

**UNIVERSITY OF KWAZULU-NATAL**

**Systematic approach project's outcomes evaluation:  
A case study of Decentralisation and Community Development  
Project (DCD Project)**

**By  
Rugamba Muhizi  
207514615**

**A dissertation submitted in partial fulfillment of the requirements for the degree of  
\*Mcom in Project Leadership and Management\***

**Leadership Centre  
Faculty of Management Studies**

**Supervisor: Mr. Stanly Hardman**

**2009**

## Declaration

I Rugamba Muhizi declare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
  - a) their words have been re-written but the general information attributed to them has been referenced:
  - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the References sections.

Signature:

---

Name of student

## **Dedication**

To the Almighty God for all that He has done for me;

To my mum MUKASINE Julienne for her love and prayers;

To Rwigamba Balinda whom has through his scholarship funds, financed my master's degree

To my brothers and sisters,

This research is dedicated.

## **Acknowledgements**

I need to acknowledge the support and efforts of people who have contributed in various ways to the completion of the dissertation.

My first thought is oriented to Mr Stanley Hardman who has enlightened my thinking and oriented my first steps in research and because he did not stop giving me constructive advice;

I equally express thanks to the Leadership Centre Lecturers and Staff, especially Cheralyn Terblanche for their supports during my studies at Westville campus;

I extend my gratitude to my family and my friends for their prayers and supports during my studies.

I am finally indebted to all those who have answerer my questionnaire,

For those who have contributed in any kind, I say thanks.

God bless you all!

**Rugamba Muhizi**

## **Abstract**

Development projects are increasingly becoming tools to support developing countries to overcome their systemic barriers to development. International and bilateral development agencies channel billions of dollars in such projects or programs every year in hope to boost local development, but until now after decades of efforts and social investments no concrete development in those countries status have been spotlighted as a consequence of these.

Rwanda as a small land locked developing Country in the heart of Africa has been allocated amount of grants and supports for many years and have been benefiting from an overwhelming international attention after the genocide of 1994 and one can wonder if these development programmes and projects have been of significant usefulness to the recipients.

In such a move, this dissertation aims at systematically evaluating project outcomes through assessment of beneficiaries' expectations grasped through a case study namely the Decentralization and Community Development Project (DCD) in Rwanda. It is also intended to provide a clear idea of what the project has achieved so far and what beneficiaries' expectations were not met.

In order to achieve research objectives, a systematic research method have been followed. It is therefore, important to recall that evaluation approaches as supported by Khandker and al. (2009), have evolved significantly, making difficult for an evaluator to choose the model or approach which is particular for a specific context suggesting that there is no universal and unique evaluation approach. In this research they were no move from this statement. Actually it was found worthy the use of a mixture of qualitative and quantitative research methodologies to capture the real outcomes of the project.

In fact using qualitative methods helped to understand the key players who would have influenced the project implementation and by using quantitative methods and recording the recipients' aspirations and the effective outcomes from the project.

We hypothetically assumed that DCDP did not provide enough outcomes as expected by recipients and in order to prove that, collected data from a random sample of 96 people out of a population of 256334 and 80 answers were collected back. Several unstructured interviews were conducted with project key players comprised of the project team, the local government, and the government

officials in charge of the project as well as the World Bank Country Office. Excel were used to analyse collected data so as to allow a better analysis and interpretation of the data.

As stated in the main argument, assumption were made that the project did not meet the stakeholder's expectations but some salient findings of the study proved this to be wrong. In fact, more than 80% people in the project area recognised the project outcomes significance to their lives.

Furthermore, the result shows that the project had an important impact on the community. For instance, the DCD project improved considerably the life conditions of the population of the district's population; as an example, the recipients acknowledged at 100 % that the DCD project increased both the employment and the revenue in the district of HUYE. This have a huge meaning, because it is ascertaining the hypothesis that DCD project participated in improving life conditions of the population, while giving a whole meaning to the project in the eyes of all the stakeholders.

The main recommendation of the study was about the usefulness on involving the recipients (beneficiaries) in all the project process, including pre-identification so that the project may tackle the real problems of the beneficiaries.

## Table of Contents

Declaration .....	ii
Dedication .....	iii
Acknowledgements.....	iv
Abstract .....	v
Table of Contents.....	vii
Glossary of Acronyms .....	xi
CHAPTER ONE: INTRODUCTION .....	1
1.1.    Introduction .....	1
1.2.    Motivation for the Study .....	2
1.3.    Focus of the Study .....	3
1.4.    Problem Statement.....	4
1.5.    Objectives.....	6
1.6.    Hypotheses .....	6
1.7.    Limitations of the Study.....	6
1.8.    Summary of the research.....	7
CHAPTER TWO: DEFINITION OF KEY CONCEPTS .....	9
2.1.    Introduction .....	9
2.2.    Development concept and theories: a brief description .....	9
2.2.1 Definition of development.....	9
2.2.2. Development theories.....	10
2.3.    Project concept .....	11
2.3.1. Definitions .....	11
2.3.2. Classification of projects .....	12
2.3.3 Project Outcomes.....	13
2.3.4 Project Management .....	14
2.3.5 Projects phases according to World Bank (Baum 1986: 44-86).....	16
2.4.    Evaluation .....	17

2.5.1. Project evaluation .....	19
2.4.2 The practice of project evaluation.....	20
2.5. Other concepts related to the research .....	21
2.5.1. Decentralisation .....	21
2.5.2 Community development .....	21
2.6 Summary .....	23
CHAPTER THREE: OUTLINE OF THE PROJECT CONTEXT.....	24
3.1. Project history .....	24
3.2. Mission and Objectives of the DCDP.....	25
3.2.1 Missions of the project .....	25
3.2.2. Project objectives.....	26
3.3. Structure of the project.....	27
3.4. Components of the project .....	27
3.4.1. Capacity Building .....	27
3.4.2. IEC programme (Information, Education and Communication) .....	27
3.4.3. Community Development .....	28
3.4.4. Coordination and monitoring/evaluation of the project .....	28
3.4.5 Zones of intervention of the DCD project.....	28
3.5.3. Education.....	30
3.5.4. Water.....	30
3.5.4. Health.....	30
3.5.5. Administration, technical service and environment.....	31
3.5.6. Energy .....	31
3.5.3. Achievements in the area of capacity building.....	31
3.5.4. Achievements in Income-generating Activities.....	34
3.6 Summary.....	34
CHAPTER FOUR: RESEARCH METHODOLOGY .....	35
4.1. Introduction .....	35
4.2. Aim and Objectives of the Study.....	35



4.3.	Data Collection Strategies.....	36
4.4	Research Design and Methods .....	37
4.4.1	Description of the research design.....	37
4.4.2	Identification of the sample .....	38
4.4.3	Shaping the sample.....	39
4.4.4	Administration of the Questionnaire.....	39
4.4.5.	Description of the sample.....	40
4.5.	Analysis of the Data.....	41
4.6	Summary .....	42
CHAPTER FIVE: DATA ANALYSIS AND INTERPRETATION .....		43
5.1	Introduction .....	43
5.2	Presentation, analysis and interpretation of the results .....	43
5.2.1	Knowledge of the project .....	43
5.2.2.	Capacity building of the recipients .....	44
5.2.3.	Project contribution in loans allocation.....	46
5.2.4.	Activities and project evaluation .....	47
5.2.5.	Participation in the activities of the project .....	49
5.2.6.	Tendering .....	50
5.2.7.	Relationship with the project.....	51
5.2.8.	Specific Interest in the results of the project .....	52
5.2.9.	Noticeable deficiencies in DCDP activities.....	54
5.3.	The constraints and the achievements of the DCDP activities in Huye District.....	56
5.4.	Summary .....	57
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....		58
6.1	Introduction .....	58
6.2	Suggestions for Future Studies.....	59
Bibliography.....		61

## Tables and figures

### 1. Tables

Table 1: Constructed bridges.....	29
Table 2: Trainings organised by the coordinating body.....	32
Table 3: Trainings provided by the CDC .....	33
Table 4: Sample distribution by sex.....	40
Table 5: Sample distribution according to age .....	40
Table 6: Distribution following level of education.....	41
Table 7: Sample population distribution as to their activities .....	41
Table 8: Opinion of the recipients on knowledge of the project.....	43
Table 9: DCDP capacity building as judged by the recipients .....	45
Table 10: loan's distribution (Opinion of the recipients) .....	46
Table 11: Role of infrastructures social welfare.....	48
Table 12: Opinion of the recipients on their relationship with the project.....	52
Table 13: Opinion of the recipients on the outcomes of the project .....	52
Table 14: Opinion of the recipients on the DCDP favoured project activities .....	53
Table 15: Opinion on premier beneficiaries of the project.....	54
Table 16: Project inconsistencies or deficiencies .....	55
Table 17: Recipients' opinion on the issues that existed prior to the project's intervention.....	56

### 2. Figures

Figure 1: Project cycle adapted from McDavid.....	13
Figure 2: Source of information about the DCDP .....	44
Figure 3: Adequacy of the DCDP's infrastructure to people's needs .....	47
Figure 4: Opinion of the recipients about their participation in the project .....	49
Figure 5: Opinion of the recipients on the tender process.....	51

## **Glossary of Acronyms**

- CDC : Community Development Committee
- CDF : Common Development Fund
- CDRP : Community Reintegration and Development Project
- CRDP : Community Reintegration and Development Project
- DCCDP : Decentralisation and Community Development Project
- DCCDP : Decentralisation and Community Development Project
- Frw : Rwandan Currency = Rwandan Francs
- GDP : Gross Domestic Product
- IEC : Information, Education and Communication
- Minaloc: Ministry of Local Administration
- Miniplan: Ministry of Planning
- PDC : Projet de Développement Communautaire
- PMI : Project Management Institute
- PMI : Project Management Institute
- ULK : Université Libre de Kigali
- UNCHR: United Nations Commission of Human Refugee
- UNDP : United Nations Development Programme
- WB : World Bank

# CHAPTER ONE: INTRODUCTION

## 1.1. Introduction

Developing countries proclaim development to be their primary aspiration; every effort, every sacrifice is justified in reaching the promised development, but the light of progress keeps receding into darkness. Though doubts are mounting and uneasiness is widely felt by both recipients and funding agencies, the theme of development still pervades not only official declarations and but also grassroots movements (Wolfgang, 1999). After decades of international development agencies interventions the expected development is still as far as it was. Despite considerable time and financial resources investments made into these developing countries, it is arguable that these interventions were successful in most countries and particularly in Rwanda where those funds were channelled through development projects and programmes and the measurement of their success or failure is still a challenge.

As Easterly (2008) states, there is nothing comparable to development as a force guiding thought and behaviour, and at the same time very few words are as incapable of giving substance and meaning to behaviour as this one and McDavid (2006) recognise, even with better conceived projects, development still occupies the centre of an incredibly powerful semantic constellation. As emphasised Shankar & Yavav (2005), the success of development project or programme particularly, is either determined by the outcomes or the impact on people or organisations. In both cases, the outcomes or the impact are measured against a set of rules which are pre-defined by the donor. Most times this kind of evaluation tends to ignore what is not needed by the recipients of the report. As a result, some important aspects of the project's outcomes are omitted and consequently neglected when deciding the next steps, which ultimately leads to a strategic failure of the overall project.

Various attempts have been made by the Project Management Institute (PMI) and other academics and practitioners to improve the standard of project evaluation so as to capture these outcomes and their impact. Some authors stressed the use of shared-responsibilities evaluation (Pawson & Tilley, 1997) as a way to improve the project delivery, while others have agreed on a rewards approach (Lewis: 2007) as a way forward. It is important to recognise the meaning of evaluation in every project, as the premier reason of the failure which, according to Matta and Ashkenas (2005), astonishes even good projects. On the other hand, Guba (1990:17) argue that the results gained

from an evaluation might raise the question of impartiality, pointing out the subjectivity of evaluation as a result of evaluator perceptions. In addition that, Guba claims that it is rare to be able to design the same evaluation model stressing the specificity of each project.

Some authors such as Parlett & Hamilton (1977), Pawson & Tilley (1997), Owen & Rogers (1999), Zadek (1999), and Kerzner (2003) have attempted to develop methods to widen the perspectives and goals of evaluation by providing good literature about project evaluation. Such literature has been the basis for this dissertation which intends to systematically evaluate DCDP outcomes in the light of what the beneficiaries needed.

In this research attempted to evaluate a project which has been used as a vehicle for development in the Rwandan context, especially with regards to what has been achieved so far by this particular project of decentralisation and community development (DCDP). It was assumed that this development project have so far done nothing to expedite the development process in Rwanda and that its impact was not evaluated properly. Basing our assumption on Chen (1994) argument that the most difficult aspect of development is to design and carry out projects that effectively address major social problems; we anticipated that the DCDP due to its design did not deliver according to recipients' needs. To some extent the research finds rejected our hypothesis since most of the recipients recognised the role of the project in their own development. Nevertheless, this statement to be accepted required the collection of valid information on the effectiveness of the projects as emphasised by Clarke and Dawson (1999:37).

The following points provide the rationale behind the choice of this topic, the specificity of the study, and what are the problems or issues the research intended to solve. Furthermore, research questions and objectives are discussed to help the reader understand the research contour and assessment assumptions. Finally, the limitations of the study are disclosed.

## **1.2. Motivation for the Study**

The purpose of this study is to evaluate the outcomes of the DCDP on recipients' well-being. It has been motivated by the fact that every year; billions of dollars are poured in development projects around the world and that so far, no significant development has been achieved by the developing countries as a result of these investments, and, secondly, because the evaluation of such projects are often conducted without proper attention to recipients' aspirations.

The above mentioned evaluation design leads to forgetting the need to introduce the stakeholders' views into the evaluation though it is reasonably recognised Davies and Preston (2002) that if evaluation is performed skilfully that it could help in identifying important pitfalls of the project and provide information on the course of action.

As far as the dissertation is concerned, I wanted to know if the project has made large-scale impact to recipients' lives in the areas of decentralisation and community development. In addition, detailed information about DCDP achievements in infrastructure development, Information Education and Communication; Income Generating Activities, as well as in decentralisation were provided to capture all the changes generated by the project.

The research findings are intended to benefit four key players in the project: the project management team, the Government of Rwanda, the World Bank as a sponsor, and local leaders. From the findings, all of these groups will have access to a new perspective on how to move forward to improve the project outcomes in respect to what is needed by the beneficiaries.

The uniqueness of this research lies in the fact that it has analysed the specific context of post conflict development projects. The contribution to the discipline of project evaluation is captured in the methodology used as a combination of quantitative and qualitative methods.

