

**LAKE VICTORIA ENVIRONMENTAL MANAGEMENT
PROJECT
(LVEMP)**



FINAL REPORT

On

LESSONS LEARNED ON MICRO-PROJECTS

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EXECUTIVE SUMMARY

As part of the effort to take stock of its work in implementing micro projects, consider future direction and envisage action to be undertaken, LVEMP engaged a National Consultant from the Faculty of Arts and Social Sciences of the University of Dar es Salaam to undertake a study and produce a Lessons Learnt Report on Micro Projects.

Since its inception, LVEMP has implemented 88 micro projects the three regions of the Lake Victoria basin. Mwanza Region has been able to implement 25 projects, Kagera 22 projects and Mara 38 projects. In terms of sectors, education leads with 36 projects followed by health with 17 projects. Access roads has attracted a total four projects: one in Mwanza Urban district and one in Bukoba Rural and two in Muleba district in Kagera Region. All three regions have implemented a total of 12 fishing projects. And finally, six catchment afforestation projects have been implemented in Mara Region.

To address the Terms of Reference the National Consultant visited projects in sampled districts in three regions. The districts visited were Magu, Misungwi, Sengerema, Mwanza Urban districts in Mwanza Region, Tarime and Musoma Urban, Musoma Rural districts in Mara Region and Bukoba Urban and Bukoba Rural districts in Kagera Region. After sampling districts, project types were sampled. A total of 28 projects covering education, health, water supply, access roads, fisheries and afforestation were visited for observation and verification. In addition, the study carried out interviews that encompassed Micro project Coordinators, District officials, village communities, NGOs, and the general public at both institutional and individual capacity. In sum, 90 respondents of various categories were informally interviewed. This report presents the results of the study undertaken in July 2005.

The socio-economic and environmental problems noticeable in the lake and its catchment took decades to build up and will take still longer time to disentangle. In short, LVEMP 1 was not expected to fully restore the ruined environment. To be sure, LVEMP 1 focused on capacity building, data collection and prioritization of major issues so that those which return the greatest benefit to the environment and people in the catchment will be addressed. A lessons report of micro projects achievements made by LVEMP during six years of implementation reveals a number of positive trends and also uncompleted tasks.

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ACRONYMS & ABBREVIATIONS

DMSC District Micro project Steering Committee

LVEMP Lake Victoria Environmental Management Project

NGO Non Governmental Organization

UVIMAKI Ushirika Wa Vijana Maendeleo Kinesi

VPIC Village Project Implementation Committee

CHAPTER I: INTRODUCTION

1.0 Organization of the Report

This report is a product of literature review on the micro projects component and field visits undertaken in Kagera, Mara and Mwanza regions. The report is structured as follows. Chapter 1 presents an introductory overview of LVEMP. Chapter 2 presents and discusses the micro project component. Chapter 3 discusses the findings. Chapter 4 presents the conclusions and recommendations.

1.1 Milieu of the Report

Lake Victoria with a surface area of 68,800k Km², and an adjoining catchment of 184,000 Km² is the second largest lake body of fresh water in the world. Its basin is home to about 29 million people distributed to the three riparian countries in the manner indicated in Table 1.1 below:

Table 1: Population distribution in the Lake Victoria catchments area

Country	Size of Catchment Area	Current/1998 Population	Population in year 2000
Kenya	46,000 Km ²	12.0 Million	18.0 Million
Uganda	31,200 Km ²	5.9 Million	7.0 Million
Tanzania	115,380 Km ²	3.7 Million	4.4 Million
Total	192,580 Km ²	21.6 Million	29.4 Million

Source: LVEMP (1998) A Summary of the Project Report, Lake Victoria Environment Management Programme (LVEMP) March 1998.

The lake is shared between Kenya (6.0 per cent), Uganda (43.0 per cent), and Tanzania (51.0 per cent). The catchments area provides food, fresh water for domestic, agricultural and industrial use; tourism and biodiversity conservation to millions of people, livestock and many a flora and fauna. Its annual fish catch is estimated at between 400,000 to 500,000 metric tons with a landed value of USD \$ 300 - 400 million shared between Tanzania (40 per cent), Kenya (35.0 per cent) and Uganda (25.0 per cent). These catches are estimated to be one quarter to one third of total catches from fresh water for the whole of the African continent (LVEMP, 1998: 2). More to the point of being the main source of protein to most people in the area

and beyond, the fishing industry provides employment to some 100,000 fishermen and another 300,000 people in secondary associated occupations. All in all about 2 million people are estimated to be reliant upon the fishery for their livelihood.

Apart from the fishing communities, the majority of people living in the area are peasant farmers involved in agricultural production and animal husbandry in the wetland areas around the lake. It is also imperative to note that the Lake Victoria basin and its adjacent wetlands also provide living ground to a lot of flora and fauna that together with the people and their livestock and different species of fish are interdependent as well as providing balanced development for the whole ecosystem.

For the past decade or so, resolute efforts on the part of the three East African governments in collaboration with external donors (the Global Environmental Facility and the World Bank) have embarked on a project aimed at the rehabilitation and introduction of a sustainable management system for the Lake Victoria basin and ecosystem and the result of which has been the Lake Victoria Environment Management Project. The three riparian countries of Kenya, Tanzania and Uganda, entered into and signed a Tripartite Agreement on 5 August 1994 for preparation and implementation. The implementation of the current phase commenced in July 1997. Accordingly, during this phase, information has been collected about the condition of the Lake ecosystem and the potential impact of human activities in the catchments.

The overall objectives of LVEMP are:

- To maximize the sustainable benefits to riparian communities from using resources within the basin to generate food, employment and income, supply safe water, and sustain a disease free environment;
- To conserve biodiversity and genetic resources for the benefit of the riparian and the global communities;
- To harmonize national and regional management programs in order to achieve to the maximum extent possible the reversal of environmental degradation

In sum, the fundamental objective of the Project is to restore a healthy, wide-ranging lake ecosystem that is inherently stable and can support, in a sustainable way, the many human activities in the catchments and in the lake itself. The project is executed through pertinent national government departments and institutions. Regional and national coordinating mechanisms have been put in place to make certain that implementation of the various components of the Project are realized.

In 1995 a study on stakeholder consultation and community participation was carried out as part of the process to create LVEMP. At least for our purposes here two findings are relevant. The first finding was that the communities expected to participate in the implementation of LVEMP activities lacked basic social services such as health facilities, water supplies, access roads and their children schooled in dilapidated primary schools. Secondly, it was also observed that some of the intended LVEMP involvements were to unfavorably impinge on occupations of the local communities affecting such activities as fishing, grazing and cultivation along rivers and beaches. It was on the basis of that grounding that LVEMP prudently embarked on supporting micro projects as means to cultivate partnership with communities' in the effort to reverse environmental degradation among other things.

The major objectives of the LVEMP are: fostering maximized but rationalized utilization of lake basin resources for sustainable development in a clean, healthy and harmonious environment in order to ensure food sufficiency and security; provide employment and revenue earnings to the riparian states and their communities; enhancement of confidence in the Lake Victoria fishery amongst the riparian communities and investors; fostering improvement in the quality of Lake Victoria environment; encouraging sustainable agriculture in the catchments; increase knowledge and enlighten the riparian and international communities about the status of Lake Victoria as an international heritage of tremendous economic and scientific value; and through its conversation activities fostering the development of ornamental fishes, sport fishing and encourage sustainable tourism.

In view of that, the major objectives of the programme has been to produce information and practices that will be used for rational management and utilization of the lake basin resources and the conservation and rehabilitation of the lake's ecosystem. The expected outputs of LVEMP include the promotion of positive community interest in the thoughtful exploitation and management of Lake Victoria resources including land based and wetland resources through mobilization, sensitization and empowerment of the riparian communities. Since Phase 1 of the project is coming to an end there is need to take stock on what has been learned in the past six years and hence the aptness of this Lessons Learned Report on the micro project component.

According to Msambichaka, the concept of community participation has its roots in the United Nations Economic and Social Council Resolution 1929 according to which participation entails the voluntary and democratic involvement of people in three major issues namely participation in contributing to development efforts, participation in sharing equitably the benefits derived there from, participation in decision making with respect to setting goals, formulating policies, planning and implementing economic and social development programme. Thus, viewed in the context of the above definition, participation here refers to a process of empowerment of the hitherto deprived, disregarded, excluded and marginalized groups (Msambichaka 1998:9). In this way participation necessitates the creation of organizations of the poor and/or deprived social groups and/or classes, which are democratic, independent and self-reliance. In defining its approach the micro project component has fundamentally been driven by the above conception of community participation.

Thus as far as the micro project component is concerned community participation is a partnership on a development project between members of a particular community or group of people called the beneficiaries and a planner. Both the planner and the community have knowledge and expertise related to the issue. The planner knows how to facilitate the process and can help the community members scrutinize the problem under review. However, the planner only provides the tools and suggests strategies to address the issue or problem. On the other hand, the community is an

important partner in the process as it can bring community perspectives to the issue or problem.

1.2 Micro Projects Component

For the last seven years of project implementation, the micro-projects component in partnership with other components has been striving to achieve results. Specifically, the micro-projects has focused on working jointly with local communities in creating assets/infrastructure, addressing critical social services like health, water, education and sanitation. Other areas of focus have been afforestation, access roads and improved fish handling facilities. In doing so, the overall concern has been to improve the standard of living of participating communities, in particular the most vulnerable and disadvantaged groups, within the local community. As a tenet, projects supported must be small investments not exceeding US\$ 15,000.00

In short, micro projects are intended to address major problems in the Lake basin, namely: lack of health facilities; deforestation; inadequate accessible roads; poor sanitary condition; inadequate classrooms; poverty. In order to improve the standards of living of participating local communities especially of the most vulnerable and disadvantaged groups, a total of 88 micro projects have been commissioned in the sectors of health, water supply, education, access roads, fisheries and afforestation. To date 75 micro projects have been completed.

