure) of participation proposed by (Smith, 2001), based on Arnstein's ladder that looks at how, through the internet, it is possible to increase the number of people participating.

Ladder defined by Smyth and described by Carver reflects an online application of Arnstein's ladder of citizen participation. The first step of the e-Participation ladder, which corresponds to Arnstein's levels of non-participation, represents one-way communication, such as using a basic website. Through a website, citizens can be given access to urban planning information but have limited ability to influence it.

The second step of the ladder, which corresponds to Arnstein's levels of tokenism, allows citizens to have a discussion around urban planning, but there is no guarantee that any of that discussion will be taken into account when decisions are being made.

The third step of the ladder maps to Arnstein's consultation level. Citizens are asked for their input through online surveys without the ability to control what is being surveyed or how the results of the survey are being utilized.

The final step in the ladder maps to Arnstein's citizen power level, where, through an online decision support system, the citizens are given the final say in making decisions.

Carver also points out that for many organizations the ability to move to two-way communication is difficult because of a communication barrier. The first step is easy because all it takes is displaying the information online, while the other three two-way communication levels all require that information is processed and analyzed. They also require more sophisticated technology solutions to implement the two-way communication mechanism.

Little research has been done on online participation in urban planning in developing countries and the applicability of technology to enable citizen participation in those countries. New research is, however, underway that focuses on the use of technology to enable better governance (Ford, 2011).

Community e-Participation

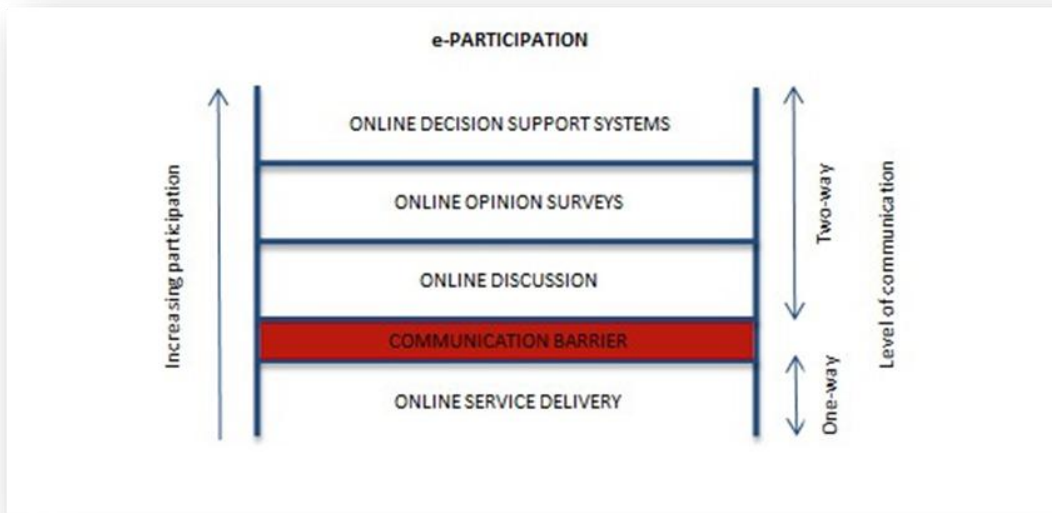


Figure 2:Community E-Participation Ladder

Source: Picture based on (Smith, 2001)

According to Julius Nyerere 1968, Development is the participation of people in a mutual learning experience involving themselves, their local resources, external change agents, and outside resources. People cannot be developed but they can only develop themselves by participating in activities, which affect their well-being. People are not being developed when they are herded like animals into new ventures (Nyerere, 1968).

A form of participation can be traced back at least to colonial times: In Eastern Nigeria in the late 1940s and early 1950s British colonial officials pursued a policy with many similarities to participatory development. The chief propagandist of this policy was E.R. Chadwick, the Senior District Officer Community Development. He wrote frequently about how self-help development could transform the capacity of Nigerians (as individuals and communities) to identify their own needs and strengthen their abilities to improve their own conditions. He was puritanical in his refusal to ‘deliver’ development since this undermined the very transformation that the policy sought to achieve. This

surprisingly modern view already contains many of the central themes that are still present in current approaches: self-help, the community as well as the individual, transformation and capacity building and, at least by implication, a limited form of empowerment. Not much of significance was added by the community development approach that originated in India after 1950 and spread to other developing countries in the 1960s, with its underlying modernization ideology and its practical combination of adult education, institution building, social welfare (especially education and health).

2.4.6.2 Types and Methods of Community Participations

The diversity mentioned above is evident by the sheer number of definitions of participation that have been proposed. The FAO Informal Working Group on Participatory Approaches and Methods (IWG) gives its own definition of participation in development as a process of equitable and active involvement of all stakeholders in the formulation of development policies and strategies and in the analysis, planning and implementation, monitoring and evaluation of development activities. To allow for a more equitable development process, disadvantaged stakeholders need to be empowered to increase their level of knowledge, influence and control over their own livelihoods, including development initiatives affecting them (FAO, 2007).

Various participation typologies have been proposed to describe degrees or levels of participation. Hayward et al. (2004) recognize that some of these models are not neutral; they encourage “full participation as the goal to be achieved. This value-laden view delegitimizes non- and/or peripheral disadvantaged people and secondly for project expansion and replication.

Community participation is one of the key ingredients of an empowered community.

Participation is the heart that pumps the community's life blood—its citizens— into the community's business. It is a principle so important that USDA has made active citizen involvement in all aspects of strategic plan development and implementation a condition for continued participation in its Empowerment Programs.

Community participation is far more than a requirement. It is a condition for success. Studies have documented that communities that engage their citizens and partners deeply in the work of community development raise more resources, achieve more results, and develop in a more holistic and—ultimately—more beneficial way. Community participation, then, is critical to community success.

Participation is a rich concept that varies with its application and definition. The way participation is defined also depends on the context in which it occurs. For some, it is a matter of principle; for others, practice; for still others, an end in itself (World Bank, 1995). Indeed, there is merit in all these interpretations as Rahnema (1992) notes Participation is a stereotype word like children use Lego pieces. Like Lego pieces the words fit arbitrarily together and support the most fanciful constructions. They have no content, but do serve a function. As these words are separate from any context, they are ideal for manipulative purposes. 'Participation' belongs to this category of word. Often the term participation is modified with adjectives, resulting in terms such as community participation, citizen participation, people's participation, public participation, and popular participation. The Oxford English Dictionary defines participation as "to have a share in" or "to take part in," thereby emphasizing the rights of individuals and the choices that they make in order to participate. Arnstein (1969) states that the idea of citizen participation is

a little like eating spinach: no one is against it in principle because it is good for you. But there has been little analysis of the content of citizen participation, its definition, and its relationship to social imperatives such as social structure, social interaction, and the social context where it takes place.

Brager, (1987) defined participation as a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power. However, it can also be a method to co-opt dissent, a mechanism for ensuring the receptivity, sensitivity, and even accountability of social services to the consumers. Cohen (1985) defined citizen participation as a process by which citizens act in response to public concerns, voice their opinions about decisions that affect them, and take responsibility for changes to their community. (Chambers, 1997) suggest that citizen participation may also be a response to the traditional sense of powerlessness felt by the general public when it comes to influencing government decisions: “people often feel that health and social services are beyond their control because the decisions are made outside their community by unknown bureaucrats and technocrats”.

The World Bank’s Learning Group on Participatory Development (1995) defines participation as “a process through which stakeholders influence and share control over development initiatives, and the decisions and resources which affect them.”

A descriptive definition of participation programs would imply the involvement of a significant number of persons in situations or actions that enhance their Oakley *et al* (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 the community's development. In the context of development, 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 (Paul, 1987). Paul's five objectives to which community participation might contribute are:

(a) Sharing project costs: participants are asked to contribute money or labor (and occasionally goods) during the project's implementation or operational stages.

(b) Increasing project efficiency: beneficiary consultation during project planning or beneficiary involvement in the management of project implementation or operation.

(c) Increasing project effectiveness: greater beneficiary involvement to help ensure that the project achieves its objectives and those benefits go to the intended groups.

(d) Building beneficiary capacity: either through ensuring that participants are actively involved in project planning and implementation or through formal or informal training and consciousness-raising activities.

(e) Increasing empowerment: defined as seeking to increase the control of the underprivileged sectors of society over the resources and decisions affecting their lives and their participation in the benefits produced by the society in which they live well-being, for example, their income, security, or self-esteem (Chowdhury, 1996).

Chowdhury states that the ideal conditions contributing towards meaningful participation can be discussed from three aspects:

2.5 Community Development

There are complementary definitions of community development. Community Development Challenge report, which was produced by a working party comprising

leading UK organizations in the field including (Foundation Builders) Community Development Foundation, Community Development Exchange and the Federation for Community Development Learning) defines community development as:"A set of values and practices which plays a special role in overcoming poverty and disadvantage, knitting society together at the grass roots and deepening democracy. There is a community development profession, defined by national occupational standards and a body of theory and experience going back the best part of a century. There are active citizens who use community development techniques on a voluntary basis, and there are also other professions and agencies which use a community development approach or some aspects of it."

Community Development Exchange defines community development as: "both an occupation (such as a community development worker in a local authority) and a way of working with communities. Its key purpose is to build communities based on justice, equality and mutual respect. Community development involves changing the relationships between ordinary people and people in positions of power, so that everyone can take part in the issues that affect their lives. It starts from the principle that within any community there is a wealth of knowledge and experience which, if used in creative ways, can be channeled into collective action to achieve the communities' desired goals.

Community development practitioners work alongside people in communities to help build relationships with key people and organizations and to identify common concerns. They create opportunities for the community to learn new skills and, by enabling people to act together, community development practitioners help to foster social inclusion and equality.

A number of different approaches to community development can be recognized, including: community economic development (CED); community capacity building; Social capital formation; political participatory development; nonviolent direct action; ecologically sustainable development; asset-based community development; faith-based community development; community practice social work; community-based participatory research (CBPR); Community Mobilization; community empowerment; community participation; participatory planning including community-based planning (CBP); community-driven development (CDD); and approaches to funding communities directly.

2.5.1 Development

The word development is fraught with ideological, political, and historical connotations that can greatly change its meaning depending on the perspective being discussed (Nelson *et al*, 1997). The following three definitions of development are most helpful and suitable in relation to this research project. The first definition is provided by Thomas (1995). Development is a process by which the members of a society increase their personal and institutional capacities to mobilise and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations. Korten's definition emphasizes the process of development and its primary focus on personal and institutional capacity. It also touches on justice, equity, quality of life, and participation. The second definition is from Wilcox, (1994) work. He adds the dimension of empowerment to Korten's idea of development (Wilcox, 1994).

Empowerment is a social action process that promotes participation of people, organizations and communities towards the goals of increased individual and community control, political efficacy, improved quality of life, and social justice.

Finally, Rahnema, (1992) emphasize that development must promote economic growth, but not at any cost:

The encouragement of economic growth must take account of and be restrained by three other equally important objectives:-

1. Protection of the environment and consideration of the ecological impact of industrialization and commercialization.
2. Fair and equitable distribution as well as redistribution of goods and services to enable poorer people to get a fairer share of society's wealth and to participate fully in the economy.
3. Creation of opportunities for everyone to increasingly participate in the political, artistic and other activities of society.

Rahnema, (1992) argues that criteria for development recognize the environmental and ecological faces of communities going through the process of development.

The environment is considered an integral part of development, since any impacts on a person's environment also influence the state of well-being or welfare. Environment and development are thus linked so intricately that separate approaches to either environmental or developmental problems are piecemeal at best.

