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Stakeholders' Engagement and Sustainability of Educational Projects: A Case of Teacher Development Through School-Based Mentorship Project in Ngoma District, Rwanda

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Abstract

Stakeholders are key to project sustainability. This study aims to assess the influence of stakeholders' engagement on the sustainability of educational projects in Rwanda, a case of teacher development through school-based mentorship for quality results for children implemented by Inspire, Educate, and Empower Rwanda between 2016 – 2017. The specific objective of the study was to assess the influence of stakeholder engagement in project planning and sustainability of teacher development through school-based mentorship project in Ngoma district, examine the influence of stakeholder engagement in project implementation and sustainability of teacher development through school-based mentorship project in Ngoma district, and, to determine the influence of stakeholders' engagement in project monitoring and evaluation and sustainability of teacher development through school-based mentorship project in Ngoma district. This study employed a correlation research design whereby the target population is 217 people, in which a sample of 145 respondents was calculated using the granular formula of sample size calculation. Questionnaires and interviews were used as data collection instruments. The findings indicated that about 64.8% of the respondents strongly agreed that involving stakeholders to set project activities influence the sustainability of educational projects, and respondents agreed with the statement at a mean of 4.61 and a standard deviation of 0.638. About considering stakeholders' feedback on the sustainability of educational projects concerning teacher development school-based mentorship. The findings showed that 56.6% strongly agreed with the statement. On the linkage between involving school leaders in project implementation and the sustainability of educational projects, the findings revealed that respondents agreed with the statement at a mean of 4.34 and a standard deviation of 0.775. Based on the interpretation of collected and analyzed data, the study concluded that there is a highly positive relationship between stakeholders' engagement and the sustainability of educational projects in Rwanda due to their combination contributing 69.8% to the sustainability of educational projects.

Keywords: *Stakeholders' Engagement, Sustainability, Educational Projects, Teacher Development, School-Based Mentorship Project*

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1.1 Background of the Study

Most donor-funded educational projects fail to sustain after closure due to project stakeholders' limited skills and knowledge of what was going on throughout design and implementation. In addition, despite the implication of the stakeholder engagement concept that has existed for almost 50 years, project initiators and donors still needed to see stakeholders as benefiting part of the project rather than being a part of the project (Peter et al., 2015). According to Fearon & Ochieng (2013), stakeholder engagement should be considered a core element of any "sustainable development" plan. Similarly, community engagement approaches have become a major demand by the development agencies such as United Nations, World Bank, and other donors to ensure long-run impact and sustainability (Rodolfo, 2018). By Claudia (2021), project success and sustainability result from efforts made during the planning and execution phase and implementation, typically involving everyone with a stake in educational projects and insurance of their success.

The failure of stakeholder involvement is among the concept which has become popular in the period of economic development and modernization era regarding developmental projects in the last 50 years (Peter et al., 2015). Globally, stakeholders' engagement is crucial in achieving normative or ideological development objectives, including social justice, democracy, and economic fairness, and, more importantly, contributes to the sustainability of planned projects (Kule, 2016). According to the World Bank's report on the Environmental Health and Pollution Management Project's stakeholder engagement plan, which was published in 2018, effective stakeholder engagement can significantly improve a project's environmental and social sustainability, increase project acceptance, and contribute significantly to the successful design and implementation of the project (WB, 2018). The research noted that early project decisions, as well as the project's assessment, management, and monitoring, are all crucial parts of stakeholder involvement, which is most effective when started at an early stage of the project development process.

Despite project initiators wanting to see the implemented projects sustained, the issue of sustainability has been a major challenge. Globally, 50%- 70% of projects and programs implemented fail to sustain after phase-out when the direct beneficiaries were not involved in the design (Jenner, 2015). In addition, all major donors, such as the World Bank, African Development Bank, and the bilateral aid agencies, have expressed concerns about this matter (Augustin, 2016). According to World Bank (2019), stakeholder participation is how project stakeholders get the right, influence, and influence as well as share control on development initiatives, all aspects that could affect project outcomes and sustainability. Involving project beneficiaries is the main and active tool to get people's views whimsy, which is necessary to make community projects more effective and efficient (WB, 2019).

According to the paper published by the University of South Africa (2022), various reasons leader's reasons lead to fair projects and affect their sustainability. Some of them are: Gaps in the design are caused by limited skills in project design and development, ignoring to involve direct project beneficiaries, limited resources, lack of accurate baseline survey, unclear project expected outcomes, and poor project management. Although Africa has been investing in mobilizing donors to contribute to the implementation of numerous projects that target to improve the livelihood of African citizens, big projects failed to reach the did not get, and others did not sustain after their past; these include Chad – Cameroon Oil Pipeline to the Atlantic Ocean

worth \$ 4.2 billion sponsored by World Bank; Lake Turkana fish processing plant, Kenya Donated by the Norwegian Government with the cost of \$22 million, Lesotho Highlands Water Project with the Donor of World Bank, European Investment Bank, African Development Bank with the total cost of \$3.5 billion, Office du Niger, Mali with the Donor of France and cost of more than \$300 million which aims to irrigate 2.47 million acres to grow cotton and rice and develop hydropower in the Mali desert. More than 30,000 people were forced to move to the desert to work on the largest aid project attempted by French colonial authorities and, last but not least, Roll Back Malaria across Africa with a cost of \$500 million, and the project aimed to halve malaria incidence by 2010 (Associated Press, 2007).

