FACTORS PREVENTING PARTICIPATION OF MEN IN COMMUNITY

DEVELOPMENT PROJECTS IN OKATANA CONSTITUENCY IN THE OSHANA

REGION, NAMIBIA

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ABSTRACT

Community participation lies at the heart of developmental programmes and policies. Unfortunately, the literature proves that many community development projects fail due to low community participation. In Namibia, the issue of low community participation is particularly associated with men distancing themselves from community projects.

This study aimed at investigating underlying factors preventing participation of men in community development projects with special reference to the Okatana constituency in the Oshana region, Namibia.

A phenomenological research design was used to explore participants' experiences and perceptions of and about factors preventing participation of men in community development projects. Phenomenological design was also used to elicit meanings which participants attached to events such as those of full participation, withdrawal and non- participation in community projects. The researcher employed a semi-structured self-developed interview guide to collect data from participants. The population of this study was men and women in the Oshana region. A criterion-purposive sampling procedure was employed to select a total sample of 18 participants from four villages: Ekamba, Andambo-Mbali, Omahahi and Eshongo Respectively.

A thematic content analysis technique was used to analyse data collected. The findings of the study were grouped into four main categories; Factors preventing participation of men in community development projects; Motivation for community participation; Benefits of equal community participation and Strategies to improve men's participation in projects. The findings of this study indicated that factors preventing participation of men in community projects include socio-cultural and political barriers, as well as structural and administrative barriers.

Findings further revealed that community members were motivated by certain society and project related attributes which propels participation in projects. It was also found that community members were aware of the benefit that comes with equal participation of men and women in projects. The study suggested a number of strategies which could be employed to promote community participation in projects.

It is recommended that development practitioners strengthen community education to create awareness of community projects. Participants also strongly recommended improvement of service delivery with a particular emphasis on resource allocation. Moreover, a recommendation for involving traditional leaders in identification as well as monitoring and evaluation of projects was made. Finally, the study recommends that replicating the same study in other regions could allow unique and varying findings across the entire country.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBOs   Community Based- Organisations

CD   Community Development

CDC   Constituency Development Committee

CDW   Community Development Worker

FAO   Food and Agriculture Organization

GAD   Gender and Development Theory

IFAD   International Fund for Agricultural Development

IMF   International Monetary Fund

M&E   Monitoring and Evaluation
MDGs   Millennium Development Goals

MURD   Ministry of Urban and Rural Development

NDPs   National Development Plans
NGOs   Non- Governmental Organisations

SDGs   Sustainable Development Goals

UN   United Nations

UNDP   United Nations Development Programme

USAID   United States Agency for International Development

WAD   Women and Development Theory

WID   Women in Development Theory

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DEDICATION

This work is entirely dedicated to a special friend in need and indeed. Mr. Sakaria-Lot Shaningwa. His exceptional encouragement and contribution towards this research project made it possible for compilation of the final product.

DECLARATIONS

I, Fransina- Ndapandula Ndunge, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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CHAPTER ONE

INTRODUCTION

1.1. Orientation of the Study

Community development (CD) is a participatory learning process through which people, especially in rural areas, gain knowledge, skills and competencies, shape values and attitudes, and endeavour to plan, implement, monitor and evaluate development activities in their communities, which enable them to achieve greater control over their environment and influence their own lives and future (De Beer & Swanepoel, 2011). The practice of community development dates back to late 18th century, with the establishment of the social reform movement in Britain and North America. This movement brought about major changes in both the socio-economic and political lives of many people in both urban and rural communities (Platteau, 2000). According to Paul and Shabecoof (2001), community development seeks to empower individuals and groups of people with skills and knowledge they need to effect change in social, economic, cultural, political and environmental conditions within their communities and to enable them to take control of all situations affecting their lives. Community development projects are the primary means of bringing development efforts to ground level (World Bank, 1996). The success of community development projects requires a collective effort and sharing of responsibilities at all structure levels of communities (The United Nations, 1948). In support, Oakley (1991) states that for community development activities to succeed and achieve the goal of poverty and hunger eradication, a collective effort from both men and women is required.

Blanchet (2001), in De Beer and Swanepoel (2013), defines participation as a democratic process of engaging people in deciding, planning and playing an active role in the development and operation of services that affect their lives. Those participating are involved in all aspects of an initiative/activity, from decision-making to planning, implementation, monitoring and evaluation of the whole development discourse.

According to Rao (2003), community participation in development projects has become an important element in the design and implementation of development projects. It is therefore imperative to promote participatory approaches in all developmental agendas.

This particular study focuses on community participation rather than on general citizen participation. Unlike citizen participation, which focuses on the participation of the public in development interventions, community participation is based on the participation of grassroots people in community development projects. As such, community participation is client centred rather than process centred. Paul (1987) refers to community participation as an active process whereby beneficiaries/client groups influence the direction and execution of development projects rather than merely receiving a share of the project benefits.

The practice of community development has been applauded for its major socio-economic, cultural and political transformation across the globe (UN, 1981). According to Theron (2005), transformation is a process of profound and radical change that orientates nations in a new direction in order to achieve prosperity in all spheres of life (social, cultural, political and economic).

Many communities of both developed and developing countries in the world have embarked upon community development projects such as: green schemes, community markets, cultural centres and social clubs in order to address persistent community poverty-related problems and improve the quality of life of residents (UNDP, 2015). According to Putnam (2000), community development in America commenced with a number of programmes such as the Structural Adjustment Programme, Urban Sprawl, the New Deal and other community development programmes aimed at improving the lives of the majority of low-income neighbourhoods.

UNDP (2015); World Bank (1996) and IFAD (2013) report that despite the efforts made by governments and non-governmental organisations (especially in Sub-Saharan Africa) to

address poverty and hunger in communities through implementing development projects, the majority of projects have failed to achieve their intended objectives due to low participation of all community residents (UNDP, 2015).

In Namibia, community development is a strategy employed in pursuit of achieving the Sustainable Development Goals (SDGs), namely (i) ending poverty in all its forms everywhere and (ii) ending hunger, achieving food security and improved nutrition and promoting sustainable agriculture (UN, 2015). Moreover, the newly established Harambee prosperity plan advocates social progression, economic advancement as well as effective governance and service delivery. These strategic pillars combined promote national and community development (Republic of Namibia, 2015). Subsequently, a number of community development strategies such as the Poverty Reduction Strategy, Rural Development Strategy and Community-Based Natural Resource Management programmes were initiated by both government and non-governmental organisations with the purpose of addressing poverty-related problems that have been observed in the country, especially in rural communities where the majority (62%) of the Namibian population live (National Planning Commission, 2011). Non-Government Organisations and Community Based Organisations play an integral role in implementing community development projects in a wide range of communities in rural Namibia. Some of the remarkable projects such as: community radios, gardening projects, HIV/AIDS support groups, crafts and tourism centres, green schemes and community conservancies have been commenced by the government and other development partners (African Development Bank, 2004).

Despite the government's unswerving political action and tangible efforts to eradicate poverty and hunger, the number of people living in extreme poverty is still high (National Planning Commission, 2011, p. 17). A report compiled by IFAD (2013) indicates that the national poverty line for both rural and urban population stands at 28.7%.

Namibia, like many other countries in Sub-Saharan Africa, faces the challenge of low community participation in development projects (MURD, 2015. The MURD report further states that many rural communities whose projects received funding from both the government and donor agencies such as USAID, UNDP, the American Embassy and the German Initiative programme have failed due to low community participation. According to Bratt and Rohe (2007), the term "project failure" can be defined as an unsuccessful development effort that fails to perform a duty or expected action, leading to dissatisfaction of target beneficiaries' needs. Although there are many reasons why projects fail, low community participation has been ranked the highest root cause (Kumar, 2002).

The scenario of persistent low community participation in development projects poses a serious threat to both community and national development (MURD, 2015). According to Nafele (2014) as cited in MURD (2015), some of the donor agencies who funded previous community projects have withdrawn from funding future projects in some communities. The MURD report (2015) further stresses that the government is experiencing a back-log in funding some of the newly established community projects due to a lack of funds and, most significantly, the withdrawal of donor agencies who assisted the government in funding both small- and large-scale community initiatives in the past.

Although previous studies highlighted low community participation in development projects, most of the studies have either looked at general community participation in projects or women's participation in projects, as such the phenomena of men's participation was limitedly investigated.

Various studies are conducted for different reasons, either as a result of the researcher's curiosity, organizational needs or other forms of motivation. In this case the study was conducted as a result of the researcher's curiosity. Since the researcher has been involved in a

number of community projects over the past few years and have reviewed a number of reports on community development projects in Namibia, the researcher picked up a concern regarding the low participation of men in community development projects, of which the Oshana region marked a controversial stance. The researcher became increasingly curious to find out why men in Oshana are not participating in community projects as compared to women in the same region.

The table below indicates the low participation rate of men in community development projects in rural Namibia:

Table 1

A Comparative Analysis of men and women in Community Development Projects in Namibia's Rural Regions

Region	Community development projects implemented in 2014/2015	Number of Males adults in the region	Number of Females adults in the region	The number of males participated in community development projects	Number of females participated in community development projects
Omusati	177	109545	133621	587 (46%)	677 (54%)
Ohangwena	46	79823	70986	828 (35%)	1529 (65%)
Oshikoto	52	87066	94907	407 (45%)	498 (55%)
Oshana	**432**	**80,115**	**96,559**	**537 (40%)**	**790 (60%)**
Kavango (East and West)	54	80155	96559	233 (48%)	263 (52%)
Zambezi	232	44099	46497	118 (71%)	48 (29%)
Kunene	183	43603	43253	152 (56%)	119 (44%)
Omaheke	44	37217	34016	647 (46%)	759 (54%)

1.2.Statement of the Problem

Over the past years, several debates and dialogues on community development focused on women's participation in Community projects, while neglecting the role played by men in ensuring success of such projects (Duryea, 2007). This scenario led to a situation where men begun distancing themselves from community projects.

The challenge of men beginning to distance themselves from community development projects possess a threat to development. This trend encroaches on the statement "unity is power" (Farre, 2012). Research has also noted that expanding women's opportunities in several community development projects has influenced gender equality negatively and brought down the acceleration of development (Duflo, 2005). Where men have participated in community development equally with women, projects have flourished (Midgley, 2007). Ignoring men in community development projects may not only limit effectiveness but also exacerbate the existing disparities between the two sexes (Farre, 2012). Studies conducted by Ajayi (2006), Vixathep (2011) and Mbogori (2014) have also found that paddling feminist-oriented approaches in community development excludes male participation. Systematised and improperly informed agendas of elevating participation of women in community development projects at the expense of men also contribute to their exclusion (IFAD, 2009).

In Namibia, the Oshana Region is a case worth studying. Oshana is one of the rural regions with a highest implementation rate of community development projects in Namibia. The region has a population of about 176,674 comprising 96,559 females and 80,115 males (Population & Housing census, 2011). A total number of 432 community development projects were implemented in the Oshana region during the 2014/2015 financial year (MURD, 2015). About

1327 people participated in community development projects during that financial year. Out of the 1327 participants only 536 were males, compared to 790 females (MURD, 2015).

According to the Oshana regional council annual report (2015) Men in the Okatana constituency in particular have been found to participate less than their female counterparts; it is however not known as to why men in this specific constituency and in the Oshana region at large are seldom involved in community development projects. This scenario not only mark a controversial landscape of interest but also serves as a starting point for researchers to investigate community development issues, which could lead to paramount debates and the emergence of frameworks necessary for improving the practice of community development in Namibia.

The UNDP report (2015) stresses that the exclusion of some community members from development projects may lead to community development failure. Although there are statistic indicating the low participation of men in community development projects as compared to women in Namibia and the Oshana region in particular, to the knowledge of the researcher, no studies have been conducted to investigate factors preventing the participation of men in community development projects in the Oshana region and Namibia at large.

Therefore, the fundamental causes of unequal participation in community development projects by men and women in the Oshana region must be identified and rectified. Owing to the fact that the issue of low participation of men in community development in Namibia remains under-investigated, specifically in the Oshana region, the researcher deemed it worthwhile to collect, present and analyse data that could provide insight into the phenomenon of concern. Therefore this study investigates factors preventing the participation of men in community development projects in the Oshana region, Okatana constituency.

Purpose of the Study

According to Neuman (2006), the purpose of studies can be organised into three categories, namely to explore a new topic, describe a social phenomenon or to explain why something occurs. The overall aim of the current study was to describe underlying causes of low participation of men in community development projects in Namibia, with special reference to the Oshana Region. Moreover, the study also aims to fill the existing knowledge gap concerning causes of low participation of men in community development projects in the Namibian context and the Oshana Region in particular.

1.3. Research Questions

The study was guided by the following main research question:

- What are the factors preventing men in the Oshana region from participating in community development projects?

The following sub-questions were formulated:

- What motivates people to participate in community development projects?

- What are the potential benefits of both men and women participating in projects?

- How can the participation of men in community projects be improved?

1.4. Significance of the Study

The findings of the study could be useful for the review of the local Poverty Reduction Programme's guidelines such as: Community Development, Rural Development, and the National Poverty Reduction Strategy. Moreover, the findings of this study could develop the Oshana community and participants' understanding of the importance of equal participation in community development projects. The findings of the study could also provide community development workers, practitioners and professionals with a possible operational framework for implementing participatory community development and contribute to the existing local and global literature in the field of community participation and development respectively.

1.5. Delimitations of the Study

The scope of this study was limited to the participation of men in community development projects. However, the main focus was narrowed to factors preventing participation of men in community development projects in Okatana Constituency, Oshana region. Therefore the findings of this study are strictly only applicable to Okatana Constituency and could thus not be generalised to the whole country.

1.6.Definition of Terms

The terms in this study are used as defined:

Community – A group of people living in one locality and sharing a common identity, values, beliefs, norms and interests (Cavaye, 2001).

Community Development – An approach that seeks to develop people's skills, competencies and abilities that enable them to take greater control of their environment and be able to influence their own lives (Gary & Green, 2008, p. 7).

Community development project – An activity carried out by more than ten members of the community with the aim of improving their livelihood (Thwala, 2010).

Capacity building – The process of strengthening personal and institutional ability to undertake tasks (Eade, 1997).

Participation – A democratic process of engaging people in deciding, planning and playing an active role in the development and operation of services that affect their lives (Moser, 1989).

Community participation- According to Richardson (1983), Marsden and Oakley (1995), Midgley (2007), Ayres (1995) and Moser (1989) community participation refers to activities and processes carried out directly or indirectly by either the authorities responsible, or initiated by people themselves to bring about social development and improvement for the betterment of community members.

The World Bank (1996) defines community participation as a process by which community members mobilize their resources, initiate and take responsibility for their own development

activities and share responsibility in decision-making for implementation of projects for the overall improvement of all community members.

Livelihood – A means of making a living. It encompasses people's capabilities, assets, income and activities required to secure the necessities of life (Chambers & Conway, 1992).

1.7. Summary of Chapter One

This chapter focused on the orientation of the study, definition of operational terms in order to enhance better understanding of the main concepts of the study. The intensity of the problem of low community participation of men in community development projects in the Oshana region was presented through the problem statement. In addition, the aim of the study was also outlined. Finally, the chapter presented the main research question and sub-questions that guided this specific study, and then the significance of the study.

1.8. Chapters' Outline

This study consists of five interlinked chapters as outlined below:

Chapter one comprises the introduction and orientation of the study, definition of operational terms, a brief description of the study area, scope of the study, statement of the problem, purpose of the study, main research questions, the significance of the study as well as the limitations of the study.

Chapter two consists of a thorough review of the literature related to participation in general as well as community participation. The chapter also includes the theoretical framework and conceptual framework underpinning the study.

Chapter three encompasses the research methodology, namely justification of the method, research design, target population, sample and sampling procedure, research instrument, pilot study, data collection procedures, data analysis techniques as well as ethical consideration.

In chapter four, the study's results are interpreted and discussed, while chapter five presents the summary of findings, conclusions and recommendations for practical implications and future research.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter presents an overview of community participation from different perspectives. Although, the current study focuses on factors preventing the participation of men in community development projects, it was sought crucial to examine community participation in a broader perspective in order to enhance understanding of the community participation discourse. The researcher reviewed relevant sources such as EBSCOHOST and Science-Direct data bases, journals articles, various publications, theses, text books and reports such as the UNDP Human Development report, IFAD Countries reports, FAO annual reports and World Bank annual reports.

Drawing from the literature reviewed, it is evident that community participation has a direct impact on the outcomes of community development projects and that equal participation of men and women in community projects is crucial.

In addition, the reviewed literature describes how the current study relates to previous studies on community participation in development projects. It also shows knowledge gaps in the community development discourse that validates the originality and relevance of the current study. Basically, previous studies on community development projects emphasised on women's participation in projects which over shadowed the aspect of men's participation, this stance makes the current study unique and different from previous studies.

Ideally, project cycle management would follow the following stages: Initiation, Planning. Monitoring, evaluation and closure for successful community participation. This study focused on how participation of men is influenced by the development of projects in communities.

