

# Challenges Facing Non-Governmental Organization Stakeholders' Participation in Educational Project

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## ABSTRACT

*The study investigates challenges facing stakeholders' participation in NGOs' activities in educational projects. The study utilizes qualitative with some elements of quantitative research approaches that were helped by the clarity of the findings. The study employed a questionnaire, documentary review, Interview guide, and focus group discussion to elicit information from the respondents. The study findings indicated that NGO activities in the District have increased; however, such increase has failed to correlate with local people's participation as local participation seemed to be low in project formulation and designing, implementation, Monitoring, and Evaluation. The study findings show the significance of the study which was useful for various education stakeholders and policymakers, not only that but also research question, scope, and delimitation of the study as well as a definition of key terms. The study concludes that in order to sustain effective local community participation in these NGOs' activities, there must be a strong linkage between NGOs and the community at a local level through the provision of technical support and promotion of an effective local participation mechanism.*

**Keywords:** *Stakeholders; Non-Government Organization; Education Project; Mtwara District Council; United Republic of Tanzania.*

## 1. Introduction

Local people's participation in NGOs activities is a core issue in project or activities sustainability. Participation rights and representation, decision making as well as accountability and transparency are among seven key elements in sustainability of NGOs activities (Bretty, 2003). The rights of access to information and public participation in decision-making in NGOs activities are among the three pillars of the Aarhus Convention (UNECE 1998). Local people's participation at different levels raises accountability and reliability of decisions.

Worldwide, NGOs have increased widely as there are now more than 20 million NGOs in the world (USAID, 2005). In America as a whole; the national non-profit organizations have increased from 10,299 in 1968 to almost 23,000 (Edwards 2004; Hulme& Anheier, 2004). Number of NGOs in the United Kingdom is even a more dramatic sector, with a total of 200,000 registered charities (Lang, 2000; Kajimbwa 2006; WB, 2006). In African countries since the 1980s, NGOs have mushroomed, doubling and tripling their numbers (WTO, 2002). The trend is also similar and has partly been accelerated by the recognition of the magnitude of increasing poverty, structural adjustments and the inability of governments to provide basic services (CAFS, 2001). For example, in the Eastern and Southern African countries rapid growth of NGOs has been in the field of Education and HIV. In Zimbabwe over 200 works in the field of Education and HIV and similar estimates are made for Kenya, Zambia and in Uganda by the end of 2007, the numbers of registered NGOs were 7,000 (Baguma 2008).

In Tanzania private organization such as nongovernmental organization (NGOs) have been for a long time partners in education provision and support in different education project such as they have been participating in construction, teachers professional development for example NGOs like EdUKaid, R.T.I.(Tusome pamoja), Heart to heart foundation, sports development aid, pamalone development, and Mtwara Region science foundation in Mtwara had been providing materials, conducting training, designing and maintenance of public infrastructure and promoting access to education (Nyangarika et al., 2020c).

In an ideal world, NGOs are there to supplement the efforts done by governments (URT, 2006). While NGOs are given such a green light to supplement government efforts, still participation of local beneficiaries is required (Makoba, 2002). Communities need to be encouraged to participate in decision-making,

implementation, monitoring and evaluation of projects. This would give a sense of involvement in their lives, and provide them with a sense of ownership and skills that they can use beyond the timetable of development projects (Marsland, 2006). Participation of local people in NGOs is supposed to be present in all stages of development projects activities (Chambers, 1997). In Mtwara district those NGOs have introduced different projects in education for example TZ 21<sup>st</sup>. They have introduced different program such as READ, WRITE, and COUNT, in promoting the teaching by using computers, they have distributed computers in all primary schools in Mtwara district, sport development aid they have been providing sports facilities, training teachers on the importance of sports but after the end of programs or NGOs support we find that all those programs failed to continue and this lead to the failure of those NGOs to attain their goals.

