

# **Villagers Participation in Citizen Charter National Priority Programme of Rural Development Projects, Afghanistan**

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By

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## Dedication

This thesis is dedicated to the spirit of my father who thought me first lesson

To the soul of my martyrs' friends

To my sisters for their care and infinite support

To my wife for her love, cheer and my children

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## Abbreviations

AHSs	Agriculture High Schools
ASERD	Afghanistan Sustainable Energy for Rural Development
CCNPP	Citizen Charter National Priority Programme
CDC	Community Development Council
CDP	Community Development Plan
DDA	District Development Assembly
DFID	Department for International Development
FAO	Food and Agriculture Organisation
FGD	Focus Group Discussion
i-ANDS	interim Afghan National Development Strategy
IDLG	Independence Directorate of Local Governance
MAIL	Ministry of Agriculture Irrigation and Livestock
MRRD	Ministry of Rural Rehabilitation and Development
MoF	Ministry of Finance
MoPH	Ministry of Public Health
NAEC	National Agriculture Education College
NRAP	National Rural Access Program
NSP	National Solidarity Program
RD	Rural Development
Ru-WatSIP	Rural Water Supply, Sanitation & Irrigation Programme
SDGs	Sustainable Development Goals
Ss	Semi-structured interview
TVET-A	Technical Vocational Education and Training Authority
UN	United Nations
WEE-RDP	Women Economic Empowerment Rural Development Programme

## Summary

The participation of people in planning and implementation is believed to contribute to the relevance of development projects and the empowerment of local people. MRRD needs knowledge on people participation in the rural development project. The objective of this research was to assess villagers' participation toward CCNPP rural development projects by current review of villagers' participation in rural development projects in Guldara district of Kabul province, Afghanistan to provide recommendation to MRRD on improving villagers' participation in development projects. Further, it was to recommend to NAEC for inclusion of participation /facilitation module in their curriculum. A case study was done through purposive sampling by using semi-structured interviews with key informants, villagers' and three Focus Group Discussion.

The study found out that villagers' participation in CCNPP rural development projects were interactive and villagers involved in the decision-making, monitoring, and evaluation of rural development projects. While women's participation in the rural development project was low due to the traditional norms of villages. It was revealed that the youth generation was very enthusiastic to participate in rural development projects. The role of facilitator was crucial to encourage villagers to participate in rural development projects.

Based on the findings, the study recommends MRRD and NAEC to diverse strategies like employing females and inclusion of facilitation module by NAEC; establishment of women CDC by CCNPP. For sustainability CCNPP to encourage youth generation to take initiatives to participate in rural development projects. It was evident that religious scholars can play an important role for inclusion of women in rural development projects.

## 1. INTRODUCTION

This chapter starts presenting the background of this research on Villagers Participation in Citizen Charter National Priority Programme of Rural Development Projects; Afghanistan. The main focus of the following section is on the research problem, highlighting the issue of villagers' participation in Guldara district under Kabul province. The research objective is defined next.

### 1.1 Background of the study

Afghanistan is a mountainous, landlocked and agricultural country with an area of 652,230 Km<sup>2</sup>, located in South Asia. The total population is around 31.6 million (NRVA, 2017). 71.5 percent of the population lives in rural areas (CSO, 2018). Fifty one percent are males and 49 percent are females (NRVA, 2017). Approximately 80 percent of the population depends on agriculture for livelihood and 90 percent of the people live in rural areas (World Bank, 2014). Over 40 years of prolonged conflicts and political disorders compounded country in the world; as in Human Development Indicators (HDI), Afghanistan rank at 168<sup>th</sup> out of 189 countries (UNDP, 2018). Moreover, 54 percent of the population lives under the poverty line (ADB, 2019). After decades of war, Afghanistan remains one of the world's least developed nations, and it remains one of the most poorly surveyed areas of the world (UNDP, 2018). To improve poor rural livelihoods, the government of Afghanistan has established a comprehensive set of development objectives that target economic growth and reduction of poverty through strategies designed to promote rural development and education.

The Afghanistan Ministry of Rural Rehabilitation and Development (MRRD) is one of the key ministries in developing and implementing programs that promote responsible, social and financial growth in rural areas. MRRD aims to reduce poverty and facilitate rural communities to become empowered and prosperous amongst Afghans who live in rural areas. Since 2003, MRRD has implemented a wide range of programs such as NSP, CCNPP, ASERD, NRAP, Ru-WatSIP, and WEE-RDP<sup>1</sup> throughout the country in 34 provinces to contribute the poverty reduction and community empowerment in rural areas. Most of the implemented programs were funded by International Development Organizations such as World Bank, UNDP, USAID<sup>2</sup> and a small portion by the MRRD's development budget (MRRD, 2019).

In the last 15 years, MRRD developed and implemented a made-in-Afghanistan "Pro-Poor" growth strategy. The strategy calls upon the government and civil society to address the macroeconomic constraints, the small size of the formal private sector, and the realities of rural poverty for realistic implementation of poverty reduction. These strategies are developed within the broader context of the interim Afghan National Development Strategy (i-ANDS).

The National Solidarity Program (NSP) in the framework of MRRD was established in 2003. NSP's objective was to strengthen community-level governance and to support community-managed sub-projects comprising construction and development that improve the access of rural communities to social and productive infrastructure services. However, the NSP program was replaced by CCNPP in 2016

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<sup>1</sup> National Solidarity Programme (NSP), Citizen Charter National Priority Program (CCNPP), Afghanistan Sustainable Energy for Rural Development (ASERD), National Rural Access Program (NRAP), Rural Water Supply, Sanitation & Irrigation Programme (Ru-WatSIP) and Women Economic Empowerment Rural Development Programme (WEE-RDP).

<sup>2</sup> United Nation Development Programme (UNDP), (USAID)

due to NSP not being able to achieve their objectives, because NSP focused only on secure and safe rural areas. As a result, the coverage for the rural development program was limited due to the perceived threat of the Taliban and other insurgent groups to work in other insecure rural areas. This is a critical indicator that most of the inhabitants in rural areas still need supports for community development and empowerment (MRRD, 2016).

In 2016, president Ghani launched the 'Citizens' Charter National Priority Program' (CCNPP) which is funded by the World Bank. It was aimed to cover all rural areas without consideration of the presence of Taliban. CCNPP's goal is to develop rural areas in poverty reduction, socio-economic conditions improvement for communities and check the out-migration of young people all over Afghanistan (MRRD, 2016). CCNPP used Community Development Council (CDC) as a core model to implement the program and help the rural community to achieve the desired goals.

The main reason behind the establishment of the CDC is to develop the abilities and empower Afghan villagers, to identify their needs, develop plans, and manage and monitor their development projects. In addition, CDC is considered as a bridge between the Afghanistan government and a rural community where the CDC is supporting the local governance and contribute to the delivery of developmental activities to reduce poverty through enhancing access of the people to good infrastructures, health, and education. According to MRRD (2016), "CDCs are groups of community members elected by the community to serve as its decision-making body. The CDC is the social and developmental foundation at the community level, responsible for gender inclusion, implementation, and supervision of development projects and liaison between the villagers, government and non-government organizations". Part of the Afghanistan government's efforts towards improving people's life condition access to quality technical and vocational education. In 2011, the National Agriculture Education College (NAEC) was established as part of these efforts under the umbrella of Technical Vocational Education and Training Authority (TVET-A) in Kabul, Afghanistan. The Dutch government-funded NAEC offers education at institute level for students, adapt and tune the agriculture high schools and institutes' curricula to the specific needs and conditions of the people in the rural area as well as the job market assuring quality education is in place in all agricultural high schools and institutes all over Afghanistan. NAEC is a dynamic agricultural vocational college in Afghanistan, where students are trained to become an agent of change to their communities. This is done through developing and supporting the adoption of modern, teaching methods and wide-ranging Agricultural High Schools (AHSs) curriculum supports to ensure rural communities are receiving up to date and sufficient information in regard to improved agricultural practices (NAEC, 2015). NAEC contributes to rural development through producing qualified youth professional agricultural graduates who are capable to widely engage in communities' development activities and improve the living conditions of many residents in rural areas in Afghanistan. In contrast, CCNPP focuses on building the infrastructure (access to roads and electricity, mobilizing group works), which is the fundamental pillars in better irrigation, more productivity and access of agriculture products to the desired markets. NAEC focuses on capacity building of rural people. This indicates how NAEC activities and CCNP activities complement each other in improving living conditions in rural communities in Afghanistan.

## 1.2 Research problem:

The on-going turmoil and insecurity in rural areas in Afghanistan severely destroyed the country's rural infrastructures, public and private services, and institutions including. In the process, it destroyed the education system, health sector, and development program activities in rural areas. This situation highly affected the development programs implementation process which has resulted to slow down of the developmental programs, in rural areas (CSO, 2018).

Most of the population (four out of five-person) lives in rural areas and, specifically, the young generation is leaving the country and trying to migrate to developed countries and work there as labour to support their families. One of the causes contributing to the problem is, limited development programs in rural areas provide economic growth opportunities (CSO, 2018).

Despite the above facts, this is noticed that Afghanistan has many catch-up opportunities from revamping the rural institutions, renewing the education system, building infrastructures, and repairing destroyed technology that offers the possibility of a period of faster development and growth. The Government of Afghanistan recognized agricultural education and rural development are crucial for inclusive economic growth and committed to a program of renewal and strategic long-term investments in agricultural education and rural development. CCNPP and NAEC are on-going instituted programs that specifically designed to support rural communities and create economic opportunities.

CCNPP is mainly involved in the establishment of the Community Development Council (CDC) in all over the country as a core model to empower rural community capacities to identify their needs to reduce poverty and improve their socio-economic conditions. The CDCs highly contribute to CCNP implementation through community need identification and prioritizing, developing and managing plans, and continuously monitoring their own development projects in rural areas. Development projects implemented by CCNP are for example access to quality education, basic health services, provision of potable water, road access, electricity, and rehabilitation of small-scale irrigation systems. As highlighted before, CCNPP policy is to use CDC model to ensure villagers' participation in decision making, planning, designing, service delivery, and ownership and sustainability of the projects at the community level as basic principles to achieve the goals set in the CCNPP policy (MRRD, 2016).

Participation of project beneficiaries in planning and implementation is believed by many to contribute to the relevance of development interventions (Hickey & Mohan, 2004) and the empowerment of local people (Chambers, 2008). Cornwall reported in 1976 World Employment Conference issued a program of action, which included "the participation of people in making the decisions which affect them through the organization of their own choice" (2002:19). In Italy, on the World Conference on Agrarian Reform and Rural Development, an important step was taken towards peoples' participation in rural development (WCARRD, 1979). WCARRD declared rural people have the right to participation in those institutions that govern their lives. Further, the conference statement emphasized on the involvement of underprivileged rural people at the grassroots level in the conceptualization, planning, decision-making, scheming policies, and programs, also in creating administrative, social and economic institutions that could implement and evaluate them (UN ESCAP, 2009). Chifamba (2013:4) stated that "it is now difficult to find a rurality based development project which does not in one way or another claim to adopt a participatory approach involving bottom-up planning, acknowledging the importance of

indigenous knowledge, and claiming to empower local people.” Since 1970 the term of people's participation becomes important gradient of the development processes. especially concerning the sustainability of rural development projects (Bagherian, et al., 2009). Local participation is considered as a vitally important factor for rural development projects since rural people are the ones who knows their problems better than anyone else. Hence, participation improves ownership, helps with rural peoples’ knowledge, and boosts the sustainability of rural development projects. Another argument is brought forward by Zakhilwal and Thomas (2005) suggesting that for longer peace and stability, rural participatory policies are needed to include those people who were often excluded from the decision-making before, especially women who have historically been victims of imbalanced development.

This research departs from the CCNPP policy and the literature findings that people’s participation is important in development projects. To further strengthen the polices and the program implementation, MRRD needs knowledge on the facilitation of villagers’ participation to Citizen Charter National Priority Programme (CCNPP) towards rural development projects. No study has been done to find out the villagers’ participation in CCNPP. Which limits the possibilities for convincing policymakers to invest on development projects to establish the human and social capital required for sustainable change in rural areas. This research will focus on a case study in Guldara district in Kabul province.

### 1.3 Research Objective:

This study has been designed to assess villagers’ participation toward CCNPP rural development projects by the current review of villagers’ participation level and their awareness in development projects in Guldara district of Kabul province of Afghanistan. The result of this study will provide recommendation to MRRD on improving villagers’ participation in development projects to be used in further policy-making processes. Moreover, National Agriculture Education College (NAEC) Curriculum Development Unit CDU members can use the key findings of this study as core source to develop curricula of AHSs modules.

## 2. LITERATURE REVIEW

This chapter presents the main concepts of the study and focuses on literature related to villagers' participation in development projects. Thus, literature review will conclude understanding the three dimensions such as types of participation, factors affecting participation, and competencies of participation facilitators.

### 2.1 Context of Participation

After the failure of development projects in the 1950s, social activists and fieldworkers observed and linked projects failure to the lack of people's involvement in development projects. Also, the populations' concerns were not included in the project's design and implementation. It was assumed that if local people were involved, projects would have been more successful (AWARD, 2008). Similarly, Food and Agriculture Organization of the United Nations (FAO) pointed out that the traditional top-down approach of many developing and developed countries failed to reach and benefit the rural poor (FAO, 1991). The reason for this failure, was the lack of active participation of the poor in development programs, identified by the international community in the World Conference on Agrarian Reform and Rural Development (WCARRD), held in Rome in 1979, (FAO, 1990). As an alternative approach, the concept of participatory development gained significance in development debates and programs. Participatory development emerged as a paradigm shift in development thinking during the 1960s and early 1970s, while participatory development has been described and defined in a variety of ways (World Bank, 1996).

### 2.2 Definition of Participation

The definition of participation is given in different scholarly fields: philosophy, art criticism, economics, politics, sociology, psychology. Therefore, the definition of participation varies, it defines differently according to its application and related context of the issue. The World Bank defined participation as "a process through which stakeholders influence and partly control the development initiatives and the decisions and resources which affect them" (World Bank, 1996). Participation is considered as the inclusion of suitably empowered people who can express their opinions, stand up to defend their rights, and influences the development and creation of institutional arrangements and policies (Clarke, 2008). Isager, et al., (2002) referred to participation as communicating and working together with different people and groups to achieve commonly planned goals. It encourages people to interact with each other, identify problems together and to learn from each other's mistakes. The term "participation" is used to describe a wide spectrum of approaches for engaging individuals and communities, with each approach, different intentions and outcomes are tied (Cornwall & Jewkes, 1995). All these definitions reflect the desire by those involved as agents of donor agencies to engage more deeply with the contexts of their work. Much of the theoretical debate regarding participation comes from the development studies domain (Whyte, 1991), (Fishkin, 2009) and political science (Fischer, 2000). Literature shows plenty of definitions of participation, but no agreement has been reached on the actual conceptualization of people participation. Moreover, there is no one generally accepted and one comprehensive definition that describes how participation works in development. Therefore, in this research with reference to conceptual framework 1 and 2, participation will be defined in line with Norris (2008) as creating villagers' pride of ownership through regular involvement of villagers in

decision making, designing, planning and implementing with deliberate efforts to induce social reform. In the following, the key words related to the participation are defined.

