



Norwegian University of
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Understanding local ownership

Early phase in aid and development projects

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Abstract:

The issue takes base in a project where an Entrepreneurship HUB will be built in Kenya's largest refugee camp, Kakuma. Engineers Without Borders is an organization that offers expertise in aid and development projects, but finding the technological solution is not the always the only challenge. For some projects the long-term result is a decaying and unused product which in no way contribute to increased value for the local community. This master explores how projects are handled in the early stages, considering how to anchor the project in local ownership and the long-term impact they have on the local community.

The relevant research methods for collecting data were field work, interviews, questionnaires and literature study, where the former was not carried out due to bureaucracy. Qualitative interviews and questionnaires were suitable to get an insight in people's experiences and surroundings. A literature study gave an overview of relevant published research and state-of-art information.

The results showed a consensus that local ownership is obviously essential but is still a challenge. Local ownership is described more as a feeling rather than legal rights, although it consists of both aspects. The early phase of development projects is a critical stage where the actual need is uncovered, and the long-term strategy is developed. The work done here also enhance the anchoring of the project. The long-term success of an ID project is evaluated as the total impact of the project on society over time and is, among many factors, depended the early phase and local ownership.

Keywords:

1. Aid and development project
2. Early phase
3. Local ownership
4. Long-term effect



(sign.)

Foreword

This master is the final work of the education in Civil and Environmental Engineering by the Norwegian University of Science and Technology. The work is conducted the spring 2018 by the Department of Civil and Environmental Engineering within the main profile Real Estate and Property Management. The subject of specialization for this thesis is *local ownership in aid and development projects*, exploring the issue in the early phase of the project.

The background for the chosen topic is the personal interest in aid and its complexity, as well as wanting to learn more about knowledge-based aid and development projects. This master is written as a "Master with Meaning" through Engineers Without Borders in the desire that the time, work and effort behind this master would be spent on something more than own learning, expand own personal horizon and to contribute to NTNUs vision "knowledge for a better world".

This master would not have been possible without Even Haug Larsen involving me in the Kakuma project, Engineers Without Borders – especially the department at NTNU, and supervisor Svein Bjørberg.

Also, thanks to all the participants of interviews and questionnaires. They have all shared interesting and essential information that really contributed to a better understanding of development projects and anchoring local ownership, in addition to contribute to own learning. This is really appreciated.

Trondheim, 2018-06-10



Camilla Scharning Aaserud

Summary

The issue of the master thesis takes base in the Kakuma project – a collaborative project between NTNU School of Entrepreneurship and the Norwegian Refugee Council (NRC), where an Entrepreneurship HUB will be built in Kenya's largest refugee camp, Kakuma.

International aid and development projects are a way to improve the condition of countries that have challenging conditions. Engineers Without Borders is an organization that offers expertise in such projects. Nevertheless, finding the technological solution is not always the only challenge. It is evident to have local ownership of aid projects, but it is still difficult to achieve. For some projects the long-term result is a decaying and unused product, which in no way contributes to increased value for the local community. This master explores how projects are handled in the early stages considering how to anchor the project in local ownership and the long-term impact they have on the local community.

This master thesis is written as a “Master with Meaning” through Engineers Without Boarders and the background for the chosen theme of this thesis was the interest in learning more about knowledge-based aid and development projects. The master is also inspired by the vision of NTNU, “*Knowledge for a better world*” and is written in the perspective of a civil engineering student.

The relevant research methods for collecting data were field work, interviews, questionnaires and literature study. Unfortunately, field work was not carried out due to bureaucracy. Qualitative interviews and questionnaires were suitable to get an insight in people's experiences and surroundings. A literature study gave an overview of relevant published research and state-of-art information.

The results showed an agreement in that local ownership is obviously essential but is still a challenge. Local ownership is described more as a feeling rather than legal rights, although it consists of both aspects. The early phase of development projects is a critical stage where the actual need is uncovered and the long-term strategy is developed. The work done here also enhance the local anchoring of the project. The long-term success of an ID project is evaluated as the total impact of the project on society over time and is, among many factors, depended the early phase and local ownership. Documentation, planning for maintenance and utilize local technology are some helpful measures.

Sammendrag

Problemstillingen til masteroppgaven tar utgangspunkt i Kakuma-prosjektet – et samarbeidsprosjekt mellom NTNUs Entreprenørskole og Flyktninghjelpen, hvor en Entreprenør-HUB skal bygges i Kenyas største flyktningleir, Kakuma.

Internasjonale bistands- og utviklingsprosjekter er én måte for å forbedre tilstanden i land som har ustabile eller utfordrende forhold. Ingeniører Uten Grenser er en organisasjon som tilbyr ekspertisehjelp til slike prosjekter. Allikevel, så er det ikke alltid slik at det å finne den teknologiske løsningen er den eneste utfordringen. Lokalt eierskap til bistandsprosjekter kan bli sett på som en selvfølge, men er allikevel vanskelig å oppnå. For noen prosjekter så er det langsiktige resultatet et forfallent og ubenyttet produkt som på ingen måte bidrar til økt verdi for lokalsamfunnet. Denne masteren utforsker hvordan prosjekter håndteres i tidligfasen med tanke på hvordan forankre prosjektet i lokalt eierskap og langtidseffekten de har på det lokale samfunnet.

Denne masteren er skrevet som en “Master med Mening” gjennom Ingeniører Uten Grenser og bakgrunnen for valg tema er interessen i å lære mer om kunnskapsbaserte bistands- og utviklingsprosjekter. Masteren er også inspirert av NTNUs visjon “*Kunnskap for en bedre verden*” og er skrevet i perspektivet til en sivilingeniørstudent.

Relevante forskningsmetoder for innsamling av data var feltarbeid, intervjuer, spørreskjemaer og litteraturstudier, hvor det førstnevnte ikke ble gjennomført på grunn av byråkrati. Kvalitative intervjuer og spørreskjemaer var egnet for å få et innblikk i folks erfaringer og omgivelser. En litteraturstudie ga en oversikt over relevant publisert forskning og det nyeste av informasjon.

Resultatene viste en enighet om at lokalt eierskap er åpenbart viktig, men at det fortsatt er en utfordring. Lokalt eierskap er beskrevet mer som en følelse enn juridiske rettigheter, selv om den består av begge deler. Tidligfasen til utviklingsprosjekter er et kritisk stadium hvor det faktiske behovet er avdekket og den langsiktige strategien er utviklet. Arbeidet som er gjort her forbedrer også forankringen av prosjektet. Den langsiktige suksessen av utviklingsprosjekter er evaluert som den samlede effekten på samfunnet over tid og er, blant flere faktorer, avhengig av tidligfasen og lokalt eierskap. Dokumentasjon, planlegging for vedlikehold og utnytte lokal teknologi er hjelpfulle tiltak.

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Acronyms

Here it is given an overview of the acronyms used in the report. This is to give an overview of the original meaning and simplify the use of these.

Acronyms

ID projects International development projects

NRC Norwegian Refugee Council

E-HUB Entrepreneurship HUB

NGO(s) Non-Governmental Organization(s), a collective term on voluntary, including international and national organizations

E-HUB Entrepreneur Hub.

UNHCR United Nations High Commissioner for Refugees

PTA Parent-Teacher Association

MoE the Ministry of Education

HCD Human-Centered Design

1 Introduction

International aid and development projects are often seen as an action for reducing poverty and have provided successful help and progress in a number of countries (Diallo and Thuillier, 2005). Still, development is questioned in term of what is good change. The issue of the master thesis takes basis in the Kakuma project - a project about building a Entrepreneurship HUB in Kenya's largest refugee camp. After this the research question is given under the hypothesis "it is essential that local ownership is anchored in order for aid projects to be implemented". This is followed by given limitations and assumption, and finally a disposition of the master thesis.

1.1 Aid and development projects

"Over the last few decades international aid programs were successful in helping developing and emerging countries to make real progress in the health system, in agriculture and in the education system". (Diallo and Thuillier, 2005) International assistance is mostly provided by identifying policies, programs and projects, or in other words (Chambers, 1997) (Diallo and Thuillier, 2005). International development projects (ID projects) are, similar to regular projects, identified, prepared and implemented within a specific context where the outcome is goods or services. As a difference these projects are characterized and challenged by its many stakeholders, the significant political risks and the local constraints.

ID projects can be managed by many actors as Diallo and Thuillier (2005) names a few: national units, teams of nationals (ministries, national departments, or institutions), private companies (such as engineering or consulting firms) with executing agencies, NGOs or international cooperation departments within various institutions. The projects can be financed from agencies with two or more parties, or by one of the many organizations and departments of international cooperation.

“If development means good change, questions arise about what is good, and what sorts of matter” is subjectively questioned by Chambers (1997) who states that to do better is *“the eternal challenge of development”*. ID projects are often seen as an action for reducing poverty, as a long-term objective, but the meaning of the term has been dominated by definitions used by economists (Chambers, 1997; Diallo and Thuillier, 2005). Development can have different meanings that varies with time, place and people, and has no unified agreement about the definition (Chambers, 1997; Makuwira, 2018). These differences have formed an ambivalence in both theory and practice over the past decades (Makuwira, 2018).

Chambers (1997) points out that the meaning of development have evolved through the concept of human development instead from being simply about economic conditions. Diallo and Thuillier (2005) agrees that ID projects have had a shift from mostly “hard” projects, such as railroads and power plants, to an increased share of “soft” projects focusing on education, health, human development, capacity building, etc. This gradually maturing of the development concept has also resulted into believing that the terms of achieving sustainable well-being is outlined by ordinary people (Chambers, 1997; Makuwira, 2018). However, Diallo and Thuillier (2005) states that economic reform projects and its effectiveness is clearly still being debated.

According to Escobar (1995) development was, and continues for the most part to be a top-down approach where other cultures and people are evaluated from one’s own culture, and where experts within their fields governs societies where politicians may lack knowledge. McEwan (2009) describes the dialogue about development as *“dominant, universalizing and arrogant”*. (Makuwira, 2018) follows this up by stating that the idea of developing countries is, by the development experts, or as he calls them: *“western white men”*, means to convert these to something they define as *“more modern, rational, industrial, and Western”*. Makuwira also states that: *“very often, the execution of the idea was at the expense of cultural and environmental richness.”*

Chambers (1997) emphasizes that there is a crucial missing link that the personal dimension must be added to the idea of development. He suggested that this to be done by starting with self-examination and self-definition, and looking closer at how ideas are formed and obtain an understanding of how people think, change and do, or not.

1.2 Background

The issue of this master thesis is based in the Kakuma project, a collaborative project between NTNU School of Entrepreneurship and the Norwegian Refugee Council (NRC). The project, which is the first in their collaboration, is about built and start an Entrepreneurship HUB (E-HUB) in the refugee camp Kakuma, Kenya.

1.2.1 The Kakuma project

This E-HUB will provide refugees the necessary education so that they can themselves develop projects they think is needed. This education project has as an aim to uplift the economy in the camp by teaching these potential entrepreneurs to create workplaces and possibilities for themselves, by themselves.

Until now personnel from NTNU School of Entrepreneurship and the faculty of architecture and design have worked along with personnel from Nairobi University and they visited camp Kakuma together in June 2017 (Larsen, 2017). The NRC in Kenya has acquired land area in the camp and it is the NRC who will become the owner of the building. The school program is being designed, and another master student from the entrepreneurship school is writing her master thesis about this.

The refugee camp

Kakuma Refugee camp is located in northwest region of Kenya, in Turkana District, outside of Kakuma town. The camp was established in 1992 and holds now over 180 thousand people who have fled from 19 countries, where 60% are under 18 years old (UNHCR, 2018; Larsen, 2017). Many people have lived here since the camp was established, others in several years. Along with the high rising number of people it is an ongoing urbanization within the camp, forming its own city with a belonging market which is in some degree stable, but growing. The citizens have access to food, water, tents and education. Even under harsh conditions the refugees have it in some cases better living conditions than the local population outside of the camp.

In the camp there is already ongoing activities which aims to achieve political awareness, food safety, education and skill development (Larsen, 2017). 5200 refugees have been given

vocational training as carpenter, plumber, tailor, mechanic, hairdresser and within ICT. The main problem is that these refugees completing their training cannot manage to get a job as the market is becoming saturated or that they do not have the necessary skills to develop their own jobs. Therefore, the E-HUB project was developed, which aims to create further development and support for ongoing education and skills development. The purpose of the E-HUB is to provide the most talented refugees who has completed/finished vocational training and people from the host community with an entrepreneurial talent, to be trained to become entrepreneurs.

Purpose of the Kakuma project

The purpose of the project is to contribute to better circumstances in the camp by stimulate the economy through creating jobs. This by giving promising students the necessary skills and tools to develop their own business plan. The effect could also contribute to a higher level of education, welfare and integration of people in the camp. There are also possibilities for higher integration with the local population, which can improve their circumstances. The project can be seen as a part of a development of the area.

Norwegian Refugee Council (NRC)

The Norwegian Refugee Council (NRC) is the Non-Governmental Organization (NGO) who has the main responsibility for the camp and operates it together with WFP (World Food Program), UNHCR (United Nations High Commissioner for Refugees) and other smaller NGOs (Larsen, 2017). Even though the NRC has limited supply of electricity, water and food, the camp can be described as a well-organized and safe camp.

The The Norwegian Refugee Council (NRC) describe itself as *"an independent humanitarian organization helping people forced to flee. We work in crises across 31 countries, where we help save lives and rebuild futures"*¹. NRC have been working in Kenya since 2007 and do here contributes with legal assistance for refugees, access to water and latrines, provides education, provides a place to live and are handing out food.

¹www.nrc.no

1.3 Research questions

In this section the purpose of the thesis and the research questions are presented along with the process of how they were crafted.

1.3.1 Process of issue and purpose the thesis

This thesis and its issue explores the term *local ownership* and *local anchoring* in aid and development projects. The background for the chosen theme of this thesis was the interest in learning more about knowledge-based aid and development projects. To write a "Master with Meaning" through Engineers Without Borders, the time, work and effort behind this master will be spend on more than just own learning. The master is also inspired by the vision of NTNU, "*Knowledge for a better world*".

After participating at a presentation about the refugee camp Kakuma and the project there, the author met with Even Haug Larsen, a coordinator at the NTNU school of entrepreneurship and later developed a cooperation. The process of forming the issue for the thesis started as a tempt of trying to link theory from the main profile Real Estate and Property Management to development projects, based on the Kakuma project. The issue of the thesis is formed together with Even Haug Larsen and supervisor Svein Bjørberg.

1.3.2 Research questions

That projects should be anchored in the local community appears as obvious, but this is often absent in several projects leaving buildings vacant and of no use for the local community. Therefore, this task will highlight the issue of local ownership and the early stage of a project when implementing aid- and development projects. The hypothesis with its appurtenant research questions shown in table 1.1, is as followed:

– it is essential that local ownership is anchored in order for aid projects to be implemented.

Table 1.1: Research questions

- | | |
|---|---|
| 1 | What is laid in the term "local ownership"? |
| 2 | How have other organizations/actors conducted the early stages of their aid projects? |
| 3 | What are done to achieve the long-term effect of aid projects? |

1.4 Limitations and assumptions

Getting the necessary, deep understanding of all the aspect of local ownership and development projects requires time, experience and an open mind. Through the short time frame of this master it is not achievable. These aspects are cultural, social, political, financial, traditions, etc. The project could have aimed for a more specific hypothesis and research questions, but due to all these aspects it was difficult to do so as they all affect connected to each other. Therefore, the project aims to highlight the issue and explore the possibilities for further work and projects. However, it is not an intention in itself to formulate recommendations or deliberate definitive strategies for development projects considering local ownership, only to highlight the issue and challenges around it.

This master thesis is written in the point of view from a civil engineering master student, and this will therefore be its natural limitation. As a consequence, this gives an alternative perspective than perhaps from a more relevant field of study. Within this field, Real Estate and Property Management, the considered theory was about strategical thinking, achieving sustainability in buildings and projects, and achieve a long term success for the project, avoiding the school building and other buildings, decaying and be left vacant.

As field work were not possible, hence this master is written without any hands-on experience when it comes to development projects and circumstances in refugee camps. This gives a theoretical perspective and this may also affect the discussion of the findings. Some of the used theory and models are with content for western industrialized countries, and will therefor need to be adapted other cultures, climate and circumstances, as well as adjusting perspectives. Regardless the geography; ern, African, etc, the issue is still actual.

1.4.1 Framework of the thesis

This master thesis is conducted as a final assignment at the Department of Civil and Environmental Engineering, within the main profile Real Estate and Property Management at Trondheim, NTNU. The master thesis is limited 30 credits and completed over a five-month teaching term in the spring of 2018.

1.4.2 Definition of terms

For all the research questions answers will be sought through talking with organizations, actors in projects, professionals and specialists, along through a literature study, uncovering existing relative knowledge.

Research question 1 – local ownership

For this question it is sought to how others (persons, organizations, literature, etc) describes this term and what it means for them. The term may in some degree be intangible and may vary for the different subjects. Exploring the importance of *local ownership* will also be emphasized. Basically, as a starting point, local ownership is thought as the feeling of ownership from the users of the projects and the local community.

With *anchoring of project* it is thought as securing that there exist a positive interest and a real need for the project.

Research question 2 - the early phase

The first to highlight is that this is a quite open question where the answers can variate quite a lot. For this second research question the result will depend on the participants and their experience and perceptions. The early phase of a project and its tasks will in general mean the early stages of a project before the final decision of implementing the project and detailed planning of how its to be carried out. The scope of this phase can be defined differently, depending on the what is more natural for the specific project and/or organization.

Research question 3 – the long-term effect

By *long term effect* it is thought of the sustainability of the project and its gross effect on community. For a project to be sustainable one must consider the impact on its aspects economically, social and environmental, and that the project does not have any negative influence on these. For a school building, and other buildings in that case, long term effect and sustainability also consider the maintenance and operation of the building - and how *local ownership* can contribute on this.

1.5 Disposition

The purpose of the disposition is to provide a structured layout of the thesis as well as a good reading leading to an understanding of the work and its methods. For this it is based on the IMRAD structure, but also has a separate chapter on theory as a result of the literature study.

This paper is structured into six parts. The first chapter provides the introduction: what the thesis is about, its research question and the background for the issue. This chapter should also, according to (Olsson, 2011), argue for why the issue is important and why the answers are interesting.

The second part covers the methods used to collect data and is the foundation for the conclusion (Olsson et al., 2008). Here, strength and weaknesses of the different methods are highlighted.

