



**COLLEGE OF BUSINESS AND ECONOMICS**

**SCHOOL OF COMMERCE**

**THE EFFECT OF COMMUNITY ENGAGEMENT, CAPACITY-BUILDING, AND  
MONITORING AND EVALUATION ON THE SUSTAINABILITY OF COMMUNITY-  
BASED PROJECTS: A CASE STUDY OF FAMILY GUIDANCE ASSOCIATION OF  
ETHIOPIA SOUTH AREA OFFICE (FGAE-SAO)**

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**Research Project Report Submitted to Addis Ababa University, School of Commerce in  
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Project Management (MAPM)**

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**June, 2024**

**Addis Ababa, Ethiopia**

**DECLARATION**

I declare that this research project is my original work and all the sources used in this study have been acknowledged. I confirm this with my signature.

**Signature .....**

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**STATEMENT OF CERTIFICATION**

This is to certify that, this project work “**The Effect of Community Engagement, Capacity Building, and Monitoring and Evaluation: In the case of Family Guidance Association of Ethiopia, South Area Office**”, undertaken by **BETHEL SITOTAW KIDANE** in partial fulfilment of the requirements for Master of Arts in Project Management at Addis Ababa University School of Commerce, is an original work and not submitted earlier for any Degree either at this university or any other university.

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**APPROVAL SHEET**

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This is to certify that this research project work prepared by **Bethel Sitotaw Kidane** with the title “Factors Influencing the Sustainability of Community-Based Projects: A Case Study of Family Guidance Association of Ethiopia Southern Region” and submitted to Addis Ababa University, School of Commerce in partial fulfillment of the requirements for the degree of masters of in project management.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CBP</b>	Community-Based projects
<b>FGAE</b>	Family Guidance Association of Ethiopia
<b>NGOs</b>	Non-Governmental Organizations
<b>Std</b>	Standard Deviation
<b>SPSS</b>	Statistical Packages for Social Scientists
<b>M&amp;E</b>	Monitoring and Evaluation
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations Children's Fund
<b>WHO</b>	World Health Organization

## **ABSTRACT**

*Community-based projects (CBPs) are a type of community-based project that has a significant impact on society. The sustainability of CBPs is influenced by a variety of factors such as community engagement, capacity building, and monitoring and evaluation (M&E) practices. By using the Family Guidance Association of Ethiopia South Area Office as the case study organization, the study aimed to analyze factors that impact the sustainability of community-based projects. The study aimed to determine the relationship between community engagement, capacity building, monitoring, and evaluation of community-based project sustainability. The research design used in this study was descriptive with a mixed-method approach. Quantitative data was gathered through the administration of close-ended Likert scale questionnaires containing additional open-ended questions while qualitative data was gathered through interviews. The target population was the administrative staff, program staff, and members of the community in the organization. The Statistical Package for Social Sciences (SPSS) analyzed the quantitative data and displayed the results in tables using frequencies, percentages, means, and standard deviations. Pearson's correlation was used to determine the relationship between the variables. Interview data were analyzed using thematic analysis. The results showed that Community engagement is perceived at a moderate level, highlighting the need for enhanced communication and inclusive decision-making. A robust positive correlation between community participation and project sustainability is supported by regression analysis, indicating a significant positive impact.*

*Capacity-building activities also exhibit a moderate presence and positively correlate with project sustainability. Regression analysis reveals that capacity building significantly influences project outcomes, emphasizing its role despite some relationships not achieving statistical significance.*

*Systematically implemented Monitoring and evaluation practices demonstrate a strong positive correlation with project sustainability. Regression analysis underscores M&E's critical role as a predictor of positive project outcomes. FGAE employs diverse funding strategies and income-generating activities for sustainability, yet varying confidence levels suggest a need for more consistent long-term planning. These findings contribute to existing knowledge on achieving long-term sustainability in community-based projects.*

**Keywords:** *community-based projects, community involvement, capacity building, monitoring and evaluation, project sustainability, sustainable development*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Background of the study

Sustainability is a concept that is getting much attention in today's project world. The word “sustainability” comes from a Latin word that means “to hold up”. If something is sustainable it endures, persists, or holds up over time (Leslie Paul 2024). It can be explained as the ability to meet the needs of the present without jeopardizing the future which means it's about finding a balance between social, economic, and environmental factors. Sustainability and sustainable development are used interchangeably in different works of literature. The concept of sustainable development is employed now in environmental projects and social projects. It is development that satisfies present demands without jeopardizing the capacity to satisfy those of future generations, as stated explicitly by the Brunt Land Commission (World Bank, 2005).

Roy (2003) asserts that development is a service that people provide to one another. Roy claims that people's perceptions of sustainable development rely on how each individual personally thinks, leading to how they act. Community-based projects contribute to sustainable development through community participation in undertakings that address social, economic, and environmental problems. The community's direct involvement in the formulation and implementation of the projects means that the achievements are designed around the state of the current situation. As a result, in community-based programs, sustainable development entails creating and implementing solutions that work in the brief term but also ultimately benefit society at large.

Sustainability in a community is experienced when a community thrives through indirect or direct participation in robust networks that allow the sharing of resources, and knowledge. Unfortunately, development programs do not take the concepts of sustainable development seriously (Gareis, Huemann, and Weninger, 2010). This means most community-based projects focus on just satisfying the immediate needs of the society not the big picture of sustainability.

Project sustainability, according to Langran (2002), is the ability of a project to provide the services it is meant to provide and benefit the community throughout its expected life and beyond. Project sustainability aims to design and carry out a project that may continue to yield

advantages when donor funding is terminated (Langran, 2002). According to (Lacy, Cooper, Hayward, & Neuberger, 2010), a project's sustainable development guarantees that its long-term advantages are considered, which can validate the project's financial and social investment.

Social initiatives have significant advantages but face several obstacles that might prevent them from developing sustainably. The most common challenges are capacity development training, project management techniques, project finance, community involvement, and external pressures such as political instability. Market circumstances also contribute to community-based sustainability (S. Ibrahim, 2017). Even with attention to post-project review and risk assessment of execution, the sustainability of a badly designed and programmed project may be irreversible (Khwaja, 2003). The project may be developed sustainably by utilizing sustainable practices such as community involvement in project life, beneficiary community empowerment, sufficient resource planning, and effective monitoring and evaluation techniques.

Nongovernmental organizations play an excellent role in leading community-based projects and planning for their sustainability. According to Nikkhah and Redzuan 2010, NGOs have a crucial role in improving the sustainability capacity of communities. NGOs are crucial in starting initiatives and programs that enhance society's social, economic, and environmental facets. NGOs enable people to engage in sustainable development by establishing connections with them at the local level. This collaborative approach means that community projects have been designed and implemented in a way that not only addresses pressing problems but also promotes sustainability. NGOs are very important organizations for the creation of a sustainable society in addition to community development and providing capacity-building activities (Fitzpatrick and Molloy 2014). Their study contributed to the results and effects of several community development activities. Also, NGOs support communities in adapting to changing environments and being refugees in difficult times.

## **1.2. Background of the Organization**

The Family Guidance Association of Ethiopia (FGAE) is a volunteer-based Association established in 1966. It is a well-known organization that pioneered the Family Planning (FP) program in the country and tested different innovative approaches (including youth-friendly services, and community and workplace-based distribution of contraceptives). It primarily targets under-served and marginalized segments of the population. Currently, it is registered as an Ethiopian Residents Charity Organization (under certificate number 0475) and is also an accredited member of the International Planned Parenthood Federation (IPPF). Furthermore, FGAE is locally a member of the Consortium of Christian Relief and Development Associations (CCRDA); the Consortium of Reproductive Health Associations (CORHA), and the Consortium of Population, Health and Environment (COPHE).

Over the last five decades, FGAE's services have expanded from a single-room clinic run by one nurse to a network of 46 integrated SRH service delivery facilities including one MCH Center, seven higher, 14 Medium, and 10 Confidential (Sex-workers Friendly) SRH Clinics; 15 youth centers, more than 200 outreach sites and 478 franchised clinics operating in almost all regions of the country coordinated and managed by eight Area Offices throughout the country. The Association has 713 employees and more than 8,000 program and policy volunteers. The SRH context is fast changing amidst the volatile socio-economic dynamics in the world today. Key issues include access to services, gender inequality, and service quality, among others.

FGAE South Area office was established in the year 1977 G.C. The Southern Area office has been operating in the Southern Nations Nationalities and Peoples Regional State (SNNPR), Oromia Regional State, and Sidama Regional State since its establishment. The Area Office has been providing its Comprehensive SRH information and Service in Oromiya, SNNP, and Sidama regions through three Service outlets: 1. Static Clinics 2. Private and government Public Facilities, and 3. Outreach Backup sites with the use of a total of 180 facilities (2 SRH Clinics, 1 Higher Model Clinic, 1 Confidential clinic for CSWs, 1 Model Youth center, 11 outreach backup sites 35 Social Franchising Clinics, 4 HLIs, 2 public health youth center and 87 public health facilities).

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

Sustainability in development projects has not gained as much attention as the sustainability in business world and environmental issues. Also, project sustainability is a much-confused idea with project success and the word has been used interchangeably. Success in projects mainly focuses on attaining the project goal within the project budget, and schedule, and according to the specific scope (PMBOK). In addition to accomplishing their objectives, sustainable projects have long-term effects on the environment, society, and economy, according to (Ragas, et al. 2023). this means that sustainability goes beyond success in projects.

There are several factors affecting the sustainability of CBP, community participation, capacity building, resource allocation, and monitoring and evaluation are the main ones (Haruki 2014). Projects that prioritize community participation and that address the local needs of the community are more likely to get support from community members that help them increase the chances of long-term impact and make it sustainable even after donor funding is withdrawn (Njuguna, 2014). Projects with higher levels of community involvement and engagement frequently fall short of the community's urgent demands.

The desired state of CBPs in developing countries like Ethiopia should focus on the development of sustainable strategies that effectively address the long-term need for sustainability including its ability to run independently after donor fund is withdrawn. When developing strategies for CBPs including community participation, implementation of capacity-building activities, addressing political challenges, and implementing regular monitoring and evaluation practices significantly increase the sustainability of CBP projects in developing countries (Nthenge, 2014). Capacity-building activities also determine the sustainability of development projects (Langran, 2002). Analyzing current capacity in-depth, determining capacity required, and creating suitable solutions to close the capacity gap are all necessary steps in capacity growth. According to Temali (2012), there are several aspects of capacity building, such as financial, social, and human resources. Also, effective monitoring and evaluation practices increase the sustainability of CBPs. Effective, participatory, and regular monitoring of community development programs can improve management, accountability, participation, trust, learning, and efficiency and development impacts(Görgens, Nkwazi, and Govindaraj, 2005).