2.5.2 Community Participation and Development

The community development approach emphasizes self- help, the democratic process, and local leadership in community revitalization. Most community development work involves the participation of the communities or beneficiaries involved (Smith, 1998). Thus, community participation is an important component of community development and reflects a grassroots or bottom- up approach to problem solving. In social work, community participation refers to "the active voluntary engagement of individuals and

groups to change problematic conditions and to influence policies and programs that affect the quality of their lives or the lives of others". One of the major aims of community development is to encourage participation of the community as a whole. Indeed, community development has been defined as a social process resulting from citizen participation (Smith, 1998)

Through citizen participation, a broad cross- section of the community is encouraged to identify and articulate their own goals, design their own methods of change, and pool their resources in the problem- solving process.

It is widely recognized that participation in government schemes often means no more than using the service offered or providing inputs to support the project (Smith, 1998). This is contrasted with stronger forms of participation, involving control over decisions, priorities, plans, and implementation; or the spontaneous induced or assisted formation of groups to achieve collective goals (Arnstein, 1969).

The most important and complicated issue bearing on local level planning and development is community participation. Effective community participation may lead to social and personal empowerment, economic development, and sociopolitical transformation. Yet there are obstacles: the power of central bureaucracies, the lack of local skills and organizational experience, social divisions, and the impact of national and transnational structures. There is no clear- cut agreement in the literature of community development on the nature of community participation or on a prescription to ensure it. The need for community participation in development and management is nonetheless accepted and recognized in the professional literature.

2.5.3 Community Participation Approaches

Although there is no consensus, some of the most important approaches to participation are presented below.

United Nations Research Institute on Social Development (UNRISD) Approach

The most important and original aspect of UNRISD is the focus on people power and organization of disadvantaged groups, hitherto bypassed in development. The significant factor in this approach was not that it concentrated on the poorest of the poor but that it emphasized questions of power and organization and also viewed the allies and adversaries of the hitherto excluded as included in the scope of investigation (Chowdhury, 1996).

2.5.5 Identification of Appropriate Stakeholders

The public involvement of stakeholders in development projects is widely recognized as a fundamental element of the process. Timely, well- planned, and well implemented public involvement programs have contributed to the successful design, implementation, operation, and management of proposals. For instance, the range of stakeholders involved in an Environmental Impact Assessment (EIA) project typically includes:

1. The people, individuals, or groups in the local community
2. The proponent and other project beneficiaries
3. Government agencies
4. Non-Governmental Organizations (NGOs)
5. Others, such as donors, the private sectors, academics, and so forth

2.6 Information Dissemination

This is a one- way flow of information from the proponent of the development project to the public. The proponent should provide sufficient relevant information about the project such as the benefits of the project to the beneficiaries, the costs of implementation, the potential for financing and implementation, and possible risk factors. The proponent must allow sufficient time for individuals to read and discuss the information provided, and listen to the views held by individuals as well as to issues and problems. Lack of transparency often fosters mistrust and misunderstanding between project authorities and local communities.

2.6.1 Consultation

Consultation involves inviting people's views on the proposed actions and engaging them in a dialogue. It is a two- way flow of information between the proponent and the public. Consultation provides opportunities for the public to express their views on the project proposal initiated by the project proponent. Rigorous planning and implementation of projects should be undertaken only after considerable discussion and consultation. Consultation includes education, information sharing, and negotiation, with the goal being a better decision making process through organizations consulting the general public (Cohen, 1997). This process allows neglected people to hear and have a voice in future undertakings.

Depending on the project, various methods are used during consultation such as public hearings, public meetings, general public information meetings, informal small group meetings, public displays, field trips, site visits, letter requests for comments, material for mass media, and response to public inquiries. The knowledge of local people should be

recognized and they should be enrolled as experts in designing development projects. Participants should be encouraged to articulate their ideas and the design of the project should be based on such ideas.

2.6.2 Genuine Interests

Participation depends on people's legitimate interests in the project or development activities. Therefore, participation needs to be considered as an active process, meaning that the person or group in question takes initiatives and asserts an independent role (Chowdhury, 1996).

2.6.3 Involvement in Decision Making

The project should encourage a maximum number of people in the participation of development projects. Such involvement should give the participants full inclusion in designing, organizing, and implementing activities and workshops in order to create consensus, ownership, and action in support of environmental change in specific areas. It should include people and groups rather than exclude any individuals. Public involvement is a process for involving the public in the decision making of an organization (Cohen, 1997). Participation actually brings the public into the decision-making process. (White, 1996) stressed community involvement in management of marine protected areas. According to the author, public involvement can take place at several stages in the establishment and management of marine protected areas. These stages are: (1) the recognition of a need; (2) discussions with interested parties and integration with the community; (3) baseline studies and monitoring; (4) education; (5) core group building and formalization of reserves; and (6) enforcement.

2.6.4 Accountability

The requirement of accountability applies to all parties involved in the project, such as project management, external organizers, and traditional leaders, as well as any emergent leadership from the ranks of the poor and the disadvantaged (Barrett *at el*, 1992). The authors also note that the agencies involved in project management and implementation are procedurally and periodically answerable to the people in the project area, as well as the citizens of the country in general. All people should be aware of their roles in the project and the planning of activities of the project. Accountability of concerned community members must be ensured, particularly after the decision is taken.

2.6.5 Repeated Interaction

Often there is interaction at the beginning of the project but no dialogue or any other form of interaction occurs during the project. This ultimately creates a big gap between the proponents of the development projects and the communities. Consequently, the local people abandon a project based on such an idea. Therefore, it is suggested that there should be ongoing communication throughout the project period.

2.7 Ownership and Control

Participation plays a major role in people's management of their own affairs. Ownership and control of resources have a profound impact on participation in development projects, emphasized four areas to be worked toward in a participatory coastal resource management program: greater economic and social equality, better access to services for all, greater participation in decision making, and deeper involvement in the organizing process resulting from the empowerment of people.

2.7.1 Sharing Benefits

It is evident that without sharing the benefits of the project, participation is a frustrating process for the poorer people. (Thomas, 1995) noted that there should be a fair and equitable distribution of benefits, as well as redistribution of goods and services, to enable poorer people to get a fairer share of society's wealth and to participate fully in the development process.

The Centre on Integrated Rural Development for Asia and the Pacific (CIRDAP, 1984), a regional rural development organization in South Asia, mentions that participation entails three distinct processes: first, the involvement of the people in decision making; second, eliciting of their contribution to development programs; and third, their participation in sharing the benefits from the development process.

2.7.2 Partnerships

Partnership in development processes allows stakeholders to work, talk, and solve problems with individuals who are often perceived as the masters. Instead of demonstrating the relationship as a worker- client tie, the parties involved should agree on working in partnerships. An expression used by the Latin American activists to describe their relationship with the people (communities, groups) with whom they are working is accompaniment, or "accompanying the process" (Wilson, 1998). Wilson and Whitmore identified a set of principles for collaboration in a variety of settings and situations. These include nonintrusive collaboration, mutual trust and respect, a common analysis of what the problem is a commitment to solidarity, equality in the relationship, an explicit focus on process, and the importance of language.

2.7.3 Environmental Legislation

The environment is considered as an integral part of development, since any impacts on an individual's environment also impacts on well-being or welfare. It has been shown that the lack of environmental legislation in developing countries limits environmental protection. This ultimately creates considerable environmental problems in the name of development in third world countries. Therefore, lack of legislation to protect human rights as well as the environment may impede public participation in development projects.

2.8.1 The Use of Community Participation

The use of community participation yielded significant results in one of the community-based forestry regions in Gujarat, India. During the 1980s, an average of 18,000 offenses was recorded annually: 10,000 cases of timber theft, 2,000 of illegal grazing, 700 fires, and 5,300 other offenses (World Bank, 1996). The World Bank sourcebook reports:

Twenty forestry officials were killed in confrontations with communities and offenders; Assaults on forestry officials were frequent. In response, an experiment in joint management with communities was begun by the conservator. This included community meetings, widely publicized creation of forest protection committees, and profit sharing of 25 percent of timber returns with local groups. As a result, conflicts between officials and community groups diminished, community groups assumed responsibility for patrolling forests, and productivity of the land and returns to villages increased sharply. In one year, one village of eighty-eight households harvested and sold 12 tons of firewood, 50 tons of fodder, and other forest products, while also planting and protecting teak and bamboo trees (World Bank, 2001).

2.8.2 Qualities of Participation

Over the past two decades, many governments, development agencies and non-governmental organizations have recognized that the "top-down" approach characteristic of traditional development strategies has largely failed to reach and benefit the rural poor. Pressed by a lack of resources, deteriorating terms of trade and mounting external debt repayments many governments are looking for alternative approaches to development. In this search, people's participation as a mechanism for promoting rural development is of paramount importance.

People's participation implies the active involvement in development of the rural people, particularly disadvantaged groups that form the mass of the rural population and have previously been excluded from the development process. The World Conference on Agrarian Reform and Rural Development (WCARRD) in 1979 affirmed that "participation by the people in the institutions and systems which govern their lives is a basic human right and also essential for realignment of political power in favour of disadvantaged groups and for social and economic development". FAO experience has shown that through participatory programmes and activities it is possible to mobilize local knowledge and resources for self-reliant development and, in the process, reduce the cost to governments of providing development assistance. People's participation is also recognized as an essential element in strategies for sustainable agriculture, since the rural environment can only be protected with the active collaboration of the local population.

People's participation should be viewed as an active process in which people take initiatives and action that is stimulated by their own thinking and deliberation and which they can effectively influence. Participation is therefore more than an instrument of

implementing government projects. It is a development approach which recognizes the need to involve disadvantaged segments of the rural population in the design and implementation of policies concerning their well-being. While participatory approaches have been successful in many countries at stimulating self-help activities at the local level, they can and should also be followed in the design, implementation and evaluation of large- scale projects.

2.9 Conclusion

This chapter described the literature review, theoretical literature, empirical literature review and policies review concerning the study. Also it reflected the lesson learned from different theories and policies of community participation and development. Effective participation is necessary to bring development to the poor people in rural areas and the following chapter (Chapter Three) will treat Research Methodology.

2.1.4 Conceptual Framework

A “concept” is an abstract or general idea inferred from specific instance. Unlike a theory, a concept does not need to be discussed and to be understood in a similar way (Smith, 2004). A conceptual Framework therefore is a set of broad ideas and principles taken from relevant field of inquiry and used to construction the subsequent presentation (Reichel, 1987). It can be a research tool anticipated to support a researcher to increase consciousness and understanding of the circumstances as far as the study is concerned. It forms part of the agenda for negotiations to be scrutinized and tested, reviewed and reformed as a result of investigation (Guba, 1988).

It is believed that, the presence of participation in development projects in relation to the environment of all groups to include women; having better opportunity to have control over resources in decision making, project management and good organization of women ultimately leads to a better level of women participation in projects. This can enhance the improvement of wellbeing to women and community members a large by smashing out the various factors which limit them to participate and be in the position to overcome the level of dependence hence socio-economic progress.

