



**ADDIS ABABA UNIVERISTY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**

**AN ASSESSMENT OF PRACTICES AND CHALLENGE OF
COMMUNITY PARTICIPATION IN LOCAL DEVELOPMENTAL PROGRAMS AND
ITS IMPLICATION FOR POVERTY REDUCTION: THE CASE OF SOUTH WEST
SHOWA ZONE, *DAWO* DISTRICT.**

BY

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JUNE- 2017

ADDIS ABABA, ETHIOPIA

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**A Thesis presented to the Department of curriculum and instruction
Addis Ababa University**

**In Partial Fulfillment of the Requirements for
The Degree of Master of Arts in
Adult Education and Community Development.**

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ACKNOWLEDGEMENTS

This work comes in to end with the help of GOD that has given me the strength to go through all the difficult time.

There are several people who have helped me in one way or another to achieve the completion of this thesis. To begin with, I would like to thank my advisor Dr. Messeret Assefa for his constructive comments and continuous support through the study. Next my thanks go to my dear girl friend that helped me in moral and financial support through all my research work.

Moreover, I need to thank Martha Sirna to financial and moral support and Ato Bente Kumsa and Bedede Ayele who have provided moral support during my study.

Finally, I would like to express my great thanks to my sister Lalise Midaksa and Shimakkit Tedese, Rebuma Ayele and Gelaye Kebede Who provided me support during data collection in thefield.

ABSTRACT

This Research was designed to assess the practices and challenges of community participation in local developmental programs. It also tried to address the community experiences; the implications of adult educations for developmental programs and the contribution of community participation to poverty reduction. Samples of 78 respondents were taken for the study using multistage stratified sampling. In the process of answering the basic questions, a questionnaire that include demographic profiles, experiences of community participation, major challenges of community participation, implication of adult education, current practical level (degree) of community participation and the current community participation implication to reduce poverty were designed in the form of closed and open ended questions. Key informant Interviews were held with top officials and one expert whose activities are related with the research topic from Woreda administrative, Education, road construction, Health, agricultural, and water and energy offices and totally 12 respondents were purposively selected. In addition, three (3) focus group discussions (FGD) were conducted with four community areas (Busa, Kersa, Arbigebaya and Bashi). After the data had been collected, it was analyzed using simple statistical techniques (tables, figures and percentages).The results of the study indicated the practices and challenges of community at the local area. First, the major experiences identified were peoples with high income, high education level, low family members, and alternative incomes, managerial or professional, were the ones who participated in political, and civil services activities. However, peoples with low incomes, large family sizes, less education level, in sales and services participated in low level. Second, the major challenges identified were lack of finance, lack of information, capacity problems of local leaders, lack of policy support, lack of periodically monitoring the participation and time constraints .third, the study revealed that adult education in developmental programs contributed to poverty reduction activities, fourth, it was found out that community participation was weak except in implementation process. Finally, it was conducted that community participation in local developmental programs was weak. Hence, it was recommended that more participatory approach should be encouraged by south west showa zone, dawo district, more socially disadvantaged sections of the community should be encouraged to actively participate in local developmental programs.

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LIST OF ACRONYMS /ABBREVIATIONS

CBO-	Community Based Organization
CIA -	Central Intelligence Agency
CP-	Community participation
EPRDF-	Ethiopian People’s Revolutionary Democratic Front
GDP -	Gross Domestic Product
IEC-	Information Education and communication
IMF -	International Monetary Fund
LDP-	Local Development Programs
LLPPA-	Local Level Participatory Planning Approach
MCDP –	Multipurpose Community Development Program
MOA –	Ministry of Agriculture
MOFED -	Ministry of Finance and Economic Development
PADETS –	Participatory Agricultural Demonstration Extension and Training System
PASDEP -	Plan for Accelerated and Sustained Development to End Poverty
PCD -	People Centered Development
PFE -	Pastoralist Forum Ethiopia
PRA -	Participatory Rural Appraisal
UNDP -	United Nations Development Program
WFP –	World Food Program

CHAPTER ONE

INTRODUCTION

This chapter of the study dealt with the background of the study, statement of the problem, objective of the study, research questions, and significance of the study, delimitation, limitation of the study and the operational definitions of key terms.

1.1 Background of the Study

The desire to do something with the community and to the community is based on community participation and is one of the realizing community development methods as a world .Because; it is a situation where people of every level are encouraged to participate in development activities spontaneously by building awareness on their needs, problems, roles and responsibilities. Though, which is to improve community life normally, implies some aspect of development. As Tefera, 2004 identified, Community Participation is an active involvement of people in planning, implementing and monitoring of project which is for their well-being. This is also considered as an end itself (as a democratic right) and as a means to achieve sustainable development and poverty alleviation. The implementations of community development programs have become the major means through which various communities get assistance from government and nongovernmental agencies for development. Community developmental programs have inherent capacity of attracting development to an area. However, in spite of the benefits that could come through these means, many people tend to develop cold feet when it comes to effective participation. These lead too many programs for some communities are either abandoned or poorly executed because, of either low participation or non-participation of its citizens as well as their negative attitudes (Ering, 2006).

In more, community participation realizing is a community democratic right. Because, communities participation in developmental program is related with every societies live. As Swanepoel and De Beer, 1998 identified, for community development, practitioners to facilitate the people to participate fully. “They work with people; their emotions, knowledge and humanness need to be respected all the time. We must realize that it is the democratic right of people to participate in matters affecting their future. Every adult, whether relatively poor or the

poorest of poor has the right to be part of the decision- making mechanism affecting his or her development (Swanepoel and De Beer, 1998).

Community participation development also interacted or integrated with the social and economic situation of the society. As Zastrow, 2008 identified, the developmental approach focuses on “integrating economic and social development for the benefit of all members of society. It is argued that any social program that assists a person in becoming employable contributes to economic wellbeing of a society and also any social program that assists a person in making significant contributions to his or her family, to his or her community contributes to the economic well-being of a society”. On the other hand as Dinello and Popov 2007 discussed, to stress the importance of participation in patterning the behavior of people, participation measures the extent to which legal opportunities for mass participation are translated into tangible patterns of citizen behavior. Mass participation is important because it puts pressure on government to be responsive and accountable. It further states that equal political rights, however only creates the potential for citizen participation.

Ethiopia, for several decades has gone through many economic, social and political crises. Moreover, in recent the central planned socialist economic ideology has limited its relations with the outside world for about seventeen years. Since 1991, the current Ethiopia People's Revolutionary Democratic Front (EPRDF) has followed a pro-capitalist and market derived economic policy in order to stabilize the national economy and eventually achieve healthy and dynamic economic growth (world Bunk, 2001).

In Ethiopia Community participation in a recent time formulated from decentralization policy. Decentralization involves devolution and transfer of planning, financial management, implementation and political Responsibilities from the central government to the local government. One of the aims of process decentralization is to take service closer to the people. Though, decentralization improving community participation in different developmental programs to become relevancy, quality and access to increase resources, improve accountability of the projects to the community. This could develop the awareness of community responsiveness to the local needs. As a result, it intends to improve equitable access, retention, quality and performance of developmental programs for the society. However, when we see the

practical level of community participation in local developmental programs in Ethiopia, there is a challenge of participation of community based. As IMF (2010) reported, the development criticized by giving less participation of local communities' attention in local development programs. Therefore, this study tried to search about those problems which constrained the effective participation of community in their local developmental programs at the research area.

1.2 Statement of the Problem

In the world, many programs participate some communities were either abandoned or poorly executed because of, the poor participation, negative attitude and low awareness's are the challenges of people towards community based development programs. As nwachukwu, 2011 searched, the challenges facing most communities were how to link them to government programs. According to his ideas, various attempts by government to increase the utilization of the resources of the communities and to increase the productive capacity of the people have failed. Because, most people are not actively involved in need assessment and the implementation of such programs. This is also negative impacts on the sustainability of the projects and poverty alleviations'.

Most of the time community leaders not effectively communicate with the societies. According to World Bank (2003) reported that, "community leaders wrongly conclude that the people lack of the material and a financial resource to contribute to developmental programs hence their low involvements in such program". The case is not only this but, Poor access to information, education, and affordable healthcare makes individuals less resilient to economic suffering and more exposed to poverty. This is also not develop community cohesion, which means Working together is become less develop and unable to address their common issues. However, the elders and leaders hardly make efforts to address the issue of low or non-participation by the people whom this program are targeted for their up liftman.

To achieve sustainable development, peoples could be participating in local development programs which should be based on physical and intentional (internal) satisfaction with the programs planed. As Swanepoel and De Beer (2006:27) imply that "if we should address the basic physical needs of the people, to the detriment of the people's human dignity and other abstract human needs such as happiness and satisfaction will not be okay". The role is not "only

to mobilize people for physical development but also help people gain in self-reliance, happiness, fulfillment and eventually human dignity. People may be ignored, by approved, or be forced into or made dependent on development projects addressing their physical needs". The people's needs are part of oneness that influences their whole existence and cannot be separated because human beings live in an environment that is physical, but also abstract environment such as social, political, economic and cultural background of massive important to human beings . This reality also true in Ethiopia, hence local development programs especially at the local research selected area, not satisfies self-reliance needs of the society but only address society's physical needs. Because if some conflicts rise at the area, community by itself damaging of community projects. Though, communities not share the developmental programs responsibilities. This like events comes from less participation of communities in their local developmental programs. These like problems also challenge the sustainable development and increase the poverty levels. This also realizes, community participation in developmental approach at the area not develop accountability and responsibility of the societies on the local development programs. This means if the development programs not participated by societies during planning, implementing, controlling and evaluation, and if those activities analyzed by the other external bodies the societies only satisfy with physical needs of a project and they are not got internal reliance needs. These become to limit the accountability and responsibility of programs or projects by local community (World Bunk, 2001).

This study is focuses on the gap that the internal and external (physical) satisfaction of the communities and challenges of the societies to effectively participate in development programs at the local areas. This also develops to communities in their local areas developmental programs: self-reliance needs, physical needs, accountability and responsibility of the societies and this also impacts on poverty alleviation. Besides, concerning to this topic there was no more researched especially at the research areas. Though, this studies specifically emphasis on the assessment of practices and challenges of community participation in local developmental program activities at *Dawo* district in south west showa zone oromia region.

Ethiopia is among the developing countries in the world. As world Bunk, 2001 reported, it's a country come through deep rooted famine, hunger, economic crises, political instability, conflicts, and wars which have resulted in the backwardness and the poverty. However, after the

political shift resulting from the withdrawal of the socialist government in 1991, there has been considerable economic improvement and community participation in local developmental programs (MoFED, 2005). According to the CIA World Fact book and the International Monetary Fund (2011), the Ethiopia's GDP real growth rate was 11.60% as of 2009 compared to the 5.50% in 2003. Despite these impressive figures, recent data shows that a significant number of the country's population remains below the poverty line (38.7%), the majority of which live in the rural areas.

In Ethiopia after the fall of *Dergie* regime, the situation has been changed and Decentralization of the political and economic governance and which has opened to the community to participate in development programs and this also helps the societies to use its resources. Since the government of Ethiopia has used different strategies intended to improve the existing situations of rural and urban populations. Among these, community participation in different local developmental programs which is one among the developed strategies and which help to impact poverty eradication. This strategy currently known as, Plan for Accelerated and Sustained Development to End Poverty (PASDEP) and it was adopted by the current government (MoFED, 2005). As IMF (2010) reported that Ethiopia has made a significant progress in all areas of the Millennium Development Goals by helping the PASDEP strategy. However, the PASDEP has been highly criticized by giving less participation of local communities' attention in local development programs and, thus a doubt on the contribution of the local communities to the GDP growth has emerged, because community participation in their local development programs has a great impact on the developments (PFE, 2006).

Therefore, to the best of the researchers' knowledge the real practices and challenges of community participation in local development programs in the research selected area were not studied so far. So, this research by examining the practices and challenges of community participation in the local development programs and fill the gaps that affect the community participation by helping the following research questions:

- 1) What are the experiences of community participation in local developmental programs at the research selected area?
- 2) What are the major challenges that influence/affect the community participation in local developmental programs?
- 3) What is the implication of adult education on developmental programs?
- 4) What is the implication of community participation in LDP's for poverty alleviation in Dawo district?

1.3. Objectives of the Study

1.3.1 General Objective:

Generally, the study is designed to assess the Practices and Challenges of Community Participation in local development programs and its implication/contribution in poverty reduction at the research area.

1.3.2 Specific Objectives of the Study

Specifically, this study intended to assess the following specific objectives:

1. To identify community participation in local development program experiences.
2. To identify the major challenges that affects the extent of participation of local people in local developmental programs.
3. To assess the implication of adult education on developmental programs.
4. To assess the practical level of community participation in local developmental programs.
5. To assess the current level of community participation implication on poverty alleviation.

1.4. Significances of the Study

The study has the following significances (outcomes):

- (1) It would sensitize the rural or urban community dwellers to the fact that community developmental programs are mechanism for enhancing sustainable development, improving efficiency and effectiveness and allowing poverty initiatives to be community driven thereby making development more inclusive thus empowering people (Ering 2006:23).
- (2) Also the findings would help community development practitioners, rural and urban developmental analyst, government policy makers, non-governmental bodies, social developers etc.

- (3) Data obtained from this study would be used for assistance to researchers, social work practitioners, scholars, development analysts, policy makers, sociologists, government, regional planners, private sectors organizers, etc.
- (4) Another significant aspect of this study is that human development programs could lead to job creation thus empowering the people especially women, unemployed youths and urban poor to become self reliant. It would offer an alternative solution to problems of failure of developmental programs and its implication for policy making.
- (5) This study would help people in the community to participate in the process of identifying and prioritizing their needs, decision making, implementation and ensuring sustainability of development initiatives. This would help to check community needs variables that have significant negative effects on community development while promoting those that positively ginger development.

1.5. Delimitation of the Study

Taking time and financial constraints in to account, this study was delimited to Dawo district communities' village such as, Busa, kersa, *Bashi* and *Arbigebaya* to assessing the practice and challenges of community participation in local developmental programs in three perspectives years (2006-2008 E.C) and its implication for poverty reduction.

1.6. Limitation of the Study

The study limitations and problems encountered during the conduct of this research were as follows:

- I. Lack of funds constrained the expanding of the scope beyond four communities and accessibility to most informal settlements; in fact lack of fund, but solved by university thesis fund.
- II. Poor responses from the key informants, because most of the key informants could only respond interviews only the positive sides and only try to response in political angles specially the office representative key informants. But, by deeply data gathering and analysis on the limitation the problem solved.

- III. Some of the respondents were careless, thus the researcher have to make several move to the research area to ensure that respondents responded to the instrument. But, researchers helped to diffirent cross check technique to get the necessary information.
- IV. The study was constrained by lack of sufficient literature and studies on development programs in Ethiopia particularly at the research area. But, the researcher solved the problems by referring diffirent source of date.

1.7. Definitions of Terms

- a) **Participation** – it’s the mechanisms of societies to express opinions and ideally exert influence regarding political, economic, management or other social decisions at their localities.
- b) **Community**- refers to a group of people living in a research selected area; often share common goals, common social rules and family ties.
- c) **Programme**- refers to the different activities which is participating local communities in material resources, cash, labor, professional and etc for specific and stated purposes.
- d) **Impact** - is actually the outcome of community participation in different programs in the research areas.
- e) **Evaluation** - refers to a measure of progress to determine the level of community participation in the research areas.
- f) **Developmental programs**- are the goals, plans, action, processes and strategies of communities in the research areas that are purposefully initiated towards improving their awareness, identifying potentials, enhancing the quality of life, realizing dreams, aspirations formed for the purpose of serving the needs planed at their area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The experience of the last several decades has indicated that community participation in development is possible and can be achieved. In the past twenty years, a few countries have succeeded with rapid economic growth and have been able to impacts to lift their citizens out of poverty by participating communities in development programs (Stieglitz, 1998). However, in some countries like Ethiopia, the gap has actually widened and poverty increased. As noted by many scholars (Ferriho 1980, De Beer &Swanepoel, 2000), previous development approaches

were not based on community need based and their strategies were focused on piecemeal development. These strategies and approaches failed to address development in its broader sense. The deep dissatisfaction with previous development paradigms has given rise to an alternative and more inclusive ‘people centered’ development approach. This literatures review different literatures which related to this idea and also indicates or identify the good community centered approaches.

2.2 Concepts of Participation, Development and Community Participation in Development Approaches

2.2.1 Concept of Participation

The principles of peoples’ participation in community developmental programs are very significant. It is imperative that development programmes should be undertaken alongside with people. In the conception and execution of developmental programmes, the felt needs of the community should be seriously taken into consideration and the cooperation, participation and involvement of the people should not only be solicited but actually cultivated (Ering2006:93).We should be realistic about participation; that is, “we cannot assume that people will always participate even when they have the choice” (Taylor, Marais & Heyns1998:p;13).They asserted that “in many situations people are keen to participate and take control over their lives, but there are limits to how far people can reasonably be expected to get involved”. They implied that “the day to day stress of life, people struggling to meet their most basic needs, having to fetch water, prepare food without electricity, wash clothes by hand or get to work by public transport takes enormous amount of time and energy”. This clearly shows the participations of the community in their own life.

Community awareness could be promoted through educating the people in the said communities through community mobilization and other related community enlightenment programmes. As Cooke and Kothari (2001) cited in Perrons (2004:300) that the idea of participation becoming “a new tyranny” which mean “it has become something that is imposed on people in order to appear to be more inclusive, but in reality only secures local legitimating for plans effectively determined elsewhere”. Broad based peoples’ participation in developmental programs in the

community should be encouraged. Their “participation in developmental programmes and community matters should not be limited to only a sectional few members of the community, rather, it should cut across all segments of the community. For example, Perrons 2004, states that “the Operational Evaluation Department (OED, 2000) of the World Bank found out that participation was far more common in people related projects such as agriculture and health rather than in finance or in adjustment leading, which clearly has as important if not so immediately obvious connections with welfare and only limited sections of the population were consulted. This limited section participation of the community also dominated the participatory process and effective participation of women, the poor and other excluded groups proved limited and elusive.

For the effective implementation of developmental programs, every community members should involved in developmental programs. Ring (2005:38) asserts that there is need to ensure community involvement, in order for people to participate fully in developmental programmes and in habits elimination by stimulating the sense of belongingness and the spirit of cooperation. He suggested that, for peoples’ participation in community developmental programmes was to be ensured, by building on past experiences.

Therefore, the past experiences of the community were utilized here in community development work. For instance, reference is made to previous developmental programmes or attempts and answers sought as to “why we failed” or “why we succeeded”. The answers go a long way to promote involvement so that “we do not fail again” or score yet another and even greater success. Adequate information is a necessary ingredient in peoples’ participation as it secures involvement. Thus, it is important that people should be kept informed especially in matters affecting their welfare. The trend and pattern of general development in their community and in the wider society should be adequately monitored and community members kept sufficiently informed. Davids and Mahoney (2005: p, 115) explained that people “participate” by answering questions posted in questionnaires or telephone interviews or similar “public participation” strategies. They assert that “the public do not have opportunity to influence proceedings as the findings of the research are neither shared nor evaluated for accuracy”. This calls for the development of effective information, education and communication (IEC) materials and appropriate strategies to reach out to the community, and with reference to developmental

programmes, undertaken that community should be adequately informed at every stage of the factors that impact on their lives, “People participate” by being consulted as professionals, consultants and planners listens to their views”. The second type is “through helping people gain access to physical and financial resources, such as land, safe drinking water, clinics, and schools and meeting places”. The third way is “through involving them in our organizations and ensuring that they own and control the organizations, this is the most direct way to empower communities’ to increase control over resources and decisions which affect their lives”. It is also the most reliable way of making ourselves accountable to the communities we serve. The fourth way “is a more radical means is to channel funds directly to community- based organization instead of the development organization”. Thus empowered, “the community directly increases their influence and control over services rendered; they buy services from those development agencies that they believe provides value for money”.

The cornerstone of community based development program initiatives is the active involvement and positive attitudes of the people of a defined community in at least some aspects of projects design and implementation. When potential beneficiaries also make key programmes decision, participation becomes self-initiated action, that is, what has come to be known as the exercise of voice and choice or empowerment. Participation and positive attitude are expected to lead to better designed projects, better targeted projects, more cost-effective and timely delivery of projects inputs, and more equitable distributed projects benefits with less corruption and other rent-seeking activity. For example, Kotze (2009:38) agreed that participation help to counteract the isolation of people and if it is put into effect communication is created and situation is achieved, whereby the local communities that have superior knowledge of local problems and are in a position to identify and analyze a development problem for themselves. They make key programs decision, participation becomes self-initiated action, that is, what has come to be known as empowerment” (Kotze 2009:39).

The objective of effective participation is to achieve maximum control over the resources and decisions that affect their lives with the desired impact. Participation and positive attitude are expected to lead to better designed projects, better targeted projects, more cost-effective and timely delivery of programme inputs that will lead to more equitable distributed projects benefits with less corruption. An ideal participation model has been challenged because at most times,

financial losses are incurred due to commitment, time, choice and voice of the people are required for effective participation. Also at most times, the interest of some powerful group's may run contrary to genuine participation. Yet, they want to protect their own advantages' by dominating part of the societies.

Generally when we summarize the above discussion, community participation is the active involvement of people in planning, implementing and monitoring of the project which is for their well-being. It is a situation where people of every level are encouraged to participate in development activities spontaneously by building awareness on their needs, problems, roles and responsibilities. This entails that, the cultivation of member's interest of the community in communal affairs and sensitization to community issues. This community participation capacity developed through different mechanisms. For example, education, training, experiences.

2.2.2 Concept of Development

The development term is a multi-dimensional concept and has been ascribed numerous meanings and definitions. This multi- dimensional definition is defined by different authors. For example, Coetzee (2002); Pieterse (2001) defined that, Community development is a conceptual approach to build active and sustainable communities in order to enhance community social, economic and environmental objectives. In other words, community development is about community members taking the lead and deciding how they want their community to be and how to make it a better place. It is a blend of 'bottom up' action that is driven by community. It is about removing the barriers that prevent people from participating in issues that affect their lives. Community development improves the ability of communities to collectively make better decisions about the use of resources such as infrastructure, labor and knowledge.

A community development approach can be applied to many different areas including health, education, employment, enterprise development, infrastructure and town planning. It encompasses values such as sustainability, empowerment, capacity building, and expanded roles of women, participation, transparency, accountability and equity. As Coetzee (2002,p: 120) notes that development infers "a form of social change that will lead to progress, the process of enlarging people's choices, acquiring knowledge and having access to resources for a decent standard of living, and a condition of moving from worse to better". On the other hand Cypher

and Diethz (1997) define the concept of development as an improvement of socio-economic and political dimensions of society that leads to increased income and standard of living conditions. This is taken by based on the community interests and this also develops the social, political, economical and cultural value of the societies.