Studies on the factors influencing the sustainability of CBPs in developing countries have been conducted in the past, but there is not enough recent literature to review specifically done here in Ethiopia. Also, the understanding gap between the success of a project and the sustainability of a project has not been discussed. Most of the research on these issues has used quantitative or qualitative methodologies. This study will use a mixed-methods strategy. Since this method integrates both qualitative and quantitative it helps in gaining more picture than just using qualitative or quantitative data only. This study will determine how community engagement, capacity building, and monitoring and evaluation relate to the sustainability of CBPs. The research will also reveal some of the strategies the FGAE uses to ensure the long-term sustainability of its community-based projects. And also make recommendations on discovered gaps in the organization. Generally, this study will add to the existing knowledge of what factors significantly influence the sustainability of CBPs.

#### **1.4.Purpose of the Study**

The main purpose of this study is to investigate the key determinants of sustainability in community-based projects.

#### **1.5.Objectives of the Study**

1. To determine how community engagement affects the long-term sustainability of FGAE projects.
2. To test how capacity-building activities affect the long-term sustainability of FGAE projects.
3. To examine how project monitoring influences the sustainability of FGAE projects.
4. To analyze the strategies employed by the FGAE for the sustainability of its community-based projects.

## **1.6. Research Question**

1. How does community engagement affect the long-term sustainability of FGAE projects?
2. How are capacity-building activities related to sustainability in FGAE projects?
3. How does project monitoring and evaluation influence the sustainability of FGAE projects?
4. What specific strategies are employed by FGAE for the sustainability of its community-based projects?

## **1.7. Significance of the Study**

It is hoped that many non-governmental organizations especially an organization that focuses on SRH will benefit from the study's findings, which will highlight the influence of community engagement, empowerment, and monitoring and evaluation practices effects on the sustainability of projects. And also it is hoped that new organization that focuses on community-based projects will benefit from this study. The study may contribute to the body of knowledge, and it is hoped that the results may lead to new understanding and suggest areas for further research.

## **1.8. Scope of the Study**

The study focuses on the factors that influence the sustainability of community-based projects by taking FGAE as a case organization. Only three factors were highlighted: community engagement, capacity building, monitoring, and evaluation. The study will also assess the strategies FGAE uses to ensure the sustainability of its community-based projects.

## **1.9. Limitations of the Study**

Data collection is expected to be difficult due to various challenges such as respondents not cooperating, and understanding and answering questions completely, which has an impact on data analysis. To minimize this, the researcher and research assistant explained the significance of the study, for clarity some of the questionnaires were translated into Amharic and the interview was conducted in Amharic, in addition, respondents were assured that the data collected was for academic purposes only and their confidentiality is maintained. Also finding published recent literature, especially within five years was difficult.

## 1.10. Definition of Key Terms

**Capacity Building:** This means strengthening local skills and competencies, knowledge resources, and institutions for amelioration from such development challenges as issues in question. (UNDP 2019).

**Community Development:** The process of community development is where all the people in a community come together to take collective action and generate solutions to common problems. (Burkett, I. 2011).

**Community Participation** pertains to the active involvement of people at all levels in determining and achieving outcomes, within planning ensuring effective combats affecting their life environments. (WHO 2016).

**Monitoring and Evaluation (M&E):** M&E is a process that helps improve performance, demonstrate results, and ascertain outputs and outcomes to achieve target objectives. (World Bank 2021).

**Project Sustainability:** Project sustainability is a project's ability to deliver its intended benefits over the long term, once external funding from donors or support has ended. (UNDP 2018).

**Sustainable Development:** Sustainable development is a path of steady approaches to balance human needs and the ability of natural resources, so one can consider today's generation's needs without harming the prosperity and rights of the next generation. (United Nations 2015).

## 1.11. Organization of the Study

The study will be divided into five chapters. The first chapter covers the background of the study, the problem statement, the purpose of the study, the objectives of the study, the research questions, the significance of the study, the scope of the study, the limitations of the study, and the definitions of important terms. The second chapter presents a literature review and a conceptual framework. Chapter three covers the research methodology, including research design, target group, sampling and sampling strategy, research instrument, data collection procedures, and data analysis techniques used. Chapter four covers data analysis, presentation, and interpretation of the data, while chapter five contains a summary of results, discussions, conclusions, and recommendations.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Introduction

The purpose of this chapter of the study is to provide a critical review of the available literature on the sustainability of community-based projects. This chapter introduces the concept of sustainability and how it is integrated into community engagement, capacity building, and monitoring and evaluation practices, which are identified and discussed as factors affecting the sustainability of community projects. The chapter also presents a theoretical framework that discusses stakeholder theory, institutional theory, and Empowerment theory to anchor the study. Finally, the chapter presents a conceptual framework that summarizes the relationship between the independent and dependent variables.

#### 2.2. Sustainability in Community-Based Projects

The word “sustainability” comes from a Latin word that means “to hold up”. If something is sustainable it endures, persists, or holds up over time (Leslie Paul 2024). It can be explained as the ability to meet the needs of the present without jeopardizing the future which means it's about finding a balance between social, economic, and environmental factors. The sustainability of community development projects has been an important concern in developing countries (Panda, 2007). As Panda mentioned ensuring that sustainability in community projects should have a lasting benefit beyond their initial implementation. The sustainability of a project ensures that the benefits from a project are felt for extended periods that can justify the economic and social input invested in the project (Hayward & Neuberger, 2010). This long-term impact is significant since it ensures that the resources allocated for the project are used efficiently and continue to yield positive outcomes for the community.

Sustainability in community-based projects is a critical aspect that encompasses various dimensions such as long-term funding, local leadership, and the use of appropriate indicators. As highlighted by Mancini and Marek (2004), sustainability in such programs can be conceptualized and measured using tools like the Program Sustainability Index (PSI) which considers important elements including leadership competence and the focus on processes rather than short-term goals. This emphasizes the significance of long-term funding to ensure the continuity and

effectiveness of community-based initiatives. Pollock and Whitelaw (2005) discuss the role of community-based monitoring in supporting local sustainability by determining the effectiveness and impact of interventions through continuous assessment and remediation efforts. The transfer of leadership roles to local champions is essential for the sustained success of projects, as pointed out by Perkins et al. (2011), indicating that leadership is a crucial factor that influences other sustainability aspects within community-based programs. Ensuring that local leaders are equipped to carry forward the mission and vision of projects is vital for their long-term sustainability. Ceptureanu et al. (2018) delve into a multidimensional analysis of sustainability factors in community-based programs, emphasizing the importance of clear indicators to measure sustainability over time. The use of indicators enables community leaders to assess progress accurately and make informed decisions regarding the project's future direction. Moreover, Shediach-Rizkallah and Bone (1998) suggest that developing reliable indicators facilitates the evaluation of sustainability and provides guidance for maintaining the longevity of community-based health programs.

In planning for the sustainability of community-based projects, it is crucial to consider the fidelity of teams to the leadership models, as highlighted by Perkins et al. (2011). Team factors play a significant role in predicting sustainability indicators for prevention teams, indicating that cohesive and effective team dynamics contribute to the long-term success and impact of community-based initiatives. Monitoring and assessing team performance against predefined indicators can help project organizers identify areas for improvement and ensure sustained progress over time.

### **2.3. The Role of Community Engagement in Project Sustainability**

Community participation holds particular significance as it assures the sustainable development of community-driven projects in developing countries. Projects may provide remedies to local problems effectively and sustainably through inclusive and participatory approaches by incorporating the local community, leaders, and organizational leaders in the planning, implementation, and decision-making processes (O'Toole et al., 2003). Community-supported individuals can provide this program with the sense and approaches to this problem. The beneficiaries involved themselves in activities that have been reported to have helped increase their ownership in the past. Yet, it follows that this must be combined with long-term

sustainability strategies so that participation can be maintained, which is (Batchelor, McKerney, and Scott, 2000). As Mukandala (2005) argues, people have an increasing understanding of initiatives that help themselves, not only the commitment and ownership towards the project but also the willingness to continue those projects in their communities.

Through a CBPR which seeks to involve both researchers and communities, projects become specific to certain groups and contexts and ultimately produce more benefits for society (O'Toole et al., 2003). Therefore, the focus of community engagement on intercultural interaction and efficiency suggests that the events will be culturally sensitive, will gain more acceptance, and will engage the community in a better way. People's participation is very essential as it makes people feel important thus creating motivation for them to participate in coming up with ideas that will address development needs. (Trinkenreich Bianca et al., 2023). Such kind of skill raises the quality of projects as well as appearing in communities over a long period, and eventually, individuals learn how to be self-reliant.

#### **2.4.The Role of Capacity Building in Project Sustainability**

A fundamental component in securing the continuity and sustainability of community projects is the implementation of capacity building. Building the capacity of the stakeholders, which boosts their knowledge, skills, and aptitude, increases their involvement in the activities and decision-making processes (O'Toole et al., 2003). The general aim of the capacity-building strategy as a tool for community development is to promote community empowerment, including government representatives, private citizens, and so on, to work together on overcoming the prevalent problems. Through the CBE projects supported by European funding, and EU projects using themes like knowledge sharing, collaborative learning, and capacity building, there is evidence that consequently; the more stakeholder capabilities are developed, the better the ecosystem becomes for project absorption and implementation.

Capacity building increases the ability of organizations, groups, and individuals to solve problems, perform key functions, and finally define and move effectively towards achieving objectives, effectively understand and handle development needs in a wider context and in a sustainable way (UNDP, 1997). Community projects make social empowerment possible by creating a cooperative atmosphere and a rich kernel of knowledge that aids the capacity building of individuals. Several types of capacity building like financial, social, and human resources can

be identified (Temali, 2012). The development of financial expertise involves the acquisition of information and the necessary tools that will help the executive team manage the project's finances. This discusses energy and resource conservation, fundraising policies, and budgeting. Human capital is one approach to increase participants' knowledge, skills, and capacities. Providing training that is in the form of courses or individual mentorship is another method to support the capacity development initiative.

The project's implementation efficiency can be improved by also investing in beneficiaries capacity-building stories as well as capitalizing on opportunities to learn and develop new skills. The third dimension will focus on building and forging partnerships with public sector agencies in a way that assesses the specific priorities and needs of the community and ensures that stakeholders participate in varying levels of community participation throughout the entire process.

### **2.5.The Role of monitoring and evaluation in the sustainability of social projects**

Monitoring and evaluation are important measure tools in achieving sustainable development and projects. It provides a better way to monitor progress, determine if development has taken off, and make the right decisions about the future. M&E processes are essential components in identifying the strengths and weaknesses of community-based projects. By conducting regular assessments and reviews, M&E activities provide valuable insights into the progress and impact of these projects. One key aspect highlighted in the study by (Wilson et al 2024), is how M&E reports can influence the long-term sustainability of donor-funded community-based education initiatives. Involving both the local and national government authorities in monitoring project progress and evaluating their success is what guarantees the project's sustainability. Furthermore, this promotes decentralization, community participation as well as improved service provision. The output indicators that are used to assess how effective monitoring and evaluation are should be designed with great care to focus on capturing the most important sustainability issues. These criteria should be capable of capturing the effect size, they should be close to sensitive, reliable in terms of consistency and bias-free, and should be valid in measuring desired effect (E. Hiby et al., 2017). An integrated approach using metrics such as resource efficiency, stakeholder level, timely completion, and cost-effectiveness can present a holistic view of the correlation between

project control performance and sustainability over the long term (C. O. Omanyo & J. O. Otysulah, 2021).