2.2 Theoretical Framework: Gender and Development Theory

According to Creswell (2014) researchers embarking upon qualitative studies should explore various theoretical frameworks in order to identify the most appropriate theory underpinning the study being carried out.   In the context of the current study, the researcher thoroughly explored and reviewed multiple theories relating to community participation in development activities such as the social capital, human development, rural development, Women in Development, Women and Development as well as the Gender and Development theories. After a systematic review and critical analysis of the various theories outlined above, the Gender and Development theory (GAD) was deemed most appropriate for this study because it focuses on the equal participation of men and women in development activities of which the participation of men in community development projects is a focus of the current study. GAD has its roots in the writing of theorists such as Oakley (1972) and Rubin (1975) who argued that the social relationship between women and men have systematically subordinated women. Over the recent decades development practitioners have made several attempts to bring women at the forefront of development agenda. These movements gave birth to several theories such as the Women in Development (WID), Women and Development (WAD) and Gender and Development Theories respectively (Boserup, 1970). The WID, WAD and GAD theories influenced the practice of development and brought about major changes in the gender and development discourse.

After failure of the WID and WAD theories to address gender equality in the development arena, development practitioners resorted to a new regime known as the GAD theory as an alternative strategy to address gender issues in development, thus a paradigm shift from integrating women into development to identifying and redressing gender-based barriers in the development arena emerged. GAD approach focuses on the socially constructed differences between men and women, the need to challenge existing gender roles and relations as well as

creation and effects of class differences on development. The GAD theory aims to entwine development agendas with a gender perspective in which women and men not only become part of the mainstream but also actively participate in development activities (Staudt, 1998). The GAD thinking brings together lessons learned from WAD and WID approaches by working at the impact of development on both men and women. It further seeks to ensure that both men and women participate in and benefit equally from development, therefore GAD addresses issues of gender relations (for example: division of labour between men and women, access and Control over resources as well as power in decision-making).

Oakley (1972) alludes that socially constructed differences between men and women rooted in the neo- colonialism regime created class within society which reinforce male power and the idea of women's inferiority. Hence: the persistent low social status of women in society. These differences included ideas and values associated with femininity and masculinity as well as a set of behaviour, aptitude and practices. For instance: women were often confined to reproductive roles such as: raising children and household responsibilities while men were regarded within the productive such as: production of goods and services with monetary value. Globally, women as a disadvantaged group compared to men in terms of wellbeing (education, health care, income etc), access to and control of mean of production and power in the decision making process (Rubin,1975). In most societies, women earn less than men, receive fewer benefits from production roles, working longer hours whereas their work and opinions are often ignored in the public sphere. Staudt (1998) argues that the ideology of women's inferiority possess a barrier to development by firstly; limiting chances and opportunities of women to participate in development initiatives, secondly; gender division of labour gives women triple reproductive roles which may prevent them from participation in development activities and lastly; the unequal access to and control over production resources pushes women to the fringe of society in terms of benefiting from economic activities.

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It is against this background that advocates of GAD calls for a fundamental social transformation of gender roles in development policy and practice. In addition supporters of GAD emphasise that the focus should be placed on designing gender responsive and sensitive programmes which addresses the development needs of both men and women.

The GAD theorists argue that while it is important to acknowledge the continuous insubordination of women in development, it equally importance to recognise the exclusion of many men in development. Therefore, the focus should rather be on political, social and economic Factors and processes that exclude people from development. In the context of this study, men in Oshana region are said to be participating less in community development projects as compared to women in the same area.

According to Rubin (1975) the GAD theory brought about equal partnership in development, by bringing women and men together to improve their lives and that of their families, it also incorporate the needs of both women and men into development activities. Boserup (1970) posits that the GAD theory promotes participatory development in a number of ways; firstly, the emphasis on empowerment as a long term goal which advocates for the inclusion of grassroots organisations and the redistribution of power to enable the participation of beneficiaries and the poor in controlling the direction of development. Secondly, Radicalization of development approaches to give voice to the unheard and encourage equal participation of both men and women; thirdly, addressing the issues of power relations and social constructions of gender relations, responsibilities and expectations which may obstruct participation. In addition, the focus on gender rather than "women" and the view of women and men as actors rather than passive recipient of change. GAD's Theoretical contribution to the formulation of the Participatory Rural Appraisal approach to development which adopts the GAD thinking of incorporating the views and perceptions of the local people into development planning is yet another worthwhile landscape. Finally, Application of Gender analysis to uncover ways in

which men and women works together in order to address poverty related problems and increase effectiveness and efficiency in development initiatives.

It is clearly evident that the GAD theory plays a transformative role in development policy and practice, but it also appears that there is very little that many countries in Africa inclusive of Namibia has done with regards to the application of GAD theory in development policy and practice. To begin with, the literature neglect of men's participation in community projects serves as a major controversy. Therefore the GAD theory combined with evidence based low level of men participation in community projects inspired the researcher to explore factors preventing the participation of men in community development projects.

2.3 Community Participation: A Conceptual Framework

The evolution of community participation as a conceptual framework has witnessed major debates over the point of view in which the concept should be regarded. As a result contradictions on whether community participation should be viewed as a means or as an end emerged between various developments practitioners.

Some development practitioners such as Oakley (1991), Burkey (1993), Nelson and Wright (1995), and Dalay-Clayton, *et al*., (2003) view participation as a means used to achieve some predetermined goals. It is a way of harnessing rural people's physical, economic and social resources to achieve the aims and objectives of development programmes and projects more efficiently and effectively (Oakley, 1991).

Other development practitioners (Cooke & Kothari, 2001; Bourdieu, 1984; Karl, 2000) view participation as an end goal. According to these development practitioners, participation is an active, dynamic and genuine process which unfolds over time and the purpose of which is to develop and strengthen the capabilities of rural people to intervene more directly in the development initiatives. Although there are different views on community participation

amongst authors and practitioners (Cooke & Kothari, 2001; Oakley, 1991) both views place an emphasis on the improvement of livelihoods. However, Burns and Taylor (2000) points out that strategies which adopted the view of participation as a means have not resulted in meaningful participation of community members; rather it resulted in the current situation of development agencies failing to confront the issue of lack of community participation in development projects.

Alternatively, Green and Haines (2008) emphasis that community participation should be viewed as an end or process because it allows local people to influence decisions affecting their lives. In the same vein, Oakley (1995) implies that community participation as an end in itself empowers people to actively partake in the decision-making process aimed at improving the quality of their lives. Community participation as an end is thus regarded as a process whereby community members identify their needs, prioritize such needs and act together to bring about collective solutions to their problems.

Advocates of community participation as an end (Burkey, 1993; Karl, 2000) emphasise that community participation should be treated as an active process through which members of the community identify their own goals and means of achieving such goals.

In fact, community members know better about their problems and root causes of issues in the community, therefore addressing communities on their own merits is crucial in bringing about positive changes. Additionally, Involving communities from an early phase of projects promotes participation as people would feel that their needs are understood and that their ideas and viewpoints influenced the whole process.

The Table below demonstrates the two viewpoints of community participation:

Table 2

Comparative Analysis: Participation as a means or an end

Participation as a means	Participation as an end
Implies the use of participation to achieve some predetermined goal or objective.	Attempt to empower people to take part in their own development
Attempts to utilize existing resources in order to achieve the objective of the project/programme	Ensures increased role of people in development initiatives
Common in government programmes, specifically for mobilizing community to improve efficiency of delivery system	More favoured by Non- Governmental organizations than by government
Stresses the achievement of the objective rather than the act of participation itself	Focuses on improving the ability of the people to participate rather than just achieve predetermined projects objectives
Participation take a more passive form	It is relatively more active and dynamic

Note: Adapted from *Methods of Community Participation*: *A Complete Guide for Practitioners* (P.25) by S. Kumar, 2002, London: ITDG Publishers. Copyright 2002 by ITDG

According to Arnstein (1969), community participation occurs at different levels and suggests a typology of eight levels of participation. These levels are described as follows:

Citizen Control: This level calls for a degree of power (control) which guarantees participants or residents governing a programme or an institution to be in full charge of policy and managerial aspects and to be able to negotiate the conditions under which outsiders may change them.

Delegated power: This level emphasizes the delegation of power between public officials and citizens. It strives to eliminate dominance by public officials in decision-making in order enable citizens to take accountability of programmes in their communities.

Partnership: At this level power is redistributed through negotiations between citizens and power holders. Both citizens and power holders agree to share planning and decision-making responsibilities through structures such as planning committees and joint boards.

*Placation***:** This level focuses on placing of a few hand-picked less privileged individuals in the community to serve in development committees and boards. The goal is to empower community members to be able to contribute to community development.

Consultation: This level's emphasis is on inviting citizens' opinions, like informing them in order to encourage their full participation. However, this level of this participation is usually associated with tokenism (Burns & Taylor, 2000). Although people are consulted, decisions are still made by power-holders, therefore participation remains a window-dressing ritual.

Informing: At this level citizens are informed of their rights, responsibilities and options. Arnstein (1969) asserts that this level is often characterized by a one-way flow of information, from officials to citizens and no channel provided for feedback and no power for negotiation.

Therapy: This level assumes a masquerade of involving citizens in planning; the experts subject the citizens to clinical group therapy. Citizens are engaged in extensive activity but the focus is on curing them of their pathology/weaknesses, rather than on changing the racism and victimization that created their pathologies/weaknesses (Arnstein, 1969).

Manipulation: At this level citizens are placed on signatory committees and advisory boards for the express purpose of educating them or obtaining their support. However, instead of genuine participation, citizens are manipulated by power-holders to legitimize their decisions made in advisory and signatory committees (Arnstein, 1969).

Arnstein (1969) concludes that the eight levels of participation have a significant role to play in facilitating community participation and that redistribution of power between power-holders and citizens is an essential aspect in determining how information is shared, goals and policies are set, tax resources are allocated, programmes are operated and benefits like contracts and patronage are parcelled out in the community. To summarise, the process of power redistribution within the community as described by Arnstein is crucial for bringing about social change which could ensure equal distribution of resources and sharing of benefits amongst members of the community.

The diagram below shows Arnstein's ladder of participation:

Figure 1: Arnstein's Ladder of Participation
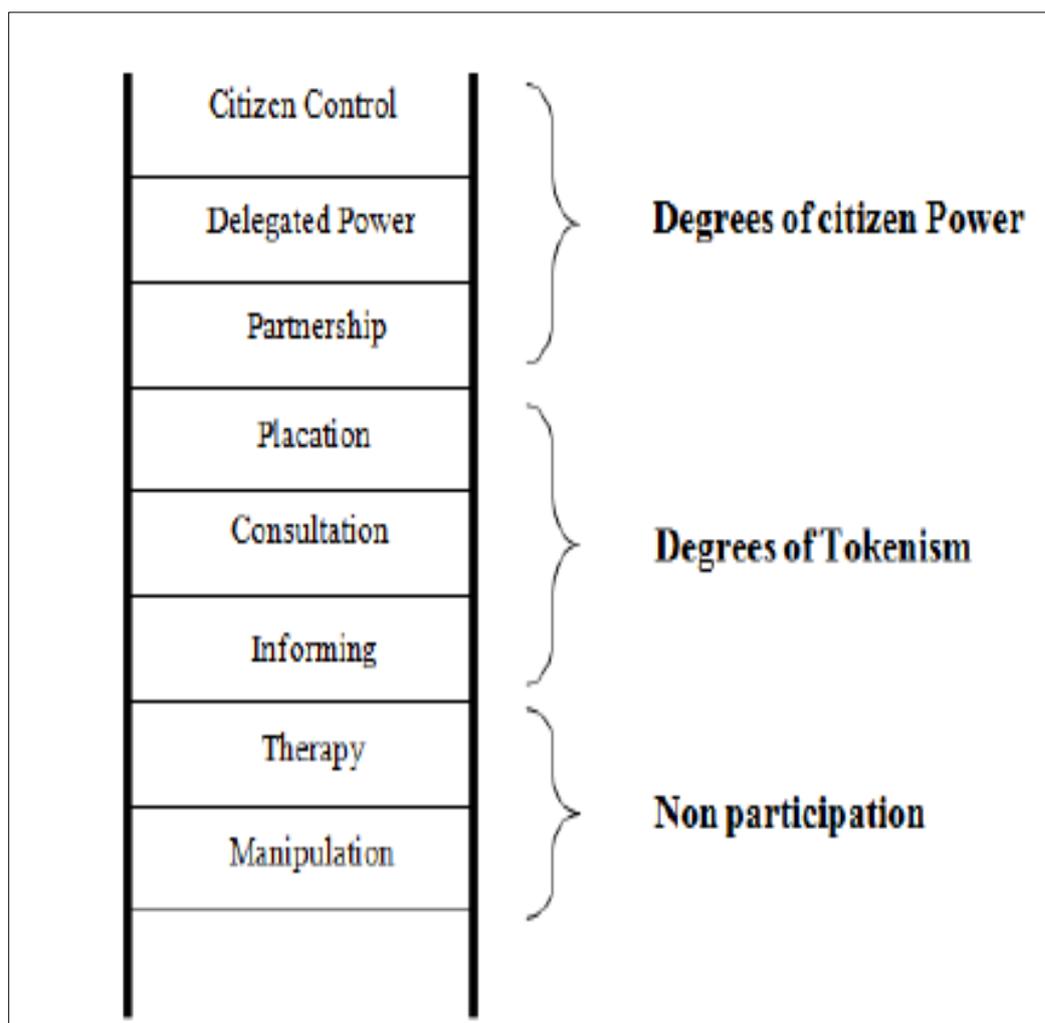
Note:Adapted from A Ladder of Citizen Participation by S.R Arnstein ,1969, *Journal of the American Planning Association, 35, P.216-224.*

Although, community participation as a conceptual framwework has been theorised, the challenge of implementing participatory development continues to persist. Theron (2005) argues that succesful application of the community participation concept to community development depends upon the methods used to bring about meaningful participation. The issue of low community participation has been echoed in the community development literature. This indicates an existence of variety of barriers (structural, administrative, socio-cultural and political) which may significantly prevent the local people from fully participating in development activities. Oakley (1991) postulates that structural , administrative, socio-cultural and political barriers to community participation are directly linked to both the method or typology of participation adopted and the view in which participation is regarded. For instance, a Community Development worker who view participation as means used to achieve a set of predetermined goals may organise a few hand picked community members to take part in solving a certain community problem under the leadership of a technical expert. Even though community members may take part in the process, the decision making process is controlled by experts, as a result once the problem is solved, community members are left without problem solving skills. This scenario may possess structural and admistrative barriers to community participation. Therefore, Kariuki (20l4) suggests that the methods adopted to implement community participation should provide a framework to address barriers/factors preventing community participation. This implies that addressing barriers to community participation is the means by which development practitioners could ensure full participation of local residents in development activities, specifically in community development projects.

2.4 Factors preventing Community Participation in Development Projects

According to Nekwaya (2007), community participation is directly linked to the social and cultural context in which it takes place; therefore, it is important to examine socio-cultural dynamics that may affect community participation. In fact, socio-cultural dynamics play a role in determining the extent of community participation. Moreover, Nkojera (2008) points out that the existing structural and political system has a direct impact on the level and extent of community participation. As mentioned earlier in this chapter the current study also looks at on how project cycle management influences the participation of men in community projects.

Oakley (1991) outlines the following three major categories of obstacles to community participation in projects and programmes:

2.4.1   Structural Barriers

Structural barriers refer to complex and centralized organisational systems that control decision-making, resources allocation and information and are not oriented towards community participation. The existence of social stratification with inbuilt dominant relations of power and production forms part of structural barriers. These barriers are linked to the trickle-down approach whereby authorities make decisions on behalf of the community. Exclusion of community members from the decision-making process as well as the project-planning process makes it difficult for them to participate in other stages of the projects, such as the implementation, monitoring and evaluation stages.

According to Patanakul and Shenhar (2012) the project identification phase cuts across all other phases of project cycle management, such as planning, implementation as well as monitoring and evaluation. However, this phase is often overlooked.   Kariuki (2014) argues that Instead of basing project identification on the needs of beneficiaries, a number of NGOs and donors tend to drive the process of project identification according to their own perspectives, interests and experiences. Many NGOs in developing countries for instance, design their own

programmes based on the aim or intention of the resources from donors rather than the needs of communities. As a result majority of donor-funded projects failed due to a lack of community participation, as people are less likely to participate in projects that they neither initiate nor address their needs. In support, the Ajayi (2006) reports that some community projects (green schemes, water projects and conservancies) in countries such as Tanzania, Uganda, Zambia, South Africa and Namibia were identified by NGOs with little or no consultation of community members, this resulted in project resistance amongst community members.

Similarly, uneven allocation of resources, such as funds, equipment and human resources as well as flawed information distribution systems which are controlled by central authority figures, discourage community members from participation in community initiatives.

Cleaver (1999), in his study of water projects in Sub-Saharan Africa, reported that even if communities are initially successful in creating projects, they may lack material resources and connections to sustain their efforts, as a result their efforts are in vain. This scenario discourages community members from engaging in community development projects.

In the same vein, Kakumba and Nsingo (2008) contend that the weak socio-economic condition of the rural poor obstructs them from meaningful participation in development processes. The authors, further mention that the weak financial position of local communities reduces their capacity to participate in development projects. In fact, having inadequate resources negatively affects rural communities' ability to effectively influence and develop policies, compared to other key-players in the policy-making arena.

Another structural controversy in the community participation literature is the fact that many NGOs in developing countries have for a long time been implementing projects targeting women and girls, while side-lining the contributions of men in such projects (Waweru,2015).

Subsequently, this feminist approach to community development has not only resulted in a lack of adequate data on the participation of men in community development projects but it also led to men distancing themselves from community affairs as highlighted in chapter 1, page 5 of this study.

