

**PARTICIPATORY PRACTICES AND COMMUNITY EMPOWERMENT: A CASE OF  
MEDE PARTICIPATORY LEARNING AND ACTION PILOT PROJECT, PALARO  
SUB COUNTY, GULU**

**BY:**

**GAMAILIEL GODFREY AYELLAH**

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## **DECLARATION**

I, Gamaïliel Godfrey Ayellah, do hereby declare that the work contained in this dissertation is my own work which has never been submitted for any award in any University or institution of higher learning. Where other people's work has been referenced, due acknowledgement has been made.

Signature:

Date:

## **APPROVAL**

This dissertation was carried out under our supervision and has been submitted for examination with our approval.

Uganda Management Institute Supervisor:

**Dr. Ssonko K W David**

**Principal Consultant**

Signature.....

Date: .....

Uganda Management Institute Supervisor:

**Dr. Maria Kaguhangire-Barifaijo**

Signature.....

Date: .....

## **DEDICATION**

I dedicate this book to all self-empowered individuals, groups and communities.

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## **ABSTRACT**

This study investigated the relationship between Participatory Practices and Community Empowerment in Mede Parish, Palaro sub county in Gulu district; taking a case study of Participatory Learning and Action intervention approach piloted in Mede. Specifically the study assessed how effective Participatory Planning, Participatory Implementation and Participatory monitoring affect Community Empowerment in terms of Resource Ownership, Integrated Implementation and Sustained Practice. A cross sectional descriptive research methodological design was adopted to address a sample of 86 respondents across the study area. Data were collected using questionnaires, interviews and focused group discussion guides. These were later analyzed qualitatively and quantitatively. Findings revealed that Participatory Planning had positive relationship (71.7%) with Community Empowerment. Participatory implementation likewise had a positive relationship (63.8%) with Community Empowerment. Participatory Monitoring was positively significant to Community Empowerment explaining (40.4%). Conclusions of the study were that Participatory Practices significantly affect Community Empowerment. The study recommends that Participatory Practices be deliberately implemented and not as an emergency as was the case in Mede Parish. Besides Participatory Practices should not be left entirely in the hands of target population as it risks being misunderstood. Expert skills should be sought to give diversity of views and suggest workable solutions where appropriate.

## ACRONYM

A	Agree
CVI	Content Validity Index
D	Disagree
PLA	Participatory Learning and Action
PRDP	Peace Recovery and Development Plan
MMS	Masters In Management Science
NAADS	National Agricultural Advisory Services
NC	Non Committal
NGO	Non Governmental Organization
NUSAF	Northern Uganda Social Action Fund
RRA	Rural Rapid Appraisal
SA	Strongly Agree
SD	Strongly Disagree
SPSS	Special Package for social science
ST.D	Standard Deviation
UMI	Uganda Management Institute

## **CHAPTER ONE**

### **1.1 Introduction**

According to Michael, (2004) Participatory Practices in project interventions aim at arousing the feelings of individuals, groups or community in taking up their own development initiative without entirely waiting for external support to cause them change. This is in line with Comboni Samaritans of Gulu (facilitating organization) Participatory Learning and Action pilot project in Mede parish, which thought of the project as a low cost but high impact intervention approach that could appropriately empower the community in Mede given reduction in hand out of goods and services from Non Governmental organizations in the region following over twenty years of relief and humanitarian assistance in form of food and infrastructure. The approach recognizes the fact that Participatory Practices play central role in achieving of goals. This is due to the fact that proper mobilization of resources in participatory manner increases resource base; both material and immaterial. This in long run presents maximum benefits to the community in terms of ownership and sustained growth (Michael, 2004).

This chapter therefore provides an introduction to the study by bringing out the research problems and clarifying its setting. It also presents the background to the study; conceptual framework, purpose, objectives, research questions, research hypotheses, assumption and scope of the study.

### **1.2. Background to the study**

The resulting withdrawal of Non Governmental Organisations and significant decline in donor aid have prompted civil service organisations to shift development approach and seek a more cost effective and friendly intervention; to do more with less. Such among these approaches is

Participatory Practices. Different scholars have had different perspectives about Participatory Practices. They have defined it, in whichever form. While others have recognised the approach as a tool that ought to be appreciated for community uplift, others have taken it as an out-dated ideology. This reports attempts to trace the varying explanation of the concept and changing needs of society over time with particular focus on Mede parish. These have been discussed under historical, theoretical, conceptual and contextual frame works.

### **1.2.1. Historical Background**

The earliest year in which Participatory Practices evidently took ground was in the year 1970 (Kane, 1995). Kane, (1995), asserts that the approach was named, 'Rapid Rural Appraisal' (RRA) and that over time the approach became increasingly recognized as an effective strategy for enabling sustainable use of available resources. The scholar asserts that during participation, local people take greater initiative. In the 1980, according to Kane, (1995) Rapid Rural Appraisal was renamed 'Participatory Learning and Action'. In this new name the word rural was eliminated because the approach was tested to be applicable not only in the rural setting but also in the urban set up. David and Jacque, (2000) credits the approach as 'self initiated' learning which involves the 'whole person'. To David and Jacque, (2000) the approach makes a more meaningful intervention because it involves continuous openness to experience. Participatory approach was thus taken as a locally owned intervention approach which sought to address the need of a socially organized community using community endowed resources. Empowerment to this approach lied not only in acting individually but supporting community interest. Through Participatory Practices target population were believed to be responsible for problem identification, prioritization and mobilization of resources as supported in the study of Cernear (1992) who recognized the need for involvement of stakeholders from all levels.



### **1.2.2 Theoretical Background**

This study was guided by Inequality and group participation theory (Ferrara, 2002). Ferrara, 2002 states that participation decreases in open access group as opposed to restricted because individuals with higher influence tend to drop out of participation because they feel they have less to gain or the fear of losing control of their status. The assumption of the theory is that heterogeneous members sort out their homogeneity which for many instances poses negative impact in a social system. Rapid Rural Appraisal (RRA notes, 1994) points that for participation to cause change, five core expectation have to be met; sharing relevant information, listening and offering options while allowing new ideas, deciding together regardless of ability and vulnerability, and acting together not only to protect individual but also community interest. These five stages according to Rapid Rural Appraisal (1994) provide ‘uniform lead’ to the marginalized thereby putting them as duty bearer and service providers. Saijo, (1997) as quoted by David and Jacque, (2000) describes the two concepts; Participatory Practices and community empowerment as two distant cousins in the intersecting sphere of development. The connection between these two concepts according to the scholar lies on social participation, gender and equality in role. It is thus very apparent as Mayouk, (1995) notes that gender inequalities in resources, time and power, influence participatory intervention just as ‘top-down’ development. Through the analysis above, it is recognizable that Participatory Practices plays essential roles in influencing social change. This is due to the fact that allocation and utilization of resources in participatory manner positive likelihood in addressing societal issues and linkages to other resources. It is therefore necessary to explore the relationship between these two variables; Participatory Practices and community empowerment.

### **1.2. 3. Conceptual Background**

A study of literature on the importance of Participatory Practices for successful innovation throws many interesting findings. Common among which is that the concept possess 'positive' influences. Marjorie and Gary, (1995) for example states that successful Participatory Practices promote sustainable people centered development, equal opportunities and social justice. Likewise, World Bank (2006) views Participatory Practices as a mean through which marginalized communities can be lifted in the most efficient and cost effective way through sharing cost as well as benefit. Dia (1996) urges that empowerment processes need to acknowledge lived realities of the community including raising the 'self reflected awareness' of the people rather than indoctrinating them. As a response to the need at Mede Parish, Comboni Samaritans of Gulu; a facilitating organization in their implementation tasked itself in guiding the processes of Participatory Learning and Action; to ensure that the communities at Mede were stimulated enough to engage in a self driven collective action to transform their reality. Early proponent of participatory research articulate a view of empowerment; seen as a release of people creativity and satisfaction as opposed to development which looks at economic growth as a measure of the economy's ability to satisfy consumption needs of the society towards meeting its basic needs (Edwards and Hulme) 1992. Bhatnagar and Williams, (1992) supports community-driven participatory activities and urge that the approach has a stance in advocating for power balance between the elites and the community representing a vision. This line of thinking is supported in the message of His Excellency the President of the Republic of Uganda who when passing out 600 university students at the Police Training School at Kabalye, Masindi District on the 14<sup>th</sup> June 2014, remarked that youth should participate in identifying and solving societal challenges (*The Monitor 16 June 2014*). Behind his messages lies the conventional

recognition of participatory involvement regardless of status. If empowerment therefore is to be achieved then there should be a strong focus on participatory planning, implementation and monitoring. If this is tackled critically as well as positively, the concept of empowerment will continue to enjoy ownership, integrated implementation and sustained practice.

#### **1.2.4. Contextual Background**

Participatory Practices under this study was viewed as an empowerment tool in building capacity of the local community in Mede parish to identify and share resources that would ultimately enable them to address their pressing need; first as a community before seeking external support. According to World Bank, (2006) participatory practices in project intervention harmonizes communities with their, resources, knowledge and skills. In a bid to promote this concept within the context of Mede, Participatory Learning and Action intervention approach was introduced as the most responsive mechanism that would enable communities in Mede support their own local effort. There were an estimated of over 106 households mobilized, selected and capacity built. The aim was to promote parish participatory response that would check on the community broad fundamental system, structure, practices and learning experience and focus on expanding access, affordability, and equity so that disproportionate burden of basic infrastructures and economic status is reduced. This followed increased settlement after over 20 years of unrest in the region and dependence on relief aid. Working along direct implementers and beneficiaries of the intervention enabled technical team from Comboni Samaritans of Gulu transfer their knowledge and experience to community members. It became apparent that local leaders easily facilitated group members in assessing their strength, priorities and finding opportunities. Local leaders together with target beneficiaries got involved in addressing unique challenges facing them. World Bank, (2004), *community-based and driven Development* concludes that empowerment

should seeks to promote a holistic development and strengthen the capacity local organs through participation and collaboration. Comboni Samaritans of Gulu as a facilitating organization continued to monitor the implementation of the approach in Mede but with little attention to details. Much had been left in the hand of the local community and its structure. The facilitating Organization also did not question the political and social context under which the approach worked best nor did they put in place an alternative to address the social economic status of the parish. As a result some members of the community lost morale and commitment.

In the context of Mede, policies or structures that concern parish development and capacity does not exist or is in no use. This was evident in the persistent grievances among community members especially over land and individual development. This impacted the commitment of members to utilize available resources. Empowerment as cited by Fraser, Dougill, Mabee, Reed, McAlpine, (2006) is a gradual process of improving skills and performance through a variety of formal and informal activities, internal and external relation and interpersonal skills development. This is in harmony with Laverack & Wallerstein (2001) whose findings suggests that persistence in any setting whether among individuals, group or community either positively or negatively influence empowerment and achievement of objectives. In Mede however, the local leaders hardly encouraged their subordinates. Most concentrated in parish related politics and values that supported individual interest rather than communal. This called for the need to examine Participatory Practice existing in Mede Parish and how it impacted the commitment of its members to enhance empowerment.

### **1.3. Statement of the Problem**

The effectiveness of Participatory Practices in program designs and implementation is in its ability to enhance Community Empowerment (Michael, 2004). This is because participatory

practice is perceived as a traditional development approach and activity which empowers people to discover and connect with their purpose; whether rural and indigenous or urban in nature. In a bid to empower the communities of Mede Parish, Comboni Samaritans of Gulu; a facilitating organisation piloted Participatory Learning and Action intervention project in Mede Parish, Palaro sub county in Gulu district. This was intended to address a wide variety of problems from the perspective of awareness; espousing a community development process that would promote individual and collective self determination. Prior to the launch of the project, target beneficiaries were identified, selected, trained and oriented on the different techniques. This was to bolster identified capacity gap (Project end report, 2014). However, end of project report showed that Participatory output at Mede remained stagnant at 52%. Further, many participants lacked self determination, confidence, competency, social connection, a sense of community and at worst some defected from the group in which they were previously put (Project report, 2014). This trend threatened the viability and benefit of Participatory Practices; ownership, integrated implementation and sustained practice. For example it increased vulnerability, wide disparities and insecurity due to inequalities and their structural drivers. It was feared that if this was not double checked then the approach would continue to dwindle at every intervention. No single study was ever done particularly in Mede to explain the disparities between Participatory Practices in Mede and Community Empowerment. This is why the researcher picked the interest to explore the relationship between Participatory Practices in Mede and Community Empowerment.

#### **1.4. Purpose of the study**

To assess how Participatory Practices affect Community Empowerment in Mede Parish, Palaro Sub County in Gulu district.

### **1.5. Specific Objectives**

The study aimed at achieving the following objectives:

1. To explore the relationship between Participatory Planning and Community Empowerment in Mede Parish.
2. To establish the relationship between Participatory implementation and community empowerment in Mede.
3. To examine the extent to which Participatory Monitoring enhance Community Empowerment in Mede.