In the context of community projects, there is a critical role for M&E. According to Wilson et al (2024), monitoring and evaluation aid are tools for resource allocation and they raise stakeholder responsibility and accountability. Report and evaluation allow project implementers to transfer found best practices to other projects or situations in a similar field by detecting gaps, difficulties, and success stories of the projects (Samson Emanuel Pallangyo, 2024).

## **2.6. Empirical Review**

The sustainability of community projects is crucial especially in developing countries like Ethiopia because of its contribution to long-term benefits for the environment, society, and economies. As the sources put it, Adeg0, Simane, and Woldie (2018) refer to the infrastructures and tools they face in the climate change process in the northwest of Ethiopia. The researcher's insights emphasize community engagement and collaboration as an effective measure against barriers to sustainable development. Community-based projects, if they're backed by relevant bodies, have the potential of being this foundation that will address problems brought by climate change, and promote sustainable development. Zikargue, Woldaregay, and Skjerdal (2021) looked at the effect of the Community-Based Environmental and Forestry Development Programme in Ethiopia on sustainable development. The research illustrated the process of achieving environmental sustainability rather than just a final statement of the results. These initiatives mobilize the community of local people in the planning and implementation of the projects.

On one hand, this allows us to address the cause and effect of environmental depletion and sustain the livelihoods of people in Ethiopia on the other hand. The role played by community-based social programs in both governance and sustainable development is studied by the researchers Alene, Duncan, and DIJK (2022) in the case of Ethiopian pastoral communities. Employing the customary family-based political system, the Ethiopian government will be able to introduce community-driven strategies that aim at improving the livelihood of Somali pastoralists. This way highly underlines the role played by cultural and community-centered programs in the implementation of the SDGs. Zikargae, Woldearegay, and Skjerdal (2022) mention the magnitude of stakeholders in the community undertaking which is aimed at raising

the quality of environmental and social security in the poorest of rural areas in the world. They prove that there is a dire need for multi-stakeholder participation and collaboration to meet the very diverse challenges that are facing vulnerable societies.

Non-governmental organizations (NGOs) can build collaboration with the community to fulfill their activities with specific needs and to ensure the long-term sustainability of NGO projects in Ethiopia. Besides this, Mat et al (2021) highlight the role of sustainable community-based programs in Africa that can prevent the spread of epidemics and disasters in Ethiopia. This research reveals that regional policies, collocated with mutual knowledge and experience utilization, can enhance regional disaster risk and resilience strategies. Such programs become the mainstay of community resilience aimed at mitigating the impact of various issues, like the COVID-19 pandemic in which the community broadens its base and normal life continues. There has been enough empirical evidence from previous studies that the sustainability of community projects in the developing world will depend on good management, community participation, a strong involvement of stakeholders, and community empowerment. Adopting responsive processes involving traditional governance bodies and stakeholder involvement this program will tackle environmental issues, ensure sustainable development, and empower the poor. The community-based approaches with the necessary cooperation should go together to create a sustainable project environment in Ethiopia.

## **2.7.Theoretical Framework**

### **2.7.1. Stakeholder Theory**

The stakeholder theory advocated by Freeman (1984) suggests that the organization itself should be viewed as a group of stakeholders and that the organization's role should be to control their wants, needs, and viewpoints. It is assumed that control over the organization's stakeholders is exercised by managers, within which, on the one hand, they manage the company for the benefit of its owners, guaranteeing them privileges and participation in the decision-making process. On the other hand, management will act as representatives of stakeholders to ensure the survival of the organization and protect the long-term interests of each individual.

According to Freeman (1984), a stakeholder is any organization or person who can be influenced by the achievement of the organization's goals. Freeman (1984) further states that stakeholders

influence an organization's operations, goals, development, and even sustainability. According to the PMI Standards Committee (2004), project stakeholders are those people and organizations who are involved in the project or whose interests may be affected by the implementation of the project or its success. This theory shows that stakeholder identification is a key element of the initial scoping process and should occur before implementing the interaction strategy and initiating consultation.

As a rule, each stakeholder is interested in the project, which can lead to different priorities and misunderstandings and significantly increase the situation's complexity. A well-managed stakeholder engagement mechanism allows project stakeholders to collaborate to improve performance. Therefore, community participation should be considered a key element of project implementation. Thus, a project is more likely to be successful, especially in the long run, if it takes into account stakeholders' perceptions and strives to meet their needs.

### **2.7.2. The Institutional Theory**

The institutional theory was developed by Nelson Phillips, who states that institutionalization, as the process of creating institutions is the basis of sustainable development (Schneiberg and Soule, 2005). Institutions are the building blocks of every society, shaping human interactions and structuring daily life. Institutions can be viewed as a set of specific behaviors and support structures that facilitate or enable the implementation of a task. Institutions enable the more frequent performance of a set of desired actions, and with repetition, these actions become norms (Green, Li, & Nohria, 2009). In their paper, Edwards and Hulme (2014) summarized this theory as follows: “A clear conclusion is that institution building is a key task facing all non-governmental organizations in their pursuit of sustainable development”. The stability of institutions largely depends on their adaptation to the culture and values of companies as well as the benefits they bring to people (Schneiberg and Soule, 2005).

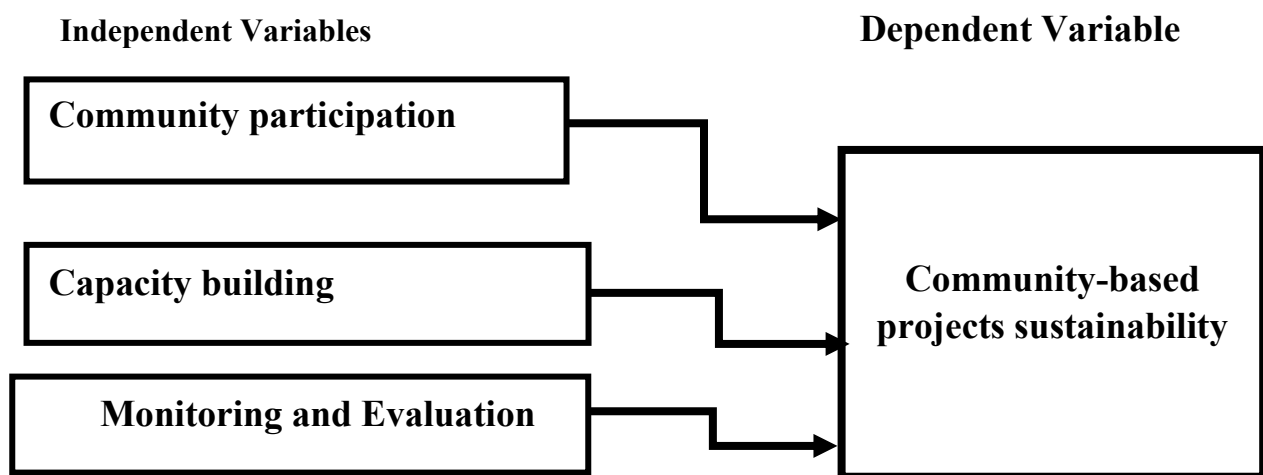
### **2.7.3. Empowerment Theory**

The theory of empowerment that has been formulated by Perkins Douglas and Zimmerman Marc (1995) states that empowerment is a process of facilitating and encouraging the people, and the community in purposeful pursuits with others. In essence, empowerment is a process of development that requires the establishment of an environment that would allow any person to

fully tap his or her abilities and skills. This draws attention to the need to ensure adequate institutional support in communities to encourage people to embrace change for project activities. Hence, following the democratic values, gender sensitivity, and inter-generational equity as suggested by Hajiji & Gunadi (2023) the projects meant for the benefit of the community should aim at being sensitive to the above values. At the organizational level power can be described in terms of delegation of decision-making and leadership. At the community level empowerment is defined as the proactive process by which people build up capacity, and create a united force in an attempt to uplift the standard of living in that particular society and more importantly the relations between the organizations that exist in that society.

## 2.8. Conceptual Framework

This study will be conceptualized in the sense that, there are key determinants of community-based project sustainability anchored by the empirical reviews and the institutional theory.



**Figure 1:** Conceptual framework

**Source:** Kariuki, J. M. (2014). *Factors influencing sustainability of NGO funded community projects in Kenya*

## **2.9. Summary of Literature Review**

This study has included and analyzed the available data on the sustainability of community-based projects as well as the factors affecting their sustainability. Several researchers agree that in the literature sustainability is a comprehensive notion that should exist among all stakeholders and should be considered at every point during a project lifecycle. The involvement of the community is the key to the sustainability of the project. The ability of the community to close knowledge gaps and provide support for the project's implementation will enable the community to adopt the campaign's ideas. The project team employs monitoring and evaluation techniques to ensure that the project remains relevant to the community's needs by implementing changes when needed and incorporating the beneficiaries' perspectives right from the beginning. Furthermore, this study is supported by three different theories it will be based on stakeholder theory, empowerment theory, and institutional theory. Stakeholder theory considers the engagement of various stakeholders, such as the community, in the decision-making process to ensure the sustainability of the project. The empowerment approach focuses on the development of individuals and communities in such a way that they take control of their development processes. Institutional theory is appropriate in consideration of the formality and informality of rules and norms that affect the endurance of CBPs within the context of the organization.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1.Introduction

This chapter explains the study design and the methodology used to collect the information required to conduct the study. It provides detailed information on the study design, target group, sample and sampling procedure, data collection instruments, validity and reliability, and data analysis and presentation.

#### 3.2.Research Design

The study chosen for this research topic was descriptive and explanatory. Descriptive research identifies and reports a fact and attempts to describe such things as possible behaviors, attitudes, values, and characteristics. (Schindler and Cooper, 2003). In a descriptive research design, goals are specified so that data collection is appropriate and sufficient for the research problem (Abalang. J.A. 2016). According to H. Tobi & J. Kampen (2017), one key characteristic of a descriptive research design is the emphasis on capturing data in its natural setting, enabling researchers to gain insights into real-world behaviors and experiences.

The descriptive design is selected because it allows the researcher to gather numerical and descriptive data to assess the relationship between the dependent and the independent variables. This would make it possible for the researcher to produce statistical information on factors influencing the sustainability of community-based projects. The study used both quantitative and qualitative data so it is a mixed method approach. Quantitative research is a formal, systematic process that describes and tests relationships and examines causes between variables. On the other hand, qualitative methods aim to explore phenomena and tools more flexibly when using semi-structured methods such as in-depth interviews and group discussions (Mehret, 2017). In this study, the researcher used both quantitative and qualitative data. Questionnaires will be designed and distributed by the researcher. In addition, the study uses qualitative data obtained from interviews with project professionals within the organization.