Conceptual Framework

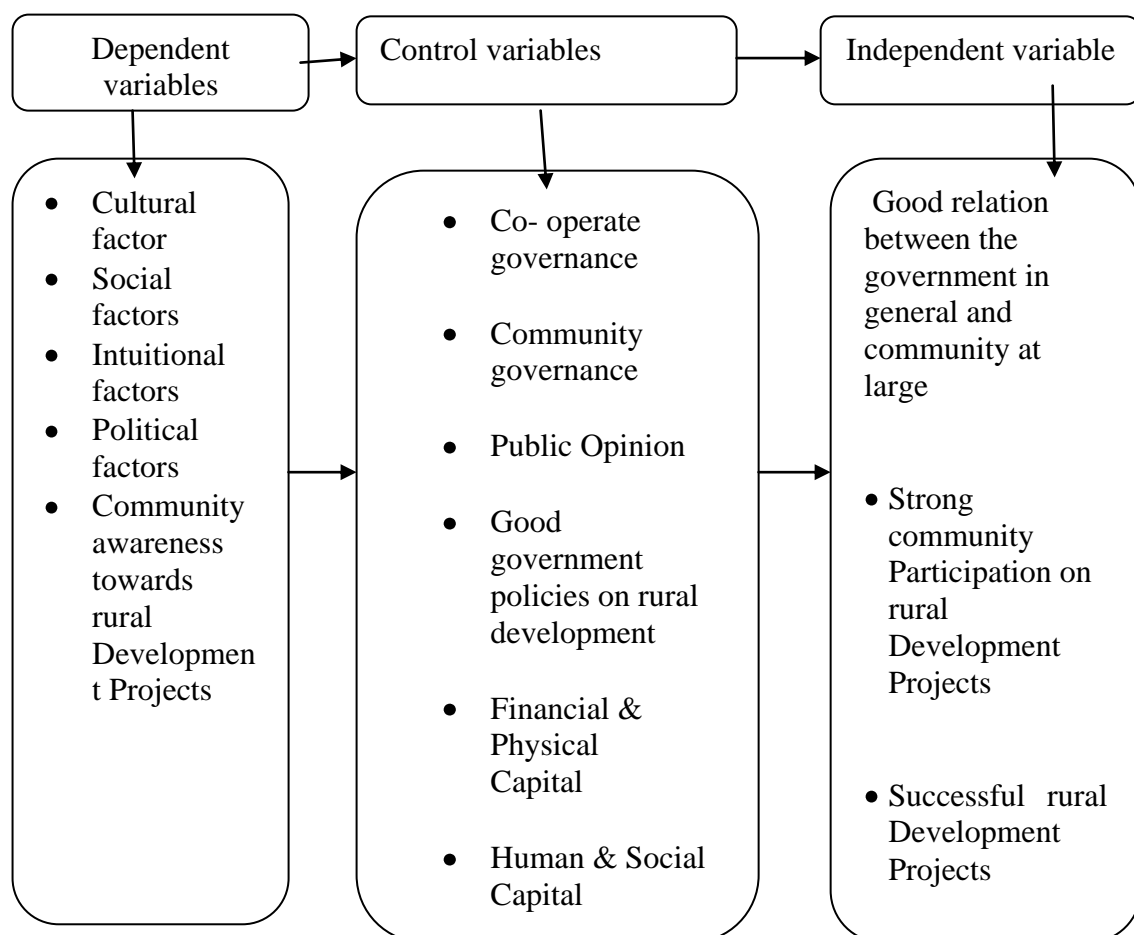


Figure 3: Conceptual Frame Work

Source: Modified from max 2003, seimah2008 and parry –Jones, Sarah (1999)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Methodology sets the way how data will be collected, analyzed and interpreted. This chapter highlights the methods and techniques used in gathering both primary and secondary data for the study. It portrays the tools and ways in which data were collected and analyzed. It depicts sampling techniques as well as related issues of research methodology.

3.1 Study Approach

The study used both qualitative and quantitative approaches in investigating and analyzing the problem. These procedures were expected to make it possible to gather descriptive and some statistical data as required by the study. In this study, the qualitative approach was applied to enter the respondents' personal words in order to gain deeper and clear understanding of their knowledge, experiences and feelings in respect to the problem. Best and Khan (2004) narrated that; qualitative research approach consists of data that describe persons or events scientifically without the use of numerical data. A study consisting of interviews is an example of qualitative data. Also Cohen (2002) argued that qualitative research approach is an approach that helps to examine the problems in details so as to get the valid conclusion. This approach was employed in collecting data through interview which were in form of beliefs and outlook of individual actions.

3.2 Research Design

Research design is the arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to research purpose with economy in procedure

(Kothari, 2004). Khan (2004) added that the research design stipulates methods used for data analysis. It may differ according to the rationale of the study. Research design is one of the crucial elements in Research work.

This study employed descriptive research approach. Descriptive research is concerned with description of the characteristics of particular individuals or a group or situations. The major purpose of descriptive research is description of state of affairs as they exist. In this study, it may give an opportunity to have an in-depth investigation of the way community members participate in the rural development projects. It helps to get the inner perceptions, feelings and love of the community in general regarding operation systems. Finally it allows multiple data collection methods such as interview, questionnaire and documentary review so as to obtain complete and accurate information of the study, having protection against bias and having maximum reliability of data (Kothari, 2004).

3.4 Population of the Study

A population is a group of individuals, objects or items from which sample are taken for measurement. It refers to an entire group of people or elements that have at least one thing in common. (Kombo *et al*, 2006). The population in this study consisted of different groups of respondents. These groups range from project management committee, TASAF Coordinator, Community Development Officers, Ward Executive Officers, Village Executive Officers and Community members (female and male) from three wards.

3.5 Sample and Sampling Procedures

3.5.1 Sample

A sample is the selection of respondents who can be used as representatives of total population according to some rule for studying some characteristics of the population and the group consisting of these units (Kothari, 2004). On the other hands, Wilson, (1998) defines a sample as a representation of a large whole. A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. According to Leedy (1980) selection of the sample should take into accounts the following important issues: availability of population, methods, time and the resource to undertake an academically satisfactory study.

3.5.2 Sampling Techniques

The sampling techniques for this study were both purposive and simple random sampling. According (Wilson, 1998), it is said that, the purposive sampling subjects are selected under special criteria and they are expected to give some useful knowledge to the study. Purposive sampling was used basing on the idea that, it is important to choose those respondents who would give the researcher the necessary information. Respondents are therefore chosen with specific criteria experience and other personality views to give useful information about the study. In this study purposive sampling was applied to officers from district council department offices, Ward and Village Executive Officers and Non Governmental Organizations (NGOs) staff. In simple random sampling, every member has equal chance to be selected. This category of respondents is expected to give out their experience, knowledge, feeling and perceptions about the projects. Simple random sampling was applied whereby the sample was taken from a list of respondents of the three wards and from project committee members.

3.5.3 Sampling Frame

The sampling frame for this study was the residents of Aghondi ward, Manyoni ward and Solya ward to include the households of respondent who participated in TASAF sub projects. However three wards were selected from entire district. These were Aghondi, Manyoni and Solya wards.

3.5.4 Sample Size

Sample size had a total of fifty four (54) respondents from different categories. Ten (10) respondents from Manyoni District Council Staff, eight (8) Wards and Villages Executive Officers, six (6) respondents from Community Development Stakeholders (NGOs) engaged in rural development and thirty (30) respondents from the community members at large who were randomly selected by stratification in the three wards (Manyoni, Solya and Aghondi Wards). The following factors were considered when selecting a sample size; availability of the population, methods of sampling and financial resources

Table 1: Sample Size of Respondents

S/No	Types of respondents	Number	Percentage
1.	Manyoni District Council Staff	10	18.52
2.	Wards Executive Officers (WEOs) and Village Executive Officers (VEOs)	8	14.81
3.	Other stakeholders of rural development (NGO's)	6	11.11
4.	The community members at large	30	55.56
5.	Total	54	100

Source; Fieldwork Research Survey

3.5 Data Collection

In research, the term “data collection” refers to gathering specific information aimed at proving or refuting some facts (Thompson *at el*, 2006). While Khan, (2004) argues that every research involves data collection. The study used varieties of techniques to obtain data and supplement the data obtained from other instruments. The methods were used in order to ensure validity information to be collected. In this study, three methods were used to collect data related to the research problem. These methods were Interviews, questionnaires and Documentary.

3.6.1 Primary Data

Primary data was collected by using the method of interview and Questionnaire so as to meet the purpose of the study.

3.6.1.1 Questionnaire Method

A questionnaire contains a list of questions to which an individual has to respond by choosing his/her best appropriate answers from the options provided (Ogunniyi, 1992). These questions were in definite order in a form or set forms. The reason to use questionnaire method was to give the other respondents enough time to pass through the questions and respond to them accordingly. Through, questionnaire was useful where the respondents were knowledgeable and willing to answer the questions. Questionnaires were distributed to community members like women and men who were participants and other non participants of the projects.

Questionnaire method was used to forty six (46) respondents to explore information from them in a particular position they occupy in a community. Questionnaires were

categorized into four groups that were questionnaires for district staff, village and ward executive officers, the general community and Non Governmental Organization staff. Questionnaire method was used to those literate respondents only, while for illiterate respondents information from them was collected by interview

3.6.1.2 Interview

This is defined as conversation with a purpose of gathering information (Behr, 1983). Interview is a process of interaction between the researcher and interviewees in terms of oral or verbal response. According to Kothari (2004), personal interview method requires a person known as interviewer asking questions generally in a face- to- face contact to the other person. Interviews are used to gather information regarding an individual's experience and knowledge on his or her opinions, beliefs and feelings.

Through interview information about phenomena is obtained. In this study, the In- Depth interview was used so as to determine the deep perception of respondent towards the research problem especially in decision making process, ownership feeling of the projects, and management arrangement and satisfaction level as far as project is concerned.

The research applied In-depth interview to TASAF Coordinator, community development officers, Ward Executive Officers and Village Executive Officers, Project Management committee, cultural leaders and some of the community members who were the key informants concerning this research subjects. Interview method was used to thirty (30) respondents especially to the general community. Since the general community comprised both literate and illiterate respondents so interview method was a suitable method to collect data for such nature of respondents

3.6.2 Secondary Data

This refers to the data which have already been collected and analyzed by someone else. A research can utilize secondary data by looking in the various sources from where they can be available. (Kothari, 2004). Secondary data in this study was used so as to gather necessary data which was also valid in attaining the objectives of the study.

3.6.2.1 Documentary Review Method

Documentary is about gathering data from secondary sources (Ndunguru, 2007) in this study number of official documents were reviewed. These documents include books, Research report, minutes of various meetings, published and unpublished document like journals and articles

3.7 Ethical Consideration

In order to ensure the presence of ethical consideration during data collection, the researcher concentrated to the rules and regulations prevailing to people's welfare. This will be done so as to ensure the rights to privacy and protection of the respondents. During the study the relevant respondents were informed on the purpose of the study. All attentions was observed and respected regarding their right to privacy and protection from any harm which could result from the information they give out. Assurance of no other use of the information given apart from the study purposed was granted. Furthermore, in relation to ethics and confidentiality in research, the researcher was responsible to ensure that information about the subjects and their responses remained confidential and that they were used for no purpose rather than the research for which it was intended (Mason and Bramble, 1997).

3.8 Research Clearance Letters

The vital significance process for conducting this research was observed. The research clearance letters was obtained from the office of the Director of the Postgraduate studies, University of Dodoma and Manyoni District Executive Director.

3.9 Data Analysis

Data that was collected through qualitative and quantitative methodological ways and analyzed through both quantitative techniques, depending on the type and nature of data. Qualitative methods reduce and summarize data into patterns of information which were easily analyzed and interpreted. The responses were coded, entered and analyzed in a computer program known as Statistical package for social scientific (SPSS 16.0) which the use of descriptive statistics in terms of percentage and average. The qualitative procedure was in a form of content analysis and logical interpretation of the study findings.

3.9.1 Data Reliability

The idea behind reliability is that, any significant consequence must be more than a one of finding and be inherently repeatable (Shuttle, 2008), it may also mean the accuracy of the actual measuring instrument or procedure. Reliability is the extent to which the study findings would be the same if the research were to be repeated with a different sample of subject (Veal, 1997).