In Mtwara district there are many NGOs operating in education sectors carrying different projects in primary school and secondary schools and the intention of those NGOs is to improve education in general and the school performance by providing food to the students, training to teachers, building infrastructures such as toilets and providing teaching and learning materials (Nyangarika et al., 2020a). The number of NGOs has also been increasing tremendously (URT 2017). A recent record shows that there are 9 NGOs in Mtwara district council providing different types of services related to Education and other aspect dissipate of having all those NGOs yet there are low levels of pass rate and Mtwara has been the last region in many exams such as standard four, standard seven, and form two examination. Shivji (2004) argues that NGOs did not start as a response to the felt need of the majority of working people that is why they do end up into failure. Some NGOs failure to achieve objectives and their drastic increases has led to debates and mistrusts on these civic organizations (Reuben,2002).

Despite of this dramatic increase of NGOs in education, still participation of main stakeholders seems to be low. When the NGOs step their activities, the sustainability also falters and even when they are in operation there is very little involvement of the communities as a result whatever proposed changes that the NGOs propose to spearhead it does not come to function. Therefore, this study aims to assess the local participation in Non-Governmental Organization activities. Though few studies on local participation in NGOs activities has been done at international, national or even at regional arena studies of this nature remains a grey area and therefore the proposed study intends to fill this gap.

The study significant to both local and to the national level. At the national level, this study contributes to the government, as well as its agencies, NGOs and other CBOs' that are working to improve local participation in NGOs activities in Mtwara District, to get clear understanding of what is actually happening in communities especially at grassroots level. Similarly, at the local level the findings of this study enables policy makers and implementers to gain a clearer understanding of the attitude of the community towards participation in development activities particularly those found under NGOs. Also to understand the constraints and challenges that the communities face in achieving its set objectives in education activities/project also the study can be used for references by scholars to assess the impact of nongovernmental organization in carrying out education project and also stimulate further research studies in this area. This study challenges facing non-governmental organization stakeholders' participation in educational project.

## 2. Material and Methods

Non-governmental organizations (NGOs) are one kind of organizations that have proliferated widely in recent years (USAID, 2005). According to a 1998 study made in the United States of America, there were more than 20 million NGOs worldwide towards the end of that year. The late 1980s and early 1990s have witnessed an explosion in the creation of new NGOs throughout the world (USAID, 2005). In some cases, this has come about because of widespread discontent with state-dominated social, economic, and political development structures. In other cases, NGOs are being formed for reasons of economic self-interest, and the impulse to create an NGO can be understood as a diversification strategy--one of many tactics that characterize peoples' attempts to generate income. Well-publicized donor interest in expanding support for NGOs has contributed to the process and fueled the creation of new NGOs. In regard to USAID's goal is to create a large, diverse community of local NGOs capable of promoting sustainable development (USAID, 2005). Each country is different; the nature and roles of NGOs will differ significantly from country to country. Still, NGOs are everywhere a potentially critical vehicle for articulating collective interests and for ensuring citizen participation in the development process.

Externally, the existence of NGOs has also been stimulated by increased eagerness on the part of the donor community to channel aid through them. As Hulme (2001: 137, citing Edwards, M., and Hulme, D.) argues, "the

rise and rise of NGOs throughout the 1980s and 1990s was fueled by international development agencies and aid donors who assumed that civic organizations should rapidly scale their direct service provision function" (see also Duhu 2005: 45-55). As a result, during the last two decades, both developed and developing countries have witnessed steady increases of NGOs. In the South, for example, "the number of registered NGOs in Nepal increased from 220 in 1990 to 1,210 in 1993; in Bolivia from 100 in 1980 to 530 in 1992; and in Tunisia from 1,886 in 1988 to 5,186 in 1991" (Edwards 2004: 21)

Although exact numbers are not available, there has been a rapid increase in the NGOs in regions of Africa. In most African countries since the 1980s, NGOs have mushroomed, doubling and tripling their numbers. While statistics about global numbers of NGOs are notoriously incomplete, it is currently estimated that there is somewhere between 6,000 and 30,000 national NGOs in developing countries (WB, 2006). This growth has partly been accelerated by the recognition of an increasing poverty, structural adjustments and the inability of governments to provide basic services. Many donors were also reluctant to channel funds to the 'corrupt' public sector. As a result, NGOs have continued to be perceived as important private actors who might be more efficient providers for reproductive health services in the region (CAFS, 2001).

Eastern and Southern African countries have also experienced a rapid growth of NGOs particularly in the field of Education and HIV and AIDS. The exception is Botswana where the NGO community is relatively small and deviates to a certain extent from usual NGO trends in other African countries (CAFS, 2001).