### **1.6 Research Questions**

The following research questions guided the study:

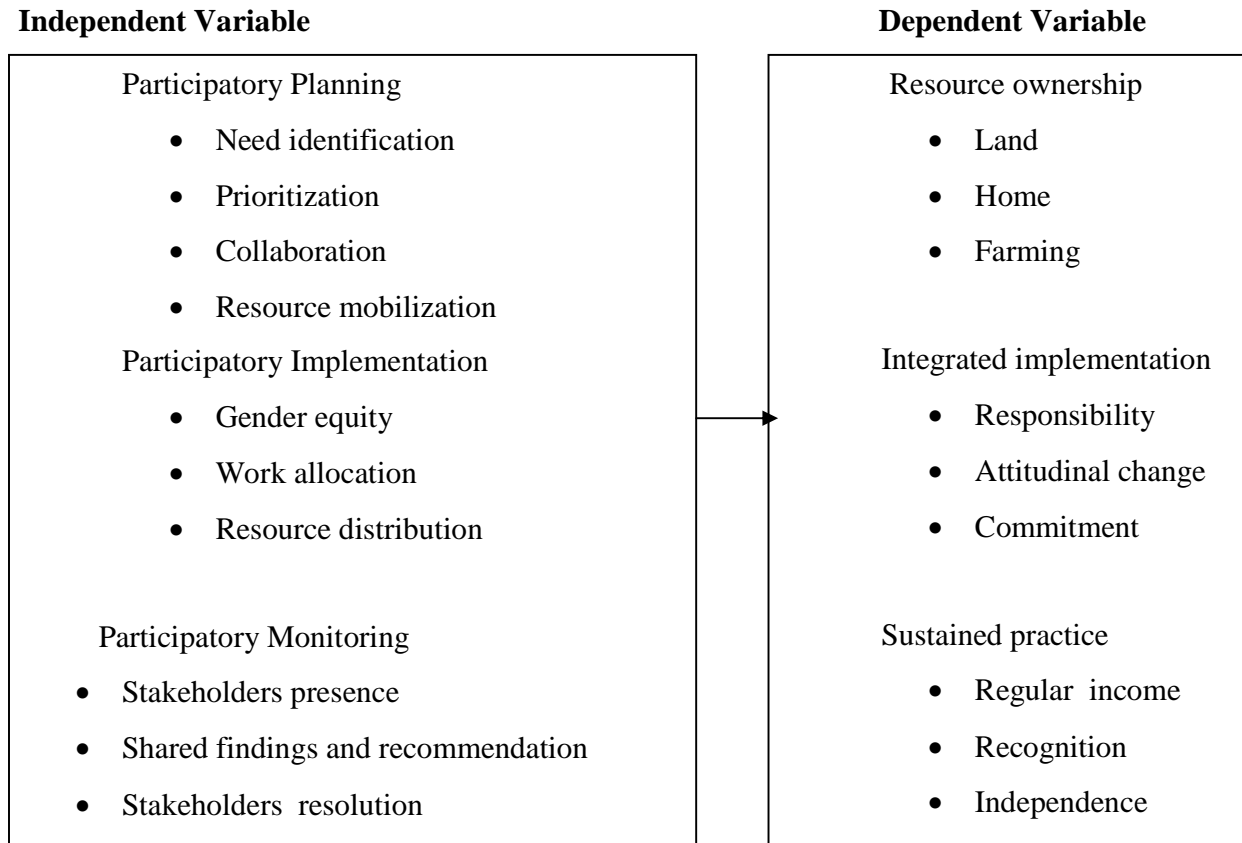
1. What is the relationship between Participatory Planning and Community Empowerment in Mede Parish?
2. What is the relationship between participatory implementation and Community Empowerment in Mede parish?
3. To what extent does participatory monitoring enhance community empowerment in Mede Parish?

### **1.7 Hypotheses of the study**

1. There is a strong relationship between participatory planning and community empowerment.
2. There is strong relationship between participatory implementation and community empowerment in Mede Parish.
3. Participatory monitoring significantly affects community empowerment in Mede parish.

## 1.8. Conceptual Framework:

**Fig 1 Relationship between the two variables in Mede Parish**



**Source:** Adapted and modified by the researcher from the work of Hickey & Mohan, (2004), Freeman, 1984, Hudson Guanhton and Hedge, 1960, Lock and Lathan , 1990, Rational Comprehensive Theory.

### 1.8.1 Relationship between variables

As illustrated in Figure 1, Participatory Practices takes three dimension; participatory planning, implementation and monitoring. All these dimensions when carefully natured are crucial in influencing community empowerment as supported by the study conducted by World Bank, (2004) which asserts that for any community intervention to be successful, target beneficiaries must be engaged from the beginning. In this way participation is expected to address the social and economic needs of the target population from the initial point of planning. When community

identify their problems they prepare and look for possible ways of addressing identified gaps and will try to get involved at different levels to ensure that their needs are addressed. When these integrated practices occur, they contribute towards their social and economic status leading to greater ownership and responsibility.

### **1.9. Significance of the study**

This study is a learning pattern to three different targets; programmers (those who design, implement, and monitor projects), individuals and their community (direct beneficiaries) and to future researchers. The work is also a contribution for gainful project design to help programmers develop and implement an intervention plan that can be achieved with minimum resistance. To programmers, the study serves as reference and reminds project designers to offer further cross examination of project's context, content and target prior to roll out. To individuals and community the study calls for deeper understanding into any program before take on and to future researcher the study opens yet another development of this study.

### **1.10. Justification of the study**

Formalization of Participatory Practices has ancient root and stems from the historic practice of parents teaching their children to carry on the traditional work of the family. Therefore, if there were problem, the trainee or the family was still available to provide follow up and support, thus increasing self confidence not only to individuals but the community as a "bigger family." The methodology focused on and reinforced self reliance within the community with minimum dependence, thus insuring an informed, integrated and community led approach as sited by Cernear, (1992). Often though some key aspects are taken for granted when designing projects for example; relevant knowledge, skills, vulnerability, health, power, attitudes and values, and



their direct impact on people's participation and productivity and yet these are key determinants of sustained practice for empowerment. Because of such limited attention, some interventions like Participatory Learning and Action intervention in Mede have not lived to its promise.

### **1.11. Scope of the study**

#### **1.11.1 Geographical scope**

The study was conducted in Mede Parish, Palaro Sub County in Gulu District. This parish was selected because it is one area where the implementation of Participatory Learning and Action met a unique appearance towards empowering the community. It is also the district where the researcher had nearer access to facilitating organization of the approach.

#### **1.11.2 Time scope**

The study covered the period between; 2011-2014, when the intervention first rolled out in Mede parish, Palaro Sub County, Gulu district in northern Uganda.

#### **1.11.3. Content scope**

The study confined itself into examining the relationship between Participatory Practices and Community Empowerment in Mede Parish focusing on Participatory Learning and Action intervention pilot project.

### **1.12. Summary**

Participatory Practices have been shown as a persuasive factor in influencing empowerment. The review disclosed a fact that Participatory Practices attracts and retain community interest in meeting target agenda if well planned. This is because the practice pulls individuals and the community together; where maximum resources and gifted talents can be mobilised and

optimally utilised. The intervention however, despite the practices does not show when the practices plays pivotal role in attracting and meriting the processes of empowerment. Is it at the planning, implementing or monitoring phase? This among other questions stimulates the researcher to probe deeper into the research subject in chapter two. Chapter two therefore shares varied findings of different scholars over time and critique major areas found to be in harmony or inconsistent with the subject under study. Major focus will be put on key dimension of the variables; explaining how each affect the other.

### **1.13. Operational Definitions of concepts used in the study**

Under this study, definition of key variable concepts was operationalized to give contextual attachment to the assignment under inquiry as supported by Mugenda and Mugenda, (1999).

**Participatory Practices:** An approach undertaken by a group or community voluntarily to achieve their desired purpose.

Participatory approach: Same as Participatory Practices.

**Project:** Any undertaking by a group or individual within specific period of time.

**Participatory Learning and Action:** A voluntary 'bottom-top' intervention approach where a larger section of the community commit to access and share information, provide opportunity and take responsibility for their decision.

**Community Empowerment:** Possession of power and skills by community or individual to access, initiate and move towards their set development agenda.

**Mobilization:** Bringing together of human; immaterial and material resources in attempt to solve a problem.

**Integral implementation:** A continuous development and execution of tasks as set to meet expectation

**Sustained practice:** A recognized stability in ownership, control and management of resources and procedures.

**Gender:** Male or Female

**Gender role:** The distribution of executable assignment and responsibilities as may be perceived, culturally, or professionally.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter examined and discussed literature related to Participatory Practices and Community Empowerment. Emphasis was put in defining in details key concepts of Participatory Practices and Community Empowerment and the theoretical debates surrounding them. The intent was to situate the two variables in the perspective of the study topic. The various body of knowledge that were collected from different sources were identified, acknowledged, examined and discussed thematically.

#### **2.2. Theoretical Review**

This study was guided by Inequality and Group Participation theory, (Ferrara, 2002). The scholar focused on how status differences affect community empowerment. According to Ferrara, (2002) Participatory Practices decreases in open access group as opposed to restricted access; because individuals and households who are well off tend to drop out of participation; because they feel they have less to gain. This is contrary to Public Participation theory by Rob, (2008) who recognised participation as a right. To Rob, (2008), full participation is necessary in addressing needs and objectives and should involve listening and providing opportunities to cause change. To this matter, Rob, (2008), classified participation into three stages; participation which involves informing, participation which involves consultation and, participation which involves delegation of power or partnership. Under Participatory Practices, delegation is less encouraged as it undermines commitment as Dia, (1996) puts that the approach takes into

account the incentive and constraints that are specific to local context. Delegation deposits some element of detachment. Kane, (1995) tends to agree with Dia, (1996) adding that by participatory identification of social and pertinent concerns, appropriate techniques are developed to address identified gaps in a local affordable setting. While agreeing that the approach places values not only on the local participation and abilities as summarised in the writings of the scholars above, it offends little to pause and examine the economic and political context under which the approach works best. Gulu is among the districts that experienced tough political and economic hardship under Lord Resistance Army. People left their homes for protected camps and households relied heavily on humanitarian assistance. This equally changed their mindset. It is also imperative to consider the interpersonal behaviour between member groups as stated by Jacque, (2000). These play connective role in pursue of desired goals especially when engagement of majority members contribution is needed for change as in the interaction theory put by Jacque, (2000).

A guide to self-reliant participatory rural development Burkey, (1993) and Adrian, (1998) looks at empowerment as a process by which relatively powerless people work together to increase control over event that determines their lives. According to Burkey, (1993) empowerment cannot be given rather it must be earned by those who seek it, those who have power and those who have access to it. The scholar concluded that the best way to empower individuals, group or community is to increase a sense of strong self determination and self esteem to enable a move toward more organized and broadly based form of social action.

There is however, a growing evidence that participatory practices can be a risk especially when left in the absolute hands of direct beneficiaries. Reed, (2008) questions the comprehensive

understanding and technicality of direct beneficiaries if not assisted. He thus proposes; equity, trust and learning, and that targeted beneficiaries should not overlook highly skilled facilitation.

As adopted in this study the different scholars seem to be in harmony with the two concepts; participatory practices and empowerment. They tend to agree that the two concepts have an interpretation of what should be very dynamic to enable end beneficiaries have shared interest to recognize and address underlying social, structural and economic conditions that impact their immediate need. This is possible through collaboration and consensus when planning. Also participatory practices must be monitored continuously for long term benefit. Moreover participation should not be forced by the community but rather the community should create an atmosphere that even indirect beneficiaries get attracted to participate; for example through commitment and shared practices. Empowerment is therefore strongly dependant on the nature of participatory process leading and demonstrated practices.

While there is a large consensus in the literature on the positive impact of participatory practices on community empowerment, some researchers continue to argue that the effect of participation on empowerment is context specific and associated with factors such as the society's framework, quality of governance and resource availability. They conclude that, in some highly regulated regions that do have weak leadership structure, participation can compensate societal weaknesses. While the argument does hold weight, it does not stand up to scrutiny when looking at the long-term corrosive impact of participation on equality and the quality of community's growth and development. Evidence indicates empowerment is not absolute in itself (Hickey & Mohan 2004). One ought to note that society also survives on morality. Without morality, beneficiaries may not be loyal, structures may not exist and accountability may not be given. Likewise efficient and just participation can be questioned. This is because there will not be

moral and ethical standard to emphasize participatory practice as the core interest of the larger populace. It's important therefore to understand that, good governance, development, trust and loyalty in leaders originate from the moral principles of any given society. Comparison theory; inequality of status among individuals in society as put forward by Ferrari, (2000) cannot go uncontested. For, there has never been 'equal' individual in any community. People are gifted differently and individuals have varied aspiration. This is in every community and even families. For the scholar to discount the possibility of empowerment as a result of some who exclude themselves from participation for fear of losing their status attributes to a failed urge for cooperation. In literal word, one could brand this selfish. The pain is that exclusion deny others access. If we live in a society that is free, where cooperation exists, then there ought to be coexistence. In conclusion much as participatory effect on empowerment is a central theme it is not a monopoly in enhancing empowerment. Other factors contribute.

