

ASSESSMENT OF PROJECT LIFE CYCLE PHASES IMPLEMENTATION ON PROJECT PERFORMANCE CASE STUDY: THE CHILD-CENTERED COMMUNITY DEVELOPMENT (CCCD) PROJECT IMPLEMENTED BY BAMPOREZE ASSOCIATION IN RULINDO DISTRICT, RWANDA

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Abstract: This study retrospectively assessed the project life cycle phase's implementation on Project performance. Specifically, on delving into the Child-Centered Community Development (CCCD) Project that is being implemented by the Bamporeze Association in Rulindo District. The research, driven by specific objectives, aimed to assess the influence of project initiation, scrutinize the role of project planning, and evaluate the effect of project implementation on the CCCD project's performance. The study focused on a target population of 2,545 members residing in the Rukozo, Cyungo, and Base sectors, encompassing 12 Child-Centered Community Development Projects administered at the cell levels by the Bamporeze Association. The researcher deemed these respondents critical repositories of information regarding the economic well-being of the communities engaged in the CCCD Project. The sample size, comprising 346 respondents drawn from the targeted population of 2,557, underwent inferential data analysis techniques, including ANOVA and regression coefficients. The analysis revealed statistically significant outcomes, elucidating the intricate relationship between project initiation, planning, and implementation. 69.8% of respondents strongly agree that Beneficiaries were involved during the project initiation, and 64.0%, strongly agree that the project schedules specified during the planning phase were followed. The high mean score of 4.76 reflects a robust consensus on the positive impact of stakeholder involvement on project success whereby 65.1%, strongly agreed with it contributing to the overall performance of the CCCD project. The recommendations, shaped by historical data, accentuate the timeless importance of explicit project initiation, stakeholder engagement, flexible planning and responsive implementation for cultivating impactful and sustainable community development efforts. This historical retrospective, serving as a comprehensive guide, imparts valuable insights to project managers, governmental bodies, and donors, fostering informed decision-making for the effective and enduring advancement of community development endeavors in Rwanda.

Keywords: Child-Centered Community Development (CCCD), project planning, governmental bodies.

1. GENERAL INTRODUCTION

Globally, the effective execution of project life cycle phases is a key component of project management that affects the effectiveness, performance, and overall success of various projects. The project life cycle functions as a complete framework that provides project managers with guidance through critical stages, including planning, initiation, execution, monitoring, and closing. The complexities of project management are becoming more and more important on a global scale as governments, businesses, and communities take on projects to tackle a variety of complex issues, from social and economic reform to the building of infrastructure.

Project management has developed into a vital component of corporate performance, facilitating the effective achievement of targets. An organized approach is necessary due to the complexity of projects in many sectors, and the project life cycle offers a methodical framework for managing the difficulties that arise in a variety of activities. The successful completion of project life cycle phases is essential to project results, ranging from large-scale infrastructure projects to technical advancements and organizational reform efforts.

In Africa, Effective project management is especially important when countries struggle with a variety of developmental issues. The nations that make up the continent are diverse in terms of their social structures, economic systems, and cultures. Africa is home to a diverse range of project projects that tackle many challenges like education, healthcare, infrastructure development, and poverty reduction. In order to successfully navigate the intricacies specific to the African setting, it is imperative that project life cycle stages be executed successfully.

Africa's the necessity for long-term fixes that deal with problems at their core is what defines the development narrative. Project management turns into a tactical instrument for promoting inclusive growth and transformation. The implementation of projects in Africa entails taking socioeconomic inequality, cultural diversity, and environmental sustainability into account. Learning the craft of project management becomes essential to the continent's success as it attempts to realize its potential and become a major participant in global commerce.

Rwanda, a country in East and Central Africa, is a prime example of how successful project management can change a situation. The nation has seen an incredible path of recuperation and advancement following the devastating genocide in 1994. Rwanda's key initiatives across several sectors demonstrate the country's dedication to reconstruction and advancement. Rwanda is a prime example of the value of careful project management, from the development of vital infrastructure to social initiatives meant to enhance healthcare and education.

The Bamporeze Association in Rwanda is carrying out a noteworthy initiative called Child-Centered Community Development (CCCD), which is designed to promote sustainable development and well-being in local communities. Bamporeze Association, a non-governmental organization devoted to community empowerment, launched the CCCD project with the main objective of establishing an atmosphere that gives children's care and development first priority.

