A Participatory Approach Study in Ghana

“There is no one size fit all approach for participation”

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Examensarbete i socialt arbete, 15 credits
SOC63, Spring Term 14
Bachelor’s thesis/C-uppsats
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Abstract

This is a Participatory Approach (PA) study done in Ghana, West Africa. We focus on two Non Governmental Organizations (NGO) in Ghana which uses a PA in their development work. Historically the development work in most African countries has been influenced by western countries, where development often was imposed from the top down, but nowadays, with PA, development seek to engage the local population in a community during the development process. Ghana has been struggling with poverty for several years, and the NGOs are of importance for the development in the country. The purpose of this study is to contribute to a better understanding of development workers’ perception of Participatory Approach and to increase the knowledge about how development workers’ at NGOs in Ghana are working with Participatory Approach. This is a qualitative research and we have used three methods in this Bachelor’s thesis. We have done six semi-structured interviews, one focus group and one field research. We had the interviews and the focus group with development workers at two NGOs. At the field research we had the opportunity to observe the development workers in action. The research questions in this Bachelor’s thesis are: - At two NGOs in Ghana, in what ways can the development workers’ perception of Participatory Approach be understood? - At two NGOs in Ghana, in what ways can the practise of Participatory Approach be understood?

The development workers perception of PA, is that PA is important to get sustainable projects and to ensure ownership for all stakeholders in the development process. PA is an empowering process with focus on capacity building. The acceptance of oneself being in need is as important as the participation. Their perception about PA also include some challenges. PA is time- and money consuming, the flexibility that PA need is limited by deadlines and budgets. There are challenges related to social- and cultural values, your own as a development worker and the community’s. The contextual knowledge must be highlighted and the limitations of the organizations must be considered. Another concern is when peoples opinions are influenced by their expectaitons from what the NGOs can provide. The practise of PA is understood as a process where all stakeholders are involved from the beginning, a process to engage the community and make them active participants in every step in a development project. The development workers main role is to build capacity of the people on the field. They uses different tools to ensure participation; Stakeholder analyses, Community conversations and Key informants interviews. The practise can be understood in terms of different levels of participation and different intensity within different cycles in a development project. Depending of the role of the actor and the stage the process are going through, some actors are more active than others.

Keywords: Participation, Social development, Participatory development approach, NGO, Ghana, West Africa
Acknowledgement

We have received a Minor Field Study scholarship given from the Swedish International Development Cooperation Agency (Sida). This scholarship gives students the opportunity to write their Bachelor or Master thesis in a developing country within a research area of importance from a development perspective. We decided to visit Ghana for our Bachelor’s thesis, to learn more about international social work and development. We would like to thank our respondents and attendance’s at World Vision Ghana and Star of Hope Ghana for their contribution in this study. We would also like to thank the staff at Apaade Lodge, Tesano, Accra for making our stay pleasant. Thanks to our supervisor Johan Gärde for support during this process. Special thanks to our friends and family who has proofread the text and been a great support with the language barriers during this essay.

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Abbreviations

(NGO) Non Governmental Organization

(PA) Participatory Approach

(SoH) Star of Hope

(WV) World Vision
Table of Contents

1 Introduction 5
  1.1 Problem Statement 6
  1.2 Purpose and Research Questions 6
  1.3 Definition of Terms 7
    1.3.1 Civil Society and the NGOs 7
    1.3.2 The Republic of Ghana 8
    1.3.3 Development Workers 9
    1.3.4 Star of Hope 9
    1.3.5 World Vision 10
2 Current State of Knowledge 11
  2.1 Development Communication 11
  2.2 Participation Communication 12
  2.3 Ladder of Participation 13
3 Method 15
  3.1 Course of Action 15
    3.1.1 Sampling Process 15
    3.1.2 Demarcation 16
    3.1.3 Semi-structured Interview 16
    3.1.4 Method of Analysis 17
    3.1.5 Focus Group Discussion 17
    3.1.6 Field Research 17
    3.1.7 Presentation of Data Collection 18
  3.2 Distribution of Work 18
  3.3 Reliability, Validity and Generalization 19
  3.4 Methodological Considerations 19
  3.5 Ethical Considerations 20
4 Theoretical Framework 22
4.1 Social Development 22

4.2 Empowerment 22

5 Results 24

5.1 Theme 1: Sustainability and Ownership 24

5.1.1 The Interview Respondents Definition of PA 24

5.1.2 Participation, a Key Aspect in a Development Process 25

5.1.3 For Whom Participation is Important 26

5.1.4 When Participation is Relevant 26

5.1.5 The Focus Groups Thoughts about Sustainability and Ownership 27

5.2 Theme 2: Time/Money Aspects 27

5.2.1 Some of the Challenges Related to Time and Money 28

5.2.2 The Focus Groups Thoughts about Time/Money Aspects 29

5.3 Theme 3: Social/Cultural Values 30

5.3.1 Promising and Challenging Communities 30

5.3.2 Understanding the Community 31

5.3.3 The Gap Between Requirement and Reality 32

5.3.4 The Focus Groups Thoughts about Social/Cultural Values 33

5.4 Theme 4: Involving the Community 33

5.4.1 Different Tools in Different Stages 34

5.4.2 The role of The Development Worker 35

5.4.3 Different Kinds of Participation on Different Levels 35

5.4.4 The Focus Groups Thoughts about Involving the Community 36

5.5 Field Research 37

5.5.1 The First Day 37

5.5.2 The Second Day 38

5.5.3 The Third Day 38

6 Analyses 40

6.1 Part 1: The Development Workers Perception of PA 40

6.1.1 Ensure Sustainability 41
1 Introduction

Participatory development approach seeks to engage local people in social development projects. Chambers who is the leading advocate in Participatory development approach says that participation has become a central theme in development and that the approach is required in more and more projects all over the world (Chambers, 1998, p xiii). Midgley, known for his social work in the developing world, means that Social development focuses on communities and societies and on wide social processes and structures. Social development strives to achieve well-being in a whole population (Midgley, 1995, p 23). In the same pace as the world is changing so is the perception of development and the practise of social work. “Historically the development of social work in most African countries has been strongly influenced by and modelled after western countries” (Andersson, Wilson, Mwansa, & Osei-Hwedie, 1994, p 1). International social work has often questioned the western models relevance in a global aspect and points out the challenges of working with human and social development in different contexts (Trygged, 2013, p 78). Nowadays, the traditional social work model has been replaced by a model built upon human-focused or social development concepts (Andersson et al, 1994, p 1). These changes are affecting developing countries, a lot of them in Africa. “There is greater consensus among Africans now than at any previous time on what needs to be done to accelerate growth, reduce poverty and promote sustainable development. The positive response of Africa's international partners enhances the prospects for sustaining the progress”, Cheru (2008) from Nordic Africa Institute, says in his article where he discusses both challenges and new opportunities that the continent of Africa is facing, as it enters the 21st century.

The West African country, Ghana has been struggling with poverty for several years and despite latest years of economic growth Ghana is still facing challenges (http://unghana.org). There is a wide socio-economic discrepancy, between the north and the south. Despite problems Ghana is one of the countries in sub-saharan Africa which is considered to have the best political and economical prospect of escaping poverty (https://www.landguiden.se). The international civil society and Non Governmental Organizations (NGO) play a big part of the development in Ghana. Within the civil society NGOs represent a huge industry in developing countries world wide and they play a major role in pushing for sustainable development. An opinion within these organizations is that in order to be effective and sustainable, development interventions need to rest on a high level of participation from the beneficiaries (Robinsson, 1996, p 205).

In conformity with Chambers, Cornwall, who specializes in Participatory research, explains that Participatory development approach or Participatory Approach (PA) (synonyms in this essay) seek to engage the poor, in initiatives designed for their benefit, in the hope that development projects will be more sustainable and successful if the local population are engaged in the development process (Cornwall, 2002, p 11). Academics within the field of Social development have different ways of
describing the importance of participation. Payne, who is an academic and a consultant on social work theories, describes that Social development is related to Participatory Approaches in all kinds of social concerns and requires skill in interpersonal and group communication which also connects to Empowerment practise. Effective participation requires ownership of activities and outcomes for local participants (Payne, 2005, p 213).

1.1 Problem Statement
Within the phenomenon Participatory Approach there are a lot of aspects of interest. Current discourses within PA concerns child and youth participation, inequalities between gender and the measuring of participation, to give some examples. The importance of participation has a widespread acceptance within academics and practitioners, but they also describe challenges within the approach. Chambers describes a gap between requirement and reality (Chambers, 1998, p xiii) and Cornwall argues that the complexities and the paradoxes of participation in practise are many (Cornwall, 2002).

It is of relevance for the practise of social work to better understand how social problems relates to development. Can social problems, such as poverty caused by civil conflicts and natural disasters, be opposed by Social development? In Midgley’s book Social development: The Development Perspective in Social Welfare, he argues that Social development, unlike social work focuses on societies and on social structures in a wider perspective (Midgley, 1995, p 23). Even though Midgley highlights the differences between Social development and social work, there are similarities. Both practise's strive to achieve social welfare. In this essay these practises are used as synonyms to broaden the perspective about what social work is, which professions that practise it, and especially how it is practised in a developing country, such as Ghana. This study also broadens the knowledge of PA because it shows how desk- and field workers in a developing context understands both challenges and opportunities related to social phenomena, such as values, social changes and power relations. Therefore a study in what ways development workers perception of PA and the practise of PA can be understood are of interest for the practise of social work.

1.2 Purpose and Research Questions
The aim of this study is to contribute to a better understanding of development workers’ perception of Participatory Approach. The aim is also to increase the knowledge about how development workers at NGOs in Ghana are working with Participatory Approach. The research questions that we try to answer in this study are:

- At two NGOs in Ghana, in what ways can the development workers’ perception of Participatory Approach be understood?

- At two NGOs in Ghana, in what ways can the practise of Participatory Approach be understood?
1.3 Definition of Terms

To facilitate the understanding of the study this section presents the contextual terms of relevance. First a short introduction of the terms; Civil society and the NGOs. The following part is a description of the Republic of Ghana, to get a picture of the socio-economic conditions in the country. Then we define development workers, followed by a short presentation of the NGOs that we have been in contact with during this study; Star of Hope and World Vision.

1.3.1 Civil Society and the NGOs

A civil society organization (CSO) may be a group of individuals that organizes activities, performing services or improving the society. Not as part of a government or a business. The corresponding organizational form of the civil society is any organization which is private and non-profit making for its owners or stakeholders. The field of civil society are diverse, with different types of goals and qualifications. One type of CSO is the Non Governmental Organization (NGO) (Jörgensen, 1996, p 36-38). The term NGO often refers to an organization or a voluntary group of individuals that works to provide services or to advocate a public policy. The majority is neither part of a government nor for profit businesses, even though some are funded or controlled by a government. NGOs can be financed by private donations, international organizations or the government. NGOs are also a diverse group, some NGOs are fronts for an interest group, for example political or religious (http://global.britannica.com).

Kaldor argues that almost every NGO has some kind of transnational relations and operates through local, national and global institutions, often financially supported from donors overseas. NGOs registered as an international institution are called International NGOs (INGOs) (Kaldor, 2004, p 109). CSOs in the process of democratization in transitional countries emanates from a number of practical and political concerns. A common perception within these organizations is that in order to be effective and sustainable, development interventions need to rest on a high level of participation from the beneficiaries. Either by direct involvement in a project design or by formalized consultation over a broader set of policy reforms. The recognition of the importance of Participatory Approaches was strongly influenced by the success of small-scale interventions pioneered by NGOs (Robinsson, 1996, p 205).

The discussion about NGO’s role in the civil society includes terms such as legitimacy, accountability and stakeholders. Trivedy and Acharya rises the question “Who are NGOs accountable to and where would they draw their legitimacy from in the civil society?”. Advocacy NGOs, often professional NGOs, who depends on donor funding, are particularly liable to develop fake stakes. Despite good intentions, through substitutionism they might kill the initiative of the primary local stakeholders (Trivedy & Acharya, 1996, p 58).
1.3.2 The Republic of Ghana

The Republic of Ghana is located in West Africa, close to the Gulf of Guinea. The population of Ghana is about 25 million. Historically, Ghana became independent in 1957 as one of the first African colonies. During the colonial period Ghana was known as the Gold Coast, because of the vast availability of gold in the country. The economy in the country has been based on exports of gold and cocoa until 2010 when Ghana started to extract oil, the same year, oil became the most important export (https://www.landguiden.se).

To get a better picture of the socio-economic status in Ghana we are using statistics from the United Nation (UN). Ghana has implemented the UN Millenium Development Goals and the Sustainable Development Goals into the national socioeconomic development framework and the country is likely to achieve a number of the goals by the year 2015. UNs Human Development Index rank the welfare of countries, according to education, health, and income dimensions. Ghana is ranked Medium Human Development, compared to Ghana’s neighboring countries which are ranked Low Human Development (http://hdr.undp.org/en/countries). However, Ghana has been struggling with poverty for several years and despite the economic growth Ghana is still facing challenges, especially due to the wide socio-economic disparities between the northern and the southern parts of the country (http://unghana.org). The wide socio-economic discrepancy shows that there is a group of western inspired and well-educated Ghanaians in the big cities whom are better off in terms of money and education, while there is more poverty in the suburbs and in the countryside, especially in the northern parts of Ghana.