The objective of the program is to contribute to the government's strategy for poverty reduction by improving the welfare and the living conditions of many poor and vulnerable communities all over Lake Victoria Basin with special attention to the needs of women and children. In general, the poor have been associated with those who are unable to consume a basic quantity of clean water and are exposed to unsanitary conditions with limited access to proper education, transport, communication facilities, etc. Their production is very often dependent on the seasonal weather patterns and has little or no irrigation facilities. Development of certain infrastructure involves use of environmental resources whereas certain activities and outputs which may lead to degradation of

environmental resources and impact negatively on human settlements. Efficient and sustainable management of natural resources is critical since the poorest and most vulnerable sectors of the population are often most dependent on renewable natural resources for income generation and risk aversion. A central concern in the micro project component is participation of the people in the project from initiation, design to completion.

1.3 Objectives of the Study

According to the Terms of Reference (TOR), the major objective of the study is to assist the micro-projects component to prepare a Lesson Learn Report for the component. The specific tasks of the consultant are:

- Review the micro-project approach and its implementation mechanism in the Lake basin.
- Review progress made under the component since LVEMP inception.
- Based on 1 and 2 above, identify lessons learnt both positive and negative including their underlying factors or causes.
- Identify those best practices/positive lessons learnt or success stories, which can be replicated in other districts not currently covered by the component.
- Suggest improvement to those unsuccessful stories or negative lessons learnt.
- Suggest ways of internalizing the component to Local Village Governments.

The scope of the report, therefore, is to review of the micro-project approach applied under LVEMP I during the past six years and in the process find out from the stakeholders and implementers their views on the implementation of the micro project in particular how they had been involved and/or mobilized. Secondly, the report will serve as a background document for the preparation of LVEMP II.

1.4 Methodology and Approach of the Study

To address the TOR, the National Consultant visited projects in sampled districts in three regions (Mwanza, Mara and Kagera) in Tanzania. Second, the National Consultant carried interviews with Micro project Coordinators, District officials, village communities, NGOs, and the general public at both institutional and individual capacity. With particular tasks given in the TOR, the interviews were at two levels. First, the institutional level interviews. These encompassed interviews with Project Coordinators, Task Leaders, and District Officials. Second level interviews targeted beneficiaries of the micro project services. Both level of interviews with institutional and beneficiaries of the micro projects communities and the general public were guided by a series of lead questions focusing on key issues such as sustainability, ownership, project initiation etc. The data collected in the interviews was subjected to qualitative analyses. The guiding questions are attached (Annex I). In addition to interviews, there was observations and verification of micro projects visited. And in two cases-Nyarero Women Group and Tupendane Women Group- there were focus group discussion.

1.5 Sample Size and Areas of the Study

Since its inception LVEMP has provided support to 88 micro projects in Kagera, Mwanza and Mara regions. The research study covered a random sample of projects in Mwanza, Mara and Kagera regions. The districts sampled were Misungwi, Magu, Sengerema and Mwanza Urban in Mwanza Region, Tarime, Musoma Urban and Musoma Rural in Mara Region and Bukoba Rural and Bukoba Urban in Kagera Region. After the random sampling of districts, random sampling was used to pick project type. A total of 28 projects covering education, health, water supply, access roads, fisheries and afforestation were visited. The list is provided in Table 2. Additionally, a total of 90 respondents of various categories were informally interviewed. The distribution of the sample according to location, category and number of stakeholders successfully covered by the study is presented in Table 2 below.

Table 2: Distribution of respondents by location, category and number (N=90)

Location	Category	Number of Respondents
Mwanza	LVEMP	2
	District Fisheries Officer, Misungwi	1
	Tupendane Women Group	6
	Division Secretary, Mbarika	1
	Teachers, Bomani Secondary School	2
	Councillor, Sengerema/Chairperson Kamanga Shallow Wells	1
	Nurses, Kigangamo Dispensary	2
	Committee Member, Village Construction Committee, Kigangamo	1
	General Public, Kigangamo	8
	District Commissioner, Magu	1
	District Officer, Magu	1
	Nursing Assistant, Ijitu Dispensary	1
	General Public Kitangiri-Mihama Access Road	6
	District Fisheries Officer/Secretary District Micro project Steering Committee	1
Nurses Bukima Dispensary Village Forestry Officer, Bukima	1	
Mara	Nursing Assistant, Seka Dispensary	1
	Education Coordinator, Bweri Ward	1
	Aids Coordinator, Bweri	1
	Teachers, Bwiregi Primary School	3
	Chairperson, Bwiregi School Committee	1
	Village Executive Officer, Ryamisanga Village	1
	Assistant Secretary, UVIMAKI	1
	Deputy Chairperson UVIMAKI	1
	Headmaster, Bukama Secondary School	1
	Nyakunguru Dispensary, General Public	13
	Nyarero Women Group	11
	District Fisheries Officer/District Steering Committee Secretary	1
District Administrative Secretary, Tarime	1	
Kagera	District Fisheries Officers/District Steering Committee Secretaries	2
	Health Officer, Kishanje Dispensary	1
	Teachers, Buyekera Primary School	2
	Acting Headmistress, Rugambwa Secondary School	1
	Teachers, Rugambwa Secondary School	2
	Headteacher, Kashai Primary School	1
	Teachers, Kemondo Primary School	2
	Nurses, Kahororo Dispensary	2
	General Public, Kaagya-Igabiro Access Road	4

Source: Compiled from Field Visits by the National Consultant, July 2005.

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CHAPTER TWO: IMPLEMENTATION OF MICRO PROJECTS

Just before the micro project was commenced, it became apparent that an operational manual was a prerequisite to steer implementation of the component. It was on this basis that an operational manual for micro projects implementation as recommended by the Project Document engaging all relevant stakeholders was designed (The World Bank, 1996). The manual basically outlines the main parameters of micro project support for local community initiatives. These aim at creating alternatives and conditions of sustainable employment, generation of income, improvement of access to social and technical infrastructure and strengthening the capacity of local communities representing mainly socially deprived and isolated groups of the population. Through funding of local initiatives such as promotion of small business and self-employment, improvement of access to technical and social infrastructure and other of the like, the projects seek to create conditions for employment and indeed promote entrepreneurial initiatives.

As a guideline for interested communities and their representatives, an Operational Manual was developed, containing information about the role and objectives of LVEMP, the trend of community mobilization and involvement, and the rules for preparation, implementation and supervision of community development micro projects, the general criteria of eligibility. In addition, the component prepared Procurement and Financial Accounting Manual. The manual was written in an easily understandable Kiswahili language and has been in use in the project area.

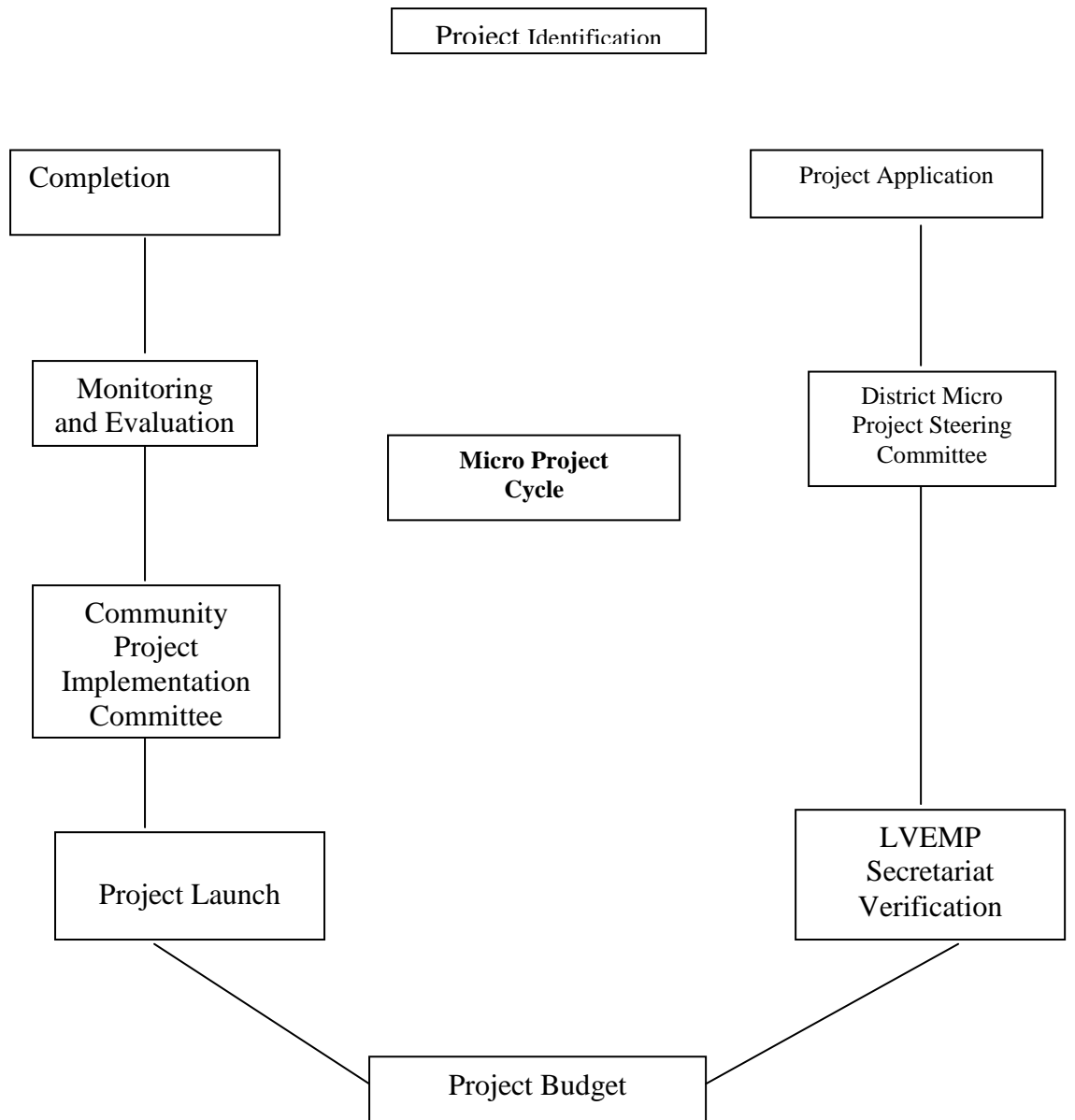
The first operation manual has been in use for the entire period of LVEMP 1 (LVEMP, 2003). However, in 2004 a new revised manual to act in response to challenges and experiences has been drafted and will soon be presented to all stakeholders for discussion and approval for future use. In brief, the revised operational manual seeks to address the following issues, which have been encountered during the use of the 2003 manual.