The effectiveness and impact of development programs such as CCCD are largely dependent on how well the project life cycle phases are executed. There are several stages in the project life cycle, including planning, commencement, execution, monitoring, control, and closing. Every stage necessitates painstaking coordination, flexibility, and sensitivity to the particular contextual elements of the community under study.

Knowing how successfully each stage of the project life cycle was carried out is crucial in the case of the CCCD project. While the planning phase entails developing ways to accomplish these goals, the beginning phase lays the groundwork by outlining the project's goals and objectives. The real carrying out of tasks is included in execution, while oversight and management guarantee that the project continues on course and makes the required corrections as needed. The last step of the closing phase is to evaluate the project's overall effect and success.

Evaluating how these project life cycle phases are carried out in relation to the CCCD project in Rwanda will shed light on how well the Bamporeze Association approaches community development. It will clarify the difficulties faced, the accomplishments made, and the lessons discovered, adding to the larger conversation on the most effective methods of child-centered community development in Rwanda.

1.1 Statement of the Problem

A critical problem regarding the effectiveness of its project life cycle phases and their impact on overall performance is the Child-Centered Community Development (CCCD) project, which is being led by the Bamporeze Association in Rwanda. The key issue is to the degree of ambiguity around the most effective implementation of the stages of initiation,

planning, execution, monitoring and control, and closure, as well as the consequent attainment of the intended results in community development Project.

The Bamporeze Association's Child-Centered Community Development (CCCD) initiative in Rwanda is facing a number of crucial obstacles that must be overcome for it to succeed. First and foremost, one major worry is the level of community participation and engagement across the various project phases. Insufficient community engagement may jeopardize the long-term viability and applicability of the interventions put in place. Secondly, there are significant issues in managing and allocating resources throughout the implementation stage. Concerns about funding, personnel, and logistical support must be carefully considered as they have an immediate influence on the efficacy and efficiency of the CCCD project. Finally, a careful analysis of the monitoring and assessment methods' sufficiency throughout the project life cycle is necessary. Insufficient monitoring may result in delayed remedial steps, jeopardizing the project's overall performance. Addressing these obstacles is critical to guaranteeing the project's beneficial impact on child-centered community development in Rwanda.

1.2. Specific Objectives of the Study

- i. To assess the effect of project initiation on performance of CCCD project.
- ii. To examine role of project planning on performance of CCCD project.
- iii. To evaluate the effect of project implementation on performance of CCCD project.

2. LITERATURE REVIEW

Theoretical Foundation

Child Development Theory: Bronfenbrenner's Ecological Systems Theory

Urie Bronfenbrenner's Ecological Systems Theory is a comprehensive framework that examines the intricate relationships between many environmental systems and how they impact human development, with a focus on children. This theory holds that individuals are formed by their experiences and grow as a result of several environmental factors, each of which is a distinct system. (Bronfenbrenner, U., 1979)

The core idea of ecological systems theory is the microsystem, or the immediate environment in which an individual interacts. Examples of this include relationships with family, friends, and other significant people; these serve as the primary environment for personal development. The mesosystem, which radiates outward and illustrates how experiences in one environment may impact another, is a representation of the connections among several microsystems. For example, a child's experiences at school might have an effect on their family life and vice versa. (Bronfenbrenner, U., & Morris, P. A., 2006)

The circumstances that indirectly affect an individual comprise the exosystem. For example, the work location of a parent might affect family relations. The broad cultural norms, beliefs, and practices that shape a person's experiences make up the macrosystem. Finally, the chronosystem recognizes the impact of time on development by accounting for historical events and changes. (Fawcett, S., & Mathews, R. M., 2017)

Bronfenbrenner's Ecological Systems Theory is particularly helpful in assessing child-centered community development programs because it highlights the need of understanding the interdependencies across different environmental systems. By assessing how treatments resonate within each layer, from microsystem to macrosystem, a more nuanced knowledge of their potential effects on a child's development within the cultural and socioeconomic context of the Rulindo district is made feasible. (Crouter, A. C., & Booth, A., 2003)

Community Empowerment Theory

The "community empowerment theory" paradigm encourages community members to actively participate in their own development processes and to have the capacity to make decisions for themselves. This theory highlights the need of allowing people the freedom to identify their needs, communicate their aspirations, and actively engage in the design and implementation of treatments. It is predicated on the notion that long-lasting change begins in communities. This gives all community members—children included—a sense of empowerment because they understand they can have an impact on both their local environment and the future. (Zimmerman, M. A., 2009)