### **1.3. Focus of the Study**

The environment in which organisations operate is changing rapidly. If projects fail to respond to the complexity of the changing environment, they may end up a waste of resources and a threat to the organisation (Ahmavand & al. 2009). To avoid such loss, it is believed that a tight ex-ante evaluation and feasibility study is required to ensure that the project is worthy. The use of effective performance or outcomes evaluations can play a key role in project success in an increasingly complex world. (Goldratt: 2007), citing Levy, points out that one value deriving from the use of the systematic approach in saying that weaknesses of a project can only be seen clearly by recipients.

This research will focus on illustrating how the use of the systematic approach to evaluation can address certain issues and bottleneck of the project and play a major role in assessing project outcomes as claimed Santos et al. (2002). The emphasis was given on the use of this approach in an integrated manner and it is therefore believed that it will generate knowledge which can help in

assessing the potential or real outcomes of the project and thus enhance the overall success to the project.

As Lewis (1997) argued that measuring value is subjective; providing that no one can describe others' perceptions unless they give their own perceptions. Every project has several impacts on different organisations or people and the project outcomes can only be thoroughly understood, if everyone who experiences its impact is consulted to provide his reflections on the value of the project. In that spirit, I tried to assess if DCDP has had an impact on many communities, if the outcomes had significant impact on their lives.

Even though this study is exploratory by nature, it is expected that the results will provide strong insights to DCDP actors on what to do in the next phases of the project. It is also believed that the study will become a reference for further research in project evaluation, especially the mixture of quantitative and qualitative methods.

#### **1.4 Problem Statement**

Project outcomes may be assessed using several methods. These have been divided into the categories by (Rossi et al., 2004) “needs assessment, programme theory, process analysis, impact analysis, and cost-effectiveness analysis.” A needs assessment, state Rossi et al. (2004) “examines the nature of the problem that a programme is meant to address,” and therefore if addressed, the project can be recognised as successful. They claimed that it has been proven that a project cannot be considered as successful unless its performance is assessed. In that spirit, the DCDP success, required assessment to determine whether it has been successful or not, but prior to attempting an assessment, it is important to ground its content in Rwandan context.

Rwandan society is hierarchical and thus all projects use a top-down method, a method of monitored development in which the population is often given projects which were conceived at the top level without previous consultation. This structure has always limited the participation of the population in the decision making process which concerns their own development. However, after the genocide and massacres of 1994 that provoked the breaking down of the social structures, new roots to development were considered and the Rwandan government tried to address the challenges of unemployment, decentralisation, and poverty, firstly by promoting activities and investment in

the rural zones, secondly by encouraging local initiatives and promoting income-generating activities, and finally by building social infrastructures development.

The DCDP was designed as one of the projects designated to address these needs. Within that framework, the World Bank, in accordance with the Rwandan government, considered the DCDP as a project which might lead to real decentralisation and communities' participation in development.

The experts of the Bank evaluated DCDP many times simply by taking into account the perspectives of the World Bank and leaders but no single general evaluation of recipients' satisfaction was carried out<sup>1</sup>. This research has chosen to depart from this original model so as to know the real outcomes of the project, considering the views of all of the stakeholders, mostly beneficiaries, and what lessons could be drawn from such an evaluation to ensure that the next phases or other projects would benefit from the lessons learnt as supported by McDonald (1999).

As (Chambers, 1994:31), the most difficult part of evaluation is perhaps to determine if the project "is the only source of the observed impacts. Events or processes outside of the project may be the real cause of the observed outcome" but the Center for Disease Control (2008)<sup>2</sup> disclosed that it was possible to assess outcomes when a project is fairly large by using statistical analysis and showing that other sources of information is likely to provide biased information, highlighting the need of a combined sources.

In this study, I tried to answer two major questions which led to the rationale of the study:

Firstly, the aim was to know if DCDP as a development project really participated in the development of the district of Huye, according to stakeholders. Secondly, to know if the contribution of DCDP was enough to ensure the capacity building of local communities, to improve standards of living, and to induce the socio-economic development of the people in the district of Huye. This kind of assessment falls in what Owen and Rogers (1999) describe as impact evaluation but also in a needs assessment rationale supported by Rossi et al. (2004). The results are discussed in chapters 5 and 6 while a conclusion to the findings is made in chapter 7.

---

<sup>1</sup> *Various project documents proved that the design was mostly based on the bank expertise and directives, the negotiations with the government and the authority, rather than the recipients' aspirations*

<sup>2</sup> *Accessed through CDC website on march 26, 2008*



## **1.5 Objectives**

This research aims at achieving the following objectives that they are the end results.

### **1. Main objective**

The main objective of this study is to assess systematically the outcomes of the DCDP on the recipients' lives and its overall socio-economic development impact on Huye District's people.

### **2. Specific objectives**

The specific objectives, among others, are to:

- Assess DCDP outcomes according to the project stated goals;
- Determine all stakeholders' views on the project outcomes;
- Establish all recipients' needs and aspirations for the improvement of the project;
- Evaluate the outcomes of the DCDP in the Huye district.

## **1.6 Hypotheses**

The role of evaluation, as stated by Guba and Lincoln (1981), is to determine whether or not the project work effectively and efficiently, and to make sure that the information gathered can help in generating the next steps in the process. The purpose of this study is not only to gather information but to raise awareness on the usefulness of combination of methods (quantitative & qualitative) in project outcome evaluation, while particularly stressing the importance of taking the stakeholders' views into account. This research has clearly described the outcomes of the project based first on the assumption that the project did not deliver on its intended objectives as expected. The second assumption was that the project did not satisfy the recipients since its design did not take their perspectives into account. The basis of these assumptions been as supported by McDavid (2006) in the introduction of this study that "development projects failed to deliver their promises in developing countries."

## **1.7 Limitations of the Study**

The study intended to explore all the outcomes resulting from the DCDP interventions. It was intended to provide a full picture of all of the outcomes, but some limitations have necessitated changes to the plan. First of all, finance and time constraints: it would have been better to compare the project zone with a zone without project interventions to uncover exogenous changes not

brought by the project, but research was rescaled to project zone only due to time constraint (the research started after phase 1 completion and no prior control group was set up by the project team).

Secondly, it would have been better also to cover the entire population in the project zone, but again time and money were constraints. So a sample of 96 persons only was randomly selected among the population. The difficulty lies in administering the questionnaire as well as the availability of the respondents to my interview guideline was very limiting since it was not a mandatory task for them and that I did not provide any financial incentive. This resulted in having answers from only volunteers.

In addition, it is always difficult to address all of the matters related to the outsiders' evaluation of a particular project. Partners are very often reluctant to divulge sensitive information such as finance or any other uncomfortable information.

## **1.8. Summary of the research**

This research comprises seven chapters. Chapter One is untitled introduction and comprises following sections: the background of the research, the motivation for the study, and its value. Further, it provides a brief statement of the problem, discusses the various objectives which the research intends to achieve, and finally it describes the scope and the limitations.

Chapter Two is the literature review. It provides meanings of a large number of key concepts, such project, evaluation, decentralisation, and development. Definitions and discussions about all key words are provided and a working definition to apply to this research is chosen.

Chapter three offers a description of the achievements realised by the project and provide explanations of the project, especially in the Huye district. In this chapter, emphasis is placed on the project team views of what was achieved with emphasis on the World Bank requirements and objectives.

Chapter four provides an in-depth explanation of the methods that were used to gather the information and discusses the research paradigms and assumptions related to the study. This chapter also provides the methodology of the study and the techniques which have been used in the data collection.

Chapter Five covers data analysis and interpretation. It presents the real achievements of the project and discusses the findings according to all of the stakeholders.

Chapter Six contains the conclusion and recommendations. A summary of the research findings and a large number of recommendations to the project sponsors and to all of the stakeholders is provided in this chapter. Finally, references are presented in the bibliography to recognise the contribution of various authors' ideas made to the works consulted during the course of this study in the bibliography.

## **CHAPTER TWO: DEFINITION OF KEY CONCEPTS**

### **2.1. Introduction**

The systematic approach to project outcome evaluation, as a research topic, raises a number of questions, especially for the uninformed reader. Most questions will rest on nuances surrounding such phrases as: project and programme management, outcomes and impact, and so forth. Other questions may arise, from the fine distinctions to be drawn between sets of key concepts which may seem incomprehensible to some. This is especially true for the concept project outcomes' evaluation which is a key concept of this research.

The above statement highlights the need for defining and explaining those concepts. The following section will try to provide a number of definitions of those concepts as well as explaining various schools of thought which are involved and theoretical underpinnings of three major development concepts, project, and evaluation, that are the pillars of this research, are provided below.

### **2.2. Development concept and theories: a brief description**

#### **2.2.1 Definition of development**

When psychologists speak of the development of intelligence, mathematicians of the development of an equation, and photographers of the development of film, the meaning, Rist (1997) argues, is clear. But whenever this word is applied to the state of nations, well-being, progress, or social welfare; it becomes more imprecise. In an attempt to find common ground, developing countries' leaders have defined development as a "process which enables human beings to realise their potential, build self-confidence, and live a life of dignity and fulfilment, away from social or political oppressions" (South Commission: 1990)<sup>3</sup>. They have added that it is an apolitical movement and process to growth springing from within the society, adding up more complexity to the term.

---

<sup>3</sup> Accessed through KDI School library on February 15, 2010

Development is a term that economists, politicians, and others have used frequently in the twentieth century, to some extent, with demagoguery argue Polanyi (1944). Some people believe that development is closely bound up with the evolution of capitalism and refer to the increase in the standard of living of a nation's population as associated with sustained growth from a simple, low-income economy to a modern, high-income economy as argued by Collier (2008), but as with most definitions, Collier's definition is based upon the way individuals picture the ideal conditions of social existence and thus opens itself to criticism. So far, several attempts at defining the concept development have been made, but until now, no one has provided a universally acceptable definition. The next paragraphs provide a number of schools of thoughts and the working definition chosen for this research.

According to Garnier (1998:142), the meaning of development is a set of technical, social, and cultural transformations that permit the appearance and the prolongation of economic growth as well as the elevation of the standards of living, while Perroux (1985:25) thinks of development as the change of the beliefs and the social behaviour that permits the growth of the real gross domestic product (GDP) and that transforms economic growth in a settled social progress. The two schools of thoughts give emphasis to the need for social transformation as a mean for development.

Another school of thought stresses human development. According to Le Bret (1978:92), development is nothing other than a coordinated and harmonised evolution, the journey from a less human phase to a more human phase. In that way, Albertini (1981:37) discussed the requirements of development, stating that it supposes the appearance of a new world and not only the quantitative increase of what exists but also structural social changes which allow people to engage in a more knowledgeable existence. This school has been criticised by egalitarians (Crawford, 2000:75, Garnier 1998:12) that support that development is a state of mind rather than a modernisation.

As stated above, there is a lack of a common, operational definition for the concept of development. Each definition seems to be shaped by the author's background or interest. In the context of this dissertation however, we will use development as process of overcoming systemic barriers to progress.

### **2.2.2. Development theories**

Theories of development are numerous, and it is therefore paramount to select some theories (classical and Dualistic theories) which can be linked with the research in a move to avoid turning the entire research –which focuses on project evaluation- into development theory review.

#### The Classical Development Model

The authors, who lived during the industrial revolution, naturally based their writings on the process of development (Mankiew 2004). Quoting Adam Smith, Mankiew (2004) referred to development as the division of work which is at the origin of development as it generates greater productivity while David Ricardo thought that the economy stretched towards a stationary state where the profits of the investments are reduced to zero. Because of the scarcity of the soil and the increase in the value of agricultural commodities as the population increases, the needs increase concomitantly. According to Malthus, who is quoted by Samuelson (2001: 236), the mismatch between population density and the available resources will lead to famine.

#### Lewis's Dualistic Model.

Lewis (1999:67) in his study of economic development, based on the principle of capital accumulation, considers the economy in terms of two sectors: the capitalist informal sector and the traditional agricultural subsistence sector. Lewis recognises that the productivity of the workers is low, just like their income, resulting in an economy with excess manpower and resultant unemployment. He acknowledges the development as an organised process describing the passage from a dissatisfactory situation to a future improved situation. The research analysis fit to this development model more than the previous ones.

### **2.3. Project concept**

The term 'project' is currently used in various contexts ranging from the law, the economy, education, industry, science, and the humanities. Though widely used, the term itself is nowadays confusing and often defined incorrectly. In the following sector, various definitions of the project concept are provided.

#### **2.3.1. Definitions**

The term project is used in so many ways that some may wonder whether or not there exists a universally acceptable definition of this concept. The common aspect to all the projects is, however, that they include a number of activities which must be coordinated to accomplish a specific goal.

According to McDavid (2006:163) one designates something as a 'project' if it involves a set of actions or working procedures that a person, a society, or an organisation can undertake to achieve a purpose. Technicians in economics picture this notion in three essential characteristics:

- A project aims at achieving a precise goal that is unique and measurable;
- A project has a predetermined budget;
- A project is of limited duration.

On the other hand, Gardiner (2006:12) defines a project as a complete set of activities and operations that consume resources and from which is expected financial, monetary or non-monetary advantages. The Ministry of Planning of Rwanda defines a project as a “set of interdependent activities leading to the delivery of a service clearly identified and generally in a context of time and limited resources” (Miniplan, 2001:12). Seen in that perspective, a project resembles much to a machine into which one introduces inputs, then this machine provides outputs which can be sold or not.

Finally, a project is, according to Bentley and Rafferty (1992: 4), a means used to achieve an objective, while Kreitzner (1995: 41) defines it, as an appropriated answer to a need. In this research, we will use the concept 'project' in the sense of a set of operations aiming at achieving a precise goal, in a particular context with limited resources.

### **2.3.2. Classification of projects**

Several types of projects exist states McDavid (2006:206), the range vary from project finalities (products or services, social projects, or investment projects, etc.), project duration (long-term, short term, etc.), project incidence (technically compatible and incompatible projects.), origin of funds (public, private, co-funded projects), and the type of funding (grant or credit).

DCDP, which is the project of concern, is defined according to finalities as both a social project and an investment project since it invests in infrastructure while improving social structure through income-generating activities. It is also a long term public project cofounded by the World Bank and the Rwandan Government.