2.4.2   Administrative Barriers

Administrative barriers relate to bureaucratic procedures, operated by a set of guidelines and adopting a blueprint approach, providing little space for community members to make their own decisions or control their development process. These barriers are associated with a technical assistance approach, whereby NGOs approach communities with pre-defined operational guidelines of how projects are supposed to be implemented, monitored and evaluated, leaving communities with no opportunity of utilizing their local skills and knowledge in executing projects. According to Cooke and Kothari (2001), participation has been translated into managerial "toolboxes" of procedures and techniques. The blue print approach gives rise to a number of critical paradoxes: projects remain largely concerned with efficiency, and focus attention only on highly visible, formal, local organisations, overlooking the numerous communal activities. Isidiho (2016) implies that participation is usually asserted, not demonstrated, as few development agencies have time to examine the indicators or follow the process of how participation happens and what its effects are on participants and the wider community, but neglect the issue of how to achieve effective participation. The absence of data on how to promote community participation therefore remains problematic.

Heck (2003) contends that a centralized public administrative system that controls decision-making, resources allocation and information may strain participation; where local residents feel they are not part of the design, they are likely to lose interest in programmes/projects formulated by outsiders. Heck further comments that bureaucracies in acquiring resources impede community participation significantly.

In some instances, NGOs initiate community projects as demonstrations to show people what can work in their communities. Mwanzia and Strathdee (2012) cautions that implementing demonstration projects adopting inherited systems and procedures do not necessarily address beneficiaries' needs due to the complex and diverse nature of communities, thus it could be detrimental to community participation as people are reluctant to participate in projects which do not address community needs or improve their conditions.

A study by Nkojera (2008) revealed that in many projects, community participation has been restricted to the implementation phase of an upgrading programme, which led to communities feeling they were being imposed upon to carry out decisions made by authorities. Where communities feel that they are not part of the design, they are likely to lose interest and not assume ownership of the project. In congruence, IFAD (2009) stresses that although the implementation process of community projects in some African countries often involves people at grass roots level to a limited extent, the process is usually associated with a blueprint approach which side-lines the views and perceptions of the masses. Therefore, implementation of many community development projects is shaped by vague, broad and complex pre-formulated operational policies/guidelines of donors and NGOs.

Kariuki (2014) explains that the process of monitoring and evaluating community projects in African countries relies heavily on predetermined monitoring and evaluation tools that are executed by external bodies. In most cases, project beneficiaries are left to implement activities over which they have little or no control in terms of determining necessary measures of assessing progress and weighing projects output/outcomes against targets/goals. Many NGOs and donors delegate a series of professional experts from elsewhere to conduct monitoring and evaluation of community projects on behalf of the local residents, resulting in a lack of project sustainability. In a nutshell Narrayan, (2002) express that a lack of projects sustainability

deriving from flawed administrative systems leads to a projects failure, especially after departure of technical and professional experts from communities.

The blueprint approach lacks transparency and is associated with a lack of trust from community members, thereof discouraging people to participate in projects, mainly due to the fact that community members may not trust implementing agencies (Korathi in Sei, 2016, p. 53).

The inherent bias in legal systems to maintain the status quo, which undermines the rights of local people, is yet another Administrative barrier to community participation. According to Heck (2003), restrictive policies and laws as well as the misinterpretation of legislations preventing the poor from organizing themselves to demand their democratic rights, contain a serious threat to effective community participation. For example, many financial institutions such as banks and credit schemes require collateral as a standard to grant individuals/groups a loan or grant. This bureaucracy often disqualifies the rural poor as they usually do not meet these standards.

FAO (2009) concludes that complex, bureaucratic procedures characterized by top-down planning performed by professionals with regards to the process of rural development resource allocation remains a challenge in many African countries.

2.4.3 Socio-Cultural and Political Barriers

Social, cultural and political barriers include a mentality of dependence, a culture of silence, power structures/domination of the local elite, gender inequality, low levels of education, poverty, age, gender, and lack of access to information relating to democratic rights and available opportunities. Other barriers pertain to the degree of community capacity, which includes leadership and management skills, existence of social capital (trust and networks) and attitudes.

According to Homan (2008), the common needs-based approach to community development coupled with charity work adopted by many NGOs created a concurrent dependency syndrome among many communities. Today many communities fail to sustain themselves due to a long-existing mentality of dependency. Despite efforts by development agencies to introduce the Rights-Based Approach which emphasises the use of local knowledge and skills in addressing community problems, people continue to rely on external resources instead of working towards becoming self-reliant. The dependency syndrome thus prevents local residents from taking ownership of community projects. Therefore Owusu (2003) suggests that main role of a Community Development Worker is to facilitate a gradual shift from dependency to neoliberalism.

Beard (2005) points out the existence of power structures and social classes in communities, for example the dominant and majority group plays a role in who participates in community development activities and who does not. It is most likely that people who belong to a dominant group in the community would participate in local initiatives as compared to those belonging to minority groups due to imbalances in the power structure, which allows local elites to manipulate their leadership positions at the expense of the poor. In support, Latteau (2000) comments that rural African communities are often dominated by dictatorial leadership that shape participation to benefit those in power. Commonly, the rural poor are usually not consulted with regard to development policies, priorities, programmes and agendas, but rather a few handpicked local leaders/representatives who decide on behalf of the masses. As a result, many local residents tend not to participate in development initiatives designed without their consultation. Mohammad (2010) mentions that" power relations play a significant role in the success or failure of a project". For example, if local leaders do not support participatory development approaches then it is likely that the project will fail. In addition, political biases

and interferences of local leaders favouring some individuals and groups in the community tend to impede community participation.

The level of participation in community development projects is associated with gender, age, household income and educational level. Nkojera (2008) states that more males than females participated in the water project in Tanzania, which is unusual in many other African countries such as Namibia, Uganda etc. In contrast, UNDP (2015) stresses that community participation in development projects and development surveys/studies is shaped by low levels of men's participation as compared to women in the same localities. La Ferrara et al. (2007) argue that the existing inequality between men and women continues to push women to the periphery of developmental agendas. Cultural beliefs associated with women being considered as minorities and assigned with family commitments (childcare, domestic chores and the related) as well as other societal expectations that consume considerable time and effort may prevent them from participating in community development projects.

Mwei (2016) found that age has a significant impact on the level of participation in community projects. According to Mwei, young people (below the age of 35 years) tend to participate more than older people (above 35 years). This instance is linked to the notion that "the older one gets the less the physical ability". This notion implies that as people get older, their physical ability to perform certain duties decreases, thereby limiting their opportunities of participating in projects requiring physical abilities.

Poverty and its many behavioural consequences can be a strong limiting factor for stimulating community participation. A study conducted by Nkonjera (2008) revealed that people with better incomes participated more in water projects in Tanzania than those who earned less or no income.

Musukwa (2001, p. 20) further comments that citizens are reluctant to participate if they are frustrated by the rising cost of living and economic conditions that rob them of their peace of mind and desire to effectively participate in projects.

Obbo (2000) reports that that the level of education has a direct influence on the participation level of communities; it is a determinant factor for participation. In most cases people with better educational backgrounds have greater potential of understanding the developmental agenda and thus participate more than people with poor educational backgrounds.

Luthans (2005) defines attitude as a persistent tendency to feel and behave in a particular way toward some issues. He categorizes three components of attitude as emotional, information and behavioural. The emotional component involves the person's feelings of affect – positive, neutral or negative about a certain issues.

Despite the efforts of development agencies to implement participatory development, persistent dilemmas face development agencies. According to Pretty (1995), the main dilemma in the literature is that although development agencies need community participation and support, they fear that the process could be less controllable, less precise and likely to slow down planning and implementation. Larremore etal (2014) compliments the above stance by implying that community participation may lead to delay and slow progress in initial stages of the fieldwork, thereby delaying the achievement of physical as well as financial targets. Another common assumption made by development agencies is that community participation is associated with tokenism, whereby a few individuals in the community benefit from projects at the expense of others (Thomas, 2013).

Moreover, Ajayi (2006) indicate that community members often perceive government priorities and programmes as detrimental to their community's health and sustainability. These negative perceptions discourage the majority of community members from participating in

developmental programmes and projects facilitated by government or NGOs. On the other hand, some communities view development projects as self-enrichment schemes initiated to benefit politicians and local elites; as such, they tend to distance themselves from projects (Mwanzia &Strathdee 2012).

The information component consists of beliefs and information an individual has about an issue. According to Vixathep (2011), many rural communities lack access to information relating to available opportunities and services. Information on policies, programmes and services is difficult for the community to obtain and in cases where such information is available; community members are unable to interpret them. Consequently, community members miss available opportunities and services. Conversely, cultural beliefs, norms and value systems of communities have direct impact on the level of community participation. For instance, some communities believe that development is controlled and decided almost entirely by outsiders, therefore they may feel powerless to steer development policies, priorities, programmes and agenda (Laverack, 2001). A community's low sense of power thus prevents local residents from participating in projects. In addition, ineffective training methods and a lack of management skills lead to deficiencies in the sustainability of a project (Nkojera, 2008). It is commonly believed that if project members do not have the necessary skills and expertise the project is likely to fail. Quite often training methods used in some projects do not effectively equip community members with the necessary skills and knowledge required to achieve project goals or even to sustain such initiatives.

The third component of attitude is behavioural, which consists of persons' tendencies to behave in a particular way towards an issue. Human behaviour is unpredictable; the fact that people change every day makes it difficult to control the behaviour of communities towards certain aspects and community development projects are no exception.

Oakley (1995) argues that donors, CBOs and NGOs tend to manipulate financial and technical powers to deceive both communities and government under the pretence of helping people, while in fact they are satisfying their own interests, furthering their own agendas or raising old, unresolved issues. Okafor (2011) postulates that the assumption of development agencies, which implies that communities lack capacity and skills to implement development projects, pushes community members to the receiving end of development and thus undermines community capital (human, social, physical, financial, etc.) necessary for building sustainable communities. Community members are thus regarded as mere recipients, rather than actual creators of change and progress.

According to Waweru (2015), some communities face unresolved conflicts and misunderstandings that lead to division amongst members of the community. The absence of community cohesion makes it difficult for them to achieve collective action. In communities where local residents do not work together, poverty, hunger and diseases dominate such communities. Therefore, the existence of conflict is detrimental to community welfare and sustainability, as community members are unlikely to participate in projects while tensions are at play.

Laverack (2001) argues that participation without a formal leader who takes responsibility for getting things done, dealing with conflicts and proving direction for the group, often results in disorganization. As such, leadership skills play an important role in organizing communities and advocating for social change amongst members of the community, including full participation of all residents. Conversely, Ozor and Nwankwo (2008) stresses that local leaders influences the direction of community development projects by inspiring community members to participate in projects.

Amongst all three components of attitude, only behavioural can be directly observed. Although the information and emotional components of attitude cannot be directly observed, they play a vital role in determining the level of participation within communities.

2.5 Motivation for Community Participation

Community participation as a social activity depends on both the external and internal social environment. According to Mbongori (2014), the existing social system in a community can either facilitate or inhibit participation of local residents. A number of factors propels community participation. Waweru (2015) explains that visible and invisible outcomes attract members of the community to participate in projects. He furthermore lists a number of visible and invisible motives, such as financial and material gains, development interest and need, previous experience, a sense of belonging, the urge to serve the community and satisfaction of projects.

Waweru (2015) asserts that local communities participate in projects that are of great importance to them and their families. For example, if the community is poverty-stricken, any projects that address poverty and hunger will automatically attract a number of local community members.

A study conducted by Masanyiwa (2008) reveals that community members participate effectively when they perceive that the intervention being undertaken by a project addresses their immediate needs. In support, Narrayan (2002) posits that people participate in projects that account for their needs, thus, community members participate collectively to take initiatives for their own socio-economic development, which leads to empowerment through asset and capacity building.

Effective leadership in the community that represents the interests of the masses enhances the level of trust and solidarity within the community, which eventually leads to equal participation by community members (Martiskainen, 2017).

Ozor and Nwankwo (2008) demonstrate how effective leadership motivates community members to participate in local initiatives. According to these authors, after the leadership training of community leaders in Nigeria, many of the leaders implemented the skills learned during the training, such as consultation and the establishment of community development committees consisting of the locally elected representatives that included women, people living with disabilities and the poor. This led to a high level of community participation in development projects as many people felt appreciated and represented in terms of decision-making.

According to Nkojera (2008), a good educational level of community members increases their chances of participating in community projects. Nkojera (2008) further postulates that once people are presented with information on community projects and are able to interpret such information their interests in community projects develops. Moreover, projects that produce tangible outcomes such as job creation, improved living standards etc. attract more community residents to partake in community projects, as do arterial/financial incentives. Social benefits, such as decision-making and problem-solving skills, also motivate people to participate in community development projects (Aref etal, 2010).

Mbongori (2014) adds that the availability of social activities in the community, such as popular theatre, social gatherings and clubs that build a sense of ownership and community cohesion, motivates people to participate in other activities within and outside the community.

In the same vein, Waweru (2015) points out that the composition of a community, which includes the level of trust, cooperation and unity, plays an important role in promoting

community participation. Coleman (1988) further stresses the implication of unity as a way of harnessing social cohesion and making communities recognize the value of working together to accomplish common goals.

Technical support from local government and NGOs, including capacity building and delegation of tasks to community members, enhances the confidence of local members and thus leads to a high level of participation.

Finally, Aref *et. al.,* (2010) emphasises the need for development agencies and governments to strengthen community capacity that would enable local residents to take full ownership of projects in terms of resource management, planning, implementation as well as monitoring and evaluation of projects.

2.6 Benefits of Equal Community Participation

Community participation serves a significant role in the process of community development. It is a vehicle that facilitates the achievement of community development goals. Without it, the process of community development is compromised (Swanepoel & De Beer, 1998).

Lancaster (2002) demonstrates the benefits of community participation as follows: Community participation ensures social acceptability of development projects in the community; when community members learn to understand the purpose of development initiatives they tend to embrace such initiatives. Moreover, community participation leads to the further development (new ideas) and growth in the community. In the same vein, community participation ensures equitable distribution of resources that then enhances transparency.

According to Linda (1998), involving communities in project's execution leads to sustainability; this happens especially when the community development worker (CDW) leaves the projects in the hands of the community. Participation of community members in development projects eventually leads to the sustainable management of local resources by the

people. In addition, community participation promotes a sense of ownership and self-reliance as it builds people's confidence to assess their problems and initiate their own solution to problems (Marayan 1995).

Correspondingly, FAO (2002) states that community participation enhances self-reliance, demolishes over-dependency attitudes, enhances awareness, confidence and self-initiative. It also increases people's control over resources as well as development efforts, thereby enabling them to plan, implement and participate in development efforts at levels beyond their community.

According to Burkey (1993, p. 53), community participation empowers the primary beneficiaries of development programmes or projects by helping them to break away from a dependency mentality. This leads to the creation of sustainable communities as people become pro-active in the continuous upgrading of their locality while managing their resources in a sustainable manner.

Okafor (2011) also states that community participation enhances the empowerment of community members by building their capacity to identify, define, solve and implement solutions to their problems. In support, Nampila (2005) explains that once communities participate in development initiatives, they will be able to assess their own situation, organize themselves as a powerful group and work creatively towards changing society and building up a new world.

In addition, Community participation enhances efficiency and effectiveness of development initiatives; by sharing the cost of the projects in terms of time and energy as well as ensuring that the project's objectives are reached (Crook & Manor, 1998). Narrayan (2002) complements this idea by referring to participation as a significant factor contributing to project effectiveness and maintenance of water projects in Africa, Asia and Latin America. Through

participation, resources available for development will be used efficiently and fewer costs will be incurred if people themselves are responsible for the project (Kiyonda, 2008).

2.7 Strategies to Promote Community Participation

Over the past years, development agencies have been faced with a challenge of implementing participatory development. In an attempt to promote participatory development, Wong (2012) suggests a number of strategies that could be employed to improve community participation.

They include:

- Engage community members in learning and understanding the importance of participation.
- Demonstrate the benefits of community participation by celebrating community successes.
- Involve community members in the decision-making process.
- Promote a bottom-up approach to community development and participation.
- Ensure equitable allocation of resources and appropriate information dissemination.
- Promote volunteerism and initiate opportunities for community members to exercise their skills.
- Establish community development committees to mobilise other community members to partake in development initiatives.
- Strengthen social ties within the community through the establishment of social clubs, cooperatives and recreational centres.

Theron (2005), recommends identifying influential individuals or community groups who can bring people together and promote action as a pragmatic strategy that works well in promoting community participation, especially in rural African communities.

FAO (2002) stipulates a number of strategies that may help to promote community participation, such as: Awareness creation (educating people to become aware of their socio-economic condition, the causes of their plight and potential to change their situation), encourage self-reliance and self-development by inspiring project's beneficiaries to identify their own problems and seek adequate solutions and actions; this eliminates dependency on external resources, sensitization of governments and NGOs to include the masses in policy-making as well as the formulation of development plans and programmes. In addition, Cooksey and Kikula (2005) suggests that Asset-Mapping (identification of skills, talents, knowledge and resources in the community), which can act as a starting point for development projects, is crucial for enhancing the interests of community members.

Finally, Chitambo etal (2002) emphasises the formation of committees and sub-committees in communities to spearhead identification, implementation as well as monitoring and evaluation of the community as a pragmatic strategy to improve community involvement.