The third part is the result of the literature study, giving a theoretical framework. Here, existing knowledge and research are presented.

The results in the fourth part describes the research data (Olsson, 2011). Here, the experiences and perceptions from de conducted interviews are given, categorized into subjects.

The discussion leads to a connection between the theory and the result achieved in this study. The last section gives a conclusion which answer to the research questions (Olsson, 2011). Here, further work is also highlighted.

2 Method

The chosen research methods for this master thesis are qualitative methods as interviews and questionnaires, in addition to a literature study. Theory and explanation of the methods is presented in this chapter. The relevant research methods for collecting data were field work, interviews, questionnaires and literature study, where the former was not carried out due to bureaucracy. Qualitative interviews were suitable to get an insight in people's experiences and surroundings. Questionnaires were suitable for those who could, or preferred, not to meet for an interview. A literature study gave an overview of relevant published research and state-of-art information.

2.1 Research methods

Methods are defined from who the researcher wants answers from and how the study will be carried out (Thagaard, 2013). First, relevant theory is given, followed choice of methods.

2.1.1 Qualitative & quantitative research

Numerical information is often emphasized and with the increasing demand for documentation, the potential for textual information is easily overseen (Samset, 2008). In addition to be the most important basis for communicating, the benefits of textual information it that it is quickly generated and it is a fundamental necessity for describing complex conditions in its entirety, which is influenced by many factors. Also, a lot of information could not so easy be quantified. For this reason qualitative assessments used as a tool for describing the entirety and being preferred when communicating, while the precision of it is described by quantitative information. *“Quantitative studies may include large variety, while qualitative studies can provide a lot of information about few units”* (Thagaard, 2013).



Figure 2.1: Recommended phases for qualitative method by Thagaard (2013)

Qualitative methods is seen as flexible, and is suitable for issues that have little of previous research, for example studies of a new cultural phenomena as it seeks the for depth and emphasizes prevalence and number (Thagaard, 2013). Due to its flexibility the strategy for collecting data can be changed while analyzing.

The methods to be used is interviews, observations, questionnaire, informants, analysis texts, analysis audio, video recording, etc (Samset, 2008), (Thagaard, 2013). These are characterized by their diversity in types of data and analytical procedures, where the goal is to gain an understanding of social phenomena where individual interpretation has a great significance. It is also required to have knowledge about the studied field.

Of qualitative methods participatory observation and interview are the most widely used. As these are principally based on a subject-subject relationship between researchers and those studied, this type of research has traditionally been associated as research involving close contact between the subjects (Thagaard, 2013). Here, both subjects affect the research process, and the close contact may provide methodological and ethical challenges.

According to Thagaard (2013) qualitative methods consists of several phases which she recommends following, from formulating the research to presentation of results, where the different phases overlaps. Figure 2.1 shows these steps which were followed as an overall guidance.

2.1.2 Reliability and validity

Reliability Questioning a projects reliability is to do a critical assessment whether the research whether has been conducted in a trustworthy method (Thagaard, 2013). Basically, reliability means that if another scientist was to study the same research questions, and used the same methods the results would be the same. To make this possible, and to strengthen

the reliability, the research process should increase its verifiability by being made transparent, have unambiguous indicators or that systematic errors is not provided by the measuring instruments. (Thagaard, 2013), (Samset, 2008). For obtaining reliable information, the source and the method is crucial.

If the statement is not precise or the used expression, or adjectives, is poor, leaving room for interpretation, and is what Samset (2008) calls the reliability problem. This also occurs when the scope of the noun is not defined. When trying to increase the level of precision, the challenge is to ensure the used term is given a well expression for what is wanted to be described. (Samset, 2008). This means to be explicit about who the target group consists of, in what degree change is expected, etc.

Validity For qualitative methods, the researchers' interpretations are questioned by its validity, whether there is a correlation between the outcome of the survey and the studied reality (Thagaard, 2013), (Samset, 2008). This is to ensure the reliability. If this correlation is poor, or there is no clear correlation between the indication and the measure, the validity problem will occur.

The validity can, as for reliability, be strengthened by transparency of the research. Viability is also enhanced by testing alternative interpretations. Not only could this give relevant information but indicating that the alternatives are less relevant than own interpretation, it would enhance the value of the latter.

The validity is not verifiable, so the choice of indicators is decisive (Samset, 2008). When gathering qualitative information, it is a possibility for getting erroneous information. How the questions are formulated is essential for the answer, and in the communication, for both parties, misinterpretation and misunderstandings may occur. This is an unambiguous prerequisite for reliable information.

2.1.3 Choice of methods

For testing the hypothesis it was wanted to find the best research method to collect relevant data. Limitations and availability were also important factors and could in some cases give critical limitations in choosing methods. Table 2.1 shows the relevant methods.

Table 2.1: Relevant research methods

Research method	Reason for relevance
Field work	Gives an enhanced understanding of situation with hand-on experience. Collect relevant and specific data, and it would be possible to do a case study.
Interviews	- with organizations, relevant persons, etc. Suitable for research question 2 and 3
Questionnaires	- with organizations, relevant persons, etc. Suitable for research question 2 and 3
Literature study	Gives an overview of what is been studied. Suitable for all research questions.

Field work

There was clearly that to make this master thesis more relevant for the Kakuma project would have been to travel to the refugee camp and carried out field work. Not at least, field work would have gathered a higher degree of relevant data for this master thesis and would also have been vital to get a better understanding of the situation in the refugee camp.

Even though several attempts were made, travel to Kakuma and perform field work was not possible to do this semester due to bureaucracy. This has affected in that way that the work has got a less specific relevance to the Kakuma-project and the issue, and thereby the project work got a more general point of view. A lack of understanding can also give room for assumptions and that misinterpretations are not detected.

2.2 Qualitative interviews

“Interview is a particularly suitable method of providing information about how people who are interviewed experience and understand themselves and their surroundings” (Thagaard, 2013).

Interviews were chosen due to its strengths, especially as it is a method that may provide insightful data and a way to learn about other persons' experiences. As there was not to do research giving personal on-hand experiences, other perceptions and reflection were a minimum for getting some understanding of the scope of the issue.

Yin (2017) lists up several desired attributes when conducting an interview. This is, firstly,

to ask good questions and to be a good listener, then the answers are to be interpreted fairly. During the interview, one should stay adaptive to benefit from new angles and situations. Furthermore, one should always have a *firm grasp of the issues being studied*, and biases is to be avoided. And last, one should have the ability to know *how to conduct research ethically*.

Interview guide

The guide for the interviews was semi-structured as the themes were fixed, but the order was decided as how the interviews were developed. This gives a flexibility for the interview process (Thagaard, 2013). The guide, which can be found in appendix A, shows themes and key questions about what could be of interest to know.

During the interviews the guide was not strictly used. Themes, questions and the order all varies as they depend on the development of the interview and the interviewees experiences. Notice that some questions are directed at the specific participants and will therefore not be relevant for all the participants. Hence, the themes and questions on the guide could variate in some degree depending on the interviewee as the different interviewees' perceptions and experiences were of interest. Other questions have also been asked in moment to explore more of the interviewees experiences and viewpoints. The interview guide did also variate as time went, and more knowledge and experience were gained from earlier interviews and learning.

2.2.1 Procedure

The participants, as for interviews, were chosen out from searching after whom could have relevant experiences and knowledge. This led to that well-known organizations were contacted. Engineer without borders NTNU were also helpful in suggesting people to be contacted with relevant experience.

The interviews were conducted through phone or in meeting with the interviewees in person. The introduction and explanation of the what the master thesis were searching were given beforehand of the interview. All interviews were audio recorded, with permission of the interviewee, and additional notes where taken at the same time, as recommended from Thagaard (2013).

In the start of the interview there were asked for permission to record the conversation to

ensure that everything was documented and to facilitate uninterrupted flow during the interview, as there were not needed to take notes. Still, as Yin (2017) and Thagaard (2013) recommended, additional notes were taken as a safety in case the sound recorder would stop during the interview. This also gave the possibility to write down own thoughts and new questions that would emerge throughout the dialog.

Mostly three to five questions per theme were asked – again depending on how the dialog developed. The questions also changed during time as knowledge and focus somehow changed throughout the process. (During the interview an answer on one question could lead to a dialog involving the answer on other questions and therefor exclude the need to ask more specific.) In the end of the interview, all participants were encouraged to enlighten any issue, theme or similar as he or she found these relevant. Afterwards, the interviews were all written from audio record to transcript and sent to the interviewees for approval. In the master thesis all participants have been kept anonymous.

The collected data are presented in Chapter 4, Results and Findings, as textual information along with the responses from questionnaires.

2.2.2 Reliability and validity

The result has been presented as text, as this is one of the best ways to communicate according to (Samset, 2008). The text could have been transformed into figures, but it is not done as to avoid interpretations of what the participants have said. However, interpretations are not to be avoided as there could be questions where the intention is misunderstood by the participants, or that their answer is interpreted incorrectly. The transparency is also not completely clear as the interview guide was quite flexible and edited throughout the master project and depended on who were interviewed.

As the discussion and conclusion is based on the result, which are the answers from interviews and questionnaires, they would be affected by subjective meanings, perceptions and reflections to the precipitants. Poorly articulated questions, or responses, could provide bias to the research (Yin, 2017). It could also be that the questions were leading, so that the interviewee answered what the interviewer wants to hear, not what is actually accurate.

2.2.3 Strengths and weaknesses

On one hand, it may be a weakness that the adjusted questions do not give similar basis to give an equal comparison between the different organizations and interviewees. On the other hand, this was not the intention, neither of the interviews and questionnaires, but to gather different knowledge and methods of project processes.

The strength with interviews is that they focus directly on the studied topic, which makes the method targeted (Yin, 2017). It is also an insightful way to collect data as it is asked for explanations and personal views.

2.2.4 Sources of error and limitations

To carry out interviews this method were highly depended on whether the wanted interviewees had the available time, access to give out information, and that they wanted to spend their time doing so. A limitation was also knowing who to contact and where to find them also set some limitations. Too small or to little varied population of participants when collecting research data does not give a result saying how it is in general, only for these particular situations.

If the transcript were depended on memory, poor recall could provide inaccuracies (Yin, 2017). Therefore, an audio recorder was used, and the file sent through email and saved, to ensure that the correct statements were kept.

Lack of experience and training in conducting interviews has been clear, especially at the beginning when the first interviewees were carried out. Gradually, experience and insight were gained over time, and this conception became less relevant beyond the work. This shows what Thagaard (2013) Yin (2017) agree on: that interviews and case studies must require skills that If not possessed must be practised beforehand. This could have affected the interviews in that way that the right questions were not asked or that opportunities to get more relevant data were not seized. It is an essential factor as the answers are dependent on which questioned are asked and how they are formulated.

Most of these points were also relevant for the questionnaire, which is explained in the next section.

2.3 Questionnaire

In addition to interviews, a questionnaire was used as an option for those who could not participate in interviews, or for those who found this way of method simpler and time efficient as it could be done through email at any preferred time. This way it was possible to gain more data than with only doing interviews.

2.3.1 Procedure

The participants, as for interviews, were chosen out from searching after whom could have relevant experiences and knowledge. The questionnaire sent out to were given in structured form, but all participants explained that they could adjust the question to fit their situation and knowledge better and highlight other subjects if they felt the need for that. For those who were contacted were Norwegians, the themes and questions were originally given in Norwegian. This gave a selection of organizations and individual with different experiences from different types of projects, from larger school and education programs to smaller product development projects.

The collected data are presented in Chapter 4, Results and Findings, as textual information along with the responses from the interviews.

2.3.2 Strengths and weaknesses

By sending out a “universal” questionnaire the responded answers could be easily compared with each other. Unfortunately, this advantage was not possible to see through as the persons and organizations of interest did not have similar experiences and knowledge. Therefore, it seemed more fitting to adjust the questionnaire to each different participant and their projects. Even though the answers were not entirely comparable, this gave more relevant answers for the thesis and from their particular experience. This also made it possible to highlight different issues from the different participants.

As the themes and questions were shared with the interviewees beforehand, they got the possibility to prepare them self and think through what they wanted to share, or not to share. This way the possibility for getting an impulsive response were lost, which gives the disadvantage of not getting the interviewees first thought about the subject.

2.3.3 Reliability & Validity

When seeking answers by a questionnaire, the possibility for immediate responses were lost as the participants can use all the time they want to answer. On the one hand, the answers could have been really thought through and the question could be answered complementary. On the other hand, questionnaires could also not be taken so seriously as the personal contact and were not attained.

2.4 Literature Study

To get an overview over relevant published research and to collect state-of-art information a literature study has been used, as well as to build a foundation for relevant knowledge.

2.4.1 Procedure

To find updated and specific information about the desired themes, it has been used subject-specific databases that provide results of research articles, journals, academic books, etc. It has also been crucial that the articles are professionally evaluated. The search result was dependent on which keywords are used, using quotation marks and verbs such as AND or OR, and that the search was delimited by interest. The utilized databases and the most used search words are shown in table 2.2. Some literature were also found through exploring utilized references or by recommendations from the participants of the interview.

Table 2.2: Databases and search words utilized in literature search

Utilized databases	Most used search words¹
Oria (BIBSYS)	Development project
Google Scholar	Local ownership
Web of Science	Create ownership
Scopus	Community (involvement)
Research Gate	Critical success factors/project management

The literature were evaluated by the following steps:

1. The first evaluation of literature was based on the title and the year, and whether the article was peer reviewed.

¹These words are used in combination with each other and/or other words.

2. Then, *reliability (troverdighet)*, *objectivity, accuracy (nøyaktighet)* and *aptitude (egnethet)* were assessed on the basis of the TONE-principle² using the Norwegian initials.
3. The article's structure were evaluated, if it was set up according to the IMRAD model: Introduction, Methodology, Results And Discussion.

The collected data are presented in Chapter 3, Theoretical Framework.

2.4.2 Reliability & Validity

Doing the literature search, quality assurance was central, and this also applied for the databases utilized. To see whether the literature had a good quality and were to be trusted, with valid data, the TONE-principal were used³. For reliability (T), the person responsible for the article and if they appear to be reliable are considered. For example, if the article is peer reviewed or not. Objectivity (O) looks at how the data is presented, whether it matches with previous research or not, and if alternative aspects are highlighted. Accuracy (N) assesses the research methodology if it is well explained and if the data is updated. Aptitude (E) is considering if the source fits the problem.

Showing criticism of the sources contributes to an objective and scientific method and gives a proper literature result. An exception may be an assessment of aptitude, which is based on a somewhat subjective meaning. By using sources that were quality assured, peer reviewed and evaluated formed a good foundation for further work of the master thesis.

2.4.3 Sources of error

Sources of error may occur even if a quality assurance of literature and other measures have been made. These mistakes could lead to misinterpretation and/or conclusion being drawn on the wrong basis. There may also be more error sources than considered and mentioned here. The following error sources may occur in the thesis is shown in table 2.3.

Strengths and weaknesses

Strengths and weaknesses are shown in table 2.4, extracted from Yin (2017).

²NTNUs Kunnskapsbase: <https://innsida.ntnu.no/wiki/-/wiki/Norsk/Hjelp+til+litteratursøk>

³see footnote 2

Table 2.3: Error sources that may occur in the thesis

1	Lack of quality assurance of literature.
2	Misinterpretations of literature may give incorrect theoretical results. This can lead to discussion and conclusion done on the wrong basis.
3	The literature may be characterized by the author's views.
4	Not a specific enough literature search.
5	To high number of hits in the databases makes it impossible to see through all of the suggested articles. This is mostly the case for Google Scholar.
6	The article's title could not reflect the article's content properly and could give irrelevant information or not cause that relevant articles are overseen.

Table 2.4: Strengths and weaknesses for documents

Strengths	Weaknesses
Retrievability – can be difficult to find	Stable – can be reviewed repeatedly
Biased selectivity of collection is incomplete	Unobtrusive - not created as a result of the case study
Reporting bias – reflects (unknown) bias of any given document's author	Specific – can contain the exact names references, and details of an event
Access – may be deliberately withheld	Broad – can cover a long span of time, many events, and many settings

2.4.4 Limitations

As the literature are mostly accessed from a developed, western country the results and theory must be adjusted to fit the actual situation in Kenya and in the refugee camp. Lack of understanding and relevant knowledge can affect the conclusion to not be well enough fitted. When searching for literature, one can only access what is published, and one cannot always get an own angle on the results presented. For this thesis the issue is quite open and well connected to other issues. This gives a lack of specification of the issue and the literature search.

3 Theoretical Framework

This chapter presents the theoretical framework related to development projects, its early phase and for projects in general. The theory is about projects, its success - short and long term, the early phase of projects and its related tasks such as preliminary ground work, mapping, stakeholder and user involvement. Then it is presented theory about ownership, sustainable well-being, holistic development and finally, power relations, advocacy and ways of achieving development.

3.1 Successful projects

The achievement of a project is influenced by many factors where the results determines the project success. (Radujković and Sjekavica, 2017). This factors are inputs in form of measurable key variables that directly or indirectly leads to, and therefor explain, the success of project (Diallo and Thuillier, 2005). For these criteria to be relevant, they must be adequately defined.

Even though criteria work as given requirements for the project success, the evaluation of them will differ by the diverse perceptions (Radujković and Sjekavica, 2017; Diallo and Thuillier, 2005; Samset, 2008). When evaluating success, a project manager, a client, or a key stakeholder, will weigh the criteria based on their own agenda. Achieved success only occur as “perceived success” and is not consistent nor absolute. When it comes to construction project success, Radujković and Sjekavica highlights that it should always be continued looking for improvements as it is desired for most governments, users and communities. For methodologies, tools and techniques, it is important to choose those which fit the project the most and can make it easier to plan, monitor and optimize control.

3.1.1 Short term success vs long-term success

Although project success can be defined in different ways as there is found no general agreement for the definition, Radujković and Sjekavica (2017) divides success of a project into two concepts: *project success* and *project management success*. These two concepts have a mutual relationship and there is no strong differentiation between them. The distinction is that project success is related to how the results of achieved goals, in the long term, while project management success measures its performance out from time, cost and quality (Olsson et al., 2008; Diallo and Thuillier, 2005; Samset, 2008). The latter form of success, has traditionally been the measures when evaluating a project.

“Project management is planning, organization, monitoring and control of all aspects of project, with motivation of all included to achieve project goals on safe manner, within agreed schedule, budget and performance criteria” (Radujković and Sjekavica, 2017). Additional to the traditional measures, project management success can also be evaluated from the criteria of scope, resources and activity. Quality is most often given by the terms of the client. The project management succeeding in implementing the project, is what Samset (2008) expresses as tactical performance. It is the answer whether if the project manages to deliver the agreed results.