The dissertation case study is based upon another type of project labelled by Hirschman (1995:7) as development projects which he defined as a special type of investment which connotes the purposefulness, some minimum size, a specific location, and the introduction of something qualitatively new. Hirschman recognised that a sequence of future development moves will be set in motion by those kinds of projects while Rossi et al. (2004:25) defines development project as selected interventions intended to improve lives; and in some cases intermediary conditions which may enable the socio-economic development to happen.

This definition is much broader and allows an understanding of how a development project might tackle human development as well as social infrastructures. It indeed fits to this research rationale of development project since DCDP intends primarily to improve social structures that could enable the development of the Huye District as a decentralization process, infrastructures development but also improve the people's conditions by investing in microcredit and income generating activities which are directly related to the human development.

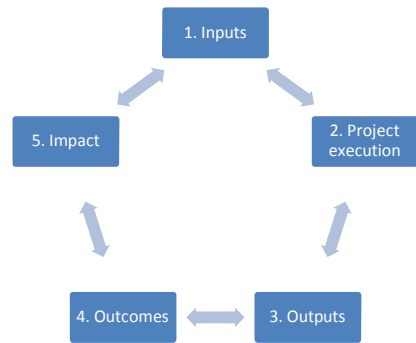
### **2.3.3 Project Outcomes**

In this section, theory is used to explain the project life-cycle. As I believe that breaking down a complete project into smaller interrelated parts enables more effective project management. The four major phases of a project and the deliverables, as defined by Creswell (2003: 203), and considered here are: initiation and definition; planning and development; execution and control; and project closure with focus on the place of outcome in the process.

Grawitz (1991:41) defines the outcome as a produced effect on an individual or a situation, by an event or an action while Legende (1990: 11) defines it as desired effect on an environment or on a population through the journey of achieving the project goals. All these definitions did not provide the place of outcomes resulting in the choice of McDavid diagram presented below.

### **Figure 1: Project cycle adapted from McDavid**





Adaptation of McDavid (2006: 234) project cycle

The particularity of this graph is that it shows the connection between each step. For instance, prior to inputs, some simulations can be done and assumptions made on what could be the impacts, thus representing a dynamic cycle of a project.

For example, if the project is intended to wrestle with the problem of an endemic illness X:

- The input would be the number of the medical personnel enlisted to fight that illness;
- The output would be the number of consultations undertaken and the number of sick persons treated;
- The outcomes would be the reduction of the rate of mortality;
- The impact would be the eradication or reduction of incidence of the illness and the increase of the life expectancy.

On the other hand, Chandra (2007) acknowledges that an outcomes-based project evaluation facilitates the questioning of the effectiveness of the project by assessing the activities to bring about the outcomes needed by the recipients. He claims that outcomes are benefits to recipients of the project in terms of enhancement or improvement of conditions. Bamberger (2000:234) however, recognises that outcomes can be confused with project outputs if the evaluation is not well designed. He links project outcome evaluation to summative evaluation, which he believes intends to improve ongoing projects, rather than formative evaluation where outcomes can only be seen after the project completion. These two types of evaluation will be developed in section 2.4 which looks more closely at the concept of evaluation.

### 2.3.4 Project Management

The best approach for managing a project will depend on the characteristics of the project concerned such as its degree of uncertainty or certainty. For example, as McDavid (2006) ascertains,

development projects are generally well planned and highly organised before any work starts. They are ordered, highly structured, and tightly controlled. This type of projects is classified as concrete projects and McDavid (2006:234) to add that “Development projects are characterised by creative processes throughout the project and exist in highly uncertain, unstructured, and unpredictable environments; but this is accepted and even viewed as a necessary part of the life-cycle of these projects”

There are three main points that are most important if a project is to be regarded as successful. According to Lewis (2007: 12):

1. A project must meet beneficiaries’ requirements or needs;
2. A project must be under budget and
3. A project must be delivered on time

The first point in Lewis statement highlights the place that have outcome in the project process. Lewis model is after reviewed by Gardiner (2006:78) who distinguishes multiple characteristics of a successful development project, stressing its difference from a classical project. According to him, a successful project is determined by:

- The progress measured by uncertainty reduction;
- The number of project life-cycles that can be used;
- The investment objectives including the preserving of strategic options and minimising regrets;
- A leadership style that usually emphasises learning and dialogue;
- Information systems that are relatively informal;
- The adaptive and evolving nature of the project that employs permeable boundaries to sense and respond to changes; and
- A dynamic environment.

Furthermore Githens (2001:22) view the project management concept of interactive planning as an ideal tool for dealing with the high degree of uncertainty in development projects, but he warns that changes over time may backfire on projects by making them relatively inefficient and slow. However, the PMI states that the aim of project management is not to impose mountains of administrative overheads onto a project, PMI (2000), but to provide techniques for thinking about project goals and risks, so that implementation of projects can be effected with appropriate controls and adjustments as needed.

Finally, project management is seen as a “discipline of mastering project cycles and leading a project to its successful completion” (Cracknell 2006: 44). No specific emphasis will be given to project phases or cycles in this research, but a brief overview of the World Bank (WB) project cycles is provided below to enrich the understanding of the case study context.

### **2.3.5 Projects phases according to World Bank (Baum 1986: 44-86)<sup>4</sup>**

It is very important to understand the project concept according to the sponsor. The World Bank as a development agency which uses projects as vehicles to development has set up its own project cycle.

Projects sponsored by the WB are, according to Baum (1986: 57), subject to the following six phases which were prepared by the WB experts:

#### 1. Identification phase

During this phase, the bank and the borrower country identify suitable projects that support national and sector development strategies according to the WB standards. These projects are then incorporated into the lending programme of the WB for a given country.

#### 2. Preparation

The borrowing country with WB technical staff examines technical, institutional, economic, and financial aspects of the project. The bank provides guidance for project preparation. This takes a great deal of time, typically one or two years of on-ground investigations.

#### 3. Appraisal

The bank staff reviews comprehensively and systematically all aspects of the project. This may take three to five weeks in the field and covers four major aspects: technical, institutional, economic, and financial. An appraisal report is prepared on the return of the bank staff to headquarters and reviewed extensively. This report serves as the basis for negotiations with the borrower.

#### 4. Negotiations

---

<sup>4</sup> All the sections developed below as from Baum book which I accessed through the World Bank website and referenced in the bibliography

This stage involves discussions with the borrower on the measures needed to ensure the success of the project. The agreements reached are embodied in loan or grant documents. The project is then presented to the executive directors of the bank for approval. After appraisal the loan or grant agreement is signed.

#### 5. Implementation and supervision

The borrower is responsible for implementation of the project that has been agreed upon with the bank. The bank is responsible for supervising implementation, through progress reports from borrower and periodic field visits. An annual review of WB portfolio underway, serves continually to improve policies and procedures.

#### 6. Evaluation

This is the last stage. It follows the final disbursement of the funds for the project. An independent department of the bank, the Operations Evaluation Department, reviews the completion report of the Bank's projects staff, and prepares its own audit of the project, often by reviewing materials at headquarters and field trips are made when needed. This ex-post evaluation provides lessons learnt which are built into subsequent identification, preparation of new projects.

The process above depicts clearly why such approach is needed and provides motivation for another approach since room has been left for recipient's judgement was not taken into account in the World Bank design.

### **2.4. Evaluation**

Evaluation is a key word in this research and it is suitable to provide some sense of the hands on knowledge in the field of evaluation. The complexity of evaluation, as it will be made apparent through this section, is reflected in the diversity of its methods.

For instance McDavid and Hawthorn (2005: 269) view evaluation "as a structured process that creates and synthesises information intended to reduce the level of uncertainty for stakeholders about a given programme or project." This falls in the category of ex ante evaluation or the identification phase of the World Bank. It is intended to answer questions or test hypotheses, the results of which are then incorporated into the database to be used by those who will run the project as recognises De Coninck, J. et al (2008:51); De Coninck emphasises that "Evaluation as a field has

been transformed in the last 15 years by the broad-based movement in public and non-profit organisations to construct and implement systems that measure project and organizational performance.” On the other hand, Cousins & Whitmore (2004) defines evaluation as a systematic assessment. He assumes that evaluations should follow a systematic and mutually agreed upon plan. Plans will typically include the following:

- Determine the goal of the evaluation: What is the evaluation question the evaluation is trying to answer;
- How the evaluation will answer the question; what methods will be used; and
- How will the results be reported so that they can be useful and used to make improvements?

Monitoring and Evaluation activities are undertaken to achieve any of the following purposes:

- to be used as a tool to help planners initiate new projects, programmes, or policies;
- to determine whether or not existing interventions should be strengthened or discarded;
- to facilitate continuous improvement in service provision;
- to assess the overall effectiveness and efficiency of social interventions in terms of their outputs, outcomes, costs and impacts; and

Where necessary Smith and Brandon (2008:67) argue, it is important to determine the catalytic effects and sustainability of such projects and programmes.

Smith and Brandon also add that evaluation describes an objective analysis of current or completed policies, programmes or projects, to determine their relevance, effectiveness, efficiency, outcomes and sustainability, based on reliable and credible information but in practice, there are a broad range of evaluation approaches reflecting the richness of the field. An important, but not exclusive, theme of this dissertation, cherished by Tod and Wolpin (2006:21), is evaluating the effectiveness of programmes using a systematic approach by providing defensible information to stakeholders as they assess whether and how a programme accomplished its intended outcomes.

A needs assessment Campbell and Stanley (1963) state, can be undertaken at the end of several phases in the cycle in terms of: “setting clear objectives, designing effective strategies, and measuring and reporting performance. In addition a cost-benefit analysis and a cost-effectiveness analysis can be conducted as programmes are designed (the effective strategies phase) or as their outcomes are evaluated (the performance measurement and reporting phase); finally, the relationship between management and evaluation activities is a key to understanding how performance management and evaluation are linked.”

Campbell & Stanley (1963: 109) in what they call needs assessment define evaluation as a systematic gathering and analysis of information on the real output of a project, aiming specifically at analysing its relevance, progress, success, and effectiveness according to the cost. Traditional quantitative research authors (Lewis 1997, Rossi 2004, Patton 2008) however, supports that the evaluation compares the results envisaged with the real results obtained by a project. This definition will be considered as the working definition for this dissertation as opposed to what it is defined as needs assessment.

### **2.5.1. Project evaluation**

This research addresses, in a comprehensive way, the theory and practice of using systematic concepts in evaluation, but as the study is also intended to be read by many people who do not necessarily have background in the specialized field, it is of paramount importance to define the notions or terms which can be ambiguous. This is the case for programme or project evaluation. Project evaluation remains a challenge for many development organisations, increasingly faced with the rigors of designing and using a well-structured evaluation system De Coninck et al. (2008: 87) acknowledged. However, Potter (2006) defines the project evaluation as essentially a set of philosophies and techniques that determine if a programme or project works. Project evaluation can also be defined in its simplest form as activities undertaken to judge the soundness or utility of a project (or alternative programmes) in improving some specified aspects (Worthen: 1990: 271).

On one hand, Flood (2000: 45) identifies two approaches to systematic evaluation: formative evaluation, which is associated with decision making, problem solving and strategic planning, and the summative evaluation, which is related to accountability and research. This is further argued by Frechtling (2002:121), when he emphasised that the premier rationale of formative evaluation is to assess the project's on-going and initial activities; while the purpose of summative evaluation is to assess, quality and impact of a fully-implemented project.

On the other hand, McDavid and Hawthorn (2005:207) define project evaluation as, “a rich and varied combination of theory and practice. It is widely used in public, nonprofits, and private sector organizations to create information for planning, designing, implementing, and assessing the results of efforts to address and solve problems.” However, most frequently, project evaluators do not have the resources, time, or control over project design or implementation to conduct experiments. In some cases, an experimental design may not even be the most appropriate for the evaluation required. A typical scenario is to be asked to evaluate a project that has already been implemented,

with no real ways to create control groups and usually with no baseline data to construct before-after comparisons. Often, measurement of project outcomes is challenging acknowledges McDavid (2006:16) and there may be no data and resources available to collect scarce information.

Key concepts in programme and project evaluation according to Lewis and Wong (2004) are: formative and summative evaluation; ex-ante and ex-post evaluation, or analysing cause and effect linkages in programme evaluations.

As stated by Gardiner (2006: 138), most programme evaluators agree that project evaluation can play either a formative role (helping to improve the project) or a summative role (deciding whether or not a project should be continued) while Smith (1999:19) claims that the effectiveness of specific evaluation methods requires knowledge of the context within which the appraisal is practiced and indeed both show the usefulness of the evaluation therefore, the design of this research falls in the form of summative evaluation since it is mostly an ex-post model.

#### **2.4.2 The practice of project evaluation**

One of the principles underlying this research, which is referred to often is the importance of exercising professional judgment. Bridier and Michailof (1995) argue that one way to look at the fit between the methods taught in various schools and the situations, how they are applied; is to try to think how to fit the evaluation to its context. As evaluators, we need to learn to adapt the tools we know to the uniqueness of each evaluation setting. In some situations, we find that no approach we know fits the circumstances, so we must improvise, acknowledges Campbell and Stanley (1963:77).

These tools are indispensable since they help in constructing useful and defensible evaluations, according to Denzin & Lincoln (2000) like a craftsman that learns from experience, creating a structure that combines what evaluation tools are available depends on the evaluator's own experience and expectations. It is therefore, tempting to conclude that project evaluation is not really going to be achieved but only some form of 'review' instead says Patton (2008) and argues that though real project evaluation methods require a minimum level of methodological sophistication they may be in danger of being disqualified if they do not deliver what is expected.

Patton acknowledges that, there is no one dominant view of 'correct' evaluation methods. In addition, he argues that qualitative evaluation methods were born out of a strong reaction to the

insular and sometimes remote evaluations produced by social experimenters. Therefore, qualitative evaluation which supports Patton (1997:157) eschew that “much of the methodological armamentarium of their predecessors and point out that if the work is to be used, there will be a need to conduct evaluations in ways that encourage the users to take ownership of the conclusions and recommendation”.

The key to understanding all evaluation practice is the acceptance that, no matter how sophisticated the designs, measures, and methods, professional judgment will be exercised in the work. Project evaluation is recognised to be conducted the way the evaluator has designed it as recipients often expect evaluators to come up with ways of telling them whether or not the programme has achieved its objectives (Rossi, 2004) argues that despite the difficulties of constructing an evaluation design that meets conventional standards it is important to assess the cause and effect relationships between the programme and its outcomes.

## **2.5. Other concepts related to the research**

The topic systematic approach to project outcome evaluation: a case study of decentralization and community development encompasses other words which need clarification. This is the case for the terms decentralization and community development, concepts which are defined in the following paragraphs.