### **2.3. Participatory Planning**

Not all who plan succeed. Sometime even those who hardly plan do better with less resistance. Planning is therefore not an end to a mean. It is however, an important stage of any initiation regardless of result. Participatory planning under the context of this study was limited to the involvement of stakeholders in assessing their needs, collaboration, establishing community structure and mobilising resources to address their social, economic and structural problem. From the study of Mansuri and Rao, (2003), involvement and consideration of local knowledge from local experts is very key in determining the success of any intervention. According to Valenzuela, Kim, Zúñiga (2012) Participatory planning meant to lead to establishment of any community specific management should embrace specific characteristics; each incorporating input aimed at reducing difficulties in implementation process and increasing the likelihood of

acceptance by individuals' and social networks. It is therefore through participatory planning that beneficiaries uphold the values of any intervention as in the findings of African Development Bank Report, (2005) in assessing effectiveness of organization's intervention in enhancing sustained growth. The report emphasized the need for review of some processes to meeting desired results, embracing change and learning as core values. This can be done in a participatory planning forum. It is commonly accepted among some communities that some project activities are imposed and problems are identified on their behalf. This approach is strongly contested by African Development Bank Report, (2005) which called for local representation in the initial planning and assessment phase of any intervention. During planning phase many issues can be tabled not limited to creating road map, and setting priorities. At the planning phase its where work committee can be established to spearhead specific implementation, allocate and distribute resources. This can be based on skills, knowledge and experience as Sanoff, (2000) in his book *Community participation methods in design and planning* approaches urge that planning should be both long term and short term but should take into consideration key figures which are able to move against set time limits. When the processes of participatory planning is done with due genuine interest following need assessment, establishment of communities and resource mobilization, the community is easily set to move to implementation of their proposed intervention plan as desired.

#### **2.4. Participatory implementation**

Kumar (2002), articulate the usefulness and need for best practices as well as on attitudes and behavior during implementation while drawing attention to limitations and precautions during project intervention. The scholar also brings to light that every intervention has its own method that suit its own development activities and contexts. According to Reed & Hughes, (1994)



empowerment is pursued not only by logic but acquisition and application of skills. This implies the direct involvement of target beneficiaries. Since the conception of Participatory approach to project intervention, acknowledgements have been made in its applicability not only in rural setting but also in the rural-urban setting. The intervention was found to be successful if there were participatory implementation of set plans upon careful participatory assessment by stakeholders in participatory processes which emphasized community's contextual nature (Glicken, 2000). Participatory implementation as cited allows talents and resources to be equitably distributed where a gap in one is covered by the other. While Jaque, (2000) agree with the statement above, Hartman, (2004), in his book; *social work practice*, attach significant value to allocation of resources and distribution of task as being able to provides chance for inclusive involvement, and self initiative with the 'whole person'. One however, may critique the approach as being influenced by time and not being able to render whole empowerment as it improves project outcomes in nontechnical way due to varied skills (Khwaja, 2004). In the pilot project in Mede, this was traced in the composition of beneficiaries. The approach embraced youth, women, elders, men and children. While the energetic youth group were seen to be active and easily met their target, groups comprising elderly people were lagged behind implementation (Comboni Smaritans of Gulu, project report April 2014). Also crucial to this is as cited by Feroze and Rahman, (2003) gender role is essential in the approach's application. However, Much as Feroze and Rahman, (2003) acknowledged the need for participatory implementation they also puts special emphasizes on the technology in play. To Feroze and Rahman, (2003) technology in use defines some roles, therefore appropriate technology should be placed where it is deserved and cultural values of beneficiaries respected. If this is not observed, participatory implementation risks failing especially when placed in the hands of wrong target. Owing to the

varied views of scholars as observed above, it is the researcher's conviction that the concept despite its limitation can still be relevant and much has to be learnt about it under different context.

## **2.5. Participatory Monitoring**

Participatory monitoring in projects does not only represent a cost-effective alternative when conventional monitoring is impossible, but it is also an unexpectedly powerful complementary approach, capable of generating a much higher level of participatory management intervention (Danielsen et al., 2007). Such are some of the most promising research which has shown that participatory monitoring increases performance in project implementation. However, more research is needed to prove without doubt that it's effective for community empowerment everywhere. World Bank, (2004) asserts that communities should participatorily involve in their intervention from the beginning. This is because the opportunity provides an appropriate channel for building effective and efficient monitoring. The longer term the project is not monitored, the greater chance there is that the overall direction of the project may change (Julie, 2011). Monitoring therefore is a continual check on the performance of any given activity. It begins from assessment throughout the life of the project. The aim is to check and address any deviation from set objectives or report unique observable characteristic during the life of the project. Participatory Monitoring is therefore useful in influencing and tracking implementation at operational scales of management and at the local level. Involving people who face the daily consequences allows them to assess trends in resources of value and facilitates a rapid response in terms of decisions that directly impact them (Danielsen, et al. 2010). Based on the scholar's studies, there is a great sense of ownership by the community when the community fully engage onset in defining their objectives, setting indicators and monitoring their implementation plan.

This is because the act builds transparency and accountability. Mistakes are also owned and responsibility taken for the mistake if any especially when findings are shared and results owned as a community. To determine the relevance of the project, a project end process termed 'Evaluation' is important. Just like participatory monitoring, stakeholders participatory evaluation is paramount in determining how relevant the activities were, the gaps, success stories and lessons learnt and recommendation for future intervention as recommended in World Bank, (2004) which urge participatory monitoring and evaluation of project activities at the end stage; offering communities to evaluate themselves in terms of their assessed need, identified problem, set measures, implementation phase and end result over a period of execution. For this study however, the researcher limited self to monitoring as a continuous process unlike evaluation which is periodic and most often at end of project.

## **2.6. Community Empowerment**

The term empowerment has become familiar with many development partners. It also appears with increasing frequency in policy documentation. World Bank, (2006) reports that in 2005, more than 1,800 projects in World Bank portfolio capitalized on empowerment. World Bank (2006) defines empowerment as the process of enhancing an individual or group capacity to make purposive choices and transform choices into desired activities and outcome. Lorenzo, (2007) agrees with the view above and continues to affirm World Bank's definition of empowerment as a process whereby disadvantaged group acquire greater control over decision and processes affecting their lives. Laverack, (2006) proposes nine predetermined areas to consider when one talks about empowerment': improved participation, local leadership; Increased problem assessment capacities; enhanced ability to 'ask why'; building empowering structures; improved resource mobilization; strengthened links, equitable relationship with

outside agents; and increased control and management. These according to Laverack, (2006) provide a more systematic means for community empowerment under program context. Analyzing the above the aspect of community's vulnerability, capacity gap, commitment and, authority cut across. In the study of Fraser, et. al, (2006) an empowered community is one which is aware of its development pathway and should have the capacity to identify all resources surrounding it, sustainability indicators and posses a multi-stakeholder processes that feeds into decision-making forums viewed as relevant by stakeholders. Some major assumptions made under this study are that individual and community use the smallest fraction of the mental and available resource if they are not aware of what sits around them and secondly that control by a larger part of the community is the best way to achieve community goals. The bottom line of the is that it is impossible to achieve superior result and continued improvement if groups or communities are controlled from out because individuals and team won't perform more effectively and efficiently due to lack of chance to exercise control over their own resources. What the scholars suggest is that when the concept of empowerment is understood it should be manifested with continuous improvement in total performance, concentration in making the most of all available resources present. In this case the communities need to recognize and develop their competencies and maximize the opportunities of competent people to influence every aspect of the community using available resources.

## **2.7. Resource Ownership**

Since the formulation of World Bank's Land Reform Policy Paper' in 1975, three guiding principle remained in play; the desirability of owner operated family land, the need to transfer land to more productive user, and the importance of an egalitarian asset distribution (World Bank, 2004). The policy urged that communal land tenure system could be more cost effective

than formal title in addressing poverty if well integrated and implemented in decentralized fashion. This is because the likelihood to realize full community empowerment requires ownership and commitment of resources (Shackleton et. al 2002). Ownership to Shackleton means power in decision (Shackleton et. al 2002). By owning enough resources Schackleton urge that the community stand better chance to maximum utilization for huge gain. Michael (2004) asserts that if all resources are aligned together in well-coordinated fashion, with proper attention to all essentials, great impact can be felt. This is supported in the findings of Garvey and Williamson (2002), who assert that empowerment strongly depends on collective support.

## **2.8. Integrated implementation**

Integrated implementation has been identified as a moderating factor that increases the impact of empowerment (Whittington 2006). This according to the scholar depends on commitment and taking of full responsibility. Responsibility approach by Edward et al, (2000) views empowerment as an attitudinal readiness to respond to specified need. Edwards et al (2000), gives few insight into the different approaches of responsibility which includes stimulation of interest, initiation (development of problem identification and alternative solution), legitimization (where local leaders accept the need for change), decision to act (developing specific plans which involves a wider set of community) and, implementation. This means the community has no choices except to do whatever they deem necessary for their growth (John and Shirley 1999). The above stages as cited by the scholars help to accelerate empowerment however, they do not point most significant. However, during implementation, priority areas become increasingly more important; especially those that strongly support immediate need. The achievement of such needs have consistently been linked to personal interest, skills, resources and work environment.

## **2.9. Sustained Practice**

Edwards et. al (2000) indicates five stages of readiness as measures to nurture and sustain practice. These Edwards et al (2000) put as; pre-contemplation stage (where the community has minimum awareness of the problem but is not willing to take any action to invest for the desired change), the contemplation stage (where the community is aware of the problem in focus but without any commitment to act on the problem) preparatory stage (where the community has a clear recognition of the problem and exploration of option), the action stage (where the community takes full responsibility and implement the proposed changes) and finally the maintenance stage.

According to project review report (2014) processes such as conscientization meetings and trainings were conducted in the community. Conscientization meetings aimed at creating an understanding and contemplation on participatory processes and practices from the perspective of awareness. As per conceptual framework in chapter one, upon realization of expected input desired, the community were expected to mobilize resources so that they are able to commit and work collectively. Julie, (2011) observed that stakeholders become more responsible when they feel that their goals are matching with that of the community. This implied that in Mede, the community should have taken full responsibility and acted positively once they realized that their interests were catered for. Given the mired status of the project in Mede however, the scenario called for a need to assess the practice existing and how it impacted commitment of the community in Mede to meet their goal.

## **2.10. Summary of literature review**

As observed in the discussion above, the two concepts; Participatory Practices and Community Empowerment appeared blur, but could not be defined separately. A common thread ran across their entire framework (Glicken, 2000). The concepts despite their long time process drives to long term impact and sustained growth. World Bank, (2004) highlights significance of participation in project intervention and attribute failure of other project as a result of failure to involve stakeholders. Availability and utilization of resources was seen as crucial in enhancing empowerment. The communities were expected to take every effort in getting fully aware of themselves and the community they lived. With such in knowledge, individuals in communities were expected to actualize their potentialities, exploit their environment and make maximum use of endowed resources (Fraser et.al 2006). Adequate stakeholder's consultation and planning was seen to be desirous. Participatory monitoring was seen to be crucial in understanding, strengthening and learning of the intervention (Danielsen et. al (2007). The review further showed a generally accepted view that participatory practices promote increased ownership. Within the literature it was highlighted that commitment and sustained practice was paramount. Because the approach did not perform as expected in Mede parish, it was necessary to navigate through the process to ascertain how it influenced the community at Mede. This sought for an organized methodology as outlined in the next chapter.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter describes the methodology that was used to generate data on the study. It is structured into; research design, target population, sample size, sampling techniques, data collection methods, data collection instruments, and the background against which the findings were assessed regarding their validity and reliability.

#### **3.2. Research Design**

The researcher adopted a descriptive and cross sectional correlation design with a case study. Case study approach as pointed by Stake, (2005) was sought for in-depth investigation of problem limited to particular period. The period under focus was November 2011 and April 2014. The researcher therefore set out to deeply investigate the relation between Participatory Practices and Community Empowerment in Mede Parish; a period when Participatory Learning and Action intervention approach was piloted. Data were collected using a triangulated approach to enable highlight some inconsistency as supported by the study of Amin, (2005). Triangulated data were collected through the use of questionnaires, key informant interviews, and focus group discussion; for detailed information to help establish patterns, expectations, and relationship among the study variables, Woodsong et al, (2005).

#### **3.3. Study Population**

The target population was 109 beneficiaries; both direct and indirect (Project Review report April 2015). This comprised; 87 direct beneficiaries of Participatory Learning and Action pilot



project in Mede parish, 14 local leaders and 8 members from Comboni Samaritans of Gulu as a facilitating organization of Participatory Learning and Action intervention approach in Mede Parish. These categories were chosen and grouped in order of their commonly observable character as proposed by Mugenda and Mugenda, (1999) who argue that for viability, a research identified characters have to be placed in order of their uniqueness.

### 3.4. Determination of Sample Size

Amin, (2005) defined sample size as a fraction of the total population whose result can be generalized. Mugenda and Mugenda, (1999) adds to this that sampling satisfy the basic law of probability and assures the researcher of the utmost representation of the total population within an accepted margin of error. For completeness of the study, a total sample size of 86 beneficiaries was determined by Krejcie and Morgan (1970) table of sample size determination as in table 1 below.