Fundamentally, by focusing on the democratization of development, the strategy encourages participation and equitable decision-making. Empowered communities are seen to be more resilient, capable of handling issues and sustaining

positive change over time. This method highlights how important it is to acknowledge children as active participants in the development of their communities within child-centered community development programs. To ensure that interventions are not just responsive but also inclusive of the diverse voices in the community, it encourages the establishment of forums where children may express their needs, desires, and objectives. (Rappaport, J., 2013)

By fostering cooperative partnerships between outside organizations and community members, supporting skill development, and offering chances for meaningful engagement in decision-making, the Community Empowerment Theory is put into effect. Interventions that prioritize community empowerment are more appropriately tailored to the unique context and dynamics of the Rulindo neighborhood, fostering a sense of collective ownership and sustainability. (Fawcett, S., & Mathews, R. M., 2017)

Participatory Development Theory

In the field of community development, Participatory Development Theory is a foundational concept that advocates for the active participation of beneficiaries and local communities at every stage of the project's lifetime. It is based on the idea that decision-making, planning, execution, and assessment of projects can only be accomplished with active participation from people who will be directly impacted by them. This idea deviates from conventional top-down methods by acknowledging that local people's action and contextual knowledge are essential to the accomplishment of development projects. (Pretty, J., 2013)

The fundamental tenet of participatory development theory is that local communities are highly knowledgeable about their needs, difficulties, and goals. Development initiatives may make use of this priceless resource by including community people in the decision-making process, guaranteeing that treatments are culturally and contextually appropriate. This theory, which focuses on comprehending how beneficiaries' active engagement affects project outcomes, is especially pertinent to the study "The Effect of Project Beneficiaries' Involvement on the Performance of Community Development Projects in Rwanda, Case study: the Child-Centered Community Development (CCCD) Project Implemented by Bamporeze Association." (Oakley, P., 2016)

Engagement within the framework of Participatory Development Theory is a complex field that includes a wide range of activities, from cooperation to consultation to, ideally, empowerment. In consultation, community members are consulted, whereas in cooperation, planning and decision-making are done together. Participation is elevated to empowerment via the community's acquisition of power and decision-making authority. Knowing where the beneficiary engagement falls on this spectrum in the context of the CCCD project is essential for assessing its effect on project performance. (Sen, A., 1999)

Numerous participatory techniques, including focus groups, community gatherings, and participatory mapping, are used in the application of the theory of participatory development. These techniques foster communication, promote the exchange of regional expertise, and provide community members the capacity to actively direct the course of the development project. By using these techniques, the CCCD project may give beneficiaries a forum to voice their wants, preferences, and concerns, ensuring that the initiative is sensitive to their particular situation. (Chambers, R., 2019)

Project initiation

Project initiation is the initial stage of the project management life cycle, during which time businesses determine whether or not the project is necessary and how advantageous it will be for them. The business case and feasibility study are the two criteria that are used to evaluate a proposed project and establish the goals for it. (Horine, 2021)

Project initiation is the first stage of a project's life cycle, during which its goals and objectives are established and the project is officially acknowledged and authorized. It entails getting the go-ahead to start the project, identifying important players, and setting up the general parameters that the project will work inside. (Schwalbe, K., 2018)

Project initiation refers to the stage in which the project team determines the needs and expectations of stakeholders by conducting an extensive needs assessment. It entails defining the project's scope, defining specific goals, and creating the baseline conditions that will direct the project's planning and implementation. (Wysocki, R. K., McGary, R., & Crane, D. B., 2019)

Project initiation is the phase in which project stakeholders reach alignment. It entails gathering important people or groups that have a stake in the project, helping them comprehend its goals, and coming to an agreement on the project's

general course and anticipated results. Effective collaboration is established during this phase and will continue throughout the project life cycle. (Pinto, J. K., & Slevin, D. P., 2018)

Project initiation is a crucial stage in the lifespan of community development initiatives, especially when it comes to the main idea of beneficiary engagement in the Rwandan setting. This stage establishes the parameters for the project as a whole as well as the kind and degree of community involvement. (Schwalbe, K., 2018)