2.8 Summary of Chapter Two

This chapter highlighted various aspects of community participation. The researcher examined relevant sources such as EBSCOHOST and Science-Direct databases, Oxford Journals, Sage Publications, theses, textbooks and reports such as the UNDP Human Development report, IFAD Countries reports and World Bank annual reports. The literature review process was based on common key aspects such as factors preventing community participation in development projects and motivation for community participation.

The reviewed literature revealed that factors preventing community participation in development projects are grouped in three major categories, namely structural, administrative as well as socio-cultural barriers. The researcher also looked at the benefits of equal community participation and strategies to improve community participation in order to provide a throughout understanding of community participation. Although the literature addressed

various aspects of community participation, including the issue of women and participation in community projects as outlined above, little attention has been given to gender participation, in particular "factors preventing the participation of men in community development projects" As a result, the issue remains under-investigated. This study therefore aims to address the existing gap in the literature. In conclusion, the theoretical and conceptual framework underpinning the study was also reviewed. The next chapter explains the methodology employed during this study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research approach and its design employed in the study. The description of the study area, pilot study, and justification for the choice of particular methods, population and sample as well as the sampling procedures are indicated and explained. The chapter also stipulates the research instruments, data collection procedures, data presentation and analysis and ethical considerations.

3.2 Study Area

The Oshana region is located in the northern part of Namibia, with Oshakati as its capital. The region has a population of approximately 176,674, of whom about 55% lives in rural areas (Namibia Statistics Agency, 2013). The region is one of the smallest rural regions in Namibia with a poverty level of 21% (National Planning Commission, 2011). Oshana is made up of eleven constituencies, namely Okaku, Okatana, Okatyali, Ompundja, Ondangwa - rural, Ondangwa - urban, Ongwediva, Oshakati-East, Oshakati-West, Uuvudhiya and Uukwiyu-Uushona. Like many other rural regions in Namibia, Oshana is characterized by a lack of sufficient social services such as hospitals, schools, community markets, recreational facilities, affordable housing (Namibia Statistics Agency, 2013).

The majority of the population in this region relies on subsistence farming livelihoods. The surplus obtained from the growth of agricultural products such as mahangu, sorghum, beans and dairy products is sold for cash at informal markets.

The Okatana constituency has a population of approximately 14 801 (National Planning Commission, 2011). The constituency surrounds the area of Oshakati, the capital town of the Oshana region. In nearly every direction from Oshakati there are about five villages which form part of the Okatana Constituency. Over the past three years, a total number of 25

community development projects were implemented in the Okatana constituency. Many of these projects were funded through the Ministry of Urban and Rural Development. Out of 25 projects, 15 failed to achieve the intended objectives which represents a 60% failure.

Failure of community development projects negatively affects the status of both community and regional development in terms of the socio-economic growth (Nekwaya, 2007).

3.3 Qualitative Research Approach

This study sought to gain an understanding of factors preventing participation of men in community development projects. A qualitative research approach was considered appropriate for this study due the nature of the study's research questions. Neuman (2006) describes qualitative research as a method that explores attitudes, behaviour and experiences, and attempts to obtain an in-depth understanding of a phenomenon under investigation. This means that qualitative researchers study phenomena in their natural settings, attempting to make sense of or interpret the phenomena in terms of the meanings that people bring to them (Patton, 2000).

In the context of this study, the researcher attempted to understand factors preventing the participation of men in community projects. Thus, qualitative approach allowed the researcher to probe participant's views by interviewing while observing their behaviours at the same time.

3.4 Research Design

According to Kothari (2004) research design is an overall plan, roadmap and blueprint strategy of investigation conceived to obtain answers to research questions. Groenewald (2004) explains that phenomenological research describes the meaning of several individuals of their lived experiences, therefore the aim of the researcher is to describe as accurately as possible the phenomenon, refraining from any prejudices but remaining true to the facts. Thus, the focus of phenomenological studies is to understand people's perceptions, experiences and perspectives of a particular phenomenon (Giorgi, 2009).

In this study the researcher used a phenomenological research design to understand perceptions and experiences of participants regarding factors contributing to the low participation of men in community development projects.

Since the researcher intended to explore community member's perceptions, experiences and meanings attached to low levels of men's participation in community projects, participants were given a good opportunity to describe what was meaningful to them in their natural setting and using their own words.

3.5 Population

According to Polit and Beck (2004), population refers to the aggregate or totality of all the subjects corresponding with characteristics set by the researcher (p. 67). Population can also be referred to as a group of individuals who comprise the same characteristics (Creswell, 2014, p. 9).

This study took place in the Oshana region, and in the Okatana constituency in particular. The Oshana region has a population of 80,115 men and 96,559 women. Therefore, the above figures made up the population of the study.

3.6 Sample and Sampling Procedures

A sample is defined as a sub-set or sub-group of the population selected to participate in a study (Creswell 2012). Sampling procedures refers to the process of selecting units from a population of interest in order to determine the parameters or characteristics of the whole population (De Vos, 2005). According to Creswell (2007), it is quite common that phenomenologists use the criterion sampling method; Criterion sampling technique is a method of selecting individuals who meet predetermined criteria of importance. Creswell (2009) argues that a sufficient sample size in phenomenological studies should range from five to 25 participants and is based on the principle that all participants must have experienced a phenomenon and must be able to express their lived experiences of that phenomenon. Although the researcher initially planned to select

24 participants, only 18 were judgementally and conveniently involved in the study due to difficulties in recruiting participants with experience of the phenomenon.

In this study, the researcher used a criterion sampling method to select 18 participants, consisting of 10 women and 8 men from 4 villages in the Okatana Constituency. This implies that the researcher selected participants with experience of participation in community development projects. Participants were grouped into two categories of nine participants each, these were participants who fully participated in projects and those who partially participated in projects.

Because the researcher experienced problems in locating participants who met the set criteria, the researcher included a snowball sampling technique where key informants referred the researcher to other prospective participants (Cohen& Morrison, 2000). This was done to ensure that the sample offered opportunities of data saturation.

Saldana (2009) supported by Marshall and Rossman (2011), suggests that researchers undertaking qualitative studies should continue to collect data until a saturation point is reached and no new patterns and possible themes emerge. Therefore, the researcher kept on recruiting participants until all research questions were exhausted and until participants started raising the same themes repeatedly.

3.7 Pilot Study
Prior to actual data collection, an interview guide was pilot-tested to enhance confidence and relevance of the research instrument as well as to refine questions and where necessary introduced specific focus questions. Babbie (2010) emphasizes that it is important to conduct a pre-test of the research instrument in order to identify and rectify problems before the main data collection process. Burns and Grove (2001) define a pilot test as a small-scale preliminary study conducted to evaluate the methodology to be used in the larger study. In this case, a pilot test was conducted with three participants from Ondjondjo village in the Okatana constituency,

Oshana region. The three participants included one participant who had never participated in community development projects, one participant who had withdrawn from participating in community development projects and one participant who had fully participated in community development projects. Out of the three participants, two were men and one woman. Participants in the pilot test did not participate in the main study.

In addition, the pilot study was aimed at establishing whether participants would understand and be able to respond to the main research questions without difficulty. Another aim of the pilot study was to ensure that the semi-structured interview guide would indeed explore and stimulate in-depth discussion about the participants' views on factors preventing the participation of men in community development projects as well as the participants' lived experiences of participating in community development projects. In addition, an audio-recorder was pre-tested for quality.

The three participants interviewed during the pilot study understood all the main research questions and were also comfortable with an audio-recorder. However, all three participants raised an additional focus area concerning benefits of equal community participation that had not previously been considered by the researcher. As a result, the researcher refined the interview guide to include the proposed area of concern. During pre-testing of the interview guide the researcher picked up that some of the questions included in the interview could not elicit comprehensive information directly related to the phenomenon being investigated. Rather than extending interview sessions that bored participants, the researcher decided to exclude some of the initial questions that were deemed unnecessary such as (1) what types of projects exists in the community?, (2) how does the government contribute to livelihood activities?, and (3) What type of support do community projects receive from NGOs and Government?.

The results of the pilot study revealed that both the interview guide and audio-recorder were appropriate for the current study and thus it was endorsed.

3.8 Ensuring Trustworthiness in Qualitative Research

(a) Trustworthiness

Ensuring trustworthiness of research findings is a basic principle in qualitative research as similar to positivist inquiry. Several writers on research methods have demonstrated how researchers adopting a naturalistic inquiry can incorporate strategies that deals with validity and reliability.

According to Lincoln and Guba (1985), the aspect of trustworthiness involves establishing:

➢ *Credibility* – Deals with the question of how congruent are the findings with reality? It seeks, it to ensure confidence in the truth of the findings. Strategies such as: adoption of appropriate methods, familiarisation, triangulation, random sampling, probing, voluntary participation and member checking are some of the techniques to increase credibility of findings.

➢ *Transferability* – involves demonstration that the findings have applicability in other contexts. Transferability can be ensured by making inferences to other studies, providing sufficient description of findings (using verbatim to support descriptions), and explain the scope of the study so as to indicate the context in which the findings applies.

➢ *Dependability* – seeks to demonstrate that the findings of a study are consistent and could be repeated, ensuring dependability of findings includes; using multiple methods and explaining the methodology used inclusive of the design and how it was used as data collection techniques in order to provide the reader in-depth background of how findings emerged.

> *Confirmability* – explains a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation or interest. In order to ensure confirmability researchers should demonstrate evidence of findings by using verbatim/quotations, adhering to research ethics such as integrity and detachment as well as observing the " epoche" principle which refers to the process of refraining from pre-suppositions and illustrate "audit trial"(Diagrams showing the flow of data).

(b) Triangulation

Lincoln and Guba (1985) define triangulation as a process of using different methods such as observation, focus groups and individuals interviews as data collection strategies. The use of different methods in a combination compensate for their limitation and exploit their benefits (Creswell, 2014). In some instances supporting data may be obtained from documents to substantiate the background and help explain attitudes or behaviour of the group under investigation as well to verify particular details provided by participants. In support, Healy and Perry (2000) indicates that using multiple data collection methods enhances credibility and trustworthiness of findings.

Another form of triangulation may involve the use of a wide range of informants (data sources). In this case individual view points and experiences can be verified against each other consequently, a unifying picture of attitudes or behaviour of the group being studied maybe constructed based on various contributions of participants (Miles &Huberman, 1994). Strauss and Corbin (1990) further stresses that examining the consistency of different data sources from within the same method enhances the credibility of findings.

Therefore, the process of including multiple sampling techniques, data collection tools and participants from various groups, such as male and female participants who had fully participated and those who withdrew from participating in community development projects is referred to as triangulation of sources.

3. 9 Data Generation Tools and procedures
Before entering the study site

In this study, the researcher preferred to use the term "data generation" instead of the commonly used "data collection" terminology. The choice of data generation as a preferred terminology was based on the ontology that there are multiple realities which needs to be generated and that data is not necessarily "ready at hand", therefore the researcher must construct data in the sense that they have arranged a situation where data can be generated and captured (Shenton &Heyter, 2004).

Data Generation, refers to the theory and methods use by researchers to create data from a sampled data source (s) in a qualitative study, the research intentionally create situation that produce qualitative data (Yin, 2014). Patton (2002) explains that the process of data generation involves activities such as searching for suitable sources & materials while focusing and noting objects & events that seem relevant to the study and then, select and record what they consider potentially valuable for further study.

According to Kothari (1985), gaining entry to a research site involves a combination of planning, perseverance and fortune. Researchers conducting qualitative studies should consider a number of factors when choosing a research site and planning to build relationships with prospective study participants (Patton, 2002; Shenton &Heyter, 2004). The Researcher selected four villages in Okatana Constituency believed to be information rich sites with guidance of the deputy Director of Planning and Development Services in the Oshana region. Additionally, the researcher conducted a familiarization visit, meeting participants and engaging in continuous negotiations to ensure consent and agreement with all participants and gatekeepers as well as demonstrating transparency regarding researcher's personality, the purpose and nature of the research projects and the use of findings.

After the researcher was granted ethical clearance by the University of Namibia's School of Postgraduate Studies (Appendix: A), permission from the Ministry of Urban and Rural

Development (Appendix: B) and a Written consent (Appendix: C) from participants to carry out the study, actual data generation process commenced.

Firstly, the researcher developed semi- structured interviews supported by open participant observation to obtain information from all participants about factors preventing participation of men in community development projects. Mullings *et al.,* (2001) comment that semi-structured interviews are regarded as having the potential to provide more complete and more accurate information than other techniques in qualitative research. Semi-structured interviews are flexible and useful when exploring a phenomenon that requires a detailed account of the individual's subjective experiences. Lavrakas (2008) comments that face-to face interviews enable the researcher to clarify issues with respondents and maximize the quality of data collected during the interview. In addition, Yin (2014) states that open-ended questions are very useful as they allow participants to share their own experiences in their own words, pace and way, rather than being coerced by pre-suppositions developed by the researcher.

Secondly, due to the subjective nature of this study, the researcher acted as participant observer throughout the data generation process. This was done to verify the claims made by participants during interviews. Using semi- structured interviews with probes allowed the researcher to deviate from and still come back to the research questions depending on the flow of ideas and opinions. The researcher therefore acts as a moderator, guiding the respondents from one question to another (Hardon et al., 2001). The researcher developed an interview guide that consisted of four broad main research questions. These were then further divided into three more sub-questions (*see Appendix: D in this study*). According to Kennedy (2007), an interview guide acts as a tool to direct and remind the researcher of what questions to ask, the sequences of asking questions as well as areas to probe. It is a basis of formulating all forms of interviews, whether structured, semi-structured or unstructured.

On study site activities

Once in and on site, the researcher used the interview guide to direct the face-to-face discussions. Each interview was assigned an identifier, for instance, "Participant 5, Village B". Although the interview schedule was first prepared in English (Appendix: D), it was later translated into Oshiwambo, as the majority of the Oshana region's inhabitants are Oshiwambo-speaking. The researcher is fluent in Oshiwambo and could grasp the content of the interviews without difficulties. The recordings thereof were later translated into English for further analysis and reconstruction of further questions that sought clarity from the encounters. The researcher curbed boredom by allowing interviews to last within 30 to 60 minutes as recommended by (Cohen & Morrison, 2000).

Probes and follow-up questions were used as part of interviews to clarify answers with respondents in order to establish an in-depth understanding of what participants meant by certain phrases. For example, when a participant said, *"I don't really like the set-up of our committee"*, the researcher probed as to what the participant really meant. Moreover, follow-up questions were used to "pursue the implications of answers to the main research questions" (Greef, 2011, p. 349). This is supported by Silverman (2000). According to Greef (2011, p. 349), the phenomena of experience should be probed until "the thing itself" is illuminated and described. This enables the researcher to describe or interpret the phenomena as experienced and explained by participants themselves without inducing researcher's act of influencing the outcomes of the study by unintentionally leading participants to answers (Sarniak, 2015).

A tape-recorder was used to record descriptions of participants' perceptions about factors preventing participation of men in community development projects, as well as their lived experiences of either participating or not in community development projects in the Okatana constituency, Oshana region. Modaff and Modaff (2000) argue that it is difficult to write field notes on everything during the interviews, therefore an audio-recorder helps the research to capture all information from the interviews. ". Field notes were taken during the interviews in

order to record the descriptions of participants' views, perceptions and experiences relating to participation in community development projects. A digital audio-recorder was used to back up the notes taken during interviews.

Lofland and Lofland (1995), explain that field notes are useful for the data analysis process as they help the researcher to revisit and analyse all information collected during fieldwork. In this study, field notes (journals) were made during the interviews as well as reflection notes, which were written after the interviews.

After interviews, an observation sheet (Appendix: E) was used to generate data by describing people's behaviours, occurrences, objects, products and activities conducted at project sites, local cuca shops and constituency councillor's office. Descriptions of physical settings, objects, community's behaviours and a wide array of interactions at certain settings were recorded on the observation sheet (Appendix: E). In addition to the observation sheet, the researcher developed a document analysis worksheet in order to examine Constituency Development Committee (CDC) documents such as profiles, meetings minutes, attendance registers and work plans were selected among others, Findings emerging from analysed CDC documents were recorded on a worksheet in a form of annotations.

Exiting the study site

Each time the researcher learnt that the respondents began repeating the same thing that they had initially said, the researcher left the site of discussions. This indicated that the point of saturation in data collection was reached. This is the time the researcher would reflect on what happened during the discussions. The researcher wrote reflection notes based on the verbal and nonverbal nuances that streamed from discussions. This helped the researcher to grasp the whole content of the interviews and observations including points that had been missed during

the process of the discussions. Once interviews all were done the researcher transcribed and translated responses from Oshiwambo to English.

Exit interview-consultation offered an extension to the common use of member check, which is normally done to verify findings at the individual level (Miles & Huberman, 1994). Exit interview-consultation broadened the application of member check by corroborating findings at individual and organizational levels. It only became difficult for the researcher to go back to the members for data and findings verification, as most could not read and write. A few members that had opportunities to read and write helped the researcher to confirm the data that was indeed generated. Member checks help establish credibility and trustworthiness and enhance rigour in qualitative studies where participants are allowed to examine and analyze findings and interpretations (Lincoln and Guba, 1985; Taylor & Bogdan, 1998; Meadows, Verdi, & Crabtree, 2003).