**Community:** Is a spatially bounded aggregation of interconnected social units such as households, that interact directly, frequently and in a multifaceted way and have a shared identity of some kind (IIRR & Cordaid, 2007 and Norris, et al., 2008). However, Cordaid (2007) acknowledges that communities are rarely coherent as priorities, vulnerabilities, capacities, needs and power differ between individuals and groups. Definition of the community for this research will be groups of villagers living in a demarcated area with common norms and values, activities and structures at the same time with various participation perspectives, interests, priorities, and power dynamics.

**Ownership:** Refers to the respective capacities of different stakeholders, their capacity power to set and take responsibility for a development agenda and to master and sustain support for it (Reich, 2006).

### 2.3 Community Participation

The concept of public participation has different meanings according to context and situation. In the contexts of development, public participation can be a mean of engaging diverse stakeholders and accessing new knowledge, making power relationships transparent, adapting activities to evolving conditions, and encouraging both ownership and accountability of the management process among constituents (Kapoor, 2001 and Armitage et al. 2007). According to Andre et al. (2006) public participation is defined as the involvement of individuals and groups that are positively or negatively affected by a planned intervention (e.g. a project, a program, a plan, a policy) or are interested in it.

A recent summary of participation theory by Cornwall, (2008) laid out numerous continua of participation in development studies, revealing important distinctions between participation for the sake of garnering and participation that enables social transformation. Although there is some degree of consensus in development studies regarding appropriate participation strategies Chambers, (2002) and Campbell & Vainio-Mattila, (2003) and others raise concerns that these hard-won lessons are not being transferred to what we are calling public participation. Scholars in both development and public participation fields call for moving beyond what has become a “rhetoric of participation” (Cornwall 2008). Such a move demands the careful, intentional, and transparent employment of participation strategies achieve targeted outcomes, as well as to help reveal relationships between the way that participatory opportunities are designed and structured and the specific outcomes of resulting initiatives (Cornwall, 2008).

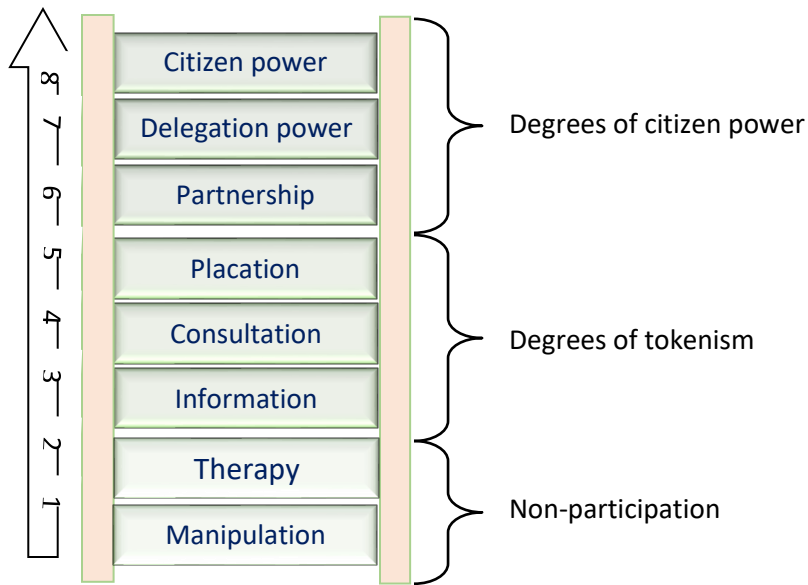
According to Burn, et. al, (2004) “community participation concerns the engagement of the individual and communities in decision making about the things which affect their lives. Communities are playing an active part and have a significant degree of influence and power”. Participation happens by empowering people to have control over activities and it will be effective when the objective is clear to everyone being involved. Burn, et. al (2004) indicates that the active participation of community people is essential for the improvement of services and accountability to enhance social cohesion. Also, it connects the local policy with the needs of the community. Moreover, it creates social inclusion and social networking which leads towards community ownership, development and community responsibility, to contribute to the sustainable services.

The overall propose of community participation is to involve people in decision making, planning and design of the projects based on their own choice to enhance their confidence, and trust. Also, it does assess the need of the community for sustainable development. In addition, it contributes to improving awareness of the community on their problem to come up with a solution on their own. The individual learning by enhancing community awareness is one of the advantages of the participation process. From a social angle, participation contributes to the better meeting of social needs which increases the effect on utilization of the resources of the community.

#### 2.4 Types of Participation

There are different types of participation that are classified as Arnstein's ladder of participation (1969), Pretty's (1995) typology of participation and White's typology of interests (1996). Degree of participation is a measurement that can be quantified, compared, and/or standardized. By comparing projects that perform different degrees of participation, we can account for and examine the relationships between participation and various outcomes. According to Leeuwis and Van Den (2004), the concept for levels of participation is a notion which is connected to the idea of maximum participation and that the type of participation identifies the level of participation. The different ways people participate is defined according to the outcome of their participation. Typology of participation is ranking participation and it mostly carryout a normative assumption with placing the form of participation in an axle of decent to bad (Cornwall, 2008).

The typology of participation which has been developed by Pretty' et al. (1995) is equally normative which is going from bad form of participation (manipulative) and passive participation to better form of participation like consultation, material incentive, functional participation in which people contribution to meet the objective of the project and reducing the cost and increasing the efficiency of the project and its frequently content with the arguments. The two last types have been proposed for community development (Pretty, et al., 1995). Functional participation is the most frequent type which finding in the development projects. (Cornwall, 2008; referred to in Rudqvist and Woodford-Berger, 1996). In general, typologies of participation and project design are best-considered tools for understanding tendency, as practice inevitably "blurs boundaries" (Cornwall, 2008). Most of the theoretical literature on the typologies of participation has been derived from Arnstein's (1969) ladder of participation, which is shown in Figure 2.



**Figure 1 Arnstein's ladder of participation**

**Source:** Arnstein (1969)

The ladder of people participation as shown in figure 1 has eight steps, each representing a different level of participation. From bottom to top, from a low level of participation (Manipulation) up to high level (Citizen power) the steps seek to explain the extent of people's participation and how much real power people should determine the process and outcomes. Clearly, the eight-rung ladder is a simplification, but it helps to illustrate the point of significant gradations of citizen participation.

Table 1 Illustrates Pretty's (1995) typology of participation

Type of Participation	Characteristics/Features
Manipulative Participation	Participation is simply pretence, with people's representatives on boards, but who are un-elected, having no legitimacy or power.
Passive Participation	Involves unilateral announcements by project management without listening to people's responses. The shared information only belongs to external professionals. People participate by being told what, already happened.
Participation by Consultation	External agents define problems and information gathering processes and so control analysis. People participate by being consulted or by answering questions. The consultative process does not allow any share in decision-making, and professionals are under no obligation to take on board people's views.
Participation for Material Incentives	People participate by contributing resources such as labour in return for food, cash or other material incentives. It is very common to see this 'called' participation, yet people have no stake in prolonging technologies or practices when the incentives end.
Functional Participation	External agencies encourage participation to meet objectives, reduced costs. People may participate by forming groups to meet predetermined objectives related to the project. Such involvement may be interactive and involve shared decision-making but tends to arise only after major decisions have already been made by external agents. Local people may still only be chosen to serve external goals.
Interactive Participation	People participate (as a right) in joint analysis, development of action plans and formation or strengthening of local institutions. Participation is seen as a right, not just the means to achieve project goals. The process involves multiple perspectives and make use of systemic and structured learning processes. As groups take control over local decisions and determine how available resources are used, so they have a stake in maintaining structures or practices.
Self-Mobilization	People take initiatives independently of external institutions to change systems. People develop contacts with external institutions for resources and technical advice. They need but retain control over how resources. Self-mobilization can spread if government and NGOs provide an enabling framework of support. Such self-initiated mobilization may or may not challenge existing distributions of wealth and power.

**Source:** Adapted from Cornwall (2008)

Another view on the typology of interests (developed by White, 1996) is shown in Table 3 seeks, to differentiate the inspirations of both “participants” and the “implementing agencies” promoting participation. Each of these approaches is, as noted by Cornwall (2008), highly normative.

**Table 2 White’s typology of interests**

<b>Form of Participation</b>	<b>What “Participation” means to the “Implementing Agency”</b>	<b>What “Participation” means to those on the receiving end</b>	<b>What “Participation” is for</b>
<b>Nominal</b>	Legitimation (To show they are doing something)	Inclusion (To retain some access to potential benefits)	Display
<b>Instrumental</b>	Efficiency (To limit funders’ input, draw on community contributions and make projects more cost-effective)	Cost (Of time spent on project-related labour and other activities)	To achieving cost-effectiveness and local facilities
<b>Representative</b>	Sustainability (To avoid creating dependency)	Leverage (To influence the shape the project takes and its management)	To give people a voice in determining their own development
<b>Transformative</b>	Empowerment (To enable people to make their own decisions, work out what to do and act)	Empowerment (To able to decide and act for themselves)	Both as a means and an end, a continuing dynamic

**Source:** Cornwall (2008)

To conclude, this review of the literature suggests that more disaggregated and less normative approach to the analysis of participation is required to create an understanding of the conditions under which participatory approaches may further development objectives and to support the design of specific interventions. The degree of participation varies greatly from site to site and country to country. There are many factors that can facilitate participation or impede it. These factors can be external to the community such as the type of political system, or they can be internal to the community such as local cultural norms and values.

## 2.5 Factors affecting participation

Participation of villagers is a crucial component of the development of rural areas and the degree of participation in development projects is a key element of success or failure. Bagherian et al. (2009) stated that the activities and factors which contribute to the success of participation are still unknown and remind a mystery. According to scholars Heck, (2003) and Cohen & Uphoff, (1980) factors affecting people's participation in development projects are economic, political, legislative, organisational, socio-cultural, and geographical factors. Moreover, segregation and scattered locale of the poor people; work-load especially for women, low level of education and exposure to non-local information, weak leaders and lack of identify-how to move in this direction in order to promote their interests. Cornwall, (2008) ascribed that researchers tend to focus on two key facets of participation: degree and quality in order to inform and support deliberate project design for specific

outcomes. It is necessary to identify relationships between both degree and quality of participation and the types of outcomes they effect when held in different ways for individuals or social-ecological systems. Silburn (2001) mentioned other factors such as culture, illness, lack of interest or understanding of the value of participation. Local ownership means a power shift; thus, integration of local actors into the design and decision-making process (Reich, 2006). Therefore, in line with research objectives the focus of this research is on factors in relation to education, gender, culture, wealth and power.

## 2.6 Competencies of participation facilitator

The participation facilitator manages various events of the group to confirm that followers working together (Pauleen et al. 2004). Further, the facilitator of participation design different group settings in order to achieve the organisation goal. To present the concept of participation to the people it requires a well-facilitated process for participation to happen. During the facilitation process such as group manage, build relation between audience a facilitator intervenes to help improve the way the group interacts and collaboratively shares and creates knowledge to accomplish a goal. Facilitators structure and focus the meeting and correct any deviation in group dynamics to maintain commitment to the goal and outcomes of the meeting (Adla, et, al., 2011).

A facilitator should assist the group, identify problems, focus the group on solutions, and intervene within the process when necessary. The benefits of facilitation have been recognized in face-to-face as well as distributed meetings (Vivacqua et al. (2009). In order to be competent, facilitators should have requisite, adequate ability or qualities. To be more precise, competencies are defined as the knowledge and skills which are critical to producing high-quality outcomes. Basically, competency can be referred to as the ability to use skills and knowledge for effective results (Pierce, et al., 2000). Thomas (2005) indicated that the competencies in the form of the basic set of skills, knowledge, and behaviours that facilitators must possess in successful facilitating in a wide variety of environments.

## 2.7 Concept of Rural Development

Rural development is determined by general enhancement in the quality of life of the rural people. In order to achieve the main objectives of rural development which are the alleviation of rural poverty and enhancement of the quality of rural communities. In some situations, development is used as a synonym for growth (Viriya, 2009).

The concept of rural development has changed significantly during the last four decades. Until the 1970s, rural development was synonymous of agricultural development that focused on increasing agricultural production (Viriya, 2009). The present concept of rural development is fundamentally different from decades back. The concept now involves “concerns that go well beyond improvements in growth, income, and output. The concerns include an assessment of changes in the quality of life, broadly defined to include improvement in health and nutrition, education, environmentally safe living conditions, and reduction in gender and income inequalities” (Chino, 2000). Moreover, Fernando, (2008) pointed to inclusive rural development which covers the empowerment of the community as “the expansion of assets and capabilities of people to participate in, negotiate with, influence, control, and

hold accountable institutions that affect their lives". Empowerment of poor people is giving freedom of choice and action in different contexts, which often share the elements of access to participation, information, inclusion and accountability, and local organizational capacity (Viriya, 2009).

According to Jasma et al. (1981) quoted in Viriya, (2009), rural development is "An overall improvement in the economic and social well-being of rural residents and in the institutional and physical environment in which they live" (quoted in Shortall. 1994). Buller and Wright 1990 offered the comprehensive definition of rural development and described it as "an ongoing and essential interventionist process of qualitative, quantitative and/or distributional change leading to some degree of betterment for groups of people".

The above definitions indicate that rural development is associated with community development and an overall improvement in both the economic and social well-being of rural peoples. The aim of development projects is to carry out good services to the people in rural areas, including education, production, social and infrastructure components.

### 2.8 Participatory Rural Development

New approaches have been introduced and adopted in recent years. To ensure sustainable development of rural areas villagers' participation is essential. According to Mansoori and Rao, (2004) participatory rural development is also called community-driven development. Keith, R. Emrich (1985) ascribed that the value of participatory development is that development must start from the lowest policy-making and decision-making level. There must be real opportunities to the beneficiaries for participative decision-making and decisions have to relate to their future development projects. According to Mansoori and Rao, (2004) the specific functions which are expected for by participatory development projects are as follow:

1. Identifying and prioritising of development projects by the people itself.
2. Promoting public organisation to strengthen people skills.
3. Mobility of people for collaborative work.

According to Oakley and Marsden (1999), Bergdall (1993) involving the people to participate in development projects may have many restraints, but one has to find ways to overcome them. There are two main approaches to community participation. First programs that prepare community through participation to cooperate with and support governmental objectives. The second approach is to involve peoples' through the structured organisation to channel their voice and start practical contact with them.

### 2.9 Stakeholder analysis

The relevant stakeholders are taken into consideration to identify better dimensions and indicators of the research framework (see table 1). CCNPP has the lead role of handling all stakeholders' activities which influence on the rural development project. The stakeholder analysis helps researcher to assess the influence, importance, and impact upon villager's participation in CCNPP of rural development projects. Moreover, stakeholder analysis could be useful for how different types of stakeholders might be engaged, and likely their decisions upon rural development projects.

The main stakeholders of the CCNPP are MRRD, MoF, MoPH, MAIL, IDLG, NAEC, and villagers. These stakeholders collaborate to empower villagers with the aim to reduce poverty and improve well-being. Furthermore, table 1 reflected the stakeholders' functions and their interests. For instance, the Ministry of Finance (MoF) provides financial support to CCNPP and manages government finance through mobilising revenue. While Ministry of Public Health (MoPH) delivers health services and promotes access to health services through the construction of clinics and hospitals. Furthermore, the Ministry of Agriculture, Irrigation, and Livestock (MAIL) supply inputs to enhance livestock and crop production, through empowering human resources, agricultural production, and natural resources management. The role of Independence Directorate of Local Governance (IDLG) is to deliver services in urban areas. The villagers are poor, vulnerable, humble, have low education but they are willing to cooperate and participate in rural development projects.