The international civil society is important to the development of the country and the role of the NGOs are often discussed. In the report, Building Sustainable Peace: Conflict, Conciliation and Civil Society in Northern Ghana, commissioned by the Northern Ghana Inter-NGO Consortium, from 1999, it is demonstrated how the NGOs play an invaluable role in promoting sustainable peace after conflict, by sharing knowledge and by building local capacities. In a later article by Kamstra and Knippenberg called Promoting Democracy in Ghana: Exploring the Democratic roles of Donor: Sponsored Non-Governmental Organizations (2014) the democratic role of Ghanaian NGOs are questioned. The article shows that the organizations do not contribute to democracy and that the NGOs often fails in their communication between the state and the society, in terms of directly representing, involving and being accountable to ordinary citizens.

In this essay we are focusing on NGOs that work for human rights, in particular children's right to education. Ghana provides students with eleven years of education, which includes both preschool and school. Formally, school is obligatory, but in reality there are children who do not have complete school attendance. The official language in Ghana is English, which is used in schools. There are also a lot of local languages in Ghana (http://www.ghanambassy.org). Religion is an important part of peoples everyday life. Christianity is the most common religion and around 60-70 % professes as
Christians, followed by Islam, around 16 % professes as muslims. Beyond Christianity and Islam, there are a lot of local religions (http://www.landguiden.se).

1.3.3 Development Workers

The term development worker can be variously defined. There are different types of development workers in different contexts. For example you might find development workers within authorities, public service and international multilateral organizations, such as the UN. There are development workers within both rural and urban contexts. In this study we focus on desk- and field workers involved in the development work of the NGOs in Ghana. The development workers in this study have various educational backgrounds. Some of them spoke from a theoretical perspective after studying different areas of development, some spoke from a practical perspective, being taught during their experience in the field. The development work that the NGOs are performing are related to social problems and social needs, which explains why this target group are of importance to the practise of social work.

1.3.4 Star of Hope

The International NGO, Star of Hope (SoH) started their work in 1966 and are active in around 20 countries. About 30,000 children get education and care by SoH each day. It is a nondenominational Christian aid-organization that works with the UN’s declaration about human rights and the Convention on the Rights of the Child. They believe that all people have equal rights and values, regardless of their social, ethnic or religious affiliation. SoH has projects across the world. SoH are governed by a Board of Directors. The board establishes policies, approve budgets and review operational results and ministry accomplishments. SoH are partnering with other organizations and businesses, both large and small, that sponsors them in different ways. Two of their partners are “Educational strategies” and “Adobe” to mention some examples (http://www.starofhope.us).

In Ghana their primary work is running or providing support for, pre-and primary schools in poor areas. Today SoH has six pre-school projects in Ghana, including around 700 children. SoH are helping children to get the necessary skills they need to enter primary school (http://www.starofhope.se). Because of the poverty in Ghana, many children do not go to school since they need to support their families. SoH serve children one meal of nutritious food each day, which can motivate parents to let their children go to school. Clean water is a presumption for a healthy hygiene and a protection against diseases. SoH works for clean water at their school projects, and the water is also necessary for the whole village. Beside school projects, SoH also works with development projects in the villages. In addition to the agricultural development it also covers health, and income-generating activities, particularly for women (http://www.starofhope.us).
1.3.5  World Vision

World Vision (WV) is an International NGO that provide assistance to children and families affected by natural disasters, civil conflicts and poverty. They work with communities to develop long-term solutions to advocate for justice on behalf of the poor. WV is serving people regardless of religion, race, ethnicity or gender and they are active in nearly 100 countries.

WV works closely with various humanitarian agencies, including UN agencies such as World Food Program, UNHCR, the refugee agency and UNICEF on children’s issues. The International Red Cross and the Sphere Project are important partners in situations of emergency. WV are partnering with the worlds largest government and institutional donors, such as European commision, Australian Aid and US Aid among others. The organization has partnerships with corporations and foundations large and small throughout the world. The transnational aspect is of great importance for the organisation (http://www.worldvision.org).

WV was founded in the early 1950s and they started working in Ghana in 1979. Today two million Ghanaians benefit from WVs’ development projects through health and nutrition, water and sanitation, education, food security, micro-enterprise development and Christian commitments programmes. There are about 74,000 registered children and 6,000 registered families with WV Ghana. WV Ghana has a variety of development projects. Some examples are schools, drilling of wet wells to give communities access to clean water and educating people in environmental hygiene, diseases and safe water storage (http://www.wvi.org/ghana).

To clarify, SoH and WV are both INGOs which are donor founded. Their stakeholders represent all the actors which are involved in the process, both direct and indirect. For example the government, the sponsors, the partners, both small and big scale businesses and organizations across the world. Partners are also individuals who represent a community, local people who are engaged and involved in the aid work in different ways. The primary stakeholders of the organizations are the community members, the locals, the people in a village who are directly affected of the development projects and interventions.
2 Current State of Knowledge

In this section we will present the current discourses within the subject that is of relevance for the understanding of this subject. To facilitate the understanding we have chosen to present ideas from academics and practitioners, which represents both a theoretical and a methodological point of view. The terms which are explained and discussed in the following are: Development communication, Participation communication and the Ladder of participation. These represents the current state of knowledge within national and international research, within the subject, related to development and social work. What is presented below is not to be seen as a total review of the current state of knowledge within this particular field, rather a set of fragments thereof.

In this essay we refer to academics and practitioners such as Chambers, Cornwall, Bessette, Tuft and Mefalopulos among others, who are to be considered of importance for this study. We also refer to the World Bank, since the World Bank has been recurring through the whole process during our research with this subject. The World Bank is not a bank in the ordinary sense, it is a partnership to reduce poverty and support development. The World Bank is a vital source of financial and technical assistance to developing countries around the world. Their two goals are to end extreme poverty and to promote shared prosperity (http://www.worldbank.org/).

Chambers says that this is a good time to be alive and by that he means that a new agenda in development is taking form. From the 1950s to 1970s it was the professionals who had the answers to every solution and that made the poor people the problem, a problem that was to be solved by education and technology. But today, the balance has shifted. Development imposed from the top down was often not sustained and the professionals became recognized as part of the problem and the local peoples’ participation is a key to sustainability and the way to a solution. Participation has become a central theme in development and it is required in more and more projects all over the world. However, Chambers describes, there can be a big gap between requirement and reality (Chambers, 1998, p xiii).

2.1 Development Communication

Development communication was coined in 1972 by Quebral. She assigned the processes for transmitting and communicated new knowledge related to rural environments, insisting on the importance of having a communication component in all development projects (Bessette, 2004, p 13). Bessette specializes in Development communication and Participatory development in West Africa. Putting people first is what Bessette thinks development is all about. Promoting communities to organize themselves is the only approach to use when the state does not have the necessary resources for human basic needs and socio-economic development (Bessette, 2004, p 1). Participatory development relates to Participatory research where the poor people themselves are active analysts (Chambers, 1998, p xiv) and Development communication, which is integration of strategic communication in development projects.
Development communication strives to change the behaviour. Information dissemination, education, and awareness-raising are necessary variables of the communication and in a person’s life, but they may not change people’s long-established behaviours. It would not be enough to inform about the benefits, and believe that it will make people change their behaviour. To make people change, it is important to understand why people do as they do. It is also important to understand the barriers and what it will mean for the people to adopt new practices. The idea is to build consensus through creating public understanding and generating well-informed dialogue among stakeholders. It is important to emphasize interactive and participatory processes, rather than the production and dissemination of information apart from community processes. That can make the difference between a project's success and failure (The World Bank [WB] n.d.).

2.2 Participation Communication

Tufte and Mefalopulos, authors of Participatory Communication: A Practical Guide, part of World Banks Working Paper series, say that there are two main approaches to participation, A Social Movement Perspective and A Project-Based or Institutional Perspective. Both perspectives share a common understanding of participation as the involvement of ordinary people in a development process leading to change. From the institutional perspective participation can be used as a tool to achieve a goal defined by someone outside the community involved. From the social movement perspective the participation can be a goal in itself as an empowering process (Tufte & Mefalopulos, 2009, p 4). Tufte and Mefalopulos have identified four different perceptions of participation which refers to different levels of participation and communication. Passive participation, Participation by consultation, Participation by collaboration and Empowerment participation.

Passive participation means that the stakeholders are informed about the changes that are going to be or perhaps already have been, but their opinions is not being listened to. The feedback from the primary stakeholders, the people, is small or non existent. Participation by consulting means that the outside so called experts ask the questions and the people answers. The stakeholders input do exist and the people can contribute in different times of the process. It is the professionals who have the power to make all the decisions and to chose when to incorporate the stakeholders inputs and when not to. Participation by collaboration refers to a group of stakeholders that participate in the discussions of predetermined projects. At this level the goal of the project is already determined, but the decisions of how to reach the goal is discussed and analysed by the group which requires an active involvement by the group of stakeholders. This kind of participation incorporates a horizontal communication and capacity building. Initially the project depends on the experts but after some time, the collaborative participation has the potential to be an independent form of participation. Empowerment participation means that it is the stakeholders who initiate the process and make all the decisions about what should be done and how it should be done. The stakeholders and the experts are equal partners in the development process and the people have a significant say regarding the changes that will affect their
lives. While working with this kind of participation, knowledge and experience are exchanged, discussed and analyzed to find the right solution. It is the stakeholders who own and control the process (Tufte & Mefalopulos, 2009, p 6-7).

Participatory communication approach is based on a two-way communication where all parties affected, have similar opportunities to influence the outcome of the initiative. It allows sharing of information, perceptions and opinions among the stakeholders and bring forth empowerment for the most vulnerable and marginalized. Participatory is more than exchanging information and experience but the exploration and generation of new knowledge. The Participatory communication should be a part of the whole project process (Tufte & Mefalopulos, 2009, p 17). Tuft and Mefalopulos, argues that very few projects meet the standards on genuine participation. Within the structure of development system it is difficult to have a high degree of participation. The agenda is often set up by a few individuals with very little input from other stakeholders, for example the ones on a local level. Implementing a participatory process needs flexibility that management procedures and tight deadlines for planning and funding often cannot provide (Tufte & Mefalopulos, 2009, p 18).

Cornwall is a political anthropologist who specializes in citizen participation and Participatory research. Cornwall argues in her study Beneficiary Consumer Citizen: Perspective on Participation for Poverty Reduction (2002), that the complexities of participation in practice are many, and she highlights some of its paradoxes. She means that while invited participation has opened up spaces for popular engagement in the development process, the challenge ahead lies in recognizing that poverty and exclusion cannot be solved only by joining participants in development projects or uncritically celebrate the ‘people’s organizations as the new intermediaries. Cornwall says that greater attention needs to be paid both to empower people to make and shape their own spaces for engagement and to processes to enhance the accountability of local and global institutions that affect people’s lives. With this, participation comes to mean more than taking up ideas by others (Cornwall, 2002).

2.3 Ladder of Participation

In 1969 Arnstein wrote the article Ladder of Citizen Participation where he described the citizens involvement in planning processes in the United States by using a typology of eight levels to better analyze the phenomenon. Arnstein arranged the issue of participation and nonparticipation in a ladder pattern where each level correspondence to the extent of the citizens’ power in determining the end product in a process.

The two bottom levels describes nonparticipation and are called 1. Manipulation and 2. Therapy. On these levels the main focus is that the power holders should educate and cure the people. There is no interest in making it possible for people to participate in planning or conducting a programme. The next levels are 3. Informing, 4. Consulting and 5. Plication. Arnstein has called these levels tokenism, which means the practice of only making a symbolic effort. A selected group of people allows to hear, to have a voice and to give advice, but they do not have the power to ensure that their views will be
listened to in the end. When participation is restricted to these levels there is no follow-through and no guarantees, there are still others who makes all of the decisions. The top of the ladder shows increasing degrees of citizen power. 6. Partnership, makes it possible to negotiate and engage in compromises with the power holders. 7. Delegated power, where the people have the majority of decision making seats and 8. Citizen control, where they have the full managerial power (Arnstein, 1969).

In summary current state of knowledge shows that according to Tufte and Mefalopulos there are two main approaches to participation, *A Social Movement Perspective* and *A Project-Based or Institutional Perspective*. Participatory Approaches refers to when the people themselves are active analysts and participatory can be more than exchanging information and experiences, but the exploration of new knowledge. The integration of strategic two-way communication where all parties has the opportunity to influence is of relevance for achieving development.

Changes imposed from the top down is often not sustainable and the local people's participation has become a key aspect within development. Nevertheless getting people to participate is both challenging and complexed and very few projects meet an high degree of participation. Implementing a participatory process needs flexibility that is often not provided within the frames of the project. Tufte and Mefalopulos have identified four levels of participation. Passive participation, Participation by consultation, Participation by collaboration and Empowerment participation. Arnstein identified eight levels of participation and nonparticipation. The ladder pattern corresponded to the level of citizens power in determining the outcome of a process.