Diallo and Thuillier (2005) underlines that *“project management success does not mean project success”*, and Radujković and Sjekavica (2017) agrees by emphasizing that *“it is possible to have a successful project with unsuccessful project management, and vice versa”*. On one hand, the success of the one is not related to the other. Overall project success can be achieved in its long-term goals even though the short term criteria of management are not achieved. On the other hand, it is harder to achieve project success without successful project management as those two have a significant positive relationship.

Even though projects may fail, and there are many examples, some of them have still resulted in being quit successful on the long term when evaluating in a user or social perspective (Samset, 2008). Even with large overruns regarding time, cost and quality, the long-term success could still be achieved. Likewise, for the opposite, projects have turned out be catastrophic regarding effect and benefit in the long term despite of the project was carried out quite effective.

Success on the long turn depends whether on the project is viable and relevant throughout its lifetime, and whether it will be profitable and beneficial for the society on a long term. This is how Samset (2008) describes strategical performance and it is rooted in the very basic idea behind the project, the project concept. Instead of the the immediate impact of the project, the long-term perspective evaluates the overall impact of the project in the community (Samset, 2008). The long-term success considers social issues and is evaluated as the total effect impact of the project on society over time. For example, in a school project, Samset (2008) states that *“the long-term goal will focus on the effect of education in the form of employment, services and added value”*.

3.1.2 The project team

A project manager and the project team need technical, behavioral and contextual competence (Radujković and Sjekavica, 2017). In addition, the project manager should be skilled in emotional intelligence, soft project manager elements, as well as having a skilled project team with a good coordination. Through his good actions, the project manager is the person with most responsibility for achieving project success (Radujković and Sjekavica, 2017). This includes the responsibility for integration, scope, human resource, communication, risk management, etc., along with managing time, cost and quality. In a broader perspective, it will also include *“management of stakeholders’ satisfaction, benefits to organization that owns the project and long-term impacts on project environment”*.

Education in project management competence is important to promote because, in the end, it is the project team that has the most responsibility for the ultimate project success (Radujković and Sjekavica, 2017). More importantly, learning the right way to use them could give a significant improvement as further development of project management.

3.1.3 Success for International Development project

For international development (ID) projects, the project success is related to the long-term impact on the locals prosperity (Diallo and Thuillier, 2005). For this achievement, the project success depends on the project’s preparation and the policies behind the design of the project.

Diallo and Thuillier (2005) and found that there was a scarce extent of literature on success factors and success criteria for international development projects, and that it was even

more rare for management of ID projects. Their investigation showed that project success were only assessed by two criteria: the management performance (time, cost and quality) and the project's profile, which will say the projects visibility or earned reputation. Anyhow, the project impact, the project's performance in regard to its objectives, was not a significant criteria,

3.1.4 Failures

In the last years the Canadian Engineers without borders (EWB) has written a failure report evaluating what went wrong and why (EWB Canada, 2016). For one example, a competition for women were made in the attempt to balance the skewness of gender distribution in a local tech-company, but with almost no applicants the competition were canceled. The evaluation showed clearly that the those in charge, two western women, had only to a minimum sought inputs from local coworkers. Even though they tried to put them self into the shoes of Ghanaian women, they still lacked cultural understanding. This made it clearly it was critical to not neglect cross-cultural collaboration and co-creation in all parts of the design process.

Another example was failing in achieving in being open minded, communicate and being able to adjust to other working structures (EWB Canada, 2016). In this case a foreign worker was not willing to try understanding his manager or see her's point of view. Even though he was prepared for that there would be differences from what he was accustomed to, he stayed fixed in his own perspective. Due to this, building a relationship between him and his manager failed as this requires trusting in each other. This shows there is a great value in listening and being open to other perspectives not in tune of own perceptions.

3.2 Early Phase in Projects

A projects life cycle is normally divided into phases, depending on what is more convenient, to provide a comprehensive controll of the project at critical stages (Eikeland, 2001; Samset, 2008). There are many different ways to divide a project, and the limits is more or less defined even though the phases sometimes overlap. The phases are linked to the different tasks, ownership or responsibilities in a project. Lædre (2009) divides the projects life cycle into four phases: early phase, design phase, implementation phase and operational phase. Eikeland (2001) divides the building process comprises three core processes, in addition to

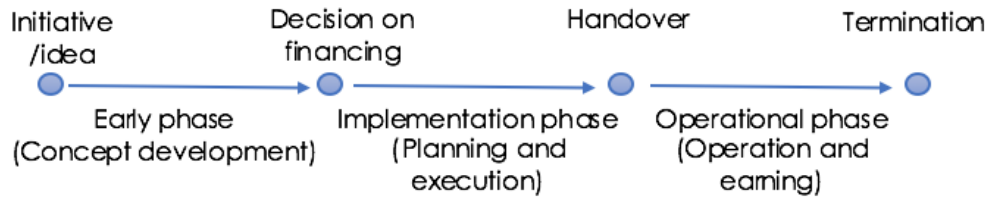


Figure 3.1: The three main phases of a project life cycle according to Samset (2008).

administrative and public processes. The three core process, which can be seen as the processes with descriptions and production of the planned result, are programming, planning and production processes. These have some logical order, although they occur largely at the same time. Identification of requirements and the groundwork for the planning take place in the programming process, related to the future use and operation of the building.

Samset (2008) however, has simplified the project stages by only using three main phases where the early phase is the design and implementation phase to the model of Lædre is merged, and can be see as the programming process in by Eikeland. The initiating process begins by identify actors and ensure their commitment in realizing the project. (Samset, 2008). After the initiating process the detailed planning and the design (engineering) stages follows, while the implementation phases in as the activity increases (Samset, 2008). *The projects ends* with a clarification period, consisting of approval procedures, documentatin, training, etc., docu and being handed over two the owner. The sum of steering and control these processes, is what is called project management.

3.2.1 The early phase

According to Samset (2008) the early phase is all the activities before the final decision of implementation is taken, when the project only exist conceptually, including all the activities starting from where the idea initiated. Eikeland (2001) calls this period for the idea phase.

Firstly, the phase tries to identify the possibilities and recognize the wanted solutions and seeks answers about the project's prerequisites, for goals and framework conditions. (Eikeland, 2001). Here, preliminary studies are executed, concepts identified and evaluated, premises is defined, those affected by the project - the stakeholders - are informed, the users and their possible future is analyzed, financing are negotiated, etc. (Samset, 2008; Eikeland, 2001). Which goals and vision to strive for is also examined, threats, competition and public regu-

lations. The activities, the analysis, assessments and decisions made in the early phase will have great consequences for the project, and determine whether it will be a success or failure. In many ways, this makes the early phase the most important and the most difficult phase.

The early phase is also characterized by a low knowledge and information on one hand, but with great possibility of impact the other hand (Samset, 2008). Early, there will not be any greater importance for the costs to change the frames and goals and there is a high possibility to make changes without any greater consequences. As decisions and binding agreements are made, this possibility of impact decreases (Samset, 2008). As doing changes later on, as in the implementation phase, means changing existing plans and ongoing work, and will therefor be costly in addition hard to implement.

In this phase there is low degree of knowledge which leads to a lot of uncertainties (Samset, 2008). Hence, it is important to map and analyze the situation early in the project. *“This knowledge can help shape the project by exploiting the positive consequences of uncertainty and reducing the negative”* (Samset, 2008). Even though relevant information contributes to make the right decisions, and gathering information is an important necessary, it is alone not enough to control and reduce the high amount of uncertainty that lays in the early phase.

Furthermore, providing information is costly (Samset, 2008). Therefore, it is needed to separate between assumption and facts. Fortunately, in this phase, the benefit from provided information is on its greatest. Further on in the project the benefit will decrease with time, while the cost of providing information increases. However, no matter how large resources are put in to map, analyze and plan a project in the early stages, the information base will always be incomplete. The different analyzes to be use is for example: market analyzes, user analyzes, quality management, user assessments, impact assessments to maintain the social perspective, etc. This is also regarded owners of smaller projects who who will in many cases have to make overall assessments before the projects is to be planned and implemented.

3.2.2 The project concept

As mentioned, Samset (2008) separates concept development and project planning. Planning is regarded as the detailed design and layout of the project, involving budget, activities, scope, time schedule and quality. The planning focuses mostly on how to implement to

project, while concept development gives a description of the project in its entirety.

A concept is, in a philosophical perspective, the abstract idea that corresponds to something concrete in reality (Samset, 2008). A project is defined as a way to solve a problem or to satisfy a need, and in a project there are several ways, or concepts, that can work as alternative solutions of the same problem. In a project perspective, the concept is related to the resources and the performance objectives. Likewise for the user perspective, which is evaluated from the effect objectives, and the social perspective where it is about achieving the social objectives. The choice of concept is done through a systematical identification and evaluation of alternatives, often guided by the technical solution, it is drawn on realistic strategic framework for the final project.

Strategy and need

“Concept development is about securing a strategically sound approach to the project at the earliest possible time” (Samset, 2008). The strategic perspective, or in other words the long-term overall perspective of the project, will therefore be established in the early phase. Laying a strategy gives a common long-term direction for the decision-makers at different levels. When working out the strategic planning, the *central purpose* is to achieve a running management that is structured and efficient, which is undoubtedly useful both in projects and institutions. (Samset, 2008).

Projects fail often as a result of when decision taken under time pressure, or when doing preliminary studies, concept assessments and discussion of concepts were not given enough time (Samset, 2008). By adding depth, levels and scope to the strategy, it will lay a more solid base for the project and increase the chance of success. With this in mind it is puzzling when the majority of the used resources, regarding the success of a project, is spent in the implementation phase. As far as what is used in the early phase, a smaller part to the conceptual development itself and the majority is used at a relatively detailed strategic plan, which is a cause of failing. This is perhaps one of the most important problems in project activity in general. In the early stage it is given too little emphasis on the fundamental questions that concern the concept itself, and Samset (2008) thinks this may come from that one is depended on making assessment when it is difficult to know and anticipate anything.

As the world is constantly changing, it is therefore to keep in mind a lot is not to be predicted,

and this is the limitation of strategical thinking (Samset, 2008). On an early point the strategical plans are not done in detail, but is built on perceptions and assumptions, and based on this, there is a small probability that a precise, strategic plan will be conducted in details. Proper project management involves harmonizing between increasing the possibility in achieving the strategy, but as well, if there should be weaknesses in the strategy, keep the project flexible enough to make the necessary changes – it is a balancing act between the narrow and the wider. This makes tactical flexibility just as important as strategic planning.

3.3 Stakeholder involvement

The term stakeholder has several definitions, but in general it considers those who are affected by and are interested in, the project, its implementation and results, or those who are contributing directly and indirectly. (Samset, 2008; Olsson et al., 2008). This could be individuals, groups, organizations, and/or parties, etc., and it is important the project management team identifies these and their differing demands. When mapping who the stakeholders, internal and external, one should look at *“who are involved in the decision process and who are the stakeholders in the surrounding environment that are affected by a new building”* (Støre-Valen et al., 2016).

In the Norwegian society it is commonly accepted that various parties and their interests are taken into account as much as possible (Samset, 2008). This is to ensure successful planning and implementation. For actions that may have significant consequences for environmental, natural resources or society, conducting a comprehensive impact assessment is even legalized as a requirement along with open consultation (Samset, 2008).

3.3.1 Stakeholder in international development projects

In ID projects Diallo and Thuillier (2005) states that the stakeholders belong to different cultures, and lists five types that are directly involved in the process. These are listed in table 3.1, and notice that the real client is missing, which may be unexpected. The client, in aid projects is usually the country's residents or a subgroup termed as *“the beneficiaries”*. Diallo and Thuillier (2005) explains that the beneficiaries are an ineffective client as since they lack the representative authorities or organizations, particularly when validating qualities of the project's outcome. The exception will be when, sometimes, participating in the identifica-

Table 3.1: Stakeholders in ID projects (Diallo and Thuillier, 2005)

NR.:	Stakeholder:	Description:
1	The national project coordinator	<i>(or project manager) – who is the person responsible for the day to-day management. He or she is in charge of the operations and leads the project team.</i>
2	The task manager	<i>located in the headquarters of the multilateral development agency, who supervises the project's implementation and makes sure that the guidelines of the international institution are strictly respected by the project's national management unit.</i>
3	The national supervisor	<i>who is the high-ranking civil servant (a national department director or sometimes the minister himself) to whom the national coordinator reports.</i>
4	The project team	<i>which is under the coordinator's authority. The team is not exactly an external player but no matter what its influence, the coordinator cannot function effectively without the project team.</i>
5	The various firms	<i>engineers, subcontractors, consultants, etc.</i>

tion phase of the project.

3.3.2 The users

The users is defined by Samset (2008) as the direct user of the project's outcome. The users are less concerned about the implementation itself, but focus on what benefit the project can provide for them. This make the user perspective different and wider when evaluating the project. In this perspective the effect goals are central and works as a parameter for measuring success, which is related to the direct consequence of the project, and the products usability and profitability. The user perspective is often more ambitious, also considering time and uncertainties.

For example, in a school project appropriateness of the school building is more of interest for the user (Samset, 2008). They have a wider perspective that here concerns firstly about the teaching and learning that finds place in the school building – which is obviously not a part of the project supplier's responsibility.

Needs, goal and effect

An overview of the needs of users and other stakeholders is required when establishing the project strategy, in addition to map the uncertainty associated with the concept (Samset,

2008). Since projects are about solving a problem and/or satisfying a need, there is an expectation that after the project has been carried out, there should be a particular effect in the market or or at the user (Samset, 2008). Therefore, the problem or the need is the foundation in the strategy leading to the project's goal, which expresses what the wanted achievement of the project.

Need, goal and effect are near related terms and, as they are the basic requirements for the design of projects, there has to be a compliance between these. As mentioned, the goal derives from the need and the effect must correspond to this goal. Nonetheless, the need must be real. To make a clarification of the needs, it is necessary to do a thorough research of user and market. Without this, the possibility for success reduces.

Challenges when involving users

As the involvement process can be complex, it comes with several challenges and requirements (Støre-Valen et al., 2016). This is more often for the users than the general stakeholders. It could be they have many opinions, or they are not able to communicate their desires or visions. It could also be that they do not clearly understand the value of a good building design or what they need. Organizational values and ways of measuring them can be difficult to define. If this is the problem, the solution may be to coordinate and facilitate the network groups through a creative process.

To perform a suitable process of user involvement, the requirements are good skills in leadership and facilitation (Støre-Valen et al., 2016). Those implementing the project must understand how the decisions are influenced by the different stakeholder's interests, such as values, systems and power and how the end product, spendt time and money are affected by the chosen solution. Further, this have a lot to say for the final usability of the product.

3.3.3 Owner and ownership

Ownership means having control and responsibility (Olsson et al., 2008; Foss and Foss, 1995). The term is defined as "*residual control rights to assets*", which, for under circumstances not specified in a contract, is the right to determine the use, possession and disposal of assets. Control and responsibility, in economic terms, will mean the residential control rights and the and residual profit responsibility: the cost and income related to the resource.

Owner of the project

The owner of the project is identifiable in all building projects, and has legally the related rights and responsibilities. This person is “*the central contractor for the development and implementation of the project*” (Eikeland, 2001). Commercial actors or public projects with the country’s inhabitants mainly represents different aspects of ownership (Olsson et al., 2008). Ownership can also be found on macro, between organizations, and micro level.

The owner has the responsibility for the financing and organization of the development and and implementation of the project, and the obligations related to the project result (Eikeland, 2001; Olsson et al., 2008). The project owner also carries the risk related to project costs and value creation of the project considering use and for the future. To certain extent, the project owner can transfer the risk to other actors in the project.

Divided ownership

For some projects a traditional owner can easily be identified. In other cases it could be a more complex situation as not all projects have a single well identifiable project owner (Olsson et al., 2008). The responsibility and the owner rights can be distributed among several stakeholders, which means that a “*pure*” ownership is not found in many projects (Olsson et al., 2008; Eikeland, 2001). If this is the case, the complex organizations must determine how to arrange the role as project owner in view of functions, authority for decisions and responsibility. In other cases, it could be the same operator that attends the the user role and the project owner role.

Owner perspective

For the user the interest is related to the period where the building is to be utilized. while the interest of the owner is related to the return of the investment of all future use, the long-term effect of the project (Eikeland, 2001). This is a life cycle perspective of the building that is wider than for the individual user. Project success in an owner perspective is evaluated by the project’s future value. This is also a more common way to measure a project’s success and it is “*influenced by benefits and revenue form the project, alignment to overall objectives, project cost, and other issues*” (Olsson et al., 2008). The project owner can be seen as a special stakeholder who influences measurement of project success.

3.4 Sustainable Well-being

Sustainability is defined by Atkin and Brooks (2014) as a balanced act between the demand for improved lifestyle and preserving nature. The world is experiencing a huge pressure on scarce resources and climate change, which is a more relevant issue for each day (Atkin and Brooks, 2009). Achieving sustainability in well-being, the long-term perspective should concern all policies and actions (Chambers, 1997). The future must be considered as well as the present.

“Well-being can be described as the experience of good quality of life” (Chambers, 1997). Happiness, as a sense of well-being, is the condition of being comfortable, healthy and happy (Bjørberg et al., 2016). Authors discussing well-being all underline that it is a subjective feeling defined differently by each individual. Other aspects included as well-being could be, listed by Chambers (1997): living standards, basic services, security, freedom, health, choice, etc.

Well-being can not be defined as the same as wealth, which is emphasized by Chambers (1997) who states that well-being involves *“a whole range of human experience, social, psychological and spiritual as well as material”*. Actually, it is on the contrary, being more wealthy *does not assure well-being*, it may even decrease it. Moreover, income has a low priority compared with values as health, family, respect and social. Similarly, the opposite, ill-being, differ from poverty, even though there is a connection between extreme poverty and ill-being. In contrast to well-being and wealth, *“reducing poverty usually diminishes ill-being”*.

Enhancing well-being

As *“the objective of development is well-being for all”*, Chambers (1997) proposes responsible well-being as central concept with the means capabilities and livelihood, qualified by the principles equity and sustainability. For *livelihood*, security and safety is a basic: for rights, access to resources and food, and basic services- *Capabilities* is being able to learn, train, get education, etc. and contributes to achieve fulfillment and better well-being. *Equity* is not only a mean for better well-being, but also a mean for the development agenda. This mean that those with less should receive most first, and vice versa, those who have much,

should be placed last in the line. *“Equity includes human rights, intergenerational and gender equity”*. *Sustainability* is, as equity, a mean for both development and well-being. For even talking about good changes, and conditions, they must be sustainable, and for all its aspects: economically, socially and environmentally.