- Eligible areas of support to be increased from six to nine after introducing the sectors of agriculture, forestry and wetlands.

- Area of operation to be expanded to cover islands, shoreline settlements and the rest of the catchments as opposed to the former manual that emphasized more on fishing communities.
- Local contribution to be pegged at 15% as compared to 10% in the manual currently in use and 80% for LVEMP and 5% Local Government. This is intended to give more community ownership as well as conforming to the rate of contribution in other similar programs in Tanzania.
- This revised manual puts emphasis on taking disciplinary action by the District Micro project Steering Committee in the case of misuse funds, mismanagement of the project and unnecessary conflicts.
- Village Project Implementation Committees to be allowed to procure from village shops with or without quotations. The main purpose is to save travel expenses to towns exploring for five quotations as demanded by earlier procurement procedures.
- Local contribution in whatever form to be made up front to discourage the use of LVEMP funds in activities supposed to be financed locally.
- In the case of projects involving administrative divisions, communities should contribute cash rather than locally available building materials as experience has shown that people cannot transport sand and stones from long distance.
- In addition to the veto power given to the women signatory in drawing project funds, it is suggested that the District Micro project Coordinator should confirm to the minutes of the Village Project Implementation Committee which sanctioned the withdraw of funds from the bank to avoid a few people deciding on behalf of the majority.

In short, under envisaged manual, the primary objective of the micro project remains the same, namely to improve the standard of living of participating communities in particular the most vulnerable and disadvantaged groups such as women. In general, the micro projects are expected to be a reliable source of funding for strengthening local capacity of communities in identifying and prioritizing needs, planning and implementing solutions, managing and maintaining investments and applying the knowledge and lessons learned for future needs (LVEMP, Manual, 2004).

For implementation purposes, the LVEMP micro project component has put in place a highly structured manual outlining a range of stages that have to be followed for the project to get started. **Figure 1** exhibits the project cycle of a micro project from identification to completion of the project.

Figure 1: Project Cycle of a Micro Project

In theory any community in the three regions of the lake basin can apply for micro project funding. In the past, the trend was that high priority was given to fishing communities along the lakeshore. However, the practice has been that communities in the lake catchment have also benefited from this undertaking particularly after 2001. But importantly too is the fact that all communities applying must meet stipulated conditions:

- All sections of the community must participate democratically in the selection of the micro project activity;
- A community project implementation committee appointed by the local community is in place;
- A written agreement to contribute 10% of the project budget;
- The community is likely to suffer from the project's interventions i.e. closed fishing areas or the proposed intervention is likely to benefit the health of the lake;
- Adequate arrangements are in place to sustain the project;
- The community project will benefit the poor, women and children;
- The proposed project has a wider social impact;
- The community can show evidence of successful community based projects under taken in the project area;
- The local community is permanent and legally recognized;
- The proposed project has cleaner link to improving the standard of living of the fishing community or of the management of the natural resources and other assets upon which the community depends for its livelihoods;
- A proposed project is consistent with government regulations, policies and standards;
- There is an emphasis on the use of labour intensive techniques and use of local labour when possible.

At the outset it should be pointed out that the District Micro project Steering Committee could decline a micro project proposal if it does not meet the eligibility conditions. Additionally, the LVEMP National Executive Secretary in consultation with District Micro Project Steering Committee can also terminate the project if the elected community project committee fails to adequately guide and supervise the project or the community fails to contribute the agreed 10%. And as provided in the project document LVEMP usually contribute not more than US\$15,000 and the local government is required to contribute 5% of the project cost. Table 3 below presents the number of projects, LVEMP contribution and project status since 1998.

TABLE 3: LIST OF MICROPROJECTS, LOCATION, CONTRIBUTION, AND STATUS

REGION	DISTRICT	S/N	TYPE OF PROJECT	APPROVED FUNDS AND L'VEMP CONTRIBUTION (US\$)	PROJECT STATUS
Mwanza	Sengerema	1	Kamanga Shallow Wells (12)	11,600	Completed
		2	Bukokwa Dispensary	11,600	Completed
		3	Busisi Primary School (4 rooms)	9,000	Completed
		4	Kafunzo Shallow Wells (10)	11,500	Completed
		5	Kome Island Science Laboratory (2 blocks)	11,000	Nearly completed
	Misungwi	6	Mbarika Piped Water Scheme	15,625	Completed
		7	Ng'wanghande Primary School (7 classrooms)	15,625	Completed
		8	Chole Fishing Project	10,000	Completed
		9	Busagara Primary School (12 rooms)	12,500	Completed
		10	Mwalogwabagole Dispensary (9 rooms)	11,000	Completed
		11	Lubiri Dispensary (8 rooms)	12,500	Completed
		12	Bomani Secondary School Laboratories (3)	12,000	Ongoing
	Mwanza	13	Igombe Sanitation Project (Toilet and Bathrooms)	12,875	Completed
		14	Kitangiri-Mihama Access road 3.5 km.	15,125	Completed
		15	Luchelele Dispensary (6 rooms)	11,100	Completed
		16	Sangabuye (2 rooms and one teachers office)	9,500	Completed
	Magu	17	Kigangamo Dispensary (8 rooms)	11,100	Completed
		18	Ijitu Dispensary (8 rooms)	11,100	Completed
	Ukerewe	19	Bwisya Health Centre (11 rooms)	12,375	Completed
		20	Kameya Habitat for Nature (2 Shallow Wells)	6,250	Completed
		21	Bwasa Primary School (7 classrooms)	13,750	Completed
	Geita	22	Nyamwilolelwa Dispensary (9 rooms)	12,500	Completed
		23	Butwa Dispensary (9 rooms)	12,500	Completed
		24	Nyakasanya Primary School (2 classrooms + 1 Staff House)	9,000	Ongoing
		25	Nyangalamira Primary School (2 classroom + 1 staff house)	9,000	Completed
Mara	Musoma Rural	26	Bukima Dispensary (11 rooms)	15,000	Completed
		27	Seka Dispensary (8 rooms)	12,000	Completed
		28	Renovation of Suguti Primary School (4 classes and 1 office).	11,250	Completed
		29	Renovation of Bwiregi Primary School (4 rooms, 1 teachers house and 1 office).	12,000	Completed
		30	Bulungu Primary School (2 classrooms, one teachers house).	12,000	Completed
		31	TWA Primary School (5 classrooms)	15,000	Completed

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REGION	DISTRICT	S/N	TYPE OF PROJECT	APPROVED FUNDS AND LVEMP CONTRIBUTION (US\$)	PROJECT STATUS
	Musoma Urban	32	Shallow Wells and rain Harvesting Tanks at Bweri (5 tanks and one shallow well)	10,125	Completed
		33	Toilet and Bathroom at Mwagobile Landing Site	8,750	Ongoing
	Tarime	34	Rwang'enyi Dispensary (12 rooms)	12,000	Nearing completion
		35	Nyamagaro Secondary School (4 classrooms)	12,000	Started
		36	Nyarero Women Group Tree Planting (1.5 ha)	5,000	Trees doing well
		37	Nyakunguru Primary School (6 rooms + 2 offices)	13,000	Completed
		38	Bukama Hostel	15,000	Ongoing
		39	UVIMAKI Fishing Project	8,000	Completed
		40	Nyakunguru Dispensary	15,000	Just started
		41	Kuruya Primary School	12,000	Just started
		42	Kuruya Water Spring	4,000	Completed
		43	Kibuye Toilet	7,000	Completed
	Bunda	44	Iramba Day Secondary School (4 rooms)	12,500	Completed
		45	Mwiseni Shallow Wells (2)	3,500	Completed
		46	Ragata Shallow Wells (2)	3,500	Completed
		47	Nambaza Shallow Wells (4)	5,000	Completed
		48	Nabehu Primary School (5 classrooms)	12,000	Nearing completion
	Kagera	Bukoba Urban	49	Buyekera Primary School (3 classrooms and 1 office)	13,750
50			Nyungwe Primary School (5 classrooms)	13,750	Completed
51			Mafumbo Primary School (2 classrooms)	8,750	Completed
52			Kahororo Dispensary (8 rooms)	11,250	Completed
53			Rugambwa Secondary School (16 toilet and bathrooms)	13,750	Completed
		54	Kashenye Primary School (3 classrooms, 1 office)	10,000	Completed
		55	Buhembe Primary School (3 classrooms + 1 office)	10,000	Ongoing
		56	Kahororo Toilet for Disabled	3,000	Just started
Bukoba Rural		57	Kishanje Dispensary	11,375	Just started
		58	Kemondo Primary School (4 rooms office and toilet)	14,375	Completed
		59	Kaagya – Igabiro Road (7 km)	11,875	Completed
		59	Bugorola Primary School (4 classrooms and one office)	12,500	Completed
Biharamulo		60	Kahororo Toilet for Disabled	3,000	Completed
		61	Chato Primary School (3 classes and one office)	10,125	Completed
Muleba		62	Nyamirembe Dispensary (8 rooms)	9,875	Completed
	63	Nyakabango Primary School (4 rooms)	18,750	Completed	
	64	Butembo Primary School	12,000	Completed	
		65	Katunguru Access Road (5 km)	12,000	Completed