Current discourses within PA also shows that by information and awareness-raising, Development communication strives to change behaviours. To change behaviours it is of importance to understand the purpose behind peoples behaviours, why people do as they do.
3 Method

In this section the methodological process is described. After we searched in different databases, DiVA, Academic Search Premier and Google Scholar, on the words; “Social development”, “Social work” and “West Africa”, a key word that we identified in the results was participation. “Participatory communication”, “Participatory development” and “Participatory Approach” were common themes related to these subjects. We realized that PA had a lot of elements connected to concepts such as Empowerment, that we as social work students were familiar with. We became interested in learning more about how social- and development workers uses this approach in a development context.

3.1 Course of Action

Since the aim of this study was to gain an understanding of the development workers perception and their practise of PA, we believed that a qualitative research method was relevant for conducting the study. A qualitative research method wants to capture the viewpoints from the people included in the study and strives to situate them in a natural setting. This method examines themes, distinctions and perspectives (Neuman, 2011, p 175). With this study we strove to increase knowledge about the development workers’ narrative, their views and ideas and the variations in them. To gain that kind of knowledge we have been gathering empirical data by using the methods of semi-structured interviews with development workers at two NGOs, SoH and WV, and one focus group discussion with the WV partners. These two methods were complemented with a small scale field research. Bryman explains, using more than one method within the data collection as triangulation. He argues that social research build on the principle that we learn more when we observe something from multiple perspectives, as compared to observe something from one single perspective (Bryman, 2011, p 354). Why we chose to do a triangulation was to increase the opportunities for collecting data during our time period in Ghana, and to learn about PA from different perspectives.

3.1.1 Sampling Process

When we chose to go to Ghana we had contacts at two NGOs that came to be our targets for the study. Our contacts were The Director at the NGO Star of Hope Ghana and the Human Resources Director at the NGO World Vision Ghana. Through these contacts we were introduced to development workers within the two NGOs. At SoH we were able to conduct an interview with the Director himself and one of his partners in the field. At WV, we got to do four interviews with professionals working with this particular issue. All of the respondents had a lot of experience working with community development. Two of them were females and the other four were males. As a result of this, we were using a non probability sampling technique, called convenience sampling, for our study. Convenience sampling means that the selecting cases are available and easy to reach (Neuman, 2011, p 242). This technique is not often producing a representative samples but we believed that this sample was legitimate for our study because of our exploratory approach with no purpose to represent the population.
The samples for the focus group can also be described as a convenience sampling. When WV invited us to join them at the field, we got introduced to a group of partners, representatives of the community who, in this context, is to be seen as development workers. From this group we asked for five volunteers to attend the focus group discussion. The time that these five had been partnering with WV variated, they represented different kinds of expertise in the communities and they all had experience working with PA. In the group there were two females and three males. The samples of the field research was also convenient in that way we observed the people who participated in the intervention.

3.1.2 Demarcation
The demarcation of the study is two NGOs. One relatively small NGO; Star of Hope and one considerably bigger organization; World Vision. We chose to do the study from the perspective of the development workers, both desk- and field workers, and not from the community members perspective. Because of the time and practical aspects we had to demarcate the data collection to six interviews, one focus group discussion and a small- scale field research in addition. The time-bound for this study was two months in Ghana, March-April in 2014.

3.1.3 Semi-structured Interview
We believed that a semi-structured interview, as compared to an unstructured or a structured interview were easier to manage due to the language and the cultural differences that we experienced. We did not want to be too fixed with the questions, we wanted to give the respondents room for interpretation and the opportunity to an open-ended discussion. Based on this we chose to have semi-structured interviews (Bryman, 2011, p 415).

In our first meetings with the NGO’s in Accra, Ghana we asked specifically if they were using PA in their work with development processes, which they were. We constructed an interview guide after that was assured. In the making of the interview guide we got inspired by Bessette, Tufte and Mefalopulos, who has written a lot of articles within the area of PA. We identified themes and paradoxes in the articles and formulated questions from that (see Appendix 1). The interview guide was organised in four parts. We used a comprehensible language and formulated open-ended questions to allow the respondents to answer from their own perspective (Bryman, 2011, p 419). The structure of the interview made it possible for us to pose follow-up questions when needed (see Appendix 1).

In the first part of the interview guide we asked the respondents to introduce themselves. To be able to understand the issues within the practise of PA we asked for the development workers definition of PA. The purpose of the first part was to get to know the respondents and to get their point of view, which answers the first research question. The second part is related to their work which is linked to the second research question. The third part of the interview guide is related to the importance of PA. In the last part we asked for the respondents perception about PA in a deeper meaning related to different perspective of the phenomenon (see Appendix 1), linked to the first research question.
All of the interviews were conducted during our first three weeks in Accra, and all of them were located at the offices of the respondents, except for the last interview that took place in a school building in the village of Akopima. The interviews were each completed within 25-45 minutes and recorded with our telephones. Both of us were present during the interviews and we took turns asking the questions, according to the interview guide, with some exceptions for follow-up questions.

3.1.4 Method of Analysis
The interviews were transcribed in full. To be able to organize the transcribed material, to conceptualize similarities and differences within the result, we used qualitative theme analyses. Qualitative research often involves themes or concepts as tools for making generalizations (Neuman, 2011, p 510). After reading the material several times keywords and key issues in the respondents stories were identified and marked (Bryman, 2011, p 525). After gathering all keywords/issues related to each interview question, they were organized into a schedule. The schedule made it possible to see which words and issues that were most common in the stories and what the respondents had in common. From the schedule, four themes, related to the two research questions, were identified. Theme 1: Sustainability and Ownership, Theme 2: Time/Money Aspect, Theme 3: Social/Cultural Values, Theme 4: Involving the Community.

3.1.5 Focus Group Discussion
Focus group is a qualitative research method in which people are informally interviewed in a natural setting of a group discussion. The group were homogeneous in that way they were representatives from a community, in our case so called partners of WV. They participated in the focus group in their role as partners who practise PA, not in the role as community members. We chose to conduct a focus group discussion because it gave us a broader perspective of different attitudes and perceptions of the issue. A group setting can also empower social groups that are marginalized which made it possible for the attendees to speak freely and explain their opinions to each others (Neuman, 2011, p 459-460). The focus group discussion was organized in four themes which we had identified in the results from the interviews (see Method of Analyses). As moderators we strove to be non directive and to facilitate a free and open discussion which included all five of the group members (Neuman, 2011, p 459). The attendees were asked to speak freely and share what ever came to their mind related to the themes. Before starting the discussion the attendance were informed about the ethical considerations. The focus group was conducted in a conference room, in a school building and it was completed in 25 minutes.

3.1.6 Field Research
To get a broader understanding of how the development workers implemented PA in their daily work, and how they interacted with the community members, we believed that a field research would be an appropriate method to use, in addition to the interviews and the focus group discussion. Field research
involves direct social interaction with “real people” in their natural, social setting. It requires talking to and observing the objects that are being studied (Neuman, 2011, p 421). We had the opportunity to observe WV during three days of fieldwork, in the village of Sirigu, northern Ghana.

Our attitude to the field work was to be flexible, open minded and not have any expectations on what we were going to experience. During these three days we observed the WV staff in the field, teaching a group of 30 partners, on how to evaluate a WV project. We were able to participate in some of the work and interact with the people involved in the work. Our focus was the WV staff interacting and communicating with the partners and the community members. The experiences we got were complements to our understanding of the issue. The field research connects the phenomenon that are being studied to the context in which it appears (Neuman, 2011, p 425). While in the field we wrote jotted notes, memory triggers such as words and phrases that we later incorporated to direct observations notes (Neuman, 2011, p 445).

3.1.7 Presentation of Data Collection

The results are presented in the four themes in the section of Results. Theme one - three are related to the first research question: At two NGOs in Ghana, in what ways can the development workers’ perception of Participatory Approach be understood? The fourth theme answers the second research question: At two NGOs in Ghana, in what ways can the practise of Participatory Approach be understood? In every part the interview respondents and the focus groups attendance are presented separately. To make the reading easier we have different words for those we interviewed, the respondents, and those we did a focus group with, the attendees. The interview respondents are named R1-R6 and the focus group attendees are named P1-P5 (see Appendix 2). We will end the results with our observation from the field research.

Later the results were analysed in relation to the theoretical framework and current state of knowledge within the subject, presented in the section Analyses. This section is divided to two parts related to the research questions. In this section the interview respondents, the focus groups attendees and our observation from the field research are mixed.

3.2 Distribution of Work

We have written most of the parts together in this essay, to make the work effective, we divided some of the parts between us. In the first, second, fourth and seventh part, both of us have the main responsibility. In the third part Bäckström has the main responsibility for Course of Action. Hermansson has the main responsibility for Reliability, Validity and Generalization and Ethical considerations. In the fifth part Hermansson has been responsible for Theme 1 and 2, Bäckström has been responsible for Theme 3 and 4. In the sixth part Hermansson has the main responsibility for Part 1, while Bäckstöm has been responsible for Part 2. In the eight part Bäckström has the main responsibility for Discussion, where Hermansson are responsible for Further Research. Even though one of us is responsible for a part, both of us have continuously read and commented each others texts.
3.3 Reliability, Validity and Generalization

Reliability and validity are central concerns in all types of studies. Reliability means dependability or consistency and validity means truthfulness. Neuman argues that it is impossible to have perfect reliability and validity in a study process, instead he says that they are ideals towards which we strive in our research design (Neuman, 2011, p 208). Bryman argues that a qualitative research is hard to generalize beyond the situation where the research was produced. He means that it is impossible to generalize the results to a wider perspective, that few people in a research, can not be representative in a broader aspect (Bryman, 2011, p 369). We believe, according to Neuman, that this study is both richer and more comprehensive when using three methods, as compared to one. It enabled the possibility to get knowledge about PA from the field - /the desk workers view and the partners view. We were also able to observe the practise of PA during the field research (Neuman, 2011, p 165-166).

Since we are using more than one method of research within the triangulation, we believe that it strengthens the possibility to generalization in a broader aspect.

Concerning the reliability of this study, there are some things to consider, related to the social environment and the social conditions that it is conducted in. Neuman argues that one difficulty with reliability while doing a qualitative research is that it is unstable over time. We did our research in different parts of Ghana, which are developing areas and therefore to be considered as an unstable environment. To reach as high reliability as possible the respondents were informed about the purpose with the interview, so that they could be able to prepare themselves. Both of us attended all of the interviews, to avoid misunderstandings. After recording the interviews, they were transcribed which led to increased reliability. One concern regarding reliability is the language barriers. All of the interviews were conducted in English, which all of the respondents spoke well. English is not our native language so it is possible that it may have an impact on the results.

To reach as high validity as possible we designed the interview guide based on our essay’s purpose. We also tried to find interview respondents with a lot of experience in their work and who we thought could answer our questions. All of the interviews have been carried out in the respondent’s office, one at a time, with exception for one interview. When Neuman describes validity in qualitative studies he says that you want to capture an inside view of how the people we meet understand something (Neuman, 2011, p.214). In striving to conduct high validity and capture the respondents point of view, we ended each interview with asking the respondent if he or she wanted to add something of importance to the purpose of the essay.

3.4 Methodological Considerations

Due to time and practical reasons there were some difficulties at the location. It was hard to get in touch with the right people at the NGOs and they were quite busy. Therefore we were not able to conduct more interviews and focus groups or conduct field researches in a larger scale. There can be problems with using more than one method, both in the execution and the presentation. There has not
been room to obtain as deep understanding as wished. When Neuman describes triangulation of method he means that it mixes qualitative and quantitative research approaches and data. In this study regarding to our time bound period in Ghana we decided to use three qualitative methods in a smaller scale (Neuman, 2011, p 165-166).

While using the method of semi-structured interviews, we wanted to create the possibility with open-ended answers. When we did our interview guide we realized that the language barriers were quite big. As mentioned, English is not our main language and we did not know how well the persons we were going to meet spoke English. To avoid misunderstandings, we wanted to have questions that were clear, but not too narrow. Afterwards we have realized that the interview guide contained questions that were pretty direct and maybe too narrow.

Within field research there are some difficulties to consider. Our purpose of presence may have impact on the development workers’ behavior. With more time and getting to know the people, we would probably have had access to other kinds of information. The time aspect was also an issue when it came to the focus group discussion. We only had the opportunity to conduct it in the evening, after a long day of work. The attendance were tired and in a hurry, it was hard to get them to speak freely, why we had to end the session earlier than expected. The participation of the focus group discussion was optional but the WV staff suggested five members to be part of it. The outcome had probably been different if we had conducted a focus group discussion with five members were themselves suggested their involvement. Maybe they would have had other opinions and been able to stay longer so that the focus group could discuss more than they did.

3.5 Ethical Considerations

During this Bachelor’s thesis, we have used the Swedish research ethics God Forskningssed from 2011 by The Swedish Research Council, Vetenskapsrådet. Despite that we are higher education students we also considered the Swedish law ”Lag (2003:460) om etikprövning av forskning som avser människor”, in particular §16 and §17.

