

Perception Local Participation in Non-Governmental Organization Educational Projects in Mtwara District Council

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ABSTRACT

This study's aim is to assess the extent of Local participation in NGOs' education projects activities to investigate Local participation in NGOs' activities in educational projects. The study used both approaches qualitative and quantitative methods, the findings show the significance of the study which were useful for various education stakeholders and policymakers. The analysis shows that the perception of stakeholders on NGOs' activities in educational projects are very low and this leads to the project not being sustainable a number of local people they don't know the importance of NGOs' activities. The study determines that in order to sustain the 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. The study recommends that a government should encourage a supportive environment for NGOs' partnerships through policy dialogue reflected in the country strategies, to improve the policy environment and promote good practice in laws regulating NGOs, and strengthen the quality of participatory processes in projects with local communities.

Keywords: *Education Project; Local Participations; Mtwara District Council; Non-Governmental Organization; 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., 2020a).

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 21st. 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. 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 main objective of the study was to assess the local participation in Non-Governmental Organization (NGOs) the case of education in Mtwara District council (Nyangarika, 2020c)

2. Material and Methods

This study has adapted the participatory development theory. A central concern of participatory development theory is that changes and enhanced resources should largely be influenced and determined by locally perceived needs (Burkey, 1993). Instead of letting outside experts and other external parties determine what needs to be changed in the communities, the local people should be encouraged to examine and identify their own problem. But as noted by (Brohman,1996: 251) the major challenge to participatory development concerns who participates in what do they participate and how and why they participate. Due to that argument we are talking about local people's participation in nongovernmental organization (NGOs) the case of education project in Mtwara district in order to improve education NGOs have been doing different projects in our education institutions. Here the question is do they involve local people in their project so that to ensure sustainability of the project if not what are the factors or cause that make not to be involved or participate in the NGOs activities (Nyangarika et al., 2020b).

The World Bank defines NGOs as private organizations that pursue activities to relieve the suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development (WB, 2002). Meanwhile, (Turner and Hulme, 1997: 200) define NGOs as "associations formed from within civil society bringing together individuals who share some common purpose. According to the legal Human right center in the Code of Conduct for NGOs in Tanzania NGO is a voluntary, not-for-profit sharing, no self- serving, non-governmental, non-partisan and independent organization or association registered per the NGOs Act number 24 of 2002 (LHRC, 2005).

This study will adopt this definition because it involves local people from the grass root as follows "An NGO is a voluntary grouping of individuals or organisations which is autonomous and not-for-profit sharing; organised locally at the grassroots level, nationally or internationally for the purpose of enhancing the legitimate economic, social and/or cultural development, or lobbying or advocating on issues of public interest or interest

of a group of individuals or organisations” (TANGO, 2006). According to Masanyiwa and Kinyashi (2008) in their analysis of community participation in projects managed by nongovernmental organizations point out that the concept of people’s participation is not a new phenomenon as far as rural development is concerned. It has been talked and written about since the 1950s or even before (Guijt and Shah, 1998; Nelson and Wright, 1995).

In recent years however, there has been a convergence of opinion as to the importance of participation in rural development and there now exists a widely shared set of participatory approaches and methods. Participatory approaches have been widely incorporated into policies of organisations from multilateral agencies like the World Bank and International Monetary Fund (IMF), bilateral agencies, to the smallest people’s organisations (Blackburn and Holland, 1998; Dalal-Clayton, 2003; Holmes, 2001; Kumar, 2002; White, 1996). In the promotion of participation, participants will be stimulated to analyze why there is a need to first find out, what participation as a concept meant in the context of local community in Mtwara. The advantages of the participation of NGOs in the project sector are both instrumental and value based. It is instrumental because NGOs potentially contribute flexibility, responsiveness, adaptability, and efficient and effective performance to the designed projects (Pretty, Guit, & Thompson, 1995). Its value is related to the contribution of participation in NGOs projects to democratize and improve governance by creating opportunities for dialogue, accountability and transparency that advance societal transformation towards more democratic governance (Brinkerhoff, 1999). The argument is that creating and strengthening NGOs increases opportunities for citizens to participate in decision-making and action related to policy formulation and implementation. Thus, “NGOs are critical to developing new patterns and practices of governance. The role of NGOs and other external agents, and the design of the project are considered important for sustainable development (Khawaja, 2000) and (Nyangarika et al., 2020c).