Respondents who provided their answers through various methods like: Interview and documentary review with assessment of community participation towards TASAF sub-projects and other rural development projects were made the study to be reliable due to the

findings that were obtained through the mentioned methods. The longer the instrument was to be employed, the greater was its reliability identified three types of reliability referred to in quantitative research, which relate to: (1) the degree to which a measurement, given repeatedly, remains the same (2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period. At the same time, all data which collected in the research were uniformly being processed to ensure consistency and stability of research outcomes.

3.9.2 Data Validity

The philosophy of validity and reliability are fundamental cornerstones of the precise method. They are at the core of what is accepted as scientific proof (shuttle worth, 2008). In respect to validity, the rule says that, the instrument is considered to be valid when it provides an accurate measure. This is supported by (Thomas *at el*, 1990) that validity refers to soundness of the interpretation of the test.

On the other hand (Kothari, 2004) says that, validity refers to the extent to which a test measures what we actually wish to measure. Thus, the researcher applied the content and face type of validity to measure the validity of information provided by the respondents through questionnaires. Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to means (Campbell, 2001). The validity of data collection tools can assured by obliging with comments from the supervisor, administration of tools to be used by a researcher and testing of some tool before the actual data collection process. The collected data was valid because of the instruments that have been used in data collection.

3.10 Study Area

This work is the product of a study conducted in three wards that are within Manyoni District to assess community participation towards successful rural development projects, in Manyoni district Singida region

3.10.1 Geographical Location

Manyoni District is located below the equator between latitudes $5^{\circ} 30'$ and $7^{\circ} 34'$. Longitudinally the District is situated between $33^{\circ} 27'$ and $35^{\circ} 26'$ East of Greenwich.

The District shares boundaries with Districts and Regions as follows;

- East - Bahi District (Dodoma Region)
- West - Tabora and Sikonge District (Tabora Region)
- South West - Chunya District (Mbeya Region)
- North - Singida District (Singida Region)
- South East - Iringa District (Iringa Region)
- North East - Kondoa District (Dodoma Region)

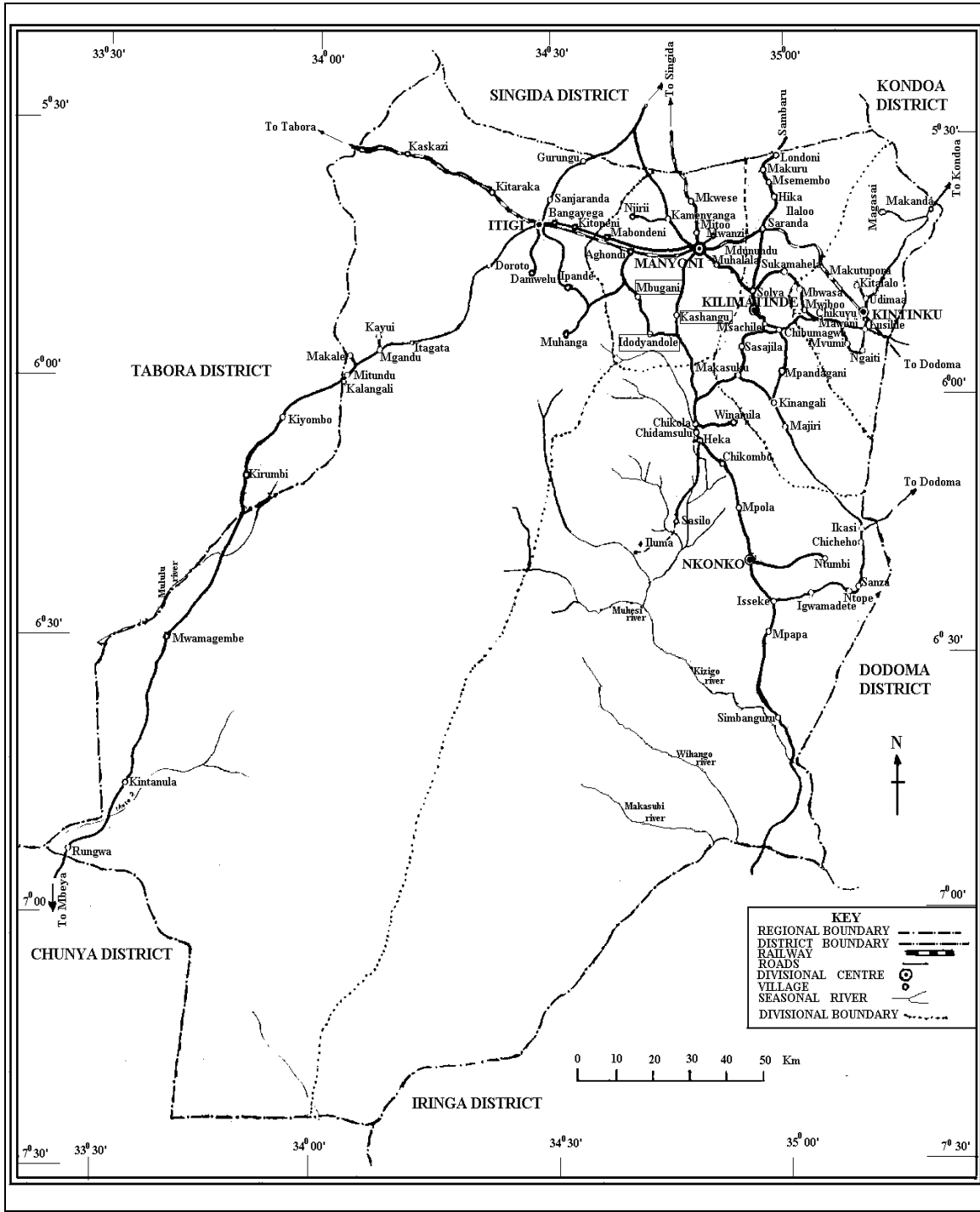


Figure 4: Manyoni District Map

Source; Manyoni Planning Cartographic Unit, 2013

3.11 Land Area and Land Use Pattern

Manyoni District is one of four Councils consisting Singida Region. It is located in the Southern part of the Region. It covers an area of 28,620km² which is equivalent to about 58% of the region area, 85% of the District area is occupied by Forest and Game Reserves (Rungwa, Muhesi and Kizigo), 15% is the area for residence and agricultural activities.

3.11.1 Administrative Units

Essentially there are two administrative hierarchies the central and local government. The Central Government headed by the District Commissioner (DC), deals primarily with administrative matters. The local government, headed by the District Executive Director (DED), is primary responsible for socio-economic development of the district. For easy of management, Manyoni District is divided into 5 divisions, 30 wards village and 356 hamlets, also the district has two parliamentary constituents.

3.12 Climate and Physical Features (Soil, Topography and Natural Vegetation)

3.12.1 Climate

- **Rainfall**

The District forms part of the semi- arid central zone of Tanzania which experiences low rainfall and short rainy seasons which are often erratic with fairly wide spread drought in one year out of four. Total rainfall ranges from 500mm to 700mm per annum with high geographical, seasonal and annual variation. There are two rather well defined seasons, the short rainy season during the months of December to March or sometimes goes to April and the long dry season from April to November.

- **Temperature**

The temperatures in the District vary according to altitude but generally range from about 20°C in July to 30°C during the month of October. Moreover, temperature differences are observed between day and night and may be very high with hot afternoons going up to 32°C and chilly nights going down to 15°C.

3.13 Scope of the Study

The scope of the study covered the District Executive Director (DED), Wards Executive Officers (WEOs) Village Executive Officers (VEOs), Stakeholders of Rural Development in Manyoni District and the community members within the district at large.

3.14 Justification

There are few studies done in Manyoni District on community participation in rural development projects. Example of studies was done by Isaya Edward Msuya was the “The impact of the Agricultural sector towards the improvement of the economy to the rural residents”; Case of Manyoni District in (2002), where by researcher showed how much agricultural policy formulations neglected the Tanzanian rural residents who form the majority of the Tanzanian population. The formulation, implementation and evaluation of agricultural sector and marketing policies hardly not incorporate the implementers (the producers) in the rural areas both men and women. So this situation drive me to do this research because nobody examine people’s participation towards their own development through participate in the rural development projects.

3.15 Conclusion

This chapter identified research approach design, methods and tools used for data collection. Moreover, it explained how data was being collected in order to provide the tangible data analysis. While the next chapter (Chapter Four) presents the findings, data analysis and discussion of the field research survey and these data helps the researcher to know the really situation of the study area.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.0 Introduction

This section present the findings, data analysis and discussion of the field research survey, these data helped the researcher to know the really situation of the study area.

The main objective of this study was to assess the community participation towards rural development projects in Manyoni district particularly from Manyoni, Aghondi and Solya wards. In this study TASAF, World Vision and other government projects were used as a case. The extent to which community participate in rural development projects can be determined by principle of clear definition of their role and responsibilities as beneficiaries, their feelings of ownership and active participation in planning and decision making process. Basing on above principles, this chapter presents the study findings obtained through interviews, questionnaire and documentary review of the data collection methods.

4.1 Demographic Characteristic of the Respondents

The study examined 54 respondents as proposed in the sample. The respondents included Manyoni District Council Staff, Wards and Villages Executive Officers, Non Governmental Organizations (NGOs) staff and the community members at large. Also further information was collected from different types of reports and documents (Publications). The respondents divided by researcher according to Gender, Age, Education status, Employment status and their Residential areas as follows:

4.1.1 Gender of Respondents

Table 2: Gender of Respondents

Gender	Frequency	Percentage
Male	35	64.8
Female	19	35.2
Total	54	100.0

Source: Fieldwork Research survey, 2013

The data indicate that out of fifty four (54) respondents, thirty five (35) of all respondents were males which is equivalent to sixty eight point eight percent (64.8%), while out of fifty four (54) respondents, nineteen (19) respondents were female which is equivalent to thirty five point two percent (35.2%) of all respondents.

Table No.2 demonstrates that thirty five point two percent (35.2%) of all respondents were women while sixty four point eight (64.8%) of all respondents were men, this depicts that there was no equal participation between men and women in development projects. Women are marginalized in making decisions for the important development matters though they can have a positive contribution on rural development projects. The number of women is low compared to men, this shows that there is gender inequality when it comes to participation in development issues, which that situation may cause failure of the development projects established in the rural areas in Manyoni district as well as Tanzania at large.

Although we are under estimating women in this world but women are our mother as stressed by Rev Robert McNamara (1978). He argued that when talking about

development we should all recognise the special role. Women are very essential in development issues, since their contribution can lead positive results to community development at large. Also women are the mothers of the nations hold in development of this world.

Not only that but also the weak participation had been observed in involvement of women towards rural development projects, such as in the project of beekeeping in Aghondi ward indicates few women attended seminars and training on how to keep bees for improving honey production which in turn will improve families income. One member from the ward development committee said that, “the training and seminars were sponsored by Manyoni District Council in collaboration with other donors. Villages which were benefited from this project were Kamenyanga, Aghondi and Njirii; women who participated were 30 out of 315 participants”. More education is needed to stimulate and influence women participation in rural development projects in order to achieve equal participation between men and women in Manyoni District

4.1.2 Respondents by Age

Age is determinant factor of experience of an individual regarding a certain issue. It is appropriate in this study since different ages groups give their past and present experience about community participation towards rural development projects. Overholt, *et al* (1991) on his study in gender analysis framework explained that, age could be observed as a function of knowledge and experience.