CCNPP is mainly involved to facilitate villager's participation in rural development projects. The participation of the local government is also crucial as they have the power to decide on the participation of the villagers for various development activities. The World Bank is a key player of any development project under CCNPP as they have fund and manpower to achieve the development goals with the support of participation of the villagers. Meanwhile, NAEC's role is mostly on the students and their teachers' capacity building at Agriculture High Schools (AHSs). However, NAEC graduates and AHSs teachers train villagers. In this work, NAEC through its graduates plays a vital role in empowering the villagers with the required knowledge and skills on facilitation for the rural development projects in Afghanistan (NAEC, 2015). Similarly, CCNPP contributes towards rural development through infrastructure development required for the villagers to take up rural development projects.

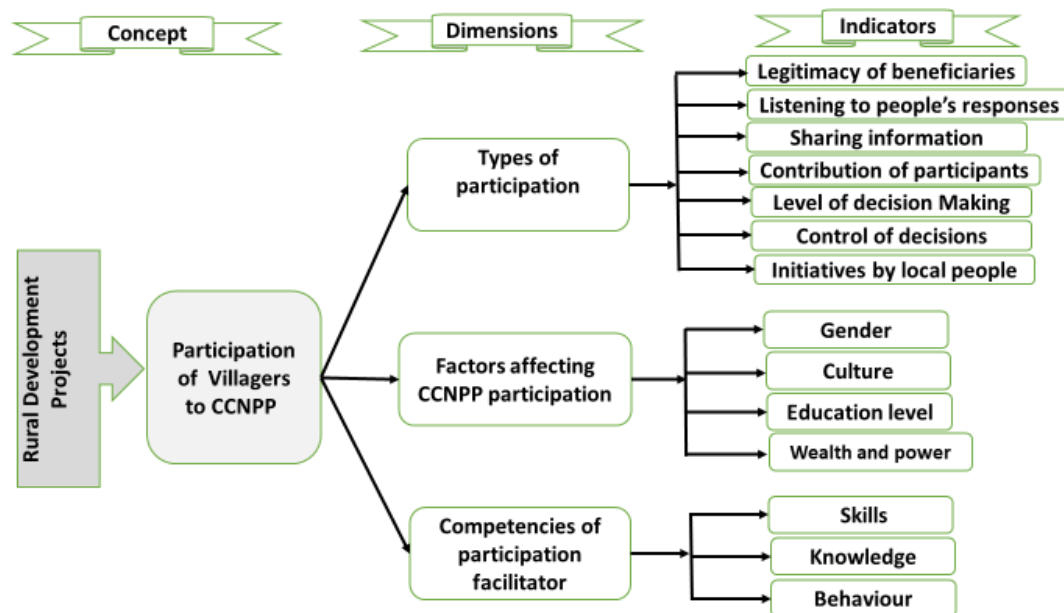
**Table 3: Stakeholders analysis of CCNPP**

Stakeholders	Characteristics	Interests	Resources	Challenges
Citizens Charter National Priority Program'	(i) Empowering villagers (ii) A strong, vibrant, and self-reliant nation where all citizens can live healthy and prosperous lives	(i) To ensure basic services across the country through a joint commitment of the villagers & government (ii) maintaining the quality of services	(i) Human resources (ii) Financial support	(i) depends on outsiders' fund
Ministry of Rural Rehabilitation and Development	(i) Strengthening local governance and promoting sustainable livelihoods of rural society, especially poor and vulnerable people (ii) Delivering service to rural areas	(i) A healthy, poverty free Afghanistan, and equitable development (ii) To enhance food and nutrition security of rural people (iii) Collaboration with other stakeholders	(i) Human capital availability (ii) Fund availability	(i) Inadequate capacity to deliver the programs to the rural areas (ii) Prevalence of bureaucracy (iii) Conflicts
Ministry of Health	(i) Providing health services (ii) Increasing access to health services,	To improve health system performance to achieve sustainable development goals	(i) Human asset availability (ii) Limited fund	Inadequate infrastructures like clinics, hospitals etc.
Ministry of Agriculture and Livestock	Licit agricultural economy through empowered human resources, agricultural production, natural resources management...	(i) Supply inputs (ii) Stimulate increased livestock production and productivity	(i) Availability of funds (ii) Good relationship with farmers	(i) Lack of Agriculture experts (ii) Insecurity (iii) Less extension workers
Ministry of Finance	(i) A stable, financially secure and financially self-sufficient Afghanistan	(i) Mobilise revenue and manage government finance	(i) Availability of funds (ii) Good relationship with World Bank	(i) Limited to foreigners' financial support (ii) Prevalence of bureaucracy
Independence Directorate of Local Governance	(i) Coherence and coordinate between government organisation (ii) Political motivation to certain degree (iii) Has influence in grassroot	(i) Strengthen community and grass root planning (ii) Support villagers to access facilities	(i) Human capital (ii) Political support and willingness among local leaders	Inadequate capacity to deliver effective services
National Agriculture Education College	(i) Semi-autonomous college (ii) Agricultural education (iii) Practical teaching	(i) Support villagers to get access to education (ii) Education quality for improvement of rural areas (iii) curriculum development	(i) Trained staff (ii) financial support (iii) farm, greenhouse, Labs (v) Political support	(i) Delivering training in rural areas (remoteness) due to insecurity (ii) Getting fund from other donors
Villagers	(i) Cooperative, humble, decent and poor (ii) Inadequate education/No education (iii) Vulnerable	(i) Ownership (ii) Social activities (iii) To involve in decision making (v) Food and nutrition security (vi) Efficient extension services (vii) Healthy life	(i) Human capital (ii) Social capital (iii) Natural capital (land, water, trees)	(i) Poverty (ii) low knowledge (iii) Norms & Values (v) Inadequate infrastructure (vi) Vulnerable

**Source:** Rasooli (2019)

## 2.10 Conceptual framework

Different typologies of villager's participation in rural development projects have been documented in efforts to streamline and understand the types (view of external agencies and villagers) of participation that exist. The general idea is a mindset shift from viewing participants as passive objects with no voice to creating voice, decision making power and initiative by local people. One common lesson in managing with uncertain futures is the importance of villagers' action for effective management, in the form of participation, combination of indigenous knowledge, or community-based (INISDR 2005). This research will explore and understand participation by using Pretty's (1995) typology of participation which is a further development of Arnstein model (1969) and White (1996) a typology of interest that was explained above. The typology of Pretty's will define the types of villager's participation in each phase of projects. Moreover, White typology of interest will explore motivations both from participants and the implementing agencies promoting participation. The dimensions and indicators of the conceptual framework retrieved from different books of scholars' through desk study (see figure 2).



**Figure 2 Conceptual Framework**

**Source:** Rasooli (2019)

In line with stakeholder analysis (see table 1), the core concept of this research is the participation of villagers to the CCNPP of rural development projects. Under this core concept, the literature review indicated that further exploration of villager's participation focused on three dimensions, as presented in figure 2. The first dimension comprises types of participation of the community in rural development projects; the second dimension covers factors affecting the people participation; lastly the third dimension comprises competencies of participation facilitator required for the participatory rural development. Based on the literature review which has been done for this research, the main research questions and sub-questions formulated as:

### Research Main Question:

What types of villagers' participation are present in CCNPP in Gul Dara district and what impact can be discerned on villagers?

### Research Sub question:

1. What types of participation are organized by CCNPP?
2. What factors influence villagers' participation to CCNPP's rural development projects?
3. How does CCNPP facilitate villagers' participation in their development projects?
4. What participation competences are present/needed in the CCNPP, and how these could be addressed in NAEC curriculum?

### 3. RESEARCH METHODOLOGY

Research on villager's participation in development projects needs comprehensive data. The researcher wanted to look at issues of participation in CCNPP development projects in Guldara district. The scope of the research covers a case study in three different villages of Guldara district. The case study strategy is chosen to explore detail and in-depth information on the villagers' participation in the development of rural areas in Guldara district.

For the accomplishment of this research primary data required in-depth information on villager's participation in development projects. Therefore, the primary data was collected through individual semi-structured interviews with CCNPP officials, NAEC officials and villagers who participate in CCNPP development projects. Besides, semi-structured interviews (Ss interviews) three FGDs (two with NAEC lecturers and students and one with villagers) have been used as primary data sources. These tools enabled the researcher to acquired in-depth information about villager's participation in CCNPP development projects.

For primary data collection researcher divided the research respondents into three main categories. First, officials who are managing the CCNPP development projects to gain more insight about official proposals/policies. Second, NAEC respondents to know what thoughts in NAEC on competencies are of facilitating development projects. Third, villagers participating in CCNPP development projects to know about their ideas about development projects.

The main source of data such as types of participation, factors affecting participation and competences of facilitators collected from semi-structured interviews and FGDs. Primary data collection started with interviews with CCNPP officials, NAEC informants, and the World Bank representative. These interviews helped researcher to gain more insight about villagers' participation in development projects. Then, semi-structured interviews were held with villagers who participate in CCNPP development projects. Followed by FGDs with NAEC students, lecturers and one FGD held with villagers for validation of collected data.

The semi-structured interview questionnaires have been translated from a questionnaire in English into local languages (Dari and Pashto) because most of the interviewees were convenient to speak in local languages. This was even more required as most of the villagers don't know English and it would be wasting time of respondents to do the translation during the interview. The main objective of the research has been explained to the interviewees before the interview.

In this research officials, key informants, villagers and FGDs members are called respondents of the research. The total number of respondents in this research is 73 which consists of 30 villagers, five key informants, 32 NAEC respondents in FGD and six villagers FGD respondents (table 4).

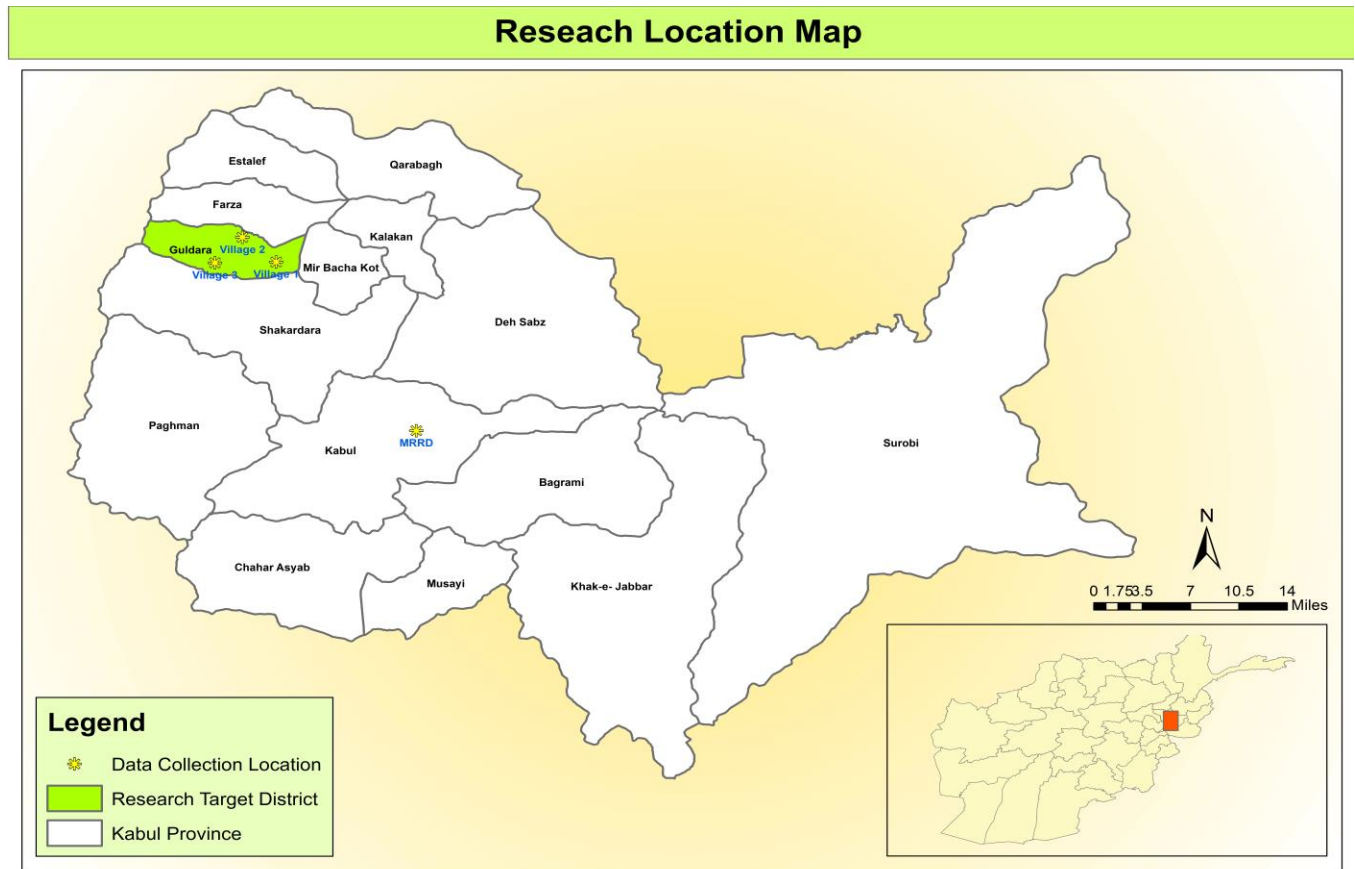
**Table 4 Total number of respondents**

Respondents	Number
Villagers	30
Key informants	5
NAEC FGDs	32
Villagers FGD	6

**Source:** Primary data collection (Rasooli, 2019)

### 3.1 Selection of research location

Kabul city is the capital of Afghanistan and has an area of 4524 Km<sup>2</sup> with a 4,860,880 population (CSO, 2018). The people's livelihoods mainly depend on agriculture, livestock and non-farm activities. This research conducted in Guldara district of Kabul province. Guldara district is made up of 22 big villages with total of 35,021 population who mostly grow wheat, maize, fruits and nuts (CSO, 2018). Three villages of (Tolat, Jalwani, and Qalayee Akhund Khail) Guldara district are chosen for this study. These villages have been chosen because of all places where CCNPP has ongoing projects were accessible as they are almost secure compared to other districts of Kabul city. In addition, these villages have different ethnic group and diverse people, for example, Pashtoon, Tajik, etc.



**Figure 3 Map of Kabul city (Study area)**

**Source:** Adopted by Rasooli (2019)

Collecting primary data is severely affected in Afghanistan as a result of insecurity. For reasons of protection, any kind of fieldwork requires permission of officials. Obtaining permission is an intensive procedure but without such permit the researcher can't go to the field.

### 3.2 interviews with Key informant

The interview with respondents who participate in CCNPP explored their experiences regarding participation in rural development projects (Annex 2). Further, the researcher collected information on types of participation, factors influencing villager's participation in CCNPP in development projects and facilities organized by CCNPP.

Five key informants were selected based on the authority to represent the office: CCNPP officials, NAEC lecturer's, representative of donor agency, and the regional officers at district level. These key informants were interviewed considering their rich experiences and their tacit knowledge on the villagers' participation in different levels of development projects. The semi-structured interview was used to unfold in-depth existing information on policy and procedures of CCNPP and donor which influence villager's participation in development projects. These interviews took place in the key informants' offices. The CCNPP officer invited villagers' and introduced the researcher to them. Without having the permission of CCNPP staff villagers were not liked to interview.