Generally, the concept of development includes aspects such as participating in decision-making, having access to improved opportunities for education and health, as well as self-improvement irrespective of class, race, color and gender. In the past, however, development was considered as an economic exploitation whereby decisions were made by a few elites and the majority of people in the developing countries, particularly in Ethiopia, were excluded and as a result they were left to live a life of deprivation.

2.2.3 Concept of Participation in Developmental programs.

When people are involved in different developmental strategies or out of their local, it's known as community participation in developmental programmes. As Swanepoel & DeBeer 2006, P: 28-29) "the people should be allowed to take part in the actions of the programmes, and they should not play minor roles", because they take all the responsibilities and risks concerned to the developmental programs. They do so fully in all aspect of the Programme. As Kotze (2009:52) also identified that, people should be made to exercise varying degrees of influence over development activities that affect their lives. It is a fact that "simply taking part passively in superficially planned and managed activities, or using facilities provided through a development project, does not in itself represent participation .Even when people are hired to work on a labor-intensive project without having any say over protect activities that is not participation". Swanepoel and De Beer (2006:28) further agreed that "the people become part of the decision-making, planning of the project and are also part of implementation and evaluation of the project and may decide on course of the programme adaptation, in order to keep the programme on track it is on this note that participation have taken place including taking part fully in the management of the program.

As Marais, Taylor and Heyns, 1998 noted that, community participation in developmental program is central to the understanding of development, "because nobody has the right to define or determine the needs of any group of which they are not a part" and that " groups must decide

for themselves what their needs are and how they should be addressed, although they may be helped to define, clarify, articulate or even be presented with new options about which they have not known in the past”, in a sense that the local people who lived in deprivation for years, surviving the hardships of their poverty, have certain ingrained knowledge outsiders do not have (Swanepoel& DeBeer2006:28). Their common sense knowledge of environment dynamics can be immense value to development of the community (Swanepoel& De Beer 2006:29).

Participation takes different forms in the community and people playing different roles, .for example People may participate in development activities by providing information about the community, taking part in identifying needs, problems and priorities, taking part in deciding about development goals, policies and strategies or assuming responsibility and accountability for development actions (Kotze 2009,P: 52). Swanepoel& De Beer (2006, P: 28) also asserts that the two views of participation; “the liberal view and the radical view, which comes together in ensuring equity”. They argued that “since the poorest of the poor do not get their fair share of the fruits of development, that participation must include them”. On the other hand Gran (1983:2) in Swanepoel& De Beer (1998,P:24) emphasized “that it is the democratic right of people to participate in matters affecting their future and that every adult, whether relatively poor, poor or the poorest of the poor, has a right to be part of the decision-making mechanism affecting his/her development”. The issue is that when people are mobilized to participate in project, they are not there only to make them feel part of the project or to do physical work but they are there because it is their democratic right to be there and to make decisions regarding the project because, it involves their future (Swanepoel& De Beer 1998:26).

To achieve a healthy balance between process and product is not an easy task; both are related in the interest of development. This help to “promote participation that maximizes the efficient delivery of the products and resources needed by the community while increasing their control over them” (Marais, Taylor &Heyns 1998, p: 11). They explained that people delivering the product, i.e. house, community centers, water systems, roads, etc are often frustrated by the participation of the recipients. Marais et al (1998, p: 12) see the “participation of “under-qualified “people as getting in the way of efficient and effective delivery” and that “they often believed they know better than the community on issues related to their field of expertise and wish they are left alone to get on with the job of providing the people with what they so need

and constant delay as communities are unable to make decisions or overcome conflicts as waste of money”.

Marias et al (1998, p: 13) asserts that those who are “process- oriented are not happy on how those who deliver the products in sensitivity”. The damage they do in the delivery of much needed resources in such a way that it divides the community and results in severe conflict, even death. They are of the view of “scarce resources being spent on projects that the community never used or people’s participation and involvement were brought to a sudden end by injection of resources at the wrong time and in the wrong way”.

However, the need for projects or programmes to be identified planned and implemented by expert, people get all product and no process or participation which leads to not understanding the needs of the community and delivering inappropriate resources attain inappropriate time and in other, people get all process and participation but no product”. They emphasized that there are no simple ways to achieve the perfect balance between these two extremes, we keep moving somewhere between them, at times when process must take priority and at other time when it is important to get the resources in place first. It is important to get the right balance which is determined by understanding the particular situation and what needs to be achieved.

Finally, community participation in developmental program, has been used as a political statement in liberating the oppressed in the communities by their forming liberation movements and this has been closely linked to the shift in development process of people-centered approaches than the past production focus. If the people participation developed, the people start to, beliefs in self-reliance, local initiatives, involvement in decision-making and power transfers. As Korten and Klauss (1984) cited in Kotze (2009: 53), community participation in developmental program is considered as a means to promote sustainable social-economic development.

2.3 Models or Approaches of Community Participation

Community participation can be viewed as a process of social change in which the people of a community organized themselves for planning and action to define their common and individual problem and execute with maximum of reliance upon the resources of the community. In this

study briefly discussed, the four different approaches/models of community participation which identified by Fraser (2005, p: 288).

2.3.1 Radical/Activist Communitarians and Transformative Approaches

This approach holds the community in high esteem; it serves as sites of human identification that help subjugated people to survive. It serves as “a place of refuge from aggressive, competitive individualism, where ordinary folk concerned about discrimination, oppression and environmental degradation can meet to discuss common problems and issues” (Fraser 2005:293).

It is associated with Marxists, Fabians, socialist, anarchists, and others who use ideas from critical theory, they priorities activities that seek to radically transform the global social-economic order, according to Birkeland (1999) and Mullaly (2002) in Fraser (2005:293). In radical transform the global social-economic order, in terms of goals, it links personal issues to those that are local, natural and global and it is done in all areas of life where people are oppressed, alienated and excluded from full participation. It means re-distributed on the basis of need not profits making.

The radical/activist or transformative approach sees community participation by state authorities as a “smokescreen to the real issues of injustice not dealt within structural ways but are illusions of progressiveness that domesticate alternative views and re-align them with the interest of patriarchal and neo-colonial capitalism” (Fraser, 2005:295).

In looking at the advantages of transformative /radical approach to community participation, Fraser (2005,p:296) argue that “they relate to attempts to tackle the hard problems of injustice and environmental degradation, focusing attention on “big picture politics” a very clear vision for people interested in social and environmental sustainability”.

In terms of disadvantages of the approach, Fraser (2005, p: 296) implies that this type of approaches ambitious and relatively difficult to institute, considering the profound changes required. It is not appealing to those who do not want to link their local community activity to global politics.

This approach also “alienates many powerful segments of society and many ordinary people who remain unconvinced that there is a viable alternative to global capitalism”. The approach offers limited roles for state authorities and their professionals, and difficult for large bureaucracies to adopt, especially those influenced by electoral politics” (Fraser 2005:297).

2.3.2 Empowerment Approaches and Progressive Communitarians

This approach concept of community signifies the “temporal possibilities of collective sharing resources and decision-making to address social and environmental problems, across natural borders”. This group values “social justice, especially where the direction of the work and the type of process instituted are concerned and as it linked to both environments and people, there may be more emphasis placed on incremental reforms than structural change” (Bishop and Ife2002,cited in Fraser 2005,p:291).

This approach are rooted in “liberal humanism, eco-feminism, post-modernism theory and the main goals of community work is to devise policies and programmes that balance social needs, well-being with environmental protection, address the impact of social inequality, and for most part, this is done without many criticisms made about the impact of multi-national corporations on communities and the expansion of global capitalism” (Washington, 2000, p: 198).

Hendriks (2002:68) said that “Egalitarian, democratic and inclusive in orientates, progressives who use empowerment approaches to community participation often personalize the connections they make with others and try to negotiate differences and/ or conflicts”. Using face to face interactions as well as electronic debates, forums, consultations and juries, conduct research, create and implement plans, including plans to become involved in large scale protest and contribute to wider policy and programme discussions.

The disadvantage of this approach emphasizes “complexities and takes risks forming alliances with other groups that do not necessarily share its value base it is vulnerable to being hijacked by dominant groups’ interest and agendas”. Empowerment approaches are also “potentially problematic for talking about inclusion and diversity but facilitating participation that does little to remedy extreme forms of social disadvantage and environmental destruction” (Fraser,2005,p:292). Many that use this approach are forced to rely on participation from

members of established community groups because sufficient trust has not developed with under-resourced and under-represented citizens. This means that some “citizens” groups remain underrepresented, which Ife (2002) and Mullaly (2002) in Fraser (2005:292) identified as “indigenous and classified as “ethnic minorities”, are young, gay, lesbian, under-employed and reliant on public welfare benefits”.

The advantage of progressive/empowerment approaches to community participation, focus maintenance and its compatibility with the philosophy of social and environmental sustainability. It is used to gather resources and institute rulings for ordinary people, people who otherwise might be at risk of exclusion for bureaucrats with progressive views or leanings and other state office bearers. It has the capacity to deal with anomalies and contradictions without becoming rigid or dogmatic, because it adopts more subtle understanding of power relations (Fraser 2005:293). It is attractive to people who have less faith or interest in completely overhauling the system because it is often less ambitious than radical and transformative approaches.

2.3.3 Technical-Functionalist Communitarians and Managerialist Approaches

Those who subscribe to this approach, look at “community engagement as important but not something that should disrupt the operations of capital” and they view community “as a body of relatively stable, harmonious and connected collectivizes, using the biological metaphor of maintaining equilibrium” (Fraser 2005:289). Verspandenk (2001) in Fraser (2005:290) said that the main goals of this approach are to determine “optimal solutions” with minimal “fuss” and maximum “efficiency”. They seek to institute policies and programmes that are “scientifically proven” to work, they maintain the current social order. They are not averse to overseeing change processes related to re-structuring, re-aligning and re-organizing; they try to “standardize decision-making processes which are unfairly weighted towards those with a great deal of social status, rather than those who have little”. According to Fraser (2005,p:290), using managerial community participation, “participation revolves around expert-driven consultations with community “stakeholders” including market research and used as a way to get others to ratify the views of experts”.

Mullaly (2002) in Fraser (2005:290) asserts that “political problems are usually solved by chosen experts who use technical solutions and participants are usually recruited through well

established and well-respected community groups”. They recruit people similar to themselves rather than ideology. Hollick (1995) in Fraser (2005:291) said that “because of their attraction to authority and order, reasoned debate consisting of written documents and website display, careful stage public forums run by politicians and their bureaucrats and public inquiries conducted over relatively long periods of time”. It relies on top-down forms of governance i.e. compulsory, competitive tendering system and other highly regulated form of community work. They have access to state resources and direct lines mainstream media; they are often keen to advertise “success stories” of community participation through news reports, newsletters and brochures (Fraser, 2005, p: 291).

The disadvantage of this approach is that “it has a very limited capacity to ensure that socially and environmentally sustainable practices are incorporated across the board” (Birkland, 1999 in Fraser, 2005, p: 291). Fraser (2005:291) emphasized the advantages shows that it more efficient and erases conflict, shows neutrality, which is why it attracts the state authorities such as local and provincial governments, large social welfare organizations and established charitable trusts.

This model of community participation are mostly viewed, the ways of lifting the communities out of poverty and help to actualize the aim of the social and economic development on development strategy of the Integrated Development Plan. It is used to improve physical and functional integration, whilst protecting the urban and rural natural resources and asserted through effective environmental management, in order to improve access to opportunities and create them through economic growth and up liftmen communities.

2.3.4 Economic Conservative Approach and Anti/reluctant Communitarians

Ife (2002) in Fraser (2005, p: 289) said that liberalism are the orientation of most anti or reluctant communitarians. This approach looks at the cost-benefit analyses to decipher whether a project, service or programme should proceed, with people usually described as individual consumers rather than citizens. Mullaly (2002) in Fraser (2005:289) said that “communities that do not contribute to profit-making activities are usually ignored”. This approach having faith in top down decision-making processes canvasses for a “strong leader who can make the hard decision, also hope to use it to circumvent opposition, secure government sponsorship to maximize private and generate good public relations, lobby government to provide business with tax incentives

and other subsidies” (Fraser, 2005:289). This approach does not see community involvement as not actual effort and does not value the existence of community supports and does not care about justice or social and environmental sustainability.

In summary, Fraser’s approaches models depends on the values that should be selected and it shows that the way community participation have been administered in our communities from the perspectives of program initiators or administrators whether government, NGOs and other agencies.

2.4 Development Theories

2.4.1 Traditional (Classical Theories)

2.4.1.1 Modernization Theory

According to Dube (1988), the concept of modernization is the response of western social sciences to the many challenges faced by the third world in the decades immediately following the Second World War. Modernity may be understood as the common behavioral system historically associated with the urban, industrial, literate and participant societies of Western Europe and North America. He notes that this system is characterized by a rational and scientific world view, growth and the ever increasing application of science and technology, together with the continuous adoption of the institutions of society to the imperative of the new world and the emerging technological philosophy. On the other hand, Rogers in De Beer (1998) describes modernization as the process by which individuals change from traditional way of life to a more complex, technologically advanced and rapidly changing lifestyle.

The variety of possible ways relating to the countries of the developing world is reflected in the succession of different names such as backward, underdeveloped or less developed. All these terms have their faults for they reflect the Western view of the way a country should grow and change. They suggest that the rich industrialized countries are the most developed and that their way of development is unquestionably the right way, and that it therefore provides the best model of development for all to follow.

The central idea of this theory is that the development logic of economic growth in general and industrialization, in particular, will impel societies towards a particular direction of change (Coetzee, 2002; Hanes in De Beer & Swanepoel, 2000; Alvin 1953). With this paradigm shift, structural change processes, which were fashioned by the Western societies, were introduced to the Third World countries with the assumption that the developing world would develop according to the Western model.

During the imperial regime, the modernization approach was introduced in Ethiopia with a large amount of external finance and technical support from the West. However, this approach was not successful and as a result the country did not progress in terms of economic and social development.

2.4.1.2 Dependency Theory

As the failure of modernization theory becomes more apparent, the idea of dependency theory was developed at the beginning of the 1960's. According to Graaff & Venter (2001), dependency theory is often referred to as Marxist development theory. The basic notion of this theory is to analyze the basic unit of the world economy as an opposite to the modernization theory of that time. This theory argues that underdevelopment is occurring through the exploitation of third world countries by the developed world. Dependency theorists argue that it is the reliance on the international market that led to the domination of transitional capital because of the unusual exchange between core and periphery, benefiting only the core (Coetzee, 2001).

Coetzee (2001) notes that modernization theory failed to narrow the gap of inequalities between the developed and developing countries. According to Burkey (1993), dependency theory has brought socio-economic dependency and this resulted in underdevelopment on the periphery because the centre controlled the balance of economic and political power.

The introduction of socialism to some of the African countries such as Ethiopia, Tanzania and Mozambique was to ensure economic progress by applying the principles of the Marxist dependency theory. However, it failed to attain the short, medium and long-term development objectives in those countries.

Ethiopia has passed through three political regimes, which include the imperial regime; socialist regime and the current government led free market economy. The imperial regime, which ruled the country up to 1974, had pursued pro capitalist and pro feudal policies. The socialist military regime took over the ruling role from 1974 to 1991 and hoped to bring about social and economic transformation in the structure of the national economy (Fitamo, 2003). It was during this stage that the principles of the dependency theory were adapted into the Ethiopian economic policy.

However, the outcomes of both socialist and imperial regimes were unsatisfactory. The country has not benefited from the attempts of development using moderation theory and dependency theory during the last two regimes and the nation's development suffered, trade and investment declined and poverty increased. The current government of Ethiopia is following a pro-capitalist and market derived economic policy in order to stabilize the national economy and to bring a dynamic economic growth in the country (ECA, 2002). Yet, there is a very strong need to search for better alternative development approaches in order to address the poverty in the region and ensure sustainable progress.

2.4.2 Alternative Theory (Approaches)

According to Oakley (1991) and Burkey (1993), the deep dissatisfaction with traditional development theories leads to an examination of the notion and the purpose of development and towards a search for alternative approaches. According to these authors, such approaches should focus on sustainable development and people-friendly growth in terms of its relevance to satisfy the needs of the poor.

According to Onimode (1992), the ideology of classic economic development based on a preoccupation with growth has continued to fail in many African countries. It has brought many economic and ecological crises and has been unable to solve the problem of abject poverty. Alternative strategies should therefore enhance the quality of life for the largest number of people and abandon preoccupation with the material standard of living of the elitist few. Suliman (1990) argued that the shortcoming in economic and social performance in Africa over the last decade is the result of not only misguided approaches to development but also due to institutional crises. This author further claimed that self-government and self-reliance should in

no way encourage an isolationist tendency on the part of nations or local communities. Rather, it should be understood as a process of increasing decision making, social creativity political self-determination, a fair distribution of wealth and tolerance for the diversity of identities so that self reliance becomes a turning point in the articulation of human beings.

The alternative development approach focuses on participatory and people centered development. This paradigm calls for an integrative approach whereby all development actors such as government and civil society, including non-governmental and community-based organizations, play a role in development. Further, it seeks to involve ordinary people at grassroots' level in view of the local community being given the opportunity to participate in projects, have the capacity to plan, implement and manage their own development. This approach enables the community to build their own capacity, self-reliance and ensure sustainable development (Fitamo, 2003; De Beer & Swanepoel, 2001; Burkey, 1993).

However, De Beer and Swanepoel (1998) draw attention to the fact that research does not provide much information relating to organized communities taking part and succeeding in community development efforts. They note, though, that there have been numerous attempts to involve the community, but these attempts regularly end in failure. In this connection, I argue that if genuine participation, with the active involvement of all stakeholders had been used at the local level, sustainable development would have been ensued. The following people centered approaches briefly discussed.

2.4.2.1 People Centered Approach

The People Centered Development (PCD) approach stresses the participation of the majority, especially the previously excluded components such as women, youth and the illiterate in the process of development (Roodt, 2001). According to De Beer and Swanepoel (2001), the people centered development strategy builds on the participatory and learning process approaches. The components integral to a people centered approach include

- Popular participation in development
- The need for sustainable development

- The support and advocacy of the people's role in development by the bureaucracy, NGOs and voluntary organizations.

In the light of the above, people's roles become clear and the empowerment strategy can be defined. In this connection, Korten, as discussed in De Beer and Swanepoel (2001) describes the process of people centered development as the members of society increase their potential and institutional capabilities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life consistence with their own aspirations.

The people centered approach, unlike the classical western approaches, places the community at the centre stage of development. Within this context, development practitioners simply play the role of facilitators, while the communities take control of the implementation of their own projects. It is a bottom-up approach, views the communities as people with potential and with the capacity to manage their own development. Above all it encourages involvement of all stakeholders relevant to the development process (Fitamo, 2003). It further recognizes the skills and resources of the local people as well as the utilization of external resources. Eventually the ultimate goal is empowerment, self-reliance, and community ownership and project sustainability.

2.4.2.2 Participatory Development Approaches

De Beer & Swanepoel (1988) refer to participatory development as the co-operation, mobilization of communities or involving communities in the execution of development plans. This philosophy is built on a belief that citizens can be trusted to shape their own future. Participatory development uses local decision-making and capacities to steer and define the nature of an intervention. Participatory development encourages grassroots organizations to become partners in the development endeavor.

Moreover, this approach emphasizes the importance of the inclusion of people, partnerships, the sharing of power and responsibility and empowerment (Dennis cited in Fitamo, 2003). As he identified, there is a growing interest of the peoples to use Community Based Organizations (CBOs) like *eddir* or traditional social insurance organizations, *ecub* or economic functions, *debo* or labour sharing associations as channels of development intervention to alleviate poverty and

ensure sustainable livelihoods within communities. Within the Ethiopian context, a range of activities such as savings and credit, agricultural input supplies, natural resource conservation, and health care are being channeled through CBOs. In Ethiopia, Development Program is shifting its strategy towards a participatory development approach as a preferred alternative approach for effective community development. Hence this research will investigate the role of communities in Developmental Programs in light of community participation and projects sustainability. The findings will enable the researcher to draw conclusions and make recommendations about the facilitative role of the implementing organization and the collaborative effort of the target beneficiaries in taking initiatives to shape their own future to release themselves and their communities from poverty.

A. participation

Participation in development is broadly understood and used in various ways. Oakley (1991) and Burkey (1993), noted in Penderis (1996), maintain that participation is primarily an umbrella term for a new form of development intervention and refer essentially to a self-transformation process and proactive 'learning by doing'. In other terms, genuine participation in developmental programs, it develops to the society the power to influence the decisions that affect their lives. This view maintains that poor and marginalized people have the power to influence the decisions that affect their lives. As Sanderson and Kindom (2004) clarify that participation creates a specific type of knowledge within a participatory development discourse. Rational decision-making exercises positivist judgment and solution finding activities emerge from these participation processes. Paul in Penderis (1996), views participation as a voluntary contribution in planning projects including participation in decision making, in implementation of projects, in monitoring and evaluation of development programs and in sharing of benefits.

In terms of participation, Robinson (1994:34) notes that successful project intervention is related to a number of related variables; none of which in isolation is sufficient to achieve project objectives. Successful intervention of projects depends on genuine participation, strong and effective management, as well as skilled and committed staff. The importance of beneficiary participation in the planning, decision-making, implementation and evaluation of projects is crucial. Projects most likely to succeed are those where objectives correspond to the priorities of

the poor, and where the intended beneficiaries are regularly consulted and involved in decision making at all stages of the process. However, research experience shows that real participation is difficult to achieve and has not yet obtained its rightful place in the process of development.

B. capacity building

Capacity building refers to strengthening people's capacity to determine their own values and priorities, and to organize them-self's to action (Eade and Williams, 1995). Therefore development is the process by which vulnerabilities are reduced and capabilities are increased (Eade, 1997). The aspect of capacity building is linked to empowerment and it can be characterized as the approach to community development that raises people's knowledge, awareness and skills to use their own capacity. This enables beneficiaries to understand the decision-making process and to communicate more effectively at different levels and stages. In this regard, community participation would help in building the capacity of beneficiaries in relation to community development projects. Thus beneficiaries may share in the management tasks of the project by taking on operational responsibility for different segments themselves (Paul, 1988). Developing the capacity of beneficiary could also contribute to the sustainability of the project, beyond the disbursement period, due to an enhanced level of beneficiary interest and competence in the management and implementation of their own projects.

Mayer (1994) argues that without capacity building, communities are merely collections of individuals acting without concern for the good, and are without the necessary ingredients required to develop a healthier community. Therefore, capacity building at the grassroots level is geared at promoting and empowering the local communities so that vulnerable and marginalized groups can gain new skills, which they can then apply to promote sustainable development within their communities. Thus a capacity building approach to development involves identifying the constraints that women and men experience in realizing their basic rights and finding appropriate vehicles through which to strengthen their ability to overcome the causes of their exclusion and suffering (Eade, 1997).