In this study, age was a significant parameter since different age groups have various experience, knowledge and perception regarding the issue of participation

Table 3: Age Group of Respondents

Age	Frequency	Percentage
18-25	9	16.7
26-35	10	18.5
36-45	16	29.6
46-55	13	24.1
56-60	6	11.1
Total	54	100.0

Source; Fieldwork Research Survey, 2013

The findings demonstrate that, out of fifty four (54) respondents, nine (9) respondents which is equivalent to sixteen point seven percent (16.7%) of all respondents were aged between 18 and 25 years, out of fifty four (54) respondents, ten (10) respondents which is equivalent to eighteen point five percent (18.5%) of all respondents were aged between 26 and 35 years, out of fifty four (54) respondents, sixteen (16) respondents which is equivalent to twenty nine point six percent (29.6%) of all respondents were aged between 36 and 45 years, and out of fifty four (54) respondents, thirteen (13) respondents which is equivalent to twenty four point one percent (24.1%) of all respondents were aged between 46 and 55 years and last category was, out of fifty four (54) respondents, six (6) respondents which is equivalent to eleven point one (11.1%) of all respondents were aged between 56 and 60 years old and above.

Table No.3 demonstrates that many people who participated effectively in development projects were aged between 26 and 55 years, which counted seventy two point two percent (72.2%) of the total population. This is the best age because a person is energetic and has

high capacity to participate in development issues and development projects in particular. When a person reaches 60 years old and above he or she can be assumed that he or she does not have a capacity and enough energy to engage effectively in community development activities. But according to Warren (1963) argued that participation tends to reduce alienation which prevents members from identifying with their communities. He farther added that the aged people who are seldom assigned major responsibilities in the family, religious organizations, labour force or voluntary and civic organizations. This tendency of the community to utilize its older members may alienate them. Since the older people have great experience, knowledge and skills about different matters and wisdom in making various discussions. Therefore aged people their contributions are very vital towards successful rural development projects. People of age between 18 and 25 which counted sixteen point seven percent (16.7%) of the population do not much participate in community development activities. Because many of them are still at schools, colleges, universities and others migrate to the big cities like Dar es Salaam, Mwanza, Arusha, Mbeya and Tanga looking for better life there.

So the government, parents and NGO's have another duty of educating the young people to participate in development projects in rural areas, obvious we know young people are the leaders of tomorrow if we don't engage them now then will not participate in development activities tomorrow.

4.1.3 Employment Status of Respondents

Table 4: Employment Status of Respondents

Employment status	Frequency	Percentage
Unemployed	5	9.3
Employed	12	22.2
Farmer	26	48.1
Business person	8	14.8
Others	3	5.6
Total	54	100.0

Source: Field Work Research Survey, 2013

The findings indicate that out of fifty four (54) respondents, twenty six (26) respondents were farmers which is equivalent to forty eight point one percent(48.1%) , again out of fifty four (54) respondents, twelve (12) respondents were working in formal job like teachers, District Staff and Non – Governmental Organizations (NGO’s) staff which is equivalent to twenty two point two percent (22.2%), also out of fifty four (54) respondents eight (8) respondents were business people which is equivalent to fourteen point eight percent (14.8%), out of fifty four (54) respondents, five(5) respondents were unemployed which is equivalent to nine point three percent (9.3%) and lastly out of fifty four (54) respondents, three(3) respondents were mixture of students, street vendors, non-workers which is equivalent to five point six percent (5.6%).

Table No.4 demonstrates that many people in Manyoni District were farmers which counted to forty eight point one percent (48.1%) of all respondents, and people who have formal jobs like teachers, district staff and NGO’s staff’s counted twenty two point two percent (22.2%) of all respondents. Followed by business people who counted fourteen

point eight percent (14.8%), also unemployed people counted nine point three percent (9.3%) and lastly were other people who were not working in job mentioned above who counted five point six percent (5.6%). So many people who are participating in development projects were farmers.

4.1.4 Education Status of Respondents

An education status of participants is a vital factor since their skill and knowledge are significant in judging different issues concerning development projects .Education gives a person ability to evaluate things and make useful contribution about certain issues.

Education statuses were grouped in non educated, primary education, secondary education diploma, degree and above

Table 5: Education Level of Respondents

Education level	Frequency	Percentage
Non educated	8	14.8
Primary education	17	31.5
Secondary education	17	31.5
Diploma	8	14.8
Degree and above	4	7.4
Total	54	100.0

Source; Fieldwork Research Survey

The data depict that out of fifty four (54) respondents, seventeen (17) respondents which is equivalent to thirty one point five percent (31.5%) had primary education level, also out of fifty four (54) respondents, seventeen (17) respondents which is equivalent to thirty one point five percent (31.5%) had secondary education level, beside that out of fifty four (54) respondents, eight (8) respondents which is equivalent to fourteen point eight (14.8%) were non educated, also out of fifty four (54) respondents, eight(8) respondents

which is equivalent to fourteen point eight (14.8) were diploma holders, while out of fifty four (54) respondents, four (4) respondents which is equivalent to seven point four percent (7.4) were degree holders and above.

Table No.5 above indicates that majority of the people in Manyoni district their level of education range between primary education and diploma. Which out of fifty four (54) respondents, forty two (42) respondents their level of education was ranging between primary education and diploma, which counted seventy seven point eight percent (77.8%). That is not a good indicator for the development of the community in rural areas. Since experts and highly educated individuals are required to support and supervising community development projects in rural areas in Manyoni district and Tanzania rural areas at large.

There is a need to educate these people to impart them with knowledge in how to manage the projects, since they are the ones who participate in those projects and those who hold diploma, bachelor degrees and above are the best to be supervised and good coordinators in those rural development projects.

4.1.6 Residential Areas of Respondents

Table 6: Residential areas of Respondents

Residential area	Frequency	Percentage
Aghondi	21	38.9
Manyoni	20	37.0
Solya	13	24.1
Total	54	100.0

Source: Fieldwork Research Survey, 2013

The data indicate that out of fifty four (54) respondents, twenty one (21) respondents which is equivalent to thirty eight point nine percent (38.9%), were residing at Aghondi ward, out of fifty four (54) respondents, twenty (20) respondents which is equivalent to thirty seven point zero percent (37.0%) were residing at Manyoni ward, while out of fifty four (54) respondents, thirteen (13) respondents which is equivalent to twenty four point one percent (24.1%), were residing at Solya ward.

Table No.6 above demonstrates that many of respondents were from Agondi which counted thirty eight point nine percent (38.9%) of all respondents, followed by respondents from Manyoni ward which counted thirty seven point zero percent (37.0%) and lastly respondents from Solya which counted twenty four point one percent (24.1 %)

The population of Manyoni District is 296,763 people where by male are 146,030 and female 150,733 (National census report 2012).

Manyoni ward is the headquarter of Manyoni District where District Offices are found like District Commissioner (DC) Office, District Council Offices and other Administrative Offices.

Manyoni ward has a population of 25,505 people where male are 12,328 and female are 13,177 (National census report 2012), Aghondi ward has a population of 5,468 people where as male are 2,881 and female are 2,587 (National census report 2012) and lastly Solya ward has a population of 4,372 people where by male are 2,109 and female are 2,263 (National census report 2012).

4.2 Extent of Community Participation in Rural Development Projects

The first objective of the study was to assess the extent to which community participates in rural development projects. According to the interview conducted in the field and questionnaires answered by respondents, out of fifty four (54) respondents, twenty two (22) respondents which is equivalent to forty point seven percent (40.7%) of all respondents participated minimum in the development projects, while out of fifty four (54) respondents, nineteen (19) respondents which is equivalent to thirty five point two percent (35.2%) participated in many of the projects, and lastly out of fifty four (54) respondents, thirteen (13) respondents which is equivalent to twenty four point one percent (24.1%) participated in most of the projects observed by the researcher.

Table 7: Participation Rank of Respondents

Respondents	Frequency	Percentage
Minimum projects	22	40.7
Many projects	19	35.2
Most of the projects	13	24.1
Total	54	100.0

Source: Fieldwork Research Survey, 2013

Table 8: How People Understand Community Participation in Rural Development

Projects		
	Frequency	Percentage
They know according to their perspective	16	29.6
They know in partial about community participation	14	25.9
They don't know about community participation	15	27.8
They know through NGO'S	9	16.7
Total	54	100.0

Source: Fieldwork Research Survey, 2013

Among the all respondents who answered this question in how they understand community participation in rural development projects, out of fifty four (54) respondents, fourteen (14) respondents which is equivalent to twenty nine point six percents (29.6%) defined community participation according to their perspective, district council and NGO's staffs were aware about community participation towards rural development projects. Apart from that out of fifty four (54) respondents, fourteen (14) respondents which is equivalent to twenty five point nine percent (25.9%) they knew community participation partially most these respondents were the villages and wards executive officers as well as few community members who answered this question. Out of fifty four (54) respondents, fifteen (15) respondents which is equivalent to twenty seven point eight percent (27.8%) of all respondents were not aware completely about community participation most of them were the community members who answered this question. Lastly out fifty four (54) respondents, nine (9) respondents which is equivalent to sixteen

point seven percent (16.7%) of all respondents who answered this question knew community participation through the aspect of NGOs. This indicated that the District and NGO's staff do understand fully the meaning of community participation but when it comes to the local people in the rural areas there were some people who did not know completely what is all about community participation.

This situation indicated that those who were not aware about community participation were the ones who did not participate in any community activities because if they participated they could have heard about it in the village meetings and seminars held in their areas.

According to the data found in Manyoni District Council, there are many projects which had been introduced and can be categorized into several sectors like in Agricultural sector, Environment sector, Education sector and other sectors. All these projects were funded by the central government under supervision of local government, contribution from donors particularly International Organizations, NGOs and little contribution from the entire community.

Table 9: Those Projects Are Further Divided According to the Group's Projects and Community Projects

Types of project	Frequency	Percentage
Group projects	29	53.7
Community projects	25	46.3
Total	54	100.0

Source: Fieldwork Research Survey, 2013

Group projects are those projects which involve few individuals or people and do not affect the entire community, most of them are profit making or benefit that particular group projects. Examples of group projects found in Manyoni District during the research survey include Aghondi beekeeping (Elderly), Mitoo poultry project (Orphan), Sukamahela dairy cattle (Elderly), Manyoni Sunflower oil pressing and filtering (women). While community projects are those projects which involve the whole community and affect the whole community most of these project are non profitable but they benefit the whole community at large. Examples of community projects found in Manyoni District during the research survey included construction of dispensary at Njirii village, water pipe supply project at Manyoni ward, construction of classrooms at Kamenyanga primary school, road construction and water project at Solya ward and construction of villages' offices at Njirii and Kilimatinde villages.

For the community projects the government contribution was seventy five percent (75%) of all cost of the projects and twenty five percent (25%) was contributed by the community. In environment project the government contributed ninety percent (90%) and the community contributed ten percent (10%) of the total cost of the all projects. But when it comes to group projects the government contributed forty percent (40%) of the cost of all projects and the group members contributed the sixty percent (60%) of the projects costs. The government emphasizes on community participation and contribution, because by contribution in terms of financial resources or labour power to the projects it makes the community be responsible to those projects (Manyoni District Planning Office Profile report, 2012).

Kilimatinde Area of Development Plan (ADP) is a world vision centre responsible in influencing rural development projects so as to improve the livelihood of the rural residents. This centre is Non-Governmental Organization (NGO) established in 2003 which its headquarters is in Dodoma and it is a registered NGOs. The main objective of the Kilimatinde world vision Area of Development Plan (ADP) is to facilitate development among the Rift Valley Communities in Manyoni District to attain livelihood security and sustainable management of their resources. Kilimatinde world division ADP aims to supervise and facilitating social economic empowered of marginalized communities in Central Rift Valley in Tanzania through promoting and improving agricultural production, entrepreneurship development, organizational strengthening, social services delivery and relevant cross cutting issues in rural areas. Kilimatinde world division ADP has currently six projects in Manyoni District those projects are Dairy cattle, Poultry project, construction of classrooms and teachers houses, food security, HIV/AIDS prevention project and care for the most vulnerable groups including orphans, elderly women Albinos and other vulnerable groups.