Change are *“largely determined by personal action”*, whether by political leaders, NGOs or local people, but especially by those who are powerful and wealthy (Chambers, 1997). As responsible well-being is at a personal dimension it is affected by generosity and greed, even though it seems *bizarre* to neglect well-being of others. Responsible well-being concerns about others and their quality of life, not only for those living today, but for future generations as well.

Being responsible comes with a moral force, and in particular for the wealthy and powerful as they have a grater impact of their actions, or inactions (Chambers, 1997). There are six essential actions that will enhance well-being for others: *“empowering individuals; strengthening gender equality; accelerating pro-poor growth; improving the management of globalization; ensuring an active state; and taking special actions for special situations”*. The major issue is how to encourage these, as well as for the powerful and wealthy to take actions that benefits for the poorer ones.

3.4.1 Added value

“A building adds value when it facilitates value creation for the user organization during the building’s lifetime. Therefore, the building should function according to its appropriated need” (Støre-Valen et al., 2016). Normally, when it comes to real estate projects in Norway, cost minimization has been prioritized over value optimization.

Value is a complex subject and it deeply varies on the individual perspectives and is a term not well defined (Støre-Valen et al., 2016; Bjørberg et al., 2016). Hence, this makes it also difficult to measure. (Bjørberg et al., 2016) uses the following three terms, with corresponding definitions: Value *“has to be defined in each case. It should be the strategy that reflects owners’ (and users’) value in the actual project, which can be translated to characteristics”*. Value creation is *“the process needed to achieve value”*, and added value is defined as *“innovation and possibilities throughout the project process which can increase value outcome”*.

For the owner, sustainable value is, economically about the costs: whether the cash flow is a

positive or negative (Støre-Valen et al., 2016). Socially, the tenant relationship and the market is important. Energy, water and waste are factor when it comes to environmental issues. Physical issues is about operational and maintenance, and total adaptability of the building. For the user the rental and facility management costs are important issues economically. Socially, it is about facilities service and market. When it comes to environmental issues, indoor environment and profile branding are relevant aspects. Physical, the issues are location and flexibility of space. Støre-Valen et al.'s data shows that the *“owners are more interested in user involvement in early phase development of buildings than the users themselves”*. This result is depended on the respondent's of how value can be added by user involvement.

To ensure added value, Støre-Valen et al. (2016) found that there is a need for increased sustainability, and its aspects, of the building. The dimensions for sustainability are: social, economic, environmental, and physical aspects of the building (Støre-Valen et al., 2016). This contributes to a better understanding the owner and user, and could improve the latter's influence on decision process. For this, a structured network role should be established early of the construction projects. This will contribute to find innovative design and technical solutions in a successful way.

3.5 Holistic Development

Through their literature search, Støre-Valen et al. (2016) calls out for more co-creation when discussing added value in construction and real estate projects. A more collaborative approach is needed to achieve buildings with good use, hence more likely a higher degree of sustainability and user satisfaction. *“Co-creation and co-collaboration models can be useful to ensure better building quality and usability, increase the owners and users' involvement in the early phase of real estate projects”*

Co-creation contributes to cooperation between business and clients, and innovating thinking, when developing new products (Støre-Valen et al., 2016). This ensures a more mutual creation of value. This method is a very useful way to involve several stakeholders, necessary competences and increasing the understanding of their needs, as well as the owner's concerns. Even though Støre-Valen et al. affirms that this is a method for process especially for developing products, they acknowledge that this *“highly relevant for real estate and construction projects today as well”*.

3.5.1 Human Centered Design (HCD)

IDEO (2015) has developed *Toolkit, the Human Centered Design (HCD)*, which is as the name indicates: when designing a product, the human is in the center of the process. The central belief is that the key to the answer is held by the people facing the challenges the project is trying to solve. This means the design process focuses on involving communities and understanding people on a deep level. This way, they can generate "*innovative new solutions rooted in people's actual needs*". The Field Guide (IDEO, 2015) has a philosophy that keeps the product developer to focus on the people the design is for and brings the right questions to ask. When an idea for solution is in mind, it must be made tangible, be tested and redefined.

Human-Centered Design (HCD) is about making solutions that are a balance between what is desirable, feasible and viable (IDEO, 2015). "*By starting with humans, their hopes, fears and needs we quickly uncover what's most desirable*". Even though there is no linear process that perfectly leads to the solution, Human-Centered Design (HCD) is a generative process consisting of three main phases: inspiration, ideation and implementation. These phases will build empathy with the communities and individuals; figure out what kind of solution can be found based on the information from the previous phase; and bring the solution to life and maximize its impact.

Talking, engaging with people and communities, and building empathy for them, are ultimately the best way to understand desires, fears and aspirations. It is about learning to understand people (IDEO, 2015). As Freire (1999) argues, who is better suited to understanding the limitations of their society than those living in the specific situation? However, it is essential that one find and talk with the *right people*. Therefore, interviews and its strategy should be built early, and do a secondary research to gather knowledge so one could ask the right questions. This can be information about social sector challenges, statistics, history, etc.

What is learned in the first phase will be made sense of in the second phase and turned into opportunities, a prototype to be made, and found out how to know the idea is working (IDEO, 2015). Team work is also critical throughout the process, and for handling challenges and maintain creativity, cross-disciplinary teams makes the right combination. The tangible

prototypes are shared with people to receive feedback and this process is iterated until the solution is ready. The last phase, implementation, is where the prototype will be tested on the market, in real world conditions, to see if it is feasible and viable. This phase also involves building partnerships and strategies.

3.6 Power and development

There is no doubt that NGOs have a lot to offer in their development work. However, Makuwira (2018) finds no actual, solid evidence of where the development process has been controlled by ordinary people, even for projects implemented by NGOs, local and international. From Makuwira's description, a person has power when he has the ability to force his own will against the will, and interest, of others. Power in development context is a complex theme and can be harder to understand than presumed. In a society with unbalanced power, Freire (1999) stresses that both parts, the oppressed and the oppressors, are captured in the system where there is the oppressed who can liberate themselves and their oppressors. Still, it is only those with power, that origin from the weaknesses of the oppressed, who have the sufficient strength to free them both.

3.6.1 "Good intentions"

There is a contradiction between wanting to do good and interfering in people's lives without a fair understanding of their culture (Makuwira, 2018), nor their history - which is vital to fight poverty. When engaging in development practice, one must be aware of the infiltration of "good intentions" from foreign voluntary organizations, who could be overlooking the fundamental challenges that the local people are facing.

After the colonization on the African continent, there are many unsolved ills: *"severe poverty, hunger, lack of access to clean water, poor basic health and education, violence against women, and the replacement of colonial and neo-colonial systems by well-functioning democracies"* (Makuwira, 2018). Still, it appears as the field of aid is approaching as a professionalized, capitalistic industry, remote from people's ordinary lives. For those receiving help, can find it hard to work with NGOs when they are met with a storm of promises not to be held. A word consists of the two dimensions, reflection and action, meaning a word would be empty if one of those was omitted (Freire, 1999). This is particularly for those living in the rural areas.

3.6.2 Poor, not helpless

The perception of development has a common but misleading perception of being a funded project where problems are identified, plans for solutions is implemented, the progress monitored and where success is evaluated (Makuwira, 2018). Development is “*commonly understood as a process of social, economic, and political transformation in developing and/or low-income countries*” (Makuwira, 2018). Mainly, this is comes from that the newly decolonized countries are pictured as they need the outside to help and support them,

Makuwira (2018) stresses there is a problem the “*poor*” are associated as being “*helpless*”, when in the reality it is not about being unable to solve the problems themselves. Freire (1999) describes a perception of a society where the oppressed gets the designation as “*welfare recipients*”, as they are single cases, people who are deviants, unfitted, “*lazy*” and signs of illness of the healthy society that is conceptualized as “*good, organized and fair*”. Because of this, the poor, the oppressed, need to adapt by changing their mentality. The solution seems to be that they must be “*integrated*” into the healthy society as if they were failed deviations. The truth is the complete opposite as they do not live “*deviant*” from the society, but they are living within the structure that made them become this for others (Freire, 1999). Therefore, the solution is not to “*integrate*” them into an oppressive structure, but transform this structure. This contradiction of solutions is pointed out by Makuwira (2018) when NGOs prefer providing services rather than advocacy.

Freire (1999) points out that it would almost always be a false generosity when the oppressor’s power is attempted to be “*soften*” with regards to the weakness of the oppressed. This “*generosity*” will be unlimited in at unfair system and, as Freire states it, “*nourished by death, despair and poverty*”, making the giving desperate by any threat to this source . The argumentation is that this false generosity comes from the oppressors enjoyment of the oppressed situation. This is seen from their tendency to transform all their surroundings to objects, reduced to be at their disposition and measured in money and profit: “*the earth; the property; production; the humans themselves; time, etc.*” (Freire, 1999). This way even humanity is seen as a “*thing*” within their right to own. True generosity is to fight the cause to false generosity, to fight for the downtrodden and against those who limits them.

3.6.3 Advocacy

Instead of continue this perception where the oppressed are treated as they need help, students should be assisted through the education that Freire (1999) is promoting, so they can become critical thinkers. Makuwira (2018) agrees by saying that the more advocacy done in a community, the more awareness about their conditions being a side effect of a number of factors, also including the political economy of aid. For the general project, essential interests and needs are disregarded as projects often are a result of political prioritization. Samset (2008) calls for a clarification of the scope in relation to the society by doing a preliminary assessment of uncertainties.

Freire (1999) claims that the common people have a responsibility to free themselves from a oppressing system and their silent obedience to authority. People are subjects in their own lives, and not locked to the current system. Freire conveys a liberating pedagogy through awareness and learning to see the connection between issues such as humanity, social, political and economic, as well as revealing deficiencies in society and identify relationships that create oppression and passivity. For this, each individual must be ensured guidance and support to built up their identity and self esteem, but also take responsibility and participate in developing the community.

When being situated as the “pupil” who will listen to the “teacher”, and without experiencing being good enough nor experience to also “know things”, it is it as easily to fatalistic “accetpt” being exploited (Freire, 1999). Those working for liberation must not exploit the emotional dependence. If so, using their dependence to create a even greater dependence, it will be a oppressors tactics. The right method lays in the dialog, and a conviction that their liberation is not a donation, but is a result of their own consciousness and must be fought for. The methods must not consist of propaganda, leadership and manipulation as those are weapons to rule.

3.6.4 Empowerment

Makuwira (2018) defines the term “empowerment” as “*the process that is believed to engender power*”. However, this term indicates that there is someone who is in shortage of power, or are without power, meaning that someone are not in a place make its own decisions, to make

an informed judgment or take control of some aspect of their life. From this, it can be argued that there is something critical about power that needs to be fully understood.

Rather than strengthen so-called western “best practices”, development experts should be more exempted from the the international aid politics and equate all stakeholders, where empowerment, participation and education is the outcome of the process (Makuwira, 2018). NGOs need to be more grounded and more open to there is new realities of life to learn and “*understand the implications of their work for the people they seek to support*”.

Chambers (1997) alleges there is a for the non-oppressed need for a pedagogy as those who have to change is, according to him, those who are powerful and wealthy. His methodology is directly related to responsible well-being, done in three areas:

1. “*Facilitating for a personal change and self-critical epistemological awareness*”, meaning reflect on how one learn and construct realities (Chambers, 1997). This gives a better understanding of what have affected forming a persons reality and perceptions.
2. “*Enable those with power and wealth to think through and recognize the effects of their actions and non-actions*”. Visualizing consequences for those taking actions with great impact extends their awareness. If, not it is easy to not even consider all aspects of the outcome, working against the “out of sight, out of mind”-effect.
3. “*Enable those with more wealth and power to welcome having less*” (Chambers, 1997). Creating an acceptance for this is the biggest challenge for development, but necessary for achieving a sustainable, good change. Conversely, it will lead to a responsible well-being, “*a better quality of life*” as their empowering others is a non-material reward in generosity, and can be deeply satisfying.

There are quite little NGOs and recipients are able to do avoiding a implementation that approaches from “above” to those below when donors lays the conditions of aid distribution, and therefor gets the highest seat (Makuwira, 2018). Freire’s promoted education, the pedagogy of the oppressed, is a pedagogy for the human, has its origin of what he calls the oppressors’ selfish interests, which is an egoism hidden behind the false generosity of paternalism (Freire, 1999). This generosity objectifies people to their humanitarian activities. If the pedagogy was to be developed by the oppressors, it would be a contradiction. Therefor, it is only the oppressed who can liberate themselves, and thereby their oppressors. Free-

dom is achieved through conquering, it is not a gift to be given. That is why the oppressed must participate in designing the pedagogy and be their own examples in the battle for their liberation. *“Who can better understand how necessary liberation is?”* (Freire, 1999).

Makuwira (2018) also promotes that to understand power in local communities to it is necessary understand the idea of empowerment. For common people, it is believed a bottom-up decision-making processes is engaged through a an empowerment process. If the poor and the community have power, they will be able to drive and influence institutions and development processes to their advantage. The contradiction of empowerment can also be shown in using participatory development approach, which is meant to empower as the purpose is to engage people in the process of decision-making (Makuwira, 2018). If this participation is passive, the process can result in disempowerment, obtaining a passive agreement which dot not mean there is a desire to participate, just a consent without resistance. Makuwira (2018) concludes that for community engagement, the truth about power, the complexity of the idea and its dynamics, must be accepted. The problem is the stakeholders', external as well as internal, misinterpretation of the idea of development and its processes.

4 Results and Findings

First in this chapter the participants of the interviews and questionnaires are presented. The participants represent organizations, projects and/or are individuals with relevant experiences. The experiences and perceptions from the participants are sorted into the categories. Local ownership is essential, and a great challenge. Survey and mapping early in the project is essential to uncover the actual need and understand the society and user. The same is for stakeholder and user involvement, which also enhance the local ownership. Long-term planning makes the project more sustainable. Other aspects are project management, resources, politics and building and construction work.

4.1 Participants

In the survey, 22 persons and organizations were contacted. Of these, 68 % answered, but not all would participate. This leaves a 36 % of participant of the total contacted, or in other numbers, 8 persons and organizations.

The participants answered the questions through interviews or through given questions over email. An overview is shown in table 4.1 and a more detailed explanation is given under in the following sections.

Project Worker, Norway – Building schools, Kenya This project was implemented to built high schools in the village Muhoroni, Kenya, in collaboration with the local communities and local organizations. Their goal is to give children and younger people the possibility for education. Through education and knowledge the purpose is to make the community more conscious about the society and politics. They have also developed a sponsor program where each sponsor pays for the education to one child whose family cannot afford the expenses.

⁴The used abbreviations are: S=School; RH=Rainwater Harvest; IDPs=International Development Projects

Table 4.1: Overview: participants in the survey

Participant	Studied project	Country of project	Cited as
Project worker 1, Norway	Building schools	Kenya	Project worker S ⁴
Director, Zambia	Community development	Zambia	Director, Zambia
Project worker 2, Norway	Rain water harvesting	Kenya	Project worker RH ⁴
Lecturer, Norway	International projects	Latin America	Lecturer, Norway
Professor, Norway	FN-projects/int. projects	Uganda, Tanzania, Nepal, Vietnam, Yemen, Iran, etc	Prof., Norway
International organization	IDPs ⁴	International	DRR & CCA Advisor
International organization	IDPs ⁴	East Africa, international	Head of department, EA ⁴

Director, Zambia – Community development, Zambia A interview was carried out with the executive director and a project coordinator for a project that built a community school in Lusaka, Zambia. This NGO have an approach to develop communities through sport as it rise awareness about health, education, gender, wildlife, etc.

Project worker, Norway – Rain harvesting, Kenya A former master student who also wrote a *master with meaning* for Engineers without Borders NTNU, now working for an international consulting company. This interviewee has shared experience from project and work in Kenya, a project about water resources and rain water harvesting, as well as from other projects.

Lecturer, Norway – Projects and work, Latin America This interviewee has worked 20 years as a lecturer with major environmental commitment and broad international experience from travel and stay in Latin America. He has worked 4 in the Norwegian peace corps as a agronomist and with environmental and ecology.

Professor, Norway – UN projects and other international projects Currently professor in building techniques with a wide research experience. This interviewee has relevant experience from UN-projects and similar in countries like Uganda, Tanzania, Nepal, Vietnam, Gambia, Yemen, Iran, to name a few, and was earlier leader in international committee for these international operations

Participants of questionnaires – International development projects The organizations are well established where they provide aids for education, health, emergencies and protection. The answer differed in amount of information that were given, from short answer or a

mixed sum-up of all questions to sharing documents and tools for implementation, etc. The organizations relevant experiences can also vary depending on if they are mostly involved in soft areas instead of hard areas as buildings and infrastructures, or if the construction work are of smaller or greater size and complexity.

4.2 Findings

The results from the interviews and questionnaires are presented in this section, showing their experiences and approaches for implementing projects, as well as ways and thoughts of how to achieve improvement. Instead of summarizing all the answers to each participants, they are sorted into different topics. Even though the flow to each person is somehow lost, this gave a better processing and presentation of the findings/results. The categories/themes are as following:

- Ownership
- Survey and mapping
- Stakeholder and user involvement
- Long-term planning
- Project management
- Resources
- Politics
- Building and construction work

4.3 Local ownership

All participants believe that local ownership for the project should be anchored as it is essential for the success of the project. A project cannot start anything without having anchoring. Even though focusing on and achieving local anchoring seems to work well, it will never be able to be fulfilled completely. The project must be anchored in something showing that this is important, and why it is important (Prof., Norway).

During the latest decades it seems like the aid sector has learned a lot and in its entirety become much better to understand the people behind the projects and the soft parts of the project, but still there is a way to go. *“You can always do better”*, and this applies to all projects, no matter what level (Project worker RH). It is easy to get coughed up in the financial, economic and technical. Local ownership is indeed important, but there is a whole different case what one can manage to implement. *“Local ownership is probably one of the*

biggest problems to implement, because it is so intangible” (Project worker RH).

4.3.1 Description of 'local ownership'

Local ownership is described as a fundamental factor for a projects success, both in short and in long term and is usually anchored already during the planning stage (Director, Zambia, Project worker S). It is the feeling of wanting to continue the project (Project worker RH, Lecturer, Norway). That the local people feel secure and safe that it is *them* who want to do something, and it is *them* who will take this further and bring it forward and hand it over to the next generation (Lecturer, Norway). It should not feel like that there is someone from "the outside" that seizes properties, takes the water nor pollutes it.