NGOs in Botswana work very closely with the Government. Over 200 NGOs work in the field of Education and HIV and AIDS in Zimbabwe, and similar estimates are made for Kenya, Zambia and Uganda. Although the NGO sector in Tanzania is fairly new, it is also growing rapidly.

The number of NGOs in Tanzania has increased remarkably quickly in the last few years but more so in some parts of the country especially urban areas than in others like rural areas (Hakikazi, 2002). Also, Hakikazi catalyst in the National policy on NGOs recommended that, certain organizations be established for the sector. For the records, the number of NGOs in Tanzania is increasing rapidly, (Reuben, 2002). According to Friedrich Ebert Stiftung Foundation (Friendrich, 2000) between 1961 and 1980, there were only 25 registered NGOs. By 1990 this number rose to 41. Between 1990 and 1993 the number rose again to 224, and from 1996 there have been more than 6000 registered NGOs. According to the Registrar of Societies, Tanzania had 8499 NGOs as of September 1998. By December 2000, in the vice president office (VPO) reported that there were more than 10000 registered NGOs (Friendrich & Stiftung, 2000). Most of the NGOs are concerned with issues of environment, professionalism, human rights, religion, education, gender, poverty alleviation, and peoples' livelihoods. This number is far higher than in Uganda where there are slightly over one thousand and in Kenya where there are more than six hundred NGOs registered under the national council of NGOs.

Like any other parts throughout the country, number of NGOs in Mtwara District is increasing tremendously, there are 9 NGOs operating in the district (URT, 2017). The District is served by different civil societies organizations, CSOs and NGOs that conduct different projects in the various local communities and public institutions such as primary school and secondary schools. Local, national and international NGOs are found in the District. These NGOs includes; Mtwara rural education support Organisation, Pamalone Development, Tanzania Economic Empowerment, Mtwara regional science Foundation, and EDUK AID. TZ 21<sup>st</sup>, *Tusome Pamoja* (URT, 2017). The fact that NGOs and civil societies organizations (CSOs) activities are increasingly in Tanzania general and particularly in Mtwara District is true. But, in reality the interest and level of community members to participate in these activities is declining. One can comment that "participation of local community members in Tanzania is losing its popularity", unlike during Nyerere era and the Ujamaa policy where the level of community participation in development projects was very higher and local community commitment to participate was also very higher (Nyangarika et al., 2020b).

In matter of facts, the wave of globalization has challenged the effectiveness of the state and its bureaucratic systems, especially centralized political, administrative, economic, and fiscal systems. As the Commonwealth Secretariat (1996) argues that "the capacity of the public sector to establish the right regulatory frameworks for development, to enforce them, to develop national productive capacity, to attract capital, and to act as producer, are all in question." Into this gap stepped NGOs, with new approaches to enhance efficiency and effectiveness in providing public services and infrastructure. At the same time, NGOs have filled a crucial role in enabling people to organize themselves and share responsibility for governance. "NGOs exist as alternatives" to a governmental, centrally led economy, in the view of (Mitlin, Hickey, and Bebbington, 2005:1). With new models of public management and many governments seemingly open to reform (Minogue 2001, Osborne and McLaughlin 2002, Flynn 2002, ), the view of NGOs as alternatives is justified.

The rapid growth and expansion of NGOs worldwide attest to their growing critical role in the development process (Makoba, 2002). At the international level, NGOs are perceived as vehicles for providing democratization and economic growth in Third World countries. Within Third World countries, NGOs are increasingly considered good substitutes for weak states and markets in the promotion of economic development and the provision of basic services to most people such as education. (Makoba, 2002). In fact, some NGOs are "driven by strong values and interests, geared toward empowering communities that have been traditionally disempowered (Lewis, 2001). International donor agencies see NGOs as "having the capacity and commitment to make up for the shortcomings of the state and ensuring that the provision of education is done in good environment and gives positive impact to the societies. (Chaligha,2008).

