Stakeholders Participation and Implementation of Non – Governmental Organization Education Project in Rwanda.

A Case of Teaching Assistantship Project

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Abstract

The research examined stakeholders' participation in implementing NGO education projects in Rwanda, specifically looking at monitoring and evaluation, project communication, project planning, and project implementation within IEE Rwanda. The research process involved conducting a literature review, empirical review, and data collection from a target population of 234 individuals, including IEE staff, District Directors of Education, Headteachers, and Directors/Deans of Studies, The main aim of this study was to improve research skills for future field research and examine the importance of monitoring and evaluation (M&E) in the successful implementation of the IEE TAP project in Rwanda. The study findings demonstrated that M&E was vital to the project's success. This was evident from the overall mean score of 4.384, obtained from a Likert scale of 4, indicating a strong consensus among the participants regarding the significance of M&E in project implementation. The correlation analysis further supported these results by showing positive relationships, with all calculated p-values being statistically significant at a level below 0.05. These findings highlight the positive impact of project M&E on the successful execution of educational projects by NGOs in Rwanda. Additionally, the study explored the relationship between project planning and project implementation. The results indicated that project planning significantly contributed to the successful execution of the IEE TAP project in Rwanda. The overall mean score of 4.175 indicated a consensus among the respondents regarding the importance of project planning. The correlation analysis reinforced these findings, with all p-values indicating positive and significant relationships below the 0.05 level. This underscores the significance of effective project planning in enhancing the outcomes of development projects in the education sector, specifically within Rwanda. The results revealed that project communication was a crucial responsibility in successfully implementing the IEE TAP project in Rwanda. The overall mean score of 3.919 indicated agreement among respondents regarding the importance of project communication. The correlation analysis further confirmed these findings, with all p-values being positive and significant below 0.05. This emphasizes the importance of effective project

communication for achieving successful outcomes in education sector projects in Rwanda. Overall, the study findings suggest the study findings demonstrated that effective stakeholder action has a substantial and constructive influence on the successful execution of NGO education projects in Rwanda. Project managers are advised to promote the participation of all stakeholders to enhance project implementation. These findings contribute to the existing knowledge on NGO project management in Rwanda and have practical implications for NGOs aiming to improve project outcomes in the education sector.

Keywords: *Stakeholders Participation, Non – Governmental Organization, Education Project, Teaching Assistantship Project, Rwanda.*

1. Introduction

The achievement of any NGO teaching project is contingent upon the active participation of stakeholders, and this feature cannot be overlooked. (Moodley, 2017). Stakeholders play a crucial role in any project, and their influence and impact can vary significantly. The involvement of stakeholders can be done at different project levels (Mitchell, Lee, & Agle, 2017). The achievement of any planning and implementation process be determined by on the involvement of different stakeholders with diverse skills and expertise. During the planning phase, stakeholders can provide valuable input that can shape the plan, in contrast, during the implementation phase, stakeholders can contribute practical skills and resources that help bring the plan to life (Taleb et al., 2017).

Engaging stakeholders is crucial as they possess valuable skills and resources that can enhance the success of a project. Moreover, effective stakeholder engagement can help prevent conflicts among project participants. However, it is important to acknowledge that stakeholder participation has been criticized for potentially causing delays in decision-making. These delays can arise from conflicting interests among stakeholders, requiring significant time to consider various viewpoints. Additionally, the inherent self-centered tendencies of individuals can make it challenging to reach a consensus (Galaz, 2015).

An example illustrating the potential negative impacts of stakeholder participation is evident in the case of a Swedish water common-pool resource organization. In this instance, shareholders impeded the progress of the project due to their desire to avoid incurring expenses. This situation highlights how social capital, which is typically regarded as a valuable asset that enhances project success, can instead become a tool that undermines the project (Conley & Moote, 2013). Education is one of the crucial and basic rights for every citizen of a country. As noted by Warda Gul (2015) the effective provision of education to citizens results in improving their quality of life through social and economic developments. Education broadens the horizons and opens people's eyes by fostering basic principles of humanity and reasoning. Nishen Rai (2017) added that governments require additional support to fulfill their commitments in Education to the society; NGO participation enables them to fulfill their commitments and effectively extend to the most helpless segments of civilization for several reasons. In Sri Lanka and India, participation of stakeholders played According to Isham and Kahkonen (2012), the most crucial aspect that determines the outcomes of a project is emphasized.

The crafting of the Korle Lagoon Environmental Renewal Project in Accra has unfortunately overlooked the ancient Fadama society. This oversight has led to resistance from community

members, who perceive the project as a violation of their procedural rights (Armah et al., 2019). It is important to note, as highlighted by Lynda and Derek (2016) that the successful completion of a project goes beyond meeting time, budget, and scope criteria. It also entails addressing the interests and expectations of stakeholders.

The key reasons participating to Rwanda's achievement is its policy of maintaining open communication with stakeholders, which has fostered close partnerships and helped build a robust economy and expertise in the field of education project implementation. A case in point is Inspire, Education and Empower Rwanda (IEE), a local NGO funded by the Mastercard Foundation, which launched the Teaching Assistantship Project aims to provide teaching experience and mentorship to young women who have completed secondary education and support the education of girls in the country. The main intended the project's outcome is for the Teaching Assistants to gain skills, values, and attitudes necessary for a young generation of teachers to contribute to quality learning. For IEE Rwanda to implement the TAP Project various stakeholders were involved to achieve success in a project, the active participation of key stakeholders such as internal administrative educational actors, school head teachers, directors of studies, and teachers is crucial.in this context, A researcher directed a study to investigate the involvement of stakeholders in the role of participation. In implementing Non-Governmental Organization (NGO) Education projects in Rwanda. Specifically, the study focused on Inspire Educate and Empower Rwanda in their project called Teaching Assistantship project (TAP) to develop an empirical knowledge base that links various Stakeholders engaged in the operation of NGO projects within the country. The main objective of this study was to evaluate how stakeholder engagement affects the execution of education projects conducted by NGOs in Rwanda. It was guided by the specific objectives:

i. To evaluate the efficacy of project monitoring and evaluation activities in ensuring the successful execution of the IEE TAP project in Rwanda.
ii. To investigate the level of contribution of project communication strategies to the successful execution of the IEE TAP project in Rwanda.
iii. To assess the efficacy of project planning activities in ensuring the successful execution of the IEE TAP project in Rwanda.

2. Theoretical Literature

Stakeholders' Participation

The stakeholder approach is an influential method for gaining insights into a firm and comprehending its operations within its broader environment (Oakley, 2011). This approach extends beyond the conventional emphasis on financial aspects and profitability, encompassing a more comprehensive examination of organizational roles and responsibilities the stakeholder model, as described by (Mansuri & Rao, 2004), emphasizes that all individuals or entities with a vested interest in a firm actively engage in the organization's activities to obtain benefits, regardless of the extent of their interest. This approach ensures that stakeholders are treated with equal regard, including affiliated organizations, prospective employees, prospective clients, and the public, with their perspectives and interests duly recognized. This inclusive approach enables effective management by enhancing the understanding of stakeholders and their interests by the organization's management. Research surveys have demonstrated that providing truthful treatment to all stakeholders is an essential means of ensuring the long-term survival of a firm, as a result,

the stakeholder theory, originally developed for strategic management purposes, has evolved into an essential managerial necessity (Ramabodu & Verster, 2010).