C. Empowerment

Empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. For poor people freedom is severely curtailed by their noiselessness and powerlessness in relation particularly to the state and markets (Narayan, 2002). Similarly, the World Bank refers to empowerment as the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control and hold accountable institutions that affect their lives. It categorizes empowerment into four key elements such as access to information, inclusion/participation, accountability and local organizational capacity that must underlie institutional reform.

According to Naraya (2002), empowering poor men and women requires the removal of formal and informal institutional barriers that prevent them from taking action to improve their wellbeing individually and collectively.

The concept of empowerment is central to social and community development. According to Ife (1995), empowerment is aimed at increasing the power of the disadvantaged, marginalized women, men and children. Empowerment should focus on human capital development. The basic objective of human development is to enlarge the range of people's choice to make development more democratic and participatory. These choices should include access to income and employment opportunities, education and health, and a clean and safe physical environment so that each individual should also have the opportunity to participate fully in community decisions and to enjoy human, economic and political freedoms (UNDP in Rist, 2002). The principle of empowering stipulates that people participate because it is their right. Participation means involvement in decision making and having the power to make decisions and it is through participation that people become empowered (Swanepoel, 1997). Empowerment, therefore, is empowering or enabling the beneficiaries to make informed decisions on matters that affect them. If people are empowered, they release their potential and energy and through this create their own version of development. It is through this process that the poor majority can start to deal with their situation in terms of poverty reduction and take control of the issues that impinge on their quality of life.

Through empowerment communities can build social capital. In this regard, Baas (1998) refers to social capital as cohesion, common identification with the forms of governance, cultural expression and social behavior that makes society more cohesive and more than a sum of individuals. The core element of any participatory institutional development approach is the launching of small local self-help groups organized around self-help income generating activities and locally available skills. The promotion of self-help structures is an important tool of empowerment and increases the participation of the poor in decision-making and access to assets and services. This implies that any community development oriented organization at local developmental programs should evaluate their development services in terms of the above parameters.

D. Sustainable Development

According to Trzyna (1995) the term “sustainable development” originated in the 1970s and promoted in the 1980s. Since then it has become an important concept. History reveals that in the past, development had focused on capital accumulation and expansion of industries. Since the early 1980’s the issue of sustainable development has become a growing concern as a result of the global environmental crisis. A range of authors (Swanepoel and De Beer, 1998; Hoff, 1998 ;) note that sustainable development is development that meets the need of the present without compromising the ability of future generations to meet their own needs.

As Burkey (1993) state that, sustainability refers to the need for the careful use of renewable and non-renewable resources, in a way that would not hamper the need of future generations. Building on this definition, Ife (1995) sees sustainability as maintaining a system so that resources can be used at the rate that they can be replenished. Beker and Jahn, in Fitamo (2003), conclude that sustainable development imposes a strong commitment to action directed towards reshaping the relations between human beings and the environment.

On the other hand, and within the context of this study, sustainability can be referred to the maintenance and continuance of economic and social development projects in different communities. The sustainability of any project that is initiated to meet the specific needs of the local poor communities will depend on the level of community participation in project planning, implementation, evaluation and decision-making. There should be collaborative efforts at all

levels where the facilitators and the local communities have to work hand in hand so as to ensure its sustainability in the future. The mutual interaction between community members and the facilitators binds and sustains the projects.

2.5 Reducing Poverty through Community Participation and Development

Community participation, poverty alleviation and sustainable development are the points of analyzing in this paper and discussed as follows:

2.5.1 Concept of Poverty,

Poverty has comprehensive concepts and difficult to give of a single definition, because there is no all-encompassing definition of poverty. Poverty is a social construct, so its definition varies according to whoever formulates the concept. However, besides the diverse and various definitions that been have given by scholars, there is consensus that the poverty that prevails in the lives of the poor is very hard to imagine (Chamber, 2003). In reality, poverty can be observed by physical weakness due to malnutrition, sickness or disability. It also creates social isolation and results in powerlessness and hopelessness (Chambers, 1998). Moreover, it causes depression and psychological stress in the minds of poor individuals.

According to the World Bank (2001), poverty is categorized as both absolute and relative. Absolute poverty is described as a lack of basic security, the absence of one or more factors that enable individuals and families to assume basic responsibilities and to enjoy fundamental rights. On the other hand, Walkins (1995) notes that relative poverty is used in terms of particular groups or areas in relation to the economic status of other members of the society. Poverty results from and even consists of a lack of basic securities, which include financial resources, but also education, employment, housing, health care and other related aspects. When the consequences of this insecurity are severe they lead to deprivation in new life areas (Burkey, 1993).

Poverty in Ethiopia is prevalent in both rural and urban areas. According to MOFED, 2002, more than 46 percent of the population is living in absolute poverty or below 2 dollars per day. In Ethiopia, rural areas account for 85 percent of the country's population, and the majority of rural people live in abject poverty. Urban areas also exhibit a high incidence of poverty. Socio-

economic indicators also reflect poverty to be wide spread throughout the country. The EEA (2002) indicate that in 1994 life expectancy at birth was 50.6 years of age, the infant mortality and child mortality rates were 118 and 173 per 1000 respectively, and the maternal mortality rate was 700 per 100,000. Illiteracy rates in 1995 were about 77 percent for females and fifty-five percent for males, and the gross enrolment rate at the primary level of education was only 23 percent in 1993.

While the magnitude of poverty is immense, there was an indication of absolute poverty decline during the 1990s. The six poorest drought prone villages survey result of 1989 and 1995 indicated that the level of absolute poverty was decreased from 61.3% in 1989 to 45.9% in 1995 (MOFED, 2002). Similarly, there has been a marked improvement in primary education, with the gross enrolment rate increasing from a peak level of 35 percent in 1987/88 to 45.8 percent in 1998/9. However, despite some progress, there is no significant change in poverty reduction.

2.5.2 Reducing Poverty through Community Participation

Contemporary development approaches perceive community participation as one of the key ingredients for poverty reduction. Effort to stimulate community development through participation is to address the increasing poverty and disempowerment that accompanied the modernistic development discourse (Bryld, 2001). The intention of community participation in development policy and practice is to promote the active engagement of individuals working in collectives to change problematic conditions as well as influence policies and programs that affect the quality of their lives or the lives of others (Mansuri and Rao, 2003).

Community participation is assumed in policy circles as the main channel for the active involvement of community members in shaping the outcomes of the development projects. For Kaufman and Alfonso (1997), effective community participation may lead to social and personal empowerment, economic development, and socio-political transformation. The potential of community participation in reversing power relations and providing the poor with agency and voice is well noted in the development literature. As such most development projects are expected to have some modicum of community participation revealing the widespread appeal for community participation in contemporary development thinking and practice.

Community participation is a widely used concept in development policy and practice (Cornwall, 2008). Community participation in development practice puts emphasis on getting community members involved in the entire planning process from project initiation to closure (Skidmore et. al., 2006). Structures of community participation create social capital for community engagement as well as motivate people to get involved in the affairs of their communities. The role of community members in shaping the outcomes of development projects is critical for the success of development intervention and possibly for poverty reduction.

The empowering effects of community participation in poverty reduction manifest at the individual and collective levels. At the individual level, giving people the knowledge, skills and confidence to address their own needs and advocate on their own behalf improves their capacity for collective. Participation in collective action gives individuals the resources to exercise agency through voice (Barry, 2007). Empowering people through capacity building increases the likelihood of their participation in community activities. Increased levels of empowerment allow the community to have influence over things that matter and obtain power over decisions, enabling them to move from powerless, non-participants to active and effective citizens. Community empowerment goes beyond consultation and information sharing and offers the possibility for active involvement in the decision-making process.

In Ethiopia, since 1992, Ethiopia has been implementing economic policy geared towards securing and sustaining higher economic growth levels and poverty alleviation. Adjustment policies focused on liberalization of prices and markets, elimination of subsidies, reduction of tariffs and current account convertibility. This was buttressed with fiscal discipline and non-expansionary monetary policy.

The relatively favorable policy environment created by economic reform, coupled with macro-economic stability, refreshed the domestic private sector, which was suppressed under the previous semi-socialist military government (MOFED, 2002). Smallholder farming families are the focus of the economic development. Besides, agricultural extension of farm income generating activities has been launched with the collaboration of governmental and non-governmental organizations in most parts of the country.

2.6 Challenges of Community Participation

There are several factors that hinder/ challenges of communities' participation in their local developments .Majors of those challenges discussed as follows:

2.6.1 Lack of Financial Capacity or Economic Power

Financial or economic power plays an active role in developing the communities and for them to gain access to resources is necessary for effective participation. The weak economic power or release themselves and their communities from poverty. Financial positions of the rural, informal settlements, townships even the urban poor communities only reduce their capacity to participate in developmental programs (Kakumba&Nsingo2008:116). Economic growth without creating jobs and income inequality could induce participation apathy on the citizen and there is need for redistributive economy especially to the rural and other disadvantaged areas. As Davids et al (2005, p: 221) identifies that, the opinion that the local people's ability to practice sustainable development on their lands has been limited by economic, social and historical factor.

2.6.2 Political Factors

Participation in developmental programs cannot survive in the absence of political tolerance. Participation in development programs in the community may be influenced by attitudes and perceptions of the local people regarding their representatives and also the need to encourage people at the grass root level to participate and the representatives to provide tangible outcomes such as affordable quality services(Hussien 2003,p:278). Participation according to Galvin et al (2009,p:14) is the "cornerstone of accountability where by officials, politicians and users all have a responsibility to ensure the decisions are sound, workable and abided to".

Lack of political commitment on the side of the central government towards effective devaluation of powers obvious in the constant control and meddling in the functioning of local government units and this situation may worsen the degree of stability, decentralization, and free enterprise system of the local government (Kakumba&Nsingo 2008:115).

2.6.3 Lack of Information and General Knowledge

The desires to know about and have access to information about government programs and services are what most communities' lack. Galvin et al (2009,p:14) were of the view that “effective participation means that all participants must be informed, must hear and respect the view points of others, so that together they can make decisions that meet the specific needs within the realities and constraints of the situation”. Dukeshire&Thurlow (2002,p:3) asserted that rural people feel that there is a lack of access to information about programs and services initiated by government and the difficulty in obtaining general knowledge on government policy.

Local knowledge is critical to informed decision making and only local people who understands the local complexities can help to effect participation, it is inevitable that their voices, ideals, fears, aspirations and concerns must be accommodated and put into use. Davids et al (2005,p:115) agreed that “the participation of people in telephone interview, answering questions from questionnaires and other types of public participation, there was need for information, education and communication (IEC) materials and appropriate strategies to reach out to the community”. It will enable them to contribute and be involved from every stage of the program.

2.6.4 Lack of Supportive Policies and Incentives

People will boost participation if the government policies and programs are consistent, it will be supported. This could be attained at the local level by “retraining and re-orientating local government officials to become changed agents at the grass roots where they will work as partners with the people in implementing and planning of the programme”(Theron 2005,p:129).

Incentives being provided by government or the facilitators could trigger effective participation. Kakumba&Nsingo (2008, p: 118) asserts that the pathetic socio-economic position of the people obstructs them from meaningful participation. There should be provision of stipends for participants no matter how small it is, thus, it could enable them to participate. Mitlin& Satterthwaite (2004, p: 114) observed the need to improve the socio-economic conditions of the poor population, with a special interest in women and vulnerable groups through incentives. This is also realized by policy supportive.

2.6.5 Lack of Periodic Monitoring

Theron (2005, p: 130) agreed that development could only be supported and sustained if the public are allowed to monitor the development programs and projects, involves starting from the planning. To form an ideal should be with local settings including implementation in their mind on how participation should be with local settings including implementation of the programmes. The person having been part of the decision making and action takes care in monitoring of the programs and to offer innovative ideas to improve on it in time. The facilitators either government or non-governmental organizations, even other agencies should ensure periodic monitoring of the programmes and projects initiated in the communities to protect it from theft, vandalism and the beneficiaries would be keen to protect it.

2.6.6 Lack of Time Constraints

Lack of quality time mostly on the part of employees/ workers to get involved and contribute to development of the community has been one of the major obstacles for effective participation. People need to have quality time to interact and network so as to be acquainted with programmes initiated for the community's. Peacock (2010,p: 9 &24) observed that time constraints prevented people's participation in training programmes and that time shortages affects their households and community interaction. This view is supported in a study on employment status, "that from a labor market perspective; the relation between employment and participation can be explained by a choice issue based on time constraints" (Renaud, Lakhdari, and Morin (2004:730).

2.7. Experiences of Community Participation in Local Developments in Ethiopia

2.7.1 Introduction

Although it is difficult to compare the governmental structure of different régimes; because, those regimes have their own experiences and practices. These regimes are, the Imperial, the *Derg*, and the current Government, it can be said that the trend of Ethiopian Governments is towards pushing its own tentacles to the lowest possible unit of the society. The Imperial State depended on the various forms of ruling that extended to power sharing at local political level (Helland 2004) and the lowest Government structure was *woredas*. The two subsequent Regimes have in various ways increased and intensified state penetration down to *Kebele* level in the *Derg*

Regime and to go and Government team level in the current Government (Helland 2004). Helland argues that, the move of the government structure down to the lowest unit particularly during the *Derg* Regime had challenged civil society organizations. However, in many of the Ethiopian community, the State structure at best operates in parallel with well-established indigenous institutions (*yehagershimagle, iddirs and etc*). These indigenous institutions are clearly outside both the state and the market which can be more effective in functioning civil laws, management of natural resources, mutual assistance and self help activities that are major area of intervention by development actors (Halland 2004).

Rural development projects and programs in Ethiopia have been characterized by top down imposition (Orgut/Dangro 1996). According to Orgut/Dangro, this is because of different macro level factors among which recurrent drought, uncontrolled population growth, inappropriate land use policy, shortage of land and landlessness, poverty and state violence operate together to create a political atmosphere that is highly centralized that did not give chance for other stakeholders. Beginning towards the end of the *Derg* Regime, a number of development programs have been attempted to work on participatory orientations.

Following the downfall of the *Derg* Regime, the current Government has explicitly stated in the Federal Constitution Chapter 10 Article 89 no. 16 that the Government shall at all time promotes the participation of people in the formulation of policies and programs (The constitution of FDRE 1995). It shall also have the duty to support the initiative of the people in development endeavor. Moreover, the current reorganization and decentralization of the State structure down to *woreda* level and the political will for participation of people can make efforts of development interventions more participatory, flexible and able to exploit the advantages of local organizations. This can be fruitful if the development partners have the initiative of making it participatory.

Community' participation in development process in Ethiopia is traced back to the 1974 drought. It was at this time that farmer's mobilizations were started to construct physical soil and water conservation structure through Food for Work Program (Lakewet *al.* 2000). To diminish this drought peoples should participated in environmental conservation from degradation and becomes food secured was the time of initial community participation. In this time, without any

socio-economic and socio-cultural assessment, efforts and resources were channeled to water shade planning and implementation that emphasized on the technical solution and top down mobilization campaign supported by Food for Work Program (Lakewet *al.* 2000, Yeraswork 2000, Gahi and Vivian 1995). Although these programs covered a large area of water shade, the efforts ended up with glaring failure for its inappropriateness that ignore the socio-economic and institutional set up of the localities (Orgut/Dangro 1996).

On the other hand the number of NGOs in Ethiopia before the 1974 famine was very few – less than 30 NGOs. However, in case of drought the number of NGOs from the west to take up emergency work in the country and many remained in the post-famine period to undertake various rehabilitation and development efforts. The number of NGOs increased since then – from less than 30 to 100 by 1990s (Kassahun, 2002).

The political will of the Government, increasing the number of NGOs at different levels, and also community participation increases in different local development programs and this also help to develop to the communities the potential to impacts poverty at their local and as well as a national level have a potential impact for increasing use of participatory development mechanisms at different level and approach. Some of the Community participation in Ethiopia in both NGOs and Government experiences are presented as follows.

2.7.2 Government community Participatory Experiences in Local Developmental Programs

2.7.2.1. Local Level Participatory Approaches (Experiences):

In response to the drought incident of 1974, there was an attempt to mobilize affected farmers to construct structures through Food for Work Program (Lakewet *al.* 2000). Soil and water conservation technicians determined the planning and implementation approach in soil and water conservation without consulting the surrounding peasants. Review, however, disclosed that the approach had affected the chance of trust building and partnership with farmers, which were manifested in the destruction of the structure and lack of willingness of the community to maintain it (Betru 2002, Lakewet *al.* 2000, Yeraswork 2000). That kind of soil and water conservation approach was abandoned and a minimum planning scheme, latter developed into Local Level Participatory Planning Approach (LLPPA), was started (Lakewet *al.* 2000,

Orgut/Dangro 1996). The minimum planning methodology was developed by the end of 1989 by Food and Agriculture Organization in collaboration with the ministry of agriculture. In 1993 the Ministry of Agriculture Natural Resource Development and Environmental Protection devised LLPPA as a guideline to undertake projects in Ethiopia.

Orgut/Dangro (1996) have pointed out that LLPPA is grounded on the principle that conservation based land use planning must benefit from the best of two worlds: one from the Development Agents (DAs) technical skill packages and the other from *woreda* expert, local *Kebele* chairperson or other position holders of community representatives, who identify farmer needs, problems and suggestions. LLPPA adopted a number of participatory techniques such as local mapping, problem ranking, transect walk and many other PRA tools which encourage the community for active participation (Betru 2002).

In principle LLPPA is undertaken according to Orgut/Dangro(1996,) in the following procedure:

1. On the basis of agro climatic zone and socio-economy of the surrounding area, a representative community as a unit of planning process is elected.
2. Initial meeting with the community or target group is conducted during which the planning process is described and the needs for commitment of the group are stressed and planning team is elected. The team is composed of DAs, *woreda* experts, local *kebele* chairperson, or other position holders, community leaders, farmers, religious leaders and women farmers.
3. DAs carryout the problem identification and description of target area with the team by using questionnaires and other PRA tools.
4. Soil and water conservation based development measures are selected by bringing together the farmers problems and priorities with the result of the field survey on landscape condition, soil and land use. LLPPA initially advocated by World Food Program (WFP) was widely applied throughout Ethiopia in WFP projects, as well as in those implemented by other agencies. Ministry of Agriculture (MoA) had adopted the approach which used for all community based work. The MoA uses different approaches in agriculture and extension services.

The approaches being used have been modified and adopted through time. The approach currently used by MoA is the Participatory Agricultural Demonstration Extension and Training System (PADETS), which is operational since 1995. This approach was adopted from Sasakawa Global 2002 extension strategy initiated in Ethiopia in 1993 by Sasakawa Africa Association in Sasakawa Global of the Carter Center (Belay 2003, Habtemariam 1997). The objective of PADETS is increasing production and productivity of small scale farmers through research generated information and technologies, empowering farmers to participate actively in the development process, increase the level of food self sufficiency and so on (Belay 2003).

However, the study by Belay (2000) that covers the Amhara, Oromia, Tigray and South Nations, Nationalities and People Region State has revealed that the extension work in the country has not been participatory because the programs and policies have been formulated without considering farmers' opinion and their indigenous knowledge system. Moreover, PADETS limited coverage; short of land and finance by potential beneficiaries to take part in it and involvement of extension agents in non-extension activities are found to be the most important barriers to the adoption of modern agriculture inputs, and less farmers' participation (Belay 2000).

2.7.2.2 Woreda Level Decentralization and Participatory to Developmental Programs:

The 1994 Ethiopian Federal Constitution paved the way for decentralization initially to regional level with an intention of extending it to woreda level. This has initiated a new kind of participatory planning at local level (Handing ham 2003). Block grants have been started to be given to *woreda* since 2002 as a means of empowering local community, democratization and improving service delivery. Handing ham (2003) has found out that, following the decentralization process, different institutions – government team, sub - *kebeles*, *kebeles* and *woreda*– are involved in planning. Planning is undertaken annually. It indicated that planning process initiated at local level (government team or sub *kebele*) is performed under a series of community consultation. This is aimed at identifying the problems facing communities and ranking these problems in order of priority until it is completed at *woreda* level. This process is assisted by DAs. According to Handing ham (2003), the priority lists developed at local level are sent up to the *kebele* where *kebele* officials with DAs consolidate them into a single priority list for the *kebele*. Again at *woreda* level, *kebele* priorities are aggregated and segregated into

sectoral groups by finance and economic development office and passed on to the concerned sectoral desk and finally form a *woreda* plan. It has been found out that the merging of priorities undertaken at different community level reduces the involvement of people at grass root level to the extent of problem identification. The actual planning and decision making is made at *woreda* level. Therefore, it can be said that community involvement at *woreda* level due to decentralization is limited to consultation at problem identification level. They neither do have any kind of involvement in the actual planning nor in the evaluation process (Hangingham 2003).

In principle it is indicated that *woreda* councils – the highest body at *woreda* level – holds quarterly meeting with gets. The quarterly meeting is intended as a feedback mechanism to the people over the outcomes of their need identification and prioritization exercises. Yet, this is not fully realizing communities' participation to identify the problems from initial.

2.7.3 NGO's-Participatory Experiences in Local Developmental Programs

Since 1985, different NGOs experiences in Ethiopia in community participation. They operate in different settings. Urban and rural, have different objectives and approaches, and insure different level of community participation. Some NGOs do have neither special approach to solicit real community participation nor they seem to have a real understanding of what community participation is all about. The followings are some of NGOs at local experiences in developmental program participations:

A. Care Ethiopia *Borena* Pastoral Water Development Project:

It was launched in 1985, run by Care Ethiopia and completed in 1993. Care Ethiopia has started its operation initially to relief and rehabilitation. It takes community participation as community mobilization for free labor and local material contribution for precooked development intervention. This– mobiles' – approach to development projects cannot be categorized under the new rethinking of participation as argued by Yeraswork (2000, p: 37). Because, only to mobilize for the contribution of labor and materials unless nothing for the other features. A study by Abraham (2002) on *Borena* Pastoral Water Development Program has found out that the participatory development message has never been integrated into its activities, and as a result,

operational interpretations of the approach have remained quite unsuccessful. Therefore it is non-participatory development program.