### **3.3.Target Population**

A target population is defined as a group of individuals, entities, or objects from which a sample is selected for measurement to make conclusions about the larger population from the smaller, selected sample, according to Kombo and Tromp (2006). The study's target group was 95 in number which includes the organization's administrative staff, program staff, and community representatives, who work as volunteers.

### **3.4.Sample Size and Sampling Procedure**

Sampling is the process of choosing a few people from a population of interest so that the chosen group accurately reflects the traits of the full group, according to Kombo and Tromp (2006). In this study, the entire population in the organization was taken, and the census was employed because the population size is relatively small and it also ensures that every individual in the population is included leading to more accurate data and eliminating sampling error (Creswell, 2014). purposive sampling was used for interviews with administrative staff and community representatives the participants were chosen based on experience, the structure of the organization their educational background, and their skills on the required subject and they are members of the board.

### **3.5.Data Collection Procedures and Techniques**

#### **3.5.1. Questionnaire**

The questionnaire contained close-ended Likert scale questions and a few open-ended questions. These types of questions will be supplemented by a list of possible alternatives from which respondents will have to select the best description of their situation. According to Sproul (1998), a self-administered questionnaire is the only way to elicit opinions, attitudes, beliefs, beliefs and values. A questionnaire was developed by the researcher to obtain important information about the target population. The questionnaire is divided into two parts where the first of which concerns the background information of the respondents. The second part deals with factors affecting the sustainability of community-based projects with four different sections and questions involved for both the dependent and independent variables.

### **3.5.2. Interview**

Interview is the most prominent form used in qualitative research for data collection (Charmaz 2014; Punch 2014). Interviewing was beneficial since it provided quick feedback and explanation due to the one-on-one connection; this is not possible with other approaches, such as surveys (Seidman 2013; Singleton & Straits 2005). The participants were questioned in a semi-structured setting at their place of work, so they would have access to reference materials at their initiative. Interviews conducted at the candidate's place of employment will improve acceptance rates while causing the least amount of interruption to their schedule.

### **3.5.3. Pilot test of the study**

Before beginning data collecting, a pilot study was carried out to assess the instruments. This was done to evaluate the instruments' topic clarity, validity, and reliability (Mugenda & Mugenda, 2003). To make sure that every respondent understood the intended meaning, pre-testing was done with a subset of the staff. 10 respondents from the target group were chosen for the pilot test. Questions that were found to be ambiguous and biased were reworded. Also, an Amharic version of the questionnaire was developed to ensure the questions were easily understood and consistently interpreted by all respondents.

### **3.6.Data Analysis**

Data analysis is the process of using data to produce answers to research questions, according to Mugenda & Mugenda (2003). The study results were given in both qualitative and quantitative formats. To sort and analyze the collected data, SPSS was utilized. Tables, percentages, and frequencies were used to present the results. To evaluate the association between the independent and dependent variables, the Pearson correlation coefficient is calculated.

The qualitative data collected through interviews will be written in narrative form, for that reason thematic analysis is used. First, the researcher listened to the audio-recorded repeatedly and understood the general sense of the individual response, Then translation was done for the response given in Amharic into English and thematically categorized the data theme by theme based on the categorized respondent answer. The same responses received were summarized and discussed and different responses were discussed independently. Based on the findings discussion was made and a conclusion and recommendation were recommended.

### 3.7. Validity of the research instrument

According to Mugenda & Mugenda (2003), validity is the degree to which the researcher's conclusions drawn from the data collected and study findings are true and valid. To ensure validity of instruments in the current study, tested instruments in previous studies are adopted.

#### Reliability of the research instrument

Reliability is the degree to which a research tool produces data that is consistent across several investigations (Mugenda & Mugenda, 2003). Reliability tests are also run on every variable in the instrument. The Cronbach's alpha coefficient will be computed to evaluate the measurement's reliability. Hair et al. (1998) recommend that the construct's Cronbach's alpha be 0.7 or higher to gain broad adoption. Each domain indicates whether its questions are comprehensible and acceptable to the majority of respondents if it receives a score of 0.7 or above. However, if the results fall short of the predicted value of 0.7, the respondents may have varied perspectives on each domain element. Scales that have an alpha between 0.8 and 0.95 are thought to have very excellent quality; those that have an alpha between 0.7 and 0.8 are thought to have good reliability; and those that have an alpha between 0.6 and 0.7 are thought to have reasonable reliability. The coefficient alpha values for the measured variables are displayed in (Table 3-1).

*Table 3-1 Coefficient Alpha Values*

No	Variables	Cronbach's Alpha	No of Items	Strength of Association
1	Community Engagement	0.924	6	Excellent
2	Capacity Building	0.868	6	Very Good
3	M&E	0.874	6	Very Good
4	Sustainability	0.860	6	Very Good

### **3.8.Ethical considerations**

Ethical issues are very important while doing research, particularly in the social sciences. Researchers at various phases of the study process need to be aware of these ethical issues and their importance (Bryman, A., & Bell, E, 2011). The writers followed four universal ethical principles, as stated in the Thesis Manual of the Umea School of Business and Economics. These include preventing fraud, protecting participant privacy and confidentiality, obtaining informed permission, and participant safety, among other things (Bryman, A., & Bell, E, 2011). To keep the ethical considerations respondents were informed about the purpose of the study in person, emphasizing how they may be able to contribute. Necessary, explanations were provided to clarify any doubts. The respondents were informed that they would remain anonymous to all parties other than the researchers and that, in the interest of complete transparency, the findings may be shared with them upon request.

## **CHAPTER FOUR**

### **4. DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1.Introduction**

This chapter presents the summary of the analyzed data. The results are presented based on the objectives of the study to study factors influencing the sustainability of community-based projects with a special focus on FGAE as a case organization. To put the results into perspective, research findings were organized under the following categories.

#### **4.2.Questionnaire return rate**

A response rate of 96.84% was achieved in this study, with 92 out of the 95 predicted individuals taking part.96.84% of respondents is sufficient to conduct a thorough and in-depth examination of the study objectives, as per Mugenda & Mugenda (2013), who claim that a response rate of 70% and higher is good.

#### **4.3.Demographic characteristics of the participants**

This subsection describes the socio-demographical characteristics of the respondents. This includes sex, age, educational status, length of employment, and role within the organization. Among the respondents 52.2% were females and 47.8% were males. While females are more represented, both genders are included providing a diverse perspective. The mean age was 34.85 years with 40.2% of the participants lying between the 31-40 age group, indicating a relatively young workforce. Regarding their educational status, the respondents were well qualified, with the largest proportion 47.8% having a bachelor's degree. This level of educational attainment is inductive of a workforce likely equipped with a foundational understanding of their respective fields. Furthermore, nearly half of the respondents had work experience of less than or equal to five years, indicating a substantial proportion of respondents' recent entry into their roles.

*Table 4-1 Disaggregation of the respondents by their demographic characteristics (N = 92)*

<b>Variable</b>	<b>Category</b>	<b>Frequency(N)</b>	<b>Percentage (%)</b>
<b>Sex</b>	Male	44	47.8
	Female	48	52.2
	<b>Total</b>	<b>92</b>	<b>100</b>
<b>Age in years</b>	21-30	31	33.7
	31-40	37	40.2
	41-50	16	17.4
	≥51	8	8.7
	<b>Total</b>	<b>92</b>	<b>100</b>
<b>Educational status</b>	Diploma	21	22.8
	Bachelor degree	44	47.8
	Master's degree	27	29.4
	<b>Total</b>	<b>92</b>	<b>100</b>
<b>Length of Employment</b>	≤5 years	44	47.8
	6-10 years	38	41.3
	Above 10 years	10	10.9
	<b>Total</b>	<b>92</b>	<b>100</b>
<b>Role within the organization</b>	Administrative Staff	13	14.1
	Program staff	63	68.5
	Volunteers	16	17.4
	<b>Total</b>	<b>92</b>	<b>100</b>

#### 4.4. Results of Descriptive Statistics

This section of the analysis describes which determinants of sustainability is in practice looking at the mean values of each factors calculated from a five-point Likert scale of a questionnaire filled by respondents. The survey results show that community engagement in FGAE projects has an aggregate mean score of 3.35 and standard deviation of 1.051 implying that on average respondents agree that there is a moderate level of community engagement in FGAE projects. For the capacity-building activities employed in FGAE projects an aggregate mean score of 3.25 and standard deviation of 0.931 is achieved implying that on average respondents agree that there are moderate capacity-building activities in the FGAE project. The survey results also show the M&E practice of FGAE projects. An aggregate mean score of 3.23 and standard deviation of 0.937 is achieved implying that on average respondents agree that there is a moderate level of monitoring and evaluation practices in the FGAE project. The survey results provide insights into the perceptions of FGAE's sustainability practices across various dimensions. An aggregate mean score of 3.37 and standard deviation of 0.878 is achieved implying that on average respondents agree that there is a sustainability practice in the FGAE project (**Table 4-2**).

**Table 4-2 Results of Descriptive Statistics**

	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Sustainability	3.37	0.878	92
Community Engagement	3.35	1.051	92
Capacity Building	3.25	0.931	92
M&E	3.23	0.937	92

## **4.5. Correlation analysis**

A statistical method for determining the strength and direction of a link between two or more variables in terms of variation is correlation analysis. The degree and direction of the association between two variables of interest can be determined by correlation analysis. Pearson's correlation coefficient, or just correlation, is the most widely used technique for assessing the degree of association between two variables (Kothari, 2004).

The Pearson's coefficient of correlation, sometimes known as "r," has a value between -1 and +1. Whether a coefficient has a direct, indirect, positive, or negative connection with the dependent variable is indicated by its sign. The relationship between two variables is explained by the positive correlation coefficient, which shows that when one increases, the other increases in a similar manner. In contrast, the negative correlation coefficient shows that when one variable decreases, the other also decreases. There won't be any correlation between the two variables if "r" is 0. Note that if the value of "r" is close to 1 or -1, the connection between two variables is said to be strong.

### **4.5.1. Community participation and sustainability of community-based projects**

The finding showed that there is a strong positive correlation between community participation and sustainability of community-based projects with a strong positive correlation coefficient of 0.80. This finding of the correlation shows that if community participation in community-based projects increases, the likelihood of their long-term sustainability also increases. The implication of this finding is that community engagement fosters the success and sustainability of the project by increasing the community's well-being and development. Active community participation not only contributes to the project execution and success but also establishes a sense of ownership and commitment which ensures the sustainability of community-based projects (**Table 4-3**).