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REGION	DISTRICT	S/N	TYPE OF PROJECT	APPROVED FUNDS AND LVEMP CONTRIBUTION (US\$)	PROJECT STATUS
		66	Kagoma/Rwanzi Access Road (2.5 km)	10,416	Completed
		67	Nshamba Health Centre	15,000	Just started

FISHERIES MANAGEMENT

REGION	DISTRICT	S/N	TYPE OF PROJECT	APPROVED FUNDS AND LVEMP CONTRIBUTION	PROJECT STATUS
Mwanza	Sengerema	68	Chifunfu Fish Transport	6,000	Completed
		69	Nkome Floating Barge	6,000	Completed
	Geita	70	Daladala Fishing Group	6,000	Completed
Mara	Bunda	71	Kisorya Fishing	6,000	Completed
		72	Mgango Fishing	6,000	Completed
	Musoma	73	Kome Floating Barge	6,000	Completed
	Tarime	74	Nyangamba Barge	6,000	Completed
Kagera	Biharamulo	75	Bwina Fishing Group	6,000	Completed
	Muleba	76	Rubiri Transport	6,000	Completed
Sub-Total		9			

SCHOOLS WHICH WON PRIZES

REGION	DISTRICT	S/N	TYPE OF PROJECT	LVEMP CONTRIBUTION US \$	PROJECT STATUS
Mwanza	Mwanza	77	Butimba Primary School (one teaching block and one classrooms block)	13,636	Completed
	Ukerewe	78	Bukongo Primary School (Hostel)	6,818	Completed
Mara	Musoma	79	Rwamlimi Primary School (One classroom, uniforms)	3,404	Completed
	Bunda	80	Ikizu Primary School (1 classroom)	1,704	Completed
		81	Rubana Primary School (1 Teachers residence)	1,704	Completed
Kagera	Muleba	82	Katoke Primary School (Classroom)	1,704	Completed
	Bukoba	83	Kashai Primary School (1 classroom, 2 toilets, 1 office)	6,818	Completed
Sub-Total		7			Completed

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CATCHMENT AFFORESTATION

REGION	DISTRICT	S/N	TYPE OF PROJECT	APPROVED FUNDS AND LVEMP CONTRIBUTION US\$	PROJECT STATUS
Mara	Tarime	85	Kwibuse Commercial Group Nursery	1,600	Operational
		85	Kuruya Commercial Group Nursery	1,600	Operational
	Musoma	86	Masurura Commercial Group Nursery	1,600	Operational
		87	Bukabwa Commercial Group Nursery	1,600	Operational
		88	Ryamisanga Commercial Group Nursery	1,600	Operational
Sub-Total		5			
GRAND TOTAL		88			
Completed		75			
On going		13			

Source: S.B. Mbwana, LVEMP Technical Notes for National Consultant, July 2005.

TABLE 4: LVEMP FUNDS CONTRIBUTED IN EDUCATION PROJECTS

REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$	
MWANZA	Sengerema	Busisi Primary School	9,000	
		Kome Island Science Laboratory	11,000	
	Misungwi	Ng'wanghande Primary School	13,500	
		Busagara Primary School	12,500	
		Bomani Secondary School Laboratories	12,000	
	Mwanza	Sangabuye	9,500	
		Butimba Primary School	13,636	
	Ukerewe	Bwasa Primary School	13,750	
		Bukongo Primary School	6,818	
	Geita	Nyakaseny Primary School	9,000	
		Nyangalamira Primary School	9,000	
	Sub total			119,704
	MARA	Musoma Rural	Renovation of Suguti Primary School	11,250
			Renovation of Bwiregi Primary School	12,500
Bulungu Primary School			12,000	
TWA Primary School			15,000	
Musoma Urban		Rwamlimi Primary School	3,404	
Tarime		Nyamagaro Secondary School	12,000	
		Nyakunguru Primary School	13,000	
		Bukama Hostel	15,000	
Bunda		Kuruya Primary School	12,000	
		Iramba Day Secondary School	12,500	
		Nabehu Primary School	1,704	
		Ikizu Primary School	1,704	
		Rubana Primary School	1,704	

Sub- TOTAL			134,062
KAGERA	Bukoba Urban	Buyekera Primary School	13,750
		Nyungwe Primary School	13,750
		Mafumbo Primary School	8,750
		Kashenye Primary School	10,000
		Kashai Primary School	6,818
		Buhembe Primary School	10,000
KAGERA	Biharamulo	Chato Primary School	10,125
		Muleba	Nyakabango Primary School
	Bukoba Rural	Butembo Primary School	12,000
		Katoke Primary School	1,704
		Kemondo Primary School	14,375
		Bugorola Primary School	12,500
Sub-Total			132,522
TOTAL			386288

TABLE 5: LVEMP FUNDS CONTRIBUTED IN CATCHMENT AFFORESTATION

REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$
MARA	Musoma	Masurura Commercial Group Nursery	1,600
		Bukabwa Commercial Group Nursery	1,600
		Ryamisanga Commercial Group Nursery	1,600
	Tarime	Kwibuse Commercial Group Nursery	1,600
		Kuruya Commercial Group Nursery	1,600
	Tree Planting	Nyarero Women Group Tree Planting	5000
	TOTAL		

TABLE 6: LVEMP FUNDS CONTRIBUTED IN HEALTH PROJECTS

REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$
WANZA	Sengerema	Bukokwa Dispensary	11,600
		Misungwi	Mwalogwabagola Dispensary
		Lubiri Dispensary	12,500
	Mwanza	Luchadele Dispensary	11,100
	Magu	Kigangamo Dispensary	11,100
	Ukerewe	Ijitu Dispensary	11,100
		Bwisya Health Centre	12,375
		Geita	Butwa Dispensary
		Nyamwioletwa Dispensary	12,500
Sub-Total			105,775
MARA	Musoma Rural	Bukima Dispensary	15,000
		Seka Dispensary	12,000
	Tarime	Rwang'wenyi Dispensary	12,000
		Nyakunguru Dispensary	15,000
Sub-Total			54,000
KAGERA	Bukoba Urban	Kahororo Dispensary	11,250
	Bukoba Rural	Kishanje Dispensary	11,375
	Biharamulo	Nyamirembe Dispensary	9,875
	Muleba	Nshamba Health Centre	15,000
Sub-Total			47,500
TOTAL			207,275

TABLE 7: LVEMP FUNDS CONTRIBUTED IN WATER AND SANITARY PROJECTS

REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$
MWANZA	Sengerema	Kamanga Shallow Wells	11,600
		Kafunzo Shallow Wells	11,500
	Misungwi	Mbarika Piped Water Scheme	15,625
	Mwanza	Igombe Sanitation Project	12,875
	Ukerewe	Kameya Habitat for Nature	6,250
Sub-total			57,850
MARA	Musoma Urban	Shallow Wells and rain harvesting tanks at Bweri	10,125
		Tarime	Kibuye Toilet
	Bunda	Kuruya Water Spring	4,000
		Mwiseni Shallow Wells	3,500
		Ragata Shallow Wells	3,500
		Nambaza Shallow Wells	5000
Sub-Total			33,125
KAGERA	Bukoba Urban	Rugambwa Secondary School (18 toilets and 18 bathrooms)	13,750
		Kahororo toilet for disabled	3000
		Sub-Total	
TOTAL			116,475

TABLE 8: LVEMP FUNDS CONTRIBUTED IN ACCESS ROADS

REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$
MWANZA	Mwanza	Kitangiri – Mihama Access Road 3.5km	15,125
KAGERA	Muleba	Katunguru Access Road (5 km)	11,250
		Kagoma/Rwanzi Access Road (2.5km)	10,416
	Bukoba Rural	Kaagya-Igabiro Road (7 km)	11,875
Total			48,666

TABLE 7: LVEMP FUNDS CONTRIBUTED IN FISHING PROJECTS

REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$
MWANZA	Sengerema	Chifunfu Fish Transportation	6,000
	Misungwi	Chole Fishing Project	8,300
	Geita	Nkome Floating Barge	6,000
		Daladala Fishing Group	6,000
Sub-Total			26,300
MARA	Musoma Rural	Kome Floating Barge	6,000
	Tarime	Uvimaki Fishing Project	8,000
		Nyangamba Barge	6,000
		Kisorya Fishing	6,000
	Bunda	Mgango Fishing	6,000
Sub-Total			32,000
KAGERA	Biharamulo	Bwina Fishing Group	6,000
	Muleba	Rubiri Transport	6,000
Sub-Total			12,000
TOTAL			70,300
GRAND TOTAL			842,004

CHAPTER THREE: DISCUSSION OF FINDINGS

3.0 Overview of Findings

This chapter discusses the study findings on observed field visits to sampled projects and analyses of interviews of respondents in the districts visited. As earlier noted, micro projects were implemented in various sectors (health, sanitation, education, transport etc) and as they are located in different part of the landscape it became imperative to take that into account a number of factors in the sampling process. Additionally as suggested by Mr. Saidi Mbwana, Senior Operations Officer, LVEMP who has been with the micro project component since 1997 it became necessary to sample the best and worst examples in different sectors and locations so that the study can capture a variety of lessons.

Table 10 below provides a regional distribution of micro project in terms of sector type and number of projects in each region. Mwanza region has been able to implement 28 projects, Kagera 22 project and Mara 38 projects. In terms of sectors, education leads with 36 projects followed by health with 17 projects. Access roads has attracted a total 4 projects: Mwanza Urban district and one in Bukoba Rural and two access roads in Muleba district in Kagera Region. All three regions have implemented 12 fishing projects with Mara Region having a large share of seven projects.