The Swedish Research Council illuminates ethical problems within a field research. The best way to do a field research is when all people involved are aware of the research and their involvement in it. In an open field research everyone is aware of the research, and it is often used when you want to study the work at an organization (Vetenskapsrådet, 2011, p 10). We did an open field research, and all involved were aware of their participation in the study. They also knew about the purpose of our research. On the field research with WV we wanted to gain understanding of how they work and collaborate with their partners. We had no interest in the involved on an individual level.

The Swedish Research Council mention four concepts to consider, which refers to the importance of ethics, such as confidentiality and anonymity. Confidentiality, means that details about the respondents and attendees will be handled with confidentiality, and ensures that no unauthorized people will have access to the details (Vetenskapsrådet, 2011, p 67). The respondents and the
attendees approved that we recorded the interviews on our cellphones and that we transcribed them to our computers. The audio files and the material has only been used in purpose of our Bachelor’s thesis and no unauthorized people have been in touch with the material.

The law, “Lag (2003:460) om etikprövning av forskning som avser människor” § 16 is about information to the people involved in the research. We informed the respondents and the attendees about the purpose before they decided about their contribution in our research, and that the interviews were willing. We e-mailed the respondents information before the interviews (see Appendix 1). Unfortunately, it was not possible for the attendees in the focus group to access that information in advance. We also informed the respondents and attendees, that at any point they could terminate the interview if they wished to. The law, “Lag (2003:460) om etikprövning av forskning som avser människor” § 17 is about consent. The respondents and attendees agreed to their involvement with verbal consent. We let the respondents and the attendees decide if they wanted to be identified by profession and NGO or de-identified.

This research is conducted in a context that is different from what we are used to in Sweden. During our data collection we needed to be aware of and respect the cultural differences. In the semi-structured interviews, we did subtitled changes in the language depending on who we met, for example at the office or in the field. We have considered that our swedish origin might influence the research. These concerns need to be taken into account in the analysis. When we visited poor communities, we tried to avoid to create expectations. We tried to be clear that our visit would not change the condition in the community in any way, and that their participation in the research would not benefit them.
4 Theoretical Framework

To be able to get a better understanding of the work the NGOs do, related to Participatory Approach and their perception of the phenomenon, we chose to use a theoretical framework, that explains different perspectives of the issue. In this section we introduce two theories, we believe can help us get a deeper understanding of Participatory Approach, which are; Social development and Empowerment.

4.1 Social Development


Payne, an academic and a consultant on social work theories, describes different perspectives of Social development in the book *Modern Social Work Theory* (2005). Payne refers to Paiva and his definition from 1977 “the development of the capacity of people to work continuously for their own and society’s welfare” (Paiva, 1977, cited in Payne, 2005, p 217). He has a focus where you improve individuals’ capacity. Paiva also illuminate four other aspects of importance within Social development, Structural change, Socioeconomic integration, Institutional development and Renewal. Payne also refers to Jones and Pandey (1981), they have their focus at an element of institutional development and they say “Social development refers to the process of planned institutional change to bring about a better fit between human needs and aspirations on the one hand and social policies and programs on the other” (Jones & Pandey, 1981, cited in Payne, 2005 p 217). They want social institutions to meet the needs of people more suitably. A more recent view, influenced by Eco developmentalism, says that Social development puts people at the centre of development, regards economic growth as a means and not an end, protects the life opportunities of future generations as well as the present generations and respects the natural system on which all life depends. This approach leads to emphasize on the importance of sustainable human development and does not run down the natural resource for sustaining development in the future (Payne, 2005, p 217). Payne argues that the view of development has progressed to a view that responds to detailed analysis of needs at the level of smallest living units is a crucial part of development which is empowering to people and self-sustaining (Payne, 2005, p 218).

4.2 Empowerment

Empowerment can be defined in several ways. Lee defines Empowerment in three dimensions in the book *The Empowerment Approach to Social Work Practise: Building the Beloved Community* (2001, p 34). The first dimension is the development of a more positive and potent sense of self, the second
dimension is the construction of knowledge and capacity for a more critical comprehension of the web of social and political realities and of one’s environment, and the third dimension is the cultivation of resources and strategies, or more functional competence, for attainment of personal and collective goals. Lee describes that Empowerment practise wants to build a community where those who are faced as hurt, vulnerable or oppressed persons are in the midst of a powerful society. To be able to deal with individual pain, she means that practitioners need to develop effectual interventions by taking social strengths into account. She argues that Empowerment can be a keystone in social work. Payne says that Empowerment can help people, both individuals and groups to handle social barriers, through self-expression in already existing social structures (Payne, 2008 p, 419).

There is an Empowerment model of Social development in Africa by Andersson et al (1994). This model embraces five dimensions of practise, which are Personal empowerment, Social empowerment, Educational empowerment, Economic empowerment and Political empowerment. They mean, when connecting these five dimensions together, it is possible for people to meet their individual needs, and to improve their ability to influence others, which further enables to more impact on a social level (Andersson et al, 1994, p 71-72).

Askheim argues that the word Empowerment has different meanings between different actors. In general, Empowerment is when individuals and groups that find themselves in a powerless position gain strength, force and power to change their situation. Through mobilizing Empowerment they will be able to counter the negative power that holds them down and gain influence to affect their own lives. Having said that, Empowerment can be understood as a process, an ambition and a goal. The word is often connected to movements, for example the civil rights movement and the liberation movement in the third world. Different kinds of self-help organisations have had a big influence of the concept of Empowerment. Askheim says that the word is often used in connection to specific groups that are considered weak in the society. He describes three kinds of Empowerment. The establishment of counter-power, where focus lies on the connection between the individual and the societal structures, the market-oriented perspective, where focus lies on the individual as free and independent and Empowerment as a therapeutic position (Askheim, 2007, p 18).

To summarise the theoretical framework, Social development focuses on the whole population and on institutional changes that affects individuals. The strive is community well-being and a better fit between needs and social policies. An important aspect within Social development is also the view of individuals capacity to work for their own and society’s welfare. Social development has in that way elements that refers to Empowerment. When people in a powerless position gain the tools and the power to change their situation, they become able to affect their own lives. The Empowerment model within Social development embraces five dimensions of practise. Personal empowerment, Social empowerment, Educational empowerment, Economic empowerment and Political empowerment. Five dimensions that all needs to be considered to achieve Empowerment on an individual- and on a social level.
5 Results

In this section we will present the empirical results of our study. The results will be presented in four themes associated to the answers the interview respondents gave to our questions. The results also include the focus groups attendance discussion about the four themes. We will end this section with the observation from the field research we did with WV in Sirigu. The four themes are related to issues within PA. Every theme starts with the interview respondents answers, followed by the focus group attendees answers. Theme 1: Sustainability and Ownership, Theme 2: Time/Money Aspect, Theme 3: Social/Cultural Values, is connected to the first question: At two NGO’s in Ghana, in what ways can the development workers’ perception of Participatory Approach be understood? Theme 4: Involving the Community, is connected to the second question: At two NGO’s in Ghana, in what ways can the practises of Participatory Approach be understood? For an introduction of the interview respondents and the focus groups attendees, see Appendix 2.

To facilitate the comprehension of the results, the development workers often refers to a society in terms of community or village, regardless of size or population. In this essay, these terms are synonyms. The population is often called community members and there is often one person who is assigned the leader or chief, who has a leading role in the community.

As mentioned earlier, the term stakeholder refers to all the actors which are involved in the process, both direct and indirect. For example the government, sponsors, partners, such as businesses and organizations. Partners also refers to individuals who represent a community, local people who are engaged and involved in the aid work in different ways. The primary stakeholders are the community members, the people who are directly affected of the development projects and interventions.

5.1 Theme 1: Sustainability and Ownership

To be able to get a better understanding of the respondent’s understanding of PA we asked them for their definitions. We are also looking at the importance of participation while working with development projects in this part. All of our respondents define PA as a process of engaging everybody involved in a development process. All the respondents talked about the importance of participation with both similarities and differences in their explanations. All of them agreed that participation is important in a development process.

5.1.1 The Interview Respondents Definition of PA

R2 at WV says that PA is an approach that “encourage and enhance total participation in terms of involvement of all stakeholders in any development intervention”. R3 at WV has a similar definition, his understanding of PA is “involving all key stakeholders who matters in a particular objective to address their needs”. R5 at SoH describes PA as an approach where all of those who are concerned, participates in the work. R6 at SoH agrees and describes that PA is when everybody participates in the
decision making of how things should be done. R1 explains “PA should be a process that the communities do without an agencies presence forcing them to do it”. By that she means that the community itself has identified their problems and what kind of support they need. R5 says ”You cannot sit in the house or at your office and be able to know the problem of the community, you have to come together with the community”.

5.1.2 Participation, a Key Aspect in a Development Process
R2, R3 and R4 explains that participation is a key aspect in a development process. R4 explains that without participation in the development work, the work is something else, not development work. She says that these communities have been existing many years before WV came. The communities are full of knowledge about themselves and their community. She says that it would not work if a development worker put the members of the community aside. “You are really just a facilitator, you know, to help the process of development” R4 says.

R1 at WV describes that participation is important to ensure sustainability of the development program. She describes that every development program needs to be continued or maintained by the people who lives in the community and are the beneficiaries. The community members will not take it seriously if they do not understand the genesis of the program, she explains. R2, R3, R5 and R6 mention, just like R1 that participation is important if you have the ambition to get sustainable projects. R2 describes that there is a general saying in development, that it is easier to facilitate a development process around people who accept that they are in need of development. R2 also says:

If we want to achieve development, without participation we can not. In order to make development sustainable you need to ensure the participation for all stakeholders... It is better to ensure participation to ensure sustainability of projects, and also ensure ownership of the project. Because people turn to own interventions when they are involved in it.

He adds “In normal life, if somebody take a decision for you, it would probably not work if you do not like the decision”. R3 at WV describes that ”If you really want to get sustainable project or program … you can not do it without participation”. He continues with:

You sit somewhere and have a brilliant concept, you come up with something that you think it is, it may look good, it may work in certain areas, but because the context’s are always different, and if you take away the context where the people are, you will lose it.

R6 at SoH says that the people need to be included but he says, “sometimes a little push must be giving from somewhere” and continues with ”participation, if you don’t do that, everyone will stand up and say why? I don’t know about this, it was imposed on me, so I can not do it”. He explains that it will probably get better in a community where everybody participate and come to an agreement.
5.1.3 For Whom Participation is Important
R6 at SoH explains that participation is important for the whole community and that it is important to bring all of them together to decide what to do. He means that nobody can complain about the work and say that they are not involved in the project when SoH has consulted them about their ideas. He says that "whatever decision you take, it will be a flop when you not involve the community”.

R4 at WV describes "For me as a development worker and for the community it is important. Because the community, the people own what they helped create”. She continues with “I think, if you don’t allow them to participate, at the end of the day, you are disempowering them”. She means that when WV comes to a community and does something that probably is beneficial for the community members, they might disempower them for two reasons. She explains, on one hand when WV leaves the community, the members of the community are not able to carry on the work and the process WV started, on the other hand the members in the community tend to forget what they already knew. She means that the community often handled the problem even before WV went there, but maybe the way they handled the problem was not on an optimal level. R2 describes that WV needs to engage the members of the community. He says "Development is not development when it is not sustainable, to ensure sustainable development you need participation of everybody”.

5.1.4 When Participation is Relevant
R3 at WV, believes that it is relevant with participation from inception to the end of a project. From inception because WV need to do certain basic need assessments, where the people in the community need to be involved to come up with the plans. They need to be involved during management over documentation in the middle of the process, between the inception and the end. When the project is coming to the end, the ambition is that all the stakeholders can see the result that they were intended to. And to see the result they want, R3 means that the community needs to participate during the whole process.

R4 at WV agrees with R3, but she explains in particular that it is relevant from the inception of the project, and in the identification of what needs to be done in the project, it has to come from the community. R5 at SoH also agrees with them that is is relevant in the beginning of the process of designing the projects. He also highlights the decision making, so that SoH does not design a project for a school, when the community need a hospital, for example. Both R1 and R2 also agree that it is relevant in the beginning of the process, in the identification of their needs. R2 describes that it is important in all stages, but if you have to emphasize, more in the design and implementation stage. During those two stages, if it is not designed well, if you do not get their participation, then you have plans that will not address the issues. If the community members do not participate in the project, it would probably not work.

R1 describes that people are responsive to an NGO that comes to a community. She says ”But for me, I believe that participation is even important before an NGO has come. A community that has
organized itself around an issue and then go out to look for an NGO for support”. She means that it is easier to get a sustainable project, when it is demand driven from a community. She explains that projects often become successful, when communities are searching support from NGOs. Then they have identified their needs and they want support for them. She also says that it is unusual that a community seek support from an NGO. Especially it is not common at a grassroot level, but more common at a higher level, like the members of parliament, they approach WV to show the needs in their community.