**Table 1: Distribution of beneficiaries by sample size**

Category	Target population	Sample size	Sampling Techniques
Community Leaders	14	11	Purposive sampling
Beneficiaries of PLA Intervention in Mede	87	68	Simple random sampling
Facilitating organization	8	6	Purposive sampling
<b>Total</b>	<b>109</b>	<b>86</b>	

Source: Adapted and modified by Researcher from the work of Morgan and Krejcie, (1970) table

### 3.5. Sampling Techniques and Procedure

Both problematic and non problematic sampling techniques were employed during the study. Problematic technique is where probability of getting a particular sample is calculated. This

includes simple random sampling. A non problematic technique is where probability of getting the sample size is not calculated. This includes purposive sampling.

### **3.5.1. Purposive sampling**

This was applied deliberately to select 11 community leaders and 6 members from Comboni Samaritans of Gulu as facilitating organization. This was because of their homogeneity, position and level of interaction and knowledge during implementation as suggested by Amin, (2005). Mugenda and Mugenda, (1999) also notes that 10% of the accessible population is acceptable for a study and that purposive sample size is best determined at the basis of theoretical saturation. Amin, (2005) further proposed sampling be used to select participants and community leaders as it is useful in the field for strategic responses to research questions.

### **3.5.2. Simple random sampling**

This was used to sample 68 direct beneficiaries with homogenous characteristics. Amin, (2005) suggest that all respondents under random sampling techniques must have equal opportunity to be selected. The researcher therefore assigned numbers; 1-68 and respondents were randomly selected for the study. This was to gauge the strengths and challenges faced as well as lessons learnt during implementation of Participatory Learning and Action as in the study of (Amin, 2005).

## **3.6. Data Collection Methods**

From the study of Sekaran, (2003) a good research must pass through an appropriate data collection method for both the researcher and target population under inquiry. Amin, (2005) and Mugenda and Mugenda, (1999) propose use of range of data collection methods for enriching

research. For the purpose of this study, the researcher adopted triangulation techniques in the collection of both primary and secondary data. Quantitative data collection methods were used to collect and generate the most reliable and error free information from the respondents as supported in the study of (Amin, 2005). This involved collecting numerical data to test hypothesis and predict phenomena. Qualitative data from empirical evidence, observation and interaction with respondents were synthesised and thematically presented in order of their discussion. All Secondary data were collected from the already existing literature; documentations, project reports, journals and any other publications while primary data were got from the field through direct contact with the respondents.

### **3.6.1. Interviews**

The interview approach was used to generate primary data from their original source through a thematically developed self-administered questionnaire and interview guide that were administered to key informants to obtain relevant information for the study as supported by the study of Kumar, (2005). These were carefully selected people who were knowledgeable about the study topic. This included 68 directly selected beneficiaries, 11 community local leaders and 6 facilitating team from Comboni Samaritans of Gulu as per sample size distribution in table 1.

### **3.6.2. Focus group discussions**

MaccCracker, (1998) asserts that focus group discussion provides an opportunity for respondents to express their views and experiences in a way that they best understand. In the same line Amin, (2005) supports the view that focus group discussion enriches secondary data. The researcher designed a Focus Group discussion guide, tested it upon approval and subjected it to one group with homogeneity characteristics. The composition of the group was between 8-10 participants.

Discussion was held in a language that the majority understood and the venue was one where the respondents felt comfortable. All relevant information were documented for analysis

### **3.6.3. Use of Questionnaires**

Questionnaires were employed in the study to collect data from the respondents. The questions were both open and closed in nature. All qualitative data were obtained through open ended questions. Mugenda and Mugenda (1999) and Sekaran (2003) proposed that questionnaires be used in collecting data from a larger population because they ensure confidentiality of respondents and collect a lot of information within short period of time. This was administered to 68 respondents. Respondents were direct beneficiaries of Participatory Learning and Action approach from Mede parish; Palaro sub county.

## **3.7. Data Collection instruments**

Woodson et al, (2005) proposed that only appropriate instruments commensurate to chosen methodology can be deployed for any particular study during data collection. The following tools were therefore carefully chosen and used to gather data during the study.

### **3.7.1. Interview guide**

This was designed and used because they are believed to be more useful in formulating scientific generalization (Amin, 2005). Some local leaders along 6 members from the facilitating organisation were subjected to in-depth interviews. This is because the researcher considered them key informant in the subject under investigation and because they were occupied by other office assignment that they hardly allocated time to fill in the questionnaires. The questions were both closed and open ended to enable key informant feel free and ask for clarification in scenario

that the researcher was not clear during face to face interaction. The interview guide is attached here as annex I

### **3.7.2. Focus Group Discussions Guide**

To assess appropriateness and cause-effect of Participatory Practices with regard to the needs and level of involvement by the target communities, the adequacy and efficiency of the approach in implementation, the strengths and challenges faced as well lessons learnt, a highly participatory focus group discussions was held with 11 local leaders. Emphasis was put on areas where respondent felt were successful, what they thought went wrong and what they thought could be done differently. The discussion were documented and transcribed in order of discussed themes. The focus group guide is attached here as annex II

### **3.7.3. Self administered Questionnaires**

This involved use of structured questions with a five point Likert responses plot that were concise and easy to interpret. The questionnaires were issued to 68 respondents from the direct beneficiaries of the community in Mede. Bertram, (1998) argue that likert scale is useful for generating a highly reliable data which is error free. Upon completion of filling the questionnaires, all were collected and recounted to the exact number as distributed before entering into database for analysis. The questions were rated 5-1 with 5 representing strongly agree (SA), 4 agree (A), 3 non committal (NC), 2 disagree (D) and 1 strongly disagree (SD). The questionnaire is attached here as annex III

### 3.8 .Data quality control

#### 3.8.1. Validity

Mugenda and Mugenda, (2003) explained validity as the accuracy and meaningfulness of inferences which are based on research result. Validity thus is aimed at proving the theoretical assumption and to measure what it's supposed to measure (Amin, 2005). Validity of the instrument under this study was cross examined by two independent experts who evaluated the items on the questionnaires in relevance to the study objectives. This included one candidate from Uganda Management Institute; MMS 31 class and another independent expert in the field of research. The content validity index was computed after the experts rating using the formula as suggested by Lawshe, (1975), whereby total number of question rated as valid by the experts divided by total number of items in the questionnaire as in table below.

**Table 2: Experts rating of validity**

Expert codes	Not Valid	Valid	Total no. items on questionnaires
1	4	10	14
2	7	14	21
<b>Total</b>	<b>11</b>	<b>24</b>	<b>35</b>

Content validity index (C.V.I) by both experts thus  $24/35 = 0.68$ . Since 0.68 was above 0.5 the instrument was deemed valid (Lawshe, 1975).

#### 3.8. 2. Reliability

Reliability according to Amin, (2005) is the consistency by which a similar result is bound to be found when the same categories are repeatedly measured under the same condition. This to

Amin, (2005) is significant in establishing research hypothesis as a scientific truth. Prior to data collection and actual work on ground, the researcher conducted a pre-test of the instruments to gauge the quality of both qualitative and quantitative data. This outcome informed the study by demonstrating the trend at which respondents interpreted and answered the questions. Effort was thereafter made for consistency and accuracy. This included review and restructuring of key attributes and dimensions to better address the research objectives. A cronbach's alpha coefficient was run for quantitative data. The value attained was above 50%. This informed the reliability of the data as presented in table 3 below.

**Table 3: Cronchbach's alpha coefficient of reliability.**

<b>Parameters</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Participatory Practices overall	30	94.1
Participatory Planning	7	84.7
Participatory Implementation	6	87.6
Participatory Monitoring	6	82.3
Resource Ownership	3	64.4
Integrated Implementation	4	70.1
Sustainable Practices	4	88.8

### **3.9. Procedure of Data Collection**

Upon successful defense and approval of the proposal by the supervisors, and the higher degree department of Uganda Management Institute, the researcher was issued an introductory letter; introducing the researcher to the preferred district and area of study. The researcher then took the initiative to identify respondents and establish contacts with the relevant authorities. The

researcher recruited and trained research assistants on the methodology to employ during data collection. Questionnaires were later issued to the direct beneficiaries in Mede parish and also held one-to-one based interviews with members of the facilitating organization and some local leaders. Each approach was carried at a time. The exercise of filling in the questionnaires was done in one day by the respondents who preferred the researcher and moderator to read and interpret line by line as they rated the score based on their informed opinion and experience. This was done with the help of a local interpreter who made the work easier. Interviews were administered promptly after building a good relationship with key informants. A highly participative focus group discussion was held with 11 community leaders.

### **3.10. Data Processing and Analysis**

Data processing and analysis under this study meant organizing and making sense of collected data. All primary and secondary data collected during the study were summarized in tables in order of the study objectives. Data from the three instruments namely – interview guide, focus group discussion guide and self-administered questionnaires were cleaned and summarized independently. Actual data analysis involved generation of frequencies and means at descriptive levels. The study also examined the correlation and regression between variables that reports the Pearson coefficient and the significance levels.

#### **3.10.1. Qualitative data**

Qualitative data obtained from interviews and focus group discussion during data collection were collected, coded and analyzed. For consistency, the data were cross referenced and cleaned to ensure the information addressed the objectives of the study. The synthesized data then constituted the basis of the interpretation in chapter four as discussed in order of their themes.



### 3.10.2. Quantitative data

Quantitative data was analyzed using a special package for social science (SPSS) version 16. This took into account questionnaires and structured questions with their appropriate responses. To locate any missing value during data entry, a frequency test was run as demonstrated during fourth workshop of MMS31, UMI, (2014). To gauge the reliability of data, a Cronbach's alpha, (1951) was run. The analysis also employed a Pearson correlation test to establish the relation between the variables. According to Sakaran, (2003) a positive correlation means that the two variables are related, whereby an increase or a reduction in one variable is associated with an increase or reduction in another. Likewise a negative correlation suggests that the two variables are inversely associated, whereby an increase in one is associated with a reduction in another. Zero correlation means there is no relationship between the variables and changes in one variable has no effect on the other. For significance of the relationship a regression analysis was performed and interpreted to address the study hypothesis. Sakaran, (2003) suggests that the strength of the relationship in the correlation is indicated by the position of the coefficient and ranges between negative 1 and positive 1. The Pearson correlation parameter was estimated using the formula;

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where X and Y are the two variables whose correlation coefficient is being computed. The null hypothesis hold that the correlation coefficient is zero (meaning no association) and its rejected when the probability value (P-value) is less than the significance value (in this case 5%).

On the other hand, linear regression was applied to predict community empowerment using the sub dimensions of participatory practices. The simple linear regression model is formulated as

$$y_i = \alpha + \beta x_i + e_i ;$$

Where  $y_i$  is community empowerment and  $x_i$  are the dimensions of participatory practices and  $e_i$  is the error term that capture deviations of sample observations from the mean or fitted line.

### **3.10.3. Measurement of Variable**

The study used variables that were all categorical in nature. The demographic variables were subjectively scored in nominal terms, with numerical codes attached to the nominal labels. Questions under participatory practice and community empowerment was measured using a five (5) point likert scale which were ordered according to preference plot of 1-5 representing the satisfaction to dissatisfaction with the questions. The interviews and focus group discussions had open questions, intended to facilitate and stimulate discussions.

### **3.11. Ethical considerations**

Ethical approval was obtained from the institute of higher learning with clearance and a letter of introduction to the study area.

On ground, relevant local authorities and other implementing partners were informed about the study. Their support and ideas were considered.

The researcher recruited, trained and oriented research assistants to engage in the study. This included adults above the age of 18 and graduates with a sound research background.

While in the field, respondents' consent were sought. Respondents were assured of confidentiality and anonymity of the information they would share.

No respondent was forced into participating in the study.

For respondents who became emotional, skills of a counselor were sought.

Cases of plagiarism were strongly avoided to create originality and add value to the study.

All relevant scholars whose ideas were appreciated during rigorous literature review were acknowledged in the study.

## **CHAPTER FOUR**

### **ANALYSIS, PRESENTATION AND INTERPRETATION OF RESEARCH FINDINGS**

#### **4.1. Introduction**

This chapter presents the main findings of the study from the total sample size of 86 respondents. This includes 11 community leaders, 68 direct beneficiaries of Participatory Learning and Action intervention in Mede Parish and 6 members of the facilitation organization. The researcher reached and collected all relevant information from the respondents using key informant interviews, focus group discussions and structured questionnaires. Quantitative data were interpreted using findings from Key Informant Interviews and Focus Group Discussions. All analyzed data were presented according to the research objectives; describing the response rate, demographic characteristics and providing correlation and regression estimates between the variables; as measures of association and relationship respectively.