### 3.3 Ss interviews with villagers

In total 30 individual interviews have been conducted with respondents from the villages of Tolab, Jalwani, and Qalayee Akhund Khail. Using semi-structured interview, helped the researcher to get in-depth understanding of individual respondents' perspectives about participation in development projects. The semi-structured interview allowed the researcher to probe more for clarity on the questions answered by villagers. Further, some respondents were not willing to participate in FGD, they prefer individual interview. Besides, it provided an opportunity for respondents to express their feeling, that they could not share in the group. The questionnaire which contains 25 questions (see annex 2) was discussed with research supervisors and NAEC colleagues to seek their comments and suggestions towards improving the quality of the research questionnaire. The researcher improved the questionnaire, the consistency of the questionnaire with research objectives was carefully reviewed during the meeting with CCNPP officials. Further, the questionnaire was developed in two parts first part including general questions about respondents' features. The second part consists of open questions that focused mainly on villager's participation (Annex 2).

Most of the interviews took place inside of the ongoing projects of CCNPP while other villagers were walking around. Some of the respondents preferred their own garden the for interview, with some of them offering fresh fruits and tea for researcher. Two interviews took place in the house of respondents (see annex 4). At the beginning of each interview, the researcher took the consent of respondents for recording their voices and taking pictures of them (Annex 4). During the interview's researcher also took notes in his booklet. Each interview took about 45 minutes on average. The selection of the respondents

was done according to the list of the villagers provided by CCNPP using purposive sampling (non-probability).

### 3.4 Informal conversations with villagers

The researcher intentionally used public transportation for conducting informal interviews in these villages. The conversation with passengers provided better insight and information about villagers' life and organised the researcher before the research. Further, the researcher found more information on the villagers' participation in development projects. These small talks were an entry point for the conversations during the data collection of this research.

### 3.5 Focus group discussions

Focus Group Discussions (FGDs) were held with villagers' respondents, NAEC graduates, and teachers. The first FGD was held with NAEC rural development department teachers who are involved in teaching rural development modules for asking questions about the skills, knowledge, behaviour, and modules they are teaching and the competences of the facilitator. This FGD took place in rural development department of NAEC. In the second FGD, held with NAEC students, the researcher tried to find students from chosen villages to explore their competencies and working experiences as a participation facilitator during participating in development projects. Unfortunately, he could not find anyone from the three villagers and other students joined the FGD. FGD with students (male and female) took place in NAEC teaching classes and it was to find out social influence and facilitation competencies of NAEC graduates. The students wrote final result of FGD in flipcharts (see annex 4). The third FGD was undertaken with representatives from chosen villages to obtain enrich data about villagers' participation in CCNPP development projects. Besides, most of the FGD respondents were new, the inclusion of new respondents in FGD was to get new insight from the group. FGD of villagers provided more information from different perspectives in short time. From each village two respondents selected, Unfortunately, women were not allowed to participate in this FGD due to culture. The CDC chief and FGD members appointed the CCNPP meeting hall for FGD, the hall was big and silent. The researcher facilitated the FGDs, during FGDs the discussion was participatory everybody shared his idea. For instance, the FGDs members agreed that each member should respond to the questions one by one until everyone in the group speaks out. Moreover, the researcher assured that the discussion among participants was participatory. The FGDs guide with specific questions and topics on villagers' participation in rural development projects (See annex 3). The researcher audio-recorded all procedures by himself. Each FGD took about one hour on average. The FGDs has been conducted after the semi-structured interviews with villagers.

### 3.6 Data analysis

The necessary data has been collected and arranged to address the research question and achieve the objective of the research. The collected data summarized and presented in a way that connects the important features. Further, collected data were categorized according to the dimensions and indicators of the conceptual framework into four main parts: Types of villagers' participation organized by CCNPP,

Factors influence villager's participation, facilitation of villagers' participation by CCNPP and competencies of participation facilitator. The collected data analysed and displayed in numerical and narrative form. In the process, the collected data has been checked, organised, combined and compared. The quantitative data such as gender, demographics, number of participants, age, etc, generated from the interviews analysed using Microsoft excel sheet (charts, tables, figures, etc.). While qualitative data analysis was done by using thematic content analysis techniques. The data first transcribed and read to identify meanings and explained systematically. In addition, the different relations and connections that exist between relevant issues in line with dimensions and indicators which resulted from the better-elaborated literature review (e.g. level of decision-making, legitimacy of beneficiaries, etc, World bank 1996 and CCNPP policy 2016 have been reviewed) were analysed.

### 3.7 Research Timeline

The data collection and processing were done in eight weeks, which starts in the last week of June (Annex 3). In the first week, after visiting family and relatives, the researcher presented and shared the research proposal with his colleagues at NAEC to get their ideas, reactions, and suggestions that enabled him to collect data efficiently. This also helped the researcher in identifying the respondents of FGD and those alumni who are employed with development projects. Moreover, this interaction enabled him to communicate with the respondents. In the second week, the researcher revised the research plan to adapt accordingly to the existing situations. He obtained administrative approval from MRRD. The first, data collection started with semi-structured interviews with key informants that followed by an interview with NAEC key informants. Later, the semi-structured interview was carried out with the respondents from the selected villages. Preliminary field visit to the research areas was done in the second week of July 2019. A field officer introduced the researcher to the respondents and has been briefed on the coming up interview which is scheduled in the third week of July. Then two FGDs one with NAEC lecturers and one with a mixture of current students and graduates was held. The following week the FGD with villagers' respondents were held. Although the researcher changed the study area due to insecurity despite that he waited more than two weeks to go to the field. The data analysis started after collecting data from the field.

## 4. FINDINGS

This chapter elaborates the findings on villager's participation in CCNPP rural development projects in Guldara district, Afghanistan. The findings of the research are categorized and divided into three main parts. The first part presents research activities, the second part on the demography of respondents while the third part talks about the main findings of the research. The finding from three groups of respondents are in line with sub-questions, dimensions, and indicators of the conceptual framework which retrieved from literature review. Collected data has been analysed in qualitative and quantitative methods. The quantitative findings are illustrated within tables and figures are used. While qualitative findings have been transcribed in order: First the findings from semi-structured interviews with the respondents (CCNPP managers, NAEC key informants, and villagers) explained. The second part talks about findings on three FGDs two with NAEC lecturers and students and one FGD with villagers that were held for enrichment and validity of primary collected data.

### 4.1 Research activities

This part provides brief information about research activities started with researcher family, the second part is on the NAEC interviews and FGDs, the third section is about elections and people participation. While the fourth section is about respondents in Guldara district.

#### 4.1.1. Family in my research

Once I arrived at my home in Afghanistan, I got a warm welcome and reception from my family, friends, and relatives. More than one week the researcher was busy with friends and relatives who were eagerly wanting to visit me. I had to attend the dinner party organized by my friends as my friends and relatives wanted to have a good time with me. My relatives and friends invited me for lunch and dinner many times and I couldn't reject invitations due to its one of our traditions and values. My wife explained daily events that happened over the last nine months in Afghanistan while I was in the Netherlands. During this period, I also shared and discussed my research proposal and I further worked on preparing the fieldwork such as contacting CCNPP officials for arrangement appointments and sharing of proposals with them.

This first week with family, friends, and relatives is a social practice that I also used to connect directly with the current situation in Afghanistan. In the private sphere, I realised even more that my family had a terrible situation due to insecurity, social instability, and economy situation. At one time, they were nearly blown off by the suicide bomber.

In the public sphere, an important issue was the presidential election. The presidential election campaign in Afghanistan interfered the research as all my targeted groups for data collection were busy. Villagers were busy with routine activities such as agricultural activities, non-farm activities, some of the respondents were busy with official jobs and presidential campaigns. Yet the presidential election is one of the democratic processes in Afghanistan is, and despite all problems and insecurity still, people want to vote for their next president. Losing one of my best friends in a suicide bombing during an election campaign activity and attending his funeral was a harsh confrontation with the overlap of the public sphere with the private sphere in current Afghanistan. With all above barriers and issues the researcher

collected data from the field. The finding showed the people are active and passionate to participate in development projects that may reflect positively on their lives and their communities.

#### 4.1.2. NAEC interviews and FGDs

Based on the research timeline (see table 5) it was planned that after visiting family and friends the first thing was sharing the proposal with NAEC colleagues to get their feedback. Unfortunately, I couldn't do it because at that time the lecturers were busy with midterm exams of students and their graduation ceremony. In the second week, the researcher succeeded to share the proposal with NAEC colleagues and eventually received their feedbacks which I applied later during data collection. In this process, the researcher interviewed the CCNPP officials as key informants. In third week, I got permission to have an interview with the respondents. Without permission from the CCNPP officials, there is no way to interview the respondents. In the fourth week after NAEC student's graduation, two FGDs were held with NAEC lectures and students these FGDs focused only on third dimension of the conceptual framework (competencies of facilitator).

#### 4.1.3 Respondents in Guldara

The main source of income for the villagers of Guladara district is agriculture, animal husbandry, and off-farm activities. Traditionally, women are involved both in household works and agriculture activities while most of the men focus on off-farm/non-farm activities to raise their income. Wheat, corn, and orchards (mulberries, grapes, and apple) are main crops.

The commissioner MRRD helped me by informing all CCNPP departments and directed them to provide me the requested information for my research. At the same time, the commissioner suggested me to change the research place due to the security reasons. Moreover, he assured his assistance on the research support and will inform on the proper time for field visit and promised to facilitate the respondent list. The findings show that respondents in Guldara district are very active, hospitable and willing to participate in development projects.

**Table 5 Total villagers' respondents**

No.	Village name	No. of respondents	Percentage (%)
1	Tolat	10	33
2	Jalwani	10	33
3	Qalayee Akhund Khail	10	33
	Total	30	100

**Source:** Rasooli (2019)

The research has been done in three villages of Guldara district with different ethnicity groups of villagers. As shown in table 5 the total number of villagers were 30 from each village ten villagers have been interviewed.

Further, table 6 shows that most of the villager's respondents were between 21-30 years old. This followed by 23 percent of was grouped between 31-40 years old while 17 percent of belonged to 41-50 years old. Seven percent of villagers were 51-60 years old respectively. The least three percent of the total respondent from three villages were under 20 years old. It indicates that young villagers are

interested to participate in rural development projects. These villagers also helped researcher for data collection and eagerly answered questions.

**Table 6 Villagers respondents based on age per village**

No.	Age group (Year)	No. of respondents per village			Total	Percentage (%)
		Tolat	Jalwani	Qalayee Akhund Khail		
1	Under 20	0	1	0	1	3
2	21-30	6	4	5	15	50
3	31-40	3	2	2	7	23
4	41-50	1	2	2	5	17
5	51-60	0	1	1	2	7
6	Over 60	0	0	0	0	0
	Total	10	10	10	30	100

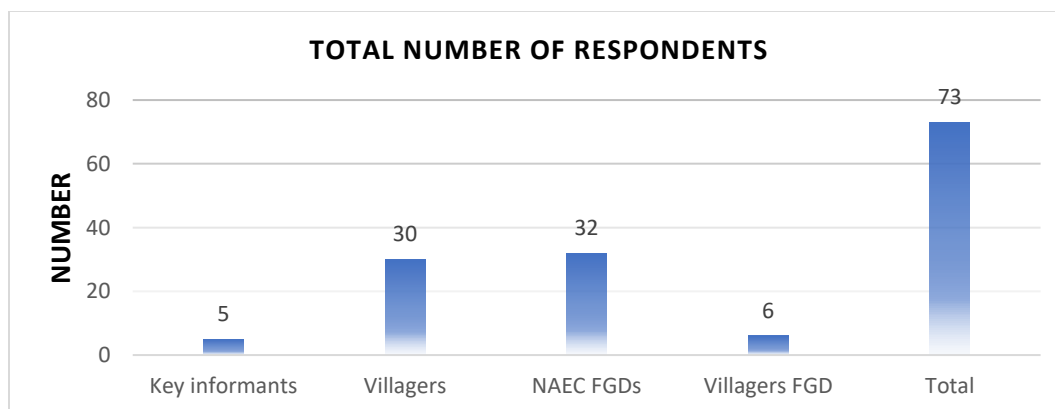
**Source:** Rasooli (2019)

#### 4.2 Demography of respondents

This part shows findings on general information of the respondents such as total number of respondents, education level, age, and gender has been collected. In order to find whether there is any relation between the level of participation and respondents' status. The research was conducted in three villages "Guldara district" of Kabul province with total number of 30 respondents of different ethnicity groups through purposive sampling (figure 4). The total number of key informants (figure 4) in this research were five (three from CCNPP, one from World Bank and one from NAEC). 32 respondents belonged to NAEC FGDs members followed by six FGD members from three villages of Guldara district.

The findings presented in order as shown in figure 4 first key informants respondents' interviews, second villagers respondents' interviews. Third FGDs with NAEC respondents and fourth FGD with villagers' respondents.

**Figure 4 Total number of respondents**



**Source:** Rasooli (2019)

#### 4.2.1 The education level of respondents

*key informants' respondents:* The researcher tried to find educated and experienced key informants to know in-depth their experiences regarding villagers' participation in development projects. As shown in table 7 most of the key informants (60 percent) had master's degree in rural development while 20 percent of key informants had bachelor and college education. One of the key informants had two master's degrees.

**Table 7 Literacy level of research key informants**

No.	Level of education	Key informants (N=5)	Percentage (%)
1	Master	3	60
2	Bachelor	1	20
3	Vocational/ College	1	20
4	High school	0	0
5	Primary school	0	0
6	No education	0	0
	Total	5	100

**Source:** Key informants literacy level (Rasooli, 2019)

*villagers' respondents:* The research aim is to gain in-depth insight into villagers' participation in development projects. Therefore, researcher used purposive sampling method to find out most experienced and educated villagers, who participated in development projects. Although, most of the villager's respondents have been chosen by CCNPP officials.

As shown in table 8 respondents' in this research educational level are divided into five categories such as master, bachelor, vocational/ college, high school, primary school, and no education. The highest number of respondents' 33 percent had primary education. While 23 percent of respondents had no education followed by high school education (20 percent). Further, 17 percent of respondents had bachelor's degree followed by seven percent college education. The villager's respondents had no masters at all.

**Table 8 Literacy level of research villagers' respondents**

No.	Literacy level	No. of villagers Respondents (N=30)	Percentage (%)
1	Master	0	0
2	Bachelor	5	17
3	Vocational/ College	2	7
4	High school	6	20
5	Primary school	10	33
6	No education	7	23
	Total	30	100

**Source:** Villagers respondent literacy level (Rasooli, 2019)

*FGD respondents (NAEC):* The researcher had two FGDs in NAEC, first with NAEC lecturers and the second FGD was with NAEC students. The participants mainly discussed the competencies of facilitators in development projects. As table 9 shows that 16 percent of (five out of eight) of NAEC lecturers who were FGDs respondents had master's degree. Nine percent of FGD members (three out of eight) had bachelor's degrees. All NAEC students who participate in the FGDs had college diploma.

**Table 9 Literacy level of FGDs respondents in NAEC**

No.	Literacy level	FGDs respondents in NAEC (N =32)		Percentage (%)
		Lecturers = 8	Students = 24	
1	Master	5	0	16
2	Bachelor	3	0	9
3	Vocational/ College	0	24	75
4	High school	0	0	0
5	Primary school	0	0	0
6	No education	0	0	0
	Total	8	24	100

**Source:** FGDs of NAEC (Rasooli, 2019)

*FGD respondents in village:* The researcher also had FGD with villagers to validate collected data. In total six villagers participated in this FGD, from each chosen village two villagers. The FGD respondents discussed openly and shared their ideas about villagers' participation in development projects. Table 10 shows that 66 percent of FGD respondents had bachelor's degrees, followed by 17 percent had vocational and college degree respectively.