### **2.5.1. Decentralisation**

According to Rondinelli, McCullough and Johnson (2008), decentralisation is a system or a technique of organisation and management, which consists of handing over some authority or decision-making power to organs other than those of the central government who have no hierarchical obedience to the State. Decentralisation becomes then a process of power transfer of the authority, functions, responsibilities, and the necessary resources from the central government to decentralised entities as recognise Meyer and Martinuzzi (2000: 95). In the context of this research, decentralization is thought of specifically as the process of empowering local people and governments to participate in the process of finding solutions to their individual and collective development issues.

### **2.5.2 Community development**

A number of definitions of ‘community development’ as a concept exist, but all concur that active participation of the population on their own development is the basic idea as acknowledge Sullivan



et al. (1997), Ferguson and Dickens (1999), Grogan and Proscio (2002) and Hoffman (2003). Thus, this is an important but difficult task at each level of socio-economic development of developing countries. According to Rezohazy (1991:12), community development is a coordinated policy, with focus on the participation of the population towards their development.

The World Bank<sup>5</sup> defines community development as a complete process, which includes the organisation of many and changing services: planning, agriculture, education, housing, etc., using the initiative and the participation of the interested parties, World Bank's definition of community development describes vaguely the parties involved while the current trend is to focus on the beneficiaries' participation and their appropriation of the development process (Worldbank: 2008)<sup>6</sup>.

The major purpose of community development policy is according to Stiefel & Wolfe (2005) to inculcate the national policy of decentralisation, proposing ways and means of securing effective and durable participation of the community in its own development and in its own poverty reduction strategy as suggested by Morris & al. (2007:86). This definition is well-suited to my working assumption that community development lies in the effectiveness of community participation in its own development. Effectiveness here refers to the capacity of communities to define their needs, their vision and their own aspiration and thus the authorities' role being only that of enabling the environment in which that can happen.

Community development encompasses the following steps as suggested by Githens (2001):

- Setting up a system of management that tasks the local community with its own development.
- Facilitating the emergence of organisational dynamics
- Setting up a network of data collection and exchange.
- Increasing production through the improvement of productivity techniques and the astute use of the available resources.
- Generating community development funds.

The systematic approach clearly states what steps are required for a community development project to take-off.

---

<sup>5</sup> Accessed from [www.worldbank.org/publications.html](http://www.worldbank.org/publications.html)

<sup>6</sup> Available at <<http://www.worldbank.org/publications.1456html>> accessed on March 12, 2008. This document provides in addition, the baseline and directives of the bank on the evaluation and identification.

## **2.6 Summary**

In this chapter, conceptual framework and definitions of key words used throughout this research are provided. In addition, working definition to terms such as project, development, and evaluation were given to ensure that the reader is familiarized with the meanings attributed to them in the context of this research.

For instance, project was defined as a set of operations aiming at achieving a precise goal, in a particular context and in a limited time while evaluation was thought of as a comparison of the results envisaged with the real results obtained. Put together these two words form the main theme of the research which is project evaluation.

The following chapter tries to understand the research context by providing a full understanding of project objectives according to the funding agencies and the project team. This will provide a basis to understand the discrepancies which might arise between what seems to be achieved and what has actually been achieved according to recipients' opinions.

The vocabulary in context provides a solid basis to understand the text which follows. The following chapter tries to understand the case being studied based purely on the perspectives of the project team and the funding organization.

## **CHAPTER THREE: OUTLINE OF THE PROJECT CONTEXT**

This chapter represent the project background, objectives and achievements as portrayed in the project documents and by the project team. Nothing has been added to alter the management view, since it was considered as a basis against which recipients' views will be compared to. All the components of this chapter are solely based on the project team, project document and officials in charge of the project at the government level and the World Bank.

### **3.1. Project history**

This history mostly based on the MINALOC (2002) documents. The link to the documents is provided in the references.

The experience of the war and the genocide in 1994 clearly was the result of bad governance, which lead Rwanda into that tragic situation. The Government of National Unity, envisaged in the Arusha agreements placed emphasis on decentralisation and the democratisation as a means efficiently of reconciling the Rwandan People and of wrestling with poverty in the region. But after the genocide of 1994, setting up good governance policy was bedevilled by a lack of institutional, human, financial and material capacities.

During the period of emergency, a number of efforts were made to achieve reintegration and rehabilitation. Between 1998 and 2001, the government undertook a vast national programme of strengthening good governance in order to reduce poverty. As a result, there have been administrative, judicial and parliamentary reforms, with rehabilitation of the justice sector,, the promotion of a consciousness of national unity and reconciliation, protection of the human rights,

gender equity and the empowerment of women, demobilisation of the army, and a better management of public assets and economic growth that lead to the stabilisation of the economy.

Decentralisation policy was enacted by the Parliament assembly in 2000. Since then with the support of the World Bank, the Government prepared a Decentralisation and Community Development project (DCDP). The project contributes to the realisation, of the long-term objective of decentralising public services from the central level to the local level, in order to reinforce the decision-making and responsibilities of the local administration 'Districts' through the devolution of powers to the communities that they represent.

The Ministry of Local Administration (MINALOC) took inspiration from the experience of the Community Reintegration and Development project (CRDP) and from Community Development Funds (CDF) enriched by many other projects and wanted to spread these to other districts for the better implementation of decentralisation and community development.

In order to set up a policy of decentralisation for good governance, the Government proceeded with an important reform that aimed at implementing this by promoting population involvement for more sustainable development. The policy of decentralisation is a political alternative to address poverty alleviation by improving the quality of governance, the mobilisation and the participation of the population around social projects set up for their well-being.

The lack of institutional framework, especially at the local level, remains an obstacle, in spite of the existence of the policy of community involvement and provision for financing the development. The CRDP and the other projects of community participation could be spread countrywide for the strengthening of decentralisation and participation to strengthen community development and for poverty alleviation.

## **3.2. Mission and Objectives of the DCDP**

The information provided hereafter is mainly for the internal manuals and projects documents. Reference is provided in the bibliography.

### **3.2.1 Missions of the project**

The principal problems that the project intends to solve are the following:

- The weakness of the basic administrative structures: the elected members in the local administration display weaknesses in different domains such as planning, financial management and the monitoring and evaluation of project skills. The DCDP intervenes then, in the participating districts with a programme of training and with the provision of consultative services in order to improve the capacities of the decentralised structures. It also supports them in the coordination of these interventions.
- Human resources: the districts do not possess enough staff to achieve the intended objectives. The project puts a particular emphasis on capacity building of technical services of the districts for better implementation of the project and for transparent management of the resources that will be granted.
- Poor participation of the population in development activities: By promoting a better awareness of the possibilities and advantages to be gained from participation, it is hoped that there will be an improved buy-in from the local population.
- The lack of basic infrastructure in most districts: The project contributes to the construction and to the rehabilitation of schools, health centres, roads and bridges as well as to small projects such as the provision of drinking water systems that constitutes a major pre-condition for development.
- The poverty of the population: It is estimated that more than 60 % of the population in rural areas and more than 20% in the urban areas, live below the poverty line. Following the war and the massive displacement of the population, households now lack domestic goods and most do not possess the financial means to set themselves up in commercially viable activities. The project intervenes to provide local micro-finance in order to help set up income-generating projects for the population.

### **3.2.2. Project objectives**

#### **1. Objectives of the development**

The DCDP aims to concentrate its activities in four provinces to promote the emergence of a dynamic local economy built by the communities themselves that have been empowered to pursue their own development, under a local facilitating government. This constitutes the dawn of the National Strategy of Reduction of Poverty sustained by the policy of decentralisation of the government. By giving more capacity to local governments and to the communities and by reinforcing their sense of responsibility, the present project contributes to the realisation of Rwanda's long-term objective of decentralisation. The short-term objective of the project is to

capitalise on the useful experience of another project, the project of community reintegration and development in the country.

## 2. Specific objectives

The specific objectives of the project are as follow:

1. To provide capacity building to districts officers which will enable them to drive the planning process and promote the communities involvement in the identification of priorities and development projects that are needed;
2. To ensure governance and transparency are the motto of the local leaders
3. To introduce and promote some programmes that will create awareness about DCDP objectives and goals, as well as of the role and responsibilities of the different partners in the formulation and the implementation of the project.

### **3.3. Structure of the project**

The project is characterised by two important aspects as the project identification document shows:

- 1) A decentralised administrative structure and the division of responsibilities between the government and the communities for the administration and the implementation of the project, and
- 2) A broad representation of both government and the communities that is reflected in the administration governing of the execution of projects.

### **3.4. Components of the project**

#### **3.4.1. Capacity Building**

The aim of this component is the development through capacity building within the communities by means of a programme to improve the community.

#### **3.4.2. IEC programme (Information, Education and Communication)**

This programme is comprised of activities which mainly try to create awareness on the following topic: The rules, regulations, laws and the rights involved in decentralisation, etc.

The objectives, the extent, and the means of participation in the project are articulated through the project documents and are strengthened by the established system of appraisal and evaluation of the project. In addition, social auditing as feedback from the communities on the process of the project and its results form an important part of the each evaluation.

### **3.4.3. Community Development**

The aim of this component is to support the programme of community development of the government using the local administrations through the financing of micro-projects in Cells and the financing of income-generating projects.

### **3.4.4. Coordination and monitoring/evaluation of the project**

The project employs a system of evaluation with the following objectives:

1. Reinforcing the management information system in the main programme of decentralisation, in order to measure the political objectives, analyse the alternative results and guide future decisions;
2. Evaluating the activities and the capacity of the project, as implemented in the districts based on indicators previously established ;
3. The system of evaluation of the DCDP will be conceived in such a way as to capture the following :
  - the operational aspects of the project and its components;
  - the financial aspects, public procurement process and the cost accounting and book keeping functions;
  - the strategy of consultation and communication and
  - The identification of the social and environmental outcomes.

Note that this research has mostly been concerned with capacity building and development of the communities because these are the factors that mostly involve the population directly. Another factor concerns the central administration of the project. In terms of component monitoring and evaluation, the project is still in the process of creating a database which will reflect the impact of the project.

### **3.4.5 Zones of intervention of the DCD project**

- Southern Province (5 districts)
- Northern Province (1 district)
- Eastern Province (2 districts)
- Western Province (3 districts)

## **3.5. Realization of the DCDP in Huye district**

As districts officials said and the project documents proved, in January 1999, Minaloc, which had been requested by the central government to implement decentralisation, set up a Community Reintegration and Development (CRD) Project financed by the World Bank in order to achieve decentralisation objective. The CRDP, which began its activities in the 11 districts, had, as a main objective, to demonstrate that community reintegration and development are possible through a process of decentralisation and participation.

The CRDP was awarded a prize of the best development project in Africa and for using the funds intended to this project in an astute manner. As a result of this prize winning, the World Bank put pressure on the government of the Rwanda to create another project inspired by knowledge acquired of CRD project. The WB wanted the government to spread this exercise to other districts and fully implement decentralisation and community development.

### **3.5.1. Community Development Project**

One cannot speak of development without considering planning. That is the reason why the community development project has been important. It provides the local leaders with planning trainings and tools to equip them in their duties. Community development projects have been outstanding in setting up new administrative entities. The realisation of these projects benefited communities and supported the fundamental development strategy of the national government.

### **3.5.2. Realisations in the domain of infrastructure**

Most stakeholders involved in the DCDP, emphasised that the project has been an outstanding support for development. Improvements have been realised in areas such as: education, water, health, administration, technical services and energy.

Recipients of these infrastructures recognised that the project played an important role in improving social facilities, school and creating some bridges that allowed their villages to be accessed by vehicles. Apart from these, the project managed to construct bridges across cells. The table below provides a snapshot of the achievements.

**Table 1: Constructed bridges**

Bridges	Munyazi	Mutunda/Mbogo	Kabuga	Rugarama	Maraba
Length	4 Meters	7 Meters	7 Meters	7 Meters	6 Meters



Source: from DCDP report, March 2008

### **3.5.3. Education**

The CRDP has strongly contributed to the realisation of the main objective of community development project in the sector of education with access to improved teaching. The achievements are remarkable: rehabilitation of the existing infrastructures, extension of the existing scholastic centres, implementation of new education centres, supply of schooling materials and equipment, construction of toilets, etc.

As far as education is concerned, the following achievements of the project have been drawn from the interviews:

- a) Rehabilitation of the infrastructure: 28 classrooms have been renovated in Butare town, and 10 classrooms in the district of Maraba; 5 toilets and 5 office desks of supervisors were renewed;
- b) Construction of new infrastructure: in the town of Butare, 15 classrooms, 32 toilets and two office desks have been made and, in the former district of Maraba, 35 classrooms, 32 latrines, 2 desks were renewed and 1 refectory has been constructed;
- c) Extension of the existing education centres: in the town of Butare, the existing centres were extended and an additional 12 classrooms were built and
- d) Supply of school furniture: in the town of Butare, 1 020 desks, 33 tables to the teachers and 36 chairs have been distributed and in the former district of Maraba, and blackboards, benches, chairs, racks, desks, cupboards, books, typewriters, etc. have also been distributed to various secondary schools.

### **3.5.4. Water**

The problem of access to the clean drinking water is a priority for the inhabitants of Huye district. In town, like in the rural areas, there is a scarcity of clean drinking water and where there are such infrastructures for water distribution, the volume is insufficient. In the rural areas there are a limited number of springs. Some have been damaged and there are some springs that have dried up. The needs in this sector being enormous, the project focused its efforts on the extension of two existing water reticulation schemes and the construction of a limited number of springs in the town of Butare and the rehabilitation of two water reticulation schemes fully developed in the former district of Maraba.

### **3.5.4. Health**

In the area of health, several micro-projects have been carried out, solely in the former district of Maraba. The achievements have been the following:

- The supply of medical equipments, bedding, and mattresses for two health centres: Simbi and Mutunda;
- The rehabilitation of Simbi health centre;
- The extension of Mutunda health centre by the construction of two general hospital wards and a maternity ward and
- The construction of 3 lodgings for male nurses at Mutunda health centre.

### **3.5.5. Administration, technical service and environment**

In this area, there are many things which have been achieved. In the former town of Butare, the achievements have been the following:

1. The rehabilitation of the former municipality offices in Huye;
2. The construction of the genocide memorial centre of Rukuza and
3. The rehabilitation of the veterinary clinic in Huye.
4. As for the former district of Maraba, the achievements have been the following:
5. The rehabilitation of the District office through the provision of office furniture and a storeroom for equipment ;
6. The construction of Karama slaughterhouse;
7. The rehabilitation of Mutunda stadium and
8. The construction of the genocide memorial centre in Simbi.