B. The Red Cross Society's Upper Mille and *Cheleleka* Catchment Disasters Prevention Program:

It was a local NGO's and started its operation since 1984/5 and completed in 1993. The location of this NGO's was South Wollo Zone. Its major objective was integrated conservation based rural development program whose major components were water resource development, improved crop production, land management, community health, and disasters prevention through establishment of grain stores. It claims that it had been practicing real participatory planning using those Participatory Rural Appraisal (PRA) tools. But in actual sense it was using the normal Ministry of Agriculture activities and extension system of the period at *kebele* level that was of purely top down and communities' views was completely ignored (Yeraswork 2000). In case of its program top down, the resource conservation practices were underwent by avoiding grievances from Peasant Associations and dwellers. The program used peasant association leaders that functioned as an arm of the State and when some leaders wanted to comply with the ideas of the community and tend to resist the conservation activities the program enforced them by saying that they would report to the next higher body if peasant association leaders resisted.

C. Merry Joys local experiences:

It was local NGOs and established 1994. The project was located in Addis Ababa. Its objectives were operates on health, HIV/AIDS, environmental sanitation, education, social promotion and micro credit. According to Helland (2004), community participation in this NGO is institutionalized through joint committee formation from the NGO, *kebele* administration, and Community Based Organizations. The joint committee – Community Development Committee – is composed of *kebele* chairperson, *Kebele* development committee, and local *iddirs*. The community members elect the members of the committee in a big meeting. This committee is responsible to participate in strategic planning of the NGO, and in the entire cycle of project activities. It assesses *kebele* problems, prioritize area of intervention, and mobilize community resources. It also screens beneficiary children for the non-formal education and women for saving and credit services. The NGO was working with 32 local *iddirs*. It has been revealed

during evaluation that the *iddir* is the right point of intervention for many reasons chief among which are the following (Helland 2004):

1. The monthly *iddir* meeting serves as forum for education about HIV/AIDS, reproductive health, and child right; and to directly communicate with the dwellers.
2. Interventions with such indigenous institutions will be efficient, successful and sustainable provided that it is participatory and build the capacity of CBOs.
3. *Iddir* leaders have great influence to mobilize community's resources as each household belong to at least one *iddir* and has informal sanctions levied on non-participants.

D. Multi-Purpose Community Development Projects (MCDP):

MCDP is another local NGO engaged in urban community development work in Addis Ababa, founded by Ethiopian voluntary professionals in 1995. It operates in three *kebeles* of *Woreda* 8 in Addis Ababa. The activities of this NGO include provision of non-formal education for trafficked children, construction of communal latrine and kitchen, construction of public library, and provision of credit services.

Hellands (2004) has found out that structure of community participation in the project is different from Merry Joys NGO's. The MCDP established its own structure at different levels of the community that is made up of the following:

1. It has Neighborhood Groups composed of 25-40 households represented by one contact person.
2. Every five Neighborhood groups form the next higher structure called the Zone, and three to five Zones form the highest participatory structure at *Kebele* level.

In this NGO's, all the individuals at Neighborhoods, Zones, and *Kebele* level are elected democratically. The *Kebele* Development Committee Members and MCDP program staff form the highest organ of the structure established at each *Kebele* level. Accordingly, the Development Committee Members oversee and participate in the entire project activities including in the evaluation phase.

The Committee mobilizes community's resources, select credit and non-formal education beneficiaries, and lobby city Government Officials for securing free space for some constructions. The community structure is organized in a way that different duties are assigned for different groups at different levels. It is also indicated that community representatives at different level are those who are working in different positions in *iddirs*. One impressive feature of the MCDP is that community participation institutionalizes children participation through Children Development Committee and reacts upon their needs.

However, when we look at participation from the side of different community groups, the evaluation report does not say anything about women representation. Moreover, the length of time the committee will be in power, rotation of leadership, training to upgrade technical and managerial capacity of the committee members and support to strengthening institutional and financial capacity of organization did not receive much attention. But institutionalizing participation of children in MCDP projects is a new beginning because it is a step forward to recognize and take into account the interest, views and priorities of children in local development.

E. Sasakawa Global 2002 extension strategy:

This was initiated in Ethiopia in 1993 by Sasakawa which is an Africa Association in Sasakawa Global of the Carter Center. Its objectives is increasing production and productivity of small scale farmers through research generated information and technologies, empowering farmers to participate actively in the development process, increase the level of food self sufficiency and so on (Belay 2000). At this research area, this experience is widely known until. Its approaches are the Participatory Agricultural Demonstration Extension and Training System (PADETS), which is operational since 1995.

However, as identified or researched by Beley (2000) in different regions of Ethiopia, it has not been participatory because the programs and policies have been formulated without considering farmers' opinion and their indigenous knowledge system. Moreover, PADETS limited coverage; short of land and finance by potential beneficiaries to take part in it and involvement of extension agents in non-extension activities are found to be the most important barriers to the adoption of

modern agriculture inputs, and less farmers' participation (Belay 2000). Though, this is also true at the research area.

2.8 Summary

Relevant literatures dealing with the observable fact of community participation in developmental programs and concepts of participation and development have been expansively reviewed to give better appreciation of the community participation development programs in their local areas, its characteristics, dynamics and impacts on participation in developmental programs effectively discussed.

Different participation approaches which identified by Fraser (2005) discussed in a brief way and various developmental theoretical orientations which aided proper evaluating the community participation in developmental programs have been examined. Reducing Poverty through Community Participation and Development discussed. This means how community participation impact on poverty reduction is discussed as one of the major outcome of community participation. Also the major factor that challenges the community to participation in different developmental programs assessed in different angles.

In Ethiopia community participation in development experiences, especially at local levels identified and discussed. These experiences identified particularly some government and NGO-Experiences to participate the communities in different local developmental programs with the empirical data events discussed. This discussion helps to identify the practices of community participation in different developmental programs in their local areas as a country. From these discussions the idea reflects in Ethiopia, in recent days, both the Government as a development partner and other development partners are learning on how to make development interventions more participatory. It has been observed from the cases reviewed that development partners are using various tools and techniques to involve community in development process. It is possible to point out from this review that local NGO which are principally small in size and limited in their intervention components are more participatory mainly because they are flexible and can move down to the grassroots level very easily. Those NGOs which are found to be more participatory are small in size, organize community or use the existing community based organizations as area of intervention for the projects, operating in urban and rural setting where

virtually all people can be reached through *iddirs*, and more articulated and, experienced people are available.

On the other hand, although the current Government is making its administration and development interventions participatory through decentralization and participatory planning, as compared with that of the *Derg* Regime, it is at its infancy and much is lacking both in its approach and process of making interventions successful. For instance, in the case of PADETS, it is revealed that (Belay 2003) the structure itself does not consider the knowledge and experience of the community, and DAs are not well familiar with the different participatory approaches, they are small in number and are also involved in different activities. Besides, there is also high turnover of *woreda* officials; farmers do not have the financial capacity to take part in extension packages, the beneficiaries of extension packages are not organized, and no local community organizations used as a means for institutionalizing community participation (Belay 2003). The decentralization and participatory planning that is structured at different level of the community is jeopardized by aggregation of priorities at different levels until it reaches to the *Woreda* level plan.

Therefore, the Government organizations can make use of community based organizations and NGOs in development interventions since the later can have better experience in participatory development and in flexibly adjusting to the local conditions. With this recognition, government sometimes allows the involvement of NGOs in participatory planning at *got*, *kebele*, and sub *kebele* level (Handing ham 2003). But this does not necessary lead us to the idea that NGOs or other development actors should operate independently to increase community participation because development cannot be achieved by implementing scattered, small-scaled and participatory projects. Both CBOs and NGOs in one hand and the Government organizations on the other should work cooperatively to make interventions both participatory and integrated.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the methodological approaches used in conducting this study. It presents the back ground of the research area, research design, the study population, the sample size and sample procedure, data sources, data collection techniques, method of data analysis, validity and reliability of instrument and ethical consideration.

3.2 Background of the Research Site

Dawo district is located in South-West Showa Zone of Oromia Regional State. Busa is the capital town of the woreda and its distance from Addis Ababa and Zonal Capital (Woliso) 96km &50km respectively. The land structure of Dawo District is plateaus79%, plains 17% and mountains 4%. In the district, there are 22 rural peasants association and one urban kebele which has own municipality. The area of the district covers 449.6km² and about 95% community of the district mostly depends on Agricultural production. The following map shows the research area.

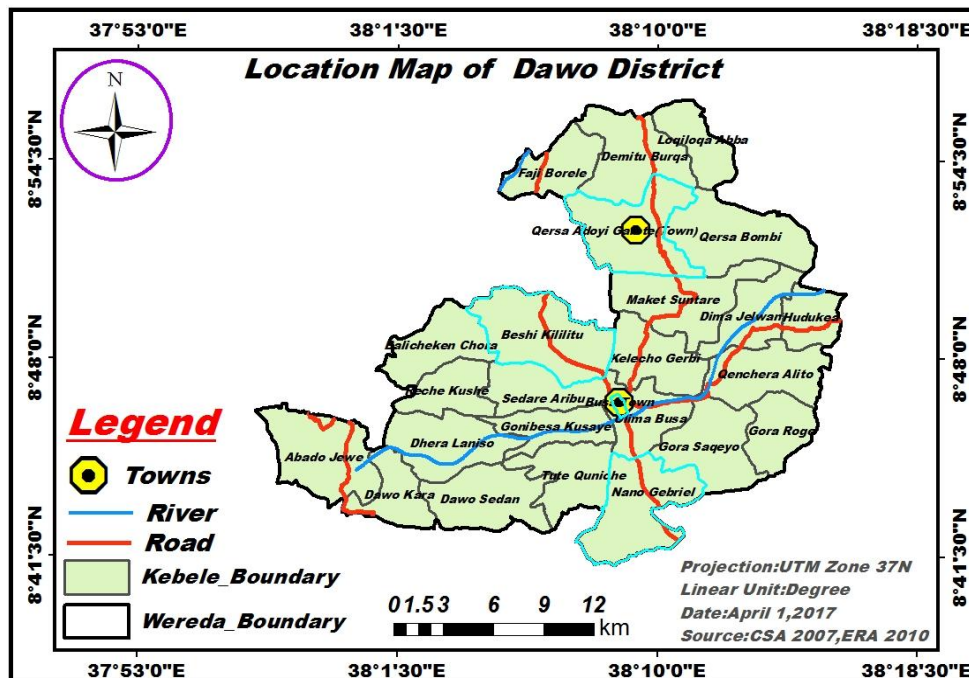


Figure 3.1 Map of the research area,

3.3 Research Design

Mouton (2007:74) asserts that a research design provides answer to question, “What are the means to be used to obtain the information needed? And it is a plan or blue print on how the researcher intends to conduct the research”.

This research was designed applies both quantitative and qualitative methods approach, which was in mixed (triangulation research method) method design and which is help to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under objectives.

The quantitative method involves the use of structured and sem-structured questionnaire while qualitative would include the use of personal interviews and focus group discussions with the sampled subjects selected for this research. “Quantitative methods are most often used when the motives for research are evaluated” (Engel & Schutt 2009:23). “The quantitative method refer to the collection of data using numbers, counts and measures of things and qualitative research basically involves the use of words, picture description and narratives”(Newmann 2000:30).

Tere Blanche, Dunheim & Painter (2007,p:14) asserted that, in qualitative research, it aimed to understand how people live, how they talk, how they behave and what captivates or distress them. The most effective evaluation research is one that combines qualitative and quantitative components, making statistical comparisons is useful and so is gaining an in depth understanding of the processes producing the observed results or preventing the expected results from appearing (Babbie 2007,p: 362). It was for this sake that, this research design was chosen in order to assess the practices and challenges of community participation in their local developmental programs at *Dawo Woreda* in south west *showa* zone *Oromia* Regional state.

3.4 Study Population, Sample Design and Sample Procedure

3.4.1 Study Population

Population can be defined as the study of objects, which may be individuals, groups, organizations, human products and events or the conditions to which they are exposed (Welman, Kruger & Mitchell 2005, p: 46). According to Dawo Woreda annual statics -2006 reported, in *Dawo* district (*woreda*), there were an estimated 12,400 households and had a total population of

93,517. As it identified by this statics, out of the total populations 47,424 were males and 46,093 were females. This annual statistics report identified that peoples in *Dawo* district categorized based on age in to three classes. Those classes are:

- 1. Young age classes (0-18):** This class is the peoples who are included up to 18 years old age. The total populations in this class: males-22,251, females-23,778 and total- 46,029 populations.
- 2. Economically independent age class (18-64):** this class is included the people's age 18-64 ages. The total populations in this class are males-22,587, females- 19,848 and totally- 40,435 populations. This class is identified as a productive class, because the peoples in this stage participate in every activity in their own decision and ability to introduce their incomes. So, this class decided to participate in every developmental programs may in kind, cash or in labor logically.
- 3. Old age class (65 and above year):** this class is included the person who is greater than 65 ages. As it identified by *woreda* annual statics-2006, this class is an unproductive class. The total populations in this class are males-3586, females- 2566 and totals- 6152.

Based on this statically age's classification, for this research targets of population are peoples who in classes of economically independent age class, because, those classes have the ability to participate in developmental programs by their own decision independently and ability to generate their own incomes.

For this research purposively four (4) communities were selected. Those communities are *Busa*, *Kersa*, *Bashi* and *Arbigabaya* constituted the study population. The study population comprises of men and women who are age 18- 64 years (Economically independent age class). Tough, it decides the classes of economically independent and also ability to participate in any developmental programs by their own decision. This logic also in conformity with the national population policy on age irrespective of their occupation, literacy level and socioeconomic status, participation was seen as a strategy for community development.

3.4.2 Sample of the Study

The need for sampling in this study result from the desire to obtain external validity and also to eliminate problems associated with most researches such as population size, cost in terms of finance, time greater speed and accuracy as well as accessibility to the population. Consequently out of the total adult population (Economically independent age class) of 40,435 (Dawo Woreda annual statics -2006), eighty (80) respondents were drawn from four communities chosen for the study. Those communities are: *Busa, Kersa, Beshe* and *Arbigebaya*. As identified by Mouton-2001, p: 132, the aim of sampling in social research is to produce representative selections of population elements. In the course of the process of sampling the main aim is to get a sample of that which is as representative as possible of the target population. The underlying epistemic criterion of a valid i.e. unbiased sample is representativeness and the method of criteria applied in the process of sampling are clear definition of the population, observing the advantages of multi stage, systematic drawing of the sample and drawing probability rather than non-probability sample.

3.4.3 Sample Procedure

The study adopted the multi-stage sampling techniques in which a purposive sampling of each of the four communities chosen for this study was done. Babbie (2007:208) that in “multistage sampling in social research requires the selection of samples from populations that cannot easily be listed for sampling purposes such as population of a city, state or nation makes it possible and that specific research circumstances often call for special designs also the homogeneity of elements being sampled to reduce the sampling error at this stage”.

The multistage stratified sampling techniques was used to enable the research acquire data from residents. Babbie (2007:215) state that “stratified sampling is a method for obtaining a greater degree of representatives by decreasing the probable sampling error, rather than selecting your sample from the total population at large”. Stratified sampling was used in selecting four streets of respondents in each community under study making a total of sixteen streets and in each street five households per each street were randomly selected which gave rise to a total number of twenty households per community in the four communities understudy, thereby making it a sum total of eighty questionnaires distributed. Out of the eighty copies of questionnaires administered

to the respondents, seventy eight (78) copies were duly filled and the retrieved representing 97.5%, while two were wrongly fill and therefore two copies rejected (2.5%). Since this is adequate enough to make the analysis.

The sampling procedures i.e., the distributions of the questionnaire are described at table as follows:

TABLE 3.1 Distribution of questionnaire

No	Community	Type of location	Number of Respondents	No of questionnaires Administered	No of Questionnaires Retrieved	Percentage (%)
1	<i>Busa</i>	Urban	20	20	20	100
2	<i>Kersa</i>	Rural and informal urban	20	20	19	100
3	<i>Arbigebaya</i>	Rural and informal urban	20	20	20	95
4	<i>Bashi</i>	Rural and informal urban	20	20	19	100
		Total	80	80	78	97.5

Source: Author's Fieldwork, March- 2017.

3.5 Data Sources of the Study

In this study, both primary and secondary sources of data were used as important sources of data. The researchers gathered primary data from the selected respondents through the questionnaire, key informant interview and focus group discussions. Furthermore, face-to-face interviews with selected key informants, which were from *Woreda* administrative, Education office, road office, Health office, agricultural office, and water and energy office, managers and experts whose their position related with the research were undertaken. These provide an opportunity of getting reliable data, and a chance for the interviewer and interviewees to have better interaction and clarification of issues.

Moreover, the study was employed documentary analysis of secondary data from the government office of the research area different documents like reports and other governmental documents, books, journals, published and/or unpublished research papers etc used.

3.6 Data Collection Techniques

The following research data collection instruments were used at the different levels and stages of this study:

3.6.1 Questionnaire

The major instrument used for this study was the questionnaire which sought information about the community participation in developmental programs in their local areas and demographic attributes of respondents and other general questions on development programs and participation. The questionnaire items used both closed-ended and open-ended format to generate both qualitative and quantitative data as intended. It was self-administered and supported by researcher supports on the clarification of the ideas and available to interpret in the local dialect or the questionnaire was first constructed in English and then translated in *Afan Oromo* for better understanding of the questions asked and for easier comprehension of the respondents. This is avoid eliminated the possibility of misinterpretation.

The scale agreement type response categories are preferred because apart from other advantages, it increases comparability of responses in the respective settlements is guarantee. Data collected were those on demographic data of respondents, experiences of participation in local developmental programs, challenges of community participation in developmental programs in their local areas, implication of adult education on developmental programs, practical level of community participation in local developmental programs and evaluation of the current level of community participation and its implication of poverty alleviation.

3.6.2 Key Informant Interview (KII)

Key informant interview is help to cross check the answers given by the other respondents. Those key informants are the persons or groups expected, who has professional, experienced, authoritative experiences, and the related ideas to the aim or objective of the research. For this research purposively the head offices and one expert whose its position is related to the local developmental programs were selected from: *Woreda* administrative, Education office, road office, Health office, agricultural office, and water and energy office, selected and totally 12 persons selected. It is decided to use this method in order to include those to gain relevant data

about the practices and challenges of community participation in local developmental program at the research areas

The interview schedule was constructed in English and then translated in *Afan Oromo* for better understanding of the questions asked and for easier comprehension of the respondents; both structured and unstructured interviews were conducted to gather data on the subject under study.

The structured interviews were obtained at standardizing the data generated from all respondents; also the same time giving opportunity through the use of unstructured interviews for respondents to explain what they really mean in their answers to generate a qualitative research context for the study. The case of this key interview is to gate deep information's which support the information gathered by questionnaires.

Newman (2000, p: 121-122) emphasized that “qualitative researchers usually try to present authentic interpretations that are sensitive to specific socio historical contexts and conduction of detailed examinations of cases that arise in the natural flow of social life”. The interview schedule meant for this discussion was strictly adhered to.

3.6.3. Focus Group Discussions (FGD)

In many ways, focus group discussions played an important role in the qualitative research approach. One of the most prominent advantages of the focus group discussions is that it revealed how the group participated and viewed the issues with which they were confronted. In this research three focus groups and each groups have eight (8) members were selected on the bases of their homogeneity and representation to the rests in terms of community participation. Those focal groups are from Busa, *Kersa* and Bashi communities were selected. This standardizing group members, help to avoid the domination of discussion by few members If the group less than eight and if the members more than the standards it my difficult to summarize the discussion points. Those FGD groups, effectively discussed on the community participation in local developmental programs of practices and challenges, based on their local areas context.

3.7 Method of Data Analysis

As it is stated under the sub topic of 'type of research', this research is a mixed method which means, quantities and qualitative approaches.

Accordingly, for realization and successful accomplishment of the study, data collected from different primary and secondary sources were organized and arranged. After the data has been arranged, it was a coded as the primary tasks. The respondents' scores were summarized and, it was analyzed using both simple statistical techniques and descriptive narrations. The simple statics were includes tables, diagrams and percentages. The interview questions were analyzed using descriptive narrations.

Finally, all these were followed by the necessary interpretations and discussions so as to achieve the desired research goals.

3.8 Reliability and Validity of Data

Reliability refers to the degree of consistency with which an instrument measures whatever is supposed to be measuring. Engel & Schutt (2009,P:94) defined reliability “as meaning that a measurement procedure yields consistent or equivalent scores when the phenomenon being measured is not changing and that it is affected less by random error or chance variation than if it is unreliable”. It means stability, dependability and predictability of a measuring instrument to ensure that the instrument consistently measures what it was supposed to be measured. To ensure face validity of the instrument used, the items on the questionnaire were drawn up and given to experts in research, Faculty of Arts for checking, a few mechanical errors were identified and corrections were made by the advisor before it was administered.

Before the principal data collection was undertaken, a pilot -test was conducted on 12 target group respondents.

The main objective of the pilot study was to make sure respondents understand the questions. Based on the feedback from the pilot study, a better set of questionnaire has been developed and distributed to the respondents.

The feedback received from the pilot testing includes:

- That the questionnaire is comprehensive because it included most aspects of the community participation in local development programs.
- The questionnaires addressed most problems encountering at the local level community participation practice and challenges.
- It was also reported that filling in the questionnaire is time consuming because of the large number of questions.

Based on these feedbacks, some of the questions were deleted, some were reduced and still others were modified and related questions were merged.

After feedbacks were solicited through pilot-testing, principal data collection was conducted from the primary sources. The researcher also consulted some secondary sources which helped him in acquiring useful insights both theoretically and empirically.

3.9 Ethics of the Study

The aim of protecting the participants from compromising situation that could affect their self-esteem gives credence to adhere strictly by researchers to a set of ethical guidelines or standards (Bailey 1988:128). The researchers 'key ethical principles were informed consent, where by the "subjects must based their voluntary participation in research projects on a full understanding of the possible risks involved" (Babbie 2007:64). Even after participation in a study, the respondents must be given a briefing in explaining the study procedures that are involved. This research followed the following ethical consideration as a context:

- Informed consent given to participant by someone competent must be voluntary adequately informed.
- Avoiding harm for participants in collecting data.
- The necessity of in informing the participants about the nature of procedures before their participating in the research.
- Maintaining anonymity of respondents willing to participate.
- Refraining from giving any part(s) of the research materials such as tapes etc used at any stage of data generation for this study, for publication, advertisement without prior written permission from subjects.
- Doing justice to participant in analyzing the data.
- Confidentiality in writing about the research.

In this study, respondents were given consent verbally and authorizing letter from head of department was shown to them before their participating in the research study.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

This chapter deal with analysis and presentation of data collected from field of study in the area.

These data were presented in a tabular and graphical order, discussed as well as analyzed. The chapter contents guided the conclusion that was reached and at the recommendations and suggestions made.