The concept of participatory development has attracted much criticism (Cooke & Kothari, 2001; TIEFEL & Wolfe, 1994), much of which runs in parallel with criticism aimed at development discourse more generally. In brief, the concept of participation has been criticized for treating communities as homogenous (Guijt & Shah, 1998), for excluding less powerful members of society (Mosse, 1994), and as a cosmetic exercise concealing cost cutting (Rahnema, 1992; Woost, 1997). It has also been noted that the concept of empowerment is extremely vague, difficult to measure and to link causally with participatory methods (Kabeer, 1999).

That the local and technical focus of participatory techniques merely distracts attention from the more crucial problem of addressing broader socio-economic inequalities (Cooke & Kothari, 2001; Green, 2000; Mohan & Stokke, 2000). For example, participation can mean radical consciousness changing, involving the marginalized in decision-making that affects their own lives, access to the free market, or it can be part of state planning, in which citizens contribute cash and labour so that they feel “ownership” of services that the state can no longer afford to provide.

People's participation is by no means a new concept. It was formulated in the mid-1970s, amid growing awareness that development efforts were having little impact on poverty. The development paradigms of the 1960s and 1970s derived from the legacy of colonial rule, especially the planning systems of the late 1930s and post-WW2 period.

The conception was top down (development was something governments did for or to people), even provision of education and its infrastructure was something government did for or to people and the language military-bureaucratic - by WW2 out of US management literature: "objectives", "targets", "strategies", "capability". The formal social science methods of the late 1950s, combined with digital processing, produced much spurious (and some credible) quantification, usually at great cost.

There was little stakeholder involvement of those undergoing "development", a fact which must rank high among the causes of the failures of development to improve the lives of the majority poor of the "developing" world. Participatory development arose as a reaction to this realization of failure, popularized particularly by Gordon Conway and Robert Chambers (1992), and more recently by David Korten (1996).

One of the common distinctions made by authors and development practitioners is that of ‘participation as a means’ and ‘participation as an end’ (Burkey, 1993; Cooke and Kothari, 2001; Dalal-Clayton, 2003; Kumar, 2002; Nelson and Wright, 1995; Oakley, 1991). Participation as means implies the use of participation to achieve some pre-determined goals. It is a way of harnessing rural people’s physical, economic and social resources to achieve the aims and objectives of development programmes and projects more efficiently, effectively or cheaply (Burkey, 1993; Nelson and Wright, 1995; Oakley, 1991).

As an end, participation is seen as the empowerment of individuals and communities in terms of acquiring skills, knowledge and experience, leading to greater self-reliance (Burkey, 1993; Karl, 2000).

The proponents of these views often maintain that development for the benefit of the poor cannot occur unless the poor themselves control the process, the praxis of participation. It is argued that by establishing a process of genuine participation, development will occur as a direct result (Burkey, 1993; Cooke and Kothari, 2001).

Drawing on (Oakley & Dale, 2004) perspectives on participation in development work may also be captured by juxtaposing two notions, participation as contribution and as empowerment. Participation as contribution may be enlisted primarily in the implementation of programmes and projects or in the operation and maintenance of created facilities. The contribution may be entirely voluntary, induced to various extents or even enforced. It may be provided in the form of ideas, judgements, money, materials, or unpaid or lowly paid labour (Dale, 2004). Indeed, this notion may also be seen as 'participation as means' to get things done.

According to Bretty, (2003: 5) participation is an empowering process in which "people, in partnership with each other and those able to assist them, identify problems and needs, mobilise resources, and assume responsibility to plan, manage, control and assess the individual and collective actions that they themselves decide upon."

As a process of empowerment, participation is concerned with "development of skills and abilities to enable the rural people to manage better, have a say in or negotiate with existing educational system" (Oakley, 1991).