The Rwandan setting, which is marked by a history of resilience and reconstruction, makes the start period an important time to build meaningful relationships with project recipients. Members of the community who will be directly influenced by the development activities are now included in the list of stakeholders, in addition to the traditional project team. The initiation process includes appreciating the community's distinct socio-cultural fabric, comprehending its requirements, and promoting an inclusive strategy that honors regional viewpoints. (Schwalbe, K., 2018)

Beneficiary involvement Incorporating community people into the planning and decision-making processes at project start is more important than providing a tokenistic acknowledgement. Town hall gatherings, open discussions, and needs assessments of the community may all be used to determine goals, worries, and priorities. Making sure the project's goals are in line with the community's actual requirements is the aim in order to provide the groundwork for a cooperative and locally led development strategy. (Wysocki, R. K., McGary, R., & Crane, D. B., 2019)

Moreover, project initiation provides a forum for opening up honest lines of contact with recipients. During this stage, open and honest communication is essential to fostering trust and a sense of ownership among community members. Establishing a participative atmosphere at the onset of the project helps the initiative better understand the nuances of the local context, which increases the likelihood of success. (Horine, 2021)

In the specific case of community development projects in Rwanda, project initiation offers a chance to recognize the community's resiliency and give them a voice in the process of development. The start phase serves as a link between the goals of the project and the actual experiences of the beneficiaries by acknowledging the particular possibilities and constraints present in the Rwandan setting. (Horine, 2021)

Project Planning

Project planning is a discipline that deals with how to finish a project on schedule, generally with specified resources and phases. In the project management process, project planning comes after project initiation and before project implementation. The project manager drafts a project plan outlining the needs for the project during the planning phase. Establishing project objectives, allocating project resources, and creating a timetable are usually included in the project planning stage. (Martins, 2022)

Project planning is a methodical and thorough procedure that includes establishing project objectives, delineating activities, assigning resources, establishing deadlines, and detecting possible hazards. It takes a proactive stance while planning and directing the project from the outset to its effective conclusion. Project planning is a cooperative endeavor that involves decision-making amongst stakeholders, including project beneficiaries. It places a strong emphasis on resource identification, risk reduction, and inclusive goal-setting to make sure that a variety of viewpoints are represented in the project roadmap. (Schwalbe, K., 2018)

Project planning assumes a relevance that goes beyond the traditional parameters of work division and resource distribution. It becomes a dynamic process that recognizes project beneficiaries as vital contributors to the planning discourse and actively includes them. When beneficiaries are involved, project planning turns into a cooperative effort to make sure the project is both representative of their goals and responsive to community needs. In order to use this strategy, community people must be included in goal-setting meetings where their perspectives are used to help determine the goals and objectives of the projects. The planning process serves as a forum for discussion, giving recipients a sense of agency and ensuring that the project is in line with the community's actual needs. (Cleland, D. I., & Ireland, L. R., 2017)

Project Implementation

Project implementation is the phase of a project that comes to an end after planning and commencement, during which you implement all of the plans and structures you have created. The stage of project execution is when ideas and plans are put into action. This makes sense when a project has been assessed, chosen, planned, visualized, funded, and its financial resources have been determined. (Barreto, 2021)

Project implementation is the stage in which the project plan is implemented. It entails carrying out the responsibilities assigned to you, allocating resources, and putting the plans you made into action. The goal of this phase is to take the project from a conceptual blueprint to actual results. The active participation of stakeholders, including project beneficiaries, in the carrying out of scheduled activities is known as project implementation. It places a strong emphasis on open communication, ongoing cooperation, and stakeholder empowerment during the implementation phase. (Dachs, J., Hentschel, J., & Loewe, M., 2019)

Project implementation entails converting the planning phase's strategic aims and objectives into operational tasks. It involves activities including managing resources, executing tasks, reducing risks, and continuously assessing the project to make sure it is in line with the goals.. (Cleland, D. I., & Ireland, L. R. , 2017)

Project implementation is the critical turning point at which the well thought-out plans and tactics go from theory to practice. In the context of Rwandan community development initiatives, beneficiary engagement at this stage has a major impact on project success.