**Table 4-3 Relation between community participation and sustainability of CBPs**

			<b>1</b>	<b>2</b>
<b>1</b>	Community participation	Correlation Coefficient	1	
		Sig. (2-tailed)	.	
		N	92	
<b>2</b>	Sustainability of the community-based projects	Correlation Coefficient	.80**	1
		Sig. (2-tailed)	0.000	.
		N	92	92

\*\* Correlation is significant at the 0.01 level (2-tailed).

#### **4.5.2. Capacity building and sustainability of community-based projects**

The finding showed that there is a significant positive correlation between capacity building and sustainability of community-based projects with a positive correlation coefficient of 0.79. This finding of the correlation shows the importance of capacity building in ensuring the sustainability of community-based projects. This finding implies that capacity-building activities aimed at enhancing the skills, knowledge, and resources of the community increase the likelihood of sustainability in CBP. Additionally, this finding implies the need to invest in capacity-building activities with the necessary tools and capabilities, which will empower the community to take ownership of the project, adapt to challenges, and develop self-reliance which will increase the sustainability of the project (**Table 4-4**).

**Table 4-4 Relation between capacity building and sustainability of CBPs**

		1	2
<b>1</b>	Capacity building	Correlation Coefficient	1
		Sig. (2-tailed)	.
		N	92
<b>2</b>	Sustainability of the community-based projects	Correlation Coefficient	.79**
		Sig. (2-tailed)	0.000
		N	92

\*\* Correlation is significant at the 0.01 level (2-tailed).

#### **4.5.3. Monitoring and evaluation and sustainability of community-based projects**

The finding showed that there is a strong positive correlation between M&E and the sustainability of community-based projects with a positive correlation coefficient of 0.85. This finding of the correlation shows the important role of systematic M&E in ensuring the sustainability of community-based projects. This finding implies that by rigorously monitoring and evaluating the project process and outcomes, it's easy to identify areas that need improvements, adopt strategies for changing circumstances, and allocate resources effectively which will ensure the project's sustainability. This emphasizes the need to integrate M&E into project design and implementation, involving communities to assess progress, making M&E results transparent, learning from experience, and optimizing project outcomes for long-term sustainability. (Table 4-5).

**Table 4-5 Relation between monitoring and evaluation and sustainability of CBPs**

		1	2
1	Monitoring and evaluation activities	Correlation Coefficient	1
		Sig. (2-tailed)	.
		N	92
2	Sustainability of the community-based projects	Correlation Coefficient	.85**
		Sig. (2-tailed)	0.000
		N	92

\*\* Correlation is significant at the 0.01 level (2-tailed).

#### 4.6. Regression Analysis

A multiple regression analysis is computed to determine the relationship between Sustainability and the three variables. Based on ANOVA Table 10, the overall regression model had a significant level (<0.001). This implies that the sig. value of the study (<0.001) is less than 0.05. This suggests that independent variables (community engagement, capacity building, and M&E) in the model have a significant effect on the dependent variable sustainability (**Table 4-6**).

**Table 4-6 Analysis of Variance(ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	53.441	3	17.814	93.652	.000
Residual	16.739	88	.190		
Total	70.180	91			

#### 4.6.1. Multicollinearity Test

When two or more explanatory variables in a multiple regression model have a strong linear relationship, this is referred to as multicollinearity. Among other methods, running variance inflation factor (VIF) and tolerance static (1/VIF) can be used to scan for multicollinearity. Field (2005) states that if the tolerance level is less than 0.2 or the greatest VIF is larger than 10, there may be a multicollinearity issue. The current model's collinearity statistics displayed shows that tolerance statistics over 0.2 and VIF values below 10. Therefore, the current study's variables do not have any collinearity problems (**Table 4-7**).

**Table 4-7**Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
	(Constant)		
	Community Engagement	0.285	3.509
	Capacity Building	0.244	4.091
	Monitoring and Evaluation	0.245	4.089
	a. Dependent Variable: Sustainability		
	b. Predictors: Community Engagement, Capacity Building, Monitoring and Evaluation		

#### 4.6.2 Regression Model Summary

The model summary showed that community engagement, capacity building, and M&E have a positive relationship with sustainability and about 76.1% of the variance in the dependent variable is explained by the independent variable. This shows the relationship is statistically significant (**Table 4-8**).

**Table 4-8 Regression Model Summary**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Change Statistics	
					R <sup>2</sup>	F
1	0.873	0.761	0.753	0.436	0.761	93.652

### 4.6.3. Regression Coefficients

The regression equation established, taking all independent variables to be at zero, sustainability will be at a constant which equals 0.628. The coefficient for the indexed score for the community is 0.211, which means that for every one-unit increase in the indexed score for the community, the dependent variable is expected to increase by 0.211 units while holding all other independent variables constant. The standardized coefficient (Beta) is 0.253, which indicates that the indexed score for the community has a moderate positive effect on the dependent variable. The t-statistic is 2.593, which is significant at  $p = 0.011$ . The coefficient for the indexed score for capacity building is 0.129, which means that for every one-unit increase in the indexed score for capacity building, the dependent variable is expected to increase by 0.129 units while holding all other independent variables constant. The standardized coefficient (Beta) is 0.137, which indicates that the indexed score for capacity building has a relatively less effect on the dependent variable. The t-statistic is 1.298, which is not significant at  $p = 0.198$ . Also, the coefficient for the indexed score for monitoring and evaluation is 0.498, which means that for every one-unit increase in the indexed score for monitoring and evaluation, the dependent variable is expected to increase by 0.498 units, while holding all other independent variables constant. The standardized coefficient (Beta) is 0.532, which indicates that the indexed score for monitoring and evaluation has a positive effect on the dependent variable. The t-statistic is 5.050, which is significant at  $p < 0.001$ . This suggests that efforts to improve sustainability might benefit more from focusing on community engagement and systematic monitoring and evaluation practice (**Table 4-9**).

**Table 4-9 Coefficient of Regression**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.628	0.172		3.656	0.000
Community Engagement	0.211	0.081	0.253	2.593	0.011
Capacity Building	0.129	0.099	0.137	1.298	0.198
Monitoring and Evaluation	0.498	0.099	0.532	5.050	0.000

#### **4.7. Qualitative data analysis**

The interview was conducted by using purposive sampling to explore the factors influencing the sustainability of FGAE projects. A total of 12 individuals were interviewed, consisting of five administrative staff and seven community representatives. The following are the questions raised in the interview.

##### **4.7.1. Administrative Staff**

###### **Theme: Engaging Communities for Sustainability**

The primary theme is community engagement for sustainability, in this theme, the following points were assessed community involvement, strategies implemented by FGAE, and how community involvement helped in addressing the local needs of the community effectively.

**Respondent A:** “I believe community engagement is crucial for the sustainability of FGAE projects. Volunteers, who are community representatives address local needs and actively participate throughout the project lifecycle.”

**Respondent B:** “we implement strategies like community mobilization, awareness creation campaigns, and consultation with the community representatives to address community concerns.”

**Respondent C:** “Community involvement has been pivotal in establishing community health clinics, which we refer to as model clinics. These clinic involve health care professionals, volunteers, and community members in various capacities.”

**Respondent D:** “Community members participate in health education campaigns, door to door outreach efforts, and organize health screening events, making it easier to understand and meet the communities need.”

**Respondent E:** “By engaging the community in our projects, we ensure that services are provided by the community for the community enhancing the effectiveness of the projects.”

### **Theme: Empowering Communities for Sustainable Impact**

The second theme is empowerment, in this theme, the following points were assessed how FGAE enhances skills and knowledge, and how the capacity needs are assessed and how successful are the capacity-building activities in ensuring sustainability.

**Respondent A:** “FGAE enhances the skill and knowledge of the community by preparing educational training, awareness creation campaigns, and providing necessary resources. This approach has improved the health outcome in SRH. The participatory approach is used to assess the community capacity needs through community representatives to helps identify and prioritize areas for capacity-building interventions. These activities ensure sustainability through continued community engagement resulting in volunteers.”

**Respondent B:**”For enhancing the community capacity and knowledge regarding the improved health on SRH, we undertake educational training, awareness creating crusades and availing materials to override the challenges faced by the community and to tailor capacity building needs of the community, FGAE, assesses the needs of the community through its representatives, thus, making it sustainable.”

**Respondent C:**”FGAE’s skill and knowledge include educational training, awareness creation campaigns, and other resources that have been beneficial to SRH health outcomes. The

participatory strategy involves community representatives to evaluate the community's need for capacity and prioritize areas that require intervention. Thus, though the activities can be considered as having some success in the sustainability of the project demonstrated above, there are notable weaknesses. Some of the issues include that despite the training and creation of awareness, there is still a lack of community awareness."

**Respondent D:** "By investing in the area of education, modifying the community attitude, and providing the necessities, FGAE boosts the community's skills and knowledge that influence the cultural SRH health positively. Most importantly, the organization applies participatory strategies to evaluate the necessary community capacities and define the areas requiring intervention."

**Respondent E:** "FGAE educates the community through training, creating awareness campaigns, and providing inputs as a way of enhancing a better SRH health of the people regarding the participatory act, it involves people from the community to determine the areas of strength needed, goals, and areas of weaknesses in need of intervention. These create awareness to ensure the community members remain engaged in each project, thus ensuring a high number of volunteers."

### **Theme: Ensuring sustainability through Monitoring and Evaluation**

The third theme is ensuring sustainability through Monitoring and Evaluation, in this theme, the following points are assessed how FGAE integrates M&E throughout the project life cycle to contribute to sustainability, indicators, and metrics employed, and how M&E findings are used to make decisions.

#### **Respondent C responded the following regarding integrating M&E throughout the project.**

FGAE conducts baseline assessments at the beginning of every project to establish key indicators. Quarterly-based and midterm assessments and midterm reviews are conducted to assess the active implementation and at the end-line evaluation is conducted to assess the overall impact and the sustainability of project outcomes. For the key indicators and metrics, FGAE uses 12 indicators for effectively addressing the SRH projects. These are service delivery, contraceptive prevalence rate, HIV testing, and counseling, youth engagement, community outreaches, training

and capacity buildings, quality of care, resource mobilization, partnership and collaboration, data management and utilization, and sustainability.

**Respondents A and C responded the following regarding how FGAE utilizes M&E findings.**

Data management and utilization indicators are used in making informed decisions. M&E findings are transparently shared between stakeholders and community representatives. Resource allocation and quality improvement are done. FGAE ensures evidence-based intervention that is responsive to the community.

**Theme: Ensuring Sustainability in FGAE Projects**

The fourth theme is ensuring sustainability in FGAE projects, in this theme, the following points are assessed what specific strategies are implemented to ensure sustainability beyond the initial funding period, how FGAE differentiates success and sustainability of a project, and if there are different metrics used to measure and also if the sustainability is well understood among FGAE stakeholders.