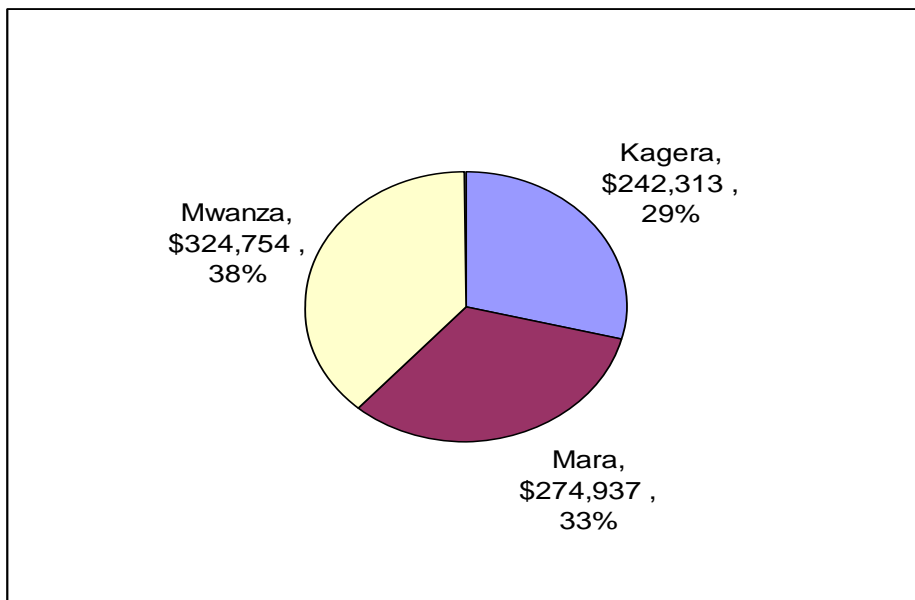
TABLE 10: REGIONAL DISTRIBUTION OF MICRO PROJECTS

Region	Health	Water & Sanitary	Education	Access Road	Fishing	Tree Planting	Total
Mwanza	9	5	10	1	3	-	28
Kagera	4	2	11	3	2	-	22
Mara	4	7	14	-	7	6	38
Total	17	14	36	4	12	6	88

A very interesting observation that can be seen is that it is only in Mara Region (Tarime, and Musoma Rural Districts) where catchment afforestation basically commercial group nursery has been implemented. A major reason for this is largely due to insufficient funds in the component. It is also worth noting that the only tree-planting project (Nyarero Women Group), which in my view is a success story, has been implemented in Tarime District in Mara Region. Looking at the overall level of micro project implementation there is need to widen micro projects implementation in other components and geographical coverage in the lake regions.

Looking at the overall distribution of funds spent in terms of regions in the lake basin, the figures indicate that Mwanza Region had a bigger share of funds (38 percent) compared to Mara Region (33 percent) and Kagera Region (29 percent). The probable reason for this disparity can be explained by awareness, closeness to LVEMP office in Mwanza and population and the fact that Mwanza Region is large in size and covers a longer Lake Victoria shoreline. Figure 2 below presents the percentage distribution.

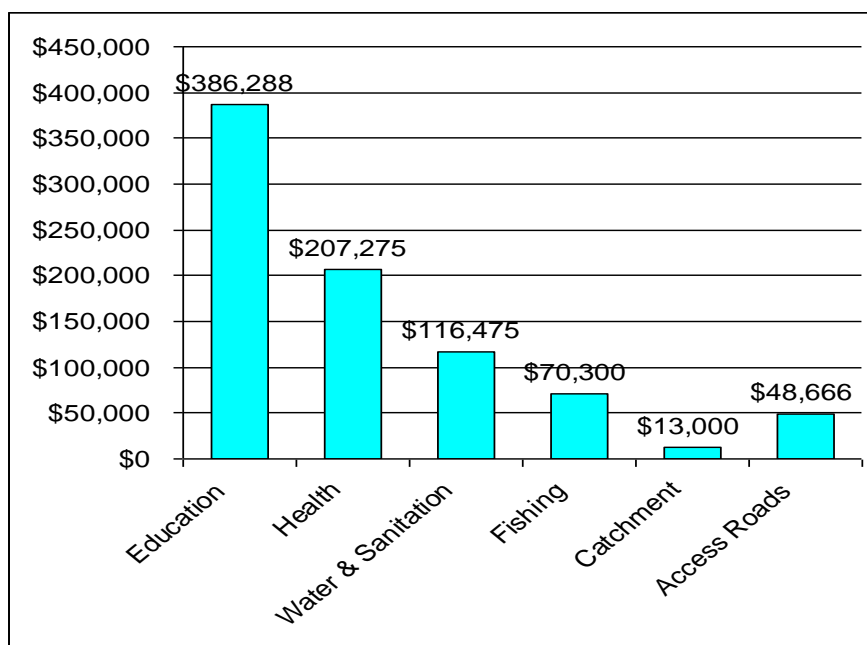
FIGURE 2: COMPARATIVE FUNDS SPENT IN REGIONS (US \$)



Another fact that should be pointed out is the amount of funds spent in various sectors. By and large, the education sector largely construction of school classrooms, Lessons learned report on micro-projects

offices and staff houses received the largest portion of US \$ 386288.00. This was equivalent to about 46 percent of all funds spent in various sectors. The education sector was followed by health, which utilized US \$ 207275.00. This is equivalent to 25 percent. Tree planting had the smallest funds in the sectors getting a mere US \$ 13000.00 which is 1.5 percent of all the funds spent in micro projects in various sectors. This is a little bit surprising in view of the importance of trees in forest management. Figure 3 below captures the amount spent in each sector.

FIGURE 3: COMPARATIVE FUNDS SPENT IN VARIOUS SECTORS (US\$)



A total of 25 micro projects were visited in Misungwi, Sengerema, Mwanza Urban and Magu in Mwanza Region. In Mara Region the districts visited were Musoma Urban, Musoma Rural and Tarime. In Kagera Region the two sampled districts were Bukoba Urban and Bukoba Rural. As a result of interviews with a number of beneficiaries, an estimated population benefiting from the micro projects has been given. In some cases like usage of an access road, it was difficult to get an estimated population that is benefiting from the micro project. But the point needs emphasis here is that a project like an access road has wide socio-economic impact in a

community. The list of projects visited by the National Consultant is provided in Table 11 below.

TABLE: 11 MICROPROJECTS VISITED BY NATIONAL CONSULTANT

REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$	NO. OF BENEFICIARIES	
MWANZA	Sengerema	Kamanga Shallow Wells	11,600	5000	
	Misungwi	Mbarika Piped Water Scheme	15,625	3000	
		Bomani Secondary School Laboratories	12,000	419 students expected to reach 640 students in 2007	
	Mwanza	Igombe Sanitation Project (Toilet & bathroom)	12,875		
		Kitangiri–Mihama Access Road 3.5km	15,125	Thousands	
	Magu	Kigangamo Dispensary	11,100	7,000	
		Ijitu Dispensary	11,100	10,000	
		MARA	Musoma Rural	Bukima Dispensary	15,000
	Seka Dispensary			12,000	10,000
	Renovation of Bwiregi Primary School			12,500	530
Ryamisanga Commercial Group Nursery	1,600				
Musoma Urban	Shallow Wells and Rain Harvesting Tanks at Bweri.		10,125	4,200	
	Toilet and Bathroom at Mwagobile landing Site		8,750	Ongoing Project	
Tarime	Nyarero Women Group Tree Planting		5,000	22	
	Nyakunguru Primary School		13,000	500	
	Bukama Hostel		15,000	80	
	Uvimaki Fishing Project		8,000		
	Nyakunguru Dispensary	15,000	15,000		
	Kuruya Primary School	12,000	500		
KAGERA	Bukoba Urban	Kuruya Commercial Group Nursery	1,600		
		Buyekera Primary School	13,750	1,250	
		Mafumbo Primary School	8,750	*	
		Kahororo Dispensary	11,250	5,000	
		Rugambwa Secondary School (18 toilets & 18 bathrooms)	6,818	813	
		Kashai Primary School		1500	

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REGION	DISTRICT	NAME OF PROJECT	FUNDS IN US\$	NO. OF BENEFICIARIES
	Bukoba Rural	Kishanje Dispensary	11,375	15,000
		Kaagya – Igabiro Road (7 km)	11,875	Thousands
		Bugorola Primary School	12,500	*
		Kamondo Primary School	14,375	1000
		* Unable to interview respondents		

In general, the pattern of responses given by officials ranging from component task leaders, district officials, groups and communities closely involved in micro projects are positive. The micro project approach has shown a re-emergence of social dynamics within the communities, exemplified by an increased awareness of their own capabilities, and of their existing resources and potential, and by the start of spontaneous collective initiatives. A member from the Nyarero Women Group made an observation that is pertinent to what is being discussed here: “When we contacted LVEMP (popularly referred as Mazingira) we thought that they will come to tell us what to do. But instead, they asked us to tell them what had to be done for our development. LVEMP guided us so that we understand the problem that we want to work out.” This spirit of micro project approach has led to a mushrooming of other groups in the surrounding villages.

Box 4: Nyarero Women Group

This is one of the two women groups involved in micro projects. The group which began in 1984 with 22 members is basically involved in tree planting. In 2000, the group heard environmental campaigns that were being conducted by LVEMP in the Lake Regions and that LVEMP was funding micro projects. At the time they had been allocated 18 acres of land by the village government. After deliberations and inquiries, the group submitted their application to DMSC and eventually they were provided with Tshs. 5 million. The first installment of Tshs. 2 million was used for planting seven acres. The second installment of Tshs. 2.5 million increased their acreage to 18 acres.