4.3.2 Other aspects

Without anchoring of the project If ownership to the school is not anchored, there can arise difficulties running the school or there could be a higher risk for vandalism of the school (Director, Zambia). Also, without the sense of ownership to the product, the interest of the solution can be lost. Not necessarily the immediate interest, but for the long term, which means the willingness and interest to maintain and further develop the outcome of the project will be lost.

Ownership for who When it comes to school buildings there is a question of who that feel ownership to the school (DRR & CCA Advisor). Often the head master is the owner, or the perceived owner of the local community. This can bring several dilemmas depending on country and school. Work are being done to create a more participating and a feeling of ownership among parents and the local, neighbouring community. *"This is important part of good educational institutions also to keep the school leadership responsible and to support this".*

Holistic thinking For the project about water resources in Kenya, all was somehow connected together in the community. For example, if children could get water at school, this would reduce the need for the child to stay home helping out carry water.

4.4 Survey and mapping

For success of project, well ground work is an important factor, as well as achieve and maintain a local anchoring (DRR & CCA Advisor, Head of department, EA, Project worker RH). Good research, good planning processes, regular meeting points, and to involve the "stakeholders" as users and owners in these activities. An overview of examples of preliminary studies is listed in table 4.2.

Table 4.2: Examples of preliminary studies (Head of department, EA, Lecturer, Norway, Project worker RH)

	Preliminary studies:
1	Needs in the local area
2	Target audience, users, stakeholders, an ways of collaboration
3	Local conditions
4	Market research
5	Access to the project area
6	Staff and partners capacity
7	Technical specifications
8	Power relations
9	Climate and environment
10	Gender dimensions
11	How to include marginalized groups (woman, disability, etc).
12	Available and missing resource
13	Attitude towards the project
14	Local technology
14	Etc.

4.4.1 Uncover the actual need

Firstly, to initiate a project, the start process must be very open to uncover if the thought need is the actual need (Project worker RH). When starting a project, the explanation of the problem is often presented with the sentence "I think we need . . ." (Project worker RH). Here, a very large step of the project is skipped. It is necessary to uncover if this solution or need is the most important, or what the money and resources should go to this instead of something else. And it is worth using time on this part, and is just as important as understanding where the difference is between a development project and a typical Norwegian project. To do so, it is essential to get an insight into what it actually being worked on. Therefore, early in the project, travelling to the actual area and talk to the most people who could impact the project

Table 4.3: Actions that would increase the understanding of the society

	Actions:
1	Travel to the project area
2	Talk with users and stakeholders
3	Uncover the fragility of the society
4	The society's economy
5	Way of living
6	The not-technical software part
7	etc.

(the stakeholders) is essential.

Prof., Norway says himself that he needs to go into the area and experience how is the situation and talk with people. It is absolutely necessary. On the other hand, only having conversations with a couple "on the ground" is not enough without formalizing this in process that can be implemented under an official strategy approved on a governmental, highest level, meaning the department, and political systems, must be involved. Prof., Norway admits that he was not sure to what degree all the projects were needed, but was somehow projects of own interest. To seek ownership there are many things that must be done. Like, one must uncover what are the actual challenges and, further, these challenges must be understood and priorities as a form of strategies on a higher level. Based on the findings, recommended action for enhancing an understanding of the user and the society is listed in table 4.3.

4.4.2 Understanding society and user

It is important to spend enough time in the local community to get a good understanding of finding solutions for the needs of a community that often is different from what one is accustomed to (Project worker RH). A part of uncovering the actual need, is to understand the user. *"If you do not understand the user, you do not understand the need"* (Project worker RH), and this will be shown later on in the user phase. This will better give an understanding of: the society where the project will be implemented, as well as the fragility of the society; the users; the needed maintenance; the economy; the non-technical software part. For the harvesting rainwater project, Project worker RH talked with 20 - 30 families and other stakeholders during the initial phase. This gave an insight on how people lived, what they thought about water, available and missing resources, etc.

Studying societies is also about perceptions and viewpoints. Prof., Norway tells about a

meeting with a sociologist who lived in a refugee camp and was interested in understanding what she saw. On the contrary, he was there, with his students and colleagues, interested in finding solutions to what they thought was missing. As she had such a good understanding of how things work and how people were, and the reasons behind these aspects, she would have better prerequisite for describing solutions than the engineers, but this was not at all in her interest. So here, there is a fundamental link missing - between understanding what is and finding the solution to what seems to be missing.

Attitude towards aid projects It is also important to map the attitude to community aid projects, and whether local people want to get involved in projects (Project worker RH). If there is a negative attitude towards a project, it means there is a high probability that the project has no effect. A general understanding of the concept of development project can be tough to change, as well as turning the attitude around. If there is a negative attitude, the work has to be done more hidden, only involve the stakeholders with the most influence and power and can be seen more as a doing politics than project work.

Assumptions During the initial phase, there should be taken no assumptions in advance (Project worker RH). At the very least one should be open for these assumptions to be adjusted afterwards. It is easy to be too much technical and have the solution before even beginning the project, it is a natural habit of the human kind. In aid projects, and of course other projects in general, it is important to always be open to do something totally different.

Lecturer, Norway emphasizes that one should not assume that there is anything done wrong with the society, even though there could be deficiencies. If one asks *"What do you need here?"* or *"What kind of technology are you missing?"*, it is like saying implicitly that there is a need to implement something, as there is stated that something is missing. Before suggestions for solutions is to be shared, one should maybe use a day two examine possibilities, the financial and other resources and solutions (Project worker RH). It gives a much greater chance that the thought solution lasts.

4.4.3 Challenges and possibilities

Mapping what could affect the project is important: the social; possible obstacles; smaller mafia businesses; transportation; etc. Here, it is important to look at the soft parts of a

project (Project worker RH).

Possibilities This can be found by talking with the retailers in the local area and in the cities, about all kinds of possible available products, as it was done in the rainwater harvest project (Project worker RH). Further, examine economic and practical constraints in the project and create an image of what is possible for the end user to get hold of. Other stakeholders with an impact were the schools, the church, and many others.

Challenges In emergencies operations the challenge is often access and security for the staff (Head of department, EA). For long-term, development projects, the challenges are often local ownership and sustainability.

4.4.4 Local technology

Introducing new technology and modern equipment to a society can give an dependence on materials and components not existing in the local community, which can make it expensive the repair machines and/or a need of specific materials (Lecturer, Norway). For example, introducing specific seeds can make an dependency on specific fertilizer and machinery. The technological aid could this way make it more costly to cultivate, and people could end up owing more money than they earn. Instead, it could be better and easier to maintain the flexibility and diversity in cultivation. Technological solutions could end up in situation where it makes more harm than good.

One should gain knowledge about local technology and obtain an overview of what already exists in the community (Lecturer, Norway). Using existing methods and knowledge and accentuate this can be very profitable. The modern or latest of technology that not always necessary as a solution, as it is often seems like. Besides, there could be a reason for why some technological solution have not been introduced to the community earlier. Uncovering these reasons and analyzing existing solutions gives an understanding about the society.

It may be a good idea to go into history, use this jointly with the populations identity and get people interested in their own background (Lecturer, Norway). There could be many qualities which can be highlighted, and earlier solutions that have worked well and that the people have knowledge of. One should play on this and take use of latent knowledge and existing methods, link together economics, history, technology and primary industry. Nev-

ertheless, the solution must be understood by the users and to be utilized within the community's financial framework, so it does not get too expensive. Showing that solutions builds on something that is known can help give the feeling of that the ones behind the project want the local population well.

4.5 Stakeholder and user involvement

Interaction and involving stakeholders and the local community is a focus for all the interviewees and survey participants. To create and ensure ownership different actions take place. *"There is a big difference if one hears that it is important or if you are involved in making that thing important yourself"*, (Project worker RH). For a project in Malawi, ownership is transferred to local partners and local authorities, who are owner of the building in the long run (Head of department, EA). This is done by including these stakeholders throughout the process. Else, it depends on the context.

When solving a problem, it is best to not present any solutions (Project worker RH). To achieve a development, one should get people to define their own situation (Lecturer, Norway). The best way is to use methodological ways to make people themselves conclude what the solution should be, as for example try to steer the conversation into a track where the participants themselves finds the solution (Project worker RH; Lecturer, Norway). This can be the initial solution that was thought of in the beginning, but it has not yet been presented. This way, the stakeholders are involved in such a way that themselves can understand how you found the solution. Those for the outside should help getting the process started, which makes people in real sense analyze their situation. When it comes to what extent those who use the building will be included in decisions about design, construction, operation is in Head of department, EA's experience that there is often good involvement in the planning phases, and then less gradually.

Stakeholders

Table 4.4 shows an overview of the mentioned stakeholders in the corresponding projects

Table 4.4: Overview of some of the possible stakeholders in development project mentioned in results.

Stakeholder:	Importance:
Local industry	Prof., Norway has experiences from a collaboration project between universities and local companies, based on ongoing projects of technology and business development. This gave a higher insurance of local benefits. Here, industrial business sent employees to be educated at the university, corresponding to Ph.D.
Local contacts on-site (Pentecostalism, local NGOs, etc.)	Local contacts at the place, such as the Pentecostalism, who knew the local people and local conditions was helpful. For the support program, this also seemed helpful as they knew the families and if they in fact was in need for support for tuition fees.
Authorities (Ministry of education, chief of the community)	The school opening were marked with represents from the county, and the Ministry of education and the chief of the community (Project worker S). For the school project in Zambia, local meetings were held and local authorities, the government office and the local chiefs were consulted, and the ministry of education were involved in the planning stage (Director, Zambia).
The head master of the school	A driver for the school project, maintained the needs for existing school; took responsibility for engaging locals and department attending the school opening; ensured the promise of getting electrical power were held as the school was handed over with fluorescent lighting in the roofs (Project worker S). Important stakeholder and runs the school (Director, Zambia). Has a slightly higher position in the local community (Project worker RH).
Teachers	Provides knowledge to the children, the next generation of grown-ups (Project worker RH). The school also have a important role in the community.
The church (Pastor)	Project worker RH found that the church has a strong role in the community. Religion is important for many communities and the persons beliefs and the pastor have a great impact
Parents	If parents do not believe the school project will be a success, they do not have many reasons to send their children to school, trusting they will be taken care of and pay for their education. This requires that the parents understand the benefits of education and feel a ownership to the school in form of they do want the project to succeed and help with doing labor and contribute with resources (Director, Zambia, Project worker S).
Other stakeholders	Other organizations, etc..
The project group	Those who execute the project, often volunteers, does a lot of extra work in addition to their daily life, which can give difficulties in prioritizing. prerequisites for how the project will be carried out.

Measures

Through the interviews, there came up different measures that could be taken into actions to enhance stakeholder and user involvement.

Communication For this first part, it is also important to use time on learning languages to improve the communications (Lecturer, Norway). Lecturer, Norway has experienced that dialogues alone have been fruitful: about politics; ecology; agronomy; property structure – and he often finds that everything is connected together.

Information campaigns An information campaign is important as it is incredibly important to talk to as many stakeholders as possible and give people an insight into what is happening. Without this, there will be only one more thing that has come from the outside, weathering and disappearing (Project worker RH). For all projects, the more information one can manage to give to everyone who is in the project, the better (Project worker RH). For schools the information recipients could be teachers, students and parents. Parents have a strong voice in looking after that the school is not decaying, and speak out if it is doing so. However, there is no help in sending out information campaigns, if they do not hit *the* right persons (Project worker RH). Also, as there is often not much money in the aid sector, very small sums can therefore be devoted to information, relationship building and such.

Local meetings Both school projects in Kenya and Zambia had public meetings where the school was discussed. For the project in Kenya, the subject was about the operation of the school. Here, once it was clear that the municipal and county units, together with Christian mission, were included the willingness to cooperate increased.

For the project in Zambia it appeared that public meetings had played a much bigger role of importance, also for making a community based decision for the projects purpose. In these meetings, the benefits for different projects were discussed and before deciding, the different stakeholders were given time to think and discuss between themselves and others before making a decision on a later meeting. The clear need for a school was revealed through these meetings and become the projects outcome.

For both projects it were discussed on these meetings what was expected from the communities and how they could contribute. For example, if a family could not contribute with

money, they could donate maize for food or collect grass for the roof (Director, Zambia). This way, everybody could contribute with that they had. When handing over and opening the school in Kenya, it was marked, as mentioned in table 4.4, by laying the foundation stone and this ceremony was described as solemn. The outcome of this was to commitment and following up of the promises that were given by the authorities.

Understanding the outcome Understanding the benefits of the projects outcomes can help engaging people. For example, for the school project in Kenya, one benefit could be that they could use education to earn money. For the project in Zambia, it was the community that decided what kind of development project they needed (Director, Zambia). To make this happen, they were explained what were expected of them and learned about the benefits of doing so. That they did the construction work themselves have been a factor for engagement and local ownership to the building the project among several participants. Building a school was described as the community did not only participating in creating an offer for education, but they would be participating in the total development of their district (Project worker S).

Resistance For the school project in the rural Kenya it was not always ease to know how to increase the engagement from the locals and tells that some people are only sitting still pending for somebody to come and give them what they need (Project worker S). Even though they mostly have met respect for what they do, they have also met resistance from people questioning their stay and involvement in society. It also seemed hard for some locals to accept "interventions" from other ethnicities.

"In rural areas, there are still many primitive thoughts and actions. This requires a lot of explanations of how to think and what kind of responsibility they have in it." (Project worker S). The way of local thinking goes long back and are tied to religious and other beliefs. When what they were doing started to show results, the attitude towards development projects and the engagement increased. For the rain water harvesting project it was the same: when the children saw how rainwater could be harvested from roofs with gutters, they ran around gathering materials that could work as a gutter and engaged their families.

4.6 Long-term planning

Operation and maintenance

"Ownership and involvement is important for all the projects we are doing", (DRR & CCA Advisor). For building projects, good anchoring and ownership is important to make sure that the related user needs are covered, also considering maintenance and sustainability after takeover of the building. For maintenance itself it did not appear to be a challenge as the structures seemed to be, as Project worker S described it, at a minimum need for maintenance or maintenance-free in some cases. Still, the aspect was described as very important (Director, Zambia).

Even though it is simple maintenance and operation of the school building, it has to be done. This required planning and for the users to know the construction: how it was built, what type of materials were used and who to contact if it is needed, as Project worker RH pointed out. For this to be done, the users should be involved, informed and be participate in the planning.

The financing for maintenance also seemed to be an important factor. If nothing from the budget is set aside for this, or there is no money covering it later on, then the maintaining would not be done properly. Maintenance and operation could also become a greater issue if the buildings were to get to advanced, as (Project worker S) says, requiring training and financing at a higher degree. Without these actions, the decay will be more visible.

Wanting to participate in operating and maintaining a building can also be connected to local ownership. If there is no ownership to the school, why should they offer their time, labour and resources to take care of the building? An interesting perspective was also stated for local ownership within the community. It is an essential factor to avoid vandalism and stealing from the school. The school needs to be a secure place for the children, and they need the building to function to enhance their education.

Project worker RH points out that it is important to include those who will continue working on the project. If the project's outcome is to be maintained and further developed, the users must know the project so well that they know what to do or who to contact if something does not work anymore or goes away soon. Here, it is important to understand these users, giving

that the project workers and the users should be on a personal plan and hold a horizontal structure with those one are working with. For the school projects in Kenya and Zambia, during the planning process, it were communicated to the community on how to run the school (Director, Zambia, Project worker S). For the project in Zambia, the result was an organized Parent-Teacher Association (PTA) and they would look after and run the school the school.

Maintenance plan For a project in Malawi, preparing maintenance plans and make systems for maintenance for the long run were emphasized (Head of department, EA). Training was also given to maintenance workers. For the organization to DRR & CCA Advisor, maintenance planning is considered early in the project cycle ensuring that community buy-in and ownership of the building in operation.

Finance Financially, how to pay for future operation and maintenance must be considered and optionally planned (Project worker RH). An appropriate part of the budget should be set aside for this. If not, it could be that the users does not have the financial strength to cover this them self later on. According to Head of department, EA, when it comes to maintenance and operation budgets and resources over time are the main challenge. This applies for after the projects have been transferred to local partners and/or authorities.

Follow-up. For the rainwater harvest project, follow-up of the project was considered early of the planning phase (Project worker RH). As a part as a great degree of user involvement, it was wanted that the project results would remain after the project were finished. In this case, it was not necessarily the physical result, but the effect of the project. How the community had reacted was a part of the evaluation and decided in what degree of follow-up the project needed. Here, the effect of the project was that the people in the community had figured out theme self to solve a problem by understanding the product development in the project, “and this was a very positive, a very pleasant effect”, (Project worker RH). This could be seen as one of the goals of the project – a criteria for success. Also, for the the project to be completed, there should not have been a need to travel there again. If it were so, a need for going back again and again, it would mean that the job is not done good enough the previous times (Project worker RH).

Different ways of thinking When it comes to remaining colonial buildings that is decaying, Prof., Norway weights in which degree that should be let happen. Should money be given under the conditions to maintain the buildings, which may lead to they having to continue with this at their own expense, which the most likely do not want. So here it is a conflict of interest. One could count on that politicians at home (Norway) would like the buildings to be maintained, because that's is the Norwegian way to think. But it could be that there, they do not understand the point.

Another example, Prof., Norway tells about old Japanese three temples. When they were rotten, it was demolished and rebuilt of specialized workers, with same, but new materials, looking just the same. This underlines there are different ways to think conservation. If this had been suggested in Norway, tearing down old building to rebuild them, it would not be appreciated by the Directorate of Cultural Heritage. This leaving empty buildings decaying around in the city.

Further work One thing is to look at the needs, but it is another to see what is needed from the outside to make this work (Prof., Norway). Not only talking about clean water, etc., but which institutions is that must deliver and what will it take for they to deliver, where should they get money from and how should this be prioritized. There is a ton of issues for different places, organs, offices, etc.

4.6.1 Property and laws

There is a big difference between cities and rural areas even when it comes to laws and regulations (Project worker S). It takes time before this is more stricter in the rural areas, but if a house is built without papers it can get consequences after maybe five, six years, as the regulations are getting stricter. Still, a formal paper is needed to own a property in Kenya.

For the construction work of the school in Kenya, there was no need to apply for a building permit, but the authorities were involved and there was made an agreement with the state. This agreement was that the state was supposed to take over the operation of the school after two years but since the school is now well-functioning "on its own", this has not happened yet.