#### **4.2. Response Rate**

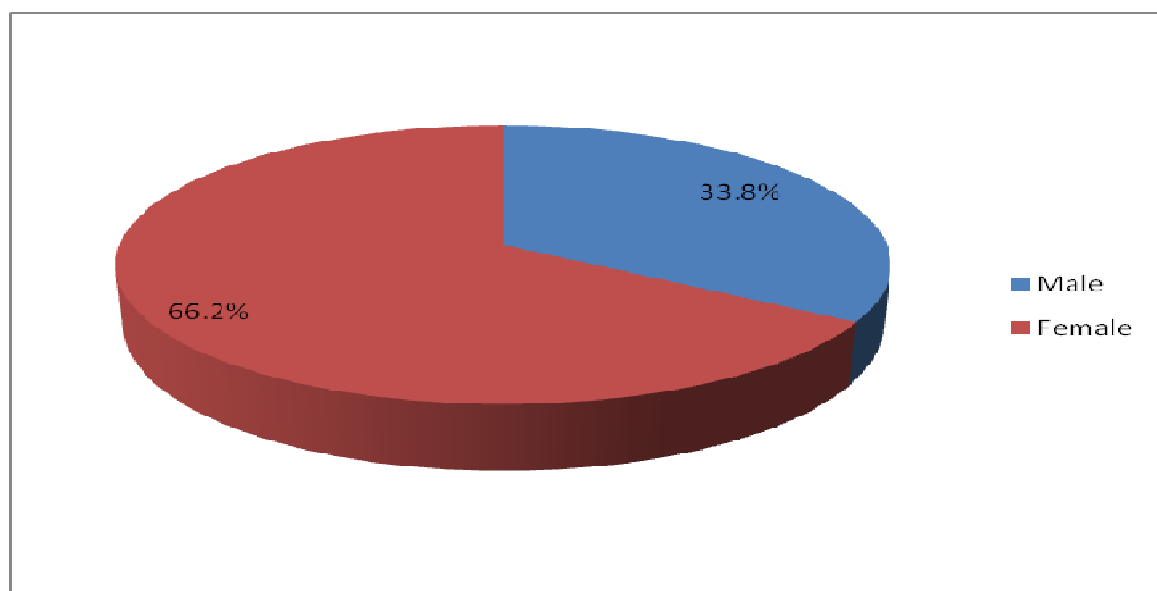
Overall, the study reached 68 direct beneficiaries of participatory Learning and Action covered through use of questionnaires, 6 respondents from the facilitating organization covered through interviews and focused group discussion targeted and reached 11 community leaders who promptly addressed the research questions. This gave total response rate of (86) 100% as per the study sample size. This indicated a real picture of people in Mede parish and what they thought about participatory practices and community empowerment. It was important to target the facilitating Organization of PLA because facilitating organizations were knowledgeable on participatory practices.

### 4.3. Demographic characteristic of direct beneficiaries

This study considered 68 direct beneficiaries of Participatory Learning and Action intervention approach in Mede and issued them with 68 self-administered questionnaires for comprehensive rating based on their strongest experience. The subsequent sections, the distribution of various demographic characteristics are explored.

#### 4.3.1. Gender of Respondents

**Figure 2: Distribution of Sex of Respondents**



**Source: Primary Data**

Female respondents constituted the majority, representing 66.2% as compared to male counterpart at 33.8% as in figure 2 above. This could be because women tend to pay much attention to matters that improve their household and are more concerned with the responsibility of looking after their household including promoting household income and status. During the study, women showed up in large number, right from the beginning while men looked from distance and only drew nearer when there was opportunity to provide material things. The low

attendance by men could point to a tendency of men getting feedback from their wives so even if they never participated; they felt was the role of their wives to give report. This passive participation affects consolidated growth as views are not equally represented in planning and implementation. Limitation in representation of male would mean limitation in effort and advocacy for participatory practices because both gender contributions are necessary for household growth and empowerment.

#### 4.3.2. Education Level of Respondents

The study also assessed the education level of respondents as can be observed in Table 4.

**Table 4: Distribution of Education Level**

<b>Educational level</b>	<b>Frequency</b>	<b>Percent</b>
Primary	37	55.22
Secondary	14	20.9
Diploma	4	5.97
Bachelors	1	1.49
Others	11	16.42

**Source: Primary data**

Most of the respondents had reached primary level, accounting for 55.2%, probably because of free primary education. Participants who had Secondary Education came second at 20.9%, while 16.4% had other educational achievements. Diploma and Bachelors qualifications had least number of respondents at 6.0% and 1.5% respectively. The low level of higher educational qualification is probably due to political instability that the region including Mede parish, experienced for over 20 years. The political unrest destabilized settlements, people lived in camps. This affected resource ownership resulting to inability for parents to support their children as one elder remarked, *“it started with the karimojong raiding our cattles then the rebels, how could we then support our children when these were our major wealth?”* *“Education*

*is now for those who have bank accounts. In the past our banks were the living animals and cash crops like cottons we grew. Today the market for cotton is scarce.”*

As a result most respondent lost hope for higher education thus reducing the chances for higher education. The majorities resorted to caretaking their siblings or marrying. A few however, with relative return of peace in the region and resettlement enrolled for formal education. To date in Mede Parish there is no single school. All residents have to walk long distance to the sub county to access education. In certain weather conditions, the road is impassable. This leaves the community with narrow chances of academic pursuit with exception of a few who may relocate to a nearer location to the school. The low level of education could have influenced their better understanding of the concept of participatory learning and action as an empowerment tool.

#### **4.3.3. Marital status of Respondents**

**Table 5: Distribution of Marital Status**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Married	40	59.7
Single	10	14.93
Divorced	8	11.94
Widowed	8	11.94
Others	1	1.49

**Source: Primary data**

Most of the study respondents were married (59.7%), followed by single respondents (14.9%), divorced and widowed respondents tied at 11.9% as in Table 5 above. As a mechanism, Participatory Learning and Action intervention approach embraces family (both man and woman) putting in consideration gender equity for effectiveness and efficiency of the approach. Unfortunately, findings revealed that most respondents that were married were forced by condition; they lost either their home or caretaker leaving marriage as the only hope to seek

refuge. Through marriage, they found a home and belonging. Also most singles were either dependent or families living with relatives. Because of their situation they had limited authority toward use of resources like they would in their own land.

The divorced were mainly those who were previously married in Camps but upon relative return of peace they opted to return home and settle. Because of the above amidst other reasons, participatory approaches meant creating a new family where interest and expectation could be harmonized. While some met with ease, other members of the group faced difficulties rendering the approach less productive. As it came out in the focus group discussion, marriage in this parish was less due to choice but condition the lured the young adults and adolescence into situations that they less understood. Limitation in use of resources given some conditions also prompted inadequate performance both in education, social functions and participatory developments.

#### **4.3.4. Age Category of Respondents**

**Table 6: Age Distribution of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Less than 20Years	3	4.41
20-30 Years	22	32.35
30-40 Years	24	35.29
Above 40 Years	19	27.94

**Source: Primary data**

The respondents who were aged between 30-40 years were the majority at 35.3%, followed by those aged between 20-30 years (32.4%). Respondents of 40 years and above were at 27.9% and the least age group was those less than 20 years at 4.4%. Table 6 above presents the frequency distribution and the percentage.



According to Ugandan Law, anybody above the age of 18 is considered a productive adult citizen. It is also an age where one is expected to lead an independent life. The representation of the age category 19 and above therefore signifies the productive age full of energy to potentially exploit their skills and talents and make a living. At this age some youth begin having their own families and having families mean carrying responsibility. Energetic youth were able to fully utilize their full potentials during implementation. It can therefore, be assumed that the age group between 30-30 proved more responsive to the approach because they felt they had more responsibility thereby utilizing the opportunity. In addition, youth constitute the highest number and parents tend to look at them as heirs. While some put their resources to proper use, others opted for sale. During field encounter youth fully engaged to establish themselves for productive purpose.

#### **4.3.5. Period respondents had lived in Mede village**

The study interviewed respondents on the duration of time they had lived in Mede Parish. This was considered important to assess their understanding of the parish and share experience on the extent of implementation of participatory approaches in Mede Parish. Table 7 presents the details.

**Table 7: Duration of time lived in Mede Village**

<b>How long have you lived in Mede</b>	<b>Freq.</b>	<b>Percent</b>
Between 4 to 6 years	1	1.47
Between 7 to 10 years	8	11.76
Above 10 years	59	86.76

**Source: Primary data**

Majority of respondents (86.8%) had lived in Mede village for above 10 years, followed by those who had lived between 7 and 10 years (11.8%). The least were those who had lived in Mede village for 4 to 6 years, as shown in Table 7 above.

The longer the period stayed meant ownership and knowledge of the area. The 86.6% rate thus means the majority of the respondents were those inhabitants of Mede Parish by either birth or by decent. It also has a strong attachment to the use of land, economic and livelihood practices of the location. Between 4-6 years meant, the respondent relocated, bought land or returned in Mede after a long period.

Those with short period of stay in Mede parish had limited knowledge of the area including productive activities compared to those who lived in Mede for more than 10 years. In addition, the relationship among older members of the community was strong with a highly possibility of increasing participation. This was also evident during Focus group discussion where member pointed out that as senior members of the parish, their understood the parish and were able to influence the decision making.

#### **4.4 Major Findings**

This sub section presents the major findings from the study and tackles the descriptive and inferential analysis. In addressing every objective, the distribution of the responses is first presented, followed by inferential analysis.

#### 4.4.1. Participatory Planning and Community Empowerment

Participatory planning is the starting point in the implementation of any participatory practices. It involves bringing the community members together to define their needs and to collectively set priorities. In this study, seven (7) parameters were used to track respondents' opinion on the extent of participatory Planning in Mede.

**Table 8: Distribution of Participatory Planning Responses**

<b>Participatory Planning</b>	<b>Mean</b>	<b>ST.D</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>NC (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
I understand the concept of participatory planning	4.76	0.46	-	-	1 (1.5)	14 (20.6)	53 (77.9)
Local community planning in Mede parish involves a number of key beneficiaries.	4.72	0.54	-	1 (1.5)	-	16 (23.5)	51 (75.0)
The local beneficiaries in Mede parish are frequently consulted during need assessment	4.57	0.72	1 (1.5)	-	3 (4.4)	19 (27.9)	45 (66.2)
The local community is entrusted with the task of setting key indicators required for participation.	4.63	0.69	-	1 (1.5)	5 (7.5)	12 (17.9)	49 (73.1)
Community inputs collectively made by the locals are carefully identified as well as considered in planning	4.47	0.91	2 (2.9)	1 (1.5)	4 (5.9)	17 (25.0)	44 (64.7)
Community structures are well represented during the local planning process within Mede parish	4.53	0.76	-	2 (2.9)	5 (7.4)	16 (23.5)	45 (66.2)
Local resource mobilization is a planning activity known to the local community in Mede Parish.	4.67	0.55	-	-	3 (4.4)	16 (23.5)	49 (72.1)

**Source: Primary data**

Participatory planning was operationally considered as a paradigm that emphasized involvement of the entire community in the strategic and management processes of planning to enhance

community empowerment. This community level planning approach and processes was seen as a critical step in achieving and sustaining community development. This study used seven parameters in the questionnaire to track opinion on participatory planning in attaining empowerment in Mede parish, Palaro Sub County in Gulu district as shown in Table 8 above.

Evidently, knowledge on the concept of participatory planning was high since average response was at 4.8, with the lowest standard deviation (0.5). This means, most of the respondents were aware and knowledgeable of participatory planning concepts, followed by respondents who strongly agreed that local community planning in Mede parish involved a number of key beneficiaries (mean of 4.72). When respondents were interviewed on whether their collective inputs were harmonized into the plans, agreement was relatively weak, at a mean value of 4.47. This implied that much as the community of Mede had interest in the development affairs of Mede parish, many remained dissatisfied. This influenced participation of some respondents in the intervention. The participants in the Focus Group discussions reiterated on the practicalities of collective inputs in participatory approaches and inefficiency of some community members came out quite clearly. They complained that whereas, collective actions are highly desired, the community often suffer from weak leadership and mobilization abilities, hence countering the benefits of participatory practices

Also knowledge-based system and participation in strategic decision making in the context of Mede was key as participants emphasized that several innovative strategies were derived during meetings and key recommendations based on sound strategic reasoning however, these met little attention and implementation. Failures on acting to agreed consensus reached by the group meant

failure of group to actively participate in the intervention; consequently rendering participation a waste. It is therefore apparent that despite the knowledge, skills and experiences gained, the community hardly recognized the system which was meant to steer empowerment in the context of participatory learning and action and as empowerment tool. It is also probable to assert that failure to consider respondents input formed the general characteristic of respondents' participatory practices in which different lifestyles may have led to inadequate performance of participatory specific goals and hence different ends.

Incorporating suggestions reduce difficulties in implementation of participatory process and increases the likelihood of acceptance as was earlier observed by Gliken, (2000). The Focus group discussion also commented on the inadequate abilities of the communities to summarize their priorities, which they said, complicates the feasibility of efficient of implementation of participatory practices.

#### **4.4.1.2. Correlation between Participatory Planning and Community Empowerment**

To examine the association between participatory Planning and community empowerment, a Pearson product moment correlation was initially implemented and the results are shown in Table 9 below.

**Table 9: Correlation between Participatory Planning and Community Empowerment**

<b>Dependent Variables</b>	<b>Correlation Coefficients</b>
Resource Ownership	0.543*
Integrated implementation	0.6614*
Sustained Practice	0.6333*
Community empowerment	0.7173*

*Correlations is significant (\*) at 0.05*

**Source: Primary data**

Table 9 points out that there is an association between Participatory planning and community empowerment. The correlation between Participatory implementation and resource ownership was significantly moderate at 54.3%, 66.1% with integrated implementation, and 63.3% with sustained practice and overall at 71.7% with community empowerment. These results indicate that, overall there is a moderate, positive relationship between Participatory planning and Community empowerment. Undoubtedly, participatory planning is a fundamental pre-condition to empowerment. First, the mobilization of community into functional groups reinforces their confidence in deliberations on common matter that affects them and secondly such confidence building is actually a critical component of empowerment itself.