**Table 10 Literacy level of FGDs respondents in village**

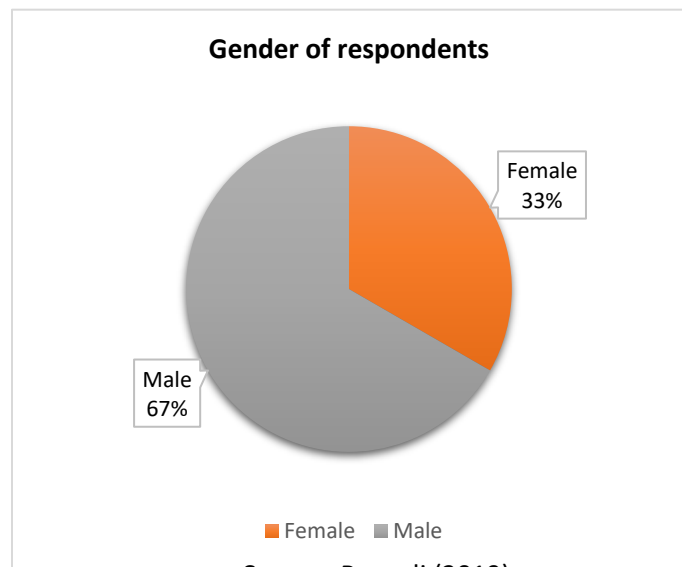
No.	Literacy level	FGDs respondents in village (N =6)	Percentage (%)
1	Master	0	0
2	Bachelor	4	66
3	Vocational/ College	1	17
4	High school	1	17
5	Primary school	0	0
6	No education	0	0
	Total	6	100

**Source:** FGDs of villagers (Rasooli, 2019)

#### 4.2.2 Gender of NAEC respondents

The researcher tried to balance male and female respondents, but due to the culture and tradition norms of villages, women are not allowed to have an interview with an unknown person this has not been possible. None of the female villagers participated in this research from Guldara district. The female respondents did not belong to CCNPP development projects staff because it's very difficult for women to get access to do a management job especially in remote areas the researcher couldn't interview them. These respondents are only NAEC female students that participate in FGD. As shown in figure (4) 67 percent of the NAEC respondents (FGDs) were male (20 out of 32), while 33 percent (12 out of 32) of them were female.

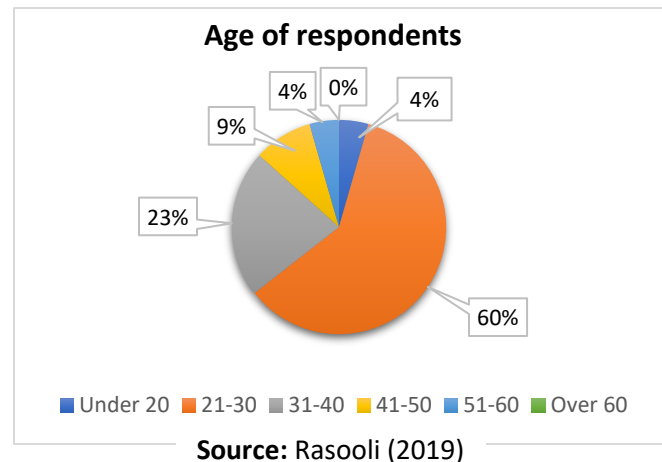
Figure 5 Gender of NAEC respondents



#### 4.2.3 Age of total respondents

For this research, a lot of energies have been paid to collect data from various classes of the villages to see the role and effectiveness of them in CCNPP development projects. The research focused on including different age groups because they have different experiences, opinions, expectations, and feelings. It was experienced that young generation can't talk in front of elder villagers. Elders have authority to talk and decide about development projects.

Figure 6 total age of respondents



As figure 5 shows most of the respondents' 60 percent were between 21-30 years old. This was followed by 23 percent was grouped between 31-40 years old. While 9 percent of key informants belonged to 41-50 age. The least (4%) total respondents were under 20 years old and between (51-60) years respectively. Further, none of the respondents were above 60 years old.

All research respondents revealed that there is an opportunity for young villagers to participate in development projects. They stated they are young, educated and they have energy to work hard. They stated that the elders of the households have trust on young generation.

#### Villagers respondent #13

*"I am very happy now I can raise my voice very easily and I can decide on my village"*

This is an indication that young villagers are very enthusiastic, to participate in development projects.

### 4.3 Types of participation organized by CCNPP

Most of the total respondents (93 percent) ranked both the legitimacy of beneficiaries' and contribution of participants' is very important in CCNPP rural development projects. (see table 11). 90 percent of the respondents said CCNPP involve people in different level of decision making in its development projects. 87 percent of respondents stated that CCNPP providing information about the development projects. While 77 percent of respondents highlighted that control of decision making and initiative of local people are very crucial. Further, 73 percent of total respondents mentioned listening to people's responses is another type of participation which is organizing in development projects of CCNPP.

**Table 11 Types of participation organised by CCNPP opined by total respondents**

No.	Indicator for types of Participation	Frequency	Percentage (%)	Ranking
		n= (73)		
1	Legitimacy of beneficiaries	68	93	1
2	Listening to people's responses	54	73	5
3	Sharing information	64	87	3
4	Contribution of participants	68	93	1
5	Level of decision Making	66	90	2
6	Control of decisions	56	77	4
7	Initiatives by local people	56	77	4

**Source:** Semi-structured interviews of respondents (Rasooli, 2019)

All types of participation organized by CCNPP (table 11) in development projects are explained in detail as follows.

#### 4.3.1 Legitimacy of beneficiaries

Key informants' respondents revealed that villagers are involved in different stages of activities like the decision-making process, identifying, implementing and monitoring their own priority projects. The key informants further stated that the villager's participation should incline to Community Development Councils (CDCs). Moreover, key informants mentioned for legitimation each project should work under CDCs. The finding indicates that the majority (93 percent) of the respondent stated that, CCNPP uses a bottom-up approach for the legitimacy of beneficiaries (see table 9). Villagers respondents said for the legitimation of beneficiaries CCNPP involves not only the villager's representative, but all villagers should involve in various stages of development projects. It was found that CCNPP policy involves villagers from decision making up to implementing and monitoring the phase of the projects.

#### **CCNPP official #1**

*"One of the CCNPP development projects criteria is 50 percent of women participation, the women should be empowered".*

The above statement indicates that women's participation is a must criterion for the legitimacy of the beneficiaries. Although, villagers' respondents highlighted due to culture and norms women participation is very less rural development projects. It may be concluded that there are seven types of participation practiced by CCNPP. The respondents ranked the legitimacy of beneficiaries and the contribution of participants as the highest. While the least ranking is control of decisions and Initiatives by local people.

#### 4.3.2 Listening to people's responses

The finding revealed that 73 percent of the total respondents point out that all CCNPP development projects are according to the responses of villagers and its participatory and community-driven base (see table 9). Key informants' respondents added CCNPP is always ready for listening to villagers' responses. Because villagers know better their needs than other else. These respondents said CCNPP listening to villagers' voices and their concerns. Villagers have the right to priorities their development projects according to the village necessity and can propose to CCNPP. Key informants' respondents highlighted CCNPP uses different approaches for having villagers' responses. As an example, Social Map is used to draw each house of the villages to know the resources and according to the social map, villages can be divided into zones. Through such a process, villagers respondents said that voices from every part of the village can be heard. Although, three of villagers' respondents stated that MRRD doesn't consider most of the projects proposed by people.

In addition, FGDs in NAEC and villagers FGD emphasized that listening to people's responses is essential to achieve the development goals and they are ready to render any services if their interest is considered for the development of the rural areas.

#### **Villagers respondent #3**

*"I can make a decision on my own, I can elect, vote and I can talk which projects are our villages necessity I am happy that at least CCNPP listening to our responses".*

From the above statement, it is an indication of freedom of speech and making choices on prioritizing development projects. One of the villagers explained I am not living lonely in this village, I am not the only one who participates in CCNPP development projects, our responses are collective.

#### 4.3.3 Sharing information

Most of the respondents (87 percent) stated that in each village there is a sharing information system on development projects (table 9). The findings from key informants' respondents who shared that a comprehensive sharing information package is at the disposal for the villagers for any CCNPP development projects. CCNPP organizing a big meeting with all villagers, during this meeting all information will deliver. CCNPP staff given information about objective, CDC procedure/activities, women's role, etc. They continued, sharing information is participatory it means from CCNPP to villagers and from villagers to CCNPP it's like a cycle. For example, villagers identify their problems and prioritise of development projects and sharing them with CCNPP officials. The CCNPP officials sharing information about their development project to the villagers through CDC key members, Mullah, etc. In this process

all details of rural development projects will be share to villagers, CCNPP role and villager’s role is clear. Besides sharing information to the villagers, CCNPP empowers villagers through capacity building programme and motivate them to participate in development projects with profound knowledge and skills. The interview found that sharing information starts from the awareness about the value of programs, the importance of village participation and usually it takes more than 4 months to execute any CCNPP development projects. Prior to the initiation of CCNPP projects in the community, sharing information about each development project is vital, without informing villagers the projects will fail. Sharing information in CCNPP development projects is bottom-up approach. It means villagers proposing their own development projects to the CCNPP according to the village necessity. Rarely it’s also top-down approach, villagers respondents said they are not involved in decision making. It means some projects only announced by NGOs to the villagers. Further, FGDs respondents added in Afghanistan it’s not only economic poverty also there is social poverty in terms of people's participation in development projects. Therefore, sharing information about development projects is a necessary element for the success of the projects. For instance, when a project comes to our village, people are invited to Masjid (Masques), common meeting places, etc. Through such practices, information sharing about the projects takes place and will ask how people can contribute and participate.

#### **Key informants’ respondents #3**

*“World Bank give value for villagers' views and opinion”.*

This is an indication that the World Bank respects the view of villagers under CCNPP development projects. It shows that the donor organization considers its priorities if the project has to be successful.

#### **4.3.4 Contribution of participants**

It indicates that most respondents (93 percent) mentioned that one of the CCNPP principles is the contribution of villagers in development projects (Table 9). The key informants’ respondents emphasized on cost-sharing between the villagers’ 10 percent contribution and CCNPP 90 percent. Key informants’ respondents said it is obvious to the world that villagers are poor they can not effort this money in cash, but villagers can contribute in different ways. For example, the raw material can be provided by people, labour, etc. in this way CCNPP provides job opportunities for villagers as well. Moreover, key informants’ respondents highlighted, the aim of this 10 percent contribution is only to help people to participate in development projects in different ways to overcome poverty. While, villagers’ respondents added they are not paying the money in cash, but we are contributing in providing labour, materials, etc.

FGD with villagers verified the above statements and they added for CCNPP organization cash money is not important, but villagers should participate in development projects. In the future villagers should take the initiative of development projects by themselves.

#### **Key informants’ respondents #1**

*“If people don’t participate and contribute to development projects, the projects will not implement and succeed”*

#### **Villager respondents #4**

*“Sometimes the projects want from all houses to participate in development projects, if all villagers participate, I will also participate voluntarily, otherwise I will not participate, but if it’s for the goodness of people I will participate. But it’s not forcibly to participate in all projects”.*

The above statements are an indication of the people contribution towards the CCNPP development projects. Without people's contribution and participation, the project is likely to fail or rejected by the CCNPP.

#### **4.3.5 Level of decision making**

As 90 percent of total respondents revealed that villagers are involved in different stages of decision making of the development projects (see table 9). The key informant’s respondents said CCNPP is using Participatory Rural Appraisal (PRA) tools to involve all villagers in all procedures of development projects. They continued CCNPP is using seven different tools such as resource map, social map, wealth being analysis, seasonal calendar, women mobility, leaking pot (it shows villagers' income and consume rate) and community developing plan (see section 4.4 for detail). Villagers respondents stated that villagers preparing Community Development Council action plan with help of CCNPP and have right to choose development projects. Some of villager’s respondents said we are proposing many projects but CCNPP are not implementing all of them. CCNPP only implement their own priority projects, but we are involved in each phase of projects.

Moreover, FGD respondents said villagers are participating in each phase of the development projects from decision making up to the end of the projects, It’s a cycle.

#### **Key informant respondent #3**

*“Villagers’ propose the projects by their own and implement by their own”.*

The above statement is an indication that the decision making is participatory and CCNPP enforces a bottom-up approach like villagers making decision, designing and implementing the projects. Such a process can empower the community to participate in the decision-making process.

#### **4.3.6 Control of decision making**

It shows 77 percent of total respondents highlighted that CCNPP has a package for control over decisions (see table 9). Key informants’ respondents mentioned CCNPP using the resource map for controlling decisions and checking power relations. Key informants said Now the decision making, and election system of a development project are different everyone has the right to vote for development projects. Interfering power-holders’ was a big contest for villagers in development projects. They continued those who had power and authority cannot control villagers’ decisions, due to existing resource map (see annex 5). Resource map which is mad by own villagers shows everything clear where

there are abundant resources and where there is a need for development. In addition, to control decision making, CCNPP uses livelihood analysis to know about people's wealthy and poor. The villager's respondents said now Malik/Arbab (tribal leader), and local commanders' role has reduced and cannot influence the decision unlike in the past. Everyone has individual rights to declare as a candidate for chairman or member of CDCs and vote for development projects. Now those who can't voice out before can raise their voices openly in this case lead capture is reduced and we have voices from each part of the village. Further, the villager's respondents said decision made as group not individually.

However, villagers FGD emphasized that most of the projects proposed by people, MRRD should implement them and MRRD should give value to people's suggestions.

#### **Villagers respondents #13**

*"commanders have their influence on capturing projects, they want everything for themselves".*

This is indication shows that still in some villages local commanders have power, and they can overtake the implementation of development projects.

#### **4.3.7 Initiatives by local people**

The findings indicate that 77 percent of the total respondents mentioned the main objective of CCNPP is to empower people (see table 9). The key informants' respondents stated initiative by local people is very crucial it help donor agencies to fund more. Such participation from the people can convince the donor and is likely to have fund support in the future. In the future, villagers should be able to initiate and solve their own problems, CCNPP is only for 10 years. One of the CCNPP aims is to empower/mobilize villagers to take initiative project by themselves. The villager's respondents argued people should take the initiative by themselves, for example cleaning the canals, Hashar methods, where people come in a group do common activities and social works. They continued, unfortunately, villagers are literacy level are low and we don't have capacity to take initiative of development projects by our own.

Further, villagers FGD respondents agreed that people should not wait for the NGOs, CCNPP or other organizations for development projects rather they should initiate and mobilize themselves to achieve common achievable goals such as; environmental cleaning, training, the contribution of labour, etc.

#### **Villagers respondents #7**

*"Our people trying to solve the problems on their own, CDCs is working very well".*

This is an indication that people are working out to solve their problems without much assistance from others. This has a positive implication that the people can take their own initiatives towards development projects by themselves.

#### 4.4 Factors influence villager's participation

The majority of respondents (90 percent) stated that culture is a key factor of villagers' participation in CCNPP development projects (see table 12). 83 percent of the research respondents indicated that the wealth and power of local villagers have an influence on people's participation in development projects followed by gender (83 percent). Further, 73 percent of responded stated education level has an influence on villager's participation in CCNPP rural development projects.