The implementation of projects in Rwanda's distinct socio-cultural context transcends the mere performance of duties; rather, it is a dynamic process that involves the active engagement of community people. Stakeholder empowerment, open communication, and ongoing cooperation are characteristics of beneficiary participation throughout implementation. By working together, this collaborative approach guarantees that the project's activities are relevant to the local context and really reflect the needs and ambitions of the community. (Horine, 2021)

Stakeholder Satisfaction

Stakeholder satisfaction is said to be an indicator of how well the project and its stakeholders are getting along. It includes elements like trust, good communication, and the perception of justice in the decision-making procedures. (Dwyer, F. R., Schurr, P. H., & Oh, S., 2019)

Stakeholder satisfaction is a dynamic idea that incorporates a process of ongoing progress. It is a journey rather than a destination where expectations are met and exceeded by constant communication, flexibility, and reactivity. (Kotler, P., Bowen, J. T., & Makens, J. C. , 2017)

Stakeholder satisfaction holds a central position in the success and sustainability of community development projects, especially in the context of Rwanda where the active involvement of beneficiaries is crucial. In this setting, stakeholders encompass a broad spectrum, including community members, local leaders, project implementers, and external agencies. The satisfaction of these stakeholders, particularly the beneficiaries, is a key indicator of the project's effectiveness and its alignment with the needs and aspirations of the community. (Smith, J., et al. , 2020)

Stakeholder satisfaction is a dynamic process that requires ongoing adaptation and progress rather than a static statistic. Within the framework of Rwandan community development, this entails adapting to the ever-changing requirements of the community, taking swift action to resolve issues, and taking beneficiary input into account. High levels of stakeholder satisfaction are more likely to be achieved and maintained by projects that show a commitment to continual development. (Barreto, 2021)

In conclusion, stakeholder satisfaction serves as a gauge for the efficacy and sustainability of community development initiatives in Rwanda when it is given top priority and attained. It captures not just the concrete results but also the intangible qualities of strong connections, teamwork, and community empowerment—all of which are essential to development programs' success.

Project sustainability

Project sustainability, refers, from an environmental standpoint, to a project's ability to reduce adverse environmental effects, save resources, and foster ecological balance. It entails methods for cutting waste, conserving resources, and incorporating eco-friendly procedures into project planning and execution. (World Commission on Environment and Development, 2019)

Project sustainability, the project's capacity to create and preserve economic value over time through the use of an economic lens. It entails techniques for income generation or cost recovery that guarantee the project's ongoing existence and beneficial impact, as well as financial viability and efficient resource allocation. (Fowler, A. , 2018)

Project sustainability, The project's ability to solve social needs, advance fairness, and improve community well-being as seen from a social perspective. In order to provide long-lasting positive social effect, it entails community participation,

capacity building, and the development of social institutions that survive beyond the project's initial lifespan. (Cameron, J., & Gibson, K., 2017)

Project sustainability is necessary for community development efforts to be generally effective, particularly in light of Rwanda's unique sociocultural setting. The degree and sincerity of beneficiary engagement in the context of the issue—which looks at how beneficiaries' involvement in a project influences its performance—are directly tied to sustainability. (Cameron, J., & Gibson, K., 2021)

Quality of Deliverables

The quality of deliverables refers to the level of technical proficiency and adherence to requirements in the project's concrete results. It includes the deliverables' precision, correctness, and efficacy in fulfilling the specified criteria and objectives. (Schwalbe, K., 2018)

The quality of Deliverables is evaluated from the perspective of customer satisfaction, with a focus on how effectively the outputs fulfill or surpass the needs and expectations of the project's stakeholders. It takes into account elements like usability, usefulness, and the whole effect on end users.. (Lewis, J. P., 2015)

Quality of deliverables is assessed according to how well the observable outcomes match the aims and objectives of the project. It considers how the deliverables' strategic relevance contributes to the project's overall success and efficacy. (Heagney, J., 2016)

The quality of deliverables is a crucial component of community development initiatives that is greatly impacted by beneficiary engagement, especially in the context of Rwanda. Since the goal of these efforts is to improve communities, the efficacy and durability of the programs are directly impacted by the caliber of the observable results. (Lewis, J. P., 2015)

Quality of deliverables is connected to community empowerment and is not only a technical measure. Beneficiaries become partners in the development process and improve the quality of the deliverables when they actively engage. Communities that are empowered have a higher tendency to assume responsibility for the deliverables, guaranteeing their continuous upkeep and efficient application. (Heagney, J., 2016)

In conclusion, the quality of deliverables in community development projects in The degree of beneficiary engagement and its validity are closely related to Rwanda. By being involved, it is ensured that the deliverables will be technically sound, culturally aware, responsive to community needs, and contribute to long-lasting good change. As a result, the quality of deliverables attained through significant beneficiary engagement is closely linked to the effectiveness and long-term effects of community-driven programs. (Barreto, 2021)