The chapter presents and analyzes the data collected and discusses it accordingly. First, the demographic profile of respondents analyzed and presented by using tables and percentages. The others where the Experiences of community participation in local developmental programs, the data related to the major challenges of community participation in local programs, implication of adult education on developmental programs, practical level of community participation in local developmental programs and evaluation of the current level of community participation and its implication of poverty alleviation were presented and analyzed by helping the level scales of YES, NO, and UNDECIDED in using figures and tables presented and analysed. Finally, discussions are made based on the data presented and analyzed.

4.2 General description of the sample respondents and survey data presentation

The general descriptions of survey data obtained/gathered from the sample respondents presented as follows:

4.2.1 Demographic Profile of Respondents

The following table summarizes the demographic profile of respondents by Gender, age, Level of educational, marital status, family size, occupation and level of incomes. This also help to analyze the research out comes based on its objectives.

Table 4.1 Summary of Respondents' Demographic profiles

No	Variable list	Frequency	Percentage (%)	Ranks
1.	Gender			
	Male	49	62.8	1
	Female	29	37.2	2
	Total	78	100	
2.	Age ranges			
	18- 30 Years	28	35.9	2
	31-40 Years	34	43.6	1
	41-50	10	12.8	3
	above 50	6	7.7	4
	Total	78	100	
3.	Level of education			
	None- formal	11	14.1	5
	Elementary (1-8)	13	16.7	3
	secondary (9-12)	17	21.8	1
	Grades 10 /12 complete	10	12.8	6
	Level I-V/ diploma	15	19.2	2
	BA/BSC and above	12	15.4	4
	Total	78	100	
4.	Marital status			
	Single	18	23.1	2
	Married	46	59	1
	Divorced	5	6.4	4
	Widowed	9	11.5	3
	Total	78	100	
5.	Family size			
	< 3	24	30.8	3

	3-5	28	35.9	1
	> 5	26	33.3	2
	Total	78	100	
6.	Type of occupation			
	Farmers	36	46.1	1
	civil servant	28	35.9	2
	Business mans	14	18	3
	Total	78	100	
7.	level of incomes			
	< 1000 E.B	7	9	4
	1000-2000 E.B	19	24.4	2
	2001 - 4000 E.B	37	47.4	1
	> 4000 E.B	15	19.2	3
	Total	78	100	

Source: Author's Fieldwork, March- 2017

As can be seen from the table above, majority of the respondents were within a gender male category of 49(62.8%) and the remaining respondents 29(38.2%) were females. Though, majority of the respondents were male gender.

When we see the above table concerning to respondents age, most of the respondents were in the category of 31-40 years 34(43.6%) ranked first, and followed by 18-30 years category 34(35.9%) ranked second, and the remaining 41-50 category 10 (12.8%) and above 50 ages category years 6(7.7%) ranked three and fourth respectively. It is possible to generalize the respondents age most of them at the middle age or in the productive stages.

The table clearly indicated about the respondents education level that, most of the respondents were within the grade level of 9-12 with 17(21.2%) ranked first. This is followed by those who grade level of level I - V/diploma with 15(19.2%) ranked second. Respondents in the grade level of 1-8 with 13 (16.7%) ranked third, have BA/BSC and above with 12 (15.4%) ranked fourth. Respondents in none- formal education with 11(14.1%) ranked fifth and grade 10 /12 completed

with 10(12.8%) ranked six. This interpretation summarizes that, those respondents education level at the middle or majority of them were high school completed.

When we see about marital status of respondents that, majority of the respondents were married within 46(59%) ranked first. Those were followed by those single respondents within 18(23.1%) ranked second. The remaining respondents were Widowed and Divorced where 9(11.5 %) and 5(6.4%) respectively. Though, it's possible to summarize majority of the respondents were married. Because, those whose married respondents were represented by high or significant in numbers when it compared with the others marital status classes.

As it identified in the above table about respondents family size, most of the respondents have a family size of 3-5 28(35.9%) were ranked first and those were followed with those have the family size more than-5 with 26(33.3%) ranked second and the remaining were have the families size less than -3 24(30.8%) ranked third. The interpretation indicated that majority of the respondents have a medium family sizes. Because, majority of them have 3-5 family sizes.

Concerning to respondents occupation types indicated in the above table, most of the respondents were farmers were with 36(46.1%) were ranked first and those followed by civil servants 28(35.9%) ranked second and the remaining were business man 14(18%) ranked third. This interpretation indicated that majority of the respondent were farmers.

Concerning to the respondents incomes level the above table indicates that, most of the respondents were have incomes between 2001 - 4000 E.B 37(47.4%) ranked first and those followed by incomes between1000-2000 E. 19(24.4%) ranked second and the remaining were Above 4000 E.B 15(19.2%) and Less than 1000 E.B 7(9%) where ranked third and fourth respectively. The interpretation indicated that most of the respondents have a medium income levels. Because, most of the respondents income between 2001 - 4000 E.B.

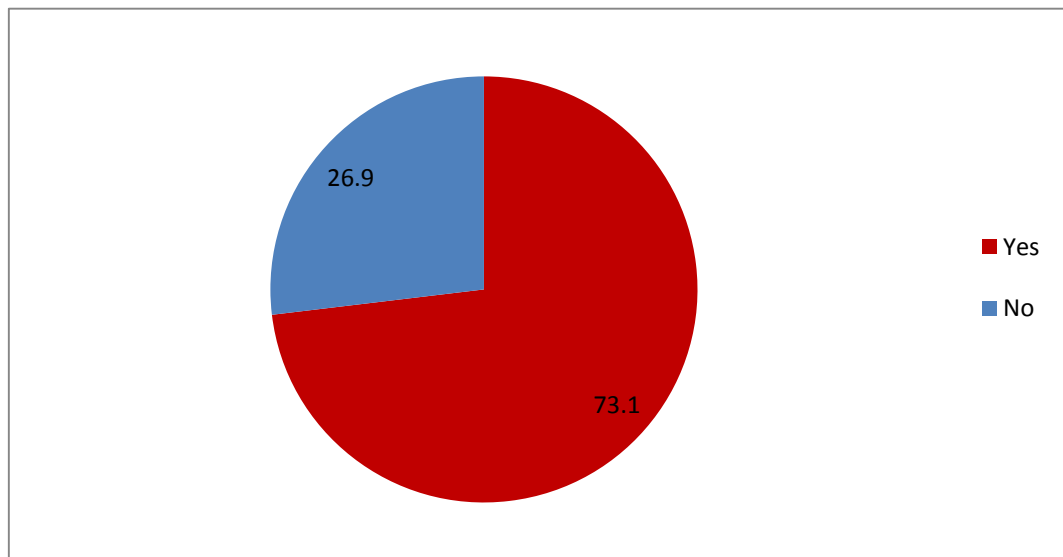
4.2.2. About the Experiences of Community Participation in their Local Development Programs which was in three Perspectives Years (2006-2008 E.C):

Communities have different experiences of participation in their local developmental programs. In this research community participation in their local developmental programs experiences especially in the last three years at the research areas were community participated in cash, in material, in their labor and others identified as follows:

4.2.2.1 Community Participated and none participated respondents in local developmental programs

Based on their interests communities were majority the respondents in their areas participated in developmental programs and summarized in the following figures.

Figure 4.1 Respondents participated and not participated in LDP



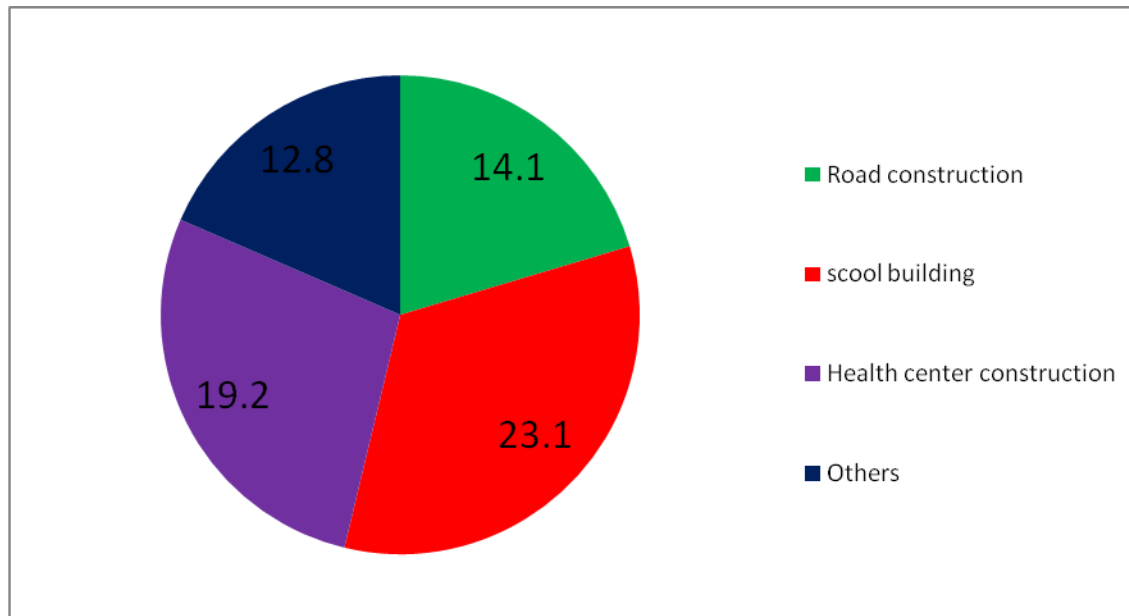
Source: Author's Field work, March- 2017

The above figures represent the respondents who participated in their local developmental programs (LDP) in the last three years (57(73.1%)) and the remaining respondents (21(26.9%)) were not participated in their local developmental programs. Therefore, this classification was indicated that the community classes who participate and lack of participate in LDP at the area.

4.2.2.2 Types of project respondents participated it;

Communities participate in different programs and projects in their locals to overcome poverty. The following figure summarizes the major types of programs and projects they participated.

Figure 4.2, Types of project respondents participated to it in their LDP



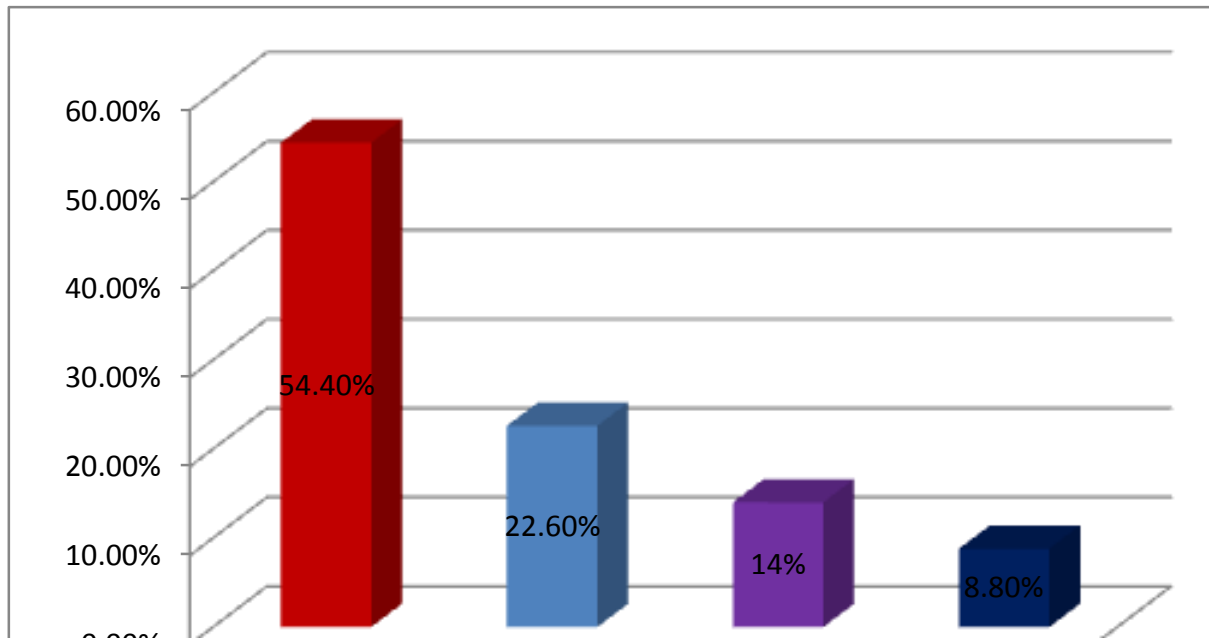
Source: Author's Field work, March- 2017

As it indicated in the above figure, the majority of the respondents were participated in different projects in their local developmental programs. Most of the respondents were participated in school buildings 18(23.1%) ranked first and health center construction ranked second with 15(19.2%). Respondents who participated in local road construction were ranked third with 13(14.1%), and the remaining respondents were partakes in others developmental programs were ranked fourth with 11(12.8%).therefore, it indicated that in which most of the respondents participated in school buildings. This is also indicated the respondents in more in which LDP they participate.

4.2.2.3. Types of respondent's contribution in LDP;

Contributions may be described in different ways/methods in local developmental programs. However the following figures summarize the respondent's contribution types.

Figure 4.3 Contribution types of the respondents in LDP



Source: Author's Field work, March- 2017

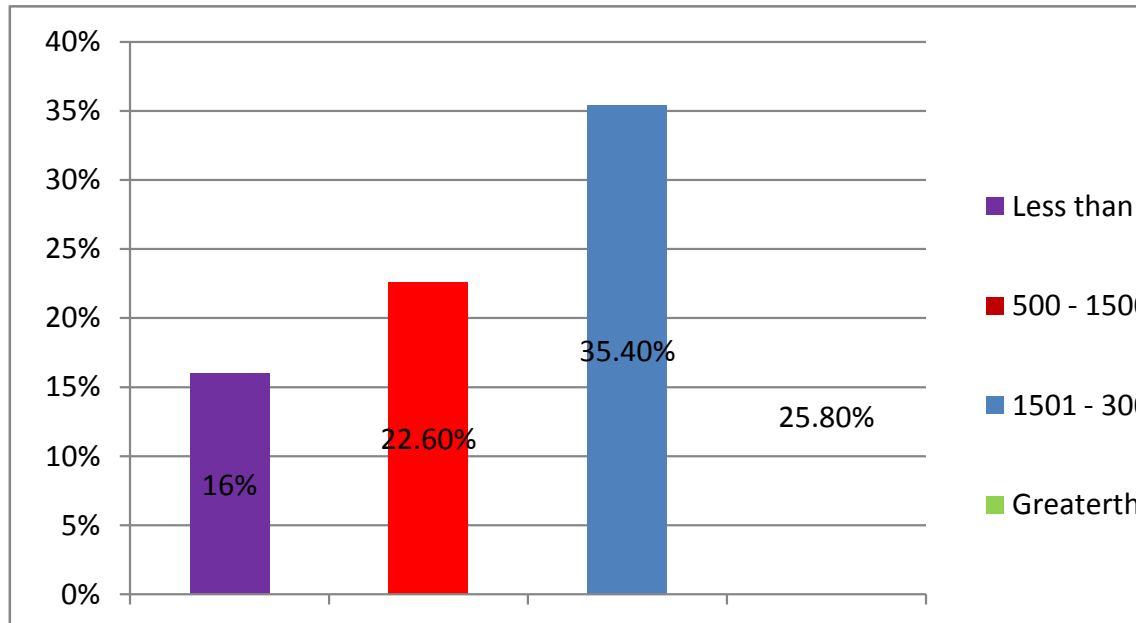
The above figure shows the types of respondent contributions at the research area. Most of the respondents were contributed in cash ranked first with 31(54.4%), respondents participated in materials ranked second with 13(22.6%) Showed that respondents were participated in local developmental programs by giving different materials; Respondents were participated by their labor ranked the third with 8(14%) and the remaining were others ranked fourth with 5(12.8%).

From this interpretation majority of the respondents contributed in local developmental programs in cash contribution. Because, most of respondents were contributed in cash which more significant number of the respondents.

4.2.2.4 Levels of respondents cash contribution;

Society's participation in developmental programs in cash may not equal. However, capacity of the society's income may differ from individual to individual. The following figure summarizes the levels of respondent's cash contributions.

Figure 4.4 Level of cash contribution of the respondents



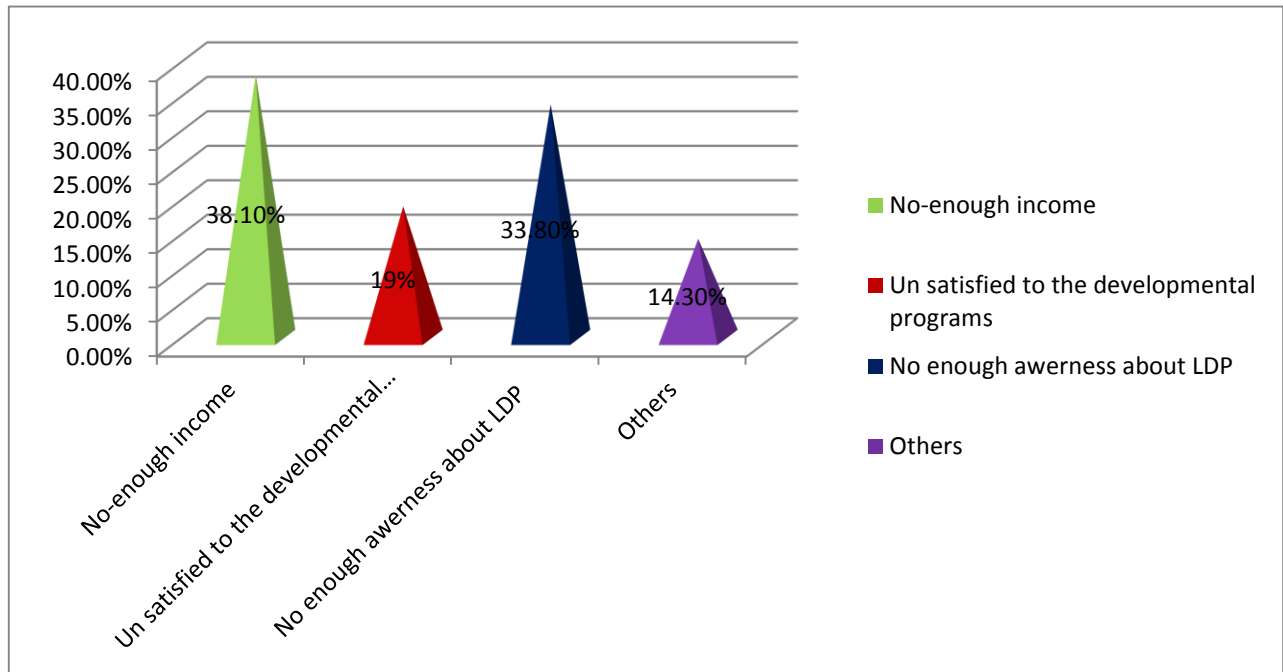
Source: Author's Field work, March- 2017

The figure above showed that cash contribution of the respondents at the research area. Majority of the respondents were Contributed income between 1501- 3000 ranked first with (35.4%) shows more participated(contributed), level of income greater than 3000 E.B respondents were participated in development programmes partakes in development programmes ranked second with 25.8% , respondents who have income level between 501 – 1500 E.B participated ranked third and the remaining respondents who have level of income less than 500 E.B with 5 (16%) ranked fourth. This interpretation indicated that the amount of cash contributed by respondents.

4.2.2.5 Reasons of respondents none participated in local developmental programs;

Societies in case of different factors may not participate in their local developmental programs. The following figure summarizes the reasons of respondents none participated in their local developmental programs.

Figure 4.5 Reasons for lack of participation in LDP



Source: Author's Field work, March- 2017

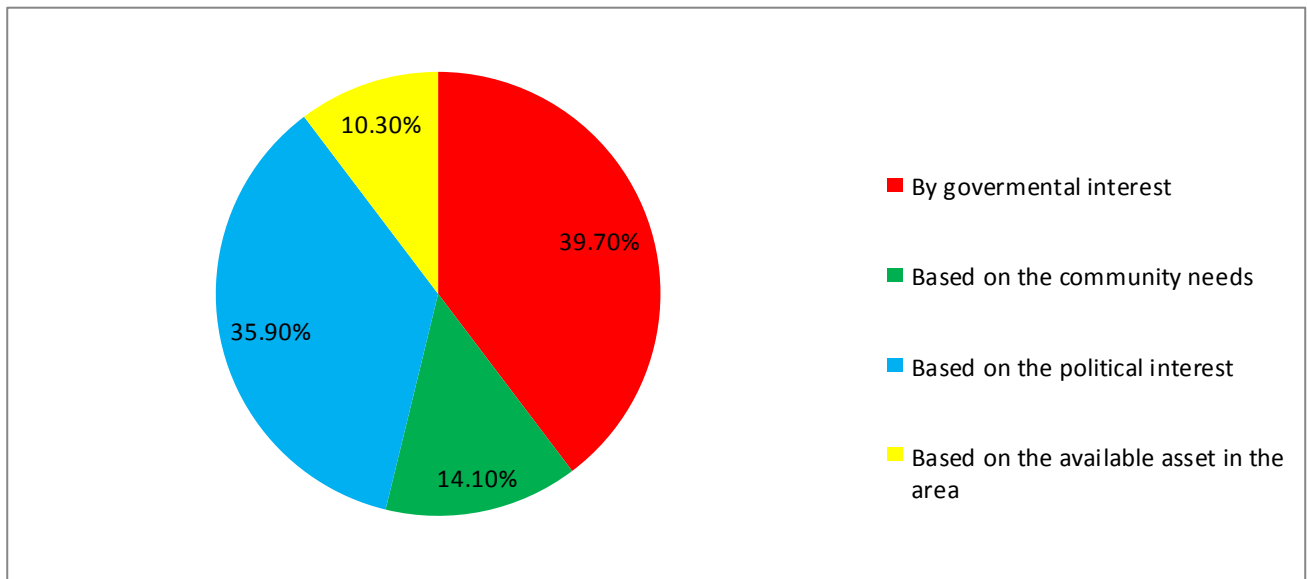
The above figure showed the reasons for respondents were none participated in their local developmental programs in last three years. Most of the respondents were less incomes was ranked first with 38.1% which was indicated respondents not - participated, have no enough awareness about local developmental program ranked second with 33.3%, not satisfied with the development programs ranked third with 19% and the remaining were others with (9.5%).

This interpretation indicates less income and low awareness of the societies were the major reasons at the areas.

4.2.2.6 Approaches/methods of developmental programs developed ;

Developmental program formulation may be based on different approaches. Example based on government interest, political interest or may base on bottom-up (society based approaches). The following figure summarizes the approaches that identified by respondents at the research area.

Figure 4.6 shows how the developmental program developed/formulated at the research area



Source: Author's Field work, March- 2017

The above figure showed that the methods or approaches of local developmental programs formulation. Most of the respondents were identified that programs formulated By government interest(based on government interest) ranked first with 31(39.7%) which was shows that local development program formulated by government interest approach, Based on the political interest ranked second with 28(35.9%) showed that political based local program formulation, Based on the community needs ranked third with 11(14.1%) which showed that local developmental programs formulated based on community need assessment and the remaining based on the available asset in the area with 8(10.3%). This interpretation implied that programs formulation at the research area in more based on government and political interests.