3.10 Data Presentation and Analysis

Qualitative data analysis requires a researcher to become familiar with the data that is being collected for presentation and later focus on the analysis. The researcher then presented data in a way that frameworks for categories were created in order to yield patterns and relationships that connect the flow of the presentation. It is upon this knowledge that the researcher began the interpretation of data and deeper explanation of the findings. Similar statements that worked towards similar patterns and showed relationships from interviews, field notes and observations were presented in the form of narratives. In some cases, direction quotations in verbatim were presented to augment analysis. The data analysis process commenced soon after each process of data collection and presentation ended. Data collected was analysed following a thematic content (text) analysis method. Texts such as words, meanings, ideas, themes and other communicated messages spoken by participants during interviews were intensively analysed.

According to Braun and Clarke (2006), thematic content analysis is a process of analysing transcripts, identifying themes and categories that emerge from data. Thematic content analysis enables identification of recurrent themes, ideas and beliefs from the data (Ayres, 2008). Recorded interview discussions were first transcribed (in the form of verbatim) in participant's language and then translated into English. The researcher then read and re-read through transcripts to identify codes relating to segments of data. Each unit of meaning was assigned a unique code representing a content of segment. Meanings of data were compared against each other and similar meanings were grouped to form themes. After identification of themes, they were reviewed and analysed for the purpose of expanding or collapsing various codes. Out of further analysis of themes emerged several sub-themes which were further examined to identify similar patterns of data as well as differences across data. In addition, annotations emerging from documents analysed were categorised and then subjected to further analysing in order to select appropriate data for the study which was later interwoven with corresponding data generated through interviews and observations.

3.11 Research Ethics

Gary (2014) stipulates that researchers undertaking any form of research activity must adhere to ethical considerations in order to protect human subjects. Sanjari et al., (2014) defines ethical considerations as standards of conduct that guide the practice of research, thereby making it a legitimate and scientific process based on principles. Ethical considerations help to determine between acceptable and unacceptable behaviours of researchers.

In this study, the researcher adhered to the following ethical considerations:

Informed Consent: after obtaining ethical clearance and Permission from relevant authorities, consent was obtained from participants. Consent forms were designed in a manner that explained the overall purpose of the study, risks and benefits of participating in the study as well the use of data from the study. Participants were also informed about their right to

withdraw from participation in the study at any point should they feel uncomfortable with certain interview questions. Consent forms were explained in Oshiwambo (Participant's Language) which is an equivalence of English.

In addition, the researcher asked permission to use an audio- recorder during the interviews. The purpose of using an audio-recorder and how the audio- recordings would be handled were thoroughly explained to all participants.

Anonymity: It is the researcher's responsibility to protect participant's privacy by not disclosing identities of participants after obtaining information from them (Neuman, 2006). In this case, the researcher chose to use pseudonyms instead of participants' names. For example: Participant 16, Village D.

Confidentiality: The researcher maintained a high level of confidentiality of information provided by participants, such as pictures and audio- recordings during interviews by storing such information in a secured personal computer with a unique code only known to the researcher. Field notes and other raw data obtained from the field were locked up in the brief case that was only accessed by the researcher. Audio Recordings and field notes will be kept in a secured storage device for a maximum period of four years and then destroyed.

3.12 Summary of Chapter 3
This chapter highlighted the methodology employed in this study. A brief description of qualitative research as a method used to explore factors preventing the participation of men in community development projects in the Oshana region was outlined. Since this study sought to provide a detailed description of participants' perceptions and experiences of and about factors preventing the participation of men in community development projects, a phenomenological research design was used to obtain in-depth descriptions of the phenomenon under investigation.

The research instrument used to collect data for this study was a semi-structured self-developed interview guide, in conjunction with an audio-recorder. Data were collected from four villages in the Okatana constituency of the Oshana region. The sample of this study consisted of 18 participants who were purposefully selected. Snowball and criterion sampling techniques were used to select participants for this study.

Before the actual data collection process, the research was granted permission to conduct research activities by the University of Namibia's School of Postgraduate Studies. Moreover, the researcher obtained permission to conduct the study from the Ministry of Urban and Rural Development through the Directorate of Planning and Development Services in the Oshana Region.

This chapter further discussed ethical considerations adhered to in the current study, which includes: Informed consent whereby participants signed written consent forms, voluntary participation whereby all participants had freedom to participate in the study, anonymity and confidentiality whereby participants' identities were protected by using pseudonyms instead of names as well as keeping participants' confidential information safe (storing information in a personal computer with a unique code) and using such information only for the purpose of this study. The next chapter presents the study's findings/results as well as a discussion of the results.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter outlined the methodology employed in the current study. This chapter

presents the findings from data collected using interviews and observation. Collected data

provided answers to research questions which were: factors preventing men in the Oshana

region from participating in community development projects, what motivates people to

participate in community development projects, the potential benefits of both men and women

participating in projects and strategies to improve the participation of men in community

projects.

The researcher also gathered important demographic information of participants. As shown in

chapter three of this study, 18 participants took part in the study. Findings from interviews,

field notes and observation tools were interweaved to form unified narratives. It is however

important to note that the findings of this study should not be generalized and are only

applicable to Okatana Constituency in the Oshana region, Namibia.

After presentation of findings, the researcher interpreted meanings emerging from findings.

The first section illustrates biographic information of participants, while the second section

focused on main research questions; Factors preventing participation of men in community

projects. The third section reports on what motivates people to participate in projects, followed

by the fourth section which looked at potential benefits of equal community participation

between men and women in projects. Finally, the fifth section presents strategies of improving

men's participation in community projects as proposed by participants.

4.2 Socio-Demographic Information of Participants

In this study, the researcher examined demographic information of participants to depict

gender, occupation and educational level respectively. The researcher believed that knowing

the participants' demographic information could help enhance the understanding of the

characteristics that shape both their experiences and perceptions of factors preventing the participation of men in community development projects in the Okatana constituency of the Oshana region. A total number of 18 community members participated in this study comprised of 10 female and 8 Male.

The following table presents the socio-demographic information of participants

Table 3

Socio-Demographic Information of Participants

Village	Participant	Gender	Educational background	Employment status
A	1	Female	Primary Education	Self-Employed
A	2	Female	Secondary Education	Self-Employed
A	3	Female	Primary Education	Employed
A	4	Male	Tertiary Education	Self-Employed
B	5	Male	Tertiary Education	Self-Employed
B	6	Female	Primary Education	Self- Employed
B	7	Male	Secondary Education	Unemployed
B	8	Male	Primary Education	Unemployed
C	9	Male	Primary Education	Self-Employed
C	10	Female	Secondary Education	Pensioner
C	11	Female	Secondary Education	Unemployed
C	12	Male	Secondary Education	Unemployed
D	13	Female	Tertiary Education	Employed
D	14	Male	Tertiary Education	Pensioner
D	15	Female	Tertiary Education	Pensioner

D	16	Female	Tertiary Education	Pensioner
D	17	Female	Tertiary Education	Pensioner
D	18	Male	Secondary Education	Employed

Note: *Participant's identity, gender, educational level and occupation are illustrated according to the sequence followed during the study, eg. Participant A1, followed by participant by A2 and so forth.*

Apart from participant's depictions, the researcher collected journals, field notes and observer's notes to strengthen the credibility of findings.

The following table provides descriptions of journals and observation sheets.

Table 4

Descriptions of journals and observation sheets

Label	Origin of data
Journal A	Researcher's Field notes
Journal B	Research's Field notes
Journal C (Document Analysis)	Worksheet (annotations)
Observation Sheet 1	Observer's notes
Observation Sheet 2	Observer's notes
Observation Sheet 3	Observer's notes

Note*: Information from journals, observation and work sheets were primarily generated by the researcher.*

The above stance regarding participant's socio-demographic information could suggest that unemployment drives participants to join community projects in order to earn an income.

This revelation contradicts Kakumba and Nsingo (2008), who point out that the weak socio-economic status of rural communities hampers community participation in development processes. Therefore, this study affirms that the weak socio-economic status of communities

has no influence on the level of community participation in community projects. The differences in findings of the literature and the current study could be attributed to the fact that in Namibia regardless of the socio-economic status community projects are seen as income generating activities that could help alleviate poverty and is equated to self-employment. Thus, the rural development Programme and Poverty Reduction Papers focuses on strengthening the socio-economic capacity of the rural poor through funding of community projects.

Finally, the above finding shows slight variance in educational backgrounds of participants. The reason for this observation could be that in a modern society people are becoming aware of the benefits of participating in community surveys despite their low educational backgrounds. This finding is inconsistent with the findings of Obbo (2000) who indicated that low educational levels interferes with participation in community affairs including surveys. However, the same conclusion should not be made concerning the participation in community projects.

The summary table below is an overview of the emerging main themes with their subthemes that formed the basis of the presentation, interpretation and analysis of the study's findings. Information in the table was extracted from the study's findings including; interview transcripts, researcher's journals, field & observer's notes as well as the interview guide.

Table 5

Overview of Main themes and Sub-themes

Themes	Subthemes
1. Factors Preventing Participation of men in Community Development projects	Structural Barriers (a) Lack of Financial/Material Resources (b) Unavailability of Infrastructures (c) Lack of opportunities Administrative Barriers (a) Bureaucracies in Obtaining Resources (b) Legal requirements

	Socio-Cultural and Political Barriers
	(a) Negative Beliefs and Attitudes (b) Low Levels of Education (c) Urban-rural Migration (d) Political Interference
2. Motivation for Community Participation	a) Projects Satisfaction b) Development of Interest and Need c) Positive Images of Projects and Good Leadership Skills d) Social Interaction e) Availability of Information on Community Projects
3. Potential Benefits of Equal community participation	(a) Tangible benefits (b) Intangible benefits
4. Strategies to Promote Participation of men in Community Projects	(a) Enhancement of Community Education (b) Involvement of Traditional Leaders in Community Development Activities (Projects): (c) Establishment of Community Development Committees (d) Improvement of Service Delivery

Note: Overview of themes from collected data. Theme 1 and 4: Strongly apply to men while Themes 2 and 3 strongly apply to both sexes (male and female).

4.3 Theoretical Framework for Discussion of Findings

The findings of this study are discussed within the Gender and Development (GAD) framework with a focus on examining unequal participation of men and women in community development projects. Findings are further scrutinized and discussed within the spectrums of socially constructed differences between men and women which potentially influence the extent to which the two sexes participate in community projects, the need to challenge existing gender roles and relations and the creation as well as effects of class differences on development. The radical shift of the GAD theory to address gender inequality in development, by empowering both men and women to actively participate and benefit equally from development activities was employed as a guiding principle for the discussion of findings.

4.4 Factors Preventing Participation of men in Community Development projects

Ontologically, men are said to be participating less than women in community development projects. However, community education practitioners continuously advocate for a paradigm shift regarding the low levels of men's involvement in community projects. Where men have participated equally with women, projects have flourished (Midgley, 2007). This means that equal participation of men and women adds value to development. This theme was the main of focus of the study, therefore the researcher intensively probed into the barriers during data collection throughout to presentation and data analysis.

When participants were asked to reflect on obstacles to men's participation in community projects, they presented the data that is below and its presentation and analysis follow.

4.4.1 Structural Barriers
(a) Lack of Financial/Material Resources

When participants were asked and probed on how finances and resources affected their dreams, they had the following to say:

"The government gives us little money for our projects and materials are very costly, so even if we start projects with an intention to sustain them longer, a lack of resources shatters our dreams. At times we have to use our own money to supplement the funds allocated to us. These complications drive men away from participating in projects". (Participant, B5)

In support, **Participants C12 and D13** further testified:

*"We want to start projects that make us happy as men but we get discouraged by the fact that there is no money for us to buy equipment and materials for the type of projects we want. It is ridiculous for men to join these many pottery projects". (*Participant, C12)

*"Most projects funded here are small scale projects such as gardens, tailoring and pottery projects because there are no enough funds to start large scale projects such as: shoe making and green schemes which are preferred by men. That is why you see very few men participating in existing projects". (*Participant, D13)

As cited in the literature, the availability of resources plays an integral role in the success of community projects. Therefore, a lack of resources such as funds, equipment and human capital constrain many community projects (Oakely, 1991).

The above finding reflects the deeply felt agony of participants regarding a lack of financial and material resources available for community development projects that may attract men. The finding indicates that, even if community members start projects with the hope and determination to achieve intended goals, they lack financial and material resources that subsequently lead to the natural death of community efforts. Correspondingly, previous research findings suggest that even if communities are successful in creating projects, they may lack material resources and connections to sustain their efforts, as a result their efforts are in vain (Cleaver, 1999). In further support of this stance are the findings of Kakumba and Nsingo (2008), which reveal that the weak socio-economic status of the rural poor obstructs them from meaningful participation in the development processes.

Evidently, a lack of material/financial resources discourages community members from participating in projects; this burden seems to affect men more than women. This could be because men usually prefer high technical projects, which may be costly as compared to the less technical projects, preferred by women. Worth noting from this stance is that both the literature and findings emphasised how a lack of material/financial resources prevents community participation, this affirms that a lack of resources for projects is not only a local issue but a regional challenge for many rural African countries.

(b) Unavailability of Infrastructures

Below are verbatim from interviews reflecting how unavailability of infrastructure obstructs community participation:

*"Even if men start projects to generate income and support their families, there are no community markets to enable them sell their products. You know the only markets are found in town and for you to go to town you need to pay transport fares for yourself and goods, we do not have cars nor can we afford transport fees. It is thus better to go look for jobs instead of starting projects". (*Participant, A4).

The aim of community projects is to empower grassroots people to take actions which improves their standards of living. This means that community projects are not only about increasing productivity but it is also concerned with how products from these projects contributes to the betterment of livelihoods of those involved and the community at large. Therefore, free community markets plays are crucial role in ensuring that the existence of projects in the community adds value to lives of community members.

Even though the literature was silent about the influence of infrastructures in rural communities on community participation. The above finding indicates that the absence of community markets does not only discourage men from participating in projects but it also disadvantages rural communities in terms of economic development. It appears that, although community members manage to yield good production from projects, the challenge of selling their produce due to the unavailability of community markets continuously destroy even the most successful projects.

The finding further stresses that the absence of community markets tends to affect men more than women. This could be attributed to the reason that in most cases women have better access

to open markets in nearby town as compared to men. It is also possible that men are shy to be seen transporting goods to town for sale purposes due to the common local belief that men are supposed to provide food and other commodities for household consumption and not for sales.

(c)Lack of opportunities

Participant B7 had this to say:

"*There are very few chances for us to participate in projects; almost every project here is dominated by women and volunteerism. I really feel the Government and NGOs are only interested in developing women while leaving us out. Whenever we want to start projects that make us proud as men, we do get support from neither government nor NGOs. That it is why men distance themselves from projects*".

In support Participant D18 emphasized:

"*Most projects here are headed by women, even when calls for funding applications for community projects are made, the connotation of women empowerment is always attached, for instance when they say women are encouraged to apply, so in most cases opportunities for us are fewer as compared to women*"

This finding implies that the issue of lack of opportunities for men to participate in projects is rooted in the feminist design of projects. For many years, development agencies have dedicated all efforts to promoting women's development at the expense of men. The scenario of women empowerment exacerbates gender inequalities in development activities, thereby leading to unequal participation in community projects and ultimately projects failure. It appears that not only that feminism obstructs men's participation in projects but it also sidelines the views and contributions of men in projects. Duryea (2007) complements this finding by emphasizing that the feminist approach to development resulted in men beginning to distance

themselves from projects. Despite this concern many countries, including Namibia continues to promote the Women and Development (WAD) regime that undermines the role of men in development rather than adopting the Gender and Development regime that focuses on the equal participation of men and women in development activities. This is the main reason why to date community projects are dominated by women (Oakley 1972)). However, the need for implementing GAD cannot be over-emphasized.

4.4.2 Administrative Barriers

In addition to structural barriers, Participants D16 and B5 pointed out a set of administrative obstacles that obstructs participation of men in community projects. These obstacles take two forms:

(a) Bureaucracies in Obtaining Resources

Participant D16 narrated that the bureaucratic process of obtaining resources for projects discourages men from participating in projects.

"We submitted our funding proposal to the constituency office long back, but up to date we didn't get any feedback on the status of our application. If you go there to ask, you will be told to wait. That is how we suffer to get funds for projects my dear, so we just gave up". (Participant D16)

The response reflects long processes of acquiring resources such as funds, equipment and materials which frustrates community members. This implies that the time-span between applications for financial/material assistance and actual allocation of resources has a direct influence on community participation; it seems that long waiting periods in obtaining resources discourages community members from starting/joining projects. Naturally, once interest in a certain activity is lost, it is almost impossible for one to regain it, therefore when community members get disappointed from waiting for assistance for too long, they hardly continue with

such projects even if the resources becomes available. Heck (2003) concurs with this finding by indicating that bureaucratic procedures in obtaining resources for community initiatives impede community participation. The scenario of bureaucracies in obtaining project's resources remains a challenge in many African countries (FAO 2009). Therefore, the current study's findings complement the findings of past studies on community participation.

(b) Legal requirements

Participant B5 reported that legal and institutional requirements associated with grants and loans disadvantages the rural poor by imposing collateral requirements often not possessed by poor rural dwellers. Financial institutions in particular, possess a set of standards/criteria for awarding loans or grants for income generating projects of which many community members fails to meet.