Its application extends to various contexts, and the theory's presentation encompasses a diverse range of methodologies. Concepts and types of evidence. Furthermore, evaluation criteria have evolved to reflect the expanding perspectives on stakeholder involvement, keeping pace with the growth of the subject itself (Oakley, 2011).

Project Monitoring and Evaluation

Giving to Mahmoud et al.., (2015) a project is defined as an organizational strategic instrument that leads to innovation and creates value. Project tracking is the constant project examination in terms of project execution plan and timetable while project appraisal is a procedure of determining whether the project is being implemented as planned or not. Mahmoud et al., (2022) defined checking as a procedure that offers data by safeguarding utilization of said data by administration to evaluate developmental impact – planned and unplanned – as well as effect. Project monitoring focuses on assessing whether the intended goals have been achieved,

Evaluation utilizes the evidence and data obtained from the monitoring process to assess the outcomes and impact of the program.

By analyzing historical patterns, evaluation enables a comprehensive examination of the alignment between anticipated outcomes and the actual results of the project. It is crucial to acknowledge that monitoring data may sometimes reveal significant deviations from project expectations, which in turn allows evaluation to scrutinize the assumptions and facts upon which the project strategy is based. Participatory monitoring and evaluation places emphasis on engaging primary stakeholders in a project, giving them a prominent responsibility in the project's implementation (WB, 2010).

Where ownership is transferred, giving decision-making control to the ultimate participants of the program (Mulwa, 2018). Participatory monitoring and evaluation recognize that communities possess the skills and capabilities to purposefully assess programs. Therefore, in a participatory program, both the conceptual phase and execution should be evaluated in a similar manner, with partners being key participants at each phase of the project cycle (Mulwa, 2018).

The active engagement of primary stakeholders is given priority in participatory monitoring and evaluation of a project (WB, 2010). This approach represents the concluding phase within the project's life cycle. Where ownership is transferred, giving decision-making control to the ultimate participants of the program (Mulwa, 2018). Participatory monitoring and evaluation recognize that communities possess the skills and capabilities to purposefully assess programs. Therefore, in a participatory program, both the conceptual phase and execution should be evaluated in a similar manner, with partners being key participants at every stage of the project cycle (Mulwa, 2018).

Project Planning

Isaack (2012) quoted from Filicetti (2009), a project is a short-term undertaking carried out by individuals that jointly team up to make a distinctive tangible or intangible good in a proven schedule as well as within conventional cost to yield visible deliverables. As noted by Shahzad Naeem et al., (2018) forecasting is a significant portion of a plan concerning program performance and program accomplishment. Planning is an endless route during the phase of a program. Much observed research of program administration achievement aspects submits that forecasting as one

of the key factors to program achievement (Shahzad Naeem *et al.,* 2018); this requires project managers to prepare smart project plans in order to ensure success. Brock Adam Emerson (2006) Project administration is supervision specific to a project. It includes the understanding, expertise, and actions, and the equipment and methods, to get a program to its anticipated result.

Planning is indeed a crucial stage in the life cycle of program administration. During this phase, stakeholders come together to share their opinions and views on the anticipated condition. Project Managers hold a critical responsibility in guiding and facilitating the expression of these opinions and determining the methods for achieving the desired outcome. It is important to delve into the specifics of how the plan will be executed, including considerations such as cost, resource allocation, scheduling, evaluation, and closure guidelines (Mulwa, 2018).

Effective reporting on progress is achieved when project beneficiaries, who are one of the program partners, are actively involved in the design, procurement, and distribution processes. This involvement can be facilitated through program execution boards (Mulwa, 2018). By engaging beneficiaries in the planning and decision-making processes, it becomes possible to better understand their needs and find ways to address them, ultimately leading to the desired results (FAO, 2013). Shahzad Naeem et al., (2018) argues that project forecasting is the course of decision making, preparation as well as scheduling of plan activities, besides indebted resources that increase the likelihood of effective programs. Much experiential research on influences of program administration achievement planning is conscious as a key cause of program success.

Project Communication

Effective project management requires the recognition of project communication as a pivotal element. It encompasses the transmission of information, concepts, and progress updates among project stakeholders with the aim of achieving clarity, alignment, and collaboration throughout the project lifecycle. Here are some considerations for project communication in the context of stakeholder participation. Identifying Key Stakeholders in the Education Project in Rwanda.

May include government officials, local communities, teachers, parents, students, NGOs, and other relevant organizations. Understand their roles, interests, and concerns. Establish Communication Channels: Determine the appropriate communication channels to reach different stakeholder groups. This may include community meetings, workshops, focus group discussions, newsletters, social media platforms, websites, and mobile messaging apps. Consider the accessibility and preferences of stakeholders when selecting communication channels. Develop a Communication Plan: Develop a comprehensive communication plan that outlines the objectives, key messages, timing, and frequency of communication activities.

Ensure the plan reflects the specific needs and characteristics of the stakeholders in the education project. Engage Stakeholders from the Beginning: Involve stakeholders in the project from the early stages of planning and design. Seek their input, ideas, and feedback to ensure their active participation and ownership. Conduct consultations and workshops to gather their perspectives and incorporate them into the project. Clear and Transparent Communication: Ensure that project information, goals, and activities are communicated clearly and transparently. Use simple and local language when necessary to enhance understanding. Provide regular updates on project progress, challenges, and achievements to keep stakeholders informed.

Theoretical Framework

Stakeholders' Theory

Freeman, (1984), established stakeholder concept and it advocates adopting an institutional position, arguing that the interests of all stakeholders should be balanced and accommodated. The debate about the merits of the two theories is a long-standing one, perhaps epitomized by the exchange of articles on corporate accountability. Based on corporate beliefs, this opinion vies that a firm is indebted a fiduciary duty to entirely of its partner (Dunn, & Burton 2016). Ethically, then, a business ought to give accounts of all partners in undertakings as well as management, and its moral duties to them (Gibson, 2010).

"Management for stakeholders" methodology increases impetus, current study has developed to be further all-inclusive in its style to stakeholder administration, in on centrally to the old-style tactical method to running of partners, which is ingrained in tangential stakeholder model and a neo-classical opinion of the firm (Donaldson & Preston, 2015). The advocates of new theories have panned the theory by advancing that the center of this model was on the yielding of funds and paybacks to stakeholders, rather than exclusively to stockholders. Disparagements are asserted on lawful, financial, and ethical grounds (Key, 1999; Gibson, 2010). A remarkable criticism of this method is that the administration should be further pay attention on the greatest adept way to organize among the sets of shareholders (Mason et al., 2017). The theory is weakened by the phenomenon of multiple inclusions, where certain stakeholders belong to multiple groups. This presents a challenge as individuals with diverse roles across different project groups may exert influence multiple times throughout various stages (Meredith, 2009). Additionally, the theory has been criticized for its subjective nature in categorizing stakeholders, as the analysis groups can be influenced by individuals' backgrounds, interactions with colleagues, and environmental factors (Morrow, 2006). The dynamic nature of stakeholders' influence, power, and interests in each stage further complicates generalization efforts.