As (Eade and Rowlands, 2003) argue powerlessness is a central element of poverty, and any focus on poverty, inequality, injustice, or exclusion involves analysis of and/or challenging/changing power and power relations. Participation as empowerment can therefore help to amplify unacknowledged voices by enabling the rural people to decide upon and take the actions which they believe are essential to their development (Oakley, 1991; Slocum 1995). Also according to some studies done by food and agriculture organization, small informal groups consisting of members from similar socio-economic backgrounds are better vehicles for participation in decision making and collective learning than heterogeneous, large scale and more formal organisations (FAO, 1997).

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 Organization, Pamalone Development,

Tanzania Economic Empowerment, Mtwara regional science Foundation, and EDUK AID. TZ 21st, *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. 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.

3. Methods

The study used a Case study research design and this is useful for an in-depth study of problems to understand processes or situations in context. The study used both primary and secondary data. Primary data were collected through questionnaire and interview and secondary data through journal, books and magazine. Heads of school was made up of a population of teachers, NGOs officers was a population of NGOs officers, ward executive officer was made up of a population of ward executive officers, village executive officer this was made population of village executive officer, local communities were made population of villagers. Hence the population of the study included NGO offices, local communities, ward executive officers, village executive officers, and head of schools. In this study two types of sampling were involved thus Probability sampling technique and Non probability sampling whereby in some incidences people were having equal opportunity to be sampled especially in every village of study areas.

4. Results

In the study Figure 4.1 below it was revealed that 46 (52.9%) of the respondents were aged from 21 to 30 years, 29(33.3%) of the respondent were aged from 31 to 50 years, 6 (6.9%) of the respondents were aged between 0 and 20 , 6 (6.9%) of the respondent was 50 and above years old. This implies that those who were aged between 21 and 30years and between 31 and 50 years were equal to 86.2%. This shows that were able to work and participate or contribute to NGOs activities or projects in education. The study show that stakeholders are considered to be those who directly or indirectly participate in NGOs' activities or projects in education. These included Village Executive Officers, NGOs' staffs, local communities and District community development workers (CD), ward executive officers, head of schools, District education officer. In dealing with this objective, five questions were posed to local people in those six villages selected within three wards as follows. Does NGOs' contribution satisfy your day to day life? Are you satisfied with NGOs' contribution to your daily life? Is development carried out by NGOs' satisfactory in your area? I can rate the level of local peoples' participation in NGOs' key activities, do the increase of NGOs' activities relate to the increase of local peoples participation in those activities? . The respondents were required to give out their opinions basing on responses such as Very satisfied, satisfied, dissatisfied and very dissatisfied with the questions.

Table 4.1: Non-Governmental Organization (NGOs') contributions towards needs satisfaction

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very satisfied	4	6.7	6.7	6.7
Satisfied	23	38.3	38.3	45.0
Dissatisfied	29	48.3	48.3	93.3
Very dissatisfied	4	6.7	6.7	100.0

Total	60	00.0	100.0
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Source; Field Data (2020)

As indicated in Table 4.1 below 29 respondents who constituted (48.3%) of respondents were dissatisfied with the view that Do Non-Governmental Organization (NGOs') contributions satisfy your day today's life, and 23 who were (38.3%) of respondents were Satisfied. The respondents who responded Very dissatisfied to the question were 4 (constituted 6.7%) and 4 respondents equal to 6.7% were very satisfied with the view. The implication of those findings is that the majority of local peoples are dissatisfied with NGOs' contribution in their daily life. This was supported with one of the respondent from Nkunwa village who said *"Their plans often overrule our needs; even before we demand for activity or something or even need it, we find when they have already given it to us."* (Nkunwa village FGD 2017)." This shows that stakeholders were dissatisfied with NGOs' activities in their daily life. There were few who were satisfied as shown in Table 4.1. When asked about their satisfaction on NGOs' contribution towards improvement of their daily lives 32 respondents who constituted (53.3%) were dissatisfied while 19 (31.7%) of respondents were satisfied with NGOs' contribution, also 4 respondents which was equal to (6.7%) respondents were very satisfied, at the same time 5 (8.3%) of respondents were very dissatisfied. The implication of those findings is that local peoples around the education project were dissatisfied with contribution of NGOs' to their daily life due to the fact that these NGOs' do not involve local people in their activities. Table 4.2 below demonstrate phenomenon.