### **3.5.6. Energy**

In order to improve the electrical network, the extension of the line by 1.5 km to Mpare - Runga in the town of Butare, has been constructed.

### **3.5.3. Achievements in the area of capacity building**

As highlighted by leading proponents of development theory, the non-participation of the population in development has always resulted in the failure of such programmes however well-conceived. For this and other reasons, the Rwandan government has implemented a policy of decentralisation and local governance. Decentralisation of planning, decision making and project execution has taken place. In order to become effective, communities were required to take an active role in this process and to become active in their own development. The project supported the national decentralisation policy by reinforcing capacity in the areas of planning, execution, management, financing and sustainability of development activities.

Some training on two levels was initiated:

Seminars were organised by the coordinating body; others were organised by the Community Development Commission of the former district of Maraba and the former town of Butare.

**Table 2: Trainings organised by the coordinating body**

Theme	Participating	Duration of training
*Organisation of the associations	All the members of the CDC	2 weeks
*Generating project income		1 week
*MARP( accelerated participatory research method )	Officials of CRDP	1 week
- Conflict Management	Two members of the CDC	
- Gender equity		
- Environment and development		
*Planning		
- Medium-term Expenditure Framework (MTEF).	Officials of CRDP	3 Days
- Monitoring and evaluation of the projects	members of the CDC	
- Financial Management of the accounts of the CDC	District accountants	4 days
- Procurement	Officials of CRDP	

Source: the project document

In addition to these trainings, CDC organised seminars to various project actors and the project financed each activity according to the resources available. The achievements in this area vary according to the participant groups and according to the themes developed as shown in the following table:

**Table 3: Trainings provided by the CDC**

	Beneficiaries	Target Number			Participants			Costs
Training areas	CATEGORY	women	Men	Total	Women	men	Total	
1. Training in entrepreneurship	Members of the CDC of the cells and sectors	158	364	522	128	268	396	502 656
2. Planning methods	CDC of the former town of Butare	5	21	26	8	41	49	547 956
3. Performance assessment and micro credit	3 CDC officials of the former town of Butare and counsellors of the former district of Maraba	13	48	61	26	36	62	1 720 665
4. Health, HIV/AIDS awareness	* 2 representatives of women's organizations in the relevant areas. * Coordinating committee of women's organisations in the former town of Butare.	40	0	40	46	0	46	589 995
5. Monitoring and evaluation of development project.	City council Municipality CDC Municipal officials.	46	66	112	39	45	84	3 823 208
6. Training on water policy; water resources management	Members responsible for the provision of running of water and the CDC presidents	21	45	66	21	45	66	763 560
7. Seminar on evaluation of the DCDP activities		30	68	98	18	46	64	616 875

Source: Summary from various project reports

All the seminars and trainings have enabled the participants to:

1. Know the objectives, the procedures and the achievements of the DCDP;
2. Have a better knowledge of various areas of operation (project management, gender issues, conflict management, etc.) and
3. Be informed of the new farming and agriculture techniques used by others;
4. Water resources management as well as planning.

As far as the target is concerned, it is clear that the project to some extent partially achieved the objectives.

#### **3.5.4. Achievements in Income-generating Activities**

Poverty reduction is one of the priorities of the Rwandan government. Among the actions taken to bring substantial changes to the level of poverty, the most commendable one was the support given to the creation of income-generating projects and in giving priority to the sections of the population not possessing enough material means or guarantees to offer to banks and financial institutions.

The income-generating activities financed by the project have spread to various sectors, ranging from agriculture, farming, commerce and craft to transport. The CDF granted micro-credits to particular individuals, associations and to cooperatives.

In addition, in the former town of Butare, the project granted another form of credit by providing livestock. Because the majority of the population are rural and agrarian, this type of credit has been suggested by the population as one of the more sustainable solutions to improve their lives and especially the agricultural output and to generate incomes. It is in this perspective, that 360 goats and 72 pigs have been distributed in different suburbs of the former town of Butare benefiting more than 400 most vulnerable people, targeted in these areas.

Conclusively, from the above achievements in the Huye district, one can understand why the DCDP have been successful in the eyes of funding agency. However, to capture the real outcome it is paramount to cater for the beneficiaries' views.

### **3.6 Summary**

This chapter covered the project context and its internal assessment of achievements as far as the project team is concerned. The next chapter reveal how the research was conducted and what methods and paradigms were used to ensure data is collected, and analysis and interpretation are made to ensure that recipients' perspectives are taken into account.

## **CHAPTER FOUR: RESEARCH METHODOLOGY**

### **4.1. Introduction**

Conducting a research is not always an easy task. Copper and Schindler (2008:80) discussed that the most difficult part of a research lies in its design process. They argued that before doing any research, it is needed to know if indicators are well chosen to fit to the objective requirements or if extensive measurement is justified. In conducting research; paradigms and discourses should be explained allowing the reader to understand the inquiring process and the study background. This should indeed fit the purpose of the study.

The critical discourse used in this study is postmodernism based on a mixture of qualitative and quantitative research approaches. This approach is referred to as a “process of enquiry for understanding social or human problems” referred to by Creswell (2003: 227). In addition to this research paradigm, the study falls in the category of critical approach developed by Guba and Lincoln (1989:91), since it intends to assess a social project in an historical perspective since the project first phase has been completed. Furthermore, the research will use what Jackson (2000: 174) refers to as subjective assumptions, due to the fact that diverse stakeholders need to share the same conscious on what are the real project outcomes. It is also referred to as ‘nominalist ontology’ by Jackson (2000).

This chapter tries to explain the process and methods used in this dissertation in order to achieve the research intended objectives. It is believed that at this level, the research questions and hypotheses have been covered and that the area of research was grounded. Indeed, in chapter one and three respectively covered research problem and objectives, and project context. The following sections will recall the aim and objectives of the research with emphasis on how data have been collected, analysed and interpreted. Research tools and methods used to achieve the objectives are also explained.

### **4.2. Aim and Objectives of the Study**

To achieve the study’s purpose, it’s assumed that we need to use methodology. By questioning the project achievements, the responses will reveal recipients’ aspirations and their wishes and the analysis of the responses will help in drawing up the next phase goals according to their needs. Since, objectives are desired end results, it is important to make them as clear as possible. This research aims at achieving the following objectives.

### 1. Main objective

The main objective of this study is to systematically assess the outcomes of the DCDP on the recipients' lives and its overall socio-economic development impact on Huye District's people.

### 2. Specific objectives

The specific objectives, among others, are to:

- Verify DCDP outcomes according to the project assignments;
- Determine all stakeholders' views on the project outcomes;
- Establish all recipients' needs and aspirations for the improvement of the project;
- Evaluate the visible and invisible outcomes of the DCDP in the Huye district.

Given that the main purpose of this study is the evaluation of DCDP outcomes in the eyes of the recipients, it is paramount to use systematic approach to collect data. In fact, to get as much as possible information on the project, all the stakeholders have been consulted through various methods as it will be elaborated in next section. Consulted stakeholders vary from the project initiators (Government officials and World Bank team) to the end users of the project outcomes; however the process of engaging with each project actor was different. The next section highlights the data collection strategies and rationale behind each choice.

## **4.3. Data Collection Strategies**

A fundamental issue in evaluation as stated Weiss (2006:15) is the underlying often unconscious, processes involved in informing and guiding evaluation efforts. Although evaluation supposes a systematic and rigorous method of investigation, Mohr (1995:109) suggests that practitioners should be aware that scientific inquiry has a tendency to be formed inductively rather than deductively.

To avoid such a mistake, the following research tools have been used: first, Unstructured Interviews with stakeholders, especially with well-informed project partners allowed to collect various point of views on project achievements, thus eliminating the risk of having a biased findings and discussions. Secondly, the use of questionnaire (hard copy questionnaire) to gather recipients' perspectives on the DCDP's achievements has been of huge contribution in drawing the tables which are the basis of the discussions and interpretations. Finally, the research is also grounded in various documentations (government publications, project and donors documents etc.).

The results obtained through this kind of mixture of methods is assumed to be valuable, since it is believed that the use of many methods is more useful in generating and validating

information as Creswell (2000:201) highlighted. However, in the light of the findings in the chapter 6, some people may qualify this research as an “abstract empiricism” introduced by Mills (1959). The counterargument against such conclusion might be found in the information provided from interviews and the discussions that are provided. Therefore, it is clear that the research design does provide enough and valuable findings.

It is important to recall that the major purpose is to make sure that all opinions are taken into account in the study this suggest that the use of a survey would bring much and accurate information, but this would have required the use of a stratified sample which would have needed to include all project partners. This was impossible due to the limitations provided in the introduction. The deliberate use of the questionnaire is that this approach can enable the quantification of responses and therefore allow an easy and unbiased reading and interpretation of the results; hoping that they will provide information that could ease the decision- making process and allow leaders to make informed decisions.

## **4.4 Research Design and Methods**

### **4.4.1 Description of the research design**

Evaluation is one of the most important phases of a project the way it is carried out; whether it is done at the beginning or at the end, helps stakeholders (Donors, Clients, managers etc.) to assess the achievements and to compare them with the targets as recognise Marchall & Roosman (2010) and helps mostly to draw lessons from the completed project.

In a more generic understanding, project designs are based on the assumption that everything is controllable (linear) and where there are possible risks, some strategies can be put in place to avoid or to transfer the risk or reduce its impact. These assumptions are based on a rationalist command and control discourse for projects albeit contingency strategies as argue Ivory and Alderman (2005: 4). However, this assumption fluctuates according to the project progress and the overall project risk shift. These authors emphasis that project managers will only be able to build in contingency strategies to address project risks that the management team expect to occur. Yet, as experience has often shown, many unpredicted risks from the environment can affect the project.

In a move to reduce the risk, various attempts have been made by the Project Management Institute (PMI, 2000:12), academics and practitioners to improve the standing of project evaluation. Maylor (2003:9) found that many organisations do not carry out evaluations for many reasons while Pawson and Tilley (1997: 18) have stressed the use of shared



responsibilities in evaluation and others like Lewis (2007:38) recommended a rewards approach. This captured the complexity and diversity of approaches in evaluation research.

From the abovementioned approaches, it is important to understand the role of evaluation in every project and the reasons for failure which, according to Matta and Ashkenas (2005: 16), astonish even potentially good projects. Though the findings from the evaluation raise questions of impartiality as stated Guba (1990: 18), this study tries to avoid such trap by providing a systematic evaluation of the DCDP outcomes as objectively as possible. However Weiss et al., (1995) argue that even in very simple systems random behaviour raising the question of the usefulness of such evaluation in an argument against such evaluation. Smith (1999:106) has given an answer to the above concerns by providing that “fields in which evaluation have proven its usefulness are control and synchronisation of the achievements” therefore providing a theoretical basis to this study. In addition, DCDP is still on-going and it is believed that the results will benefit next phases and finally, the evaluation will provide DCDP managers with the desires of the recipients.

#### **4.4.2 Identification of the sample**

The study involves many variables. Data analysis helped to identify the project phase 1 outcomes. In analysing data, an attempt was made to discover discrepancies which can be grounded in the DCDP environment and which can impact the implementation of its next phases. The basis of data analysis was of course, the methods specified in point 4.3. The information that has been generated by this research will; hopefully; provide the basis for identifying key elements or factors which influenced the project success. The research suggests ways of preserving this knowledge generated in such a way that the project outcomes will continue to be successful.

In the preceding chapters, a summary of the theories relating to the projects in general and to the DCDP in particular was provided, with respect to DCDP’s contribution to the improvement of the recipients’ lives. In order to gather as much information as possible and facilitate the verification of the research assumptions, it was critical to use information from all stakeholders and mainly from beneficiaries; namely Huye district’s population, district officials, project technicians and staff. Their categorisation into different strata was useful in framing the results. Informants were grouped according to their status, gender, age, occupation, level of education and financial status.. It wasn’t possible to extend the questionnaire to all the population.

#### 4.4.3 Shaping the sample

The sampling technique allowed to draw a sample of 96 people out of 265 446 people as the described below by Perroux formula. From 96 to whom a questionnaire was distributed, 80 questionnaires were collected back, which equals a return rate of 83.3% of responses. According to Perroux a return rate of 75% and above is acceptable to consider a research with an average error of 5%. The sample was determined according to the following formula:

$$nc = \frac{n}{1 + \frac{n}{N}} = \frac{N \cdot n}{N + n}$$

Adapted from Lind, Douglas and Wathen (2010): Statistical Techniques in Business and Economics, 14<sup>th</sup> edition

According to Perroux (1985: 76), with a population of more than 100,000, the above formula can be interestingly enough to determine the sample. According to this formula for an infinite population with an interval of confidence 95 % and an error margin of 10 %, the cutting sample is 96, therefore, it is acceptable that I use 96 as my sample size since my population is a finite population equal to n= 265 446 population,

With N and n substituted by their respective values, the following emerges:

$$nc = \frac{96}{1 + \frac{96}{265446}} = \frac{265446 \times 96}{265446 + 96} = \frac{25482816}{265542} = 96$$

nc= the edge of the corrected sample

n = the edge of the sample to an infinite population

N = the edge of the finished population

The sample size is therefore 96 people. In consequence, 96 questionnaires were distributed randomly to the area of the project according to the criteria described above. Only 80 questionnaires were recovered because 16 people did not answer the questionnaire, this being equal to an answer rate of 83.3 %.

#### 4.4.4 Administration of the Questionnaire

To understand the research and its context, it is important to know how the questionnaires were provided. From 10<sup>th</sup> to 30<sup>th</sup> of January 2008, I personally distributed the questionnaires to the 96 people considered as the sample in various sectors of the district of Huye and generally randomly with the support of the local authorities. Often I could get the questionnaire on the same day as I distributed but some people requested me more time to fill in the questionnaire that is the reason why it took almost 20 days to cover all the cells of the Huye district. The respondents were provided with enough time to help them to challenge their existing pattern of

responses and to provide accurate answers to the questionnaires which were then collected back.

#### 4.4.5. Description of the sample

Gathering information from the population (beneficiaries of the DCDP), authorities, technicians and the agents of the Huye district was useful; because they were individually likely to provide a viable response to the study. The number of the responding population was therefore specified according to their gender, age, and position in the administration as well as their level of education to provide the reader with enough information about the sample so that he/she could make her/his own judgement of the findings.