Distribution of land From his experiences in Latin-America Lecturer, Norway tells that often the rich owns the most valuable areas while the poor are marginalized out in areas that are not as fruitful or to places with too much work load. An undeveloped country can be seen as a issue about distribution of land, as there is often no rules made about owing fields with obligation of live there and/or cultivate the soil, nor allodial rights (the right to reclaim, as in Norway) (Lecturer, Norway). This way, it could be said that a u-country is at last a technological issue, but more political, socialistic issue where poor do where the poor do not have a political agenda. This does not lead to any organization of labor or revolutions.

Without obligation or rights other than getting the land, with nothing that is legalized which implies that the land should stay in the hands of the poor. This means the land will go to those whit most money, the rich (Lecturer, Norway). Therefor, the farmers should organize themselves and create cooperation. and gain control form production to industry. Such an organization, of farmers or others, must comes from below to succeed. One can give people bank, democracy, work tools, etc, but if they have not fought for it and there is political drive, then there is no ownership to the money nor the aid received and it can quickly become a dry affair tat is only to be paid back.

4.6.2 Quality assurance and documentation

There is an uncertainty if there is good enough methods to ensure the quality of development projects in the same way as large construction projects in western countries (Project worker RH). For quality assurance, operation and maintenance: documentation is very important where all three issues need a form for basic documentation, or it could even be essential. Documentation for who has delivered which equipment to the school, data sheets for ovens, electrical systems, all the building technical, correct building drawings which matches the reality, etc. Unless the organization is in a system that requires documentation, then itself decides the “rules” of the project, along with the donor which can give requirements for the donation.

At geographically remote areas it can be challenging to document regularly if the construction is executed properly (DRR & CCA Advisor. By involving local workers and/or stakeholders, they can contribute by sending picture through Whats-App or similar as most of the people own a smart phone.

4.7 Project Management

From the project in rural Kenya they had a project management in form of controlling costs and progress in the project (Project worker S). The project management consisted of the head master and some people from the Pentecostalism which were established in the area. They had one work group in Norway and one in Kenya. The financial statements were continuously sent from the work group in Kenya. This showed how much all the cost for needed materials and equipment and included an status update saying what they were going to do next.

4.7.1 Soft skills

Doing projects, and especially development projects, requires many skills in different areas (Project worker RH). As a person you should be good to talk with people, be able to gain trust on that you are contributing with something positive for the community, and similar. One of the most important skills is to be open and flexible for changes and challenges (Project worker RH). One must be able to make quick inversions if it turns out that what the project started with is incorrect. For example, Engineers without Borders Norway (IUG) works with giving technical experts tools to handle this type of project work.

Often, a lot can be done with modest means, but having the right people at work to implement it makes the greatest difference (Prof., Norway). This understanding is necessary to ensure a successful project. It is depended on having persons on place that is not necessary primary concerned about economy and Norwegian representation of any kind. There must be a genuine interest in achieving results one can stand for later on. This is very based on dialog, involvement, locally.

4.7.2 Ownership for the project group

As another angle of ownership to the project, the ownership to those who execute the project should as well be considered, and why the projects initiates and implements. In development project, the project workers are laying a lot of themselves into these projects, especially when many of the organizations are run by volunteerism (Project worker RH). This means that this workload is on the side of a daily job and a daily life, risked being given a lower pri-

ority. It is the project group who lays the prerequisites for how the project will be carried out, with planning of progress, economy, technical solutions, user involvement, etc. If there is not enough time to do this properly, then the project will not be good enough either. In light of purely practical implementation of the project, this can be the biggest challenge together with understanding of the non-technical.

This issue is seen in an even greater scale when the goal is to have 90 -100% of funds going straight to the project, leaving very little to pay for administration and quality assurance. Probably, if there were more paid jobs in the aid sector, this kind of work could have gotten a much higher priority. Project worker RH thinks the voluntary spirit is great but points out it can also be a small fragility in the system.

4.8 Resources

Allocation of resources can be a challenge (Project worker RH). It can be difficult to decide which projects and needs that should be prioritized and get the greatest allocation of resources as it could be that it is not enough to solve all needs. Also, if a donor gives 1.000.000 NOK (approximately 129.000 USD) to a project, it is often expected to see a school for a million, not a school for 500.000 NOK where the other half is used on information campaigns, documentation, securing of the economy, and a budget set aside for maintenance and long-term planning. Moreover, small differences in money can have greater influence in development projects than projects in the industrialized countries.

Having enough teachers can be a challenge as there are many children and classes. For a trained teacher, that teaches as a job and not voluntary, their salary has to be paid (Director, Zambia). Without enough capacity to do so, it leads to a high pupil-teacher ratio. For the school project in Zambia, the teachers salary was provided from MoE, but they still have a high pupil-teacher ratio. Other challenges is that even though the school has water, there is no electricity and proper sanitation. Electricity gives the possibility of computer based learning.

Most of the projects were depended on funding as there are not enough resources in the communities (Project worker S, Director, Zambia). Especially where people do not have jobs nor earn enough to pay for the schools. For the project in Zambia, the money that were raised were put in a bank account. These money were meant to belong to the local community –

not to the organization. Therefore, the community leader were the signature of the bank.

Prof., Norway experienced in an office for the building department, they could be very interested in projects with very little relations to their field. He asks himself, how could that be? Most likely, it was that the presenter of this project, came with money. “with money one can do almost everything, right” (Prof., Norway). It is like a gift package, and either it is relevant for them, or if it is a reasonable process is irrelevant.

Sending money The money the organization had allocated from here (Norway) were sent through local contacts in the Pentecostalism (Project worker S). It was needed to have somebody there to make sure all of the money were received as they were told that there were no guaranty for that if they send the money through the government. The project in Zambia also received the money through own connection from the donors.

Another factor is that some projects can be initiated because the NGOs received money and since they often have to used it all or give it back, the focus can go more to spending the money than rather on what it is spent on (Project worker RH). This can lead to that the project does not solve the most actual need, but a need is solved.

4.9 It's about politics

Often, aid and development projects can be a political battle, about who to have the responsibility, get the credit, build support for themselves and their projects, etc (Prof., Norway). Persons could be taking on projects where others should be involved, but these are instead omitted, and the projects are kept to themselves as it pays of more financially - for them. *“And one should step really careful in this terrain”*, says Prof., Norway.

In Uganda, Prof., Norway tells that an office was established to coordinate and ensure that it was the right offices/departments which assembled the right projects, and to ensure that local forces would be involved in the process in a sensible way. However, no one would submitted their projects for them. All the different ministries held on to their projects where they had contacts and donors from different countries. By giving up these projects they were afraid to lose the donors and the ability to turn the projects towards their interests.

Prof., Norway tells that the contracts that were developed during the conflict in Uganda, mostly were financed from the outside. The only interest here was to deliver the finished

package. There was no interest in how this were done, meaning that local businesses were not involved in the process. The projects were conducted international actors which moved materials and people from the outside to the projects location, did the construction work themselves, and pulled out – involving as few as possible of the local labor, unless it was of completely banal matters. This meant that Uganda was left with no new competence, neither planning, designing nor execution. The same was also for competence on how to do maintenance. Consequently, leaving the buildings decaying, and so on. There was no competence to do any sensible to do with what they were given.

Both Project worker S and Prof., Norway shares an example where Chinese contractors built roads in Africa, in the most effective way. Prof., Norway criticizes for their methods: everything, labour - thousands of people, and even the gravel, is brought from China. And these actors have suggested to finance everything, in exchange for that *they* are the one taking the decisions, and the right for demanding road tolls. In some cases, they also want to receive ownership for the land underneath the road. Prof., Norway describes it as a terrible change to the conditions of what an international situation should be.

So, speculating in what could be the reason for the issue mentioned above, one could question if the donors and the ones executing the projects are not interested in the consequences (Prof., Norway). One answer was: “it is the Ugandans responsibility”. So, if they do not sit on the other side of the table demanding which methods to use, it was no others job to tell what they should require to get more back. Hence, the development projects, aid, and achieving innovation is aimlessly (Prof., Norway). Most of the time it is about making Norwegian politicians to think something good about what they do, and the more trouble and conditions it lays in the arrangement, the worse it is for Norwegian politicians, and the other way around. It is the same for politicians in the receiving country as well. Everyone wants to stay away from the problems.

When it comes to the businesses, they are saying they can do just as little since the contracts only allowed international approved business to participate in the tender, meaning they need own funds, American dollars, as a secure deposit to ensure they can execute the project after descriptions (Prof., Norway). Mostly, only internationals business are able to contribute with this, not the local businesses, leaving the development aid missing at its purpose.

When handing over project, there is a great interest of that the national and international press being present (Prof., Norway). Without any building, or perhaps lab equipment, to be handed over to the local government, this is not easy to do. Therefore, projects without these physical objects, projects about processes, programs or similar, are of less likely to be funded. With the press present, they will more easily get what they need: political support to their business. Even though it is better in some ways to look at processes, it is easier to ask for larger sums for buildings. Sadly, even though a building is a more visible result, it does not have to mean anything at all (Prof., Norway). It all depends on what is inside, which often are not described at all. Hence, there is quite a few problems related to how this work. Fortunately, through dialog and exchanging ways of thinking, other projects, without empty buildings, can be implemented.

As an attempt to change this development of how to do the process, NORAD was one of those who changed their strategy (Prof., Norway). They started to do the planning in Uganda, and not seek out to Norwegian companies and plan building from the outside to be delivered to Uganda. This lay the foundation for local planners to do the work.

4.10 Building and construction work

4.10.1 Local labour and local materials

For both the school projects in Zambia and Kenya local materials such as bricks and grass and local labor were taken advantage of. As *"everyone played their part"* and worked voluntary, they did not have any expenses for labor (Director, Zambia). The construction were in both cases simple, brick walls and roofs of local grass or tin (Director, Zambia, Project worker S). There was no need for very particular strong construction as there is no snow load nor frost (Project worker S).

For the project in Kenya there were no windows or doors (Project worker S). The walls were limed and inside it was painted yellow. Here, the bricks were made locally, of red earth. The room was furnished with new desks. These desks were intended to be one for each, but in rooms with up to 80 students: wooden benches were more practical. The work was leaded by a contractor, but voluntary work was arranged by the parents council and the local community dug by hand, cast the foundation and lay the roof (Project worker S). No machines

were used, only shovels and self-made wheelbarrows. As a blackboard an area on the wall was painted black. Furniture and other consumables, such as chalk and books, were bought at the local market and not brought from home. These buildings were of higher standard compared to the simple huts in the rural areas, with no electricity or water (Project worker S). Then again, the buildings rural areas are in a great contrast to the modern cities, such as Nairobi and its appurtenant modern buildings.

Local Design

To design the school there would be natural to talk with the head master, teachers, janitors, etc (Project worker RH). This can help decide how many square meters that are needed as well as number of classrooms. Too often, decisions can be taken without those who work there. According to DRR & CCA Advisor, they build their design on local knowledge and local practice. Moderate changes are only implemented to ensure safety, disabled access and gender appropriateness.

Studying existing design could reveal knowledge about local, smart solutions (Lecturer, Norway). Understanding why buildings are shaped and built the specific ways could say a lot about climate adjustments, access to or shortage of materials, etc.

Climate The climate has a crucial impact on the design: need for ventilation and cooling; take into account the rain seasons; etc. ((Project worker RH), Project worker S). Before construction, the planning must consider the terrain and how the water flows during the monsoons. The houses/buildings must be built so that the water does not fill the house nor tear it apart (Project worker S).

4.10.2 Requirements for buildings

For a project in Malawi, the government has its requirements specifications that must be met in relation to educational buildings, housing facilities, clinics, etc (Head of department, EA). They are allowed to make adjustment as long as it is within the framework set by the authorities. The detail plans are developed in a close collaboration with the owners/users, and reference groups are created. Usually, tender documents compiled, after strict rules, for tender rounds to local contractors, which are followed up closely.

In Uganda, to engage his diploma student, Prof., Norway took base in the quality in build-

ing industry, to engage them and as it was easy to see whether the quality was properly done or not. For example, there was no standard for the height and depth for steps in stairs, they could look quite different. So, to understand why the quality was poorer than a normal international standard, the regulations were examined, only that these regulations did not exist. Otherwise, the building technology is peanuts compared to the issues around Prof., Norway. It is about values, and of course money, but who to be involved, in which way, and who should do what.

5 Analyzing and Discussion

In this chapter, each research question is discussed on the basis of findings in results and theoretical framework. As a final discussion, it is short done a post-reflection of the project work for this master thesis.

5.1 Local ownership

Research Question 1 – What is laid in the term “local ownership”

From all participants there seems to be an agreement, and no doubt, that anchoring of the project and local ownership is essential for the success of the project. A project cannot start anything without having this secured. The participants have described local ownership as a fundamental factor for a project's success, considering both short and long term, but more vital for the latter one.

5.1.1 Description of local ownership

In the description from the participants a lot of feelings are laid in the term: It is the *feeling* of wanting to continue the project. That the local people *feel* secure and safe that it is them who want to do something and that them who will take it further and bring it forward and hand it over to the next generation (Lecturer, Norway). It should not *feel* like that there is someone from “the outside” that seizes properties, takes the water nor pollutes it. This is also the case for “creating” local ownership as it seems to play a lot on the stakeholders feelings, and hopes for a better place and future.

From the theory, ownership is described as having control and responsibility, of the assets and in this case the project. (Olsson et al., 2008; Foss and Foss, 1995). Being a project owner requires financial strength, being able to bear risks and management skills, and has respon-

sibility for the development and implementation of the projects, as well as the obligation related to the project results (Eikeland, 2001; Olsson et al., 2008).

Describing local ownership as a feeling can allude that it is seen as highly subjective, something coming from within people. From this it seems to be about believing in the project and wanting it to succeed. The participants' description of *local ownership* differs quite a lot from the description of *ownership*, as a project owner. This term has nothing to do with feelings, the owner's role and its scope is defined by law.

5.1.2 Dividing the role

When wanting to enhance local ownership, some of the project owner's rights and responsibility should be shared with those the project is for. Giving them more control and responsibility could increase the sense of ownership, not only wanting the project to be realized. DRR & CCA Advisor points out that facilitating for more participating and creating a feeling of ownership among parents and the local, neighbouring community, is important to keep the school leadership responsible and to support the project. For a community with marginal resources, poverty and low possibilities for education, taking the role as a project owner is not always possible. All the risks and responsibility are not possible for them to bear alone, along with the financial challenge. Diallo and Thuillier (2005) also state that the client in development projects, "the beneficiaries", are ineffective clients when lacking representative authorities and being capable of validating the projects.

However, according to (Foss and Foss, 1995; Olsson et al., 2008) it seems like both the owner and user has the interest of the long term of the project; the future use and value, even though the project owner will have a higher interest of revenue and profit. These two roles could therefore, among many more reasons, have a benefit for working together towards a common goal, and thereby create more value and increase the probability for success considering effect goals. As (Olsson et al., 2008) states that in more complex situation the project owner is not well defined, and in some cases the country's inhabitants represents different aspects of ownership.

For the project in Zambia (Director, Zambia) it seems like control and responsibility were given to the local community through the local meetings where local stakeholders could participate in uncovering actual needs, benefit and the process of decision-making. They

were also required to contribute with resources and responsibilities for participating in the project. Financially, the community got the right to the funds, and the responsibilities, as the signature of the bank belonged to the chief of the village. These rights and responsibilities gives a more drive and engagement, and the *feeling* of ownership.

On one hand, giving the local community rights and responsibility could enhance the feeling, and the legal right, as owners of the project's outcome. Chambers (1997) thinks it should be the 'powerful and wealthy' takes action. They should be the ones who gives these rights and responsibility, the power as these are the one who really have an impact for their personal actions. He also states that the 'powerful and wealthy' have a responsibility for taking these actions to enhance the responsible well-being for others, and themselves. Also, because he argues that the oppressors are not living up to their humanity in their current state. In this case, it would be the be the international organizations, etc., those who are implementing the project, who are the powerful and wealthy.

On the other hand, it seems like this phenomenon, local ownership, is not to be created from the outside without to be anchored in a real need or in something that engages and drives the local community – which makes the people wanting to support and see through the project being carried out. Freire (1999) promotes highly that the power must be conquered by those who do not have it as liberation is not a donation, and he encourages them to take responsibility and take their fight – *fight for development and projects solving what is their actual need*. The decision-making must have a bottom-up approach, which is according to Makuwira (2018) a process from empowering the common people. Hence, in the theory there is a inconsistency about that power must be given by those who has it, the wealthy and rich, and at the same time be conquered by those who do not have it (Freire, 1999; Makuwira, 2018).

5.1.3 Achieving local anchoring

“Local ownership is probably one of the biggest problems to implement, because it is so intangible” (Project worker RH). When the concept of local ownership appears as a quite subjective, or intangible, term, it could be difficult to say, in a way of measure, whether the local ownership is present or absent, or to what degree if it is somewhere in between. With term not easily being quantified, how would any could say that the “amount” of local ownership is

sufficient or not? The interviews should have explored this inquiry even further. Then again, the answers for this would most likely be quite subjective as well, whether they felt it was present, or if it was sufficient enough, or not.

To achieve local anchoring the project must be anchored in something showing that this is important, and why it is important (Prof., Norway). The project is usually, according to the results, anchored before it is initiated, which is to assume that this happens during the early phase of the project. It could be that a project is anchored, and the local ownership of the project occurs after it is initiated, or even after it is handed over. This is considered in the results as possible, but it makes it rather difficult to initiate a project and the work is done more hidden. *It would be that the interviews should have explored this possibility more thorough and it could be that the reason for it was not done is affected by the assumption that it was essential to anchor a project in the early phase.*

5.2 Early phase of development project

Reserach question 2 – How have other organizations/actors conducted the early stages of their aid projects?

The early phase of a project, or ID projects for that sake, is not well defined. Nor about what tasks are included, how long the phase lasts or when the next phase starts, is project planning included or not - which differed from Samset (2008) and Eikeland (2001) for example, etc. Still, the early phase can be characterized as the first stages of the project where uncertainties, circumstances and alternatives must be identified and analyzed – this is both from theory (Samset, 2008; Eikeland, 2001) and results (Project worker RH; DRR & CCA Advisor; Head of department, EA; Lecturer, Norway).