In line with the Vision 2025 can be realized if Tanzanians capitalize on their strengths and engage the appropriate driving forces for development and effectively avoid the impediments which have held back their development (URT, 2006). Deliberate efforts must be made to empower the people and catalyze their democratic and popular participation. The strategy should entail empowering local governments and communities and promoting broad-based grassroots participation in the mobilization of resources, knowledge and experience with a view to stimulating initiatives at all levels of society. Not only that but also all this cannot be achieved if there is local participation in educational project because education is a bed-rock to any nation in its development either socially, politically or economically we cannot talk of the education system without taking time looking how people participate in different educational project conducted by non-government so that to ensure sustainability of those project.

The bottom up approach in planning is perceived as citizen participation in decision making in their respective localities (Eade & Rowland, 2003). Chaligha in his paper on research on poverty alleviation (REPOA) pointed out that; generally, bottom-up planning is expected to increase popular participation in setting local plans and priorities. Citizens conceive their own projects and plans which are implemented by them according to their needs and demand (Chaligha, 2008). Therefore, bottom up planning demands serious citizen consultations and participation in determining and implementing local plans and policies that suit local needs and priorities Citizen participation at grassroots level can be made possible through village assembly, school committee and Ward Development Committee (WDCs). The laws (1982 and the revised edition 2000), establishing district and urban councils provides that the WDC is responsible for initiating and promoting participatory development in the ward, including formulating tasks or enterprises designed to ensure welfare and wellbeing of all residents of the ward.

Bottom up approach to planning is not like the top-down approach of persuasion models implicitly which assumed that the knowledge of governments and agencies was correct and that indigenous populations did not know nor had incorrect beliefs. Because programs came from outside villages, communities felt that innovations did not belong to them but to the government and thus expected the latter to fix things went they went wrong. The sense of disempowerment was also rooted in the fact that "targeted" populations did not have the choice to reject recommendations or introduce modifications to interventions (Decock, 1994)

### **3. Methods**

The study used a case study research design. For in-depth study of problems to understand processes or situations in context. This research used both qualitative and quantitative research approach. The study was done in 6 villages which are administratively in Mtwara Region employed Mtwara district has been selected mainly because is endowed with concentrations of many NGOs among other districts in the Region with about 9 registered NGOs. 4 divisions were involved. The targeted population included four (4) divisions out of those four divisions 3 wards from those divisions were selected that made a total of 3 wards from every ward 2 villages were selected making a total of 6 villages out of those villages found in Mtwara District council because the NGOs are carrying out their projects in those schools that are located in those selected villages.

### **4. Results**

In finding out with how often participants failed to mobilize their own resources because of lack of education? How often participants failed to contribute to the project materially because of poverty? How often politicians have an influence on you to participate? How often have you participated because of sensitization?

**Table 4.1 : Failure to mobilize own resources because of lack of education.**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	29	48.3	48.3	48.3
Often	6	10.0	10.0	58.3
Sometimes	9	15.0	15.0	73.3
Rarely	7	11.7	11.7	85.0
Never	9	15.0	15.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Table 4.1 above reveals that 29 of respondents from both villages equal (48.3%) said very often, 9 of respondents equal to (15%) said never, 9 of respondents equal (15%) said sometimes, 7 of respondents equal to (11.7%) said rarely, 6 of respondents equal to (10. %) said often. Therefore, its vivid that local peoples as the main stakeholders failed to mobilize their own resources due to the lack of education Majority of local people said very often means education is needed to the stakeholders specifically local communities who do not know the importance of participating in NGOs' through mobilizing their own resource.

**Table 4.2 Participants failure to contribute to the project materially because of poverty.**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	29	48.3	48.3	48.3
Often	9	15.0	15.0	18.3
Sometimes	11	18.3	18.3	36.7
Rarely	2	3.3	48.3	85.0
Never	9	15.0	15.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Table 4.2 above reveals the responses from the question that state: How often participants failed to contribute to the project materially because of poverty the result from respondents were 29 of respondents equal to (48.3%) said very often, 11 of respondents equal to (18.3%) said sometimes, 9 of respondents equal to (15%) said often, 9 of respondents equal to (15%) said never, 2 of respondents equal to (3.3%) said rarely. Therefore, the findings reveal that majority of respondents said very often that means poverty was the challenges towards local people participation.