Theory of Constraints

Eliyahu Goldratt introduced the concept of constraints in 1984 with the publication of "The Goal". An Israeli commercial organization professional. Eliyahu concentrated on constraints theory on project administration in a different book entitled *Critical Chain*, which originated in nineteen eighty-seven. But the idea has profound roots. A comparable concept was. Wolfgang Mewes established a concept in Germany in the late 1960s that closely aligns with the theory of constraints, although it is not precisely the same. This concept focuses on the theory of bottlenecks, which is essentially another term for constraints. Basically, the theory of constraints declares that an insignificant number of limitations prevents any management structure from accomplishing more of its goals.

There is constantly at least one constraint, and the model of constraints practices what is called a concentrating process to pinpoint that constraint, then reforms to discourse it. Ponder of it like the ancient axiom, "A chain is no soldier than its feeblest link." The model of constraints works to find that connection and reduce its susceptibility. That relates to procedures, administrations, each team member, whatsoever before whoever is a hazard to the effective achievement of the project. The model of constraints is a technique to unravel difficulties intrinsic in a plan that inhibits one from accomplishing other of your objectives. The thought process, which is designed for complex projects with many interdependencies, is a component of the theory of constraints. New ventures

are unlikely to be added on a regular basis, which is fortunate for him. One criticism of the theory is that there could be added explanations for more regular changes through the project life cycle, as "In project management, the fact is that there is never enough time to build the ideal plan" (Chin, 2004). Therefore, rescheduling a CC isn't always due to the addition of new ventures to a portfolio. If a new major constraint is found, for example, CC can shift as a series of tasks scheduled on the major constraint. This will almost definitely mean that the task will have new start dates.

A change in a functional organizational structure may spark a new discussion about priorities, potentially leading to a conflict. So, what if change stresses out project team members and leads to conflict with functional managers? This issue should be addressed in Seider's (2006) analysis. Other factors, such as e-commerce, could also contribute to change. In a functional organizational layout, the initiation of change can lead to discussions on new priorities and potentially result in conflicts. This raises concerns about the potential increase in stress levels among project team members and the possibility of conflicts with functional managers. Seider (2006) emphasizes the need to address this issue in their analysis. Furthermore, there are various reasons that can drive change aside from the addition of new projects to the portfolio.

Changes in project scope, estimates, and priorities are possible factors (Kerzner, 2000: 385). These changes would have an impact on scheduled dates and necessitate adjustments in workload. Consequently, change occurs more frequently in project portfolios than some authors anticipate, and the response to these changes can unfortunately be emotional. Whenever the constraint begins to shift, it becomes essential to refocus on a new critical chain.

Conceptual Framework

The layout of the research normally known as conceptual framework indicates linkage within the research variables or their relations. In this case, the conceptualization of these variables is situated within the context of implementing NGO education projects, specifically focusing on the relationship between the independent variable, dependent variable, and moderating variables, Project Monitoring and Evaluation, Risk Management practices, project communication and Project Planning and Education Policy and strategy respectively. Military intervention and government policies are moderating variables that can affect dependent variables when they are not well managed. This section tackles the relationship that exists between independent, dependent, and intervening variables, and their indicators.

Independent Variables   **Dependent Variables**
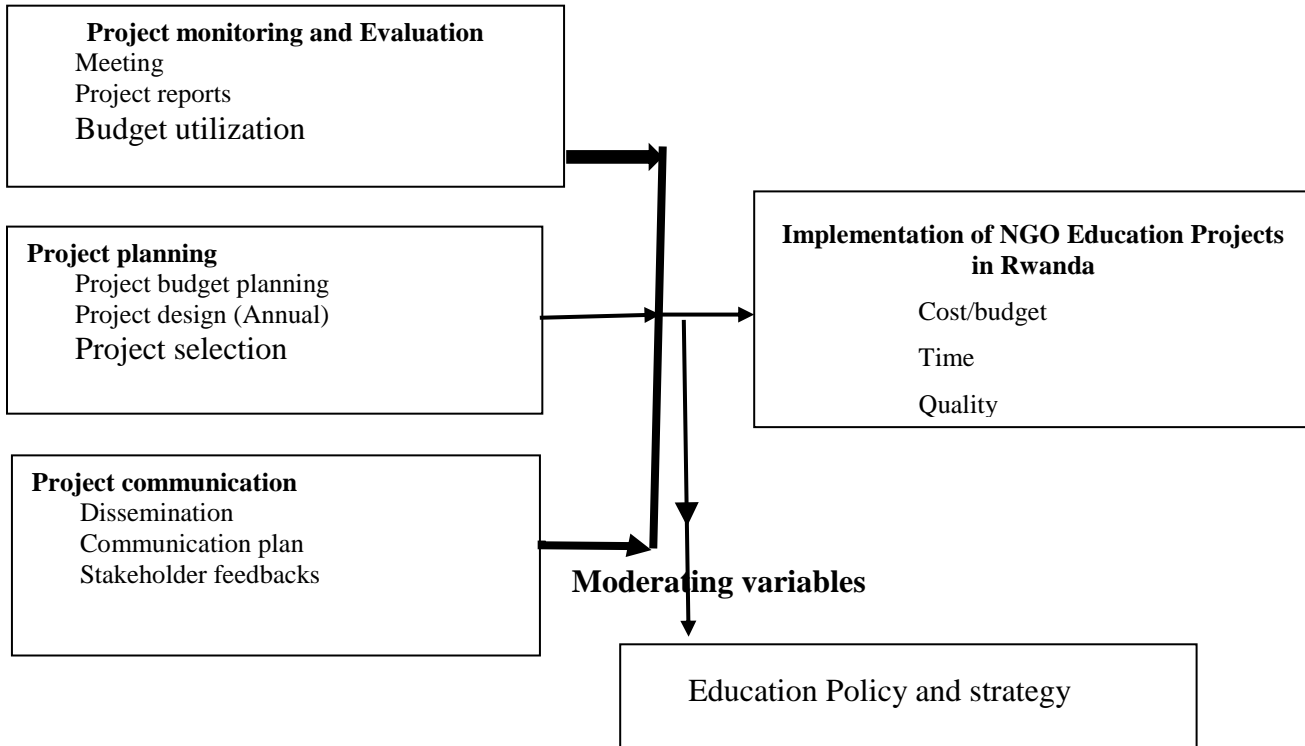
Source: Researcher's conceptualized framework

Figure 2: Conceptual framework of NGO Education implementation

First and foremost, project planning, monitoring, and evaluation are crucial elements in ensuring the seamless implementation of a project. In addition, stakeholders get engaged in the project implementation, not only because they are conversant with the project expectations and/or goals but also because the project implementation progress is clearly communicated and reported in the project language. The communication of the project goals and progress is made possible by creating an atmosphere for the project success and providing appropriate data to all stakeholders in the project.