4.2.2.7 Experiences of community participation identified by respondents;

Communities have different experiences in their local context. In the previous three years different community experiences were identified at the research area by respondents in three level scale of agreements (Yes, No and Undecided). particularly in income levels, education level, family size differences, alternative incomes, interest of peoples in civil services, in political members, peoples in managerial, peoples in sales and services experiences summarized in the following table.

Table 4.2 Summary of respondent views concerning community participation in LDP

No	Items	Yes	No	Undecided
1	Do you think that people with higher educational qualification in high level to participate in development programs in the community?	45(57.7%)	26(33.3%)	7(7%)
2	Do you think that low level of educational attainment affects participation in development programs?	23(29.5%)	47(60.3%)	9(11.5%)
3	Do you think, families with many children or large family structure do participate effectively in programs in the community?	23(29.5%)	52(66.7%)	3(3.8%)
4	Do you think families with few children or small size do participate effectively in programs in the community?	42(53.8%)	31(39.8%)	5(6.4%)
5	Do you think that people with higher income level participate more in development programs?	39(50%)	32(41%)	7(9%)
6	Do you think that people with low income level participate more in development programs?	28(35.9%)	47(60.3%)	3(3.8%)
7	If you have alternative income, do you think it will affect your participating in development programs?	48(61.5%)	22(28.2%)	8(10.3)
8	Do people in sales and services occupation participate more in developmental programs in your community?	26(33.3%)	41(52.6%)	11(14.1%)
9	Do you think people in managerial or professional occupation likely to participate in development programs?	43(55.1%)	31(39.7%)	4(5.2%)
10	Do you think people in civil service likely to participate in development program in the community?	39(50%)	34(43.6%)	5(6.4%)
11	In your view, do you think that peoples in political members likely to participate in developmental programs?	46(61.5%)	28(35.9%)	4(5.2%)
12	In your view, in your local areas peoples satisfied with the local developmental programs?	12(15.4%)	52(66.7%)	6(7.7%)

Source: Author's Field work, March- 2017

The community participation in developmental program experiences indicated in the above table interpreted by each as follows:

A. Peoples with high level education;

As can be seen from the above table, majority of the respondents agree with the peoples who have high education level participated effectively in their local developmental programs 45(57.7%), out of the total respondents 26(33.3%) were not agreed with the ideas people who have high education level participate effectively in their local developmental programs and the remaining 7(7%) were not decided on this ideas.

Interpretation indicated that high education qualification peoples effectively participated, because, by the significant numbers of respondents decided at the research area in like this.

B. Peoples with low level education;

When we see from the above figure in peoples who have low education level, majority of the respondents were not agreed with 47(60.3%), out of the total respondents 23(29.5%) agreed with peoples who have low education level effectively participate in local developmental programs and the remaining respondents were not decided or undecided on the ideas 9(11.5%).

This interpretation also in contrast with high qualification people participation, because, majority of respondents not agree with the point effective participation of low level education qualification peoples.

C. Peoples with large family structure;

When we see peoples with large family size, majority of respondents were not agreed with the ideas people with large family size effectively participated in local developmental programs with 52(66.7%), its followed by respondents who agreed with the ideas people who have large family size effectively participated in local developmental programs 23(29.5%) and the remaining were not decided on the point 3(3.8%).

The interpretation summarizes that peoples who have large family size less participation in LDP.

D. Peoples with small family structures;

Concerning to the peoples with small family structures, majority of the respondents were agreed with the ideas of peoples who have small family structure effectively participate in local developmental programs 42(53.8%), its followed by respondents who are not agreed with the ideas of people who have small family structure not effectively participate in development programs 31(39.8%) and the remaining respondents 5(6.4%) were not decided on the point.

This interpretation, peoples who have small family size effectively participate in LDP.

E. Peoples with high incomes;

When we see the high incomes of respondents from the above table, majority of the respondents were agreed with the points peoples with high incomes effectively participated in developmental programs 39(50%), this followed by respondents who were not agreed with the ideas of peoples who can gate high income effectively participated in developmental programs 32(41%) and the remaining 7(9%) were undecided or not decided on the point. It indicated that peoples who have high incomes participate in more.

F. Peoples with low incomes;

When we see the low income of respondents from the above figure, majority of respondents were not agreed with the ideas of the peoples who have low income effectively participate in developmental programs 47(60.3%), its followed by respondents who agreed with ideas of the peoples who have low incomes effectively participated in local developmental programs 28(35.9%). The remaining respondents 3(3.8%) were not decided on the point. This interpretation also contrast with the high income peoples, because, peoples who have low incomes low participations.

G. Alternative incomes;

With regard to the alternative income of the respondents, majority of the respondents were agreed with the point that peoples who have alternative incomes in more participate in developmental programs 48(61.5%), out of the total respondents 22(28.2%) are not agreed with the point that peoples who have alternative incomes in more participate, and the remaining 8(10.3) respondents were not decided on the point.

H. Peoples in sales/services;

When we see people in sales and services occupation, majority of respondents were not agreed with the point that peoples who in sales and service occupations effectively participate in local developmental program 41(52.6%), out of the total respondents 26(33.3%) were agree with the point that people in sales and service occupations effectively participate in local developmental programs and the remaining respondents 11(14.1%) were not decided on the point. This interpretation also peoples in sales and services not effectively participate in LDP.

I. People in managerial/professionals;

With regard to people in managerial or professional occupation, majority of respondents were agree with the points that peoples who in managerial or professional occupation like to participate in development programs 43(55.1%), out of the total respondents 31(39.7%) are not agreed with point that peoples who in managerial or professional like to participate in local developmental programs and the remaining respondents 4(5.1%) were not decided on the point.

This interpretation indicated that persons in managerial/professional have good awareness about local development programs and like to participate in LDP.

J. A persons in civil service;

When we see people in civil service, majority of the respondents not agree with the point that people in civil services like to participate in local developmental programs 39(50%), out of the total respondents 34(43.6%) agreed with the point that peoples in civil services like to participate in developmental programs, and the remaining respondents 5(6.4%) were not decided on the point.

This Interpretation indicated that majority of persons in civil services not like to participate in LDP.

K. peoples in political members;

With regarding to people in political members, majority of respondents were agree with the point that peoples with in political members like to participate in developmental programs 46(59%), out of the total respondents 28(35.9%) not agree with the points that peoples in political members like to participate in local developmental programs and the remaining respondents 4(5.1%) not decided on the point. This interpretation also indicated that peoples who in political members participated in more in LDP.

L. satisfaction of peoples with local developmental programs;

When we see the satisfaction of peoples with the local developmental programs in the research area, majority of the respondents were not agreed with the point that peoples satisfied with the developmental programs 52(66.7%), out of the total respondents 20(25.6%) were agreed with the point that peoples satisfied in local developmental programs at the research areas and the remaining respondents 6(7.7%) were undecided on the point.

This interpretation indicated that in more significant numbers of respondents described or identified peoples in the research area not satisfied with the LDP.

4.2.3. Major Challenges that affect the extent of Community Participation in their Local Developmental Programs

Community participation in local developmental programs at the research areas challenged with different constraints. The major challenges identified by respondents were: lack of finance, political factors, lack of information, capacity of local leader and managements, lack of community participation supported by policies, lack of public monitoring periodically, and lack of time constraints were the most points identified by this research respondents.

The following table showed that the major challenges of community participation of local developmental programs at the research area.

Table 4.3 respondents view concerning to major challenge of community in LDP

No	Items	Yes	No	Undecided
1	Do you think lack of finance challenges the peoples to participate in local developmental programs?	57(73%)	20(25.6%)	1(1.3%)
2	Do you think political factors challenges the peoples to participate in local developmental programs?	54(69.2%)	18(23.1%)	6(7.7%)
3	Do you think political factors positive effects the peoples to participate in local developmental programs?	31(39.7%)	44(56.4%)	3(3.8%)
4	Do you think political factors negative effects the peoples to participate in local developmental programs?	42(53.8%)	30(38.5%)	6(7.7%)
5	Do you think lack of information challenges the peoples?	59(75.6%)	18(23.1%)	1(1.3%)
6	Do you think, capacity of local leader and managements challenges the community participation?	48(61.5%)	28(35.9%)	2(2.6%)
7	Do you think if community participation is not supported by policies it challenges the participation?	58(74.4%)	18(23.1%)	2(2.6%)
8	Do you think lack of public monitoring periodically challenges community participation?	60(76.9%)	17(21.8%)	1(1.3%)
9	Do you think lack of time constraints challenges the community to participate in their local developmental programs?	58(74.4%)	17(21.8%)	3(3.8%)

Source: Author's Field work, March- 2017

The major challenges community constrains to participate in developmental program in the research area which identified by respondents indicated/identified in the above table interpreted as follows:

4.2.3.1 Lack of finance

As can be seen from the above table concerning to lack of finances, majority of the respondents were agree with the point that lack finance challenges peoples to participate in local developmental programs 57(73%), however out of the total 20(25.6%) respondents were not agreed with the point that lack of finance challenge the participation of the people and the remaining 1(1.3%) was not decided on the point.

The interpretation indicated that lack of finance is one of community's constraints to participate in LDP.

4.2.3.2 Political factors challenges

With regard to political factors, majority of respondents 54(69.2%) were agree with the points that political factor challenges the people participation in local developmental programs, however 18(23.1%) were not agree with the points that the political factors affect people's participation in local developmental programs and the remaining respondents 6(7.7%) were not decided on the point. It showed that political factors negatively or positively affect the participation.

4.2.3.3 Negative effective of the politics

Regarding to negative effectives of the politics, majority of the respondents 42(53.8%) agreed with the point that politics negative effectives on peoples to participate in local developmental programs, however out of the total respondents 30(38.5%) were not agreed with the points that politics have negative effectives on the peoples to participate in local developmental programs and the remaining respondents 6(7.7%) were not decided on the point. This interpretation also indicated the negative impacts of the politics at the research area.

4.2.3.4 Lack of information

Regarding to inadequate information, majority of the respondents 59(75.6%) were agree with the points that lack of information challenge peoples to participate in local developmental programs, however out of the total 18(23.1%) respondents were not agree with the absence of information challenges the peoples to participate in local developmental programs and the remaining respondent 1(1.3%) was not decided on the point. As it clearly indicated inadequate information is one of the constraints to participate in developmental programs.

4.2.3.5 Capacity of local leader and management challenges

Regarding to the capacity of local leader and managements, majority of the respondents 48(61.5%) agree with point that capacity of local leader and management challenges the peoples participation in local developmental programs, however out of the total respondents 28(35.9%)

were not agreed with the point that capacity of local leader and management challenges the peoples participation in local developmental programs and the remaining respondents 2(2.6%) were not decided on the point. This interpretation also identified that the capacity inadequacy of the local leader is one of the constraints of community to participate in LDP.

4.2.3.6 Lack of policy support for community participation

When we see participation is not supported by policies, majority of respondents 58(74.4%) were agreed with the point that participation is challenged if not supported with policies, however 18(23.1%) respondents were not agreed with the point that if community participation was challenged if it not supported by policies and the remaining respondents 2(2.6%) were undecided on the point. This interpretation shows that at the area participation of the community not supported by relative policy.

4.2.3.7 Lack of public monitoring periodically

When we see lack of public monitoring periodically, majority of the respondents 60(76.9%) were agreed with the point that lack of public monitoring periodically challenges the peoples participation in local developmental programs, 17(21.8%) respondents were not agreed with the point that lack public monitoring periodically challenges the peoples participation in local developmental programs and the remaining respondent 1(1.3%) was not decided on the point. Lack of periodically monitoring of community participation in LDP is the other constraints of LDP identified by this research.

4.2.3.8 Lack of time constraints

Regarding to lack of time constraint challenges, majority of the respondents 58(74.4%) agree with points that lack of time constraint challenges the peoples to participate in local developmental programs, 17(21.8%) respondents were not agreed with the points that lack of time constraint challenges the people participation in local developmental programs and the remaining respondents 3(3.8%) were undecided on the point. This interpretation in more significant number of respondent's identified, time as the challenges of LDP, so this is the major points for whose develop the LDP policy program and it reflects if necessary to include in to LDP time adjustment is the primary condition.

4.2.4 Implication of adult Education on Developmental Programs

Adult education is has a more compressive contributions to community to effectively achieve the planed developmental programs. In this study some of these advantages of adult education implications on developmental programs identified by respondents summarized in the following table.

Table 4.4 summary of respondents view on adult education implication in LDP

No	Items	Yes	No	Undecided
1	In your areas, do you think that adult education initiate community to participate in developmental programs?	37(47.4%)	48(61.5%)	3(3.8%)
2	In your areas, do you think that adult education practices address community participation problems?	28(35.9%)	49(62.8%)	1(1.3%)
3	In your areas, do you think that adult education out comes practically support the developmental programs?	30(38.5%)	46(59%)	2(2.6%)
4	In your areas, do you think that adult education relatively contributed contributions to poverty reduction/ alleviation?	34(43.6%)	42(53.8%)	3(3.8%)

Source: Author's Field work, March- 2017

As can be seen from the above table concerning to adult education initiating/ supporting of community to participate in local developmental programs , majority of the respondents 61.5% were not agree with the point that community participate supported with the adult education initiation/supports in local developmental programs, however (47.4%) respondents were agree with the point that community initiated/supported with the adult education incomes in local developmental programs, and the remaining respondent (3.8%) was undecided on the point.

From the above table concerning to adult education to address community problems, majority of the respondents (62.8%) were not agree with the point that adult education to communities practically able to addressed their problems in their local areas, however (35.9%) respondents were agree with the point that adult education to communities able to their problems in their local and the remaining respondent (1.3%) was undecided on the point.

When we considering from the table about the adult education support the development programs in the research area, majority of the respondents (43.1%) were not agree with the point, however (38.5%) respondents were agree with the point that adult education support the developmental programs and the remaining respondents (3.8%) not decided on the point.

Concerning to adult education contribution to poverty alleviation /poverty reduction from the above table, majority of the respondents (53.8%) were not agree with the point that adult education relatively contributed to poverty reduction, (43.6%) were also agree with the point that adult education have contributed to poverty alleviation/reduction and the remaining respondents were (3.8%) were no decided on point.

From this interpretation it's possible to conclude that adult education has less contributions/implications at the research areas. It's not effectively practiced at the areas. In case relatively less contributed in community initiation, problem solve, support in participation and in poverty alleviation/reduction.

4.2.5. The Current Practical Level of Community Participation in Local Developmental Programs;

The status of community participations in their local development programs it may determine in different ways. However, for the case of this study status of communities assessed community participation in planning, decision making, finance and resources management, implementation and in monitoring and evaluation of their local developmental programs in the research area.

The following table summarizes the practical levels of community participation.

Table 4.5 Respondents Practical levels (degrees) of participation in LDP

No	Items	Yes	No	Undecided
1	In your local area community participate in developmental programs planning?	30(38.5%)	47(60.3%)	1(1.2%)
2	In your local area community participate in developmental programs Decision making?	32(41%)	40(51.3%)	6(7.7%)
3	In your local area community participate in developmental programs finance and resources	28(35.9%)	44(56.4%)	6(7.7%)

	management?			
4	In your local area community participate in developmental programs implementation?	43(55.1%)	33(42.3%)	2(2.6%)
5	In your local area community participate in developmental programs in monitoring and evaluation?	30(38.5%)	46(59%)	2(2.5%)

Source: Author's Field work, March- 2017

In the above table, the levels (degrees) of community participation in local developmental programs identified by respondents were interpreted as follows:

When we see community participation in planning, majority of the respondents 47(60.3%) were not agree with the point that community participate in local developmental programs, however 30(38.5%) respondents were agree with the point that community participate in local developmental programs planning's, and the remaining respondent 1(1,2%) was undecided on the point.

Regarding to community participation in decision making in local developmental programs, majority of the respondents 40(51.3%) were not agree with the point that community participate in decision making of in the local developmental programs, however 32(41%) of the respondents were agree with the points that community participate in decision making in local developmental programs and the remaining respondents 6(7.7%) were undecided on the point.

When we see community participation in finance and resource management, majority of the respondents 44(56.4%) were not agree with the point that community participation in finance and resource managements in their local developmental programs, however 38(48.7%) respondents were agreed with the points community participate in finance and resource managements in their local developmental programs and the remaining respondents 6(7.7%) were undecided on the point.

Regarding to community participation in implementation of in local developmental programs, majority of the respondents 43(55.1%) were agree with the point to participate during the implementation of their local developmental programs, however 33(42.3%) respondents were not agree with the participation of community participation during the implementation of their local developmental programs and the remaining respondents 2(2.6%) were undecided on the point.

Regarding to community participation in monitoring and evaluation, majority of the respondents 46(59%) were not agree with the point that community participation in monitoring and evaluation of their local developmental programs, however 30(38.5%) of respondents were agreed with the point that community participate in monitoring and evaluation of in local developmental programs and the remaining respondents 2(2.5%) were undecided on the point.

To conclude under this interpretation, except participation in implementation in all points decided by majority of the respondents at the research area community not effectively participate in LDP from program planning to program evaluation. This reality also shows that community participation approaches not community center. This also dissatisfied the communities with the developmental programs formulated. Because, programs formulated in the area not based on the community communication.

4.2.6 Implication of Community Participation on Poverty Alleviation

Community participation is one of the means communities contribute to sustainable development. It's the system of autonomous and responsible everybody in the society. This also helping the citizens effectively identifies their duties and responsibilities in developmental programs. On the other hand, the empowering of the societies impacts to poverty alleviation/reduction. Because, societies participation in every project and programs in terms of participation in planning, managing the resources, in implementation, in decision making and evaluation in their areas. This also impacts to alleviate poverty and the development become sustain. The following table summarizes the implication of community participation on poverty alleviation/reduction.

Table 4.6 summary of respondents view on the implication of community participation for poverty alleviation/Reduction

No	Items	Yes	No	Undecided
1	In your areas, do you think all local communities inclusive in local developmental programs (LDP)?	24(30.8%)	45(57.8%)	9(11.5%)
2	In your areas, do you think local association and institution inclusive in LDP?	34(43.6%)	38(48.7%)	5(6.4%)
3	In your areas, do you think LDP program socially applicable?	40(51.3%)	36(46.2%)	2(2.6%)
4	In your areas, do you think society participation; economically has any implication on community well-being life status?	44(56.4%)	28(35.9%)	6(7.7%)
5	In your areas, is there any change on environmental conservation?	51(65.4%)	24(30.8%)	3(3.8%)
6	In your areas, community participation is there any implication of good governances?	32(41%)	44(56.4%)	2(2.6%)
7	In your areas, community participation, is there any implication on adult literacy level improvement?	56(71.8%)	20(25.6%)	2(2.6%)
8	In your areas, community participation, is there any implication of education status?	61(78.2%)	16(20.5%)	1(1.3%)
9	In your areas, community participation is there any implication on social health status?	55(70.5%)	20(25.6%)	3(3.8%)
10	In your areas, is possible to say socio-economic improvements and environmental conservation impacts on poverty reduction/alleviation?	32(41%)	45(57.7%)	1(3.8%)

Source: Author's Field work, March- 2017

The community participation implication on poverty alleviation indicated in the above table in each point interpreted as follows:

4.2.6.1 all local societies inclusive in local developmental programs (LDP),

As can be clearly identified in the above figure about the summary of community participation implication of poverty alleviation, concerning to all societies inclusive of in developmental programs, majority of the respondents 45(57.8%) were not agreed with point, however 24(30.8%) respondents were agreed with the point that all societies inclusive and the remaining respondents 9(11.5%) were undecided on point. It indicated that all communities not inclusive at the area.

4.2.6.2 local association and institution inclusive in LDP,

Concerning to the association and institution inclusive, majority of the respondents 38(48.7%) were not agreed with point and 34(43.6%) respondents agreed with the points that all association and institution included in the developmental programs and the remaining respondents 5(6.4%) were not decided on point.

4.2.6.3 LDP program socially applicable,

Concerning to social applicability of the developmental programs, majority of the respondents 40(51.3%) were agreed with the point and 36(46.2%) also not agreed with the social applicability of the developmental programs and the remaining 2(2.6) respondents were undecided on the point.

4.2.6.4 society participation; economically has any implication on community well being life status,

Concerning to the developmental programs economic implication on well-being of society life, majority of the respondents 44(56.4%) were agreed with the point and 28(35.9%) respondents were not agree with the point that developmental programs in their area implication on well-being society life and the remaining respondents 6(7.7%) were undecided on the point.

4.2.6.5 any change on environmental conservation,

When we see the environmental conservation change, majority of the respondents 51(65.4%) were agreed with the point and 24(30.8%) respondents were not agreed with the point that participation in developmental programs contributed to environmental conservation and the remaining respondents 3(3.8%) were undecided on the point.

4.2.6.6 any implication on good governances,

Concerning to the implication on good governance, majority of the respondents 44(56.4%) were not agreed with the point and 32(41%) respondents were agreed with community participation have practical implication of good governance and the remaining respondents 2(2.6) were undecided on the point.

4.2.6.7 any implication on adult literacy level improvement,

When we see the implication on adult illiteracy improvement, majority of the respondent's 56(71.8%) were agreed with the point and 20(25.6%) respondents were not agreed with the point and the remaining 2(2.6%) respondents were not decided on the point.

4.2.6.8 any implication of education status,

Implication on education status improvement, majority of the respondents 61(78.2%) were agreed with the point and 16(20.5%) respondents were not agreed with the point and the remaining respondent 2(1.3%) was undecided on the point.

4.2.6.9 any implication on social health status,

When we see implications on social health status, majority of the respondents 55(78.2%) were agreed with the point and 20(25.6%) respondents were not agreed with the point and the remaining respondents 3(3.8%) undecided with point.

4.2.6.10 socio-economic improvements and environmental conservation impacts on poverty reduction/alleviation,

The other point is community participation impacts on poverty alleviation/Reduction, majority of the respondents 45(57.7%) not agreed with the point and 32(41%) respondents were agreed with point and the remaining respondents 1(3.8%) undecided on the point.

To summarize the above interpretation, community participation in their local development programs has a great implication to change the economic, social, and environmental conservation. However, in case of inadequate practice of community participation in different developmental programs, the implication were not overcome its objectives at the area, because they are so many challenges like all association, institution, and individuals not inclusive.