Kilimatinde world vision ADP projects also are divided into two categories namely group and community projects. Groups projects involved few people and most these projects are profit making or benefit the particular group. Take an example of group project were poultry project (Elderly) in Sukamahela village, Dairy cattle (women) in Solya village and HIV/AIDS prevention in Kilimatinde. While community projects involved the whole community and they are non – profit projects affecting the entire community. Examples of community projects were construction of classrooms and teachers houses at Sasajila Primary School and Food Security project where the whole community was trained on how to improve agricultural production without environmental destruction in all villages that are within Kilimatinde world vision ADP in Manyoni District.

TASAF is the abbreviation name of Tanzania social action fund which was established in order to help and strengthen the development in the rural areas. This basket is funded by the World Bank as loan to government of Tanzania. Phase I of TASAF started in 2000 – 2005 and Phase II started in 2005 – 2009.

Objectives of TASAF were as follows:

- Empowerment of community to demand; implement and monitor services and access to opportunities that contributes to the improvement of the livelihood of rural residents. The target and focus of TASAF was to improve social service delivery in rural areas, to improve life of vulnerable groups and ensure food security in rural areas.

Components of TASAF were;

- National Village Fund – aim; supporting community projects
- Public Works Programme (PWP) – Cash Transfer through short – term employment for public works at a wage rate fixed at twenty percent (20%) below the market casual labour rate, such as rehabilitation or maintenance of the road.
- Capacity enhancement – aim to the improvement of skill for project implementation.
- Community Development Initiatives (CDI) supporting the implementation of sub-projects to improve social service, for example building of schools, improving water sources and so on.

- Social Supporting Programme (SSP) – Grants to vulnerable groups such as disabled, aged, for example, training physically disabled people in beekeeping, poultry farming and entrepreneurship skills.

In Manyoni District TASAF had more than fifty (50) projects; among which nine (9) were HIV/AIDS projects operating which gave wide opportunities to the community to participate in project formulation, implementation and evaluation. The district staffs are acting as bridges between community and the central government which is a major financier of the TASAF projects in rural areas. Also another responsibility is to supervise the project and provide technical advice where needed.

4.3 How Do People Participate in Rural Development Projects?

The findings from the respondents indicated that the local communities were participating in rural development projects through the following methods:

- In terms of contributing financial resources (money)
- Through providing labour force which include collection of stones and sand, making bricks, digging water pipe trenches (channels) and other activities that needed mass labour power
- Through cost sharing on social services

The district and NGO's staff depicted that they participated in community development projects in the following ways:-

- Through educating the community on how they were going to benefit in those projects.
- Through providing technical advice to ensure achievement of the projects.
- To coordinate the project and making sure that the projects were sustainable.

- To make the community aware of their problems and to find solutions.

4.4 Who funds Those Projects?

According to the data founded in the fieldwork survey, it indicate that many projects were funded by the Government and Donors, examples of those projects were as follows; water project in Manyoni District was under supervision of the government but funded by the World Bank (W.B). While HIV/AIDS prevention, poultry project, beekeeping and dairy cattle keeping were funded by World Vision Kilimatinde ADP, road construction; school building and dispensaries construction were funded by the central government in collaboration with local government and district council in particular.

The results from the table No.14 below demonstrates that among all development projects found in Manyoni district. Out of fifty four (54) respondents, twenty three (23) respondents which is equivalent to forty two point six (42.6%) responded that the development projects in Manyoni District were funded by the Donors. Also out of the fifty four (54) respondents, twenty two (22) respondents which is equivalent to forty point seven percent (40.7%) responded that the projects were funded by the government. While out of fifty four (54) respondents, nine (9) respondents which is equivalent to sixteen point seven percent (16.7%) responded that the projects were funded by the Non Governmental Organization (NGOs).

Table 10: Projects Funded by Government, Donors and NGO's

Source of fund	Frequency	Percentage
Government	22	40.7
Donors	23	42.6
NGO's	9	16.7
Total	54	100.0

Source: Fieldwork Research Survey

Table 11: Some of the Rural Development Projects and Their Cost in Manyoni**District****Implementation Status of Funded Sub Projects As At 30th April 2013
Manyoni District Council, TASAF**

S/N	Name of Sub project	First Tranche		Second Tranche	
		Amount	Date	Amount	Date
1.	Construction of three classrooms and two teachers houses in Chikuyu Primary school	18, 134,289	15/04/2007	18, 134,289	Aug,2007
2.	Completion of construction of Dispensary – Njirii	17, 553,342	11/04/2007	17, 553,342	Aug, 2007
3.	Construction of three classrooms in Mwiboo Primary school	18, 134,289	16/12/2006	18, 134,289	Aug, 2007
4.	Construction of two classrooms and one teacher house at Kintiku Secondary	15, 282,011	16/12/2006	15, 282,011	July, 2007
5.	Construction of two classrooms at Mvumi primary school	15, 282,011	16/12/2006	15, 282,011	July, 2007
6.	Rehabilitation of water system - Nkonko village	18, 682,174	30/04/2007	18, 682,174	Dec, 2008
7.	Construction of	18, 089,745	16/12/2006	18, 089,745	Sept, 2008

	three classrooms at Mbwasa primary school				
8.	Water project Manyoni	17, 124,250	4/08/2007	17, 124,250	Feb, 08
9.	Completion of Construction Kitopeni Dispensary	16, 083,492	30/04/2007	16, 083,492	Sep, 2007
10.	Market Construction – Itigi	11, 437,334	15/04/2007	11, 437,334	Dec, 2007
11.	Construction of six classrooms Pentagon primary school	19, 410, 533	10/03/2007	19, 410, 533	Dec, 2007
12.	Completion of Dispensary construction - Hika	11, 005,333	11/04/2007	11, 005,333	Dec, 2007
13.	Water project – Kipondoda	15, 804,250	23/07/2007	15, 804,250	Feb, 08
14.	Poultry project – Mbwasa	4,756,874	04/28/2011	4,756,874	7/30/2011
15.	Ujenzi wa barabara – Maweni	15,878,243	21/10/2011	15,878,243	24/03/2012
16.	Ujenzi wa barabara – Kilimatinde	17,267,838	21/10/2011	17,267,838	25/01/2012
17.	Mdunundu daily goat (Elderly)	4,581,688	5/2/2012	4,581,688	25/04/2012
18.	Ntope dairy goat (Elderly)	4,614,689	6/2/2012	4,614,689	25/04/2012

19.	Ikasi dairy goat (Elderly)	4,562,689	6/2/2012	4,562,689	25/04/2012
20.	Mabondeni poultry project (Elderly)	4,931,211	5/2/2012	4,931,211	28/06/2012
21.	Ngaiti rehabilitation of Irrigation Canal	15,612,025	24/01/2012	15,612,025	28/06/2012
22.	Damwelu road construction	19,639,656	6/2/2012	19,639,656	28/06/2012
23.	Msemembo road construction	19,236,807	2/2/2012	19,236,807	25/04/2012
24.	Sukamahela dairy cattle (Elderly)	4,705,893	24/01/2012	4,705,893	25/04/2012
25.	Mpandagani poultry project (Windows)	4,993,575	3/2/2012	4,993,575	25/04/2012
26.	Mitoo poultry project (Elderly)	4,717,075	24/01/2012	4,717,075	25/04/2012
27.	Makanda rehabilitation of charco dam	16,784,325	22/06/2012	16,784,325	18/10/2012
28.	Aghondi beekeeping (Elderly)	4,810,749	30/03/2012	4,810,749	18/10/2012
29.	Mangoli road construction	17,399,652	5/6/2012	17,399,652	18/10/2012
30.	Mpapa dairy cattle project	4,773,166	5/6/2012	4,773,166	18/10/2012
31.	Igwamadete dairy cattle project	4,784,535	5/6/2012	4,784,535	18/10/2012

32.	Road construction – Simbanguru	18,198,192	23/07/2012	18,198,192	18/10/2012
33.	Charco dam rehabilitation - Isseke	17,105,825	23/07/2012	17,105,825	18/10/2012
34.	Road construction – Itagata	13,392,391	8/1/2012	13,392,391	Not yet
35.	Road construction - Ipande	27,459,050	8/1/2012	-	Not yet
36.	Road construction Doroto	25,949,075	8/1/2012	-	Not yet
37.	Road construction - Udimaa	28,077,350	8/1/2012	-	Not yet
38.	Road construction – Ipangamasai	19,035,400	8/1/2012	-	Not yet
39.	Charco dam construction - Muhanga	24,657,841	8/1/2012	-	Not yet
40.	Charcodam construction – Sanjaranda	27,725,764	8/1/2012	-	Not yet
41.	Daily cattle project – Udimaa	7,787,075	8/1/2012	-	Not yet
42.	Dairy cattle project – Itagata	7,744,159	8/1/2012	-	Not yet
43.	Dairy cattle project – Doroto	7,787,075	8/1/2012	-	Not yet

44.	Dairy cattle project – Ipande	7,171,832	8/1/2012	-	Not yet
45.	Dairy cattle project – Muhanga	7,171,432	8/1/2012	-	Not yet
46.	Dairy cattle project - Sanjaranda	7,657,075	8/1/2012	-	Not yet
47.	Dairy cattle project – Kamenyanga	7,897,087	8/1/2012	-	Not yet
48.	Indigenous cattle – Ipanduka	5,091,343	8/1/2012	-	Not yet
49.	Bee keeping project – Ipangamasasi	6,827,575	8/1/2012	-	Not yet
50.	Water project Chidamsulu	13,636,363	March 2010	13,636,363	Not yet
51.	Amani HIV Group Education - Solya	4,085,180	27/7/2009	-	Not yet
	GRAND TOTAL	1,434,327,416		1,158,022,902	

Source: Manyoni TASAF Office, 2013

Plate 1: Beekeeping



Beekeeping is very prominent in Manyoni district

4.5 Mechanisms and Strategies Used to Make the Community Participating in Development Projects

The second objective of the study was to explore the different mechanisms and strategies used to ensure effective community participation towards in rural development projects.

4.5.1 Ways Used to Make Sure the Community Participations in Rural Development Projects

The strategies and approaches used by the local government to make sure that the community is participating in rural development projects according to responses of the respondents' different ways were used by the local government to make sure community participated effectively.

Community members were involved in project identification, whereby they suggest types of projects according to their needs and the government will evaluated the value of the

project and availability of money to support that kind of project. If the fund is available and the project is workable according to expertise investigation, then they divide the cost of the project for the government and a portion for the community to contribute different ratios depending on the types of projects.

After that then, the project can start, the donors end there but the implementation of the project involves the community, since they are the ones which handle bank account and arrange budget of the project. At the end they sit down and evaluate the project failure or success (Manyoni District Planning office profile, 2012).

4.6 Approaches in the Community Development Projects

Community committee; A community committee is established to work with project experts to set goals, make plans for implementation; identify ways and measures to be taken for the progress of the particular established project. Ideally both men and women are involved in the community committee.

Project implementation; project experts' work with the community by providing advice and arranging training for the community committees and local leaders on project management and leadership skills.

Project reporting and evaluation; the community records of achievement quarterly in relation to goals and financial statements are prepared and monitored regularly.