**Table 4.3 Politicians influence on participation**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	5	8.3	8.3	8.3
Often	9	15.0	15.0	23.3
Sometimes	15	25.0	25.0	48.3
Rarely	21	35.0	35.0	83.3
Never	10	16.7	16.7	100.0
Total	60	100.0	100.0	

Source: Field Data (2017)

. As indicated in Table 4.3 below, the responses to question that states how often politicians have an influence on you to participate were 21 of respondents equal to (35%) said rarely, 15 of respondents equal to (25%) said sometimes, 9 of respondents equal to 15% said often, 5 of respondents equal to (8.3%) said very often, 10 of respondents equal to (16.7%) said never. These findings imply that politician have no influence to the local peoples participation in NGOs' activities because majority of respondent said rarely means politicians have low influence and this was commended by Primary district education officer who said that "politician have negative influence to local people participation in NGOs' they are telling them that there is no need for them to participate because government is doing everything for them, (DEO, 2017). The same situation we have seen in study findings that politician have rare influence. The study findings show that respondents in order to evaluate

how often they have participated because of sensitization 26 of respondents equal to (43.3%) Said rarely, 12 of respondents (20%) said never, 9 of respondents equal (15%) said sometimes, 8 of respondents equal to (13.3%) said often, 5 of respondents equal to (8.3%) said very often. These findings stipulate that the majority 26 (43.3%) said rarely this means that there is no participation because of sensitization. As indicated in the Table 4.4 below.

**Table 4.4 : Participation due to sensitization**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	5	8.3	8.3	8.3
Often	8	13.3	13.3	21.7
Sometimes	9	15.0	15.0	36.7
Rarely	26	43.3	43.3	80.0
Never	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Researcher probed questions to the VEO and WEO so that to obtain information towards the study here three questions were prepared for WEO and VEO the question was parallel with specific objectives. The following are those questions which were given to the stakeholders as follows they were asked if there is any NGOs' operating in their areas, the responses were 9 (88.9%) of the respondents said that there are NGOs' in their areas, also the researcher asked them other question as follows. How can you rate activities conducted in education by NGOs', how do you rate the level of local participation in carrying out NGOs'?

**Table 4.5 The rate of activities conducted in education by NGOs'**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	1	11.1	11.1	11.1
Good	1	11.1	11.1	22.2
Moderate	5	55.6	55.6	77.8
Poor	2	22.2	22.2	100.0
Total	9	100.0	100.0	

Source: Field Data (2020)

Table 4.5 above reveals the responses to the question states that how can you rate activities conducted in education by NGOs' were 5 of respondents equal to (55.6%) said moderate, 2 of respondents equal to (22.2%) said poor, 1 of the respondent equal to (11.1%) said Good, 1 of the respondent equal to (11.1%) said very good. Therefore, this implies that the rate of activities conducted in education by NGOs' ranged between moderate and poor the majority said moderate means that the activities conducted in education are not too bad. The response was like that because these NGOs' are operating on their area of jurisdiction.

**Table 4.6 The rate of the level of local people's participation in carrying out NGOs' activities in your area**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Good	2	22.2	22.2	22.2
Moderate	1	11.1	11.1	33.3
Poor	6	66.7	66.7	100.0
Total	9	100.0	100.0	

Source: Field Data (2020)

Table 4.6 above the responses to the question that states the rate of the level of local people's participation in carrying out NGO's activities in your areas are 6 of respondents equal to (66.7%) said Poor, 2 of respondents equal (22.2%) said Good, 1 of the respondent equal to (11.1%) said moderate. It is therefore evident that the rate level of local people's participation in carrying out NGOs' activities in the areas is poor due to the fact that the majority of respondent said poor. Table 4.7 below the responses to the question that states how the local communities perceives the presences of NGOs' in their areas were 5 respondents who constituted (55.6%) said

poor, 3 of respondent equal to (33.3%) said moderate, 1 of respondent equal to (11.1%) said Good. This means that local communities perceive poor in the presences of NGOs' as per findings show.