4.2.3 Discussion of the Research Findings:

As De Beer &Swanepoel (1988) findings, community participation in developmental programs based on participatory development approach like, co-operation, mobilization of communities or involving communities in the execution of development plans, implementation, monitoring and evaluation. This philosophy is built on a belief that citizens can be trusted to shape their own

future. Participatory development uses local decision-making and capacities to steer and define the nature of an intervention. Participatory development encourages grassroots organizations to become partners in the development endeavor. This study finding compared with De Beer & Swanepoe findings, actually it may contradict and similarities with those findings.

The findings of this research discussed as follows.

4.2.3.1 Experiences of Community Participation in Local Developmental Programs;

Community participation considered as cooperation, participation and involvement of the people should not only be solicited but actually cultivated (Ering2006:93). This means, community participation should be developed to realize the continuous sustainable developments. Even though, unless to develop the society engagement, in every developmental program, it's not succeeding its objectives and becomes unsatisfied the societies. When we see the reality of this study finding, peoples have experiences to participate in developmental programs at the research area. This research finding identified, majority of the respondents were participated on developmental program in their areas. At the area, communities participated in LDP in cash, material, labor, professional and other approaches were their means of participation types in their local areas. On the other hand, this study identified that peoples who have high incomes participated in more in development programs and peoples who have low incomes have low participation and also peoples who more educated more participation. In addition, peoples who have more family members have low participation and who have small family members in more participated in different developmental programs. This finding also supported with the findings of Kotchen & Moore (2003:245) which were found out that participants with higher income, higher education, low family members in more participate in developmental programs and peoples who have low education levels, who have low incomes and who have large family structures have low participation. So, the findings of Kotchen & Moore findings parallel to with this research findings.

In addition, those realities were realized especially by expert Key informants in the research area. Those key informants taken an example for large family structures (large family members) mothers in larger households are less likely to work and are more likely to use child care

facilities and costs of child care can be expected to affect women's labor force participation. As those advocates that small family size and high education levels enjoy better economic and social life which has great influence on better understanding of environmental conditions. Focus group discussion (FGD) respondents also support the ideas, because as researcher summarized with those groups, large families always decide to invest on their families than the other and their participations in development low places. On the other hand they raised peoples in their areas who have high incomes and high education level invest their self's and good contribution in local developments. Because they decide to develop their self's and an aware of develop their areas.

The other findings of this research were, a person who has an alternative income, which in managerial or professional position, and people who's in political members have more participation and in contrast peoples whose in sales and services have low participation in local developmental programs. This is also as Kotchen & Moore identified, peoples who have enough education level and experiences selected for managerial or professional position and also have an awareness to participate. However, peoples who in sales and services have low awareness about social development integration participation and in more they give attention to their individual's success. Though, these findings were in parallel with the Kotchen & Moore findings.

On the other hand the expert key informant's respondents in a similar way support this finding. However, all focus group discussion respondents were contradicting with the point that peoples whose in sales or services have less participation. Because, according to their ideas, peoples in sales and services have enough capacity (incomes) to participate in developmental programs. But, most of the time they have not inclusive to participating or not assess their needs to initiate them to in their local developmental programs. Though, according to those focus group discussion respondents, those peoples who in sales and services were not satisfied with developmental programs and becomes less to participate in their local developmental programs.

In addition, the other finding was, majority of the respondents identified that in developmental programs at their areas, communities or societies not satisfied with the developmental programs. To gate sustainable development, peoples could be participating in local development programs which should based on physical and intentional trust (internal satisfaction) of the communities. Which means community participation should base on participatory developmental approach. As

Swanepoel and De Beer (2006:27) identified that “if we should address the basic physical needs of the people, to the detriment of the people’s human dignity and other abstract human needs such as happiness and satisfaction will not be okay”. The role is not “only to mobilize people for physical development but also help people gain in self-reliance, happiness, and fulfillment to the program unless the sustainable development be questionable. As this research identified, the major reasons to community unsatisfied with the developmental programs, majority of the programs formulated based on: the government interests and political interests. This mean program formulation in the research area less in based on community needs assessment, participatory, community involvements but rather than government and politics based program formulation. In this contrast approaches community participation like lack effective need assessment, from top to down, based on government interest and political interest directly negative impacts on the societies. Because, community less involvements encourages low outcomes of diffirent sectors this also impacts to low (minimum) poverty reduction. These become impacts to developments unsustainable.

Key informants (KII) and focus groups discussion (FGD) also supported this finding. For example, key informant respondents in their areas, communities not satisfied with programs in both with physically and intentional trust but only with physical satisfaction. As they indicated in their areas, in diffirent projects and programs, communities informed during the implementation stages. These mean first not communicate with societies and the priority area of the societies not identified. Though, communities satisfied only for the sake to gate the infrastructures in physical. However, intentionally or internally they are not satisfied with those infrastructures. Because, most of the time programs formulation is not based on their need assessment. For example, like concerning to the social availability, sites of the programs, programs plan; program services were not effectively decided. If first need of the communities assessed, those problems resolved based on the community interests. These like also internally and externally satisfy the societies.

Focus groups discussion respondents in their sides particularly at community in *kersa* and *Busa* most of the respondents in more reflected that the dissatisfaction of the societies with the developmental programs in the same ways of the above discussion of key informants programs formulation in their areas unsatisfied the societies.

Though, community based program formulation and involvements have a great contribution to sustainable developments.

4.2.3.2 Challenges of Community Participation in Developmental Programs

Dauids et al (2005:221) find out that the local people's ability to practice sustainable development on their lands has been limited by economic, social and historical factor. According to his findings the indicators of his findings were income level, political situation, and access of information.

When we see the finding of this research, it parallel with Davids findings. This research identified, lack finance (low incomes) challenges the societies to effectively participate in programs. This point also supported by Focus group discussion respondents. Because, they agreed on the ideas that Economic growth without Creating jobs and income inequality could induce participation apathy on the citizenry and there is need for redistributive economy especially to the rural, urban and other disadvantaged groups. This means, peoples if not able to survive salve lives economically, it's impossible decide to the external to support to the other. Though, a low income challenges the community or everybody who want to support the development.

On the other hand politics also challenges community participation. This may constrains positively and negatively. However in this research finding identified that politics negative impact at the area. However, politics not base the approach which empowers and involves the societies in program formulation but use the elite's idea (only from the peoples only who accept the positive ideology). This also limited in effective structuring and framing diffirent organization, community structures and also lack of implementation and evaluation are basic limitations in politics. That limitation also at the area leads the politics become negative impacts. This also supported by focus group discussion respondents at all groups selected communities. However, leader key informant interviews on the other hand contradict this idea. They reflected the positive dimension of the politics. Especially, a leader key informant decides politics positive impacts on developmental programs. On the other hand their core ideas were programs formulation based on need assessments. But, the expert key informants were not support the leader key informants rather they support to the focus group respondent ideas. To summarize

these ideas, key informant leaders not support their ideas with the empirical data's and they reflect their ideas for the sake of government representatives. Therefore, if the politics revise its limitations at the area, it's possible to good positive impacts on the developmental programs rather to its negative impact.

The capacity of the leader, lack of information, participation not supported by polices, lack of periodical monitoring and lack of time constraints are also the major challenges as this research finding. The capacity of the leader/ management bodies challenges the community because of; they have not enough profession and based on the political interest rather than community contextual needs. This also led them, lack However, they haven't the capacity to monitoring and evaluate the projects and community participation levels periodically of managing in community based approach. If those leaders have no enough capacity to lead or manage they are not the capacity to identify the problems and become lack of policy formulation and policy implementation. These are also even impacts on monitoring the formulated projects periodically.

As Galvin et al (2009:14) identified that effective Participation is the major indicators that all participants must be informed, must hear and respect the view points of others, so that together they can make decisions that meet the specific needs within the realities and constraints of the situation". Though, this was true for these research findings. In the research area, Time constraint also, the other major constraint to community participate in developmental programs. As majority of the respondents identified that the peoples challenged with the time constraint. This is also supported with the Pocock 2010: 9 who observed that time constraints prevented people's participation in training programmes and that time shortages affects their households and community interaction.

Majority of the focus group discussion respondents support the point and they recommend solving the problems that it is necessary to develop the policy makers and planers which includes those who challenged with the time constraints.

4.2.3.3 Adult Education Contribution in Developmental Programs

Adult education is an education programs which is solve the capacity and problems of the adult's problem and develop the participation level of adults in developmental programs. This is also

having a major contribution to sustain the development. As UNDP, 2004 identified that adult education contribute to build the capacity of adults and effectively participating in developmental programs and this also implicate/contribute to poverty alleviation and sustain the development.

When we see the finding of the research identified that adult education is not effectively initiate community participation. The reason was relatively less or not effectively implemented. In case adult education practically in the areas relatively unsolved the problem of the societies. Those finding of this research contradict with UND-2004. Because, this research finding identified that, adult education contribution at the research area relatively in practices less implementation. Though, the adult education policy maker is necessary attention to develop first to problem analysis. In the same way, the practical outcomes of the adult educations, is as its objectives not contributed. In the same way, concerning to the points adult education practically not relative contributed in poverty alleviation/Poverty reduction, because it's relatively not achieve/overcomes its objectives, but it has so many implication to alleviate the poverty. For example, life-long education, experience education, adult non-formal education support to build the capacity of the adult communities to participate in different programs. Adult Education if it effectively implemented, it's the central to improving quality of life. Because, it raises the economic status of families; it improves life conditions, lowers infant mortality, and improves the educational attainment of the next generation, thereby raising the next generation's chances for economic and social well-being. Improved education holds both individual and national implications.

4.2.3.4 Current status of Community Participation

As it was identified, this research follows the De Beer &Swanepoel (1988) findings, which community participation in developmental programs based on participatory development approach. This also in other words community should participate in any developmental programs of planning, decision making, implementation, in projects resource management, in control and evaluate.

However, this study finding contradicts with De Beer &Swanepoel findings. Because, the research identified program/projects plans not society centered. Because different program in the research areas were formulated based on the government and political interest. This also satisfied

the societies only physically trust and there was the absent intentional trust (internal) satisfaction in the area. However, as this research identified that community participation in project implementation, somewhat in a good level when it compared with the other points. This finding becomes similar with the De Beer & Swanepoel findings. But, on the others (in planning, monitoring and evaluation) community relatively not participate. Majority of the focus group discussion respondents were supported the ineffective participatory of the societies in developmental programs. To summarize the community participation is not for the sake to citizen participatory. Even though, to compensate the deficit of capital for the project. These also have impacts to share the owners of the projects with the societies.

Therefore, it's possible to conclude that in *Dawo* districts community participation in local developmental programs according to the participatory of community approaches, it's not base or not centered the societies.

4.2.3.5 Community Participation implications on Poverty Redaction

The aim of community participation in different developmental programs is to sustain their life and alleviate/reducing the poverty and sustaining the development as in general. The community participatory based center approaches is the main approaches help to overcome this objectives. In Ethiopia GTP –II poverty reduction/alleviation is as one of the pillar identified. This pillar also implemented by different sectoral and institution as their context activities. In this paper, poverty alleviation measure in three dimension like: social, economical and environmental which described in the angle of community participation. This also supported by Kaufman and Alfonso (1997) findings, which asserted that effective community participation may lead to social and personal empowerment, economic development, and socio-political transformation.

When we see the outcomes of this research finding, as majority of the respondents were identified that some points parallel with the Kaufman and Alfonso findings and the others were contradicted. The points which similar to the Kaufman and Alfonso findings identified, community participations had an implication on: change of local development program, economical changes, environmental conservation change, good governance, adult illiteracy level improvement, education status improvement and on social health improvement were the major

ones. Those points were the indicators of poverty alleviations and also in Ethiopia GTP –II those social, economical, political and environmental measurable tools at the end of the programs.

On the other hand the contradict points of this research with Kaufman and Alfonso (1997) findings were, all local societies uninclusive in developmental programs, local association and institutions. Those point also the indicators of poverty alleviation. Because, every individual society, every institution and organization based on their interests should participated in developmental programs as participatory development approaches. This help to share risk and responsibility of the projects. On the other way, if the program is an exclusive the community is not satisfied internally and externally to the developments, though this also challenges the poverty alleviation and also the development becomes unsustainable. Incase at the research area community participation in developmental programs not attainable the socio-economic and the environmental conservation overcomes. This also implied the community participation at the research area in different developmental programs less contributed of poverty alleviation/ poverty reduction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the major findings are summarized; conclusions are drawn based on the findings and the necessary recommendations are forwarded for the concerned bodies.

5.1 Summary

The purpose of the study was to assess the practices and challenges of community participation in local developmental programs and its impacts to poverty alleviation. It was also tried to address the community experiences, the implications of adult educations in developmental programs and the community participation status currently to contribute in poverty alleviation was evaluated.

Samples of 78 respondents were taken for the study using multistage stratified sampling. In the process of answering the basic questions, a questionnaire that include demographic profiles, experiences of community participation, major challenges of community participation in developmental programs, implication of adult education in developmental programs, current practical level of community participation in developmental programs and evaluation of the current community participation implication to alleviate poverty at their local area was designed in a closed and open ended questions. Key informant Interview respondents were held with top officials and one expert who's his activities related with the research topic from: *Woreda* administrative, Education office, road construction authority office, Health office, agricultural office, and water and energy office and totally 12 persons selected purposively as a key informant interviews. In addition, three (3) focus group discussion (FGD) respondents were selected from four community areas (*Busa, Kersa, Arbigebaya and Bashi*) of the research area.

After the data has been collected, it was analyzed using simple statistical techniques (tables, figures and percentage and the interviews and focus discussion points were analyzed using descriptive narrations.

The major findings of this study are summarized as follows.

- I. Most of the respondents were males; under the age category of 18-30 and educational level secondary school (9-12) complete with a marital status married, family size 3-5, majority of the respondent's occupation farmers and majority of income levels 2001-4000 E.B
- II. The Majority of the respondents participated in local developmental programs and the un-participated were participation in school building projects, most of them participated in cash, in cash contribution (1501-3000).
- III. The major reason for respondents who did not participate in developmental programs were problems of incomes, and most of the time the developmental programs derived based on the government interest.
- IV. Majority of the respondents were agreed with peoples with higher education profession or qualification in high level to participate, on the other hand peoples with low level of education qualification in low level to participate, peoples with many family member's agreed in low level participation, on contrast agreed with peoples with small family members in high level to participate, in the same way agreed with the points peoples with high incomes in high level to participate and peoples with low incomes participated in low level to participate.
- V. Majority of the respondents agreed that peoples who have alternative incomes participate more, the participation of people in sales and services was found to below in, peoples in managerial or professional occupation showed more participation participate, peoples in civil services not like to participate, in contrast peoples in the political members like to participate in more and majority of the respondents decided that most of the peoples not satisfied with the developmental programs in their local areas.
- VI. Majority of the respondents were agreed that adult education was less initiated community participation, less practiced or not able to address the community problems, not supported communities as its aims in LDP's and incase less contributed to poverty reduction/poverty alleviation.
- VII. Majority of the respondents were agreed that community not participate in planning, not participate in decision making of developmental programs, not participate in finance and

resource management, and also not participate in monitoring and evaluation, but community participate in implementation of developmental programs in their areas.

- VIII. Majority of the respondents were agreed that all local societies not inclusive in developmental programs, not includes all the interest association and institution (48.7%).
- IX. Majority of the respondents were agreed that local developmental programs have implication socially, have implication economically, have implication on environmental conservation, implication on administrative/good governances, an implication to improve adult illiteracy improvement, implication on education, and an implication on social health status improvement.
- X. Majority of the respondents were agreed that local developmental programs not contributed the attained socio-economic improvements and environmental conservation, in case its low impacts on poverty alleviation/poverty reduction.

5.2 Conclusions

This study seeks to find out the practices and challenges of community participation in local developmental programs. It was also tried to address the community experiences, implications of adult educations in developmental programs and the community participation current status to contribute in poverty reduction were assessed at the research area.

As this research identified majority the respondents participated in their local developmental programs. However, her were also none-participated communities in the area. The reason was less incomes, low awareness, unsatisfied with the program and others. The experiences of the communities who have participated in types in different developmental programs showed, they participated in their profession, cash, material, labor and others. Those who have had participation experiences were peoples with high income, high education level, low family structure, alternative incomes, managerial or professional and peoples who in political members were had in more participate in LDP's. On the other hand peoples in low incomes, large family sizes, low education level, peoples in sales, and peoples in civil services participated in low level experiences. The other experiences in this area, programs formulation were based on government and political interest. This also contradicts with the peoples centered participatory approaches. In case majority of the societies not satisfied with the developmental programs in the area.

The major challenges that constrained the society to participate in developmental programs were lack of finance, political negative impacts, lack of information, capacity problems of local leaders, lack participations supported by policy, lack of periodically monitoring the participation and time constraints were the major challenges identified at the research area. On the other hand implication of adult education in developmental programs not overcome its objectives but had contribution/implication for poverty reductions and practically communities not participated in LDP rather to participate in implementations process.

Finally, it was conducted that community participation in local developmental programs was weak. Hence, it was recommended that more participatory approach should be encouraged by south west showa zone, dawo district, more socially disadvantaged sections of the community should be encouraged to actively participate in local developmental programs.

5.3 Recommendations

Based on the findings of the study, the following recommendations are forwarded.

- I. Developmental programs in the communities should be based on peoples centered participatory approaches like participating in planning, decision making, implementation, resources managing, monitoring and evaluation. Because, peoples in its local areas should be shared the responsibilities and risks as the owners. This also helps in poverty alleviating and sustainable development by everybody who practices the LDP.
- II. To further strengthen, sustain, improve participation and encourage women, the vulnerable, also the marginalized to participate in developmental programs there should be formations of pressure groups by these categories of people in the communities to press home and have a formidable group that will help to them achieve their aims. It will also help them in social learning and to network and evaluate programs in their community and compare with other communities.
- III. Everybody who facilitates the activities in government, agencies, multi-national corporations in initiating developmental programs should supported by relevant policies. This means, policies should include peoples income, decrease political situation, networking with all the societies, capacity of local leader building with in a time, participation monitoring system effectively, avail the time of participation to participate based on the local conditions should be indicated in polices.
- IV. Adult education arranged based on the society's local context problems and be effectively implemented. This also a great implications to build adult capacities and overcomes more contribution on poverty alleviation.
- V. The participation in should community involvement approaches and its outcomes should intentionally (internally) and physically satisfies the societies. This also realizes project owners to the society. This initiates to the society for more contribution by their interests and in case the development becomes sustainable. Poverty also in inverses becomes declined.
- VI. Developmental programs should be Inequality undermines prospects for inclusive growth, equal access to social protection, and broader sustainable development by

negatively affecting aggregate demand, investments in health care and education, and socio-political and economic stability.

- VII.** Developmental programs should be effectively activated of on the ground that which add good environmental, social and/or economic practice by integrating the concerned stake holders.

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APPENDIX-A

Addis Ababa University
College of education and behavioral study
Department of department of curriculum and instruction
(Adult Education and Community Development)

Questioners

The purpose of this questionnaire is to gather data for Master's study which is entitled with the practices and challenges of community participation in local development programs and its Impact for Poverty Reduction.

I kindly ask for your time to complete this Questionnaire to the best of your knowledge. Your free and frank feedback will be taken as an important contribution to the present research work. All ethical considerations and confidentiality of information will be adhering to.

Thank you!!

Note:

_ No need of writing your name

To this end,

- You are kindly requested to give genuine responses
- Tick (√) the corresponding letter of choices from the given alternatives
- Feel free to respond

PART 1: DEMOGRAPHIC INFORMATION

1. Gender: A. male B. Female
2. Age: A. 18- 30 Years C. 41-50
B. 31-40 Years D. above 50
3. Level of education and training/ Education attainment
A. None formal E. level/ diploma
B. Elementary (1-8) F. BA/BSC
C. secondary (9-12) G. above BA/BSC
D. Grades 10 /12 complete
4. Marital status
A. Married C. Divorced
B. Single D. Widowed
5. Family size
A. Less than- 3 C. More than 5
B. 4-5 D. Have no family
6. What is your occupation?
A. Farmer C. business
B. civil servant D. Not Employed
E. Explain, if others -----

7. What is your level of incomes?

(A) Less than 1000 E.B

(C) 2001 - 4000 E.B

(B) 1000-2000 E.B

(D) From 4001 and above E.B

8. What is the name of the community you live? -----

PART 2: About the practices of community Participation in their local development programs which was in three perspectives years (2006-2008 E.C):

9. Have you participated in your areas of interest in developmental programs?

A. Yes

B. No

10. If yes, in which projects you participated?

A. school building

D. water pipe construction

B. road construction

E. shade constructions

C. health center constructions

F. if others, explain -----

11. Based on your choice of question number 10, in what was the type of your contribution?

A. in cash

B. in material

C. in labor

D. if others explain -----

12. If your contribution was in cash, how much you contributed?

A. less than 500

C. 15001-3000

B. 501-1500

D. greater than 3000

E. If others, explain -----

13. If you are not contributed in these three years, what is the reason?

A. I have no enough income

C. I am not satisfied to the development programs

B. I have no awareness about local developmental participation

D. If others, explain -----

14. How the developmental programs derived in your areas?

A. Based on the government interest

B. Based on the community needs

C. Based on the political interest

D. Based on the available asset in the area

E. if others specify-----

15. Read each of the areas and evaluate based on your experiences of community participation in local developmental programs in your areas and put a tick mark (√) for your choice under the choices given in the table below.

NO	Items	Agreement scale			
		Yes	No	Undecided	Remarks
15	practices of community participations				
15.1	Do you think that people with higher educational qualification in high level to participate in development programs in the community?				
15.2	Do you think that low level of educational attainment affects participation in development programs?				
15.3	Do you think, families with many children or large family structure do not participate effectively in programs in the community?				
15.4	Do you think families with few children or small size do not participate effectively in programs in the community?				
15.5	Do you think that people with higher income level participate more in development programs?				
15.6	Do you think that people with low income level participate more in development programs?				
15.7	If you have alternative income, do you think it will affect your participating in development programs?				
15.8	Do people in sales and services occupation participate more in developmental programs in your community?				
15.9	Do you think people in managerial or professional occupation likely to participate in development programs?				
15.10	Do you think people in civil service likely to participate in development program in the				

	community?				
15.11	In your view, do you think that peoples in political members likely to participate in developmental programs?				
15.12	In your view, in your local areas peoples satisfied with the local developmental programs?				

PART-III -About the major challenges that affects the extent of community participation in their local developmental programs:

No	ITEMS	Agreement scale			
		Yes	No	Undecided	Remarks
16	Major challenges of community participation				
16.1	Do you think lack of finance challenges the peoples to participate in local developmental programs?				
16.2	Do you think political factors challenges the peoples to participate in local developmental programs?				
16.3	Do you think political factors positive effects the peoples to participate in local developmental programs?				
16.4	Do you think political factors negative effects the peoples to participate in local developmental programs?				
26.5	Do you think lack of information challenges the peoples?				
16.6	Do you think, capacity of local leader and managements challenges the community participation?				
16.7	Do you think if community participation is not supported by policies it challenges the participation?				
16.8	Do you think lack of public monitoring periodically challenges community participation?				
16.9	Do you think lack of time constraints challenges the community to participate in their local developmental programs?				