Regardless of the specifics, the earliest start of the project, and what is done here, seems to be crucial for anchoring the project locally and uncover the local ownership by finding and understanding the actual need of the community where the project is to be implemented, as for the project's success. A suggestion, based on the result, of which items the early phase could consist of is shown in figure 5.1. Here, the items will overlap and sometimes be actions that contributes to all the items as it is often connected to each other. Note that this is not intended as a suggestion of how it should be, just as an interpretation of the results.

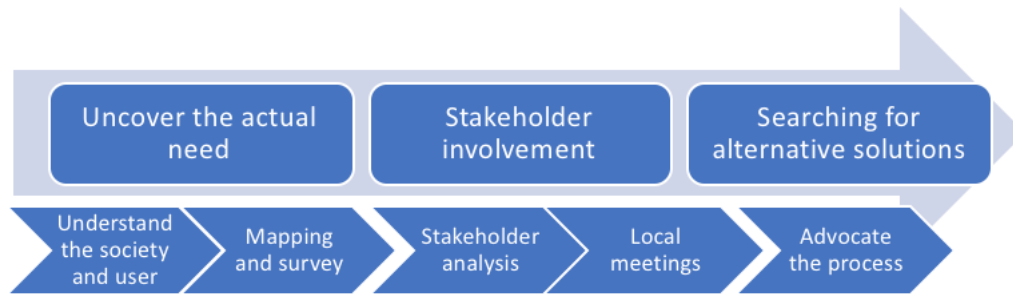


Figure 5.1: Interception of the items in the early phase

On one hand, it does not appear directly in the results that it is especially the early phase that is crucial, something that should have been better understood through the formulation of questions and follow-up questions. On the other hand, it appears that much of the basic work done before a project is initiated is crucial to the project – which should be done as early as possible. *As there were no direct questions, indicating that the questions were not leading, and therefore indirect answers, strengthens the importance of the early phase.*

5.2.1 Uncover the actual need

As Project worker RH says, uncovering the actual need, and see if this matches the thought need, is the first step when wanting to do a project. Not taking enough time to uncover and discussing what is a prioritized need, the project may not get a chance to be succeeded and last (Project worker RH). Possibilities should be examined, along with financial situation, resources, and other solutions must be considered, or if there could be other needs that should be prioritized more, or if the resources should be distributed differently. This part is worth using time on.

In the theory, Eikeland (2001) agrees by affirming that the early phase, or the idea phase as he calls it, is the most important phase as it lays the groundwork for the project and can determine the success of its outcome. It is also a challenging phase, and this is in some degree explained by (Samset, 2008): not only are there a lot of surveys and assessments to do, but before this carried out and analyzed, the access of knowledge is low and there are a lot of uncertainties.

Uncovering the actual need could also be seen as a part of defining the concept, as this is seen as the idea of a solution of a problem the project is aiming to solve, according to (Samset,

2008). This is essential to place early in the project to secure a strategically sound approach to the project at the earliest possible time.

Mapping and survey

For being able to uncover the actual need within the society, it is necessary to map and analyze the situation and circumstances. When mapping one should also have found out what existing methods and latent knowledge is to be found in the local community (Lecturer, Norway). Economics, history, technology and primary industry should be linked together. This is also supported by IDEO (2015) as a secondary research to lay a better strategy for interviews, and the questions to be asked, as a part of the preliminary groundwork when designing a product. By the methods of IDEO (2015), and by the statement from Støre-Valen et al. (2016), there seem to be a lot to learn from product development when involving end-users into their design and base their solutions on actual needs. Samset (2008) also calls for better preliminary assessments and clarifications of needs and interests in projects. When it comes to history, knowing it is a important tool in fighting poverty as this gives a higher understanding their lives and culture (Makuwira, 2018).

Communication

Lecturer, Norway highlights that communication is important, and for improving this, learning languages is important. Communicating on a local language makes sense as an important tool, as these simplifies the communication between the researcher and the locals. Talking on own language makes it easier for the locals to participate and express themselves. This can lead to better responses and a larger understanding, as well as gaining trust. Also, without a common language, it would make the researcher depended on a translator.

Lecturer, Norway has also experienced that dialogues alone have been fruitful: about politics; ecology; agronomy; property structure – and he often finds that everything is connected together. Freire (1999) also mentions that dialogue is an important method, in his case, to convince the oppressed must liberate themselves, that it is not a donation. Dialogue is a useful method and unlike tools for ruling as propaganda, leadership and manipulation.

Project worker RH was very concerned about talking with as many families, users, stakeholders, and others in the community as possible. Prof., Norway stated that only having conver-

sations with a couple “on the ground” is not enough without formalizing this in process that can be implemented under an official strategy approved on a governmental, highest level, meaning the department, and political systems, must be involved. Lecturer, Norway emphasized that engagement for change should come from those on the ground, for those who need and want change.

Where to anchor the project? This can be seen as a similar contradiction as for local ownership, about how to anchor projects and who that should promote the drive for development. Still, there is no clear disagreement, just arguments for whether it should come from those on the ground or higher up, and both sides have good points. When a project is for the local people, it is clear that the project must be anchored in real need they experience. Also, a project will often need governmental support to, as mentioned for the projects in results, get electrical power, tax refunds, resources, financing, and for them to take over the operation of the schools and payment of the teacher salary. Anchoring in both part enhance the long-term success of the project.

Understanding society and user

A part of uncovering the actual need, is to understand the user. *“If you do not understand the user, you do not understand the need”* (Project worker RH). If this is done or not, will also be shown later on in the user phase. The local community would probably be different from what one from the outside is accustomed to and understanding this is essential to find and consider solutions for the actual need in the community.

To understand the society, and the user, it is important to travel to where the project takes place and spend enough time there and talk to the people who could impact the project (the stakeholders) is essential and absolute necessary (Project worker RH, Prof., Norway). *This point is also an essential critic for this master as there are not conducted any fieldwork.* One must uncover what are the actual challenges and, further, these challenges must be understood and priorities as a form of strategies on a higher level (Prof., Norway). This has agreement in the theory, as projects fails if the preliminary studies or concept assessments were not given enough time Samset (2008).

It is easy be to very technical and have the solution before even beginning the project, it is a natural habit of the human kind. In aid projects, and of course projects in general, it is

important to always be open to do something totally different. Project worker RH also states that assumptions are often made in advance, and one should not do or at least being open to adjust them. Moreover, one should not assume that there is anything done wrong with the society, even though there could be deficiencies (Lecturer, Norway). As the participants argues, this could also be about respecting other cultures and other ways of thinking, not assuming that what seems as “normal” in the western countries is not necessary the “right way”. Also, being open to change the project can be seen as be willing to find and uncover the actual need, and alternative solutions.

The missing link Prof., Norway had an interesting statement by saying that finding a solution, or not, is depended on the academic interest and viewpoints. In this case it was the sociologist who had all the prerequisites for describing a fitted solution, but would not do so, and the engineers who is all about finding a solution. As Prof., Norway claimed, there is a missing link between what is and what seem to be missing. This could call for an even more interdisciplinary collaboration – across academic fields.

5.2.2 Stakeholder and user involvement

Interaction and involving stakeholders and the local community is a focus for all the interviewees and survey participants. Stakeholders should be involved throughout the process to transfer ownership to local partners and local authorities (Head of department, EA). *“There is a big difference if one hears that it is important or if you are involved in making that thing important yourself”* (Project worker RH). This statement can also be related to local ownership and enhancing it. If the result is an outcome of own effort and work, then one feel more committed to see it through, fight for it and maintain it, and develop it for future generations.

Involvement, and to let those the project is for to analyse their own situation and their own need is an important point also supported in theory by Makuwira (2018); Freire (1999).

Stakeholder analysis

When discussing stakeholders, their contribution and degree of impact on the project, it was found quite some differences of who of the stakeholders that were emphasized depending on the theory and by the participants. The participant had a much more focus on the stakeholders related to the local community. This can be interpreted as they work a lot with

Stakeholders from theory	Stakeholders from results
The national project coordinator	The head master of the school
The task manager	Parents
The national supervisor	Local contacts on site
The project team	The project group
The various firms	Local industry
	The church
	Authorities
	Teachers
	Other stakeholders

Table 5.1: Two lists of mentioned stakeholders from theory (to the left) and results (to the right).

involvement and have the intention to anchor the project locally.

The theory focuses more on the project team, how the project is implemented and managed, following guidelines, etc. This do not suggest participant do not focuses on the project team, they are even on their list, nor that the theory do not intend to involve the locals in the same degree. Still, in the theory, Diallo and Thuillier (2005) states that the client is not on the list of stakeholders, intended. To highlight the differences, table 5.1 shows an overview of the mentioned stakeholders in the corresponding projects and in the theory. Note that this is not a complete stakeholder analysis.

The users

Samset (2008) defines the users as the direct users of the outcome of the project. The user is more focused on the benefits of the project, the long-term effect and the usability of the project's product. The findings of the research concerns more about involvement and user's need, than the definition of who is the user. *This was neither a question for the participants, to define the users. This should have been thought about beforehand.* What is emphasized is that the users have latent knowledge and, since they live within the circumstances, their knowledge can be of great contribution for the project when mapping, analyzing and uncovering the actual need in the society. Understanding the society and the user is also presented as a criterion for the long-term success of the project.

From the discussed stakeholders it is to assume that the direct users of the school building must be the organisation, the employees (students, the head master, the teachers), those operating and maintaining the building (janitors, canteen workers, etc.), and visitors (for

example parents). Parents could be seen as not direct users, but they have the responsibility for their children and invest in their education. Knowing who are the users, and what are their needs, also enhance the facilitation of well-being and added value of the building (Støre-Valen et al., 2016; Chambers, 1997).

Local meetings

Local meetings are also a part of uncovering the actual need, involving stakeholders and users, and a method for facilitate communication. Project worker S and Director, Zambia had this type of meeting where they explained the beneficial with the project, discussing what they should prioritize in the project, what need to cover, what was expected from them, etc. This measure seemed to give a strong ownership to the schools, especially as this made people to be heard and all expectations of what one must contribute with and what one could expect as an outcome of the project. By giving everyone a possibility to contribute with what they could afford, or had the possibility to do so, could also be a factor for enhancing local ownership. When someone has donated parts of their resources to the projects, it is probably more likely they would work for it to succeed. At these meetings, long-term planning was also discussed, discussing operation and maintaining of school and who should take over the responsibility after the project were handed over.

Advocacy of the process

To solve a problem it is best to not present any solutions (Project worker RH) but get people to define their own situation (Lecturer, Norway). It should be a part of the job of those who provide aid, to support the process the local community wishes to do. This contributes in achieving a development (Project worker RH). Those for the outside should help getting the process started, which makes people in real sense analyze their situation (Lecturer, Norway).

This is a way of involving the stakeholders in such a way that themselves can understand how the solution is found. It also contributes to uncover the real need. This way they can be able to drive the project and the work themselves, where the development actors do not do the work for them. In addition, the project work should be ensured that it is expedient, not only a 'good intention'.

Advocacy is also supported by Freire (1999), that argues for that the oppressed should be

educated to become critical thinkers, and become aware of their own situation, rather than be treated as they need help. If the liberation is given, it is, according to Freire, a false generosity, just another form for oppression. Advocacy seems to be missing as Makuwira (2018) highlights that NGOs rather prefer to provide services instead, who states that the more advocacy done in a community, the more awareness about their conditions being a side effect of a number of factors, also including the political economy of aid. This definitely requires a deeper understanding which are composed in many ways: psychologically, social anthropologically, etc.

5.2.3 Project management

ID projects differs quite from 'regular' projects, especially when it comes to project management and required skills, where soft skills could be more important in this case. This could be skills in being good to talk with people and being able to gain trust on that you are contributing with something positive for the community (Project worker RH). One of the most important skills is to be open and flexible for changes and challenges. When failing in these soft skills, as shown in the reports from (EWB Canada, 2016), the project can be affected from understanding cultural differences, problems of communications or understanding others point of view.

From the findings in results, soft skills of a project team seem to be the criteria for a successful international development project. The theory mentions the traditional measures, time, cost and quality, as criteria for project management success. Olsson et al. (2008), Dillo and Thuillier (2005), Samset (2008) and Radujković and Sjekavica (2017). In the matter of soft skills, this is only mentioned as a requirement for the project manager (Radujković and Sjekavica, 2017). Probably, this is mostly to lead and manage the team in the best way.

For ID projects soft skills seem to be required for the whole team In this case, educating the project team and improve their skills, as Radujković and Sjekavica (2017) emphasizes, would be highly relevant. This author also highlights as the project team competence has the most responsibility for the final project success. The importance of the competence and skills are underlined by Prof., Norway who states that having the right people at work to implement it makes the greatest difference as the means in ID projects can be modest.

The authors discussing success agrees on that success for project management is not crucial

for the long-term goals of the project (Diallo and Thuillier, 2005; Radujković and Sjekavica, 2017). This highlights that there is a possibility for a successful project, even though the management differs from the theory. Also, time and money could be more limited in these types of projects as the costs is limited to the budget of what is donated. Time, however, did not appear as an important factor – only that it seemed to not be used sufficient time on the preliminary studies, documentation and evaluation of the project, as especially Project worker RH points out. Otherwise, competence, management methodologies, methods, tools and techniques are some of the mentioned success factors for project management (Radujković and Sjekavica, 2017).

From the theory it would seem like the project manager is responsible for the anchoring of the project and ensure there is local ownership for the project, as the manager is responsible for integration, communication, stakeholders' satisfactions, long-term impacts, etc (Radujković and Sjekavica, 2017).

Ownership for the project team

The project team's ownership to the project could also have an influence at the project's outcome. Apart from local ownership, and the obvious ownership from the organization implementing the project, it is quite essential for the project team to have the same feeling as well – that this project is something they want to work for, to see the project being carried out. The project team, as Project worker RH states, lays a lot of themselves into these projects, especially when it is run by volunteerism. *With volunteerism, there is most likely an inner motivation for doing the work, especially when this work is done alongside of their daily job where they earn money and have pressure from their bosses, etc.* Project worker RH highlights that it is a challenge to have enough time to do both jobs, the daily life job and the volunteered job, properly. If this is the case, the project would not be good enough neither.

5.3 Achieving the long-term effect

Research question 3 – What are done to achieve the long-term effect of aid projects?

Instead of the immediate impact of the project, the long-term perspective evaluates the overall impact of the project in the community (Samset, 2008). The long-term success considers social issues and is evaluated as the total impact of the project on society over time. Diallo

and Thuillier (2005) highlights that for ID projects, success is the long-term impacts on the locals prosperity.

5.3.1 Success criteria

In a long-term perspective development projects are often challenged when it comes to local ownership and sustainability. It would seem like that local ownership and a sustainable impact would be obvious criteria, but Diallo and Thuillier (2005) found no criteria for evaluating success regarding to its objective, only for management performance and for the project's visibility. This could make one wonder how the long-term effect of the projects is being evaluated.

The rain harvest project in Kenya did see an effect from their project. The project had not been developed as a local business selling equipment, but local households had seen the results and learned how the solution worked – and found their own solution using available materials. Still, how to measure the long-term effect is still very subjective and hard to foresee when implementing the project. *It would have been interesting to explore what kind of long-term goals the different projects had, and what criteria were used for measure these.*

Local ownership seems to also affect the long-term effect of a project: without the sense of ownership to the product, the interest of the solution can be lost. Not necessarily the immediate interest, but the long-term – which means the will and interest to maintain and further develop the outcome of the project (Director, Zambia). If ownership to the school is not anchored, there can arise difficulties running the school or there could be a higher risk for vandalism of the school.

5.3.2 Planning for the long term

The long-term perspective starts already with developing the concept, according to (Samset, 2008). It is important to early on use enough time in this. Overall project success can be achieved in its long-term goals even though the short-term criteria of management are not achieved (Radujković and Sjekavica, 2017)

As Project worker RH states, it is more likely that the thought solution will last if there is used enough time to examine possibilities, the financial and other resources and solutions. When there are done properly work in making sure the project is anchored in a real and

prioritized need within the local community, the project will have a greater long-term effect. This makes the early phase essential for the long-term effect of the ID projects, as it in the same time strengthens the local ownership. If success is not achieved, it could be that the preliminary groundwork was not properly done, or that too quick steps were taken towards a guessed solution.

Maintenance and operation

The need for maintenance seem to be at a minimum as the buildings were simple constructed with materials not needing much monitoring nor maintenance (Project worker S). In some cases, it could be described as maintenance-free. This suggests that it is not the planning nor to facilitate for maintenance that is the challenge, but to *include* those who will operate and use the building, as Project worker RH states, and create that feeling of wanting to continue and develop the project product. This was one of the descriptions for *local ownership*, which can indicate that local ownership is a criteria for proper maintenance.

If the projects outcome is to be maintained and further developed, the users must know the project so well that they know what to do or who to contact if something does not work anymore or goes away soon. Preparing maintenance plans and make systems for maintenance for the long run were emphasized by (Head of department, EA), who also said that training was given to maintenance workers. Here, it is important to understand the users, giving that the project workers and the users should be on a personal plan and hold a horizontal structure with those one are working with. If the building is not maintained, and decays, this will affect the well-being negatively, and the sustainable development.

Otherwise, the building technology is, as Prof., Norway describes it, “peanuts” compared to the issues around. He states that it is more about values, money – of course, and who to be involved, in which way, to do what. Still, maintenance was described as very important for the project in Zambia (Director, Zambia). *Probably, this could be a more interesting topic someday, when it is wanted, or needed, to build more advanced buildings. Naturally, there seems to be an increasing interest in getting power, better infrastructure, better sanitary conditions, etc.*

Documentation For quality assurance, operation and maintenance: documentation is very important where all three issues need a form for basic documentation. This allows those op-

erating the building to find out what were done, what techniques and materials were used, what is needed to be done, etc.

Finance Follow-up of the project should be considered early of the planning phase, and how to cover the expenses. Financially, how to pay for future operation and maintenance must be considered and optionally planned. It could be that the users do not have the financial strength to cover this them self later on (Project worker RH). Budgets and resources, over time, are, according to Head of department, EA the main challenge. Project worker S states that if there are no money coming in and the buildings are many, then it can be a problem maintaining them properly. She also claims that if the buildings get to advanced, the decay will be more visible.

The solution must be understood by the users and to be utilized within the community's financial framework, so it does not get too expensive. Planning for the long-term financial is one of the aspects of sustainability, economy – in addition to environmental and society, and is important for the long-term success. It seems also to be called for more allocation of resources than utilize the majority on implementation and the product of the project. Samset (2008) highlights that a failure of concept development is not to have adequate allocation of resources, and Project worker RH calls for a larger part utilized on groundwork and evaluation of the projects, in addition to maintenance as mentioned above.