**Table 4.7 Local community's perception on the presence of NGOs' in their areas**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	1	11.1	11.1	11.1
Moderate	3	33.3	33.3	44.4
Poor	5	55.6	55.6	100.0
Total	9	100.0	100.0	

Source: Field Data (2020)

In dealing with objectives the researcher probed father question to the NGOs' officers regarding local people's participation in educational projects done by those NGOs' because they are the ones who conduct all these activities in those areas. The NGOs' are operating on their hand and the NGOs' officials were given five questions to answer as follows in Table 4.8.

**Table 4.8 Local people participation in NGOs' activities in educational projects**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very good	2	22.2	22.2	22.2
Good	2	22.2	22.2	44.4
Moderate	1	11.1	11.1	55.6
Poor	4	44.4	44.4	100.0
Total	9	100.0	100.0	

Source: Field Data (2020)

NGOs' officers were give questions so that to assesses how do local people participate in their NGOs' in carrying out educational activities/ projects the responses were 4 of respondents equal to (44.4%) said poor, 2 of respondents (22.2%) said Good, 2 of respondents (22.2%) said very good, 1 of respondent (11.1%) said Moderate. Therefore, from those findings the implication is that the participation is poor due to the fact that majority of the respondents said poor. As indicated in Table 4.9, below the responses to the question states that how lack of education, incomes, sensitization and incentives affect local people's participation in carrying out NGOs' activities were 3 of respondents equal to (33.3%) said moderate, 6 of respondents equal (66.7%) said very badly. Therefore, this implies that lack of education, income, sensitization and incentives affect local people's participation in carrying out NGOs' activities the majority of respondents said very badly this means it affected very negatively the participation in NGOs' activities, because of lack of education, and sensitization. In an interview with the DEO regarding this aspect the DEO said: -"Number of local people's failed to contribute or participate in NGOs' activities due to the lack of education, income, sensitization and incentives."(DEO 2017).

**Table 4.9: Lack of education, income, sensitization and incentives affect local people's participation in carrying out NGOs' activities**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very badly	6	66.7	66.7	66.7
Moderate	3	33.3	33.3	100.0
Total	9	100.0	100.0	

Source Field Data (2020)

Table 4.10 below, the response to the question states that how local peoples participate in your NGOs' activities reveals that 5 of respondents equal (55.6%) said poor, 2 of respondents equal to (22.2%) said moderate, 2 of respondents equal to (22.2%) said Good. This implies that the rate of local participation in the NGOs' are poor because the majority said poor. This was cemented by NGOs' report which states that: - "December was a month of celebrations in Tanzania for our pre-primary student. In preparation in starting standard 1, the schools held graduation ceremonies for them. One of the schools took the opportunity to hold fundraising events

at the same time. The parents and local community responses were not good they raised 100,000/= TSH This will enable the school to pay for porridge for the children during the school day. (NGOs' Report 2017).

**Table 4.10 Local participation in NGOs activities**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	2	22.2	22.2	22.2
Moderate	2	22.2	22.2	44.4
Poor	5	55.6	55.6	100.0
Total	9	100.0	100.0	

Source: Field Data (2020)

Table 4.11 below, the responses to the question states that how do you rate the approaches used by NGOs' to promote local participation? reveals that 4 respondents equal to (44.4%) said moderate, 2 respondents' equal to (22.2%) said poor, 3 of respondents equal to (33.3%) said good. This implies that the approaches used by NGOs' to promote local participation are moderate because the majority of respondents were between Good and moderate.

**Table 4.11: Approaches used by NGOs' to promote local Participation**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Good	3	33.3	33.3	33.3
Moderate	4	44.4	44.4	77.8
Poor	2	22.2	22.2	100.0
Total	9	100.0	100.0	

Source: Field Data (2020)

This study conducted an interview among the district officials in order to determine the activities being implemented by NGOs' in the district. Various NGOs' were identified and their roles. Six NGOs' were identified in the study area covering various villages (see Table 4.12). The main activities performed by these institutions or NGOs' where as follows.