This is the duty of the project teams and they do it via keeping stakeholders updated and empowered and organizing community outreach programs as per the project communication plan in place. Project Communication management is a vital aspect of project management that lies at the core of effective project implementation. Its importance has been increasingly recognized due to its substantial impact on project outcomes. Lastly, NGOs operating in the education sector must observe laws and policies governing the education sector to serve the purpose.

Finally, Project Risk Management must on one hand incorporate the forms concerned with recognizing, identifying, analyzing, as well as reacting to development hazards; and on the other hand, project managers should be accountable in audit programs. Successful hazard management strategies permit your firm to exploit returns and lessen expenditures on activities that don't produce a return on investment. Though point by point, Successful managers highlight continuing work based on the consequences created, despite the odds. Framework that indicates the

relationship between stakeholders' participation and implementing NGOs Education project in Rwanda.

3. Research Methods and Materials

The study design was defined and described, providing an overview of the overall research approach and structure. The target population, which consisted of the individuals or groups under investigation, was thoroughly identified and described (Mugenda, 2008). The sample size was determined using predetermined criteria, ensuring an adequate representation of the target population. The sampling technique employed was discussed, explaining the method used to select the participants from the population. This descriptive research targeted providing an accurate description of the role of stakeholders in NGO Education Project, the case of TAP.

Target Population

Data collection procedures were carefully planned and described in detail. The steps taken to administer the data collection tools, including instructions provided to the respondents, were outlined. The researchers also addressed ethical considerations and implemented measures to safeguard the privacy and rights of the participants. Additionally, the term "target population" was discussed, which refers to the ideal population that researchers aim to simplify for the purpose of their study. The population targeted comprises 234 informants that include 3 IEE staff, 15 District Directors of Education (DDEs), 72 headteachers, 72 Directors/Deans of Studies (DOS) and 72 teachers.

Sampling Design

Sample Size Determination

According to Krishnaswamy, Sivakumar, and Mathirajan (2009), the sampling design involves two key aspects. Firstly, it entails the selection of elements from the population, and secondly, it focuses on achieving representativeness in the sample. When the target population cannot be directly reached, the researcher must identify an accessible population from which participants willing to provide the necessary information can be chosen. This group is referred to as the sample. For this study, the researcher selected five districts (one district per province and Kigali City) out of the total 15 districts that benefited from the TAP project. The size of the sample retained exceeds the 20% threshold suggested by Lokesh (1972, as cited by Mujawayesu, 2006). Nizeyimana (2013) also quoted this same statement from Javeau (1985), who indicated that a sample size of 20% is considered practical for a given population.

Table 1: Sample Size

Respondents	IEE Staff	DDE	Headteachers	DOS	Teachers	Total
Total	3	5	23	23	23	77
Grand Total	77					

Source: Teacher Assistantships Project, 2023

2.2 Sampling Technique

To ensure the representation of the entire study population, a stratified purposive sampling method was employed by the researcher. According to Nick, Amanda, and Nigel (2009), stratified

sampling is a method that guarantees the representation of particular categories or groups of individuals in the sampling procedure. In this study, the sampling frames were divided into distinct and relatively homogeneous groups, referred to as strata, before selecting sample elements. The initial stratum included IEE staff members who were actively engaged in the TAP project while the second stratum included District Education Officers (DDEs).

The third stratum comprised head teachers, and additional strata were formed for Directors of Studies (DOS) and teachers who served as informants. By using this approach, the researcher increased the likelihood of obtaining a representative sample that accurately reflects the composition of the different strata. The IEE staff and DDEs were interviewed, while others, such as head teachers, DOS, and teachers, were given questionnaires to gather data from them. This arrangement of interview and questionnaire methods allowed for a comprehensive collection of information from the different participant groups, ensuring a comprehensive understanding of their perspectives and experiences.

Data Collection Methods

Data Collection Instruments

The research data for this proposal was acquired through the utilization of documentation sources, questionnaires, and an interview guide. The use of multiple data collection instruments, or triangulation, targeted a comprehensive analysis of the situation under study. Questionnaires were used as a set of written questions to collect data from respondents. As noted by Krishnaswamy, Sivakumar, and Mathirajan (2009), the questionnaire allowed respondents to carefully reflect on the items. In this research, open and closed-ended questionnaire items were prepared for headteachers, DOS, and teachers. The qualitative data were collected using Likert scale questions, the range between the highest and lowest scores was calculated to determine the interval. This conversion of Likert scale scores into three scales allowed for analysis.

Interviews, which involved the interviews involved the research data for this proposal was gathered through a direct and interactive exchange of information between an interviewer and an interviewee. According to Mbonimana (2010, p. 24), an interview can be defined as "a procedure of scientific investigation and process of verbal communication to collect data related to a fixed aim." In this research, interviews were administered to the IEE Staff and DDEs. The IEE Staff represented respondents from the Educational NGOs managing TAP, while the DDEs served as the focal individuals in charge of coordinating all educational activities in the districts.

The interview questions consisted of both open-ended and closed-ended questioning techniques were utilized to gather the research data. Overall, the data collection methods employed in this research included documentation review, questionnaires, and interviews. These methods were used in the past to collect data, allowing for a comprehensive analysis of the research topic.

Procedures of Data Collection

Before conducting the interviews, the researcher prepared and directed questionnaires to delve deeper into the research topic. These questionnaires aimed to facilitate a more comprehensive exploration of the research area during the interviews. This sequencing of the exercise aimed to facilitate a comprehensive and conclusive study. Quantitative data were collected using questionnaires, which were administered to headteachers, DOS, and teachers. Two days after distributing the questionnaires, the researcher began visiting schools to collect them. Informants

were not pressured in any way to contribute in the study, as Involvement in the study was voluntary.