All the respondents supported the view that participatory planning enhances community empowerment. Respondents also testified this from the parish, “Frequent discussions in planning meetings enabled some of us with land and other resources to freely implement any kind of activities we wanted. I therefore feel that continued planning and sharing is of value whenever bigger progress has to be made”. One respondent however remarked, “I am a widow and has just returned to our home where my father lived. By culture, am not considered to own any property save from where I was once married. Because of this am hardly allowed to own and my contribution hardly recognized by the community”. The study also found during Focus Group Discussion that community leaders were supportive of participatory planning though they had some specific constraints like financial support and other hardship in acquiring materials. Integrated implementation was highly suggested.

All the three parameters indicated that they supported the social explanation of participatory planning in enhancing community empowerment in Mede Parish as in the model of community empowerment by Fawcett et al, (1995) who described the reciprocal influence of community planning and community partnership. Given the high number of females compared to men, cultural norm like inheritance and ownership could have influenced realization of empowerment at some aspect. Dissenting views also aroused, questioning the requirements for empowerment especially for women – specifically, participants in the Focus Group Discussion cautioned that, whereas, women are working hard towards their empowerment, they should also take active part and roles towards interventions that speeds up their empowerment in a sustainable way.

#### **4.4.1.3. Regression between Participatory Planning and Community Empowerment**

As shown in Table 9 above, correlation results points out that there is a significantly positive correlation between participatory planning and community empowerment. This meant that participatory planning improves or worsen simultaneously with community empowerment. To estimate the quantitative influence of participatory Planning on community empowerment, parallel linear regressions were run with each component of community empowerment as dependent variable as shown in Table 10 below.

**Table 10: Regression of Participatory Planning on Community Empowerment**

<b>Dependent variable</b>	<b>Coefficient</b>	<b>[95% Conf. Interval]</b>	<b>P&gt;t</b>	<b>R-sq</b>	<b>P(Ftest)</b>
Resource Ownership	0.568	0.352	0.784063	0.000	0.295
Integrated Implementation	0.733	0.529	0.937685	0.000	0.437
Sustained Practice	0.948	0.663	1.23211	0.000	0.401
Community Empowerment	0.764	0.582	0.946451	0.000	0.515

*Independent variable is Participatory Planning*

**Source: Primary data**

As presented in Table 10, the entire regression coefficients were statistically significant ( $P < 5\%$ ). The influence of participatory planning on the dependents however varied – 56.8% with resource ownership, 73.3% with integrated implementation, 94.8% with sustained practice and overall at 76.4% with community empowerment. This meant that sustained practice was the most important factor in enhancing community empowerment since its improvement almost has equivalent effect on community empowerment. This is in agreement with the findings from interviews conducted on the local leaders where respondents provided an example of a satisfactory knowledge and usefulness of participatory approach in Mede parish. They admitted that they were powerless because they were dependent on humanitarian handout. They appreciated the action they took in response to their situation through use of locally available knowledge and resources to move towards independence and self-reliance.

One respondent remarked that “We took long to realize that the food given to us in the Camps were not sustainable” and promised that with the acquired knowledge and skills, they hope to do better than they use to because they had embraced participatory approaches that had more synergy and leverage.

The R-Square value between participatory planning and resource ownership was 29.5%, 43.7% with Integrated Implementation and 40.1% with sustained practice and overall at 51.5% with community empowerment. Interestingly, participatory planning explains the lowest variability in resource ownership but was capable of explaining 51.5% variations in community empowerment. The results also indicate that all regression models were significant as shown by the probability of the F-Statistic ( $p < 0.05$ ). This was in agreement with the findings of



Valenzuela, Kim, Zúñiga (2012), which according to them, leading any community specific management required embracing specific characteristics; each incorporating input aimed at reducing difficulties in implementation process and increasing the likelihood of acceptance by individuals' and social networks. Even though, the regression analysis found participatory planning to cause lowest variability in resource ownership, it is the medium through which beneficiaries uphold the values of any intervention as was earlier found by African Development Bank, (2005) in assessing effectiveness of organization's intervention in enhancing sustained growth.

#### **4.4.2. Participatory Implementation and Community Empowerment**

The second objective of this study assessed the association between participatory implementation and community empowerment. Data analyzed was derived from semi-structured questionnaires that were administered to 68 direct beneficiaries of Participatory Learning and Action pilot intervention approach in Mede parish, Palaro Sub County in Gulu district. Women constituted the highest turn up and respondent ranked their scores according to their best knowledge and experience. Exploratory analysis reports the mean, standard deviation, minimum and maximum response on six parameters as shown in Table 11 below.

**Table. 11: Distribution of Participatory Implementation response**

<b>Participatory Implementation</b>	<b>Mean</b>	<b>ST.D</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>NC (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
Implementation is the action that must follow any preliminary thinking in order for something to actually happen.	4.60	0.7	-	2 (3.0)	2 (3.0)	18 (26.9)	45 (67.2)
There is expected gender equality during participation of members in the	4.43	0.8	-	1 (1.5)	9	17	40

implementation of the project					(13.4)	(25.4)	(59.7)
The local community beneficiaries possess the required skills and ability to support in the implementation of the project	4.47	0.8	-	1 (1.5)	9 (13.2)	15 (22.1)	43 (63.2)
The local community members identified with key skills and abilities are allocated tasks during the project implementation	4.4	1	1 (1.5)	4 (6.0)	7 (10.4)	10 (14.9)	45 (67.2)
The local projects in Mede sub county boast of local resources including human and financial among others	4.53	0.8	1 (1.5)	1 (1.5)	3 (4.4)	19 (27.9)	44 (64.7)
Existing local resources are distributed and collectively handled by key beneficiaries	4.66	0.7	1 (1.5)	-	3 (4.5)	13 (19.4)	50 (74.6)

**Source: Primary data**

As in Table 11, there was general agreement on all the six parameters on which respondents were interviewed. The highest agreement was on “collective handling and distribution of local resources by the key beneficiaries” at a mean response level of 4.7. This was followed by the category who strongly agreed (mean of 4.6) that “implementation is the action that must follow any preliminary thinking”, while the least (mean of 4.4) was by respondents who agreed that local community members that identified with key skills and abilities are allocated tasks during the project implementation.

#### 4.4.2.2. Correlation between Participatory implementation and Community Empowerment

**Table 11: Correlation between Participatory Implementation and Community**

**empowerment**

Resource Ownership	0.4662*
Integrated implementation	0.5886*
Sustained Practice	0.5720*
Community empowerment	0.6383*

*Correlations is significant (\*) at 0.05*

**Source: Primary data**

Table 11 confirms that there is a positive association between Participatory implementation and Community empowerment. This meant that as participatory implementation improved, community empowerment also improved since there is positive association between them. The correlation between Participatory implementation and resource ownership was significantly moderate at 46.6%, indicating that participatory implementation has linear influence on community empowerment, 58.8%, with integrated implementation, 57.2% with sustained practice and overall at 63.8% with community empowerment. The results from these analyses indicate that there is a moderate, positive relationship between Participatory implementation and Community empowerment. This meant that improvement in participatory Implementation also improve community empowerment. Interviewed respondents reported that if participatory implementation were properly managed it would likely attract huge outcome and significant impact at the parish. The method can motivate community members to take part in their own development agenda. In fact, during the focus group discussion, participants raised deep concerns that most development projects fail at implementation level because of the weak project management skills possessed by the community members.

Local leaders during key informant interviews supported this by stating that participatory implementation increases confidence among community members and on many occasion increased the commitment, which was normally represented by each household helping others to address a particular assignments.

#### 4.4.2.3 Regression between Participatory Implementation and Community Empowerment

Just as was done for objective one, the study also estimated linear regression, measuring the relationship between participatory planning and community empowerment. Table 12 reports on the coefficients (95% C.I) and the probability of the students T-statistic among others.

**Table 12: Regression of Participatory Implementation on Community Empowerment**

Dependent Variables	Coefficient	[95% Conf. Interval]	P>t	R-sq	P(F-test)	
Resource Ownership	0.380	0.203	0.557	0.0000	0.2174	0.000
Integrated Implementation	0.508	0.337	0.680	0.0000	0.3465	0.000
Sustained Practice	0.667	0.432	0.901	0.0000	0.3272	0.000
Community Empowerment	0.529	0.373	0.686	0.0000	0.4074	0.000

*Independent variable is participatory implementation*

As observable in Table 12 above, the regression coefficient between participatory implementation and resource ownership was statistically significant at 0.38, 0.51 with integrated implementation, and 0.67 with Sustained Practice and overall at 0.53 with community empowerment. The R-Square value between participatory implementation and resource ownership was 21.7%, 34.7% with Integrated Implementation, 32.7% with sustained practice and overall at 40.7% with community empowerment. For instance, the R-Square between participatory implementation and overall community empowerment indicates that participatory implementation can explain up to 40.7% of the total variation in community empowerment.

The results also confirm that all the regression coefficients were significant in the model. The focused group discussions and interviews confirmed that both women and men participated in the projects implementation and appreciated the method, saying, it was helping them to eradicate dependence on foreign Aid and had potential of improving their livelihood.

Participants however, acknowledge the weaknesses in the implementation because of failures to alter the mindset of those who strongly relied on relief aid and alternatively proposed that government should do more sensitization and counseling to those who are dependent on the aid so that they can change their mind set. The method, they said, can motivate community members to take part in their own development, Improve their self-awareness, and help them become conscious of the real issues facing the community albeit the existence of other factors.

#### 4.4.3 Participatory Monitoring and Community Empowerment

In table 13, descriptive results report the mean, standard deviation, minimum and maximum responses on the five constructs of participatory Monitoring.

**Table 13: Distribution of Participatory Monitoring Response**

<b>Participatory Monitoring</b>	<b>Mean</b>	<b>ST.D</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>NC (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
Participatory Monitoring is a process that helps in improving performance and achieving results.	4.73	0.6	-	-	5 (7.5)	8 (11.9)	54 (80.6)
I frequently participate in community monitoring of project within Mede Parish	4.49	0.8	-	2 (2.9)	6 (8.8)	17 (25.0)	43 (63.2)
Local communities engage in activity review jointly conducted	4.26	1	1 (1.5)	3 (4.4)	13	11	40

with other key project beneficiaries					(19.1)	(16.2)	(58.8)
Key beneficiaries in Mede parish are formally communicated to about the project progress	4.35	0.9	-	1 (1.5)	14 (20.6)	13 (19.1)	40 (58.8)
The local project reports are jointly discussed between key beneficiaries in a transparent way	4.57	0.7	-	1 (1.5)	7 (10.3)	12 (17.6)	48 (70.6)
I believe that acting together in line with the existing projects can promote community empowerment.	4.62	0.7	1 (1.5)	-	3 4.4	16 (23.5)	48 (70.6)

Source: Primary data

As shown in Table 13, the highest mean reported (4.73) was by respondents who strongly agreed that participatory monitoring is a process that helps in improving performance and achieving results; they were followed by the respondents who strongly agreed (4.62) on the belief that acting together in line with the existing projects can promote community empowerment. While the least mean (4.26) was by respondents who strongly agreed that Local communities engage in activity review jointly conducted with other key project beneficiaries.

In key informant interviews and Focus Group discussion alike, participants were very conscious about communication regarding project progress. They gave example on some government programs such as agricultural Advisory services, where they expressed deep reservations about transparency in its implementation especially the component of community procurement just like for Recovery Development Plan and Northern Uganda Social Action Fund project. It is therefore, no surprise that the respondents had agreement to that construct during the interview.

#### 4.4.3.2. Correlation between Participatory Monitoring and Community Empowerment

Correlation analysis is essential in revealing the nature of association between two or more variables. As can be seen in Table 14 participatory monitoring was positively correlated with each component of the dependent variable.

**Table 14: Correlation between Participatory Monitoring and Community Empowerment**

<b>Participatory practices</b>	<b>Correlation coefficient</b>
Resource Ownership	0.6645*
Integrated implementation	0.6970*
Sustained Practice	0.4903*
Community empowerment	0.7760*

*Correlations is significant (\*) at 0.05*

Source: Primary data

The study found positive association between Participatory monitoring and Community empowerment. As shown in Table 14, the correlation between Participatory monitoring and resource ownership was significantly moderate at 66.5%, 69.7%, with Integrated implementation 49% with sustained practice and overall at 77.6% with community empowerment. The results from these analyses indicate that there is a moderate, positive relationship between Participatory monitoring and Community empowerment.