Below is the participant's experience regarding bank loan's criteria:

*"I applied for a loan in 2015 for my welding project, one day I received a call from the bank to go an negotiate on the terms and conditions of the loan, when I reached there the manager asked if I had a house or any property that could secure my loan . When I told him I had none, he told me collateral is bank's requirement and he couldn't help me without it. (*Participant B5)

Although the literature did not acknowledge private funding of community projects, the above finding suggests that in some communities, individuals or groups tend to seek for funding of projects in forms of loans or grants because government or donors may not allocate resources for projects in such communities. The finding further indicate that, despite community member's efforts to secure financial assistance, restrictive policies of banks and other credit schemes pushes the rural poor at the receiving end of development. This shows that the exclusion of the rural poor due to loans requirements such as collateral and other security possessions obstructs community participation in projects, especially rural men who often do

not meet specified loan standards. Similarly, Heck (2003) indicated that restrictive laws/regulations prevent the rural poor from participating in development activities. Thus it is possible that restrictive policies of either government or financial institutions are universal.

4.4.3   Socio-Cultural and Political Barriers

This category denotes a major set of barriers to the participation of men in community development projects. As such, a wide range of socio-cultural and political barriers to men's participation in community projects are depicted below:

(a) Negative Beliefs and Attitudes

Participants, A4; B6; C11 and D14 lamented the impact of negative beliefs and attitudes on community participation.

The following are verbatim extracted from interviews:

"Most men join projects with the hope of generating income but once they realize the income is less or slow some lose interest and quit. I think men are impatient". (Participant A4)

"Men in our surrounding drinks a lot, imagine a person going to cuca-shops in the morning and he will be only back in the evening and when they are at drinking spots all they talk about is women, cars and soccer, what time do they get to participate in projects? It is very shameful and yet painful to see our men drowning in alcohol". (Participant D14)

Journals, A & B confirm the stance of excessive alcohol consumption amongst men as illustrated below:

"It is 8:15 Am, I just arrived at site one. My first day of observation. I cannot believe my eyes. There are men all over cucashops. Maybe it is old age pension or draught relief distribution day. I am very interested in what is going to happen here. Most of the cuca-shops here are made of corrugated iron zincs. Time passes no sign of any formal event. Men are seated beside

cuca-shops by now exchanging jugs of different traditional brews. It is getting clearer that the event is that of drinking and chatting. I am going to stick around and watch the show. For five good hours these men are still here drinking, merely only a few has left. Now each group has moved under a shade because the sun gets hotter by the minute. I definitely have to leave now as it is a distance from where I live and I may not be able to get a taxi back home after hours". (Journal A, 23 August 2017*)*

"24 August 2017, 9:30 Am. I am at site two. Today appears to be more interesting than yesterday, this is a modernized location as over half of cuca-shops are made of bricks and electrified. Most cucashops are empty except salespersons who are busy arranging chairs outside. Should I really be here? The point is I want to see whether I can experience the same trend as the previous day. Okay, now the flow has begun slowly but surely. Men starts to arrive one by one and scattered around open cuca-shops. The sitting pattern is similar to that of site one. I guess this area is densely populated because the groups of men are larger and this time accompanied by a few women. Both groups are surrounded by jugs and bottles of beers, drinking while playing games and chatting. It is interesting that close to seven hours that I am here both men and women have been drinking non-stop. Now that I saw what I was looking for it is best I leave". (Journal B, 24 August 2017)

The above refection statements are supported by the following verbatim that said, *"Sometimes men get discouraged to participate in community projects because people in the community ridicule men who take part in projects, you can imagine how shameful it is to be called a coward".* (Participant, B6*)*

 "Some people think projects are for women and people living with HIV/AIDS. I heard in the past some of the projects were initiated for people living with HIV/AIDS but that has all

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*changed so do people need to change their beliefs and attitudes towards projects".(*Participant C11)

As indicated in the literature, page 29 of this study, attitudes and beliefs of community members either promote or obstruct their participation in development activities. The findings above also emphasise that negative attitudes and beliefs in particular are detrimental to community participation (Participants , A4;B6 & C11 ; D14; Journal A &B) The findings implies that a culture of intolerance & impatience among men discourages them from participating in projects due to a slow productivity nature of projects. Participant A4 purported that most men start projects with the anticipation of generating income to enable them make end meets. Unfortunately, as narrated by participant A4, the study also found that some men tend to withdraw from projects once the income is less or slow.

The study's findings may suggest that Alcohol abuse is a major behavioural barrier to men's participation as asserted by Participant D14 and affirmed by Journals A&B. These findings further reveal that instead of taking part in projects men opts to engage in excessive consumption of alcohol that wastes the time they should have spent at project sites.

In addition, the findings indicated that a combination of negative perceptions and beliefs for instance perceiving community projects as women's activities and people living with HIV/AIDS propels certain attitudes such gossiping, mocking and shaming men who participate in projects which contributes to low levels of men's participation in community projects (Participants, B6 &C11).

Although, Reviewed Literature demonstrated the impact of attitudes, culture, beliefs and behaviour on community participation, the viewpoints differs significantly from those raised by participants in the current study. The reason for differences could be attributed to the fact

that belief systems, culture and attitudes, specifically with regards to community projects are subject to context and geographical location.

(b) Low Levels of Education

When asked how low educational background impedes the participation of men in projects, Participants A1 and C12 had this to say:

"Men do not understand projects; they always have an excuse not to start or join existing projects. I think illiteracy limits their potential in one way or the other. Thus they are easily coerced into believing that projects are for women or whatsoever". (Participant, A1)

*During the colonial era, most men did not attend school. They were in the bushes fighting for freedom. Thus you see some cannot even read or write their names. This is what makes it difficult for them to understand projects and a person cannot be interested in something they do not understand". (*Participant, C12*)*

This finding implies that low levels of literacy among men influence their understanding of community projects that then, obstructs their interest and participation in such projects. Partially, poor educational background of men in the Oshana region could be attributed to apartheid educational system, which disadvantaged men in terms of schools attendance. However, it could not be concluded that the apartheid educational system is the leading cause of illiteracy amongst men in this region.

The link between educational level and participation in community projects is supported by Obbo (2000) and Konjera (2008) who stated that people with better educational backgrounds have greater potential of understanding the developmental agenda and thus participate more than those with poor educational backgrounds. In this case, as narrated by participants A1 and C12, men are said to possess low educational backgrounds as compared to women in the same

region. Resulting in the lack of understanding of the importance of community projects and consequently low levels of men's participation in projects. The finding of this study and the literature both confirms that educational level shapes participation in developmental activities, this is because the international community regards literacy (learning) as an enabler of socio-economic development (UNESCO, 2006). To conclude, the findings may further suggests that community development should be based on the principle of learning, re-learning and unlearning attitudes and behaviors attributed to community participation.

(c) Rural-Urban Migration

Rural -Urban migration remains one of the controversial subjects in spatial/geographical debates, it requires development practitioners to examine its implications on community and rural development. Poverty has been echoed as a crucial push factor as to why people move from rural to urban areas.

Participant B8 spoke about his decision to leave the village for town to secure a better income:

"*I had to leave my family behind to find a job that enables me to support my wife and children. Luckily I found a job in a nearby town. I work in a large supermarket, my salary ranges from N$ 18000 to N$ 2000 a month, and this is a fair amount of money which I couldn't get while I was in the village. I feel being able to support my family is all that matters now*".

Participant A3 testified as follows:

"*We could say that men are not participating in projects but the truth is there are no men in these villages anymore. Some are dead while others are all gone to towns in search of bread to feed their families. Here in the village you can only get a job as a cattle herder earning a salary of N$350 or less*".

Although the literature was quiet about the aspect of rural-urban migration as contributing factor of low levels of men's participation in community projects, this finding is congruent with an African philosophy which stipulates that "a man is the head of the household, and that he shall provide for the family". Therefore in most cases women are left behind in rural areas while men migrates to town/cities in search of better job opportunities in order to improve the living standards of their families back in the rural areas. The findings above reinforce how rural-urban migration affects the population density of men in rural areas, thereof contributing to low statistics of rural men's participation in community projects. This stance awakens, a feeling that the conclusion that rural men are reluctant to participate in community projects requires an in-depth re-examination. However, this finding strictly applies only to the study area and thus could not be generalized to other geographical locations.

(d) Political Interference

According to Participant D17 community projects are associated with political bias which is perpetuated to benefit a few hand- picked individuals at the expense of many community members, this practice discourages men from participating in projects.

Below are direct quotations from interviews regarding the impact of political interference on men's participation in projects:

*"There a lot of interferences from some political officials, especially when it comes to donor funds. Some years ago our cooperative received funds from a Swedish donor agency through our government. Later we were told that those funds were withheld because there was another cooperative registered with a similar name in our vicinity. After some investigations we realized that some of our politicians wanted such funds for another group consisting mainly of women and not us. The other main problem is that our Constituency Development Committee is dominated by politicians". (*Participant, D18)

"The *Constituency Development Committee consists of twelve representatives from a wide range of backgrounds. All age groups, community groups and social statuses including people without political portfolios are represented". (*Journal C, Document Analysis: 13 August 2017*)*

This finding implies that flawed leadership structures associated with favoritism obstructs community participation. As indicated by the participant above, the preference of women dominated projects prevents men participation in projects. This seem to suggest that although men maybe be willing to start or join projects, they may not be favored by those in power structures in terms of resource allocation or molar support leading to their withdrawal from projects. In an ideal circumstance, political leaders ought to represent the interests of all community members regardless of their relationships with them. Unfortunately this appears not be the case in this scenario. The finding further displays a growing tendency of discrimination against men domination in community projects by political leaders resulting in men distancing themselves from projects. This stance could be attributed to the early development theories (WAD and WID) which promote integration of women in development without acknowledging the role of men in development activities (Boserup, 1970).

In support of the above finding, Beard (2005) argues that the existence of power structures plays a role in who participates in community development activities and who does not. Similarly, as shown on page 24, many African communities are dominated by dictatorial leadership which shapes participation to the advantage of those in power by favoring a few individuals, excluding other community members from projects (Latteau, 2000). Meade et al., (2016) further supported this stance by implying that political biases and interferences of local leaders favoring some individuals or groups in the community tend to inhibit community participation. Additionally, the current finding is congruent with the Manipulation level of Arnstein's ladder of participation which postulates that power-holders tend to manipulate citizens under pretense of helping them in order to legitimize their decisions (Arnstein, 1969).

It is not surprising that political interference emerged as a barrier to community participation, especially for men across the past and current study; this is because many African leaders have always been in support of women's empowerment at the expense of men. However this revelation could be a learning curve for political leaders/authority figures that the so called "women empowerment approach could be detrimental to development and community participation in projects to be specific. However, the contradiction between allegations made by participant D18 and the emergence of findings from documents analyzed regarding composition of Constituency Development Committee (CDC) is worth noting, allegations made by participant D18 which alluded that the CDC is dominated by politicians did not correspond with evidence demonstrated by Journal C. This could imply that perceptions of participants May not be based on empirical evidence but rather assumptions.

 In a nutshell, an in-depth analysis of barriers to men's participation in community development projects reveals that most of the barriers are linked to feminization of community development projects which either limits men's opportunities to partake in projects or discriminates against men in one way or the other. Therefore the Gender and Development Theory should be the guiding principle for all community projects.

4.5 Motivation for Community Participation

Although the main purpose of this study was to examine factors preventing participation of men in community projects. It was thought crucial to examine what motivates people to participate in community projects. Understanding underlying factors propelling community participation could serve as a guiding tool for policy makers and development practitioners in terms of projects design and implementation. Waweru (2015) indicated that there are certain characteristics/attributes of community projects that attract members of the community to participate in such projects. In this study, several Participants such as A3; B8, C13, B5; C12;

D18 etal, shared their experiences and perceptions on motivation for community participation in projects.

(a) Projects Satisfaction

Participant B5 said:

"Most of us are poverty stricken, therefore if we hear about projects such as Work for Cash/food we run because as soon as you are done with the job, you get your money or food instantly".

This is supported by Participants C12 and D18 who emphasized that:

"Everyone likes a rewarding activity, I personally want a project which earns me some cash so that I can solve my other problems and also assist my siblings with school fees. For instance, last year I joined a brick project, the profit was so good that I even managed to buy a mixer". *(*Participant, C12)

"To be honest with you people want to learn certain skills such as managing finances, book keeping and so forth. But hey, who does not want some cents? I guess skills are supplementary benefits but money or food comes first". (Participant D18)

The findings above denote a strong sense of satisfaction with projects, this means that the greater the outcomes of projects, the more people would participate in community projects. It obvious that projects which address immediate needs of people have better chances of attracting people rather than those that are not responsive to immediate needs of people. However, the finding seems to indicate an imbalance between visible/measurable outcomes and invisible outcomes. It appears that participants are much more attracted by projects that yield economic outcomes as compared to those that yield social benefits. This could be attributed to the fact that economic outcomes (job creation, food security and improved living

standards) are visible and measurable while social outcomes (acquisition of management, leadership and vocation skills) are invisible and less measurable. Thus people are attracted by what they can see and touch and not vice-versa. This finding is supports previous studies such as (Waweru, 2015; Narrayan, 2002, Masanyiwa, 2008 and Aref, 2010) as seen in chapter 2 on pages 29 and 30 , where by it was found that projects which addresses the needs of people whether immediate(economic) or long term (social) attracts members of the community to participate in community projects. The correlation between literature and the above finding could be because motives for community participation are similar across many rural communities. Nevertheless, neither the literature nor the current study could establish specific motives for men's participation in community projects. Therefore, this remains an area of further investigation. It is also crucial to note that economic outcomes are short-term while social outcomes are long-terms. Therefore, community members should be educated on the importance of appreciating both visible and invisible outcomes.

(b) Development of Interest and Need

Participants A3; B8 and D13 identified an urge for and interest in development as a motivating factor for community participation.

The following verbatim were extracted from interview transcripts:

*"Hunger and poverty force us to initiate projects. There are barely job opportunities here so we resort to income generating projects". (*Participant, A3)

*"Problems can make you do things you never thought of doing, in the previous years, our livestock were dying of drought. So, our headman called a meeting for the whole community. During the meeting we decided to start a community dam. We did as agreed and today our livestock have water all year round". (*Participant, B8*)*

We just see that there is a problem in our community and we need to work together to solve that problem. The problem can be poverty, hunger, diseases or alcohol abuse. These problems affect all of us. Therefore we come together and start an initiative to address the problem". (Participant, D13*)*

Here above, participants indicated that community problems that propel the need and interest in development as a reason why people start or join projects. The finding implies that as community members face challenges it motivates them to engage in projects as a way of addressing challenges. In fact, community development aims to improve the living standards of people by building capacity of local residents to identify causes of their sufferings and initiate solutions to overcome such woes. The findings further suggest that day-to day struggles of community members compels them to act collectively in-order to solve common problems. In addition to problems, there could be some community members who may not be directly affected by the problem but they are willing to assist other community members through initiation of projects. Clearly, community members are certain of what they what out of development and thus determined to embark upon targeted projects that adds value to their lives and that of their families. This finding supports the Citizen Control level of Arnstein's ladder of participation which emphasized complete resident's control over decision making and interventions aimed addressing their problems (Arnstein, 1969). Correspondingly, as mentioned in the literature and further highlighted in the previous sub-sub category, community members participate effectively when they perceive interventions responsive to their needs. It is possible that interest and the urge to develop communities depend on the social environment of the specific community, for example: communities with intense problems may be more interested in projects than those with trivial problems.

(c) *Positive Images of Projects and Good Leadership Skills*

When asked how existing projects and good leaders promote community participation, the following is what some participants stated:

"Our Pottery Project makes Omahahi village proud, it's the third time that we won a medal at the Trade Fair and ever since the first time we won, many women and men have joined us, So our hard work could even be recognized by other members of the community". (Participant, A1)

"I am proud to talk about certain projects in our community, projects such as: a garden project by the road side and a poultry project just right behind the church are some of our village's pride. These projects put Okatana in the map. You know people from all over Namibia and Over-sees visits our village because of those projects. If I was not this sick, I could also participate". (Participant, D13)

"Our Councilor is a true definition of a good leader. She always bring us together and inspire us to start projects as a way creating self-employment and ensuring food security, most of these projects you see are a result of her resilience". (Participant, C12)

This finding highlighted the impact of existing projects on community participation. Basically, legacies of projects in the community serve as an inspiration for many community members to join projects. This implies that successful projects build a good reputation of community projects which gives thrust to community participation. In addition, the finding also acknowledged contributions made by community leaders concerning community participation in projects. It shows commitment of leaders in empowering community members to take control of their lives by engaging in activities that improves their living standards.

Although the literature was quiet on the influence of successful projects on community participation, it highlighted the role of effective leadership on community participation as demonstrated in chapter 2, page 30 where Ozor & Nwankwo (2008) and Martiskainen(2017)

emphasized that effective leadership structures which represents the needs of communities promotes community participation. The findings of this study symbolizes the importance of good leadership structures in the community in terms of organizing community members around problems and inspiring them to take collective action as response to identified problems.

(d) Social Interaction

Participants A4; C10 and D15 revealed that a feeling of wanting to belong drives some community members to participate in projects.