4. Results

1. Socio-demographic Characteristics of Respondents

This part of research is made by gender, age and experience of respondents as socio-demographic characteristics that can influence the response of the participants depending on his/her sociodemographic background.
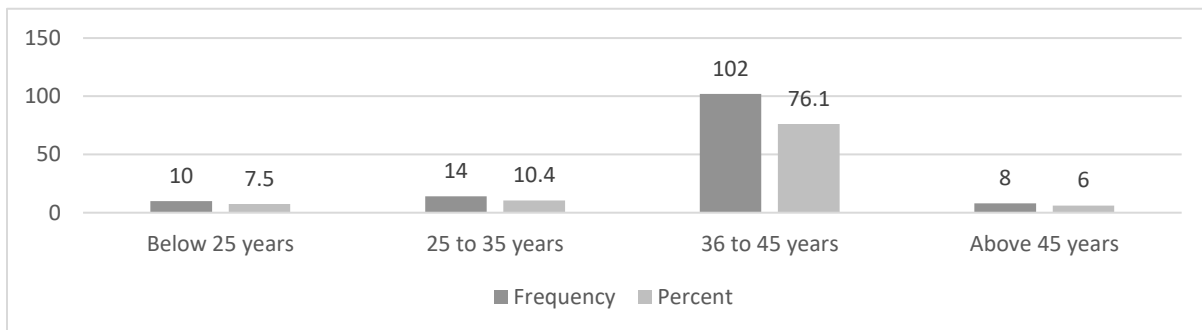
2. Gender of Respondent
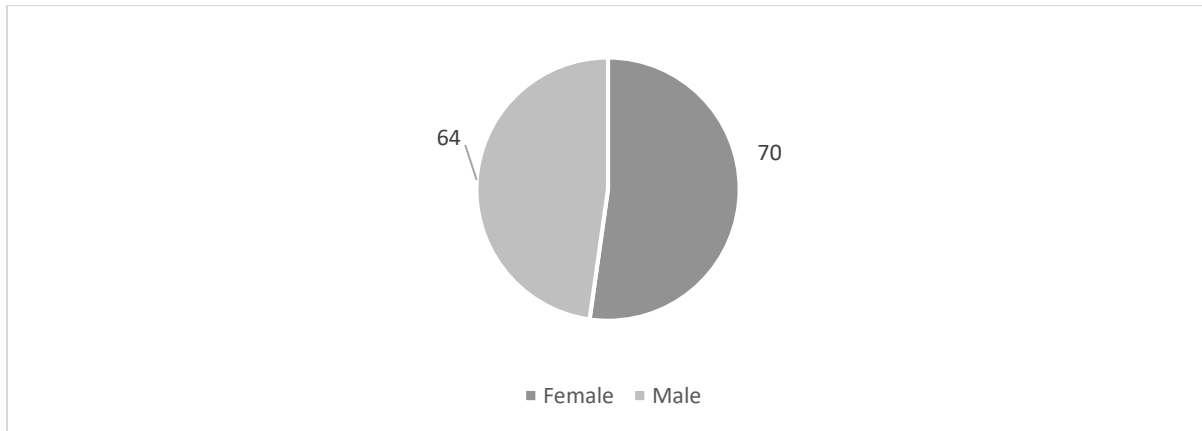
Source: Primary Data, 2023

The results show that 70 (52.2%) of respondents are females while 64 (47.8%) of respondents are males. This implies that research is gender sensitive.

Figure 4. 1: Age of respondent

Source: Primary Data, 2023

The results shows that most of the participants of this research are from 36 to 45 years at 102(76.1%), 25 to 35 years at 14 (10.4%), below 25 years 10 (7.5%) and above 45 years at 8 (6.0%). Hence, this implies that a big number of respondents are in the adulthood stage who are likely to give their information based on experience.

Figure 4. 2: Experience of Respondent
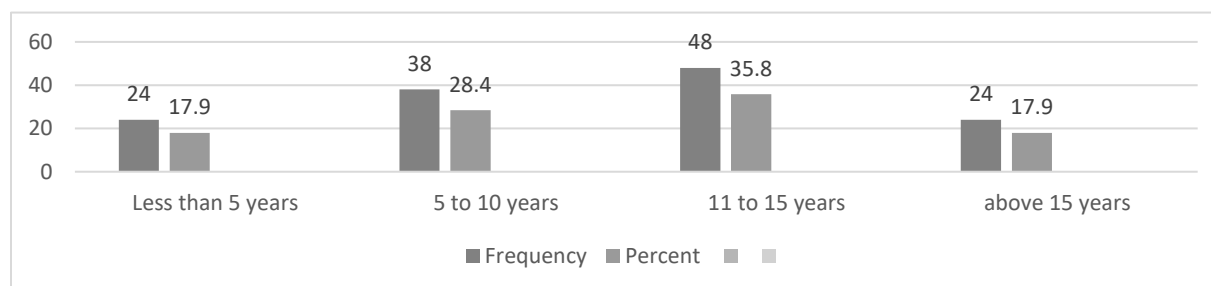
Source: Primary Data, 2023

The results shows that the participants have been in education for the 11 to 15 years are 48 (35.8%) of respondents, 5 to 10 years are 38 (28.4%) of the respondents, above 15 years are 24 (17.9%) of the respondents and less than 5 years are 24 (17.9%) of the respondents.

4.2 Presentation of Findings

The following tables provide a concise and organized summary of the research findings regarding the impact of project monitoring and evaluation, project communication, and project planning on the implementation of the IEE TAP project in Rwanda. These tables aim to present the key findings in a clear and structured manner.

Table 2: The role of project monitoring and evaluation on the implementation of IEE TAP project in Rwanda

Statement regarding involvement in M& E in IEE TAP	Mean	SD
I participated in TAP meetings and workshops organized by IEE	4.283	1.454
IEE recorded participants in meetings and workshops	4.283	1.323
I made reports on IEE TAP project progress for effective implementation	4.537	1.119
I was involved in monitoring utilization of budget in the TAP project	4.537	1.119
I was involved in sessions with students on TAP Project	4.283	1.545
Overall mean	4.384	

The following research findings pertain to the participation of respondents in TAP meetings and workshops, the number of participants recorded in these sessions, the reports generated on the progress of the project, as well as their involvement in sessions with students regarding the TAP project. The Likert scale was employed to gauge respondents' level of engagement in the IEE

Teacher Assistantship Project, with a rating of 5 indicating strong agreement, 4 for agreement, 3 for neutrality, 2 for disagreement, and 1 for strong disagreement. The results are presented below.

Agreements:

Active Participation in TAP Meetings and Workshops (4.28): There is agreement that participating in TAP meetings and workshops organized by IEE is an essential aspect of project monitoring and evaluation. Regular engagement with project stakeholders through these interactions helps ensure effective project implementation. Recording Participants in Meetings and Workshops (4.28): The agreement lies in the importance of accurately recording participants in meetings and workshops. This practice aids in tracking attendance, engagement, and involvement of various stakeholders, contributing to transparency and accountability.

Project Progress Reporting (4.53): The consensus is that making reports on IEE TAP project progress for effective implementation is crucial. Regular reporting provides insights into project milestones, challenges, and achievements, facilitating informed decision-making and adjustments as needed.

Monitoring Budget Utilization (4.53): The agreement exists on the significance of tracking the utilization of budget in the TAP project. Keeping a close eye on budget allocation and expenditures helps prevent financial mismanagement and ensure that resources are used efficiently. Sessions with Students on TAP Project (4.28): There is agreement that involving sessions with students on the TAP Project is valuable. Engaging students provides a direct perspective on the project's impact, enabling adjustments that align with their needs and enhancing the overall quality of the project. Overall Mean of 4.384: The consensus is that the overall mean rating of 4.384 reflects a generally positive sentiment towards the role of project monitoring and evaluation. This indicates that these practices contribute positively to the successful implementation of the IEE Education project.

Disagreements:

Project Monitoring and Evaluation Impact: While there is agreement on the importance of project monitoring and evaluation, there might be differing opinions on how these practices directly influence the implementation of the IEE Education project. Some might believe that these activities have a more significant impact on project outcomes, while others might see them as auxiliary processes.

Resource Allocation for Monitoring and Evaluation: Disagreements might arise regarding the allocation of resources (both financial and human) to support project monitoring and evaluation. Some might argue for more investment in these activities for enhanced project success, while others might prioritize resources for other project components.