**Table 4: Sample distribution by sex**

Sex	Frequency	Percentage( % )
Female	28	35
Male	52	65
Total	80	100

Both genders were represented because not only was the DCDP information held by both genders but an attempt was also made to reinforce gender equity. The table shows that the number of female is less than that of the male, this partially explained by the fact that district officials are included in the sample and in that category of employees, women representation are still poor.

**Table 5: Sample distribution according to age**

Group of age	Frequency	Percentage (%)
≤ 20 years	0	0
21-30 years	34	42.5
31-40 years	31	38.75
41-50 years	13	16.25
≥50	2	2.5
Total	80	100

This table shows the sample described according to the age. The groups between 21-30 years old and 31-40 years comprised a higher number of respondents equal to 42.5% and 38.75% respectively. That is true since these categories represent the majority of the active population and are involved in almost all activities. It should be mentioned that the youth is the most representative part of the Rwandan population, which explains the 42.5% displayed in the table above.

The following evaluation of the sample was education level of the respondents. I wanted to know the level of respondents since I randomly selected them. Since it was a deliberate choice

of the recipient to answer the question, most of volunteers were quite educated as the table below shows.

**Table 6: Distribution following level of education**

Level of study	Frequency	Percentage (%)
Primary education	0	0
Secondary School	36	45
Undergraduate diploma	12	15
Bachelors	32	40
Master's level	0	0
Total	80	100

The table shows that the majority of the sample went to school and that some members hold diplomas (almost 15 % of the entire population) and that almost 45% possess an A level certificate. The education level increase the reliability of the answers provided, because by assumption, individuals with high level of education have comprehension and conceptualisation capabilities of a given situation and can make objective judgement rather than following their feelings.

**Table 7: Sample population distribution as to their activities**

Position	Frequency	Percentage
Public Servant	61	76.25
Teacher	15	18.75
Agriculture	15	14
Other	4	5
Total	80	100

The reading of the profile of respondents according to their profession chocked a lot. I found that most the volunteers were public servant. By in-depth analysis proved that indeed, public servants were more willing to participate in such exercise than local people and interestingly they hold more of the information related to this research topic than anybody else.

#### **4.5. Analysis of the Data**

The study involves many variables and lies in what Bridier & Michailof (1995: 260), describe as better project evaluation method, the one which may help in framing the results. In an attempt to design our methods to a better analysis, we tried to discover the discrepancies which can be accommodated by the project and which can inform the implementation of the project's next phase. It is believed that the information that will be generated by this research will be helpful since key elements or factors which influence the project's success will be identified

and thus suggest the ways of dealing with them in subsequent phases so that the overall project objectives might be achieved.

Again, it is important to remind the reader that the data analysis will be based on information collected through interviews, questionnaire and documents. It is believed that with these 3 methods, all parties' opinions were taken into account.

#### **4.6 Summary**

This chapter explained the process and methodologies which were used to collect and interpret the data. Interviews with key actors with the project implementation combined with questionnaires to 96 people were the main sources of the data presented herein, but some documents were also used to complete the information gap where it was felt. The discussions and interpretations were done through nominolist ontology. The following chapter tries to present and to discuss the outcomes of the DCDP in the light of the methods described above.

## CHAPTER FIVE: DATA ANALYSIS AND INTERPRETATION

### 5.1 Introduction

This chapter provides the research findings, interpretation and discussions. Interpretation explains the findings in conjunction with reading documents, unstructured interviews with key actors in the project as well as the questionnaire. It finally discusses the findings in the light of what have been suggested in chapter three which covers only the management of the project perspective. In contrast to chapter three which was mostly written based on the insiders view, the case provides a recipients' perspective and discuss the findings in comparison to what have been stated. It is important to highlight that the results displayed in this chapter are not solely based on the questionnaire but from both the questionnaire and the interviews conducted on site.

This chapter will make an analysis and an interpretation of the data gleaned from the questionnaires by interpreting this from information condensed in the tables. This presentation of the results will also help to validate the second hypothesis according to which the DCDP contributes to the socio-economic development of the population of the district of Huye and to the capacity building through a process of decentralisation and participation.

### 5.2 Presentation, analysis and interpretation of the results

#### 5.2.1 Knowledge of the project

For this project to achieve its stated objectives, it is necessary that the recipients or beneficiaries have a sufficient acquaintance with the services provided by the project. For this reason, included in the questionnaire is a question about what recipients know about the 'DCDP'. The reactions of the recipients are represented in the table below.

**Table 8: Opinion of the recipients on knowledge of the project**

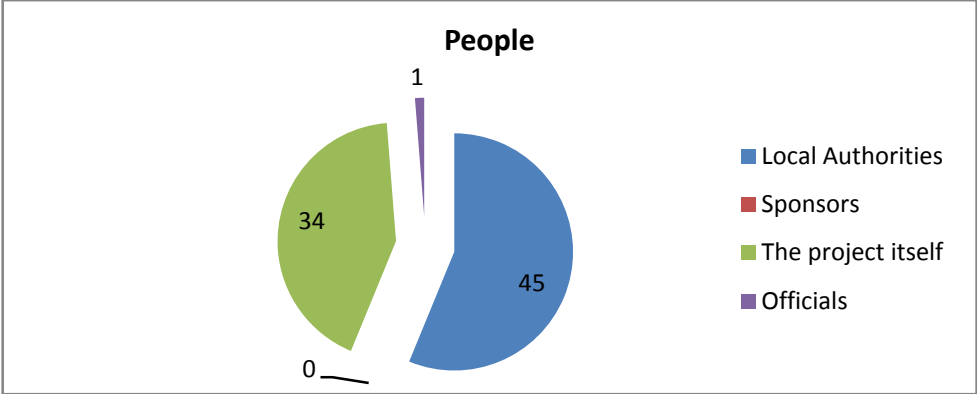
	Frequency	Percentage
Yes	79	98.75
No	1	1.25
Total	80	100

In the table above 98.75 % of the respondents claimed to know of the DCDP and 1.75% said that they were not sufficiently acquainted with this project. From that it can be concluded that

the DCDP made a considerable effort to get known, resulting in real involvement of the population of the Huye district in the project's activities.

Given that the DCDP is a project of the MINALOC that is implemented within the Huye district, it was necessary to determine what channels were used to inform the population about the project. The reactions of the recipients are reflected in the following figure.

**Figure 2: Source of information about the DCDP**



Source: Results of the research, January 2008.

The table above shows that the recipients knew the project through the intervention of local authorities. This was confirmed by 56.25 % of the sample population, and by the figure for the project itself which was 42.5 %. This confirms that there is a straightforward collaboration between local authorities and the DCDP in order to achieve the project's objectives.

In addition to the figure, interviews conducted with various stakeholders provide that the DCDP fulfils its main mission to promote community development and decentralisation insofar as the project grants to the population the right to contribute and participate in the project's activities. Local leaders said that representatives of the CDCs (mostly from their cell or district) request local authorities to bring their micro-projects in order to scrutinise if plans are suiting the financing scheme of DCDP. Before financing these projects, as affirmed the local leaders, the initiators of those micro-projects are invited to attend various meetings with local authorities and all the concerned population so that the micro-projects should be chosen by mutual decision.

**5.2.2. Capacity building of the recipients**

In addition to funds that are needed, there is also the necessity for human resource development, in order to achieve the project objectives. In this research an attempt was made to find out if the recipients of the DCDP improved their capacity for better implementation of their projects

financed by the DCDP. The following table shows the reactions of the recipients on the issue of capacity building.

**Table 9: DCDP capacity building as judged by the recipients**

Capacity building and training attended	Frequency	Percentage
Yes	73	91.25
No	7	8.75
Total	80	100

Source: Results of the research, January 2008.

The results of this table show that the recipients of the DCDP received seminars and trainings on behalf of the DCDP itself as 91.25% of these recipients acknowledge the efforts made by the project in terms of capacity building. That confirms the role of the DCDP in Huye district population training to contribute to the elaboration, implementation and evaluation of their own development. The rationale behind such question was to assess the objectives of the project in light of what cannot be achieved if the implementers are not well trained for its management. These include generally water supply, income generating activities, etc. That is the reason why, since the DCDP's implementation; the project organised at least once in a term; training or seminar intended for the owners of the micro-projects that they finance in order to enhance their implementation capacity.

The representatives of those micro-projects and local authorities have the responsibility to manage micro-projects as part of their duties. After their training they, in turn, train all other recipients of such a project. Those trainings are believed to have a significant contribution to the development of the district's population and to the improvement of this population's living conditions. In addition, knowledgeable recipients implement better the project and overall DCDP achievements are improved.

However, according to the opinions of most of the recipients, this training is not enough if one considers the areas of intervention required for each person. Some recipients stated that most of the time they are trained largely on the way to run a project in general without consideration of specific needs. Local leaders highlighted that some people's needs require field specialist which the project cannot find easily. They provided the example of income generating activities as a source of many complaints since each activity is quiet special in its kind. Conclusively, one can affirm that, though recipients at a large majority confirm that they have received training from the project, still much is to do to provide suitable training and seminars.



### 5.2.3. Project contribution in loans allocation

The DCDP as a project of development and decentralisation contributes to the financing of the recipients in granting them some loan and credit facilities. Recipients were requested to provide details of project sponsorship and to declare if they have got any loan from the CDC. The following table shows the reactions of the recipients on the contribution of the DCD project.

**Table 10: loan's distribution (Opinion of the recipients)**

		Frequency	Percentage (%)
Requested a loan	Yes	42	52.5
	No	38	47.5
Have got a loan	Yes	55	61.75
	No	25	31.25
Sufficient	Yes	36	45
	No	44	55

Source: Results of the research, January 2008.

The table above shows that 52.5 % of the recipients said that they have requested a loan from the DCDP via the CDC, 68.75% received the credit from the DCDP and 55% said that that loan was not sufficient according to their micro-project's needs.

In general, the DCDP is implemented within the district of Huye and it subsidises the district local authorities-approved micro-projects. All of these projects are submitted to the DCDP after being analysed and approved by the technicians in wards or at district levels. This shows that the projects submitted to the DCDP are supposed to have been subjected to the will of the population.

According to feedback from the recipients, not all the submitted projects to the DCDP were sponsored. This is due to the fact that the DCDP receives many requests for funding and it finances those that have been classified as priority and which are in the PDC. Sometimes a request is made to the proposer/s of the micro-projects to do some slight alterations when this turns out to be necessary.

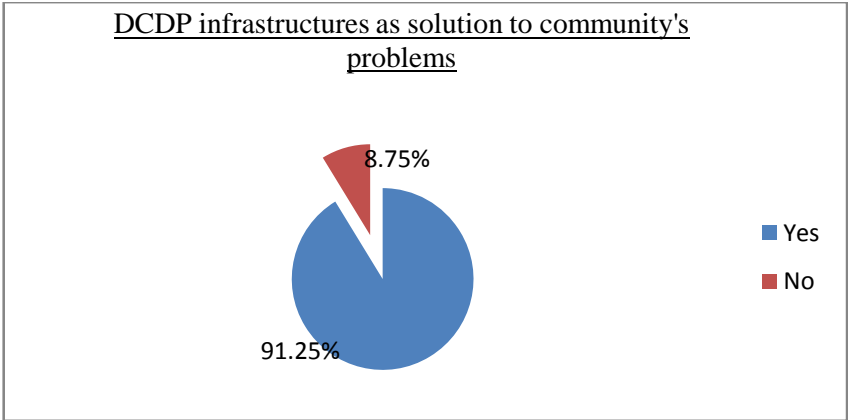
What is remarkable is that most of the recipients said that the sponsorship provided through the DCDP was not sufficient to create the required dynamism for owners to be developed. That shows the fervent will of the district's citizens who aspire to reach a sustainable level of development.

Though the financing is agreed by the DCDP is not sufficient, the DCDP does help the Huye district by providing some access to development aid and that contributes to the socio-economic development of the population.

**5.2.4. Activities and project evaluation**

The DCDP carried out many activities within the Huye district. To detect if the infrastructures set up in this district represented a real answer to the recipients’ needs, the questionnaire included a question about the knowledge of the recipients concerning the infrastructures created by the project, and if those infrastructures were a real answer to their needs or not. The following table records the reactions of the population.

**Figure 3: Adequacy of the DCDP’s infrastructure to people’s needs**



Source: Results of the research, January 2008.

This figure shows that respondents at 91.25 % claim that the infrastructures created by the DCDP are real answers to their needs. Only 8.75% responded that the project did not care about what local recipients wanted but rather favoured some eminent government officials. In addition to these evidences, local authorities have pointed out that the project, held various capacity building seminars with local leaders who had the responsibility to implement and protect the infrastructures to make them last longer. This statement, have been voiced by the project team when they claimed that to make viable the infrastructures, they needed a sort of partnership with the community. The project team highlighted that, it is in World Bank policies to involved recipients in order to maintain the sustainability of the infrastructures. Among the infrastructures that have been praised by local authorities include: Schools and bridges rehabilitation, water fountains among others. In a move to understand what were the benefits of these infrastructures to people, a question about the impact of these infrastructures on their lives.

A significant number of respondents recognized in the infrastructures, the source of employment while others, found the project was impeding poverty as the following figure shows.

**Table 11: Role of infrastructures social welfare**

	<b>Frequency</b>	<b>Percentage (%)</b>
Employment	12	15.0%
Education	9	11.3%
Life style improvement	6	7.5%
Easy communication	9	11.3%
Unlocking the community	10	12.5%
Poverty Reduction	6	7.5%
All answers above are correct	28	35.0%
<b>Total</b>	<b>80</b>	<b>100.0%</b>

Source: Results of the research, March 2008.

As the table shows, the infrastructures did not achieve one purpose. 35% of recipients recognised that beside their original purpose, the project's infrastructures achieved combined goals as they reduced poverty, created temporary jobs and improved life style. Either schools or bridges or other infrastructures funded by the project, were beneficial to the community in various ways as highlighted in the table.

In addition to infrastructures, the research intended to know what the major contribution of the project in the recipients' perspectives was. Following figure, describe how the project impacted each member of the sample selected.