Laws and regulation

Even though there could be places where it is not needed to have papers on ownership of land, or for building permission, this should be seen through as a precaution for others to claim the built land. Project worker S mentioned that the distribution of land was not always by laws nor on paper, but she had noticed a trend of regulation growing out from the modern cities.

Lecturer, Norway also talks about distribution of land as a political and social aspect of a underdeveloped country. It is hard to claim ownership of land if there is no rights saying so, or no paper documenting ownership. Without this, the land could end up being owned to the richest, leaving the poor with less. Lecturer, Norway calls for that there is a need for organizing, of farmers or others, coming from below to succeed. One can give people bank, democracy, work tools, etc, but if they have not fought for it and there is political drive, then

there is no ownership to the money nor the aid received, and it can quickly become a dry affair that is only to be paid back.

Local technology

It is important to know what effect the introduced technology will have and think of the consequences for what is wanted to be implemented in a society, as there are many consequences. Technological solution could end up in situation where it makes more harm than good. As Lecturer, Norway states, new and modern technology can create a dependency on materials and equipment that are not available. He also has point in that there could be a reason for why some technological solution have not been introduced to the community earlier. Uncovering these reasons and analyzing existing solutions gives an understanding about the society.

Even though it is not modern, using existing methods and knowledge can be very profitable and be a solution that is easy to benefit of in the long term. This enhance the project sustainability. To uncover this, it requires a sufficient mapping and analyzing in the early phase.

5.3.3 Different ways of thinking

The third research question was in the start more concerned about planning for maintenance and operation of school buildings in development buildings. This was adjusted as there seemed to be no challenge as most of the buildings were constructed in a simpler way. Still, through the research, it was crossed different ways of thinking. It appeared that maintaining buildings could be a more Western, or Norwegian, way of thinking. This perspective was brought by Prof., Norway questioning why letting buildings decay and be demolished were such a bad idea. "Who could say it is right or wrong?", it all depends on cultural differences. There are many good sides by maintaining buildings, but one should be open for that it is not always the answer. Especially the maintenance is not proper but demolishing and rebuilding is avoided leaving decaying building which are not contributing with any value for the community or the economy.

5.3.4 Success and sustainability

Evaluating and discussing the long-term effect would be evaluating the project success and its achievement of long-term goal – the effect goal (Diallo and Thuillier, 2005). Achieving sustainability in well-being, long-term perspective should concern all policies and actions (Chambers, 1997). The future must be considered as well as the present.

Enhanced well-being can be seen as the wanted long-term goal, according to Chambers (1997) or result of a project. As success is based on the long-term effect, the criteria should be based on the project's impact on the community and enhanced well-being for the target group of the project. Of course, well-being is to some extent subjective and not exactly quantitatively measurable, which makes it challenging to measure it.

Owner and user perception

The different perceptions evaluate the projects differently, and the success will therefore be considered thereafter, depending on who is doing the assessment, as Diallo and Thuillier (2005) argues for. Even though projects may fail, and there are many examples, some of them have still resulted in being quit successful on the long term when evaluating in a user or social perspective (Samset, 2008). Even with large overruns regarding time, cost and quality, the long-term success could still be achieved.

It would seem like both user and owner evaluate the project's success from its long-term effect. Eikeland (2001) and Olsson (2011) agrees about the owner's perspective is about the future value and use, and the long-term effect, and that the project's success is evaluated by this. Whereas the user is interested in the period where the building is utilized (Eikeland, 2001). Economically, both, user and owner, are interested in costs and both parts are concerned about adaptability and flexibility of the space, in the physical aspect (Støre-Valen et al., 2016). The other aspect of sustainability differs some but is still related.

As the effect goal to improve the circumstances in a community, the locals have to at least be a part of the assessment, since, as Diallo and Thuillier (2005) states, quality is most often given by the client's term. The long-term effect, and the project's sustainability, is also depended on the two previous sections.

Value The theory, by Støre-Valen et al. (2016) also emphasizes that the users need should be reflected in the building's functions. Value is a term that variate depending the case, but however will affect the long-term effect of the projects and is a criterion for determining whether the project, and is depended on the sustainable aspects as economy, social and environmental. *Value has not been considered as a part of the interviews and questionnaires. This would have been interesting to see whether it is considered and how.*

5.4 Good intentions

Among the participants there seem to be a “good attitude” towards working in international development project and focusing on soft elements in the project, showing respect to other cultures and the local societies, not only technological and modern solutions. *However, the author has no expertise on claiming this, so take notice that this is is a subjective statement. The population in conducted survey is too small to draw conclusions on a general basis.* Even though there seem to be a focus on involvement and an awareness of the challenges, one should always be careful of why one is doing development projects and interfering in other cultures and societies.

5.4.1 It's about politics

Aid and development projects can often be a political battle, about who to have the responsibility, who gets the credit, to build support for themselves and their projects, etc., *“and one should step really careful in this terrain”* (Prof., Norway). Financial and political support makes it more feasible to start development projects. Without this, it could be rather difficult to to get anything done. It makes sense that ministries and others implementing projects do not want to give up their support, and funders, even though it would be for the better if they let other actors take over the projects. This was what Prof., Norway experienced in Uganda, where a office were to do exactly this: distribute projects in the best intention for development, not the implementing parties.

Another challenge is whether the projects includes is a physical hand-over or not. Handing over a building or some equipment looks “better” as a story for the media and to achieve political support, even though the building could just be an empty shell (Prof., Norway). How to ensure that this is not the case, and to highlight programs as “good stories” as well, is a

tough challenge. Agreement is shown in theory as Makuwira (2018) also argues for that development experts should be more exempted from the international aid politics rather than strengthen so-called western “best practices”. Instead all stakeholders should be equated, where empowerment, participation and education are the outcome of the process

Delivering finished packages

When development projects are delivered as “finished packages”, rather than a more involving process of the locals, it could still lead to development of the country afterwards. But then again, as Prof., Norway stated, there would be no involvement of the local businesses, and probably not users neither. This makes that the country is left with no new competence, neither planning, designing nor execution. This also leaves no competence on project management, processes, building techniques, etc. This way, the development projects, aid, and achieving innovation is aimless. This also risks that the local business is not given the chance to learn and become competitive with international actors.

Without a proper involvement one can question how the usability are and further maintaining and development of the project going to be facilitated, in the best way for the community. As Prof., Norway said, this did not appear to be a responsibility the international actors, nor the embassy, but the responsibility of the beneficiary country. One can see how it is difficult for the beneficiary country to demand which method to be used when they are “given” international projects. It may even be that the recipient country who wants development sees it as a great help where they have to pay initial price. On the other hand, they may miss the opportunity to develop the country on their own and lose all the rights to earn on the project, as in the example of road projects. It were even said that if the receiving country do not sit on the other side of the table demanding which methods to use, it was no others job to tell what they should require to get more back (Prof., Norway). In addition, these road projects could seem like an example of what Makuwira (2018) called for an approach towards capitalizing of the development sector.

5.5 Post-reflection

More interviews

This master could have conducted more interviews as it takes it base in others experiences and perception, in addition to the theoretical framework. With limited time and without the possibility to talk with all the relevant persons, it was not this time feasible to contact and interview even more, unfortunately.

Another reason for needing more interviews were that it always seemed like new topics were uncovered for each dialog. Naturally, there were also much of the same and a agreement about the importance of anchoring projects, but there were many differences in what had been done, perceptions about where the biggest issues were, or what way to take further, etc.

The issue

Not getting hands on experience of the real situation, nor having much relevant experiences is a great limitation for both personal understanding and for the discussion. Hence, the project work is highly dependent on the interviewees experiences and perceptions.

The thesis addresses a wide issue connected to even larger overall issues. This should have been taken into account in a higher degree in the beginning of this work, but a lack of proper understanding could have been the limitation for that it was not done.

Personal comment

It is attempted to prevent the thesis from appearing from above and down, or showing signs of paternalism, but it is possible that something could been expressed in a way that can be perceived as such. Again, this was never the intention, but is rather showing lack of understanding and/or experiences. Hence, this thesis does not intend to provide solutions or saying what is “right or wrong”, but it rather exploring the related issues.

6 Conclusion

The conclusion consists of a summary of the discussion and then, suggestions for further work is given, based on issues discovered during the research. The most important findings, answering to the research question were as following:

- There is an agreement and no doubt that local ownership is essential, and even though it seems obvious, it is still a challenge. Local ownership is described more as a feeling rather than legal rights, even though it consists of both aspects.*
- The early phase of development projects is a critical stage where the actual need is uncovered and the long-term strategy is developed. The work done here also enhance the anchoring of the project.*
- The long-term success of a ID project is evaluated as the total impact of the project on society over time and is, among many factors, depended the early phase and local ownership. Documentation, planning for maintenance and utilize local technology are some helpful measures.*

6.1 Research Question 1

What is laid in the term “local ownership”?

From all participants there seems to be an agreement, and no doubt, that anchoring of the project and local ownership is essential for the success of the project. Local ownership as a fundamental factor for a project success, considering both short and long term. The term local ownership is subjective and tangible and maybe own of the biggest challenges to implement. The project must be anchored in something that is important for the local community and local anchoring should be achieved before the project is initiated.

The participants lay a lot of feelings in describing the term local ownership. It is the feeling of wanting to continue the project, that the locals feel secure and safe that it is them who want to do something and that them who will take it further and bring it forward and hand it over to the next generation. It should not feel like that there is someone from “the outside” that seizes properties, takes the water nor pollutes it.

Local ownership and project owner is not the same, but local ownership could, among other actions, can be increased, as a feeling and legally, by “sharing” the rights, control and responsibilities of the project and its outcome. In theory there is a contradiction about whether power should be conquered by the oppressed or given by those who are powerful and wealthy.

6.2 Research Question 2

How have other organizations/actors conducted the early stages of their aid projects?

The early phase can be defined in many ways but can be characterized as the first stages of the project where uncertainties, circumstances and alternatives must be identified and analyzed. The work done in this phase seems to be crucial for anchoring the project locally and uncover the local ownership by finding and understanding the actual need of the community where the project is to be implemented, as for the project’s success.

To uncover the actual need, enough time must be taken to discuss priorities, do surveys, assessments and analysis, understanding the society and the users. Here, communication, learning languages and dialogues are important tools. Stakeholders and users must be involved in this phase – both to uncover needs and prioritization and to enhance local ownership.

Uncovering the actual need is vital for many parts of the project: it enhances the local ownership and engagement, affects the long-term outcome and effect on the society, which is a part of the concept of the project. There is also arguments for that ID projects should consist more of advocacy and less providing services.

6.3 Research Question 3

What are done to achieve the long-term effect of aid projects?

The long-term success considers social issues and is evaluated as the total effect impact of the project on society over time. Enhanced well-being can be seen as the wanted long-term goal or result of a project, and as criteria for a sustainable development. The long-term effect, and the project's sustainability, is also depended on the two previous sections, local ownership and the early phase – which often are seen as the challenges of ID projects.

The early phase, and the preliminary work done here, is essential for the long-term effect of the ID projects, as it in the same time strengthens the local ownership. The long-term perspective starts already when developing the concept, and using sufficient time on this is important, as well as examine possibilities, the financial and other resources and solutions, since it is then more likely that the thought solution will last. Here, the impact of introducing modern technology to the local society must also be considered. Examine these effects and building the solution on local technology and already existing knowledge, contributes to a more long-lasting outcome of the project.

The need for maintenance seem to be at a minimum as the buildings were simple constructed with materials not needing much monitoring nor maintenance. This suggests that it is not the planning nor to facilitate for maintenance that is the challenge, but to include those who will operate and use the building and create that feeling of wanting to continue and develop the project product, as it is regarded local ownership. Otherwise, the building technical does not seem to be a problem. Documentation of execution and planning for how to finance the project over time are essential measures. Also, to make sure the right legal papers are in order, even though they might not be needed now.

6.4 Further Work

6.4.1 Evaluating the long-term effect of ID projects

It appears there is no specified criteria for evaluating or measuring the projects long-term impact. These criteria should be essential as this effect determines whether the project was,

in the overall picture, successful or not. Enhanced well-being is a quite immeasurable term as it depends on subjective opinions. The theory utilized in the thesis only suggested success criteria for management performance and profiling the project, no suggestion criteria for the long-term success. *This is also challenged by if there is to be a change in the community, it will be difficult to exclude that this effect could come from other factors.* Another aspect that could be interesting is to see how many projects have specified effect goals and whether they have been fulfilled.

6.4.2 Do a research if the theory matches the practice

The theory showed there were different definitions for developing projects, giving an ambivalence in both theory and practice. It could be fruitful to do a research to see if what is said in theory actual will or can be done in practice. Most likely, as it is for most projects, how implementation of projects are done in practices is not always mirroring the theory. *To what extent would the differences be? If it done differently, what are the reasons?* For this, it could be possible to evaluate whether the actual implementation fits with given guidelines and frameworks, what requirements are given, and which are followed, and also when it comes to involvement and anchoring in the community. Mapping the gap could generate knowledge of what is practical feasible and challenges in development projects

6.4.3 Clarification of responsibility

Another aspect that was discovered in the research work is the influence of politics in development projects and the crucial need for political and financial support. Still, there did not seem to be any definition of who had the responsibility for what when it comes to ID projects. A possibility for further work could be to look at the embassies role when implementing development projects and see at what kind of responsibility they should take on to ensure a development that is in the best interest for the receiving country – not for the politicians.

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Personal communication

Director, Zambia (2018) Interviewed by Camilla S Aaserud for this thesis, 20 February.

DRR & CCA Advisor (2018) Answered questionnaire made by Camilla S Aaserud for this thesis, 12 February.

Head of department, EA (2018) Answered questionnaire made by Camilla S Aaserud for this thesis, 12 February.

Lecturer, Norway (2018) Interviewed by Camilla S Aaserud for this thesis, 09 April.

Prof., Norway (2018) Interviewed by Camilla S Aaserud for this thesis, 09 April.

Project worker RH (2018) Interviewed by Camilla S Aaserud for this thesis, 09 April.

Project worker S (2018) Interviewed by Camilla S Aaserud for this thesis, 28 March.

A Semistructured interview

Introduction

The student: The master student, Camilla S Aaserud, writes the final assignment at NTNU Trondheim. This master thesis that the interview are related to is being written for the Department of Civil and Environmental Engineering, spring 2018.

Themes: Development projects, local ownership, user involvement, project planning and process.

Background: The thesis issue comes takes base in the Kakuma-project, a collaboration between NTNU and the Norwegian Refugee Council (NRC), where they will build a entrepreneur-hub in the refugee camp Kakuma, Kenya.

Terminology:

- *Local ownership:* Mostly, the term 'local ownership' is not explained is not explained int the interviews as one of the purpose is to explore different definitions of this term and what have been done to achieve it.
- *Stakeholders:* (EGNE ORD) persons/aktører that have an interest in the project and/or are affected by it's outcome, who also could affect the implementation and the outcome of the project.

Procedure: The purpose of the interview is to collect more knowledge about how other organizations have implemented their projects, how it is executed and followed up.

This interview guide is written with the purpose to be semi structural, a loose structure that

the conversation could follow. It is thought more as I guidance than a strict frame for the interview as it is wanted to have a more open dialog with the interviewees.

The transcripts of the interviews were sent to the interviewees, asking to respond if they would not approve it or would like the enlighten new thoughts or other.

Form:

1. Frame setting
 - Introduction (2-5 minutes)
 - Information about the project and the issue
2. Experiences – part 1
 - Questions (2-5 minutes)
 - Uncover experience and knowledge of the problem
3. Focusing, main themes – part 2-7
 - Key themes and questions (30 - 50 minutes)
 - Follow up questions
4. Termination – part 8
 - Sum up and additional themes/questions (5-10 minutes)
 - Clarification

Interview guide

Part 1: Experiences

- Asking for a short presentation of relevant experiences within aid and development projects.
- Key questions:
 1. What kind of project do you got experience from, and what were they about?

Part 2: aid and development projects

- Success factors, challenges, possibilities
- Key questions
 1. What do you think is the most important for development projects to succeed?
 2. What do you think are the biggest challenges in development projects?
 3. Which challenges did you meet?
 4. For the project, how did you figured out that you wanted to build schools? Or develop the specific project, etc.
 5. What are the biggest differences between aid projects in conflicted areas compared to other aid projects?

Part 3: planning of aid and development projects

- Planning, focus, time frame, maintenance and operation
- Key questions:
 1. What is it important to focus on in the planning of a development project?
 2. How long in time were the project planned?
 3. Was operation and maintenance included in the planning of the project?

Part 4: buildings

- Design, user participation, decision making, construction, challenges
- Key questions:
 1. How were the buildings designed? (Size, materials, number of rooms, etc.)
 2. What is important when building a schools?
 3. Who decided the design? Or, how did you decided which buildings to use?
 4. Who participate in the construction of the school buildings, or other buildings?

5. How are maintenance and operation of the building done? And who has the responsibility for this?
6. How much of the budget are put off for this?
7. Is there any challenges connected to (school) buildings?

Part 5: user and stakeholder involvement

- User involvement, important stakeholders, communication, effect
- Key questions:
 1. In which degree are those who will use the building included in decisions about design, construction, operation, etc?
 2. Who were the (most important) stakeholders, and how were they involved and when?
 3. Were (local) authorities involved? How about the local community?
 4. How were the communication with the stakeholders?
 5. On the project, what kind of effect had involvement of stakeholders?

Part 6: local anchoring of ownership

- Ownership, anchoring, implementation, process, measures, affect, definiton
- Key questions:
 1. Did you have a focus on local ownership to the project? How was it done, and when during the project process?
 2. What are the challenges around this?
 3. Could you say anything more about anchoring locl ownership to the school?
 4. Is this something you have been focusing on? If that is the case, how has this been done? Or why not?
 5. What do you think one can do to achieve local ownership?

6. What kind of affect do you think anchoring local ownership could have on the project?
7. What if local anchoring of the project are missing?
8. How would you describe local ownership?

Part 7: implementation and follow-up of the project

- Implementation, follow-up, operation, maintenance, success
- Key questions:
 1. What were important to execute the project?
 2. Were there need for follow up, operation and/or maintenance of the project? How was this done?
 3. Was the project a success? What indicates this?

Part 8: termination

- Clarifications
- Key questions:
 1. Is there any relevant pints around these themes that you feel are not been addressed well enough or not at all?
 2. Is there any other finishing comments?
 3. Is there any specific persons, companies, organizations, you think I should contact?
 4. Could I contact you later on, if there is anything I have forgotten to ask you about?

Stop audio recording.