Table 4.2 satisfaction with NGOs' contributions on daily life

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very satisfied	4	6.7	6.7	6.7
Satisfied	19	31.7	31.7	38.3
Valid Dissatisfied	32	53.3	53.3	91.7
Very dissatisfied	5	8.3	8.3	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

The researcher was interested to measure the perception of local peoples toward development carried out by NGOs' in their areas whether it was satisfactory or not. In this Table 4.3, the data shows that 34 of the respondents (56.7%) were satisfied, 14 respondents (23.3%) were Dissatisfied, 8 respondents (13.3%) were very dissatisfied, 4 respondents (6.7%) were very satisfied. It was therefore evident from the responses obtained that majority of local people perception towards development carried out by NGOs' in their area were satisfied because were given free to the targeted community.

Table 4.3 Developments carried out by NGOs' satisfactory in the area

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very satisfied	4	6.7	6.7	6.7
Satisfied	34	56.7	56.7	63.3
Valid Dissatisfied	14	23.3	23.3	86.7
Very dissatisfied	8	13.3	13.3	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

This question was directed to respondents in order to rate the level of local people's participation in NGOs' key activities and the results were 33 respondents (55%) were dissatisfied, 20 respondents (33.3%) of the respondents were very dissatisfied, 4 respondents equal (6.7%) satisfied as per Table 4.4. These findings stipulated that the rate level of local people's participation in NGOs' key activities were low because the majority of respondents said were dissatisfied. This shows that local people are not participating in NGOs' key activities as illustrated in Table 4.4 below.

Tables 4.4: Rate of the level of local people's participation in NGOs' key activities

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very satisfied	3	5.0	5.0	5.0
Satisfied	4	6.7	6.7	11.7
Valid Dissatisfied	33	55.0	55.0	66.7
Very dissatisfied	20	33.3	33.3	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

In order to evaluate if the increase of NGOs' activities is related to the increase of local people participation in those activities the respondents demonstrated that result were 35 respondents equal to (58.3%) were dissatisfied with the increase, 19 respondents equal (31.7%) were very dissatisfied with the increase ,3 respondents equal to (5%) were satisfied and 2 respondents were very satisfied with the increase as per Table 4.5. These findings revealed that the majority ranged between dissatisfied and very dissatisfied means the increase of NGOs' activities do not relate to the increase of local people's participation in those activities and this made these projects not sustainable.

Table 4.5 The increase of NGOs' activities in relation to the increase of local people's participation in those activities

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very satisfied	2	3.3	3.3	3.3
Satisfied	3	5.0	5.0	8.3
Valid Dissatisfied	35	58.3	58.3	66.7
Very dissatisfied	19	31.7	31.7	98.3
Total	60	100.0	100.0	100.0

Source: Field Data (2020)

In dealing with this objective, ten questions were paused as How many times have you heard the term participation in NGOs' activities? How often NGOs' are operating in your area? How often do you participate in NGOs' activities? How often do you get benefits when you participate? How often the NGOs' activities are increasing in your area? How often do you participate in the NGOs' activities in your area? How often participants mobilizing their own resources? How often participants are contributing to the project materially? How often politicians have an influence on you to participate? How often have you participated because of sensitization?

The respondents were required to give out their opinions basing on responses such as Very often, Often, Sometimes, Rarely and Never. These questions and their responses are illustrated by the Tables 4.6 below.

Table 4.6 Awareness on the term participation in NGOs' activities

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	45	75.0	75.0	75.0
Often	13	21.7	21.7	96.7
Sometimes	2	3.3	3.3	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

In responding to the view above that how many times respondents have heard the term participation in NGOs' activities, Table 4.6 indicates that 45 respondents (75%) said very often, 13 respondents (21.7%) said often, 2 respondents (3.3%) said sometimes and there were no local people who said never and rarely. These responses imply that there are numbers of NGOs' in their area and they know them because the majority of local people said that very often heard the term participation. Table 4.7 reveals responses to the question that state how often NGOs' are operating in your area that works in education, 49 respondents equal to (81.6%) said Very often, 8 respondents (13.3%) said often, 3 respondents equal to (5%). Majority of local people said very often which imply that there are many NGOs' operating in their areas.