**Table: 4.12: Activities performed by NGOs'**

NGOs'/Institution	Coverage (Villages)	Implemented activities
Edukaid	Kisiwa, Naumbu, Mayanga, Likonde, Mkunwa, Nachuwa	<ul style="list-style-type: none"> <li>Community based care protection and empowerment of most vulnerable children</li> <li>Capacity building to Para-social workers</li> <li>Provisional of education facilities e.g. fees, books, desk and chairs.</li> <li>Building toilet</li> <li>Class room for preprimary student</li> <li>Recruiting teachers for preprimary school</li> </ul>
R.T.I(Tusome pamoja)	Kisiwa, Naumbu, Mayanga, Likonde, Nachuwa	<ul style="list-style-type: none"> <li>Provision of books</li> <li>Provision of training to teachers</li> <li>Provision of training to school committees</li> <li>To encourage cooperation between teachers and parents in primary school (UWAWA)</li> </ul>
Heart to Heart foundation	Naumbu, mayanga, likonde, Nachuwa	<ul style="list-style-type: none"> <li>Provision of cooperative education</li> <li>Training to teachers</li> <li>Provision of education facilities in primary school</li> </ul>
Sports development aid	Mayanga, Likonde, Nachuwa	<ul style="list-style-type: none"> <li>Provision of sports facilities</li> <li>Training teachers on the importance of sports</li> </ul>
Pamalone development	Naumbu, mayanga, Nachuwa	<ul style="list-style-type: none"> <li>Provision of teaching materials</li> <li>Training to teachers</li> </ul>
Mtwara Region	Kisiwa, Naumbu,	<ul style="list-style-type: none"> <li>Provision of teaching materials</li> </ul>



Science foundation	Mayanga, Nachuwa	
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Source: Mtwara District Council (2020)

Stakeholders were probed on the causes of low participation in NGOs' activities. Field result indicated that low level of education, bad governance, alcoholism among local people and impacts from previous activities were mentioned as major causes of low level of local participation (see Table 4.13). However, the generic reasons for low participation were low level of education among local community and alcoholism all this influence low participation in NGOs' activities.

**Table: 4.13 Causes of low level of participation**

Local communities n=60	Head of school n=6	Ward executive officers n=3	NGOs' staffs n=9
<ul style="list-style-type: none"> <li>• Bad governance</li> <li>• Many household commitments</li> <li>• Low awareness</li> <li>• Leaders are not transparent</li> <li>• Selfishness among leaders               <ul style="list-style-type: none"> <li>• Alcoholism</li> <li>• Fishing activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Low harmonization</li> <li>• Low level of education               <ul style="list-style-type: none"> <li>• Many daily commitments</li> </ul> </li> <li>• Some NGOs' staffs</li> <li>• Low local awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Education is still lacking</li> <li>• Impact from previous activities are not realized</li> <li>• Local people are not informed</li> </ul>	<ul style="list-style-type: none"> <li>• Ignorance from local people</li> <li>• High illiteracy</li> <li>• Poor livelihood among local people</li> <li>• Alcoholism</li> </ul>

Source: Field Data (2020)

## 5. Conclusion

The study findings show that local people's participation in NGOs' activities is very low and these are being associated with a number of factors and challenges. NGOs' officers and government have to work against those challenges before carrying any project in those schools because it has been seen that the level of education to those people are very low especially about the NGOs' activities. Also poverty has been the great challenges to the local people participate in NGOs' activities. It has also been found out that the local people are always busy with their personal activities like fishing and farming. This means the local people have less time to participate in the educational projects carried out by the NGOs' in their respective areas. Besides, present NGOs' activities and design does not ensure adequate quality of community participation in decision making. namely, there is no participation during designing and formulation of project activities, so that there is little grassroots participation procedure in Mtwara. Participation is implemented only through the actual implementation of the NGOs' activities or projects. Worse enough there is no provision of feedback to the public regarding the NGOs' activities or projects. Consequently, monitoring and evaluation of the activities is not easy to be done by the local people. It is essential to implement NGOs' activities awareness raising component, thus distributing general NGOs' information, information on people's rights for participation in decision making and available means for participation, as well as use of active information distribution mechanisms to make information on NGOs' development activities and local hearings more assessable. Tanzania ministry of community development gender and children in collaboration with local governments (especially Community development department) to improve local people's participation in development activities including policy on decentralization and participation, employing more development practitioners at grassroots level and make required resources available to support local people's participation in NGOs' activities or project done in education. Community members should be given education about NGOs' available in their context and their roles. Also, they should be harmonized to participate in NGOs' key activities so to have a sense of ownerships in NGOs' activities.

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