The weakest association with sustained practice suggests the relevance of feedback mechanism in enhancing sustainability and further illustrates that weak monitoring system has the potential of lowering the rate at which participatory practices translates into sustainable practices. The key informant however, did not demonstrate full knowledge of true definition of sustainability. In their observations, they looked at projects as a one of and confessed having limited abilities to understand the adequate requirement to grade a project as sustainable. Weaknesses observed during focus group discussion and interviews with key informant showed that the community

was not technical enough to monitor and propose corrective remedies to salvage some of the situation. This was summarized in the word of one Local leader at the debriefing session; *‘We are today here because of you and the progress here seen today is because of you. You brought in the knowledge and taught us but not all of us have gone to school. While we have learnt and applied some of the monitoring skills, we also want to believe that many are still unknown because the trend will change today, tomorrow and tomorrow next and that means getting a fresh indicator and solution to the problem. On this matter we shall try and stop where we can’*

The statement above demonstrates the community’s inability to provide solution to every problem befalling however they banked hope in the knowledge gained

#### **4.4.3.3. Regression between Participatory Monitoring and Community Empowerment**

The regression analysis estimated the linear relationship between participatory monitoring and community empowerment. In Table 15 the coefficient, p – value for T and F test are reported as well as the R-Square value that reports the magnitude of variation in the dependent variable that is explained by changes in Participatory Monitoring.

**Table 15: Regression of Participatory Monitoring on Community Empowerment**

Dependent variable	Coefficient	[95% Conf. Interval]	P>t	R-sq	P(Ftest)
Resource Ownership	0.587	0.425 0.749	0.000	0.442	0.000
Integrated Implementation	0.588	0.410 0.767	0.000	0.395	0.000
Sustained Practice	0.551	0.271 0.830	0.000	0.19	0.000
Community Empowerment	0.572	0.401 0.742	0.000	0.404	0.000

*Independent variable is Participatory Monitoring*

As indicated in Table 15 the regression coefficient between participatory monitoring and resource ownership was statistically significant at 0.59, 0.59 with integrated implementation, 0.55 with Sustained Practice and overall at 0.57 with community empowerment. The R-Square



values suggest that participatory monitoring explains more variability in resource ownership (44.2%), followed by community empowerment overall at 40.4%, integrated implementation (39.5%) and lastly sustained practice at 1.9%. This suggests that participatory monitoring can significantly contribute towards community empowerment. All the regression models were significant as do the individual coefficients.

The R-square values confirm that participatory monitoring had the greatest influence on resource ownership, implying that joint monitoring may improve individual abilities to mobilize for further resources. The Focus Group discussion concurred with these quantitative findings and alluded to the benefits of joint monitoring especially inter-individual learning.

#### **4.4.3.4 Distribution of responses on dependent variable**

In this sub section, the study performed exploratory analysis on the distribution of variables under sub sections of the dependent variables.

**Table 16: Distribution of Resource Ownership Responses**

<b>Resource Ownership</b>	<b>Mean</b>	<b>ST.D</b>	<b>SD</b> (%)	<b>D</b> (%)	<b>NC</b> (%)	<b>A</b> (%)	<b>SA</b> (%)
Land tenure system commonly practiced in Mede Parish is communal or customary in nature	4.62	0.7	1 (1.5)	-	1 (1.5)	20 (29.4)	46 (67.6)
This communal or customary land is traditionally held from one generation to another	4.54	0.8	1 (1.5)	1 (1.5)	2 (2.9)	20 (29.4)	44 (64.7)

Unrestricted domestic activities are carried out on this communal including farming	4.65	0.6	-	-	3 (4.4)	18 (26.4)	47 (69.1)
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**Source: Primary data**

As shown in table 16 above, the highest mean reported (4.65) was by respondents who strongly agreed that unrestricted domestic activities were carried out communally including farming, followed by those who strongly agreed (4.62) that Land tenure system commonly practiced in Mede Parish were communal or customary in nature. While the least mean (4.54) was by respondents strongly agreeing that communal or customary land were traditionally held from one generation to another. This informed the study about land ownership, distribution and utilization. This can also be interpreted that beneficiaries have a greater attachment with their resources and respondents have the ability to exploit all endowed resources within their community for gainful purposes.

**Table 17: Distribution of responses on Integrated Implementation**

<b>Integrated implementation</b>	<b>Mean</b>	<b>ST.D</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>NC (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
A number of social gathering including project meetings are held within Mede parish	4.67	0.6	-	-	6 (8.8)	11 (16.2)	51 (75.0)
Social gathering helps the community realize its leadership and the varying tasks that they are assigned to perform	4.47	0.9	1 (1.5)	2 (2.9)	6 (8.8)	14 (20.6)	45 (66.2)

The local leadership in Mede parish enjoys good relationship or ties with appointed Government representative	4.48	0.8	-	2 (2.9)	5 (7.4)	19 (27.9)	42 (61.8)
Key beneficiaries exhibit a sense of belonging to the existing projects in Mede parish	4.61	0.7	-	1 (1.5)	4 (6.0)	15 (22.4)	47 (70.1)

**Source: Primary data**

Evidently in Table 17, the highest mean reported (4.67) was on the construct that social gathering including project meetings were held within Mede parish; followed by those agreed (mean of 4.61) that key beneficiaries exhibited a sense of belonging to the existing projects in Mede parish. Slightly weak agreement was on the question that “social gathering helps the community realize its leadership and the varying tasks that they are assigned to perform, at a mean response of 4.5. The explanation is that some respondents reserved their participation for the fact that their views were little represented by the leadership structure.

**Table 18: Distribution of Responses on Sustained Practices**

Sustained Practice	Mean	ST.D	SD (%)	D (%)	NC (%)	A (%)	SA (%)
A number of household in Mede parish have engaged in productive activities that help in boasting their incomes	4.56	0.8	-	3 (4.4)	5 (7.4)	11 (16.2)	49 (72.1)
The local community takes pride in its local leaders and development agenda	4.51	0.9	1 (1.5)	3 (4.4)	4 (5.9)	12 (17.6)	48 (70.6)

intended to better projects in Mede parish							
These local leaders are active at all levels within Mede parish	4.54	0.8	-	2 (3.0)	6 (9.0)	13 (19.4)	46 (68.7)
Key beneficiaries are autonomous responsible for any of their actions they take during the project life cycle	4.55	0.8	-	2 (3.0)	8 (11.9)	8 (11.9)	49 (73.1)

**Source: Primary data**

Similarly, exploratory analysis on parameters of sustained practice yielded results as shown in Table 18. On all the four parameters of sustained practice, there was general agreement, with the mean responses all exceeding 4.5. It is worth noting that understanding of core participatory factors responsible for community empowerment are reinforced in sustained practices which builds confidence as a result of continuous effort. However, although these factors moderate chances of growth at household level, they may not adequately explain hidden behaviors of community empowerment.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION**

#### **5.1. Introduction**

This chapter gives a summary of the research, draws conclusion from the research findings and makes recommendations regarding participatory practices and community empowerment in Mede parish, Palaro Sub County in Gulu District. The purpose of the study was to assess how Participatory Practices affect Community Empowerment with a case study of Mede Participatory Learning and Action intervention approach in Mede parish, Palaro Sub county Gulu district. Three study objectives guided field work and report formulation. This included the following specific objectives;

1. To explore the relationship between Participatory Planning and Community Empowerment in Mede Parish.
2. To establish the relationship between Participatory implementation and community empowerment in Mede and
3. To examine the extent to which Participatory Monitoring enhance Community Empowerment.

The objectives of the study which formed the basis for the summary, conclusions and recommendations were as a result of appropriate analysis of collected data. Data was collected through questionnaires, interviews and focus group discussion made by the researcher. A total of 86 respondents representing 100% sample size were reached. Quantitative data were analyzed using Pearson correlation test while qualitative discussed thematically in order of the study objectives.

## **5.2. Summary of findings**

From the results of the study, Rob, (2008); Public Participation theory supported the theoretical properties of participatory approach. Moreover, the other conditions for participatory implementation and monitoring conditions of empowerment function were satisfactory. Thus, the calculated elasticities from the estimated model are theoretically consistent and reliable.

In accounting for how participatory practices enhance community empowerment in Mede parish, participatory planning was perhaps the strongest and most consistent correlate of community empowerment. It is therefore not surprising that more is known about why this relationship exists, but also little is known about the structure of participatory networks in Mede or the processes that generate the similarity in empowering the community which has put the Parish at disarray over the outcome of participatory learning and action pilot project in Mede; cases to do with disappointment, frustration, and wide disparities and inequalities.

### **5.2.1. Relationship between Participatory Planning and Community Empowerment**

Descriptive analysis on participatory planning averagely found that respondents agreed to all the constructs. At correlation analysis, association was significantly at 71.7%. On the other hand, linear regression analysis detected positive relationship between participatory planning and the dependent variables. The strongest association was with sustained practice where a unit change in participatory planning results into 0.95 point increases in the response level for sustained practice.

### **5.2.2. Relationship between Participatory Implementation and Community Empowerment**

Participatory implementation was also rated highly with all the respondents averagely agreeing to questions (minimum mean response of 4.4). Correlation analysis confirmed positive

association between participatory Implementation and Community Empowerment. Linear regression found positive relationship between participatory implementation and community empowerment, with strongest association existing with sustained practice at a significant coefficient of 0.67.

### **5.2.3. Extent to which Participatory Monitoring influence Community Empowerment**

Respondents generally agreed on issues of participatory monitoring, with the least mean response at 4.3, challenging the notion of engagement of local community in activity review. Participatory Monitoring was significantly positively correlated with community empowerment at 77.6%. Similarly association with dependent variable found high influence of participatory monitoring on integrated implementation (coefficient of 0.59), but overall participatory monitoring explained more variability in resources ownership than other sub components of the dependent variables.

## **5.3. Discussions**

This section discusses the findings of the study. The discussions are presented according to the basic themes and objectives to answer the research question as supported by extracts from respondent. The following themes are discussed; how participatory planning enhances community empowerment in Mede, influence of participatory implementation on community empowerment and the extent to which participatory monitoring affect community empowerment.

### **5.3.1. How Participatory Planning enhances Community Empowerment in Mede**

Based on the finding in chapter four, participatory planning was found to have a positive relationship with community empowerment. There was evidence of positive responses from the

respondents and average knowledge and appreciation of resource mobilization, integrated implementation and sustained practices; all scoring above 50%. The finding can thus be supported by Mansuri and Rao (2013) who looked at planning as an important tool for community intervention. Similarly World Bank, (2005) suggests inclusive involvement of stakeholder in an intervention that is aimed at benefiting them. Notably however, was that when community input were hardly acknowledged as noted during the study, there was likelihood of poor participation. This justified the lowest response rate in table 8 with the lowest response of 4.47 from the community indicating that some beneficiaries felt not involved in the planning. This affected their loyalty in the intervention. It is thus apparent as Ferrara, (2000) notes that participatory practices decreases in open access group as opposed to restricted. Cooke and Kothar, (2000) also note with confidence that participation and planning will always be influenced by some people who place themselves above the most marginalized. It can thus be assumed that because of difference in status, some people paved way for others because they felt their voices were never taken for serious. The proportion of people who benefited from the intervention thus indicates that this particular component, participatory planning for effectiveness of the intervention needed blessings from the majority of the community and not few specific individuals. The researcher agrees with the notion of collective planning for a collective purpose. The success of any community empowerment largely depends on their involvement (Christens and Speer, 2006)

Finding also revealed that local community involvement played crucial role in planning as evidenced with highest response rate of 4.76 (table 8) indicating that the concept of participatory planning was highly held. This is also in line with World Bank, (2004) which recognizes community engagement at planning and other subsequent steps. In line with the first objective of



the study a correlation value of 0.7173 was derived. This justified a fact that there exist a positive relationship between participatory planning and community empowerment. Similarly all regression coefficient models were significant as shown by probability on table 9. Within the dimensions of community empowerment, integrated implementation was instrumental in fostering community empowerment. Focus group discussion maintained that planning by local beneficiaries promotes ownership where each member of the community has a voice and responsibility.

### **5.3.2. Influence of Participatory implementation on Community Empowerment in Mede**

Participatory implementation was found to have a positive relationship with community empowerment. This is in line with Kumar (2002), who deposit that implementation ought to be taken after any constructive planning. Observed weakness during the study however was that Comboni Samaritans of Gulu as a facilitating organization had constantly monitored the target beneficiaries and supported them with few start up equipments however, a lack of adequate support from male counterparts was found to be a significant factor in the overburdening of community empowerment. This is in consonance with Comboni Samaritans' project review report (April 2015) which noticed men leaving most household responsibilities to their wives. The quantitative analysis and focus group discussions indicated that female response were the primary contributor in the implementation with 66.2% compared to the male folks 33.8%. Women were most associated with domestic demand. Jacque, (2000) and Rao and Mansuri (2013) argued that equitably distributed labor are necessary ingredients in implementation and one way to achieve this is through joint effort focusing on values and attitudes which produce a more balanced portrait of participation. Most time women are looked at as caretaker of a home in the varied households. Observed female roles during focus group discussion were however not

limited to bathing and obtaining water. They equally participated in what some would take as male roles like construction of houses, animal rearing or crop production. Distribution response of participatory implementation had general agreement in all the parameter as in table 11. A person correlation value of 0.6383 indicated that there was a moderate positive relationship between participatory implementation and community empowerment meaning improvement in participatory implementation also improves community empowerment. The regression coefficient between participatory implementation and community empowerment were statistically significant with overall community empowerment indicating that participatory implementation can explain up to 0.4074 of the total variation as in table 12.