5.1.5 The Focus Groups Thoughts about Sustainability and Ownership

P1 understanding of PA is people contributing their resources, talents and energy to be able to address an issue that is effecting the community or the society. He adds that the PA also relates to the decision making in a process. P5 means that a partner can not identify the problem while sitting in the office, the partner need to go out to the community and interact with them. P5 says:

The community members will be able to express their own needs for their partner. So that in the end, they will feel part of that intervention …. Involving the beneficiaries in interventions you are going to implement. So that they have an input to what you are bringing them.

P2 talks about the ownership and says ”It ensures ownership, you feel you are part of whatever is going on … ensure that whatever intervention that has been implemented succeeds, if it succeeds you feel that your ideas has succeeded”. It is important to be a part of the work and to own the project. He continues with ”If it fails, you feel that you are self a fail, because we are part of the process since it started. So it ensures ownership, you own the project”. P5 explains why she think participation is important:

This program should continue. Since we are here, we are learning from each other … after this we should be able to let the project continue in our various departments … if the program will sustain then it will be ok. It is better than WV leaving and everything collapses, so it ensures sustainability.

P1 describes that participation is a form of education, and that it is an indirect way of educating somebody on his/her needs. It is important to involve the community so the members feel that they are a part of it. P4 talks about participation to make the community members feel accountability for the project and for WV.

5.2 Theme 2: Time/Money Aspects

All the respondents could see some challenges while working with this approach, all of them agreed that it is both time consuming and finance consuming.
5.2.1 Some of the Challenges Related to Time and Money

R4 at WV describes that it can be challenging for an organization like WV, because they are donor founded. The donors want to see value for their money and sometimes within tight deadlines. WV has targets and deadlines in their work, but when they work with PA, they have to do it at community pace. R4 says "Communities, they do not care about what the donor, what deadlines they have given you, they want to do it, so they are in pace, so sometimes there is a tension in there". She means that there could be a tension when the donors want to have deadlines, which might not work with the community’s pace. R5 at SoH explains that PA can be challenging financially. He gives an example:

If you, for example, want to build a school in a community and the people in the community say that they do not need a school, but they need a clinic. If the money are voted for a school, SoH can not put up a clinic, there is a challenge in there.

He also describes that if you want to build a school, sometimes you need to use more money to level the place before you can start to build the school. This means that financially, you have to use more money to prepare for the school which is not included in the budget.

R5 also describes that sometimes when you consult members in a community as an NGO, they believe that you have money for them personally. He also explains that when he meets a chief in a village, the chief might ask for money "Sometimes the chief will think that you have money … you have to put money here, you have to give us this, you have to give us that”. The chief can expect R5 to give him or the community money. Another challenge he has experienced is when the NGO have decided to do a project, and added money for that project. Later when the project was about to start, they faced resistance. That was waist of both time and money.

R1 at WV explains like R4 that it is tensions between being participatory and meeting their own goals as an NGO, she says ”In our annual work plan we have an annual budget that involves the communities participation”. She describes, for instance when WV are constructing a school, they want the community to do some of the work like the digging of the foundation in the sand and the water. She explains that WV believe that when the community members put their own energy in a project, the project is going to be more useful for them and they will be more committed to it. R1 says:

Sometimes that delays the process of implementation. So you can fail to meet your annual work plan at the end of the program because the community was not organized enough for them to be able to do their piece during the time that you expected them to do it.

R1 also says ”when somebody is coming with money, that becomes a challenge, because sometimes people can respond to the money”. If it is an NGO that does education and they come to a community, then the members of the community may organize a program around education, even if it is not their
number one need. She says that they want to respond to the person that comes with the money. Just like R4, she mentions WV related to the donor. When a project does something for the community, it is important for WV to ensure to their donors, the impact of the work that they have done. R3 says that "It will be challenging if you do not know the object for it, and if you want to be quick in coming up with a plan” he explains that it is less challenging when you know the objective of it, which probably involves more discussions, getting closer to the community members, and allowing them to make inputs to the project WV are doing. The challenge is that it is time consuming, but that it is better than to sit in an own corner, doing projects that is not addressed to the context.

Like the others, R2 agrees that it is costly, in terms of finance and time. R2 says ”It would be nice to get all the community members, the total population involved, but it is very timely, it will take a lot of time and the cost will be very, very high”. R2 explains like R5 that it is challenging when people expect him to give them money when WV is coming to a community.

R6 talks about different levels in the community, the levels of the rich are different from the levels of the poor. He says:

If you have the poor and the rich mixed together it becomes challenging because the rich will make the decisions and it combines all of them, but the poor will not be happy with the decisions made by the rich, because they see it from another perspective.

The poor must be included as much as the rich in the community. R6 also says:

You have to come to the poor too, so that you think with them, talk to them, you bring their decision up to the rich, talk to the rich, so that everything gets average, the rich can pay more, but the poor can’t pay more so you bring an average to it and it becomes fare.

He talks about participation, that it is challenging, because of the waste of time and money. He means that the best way to go is to get everybody involved in the decision making, but sometimes it will just be time consuming and money consuming, when the community decides to do something that is not good, before they realize what is best for them.

5.2.2 The Focus Groups Thoughts about Time/Money Aspects

All the partners talks about PA as time and money consuming, in different aspects. Whenever a project delays, money also becomes an issue. P2 describes that it is hard to get all the partners together at the same time since they all have different schedules. P2 says:

It is a very big problem, the issue of time, when you want to bring all the partners together to participate. Sometimes they can’t because, this person is doing something. He may be free when I am not free … so bringing all of us together to participate is not easy.
P1 talks about PA as time consuming because of language barriers:

An intervention you are sending there is not already in the local language, so maybe what have been written in any other language, you have to spend more time and explaining the point for the person to understand before he or she can contribute to this.

P5 explains that sometimes when the partners go to the field, to talk to the community. They spend the whole day, but the community members are not ready for them to come, she says ”They are working, they are doing that, so all their excuses may suspend so much time that in the end of the day, you become too tired”.

5.3 Theme 3: Social/Cultural Values

While interviewing the respondents about the challenges they face within using PA, a lot of their thoughts were related to social aspects and cultural values. There are some differences in their stories, but most of the time they agree with each other.

5.3.1 Promising and Challenging Communities

R1 at WV describes a problem when it comes to PA. She believes that it is hard to get the community members to participate and bringing their ideas of an issue if the community is not organized. If they are not organized they leave all the work to the NGO that has come to support them, without discussing the issue. ”They are open to anything, you can come up with anything and they will take it”, R1 says. She also mentions another challenge in their work. Most of the communities have been exposed to NGOs, they know who WV are and what they do. She believes that when WV already have ideas on how to work it is often limited in terms of what the people can say. “When you ask them for their needs, they tell you what WV do, so you can support them”, R1 says. They tailor their answers to suit the organization and in a way they have been manipulated, she explains.

Another aspect that R2, R5 and R4 mention is when the community is not on board. R2 says “When the community does not know or see the essence of what you are doing, then you will find it difficult to have their participation”. R5 gives one example, when he faced the same problem; SoH wanted to put up a palm oil factory in a village. They had consulted the community, the application was written and they had got the money for the project. When SoH went to the field, some of the people were against the whole thing. R4 describes the same thing and explains the phenomenon in terms of challenging communities and promising communities. For people to be able to participate, they need a certain level of knowledge, skills or competence, R4 explains. She says that WV expects the communities to understand that participation helps to get sustainability of the project. She also says that there can be communities that are not really interested, even though the problems are there and WV have come to support them and facilitate the process. R5 also talks about the importance of
bringing the people onboard and says “You have to know, the gift you are giving, the person will use correctly”. R4 gives an example of a community that did not have a school and WV had prioritised to facilitate a school project but the community was not on board. Therefore there can be tensions between the values of WV and PA and the ways the community works. R4 describes:

> We were surprised to see that the community were not interested at all, they wanted a school, but they were not interested to participate to do it … The expectation is that communities would understand, and appreciate the fact that, when they participate it is to their own benefits, but you don’t find that. In fact, almost 100 % of the time, you don’t find that, communities would rather sit down and have everything done for them.

5.3.2 Understanding the Community

When it comes to dealing with your own values while working with development and PA, R2 describes that you need to be prepared on what you are getting yourself in to. “You are going to work with people who need to be developed, the poor, the rich, the marginalized. Those who want to take advantage of you and implement their own topics”, he says. R4 speaks on an organizational level and she believes that the values of WV supports PA. “If you value a person, then you have to value their contribution” she says.

R3 describes the importance to respect and accept certain basic things while working with PA. When it comes to attitudes and values, people naturally resist and it takes time to change culturally accepted values in a certain context. “As humans, it is sometimes challenging because in certain context where you don't really understand the context, you may see certain things odd”, he says. “You need to understand the reasons behind those practises and certain issues … and then you can come up with certain recommendations”. As a development worker you need to put your own values aside to be able to understand the people and their values. R3 explains “But if you understand why they do it … you can bring some of your values into the participatory way to achieve the things that you attend to”. R5 also describes that he tries to meet the community half way. When he has listened to the ideas of the community he needs to incorporate their point of view into the vision and values of SoH. Their values should not overshadow the values of SoH, R5 says. R6 gives an example where different values were an issue. He wanted to support a community with toilet facilities. Because of the hygiene aspect, everybody should have their own toilet, but the community wanted a community toilet. R6 explains the issue:

> You know that, the people can not clean it well, so you have the values of cleaning, so you say no, this type of decision is not good, but they will say no, no, no, let us all have a group toilet, and you know that it is not good for the village. But you are deciding with the whole community so you allow them to do it, and they will fail.
In the end it is important to let them try, he means. R2 describes it in different terms. He says that sometimes the community does things that are against your cultural background or your moral values. He explains, just like R6, the importance of not bringing your own values into the work. As a development professional, you should rather bring the development values and the values of the organization, he means.

R2 describes that there is a world of knowledge in the community that WV comes to. He says “We don't have it all, and for the intervention to be successful, you would need to bring their knowledge together to add up to what you have, even as a development worker” and he adds “you might not be there all throughout their life, helping them to develop”. R4 describes a different aspect of understanding the community, the importance of understanding their language. To be able to communicate with the people you often need someone to interpret. A lot of things can get lost in the communication gap, R4 says. R5 also talks about the religious challenges that he has experienced in the fieldwork. He describes that the communities can have different beliefs than himself, which he has to accept. He says that sometimes he has to make himself like them so that they accept him, otherwise they will not listen to him, R5 says.

5.3.3 The Gap Between Requirement and Reality

When we ask about challenges, if the respondents are experiencing a gap between requirement and reality R4 says “The requirement will be looking at an idealistic situation, but in the real world life is not always ideal”. R6 talks about another challenge within PA:

Sometimes it is challenging, because if a single person does not come, or five will not come, in any decision that we take, they can go and dismiss the decisions. Saying we were not there, if we were there we would say this …. So it is challenging if you don’t get everybody involved.

R4 talks about a tension between meeting your accountability to the donors and to the community. As part of the community’s accountability they have to participate, and there can be a tension if you do not get them to participate the way you are expecting them to, when you still have to satisfy the donors, R4 says.

Another challenge that R2 describes is when the intervention is not in line with the demonstrative and the policies of the government. Then the district authorities and political authorities make it difficult to engage with their community. R2 also adds that it happens that the samples they use are not representative enough to represent the communities interest, which can create a gap. R4 highlights the importance of PA once again, but she believes that the approach can be improved. “In the development world we have not really come to the point where we know how to do it, and do it perfectly, so that we are getting the benefits of the approach” R4 says. She also describes the challenges of working in an organization like WV that has development projects across around 100
countries, trying to do similar things. The books do not always work the same in Ghana as they do in Cambodia, R4 explains.

5.3.4 The Focus Groups Thoughts about Social/Cultural Values
P2 speaks in general and explains that if WV is bringing any intervention that is against the values of the cultural beliefs of the people, they will face resistance. The community may not want to leave their cultural beliefs and values that easily, and adapt what WV are bringing to them. It takes time to change a person’s values, P2 says.

Some of the attendance highlights the cultural and religious barriers related to gender rules within PA. P1 explains that women and men are not allowed to do certain things in certain cultures which can be a problem when you need them to participate. P1 explains that they are gradually breaking through those rules and reducing those barriers, making the communities understand that there is no reason that a woman or a man cannot do certain things. P3 has experienced the same problem and she says “there are some cultures that say that, when a man is talking, a woman should not talk, so it brings fear into the women, so they cannot express their views or opinions when men are present”.

P5 agrees and says that if you tamper with their cultural values it is not going to be easy to make the project work. She says that you need to sensitise them well. P5 also adds that related to cultural and social values PA is about creating awareness in the communities. P3 also talks about creating awareness and sensitise and says:

> When you come in with the interventions and you will not bring their customs or traditions they are likely to resist, so you will not succeed. But sometimes as you come in with an intervention, then you try to sensitise and create awareness and after some time they will understand and take whatever you have brought ... it is not going to be easy.