The success of this micro project has been tremendous. To date the group has realized an income of Tshs. 2 million from the sale of trees and the women do not travel long distances to fetch firewood and maintain a bank balance to assist members in case of financial difficulties. As a matter of fact they have a revolving fund. Another vital outcome of this group is that it has led to the growth of development groups in Nyarero village: OKOA JAMII, (carpentry), GWITEMBE (tree planting) and TWETUKIRI (coffee planting). The success of this group has resulted in getting an extra 10 acres of land from the village government. Currently the group is diversifying its operations to include beekeeping and pottery making.

There is no doubt that local knowledge and skills have been mobilized and integrated within the identification, planning and organization of the micro projects, in particular during the appraisal phase of needs, constraints and opportunities. All respondents interviewed responded positively that they were involved in project initiation. However, it is difficult to indicate exactly which elements have been integrated within which activities and how this was done. Apparently this process has followed a more or less "natural" course of sharing of information, knowledge and skills between the local people and project staff. This study has found that the micro project component and the institutions involved are very much aware of the local environment. On the other hand, technical matters related to implementation of the micro projects have been dealt with mainly on the basis of institutional know-how.

3.1 Ownership of project

One of the issues that kept on recurring during the field visits was ownership of a project after its completion. The question asked was: who owns the project (for example a dispensary)? How does a village community own a building that has already been handled over to the district government? It seemingly appeared that for the citizens, what is important is the provision of services. In trying to search for answers to this issue it became apparent that there is a need to use crucial indicators that can be established to establish ownership of a project. A series of questions attempted to capture the centrality of the problem. Whose objectives does it reflect? Who initiated, designed it? To what extent has the public been consulted in the preparatory stages of the project in order to achieve a consensus? To what extent has responsibility for it been developed upon those it affects after completion?

In regard to initiation, design and preparation of a micro project, it was clear that local communities who had participated in the implementation of the micro project feel empowered and are confident for future challenges. In most cases they have identified bottlenecks and are planning to address them. For example, Tupendane Group in Mbarika have decided to enter into a three monthly contract with a private individual who pays them a monthly fee for operating the water pumps. This has worked well for the group and in the process allowed venturing into other income

generating activities like tailoring, milling machine. The same can be said with respect to UVIMAKI group, which ventured into other income generating activities.

BOX 1: Ushirika wa Vijana Maendeleo Kinesi (UVIMAKI), Mara Region

This is a success story in micro project. It was started in 1996 by 68 members but became very active in 2000 after meeting LVEMP in 1999. Currently it has 30 members. It began as an environmental group and then ventured into fishing with the procurement of two boats, two engines and fishing gears (30) worth US\$ 8100.00 provided by LVEMP.

From this beginning it increased its fishing capacity adding a new engine and 90 fishing gears. In 2003 the group was affected by theft and robbery of its fishing gears and a boat engine in Lake Victoria waters. This experience led the group to abandon commercial fishing and venture into other income generating activities namely a milling machine, brick making and forming a credit scheme. A large portion of the capital was raised from the sale of the fishing gear and leasing a boat. To date, the group has extended a credit facility of Tshs. 12 million to members of the community and has a balance of Tshs. 1.2 million in the bank. The group extends loans of up to Tshs. 500,000 for an interest of 20%. Priority is given to women and disabled groups. According to Claude Egeto, the Group's Assistant Secretary, if a member of the village community desires to join the group, an entry fee of Tshs. 100,000.00 has to be paid. This amount can be paid in installments. The major problem facing the group is insufficient capital to meet loan applications.

In this particular issue of ownership there are variations particularly with respect to responsibility of the micro project after completion. There are those who still think that LVEMP or the local government should continue to be part of the ownership. This is true to dispensaries and health centers. For example, Seka dispensary, which was completed in 2003, began providing services on June 1, 2005 partly because the village community was still waiting for donors to provide other facilities like hospital beds, staff houses and other accessories. In fact that ceiling is already torn and the village community seem to be waiting for someone to fix it!

One way to address this issue is to plan earlier to incorporate new structures being constructed into local government plan to avoid a situation whereby some constructed structures stay unused for a long period after completion. For this reason it is necessary that there is a harmonization of the central and local governments functions at once a micro project has been identified and is in the pipeline for implementation. The case of Seka and Ijitu dispensaries in Mara and Mwanza Region is illustrative of the issue being referred above. After completion, both dispensaries remain unused for

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a period because the local government had not provided the required support including staff and medicines.

BOX 2: Seka Dispensary, Mara Region

This is a micro project, which the community has not been able to utilize fully after completion. The project consisted of constructing a dispensary with 8 rooms in Seka village. It was a high priority because the nearest dispensary is 10 kms away. The project began in 2003 was completed within one year. It was not until 1 June 2005 that a nurse was stationed at the dispensary even then there was no staff house. By then bees had been residents in the building! In the process of removing the bees, the villagers destroyed a portion of the ceiling and have not repaired it. Currently, bats have occupied the ceiling to the extent that the ceiling is a sore to the eyes. To date the community is not willing to contribute to a staff house or even repair the ceiling.

Secondly, there is need for people to be educated and involved to build a sense of ownership. This is true in places where a culture of development seems to be lacking particular in Mara Region compared to findings in Kagera Region. In this regard a majority of local communities lack awareness in various aspects e.g. environmental management and conservation, technological changes and civic knowledge. Sensitization and awareness creation programs are therefore important tools in enhancing community participation in community projects. The case of Bukama Hostel is also merit our attention.

BOX 3: Bukama Hostel, Mara Region

This is an example of bad leadership in implementing a micro project. This micro project consists of constructing a hostel to accommodate 80 female students at Bukama Day Secondary School in Tarime District. This project is vital for the community because some female students have to walk 14 kilometers from as far as Masike to school. This long walk has resulted in some students have to rent rooms in villages in conditions that are not conducive for education causing social problems.

LVEMP decided to partner with the local community in 2003 to construct a hostel with a committed contribution of US\$15,000. In turn the local community agreed to contribute labour, stones, sand and bricks. LVEMP first installment of US\$8,000 was used to meet all costs including what the community had agreed to contribute! This was apparently a decision taken by a leader in the Village Implementation Committee. On learning this, LVEMP stopped any further contribution until the DMSC solve the implementation problems. This has been done but after changing village leadership four times.

A prudent observation suggests that from the beginning the people were not well consulted and informed of the micro project approach. Secondly, the school board which had floated

this idea of a female hostel was dominated a by high profile graduate retired civil servant. He was too big for uneducated community members and thus literally dominated decision-making particularly financial matters. The project completion has been affected.

3.2 Sustainability of Projects

Next to ownership of micro projects, the issue of sustainability ranks high in the micro project component discourse. There is no doubt that the two most important ingredients of sustainability are stakeholder ownership and provision for fiscal maintenance. What should be done to ensure that projects are sustained when donor funding come to an end? A predominant view expressed is that income generating activities be a viable option to ensure sustainability particular in projects in sanitary, fishing catchments, tree planting, water supply and dispensaries. School projects suggested the need to rely on village member to contribute. Others suggested that the government should support their sustainability. Yet, others suggested that all stakeholders should participate in seeking ways to achieve project objectives. Indeed as remarked by one respondent, the issue of sustainability is not about LVEMP funding ceasing but rather can the new era of participatory development ride the new climate of changes in politics, economics and donor priorities.

3.3 Capacity Building

In the implementation of the project activities it was noted that the communities trying to manage their natural resources were not independent actors but needed the support and co-operation of other stakeholders and high-level bodies. If capacity is lacking in the other stakeholders, it is difficult for them to create an enabling environment to allow the communities to manage natural resources effectively.

In order to achieve an enabling environment, there is need to build capacity at district and community level. In this respect participatory methods have proved to be most effective in capacity building process particularly when a participatory process emphasizes attitude and behavior change. For district officials capacity building through public participation means supporting staff to take into account local peoples view in development activities through letting go of the top—down approaches most used to and as an alternative working towards a more community approach. At the

community level, attitude and behavior changes focuses on adopting more self-reliant attitudes through enhancing capacity of community members to participate in planning and implementing development activities. In situations where training is given efficiently, the skills gained by members of the community become vital to micro projects sustainability.

The training available in the project area was not adequate to explaining to the communities the relationship between environment and the projects being undertaken. As a result, the communities chose micro projects that did not address directly environmental issues. In general there was a lack of capacity building at all levels, and little support to local communities to help implement environmental plans. Some capacity building for communities to manage natural resources was carried out. This included setting up the project committee and providing training. Nevertheless, there was still the need to build environmental management capacity in the institutions that were providing the technical support to project such as government ministries and district officials. The central issue is for officers from these institutions who are directly involved in the project need to know more about environment concepts and issues.

3.4 Cost of Micro Projects

Funds for micro projects go directly to the communities concerned as stipulated in the Micro project Operational Manual. In each District, Micro projects are supervised by a District Micro project Steering Committee of eight members and chaired by the District Commissioner. Half of the members are from the Government and the other half is from outside Government. The information obtained through visits to communities with micro project shows that the health of the communities with dispensaries and clinics is improving because medical treatment is accessible, easily reachable and affordable and thus has reduced the distance communities had to travel to get medical treatment. These communities can now spend more of their time in other activities like farming, looking after cattle or fishing or selling fish.

One of the most important findings in this study is the fact that the Micro project approach is participatory and cost-effective in creating community owned assets. A lot of projects constructed have been completed at a relatively low cost compared to valuation cost provided by district authorities. Indeed even in formal discussions with several respondents expressed the view that without the approach used by LVEMP, cost on buildings would have been much higher. A study undertaken in 2001 comparing costs of community projects in Kagera and Mara do confirm this general idea. Table 12 below presents comparative costs of selective examples of community projects in Kagera and Mara regions.