### **5.3.3. Extent to which Participatory Monitoring enhances Community Empowerment**

The third objective of the study was to assess the extent to which participatory monitoring enhance community empowerment. Findings proved that participatory monitoring had strong relationship with community empowerment. This is in line with Valenzuela, Kim, Zúñiga, (2012) who assert that establishment of any community specific management should embrace specific characteristics; each incorporating input aimed at reducing difficulties in implementation process and increasing the likelihood of acceptance by individuals' and social networks. Monitoring is thus one among the many project management functions aimed at improving performance. Analysis from findings indicated that there was strong significant relationship between participatory monitoring and community empowerment. This implied that according to the respondents, both variables were associated, where an increase/decrease meant an increase/decrease in another. Interview responses in the questionnaire indicated that both aspects were related with a moderate positive relationship of 77.6 as in table 14 while a statistically significant coefficient as in table 15. This result is supported by African Development Report

(2005) in assessing effectiveness of implementation which emphasizes continuous monitoring of performance for meaningful output. World Bank, (2005) further agrees with the approach as a mechanism for promotion of ownership by the community. The researcher discovered from interviews that participatory monitoring within the community was supportive and members helped each other though they were limited at some aspect. For instance, in areas that needed resources outside their means. This however did not disrupt the practices. This habit was found to be wanting. It was therefore not surprising that integrated implementation and sustained practice moved steadily.

## **5.4. Conclusions**

### **5.3.2.1 Participatory Planning and Community Empowerment in Mede Parish**

Prior research has clearly established that participatory planning influence community effectiveness in managing and spear heading communal growth. Although this finding is among the strongest and most consistent in research on community empowerment little is known about the characteristics of the networks that constitute these relationships. Based on data from this research “Participatory practices and community empowerment; a case study of Mede Participatory Learning and Action pilot intervention, in Palaro sub county Gulu district”, this study contributes to projects understanding of the effects/challenges, causes and possible resolutions of participatory practices not only in Mede Parish but also in the entire country.

Previous studies have found that the affective quality of planning and practices that communities have with others is at least as close as that of collective responsibility. Had the present study examined only the intimacy of the relationship of social networks, its conclusion would have been similar to that of prior research. This research found that participatory practices have more intimate or supportive relationships with community empowerment. It also found that

collaboration, establishing community structure and mobilising resources to address social, economic and structural problem is key. In addition, it found that although participatory practices appear to be more intimate, they are also less stable over time when not well monitored.

#### **5.3.2.2 Participatory Implementation and Community Empowerment in Mede Parish**

Interpreting the paradox of participatory implementation being more intimate despite having few stable skilled individual (refer to table 11) is difficult. The measure of intimacy included allocation of work based on skills and experience. The fact that beneficiaries have low values on this measure indicates that they need to lean on others for help. The need for others to rely on others for social skills may also be a result of a more alternative relationship with parents, semi educated and educated class. Although parental social support was not examined in the current analysis, observation showed that parents of key beneficiaries were found to be less involved in implementation. Hence, although the implementation by beneficiaries prove weaker as evidenced by the lowest response mean of 4.4 in table 11 their transitory nature were covered by others. On the other hand, the collective handling and distribution of resources filled in the gap. Therefore, the finding regarding participatory implementation may indicate that the respondents were simply more sociable, putting themselves in a better position to collectively participate. It is however not possible with the current information to determine which of these interpretations is valid. However, it is evident in prior research that participatory implementation is intimate in enhancing community empowerment. With a more complete description of characteristics of implementation, that explanation is called into question.

#### **5.3.3. Participatory Monitoring and Community Empowerment in Mede Parish**

The results does confirms that participatory monitoring in Mede were more likely to enhance community performance strongly. This concurs with Danielsen et. al (2007) who asserts that a quality implementation should be monitored and beneficiaries ought to do a number of things which include maintaining continuous progress. Communities are more likely to monitor what directly affect them (Danielsen 2007). This finding underscores the importance of ownership in determining use patterns. The finding that monitoring should be continuous is useful in influencing and tracking implementation at operational scales of community management and at the local level. Involving people who face the daily consequences allows them to assess trends in resources of value and facilitates a rapid response in terms of decisions that directly impact them (Danielsen, et al. 2010). It also suggests that intervention strategies should embrace strong relation with local communities. A more difficult finding to deal with in terms of outcome is that implementation may not be as technical due to involvement of a larger portion of the community. This result may reflect that the normal pattern of interaction among direct beneficiaries may seem more social but not technical. This pattern was especially pronounced for illiterate, which suggests that they are more prone to be influenced by the behavior. It is difficult to suggest a strategy for dealing with this tendency. Perhaps future implementers could focus on social skills and strategies of building the capacity of key team players within the community.

## **5.5. Recommendation**

### **5.5.1. Participatory Planning and community empowerment in Mede Parish**

Documentation showed that Participatory practices in Mede was introduced as an emergency response to the need of time as opposed to deliberate planning. It was also accompanied by limited participation from some target groups due to limited knowledge on the benefit of the

approach so was the selection of beneficiaries limited to specific target. On this ground deliberate community development approach needs to be imbedded in the community development programs and should be extensively monitored for progress.

Proper implementation of any intervention should be strengthened by careful and skilled selection of personnel guided by community need. Work allocation should base on interest, experience, qualification and nature of work.

Community visits should be encouraged to promote exposure and diversity in experience. The strategy should be based on best practices aimed at enhancing self reliance and posterity. For example exchange visit from one region to another region to see, learn and appreciate best model centres from a different areas. This motivates and prepares beneficiaries to emulate such best practices.

Considering the findings, there is need to organize community dialogues and workshops for all beneficiaries and discuss the details of their practices in view of enhancing their collective effort for improving observed gap. However the gaps should be filled by the community themselves so that they own up the development.

Participatory practices in community should be designed in such a way that it integrates both immediate and long term goal as well as having a balanced personnel development process. This can be done through a multi-faceted approach involving rapid need assessment, community dialogues, workshops and exchange visit.

In Mede Parish, the community should be encouraged and community dialogue continuously conducted for beneficiaries to have a shared benefit of their decision. Once this is done it can eventually lead to beneficiaries' self esteem, confidence, knowledge, skills and values which are beneficial to the entire community. Too much responsibility ought not to be delegated outside however, ideas to be sought from experts for meaningful production.

#### **5.5.2. Participatory implementation and community empowerment in Mede Parish**

There is need for equal gender role and cooperation to enhance superior performance of the approach. This can be possible by ensuring that all stakeholders participation are well-coordinated while giving proper attention to the essentials, which would make implementation of planning, implementation and monitoring easy. This can be done through regular meeting of beneficiaries and regular performance reviews with all direct and indirect beneficiaries including traditional local structures, districts official, private practitioners and any other well wishers. Implementing partners should extensively sensitize community about the benefit of collective participatory practices.

#### **5.5.3. Participatory Monitoring and Community Empowerment in Mede Parish**

Community members should be sensitized and involved in monitoring of projects meant to benefit them. Monitoring should not be looked at as fault finding rather corrective mechanism aimed at improving performance. This should not be done in isolation of direct beneficiaries and other technocrats since their voice plays a lot in support and keeping the intervention alive.

### **5.6. Limitation of the study**

This research study was prioritized to only one Parish. There stands a possibility that a similar study carried out in any other location would emerge with a varied result.

Secondly Comboni Samaritans of Gulu featured as the facilitating organization of the approach in Mede. There was no any other implementing partner save Comboni Samaritans team who interacted with the community of Mede regardless of how and who directly got involved. Because of such including the value for which Comboni Samaritans of Gulu; faith based stands, it's possible that a different facilitating organization would get different results.

### **5.7. Area for further research**

This study was limited to one specific geographical operation in one parish in Gulu District. Given the political unrest of over two decade, and the then existence of Non Governmental Operation and inclination to Relief aid, a lot could have shaped the targeted group. With relative return of peace and resettlement in the region, some met with difficulties to start up a home while others faced land issues that prompted them to either hire or work on a borrowed land. This study recommends that a similar research be tried in other part of the country; in a wide geographical coverage where suitable geopolitical atmosphere prevailed over time, perhaps in more than three districts and at the level of Sub County and not parish as was this study.



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## **ANNEX**

### **ANNEX I: INTERVIEW GUIDEs**

1. How would you define Participatory Practices in project implementation
2. What are some of the possible disadvantages of the approach
3. How would you describe the current participatory intervention in Mede?
4. What technical skills do you think the community has been provided with to help boost the intervention?
5. How well do you think these skills have increased the capacity of the community in doing their day today work?
6. What are some expected roles of key leader in this approach?
7. What mechanism can the community put in place to sustain the practice
8. What would you recommend for future implementation of a similar approach?
9. Any other comment or observation you wish to share

## **ANNEX II: FOCUS GROUP DISCUSSION GUIDE**

1. In your view how would you define participation?
2. How would you describe the current participatory intervention in Mede?
3. How well has this participatory approach increased your skill in your day today work?
4. What technical skills do you people provide to help boast the intervention?
5. What are some of the roles of key leader in this approach?
6. What mechanism have the community put in place to sustain the practice
7. What would you recommend for future implementation of a similar approach?
8. Any other comment or observation you wish to share.



### **ANNEX III: QUESTIONNAIRES**

#### **SELF-ADMINISTRATED QUESTIONNAIRE**

Dear all respondents,

I am a student pursuing a Masters' degree in Management Science specializing in Project planning and management (MMS/PPM) of Uganda Management Institute. You have been chosen as one of respondents to answer this questionnaire. This is to request you spare me a few minutes and answer the questionnaire.

The study covers the "Relationship between Participatory Practices and Community Empowerment in Mede Parish, Palaro Sub County, Gulu District". This is purely for academic purpose and all responses will be treated with utmost degree of confidentiality. In the subsequent section therefore tick the appropriate score with your highest degree of knowledge.

Thank you

Gamailiel Godfrey Ayellah

## SECTION A: BACKGROUND INFORMATION

(Tick the most appropriate answer)

1. Please indicate your age range appropriately

Age range	<20 years	20-30 Years	30-40 Years	Above 40 Years

2. What is your Gender?

Male	Female

3. Please indicate your marital status

Married	Single	Divorced	Widow/widower	Others

4. Specific the Highest level of education that you have ever attended/reached

Primary	Secondary	Diploma	Bachelor	others

5. How long have you lived in Mede?

< 3 years	4-6 years	7-10 years	Above 10 years

## SECTION B: PARTICIPATORY PRACTICES AND COMMUNITY EMPOWERMENT

Please tick the most appropriate choice of answers represented by a five item scale ranging from (1) for strongly disagree, (2) for disagree, (3) for Non-committal while (4) stands for Agree and 5 standards for strongly agree

<b>Participatory Planning</b>	<b>SA</b>	<b>A</b>	<b>NC</b>	<b>D</b>	<b>SD</b>
<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	
I understand the concept of participatory planning					
Local community planning in Mede parish involves a number of key beneficiaries.					
The local beneficiaries in Mede parish are frequently consulted during need assessment					
The local community is entrusted with the task of setting key indicators required for participation.					
Community inputs collectively made by the locals are carefully identified as well as considered in planning					
Community structures are well represented during the local planning process within Mede parish					
Local resource mobilization is a planning activity known to the local community in Mede Parish.					

<b>Participatory Implementation</b>	<b>SA</b>	<b>A</b>	<b>NC</b>	<b>D</b>	<b>SD</b>
<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	

Implementation is the action that must follow any preliminary thinking in order for something to actually happen.					
There is expected gender equality during participation of members in the implementation of the project					
The local community beneficiaries possess the required skills and ability to support in the implementation of the project					
The local community members identified with key skills and abilities are allocated tasks during the project implementation					
The local projects in Mede sub county boast of local resources including human and financial among others					
Existing local resources are distributed and collectively handled by key beneficiaries					

<b>Participatory Monitoring.</b>	<b>SA</b>	<b>A</b>	<b>NC</b>	<b>D</b>	<b>SD</b>
	<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
Participatory Monitoring is a process that helps in improving performance and achieving results.					
I frequently participate in community monitoring of project within Mede Parish					
Local communities engage in activity review jointly conducted with other key project beneficiaries					
Key beneficiaries in Mede parish are formally communicated to					

about the project progress					
The local project reports are jointly discussed between key beneficiaries in a transparent way					
I believe that acting together in line with the existing projects can promote community empowerment.					

<b>COMMUNITY EMPOWERMENT (Dependent Variable)</b>	<b>SA</b>	<b>A</b>	<b>NC</b>	<b>D</b>	<b>SD</b>
	<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
<b>Resource Ownership</b>					
Land tenure system commonly practiced in Mede Parish is communal or customary in nature					
This communal or customary land is traditionally held from one generation to another					
Unrestricted domestic activities are carried out on this communal including farming					
<b>Integrated implementation</b>					
A number of social gathering including project meetings are held within Mede parish					
Social gathering helps the community realize its leadership and the varying tasks that they are assigned to perform					
The local leadership in Mede parish enjoys good relationship or					

ties with appointed Government representative					
Key beneficiaries exhibit a sense of belonging to the existing projects in Mede parish					
<b>Sustained Practice</b>					
A number of household in Mede parish have engaged in productive activities that help in boasting their incomes					
The local community takes pride in its local leaders and development agenda intended to better projects in Mede parish					
These local leaders are active at all levels within Mede parish					
Key beneficiaries are autonomous responsible for any of their actions they take during the project life cycle					