5.4 Theme 4: Involving the Community
When we asked the respondents to describe how they implement PA in their daily work we came to understand that there are different ways or methods of working with PA. The respondents’ at WV describe the approach they use as community lead, which means that their work is founded on the principles of community development. They call it community development programming approach, where participation is a key component. The model or the approach ensures that key actors are involved from the very beginning to the very end of the program. All of the stages, during the whole process the key actors are involved to get the programs designed, implemented and transitioning, R3 explains. R1 describes that WV works with the communities, to come up with the programs that they are going to implement and that these programs need to benefit the community. Together with the community WV identifies the issues and the needs and defines possible solutions. In this process they are using what they call PA tools.
5.4.1 Different Tools in Different Stages

R4 describes what they do in the beginning of the project, during what they call the planning process, she describes different stages in the process. The first stage is to tell the community who WV are and what they stand for, and then find out from the community who they are. The communities and the WV staff are identifying the issues, putting the issues into themes, doing the prioritisation and the planning together. In every step, there is a process of engaging the community.

R5 at SoH describes the importance of consulting the chief and the people in the villages before they start a project. R5 says that they ask the chief, his elders and the people what kind of project they want in their community and let the community members tell them what they need. Then SoH writes an application and let the community know what they have written, to avoid misunderstandings. That is how R5 makes sure that the target group is involved in the designing of the projects. R3, at WV says that before a program is designed they need to identify the key actors, depending on the issue. They ask them how they define an issue, for instance a well being child, and then they are using their knowledge in the designing of the program.

R2 goes into the details of the work that WV do. He explains that WV programs are defined in stages or cycles. R2 says that they have different tools they use to make sure every stakeholder involves equally and totally in the PA. The tools are called Stakeholder analyses where all stakeholders are identified, and Community conversations where the community members meet the organization for brainstorming. In the brainstorming the members share their development ideas and visions. R1 also explains the different tools and the different stages in the process. In the identification stage one way of involving the community is that the representatives of the community, a group of people, depending on the issues, creates focus groups and discuss possible solutions on how to achieve development in that particular area. R1 explains that the samples for the focus groups can be thematic, for example by gender and age, if they want to get a better understanding of one particular issue. R1 gives an example where children in the community create one group and the parents another group, and she adds that sometimes the whole community are participating. R1 believes that the focus groups are an important way of understanding different perspectives of the issues.

R2 explains how the selection of the focus groups works and he says that WV calls upon the districts actors, the development partners and the community leaders. WV gives them an idea of what they are going to do and the type of people that can participate in those ideas. Then the community select their representatives from all groups. WV does not do the selection, but they do the criteria for the selection, R2 explains. R2 says that this process is good because “it makes it more democratic and they own the ideas that comes out of those focus groups because they are selecting their representatives”. Another method that R1 describes is Key informants interviews. WV interviews key people in the community, asking them of their opinion on how to achieve development. R6 explains that he gathers the parents in the community where SoH sponsors a school project:
We involve the parents and tell them that this is what the management of the school has decided to do, and from there the women will give their suggestions on the way they would like it to be done. If we all agree on that then the decision is taken … and we go on with it.

5.4.2 The role of The Development Worker
When we asked the respondents to describe their role working with PA we saw some differences between the different professions. R1 describes:

My role is to make sure that in the implementation phase, all the things that we’ve been putting together in the designing are being implemented. And people promised to participate, they are participating. And then to make sure that the outcomes of our programs come out as we have planned them to.

Both R1 and R3 highlight the importance of making sure that the programs are really impacting on the children in focus. Both R2 and R4 describe their role as a capacity builder. R4 says that they have a responsibility of building capacity of the teams on the field. R2 says that his role is to build capacity of the partners so that they effectively can participate in the development approaches. The partners role is to build capacity of the community members and ensure that all the actors within the development area are involved.

R1 explains that it is very important to bring WV partners into the discussion and to make clear in an early stage, which role they are going to have in the process. The partners in the community represent different ministries, for example the ministry of education and the ministry of agriculture, people with certain knowledge within their particular field. R1 says that all key actors, the government agencies and other organizations involved are always part of the discussions.

R5 says that his role in PA is to consult, inform and involve. He consults the community members, the teachers, the parents, all the people within the hierarchy of their ideas about a project, he informs all actors on what is going to happen and he involves the villages. He explains that whenever he comes to a village he announce his presence to the chief of the village and then the chief explains what has happened since last time he visited.

R6 says that his role is to discuss with the WV staff and then discuss the issues with the parents. After discussing with them they find the best solution out of it. He gives an example about the decision making on the colour of the school uniforms. He says that there can be different opinions, “Somebody says blue, somebody says green because one is going to be dirty, and they all decide on the best solution and go for it”.

5.4.3 Different Kinds of Participation on Different Levels
When we ask R4 about different kinds of participation she says “There could be as many ways of participation as their could be communities. There is not one size fit all approach for
participation”. R4 also describes that people can participate in terms of directly participating in a project, when you actually have them on board in the process, and that sometimes they have key opinion leaders that bring their view of contribution. People can also participate through their time and through foundation, R4 says.

R1 explains two different kinds of participation, where one kind is coming from a demand driven and the other kind of participation is coming from an offer. R1 says that the origin is very important and that it determines the outcomes in long-term. R1 also explains the different levels of participation:

When the government people or members of the parliament participate on behalf of their communities …. For instance if you want to build a school, the government or members of the parliament can go out to negotiate the land and do other kinds of things … so it is a different level of participation and a different level of people, before we get to the grassroots.

R3 explains that there are key actors on many levels, both at community level, regional level, national and international level. R2 describes the different levels of participation by using a tool called Ladder of participation which have various degrees of in which level people can participate. The highest level is when children themselves are involved in initiating a development conversation within their community. The lowest level is when in a development intervention WV just informs the children what they are doing. R2 also explains that there are different levels of participation within the community and he says that it is impossible to get an active participation from all members of a development community.

R4 also describes the high and low participation in terms of different intensity within the different cycles in the project. R4 says that community participation can not be the same in each of the cycles. In the identification of a project the level of participation in the community should be high because they are explaining the issues and their needs. Then, in the planning and the designing stage there should still be community participation, but it is limited, sometimes minimal, because in that process you need highly technical skills, R4 explains. R5 agrees that there are different ways of participation and explains that SoH do not take one approach for all projects. Depending on the distance, some people can be deeply involved in the work, some people will just be informed of what is going to happen, says R5.

5.4.4 The Focus Groups Thoughts about Involving the Community
We also asked the partners to describe their role working with PA in a development process. P2 says that the different partners represent different expertise from various areas. P2 believes that involving partners ensures that WV have a consolidated kind of work. P1 explains that his role is to interpret and demonstrate to the people on the field the method that WV wants them to adapt. He gives an example where he taught a farmer how to take care of the agriculture to make it grow well. P4 also describes his role as an informator. He educates the people on the field and brings back their point of view as
feedback to WV. P5 who works with education says that her role is to help WV to do their work in the community. She identifies the policies of the community, “the do’s and the don’ts”, and discusses them with WV so that they can do their work properly. P3, who is a social worker, says that because she works on the field she already knows the children, in the community, who are disabled and in need of support. She identifies the children to WV and they share the responsibility for them.

5.5 Field Research

We had the opportunity to follow World Vision at one of their evaluation interventions in a community called Sirigu, outside of Bolgatanga, in the northern part of Ghana. We spent three days observing their work on the field. The mission of the intervention was to educate around 30 so called WV partners, on tools how to evaluate the work that WV have done for the past five years within the community. The partners in this intervention were representers from the community and they were experts on different areas, for example teachers, farmers and social workers.

The tools that WV was using to evaluate the projects were both qualitative and quantitative data collection methods. They presented one interview guide where the target were caregivers of a household. One Functional Literacy Assessment Tool (FLAT), where children in the 6th grade were tested on their reading and comprehension skills. They also presented themes that were designed to be discussed in focus groups with boys, girls, men and women, separately. WV spent two days teaching the partners the tools theoretically, located in a conference room. The third day we were practising the tools on the field. The following week the partners were going to complete the data collection in the community, to be able to evaluate the work of WV. This experience had a lot of components related to the PA, which we experienced in the field.

5.5.1 The First Day

The first day, a group of 30 people gathered in a conference room in the community of Sirigu. Earlier these people had been participating in an intervention where the partners had been chosen to represent the community. They were all welcomed by the community leader and they were told that they had been chosen because of their commitment, their hard work, active participation and because they spoke well. The community leader read some paragraphs from the bible and the whole group prayed. The community leader compared a society with a body where all parts are important and has different roles. All parts must be included to work. The community leader said that the different parts symbolized all actors in a development process, WV, the community, the support office and the sponsors.

WV explained the purpose of evaluations to the partners. WV wanted to know, what works and what does not work in the community. The evaluation was also part of their responsibility and accountability to the donors and to be able to plan and do relevant changes to the next year. The staff at WV described the importance of ethics, the do’s and the don’ts, while approaching people on the field. Then the first two tools were presented to the partners. The WV staff read it carefully, helped the
partners to understand all of the questions and all of the steps. If something in the interview guide did not fit the context, the partners were more than welcome to rephrase the questions. Quite often, the questions did not fit the context and sometimes it was difficult to agree on a definition in the group. The total group was actively participating and willing to understand, to be able do a good job on the field later on. The questions and comments from the group were related to all and everything, high and low, all questions were welcomed. The WV staff made sure that there were no questions that was unanswered and none misunderstandings, this process took a lot of time.

5.5.2 The Second Day
The second day, the third tool was presented, the focus groups discussions. The partners were taught how to divide the communities in groups of girls, boys, women and men. The assignment were to make all the groups draw or write on a big paper whatever came to their minds when they thought of a child who were well-being and a child who were vulnerable. And later on add how WV has affected the well-being of the children in the community. It was important that everybody in the group participated, if someone did not know how to spell or how to write, they should be encouraged to draw on the paper. For example the WV staff showed the partners how to draw a happy/sad smiley. Everybody's perceptions of children were of relevance for the evaluation. The day were filled with discussions and there were still a lot of questions from the partners that needed to be answered from the WV staff later on in the afternoon. It took a lot of time and it required some patience. Even though it was a long day, the WV staff did some exercises that made the group laugh and have fun together. The day were filled with elements of both laughter, humour and seriousness.

5.5.3 The Third Day
The third day the WV staff and the partners were visiting a community to be able to test the methods they had been taught the previous days. Some did the interviews and some did the reading and comprehension test. Afterwards all of them gathered to do the focus group discussion with the community members, girls, boys, women and men, separated. The partners strove to make the community members active analysts in the process. They provided the people with tools, such as pen and paper, and facilitated the process. The day was long, filled with discussions, and this time it was the community members that spoke up. The partners listened and gave their inputs on things.

Most of the members in the community knew about WV and what they provided. They were positive to their visit and responded positively to their questions. Some were very open with their expectations and what they wanted from WV. Some people did not know who WV were, and they responded more neutral to the questions. We also identified that some community members were more active participants than others. For different reasons. Some knew that WV were visiting the community that day and wanted to participate and bring their ideas. Some got curious when they saw that WV were coming and wanted to listen to what was going on. Some were busy with daily work and were not able to participate.
At the end of the day the partners gathered to share common mistakes and problems they experienced in the field, and gave the WV staff feedback. This was also the day we did the focus group with some of the partners after the WV staff had ended the day for everybody.
6 Analyses

To get a better understanding of our empirical result we are using both discourses within the current state of knowledge within the subject and the theoretical framework we presented earlier. We compare it with the results, using it as a tool to broaden the comprehension of the results. In this section the analyses will be presented in two parts which refers to the research questions, which are: At two NGOs in Ghana, in what ways can the development workers’ perception of Participatory Approach be understood? At two NGOs in Ghana, in what ways can the practise of Participatory Approach be understood?

6.1 Part 1: The Development Workers Perception of PA

All of our respondents defined PA as a process of engaging everybody involved in a development process. All stakeholders should collaborate with each other to understand the contextual challenges and the solutions. According to Tufte and Mefalopulos there are two main approaches to participation, A Social Movement Perspective and A Project-Based or Institutional Perspective (Tufte & Mefalopulos, 2009, p 4). When the interview respondents and the focus groups attendance described participation as a tool to achieve sustainable development, and a way for people to own the development of their own lives, we believe there are elements from both perspectives in their stories. The two approaches share the understanding of participation as the involvement of ordinary people in a development process, an understanding that is also shared by the respondents. What separates the two approaches, is the view of the function of participation. Is participation used as a tool to achieve a goal, or can participation be a goal in itself, as an empowering process?