Table 12: COMPARATIVE COSTS OF COMMUNITY PROJECTS IN TWO REGIONS

Region	Districts	Project	Actually cost in '000' T.shs	Valuation cost by District in T.shs'000'
KAGERA	Bukoba Rural	Kishanje Dispensary	12,000	19,800
		Kemondo Primary School (5 classrooms, 1 office and 1 Library)	12,000	29,100
	Bukoba Urban	Kahororo Dispensary-9 rooms and toilet	10,000	13,700
		Mafumbo Primary School (2 classrooms)	9,000	11,800
		Buyekera Primary School (2 classrooms, and one office)	8,000	12,000
MARA	Musoma Rural	Bukima Dispensary (11 rooms)	13,000	24,621
		Suguti Primary School (5 classrooms, 1 office)	11,500	28,000
	Musoma Urban	Four Fero Cement tanks 23m ³ capacity each at Bweri ward	8,000	10,500

Source: S.B. Mbwana, Proceedings of the LVEMP-Tanzania 2001 Scientific Conference p.242.

To conclude this chapter, it should be pointed out that whole idea of micro project approach has been well received by communities and individuals met in the course of the study. Indeed the expectation is very high among the communities and this will be a challenge in phase two of LVEMP. A further significant aspect of this approach is

that it has strengthened good governance and transparency. Governance has been strengthened because democracy has been put into practice inasmuch as communities are involved in initiating projects. And there is transparency particularly in financial management because the community decides who should be signatories on cash withdrawals from the bank. And certainly by providing that women in VIPC have veto power in withdrawal of funds from the bank, it is a stride forward in empowering women.

Furthermore, there were benefits that were gained among the communities that participated in the implementation of micro projects. In communities, which opted for construction of classrooms there has been an increase in because of availability more classrooms and this increase will reduce the rate of illiteracy in the areas concerned. But also, importantly pupils are studying in a pleasant environment.

Communities, which picked for access roads such as Mihama, for example, have benefited in different ways. Business has increased in such areas and these villages re now being reached by motor vehicles making it possible to transport their fish to markets and sick people to dispensaries/clinics for treatment.

Communities, which opted for water supply, (eg Tupendane Women Group in Misungwi District now get clean piped water, which we can say is free of diseases like diarrhea. Undoubtedly, getting clean water reduces medication expenses incurred by communities. There are some who opted for the construction of toilets, which has enabled the communities to keep their surroundings clean. It will eventually reduce the incidence of diseases like tapeworms', diarrhea and others that infect people in various ways. The lake water in these areas will also eventually be free from such diseases. In short, micro projects are directly and indirectly contributing to poverty eradication as well as to the conservation of the environment in the lake basin.

CHAPTER FOUR: LESSONS LEARNT FROM THE IMPLEMENTATION OF MICRO PROJECTS

The remnants of top-down approaches have been one of the principal initial constraints for the implementation of the participatory approach used by the micro project component in LVEMP. At institutional level, this legacy was particularly visible in the attitudes and behavior prototype of the field staff assigned to projects. At community level, people were used to doing what they were told to do. Hence, there were initially expectations that did not coincide with the project approach. Much time had to be invested in explaining how the project would operate, building up its credibility as a development partner. The scattered settlement pattern of the rural population, in combination with poor infrastructure, has been a further complicating factor for smooth communication and coordination. The following are lessons that have been learnt since 1998 when the first micro project was launched. As expected there are both negative and positive lessons.

Lesson One: LVEMP works best where government decentralization is taking place. LVEMP has helped government officials to redefine their roles and responsibilities and develop a new understanding and rapport with the communities they serve. Government officials are often more willing to consider a new mode of operation when decentralization is taking place, with a clear mandate that agencies change how they operate. LVEMP can be a model for governments attempting to design mechanisms to shift decision-making and resources from national ministries to local municipalities. LVEMP has contributed to building a rapport of trust among government officials, other local partners and private citizens.

Lesson Two: An involving government decision maker is vital to the success and sustainability of a micro project. A good example is the District Micro project Steering Committee. The LVEMP process of engaging government decision makers through creating committee with members from varied local institutions and community groups helped to establish on-going working relationships and common goals. This idea is based on a belief that it is possible to enable governments to function in a more efficient and effective manner and to make better use of the Lessons learned report on micro-projects

resources at hand. This often requires changing attitudes and modes of operation. The fact is that government officials will not change their behavior after a one- or two-week workshop. Such change requires training over a period, an opportunity to apply the skills between training sessions, and concrete experiences such as successful community-based micro projects. In such a process, behavior change can take place gradually and become institutionalized. In short, if there is political consent in support of community participation the degree of success is likely to be all pervading.

Lesson Three: Community members must be encouraged to learn skills to identify the issues and develop their own solutions. A one-size-fits-all approach to development—promoting any specific intervention, such as building latrines on a wide scale—misses a whole range of other issues and has limited impact and results. Given variability among communities and the reality that the interests of communities and individuals cross many sectors, residents must learn problem-solving and analytical techniques to identify what the issues are and what the common vision is for their shared environment. To encourage true behavioral change, the starting point must understand what is important to each community and, from there, introducing specific changes.

Lesson Four: Community micro projects allow residents to put theory into practice and see some material results. Micro projects enable community members to take concrete action to address an environmental problem and make a direct impact on it. At the same time, the micro projects provide a vehicle for institutional strengthening and building transparency. Communities which often do not have their own financial resources or which lack financial management experience, learn how to handle accounting and disbursement of funds for the micro projects. In sum, the micro project component has been critical for building and strengthening individual and institutional capability and trust.

Lesson Five: It is important to bear in mind that in with the current multiparty politics and lack of civic education among communities, there are prevalence's where certain political parties have used multi-partism as a red herring to oppose the

participation of communities in self-help projects. This was in the case with respect to Kamanga Shallow wells in Geita District and Ijitu dispensary in Magu District.

Lesson Six: The definitions of community and ownership issues are a critical factor in the implementation of projects. When micro-project activities extended beyond the project area, the question arose whether the communities in the project area should be the only ones considered, or whether the communities outside the project area who would influence, or be affected by, these activities should also be included.

Lesson Seven: It is of the essence that all key stakeholders be sounded out during project proposal. Some deficiency in a number of projects was because no significant stakeholder analysis had been conducted, and therefore many key stakeholders and beneficiaries in the area had been left out. This resulted in conflict rather than cooperation in the implementation phase. Communities and local authorities must have some financial and technical stake in the project activities in their area. Otherwise, not only commitment but also the means to implement the project may be lacking once donor support comes to an end.

Lesson Eight: Economic well being of communities is critical for community participation in micro projects. Availability of important basic needs and services such as health services, education, safe and clean water are very important. However, due to dismal poverty affecting the majority of majority of lake basin communities, provision of these services has been inadequate. If the issue of poverty is not addressed, effective community participation will be hindered.

Lesson Nine: Micro projects have resulted in environmental awareness and this has contributed to improve environmental practices such as tree planting in schools, cleaner beaches etc. Still, there is room for improvement particularly in education, which is very important in enabling communities to undertake development activities. Majority of the people in the lake basin are illiterate, unskilled and lack essential knowledge to adapt to changes. It is therefore, imperative that a comprehensive community participation strategy takes cognizance of these shortcomings.

Lesson Ten: In general micro projects have boosted public understanding and appreciation of LVEMP environmental management although some negative feelings can still be found in fishing communities.

Lesson Eleven: Micro projects are cost effective.

Lesson Twelve: The requirement that women should be members of the Village Project Implementation Committee with veto power in financial matters has helped in transparency. But the long-term impact is the fact that women empowerment is being cultivated even among traditionalist groups like the Wakurya of Tarime in Mara Region.

Lesson Thirteen: Social-cultural norms and taboos are important aspects to be considered in micro project participation. In some communities there exist taboo and norms that prohibit some important activities to take place such as afforestation and sanitation. Therefore, personalities and attitude have a bearing on failure or success of projects.

Lesson Fourteen: In some cases district officials have not been fully supportive because of lack of financial rewards by LVEMP.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The socio-economic and environmental problems noticeable in the lake and its catchment took decades to build up and will take still longer time to disentangle. Thus LVEMP 1 was not expected to fully restore the ruined environment. To be sure, LVEMP 1 focused on capacity building, data collection and prioritization of major issues so that those which return the greatest benefit to the environment and people in the catchment will be addressed.

A lessons report of micro projects achievements made by LVEMP during six years of implementation reveals a number of uncompleted tasks. Some of these will be implemented in the remaining project period. LVEMP II to which the three governments of EAC Partner States are committed will use the gathered information, strategies and capacity that has been developed during LVEMP I to plan appropriate actions and programmes to address major socio-economic, ecological and environmental concerns.

Along with the lessons learned, there are conclusions that be underscored for potential application. LVEMP experience has shown that it is necessary to identify and involve stakeholders for scale-up from the very beginning. Engaging stakeholders on all levels (national, regional, and local) is crucial in broaden for several reasons. Early involvement creates ownership of the process and the data that it generates. Identifying and including donors and other stakeholders is important, as they will be key advocates in leveraging funds and support for scale-up. But key unanswered questions about scale-up remain. Who should be involved: high-level government decision makers, the private sector, donors? What are some of the constraints to coordinating these partners? In poorer countries, external donors may be crucial funding partners; how can local implementers of LVEMP activities learn to access donor resources? Other questions cluster around the performance of micro projects. Will governments sustain funds for micro projects as a contribution to improved

environment? How can private sector partners be involved? Must the micro project component of LVEMP be financially self-sustaining?

The micro project component of LVEMP has shown that if all the issues raised in the lessons learned had been addressed, the project would have been far more successful. There is room for a number of improvements to ensure a more complete implementation of the project's intentions. Most important would be: the acceptance of a holistic rather than sectoral project approach: the identification and involvement of all key stakeholders in setting the project's design and aims and a general improvement in capacity building, training and public awareness education, particularly at community level.