### **12: Impact of the project on recipient's life**

<b>Impact on your life</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Employment	12	15.00%
Funded Income Generating Activities	9	11.25%
Infrastructures' development	15	18.75%
Poverty Reduction	5	6.25%
All answers above are correct	38	47.50%
None	1	1.25%
<b>Total</b>	<b>80</b>	<b>100.00%</b>

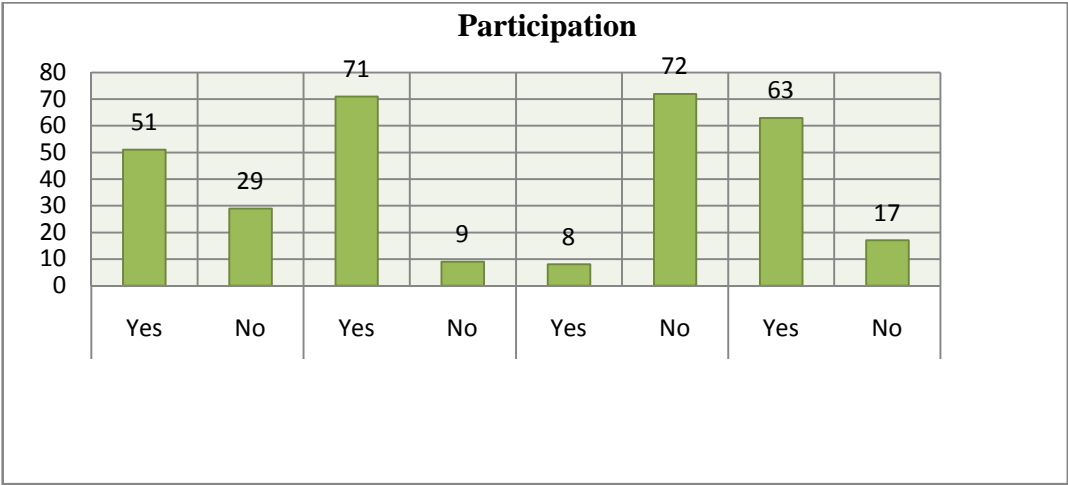
From the table above, 47.5 % of the recipients confirmed that the activities of the DCD project responded to a various problems of their problems. The recognised that project actually combined the employment, income generating activities, infrastructures' development and

poverty reduction. However, only 6.25% could recognise the effect of the project on the poverty reduction. In fact, for most uneducated people, they were no clear linkage between infrastructure and their own poverty. In addition, one person answered that the project did not impact in any way to his life. In reading the comments to his no answer, I found that the person did not even know about the project.

**5.2.5. Participation in the activities of the project**

In the outcome evaluation of a project such as DCDP, the involvement of the recipients is of paramount importance. If no mechanism is set in place to measure what have been achieved so far in the light of what the recipients needed, it would be difficult and sometimes impossible to assert that the project has achieved its objectives. In this research the extent of participation of the recipients in the activities of the DCDP, was captured through the following figure which contains the answers to the question about recipients’ involvement in various project’s activities.

**Figure 4: Opinion of the recipients about their participation in the project**



Source: Results of the research, March 2008.

It was found from this table, that 51 out 80 people were involved in the identification of the priorities, while the involvement of the recipients in the formulation of the activities to be funded by the DCDP was 88.75%. Exactly 71 out of 80 confirmed that their involvement in the process. However, the participation in the selection of income-generating activities was limited and some suggested that supported that the authorities were favourable to some individuals and had subjective selection. In fact, 8 people only, acknowledged their participation in the income generating activities selection. Finally, involvement in the construction of infrastructures was acknowledged by 78.75% (63 out of 80 people).

The extent to which the population participates in the activities of the DCDP is of considerable importance. Considering the identification of the DCDP priorities, the project tried to decentralise its actions. The population together within local authorities select the activities or the projects that will be financed by the DCDP following the priority of their needs. However, as shown in the table above, certain priorities are not chosen according to the will of the population. Rather, the project considers the priorities of the central government, especially when government authorities require the project to participate in a given activity. That shows that the culture of decentralisation is not yet fully implemented.

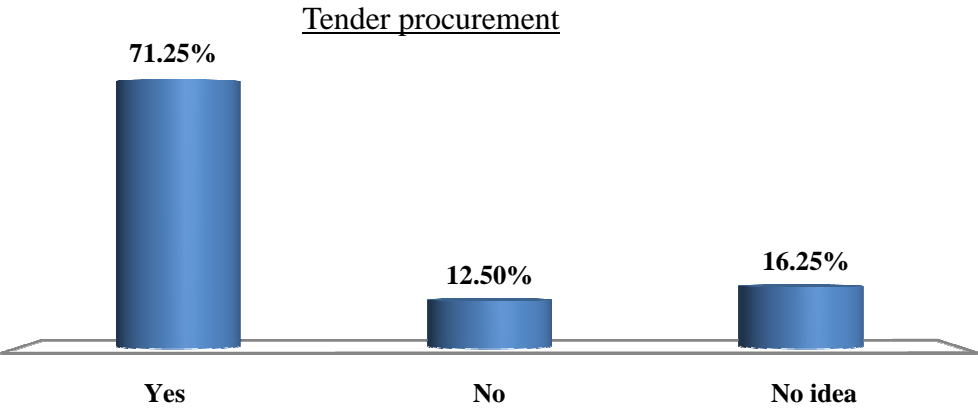
The involvement of the population in the formulation of projects must be strengthened by the project. It was noted that after receiving the training, it was the local authorities who evaluate the micro-projects to be submitted to the project for funding. This has created, as mentioned most interviewees a moral hazard, since these local authorities favoured some of their family members or friends. What is remarkable is that, the project often invites the promoters of the projects selected at the local level and requires explanations. When the project does not satisfy the criteria of selection of the DCDP, it is returned to the proposers and sometimes, more submission are required. This process ensures that projects which are funded by the project are really good and can improve the life of the recipient.

As far as the involvement of the population in the construction of the infrastructures is concerned, it can be noted that local leaders said that the population is satisfactorily involved. It is often the population that chooses the infrastructure to be constructed and after that, the workers are hired among them, except in the case of professionals and technicians which cannot be found in the area. This implies that the population feels responsible for the construction of infrastructures and are involved in their management and protection.

#### **5.2.6. Tendering**

The DCDP finances micro-projects that are conceived at the local level. For their implementation, neither these authorities, nor the DCDP itself, manages the project. After accepting the DCDP support, the project launches a national public tender which is executed by the winning bidder. In order to know if those tenders are assigned with transparency, recipients were asked about the tender process and if they regard it as transparent. The following figure represents their answers.

**Figure 5: Opinion of the recipients on the tender process**



According to the results of this figure, 71.25% of the recipients confirm that the tenders are assigned with transparency. 12.5% have given a contrary opinion, while 16.25% answer that they do not know. From these answers, it can be confirmed that the DCDP assigns the tenders for the submitted projects by the authorities in a transparent way though this is not confirmed by the responses of 100 % of the respondents.

According to the interview held with World Bank officials, when there is big work or supplier to be made, the DCDP design the tender document and launches an open bid with specifications. It can be either a national or international tender depending on what kind of services, good or works is required. All the individuals interested in the bidding, are required to present their offers and the selection of the winning bidder is announced in a public opening, in front of every bidder. It is important to recognise that this process is not known by everyone one since all the population is not informed on how tenders are awarded and therefore speculations might be created.

**5.2.7. Relationship with the project**

As stated Mulley and Menocal (2006: 7), bad relationship between the project and the project, may hinder its implementation and success. The research wanted to know what the relationship between DCDP and recipients was since it is believed that good relations between the project and the population can facilitate its implementation. The following table shows the reactions of the recipients.

**Table 12: Opinion of the recipients on their relationship with the project**

Choice of answers	Frequency	Percentage %
Very good	8	10
Good	72	90
Bad	0	0
Don't know	0	0
<b>Total</b>	<b>80</b>	<b>100</b>

Source: Results of the research, March 2008.

The table above shows that 90 % of the population confirms that the relationship between the population and the DCDP was good and 10% declare that this relation is very good. No one responded that this relationship was bad, and this makes it possible to conclude that the relationship between the DCDP and the population of Huye district allows for good implementation of its activities, due to the fact that the DCDP allows time for the recipients to submit their queries and issues as stated the project management team. This illustrates that the DCDP is favoured because it tries to fulfil its sensitisation purpose towards a participatory approach which facilitates the project implementation.

#### **5.2.8. Specific Interest in the results of the project**

The DCDP is deeply involved in the Huye district. Through the questionnaire, I wanted to know what recipient's own interest in the project outcomes was. Following table summarises the answers of the recipients.

**Table 13: Opinion of the recipients on the outcomes of the project**

		Frequency	Percentage
Increase in employment and revenues	Yes	80	100
	No	0	0
Improvement of living conditions	Yes	80	100
	No	0	0
Improvement of the DCD project compared to other projects	Very good	51	63.75
	Good	39	48.75
	Bad	0	0

Source: Results of the research, March 2008.

According to the results displayed in this table, recipients gave a rating of 100 % to the notion that the DCDP increased employment rates and the revenue in the district of Huye and that it improved the living conditions of the population. By comparison with the other projects

implemented in the Huye district, 63.75 % of the respondents declared that the project is very good and 48.75% judged that it was good.

The DCDP was implemented in all the cells of the Huye district, and in all these cells, DCDP had the same objective, which was to demonstrate that the communities' development especially the fight against poverty, was possible through decentralisation and community participation processes.

The project document expected that the population participation in the decision-making concerning their development issues will lead to the desired outcomes. The design of the document made it clear, that local authorities cannot take a unilateral decision on activities to be funded by the DCDP without involving the community. This reinforced the communities' participation as they became drivers of the process of their own development planning. However, the level of education of the community's members and the risk of free rider behaviour lead to a question on how this could lead to a better project implementation.

Discussion with the project team as well as the local leader highlighted that DCDP organised several trainings which were intended to district officials as well as local leaders and people in order to provide them with basic knowledge about priorities and development. They also included some topics related to transparency of the procedures and cycle of the projects especially to project initiators. In addition, the project spread the operational procedure of the national programme of the decentralisation as required by the Ministry of Local Administration claimed the project team.

Departing from what has been said above, consideration was given to the activity which was most favoured by the DCDP according to the beneficiaries. The following table shows the responses of the recipients.

**Table 14: Opinion of the recipients on the DCDP favoured project activities**

	Frequency	Percentage
Infrastructures	25	31.25
Capacity building	35	43.75
Income Generating Activities	20	25
Total	80	100

Source: Results of the research, March 2008.



For their answers, 31.25% claimed that the DCDP preferred projects of infrastructures development, while 43.75% stated that the project emphasised on projects of capacity building. The remaining 25% said that much emphasis is given on income-generating projects. The discrepancy between answers provides that DCD tries to finance all the projects that are important in improving living conditions of the population. What is noteworthy here is that a particular emphasis is given to capacity building because the DCD project wants to endow the district officials with capacities of conceiving, planning and monitoring their own development projects or other projects to submit to development partners. The difference between what have been recognised by the project team and what was collected in the recipients' answers is obvious calling therefore, for a negotiated conclusion. It is clear that the population valued much knowledge acquired through trainings more than financial support since that was the basis for them to write down income generating draft project.

In addition, local leaders recognised that DCDP significantly helped them in the area of sanitation and promoted hygiene as a means of eradicating some diseases. This was achieved through the holding of meetings between local authorities and the population as acknowledged local leaders. Despite having number of significant impact on their lives, the dissertation questioned also the opinion of the recipients about the primary beneficiaries of the project interventions.

**Table 15: Opinion on premier beneficiaries of the project**

	Frequency	Percentage (%)
Population	67	83.75
Local Authorities	5	6.25
District Officials	6	7.5
Financial Institutions	2	2.5
Total	80	100

Source: Results of the research, March 2008.

This illustrates that the majority (83.75 %) of the recipients assert that its local people who benefits the most from the project achievements. To some extent, recipients noted that the project were profitable to other groups (16.2) including officials and financial institutions, suggesting therefore that, when the project reinforces the capacities of local authorities, when it finances the projects of infrastructures, income-generating projects that are selected by them, it is perceived by some recipients as promoting these local authorities.

### **5.2.9. Noticeable deficiencies in DCDP activities**

All the above questions were mostly related to what have been achieved by the project. In that perspective, it could be suggested that no room have been given to deficiencies which were

noticed by the recipients. The following table provide a condensed percentage of what they feel was the level of deficiencies of the major activities carried out by the project.

**Table 16: Project inconsistencies or deficiencies**

	Frequency	Percentage (%)
Infrastructures	10	12.5
Capacity building	1	1.25
Income-generating projects	64	80
Information, Education, communication	5	6.25
Total	80	100

Source: Results of the research, March 2008.

According to the table above, infrastructure development activities are perceived to be deficient by 12.5 % of the recipients and income generating activities somehow inconsistent as 80 % recognised. The capacity building activities were the least pointed as deficient by the respondents. Another 6.25% claimed that information, education, and communication were deficient. However, as the figure shows, the activities dealing with the income generating projects were the most pointed out as being inconsistent because, as argued many interviewees the allocated funds are insufficient to become real tool for socio development and some of the funding are subjectively provided to beneficiaries.

The DCD project puts a great emphasis into capacity building activities and this is reflected in the results displayed in the table above. This means that the local authorities and to some extent the population in general must have sufficient capacity in order to think about sustainable development. The results displayed in this table confirm the trend on the efficiency of the activities.

In the literature review and choice of methodology, it was stated that the use a comparison or control group in evaluation was paramount to evaluate the project impact or outcome. Since, it was impossible to set up such control or comparison group, the problem was to know what problems were intended to be addressed by DCDP in Huye.

To capture what were the main available issues prior to the implementation of the DCDP and that the project has solved, following table was constructed from respondents' answers.

**Table 17: Recipients' opinion on the issues that existed prior to the project's intervention**

	Frequency	Percentage %
Contact with local authorities	7	8.75
Income-generating activities funds	20	25
Competent district officials	53	66.25
Total	80	100

Source: Results of the research, March 2008.

In light of the results displayed in this table, among problems that were in the district was the lack of contact with local authorities. 8.75% of respondents agree that the problem was solved by the project since leaders always contact the community to know what is required for their own development. On the other hand, 25% of recipients pinpointed the lack of income-generating funds as a problem that the project solved while the lack of competent district officials was emphasised by 66.25%.

Interview with district officials highlighted that DCDP assistance was considerable in various areas, such as the district agent training, improving the contact between local population and authorities, decentralisation, etc. The project from its inception, trained the local authorities in the principles of decentralisation and community development which in turn increased their knowledge on how to handle community's problems. Subsequent to the capacity building of the district agents, the well-being of the population was improved, allowing the assertion that the project phased out the issues which were available prior to its implementation.

### **5.3. The constraints and the achievements of the DCDP activities in Huye District**

Whilst the DCD project has contributed greatly to the improvement of the population's well-being in the Huye district, the project faces many constraints in its execution and as most of the interviewees point out, the constraints are multiple.