The following are extracts from interviews:

"Projects bring us together; some people just come to projects to socialize with others. It is fun and good to spend time with people in your village. They tell you stories and you laugh. That is how life should be". (Participant, A4)

There is nothing much to do here, so once I am bored I just go to piggery project. I don't really want to be paid or something, I just want to be with other people instead of being alone". (Participant C10)

"We are one big family, many people that come to our project are not really participants, they just come to give us moral support and kill time. We like the company of visitors because it keeps us on our toes". (Participant D15)

The statements above emphasize a sense of belonging as a motive for community participation. This revelation stresses that community members join projects to escape daily frustrations of life. Community projects are social activities in nature, thus they provide networking opportunities and strengthen relationships amongst members of the community. According to the Maslow hierarchy of needs, a sense of belonging is one of the basic needs. It appears that

people are attracted by community projects for the very reason that they fulfil the need to belong by providing opportunities for people to interact while building strong ties. Finally, it is possible that the view of community projects as a social activity depends on the understanding of the particular community, hence: The silence of the literature on social interaction as a motivation for community participation.

(e) Availability of Information on Community Projects

Information is power, once people have information on how to start projects, where to obtain financial/material assistance and how projects can improve their livelihoods; they are likely to participate in projects.

Participants A1 and B7 depicted their experiences of how information-sharing sessions prompted establishment of several projects in their communities:

"The Head of our centre gather us together for meetings. During these meetings, he explains how we can organize ourselves in groups of five or more to start a project of our choice since there are funds allocated for projects at the Councilor's office. He then shows us how to fill funding forms and inform us about all requirements. Most of started projects because of him". (Participant, A1)

"There is plenty of information on projects in our village. Whether you attend church or a festival our headman would talk about projects. Just good things, like how projects eradicate poverty and hunger or how they build a good reputation of our village. So we understand projects very well and we are very active in projects". (Participant, B7).

As indicated by participants A1 and B7, information sharing sessions on projects enhances the understanding of community members and motivates residents to participate in projects. Naturally, people would unlikely participate in an activity they do not understand, therefore information is a requirement for participation. This implies that community members should

be educated on the importance of projects in order to enhance their understanding and nurture their interest in projects. Yet, the finding highlights commitment of local leaders in distribution of information to community members that empowers them to participate in development activities. The above finding is consistent with Nkojera (2008) who stresses that availability of information on projects prompts community participation in such projects. Finally, availability of information on projects cut across other motivating factors for community participation in projects because information flow is an essential element of developmental initiatives.

4.6 Potential Benefits of Equal Community Participation

Several debates in community development focus on the equal participation of men and women in community projects. It is believed that equal participation has greater potential of improving outcomes of projects. It is against this background that development practitioners continuously call for a paradigm shift from feminist orientated theories (WAD and WID) to amore gender sensitize approach (GAD) towards development (Oakley, 1972&Rubin, 1975).

In this study, several participants (A4; B8; C11; C12; D15 &D18) described how the equal participation of men and women could improve livelihoods of community members in a number of ways. Two main categories of benefits associated with equal community participation emerged, namely: Tangible benefits and Intangible benefits.

(a) Tangible benefits

The following verbatim are evidence from interview transcripts:

"*When we are many we do many things within a very short period of time, imagine how we managed to cultivate a big portion of land in three weeks and also fence of the area at the same time, meanwhile women are ploughing men are erecting the fence .Other communities should also copy from us, though bringing men on board wasn't easy*" (Participant B8).

"*The garden appeared more like a typical example of a green scheme as fresh produces such as tomatoes, maize, water melons, onions, spinach and cabbages were all over the garden. The number of men participants is almost equivalent to that of women. Notably, the manager of the project led the researcher to a local market were surplus products from the garden were sold. Large quantities of products harvested from the garden were observed at the market. It appeared that not only do project members provide enough food for their families but they also generate income from the garden*". (Observation Sheet 1, 25 August 2017)

"*Upon arrival at the Pottery Project the researcher was welcomed by a bulk of clay pots just by the entrance of the yard. A group of women and men were found busy inside the production room, a variety of clay pots samples could be observed in each corner of the room. Complementary to observation, project members showed the researcher a number of certificates awarded to the project for being the best seller at a regional exhibition event*". (Observation Sheet 2, 26 August 2017)

At a Welding Project, the researcher observed goods such as beds, door frames, trailers, chairs, Tables, donkey carts and other welded goods which were fabricated at the project. The project has five members in total, three men and two women respectively. The cash flow register which indicated how money circulated in and out of the project was also scrutinized. It was learned that, although substantial amount of money was spend on purchase of raw materials, the profit was satisfactory" (Observation Sheet 3, 27 August 2017).

"*Women alone cannot do much; there are just certain tasks in projects that require masculine power. Besides, working with men makes us feel safe and proud. I could imagine the type of community we would have with men and women working together in projects and maybe other social activities too*" (Participant, D15).

People acquire new skills and knowledge from being part of the project, whether, technical or vocational and later start new projects or expand existing projects"(Participant, C11).

This finding imply that equal participation of men and women could potentially lead to effectiveness and efficiency of projects, this appears to indicate that as men and women work together projects becomes more successful and goals are reached within a reasonable time frame. Effectiveness of projects means fundamental goals of projects which are eradication of abject poverty (employment creation) and hunger (food security) as well as improvement of livelihoods are well achieved while the efficiency aspect shows that targets are met within a minimum time frame. Evidently, group efforts minimize the workload while maximizing output in a short period of time. Therefore, less work is required from individuals though the optimal benefits are shared equally amongst members of the group. The finding seems to support the GAD theory which advocates for equal and active participation of both men and women in development activities as well as the sharing of benefits amongst the two sexes.

The efficiency and Effectiveness of projects as a result of full community participation was also emphasised by previous studies, such as Crook and Manor (1998), Narayan & Cassidy (2001) and Kumar (2002). These studies all indicate that community participation enhances project efficiency and effectiveness by sharing the cost of the project in terms of time and energy and ensuring the accomplishment of a project's objectives. The congruence between the past and current finding could be a result of the static technical nature of benefits that could not be influenced by social context nor geography.

Moreover, the finding indicates emergence of new horizons because of equal participation in projects. This seems to demonstrate growth in the community as collective efforts of community members give thrust to expansion of existing projects or establishment of new projects. Naturally, as community members equally participate in projects may develop new

interest, whether based on gender or association, which triggers new development. It is also possible that as community members learn new skills, enabling them to develop new ideas and new ways of handling community problems they would be eager to form new projects or initiate new activities out of the existing projects.

(b) Intangible benefits

Some participants (A4; B7 and D18) shared a variety of social benefits resulting from equal community participation of men and women.

Participants A4 and B7 said the following:

"If both men and women starts taking part in projects as it supposed to be, we will be able to create long lasting projects, because the more experienced people we have in the community, the longer our efforts lasts"(Participant, A4).

*"Taking part in projects makes us accountable for development in our community, for example: if the chairperson of the project is not around the rest of the members take charge of his/her responsibilities. You can imagine how strong we have become over the years" (*Participant B7*).*

In support Participant D18 affirmed:

"Once, I joined the brick making project in our village I started feeling at home, I also stated interacting with women in the project of which I did not do in the past. I learned now that projects belong to both sexes in the community. Joining this project was the best thing for me as it makes me feel part of the village"

The above finding indicates that equal community participation promotes a sense of ownership and self-reliance by building capacity of people to identify their problems and initiate solutions to solve problems. Evidently, the participation of men and women in projects builds confidence of community members to take control of their lives and influence social change

within their respective communities. Self- reliance is a critical aspect of community building because it demolishes the persistent dependency syndrome amongst many communities which makes people reliant on external resources (Marayan,1995) and Since a lack of community ownership has been observed in many projects, this specific result is worth noting as it could be used as evidence to strengthen the findings of other studies such as (Nampila,2005;Oakely,1991 & Burkey,1993) with regard to social benefits of community participation.

Participant A4 also reported that equal community participation leads to the sustainability of projects. This finding may suggest that once people acquire various skills from participating in projects, such as management and technical skills their competencies to sustain projects are strengthened. Moreover, as community members learn how to manage resources meant for projects, it helps them maintain projects for a longer period of time, especially after official hand over of projects to communities by NGOs or Government.

This reflection concurs with the findings of Linda (1998), who stresses that involving communities in projects execution leads to projects sustainability as community members will be empowered to manage local resources in a sustainable manner, leading to long-lasting effects of community projects. It can thus be concluded that equal participation of all community members creates sustainable communities where all members continuously strives to improve community welfare.

Finally, equal community participation of men and women in projects could promote achievement of the much anticipated gender equality in development efforts, and brings about a desirable balance in gender participation. The greater lesson learn in this study is that both Tangible and Intangible benefits of equal community participation should be appreciated with

the same magnitude; however a special emphasis should be placed on sustainability of projects rather than temporal benefits.

4.7 Strategies to Promote Participation of men in Community Projects

The last theme emerging from this study denotes a way forward for the participation of men in community development projects. After long engagements and deliberations there was finally light at the end of the tunnel. It was interesting to note that most participants had views to share relating to overcoming the issue of low levels of men's participation in community projects. Participants suggested four main strategies for promoting participation of men in community projects. These strategies are detailed below:

(a) Enhancement of Community Education

The role of community education in addressing social problems has been echoed in most social sciences literature. In the literature of community participation, it emerged that a lack of understanding with regards to community development projects impedes the participation of men in such projects, consequently many development projects collapsed (Obbo,2000). Thus, community education serves as a panacea to low participation of residents in development affairs in the sense that it creates awareness amongst community members and leads to positive behaviour change of community building and gender balance in community participation.

Below are verbatim from interviews:

"Even if we want to start projects, we face challenges of how to manage finances and other technical aspects of projects because we lack both management and vocational skills. We would really appreciate if our Government bring skills development trainings to our communities, that way our youth can gain some skills they can use to start and maintain projects"(Participant A2).

"You reminded me of one important thing, civilization plays an important role determining how people behave in the society. Our children and especially men are in a mess, they are not into church, community, schools and are even absent in families. We need to re-direct them to come back to society and it can only be achieved through education which starts from home. I recommend the revival of evening gatherings around the fire" (Participant B7).

"It is not that people do not want to partake in community development projects, the truth is many people do not know the purpose of such projects, thus some say community projects are for women and people with HIV. So they need to be educated on the importance and benefits of community projects" (Participant C10).

Experiences shared by participants here above concur with the previous studies which posits that creating awareness amongst community members by educating them to become aware of their socio-economic conditions, the causes of their plight and their potential to change their situation promotes community participation (FAO, 2002). The findings above imply that community education is a powerful tool in enhancing the understanding of people, eliminating gender stereotyping and improving the quality of life of people. It also implies that community education coupled with skills development training build both technical and vocational skills of community members resulting in better management of community resources as well as the empowerment of people to play an active role in community development projects. In conclusion, educating communities on the importance of active citizen participation with a special focus on men could serve as a solution to low community participation in projects both at a local, regional and global level.

(b) Involvement of Traditional Leaders in Community Development Activities (Projects)

Political capital refers to the ability to exercise power over the decision-making process. It includes the existence of leadership structures in the community as vital key actors for

organizing community members to engage in community affairs. Community leaders are the pillars of development in any community; they act as a link between the government/, development partners and community members. Development agencies obtain permission from traditional leaders to perpetuate developmental plans in rural communities, thus the acceptance of development projects depends on the attitudes of traditional leaders.

Below are participant's perceptions on the importance of involving traditional leaders in projects:

"Traditional leaders are our gate keepers, they represent us in everything good or bad, therefore we do whatever they do and say. Let me say for instance: if our headman tells us to dig a trench for a certain purpose we will do it without hesitation" (Participant, A2).

"Headmen and women are very influential when it comes to mobilizing people in the community to take part in activities, so they should be part and parcel of development projects in order to motivate people. Now the problem is; experts hardly involve our leaders in execution of projects that is why the community tends to reject some community development initiatives" (Participant, B7*).*

*"I think instead of using professionals as guest speakers during information sharing sessions and meetings relating to community development projects, we could use traditional leaders as motivational speakers. Traditional leaders are role models to many people in communities; they inspire all age groups and are able to get people together to get things done"(*Participant, D13).

This finding emphasized the role of traditional leaders in exercising power over major community decisions as well as influencing community members to participate in community development activities. It reveals that community members trusts their leaders as key actors in facilitating development activities and thus, contemplates for full involvement of traditional

leaders in all stages of community projects. The finding further posits that using traditional leaders as guest speakers during information sharing meetings could motivate all community members (inclusive of men) to partake in community projects.

To some extend it seems that the low involvement of traditional leaders in community projects could be the leading cause of projects rejection in the community. Perhaps community members are less likely to participate in activities not supported by their leaders because they may perceive such activities as illegitimate.

Supporting this finding, are the experiences shared by Theron (2005), which state that identifying influential individuals or community groups who can bring people together and promote action is a pragmatic strategy which works well in promoting community participation, especially in rural African communities (Theron, 2005). The fact that previous studies' findings and the current finding corresponds symbolizes the importance of involving community leaders both in decision making and execution of development activities. This serves as a reminder for community development practitioners and policy-makers that community leaders should be at the forefront of any developmental effort.

(c) *Establishment of Community Development Committees*

According to De Beer and Swanepoel (2011) promoting the philosophy of community as the main actor in development enhances the level of participation in development activities. Selecting committees within the community which spearhead development projects is a pragmatic way to harness community participation. These committees could work to mobilize other community members to partake in community projects.

Participants C11 and D17 said:

"We will be proud to have our own people serving as development committee members. I think this will eliminate the issue of low self-image of community members and thereof attracting more and more people to partake in projects" (Participant, C11).

"I recommend that the constituency councilor office should facilitate the election of community development committees which can direct and educate other community members on the importance of community development projects. We can even have more men in the committees, just as an example for other men" (Participant, D17).

This finding implies that focusing on the use of local knowledge and expertise to solve community problems strengthen capacity of local residents and empower them to lead change in the community. The findings further posit that community members tend to be inspired by ordinary community members serving as agents of change than technical experts. In fact, community members possess firsthand experience of issues affecting them; therefore having them as leaders of development ensures responsiveness of community projects. Although, participants recognizes the existence of Constituency Development Committees (A committee which oversees development at a constituency level), they felt establishment of Community Development Committees which facilitates development at a village level could promote community participation and a sense of ownership towards projects.

The above findings complement the suggestion made by Chitambo et.al. (2002), who recommends the establishment of committees and sub-committees in communities as a logical strategy to improve community involvement in development initiatives. Moreover, the finding supports the Placation level of Arnstein's ladder of participation which suggests placing of a few hand-picked less privileged individuals in the community to serve in development committees and boards (Arnstein, 1969). It is possible that the repetitive emphasise on formation of community development committees as way of promoting the participation of

both men and women serves a reminder of the main goal of community development which focuses on building on local resources (skills, knowledge and expertise) to address community problems instead of hiring experts from outside the community.

(d) Improvement of Service Delivery

Service delivery is a crucial element of participatory development. Improved service delivery means equitable distribution of Resources and provision of efficient services necessary for implementing development projects.

Participant's B5 and D15 suggested improvement of service delivery as narrated below:

"We want our government to increase funding for community development projects, so that we can help ourselves and poor people in our communities. The little resources we get currently can barely sustain projects. One has to folk out a substantial amount of money from their own pockets to purchase the needed material or equipment for the project to start functioning" (Participant, B5).

"The time we wait for funds to be released from the offices is too long, if they could speed up the process of awarding grants for starting community development projects. I am quite sure many projects will excel as people will be motivated to join projects. The only standing issue now is bureaucracies" (Participant, D15).

Although the literature was silent on improvement of service delivery as a way of promoting community participation. This finding emphasizes the importance of improved service delivery in two main ways, namely: increased funding for community development projects and elimination of bureaucracies in distribution of funds/resources meant for projects. The finding also serves as evidence that decentralization of services has a greater potential of attracting community members to participate in projects which could ultimately reduce the level of rural poverty. Moreover, the finding could be attributed to a growing trend of decentralization of

services in Namibia with a particular focus on decentralising resources allocation services from national level to regional level. This regimen stresses transfer of development budgets and funds authorization powers from head offices to regional councils for the purpose of reducing bureaucracies in resource allocation. However, despite the fact that communities were consulted on decentralisation of services, this process has been easily preached than implemented. Hence: the reminder from participants to improve service delivery. It can thus be concluded that the government should re-engineer resource distribution strategies and scale up on the decentralisation process, in order to meet the pressing needs of communities. The major weakness in both the Literature and Findings with regards to strategies for promoting community participation was that the former and latter emphasised a shift on institutional arrangements with little attention on changing community dynamics which shapes participation in projects.

The table below shows a comparison between the literature and findings regarding strategies to promote community participation, the main purpose of the table is to demonstrate the extent of findings of past literature and current study regarding promotion of participatory community development as well as providing direction for future research to fill the gaps in both literature and the current study.