PART-IV: Implication of adult education on developmental programs

To assess the implication of adult education on developmental programs, Read each of the areas and evaluate based on your experiences of community participation in local developmental programs in your areas and put a tick mark (√) for your choice under the choices given in the table below.

No	ITEMS	AGREEMENT SCALE			
		Yes	No	Undecided	Remarks
17	Implication of adult education on developmental programs assessment				
17.1	In you areas, do you think that adult education necessary to initiate community to participate in developmental programs?				
17.2	In you areas, do you think that adult education is important to address community problems?				
17.3	In your areas, do you think that adult education support the developmental programs?				
17.4	In your areas, do you think that adult education have contributions/implications to poverty reduction/alleviation?				

PART- V The assessment of the current practical level of community participation in local developmental programs in the research selected areas

18. In your local area community participate in developmental programs planning?

- (a) Yes (b) No (c) Undecided
 (d) If others please specify -----

19. If your answer is no. what is the reason? -----

20. In your local area community participate in developmental programs Decision making?

- (a) Yes (b) No (c) Undecided
 (d) If others please specify -----

21. If your answer is no. what is the reason? -----

22. In your local area community participate in developmental programs finance and resources management?

- (a) Yes (b) No (c) Undecided
 (d) If others please specify -----

23. In your local area community participate in developmental programs implementation?

- (a) Yes (b) No (c) Undecided
 (d) If others please specify -----

24. If your answer is no. what is the reason? -----

25. In your local area community participate in developmental programs in monitoring and evaluation?

- (a) Yes (b) No (c) Undecided (d) If others please specify -----
 26. If your answer is no. what is the reason? -----

PART- V, TO EVALUATE THE CURRENT STATUS OF CUMMUNITY OF IMPLICATION IN POVERTY ALLIVATION:

Read each of the areas and evaluate based on your experiences of community participation in local developmental programs in your areas and put a tick mark (√) for your choice under the choices given in the table below.

No	ITEMS	AGREEMENT SCALE			
		Yes	No	Undecided	Remarks
27	Evaluate participation implication of poverty alleviation				
27.1	In you areas, do you think all societies inclusive in local developmental programs (LDP)?				
27.2	In you areas, do you think association and institution inclusive in LDP?				
27.3	In you areas, do you think LDP program socially applicable?				
27.4	In you areas, do you think society participation economically have any implication on community well being life status?				
27.5	In you areas, is there any change on environmental conservation?				
27.6	In you areas, is there community participation any implication of good governances?				
26.7	In you areas, is there community participation implication of adult literacy?				
27.8	In you areas, community participation is there any implication of education status?				
27.9	In you areas, community participation is there any implication on social health status?				
27.10	In you areas are possible to say socio-economic improvements and environmental conservation implicates on poverty reduction/alleviation?				

28. If you have Additional general comments -----

GELAYE MIDAKSA!!

THANK YOU!!

APPENDIX-B

Addis Ababa University
College of education and behavioral study
Department of department of curriculum and instruction
(Adult Education and Community Development)

Key informant (KI) interview:

1. For how many years you stayed on this position?
2. How you can define community participation in your local areas?
3. What are the developmental programs in your area?
4. Who is derived those developmental programs?
5. How the communities participate in those programs?
6. When you operated those developmental programs what are the challenges you faced?
7. How those challenges overcome or solved?
8. Is there adult education any contribution in developmental programs?
9. Is socio-economic change of the societies contributed of poverty alleviation?
10. Do you think those developmental programs satisfied the community interest?
11. If yes, explain the measurements.

APPENDIX-C

Addis Ababa University
College of education and behavioral study
Department of department of curriculum and instruction
(Adult Education and Community Development)

FGD (Focal Group Discussion): Questions

1. Are you knew the concept of participation?
2. Are you knew the concept of developmental programs?
3. If you knew the concept of participation and development where you can gate?
4. In your local areas, what are the developmental programs?
5. Who is derived those developmental programs?
6. How you participated in those developmental programs?
7. In which level of persons from the community in more participated in those local developmental programs?
8. As you think, in which level of peoples less participated in local developmental programs?
9. What are the challenges of the developmental programs in your area?
10. How those challenges solved?
11. What is the adult education contribution for societies?
12. Currently what the status of the societies looks like in your area?
13. As you think, community satisfied to those local developmental programs in your area?
14. If yes, how it's measured?
15. If no, what is the problem?

APPENDIX- D

Yunivariistii Fiinfineetti

Kollejjii Barnotaa fi Qo'annoo Amalaa

Kutaa karikkulamii fi qo'anna

Gaffannoo Qo'aannodhaaf qophaayee

Mata –dure qo'anno: sakkata'insaa danqalee fi haala sochii qabatamaa hirmanna uumatni guddina misooma nannoo isaa irratti taasisu” kan jeedhudha. Kabajamoo gafataamtotaa: kayyon gaffanno kana raga fi oddefanno qabatamaa qo'anno kana raga guutuu ta'een deegaruuf kan gargaarudha.

Milka'inna qo'anno kanaaf deebiin isin amanamumaan nuuf keenitaan murteessadha.yaada keenitaan hundumaaf iccitiin keessan eeggamaa waan ta'eef, sodaa fi shakkii tokko malee yaada keessan akka nuuf gummachitaan isin hubachisuu barbadna.

Galatooma!!

Hubachiisa:

Maqaa keessan barressun hin barbaachisu

Seensaa

Kabajamoo gaafatamtotaa, gafannowwan kana keessatti qubeewwan bifa filannotiin dhiyataniif waan jiraniif, qubee yaada keessan ibsuu danda'uu erga adda baafataniif booda, qubee iddo yaada keessan ibsuu danda'uu jirutti maarudhan yaada keessan ibsuu kan dandeessaniif fi bakka duwwa jiru irratti immo yaada keessan katabuudhaan agarsisaa.

Adda baaftuu

Ganda -----

Maqaa dame uummataa/Goxii -----

KUTAA – 1FFAA, HAALA WALIGALAA

1. Korniyaa -----
2. Uumarii -----
3. Sadarkaa barnotaa-----
4. Sadarkaa ga'ila

A. kan hin heerumne/kan hin fuune, B. kan herumtee/kan fuudhe, C. seeran kan hiikte/hiike, D. kan irra du'ee/duute, E. seeran osoo hin ta'iin akkanumaati kan addan baate/ba'e,

5. Baay'inii maatii keessanii abba warra fi haadha warra dabalatee meeqaa? -----
6. Galiin ji'aa keessan meeqa?-----
7. Gostii hojii keessan maaliin? -----
8. Maqaan dame uummataa isin keessa jirtanii maalii jedhamaa? -----

KUTAA- 2FFAA: Wa;ee muuxxanno uumatni hirmanaa guddina misooma nannoo isaa irratti qabuu, kan kan waggota sadaan(3ni) darbanii (2006-2008) agarsiisu.

9. Waggota sadaaan (3n)darbaan keessatti sagantalee guddina misomaa nannoo keetti gageeffamaa turee irratti hirmatee beektaa?

A. Eeyyee

B. lakkii

Deebiin kee gaffii 10ffaa eeyyee yoo ta,ee, gaffiwwan 10-13ffatti jiraan deebisii.

10. Misooma nanno keetii gageeffamaa turee keessaa kaam irratti hirmaate beektaa?

A. Ijaarsa mana barnotaaa

B. Ijaarsa dandii

C. ijaarsaa hojii bishaan dhugatii

D. ijaarsa dhabbilee fayyaa

E.Hirmanaa hojii misooma sululaa

F. yaadni biraa yoo jiratee -----

11. Hirmannan atii waggotaan sadaan darbaan taasistee maalidhaan turtee ?

A. qarshiidhan

B. kenna qarishii hin taneen

C. human kotiin hojachuudhan

D. yaadni biraa yoo jiratee -----

12. Qarshiidhaan yoo ta'ee hangaa meeqatti hirmatee jirtaa?

A. qarshii 500 gadii

B. qarshii 501-1500

C. qarshii 1501- 3000tti

D. qarshii 3000 oliin

E. Yaadni biraa yoo jiratee -----

13. kenna qarshii hin taneen yoo ta'ee mallidhaan turee?

A. horii dhabbataa lachuun

B. Qabiyeen lafaa qabu irra qoodee lachuu dhaan

C. faaya qubaa, yookiin kan mormaa yookiin kan guraa lachuudhaan

D. yaadni biraa yoo jirate -----

14. filannoon kee gaffii 10ffaa' lakki' kan jedhuu yoo ta'ee, sababiin kee maalii?

A. galii ga'aa dhabuu

B. wa;ee misomaa irratti hubanno dhabuu

C. sagantalee misooma nanno qopha'aan kanatti gamaduu dhabuu

D. yaadni biraa yoo jirate -----

15. sagantaleen guddina misomaa nanno kee kun, akkamitii qopha'uu?

A. feedhii mootummatiin

B. fedhii uummatatiin

C. fedhii siyaasaatiin

D. haala qabeenyii nanno uummataa itti fayyaduu danda'uu bu'uura godhachuun

E. yaadni biraa yoo jiratee -----

16. hirmmanaa uumatni guddina misooma nannoo isaa irratti taasisuu irratti muuxanno ati qabduu irratti qaphixiwwan gabatee armaan gadii keessatti dhiyatani jiru. Qaphixiwwan kana sirritti erga dubbisteen booda fillannowwan kennamaan jalatti bakka filanno kee ta'uu danda'uuti mallatto(✓)ka'uun agarsiisi.

lakka	Qaphixiwwan	Sadarkaa waligalitee			
		Eeyyee	lakkii	Itti walii hin galuu	yaada
15	Muuxanno hirmanaa uumatni misooma nanno isaa irratti taasisuu kan waggota sadeen darbanii				
15.1	Namni sadarkaa barnotaa olanaa qabuu hirmannan inni misooma nanno isaa keessatti qabuu guddadha jette				

	yaaddaa?				
15.2	Sadarkaa barnotaa gadii anna qabachuun hirmanaa misomaa irratti dhibba qaba jette yaaddaa?				
15.3	Namni ijolee baay'ee qabuu misooma nanno isaa irratti bifaa gaariidhaan hirmachuu hin danda'uu jette yaaddaa?				
15.4	Namni ijolee muraasa qabuu , misooma nanno isaa irratti bifaa gaarii ta'een hirmaachuu ni danda'aa jette yaaddaa?				
15.5	Namni galii olanaa /gudda qabuu misooma nannoo isaa irratti bifaa olanadhaan ni hirmaata jette yaaddaa?				
15.6	Namni galii gadii anaa qabuu, guddina misooma nanno isaa irratti bifaa garii ta'een hirmachuu hin danda'uu jette yaaddaa?				
15.7	Ati osoo galii dabalataa qabatee, hirmanna ati guddina misooma nanno kee irratti taasiftuu irratti dhibba ni qabaata jette yaaddaa?				
15.8	Namni hojii gurgurtaa fi tajajilaa (bitaa) irratti hirmaatu, hirmannan inni guddina misooma nannoo isaa irratti taasisuu guddadha jette yaaddaa?				
15.9	Namni hojii gageessumaa yookiin hojii ogumma olanaa irra jiruu, guddina misooma nanno isaa irratti hirmaachuu ni jaalata jette yaaddaa?				
15.10	Namni hojii mootumma hojjatuu, sagantaa guddina misooma nannoo isaa irratti hirmachuu ni jaalata jette yaaddaa?				
15.11	Akka yaada keetti, namootni miseensa dhabaa ta'aan sagantaa guddina misooma nannoo isanii irratti hirmachuu ni jaalatu jette yaaddaa?				
15.12	Akka yaada keeti, nanno ati jirtutti, uummatni sagantalee guddina misooma nannoo isaatti gaggefamuuti gamadeera jette yaaddaa?				

Kutaa-3ffaa: waa'ee danqalee gurguddoo uummatni sagantalee misooma nannoo isaa irrattii akka hin hirmaane taasisaan.

Hudhaleen kun gabatee armaan gadii keessatti dhiyataniif waan jiraniif, hudhalee kana sirritti erga dubbisteen booda sadarkalee filanno yaada kee ibsuu danda’aan jalatti mallattoo “√” ka’uudhaan agarsiisi.

Lakka	Qaphixiwwan	Sadarkaa waligaltee		
		Eeyyee	lakkii	Hin murteessuu
16.	Hudhalee gurguddoo hirmanaa uummataa misooma nannoo irratti danqaan			
16.1	Qarshii dhabuun misooma nannoo irratti hudhaa ta’uu ni danda’aa jette yaadaa?			
16.2	Haalli siyasaa hirmanna uumatni guddina misooma nanno isaa irratti taasisuu irratti dhibbaa ni qaba jette yaadaa?			
16.3	Akka yaada keeti, siyaasni hirmanaa uumatni misooma nanno isaa irratti taasisuu irratti fayidaa niqabaa jette yaadaa?			
16.4	Akka yaada keetii, siyaasni hirmannaa uummatni misooma nannoo isaa irratti taasisuu irratti miidhaa ni qaba jette yaadaa?			
16.5	Odeffanno qabachuu dhabuun, hirmannaa misooma nannoo irratti dhibba ni qaba jette yaadda?			
16.6	Dandeettin ogantumma oggansaa nannoo, hirmannaa uummatni misooma nanno irratti taasisuu irratti dhibba ni qaba jette yaadda?			
16.7	Hirmannan misooma nannoo irratti taasifamuu poolisidhaan(hoji-maataan) yoo deegaramuu baate, dhibbaa ni qabaa jettee yaadda?			
16.8	Hirmannan guddina misooman nannoo irratti godhamuu/taasifamuu, sirnii ogansaa isaa yeroo yeroon yoo taasifamuu baate dhibba ni qabaa jettee yaadaa?			
16.9	Yeroo dhabuun, hirmannaa misooma nannoo irratti godhamuu irrattii dhibbaa ni qabaa jettee yaadda?			

Kutaa-4ffaa

Gumaacha barnootni ga’eessotaa guddina misooma nannoo qabu.

Gumachaa barnootni ga'esotaa guddina misomaa irrattii qabu sakkata'uuf akka toluuf, qaphixiwwan gabatee keessatti dhiyaataan erga sirriti dubbisteen booda, muxxanno nannoo keeti qabduu bu'uura godhachuun bakka sirridha jette yaaddutti mallatto “√” ka'uun agarsiisi.

Lak k.	Qapixiwwan	Sadarkaa waligaltee		
		Eyye e	Lakk.	Hinmurteessu
17	Gummacha barnootni ga'eessotaa guddina misomaa irratti qabu			
17.1	Nannoo keeti, barnootni ga'essotaa uumatni misoomatti akka hirmatuuf kakka'uumsa uumee jiraa?			
17.2	Nannoo keeti, barnootni ga'essotaa rakko uummataa hiikeraa?			
17.3	Nannoo keeti, barnootni ga'essotaa guddina misomaa degareera jettaa yaada?			
17.4	Nannoo keeti, barnootni ga'eessotaa hiyyuma hir'isuuf ga'ee isaa ba'eera jettee yaadaa?			

Kutaa-5ffaa,

sakkata'insaa haalota qabatamoo yeroo amma kanaa hirmanna uummatni guddinaa misooma nannoo isaa keessatti taasisuu irraa jiruu.

18. Nannoo keetii yeroo sagantaleen misomaa nannoo karoorfamaan, uumatni ni hirmmataa?

- A. Eeyyee
- B. Lakkii
- C. hin murteessu

19. Deebiin kee lakki yoo ta'ee, sabbabiin isaa maalii? -----

20. Nannoo keetti, uummatni murteewwan misooma nannoo yeroo murta'aan ni hirmaataa?

- A. Eyyee
- B. lakkii
- C. Hin murteessuu

21. deebiin kee gaffii 19ffaa lakkii yoo ta'ee, sababiin isaa maalii jette yaadaa?-----

22. nannoo keettii, uummatni yeroo sagantaan guddinaa nanno gageeffamuu fayinaansii fi madda qabeenyaa sagantaa guddina misoomaa oganuu irrattii ni hirmmataa?

- A. Eeyyee
- B. Lakkii
- C. Hin murteessuu

23. Deebiin keessan gaffii 21ffaa lakkii yoo ta'ee sababiin isaa maalii? -----

24. Nannoo keetti uummatni, hojilee akka guddina misooma nannottii karoorriffamaan irratti ni hirmaata jettee yaaddaa?

- A. Eeyyee
- B. lakkii
- C. Hin murteessuu

25. deebiin kee gaffii 23ffaa lakkii yoo ta'ee, sababiin isaa maalii jettee yaaddaa? -----

26. Nannoo keettii uummatni, sagantalee guddina misooma nannoo jedhammanii karoorffamaan , ogganuu fi bu'aa isaa madalaa deemuu irratti ni hirmaata jette yaaddaa?

- A. Eeyyee
- B. Lakkii
- C. Hin murteessuu

Kutaa 6ffaa

Sakkatainsa gummacha hirmannan uummataa hiyyumaa hirisuu irratti qabu.

Gumachaa hirmanaan uummataa hiyyumaa hirdhisuu irratti qabu sakkata'uuf akka toluuf, qaphixiwwan gabatee keessatti dhiyaataan erga sirriti dubbisteen booda, muxxanno nannoo keeti qabduu bu'uura godhachuun bakka sirridha jette yaaddutti mallatto “√” ka'uun agarsiisi.

Lakk.	Qapixiwwan	Sadarkaa waligaltee		
		Eyyee	Lakk.	Hinmurtessu
27	Sakkatainsa gummacha hirmannan uummataa hiyyumaa, hirisuu irratti qabu			
27.1	Nannoo keettii, ummatni hundii guddina misooma nannoo irrattii hirmaatera jette yaadda?			

27.2	Nannoo keettii, dhabbilee fi waldaleen hundii misooma nannoo irratti hirmmataniiru jettee yaadaa?			
27.3	Nannoo keettii, sagantaan guddina misomaa nannoottii qoppa'uu uummataa birattii fudhatamaa qabaa jettee yaadaa?			
27.4	Nannoo keettii, misoomni gageefamuu dinagdee hawaasaaa irratti jijjirama fidee qaba jettee yaadaa?			
27.5	Nannoo keettii, hirmanaan uumataa jijjira kunuunsa qabeenyaa nannoo irratti fidee jiraa jettee yaadda?			
27.6	Nannoo keettii, hirmanaan uumataa bulchiinsaa garii irratti jijjiramaa fidee qabaa jettee yaadaa?			
27.7	Nannoo keettii, hirmanaan uumataa barnoota ga'eessotaa kennu irratti jijjiramnii fidee jiraa jettee yaadda?			
27.8	Nannoo keettii, hirmaanaan uummataa sadarkaa barnoota iddilee irrattii gummachii taasissee jira jette yaaddda?			
27.9	Nannoo keettii, hirmaanaan uummataa fayya hawasaa irratti gummacha fidee qabaa jettee yaadaa?			
27.10	Nannoo keettii, hirmanaan uummataa foyya'insaa hawas-dinagdee hawasaa fi kunnunisaa qabeenyaa uumamaa nannoo irratti gummachaa taasisuun hiyyumaa hirdhiseera jette yaadda?			

28. wa'ee hirmanaa umatni guddinaa misooma nannoo isaa irratti qabuurratti, yaada waligalaa yoo qabattan yaa ibsamuu, -----

Galatoomaa!!

Galaayee Miidhaksa

APPENDIX- E

Yunivariistii Fiinfineetti

Kollejjii Barnotaa fi Qo'annoo Amalaa

Kutaa karikkulamii fi qo'anna

II- Gaffanno afanii namoota gageessumaa, muxxanno hojii fi itti dhiyeenyaa ogumaa qabaniif qopha'ee(key informant interview):

1. Gitaa kana irra wagga meeqaaf turtee ?
2. Akka nannoo keetti hirmmanaan uummataa akkamitti ibsamaa?
3. Akka nanno keetii saggantalee guddina misooma nannoo kan jedhamaan kamii fa'ii?
4. Dhabbatni ati keessa jirtuu saggantaa misomaa kaami irratti hojjataa?
5. Sagantaa misomaa dhabbatni kee irratti hojjatuu kana irratti uummatni akkamittii hirmmataa?
6. Sagantaa misoomaa dhabbatni kee irratti hojjatuu irrattii wantootni danqaa itti ta'aa turaan jiruu?
7. Waantootni hudhaa itti ta'aa turaan yoo jirrataan, akkamitti furmatni itti laatamee?
8. Sagantalee guddinni misoomaa dhabbatni kee irratti hojjatuutti uummatni itti gammadeere jettee yaaddaa?
9. Itti gammadeera yoo ta'ee bu'aan isaa akkamiin ibsamuu danda'aa?
10. Uummatni itti hin gammadnee yoo ta'ee sabaabiin isaa maalii turee jettaa?

III- Qahixii marii Garee addaa (Focal Group Discussion) tiif qopha'ee:

1. Wa'ee saggantaa guddina nannoo ni beektuu?
2. Wa'ee hirmanaa fi sagantaa guddinaa nannoo yoo beektaan, hubbanno kana eessa argattan?
3. Akka nannoo keessanittii saggantaa guddina nannoo kan jedhamaa maalii fa'ii?
4. Akka nannoo keessanittii saggantaalee guddina nannoo kana eenyuutu qopheessaa?
5. Nannoo keessanittii misooma nannoo irrattii akkamittii hirmmatuu?
6. Akka nannoo keessanitti namoota sadarkaa akkamii irra jiranituu misooma irratti sirriittii hirmmataa?
7. Namoota sadarkaa akkamii irra jiranituu hirmanaa xiqqa taasisaa?
8. Nanno keessanitti misooma irratti yeroo hirmmatamuu wantootni danqaa ta'aa turaan jiruu? Yoo jirataan akkamittii hiikamaa turan?
9. Saggantalee misomaa nannoo keessanitti gaggeffamaa turanitti uummatni gammadeera jettanii yaadu?
10. Eeyyee yoo ta'ee akkamitti ibsuun danda'aama jettanii yaaduu?
11. Lakki yoo ta'ee immoo sabbabiin isaa maalii jettu?

DECLARATION

I, the undersigned, declare that this study entitled “The assessment of the practices and challenges of community participation in local developmental programs and its implication for poverty reduction at south west showa zone, *dawo* district” is my own work. I have undertaken the research work independently with the guidance and support of the research advisor.

Declared by

Name: Gelaye Midaksa Kure

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Messeret Assefa (PhD.)

Signature: _____

Date of approval: _____