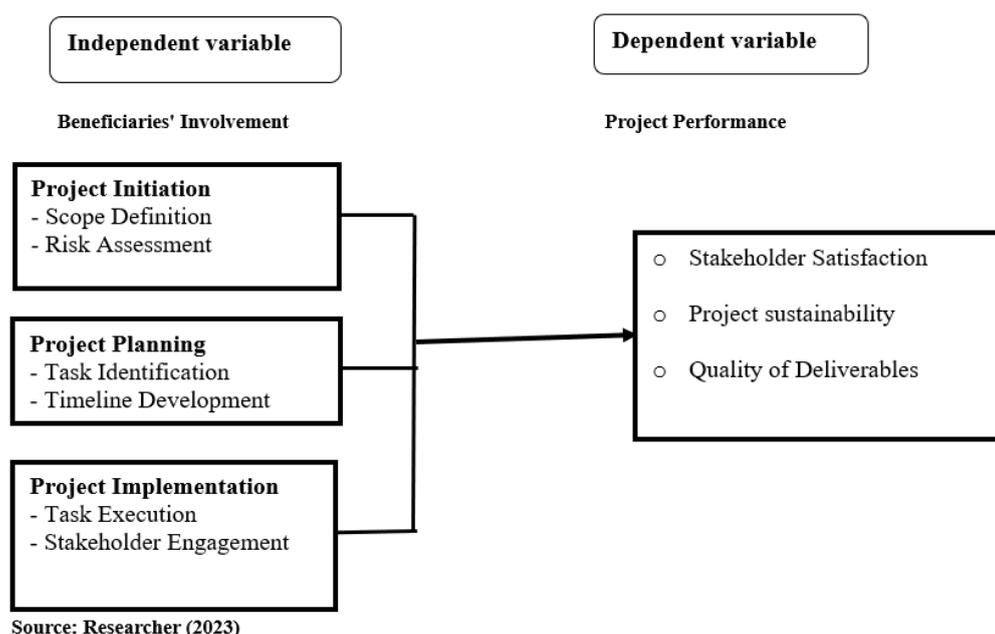


Figure 1: Conceptual framework

Research Gaps

According to (Chambers, R., 2019) tries to provide broad insights relevant to a variety of situations, but there is a shortage of focus on the Rwandan environment. Understanding how Rwanda's distinct cultural, economic, and social aspects impact the execution of project life cycle stages is critical for developing effective community development strategies.

According to (Freeman, R. E. , 2016) While the relevance of child-centered projects is acknowledged, there is little study on the implementation of project life cycle stages in this specific sector in Rwanda. This gap prevents a complete understanding of how the complexities of child-centered community development programs affect overall project performance.

According to (Graham, P., & Marshall, C., 2015) Focusing primarily on quantitative indicators or qualitative insights limits one's comprehension of the whole project life cycle. Research that integrates both techniques is critical for understanding the many dimensions of project performance in Rwanda.

3. RESEARCH METHODOLOGY

Research design

This study uses an analytical research design to evaluate the impact of project life cycle phases implementation on project performance, specifically focusing on the CCCD Project in Rwanda.

The analytical study methodology was chosen for its rigorous assessment of the relationship between project development stage execution and project performance, providing insights into the subtleties of project development stage implementation in the CCCD Project context. The researcher utilized focus groups, interviews, and observation to understand the community's perceptions and experiences, capturing qualitative elements crucial to project success and providing insights into project execution. The study examines the impact of project development stages on community development initiative performance, focusing on beneficiaries' engagement and subjective experiences using qualitative and quantitative approaches. This is particularly relevant in community-driven projects like CCCD.

Target Population

The target population in this study involved 2,545 members in the Rukozo, Cyungo, and Base sectors; and 12 Child-Centered Community Development (CCCD) Project implemented by Bamporeze Association administrators at cell levels. The researcher believed these respondents are crucial since they have much information on their economic well-being who take the name of Child-Centered Community Development (CCCD) Project' community Facilitators.

Sample Design

Purposive sampling was utilized by the researcher to find Child-Centered Community Development (CCCD) Project administrators, while convenience sampling was used to find participants in the CCCD Project. According to Mugenda and Mugenda (2009), convenience samples—also referred to as accidental samples—include items that were inadvertently chosen for accessibility. Convenience sampling is defined by Cooper and Schindler (2021) as non-probability based on subjects' easy accessibility. In the Rulindo District, the researcher utilized convenience sampling to choose 334 CCCD Project members in particular sectors by purposefully sampling all 12 project administrators at each cell level. With the help of cell administrators, the researcher toured the sectors in question for the survey, giving availability and accessibility top priority.