In many ways, we have come to understand, that participation can be seen as a tool. A tool to achieve long lasting changes in a developing process. P1’s description of PA as people contributing their resources, talents and energy, can be understood as a tool to be able to address an issue. But when P5 explains that the community members should identify their own problems and express what kind of support they need, to control their situation and own the changes that are about to happen in their lives, it is clear that participation also can be understood as an empowering process in itself. Jones and Pandey (1981) say that Social development is a process were planned institutional change brings about a better fit between human needs and social policies (Payne, 2005, p 217). Their definition makes the process of PA even clearer. The changes that are made on an institutional level, strive to affect people on an individual level. Sustainability is the goal and Empowerment the effect of the changes. Regardless how PA is perceived, the development workers focus on the community’s interest. They strive to achieve well-being in a whole population, just like Midgley defines Social development (Midgley, 1995, p 23).
6.1.1 Ensure Sustainability

All the respondents agreed that participation is a key aspect in their work to get sustainable development. R1 at WV said that participation is important because of the sustainability and that every development program is to be continued or maintained by the people who live in the community. Just like Chambers explained, development imposed from the top down and from the professionals, is often not sustainable and the local peoples participation are the key to sustainability and the way to a solution (Chambers, 1998, p xiii). When R2 says that "Development is not development when it is not sustainable, to ensure sustainable development you need participation of everybody", we also understands that PA is not only a prerequisite to achieve sustainable development, rather a prerequisite to achieve development to begin with. R2 described that there is a general saying in development, that it is easier to facilitate development processes around people who accept that they are in need of development. By that he means that participation without acceptation does not work either. The acceptation makes it possible for the people to respond to what is happening, and should be seen as a key aspect, just as important in a development process, as the participation in itself.

6.1.2 Ensure Ownership

Quebral assigned the processes for transmitting and communicating new knowledge related to rural environments. She describes that it is important to have a communication component in all development projects (Bessette, 2004, p 13). Quebral refers to the importance of having the communication component in development projects. R4 at WV used other terms but she agreed with Quebral since she mentioned that without participation in the development process, the work might be something other than development work. We have come to understand that participation is important in all stages in the development process, and especially in the beginning of the project, in particular in the identification of their needs since the project is based upon the decisions taken there.

Askheim explains that Empowerment is when people that find themselves in a powerless position gain strength, force and power to change their situation, and through Empowerment, they will be able to affect their own lives (Askheim, 2007, p 18). We have learned that it is of importance that the community members feel that they are needed during the development process and that participation ensures ownership since the people feel they are involved in the project. R2 says "In normal life, if somebody makes a decision for you, it would probably not work if you do not like the decision".

The Empowerment model of social development in Africa by Andersson et al (1994) embraces five dimensions of practise: Personal-, Social-, Educational-, Economic-, and Political empowerment. First when connecting these dimensions, it is possible for people to meet their individual needs, and to influence others, they say (Andersson et al, 1994, p 71-72). To be able to see the relations between these five dimensions, knowledge that only the local people themselves possess is required. We have come to understand that if an organization does not allow the community members to participate in a project, they might in fact disempower them. Since they, according to Askheim’s definition of
Empowerment, are not able to change their situation or influence their own lives when they are not included in a project. Without participation, when the organization leaves, the community are not able to carry on the work and without participation the people tend to forget what they already knew before the organization came there. The aid work have in those cases disempowered the people.

6.1.3 Challenges within PA

While Chambers describes a gap between requirement and reality (Chambers, 1998, p xiii), Cornwall argues that the complexities of participation in practise are many, and highlights some of its paradoxes (Cornwall, 2002). The respondents stories clarify the gaps within PA and its paradoxes in practise. While using the approach they have identified some of its challenges. Most of them relates to time - and money aspects, and social - and cultural values. “The requirement will be looking at an idealistic situation, but in the real world life is not always ideal”, R4 says.

The respondents and partners described, like Chambers, gaps between requirement and reality while working with PA (Chambers, 1998, p xiii). They have experienced that PA takes a lot of time and that it costs a lot of money. R2 said for example that he would like to have all the community members involved in a project, but that it takes a lot of time and that the cost will be very high. In other words, he explains a gap between what he would like to do and what he can do in reality, under the circumstances and with the resources he has to work with. Money can also be an obstacle when it comes to how people on different levels in the community participates. R6 at SoH explains that the levels of the rich is different from the levels of the poor and that it is challenging when the poor and the rich are mixed together. He means that the poor must be included as much as the rich. R6 highlights, depending on the economic conditions people tend to see things from different perspectives. In these cases the poor might not be able to contribute in the same way as the rich. The poor and the rich may see completely different solutions to a problem. Still, both views of how thing should be handled, needs to be taken in mind.

Another issue of the money aspect that some of the respondents mentioned is that people sometimes expect the organization to give them money when WV or SoH comes to a community. In our understanding, the organization's presence in a community rises expectations in bringing possible solutions, often in terms of money. These expectations might complicate the collaboration between the community and the organization further on in the process. The expectations might color the discussion, if the community member might tailor their answers, from their expectations on what the organizations can provide. The experiences from the field research also shows a similar pattern. Most of the participants in the community knew about WV and what WV provided, and they responded positively to their questions. Some were very open with their expectations and what they wanted from WV. Although, some participants did not knew about WV, and our interpretation, is that they responded more neutral to the questions. This problem raises questions about the value of the participation when the ones who participates already are influenced by their expectations.
The organizations have timelines, targets and deadlines, annual plans and budgets. Although, while working with PA, the organizations have to do everything at a community pace, because the project gets more useful when the community members put their own energy in it. Involving the community members, allowing them to make inputs to the project is a process that takes time. It is hard to get all the actors together at the same time when they all have different schedules. The language barriers are also time consuming when they have to translate material to local language. The development workers spend a lot of time to understand the community members, and also to make themselves understandable. The fact that the organizations are donor funded makes the time aspect challenging. The donors wants to see value for their money, sometimes immediately or with tight deadlines.

R1 explained that there is a tension between using PA and meeting their own goals as an NGO. Sometimes using PA delays the process of implementation because the community are not organized enough, and the people do not understand the complexity with deadlines. During our field research we experienced that getting everybody involved took a lot of time. Our observation was that the WV staff wanted to ensure that all the partners understood what to do, and how to handle the three tools they had presented. Which meant, there were a lot of questions that needed to be answered and the process were time consuming. These aspects clarifies an important dilemma within PA. The importance of PA contrasting the challenges that comes with it, in terms of tight deadlines and plans. Tufte and Mefalopulos argues that very few projects meet the standards on genuine participation and high degree of participation. Implementing a participatory process needs flexibility that management procedures and tight deadlines for planning and funding often can not provide (2009, p 18). What Tufte and Mefalopulos are saying corresponds to the view of the respondents and the observations on the field. The flexibility that PA needs to be genuine is almost to high to manage with the limitations that comes within the practise.

PA is, like Development communication, to be understood as a process of educating and creating awareness in the communities. Development communication strives to change peoples behaviour. Information dissemination, education, and awareness-raising are necessary variables of Development communication (WB, n.d.). That process is also connected to issues, related to social and cultural values, which some of the focus groups attendances raised. If the organizations do not bring the customs and the traditions of the community, into the intervention they are likely to face resistance. Although, bringing the values of the community, sometimes contradicts the values of PA. There are cultural and religious barriers related to gender rules. In some cultures, when a man is talking, the woman should be quiet. Rules like these brings fear into the women and makes it hard for them to participate and express their opinions when men are present. The community may not want to leave their cultural beliefs and values and adapt the values that the organizations are bringing to them. It is clear that respecting and accepting certain basic things is necessary while working with PA, but it is also necessary to gradually reduce these types of barriers. When it comes to attitudes and values,
people naturally resist and it takes time to change culturally accepted values in a certain context. Therefore it is important to sensitise while creating awareness in a development process.

Within Development communication, to make people change, it is important to understand why people do as they do, to understand the barriers and what it will cost for people to adopt new practices (WB, n.d.). As a development worker, working with PA, you need to put your own values aside to be able to understand the people and their values. R3 highlighted that understanding the purpose behind peoples behavior is not always easy.

Within PA it is important to consider resources such as skills and knowledge. Which communities has the right resources to participate? R4 explains challenging and promising communities. For people to be able to participate, they need a certain level of knowledge, skills or competence. WV expects the communities to understand that participation helps to get sustainability of the project. There can be communities that do not understand, or do not want to be involved. There are communities that “rather sit down and have everything done for them” as R4 says, even though the problems are there and the organizations has come to support them and facilitate the process. In these cases there is a tension between the values of PA and the way the community works. Even though the knowledge barriers might separate the organization from the communities they work with, the potential of the communities must be highlighted and the limitations of the organization must be considered. R2 explains it like this:

There is a world of knowledge in the community that we are getting into, we don't have it all, and for the intervention to be successful, you would need to bring their knowledge together to add up to what you have, even as a development worker. You might not be there all throughout their life, helping them to develop.

What R2 says is in line with Tufte and Mefalopulos view of participatory as more than exchanging information and experience but the exploration and generation of new knowledge (2009, p 17). Still the question, which communities who has the right resources to participate, is to be answered by the development workers and the organizations. They possess the power to decide on what level the communities can participate in the project. And in the end of the day the development workers knowledge values higher than the knowledge within the communities.

6.2 Part 2: The Practise of PA

Within the practise of PA, the development workers uses different elements and tools. Chambers describes that Participatory development relates to Participatory research where the poor people themselves are active analysts and Development communication, which is integration of strategic communication in development projects (Chambers, 1998, p xiv). The respondents described different steps and how they communicate with the people. The first step is to let the community know who the
organization are, the next step is to find out from the community who they are. R5 explains that he always tries to consult the chief, his elders and the community members, what kind of project they want in their community.

R4 describes that the communities and the development workers are both active analysts in identifying the issues, putting the issues into themes, doing the prioritization and the planning. In every step, there is a process of engaging the community, making them active participants, she says. Chambers describes that within Participatory research the analysts are the poor people themselves, while R4 means that the analyses are made by both the community members and the development workers. During the field research, we observed that the development workers strove to make the community members active analysts. The development workers provided the people with tools and facilitated the process. The community members opinions were in focus, however in our experience, the development workers gave their input on things and saw themselves as analysts.

Two of the tools that the development workers used, to make sure that every stakeholder got involved equally and totally in the PA, are called Stakeholder analyses and Community conversations. Stakeholder analyses, is when all stakeholders and key actors are identified and depending on the issue, asking them for their opinion and bringing their knowledge on board. The Community conversations, which we had the opportunity to observe in the field, is when the community members meet the organization for brainstorming, sharing their development ideas, their visions and their goals.

The development workers described their role in the process in different terms. R4 and R2 talks about the responsibility of building capacity of the teams on the field with the partners, so they effectively can participate. The partners role is to build capacity of the community members and ensure that all the actors within the development area are involved. Paiva’s definition of Social development is the development of the capacity of people to work continuously for their own and society’s welfare, which focus on individuals capacity (Payne, 2005, p 217). To build capacity of people seems to be the main role and focus of the development workers, although other functions were also mentioned. R5 says that his role in PA is to consult, inform and involve. The partners described their role more as a facilitator who interprets, identify needs, demonstrates and educates. The collective responsibility is making sure the programs are impacting on the children in focus.

Our observation in Sirigu was that the WV staff continuously strove to build capacity of the partners and to give them the tools to get all of the community members involved. For instance the first day when they presented the first two evaluation methods, the interview guide and the reading comprehension test. Beyond the fact that they carefully got through the two tools, they let the partners give their perspective of the tools. Their opinions were of importance to WV, since they did changes in the tools according to the partners point of view. Questions from the partners, at all levels were welcomed. At the end of the day, the WV staff wanted to ensure that all questions had been answered and that there were no misunderstandings in the room.
The experiences from the field verifies most of what Tufte and Mefalopulos describes Participatory communication to be. An approach based on a two-way communication where all parties affected has similar opportunities to influence the outcome of the initiative. It allows sharing of information, perceptions and opinions among the stakeholders and bring forth Empowerment for the most vulnerable and marginalized (Tufte & Mefalopulos, 2009, p 17). All parts do not have similar opportunities to influence the outcome, but the opportunities do exist.

6.2.1 Different Approaches in Different Communities
Tufte and Mefalopulos (2009, p 6-7) have identified four different perceptions of participation which refers to different levels of participation and communication. Passive participation, Participation by consultation, Participation by collaboration and Empowerment participation. From our respondents description, we see that these four approaches are used in different stages of the process. We also see that more than one approach can be used during one stage, it depends on the role of the actor. There are different ways to participate. For example people can participate in performing some of the practical work in the process, participate in the decision making and be involved in an overview planning of an intervention. “There could be as many ways of participation as there could be communities. There is no one size fit all approach for participation” R4 says. People can participate in terms of directly participating in a project, when you actually have them on board in the process, and they are initiating the project, which is to be compared to what Tufte and Mefalopulos are calling the Empowerment participation.

The origin is an important aspect of participation, R1 explains the demand driven kind and the kind of participation that is coming from an offer. According to the respondents, the demand driven kind refers to a situation where the people in a developing area gets organized around one particular issue, for example a school, and in this case apply for support to an organization that provides schools. The kind that is coming from an offer refers to the situations where an organization approaches a community in need of support. The origin is very important because it determines the outcomes in long-term. The demand driven kind is to prefer, but unfortunately, the origin is almost always coming from an offer and the demand driven kind is not that common.