**Respondent A:** “For the sustainability of FGAE projects beyond the source of financing, the strategies of resource mobilization are being developed. The health clinics developed are among the funding and income generation activities that are done by the community for the community. There is also a hall for various occasions which can be hired and this is another income-generating initiative that helps in encouraging the populace to own the facility. Further, FGAE has embraced a plan to diversify its funding from collaborations with other organizations, government grants, and local and international funding.”

**Respondent B:** “Success in FGAE projects is evaluated based on immediate and short-term outcomes. There are success indicators such as quality of service, client satisfaction, community mobilization, and services delivered. While sustainability for FGAE is concerned with the long-term impacts, the indicators are community ownership, financial stability, development of local staff to maintain the service independently, and institutional strength.”

**Respondent C:** “The concept of sustainability is well understood by the organization's staff since it is clearly stated in the strategic plan. The document clearly outlines the metrics for

sustainability. FGAE focuses on training that helps achieve both immediate outcomes and long-term impacts.”

**Respondent D:** “While partners, donors, and community members have a less clear understanding of sustainability, there is ambiguity. Donors often focus on immediate results, and the community desires immediate benefits, which makes them rely on the organization for continuous support rather than becoming independent and owning the project.”

**Respondent E:** “FGAE has implemented a strategy for resource mobilization to ensure project continuity beyond initial funding. Income generation activities such as community-run health clinics and a rentable hall help foster community ownership. Moreover, FGAE diversifies funding through organizational partnerships, government support, local funding, and international funding.”

#### **4.7.2. Community Representatives**

##### **Theme: Engaging Communities for Sustainability**

Seven community representatives were asked how they have been involved in FGAE projects, what type of activities have they participated in, and how effectively they feel about their concerns and suggestions being addressed.

**Respondent A:** “I have volunteered in FGAE for several years helping in organizing community outreach programs and health education training.”

**Respondent B:** “I have worked directly with families to provide information on family planning and SRH.”

**Respondents C and D:** “I am involved in a community mobilization program to raise awareness about the importance of SRH.”

**Respondent E:** “I am the representative of the youth involved in the advisory board where I am involved in strategic planning and the decision-making process.”

**Respondent F:** “I organize campus-wide campaigns to raise awareness about SRH”.

**Respondent G:** “I have volunteered in a community outreach program and worked with students to spread information on SRH”.

## **Activities.**

**Respondent A:** “I have attended training on topics like youth empowerment and sexual health education”

**Respondent B:** “I frequently participate in focus groups to gather community feedback”

**Respondents C and D:** “We are actively engaged with youth clubs in promoting sexual and reproductive health education among youth”

**Respondent E:** “I attended national and international conferences and seminars on SRH sharing FGAE experience and best practices also I am involved in fundraising activities.”

## **Response for concerns**

**Respondent A:** “I feel that FGAE listens to our concerns and is concerned about us.”

**Respondent B:** “Yes, our suggestions are not only heard but also acted upon and I have seen improvements made.”

**Respondent C:** “Yes because most of us are involved in the meetings so we voice our opinions and suggestions freely.”

**Respondent D:** “I feel FGAE tries its best to give responses to our concerns.”

**Respondent E:** “We asked that we need a safe space for youths to gather and discuss. So FGAE established an office and also youth clubs where SRH issues are discussed and recreational activities are made.”

**Respondent F:** “Yes, our suggestions are heard and I have seen improvements made in some areas.”

**Respondent G:** “FGAE tries its best to give responses to our concerns immediately and through time.”

## **Theme: Empowering Communities for Sustainable Impact**

**Respondent A:** “I have received training on community mobilization, which helped me understand how to engage the community effectively. The training covered various essential

topics and provided practical knowledge. However, the duration was too short, and there was a lack of follow-up.”

**Respondent B:** “I was trained in SRH education. This gave me a deeper understanding of sexual and reproductive health. The training materials were in my language, which was very helpful, but sometimes there were resource problems.”

**Respondent C:** “I learned peer counseling techniques and gained counseling skills. The training was practical and useful, but I felt that the training periods were too brief and needed more follow-up sessions.”

**Respondent D:** “I gained awareness about HIV/AIDS and now have more knowledge about it. The training covered many important topics, but there were occasional resource issues, and the training duration was not sufficient.”

**Respondent E:** “I was taught how to integrate SRH into schools. This helped me acquire community mobilization skills. The training was effective and materials were provided in our languages, but the short duration and lack of follow-up were gaps.”

**Respondent F:** “Through the training, I developed strong leadership skills. I also learned a lot about family planning. The training was practical, but it sometimes faced resource issues and lacked adequate follow-up after sessions.”

**Respondent G:** “I received comprehensive training on multiple topics including SRH education and HIV/AIDS awareness. This gave me a deeper understanding and improved my leadership abilities. However, the training periods were too short, and there was a lack of follow-up, which needs improvement.”

### **Theme: Ensuring sustainability through M&E**

The community representatives were asked how often they are involved in the evaluation of FGAE projects and if they have seen any improvements as a result of M&E activities.

**Respondent A:** “I am not regularly involved in the evaluation process. I attend meetings occasionally and provide feedback on project activities. However, I sometimes feel that my input is not fully valued in project assessments. While some improvements have been made, they have not been fully implemented.”

**Respondent B:** “I engage consistently in the evaluation process, offering constructive feedback during meetings on project activities. While there are occasional challenges, I believe my contributions are respected, and I've noticed positive changes that are gradually being implemented.”

**Respondent C:** “Despite other commitments, I make an effort to attend evaluation meetings where I provide insightful feedback on project activities. I feel my input is appreciated, and I have witnessed noticeable improvements that are being effectively integrated into the project.”

**Respondent D:** “I am not frequently engaged in the evaluation process due to time constraints from other commitments but I don't feel any discomfort about the evaluation system.”

**Respondent E:** “I actively participate in the evaluation process, attending meetings regularly to provide detailed feedback on project activities. I feel my input is valued, and I have seen significant improvements that are steadily being implemented.”

**Respondent F:** “I actively participate in the meeting, I feel my input is valued.”

**Respondent G:** “I have limited involvement in the evaluation process. I attend meetings periodically to provide feedback on project activities. I sometimes feel that my input is undervalued in project assessments.”

### **Sustainability**

Do you believe the community can sustain FGAE projects independently now and in the future why or why not?

**Respondent A:** “I have doubts about the community's ability to sustain projects independently. While there's commitment and some income generation, concerns remain about maintaining advanced medical equipment without external support.”

**Respondent B:** “I am concerned about the community's readiness to sustain FGAE projects independently.”

**Respondent C:** “Yes, there's a strong commitment and ownership within the community. Income-generating activities such as clinics provide financial stability for sustaining projects independently.”

**Respondent D:** “While there is a sense of ownership and commitment within the community, I have reservations about their sustainability independently.”

**Respondent E:** “I am optimistic about the community's potential to sustain FGAE projects independently. There is a developed strong commitment and ownership, supported by successful income-generating activities.”

**Respondent F:** “The community shows a strong sense of ownership so I believe they can run the project independently.”

**Respondent G:** “There is successful income-generating activities so there is a potential to run the project independently.”

#### **4.7.3. Open-Ended Questions Answers**

The following sums up the respondents' responses to the open-ended questions about additional elements influencing the sustainability of FGAE projects and the best practices employed by FGAE to guarantee the project's sustainability:

- ✓ Budget restrictions, particularly concerning supplies like medical equipment, are other problems that respondents often highlighted as having an impact on the viability of FGAE programs. The next aspect in the community's understanding of their ownership is mentioned as community awareness. The other aspects that have been cited as impacting the sustainability of FGAE Projects include commitment and donor preferences.
- ✓ Effective Strategies used by FGAE that ensured the sustainability of its projects respondents frequently mentioned answers were youth involvement, community mobilization and increasing quality in the service given.

#### **4.8. Integration of Qualitative and Quantitative Data**

The analysis of qualitative and quantitative data shows the various factors influencing the sustainability of FGAE projects. From the qualitative interviews conducted with the administrative staff and community representatives, community engagement is found to be essential in the sustainability of FGAE projects. This has been achieved through awareness campaigns and consultations that have enhanced the establishment of community health clinics as well as volunteerism. Also, the community representatives confirmed their participation in

different awareness creation and training. However, both groups recognized that they still have some deficiencies in awareness and require constant external help in the area of advanced medical equipment.

The quantitative survey findings also support these observations by revealing modest consensus on community representation in project design and decision-making with a mean of 3.58 and communication of project goals with a mean of 3.24. These results give a positive perception towards community engagement though not uniform which may imply that all the individuals in the community are not fully engaged or informed on what is happening around them. Equally, the strategies to build capacity got mixed reactions with the highest mean score of 3.37 concerning effectively assessing the community capacity and enhancing project sustainability.

Monitoring and evaluation (M&E) practices were also discussed. The administrative staff's qualitative feedback stressed the use of M&E across the project life cycle and 12 markers for measuring the project's significance and longevity. This was further affirmed by quantitative data where participants had a moderate agreement on the effects of community feedback on M&E activities with a mean score of 3.33 and M&E activities contributing to sustainability with a mean score of 3.16. Nevertheless, the fact that the responses are not identical indicates that the M&E practices could be made more effective and transparent.

In addition, both the qualitative and quantitative data painted the picture of the long-term sustainability of the FGAE projects. Administrative staff focused on such measures as the mobilization of resources and income generation activities to promote and sustain projects while community members had mixed reactions to their status in maintaining the project. Quantitative results showed that the sample was moderately aligned to specific approaches regarding sustainable funding strategies with mean of 3.22 and leadership at the local level with mean of 3.35. The general attitude toward project sustainability was generally positive though with some variations. Therefore it is evident that actual gains in community engagement, capacity building, and M&E efforts have been achieved by FGAE, though certain aspects require an improvement to constantly sustain the long-term development. However, there are key areas for further development in the case of FGAE: improving the level of community awareness, maintaining external support on a consistently high level, as well as improving the M&E practices and making them as efficient and transparent as possible.

## CHAPTER FIVE

### 5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter presents a summary of findings, conclusions, and recommendations for action and further research on the factors influencing the sustainability of community-based projects

#### 5.2. Summary of Findings

This study focused on factors influencing the sustainability of community-based projects by taking FGAE as a case organization. The objectives that guided this study were: To determine how community engagement affects the long-term sustainability of FGAE projects, to assess how capacity-building activities affect the long-term sustainability of FGAE projects, To examine how project monitoring influences the sustainability of FGAE projects, and To analyze the strategies employed by the FGAE for the sustainability of its community-based projects.