Frequency and Detail of Reporting: Different viewpoints might emerge regarding the frequency and level of detail required in project progress reporting (4.53). Some might argue for more frequent updates and in-depth reports, while others might suggest that less frequent and concise reporting is sufficient.

Student Engagement Impact: While there's agreement on the value of sessions with students (4.28), there might be differing opinions on the extent to which student engagement significantly impacts the project's overall success. Some might view student involvement as essential, while others might see it as a supplementary aspect.

Perceived Overall Effectiveness: Individuals might have varied perceptions of the overall effectiveness of project monitoring and evaluation practices. Some might believe that the practices are integral and highly effective, while others might have reservations about their actual influence on achieving project goals.

In conclusion, while there are clear agreements on the positive aspects of project monitoring and evaluation, some disagreements might revolve around the direct impact of these practices, resource allocation, reporting frequency, and the extent of student engagement's contribution. These differing viewpoints can lead to constructive discussions and adaptations that ultimately enhance the implementation of the IEE Education project.

Table 3: Assessment of implementation of IEE TAP Project

Measures of IEE TAP project implementation	Mean	SD
Timely implementation	4.119	1.502
Project was implemented within budget and cost schedule	4.044	1.471
Project implemented shows its own quality	3.925	1.550
Overall mean	4.029	

Source: Primary Data, 2023

The assessment of the implementation of the IEE TAP Project indicates a positive outcome with an overall mean score of 4.029. This score suggests that the project implementation was generally successful and met the intended objectives. Notably, the factor of timely implementation received a score of 4.119, which signifies that the project was completed within the stipulated time frame. This suggests effective project management and adherence to the project schedule. Furthermore, the project was implemented within the allocated budget and cost schedule, achieving a score of 4.044. This indicates that financial resources were managed efficiently throughout the implementation process, contributing to the project's successful completion without cost overruns.

The project's quality is also highlighted with a score of 3.925, indicating that the implemented project met its own quality standards. While this score is slightly lower compared to the other factors, it still suggests a satisfactory level of quality in the final deliverables. In conclusion, the assessment demonstrates that the IEE TAP Project was implemented successfully, meeting the criteria of timely completion, adherence to budget constraints, and a generally acceptable level of quality. These results reflect effective project management practices and a well-executed implementation strategy.

The results in Table 4.2 shows the mean of 4.119 and SD of 1.502 standing for timely implementation of the project. The 4.044 and SD of 1.471 standing for the project implemented with budget and cost schedule. The mean of 3.925 and SD of 1.550 stands for project-implemented shows its own quality. Hence, since the total mean is 4.029, it implies that most of the respondents agreed that implementation of IEE TAP project is done on time and within budget to ensure quality.

Table 4: Correlation analysis Between project M&E and Implementation

		Timely implementation	Implementation within budget	Implementation of quality
Project M&E	Pearson Correlation	.285**	.292**	.420**
	Sig. (2-tailed)	.001	.001	.000
	N	134	134	134

Correlation r is significant at 0.05 (sig.) level.

Source: Primary Data, 2023

The results in Table 4.3 show a significant relationship between project M&E and timely implementation with r=0.285 at 0.001 <0.05 level of significance. The relationship between project M&E and implementation of the project within budget and cost with r=0.292 at 0.001<0.05 level of significance. The relationship between project M&E and implementation of quality project with r=0.420 at 0.00<0.05 level of significance. Hence, since all relationships are significant, it implies that project M&E has played a significant positive role in the implementation of IEE TAP project in Rwanda.

The role of project planning on the implementation of NGOs' Education IEE TAP project in Rwanda

This research section focused on evaluating the influence of project planning on the implementation of NGOs' education IEE TAP projects. The impact of project planning was assessed based on various factors, including participation in the IEE TAP baseline survey, adherence to specific timelines and strategies for each TAP activity, regular project planning conducted by the IEE TAP project, and annual project design. Additionally, the study examined the consistency of project selection within the allocated budget on a regular basis. Respondents were asked to rate their level of agreement or disagreement with the statements using a Likert scale ranging from 1 (strong disagreement) to 5 (strong agreement).

Agreements:

Baseline Survey Involvement (4.134): Your involvement in the baseline survey with a score of 4.134 highlights the importance of initial data collection and assessment. This likely allowed the project planning phase to be well-informed and tailored to the specific needs identified in the survey.

Specific Timelines and Strategies (4.283): The high score for this factor suggests that each TAP activity had well-defined timelines and strategies. Effective project planning would have enabled the development of these specific plans, ensuring that activities were coordinated, resources were allocated appropriately, and goals were achievable.

Regular Project Planning and Design (4.134, 4.134): The high scores for both regular project planning and annual project design indicate that the IEE TAP project recognized the importance of ongoing planning and adaptation. This iterative approach to project planning likely allowed the project to adjust to changing circumstances and emerging insights.

Budget-Conscious Project Selection (4.194): The high score for project selection within the budget suggests that project planning was instrumental in aligning project selection with available resources. This demonstrates prudent financial management and strategic decision-making.

Disagreements:

Given the high scores across the assessed categories, there don't appear to be significant disagreements regarding the role of project planning in the implementation. However, some one raised that if certain stakeholders have differing opinions on the degree of planning required, the frequency of planning sessions, or the level of flexibility allowed within the project plan.

In summary, the assessment scores suggest a strong consensus on the positive role of project planning in the implementation of the IEE TAP project. Effective planning ensured that activities were well-coordinated, timelines were met, resources were allocated efficiently, and project goals were aligned with available resources. The high overall mean score further emphasizes the crucial role of project planning in the project's success.

The results in Table 4.1 show that the mean of 4.134 with SD of 1.575 stands for the participants who got involved in IEE TAP project baseline survey. The mean of 4.283 with SD of 1.357 stands for the participants who agreed that Each TAP activity had specific timelines and strategies. The mean of 4.134 with SD of 1.632 stands for the participants who agreed that IEE TAP project does project planning on regular time.

The mean of 4.134 with an SD of 1.575 stands for the participants who agreed that project design in the IEE TAP project is done annually. The mean of 4.194 with an SD of 1.469 stands for the participants who agreed that the IEE TAP project does project selection within budget on a regular basis. Since, the overall mean of 4.175 ranges in the Likert scale of 4, this shows that a big number of respondents agree that project planning plays an important role in the implementation of the IEE TAP project in Rwanda. In an interview with the TAP coordinator, he stated in his own words that: *"IEE Rwanda conducted training sessions for host school headteachers, directors of studies and teachers. These trainings were strongly related to the contribution of stakeholders in achieving the project expected outputs."*

Table 5: Correlation Analysis between Project Planning and Implementation

		Timely implementation	Implementation with budget	Implementation of quality project
Project planning	Pearson Correlation	.193*	.511**	.530**
	Sig. (2-tailed)	.026	.000	.000
	N	134	134	134

Source: Primary Data, 2023

The findings indicate a statistically significant relationship between project planning and timely implementation. The correlation coefficient (r) of 0.193 at a significance level of 0.026 ($p < 0.05$) suggests that project planning has a positive influence on the timely execution of the project. Similarly, a significant relationship is observed between project planning and implementation within budget and cost, with an r-value of 0.511 at a significance level of 0.00 ($p < 0.05$). This finding indicates that effective project planning contributes to staying within budgetary constraints.