**Table 12 Factors affecting villagers' participation**

No.	Factors influence participation	Frequency	Percentage (%)
		(N=73)	
1	Gender	61	83
2	Culture	66	90
3	wealth and power	61	83
4	Education level	54	73

**Source:** Semi-structured interviews of respondents (Author 2019)

Factors which has influence villager's participation in CCNPP rural development projects (table 12) explained in detail as follows:

##### 4.4.1 Gender

As 83 percent of the respondents opined that in each development project, there should be equal participation of males and females (see table 10). Key informants' respondents revealed that earlier all members of CDCs comprised of men, but now it is obligatory to have at least one female member. Key informants further narrated that CCNPP provides motivation to the women headed household to find the workplace, and what work they can do, what is the people's reaction, how is behaviour of people in society, etc. Another example, CCNPP officials asking the females you inviting to a wedding party in the other village can you go there? They say yes, then we say to them if you can go to the wedding party, you can also participate in developing projects, or asking them about going to the clinic, shopping, etc. Further, key informants stated giving example from religion to increase women's participation in development projects. For instance, we are saying that Islam says allow your women to work outside, go to clinic, go to study in school, etc. Through such process women are empowered.

##### **Key informants' respondents #4**

"Islam says allow your women to go outside the house and work, but with Hijab"

"Women participation is impressive in CCNPP"

This is an indication that Islam also emphasis women's role in society. They can work along with their brothers in society.

Villagers respondents said that CCNPP empowers and motivated women to participate in development projects. Due to tradition in some villages, women don't participate in development projects, especially in rural areas. Some of the respondents said women are physically weak and they cannot work like a

man. The villagers' respondents highlighted that norms and traditions, insecurity, village conservation, etc, women are not participating in development projects. But it's good we have some women who are executive member of CDC.

Villagers FGD respondents stated that the women do not involve in decision-making and they are restricted to move outside the house. But CDCs and CCNPP mobilizing women through training, religious scholars', schools' teachers, etc, to participate in development projects.

#### **Respondents #9**

*"It is not common for our people to allow women in CDCs councils".*

The above statement indicates that the presence of women is very low in some CDCs as the cultural barriers limit women from participating in CDCs. However, most of the respondents stated that some projects such as aviculture, tailoring, illiteracy courses, Beekeeping, etc are designed only for women.

#### **4.4.2 Culture**

The respondents (90 percent) mentioned that the culture has an influence on people's participation especially in development projects as indicated in table 10. The key informants' respondents stated that now the culture is changed for example before villagers don't allow their women to go out of the house, the people's awareness was very less. The key informants narrated that before, it was very bad culture between villagers before implementing the projects, peoples first question was does the project, give us money? If the development project didn't villagers will participate. The villager's thoughts were only about money, not about other benefits of the development projects. Fortunately, now the participation of villagers in a development project is very good. One of the key informants' respondents said we want to revive again the culture of "Hashar" all villagers working together, for example, to clean runnel, etc.

The villagers' respondents said that due to culture and norms villagers' think that women should stay at home and they do not allow them to participate in development projects. This culture is dominating in the most Pashtun villages even some of them believe that women should not study. They connect this idea with Islam. Respondents continued now we have election culture to choose one person as a leader or chief of the CDC, this person giving us information about any development projects. Further, villagers' respondents stated this is a good culture that we are choosing CDC members according to their experience, knowledge, attitude, skills, background, etc.

#### **Villagers respondent #15**

*"One of the villages lost two development projects because they couldn't elect their representatives, previous leaders don't want elections and they couldn't priorities development projects".*

It shows that villagers should choose their leader/CDC key members in a very democratic way. All villagers should participate in the election process. Not only in the selection of CDC members as well in all process of development projects villagers should participate. Otherwise CCNPP will not implement the development project in that village.

#### 4.4.3 Wealth and power

As respondents (83% percent) stated in development projects wealth and power plays the main role (table 10). The key informants added the local leaders (Arbabs, Mula=religious scholars) and commanders have a very crucial role, they want to keep all resources with themselves, unfortunately, in Afghanistan, this issue is very common. But, CCNPP uses two tools to control wealth and power resource maps and wealth being analysis. These tools help CCNPP firstly to find out where the resources are, and whether they are distributed equally to all villagers or not? Most of the respondents said that through such processes, it helped CCNPP to identify which part of the village need support for the development projects. While it helps to find out the relation between power and resources too. The villager's respondents stated CCNPP uses wealth being analysis of villagers to know who is rich and who is poor and who has the power and who does not. These respondents said it is obvious that before the commanders and Malik had very power most of the development project they captured for their village and near to their house. Now CCNPP approach wealth being analysis is very useful everyone knows who is poor in the village. Further, villagers FGDs corroborated that CCNPP is primarily mandated to work with poor and underprivileged villagers. CCNPP is working

#### 4.4.4 Education level

The findings in table 10 show that 73 percent of the respondents mentioned one of the factors which have a positive influence on villager's participation is education level. The key informants' respondents said most of the villagers are illiterate and have been a barrier to their participation in development projects. The level of education greatly affects participation because it is hard to understand technical issues. However, now the villager's literacy level has improved due to construction of some schools by CCNPP. Key informants' respondents highlighted one of the criteria to become CDC chief the candidate must have completed high school level (12 grade). Moreover, the findings showed due to insecurity reasons qualified and educated people don't prefer to work in remote areas. In this process, CCNPP can't hire qualified persons for rural development projects. Key informants further, said in most cases field officers can't convince villagers to participate in development projects. The villagers' respondents mentioned in recent years the literacy levels of the villages have increased. Villagers FGD said now the CDC key members all have bachelor's degrees.

#### 4.5 Facilitation of villagers' participation by CCNPP

The findings based on interviews with key informants, villagers' respondents and FDGs respondents found that 80 percent of social activities of all project phases are done by villagers only technical part (20 percent) are done by CCNPP. Respondents further indicated that the villagers know very well about their problems and priorities while accepting that CCNPP only facilitates and motivate villagers to participate in development projects. Respondents highlighted that before the inception of development projects villagers need to establish the Community Development Council (CDC). Every four years villagers elect the (CDC) executive members. The CCNPP officer's role is to facilitate and monitor the election process. It was found that twenty households can nominate one candidate to represent a CDC member. Each CDC should have comprised 400 households at the least for operational as CDC if not two villages can be merged to become a council to meet the criterion of 400 households. It was found that

each CDC has four key members (Chief, deputy, treasurer, and secretary). After the establishment of the CDC, the CCNPP officer has regularly meeting with CDC members to share information and discuss villagers' proposals for the development projects. The respondents indicated that CCNPP staff provide awareness to villagers about new projects and they facilitate the process for prioritizing their project activities.

#### **Key informants' respondents #1**

*"CCNPP is mainly working in 4 main projects according to their budget and priorities with the Minimum Standard Services for villagers. 1. Drinking water 2. Transport 3. Irrigation 4. Electricity"*

The above statement implies that CCNPP is prioritizing a minimum service for villagers on drinking water, transport, irrigation, and electricity. However, the villagers can prioritize other development projects on education and health too in lieu of those four projects. The finding shows that CCNPP enforces drinking potable water mandatory for each village for 25 households. While for the other three projects, the CCNPP has empowered the villagers to choose one of them for the first phase of the program. The two other projects can be executed in the next phase of the CCNPP. Or sometimes it's possible to propose the rest of the projects with stakeholders or NGOs they may implement them. It was found that CCNPP facilitates the voting process for prioritizing the projects. This is done through the distribution of Score Card and ranking their priority projects by the villagers. With this card everybody can vote for projects that they feel to benefit the most in their village. In this process, the community can succeed in selecting the most preferred project.

#### **Key informants' respondent #4**

*"CDC is a group of villagers includes men and women elected by people, who help as main decision-making body of CCNPP rural development projects"*

Key informants' respondents informed that after the establishment of CDCs CCNPP facilitates social activities to enhance awareness of villagers. The findings indicate that CCNPP uses eight tools to achieve its goal (eliminating poverty). In addition, villagers' respondents ranked eight tools that were facilitated by CCNPP (table 13). In ranking of eight tools, 93% of the villager's respondents vote for social map and community development plans. 93% of the villager's respondents vote for wealth being analysis and the CDC action plan followed by 87% of villagers' respondents vote for seasonal calendar. Leaking pot took place in fifth place by villagers' respondents' vote (80%) while only 60% of villagers' respondents vote women's mobility.

**Table 13 Ranking of facilitation tools by the villager's respondents**

No	Tools	Frequency (N = 30)	Percentage %	Ranking
1	Resource map	25	83	4
2	Social map:	28	93	1
3	Wealth being analysis	27	90	2
4	seasonal calendar	26	87	3
5	women mobility	18	60	6

6	Leaking pot	24	80	5
7	Community development plan	28	93	1
8	CDC action plan	27	90	2

**Source:** Villagers respondent (Rasooli, 2019)

Only villagers ranked eight tools which are using by CCNPP for the facilitation of villagers' participation in development projects. Further, all facilitation process of CCNPP development projects which has been drawn by villagers' (See annex 4) respondents illustrated in detail as follows:

**Social map:** Villager respondents said CCNPP officials facilitate considering the social map and dividing villages into zones. Each zone comprises of 25 households, each household has the right to vote only in their own zone that they belong to. From each zone, one male and one female candidate can be elected as a CDC member.

**Wealth being analysis:** The majority of the villagers' respondents said at least 60% of villagers should attend the meeting facilitated by CCNPP on wealth being analysis. These meetings are facilitated by CCNPP to identify the distribution of wealth. This is divided into four categories, rich households, middle households, poor households, and very poor households. This finding was in line with FDG and key informants who opined that CCNPP is involved working only with poor and very poor categories. The wealth is defined by availability of land, income, health, poultry, job, etc. these are the indicators.

**seasonal calendar:** It was found that the seasonal calendar is used as facilitation tools to find out the activities of the community in different seasons. Through such facilitation process, the villager's respondents feel it helps the CCNPP to identify overall seasonal activities that can be used for the development projects in the community.

**women's mobility:** The key informants' respondents informed that CCNP facilitates woman participation through regular awareness of the importance of women's presence in development projects. The key informants added to improve woman participation, CCNPP facilitates women participation by setting a criterion that at least one key member of the CDC should be a woman. Moreover, in each development project 50 percent should women participate. The finding based on the interview of the villager's respondents indicated that women's participation plays a crucial role in development projects. But, due to social and cultural barriers, women's participation is found to be very less.

**Leaking pot:** It was found from villagers' respondents that CCNPP facilitates by using this tool to find out whether people mobilize their income meaningfully or not. For example, it was found that the majority of villagers were investing their income on unnecessary wedding clothes and distributing cash at each funeral for more than 100 people, etc.

**Community development plan:** From the villagers' respondents, it was found that CCNPP facilitates in CDP with the consultation of villagers. Respondents stated that CCNPP divides CDP into activities. These activities are further divided into three sections. One section is done by CCNPP, one by villagers and the third one by stakeholders. However, the majority of the villagers are not able to carry out the activities on their own. Therefore, the CCNPP plays an important role to facilitate the Community development plan.

The findings were emphasized in villagers' FGD that even budget facilitation is done by CCNPP officials besides planning. However, the authority for spending the budget is with key members of the CDC (chief, deputy, and treasurer).

**CDC action plan:** Villagers respondents said each CDCs should make an action plan for implementing development projects. The facilitation of an action plan also done by CCNPP field staff.

Key informants highlighted that applying seven tools needs comprehensive facilitation and need a technical person to facilitate without CCNPP facilitation it is not possible.

**Key informants' respondent #5**

*"CCNPP doing all the above activities to help villagers to motivate and take initiative development projects by their own".*

#### 4.6 Competencies of participation facilitator

Two Focus Group Discussion (FGD) was held with NAEC lecturers and students (separately with male and female students) to get an insight about the competences of the facilitator. The main objective of the FGDs was to understand the knowledge, skills, and behaviour a facilitator, especially in rural development projects. The first FGD was held on 8 July 2019 in the NAEC campus with rural development department lecturers. The second FGD was held on 15 July 2019 after students' exams. Both lecturers and students shared their opinion about the skills, knowledge, and behaviour of a facilitator in rural development projects. In CCPP development projects facilitator working together with villagers.

The findings on the competencies of facilitator as perceived by the FGDs (NAEC) respondents on skills are 90% followed by 80% of FGD participants mentioned knowledge and 73% of respondents mentioned behaviour (see table 14).

**Table 14 Perceived competencies of participation facilitator**

No.	Competencies	Frequency	Percentage (%)
		(N=32)	
1	Skills	27	90
2	Knowledge	24	80
3	Behaviour	22	73

**Source:** Rasooli (2019)

##### 4.5.1 Facilitator skills

FGDs members in NAEC emphasized that the skills of facilitators can help and motivate villagers to participate in development projects. However, some of the members of FGD still feel that they do not get enough skills due to the unavailability of capacity building programs. NAEC key informants' respondents shared his concern over the skill of the facilitator which varies from place to place. The

nearer the village to the town, they have a skilled facilitator in contrast to remote villages who are not skilled like that in the nearby town. Key informants' respondents stated that CCNPP has a training package for their staff, before going to the field they receive training about how behave with villagers. Villager respondents said that the CCNPP staff knows how arrange group meetings.

The FGDs were held with NAEC lecturers and students indicated that in NAEC students learning about the basic skills of management, survey skills, primary and secondary data collection skills, report writing skills, questionnaire development, even basic proposal writing skills, communication skills, conflict management, presentation skills and analytical skills because most of the students working with villagers. NAEC lectures who participated in FGD stated that NAEC teaching is interactive 50 percent theory and 50 percent practical. Although, students' FGDs emphasized that theory teaching is more compare to practical lessons. This has effects on our work in the field If NAEC increases practical lessons that will be very good.

#### **NAEC FGD respondents**

*"because we are working with villagers during the field visit, we will face many challenges. Convincing villagers are very difficult it needs more practical skills".*

#### **4.5.2 Facilitator knowledge**

The finding from table 12 shows competencies of facilitator as perceived by the FGDs respondents on knowledge is 80%. Villagers respondents and FGDs agreed that the knowledge of facilitators in development projects is good. It was found that NAEC is working on student's knowledge. Further, NAEC is teaching different modules in the rural development department. Such as Rural Society, Management, Participatory Development, Rural Livelihood, Extension, Rural Development Approaches, Project Cycle Management, and Gender and Development. It was found that NAEC doesn't any module by name of participation.

#### **Villager respondent #22**

*"I don't bother about the competency of CCNPP facilitators, but I find them supportive and such facilitation skills are very motivating for development projects."*

The above statement is an indication of the presence of good facilitators in the community. Such skills have helped the farmers to motivate and eventually helping in the success of the development projects.

#### **4.5.3 Facilitator behaviour**

The finding from FGDs (table 12) indicates that 73% of the respondents perceived that facilitator possesses good behaviour competencies. The villagers' respondents mentioned that the facilitator's good behaviour has inspired the villagers in participating in the development projects. Findings from FGDs with NAEC lectures and students show that NAEC has enhanced the behaviours of students as it is very crucial for them as a facilitator in future. The courses offered by the NAEC is inclusive of leadership management, oratory skills, and intra-personal relationship. FGDs members agreed that NAEC trains students to develop the competency of skills through different modules required as a facilitator.

## 5. DISCUSSIONS

This chapter discusses the findings presented in chapter four on types of participation organized by CCNPP, on factors influencing villager's participation, on facilitation of villagers' participation by CCNPP and competences of the facilitator. The research findings have been compared to other studies in line with sub-research questions.