##### 5.2.1. Community Engagement

The survey results indicate that community engagement in FGAE projects is moderate, with an average mean score of 3.35. However, there is room for improvement in communicating project goals and activities to the community, as well as involving community members in the decision-making process. Notably, the study reveals a strong positive correlation between community participation and the sustainability of community-based projects, with a correlation coefficient of 0.80. This suggests that increased community participation leads to a higher likelihood of long-term project sustainability. Furthermore, the regression model shows that community participation has a significant positive impact on project outcomes, with a standardized coefficient of 0.253. Administrative staff and community representative interviews provide further exemplification of the benefits of active engagement. To effect the above needs at the local level, FGAE uses different approaches such as community mobilization, awareness creation, and consultations. This makes it easier for the community members to take an active role in the exercise of health education campaigns, outreach programs, and strategic planning sessions, which in turn creates ownership and commitment. As the following responses suggested, respondents appreciated that their concerns were actively listened to and responded to,

such as creating community health clinics, and safe spaces for young people to talk. This active collaboration not only serves the interests of various communities but also helps maintain the relevance and efficiency of further FGAE initiatives. Altogether, the study emphasizes the importance of community participation as a determining factor in the sustainability of community-based projects and provides directions on how the FGAE can avoid inconsistencies and gaps in its community engagement practices.

### **5.2.2. Capacity Building**

Based on the survey findings, the analysis provides important insights into the role of capacity building in the sustainability of community-based projects (CBPs) implemented by FGAE. The results indicate that there is a moderate level of capacity-building activities in FGAE projects, with an average score of 3.25 and a standard deviation of 0.931. However, the findings also suggest that some areas need improvement, particularly in terms of implementing initiatives to develop community competence and ambition, as well as ensuring continuity in project implementation post-completion. The study also found a significant positive correlation (0.79) between capacity building and the sustainability of community-based projects. Furthermore, the regression analysis indicates that the indexed score for capacity building has a positive, albeit not statistically significant, relationship with the sustainability of CBPs. This suggests that strengthening capacity-building efforts may have a positive impact on the sustainability of these community-based initiatives. Also from the qualitative interviews with administrative staff and community members, it is apparent that through educational training, awareness campaigns, and provision of resources, there is bound to be an enhancement in health and a culture of ownership. Still, several participants mentioned weaknesses like unequal, insufficient community involvement, and the low level of voluntarism, which prevent the ideal sustainability. It was established that training programs were effective means of increasing SRH knowledge, counseling, community mobilization, as well as leadership, but there are issues with the length of the training, follow-up, and financial aspects. Altogether, it can be concluded that, though the capacity-building activities played a great role in ensuring the sustainability of the projects in FGAE, there is potential for further enhancing the practice to meet the needs of the communities within the context of long-term project impact.

### **5.2.3. Monitoring and Evaluation**

The survey results indicate that the respondents agree that there is a moderate level of monitoring and evaluation (M&E) practices in the FGAE project, with an aggregate mean score of 3.23 and a standard deviation of 0.937. However, some areas need improvement, particularly in using M&E findings for informed decision-making, which had a mean score of 3.22 (SD = 1.166). The study reveals a strong positive correlation between M&E and the sustainability of community-based projects, with a correlation coefficient of 0.85. This suggests that systematic M&E plays a crucial role in ensuring the sustainability of community-based projects. The regression analysis shows that the indexed score for monitoring and evaluation is a significant predictor of project sustainability, with a standardized coefficient (Beta) of 0.532 and a p-value of 0.000. This implies that M&E practices have a significant impact on project outcomes and sustainability. Interviews disclosed that FGAE's M&E was implemented in the course of the project Implementation phase, where key indicators used included service delivery, youth involvement, and funds raised. Whereas administrative staff pointed out the proper use of M&E findings at the decision-making level, the community participants pointed out that they were rarely involved in the evaluation process and sometimes they did not feel that their opinions were valued. In general, this research indicates that M&E practices increase the extent of project sustainability and recommend increasing the community's participation in the project's evaluation.

### **5.2.4. Sustainability**

The study showed that for sustainable management of its community-based projects, FGAE has adopted several techniques of long-term planning and multiple sources of funding. It was found that participants had a moderate level of confidence in these sustainability practices and there is variability which shows that there is room for improvement. The steps include making health clinics and rental halls income-generating activities while promoting ownership and financial sustainability among the communities. These came out clearly from the administrative staff interview where they described FGAE as constantly engaged in resource mobilization, diversifying funding through partnerships, government funding as well as international and local funding. Success indicates short-term results such as service delivery and community engagement, while sustainability refers to long-term results such as financial viability and organizational capacity. The staff has understood the various aspects of sustainability, but there

is a lack of understanding among the donors and the community who are only interested in short-term gains. Community members have different opinions regarding the capacity to carry out projects on their own in the future, while noting the success of income-generating activities, they also note reliance on outside support for more complex needs. These findings indicate that although FGAE has appropriate approaches, additional clarity and stability regarding initiatives for sustainability could bring about even more favorable outcomes in terms of projects.

### **5.3. Conclusion**

Sustainability in development projects has not gained as much attention as the sustainability in business world and environmental issues, especially in developing countries like Ethiopia. Also, project sustainability is a much-confused idea with project success. Therefore carrying out research in this area will have a significant importance and add to existing knowledge.

A critical review of the literature was conducted to develop the research questions. The review focused on the concept of sustainability in CBPs and how community engagement, capacity building, and M&E relate to the sustainability of CBPs. It suggested that there is a correlation among these key aspects.

Research gaps exist in showing the understanding of the sustainability concept among all project stakeholders. Also, most research conducted used a quantitative approach.

Consequently, four research questions were formed, and a conceptual framework was developed to answer the research questions anchored by the theoretical and empirical review of the literature.

The study reveals that community engagement in FGAE projects is perceived as moderate, with identified needs for better communication of project goals and more inclusive decision-making. A strong positive correlation exists between community participation and project sustainability, and regression analysis shows that community participation has a significant positive impact on project outcomes, with a standardized coefficient indicating its importance. Capacity-building activities also show a moderate presence and a significant positive correlation with project sustainability. Although improvements are needed in community involvement and follow-up, regression analysis suggests that capacity building positively impacts project sustainability, though not all relationships were statistically significant. Monitoring and evaluation (M&E)

practices are moderately implemented, with a strong positive correlation to project sustainability. The regression analysis indicates that M&E practices are significant predictors of positive project outcomes, with a standardized coefficient demonstrating their critical role. For sustainability, FGAE employs diverse funding strategies and income-generating activities, yet variability in confidence levels suggests the need for more consistent long-term planning. These findings underscore the crucial roles of community engagement, capacity building, and systematic M&E in sustaining community-based projects.

#### **5.4. Recommendation of the Study**

The Family Guidance Association of Ethiopia South Office (FGAE-SAO) demonstrates several notable strengths that should be sustained. However, several areas for improvement have been identified. If these issues are addressed it helps in enhancing the sustainability of FGAE projects. The following recommendations are presented in concordance with the key findings:

- Community involvement should be enhanced across all project phases, mostly in planning, decision-making, and M&E. To enhance the active involvement of the community structured mechanisms should be developed that ensure their voice is heard and their perspectives are integrated into the project activities. Also, improving the communication strategies employed by FGAE should be given attention to bridge the gap between the projects' goals and understanding of the community.
- To overcome the awareness limitation within the community improving the capacity-building activities is important. Targeted activities should be undertaken to enhance the understanding and participation of the community, extending the training session, and providing enough resources for continuous skill development should be considered.
- Strengthening the M&E practice with increased community involvement is crucial. Transparency in sharing the results of the evaluation and based on the findings involving the community representatives in the decision-making process should be considered to ensure their perspectives are considered in the assessment process.
- To address the budget limitations and align with the donor priorities FGAE should consider these factors when planning for sustainability. Exploring innovative funding strategies, budget prioritization plans, and developing a strategy for donor priorities while maintaining the sustainability of the project. Continuously developing the implementation

of income generation activities within the community to foster financial sustainability beyond the donor's contribution should be a critical issue to be considered.

- Clarifying the concept and understanding of sustainability among all stakeholders is critical to maintaining the sustainability of a project. Targeted training or educational sessions should be considered for a clear understanding of project sustainability and its implications. The targeted training should also be considered to create a sense of ownership and commitment within the community.

By addressing these key areas of improvement, FGAE can strengthen the sustainability of its projects and maximize their long-term impact on the community they address.

## **5.5. Research Limitations and Areas for Future Research**

### **5.5.1. Limitation of the Study**

There were several limitations to this study. First, for the variability in responses to the survey, there may be uncontrolled variables that influence the outcomes. Also, limited generalizability since it focuses on specific FGAE projects, insufficient inclusion of diverse community representatives, and potential biases in the responses. Additionally, the study may not fully capture the complexity of community dynamics and external factors influencing the sustainability of community-based projects.

### **5.5.2. Suggestions for Future Research**

There are some directions for future studies.

- Conducting further studies to identify and control the variables that may influence the survey responses, including mediator and moderator variables which helps in improving the reliability of findings.
- Expand the scope of the research including a broader range of projects beyond FGAE's projects, which enables to generalize of results across different projects and organizations.
- Inclusion of enough diverse community representatives to capture different perspectives and experiences, which helps enrich the study's insights.
- Developing more comprehensive models for a better understanding of the complexity of community dynamics in future studies.

- Examine the external factors that impact the sustainability of community-based projects to get a holistic view of project sustainability and challenges.
- Perform comparative analysis within different communities or projects to identify the common challenges, identify best practices, and facilitate cross-learning.
- Assessment of the effectiveness of different intervention strategies used in community-based projects to identify which approaches yield the best outcomes.

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## ANNEXES

### **Annex I: English Version of the letter of transmittal**

Bethel Sitotaw

GSR/4679/15

Phone: 0929006447,

Email: Bethelsitotaw2019@gmail.com

**Dear Respondent,**

Ref: Request for Participation in Research

I am a postgraduate student pursuing a Master's Degree in Project Management at Addis Ababa University and I am currently researching factors influencing the sustainability of community-based projects you are kindly requested to take part in the study. To ensure utmost confidentiality do not write your name anywhere in this questionnaire. The findings of this study will be used only for research purposes. Thank you for your co-operation.

Best Regards,

**Consent:** Yes I will participate:                      If yes, Signature \_\_\_\_\_

No, I don't want to participate

## Annex II: English version of the questionnaire

### SECTION A- Background Information

Items	Response	Code
Sex	Male	1
	Female	2
Age	_____ in years	
Educational status,	Diploma	1
	Bachelor degree	2
	Master's degree	3
Length of Employment	_____ in years	
Role within the organization	Administrative Staff	1
	Program staff	2
	Volunteers	3

### SECTION B - COMMUNITY PARTICIPATION AND SUSTAINABILITY OF COMMUNITY-BASED PROJECTS

Please note the following: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
There is adequate involvement of community members in project planning and decision-making processes of FGAE projects.					
FGAE effectively communicates project goals and activities to the community that impact the long-term viability of projects.					
In FGAE projects community members have a significant role in the decision-making process influencing project outcomes effectively.					
In FGAE Projects there are high levels of community participation which helps to address local needs effectively.					
There is active engagement of the community and, a feeling of ownership and responsibility in FGAE projects.					
FGAE Projects have effective strategies for community engagement and to overcome challenges.					