Furthermore, the study revealed a noteworthy correlation between project planning and the implementation of a high-quality project, with an r-value of 0.530 at a significance level of 0.00 ($p < 0.05$). These findings underscore the importance of project planning in guaranteeing the successful delivery of a project outcome of exceptional quality. These significant relationships collectively suggest that project planning has played a positive and noteworthy role in the successful implementation of IEE TAP projects in Rwanda.

The role of Project Communication on the Implementation of IEE TAP Project in Rwanda

This research section aimed to examine the effect of project communication on the implementation of NGOs' education IEE TAP project. The measurement of this influence was based on various indicators, including the extent to which IEE effectively communicated the project's expected outputs to stakeholders, the provision of training sessions by IEE to keep stakeholders informed and engaged, regular dissemination of project results to stakeholders by the IEE TAP project, clear communication of plans to all stakeholders, and the significance of stakeholders' feedback in the project's implementation. The Likert scale was utilized in this research, where a rating of 5 represented strong agreement, 4 for agreement, 3 for neutrality, 2 for disagreement, and 1 for strong disagreement.

Table 6: Role of Project Communication and Implementation

Statement regarding IEE TAP project planning	Mean	SD
IEE communicated to stakeholders the project expected outputs	3.865	1.782
IEE conducted training sessions for stakeholders to keep them posted	3.925	1.550
IEE TAP project disseminates its results to stakeholders regularly	4.179	1.455
IEE TAP project communicates plans to all stakeholders	3.850	1.707
Stakeholders' feedbacks are important in implementation of project	3.776	1.475
Overall mean	3.919	

The respondents' ratings indicate a generally positive perception of the role of communication in the implementation of the IEE TAP project. Let's break down the ratings into agreement and disagreement discussions:

Agreement:

IEE communicated to stakeholders the project expected outputs (3.865): Respondents seem to agree that clear communication of the project's expected outputs is important. This suggests that stakeholders value transparency and understanding of project goals. IEE conducted training sessions for stakeholders to keep them posted (3.925): The agreement rating here indicates that stakeholders appreciate the effort to keep them informed through training sessions. This implies that stakeholders see value in being updated on project developments.

IEE TAP project disseminates its results to stakeholders regularly (4.179): The high agreement rating highlights that regular result dissemination is seen as crucial. This likely indicates that stakeholders appreciate being kept in the loop about project progress and outcomes.IEE TAP project communicates plans to all stakeholders (3.850): This rating suggests that stakeholders generally see the importance of being aware of project plans. Effective communication of plans can help align expectations and efforts. Stakeholders' feedback is important in the implementation of the project (3.776): The rating indicates that stakeholders agree that their feedback holds significance. This likely means that stakeholders believe their input can improve project implementation. Overall mean (3.919): The overall mean score is close to 4, indicating an overall positive perception of the role of communication in the project's implementation. This suggests that respondents generally find communication important for project success.

Disagreement:

Based on the ratings provided, there isn't a strong indication of significant disagreement. However, it's worth noting that the lowest agreement score is for "Stakeholders' feedbacks are important in the implementation of the project." This might imply a slight disagreement among some respondents about the significance of feedback in project implementation.

In summary, the respondents generally agree that communication plays a crucial role in the implementation of the IEE TAP project. They see value in clear communication of project goals, regular updates, result dissemination, sharing of plans, and considering stakeholders' feedback. While there might be some minor disagreements in terms of the importance of feedback, the overall perception leans toward recognizing the significance of communication for successful project execution.

Table 7: Correlation Analysis between project Communication and Implementation

		Timely implementation	Implementation with budget	Implementation of quality project
Project communication	Pearson Correlation	.455**	.949**	.997**
	Sig. (2-tailed)	.000	.000	.000
	N	67	67	67

Source: Primary Data, 2023

The results demonstrate statistically significant relationships relating to project communication and various implementation factors. The correlation coefficient (r) of 0.455 between project communication and timely implementation indicates a positive relationship at a significance level of $p < 0.05$. Similarly, the strong correlation coefficient of 0.949 between project communication and implementation within budget and cost, as well as the highly significant correlation coefficient of 0.997 between project communication and implementation of a quality project, both show positive relationships at a significance level of $p < 0.05$.

These outcomes suggest that project communication has played a significant and positive part in the successful performance of the IEE TAP project in Rwanda. The results indicate that effective communication practices have contributed to timely implementation, adherence to budget and cost constraints, and the delivery of a high-quality project outcome. The strong and consistent correlations observed further highlight the importance of project communication in achieving project objectives.

Table 8: Analysis of Variance (ANOVA) of stakeholder participation and timely implementation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.890	3	22.297	12.537	.000
	Residual	231.200	130	1.778		
	Total	298.090	133			

The results displayed in Table 8 indicate a level of significance of 0.00, which is below the predetermined threshold of 0.05. This suggests a significant relationship between stakeholder participation and the timely implementation of the IEE TAP project in Rwanda.

Table 9: Analysis of variance (ANOVA) of Stakeholder participation and implementation within budget

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	261.000	3	87.000	457.305	.000[b]
	Residual	24.732	130	.190		
	Total	285.731	133			

Source: Primary Data, 2023

    a. The Dependent variable in this analysis is "Implementation within budget / cost."
    b. The Predictors in the regression model include a constant term, project communication, project monitoring and evaluation (M&E), and project planning.

The results in Table 9 indicate a significant relationship between stakeholder participation and the implementation of the IEE TAP project within the allocated budget in Rwanda, with a level of significance less than 0.05.

Table 10: Analysis of variance (ANOVA) of Stakeholder participation and implementation of quality project

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	315.309	3	105.103	7025.113	.000[b]
	Residual	1.945	130	.015		
	Total	317.254	133			

Source: Primary Data, 2023

a. Dependent Variable: Implementation of quality project

b. Predictors: (Constant), Project communication, Project M&E, Project planning

The findings presented in Table 10 indicate that the observed significance level of 0.01 is smaller than the predetermined threshold of 0.05. This suggests a significant relationship between stakeholder participation and the implementation of the IEE TAP project within the allocated budget in Rwanda.

5. Discussions of Findings

The role of project monitoring and evaluation on the implementation of the IEE TAP project in Rwanda

The results show that the Mean of 4.283 with an SD of 1.454 stands for the participants who participated in TAP meetings and workshops organized by IEE. The Mean of 4.283 with an SD of 1.454 stands for the participants who agreed that IEE recorded participants in meetings and workshops. The Mean of 4.537 with an SD of 1.119 stands for the participants who made reports on the IEE TAP project progress for its effective implementation. The Mean of 4.547 with an SD of 1.119 stands for the participants who got involved in monitoring the utilization of the budget in the TAP project.