While it is a good idea that people should be free to decide/choose whether or not to participate, there are moments/times, however, when people genuinely want to participate but are unable to because of certain barriers. Knowledge of these barriers as well as ways to overcome them can yield very useful fruits. The most common barriers in this case include the following: cultural limits to mobility and participation as for example women in traditional African societies, castes, structure, age etc. social responsibilities such as caring for children, animals, jobs etc. Prohibition of certain family members to participate e.g. husbands may initially object to their wives participation especially when tangible benefits are not anticipated.

It is important for Phase II of LVEMP that information should be accessible and understandable at all levels. In that enterprise an information strategic plan be developed. Such a plan would have enabled all user considerations to be taken into account.

Additionally, there is need for training in environmental education. Without suitable environmental training, the communities are ill equipped to suggest projects that were suitable to environment strategies rather than economic gain. Most of the 88 projects that were approved for financing for consideration as micro projects hardly addressed strategic issues connected with environment.

One of the encouraging factors noted in the study was that disadvantaged groups such as women have been considered in the project implementation, and they are represented in the village committees. It remains to be seen how effectively they are able to participate in village committee meetings. LVEMP II should continue to empower the disadvantage groups in the society.

Baseline data must be gathered to enable community identification of risk factors, design of interventions, and measurement of impact. As LVEMP has evolved, attention has shifted from the development of the methodology per se to achieving results. This has brought to the fore the necessity of preparing for project monitoring by collecting appropriate baseline data. The initial background information collected for LVEMP had provided input for designing the project, but did not provide an adequate baseline for a quantitative measurement of results achieved in various sectors. There were ample qualitative data and lots of sketchy information, but the data needed for a rigorous assessment, for example, of health impact were missing. From this experience, LVEMP has learned the importance of establishing impact indicators from the outset and gathering baseline data on them for monitoring and evaluation as well as for project design purposes. Analysis of the baseline data can help to identify and play a key role in directing and informing the community process to design involvement. As a result, community members developed a better understanding of the links between environmental conditions and individual behaviors. The baseline surveys also provide a tool for communities to monitor and measure the impact of their micro projects.

5.2 The Way Forward

In the next phase, LVEMP should focus on the following:

- Extend the micro projects concept to cover economic investments and environmental projects.
- Geographical extension to cover more areas in the catchment.
- LVEMP should become basically a funding and supervising agency. The perception that LVEMP should be the management and administrative arm of

micro projects should be rejected by assigning the task to local government so that LVEMP continue basically as a funding and monitoring agency.

- LVEMP should continue with an awareness creation process. In the conscientization process people are expected to achieve a deepened awareness of the reality that shapes their capacity to change that reality. This process of conscientization should be continuous throughout programme planning, implementation and evaluation in order to ensure sustainability.
- The other observation that has to be made is the need to incorporate traditional leaders in community projects. Identifying and involving traditional leaders who have respect and influence in their communities is a challenge. Dialogue among traditional leaders, government officials, and community members has to progress well, but how traditional community-level decision making can be built-in with government power and the configuration of goals by all stakeholders is still an open question.
- LVEMP should continue providing training to DSMC and District Commissioners on micro project. This is imperative for the reason that support from this level is essential to successful implementation of micro projects. The other related factor is that District Commissioners who chair DSMC meetings do not inevitably occupy their place in the same district for a long period to internalize the micro project approach.
- DSMC should continue monitoring the performance of micro projects even after completion and handing over. This can help inculcate a sense of continuation, responsibility and sustainability.
- Continue to promote training and capacity building at community level.
- Tree planting must accompany any rural community project.
- There is need to undertake a beneficiary assessment on project implementation and its impact to both implementers and beneficiaries. This kind of undertaking will lead to getting hold of beneficiaries and other stakeholders perceptions, feelings experiences their participation, actual benefits and any other opinion on LVEMP conduct in the lake basin.

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Appendix 1: List of People and Communities Met

1. Mr. Saidi Mbwana, Senior Operations Officer, LVEMP, Mwanza.
2. Mr. Y. Msongwe, Community Participation Officer, LVEMP.
3. Mr. Paulo Kugopya, District Fisheries Officer, Misungwi.
4. Mr. Yusuf Kiwanuka, Headmaster, Bomani Secondary School.
5. Mr. Cigarreti Lukangira January, Teacher, Bomani Secondary School.
6. Tupendane Women Group (6members), Mbarika Piped Water Scheme, Misungwi.
7. Mr. Musa Mkumbi, Divisional Secretary, Mbarika.
8. Ms Safi Saulo, Councillor/Chairperson, Kamanga Wells Project.
9. Ms Elizabeth Shillinde, Nursing Assistant, Kigangamo Dispensary.
10. Ms Rose Mshana, Nursing Assistant, Kigangamo Dispensary.
11. Mr. Syslvester Mugashi, Chairperson Kigangamo Micro Project.
12. Kigangamo Community (8 members).
13. Mr. Justin Mgalula, District Fisheries Office, Magu.
14. Mr. Elias Maarugu, District Commissioner, Magu.
15. Ms. Naomi Gangale, Nursing Assistant, Ijitu Dispensary.
16. Mr. Makoja, District Fisheries Officer, Musoma Rural.
17. Mr. Francis Motto, Health Assistant, Bukima Dispensary.
18. Mr. Edward Manangu, Forestry Officer, Bukima Village.
19. Ms Esta Mwaliki, Nursing Assistant, Bukima Dispensary.
20. Ms Milikista Masanja, Nursing Assistant, Seka Dispensary.
21. Mr. Thomas Marwa, AIDS Coordinator, Bweri Ward.
22. Ms. Laurentia Nchama, Education Coordinator, Bweri Ward
23. Mr. Josephat Makuke Thomas, Head teacher, Bwiregi Primary School.
24. Mr. Thomas Ndengo Nyahunya, Chairperson, Bwiregi School Committee.
25. Mr. Alphone Mancheye, Village Executive Officer, Bwiregi.
26. Mr. Clause Egeto, Assistant Secretary, UVIMAKI.
27. Mr. Didas Kesabali, Deputy Chairperson, UVIMAKI.
28. Mr. Sabe Kamoga, Headmaster, Bukkama Secondary School.
29. Nyarero Women Group (11 Members).

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30. Mr. Jackson Tillya, District Fisheries Officer, Tarime.
31. Mr. Sylvester Ogada, DAS, Tarime.
32. Nyakunguru Community (13 members)
33. Ms Monica Kishe, District Fisheries Officer, Bukoba Urban.
34. Ms Justina Ngodoki, District Fisheries Officer, Bukoba Rural.
35. Mr. Alfred Ntanga Fidelis, Health Assistant Other, Kishanje Dispensary.
36. Ms Lenahulda Binunshu, Teacher, Buyekera Primary School.
37. Mr. Damian Mwesiga, Head teacher, Buyekera Primary School.
38. Ms Julie Mukurasi, Headmistress, Rugambwa Secondary School.
39. Mr. Wilson Mutabilwa, Teacher, Rugambwa Secondary School.
40. Ms. Helen Lwetera, Head teacher, Kashai Primary School.

APPENDIX 2
GUIDE QUESTIONS FOR THE LESSONS LEARNED REPORT ON MICRO-PROJECTS

I. INTRODUCTION

One of the major objectives of Lake Victoria Environmental Management Project (LVEMP) is to maximize the sustainable benefits to riparian communities using resources within the basin to generate food, employment and income, supply safe water and sustain a disease' free environment. In order to facilitate this task, the micro projects component would like to review progress made since LVEMP commencement. More specifically, identify lessons learnt suggest ways to improve and internalizing the component to village governments. It is for this reason that we are kindly asking you to respond to the following questions. We assure you that the answers you give will be treated in confidence and will be used only for this research.

II. BIODATA/DEMOGRAFIC CHARACTERISTICS OF RESPONDENTS:

- 1 Name _____
Region _____
District _____
Name of Community/Village or Organization _____
2. Gender: male/female
3. Age
 - i) 14-17
 - ii) 18-25
 - iii) 26-35
 - iv) 36-45
 - v) 46-55
 - vi) 56-65
 - vii) 66 and above
4. Level of Education
 - i) Has never attended school
 - ii) Primary school education

- iii) Secondary school
 - iv) Diploma
 - v) University
5. What is your major occupation/source of livelihood?
- i) Peasant/Farmer
 - ii) Employed in formal sector
 - iii) Fisherman/Fisherwoman
 - iv) Fish processor at landing beach
 - v) Livestock keeper
6. For what purposes was the LVEMP established? List the responses given.
- (i) _____
 - (ii) _____
 - (iii) _____
 - (iv) _____
- 7 Who initiated, designed the micro project in your community?
- 8 How was your community chosen to take part in the LVEMP project? (Explain).
- 9 Were you consulted in the preparatory stages of the project? If YES, by whom?
- 10 Are you personally or is your community or organization willing and ready to contribute to efforts towards environmentally sound self-help projects?
- i) Yes—Go to Qn.11
 - ii) No
 - iii) Does not know/did not respond
- 11 What specific activity or activities do you think you personally or your organization/community can and should participate in? (List)
- (i) _____
 - (ii) _____
 - (iii) _____
 - (iv) _____

- 12 Exactly why do you consider community participation so important?
- 13 Do you personally think that LVEMP is successfully accomplishing its micro projects objectives?
- i) Yes ---go to on 14
- ii) No--- go to on 15
- iii) Does not know/Did not respond
- 14 Give reasons as to why you think LVEMP is accomplishing its objectives? (List the reasons given).
- (i) _____
- (ii) _____
- 15 Give reasons why you think the LVEMP has not been able to achieve its micro projects objectives? (List the reasons given)
- (i) _____
- (ii) _____
- (iii) _____
- 16 Are there **areas** or **sectors** that have been left out by the micro projects component?
- 17 Any suggestions as to what you think should be done or added to the LVEMP to make it more successful? (*LIST*)