First, the major part of Huye population is poor. It is then difficult to find a financial basis upon which to ground such a project. Among the other constraints that the interviewees revealed are: the long procedure to gain access to the funding, which increases the level of discouragement of the population in the projects' undertaking. In addition, there is a delay in financing the approved projects. Finally, there is a major constraint of finding the people who are suitable to compete for the tenders launched by the project. It has also been found that some people feel that the communication strategy of the project is far from perfect and that there is still room for improvement in this regard.

From the above answers from the recipients it is possible to claim that the DCD project contributed to the socio-economic development of the population of the district of Huye and to capacity building through a process of decentralisation and participation.

#### **5.4. Summary**

The findings of this study in order to make more meaningful contributions to the project; provide a framework for extensive research in the field of evaluation. It highlights, as concluded, the need of having a control group in order to have a meaningful comparison and to judge the efficiency of the project. Indeed, the data collected refutes what was the main argument about the effectiveness of the DCDP but without a comparison group, it would be biased to confirm that the results discuss are solely the contribution of DCDP, though the design of the questionnaire tried to cut down potentially contaminated results, by avoiding general questions which may capture outside effects.

As stated above, the results were contrary to the main assumption. Recalling what have been said in the introduction, the study wanted to confirm the general assumption that development projects do not have significant impact on development as assumed Ratha and Mohapatra (2007) in their report to the World Bank but results from both project actors and recipients proved that DCDP has had significant outcomes

# CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

## 6.1 Introduction

This research was dedicated to the systematic evaluation of the DCD project's outcomes.

It is important here to recall the questions which were central to the research. They are stated as follows:

- 1) As a project of community development and decentralisation, did the DCDP help people in the Huye district to acquire real access to participatory development?
- 2) Has the DCDP contributed to the socio-economic development of the population and to the capacity building of the Huye district?

The assumptions were formulated as follows:

- The DCDP helps the Huye district to have access to participatory development.
- The DCDP contributes to the socio-economic development of the population of the district of Huye and to capacity building through a process of decentralisation and participation.

The research was based on the following objective and goals:

The main objective was to systematically evaluate the outcomes of the DCDP on the living conditions of the population of Rwanda in general and to those of Huye district, in particular.

To the main objective was added the following specific goals:

- To verify if the DCDP fulfilled the assigned purposes;
- To revise again the theory on the participatory development and
- To analyse the role of DCDP in mobilising the population of the Huye district in order to bring it to contribute to the elaboration, the execution and to the follow-up of development projects.

In order to achieve the research objectives and to validate the assumptions that were chosen, it was very important to use a clear research methodology and that is the reason why the following approach was used:

The documentary method, the questionnaire, and interviews were used as tools for gathering data. In addition, comparative and historic perspectives guided the analysis as well a systematic approach to evaluation. Furthermore, the research used what Jackson (2000: 173) stated as

subjective assumptions because different stakeholders need to share the same consciousness, and a “nominalist ontology” towards the real project outcomes. Knowledge was sought by trying to get information from all people involved in the project. The research falls also in Burrell and Morgan’s sociology of regulation assumptions but it has been more interpretative than paradigmatic.

The conceptual and theoretic framework of the study provided comprehension of the key concepts that underpin the subject; especially the systematic approach to evaluation, the project, and community development.

The research that was conducted demonstrated that the DCDP is a project of paramount importance in the Huye district. The DCDP helped the Huye district to have access to a participative development; the DCDP contributed to the socio-economic development of the population of the district, and to the capacity building through a process of decentralisation and participation. Those assumptions have been widely proven throughout this dissertation and the research done in the Huye district showed that the DCDP improved considerably the socio-economic development of the district’s population. As an example, the recipients asserted with 100 % concurrence that the DCDP increased both the employment and the revenue in the district of Huye and it has also improved the living conditions of the population of that district.

## **6.2 Suggestions for Future Studies**

To the DCDP decision makers it is suggested:

- That there should be an improvement in the pace of funding allocation for submitted projects;
- That there should be improved communication with the project’s recipients;
- That an improved method of informing the population about the DCD project objectives be instituted and
- That the activities of income-generating projects should be supported without mediation of local authorities.

To the local authorities it is suggested:

- That they become good intermediaries between the project and the population, taking note of the population’s aspirations and consulting with them about the development topics in order to find consensual solutions.

To the population it is suggested:

- That they follow the suggested development policy for the project in order to reduce the long process of financing;
- That they apply the theories and skills acquired during the capacity-building trainings and seminars and
- That they become not only complaint receivers but also reactionary to the suggested proposals by the project and the local authorities.

In conclusion, the study cannot pretend to be exhaustive. For that reason it is recommended to researchers to orient their research towards projects aimed at the socio-economic development of Rwanda in general and to the DCD project in particular and to study, for example:

- 1) The project outcome of communities' decentralisation and development on capacity building of the citizens of the Huye district
- 2) The DCD project, a pillar in implementing a participative democracy in the Huye district.

## Bibliography

1. Ahmavand, V. et al. 2009, *Rwandan Post Genocide Reconstruction*, Delhi: AZ Media.
2. Albertini, J, M, 1981, *mécanismes de sous développement*, Paris : Dunod.
3. Ascher, W, (1983) *New Development Approaches and the adaptability of international agencies*, *International Organization* vol. 37 Cambridge University Press.
4. Baker, J. L., 2000, *evaluating the impact of development projects on poverty: a handbook for practitioners*, Washington D.C: World Bank.
5. Bamberger, M., 2000, *Integrating qualitative and quantitative research in development projects*, Washington: World Bank.
6. Bentley, W. & Rafferty, J., 1992, *Beyond evaluation*, Denver: UDEA
7. Bridier, M, & Michailof, S, 1995, *guide d'analyse de projets: évaluation et choix des projets d'investissements*, Paris: Economica.
8. Campbell, D. T. & Stanley, J. C., 1963, *experimental and quasi experimental designs for teaching*, Chicago: Aera.
9. CDC, 2008, *The value of statistics in social programs*. Washington: CDC.
10. Chambers, R., 1994, *Research methods in social settings*, New Delhi: McGraw-hill.
11. Chandra, P., 2007, *projects: planning, analysis, selection, financing*, 6<sup>th</sup>ed. New Delhi: McGraw-Hill,
12. Chen, J. H., 1994, *theory driven evaluations*, London: Palgrave
13. Clarke, A. & Dawson, R., 1999, *evaluation research. An introduction to principles, methods and practice*, London: Sage.
14. Collier, P., (2008), *bottom billion: why developing countries are failing and what can be done about it*, New York: Oxford University Press.
15. Copper, D. & Schindler, P., 2008, *Business Research*, 7<sup>th</sup>ed. New-Delhi: McGraw-Hill
16. Cousins, B. & Whitmore, E. 2004, Framing participatory , *Wiley Inter-Science*, 80/1, 5-23
17. Cracknell, B., 2000, *Evaluating development aid: issues, problems and solutions*, Sage: Palgrave.
18. Creswell, J, W, 2003, *research design, qualitative, quantitative and mixed methods approaches*. (2<sup>nd</sup> ed) Thousand Oaks: Sage.
19. Creswell, J. W., 2007, *Qualitative inquiry & research design: choosing among five approaches*, Thousand Oaks: Sage
20. De Coninck, J. et al 2008, *planning, monitoring and evaluation in development organisations*, New Delhi: Sage publications.
21. Denzin, N. & Lincoln, Y. S., 2000, *handbook of qualitative research*, 2<sup>nd</sup> ed., Thousand Oaks: Sage.



22. Desmet, D., 1986, *critères et méthodes d'évaluation des projets de développement* Bruxelles : CTB.
23. Easterly, W., 2008, *Reinventing foreign aid*, Cambridge: MIT Press.
24. Extreme poverty, [online]. Available at <http://web.worldbank.org/wbsite/external/topics/extpoverty/extisma/0,,contentmdk:20205733~menuPk:412148~pagePk:148956~pipk:216618~thesitePk:384329,00.html>, accessed: 22 June 2009.
25. Flood, R., 2000, *rethinking the fifth discipline* London: Routledge.
26. Frechtling, J., 2002, *user friendly handbook for evaluation* Rockville: Westat Inc.
27. Gardiner, P., 2006, *project management: a strategic approach*, New York: Palgrave-Macmillan.
28. Garnier, A., 1998, *les limites des modeles de developpement*. Paris: l'Harmattan.
29. Githens, R. P., 2001, *Critical Action Research in Human Resource Development*, Boston: MIT Press.
30. Goldratt, E. M., 2007, *critical chain*, Pretoria: Avraham, Institute.
31. Grawitz, M., 1979, *méthodes de recherche en sciences sociales*, 4<sup>th</sup>ed. Paris : Dalloz.
32. Grawitz, M., 1991, *lexique des sciences sociales*, 5<sup>th</sup>ed, Paris : Dalloz.
33. Guba, E. & Lincoln, S., 1981, *effective evaluation: improving the usefulness of evaluation results through responsive and naturalistic approaches* San Francisco: Jossey-Bass.
34. Guba, E. & Lincoln, S., 1989, *fourth generation evaluation* California: Sage.
35. Hirschmann, P., 1995, *African development perspectives yearbook*, Tunis: AfDB
36. *Impact evaluation of education projects involving decentralization and privatization*. Working paper. Washington: World Bank.
37. Ivory, C. & Alderman, N., 2005, Can Project Management Learn Anything from Studies of Failure in Complex Systems? *Project Management. Journal* 36(3), Thousand Oaks: Sage Publications
38. Jackson, M, C, 2000, *systems approaches to management*, New York: Kluwer Academic.
39. Kerzner, H. 2004, *Advanced Project Management: best practices on implementation*. London: Wiley.
40. Kreitner, R., 1995, *Management*, 6<sup>th</sup>ed. Boston: Houghton
41. Lebret, L., 1978, *Dynamique concrete du Developpement*, Paris: Economica.
42. Lewis, P. J., & Wong, L, 2004, *accelerated project management: how to be the first to market*, New York: McGraw-hill.
43. Lewis, P. J., 2007, *fundamentals of project management*, 3<sup>rd</sup>ed, New York: Amacom.
44. Lind, D., Marchal, W. and Wathen, S., 2010, *Statistical Techniques in Business and Economics*, 14<sup>th</sup> Ed. New Delhi: McGraw-Hill
45. Mankiew, G., 2004, *Macroeconomie*, vol. 5, Paris: Economica.

46. Marchall, C. & Rossman, G., 2010, *Designing Qualitative Research*, 5<sup>th</sup> ed. Thousand Oaks. Sage.
47. Matta, N. & Ashkenas, R., 2005, why good projects fail anyway. In *Harvard business review*. Boston: HBS Press.
48. Maylor, H., 2003, *Project Management*, 3<sup>rd</sup> edition, London: FT Prentice Hall.
49. Mcdavid, J. and Hawthorn, L., 2005, *program evaluation and performance measurement: an introduction to practice*, California: Sage.
50. McDavid, J., 2006, *Applied program evaluation in local government*. London: Wiley.
51. Meyer W. & Martinuzzi, A., 2001, *Working group of evaluations in the environmental sector*, Seoul: Contris.
52. Mills, W. C., 1959, *The Sociological Imagination*, London: Oxford University Press.
53. Minaloc, *politique de développement communautaire*, Report, Kigali, November 2001.
54. Miniplan, *Approche du developement participative*, unpublished report, Kigali, March 2001.
55. Mohr, L.B., 1995, *Impact analysis for program evaluation*, London: Wiley
56. Morris, M. et al. 2007, *Promoting sustainable pro-poor growth in Rwandan agriculture: what are the policy options?* Washington D.C: World Bank.
57. Owen, J. & Rogers, P., 1999, *program evaluation: forms and approaches*, California: Sage.
58. Parlett, M, R, & Hamilton, D., 1987, *evaluation as illumination: a new approach to the study of innovatory programmes* Basingstoke: Macmillan.
59. Patton, M. Q., 2008, *Utilization-focused evaluation*. Cambridge: Thousand Oaks, Sage.
60. Pawson, R. & Tilley, R., 1997, *realistic evaluation*, London: Sage.
61. PDDC, 2002, *document de préparation du projet*, Report, Kigali.
62. PDDC, 2004, *manuel d'exécution du projet*, report, Kigali.
63. Perroux, F., 1985, *l'économie du développement*, Paris: Economica.
64. PMI, 2000, *Handbook of Project Management*, Washington, PMI.
65. Polanyi, K., 1944 *The Great Transformation*, New York: Farrar.
66. Potter, C., 2006, Program Evaluation. *Research in practice: Applied methods for the social sciences*, London: Wiley.
67. Rondinelli, McCullough, J. and Johnson, R. W. (2008), Analysing Decentralization Policies in Developing Countries: a Political-Economy Framework, in *Wiley inter-science*, 20/1, 57-88
68. Rossi A. et al. 2004, *Evaluation: A Systematic Approach*. 7<sup>th</sup> ed. New York, Palgrave.
69. Samuelson, P., 2001, *Introduction a l'économie*, Paris, Economica.
70. Shankar, J. & Yavav, S., 2005, *Rwanda: towards reconciliation, good governance and development*, New Delhi: AIA.
71. Smith, M. F., 1999, should AEA begin a process restricting membership in the profession of evaluation? *American journal of evaluation*, vol. No. 20, Sage Publications.

72. Smith, N. & Brandon, P., 2008, *fundamental issues in evaluation*, London: Guildford Press.
73. Stiefel, M, & Wolfe, M, 2005 *a voice for the excluded, popular participation in development: utopia or necessity?* London: Zed books.
74. Tod, E. & Wolpin, K. 2006, *ex-ante evaluation of social programs*, Philadelphia, PIER.
75. Weiss *et al.*, 1995, *New Approaches to Evaluating Community Initiatives: concepts, methods, and Contexts*. Washington, Aspen Institute.
76. Weiss, C. H. 1998. *Evaluation*, 2<sup>nd</sup> Ed., New Jersey: Prentice Hall.
77. Wolfgang, S. *et al.*, 1999, *the development dictionary: a guide to knowledge as power*, London: Zed Books.
78. World Bank, 1984, *Principes directeurs pour le développement rural*, Rome.
79. World Bank, *poverty and human resources division*, Policy Research Department. 1994
80. Worthen, B., 1990, program evaluation. *International encyclopaedia of educational evaluation*, Toronto: Pergammon Press.
81. Zadek, H., 1999, *Evaluation phases in a development project*, Munich: Zerterch.