### 5.1 Types of participation organised by CCNPP

The findings of the interviews it is understood that respondents the indicator Legitimacy was found to be ranked highest because CCNPP using the bottom-up approach which villagers are involved from decision making till monitoring phase of development projects. Villagers representative are chosen in democratic way by all households who live in a village. it means elected representative of villagers has legitimacy and power in CCNPP development projects.

With only this indicator present this finding would refer to the CCNP participation as Manipulative according to Pretty's (1995) typology of participation "Manipulative" who opined that only by name people's representatives are on boards, but they don't have legitimacy or power. While White (1996) typology of interest stated that implementing agency showing that they are doing something. Such a conclusion is challenged by the finding that CCNPP field officer only plays a role of facilitator decision-making process. It's villagers who decide which development projects are priority for them. All decisions made by villagers, but this should be chosen from four projects that CCNPP presents in its first phase.

The findings regarding the indicator 'giving value and listening to the villagers' responses' reveals that in all development projects, the villagers are involved in each stage of projects. The findings show that villagers recognise that CCNPP is listening to their concerns and voices. CCNPP aims to improve villagers' participation in the development project. Therefore, CCNPP goes beyond passive participation as they are giving chance to villagers to speak and decide. Because villagers know better than other external agencies what are their problems, needs, and opportunities.

The findings show that CCNPP shares information about rural development projects with CDC key members. These CDC key members and CCNPP field officials inform about the upcoming projects to the villagers in Masjid (Mosque) and social gatherings. This sharing information process usually take more than four months. During information sharing session villagers and CCNPP agree on their roles and mandates of the project. CCNPP also share information through villager participation and gathering in a designated place through presentation and discussion on the value of programs, the importance of villager participation in rural development projects. Sharing information about each development project is vital, without informing villagers the projects will fail. Through information sharing it can help to understand the project activities by both the villagers and the project officials. While it can also help to build trust between the stakeholders to achieve the development goals. This finding moves the definition of the type of participation in CCNP beyond 'participation by consultation' of Pretty's (1995) typology of participation which highlighted that people only consult by answering question. Such

consultative process would not allow any information sharing, while, external agencies define the problems by themselves without sharing information to the people and this is not in line with the findings of this research. This implies that sharing information from both villagers and implementing agency is an important aspect for the villagers participating in the CCNP development projects. In the past there used to be a lack of sharing information on most of the development projects which did not encourage villager's participation and eventually, the project failed. Further, through information sharing, people might have gained more insight knowledge on the development project, this could be useful during designing and implementing the project. While it may also help to build up the knowledge of the villagers that can enable the project implementers to execute the program successfully.

The findings show that in each CCNPP development project villagers contribute ten percent of the cost of the project. It reveals that the villagers are poor and are not positioned to pay cash however, they manage the payment through providing resources such as labour, raw material and their time. These findings seems to coincide with Pretty's (1995) typologies of 'Participation for Material Incentives' and 'Functional participation' stating that people participate through contributing cash, labour in return for food, and other material despite people do not have stake to practices after end of incentives as the villager's ten percent contribution was met through villagers mobilising workforce. However, it needs recognition that CCNP, contrary to the typology of Pretty does not motivate this type of participation as an objective 'of external agencies to reduce cost'. It needs to be noticed that CCNPP wants this contribution to give ownership to the community by creating ownership, it is assumed that villagers are motivated and will work hard to achieve the development goals.

Findings further show that villagers are involved in every level of decision making, proposing the project, designing, planning, implementing and monitoring of the project. The findings revealed that villagers participate in different levels of decision making to meet the objectives of the programme. This finding has resembled functional participation of Pretty's (1995) typology of participation who mentioned that the involvement of agencies encourages people in different levels of decision-making to meet objectives. She argued local people may still only be chosen to serve for external goals. Moreover, another argument by Cohen and Uphof (1980) opined that people were involved in the decision making, implementation, and evaluation process and ultimately sharing their benefits. Although, villagers are involved in different levels of decision-making but still they are restricted for major decision making like choosing development projects. This is because CCNPP also has its own priority projects according to its strategy. It can be said that villagers are involved in decision-making but CCNPP has control over decisions which questions to what extent the participation envisioned by CCNP can be categorised as interactive participation.

CCNPP uses different tools for controlling or supporting decision-making such as resource map. These tools helped CCNPP to understand the resources in the village and identify who are benefitted by power to use these resources. So, they learned that the wealthier section of the people decided more on the program and were benefitted more due to their power and high social level, while poor people did not have much access to the resources

This finding also indicates that tools like resource maps can help to decrease the influence over making decision by wealthier sections of the people while villagers are empowered to make collective decisions.

The support of CCNP to empower all villagers' participation in collective decision-making has reduced the authority of local leaders over prioritising the development projects. Eventually, this will help to have a collective voice of the people in pursuit of achieving development goals. such participations This finding is in line with interactive participation of Pretty's (1995) typology of participation who highlighted that people participate in projects as a right, not only to achieve project goals. She stated that people make joint decisions and determine how available resources are used in the community. Moreover, White (1996) stated that people should be empowered to decide, work out to do and act by themselves.

The findings (section 4.3.7) indicate that villagers cannot take initiative development projects by themselves due to low capacity although a basic ambition can be discerned as we recall village respondent #7 stating *"Our people trying to solve the problems on their own, CDCs is working very well."* Another remarkable finding is a sense of enthusiasm amongst young villagers to participate in development projects. This can have a positive impact on the development goals as in the future, some of these youngsters may represent in the projects in future with better understanding of the programme. Further they may have to take up the responsibilities from the seniors and parents in the future. While their participation can also give ownership to the youth and eventually building the capacity of the community at large.

One of the CCNPP objectives is to motivate and empower villagers to initiate future development projects and propose funds for donor agencies. Such type of participation is in line with self-mobilization of Pretty's (1995) typology of participation who reported that people take initiatives independently, but people seek support from the external agencies for technical support. Further, Pretty (1995) mentioned that self-initiated mobilization may or may not challenge distribution of wealth and power. Taking initiative of development projects by villagers will help them to use existing resources in sustainable ways with technical support of external institutions. Pretty's, et al, (1995) proposed two types participation material incentive and functional participation for community development. Such type of participation can enable to meet the objective of the project, increasing efficiency and reducing the cost.

To conclude this initial discussion, according to Pretty's (1995) typology of participation and White's (1996) typology of interest, the villager's participation in Guldara district was interactive participation. Decision-making, prioritizing, implementation, development of action plans, and monitoring were done collaboratively by CCNPP and villagers. However, villagers took control over local decisions up to some degree. In addition, based on the analysis of findings, participation of all three villages (Tolat, Jalwani, and Qalayee Akhund Khail) positioned in the Degrees of Citizen Power rung of the Arnstein's (1969) ladder of participation where the power was disseminated between CCNPP and villagers, also planning and decisions have been taken mutually.

## 5.2 Factors influence villager's participation

From section 4.3.7 it was found that gender, culture, level of education, wealth and power factors affect villager's participation in CCNPP development projects. The findings disclosed that villagers do not allow women to participate in development projects due to norms, traditions, values and Afghan culture, especially in rural areas. It was obvious during data collection that women were not willing to share information, with the result that four female respondents could contribute to the research. It is understood that women's participation is weak in development projects however, CCNPP provides more awareness to women in the villages to encourage their participation in development projects. While men are the ones who usually attend the training and participation in the development project are predominantly by men. Therefore, it is good move by CCNPP that women's participation is encouraged in the development projects. The culture, norms, and values extremely affect participation, especially women's participation in rural development projects. Afghan rural areas are conservative villagers who still believe woman cannot work outside the house due to traditional values and norms. Such issues can have negative implications on the capacity building of the women as they will be deprived from the equal right to participate in the development projects. Islam scholars (Mula) can play a major role to increase women's participation in development projects in the study areas as the attribution is often made that these cultural norms are religious norms and Mula's have the moral authority to play a role in challenging these opinions. However, I also realised during individual interviews, I saw glimpse of family life, what people say also resonates family conversations including the voices of wives, mothers, sisters, and daughters.

It is understood that power and wealth are two factors which affect villager's participation in CCNPP rural development projects. Local leaders have power and wealth to influence the decision as they are strongly linked with governmental organization. Using resource map and wealth as a tool for analysis in the preparation of CCNPP projects has reduced such power mechanisms and influence on the development projects.

This finding and others indicate that education is one of the factors which positively influence villager's participation in CCNPP rural development projects. Despite, most of the villagers are illiterate but it is not huge barrier to participate in CCNPP development projects. As NAEC is working with a young and trained staff consisting of both male and female, they are able to fulfill this role of change agent education for women in Afghanistan. One of the priorities agenda of NAEC is Gender, with the aim of increased participation of female students who in the future became an educated agent (Sabri, Abdulrahimzai, Witteveen, & Dijkstra, 2015). Technically CCNPP facilitates all procedures of development projects but due to insecurity in the country, CCNPP cannot hire qualified persons to work in remote areas. As a result of less qualified staff in the remote villages, they were not in the position to convince people to participate in the development

To conclude this part of the discussion, the effort, and realisation of villagers' participation in CCNP development projects is confirmed to be a very crucial element for the development of rural areas. Villagers' participation is a key to success or failure of CCNPP development projects. The findings do not

give full explanation to the success as also stated by Bagherian et al. (2009) informed that factors which contribute to success of participation is still unknown. Cohen & Uphoff (1980) and Heck (2003) opined that low levels of education, work-load for women and socio-cultural factors affect people's participation. Rural areas in Afghanistan are conservative, villagers always accept religious person. For inclusion of all villagers especially women in rural development projects, religious scholars can play very important role. This aligns with authors like Siburn (2001) posits that culture, illness, lack of interest or understanding of the value of participation, low level of education, work-load for women and socio-culture factors affect people's participation. In contrast to such a pessimist statement it requires to articulate that the findings in this research show that the ambitions and articulated policies of CCNPP are a positive contributor to realise increasingly higher levels of village participation.

### 5.3 Facilitation of villagers' participation by CCNPP

The findings show that CCNPP applies eight tools such as resource map, social map, wealth being analysis, seasonal calendar, women mobility, leaking pot, community development and CDC action plan to facilitate villager's participation in their rural development projects. It was understood that all facilitation process is community-based driven while CCNPP facilitates the process and works jointly with villagers. Facilitation by CCNPP can be divided into five categories. **1.** Community mobilization **2.** CDC establishment **3.** Preparation of CDP/ CDC action plan **4.** Implementation of the sub-projects and **5.** Monitoring of the project

CCNPP starts with community mobilization, through sharing information on rural development projects. While CCNPP facilitates procedure establishment of CDCs and members' election these CDCs will identify villagers' problems and needs. CDCs have been established to initiate unity, self-reliant, transparency and exercise democracy at village level. CDCs can be the mechanism for line agencies to plan and manage local-level service delivery' in the project areas. Further, CCNPP facilitates capacity building for CDCs on gender equity awareness, social activities, self-mobilization, and financial management. The duration of trainings usually takes four to six months despite it needs to be done as soon as possible for wider coverage of the villagers. This is because most villagers are engaged with seasonal agriculture activities and off-farm activities. The advocacy and training should be planned during the off-season in order to have larger audience. Through such arrangements it enhances the access to capacity building of villagers in order to be self-reliant in the future. CCNPP as a facilitator is experienced as a positive role because it provides equal opportunities to all poor villagers of different castes and gender. CCNPP collaborates with villagers to identify better their resources and how to use them. Through such joint works, in the process trust is built up between CCNPP and the villagers which enables to achieve the development goals. Although the villagers prepare CDP with assistance from CCNPP, yet the technical parts are mostly done by the CCNPP as they not do have the capacity on the technical issues due low level of literacy is low. In addition, villagers can propose other projects CCNPP will facilitate proposed sub-projects to the stakeholders, they may implement them or CCNPP will implement them in second phase. At the end CCNPP facilitated monitoring process by villagers, CCNPP main office and third-party monitoring.

To conclude this part of the discussion the CCNPP facilitation role in the development projects is vital to achieve the development goals in order to eliminate poverty, providing infrastructure services, improve

health, education, and delivery minimum standard services for rural areas to live in a healthy life. Meanwhile, CCNPP objective to empower rural women and minorities can be achieved through breaking down age-old traditions that restrict women to move freely and eventually limiting them from participating in rural development activities. Therefore, CCNPP facilitates women representatives in executive board of CDCs and is motivated to support other strategies in this context as they respect and challenge the Afghan rural communities to embark on new cultural futures. It can be argued that within short span of time, changing cultural time will take time while government could also focus the need for change with the rapid modernisation.

#### 5.4 Competencies of facilitator

The findings section confirm that skills, knowledge, and behaviour are very important competencies of rural development facilitator. It was found that during the facilitation of rural development projects by CCNPP staff skills, knowledge and behaviour of facilitator have quite an extremely affect villager's participation. It is perceived due to less experienced and low level of knowledge of facilitators of CCNPP placed in remote villages, it is difficult to convince most of the villagers to participate in rural development projects. This can negatively influence on disseminating information to the villagers. Due to low literacy level of the participants, it will be difficult for the facilitator to support the process in a contractive and participatory manner and rather focus on 'passing on right messages. During improper or non-professional facilitated participatory processes things can go wrong and may end up in losing potential villagers participating in rural development projects and worse by losing trust which will affect future development initiatives. From a perspective of Interactive Participation and the right to right to participation it can be argued that villagers, and even more women, poor and illiterate villagers have the right to be supported by very competent facilitators.

CCNPP staff receive trainings about dealing with villagers. Moreover, CCNPP staff receive training on technical parts as designing projects, developing project plan and action plans. In the CCNPP rural development projects facilitators jointly work with villagers to motivate them, creating space for all villagers to share their ideas. Facilitators are very close to villagers and have prestige among villagers throughout the project cycle. To motivate/persuade villagers in the different stages of the projects CCNPP staff using their knowledge, skills, and behaviour by giving feeling project ownership to the villagers. This finding is in line to Pierce et al. (2000) who ascribed that competencies of facilitator are defined as knowledge and skills which are important aspects in order to achieve real and high-quality outcomes.

Basically, competencies can be referred to as the ability to use skills and knowledge for effective results. Thomas (2005) reported that the competencies in the form of the basic set of skills, knowledge, and behaviours that facilitators must hold in a helpful learning environment. A facilitator needs to know the dynamics of group, encourage interaction and guide group members through different activities. Another argument is brought forward by Adla et al. (2011) that during facilitation process a facilitator interferes to help the group interact and act collaboratively creates knowledge to accomplish objectives. He stated that facilitator focus the meeting in group dynamics maintain commitment to objectives and outcomes of the meetings.

To conclude this section a facilitator should have essential, acceptable ability or talent to assist the group, identify problems, focus on solutions, and intervene within the process when necessary. CCNPP also has concern about competencies of facilitators, especially in remote rural areas. This issue could be addressed by Curriculum Development Unit (CDU) of NAEC through including a new module of participation.

### Reflection on my Role as a Researcher

This section reflects on my role as a researcher and it was a requirement as a partial fulfilment for the master's degree in Management of Development (MoD).

From the beginning of the academic, I was thinking about my research topic. I remembered our lecturers many times remind as to think about the research topic. Once I selected my thesis topic, I presented in front of all MoD students and other lecturers. That feedback session was really lucrative to me. I understood that my research topic and my idea is totally different. So, I changed my topic, peer feedback about proposals also helped me for choosing my research topic. indeed, fruitful feedback and comments from my lectures and colleagues helped me to adapt and shape a good thesis plan.