The mean of 4.283 with an SD of 1.454 stands for the participants who got involved in sessions with students on the TAP project. The respondents' average mean score of 4.384, which falls within the Likert scale range of 4, indicates that many participants agree on the importance of project monitoring and evaluation (M&E) in the implementation of the IEE TAP project in Rwanda. Furthermore, the results demonstrate significant relationships between project M&E and timely implementation (r=0.825, p<0.05), implementation within the allocated budget and cost (r=0.292, p<0.05), and implementation of a high-quality project (r=0.420, p<0.05). These significant relationships highlight the significant and positive role that project M&E has played in the successful implementation of the IEE TAP project in Rwanda.

The Role of Project Planning on the Implementation of NGOs' Education IEE TAP project in Rwanda

The results show that the mean of 4.134 with SD of 1.575 stands for the participants who got involved in the IEE TAP project baseline survey. The mean of 4.283 with an SD of 1.357 stands for the participants who agreed that Each TAP activity had specific timelines and strategies. The mean of 4.134 with SD of 1.632 stands for the participants who agreed that the IEE TAP project does project planning on regular time. The mean of 4.134 with an SD of 1.575 stands for the participants who agreed that project design in the IEE TAP project is done annually. The mean of 4.194 with an SD of 1.469 stands for the participants who agreed that the IEE TAP project does project selection within budget on a regular basis. Since, the overall mean of 4.175 ranges in the Likert scale of 4, this shows that a big number of respondents agree that project planning plays an important role in the implementation of the IEE TAP project in Rwanda.

The findings demonstrate a notable positive correlation between project planning and timely implementation (r=0.393, p<0.05), adherence to the allocated budget and cost (r=0.511, p<0.05), and the delivery of a high-quality project (r=0.530, p<0.05). These significant associations suggest that project planning has played a vital role in positively influencing the successful execution of the IEE TAP project in Rwanda.

The Role of Project communication in the Implementation of IEE TAP Project in Rwanda

The results show that the mean of 3.865 with an SD of 1.782 stands for the participants who agreed that IEE communicated to stakeholders the project expected outputs. The mean of 3.925 with an SD of 1.550 stands for the participants who agreed that IEE conducted training sessions for stakeholders to keep them posted. The mean of 4.179 with an SD of 1.455 stands for the participants who agreed that the IEE TAP project disseminates its results to stakeholders regularly.

The mean of 3.850 with an SD of 1.707 stands for the participants who agreed that the IEE TAP project communicates plans to all stakeholders.

The participants who agreed that stakeholders' feedback is important in project implementation had a mean score of 3.776 with a standard deviation of 1.475. Moreover, the average score of 3.919, nearing the Likert scale value of 4, suggests that a substantial number of respondents agree on the significant role of project communication in the implementation of the IEE TAP project in Rwanda. The findings demonstrate a statistically significant positive relationship between project communication and timely implementation, with a correlation coefficient of 0.455 at a significance level of 0.00.

Similarly, project communication exhibits a significant positive relationship with the implementation of the project within the allocated budget and cost (r=0.949), as well as the delivery of a high-quality project (r=0.997). at a significant level of 0.00. These results suggest that project communication has played a significant and positive role in the successful implementation of the IEE TAP project in Rwanda. The results indicate a regression coefficient (R) of 0.474, an R square of 0.224, an adjusted R square of 0.18, and a standard error of estimate of 1.35459. This suggests that an increase in stakeholder participation in project communication, M&E, and planning is associated with a 22.4% increase in timely implementation of the IEE TAP project in Rwanda.

The results further indicate a positive and significant relationship between stakeholder participation and timely implementation, with the calculated significance values below 0.05. This relationship is reflected in the regression equation, expressed as $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$, where Y represents the timely implementation outcome, and X1, X2, and X3 represent the factors related to stakeholder participation shows that timely implementation is influenced by project M&E, project planning, and project communication, with the corresponding coefficients of 0.331, 0.411, and 0.437, respectively.

The results show the regression coefficient R of 0.956 with an R square of 0.913, The adjusted R-square value of 0.909 and the standard error of estimate of 0.44304 indicate that a unit increase in stakeholder participation, specifically in project communication, M&E, and planning, leads to a 91.3% increase in implementation within the allocated budget for the IEE TAP project in Rwanda. The results further demonstrate a positive and significant relationship between stakeholder participation and implementation within the budget, as evidenced by the calculated significance values being below 0.05.

This relationship can be represented by the regression equation $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$, where Y represents the implementation within budget, and X1, X2, and X3 represent the factors associated with stakeholder participation. Becomes implementation within budget which is equal to 0.675 + 0.125 times project M&E+0.446 times project planning +0.993 times project communication. The findings indicate a high regression coefficient (R) of 0.997, reflecting a strong relationship between stakeholder participation and implementation within budget in the IEE TAP project in Rwanda. The R square value of 0.994 suggests that 99.4% of the variation in implementation within budget can be explained by stakeholder participation in project communication, M&E, and planning. The adjusted R square value of 0.994 confirms the robustness of the model. The standard error of estimate of 0.12424 represents the average deviation of the actual implementation within budget values from the predicted values. Furthermore, all calculated significance values being below 0.05 indicate a positive and significant relationship

between stakeholder participation and implementation within budget. This suggests that as stakeholder participation in project communication, M&E, and planning increases, the likelihood of achieving implementation within budget also increases. The regression equation, represented as $Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3$, reveals that implementation within budget is influenced by project M&E ($\beta_1=0.108$), project planning ($\beta_2=0.105$), and project communication ($\beta_3=0.995$), with the intercept term (β_0) equal to 0.018.

6. Conclusions

To summarize, the research findings confirm the importance of project monitoring and evaluation (M&E) in the implementation of the IEE TAP project in Rwanda. Most respondents agree that M&E plays a crucial role, as indicated by the high mean score of 4.384 on the Likert scale. The correlation analysis further supports this, with all calculated p-values being significant and below the threshold of 0.05. Overall, these results highlight the significant and positive impact of project M&E on the successful implementation of the IEE TAP project in Rwanda. To summarize, the second objective of the study focused on assessing the importance of project planning in the implementation of NGOs' Education IEE TAP project in Rwanda.

The analysis of the data indicates a strong consensus among the respondents regarding the importance of project planning, as evidenced by the high mean score of 4.175 on the Likert scale. The correlation analysis further supports these findings, with all calculated p-values being significant and below the threshold of 0.05. In conclusion, the study findings indicate that project planning has had a significant and positive impact on the successful implementation of the IEE TAP project in Rwanda. The identified significant relationships support this conclusion. The third objective of this study aimed to explore the significance of project communication in the implementation of the IEE TAP project in Rwanda. The descriptive analysis reveals that a substantial number of respondents agree on the importance of project communication, as reflected by the overall mean score of 3.919, which approaches the upper end of the Likert scale. The correlation analysis further supports these findings, with all calculated p-values being positive and below the significance level of 0.05. Thus, it can be concluded that project communication has played a significant and positive role in the successful implementation of the IEE TAP project in Rwanda, as evidenced by the significant relationships identified in the study.

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