Table 4.7: NGOs' operations in the study area

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	49	81.7	81.7	81.7
Often	8	13.3	13.3	95.0
Sometimes	3	5.0	5.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Findings in Table 4.8 below state how often respondents participate in NGOs' activities carried out in education. The results were as follows 34 respondents (56.7%) said Rarely, 12 respondents (20%) said Sometimes, 6 respondents (10%) said often, 5 respondents (8.3%) said very often, 3 respondents (5.0%) said Never. By implication this means that there is low local people's participation in NGOs' activities carried out in education because the majority said they participate rarely. This made the project to be not sustainable after the NGOs' left the place.

Table 4.8: Participation in NGOs' activities carried out in education

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	5	8.3	8.3	8.3
Often	6	10.0	10.0	18.3
Sometimes	12	20.0	20.0	38.3
Rarely	34	56.7	56.7	95.0
Never	3	5.0	5.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

The responses to the question; How often do you get benefits when you participate 34 respondents (56.7%) responded its rarely, 14 respondents (23.3%) said Never, 5 respondents (8.3%) said very often, 4 respondents (6.7%) said Sometimes, 3 respondents (5%) said often. Therefore, these responses report that How often do local people's get benefit when are participating in educational project the majority said rarely 34 (56.7%). However, this does not mean they do not get anything but in a really sense their children are schooling in these schools but for them benefits are material so there is great need to involve these people as shown in Table 4.9.

Table 4.9: Benefits when participating in educational project.

	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	5	8.3	8.3	8.3
Often	3	5.0	5.0	13.3
Sometimes	4	6.7	6.7	20.0
Rarely	34	56.7	56.7	76.7
Never	14	23.3	23.3	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

As per Table 4.10, 54 respondents equal to (90%) said very often, 3 respondents equal to (5%) said often, 2 respondents equal to (3.3%) said sometimes, 1 respondent equal to (1.7%) said never to the question that states, how often the NGOs' activities in education are increasing in your area. The majority of the local people's said very often that means the NGOs' activities are increasing in their area of domicile.

Table 4.10: The increase of NGOs' activities in education in the area.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	54	90.0	90.0	90.0
Often	3	5.0	5.0	95.0
Valid Sometimes	2	3.3	3.3	98.3
Never	1	1.7	1.7	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Table 4.11, reveals the responses of how often do you participate in the NGOs' activities that are carried out in education in your area 31 respondents equal to (51.7%) said Rarely, 9 respondents equal to (15%) said often, 8 respondents equal to (13.3%) said very often, 8 respondents again equal to (13.3%) said sometime and 4 respondents equal to (6.7%) said never. Therefore, it's vivid that local people's participation in NGOs' activities carried out in education is very low as we have seen from the findings that the majority said rarely that means that the participation is low. Also researcher probed on the area of participation by local people's in NGOs' as showed in the results below.

Table 4.11: Community participation in the NGOs' activities that are carried out in their area

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	8	13.3	13.3	13.3
Often	9	15.0	15.0	28.3
Valid Sometimes	8	13.3	13.3	41.7
Rarely	31	51.7	51.7	93.3
Never	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Table 4.12 reveals the responses to the question which states that how often you have participated in decision making in educational project in your area done by NGOs'. 23 respondents equal to (38%) said Rarely, 21 respondents equal to (35%) said that Never, 8 respondents (13.3%) said sometimes and 8 respondents equal to (13.3%) said very often. The majority of local people were between rarely and never that means there is no participation in decision making during the time when these NGOs' are conducting their project in education.

Table 4.12 Participation in decision making in educational project in the implemented by NGOs'

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	8	13.3	13.3	13.3
Sometimes	8	13.3	13.3	26.7
Valid Rarely	23	38.3	38.3	65.0
Never	21	35.0	35.0	100.0
Total	60	100.0	100.0	

Source: Field Data 2020

The responses to the question that how often have you participated through assessment in educational project carried by NGOs', 30 responses (50%) said never, 18 respondents (30%) said rarely, 7 respondents (11.7%) said sometimes ,4 respondents (6.7%) said often, 1 respondent (1.7%) said very often. These imply that local people are not participating through assessment because the findings per Table 4.13 shows majority said never and few rarely.