The selection of supervisor was also interesting to me I never heard before my supervisor. She had a lecture in mini-research module, I do not remember the exact date, but I think it was second day. After the lecture she asked me.... your name is Nawid!!! Actually, I shocked how she knows my name I said yes Dr. she said I had students from your organisation in 2010. And we had a short chat on that date. Surprisingly, the supervisors and assessor names announced. Yes, she is the one (Dr. Loes) my supervisor very kind, critical, strict meanwhile supportive. I had regular contact with her who give me constructive feedback and comments. The feedback I received inspired me to new insights, creativity, and innovative thinking that resulting in a strong thesis proposal. In proposal defense day I was worry about how to convince two Dr. when I was outside for decision that moment I can not forget forever. My assessor Dr. Pluen said now you can come inside for your result; my heartbeat was 360 per second. When Dr. Pluen said you passed Nawid!!! I wanted to shout very loudly I was very happy. Fortunately, I passed research proposal module to proceed with fieldwork. I prepared draft of the FGD and semi-structured interview questions and shared with my supervisor and my NAEC colleagues in order to examine the relevancy of the question with research topic for a strong data collection tool.

I left the Netherlands country with my friend to do my task (**research proposal**) in June towards Afghanistan for primary data collection. I remember my supervisor Dr. Loes said: **Nawid this is your friend** take care of your friend it will help you a lot. From that moment I understood that as a researcher it is important to have a structured and flexible research proposal. Although I brought some slight changes in my proposal, for example, I changed the area of my study due to insecurity. My family explained all the situation of my country in detail. The data collection period falls during presidential campaign most the villagers' were busy in campaigns and daily activities. Which it took more time to collect data from the field. As researcher I understood that doing research is not easy especially in insecure places as Afghanistan. Data collection from the field is very difficult due to insecurity. I used my communication skills and I asked my friend to make an appointment with CCNPP officials. Although it took time finally CCNPP official agreed for interview. I started data collection from key informants to gain better insight on villagers' participation in rural development projects. It was impossible to go direct to field without having permission from officials even the villagers' getting permission from CCNPP field officer for interview. It was my first time that I went for data collection in remote areas. First, I was

afraid what will be happening but when I arrived in the field, I found villagers' very hospitable and helpful they offered fruits and tea. I tried to interview more women, but I could not due norms and values of villagers. I thought my position as lecturer might have influence collecting of the data especially in FGDs which has been held in NAEC. The FGDs in NAEC with students and NAEC lecturers held separately because I thought my students can not share their ideas freely. During FGDs with students in NAEC I said now I am not your lecturer, for now, I am researcher please share your ideas without bias. To have consistent result I said to students to share your discussion result collectively not individually. The results were outstanding students shared their concern about their competency and practical activities very freely. In addition, I used purposive sampling method because I wanted to know in-depth about villagers' participation in CCNPP rural development projects. therefore, everyone can not provide precise information. I used a combination of qualitative and quantitative data to accomplish this thesis. While conducting the research the conceptual framework was found very useful as it guided me to align my objective and prepares my interview questions. Writing research is a huge task, it was my first time that I did such research. The constructive feedback and critical criticism of my supervisor which I have always incorporated have been of enormous relevance. A villager respondent request please print my photo in your research. This is an indication that villagers were happy to participate in this research. The findings of this research will help relevant stakeholders to improve and intervene on the gaps that will help wider participation of villagers in rural development projects.

## 6. CONCLUSION AND RECOMMENDATION

This chapter illustrates the conclusion of the research findings on villagers' participation in the Citizen Charter National Priority Program (CCNPP) of rural development projects in Guldara district in Kabul province. Meanwhile, this chapter based on research findings proposes recommendation for improvement of villagers' participation in rural areas. The prominent findings of the study could be useful for Ministry of Rural Rehabilitation and Development (MRRD) and other rural development planner/policymakers. In addition, this research would be helpful for further researchers to investigate the root causes of the villager's participation problems in rural development projects.

### 6.1 Conclusion

In Afghanistan various big and small rural development projects have been implemented to enhance the quality livelihoods of villagers. Unfortunately, the outcome of rural development projects was not tangible, due to villagers were not involve in most of the development projects' procedures. Therefore, Villagers' participation has been identified an important element for rural development projects by government of Afghanistan. Governmental organisations, donors, NGOs, are sought to involve villagers in rural development projects. Since decentralised decision making applied by CCNPP villagers are involved in all procedure of rural development projects. CCNPP involve villagers who were marginalised, poor and excluded from decision making up to implementing and monitoring of rural development projects.

The study aim was to assess villagers' participation toward CCNPP rural development projects by the current review of villagers' participation level and their awareness in rural development projects. The findings based on descriptive analysis disclose that CCNPP uses different mechanism and several types of participation tools to mobilise villagers' participation in rural development projects.

**Types of participation organised by CCNPP:** The research revealed that CCNPP used a bottom-up approach to involve villagers in each phase of rural development projects. Seven indicators for types of participation such as legitimacy of beneficiaries, listening to people's responses, sharing information, contribution of participants, level of decision-making, control of decisions, and initiatives by local people were found in practice by CCNPP rural development projects. It was found that participation in Guldara district was collaborative participation whereby prioritising, decision-making, designing, planning, implementation, and monitoring of rural development projects were done jointly by CCNPP and villagers. Although, villagers were involved in decision-making but were limited to four rural development projects like potable water, transport, irrigation, and electricity rural development projects.

**Factors influence villagers' participation:** Studying the factors that influencing villagers' participation in rural development projects found gender, culture, level of education, wealth and power the research revealed that most of the villagers' literacy level is low. The research found that women's presence is very critical component for development of rural areas. It was found that women participation is not visible because majority of villagers are not allowing women to participate in rural development projects due to culture and customs. Only one female was CDC executive member this may lead to success or failure of CCNPP rural development projects.

**Facilitation of villagers' participation by CCNPP:** The CCNPP facilitates the participation of villagers' in the rural development projects through social map, wealth being analysis, seasonal calendar, women's mobility, leaking pot, community development plan, and CDC action plan. These tools are using by CCNPP together with villagers.

**Competencies of participation facilitator:** The research found that facilitator competencies are crucial for facilitator to coordinate, communicate, mobilise and assist villagers to identify their problems and focus on the solutions. It was found that in some rural areas the competencies of facilitator are low due to insecurity most of qualified people do not want to work in remote areas. NAEC has a positive attitude regarding skills, knowledge, and behaviour of students as researched here because they commissioned this research. Therefore, NAEC graduates are professionals and majority of students coming from rural areas. Nevertheless, NAEC lack of facilitation module, but in some modules of rural development department talks about facilitation skills.

Based on findings of this research CCNPP rural development projects had a positive effect on villager's participation toward rural development projects. Because CCNPP facilitates villager's participation in different stages of rural development projects. such as sharing information about objectives of projects, formation of CDCs, regular meetings, CDP activities and other issues related to rural development projects. The CCNPP's aim is to motivate and empower villagers to participate actively in rural development projects.

## 6.2 Recommendations

Based on research findings, the following recommendation are suggested for improvement of villagers' participation in rural development projects.

1. To further activate the interests for creased competencies of NAEC graduates in the field of process participation and project support it might be considered to take signing a Memorandum of Understanding (MoU) between MRRD and NAEC within six months. The majority of NAEC graduates belong to rural areas. Therefore, CCNPP can use this MoU to hire educated, skilful and trained NAEC graduates. In this process, CCNPP can strengthen the capacity of the staff through providing NAEC graduates in the remote villages.
2. To further support women participation NAEC can consider diverse strategies for example, female employment be encouraged during the employment process. Through such employment process, female graduates can be inspirational to the women and the participation of women can be increased. Religious scholars can play an important role for inclusion of women in rural development projects.
3. CCNP could further act on their ambition to achieve inclusion of all villagers' this could be through establishing women CDC within one year. The women CDC will provide opportunities for women villagers to nominate and elect their own CDC members. If responsibility hand over to

women villagers', they will have their own development projects and participate actively in rural development projects.

4. NAEC could further improvement of the curriculum by inclusion of a new module by the name of facilitation within next two years. This module will enhance knowledge and skills of students and this module can be used in agriculture high schools. CDU of NAEC can use findings of this research as a part of the content of new module.
5. Sustainability CCNP may feel accountable for the current participation vision and proud for achievements to include more women and young generation in rural development projects.

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## Appendix 1: Key informants Interview Guide

### Key Informant Interview Guide

#### ***Villagers Participation in Citizen Charter National Priority Programme of Rural Development Projects, Afghanistan***

**Researcher:** Nawid Rasooli

**Interview date:**

Thank you for taking the time to participate in this interview.

*This interview is anonymously and will not record any identifying information.*

*You can decline to answer any question or withdraw from participation at any time.*

#### **Background information**

1. Respondent Name (Optional)....., Contact.....
  2. Sex ....., Age ....., Education .....
  3. Organization ....., Position .....
- 
1. What is the goal/objective of the CCNPP?
  2. How participation is defined in CCNPP?
  3. When starting a development project, how do you enter to the community?
  4. Do the CCNPP contact villagers for their priorities and needs?
  5. What kind of projects implementing by CCNPP?
  6. Why villager's participation is important in development projects?
  7. What types of participation are you using to involve villagers? or the project has its own model
  8. Who are your target participants?
  9. How are the project participants selected?
  10. Do villagers involved in the decision making, planning, implementation and monitoring of the project?
  11. How is decision making regarding development projects between villagers and CCNPP?
  12. If the villagers don't want to participate in CCNPP development projects what will you do?
  13. How is gender participation in development project?
  14. What actions do you take to encourage women participation in development projects?
  15. Are there any awareness programs for villagers on the importance of their participation in development projects? Yes ☐ No ☐
  16. How the awareness program conducted for villagers?
  17. Are there any training activities for enhancing the competencies of villagers in terms of participation? Who decides about the topic of the training, the selection of participants, etc.?
  18. What role does the project facilitator play in the participation of villagers in development projects?
  19. What role do the community leaders play in the participation of villagers?
  20. What strategies do you use to enhance the villager's active participation?
  21. Who initiates the development projects for the village? ☐Projects ☐Villagers / How?
  22. What is the role of outsiders/stakeholders like NAEC in the capacity building of villagers?
  23. What are the main challenges of villager's participation in this project?

24. Do have any suggestion for this research to help CCNPP for their future policies?
25. Any data sources like journal, articles, magazine etc. to help researcher for more information?

*Thank you for taking this interview.  
I appreciate your participation!*

## Appendix 2: Ss-Interview Guide

### Semi-Structured Interview Guide for villagers Respondents

**Interview date:**

**Personal information:**

1. Respondent Name (Optional) ....., Mobile No. ....
2. Sex ....., Email .....
3. Participate ....., Village/District .....
4. Age group: Under ☐20      ☐20-30      ☐31-40      ☐41-50      ☐51-60      ☐over 60
5. Highest level of education completed:

☐ No education    ☐ Primary School    ☐ High School    ☐ College    ☐ Bachelors    ☐ Masters

1. Are you participate in CCNPP development projects?      Yes ☐      NO ☐
2. Do you vote for the CCNPP development project selection of your village?      Yes ☐      No, ☐ How?
3. How are the villagers' representatives (CDC members) are selected?
4. Are you a member of the CDCs? If yes what made you become a member? If no, why?
5. How did you receive information about CCNPP development projects in the village?
6. Does CCNPP listen to your responses?      Yes ☐      NO ☐      How?
7. Where you glad that the project came to your village?      Yes ☐      No, ☐ Why?
8. Do villagers involve in the different phases of development projects? Why?
9. Are you involve in decision making about development projects?      Yes ☐      NO ☐
10. Do you participate in the planning of the projects?      Yes ☐      NO ☐      How?
11. Are you given space to share your idea in the meetings?      Yes ☐      NO ☐      Probe more
12. Do villagers participate in the implementation of the development projects?      Yes ☐      No ☐
13. How is women participation in development projects?
14. Do women involve in decision making?      Yes ☐      NO ☐      Probe more
15. How is the women's contribution in development projects?
16. There is any women CDC member/ management committee member?      Yes ☐      NO ☐
17. Does the culture have an influence on villager's participation in development projects?      Yes ☐      NO ☐      probe more
18. Do power and wealth have role in implementing development projects?      Yes ☐      NO ☐      How?
19. How is the role of Malik, Arbab, Mula, local commanders in development projects?
20. Who initiates the development projects for the village?      ☐Projects      ☐Villagers /      How?
21. What is the influence of villagers' participation in the development of the projects?
22. How is the behaviour of CCNPP staff?

23. Does the CCNPP staff have good skills of facilitator? Yes ☐ NO ☐
24. Are there any training activities for enhancing the competencies of villagers in terms of participation?  
Yes ☐ NO ☐ Probe more
25. Your suggestions to increase the villager's participation in the development project.
26. What are the main challenges of villager's participation in this project?
27. Could you please vote for these seven tools? Which one of them was most useful?

Resource map ☐  
seasonal calendar ☐

Social map ☐  
Leaking pot ☐

Wealth being analysis ☐  
Community development plan ☐

### Appendix 3: Focus Group Discussion Questions/Topics

#### Focus Group Discussion Questions (FGDs)

1. How are the villagers' representatives (CDC members) are selected?
2. In which phase of CCNPP development projects villagers are involved?
3. How does CCNPP facilitate villagers' participation in their development projects?
4. What are the factors influence villager's participation in development projects?
5. How villagers vote for the CCNPP development project?
6. What factors influence villager's participation in CCNPP rural development projects?
7. What facilitator competencies are needed in development projects?
8. Why women participation is weak in development projects?
9. How to increase women's participation in development projects?
10. What are the main challenges of villager's participation in this project?
11. Suggestion for improvement of villagers' participation in the development project?

### Appendix 3: Research Timeline

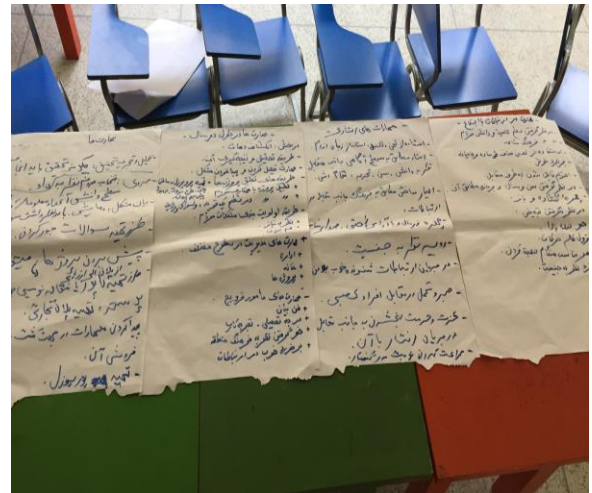
No.	Milestone	Months (2019)					
		Apr	May	Jun	Jul	Aug	Sep
1	Research topic/ literature review						
2	Research design						
3	Data collection						
4	Data analysis						
5	Thesis writing						
6	First draft submission						
7	Final thesis submission						

Source: Author (2019)

## Appendix 4 Photos of Research Activities



**Photo 1:** Key informants' interview in his office



**Photo 2:** NAEC students FGD result



**Photo 3:** Villager interview in his house



**Photo 4:** Key informants' interview in his office



**Photo 5:** Interview with Field officer of CCNPP



**Photo 6:** Interview with villagers in their garden