Table 6

Comparative Analysis of Literature and Findings on strategies to promote Community Participation

Literature	Findings
o Enhance Community Education o Involvement of community members decision making pertaining to projects o Establish Community Development Committees and Sub-committees o Equitable allocation of resources and information dissemination	o Enhance Community Education o Involvement of Traditional Leaders in Community Development Activities (Projects) o Establish Community Development Committees o Improvement of Service Delivery (resource allocation)

o Celebrating projects success o Promote volunteerism o Promote the bottom up approach to development o Strengthen Social Capital	

Note: *findings of the literature and current study were congruent, with slight differences which necessitate the need for further studies to be conducted in order to uncover additional strategies to promote community participation.*

4.8 Limitations of the Study

During the study several inconsistencies and contradictions emerged as a result of different factors. The absence of literature on the factors preventing the participation of men in community development projects was the main challenge in this study. The researcher experienced difficulties to make inferences from the literature and therefore opted to generalise the literature to community participation instead of focusing on the participation of men in community projects. Moreover the absence of literature on the phenomenon under investigation made it difficult for the researcher to link findings to the literature and establishes relationships and or deviations of findings from literature during data presentation and analysis. Another challenge experienced by the researcher was that of sampling and locating participants according to the pre-determined categories indicated in chapter three, due to the vastness of the Okatana constituency. This resulted in a smaller sample size than planned during the project proposal phase. Finally, the narrow scope of the study, focusing only on men in the Okatana Constituency made it difficult to generalise the findings to other areas in the Oshana region and Namibia at large.

4.9 Summary of Chapter 4

The preceding chapter presented the study's findings from interviews and observations relating to factors preventing the participation of men in community development projects in the

Okatana constituency of Oshana region, Namibia. The chapter further discussed the findings of the study with reference to research questions as well as the existing literature as shown throughout the discussion of finding's section, outlined soon after presentation of findings. The GAD theoretical framework was used to discuss findings and thus findings were grounded in the former.

The findings established that factors preventing men's participation are categorised into three sub- categories, namely: Structural, Administrative and Socio-Cultural &Political Barriers. Findings further revealed that motivation for community participation is propelled by factors such as: projects satisfaction; Development interest and need; positive images of projects & Good leadership skills; social interaction and Availability of information on projects.

Participants narrated that there are a number of Tangible and Intangible benefits resulting from community projects which improves their livelihoods. Responses from interviews suggested that Enhancement of community education; involvement of traditional leaders, establishment of Community Development Committees and Improvement of service delivery are some of the viable strategies which could be employed to promote community participation.

Additionally, observation findings relating to claims of alcohol abuse being a major behavioural factor inhibiting men's participation in projects as well as those referring to financial/material outcomes of projects improving livelihoods were indeed factual. However, allegations made towards political basis of Constituency Development Committee were proved to be non-factual as demonstrated by findings from document analysis. In conclusion, apparent contradictions and inconsistencies that emerged from the study were reported in the final section of the chapter.

The next chapter presents Conclusions drawn from findings and recommendations for future practice.

CHAPTER FIVE

CONCLUSION AND RECCOMENDATIONS

5.1 Introduction

The primary aim of this study was to explore underlying factors inhibiting men's participation in community development projects in the Okatana Constituency, Oshana region, Namibia and discover new strategies on how to improve community participation, in particular the participation of men. A total number of 18 community members participated in this study comprised of 10 female and 8 Male.

5.2 Conclusions

Major conclusions drawn from findings were grouped according to themes as emerged during data collection and analysis.

5.2.1   Factors preventing the Participation of men in community projects

Several barriers impede men's participation in community projects as indicated by participants in the previous chapter. Barriers were grouped into three sub- categories, namely: Structural barriers, Administrative barriers as well as Socio-Cultural and Political barriers. Socio-cultural and political barriers was labelled as the major category of barriers obstructing men's participation in community projects, since this category accounted for a larger number (four) of barriers as compared to the structural (three) and administrative (two) categories of barriers . On-site observations confirmed claims made by participant's labelling alcohol abuse as a major behavioural barrier of men's participation. Contrary, Analysis of CDC documents contradicted allegations that Constituency Development Committees were based on political grounds. The researcher succeeded to observe two shebeen/cuca shop areas reportedly high alcohol consumption spots.

It was learned that most of the barriers whether socio-cultural/political; Administrative or Structural were linked and shaped by feminist oriented development theories such as: the WID and WAD which promotes women empowerment while side-lining the role and contributions

of men towards development activities. Hence: a need for a paradigm shift towards integrating the GAD theory into rural policy and programme formulation.

5.2.2   Motivation for Community Participation

The study concluded that although a number of barriers to men's participation exists, there are also motivating factors which fuels community participation. Motivation for community participation stems from wide range of aspects including projects satisfaction; development interest and need; positive images of projects coupled with good leadership skills; social interaction and availability of information on community projects respectively. There is no single motivating factor which fully attracts members of the community to participate in projects. Therefore, each motivating factor plays a complementary role in propelling community participation. This indicates that motivating factors should be interwoven to yield optimal level of community participation. To summarise, there is a need to appreciate both visible and invisible motivating factors.

5.2.3   Potential Benefits of Equal Community Participation

It was remarkable that the findings highlighted a collection of benefits of equal community participation. This symbolises that communities are aware of the importance of equal community participation, however certain divulged barriers stands in their way.

Most participants indicated that equal community participation yields Tangible and Intangible benefits which improves the living standards of many people. Tangible benefits includes: material and financial outcomes such as increased rate of employment creation, food security and establishment of new projects. While the intangible benefits consists of social outcomes/benefits ranging from an increased sense of ownership, self- reliance, sustainability skills, peace and unity to gender equality. Although tangible factors were emphasised by participants, it is crucial to establish balance between the tangible and in-tangible benefits because they are both important for community building. It was also verified through

observation that participant's claims of projects improving livelihoods were indeed factual and thus it needs to be appreciated and demonstrated in a form of festivals/celebrations.

5.2.4   Strategies to promote men's Participation in Community Projects

Participants felt that there was a dire need of developing responsive strategies in order to improve community participation, specifically the participation of men. Thus a series of interventions which could be embarked upon to address low levels community participation were proposed. Some of the recommended strategies were: Enhancement of Community Education (including Family Life Education and Alcoholism Rehabilitation), Establishment of Community Development Committees, Involvement of Traditional Leaders and Improvement of service delivery. Systematic implementation of the suggested strategies could improve community participation in projects and thereof leads to fulfilment of community development goals.

5.3 Contribution to the Existing Literature on Factors Preventing men's participation in community projects

The current literature presents a notable knowledge gap regarding factors inhibiting the participation of men in community development projects. Therefore this study aimed to investigate underlying factors contributing to low levels of men's participation in community projects with the purpose of discovering new strategies that could be employed to address the problem. The current study divulged various structural, administrative, and Socio-cultural as well as political barriers which prevents the full participation of men in community projects. Although the literature shed light on a set of barriers mentioned above, such barriers were general and not specially addressing the participation of men. This means that the current study generated new knowledge relating to barriers of men's participation in community projects. The study also explored motivation for community participation in Okatana, Oshana region, Namibia which contributes to the local and international literature on community participation. Moreover explored benefits of equal community participation add to the existing knowledge

on the phenomenon. Worth noting are the uncovered strategies to improve community participation in development projects with special emphasis on men's participation in projects which could aid a solution to address low levels of men's participation in projects.

However, there were still gaps identified within the literature and current study including methodological neglect of the extent of community participation in projects as well as examining the process of funding community projects which remains areas of future research.

5.4 Recommendations for Policy Makers and Ministry of Urban and Rural Development

Based on the findings and discussion of this study, several recommendations were made for different audiences. The following recommendations were made for future rural development policy formulation and programme planning:

> It was recommended that the Ministry of Urban and Rural Development should integrate the Gender and Development theory into rural development policy and programmes formulation. Due to the fact that resources allocation was one of the main structural barriers inhibiting community participation there is a need for development planners and policy makers to improve service delivery with a particular emphasize on equitable resources allocation for community projects. The study further recommends that Community workers should enhance community education to include family life education and alcohol abuse rehabilitation. Finally involving community members and traditional leaders at all stages of project cycle management such as: Identification; Planning, Implementation and Monitoring/Evaluation was recommended as a strategy to promote participatory development.

5.5 Recommendations for the Okatana Community and Oshana region

Since the major set of barriers to men's participation in community projects has been linked to socio-cultural and political barriers. It is highly recommended that community of Oshana and Okatana constituency in particular could consider the following action steps:

➢ The study recommends that community members should resuscitate family life education at a household level in order to mentor men and boys on responsible citizenship. Seeking rehabilitation services for community members addicted to the use of alcohol was yet another recommended strategy to overcome alcoholism in the community. It was also recommended that community members should appreciate benefits of community projects throughout festivals and other celebrations and since major social barriers were linked to behavior and attitude, there is a dire need for behavior and attitude change towards community projects amongst community members. In conclusion, the study suggests that community members should establish Community Development Committees to spearhead development in the community.

5.6 Recommendations for Future Research

The following further studies are recommended to gain in-depth insights into the phenomenon of community development and community participation in Namibia and other developing countries in Sub-Saharan Africa:

➢ A study on the extent of community participation should be undertaken to investigate the extent to which communities are involved in community projects, including the issue of decision-making. Financing of community development projects has been neglected in previous studies, therefore there is a need to explore the process of funding community development projects. The results of such a study could be used to develop a framework for financing

community projects, especially in developing countries. To conclude, replication of a similar study is required to cover other rural areas in Namibia and enrich local literature on community participation. Since this study was only conducted in the Oshana region and the Okatana constituency in particular, the findings could not be generalized to all regions due to the diverse nature of rural and urban communities.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /231/2017   Date: 7 June, 2017

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Factors Preventing The Participation Of Men In Community Development Projects In Okatana Constituency, Oshana Region

Nature/Level of Project: Masters

Researcher: Fransina-Ndapandula Ndunge

Student Number: 200815245

Faculty: Faculty of Education

Supervisor: Dr. N. Mbukusa (Main) Dr. M.Hamunyela (Co)

Take note of the following:
(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
(d) The UREC retains the right to:
(i)   Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
(ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. P. Odonkor: UREC Chairperson   Ms. P. Claassen: UREC Secretary
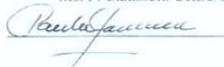
APPENDIX B: PERMISSION TO CONDUCT STUDY FROM OSHANA REGIONAL COUNCIL

REPUBLIC OF NAMIBIA
OSHANA REGIONAL COUNCIL

Tel: 065 - 2288200
Fax: 065 - 221 292
Email: fnakawa@oshanarc.gov.na

Private Bag 5543
Oshakati

Enquiries: Fiina Akawa

Ms Fransina N. Ndunge
P.O. Box 40 557
Ausspannplatz
Windhoek

Dear Ms Ndunge

SUBJECT: PERMISSION TO CONDUCT RESARCH STUDY AT OKATANA CONSTITUENCY, OSHANA REGION.

1. Your letters dated 23 June 2017 and 07 July 2017 respectively on the above subject matter have reference.

2. This letter serves to inform you that permission is hereby granted for you to conduct research study on factors preventing the participation of men in community development projects in Okatana Constituency, Oshana Region.

3. However, please take note that Oshana Regional Council will not be able to assist you financially during your research as requested.

4. We wish you success in your research study.

Yours faithfully,
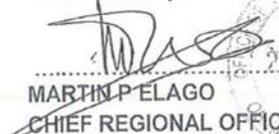
MARTIN P ELAGO
CHIEF REGIONAL OFFICER

All official correspondences must be addressed to the Chief Regional Officer

APPENDIX C: PARTICIPANT'S INFORMED CONSENT FORM

My name is Fransina-Ndapandula Ndunge, a student at the University of Namibia pursuing a Master's

Degree in Master of Education (Adult Education). It is part of the university's requirements that I must

do research in partial fulfilment of the requirements of this degree. I am carrying out a study on Factors

preventing the participation of men in community development projects in Okatana constituency,

Oshana region. The aim of the study is to seek your views and perceptions on-factors preventing the

participation of men in Community development projects. The research will be carried out in line with

UNAM guidelines, and all data collected will be treated confidentially and for the purpose of this study

only.

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided to me	☐
2.	I have been given the opportunity to ask questions about the project and my participation.	☐
3.	I voluntarily agree to participate in the project and my privacy will be respected.	☐
4.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, IGA activity etc.) to me.	☐
5.	Consent for interviews, audio recording have been explained and provided to me.	☐
6.	The use of the data in research, publications, sharing and archiving has been explained to me.	☐
7.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	☐
8.	I understand the interview will last for approximately 30 minutes to 1hour.	
9.	I, along with the Researcher, agree to sign and date this informed consent form.	☐

Participant:

_____ _____ _____
Name of Participant/thumb   Signature/thumb   Date
Researcher:
_____ _____ _____
Name of Researcher   Signature   Date

APPENDIX D: AN INTERVIEW GUIDE

My Name is Fransina-Ndapandula Ndunge, a Masters student from the University of Namibia pursuing   a Master's Degree in Adult Education. The purpose of this study is to collect data relating to factors preventing the participation of men in community development projects in Okatana constituency. The study is geared towards meeting the requirements for the degree program. Confidentiality and anonymity of all participants in the study will be maintained and no names will be used at any point in this study or the report of the study. I therefore humbly request for your assistance and cooperation in providing information necessary for this study.

Your participation and contributions to this study is highly appreciated.

1. **Socio-Demographic information**

   Age………………..

   Marital status………………

   Constituency of birth………………..

   Educational Qualification………………………

   Occupation…………………………………….

2. **Community Development Projects information**

   2.1 What are the issues/factors preventing men from participating in projects?

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

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2.2 How are the Projects Identified, Monitored and Evaluated?

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2.3 What motivates people to participate in community development projects?

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2.4 What are the available social activities that brings people together?

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2.5 What are the potential benefits of both men and women participating in projects?

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2.6 How can the participation of men in projects be improved?

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2.7. What would you recommend regarding the process of establishing projects in

your community?

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Thank you very much for your time and efforts invested in this study….

APPENDIX E: OBSERVATION SHEET

Research's Name………………………….

Identification of setting: …………………….........

Date: ………………………………………….

Time: …………………………………

Physical Description of Setting	Main Activities/ Occurrences	Interactions between people, artefacts and setting	Comments
➢	➢	➢	➢

APPENDIX F: A POETRY PROJECT IN OKATANA CONSTITUENCY OF OSHANA REGION

APPENDIX H: EXTRACT OF FIELD NOTES

"Participant A2, said men hardly participate in projects because they are always at cuca-shops consuming alcohol, while others barely participate in projects due to the stigma attached to community projects. The participant further alluded that outcomes of community projects such as money, crops and other goods attracts more and more people to partake in projects". (Researcher's Notes, 04 August 2017*)*

"Expanding community education and establishment of Community Development Committees cut across many responses as strategies to improve participation of both men and women in community projects. Many participants were willing to describe the link between negative attitudes and behaviour community participation in projects". (Researcher's Notes, 27 August 2017)

"Projects improved the lives of many people through agricultural production as well as Small and Medium enterprises. Many projects beneficiaries generates income from sales of crops, goods/products and proving services such as: Milling of Mahangu, Tailoring and so forth". *(Researcher's* Notes 15 August 2017)

"Equal participation of men and women in community projects is said to strengthen capacity of community members to address common problems, issues and struggles. It also leads to successful achievement of projects goals within a shorter time frame, while leading to the development of new ideas and eventually emergence of new projects in the community". (Research's Notes 22 August 2017)

APPENDIX I: EXTRACT OF TRANSCRIPTIONS

*"We want to start projects that make us happy as men but we get discouraged by the fact that there is no money for us to buy equipment and materials for the type of projects we want. It is ridiculous for men to join these many pottery projects". (*Participant, C11)

*"Everyone likes a rewarding activity, I personally want a project which earns me some cash so that I can solve my other problems and also assist my siblings with school fees. For instance, last year I joined a brick project, the profit was so good that I even managed to buy a mixer". (*Participant, C12)

"*When we are many we do many things within a very short period of time, imagine how we managed to cultivate a big portion of land in three weeks and also fence of the area at the same time, meanwhile women are ploughing men are erecting the fence .Other communities should also copy from us, though bringing men on board wasn't easy". (Participant B8)*

"You reminded me of one important thing, civilization plays an important role determining how people behave in the society. Our children and especially men are in a mess, they are not into church, community, schools and are even absent in families. We need to re-direct them to come back to society and it can only be achieved through education which starts from home. I recommend the revival of evening gatherings around the fire". (Participant B7)

*"Traditional leaders are our gate keepers, they represent us in everything good or bad, therefore we do whatever they do and say. Let me say for instance: if our headman tells us to dig a trench for a certain purpose we will do it without hesitation". (*Participant, A2)

APPENDIX J: EXTRACT OF JOURNALS

"It is 8:15 Am , I just arrived at site one. My first day of observation. I cannot believe my eyes. There are men all over cucashops. Maybe it is old age pension or draught relief distribution day. I am very interested in what is going to happen here. Most of the cuca-shops here are made of corrugated iron zincs. Time passes no sign of any formal event. Men are seated beside cuca-shops by now exchanging jugs of different traditional brews. It is getting clearer that the event is that of drinking and chatting. I am going to stick around and watch the show. For five good hours these men are still here drinking, merely only a few has left. Now each group has moved under a shade because the sun gets hotter by the minute. I definitely have to leave now as it is a distance from where I live and I may not be able to get a taxi back home after hours".
*(*Journal A, 23 August 2017*)*

"Upon arrival at the Pottery Project the researcher was welcomed by a bulk of clay pots just by the entrance of the yard. A group of women and men were found busy inside the production room, a variety of clay pots samples could be observed in each corner of the room. Complementary to observation, project members showed the researcher a number of certificates awarded to the project for being the best seller at a regional exhibition event".
(Observation Sheet 2, 26 August 2017)