The following are the strategies used by the local government (Manyoni District Council) and ADP staff in order to make community participated in the development projects

- (a) Working with targeted groups

- (b) Value chain development
- (c) Addressing cross cutting issues
- (d) Networking and out-sourcing and
- (e) Resource efficient agriculture

Kilimatinde ADP also involved the community in projects formulation according to their need and then ADP staff has to compare the project and the availability of funds; secondly they have to send expertise to evaluate if that project can sustain the kind of environment, also to see if the project is workable. After that they start arranging how to start the project by dividing the cost for the Kilimatinde world vision ADP (NGO's) and the cost which will be contributed by the community. For example Kilimatinde World Vision ADP initiated projects in collaboration with the community in the following projects; beekeeping, poultry project, dairy cattle, construction of classrooms and teachers houses projects (Kilimatinde world vision ADP Profile, 2012).

Manyoni District Council organized project on HIV/AIDS prevention and life skills to the community members in Manyoni, Solya and Aghondi Wards. The purpose of the project was to import HIV/AIDS prevention knowledge and life skills management to be in position to train others in their clubs and reach many youth and barmaids facts of causes and prevention of HIV/AIDS, reproductive health, life skills management and facilitation skills were taught and discussed and also peer education and animation were raised. About 500 Fema magazines were distributed to the participants.

Participants came out with action plans which will guide them in their activities. Trained Youth and barmaid were used as a catalyst in HIV/AIDS prevention by educating them

and providing information about HIV/AIDS prevention and reproductive health life management. Hence that situation reduced the rate of HIV/AIDS vulnerability and transmission. (Manyoni District Council report on HIV/AIDS prevention, 2012).

Another project under Kilimatinde World Vision ADP was Food Security Project. The project was aimed to improve food security at household level. The objective was to increase agriculture and livestock production, increase food availability at household level, to improve food utilization and nutritional and also to improve awareness on cross cutting issues including gender and HIV/AIDS.

The projects mainly used participatory approaches like checklist, observations and focus group discussion in its implementation to enable regular reflection and action from the targeted group. Farmers were reached by Kilimatinde World Vision ADP Staff through follow ups and flexions meeting on nutrition and to get used to balance diet food. The project succeeded because the community members were involved in each stage.

Under TASAF projects there were different of contributions by stakeholders to make sure that the people or community at large participates, for instance in Manyoni District was as follows:

- (i) Infrastructures projects community contributed 25% and government 75%.
- (ii) Technological projects community contributed 40% and government 60% and
- (iii) Environmental projects community contributed 10% and government 90%.

Contribution has seen as one among of the methods to make community members to feel they have responsibilities in those projects because they have contributed their money and labour power.

Even TASAF projects do the same, which people contribute some amount of money and the other filled by the government or Non – Governmental Organization (NGOs) (TASAF and District Planning Office profile, 2012).

In the society or community there are people who oppose everything, now in local government if somebody refuses to contribute there are laws which allow to arrest that person and give him or her two options either to pay fine or to be jailed, in Non – Governmental Organization (NGO’s) if the community members do not pay their contributions then the project will wait until the money is paid in full.

In Manyoni District the data indicated that there was fixed amount of money which was supposed to be paid per each household (family). Each household (family) was responsible to pay Tshs. 10,000/= per each year to finance developments projects. They put that amount of money to avoid conflict and disturbance in the community and the community members were allowed to pay in installment, as said by the VEOs from Njirii, Kamenyanga, Solya, Kilimatinde and Sukamahela.

Table 12: Ways of Spreading Information to Community

Ways	Frequency	Percentage
Meetings	23	42.6
Visiting	17	31.5
Advertisement	11	20.4
Others	3	5.6
Total	54	100.0

Source: Fieldwork Research Survey, 2013

The findings indicated that the major ways used in the dissemination of information about development projects was through village meetings which counted 42.6% the other way was by advertising through a moving person from one place to another using a loud speaker which counted 20.4%. Another way was through visiting from house to house by their local leaders which counted 31.5% and the last way was to hear from other people which counted 5.6 % of all the ways.

4.7 The Challenges of Community Participation in Rural Development Projects

The challenges were mentioned by the respondents' responses when they were asked about the challenges that were facing community participation in rural development projects. The respondents of this question were categorized into three groups that were those from local government staff (District Council Staff), NGOs side and the community at large

Table 13: The Challenges of Community Participation in Rural Development Projects

Challenges	Frequency	Percentage
Few staffs	12	22.2
Low contribution	13	24.1
Long time for project to provide fund	10	18.5
Lack of awareness	14	25.9
Climatic change	5	9.3
Total	54	100.0

Source: Fieldwork Research Survey, 2013

(i) Local government staff (District Council Staff)

The local government faced the following problems during the process of making the community to participate.

- Firstly the district council had few staff to co-ordinate all the projects in different departments, especially those projects that needed a close supervision like construction of infrastructures and agricultural projects, so that the projects should not be implemented either unsatisfactory or at low qualities.
- Secondly the community contributed their contributions in low rate and delayed to provide their contribution because of the community member's poverty that they can not afford to pay their contribution in terms of money. This situation caused the projects to wait and not be completed at a right time.
- Thirdly, the central government procedures to approve funds for the projects takes too long, this led to the rise of price of different materials like construction materials or agricultural inputs. So the projects were implemented at low qualities in order to agree with, together with the tight budget.
- Fourth, another challenge was that the community still needed a lot of efforts to make them aware about the existence of rural development projects and their importance to the particular community.
- Fifth, the last challenge but not the least is the climatic change that during rain season the community was tied up to agricultural activities hence it was difficult for them to participate in the village meetings.

(ii) Non – Governmental Organizations (NGO's) Side

The challenges faced by the NGO's involved the following:-

- First was that, still the community members have dependency tendency or syndrome, because they depend much from NGO's to provide them with full support in terms of financial resources and projects materials.
- Second, the community to a certain degree does have a sense of belongingness to those projects. The community members feel that the projects are for the NGO's benefits.
- Third was that, politicians sometimes influenced the project formulation to satisfy their political interest. For instance village and ward leaders had a tendency of pressurizing people to ask for certain projects in order to fulfill their promises and maintain their leadership position. So the community will accept to ask for certain project even if it was not their priority for that time.
- Fourth, another challenge was culture and believes in some areas where women were not actively supposed to attend the public meetings; as a result men were the ones who appeared in a big numbers at the village meetings and make decisions for the entire community. For example in Njrii, Sukamahela and Solya village most of the women did not attend village meetings.

(iii) The General Community

The challenges faced by the community during the process of participating in development projects were as follows:

- First, the community members said that they were being put under arrest and sometimes imprisoned because they did not contribute and attend to the development activities.
- Second, is that most of the leaders at villages and wards were not responsible, since they were using people's contributions for their own business and their

making profit out of the communities contributions in the development projects established in rural areas.

- Third, another challenge which was faced by the community during the community participation was that there were many projects established in one area at the sometime. The community members failed to divide themselves to the projects and in their daily activities leading to poor participation by the community towards the development projects.

4.8 The Role of the Government and NGO's in Community Participation

Objective three of the study was to examine the role of the government and Non-Governmental Organizations (NGOs) in ensuring effective community participation in rural development projects in Manyoni District.

The respondents commented that the government ensured that there was community participation through using local government leaders, particularly ward and Village Executive Officers. The community gets information about development projects through the Ward Development Committee (WDC), Village meetings and by visiting from one house to another by the local leaders of the particular place.

Also another role of the government was through providing funds for the development projects. As well the role of the government was to provide technical advice and expertise to help the community in handling the projects. Also the role of the government which had been seen in research survey was to provide education through seminars, meetings and group discussion with the community members, so as to impart the community with knowledge in order to be able to manage the projects successful

Lastly the role of the government was to act as a bridge between the donors and the community by verifying the projects to get approved by the donor and get funds for the development projects initiated by the community members in their given areas.

The role of NGO's was to provide education and skills to the community members through seminars, meetings and group discussion on how to operate the projects in a proper way.

Another role of NGOs was to provide enough funds to the community in order to finance and establish many projects for the benefits of the local communities.

4.8.1 Suggestions to the Government from District Staff, NGOs Staff and Communities

The respondents who answered this question as a part of objectives three of the study suggested the following to the central government in order to have effective community participation towards rural development projects.

4.8.2 Suggestions from District Staff

According to the answers received from district staff who were interviewed they argued that the central had to lot of things to do in order to achieve the community effective participation. They suggested the following;-

The government should put much effort and focus on education in order to uplift rural communities from illiteracy and absolute poverty.

The government should encourage gender balance and empowerment is required to be implemented in rural areas in order to bring equality in community participation among men and women.

The government should provide more funds in the projects so that many people could benefit from the outputs of those projects.

Government must make sure it involves people in any project they intend to implement or establish in the community, since the needs differ from one area to another.

4.8.3 Suggestions from NGOs Staff

The NGO's staff suggested the following as it shows the below

The government should make sure that the community understands the purpose of establishing projects in their areas.

The central government should encourage the local government to inform the community about income and expenditure in the budget for those projects.

Also the government should involve the people in the community development plans, so that they can sense ownership of the projects.

The government should also enhance good governance; the government should recognize the contributions of the projects for community development by building good and peaceful working environments.

The central government should provide full support in terms of funds to the communities

4.8.4 Suggestion from the General Community

The respondents who answered this question had different suggestions to the government as follows

- Another suggestion was that, coordinators of the projects must have skills in order to advise the community properly on how to implement the projects.
- Also, many projects were established without communities consent and this situation hindered the people to have participated since the projects were new to them. Therefore education is needed to the community members before a project is established, so that a community can be familiar with that particular project

4.9 Conclusion

This chapter described the findings analyzed data and presented discussion on community participation towards rural development projects in Manyoni District. It was found out that the community participated very little in the development projects. The role of the government is to educate the community in order to uplift rural community from illiteracy and absolute poverty.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter (Chapter Four) described the findings analyzed data and presented discussion on community participation towards rural development projects in Manyoni District. In this chapter the researcher focuses on the conclusion of the research that based on findings corresponding with the research problem on the assessment of community participation towards rural development projects in Manyoni District. The following are the conclusions and recommendation of the study.

5.1 Conclusions

Chapter one identified the background of the study, profile of the study area, statement of the problem, objective of the study followed by research questions, significance of the study and lastly limitation of the study. Chapter two reviewed literature which was composed by theoretical literature review which deals with different theories and the definitions of key terms used in the study, empirical literature review and policy review detailing the experience of Tanzania.

Chapter three examined the research methodology which consisted of study approaches, research methods, study instruments, study population, sampling, scope of the study and how data were collected in the survey.

Chapter four analyzed the data and presented the discussion of the finding as follows;

In general community participation in rural development projects in Manyoni District was still very low according to the sample that the researcher used to reflect the whole community.

First the participation of people is who participated in most of the projects was only 24.1% while those who participated in a minimal number of projects were 40.7% also poverty was another factor for poor participation of the community towards rural development projects, the community members can not afford to contribute the contributions in terms of financial resources (Money). People who contributed in terms of cash (money) were just twenty five percent (25%) and in terms of labour power were sixty five percent (65%). The government and NGOs have made a big effort to involve people in development process in the rural areas through establishing different projects; example of the projects under local government (District Council) in Manyoni were construction of schools both primary and secondary schools, health centre, construction of roads and water projects. Other projects from Non – Governmental Organizations (NGOs) particularly Kilimatinde world vision ADP include, poultry beekeeping, food security, dairy cattle keeping, construction of classrooms and teachers houses and other projects.