The community can also have key opinion leaders that represent the community who bring their view of contribution, it could be compared to Participation by collaboration. Another example of Participation by collaboration we observed in the field, is when representatives of a community creates focus groups and discusses possible solutions on how to achieve development in that particular area. The passive participation can be understood as when people in the community for some reason, are not involved in the process, or has not been reach. The observations on the field shows that some community members were directly involved while some were passive participants, during the same stage in the process. Active and passive participation can also be understood as high and low participation. Arnstein described the citizens involvement by using a typology of eight levels to better
analyse the phenomenon. Arnstein arranged the issue of participation and nonparticipation in a ladder pattern where each levels correspondence to the extent of the citizens power in determining the end product of a process (Arnstein, 1969). R2 used the Ladder of participation to describe the different levels that he experiences in his work. The highest level is when people themselves are involved in initiating development conversations within their community. The lowest level R2 experiences in a development intervention, is when the NGO just inform the children what they are doing or what they are going to do. Arnstein's typology includes even lower levels than the level of informing people (step 3), which R2 refers to as the lowest level in PA. According to Arnstein the lowest levels focuses on manipulation (step 1) and therapy (step 2) where people needs to be cured. We did not observe the lowest kind of citizen involvement in our field research. The observation shows that the highest level of participation within PA is what Arnstein calls Partnership (step 6) where it is possible to negotiate and engage compromises. Arnstein's highest level Citizen control (step 8) where the people have full power, were not part a of PA in our observations.

High and low participation also refers to different intensity within the different cycles in the project. R4 says that the intensity can not be the same in each of the cycles. In the identification of a project, the level of participation should be higher because the community members are explaining the issues and their needs. Then in the planning and the designing stage the participation is limited, sometimes minimal, because that requires highly technically skills. If different intensities is required on different stages, it becomes a bit contradictory that the development workers strive for all stakeholders to participate in every step of the process. All stakeholders are not involved in the whole process, in fact, it seems like the community members opinions are being considered at certain times in the process and not at all, other times in the process.
7 Conclusion

This section presents the conclusions we found related to the research questions.

- At two NGOs in Ghana, in what ways can the development workers’ perception of Participatory Approach be understood?

The research show that the development workers perception of PA is as a process of engaging everybody involved in a development process. A process that is of importance because it ensures sustainability and ownership. We can identify both A Social Movement Perspective and A Project-Based or Institutional Perspective (Tufte & Mefalopulos, 2009, p 4). PA can be understood both as a tool to achieve a goal, in this case development in general and sustainable development in particular, and also an empowering process in itself, according to Askheim’s definition of Empowerment (2007, p 18). The empowering process relates to the focus on building capacity and make people aware. The perception of PA can be understood as a way for people to own the development of their own lives. Without PA the aid work might disempower. As important as the participation, is the acceptance of oneself being need, and the origin to participation can determine the outcome.

The development workers perception of PA has made the gap Chambers highlights (Chambers, 1998, p xiii) between requirement and reality even clearer. All agreed that using PA is necessary, but its challenges is in contrast. The approach is time- and money consuming. The flexibility that PA needs to be genuine (Tufte & Mefalopulos, 2009, p 18) is limited by deadlines and budgets in practise. People responding to the money is another concern. When peoples opinions are influenced by their expectations, the value of their participation can be questioned. The development workers also perceived that it is of importance to be aware of your own and the communities social and cultural values. It is difficult to change accepted values in a certain context, and to gradually reduce some of the principles that contradicts the values of PA. In that process, the contextual knowledge must be highlighted and the limitations of the organization must be considered. Showing respect, acceptance and sensitizing are necessary components within PA.

- At two NGOs in Ghana, in what ways can the practise of Participatory Approach be understood?

The research shows that development workers described their work with PA as a process where they strive to make all stakeholders active analysts in identifying issues, thematising, do the prioritisation and the planning. There is a process of engaging the community and making them active participants, in every step. The responsibility of the professionals is to build capacity of the people on the field. Their role is also to facilitate the process, to consult, inform and involve actors, interpret and identify needs, demonstrate and educate.
We understand that there are different tools that the development workers use to ensure participation. Stakeholder analyses, Community conversations and Key informants interviews. The tools represent different ways to participate. Using Tufte and Mefalopulos (2009, p 6-7) four perceptions of participation and Arnstein’s typology of eight levels of citizens involvement (Arnstein, 1969) facilitates the understanding of different kinds of participation. It can also be understood that high and low intensity of participation, as well as different skills, is required within different cycles. The development workers strive to make all stakeholder participate in every step of the process, but depending on the role of the actor and the stage the process are going through, some actors are passive and some active.


8 Discussion

This section presents a discussion where we discusses the conclusions and different aspects of PA from our point of view, connected to current state of knowledge and the theoretical framework. This sections ends with some suggestions about further research.

8.1 Essential but Difficult - a Paradox within PA

In conformity with academics within the subject, all of the development workers highlighted the importance of PA. Likewise they pointed out some challenges while working with PA. Chambers describes a gap between theory and practise, a gap that this research gave us the opportunity to experience in reality during the field research in Sirigu. When discussing challenges with the respondents all of them referred to time- and money consuming aspects. During our field research their opinions were confirmed, within PA you need to invest in both. It takes time to involve and engage people, time that costs. The organizations are in a situation where different stakeholders claim different things. Donors want to see value for their money, deadlines and annual plans must be considered. Local people with different perspectives on how things should be solved, needs to be included. Having that in mind, it becomes clearer to understand Tufte and Mefalopulos when they say that very few projects meet a genuine standard and the flexibility that PA requires. This paradox makes it seem like PA is not compatible with the development work that are performed. Although, somehow it has to work. In the long-term, if a project fails because of the lack of local peoples participation, the project becomes a complete waste. Therefore in a short-term perspective, PA is time- and money consuming, but in a long-term perspective using PA is both time- and cost-effective.

Within PA you need time and money, but we also observed the need of patient. PA engage people from different backgrounds and at different levels of knowledge, both cognitive and verbal, which may lead to communication gaps. These gaps are necessary to fill during the process. To be able to fill these gaps, it is important to be patient. You have to manage the challenges that comes with the approach to be able to achieve development in a long-term perspective. It is clear, there are no shortcuts to sustainable development.

8.2 A Conflict within the Development Worker

The challenges that the respondents describe within social and cultural values can be compared to a conflict between personal values and the values of PA. Development work affect individuals in different ways, since it strive to make changes. Changes within behaviors and attitudes, create awareness and knowledge about how people could live their lives. The social and cultural values of a person is deep-seated through generations and traditions. To change a persons behaviour related to values, means changes in that person’s view of life. It is justifiable to question, why anyone should strive to change a persons behaviour, when the values of participation is to create changes in line with peoples traditions and contextual values. In most cases the changes refer to power structures related to
human rights, children’s right to education or every persons right to express themselves, to give some examples. Still, some changes may not be that obvious, which makes us wonder, within PA, who decides what is right and what is wrong?

While working with development, this study shows that it is important to meet the people involved, in their context. As the respondents describe, before any development work can be done, a development worker should try to understand the people's view of life and try to understand why they do as they do. That is also what Development communication is all about. The values of PA includes involving the people, making them part of the development, creating ownership of the changes affecting their lives. A job that can become a conflict within the development workers, when they possess some knowledge that is required. The knowledge from the development perspective but no contextual knowledge, the knowledge that only the local people possesses. This dilemma might become a conflict, within believing you know what is the best for a community, but not be able to tell it. Manage to put your own values aside, be open to other solutions, new ideas, respect other opinions and accept that you do not always have all the answers. As the respondents explained, as a development worker you need to let the people try, even though they might fail, and you need to take their knowledge and add up with yours.

8.3 PA as Part of any Development Work in any Context

When the respondents were asked to describe their work with PA their stories differ in some ways. There are different ways to participate and there are different levels that people can participate in. The tools that are used within PA, are of use in any work of change. Identifying the stakeholders in the process, having focus groups discussions and interviews with key actors can be translated to other types of decision making in other contexts just as well. For a change to be successful, whoever the change concerns should be informed, involved and engaged in the process, no matter how big or small the change might be. The development workers also mentioned high and low intensity in different stages of the development process. A problem that we have identified is that because there are so many ways to participate, it seems easy to participate but hard to ensure the level of participation. Arnstein’s ladder identifies different kinds of citizen involvement, but in reality, we believe that the phenomenon is more complex. We have come to understand that people can be more or less involved in different stages, more or less active, but what do we know about the level of their engagement? How do you measure participation?

While doing this research our focus has been to get a comprehension of how to create possibilities, to solve social problems in a developing context. We have received a better understanding of the power relationship and the collaboration between actors in a development process. What if the contexts where completely different and the actors where called caregiver and caretaker, treater and patient, client or user, instead of donors and receivers? The choice of term does not matter, we believe the power relationship still remains even when the context varies. A development worker at an NGO
in Accra, Ghana supporting villages in the northern parts of Ghana demonstrating how to fetch clean water from a tap, or a social worker at social services in Stockholm, Sweden who helps a client get potential to change direction in his or her life. The social problems are contrasting, the context completely different, but the goals are similar. Both the development worker and the social worker strive to change a behaviour that leads to well-being in a persons life. Both professions also struggles with the same kind of questions. What makes a person willing to change? What determines if a person participates or not?

The role of the development worker is to facilitate the process, build capacity and identify needs, just like within social work, it is about create relation, trust and motivation. The importance of PA as part of the whole development process unify all of the respondents, and should be understood as an important part in whatever social problem that needs to be managed or whatever change that needs to be done in a persons life. Without involving the person, making them part of the change and create ownership of the changes that are affecting their lives, the changes will not sustain and the work will be without purpose. Without participation in the development work, the work might go towards a wrong direction. No matter what social problem or social context, PA is a prerequisite for a long-term change.

8.4 Further Research
The fact that WV and SoH are different INGOs compared to each other, particular in their size, is an aspect that would have been interesting to analyse. If more time was to spend, it would have been possible to compare the two organizations in their perception of PA and how they practise the approach. Both WV and SoH are organizations with christian values. Due to the length of our stay in Ghana, we decided not to focus on their religious believes, even though we find it interesting. How do PA work in a religious context? Can there be a moral dilemma to consider religious beliefs in relation to the values of PA? Another aspect we believe could be of interest for further research is the development workers level of education. Do these experiences come from the school or the field? From which perspective are we discussing these issues? Also another aspect of interest for further research is the power relation between donors and the NGOs. The development workers described tight deadlines from the donors which can be hard for the organizations to handle. Since they are in need of money at the same time as they are working with PA where they need to involve the community and do the development work in their pace. Is it possible for NGOs to completely work with PA when they are donor founded?
References


Lag (2003:460) om etikprövning av forskning som avser människor.


Appendix 1

A Participatory Approach Study

Our names are Kristina Bäckström and Hanna Hermansson, we are social work students at Ersta Sköndal University College in Stockholm, Sweden. This study is our Bachelor’s thesis and we have got a Minor Field Study- scholarship from the Swedish International Development Cooperation Agency (Sida).

The aim of this study is to contribute to a better understanding of how different professions at NGOs in Ghana are working with Participatory Approach. The aim is also to increase the knowledge about different professions at NGOs perception of Participatory Approach. The questions that we are going to answer in this study is:

- At two NGOs in Ghana, what are the development workers’ perceptions of Participatory Approach?
- At two NGOs in Ghana, how do development workers’ describe their work related to Participatory Approach?

Please note that the Minor Field Study is not a research commision, it is for the Bachelor’s thesis, which is a part of our Bachelor’s degree. The interviews are unconstrained and it is possible to end the contribution under any circumstances. We are going to record the interviews on our cellphones and then we will transcribe them to our computers. The audio files and the material after transcribing will only be used in purpose of our Bachelor’s thesis. None unauthorized will get in touch with the material. You decide if you want to be de-identified or identified by NGO and profession in the Bachelor’s thesis.

Thanks for your attendance!

Here is our questions for the interview, we may not have the time to answer them all. We expect the interview to be about one hour.

**Part 1:**
Would you like to describe your profession and what you do at the NGO?
For how long have you been working at the NGO?
What is a Participatory Approach for you, how would you define it?

**Part 2:**
Can you describe how you work with a Participatory Approach?
How would you describe your role as a professional working with participatory approach?

**Part 3:**
Do you believe participation is important in a development process? Why/Why not?
For whom is participation important?
When do you believe participation is relevant?
Is it challenging working with a Participatory Approach? Explain how?

**Part 4:**
Are there different kinds of participation? (If yes, how would you explain them?)
Do you believe there is a gap between requirement and reality/theory and practise within the Participatory Approach?
How do you deal with your own values and thoughts while working with a Participatory Approach?

Would you like to add anything?
Appendix 2

Interview Respondents

R1: Operations Director at World Vision
R2: Design Monitoring Evaluation Coordinator of Technically Specialist at World Vision
R3: Program Quality and Effectiveness Specialist at World Vision
R4: Ministry Quality in Strategy Director at World Vision
R5: Director at Star of Hope
R6: Community Animator at Star of Hope

Focus Groups Attendees

P1: Agricultural Extension Officer
P2: Nutrition Officer
P3: Social Worker
P4: National Commission for Civil Education
P5: Ghana Education Service