Table 4.13 Participation through assessment in educational project carried by NGOs'

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	1	1.7	1.7	1.7
Often	4	6.7	6.7	8.3
Sometimes	7	11.7	11.7	20.0
Rarely	18	30.0	30.0	50.0
Never	30	50.0	50.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Table 4.14 below reveals the response from the question state that how often have you participated through formulation of education project in NGOs'. This question was asked to both local people found in those six villages selected that is Mkunwa, Mayanga, Kisiwa, Chuwa, Naumbu, Likonde from three wards such as Naumbu, Mayanga and Mkunwa. The responses were as follows 57 respondents equal to (95%) said never. 2 respondents (3.3%) said rarely and 1 respondent said sometimes. This means that the majority of local people participating in formulation of these educational projects are very low as revealed in the findings.

Table 4.14 Community participation through formulation of education project in NGOs'.

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Sometimes	1	1.7	1.7	1.7
Rarely	2	3.3	3.3	5.0
Never	57	95.0	95.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Findings in Table 4.15 revealed that 22(36.7%) of the respondents said that sometimes, 12 (20%) of the respondents said that often, 8(13.3%) of the respondents said that very often, 6(10%) of the respondents said that rarely, 12(20%) of the respondents said that never. This implies that the local people are participating but not frequently as we have seen in findings the majority said sometimes.

Table 4.15 Participation in implementing educational projects carried out by NGOs'

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Very often	8	13.3	13.3	13.3
Often	12	20.0	20.0	33.3
Sometimes	22	36.7	36.7	70.0
Rarely	6	10.0	10.0	80.0
Never	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Source: Field Data (2020)

Findings in Table 4.16 shows that 52 of responses equal to (86.7%) said never, 5 respondents equal (8.3%) said rarely, 2 respondents equal (3.3%) said sometimes and 1 respondent equal to (1.7%) said often. This shows that there is low participation in monitoring and evaluation of educational project done by NGOs' simply because the majority of respondents from those six villages said never they have not participated in monitoring and Evaluation.

Table 4.16: Monitoring and evaluation of educational projects/activities by NGOs'

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Often	1	1.7	1.7	1.7
Sometimes	2	3.3	3.3	5.0
Valid Rarely	5	8.3	8.3	13.3
Never	52	86.7	86.7	100.0
Total	60	100.0	100.0	

Source : Field Data 2020

5. Conclusion

This study aim is to assess the extent of Local participation in NGOs' education projects activities to investigate Local participation in NGOs' activities in educational project. The analysis that was done showed that the perception of stakeholders on NGOs' activities in educational projects is very low and this lead to the project not to be sustainable number of local people they don't know the importance of NGOs' activities. Other local people commended that the NGOs' offices don't involve local people in their project sometimes they find projects already going on in schools without being involved. Furthermore, from the findings we realized that the participation of stakeholders in NGOs' activities are low and this accompanied with number of challenges that face stakeholders do not participate in NGOs' activities such as level of education to the local people, poverty to the local people, drunkenness behavior from the local people, also being busy with other activities like fishing activities that makes them not to be involved in NGOs' activities. All these were found from the field. Also the analysis that was done showed that the high number of percentage shows that stakeholders where not satisfied with NGOs' Activities.

Local community should be much more involved at all stages of NGOs' projects or activities pertaining education. The government should build the capacity of local NGOs' into their plans and programmes, so that participation of local communities in activities can take place, and the coordinated approach can thereby safeguard effective participation. The government should develop strategic partnerships (both operational and advisory) with donors, foundations, and others with comparative advantage in knowledge and experience working with NGOs' and local communities. The government should encourage a supportive environment for NGOs' partnerships through policy dialogue reflected in the country strategies, to improve the policy environment and promote good practice in laws regulating NGOs', and strengthen the quality of participatory processes in projects with local communities.

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