There were other projects under TASAF like construction of minor and feeder roads HIV/AIDS prevention, beekeeping and food security projects and others since TASAF coordinate more than fifty (50) projects in Manyoni District. The problem comes in after the Government and NGOs handling over those projects to the community. So another factor was that, the community does not have knowledge of handling those projects without the assistance from government and NGOs.

Approaches used by the local government and NGOs in the Community participation was in the following: project identification, formulation, implementation and evaluation. Also the ways used by both government and NGOs to disseminate information to the people was through meetings which counted forty two point six percent (42.6%), advertisement which counted twenty point four percent (20.4%), visiting which counted thirty one point five percent (31.5%) and lastly others which counted five point six percent (5.6%)

The government played a role of providing the education through seminars meetings and group discussion in order to impart the community with knowledge in how to manage the projects. The NGOs played the role in involving the community in development plans so that they can be responsible and sense the ownership of the projects.

5.2 Recommendations

A part from having participation there were many obstacles to make the community participate effectively in the development projects particularly in the rural areas. The researcher came up with the following recommendations.

- First, education must be provided to the general public concerning the advantages and disadvantages of community participation in development projects. There are other people in the community who think that those projects established by either the government or NGOs are for the benefits of the local government or NGOs and they are none of their business. So education is needed through village meetings, seminars, publication distributions and small group discussion.
- Second, is through skills- training must be provided to the community before the projects start to operate or put in place, so that they can be responsible and devote much of their time towards those projects. Many projects died a natural death after the

local government and NGOs gave the community a chance to operate those projects due to mismanagement of the projects. So skills- training is needed to prepare them to operate the projects on their own.

- Third, there is few staff to supervise the projects, for example TASAF have more than fifty (50) projects operated in the district with few staff to supervise them. Also in agriculture and livestock sectors were having a lot of community projects but faced shortage of staff to supervise them. So the government must make efforts to recruit many staff to fulfill those duties. Otherwise the project will be implemented with low qualities due to poor supervision or otherwise will end by facing a natural death and the government will waste resources for nothing.
- Fourth, some key factors in promoting local communities participation include the NGO's presence at the grassroots, its long term commitment to working with the poor, staff with knowledge and skills in participatory approaches and equitable distribution of benefits accessed from beneficiaries' engagement in development projects.

Factors that are hindered active participation of some stakeholders are contradicting policies and approaches of different NGOs working in the same area, bureaucratic and inflexible policies, lack of transparency and accountability among NGOs staff and community leaders.

- Fifth is that apart from the project beneficiaries, participation of secondary and key stakeholders such as government agencies and other NGOs is very important if participation is to be effective and interventions address people's needs and at the same time comply with the government's regulations.

Action for Development Plan can be seen as a good for instance of an NGO working with range of key individuals, organization and their institutions. This close relationship between ADP and the various district departments may have contributed to its wider acceptability and trust among local communities and government alike.

- Sixth the government should provide funds soon after the projects are confirmed workable to avoid the rise of the price of things (Materials) and to have projects with low quality.
- Seventh the government must differentiate from one community to another financially in order to provide satisfactory or enough funds to the communities which are unable to contribute costs of the projects in doing otherwise the other communities will remain in poor condition all over their lives.

5.3 Suggestions for Further Research

The researcher concentrated much on all projects found in the Manyoni District due to his title which states that the assessment of community participation towards rural development projects”, also focus was done on NGOs projects only or government projects only because this study is a mixture of government and NGOs projects in general. Another advice to the further research is to study the efficiency of strategies used by NGOs or government to ensure the community participates in rural development

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APPENDIXES

Appendix I: Cover Letter to Participants

A Study in Manyoni District

By

Kyense Godson C.

Date.....

Questionnaire no.....

Please be kindly to complete this questionnaire with confidence. It is important to note that data/information collected will be strictly confident and will be used for academic purpose only. I wish to thank you in advance for your co-operation.

Part I: Personal Details

Appendix 1: Questionnaire for Non-Government Organization (Ngos)

This questionnaire aims to collect data regarding “Assessment of Community participation towards rural development in Manyoni District council” in order to fulfill research project for Masters of Public Administration (MPA).

REMEMBER that all the information provided by you are for the research purpose only and also be assured that information will not be passed to anybody else and will be

confidential. The names and address will be for the purpose of analyzing this research only in accordance of professional code of conduct and the data protection Act.

We take this opportunity to express our gratitude and thanks for your co-operation

Name of organization.....

Name of respondent.....

Gender male

 Female

Age 18-25

 26-35

 36-45

 46-55

 56-60

 60- and Above

Education level not attended (non educated)

 Primary education

 Secondary education

 Diploma

 Degree and above

Employment status Unemployed

 Farmer

Business person

Employed

Occupation.....

Place of living.....

Address.....

1. What types of development projects are you dealing with? Mention them?

i.

ii.

iii.

iv.

2. Is the community aware of your projects? If YES or NO how?.....

.....

.....

3. What ways do you use to make sure the community participates in your projects?

.....

.....

4. What challenges are you facing during involvement of community to participate in your projects?

.....

5. What are your future plans to make sure people participate fully in your projects?

.....
.....

6. What are your suggestions to the government to enhance efficiency and effective community participation?.....

.....
.....

Thanks for Your Cooperation

Appendix 2: Questionnaire for Weos Veos and Councilors

This questionnaire aims to collect data regarding “Assessment of Community participation towards rural development in Manyoni District council” in order to fulfill research project for Masters of Public Administration (MPA).

REMEMBER that all the information provided by you are for the research purpose only and also be assured that information will not be passed to anybody else and will be confidential. The names and address will be for the purpose of analyzing this research only in accordance of professional code of conduct and the data protection Act.

We take this opportunity to express our gratitude and thanks for your co-operation

Name of respondent.....

Gender	male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
Age	18-25	<input type="checkbox"/>
	26-35	<input type="checkbox"/>
	36-45	<input type="checkbox"/>
	46-55	<input type="checkbox"/>
	56-60	<input type="checkbox"/>
	60- and Above	<input type="checkbox"/>
Education level	not attended (non educated)	<input type="checkbox"/>
	Primary education	<input type="checkbox"/>
	Secondary education	<input type="checkbox"/>
	Diploma	<input type="checkbox"/>

	Degree and above	<input type="checkbox"/>
Employment status	Unemployed	<input type="checkbox"/>
	Farmer	<input type="checkbox"/>
	Business person	<input type="checkbox"/>
	Employed	<input type="checkbox"/>

Occupation.....

Place of living.....

1. What do you understand by the term community participation?

.....

.....

2. What types of development projects do you have in your area//, mention them?

i.....

ii.....

iii.....

iv.....

3. How do you participate in decision making in those development projects?

.....

.....

4. How do you participate in implementation of those development projects in your area?.....

.....
.....
5. How people participate in the development projects in your area?

.....
6. Which are the challenges do you face during involving community to participate
in rural development projects?

.....
7. Suggest ways of improving community participation in local and central
government in Tanzania.

.....
.....
Thank You in Advance

Appendix 3: Swahili Interview Question for Ward and Village Staff

Jinsia yako.....

Umri wako.....

Cheo chako.....

Elimu yako.....

Mahali ulipo.....

(i) Unaelewa nini kuhusu ushirikishwaji wa wananchi katika miradi ya maendeleo

.....
.....

(ii) Kuna miradi ya maendeleo mingapi katika eneo lako? Itaje.....

.....
.....

(iii) Unashiriki vipi katika maamuzi ya miradi ya maendeleo katika eneo lako?

.....
.....

(iv) Unashiriki vipi kwenye utekelezaji wa miradi ya maendeleo katika eneo lako?

.....
.....

(v) Unatumia njia gani kuwafanya wananchi wa eneo lako washiriki katika miradi ya maendeleo?.....

.....

(vi) Unashauri nini kifanyike kwa serikali kuu na serikali ya mtaa juu ya ushirikishwaji wa wananchi katika miradi ya maendeleo?.....

.....
.....

Asante Kwa Ushirikiano Wako

Appendix 4 : Questionnaire for District Council Staff

This questionnaire aims to collect data regarding “Assessment of Community participation towards rural development in Manyoni District council” in order to fulfill research project for Masters of Public Administration (MPA).

REMEMBER that all the information provided by you are for the research purpose only and also be assured that information will not be passed to anybody else and will be confidential. The names and address will be for the purpose of analyzing this research only in accordance of professional code of conduct and the data protection Act.

We take this opportunity to express our gratitude and thanks for your co-operation

Name of respondent.....

Gender	male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
Age	18-25	<input type="checkbox"/>
	26-35	<input type="checkbox"/>
	36-45	<input type="checkbox"/>
	46-55	<input type="checkbox"/>
	56-60	<input type="checkbox"/>
	60- and Above	<input type="checkbox"/>
Education level	not attended (non educated)	<input type="checkbox"/>
	Primary education	<input type="checkbox"/>
	Secondary education	<input type="checkbox"/>
	Diploma	<input type="checkbox"/>
	Degree and above	<input type="checkbox"/>

.....
.....
5. What challenges do you face during implementation of these projects?

.....
.....
6. What do you suggest to the central government to enhance effective community participation in your area?

.....
.....

Thank You in Advance

Appendix 5: Questionnaire for General Community

This questionnaire aims to collect data regarding “Assessment of Community participation towards rural development in Manyoni District council” in order to fulfill research project for Masters of Public Administration (MPA).

REMEMBER that all the information provided by you are for the research purpose only and also be assured that information will not be passed to anybody else and will be confidential. The names and address will be for the purpose of analyzing this research only in accordance of professional code of conduct and the data protection Act.

We take this opportunity to express our gratitude and thanks for your co-operation.

Name of respondent.....

Gender	male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
Age	18-25	<input type="checkbox"/>
	26-35	<input type="checkbox"/>
	36-45	<input type="checkbox"/>
	46-55	<input type="checkbox"/>
	56-60	<input type="checkbox"/>
	60- and above	<input type="checkbox"/>

Education level	not attended (non educated)	<input type="checkbox"/>
	Primary education	<input type="checkbox"/>
	Secondary education	<input type="checkbox"/>
	Diploma	<input type="checkbox"/>
	Degree and above	<input type="checkbox"/>
Employment status	Unemployed	<input type="checkbox"/>
	Employed	<input type="checkbox"/>

Occupation.....

Where you live.....

1. What do you understand by the term community participation in rural development

projects?.....

.....

.....

2. How many development projects do you know in your area, mention them?

i.....

ii.....

iii.....

iv.....

3. How do you participate in those development projects mentioned above?

.....

.....

4. What ways do you think can be applied to make the community participate in development projects?

.....
.....

5. What are your suggestions to the government to ensure effective participation of the community in rural development projects?

.....
.....

Thanks for Your Cooperation

Appendix 6: Swahili Interview Questions for Normal People

Jina lako.....

Jinsia yako.....

Umri wako.....

Kazi yako.....

Elimuyako.....

Unaishiwapi?.....

(i) Unaelewa nini kuhusu ushirikishwaji wa wananchi katika miradi ya maendeleovijini.....

.....

(ii) Kuna miradi mingapi ya maendeleo katika eneo lako, itaje?

.....

.....

(iii) Unashiriki vipi katika miradi hiyo ya maendeleo, elezea?

.....

.....

(iv) Je miradi hiyo inatekelezwa kama ilivyokusudiwa? Toa maoni yako

.....

.....

(v) Unafikiri ni njia zipi zitumike ili wananchi waweze kushiriki katika miradi ya maendeleo.....

.....

(vi) Unaishauri nini serikali ilikuwe na ushirikishwaji mzuri wa wananchi katika miradi ya maendeleo?.....

.....

Nashukuru Kwa Ushirikiano Wako