**SECTION C – CAPACITY BUILDING AND SUSTAINABILITY OF COMMUNITY-BASED PROJECTS**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
FGAE effectively assesses the capacity needs of the community and contributes to the sustainability of its projects.					
There is active and voluntary involvement of community members in capacity-building activities in FGAE projects.					
FGAE enhances the skills and knowledge of community members through capacity-building efforts.					
FGAE Implements capacity-building initiatives that give the community the needed ambition and competence for now and the future of the project.					
Capacity building initiatives provided to the community by FGAE ensured maintained project activities independently after project completion.					
Capacity building provided by FGAE fostered independence and self-reliance among project stakeholders.					

**SECTION D – MONITORING AND EVALUATION AND SUSTAINABILITY OF COMMUNITY-BASED PROJECTS**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There are regular monitoring and evaluation activities throughout the project lifecycle that contribute to the sustainability of FGAE projects.					
FGAE has well-defined indicators and metrics used to monitor project progress and impact.					
FGAE uses monitoring and evaluation findings to make informed decisions on its projects.					
FGAE Transparently shares monitoring and evaluation results with all stakeholders.					
There is a consistent use of monitoring and evaluation activities to inform project adaptations and improvements in FGAE projects.					
Community feedback significantly influenced the ongoing monitoring and evaluation process of FGAE projects.					

**SECTION E – SUSTAINABILITY**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
FGAE believes that sustainable projects are those that give the communities the tools they need to be able to develop themselves in the long term.					
FGAE has effective long-term funding strategies that should be in place to ensure project continuity after donor contributions end.					
FGAE has a clear plan that incorporates economic, social, and environmental considerations.					
The development of local leadership and governance structures is encouraged in FGAE projects					
FGAE sees community satisfaction with the outcomes of a project as a reliable indicator of its sustainability.					
The project sustainability concept is well understood among FGAE stakeholders involved in projects.					

From your point of view and experience what other factors influence the sustainability of community-based projects in your organization?

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What are the most effective strategies used by your organization that ensure the sustainability of your community-based projects?

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## **Annex III: English version of the interview guide**

### **A: Administrative Staff**

1. Are community members involved in FGAE projects? How? How does FGAE view community participation in its projects?
2. How does community participation in FGAE projects help in addressing the local needs of the community effectively?
3. What strategies has FGAE implemented for community engagement in its project?
4. How does FGAE assess the capacity needs of the community?
5. How FGAE does enhance the skills and knowledge of its community members?
6. How successful are the capacity-building activities implemented by FGAE in ensuring project sustainability?
7. How FGAE does integrate M&E throughout its project life cycle?
8. What kinds of indicators and metrics does FGAE use?
9. How does FGAE use M&E findings are used to make informed decisions?
10. What strategies does FGAE implement to ensure the sustainability of its project beyond the initial funding periods?
11. How does FGAE differentiate the success and sustainability of its projects? Are there different metrics used?
12. How well is the sustainability concept understood among FGAE stakeholders?

### **B: Community Representatives**

1. Are you involved in FGAE projects? How are you involved?
2. In what types of activities have you participated in?
3. Have you received any training? What kinds of training have you received?
4. What kind of skill and knowledge have you gained from the training you received?
5. Does the capacity building program address your needs? How? Are there any gaps you observed?
6. Are you involved in the M&E process? How frequently are you involved?
7. Are there any improvements made in M&E findings because of your feedback?
8. Do you believe you and the community can sustain FGAE projects independently now and in the future? Why?



**Annex V: Amharic version of the questionnaire**

**አባሪ፡የመጠይቁ የአማርኛ ቅጽ**

**ክፍልሀ - ዳራመረጃ**

ጥያቄ	ምላሽ	ኮድ
ጾታ	ወንድ	1
	ሴት	2
ዕድሜ	_____ በአመታት	
የትምህርት ደረጃ	ዲፕሎማ	1
	የመጀመሪያ ዲግሪ	2
	ሁለተኛ ዲግሪ	3
የቅጥር ርዝመት	_____ በዓመታት	
በድርጅቱ ውስጥ ሚና	የአስተዳደር ሰራተኞች	1
	የፕሮግራም ሰራተኞች	2
	የማህበረሰብ ተወካይ	3

**ክፍልለ - የማህበረሰብ ተሳትፎ እና የማህበረሰብ ላይ የተመሰረተ ፕሮጀክቶች ዘላቂነት**

እባክዎ የሚከተለውን ልብ ይበሉ፡ 1 = በጣም አልስማማም, 2 = አልስማማም, 3 = ገለልተኛ, 4 = እስማማለሁ, 5 = በጣም እስማማለሁ.

መግለጫ	1	2	3	4	5
በ FGAE ፕሮጀክቶች የፕሮጀክት እቅድ እና የውሳኔ አሰጣጥ ሂደቶች ላይ የማህበረሰቡ አባላት በቂ ተሳትፎ አላቸው።					
FGAE የፕሮጀክት ግቦችን እና ተግባራትን በፕሮጀክቶች የረዥም ጊዜ አዋጭነት ላይ ተፅዕኖ ያላቸውን ህብረተሰቡ በብቃት ያስተላልፋል።					
በFGAE ፕሮጀክቶች ውስጥ የማህበረሰቡ አባላት በውሳኔ አሰጣጥ ሂደት ውስጥ በፕሮጀክት ውጤቶች ላይ ውጤታማ በሆነ መንገድ ላይ ጉልህ ሚና አላቸው።					
በFGAE ፕሮጀክቶች ውስጥ የአካባቢ ፍላጎቶችን በብቃት ለመፍታት የሚረዳ ክፍተት					

ማህበረሰብተሳትፎአለ።					
በFGAE ፕሮጀክቶችውስጥማህበረሰቡንቁተሳትፎእናየባለቤትነትስሜትእናየታላ ፊትስሜትአለ።					
FGAE ፕሮጀክቶችለማህበረሰብተሳትፎእናተግዳሮቶችንለማሸነፍውጤታማስል ቶችአሏቸው።					

**ክፍልሐ - በማህበረሰብላይዩተመሰረቱፕሮጀክቶችአቅምንመገንባትእናዘላቂነት**

መግለጫ	1	2	3	4	5
FGAE የማህበረሰቡንየአቅምፍላጎትበብቃትበመገምገምለፕሮጀክቶችዘላቂነትየ በኩሉንአስተዋጽኦደርጋል።					
በFGAE ፕሮጀክቶችውስጥማህበረሰቡአባላትንቁእናበፈቃደኝነትበአቅምግንባታ እንቅስቃሴዎችውስጥተሳትፎአለ።					
FGAE የማህበረሰብአባላትንቶሎታእናእውቀትበአቅምግንባታጥረቶችያሳድጋል ።					
FGAE የማህበረሰቡንአስፈላጊዎችእናብቃትለአሁኑእናለወደፊትፕሮጀክቱእ ጣፈንታየሚሰጡየአቅምግንባታውጥኖችንተግባራዊያደርጋል።					
በFGAE ለህብረተሰቡየተሰጡየአቅምግንባታውጥኖችፕሮጀክቱከተጠናቀቀበኋላ በተናጥልየሚቆዩፕሮጀክትተግባራትንአረጋግጠዋል።					
በFGAE የቀረበውየአቅምግንባታበፕሮጀክትባለድርሻአካላትመካከልነፃነትንእናበ ራስመተማመንንአጎናጽፏል።					

**ክፍልመ - በማህበረሰብላይዩተመሰረቱፕሮጀክቶችንመከታተልእናመገምገምእናዘላቂነት**

መግለጫ	1	2	3	4	5
በፕሮጀክቱየሕይወትዑደትውስጥለ FGAEፕሮጀክቶችዘላቂነትአስተዋጽኦየሚያደርጉመደበኛየክትትልናየግ ምገማሥራዎችአሉ።					
FGAE የፕሮጀክትሂደትንእናተፅእኖንለመከታተልየሚያገለግሉበደንብየተገለጹአ መልካቾችእናመለኪያዎችአሉ።					

FGAE በፕሮጀክቶች ላይ በመረጃ ላይ የተመሰረተው ሰራተኛ ሰው ላይ ለማድረግ የክትትልና የግምገማ ማግኘቶችን ይጠቀማል።					
FGAE የክትትልና የግምገማ ውጤቶችን ለሁሉም ባለድርሻ አካላት በግልፅ ይጋራል።					
በ ፕሮጀክቶች ላይ የፕሮጀክት ማሻሻያዎችን እና ማሻሻያዎችን ለማሳወቅ ተከታታይ የክትትልና የግምገማ ስራዎች አሉ።	FGAE				
የህብረተሰቡ አስተያየት በFGAE ፕሮጀክቶች የክትትል እና የግምገማ ሂደት ላይ ከፍተኛ ተጽዕኖ አሳድሯል።					

**ክፍል ሠ - ዘላቂነት**

<b>መግለጫዎች</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
FGAE ዘላቂ ፕሮጀክቶች ማህበረሰቡ በረጅም ጊዜ ውስጥ እራሳቸውን እንዲያዳብሩ የሚያስፈልጋቸውን መሳሪያዎች የሚሰጡናቸው ብሎ ያምናል።					
FGAE ከላጋሾች መዋጮ ከባቃ ላይ የፕሮጀክት ቀጣይነትን ለማረጋገጥ ተግባራዊ መሆን ያለባቸው ውጤታማ የረጅም ጊዜ የገንዘብ ድጋፍ ስልቶች አሉት።					
FGAE ኢኮኖሚያዊ፣ ማህበራዊ እና አካባቢያዊ ጉዳዮችን የሚያካትት ግልጽ እቅድ አለው።					
በFGAE ፕሮጀክቶች ውስጥ የአካባቢ አመራር እና የአስተዳደር መዋቅሮችን ማሳደግ ይበረታታሉ					
FGAE የአንድ ፕሮጀክት ውጤቶች የማህበረሰብ እርካታን እንደ አስተማማኝ አመለካከት አድርጎ መለከተዋል።					
የፕሮጀክት ዘላቂነት ጽንሰ-ሀሳብ በፕሮጀክቶች ውስጥ በሚሳተፉ ባለድርሻ አካላት መካከል በደንብ ተረድቷል።	FGAE				

ከእርስዎ እይታ እና ልምድ በድርጅት ውስጥ በማህበረሰብ ላይ የተመሰረተ ፕሮጀክቶች ዘላቂነት ላይ ተጽዕኖ የሚያሳድሩ ሌሎች ነገሮች ምን ይሆናቸዋል?

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የማህበረሰብ አቀፍ ፕሮጀክቶች ዘላቂነት የሚያረጋግጡ በድርጅት ውስጥ የሚጠቀሙ ባቸው በጣም ጤታማ ስልቶች የትኞቹ ናቸው?

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