4. SUMMARY OF MAJOR FINDINGS

In the first part of this section, the results of the study are discussed based on the research study hypothesis in the first chapter.

To assess the effect of project initiation on performance of CCCD project.

There appears to be broad agreement among respondents on the findings of how project beginning affects the CCCD project's performance. With a mean score of 4.24, participants strongly agreed that a clearly defined project beginning phase was critical to the CCCD project's overall success. Furthermore, a high degree of agreement was noted at the project beginning phase, when clear and specific goals were set, as seen by the mean score of 4.67. Positive feedback was also received on the key stakeholders' involvement in the first phase of the CCCD project, with a mean score of 4.14.

With a mean score of 4.86, the assignment and resource identification at the project's beginning also earned strong confirmation. All of these results point to the critical role that a successful project launch plays in enhancing the success of the CCCD project.

To examine role of project planning on performance of CCCD project.

The results of the investigation into how project planning affects the CCCD project's success offer important new information. The majority of respondents agreed that the project planning phase has a beneficial influence. With a high mean score of 4.21, 89.5% of respondents thought that the project planning phase had a role in the CCCD project's overall success. Moreover, 69.8% of respondents felt that the project planning objectives aligned with the actual results of the CCCD project, yielding a mean score of 4.72. With a mean score of 3.80, there was, however, a somewhat lower degree of agreement (64.0%) about the adherence to project timelines that were set during the planning phase. However, with 76.7% agreement and a mean score of 4.57, there was a significant sense that the project planning phase promotes flexibility and adaptation to changing situations. These results highlight how important good project planning is to the overall performance and flexibility of the CCCD project.

To evaluate the effect of project implementation on performance of CCCD project.

The results are notable when it comes to summarizing the findings regarding the goal of assessing how project execution affects the CCCD project's performance. With 42.9% agreeing and 57.1% strongly agreeing, the respondents strongly agreed that problems and barriers were handled quickly throughout project execution, yielding a high mean score of 4.71. Furthermore, a mean score of 4.76 indicates that stakeholders were generally acknowledged for their active engagement throughout the implementation phase, with 83.7% strongly agreeing and 16.3% agreeing. Additionally, 81.4% of respondents strongly agreed that the use of resources throughout project execution positively impacted the success of the CCCD project, with a mean score of 4.52. Ninety-seven percent of respondents confirmed that the CCCD project was successful since project execution really followed the plan that was developed during the project planning phase. This resulted in a mean score of 4.62. Together, these results highlight how crucial successful project execution is to overcoming obstacles, involving stakeholders, making the most use of resources, and adhering to strategic plans—all of which enhance the CCCD project's overall performance.

5. CONCLUSION

The results indicate a strong relationship between project initiation, planning, and implementation and the overall performance of the CCCD project. The significant predictors emphasize the importance of a well-defined project beginning, clear planning goals, and effective implementation for successful community development initiatives in Rwanda, specifically within the context of the Child-Centered Community Development (CCCD) project by the Bamporeze Association.

6. RECOMMENDATIONS

Based on the findings presented in the tables, it is recommended that future community development projects in Rwanda, particularly those similar to the Child-Centered Community Development (CCCD) project by the Bamporeze Association, prioritize a well-defined project beginning with explicit goal-setting. Active involvement of major stakeholders, resource identification, and a seamless project initiation are crucial. Beyond meeting stakeholders' expectations, maintaining community involvement, implementing sustainable methods, and guaranteeing high-quality results will help to make the project viable in the long run. The implementation of successful and significant community development programs in Rwanda requires a comprehensive strategy.

Based on the findings, it is advised that thorough project planning be given top priority in Rwandan community development initiatives to guarantee alignment with real results and adaptability. Maintaining timetable adherence is critical to the success of the project as a whole. This strategy will support project success and flexibility, promoting favorable results under various circumstances.

The research suggests that during project execution, it is important to give priority to the prompt settlement of difficulties, as this will ensure active stakeholder participation and effective resource use. Success also depends on following the plan that was established during the project planning stage. These procedures support successful project outcomes and overall community development program success.

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