East African Countries (EAC) have been impressive economic growth in the past two decades, and megaprojects are returning to play a key role in the transformation of rural East African Countries with significant reductions in poverty in most of the countries through mobilizing international development partners to contribute to the implementation of designed projects (Müller, 2021). However, poor decision-making, lack of considering beneficiaries' opinions, poor planning, climate change, regional disputes, inadequate resources, and embezzlement of project funds are the main causes of project failure in East Africa Counterproject failure rate of project failure in East Africa higher than be higher than the rate in developed countries because of unsticking to a sustainability plan at the initial stage of a project (Damoah, 2018). Rwanda now aspires to be in Middle Income Country (MIC) status by 2035 and High-Income Country (HIC) status by 2050, which will be achieved through implementing numerous projects in all sectors to boost the economy and contribute to the development of citizens. In this regard, education is a critical investment in Rwanda's future growth and development (MINICOFIN, 2020)

There is no doubt that education is not only the foundation of the human development index, but also it is pivotal to a country's prosperity in all aspects, and undoubtedly, it is a contributor to sustainable development projects in almost all sectors of the economy. It is for this regard that, Inspire, Educate and Empower Rwanda (IEE Rwanda), as a Non-Governmental Organization (NGO) formally registered by the Rwanda Government Board, builds alliances with communities, helping to sustain triumphs of the times while designing and delivering innovative programs to address inevitable challenges in education to ensure the quality provision and wellbeing of school children. Since 2005, IEE has collaborated with the Ministry of Education (MINEDUC), with support from partners, to contribute to education implementation. Hence, between 2016 – 2017, IEE, in partnership with United Nations Children Fund (UNICEF), initiated and implemented a project entitled "Teacher development through school-based mentorship" to support the development of teacher pedagogical skills in line with the competency-based curriculum in addition to improving the English language skills of teachers through customized classroom support to contribute to the improvement in the quality of teaching and learning outcomes for students. Therefore, this study considered the "Teacher development through school-based mentorship" project as a case study to assess to what extent stakeholder involvement in project implementation influences the project's sustainability. The study assessed stakeholder engagement in project planning, implementation, and project monitoring and evaluation.

1.2 Statement of the Problem

Globally, project sustainability is a significant issue since numerous projects built at high costs frequently need help to be sustainable (Khan, 2019). All major donors have voiced Concerns about this issue, including World Bank, African Development Bank, and bilateral aid organizations (Augustin, 2016). This implies that while huge expenditures are incurred in implementing projects, the sustainability of implemented projects is a critical issue that keeps rising worldwide. The repeated causal agent is ignoring to keep direct beneficiaries and key project stakeholders on the table since initiation and throughout implementation (WB, 2018).

Statistically, 50%-70% of educational projects fail to sustain due to insufficient involvement of key project stakeholders. Similarly, numerous projects that target to improve the livelihood of both Eastern and African citizens failed to reach their impact and sustainability. For instance, the project of Lesotho Highlands Project was funded by the World Bank, European Investment Bank, and African Development Bank with a total cost of \$3.5 billion, failing to sustain because key stakeholders were not involved in the baseline survey (Associated Press, 2007). Furthermore, studies (WB, 2018; Augustin, 2018; Khan, 2019) showed that lack of sufficient planning and ignoring community concerns during baseline studies of the projects are the major cause of the failure of projects in Rwanda to be sustained. Indeed, to date, few studies have been undertaken in similar areas. Almost no one of study has been carried out around the influence of stakeholder involvement on the sustainability of educational projects, particularly implemented by Inspire, Educate, and Empower Rwanda, specifically focusing on the case of teacher development through school-based mentorship project as a way of informing the future similar projects which is the gap that the present study seeks to address.

1.3 Objective of the study

- i. To assess the influence of stakeholders' engagement in project planning on sustainability of teacher development mentorship project in Ngoma district.
- ii. To examine the influence of stakeholders' engagement in project implementation on sustainability of teacher development mentorship project in Ngoma district
- iii. To determine the influence of stakeholders' engagement in project monitoring and evaluation on sustainability of teacher development mentorship project in Ngoma district.

2.0 Literature Review

2.1 Empirical Literature

2.1.1 Stakeholders' engagement in project planning, and sustainability of educational projects

Using the exploratory methodology, Ferrero et al. (2018) examined the relationship between stakeholder involvement and evidence-based reporting of projects initiated by higher education institutions. Moreover, the results demonstrated that classifying stakeholders and ensuring the full involvement of every who should have a stake in education projects is complicated. Everyone might have his/her expectation because internal stakeholders' expectations differ from external expectations. The study proposed identifying the key stakeholders, among others, and ensuring their engagement from the project design until the project closure.

Similarly, the impact of stakeholders' involvement has been an interest in Magasouba et al., (2018), the success that should be behind the success of the Guinean educational development project. Whereby they revealed that the project involved all the major project beneficiaries during project identification, project planning, project execution implementation, and project reporting, and all evaluations that need to be undertaken should contribute to the project's success. The results show that stakeholder involvement affects project performance significantly. Similar studies have been carried out in Asian countries on the stakeholder engagement plan of Asia – Pacific Capacity Building in English reported by World Bank in 2022, where the findings highlighted that one of the assurances of project sustainability is to involve the major stakeholders starting from planning phase to notice their views and consider their concerns in order to allocate resources and ensure value for money effectively. The study carried out by Alexia, Ernest, and Osiemo on Stakeholder participation and project sustainability in the case of the Deaf Donor Funded Project in the Kicukiro district of Rwanda, and the results showed that resources considered during the stakeholder participation had affected project sustainability confirmed by 1.57499 of total mean and overall perception of 1.2758 total means proves a strong tendency on the relationship between skills contribute to the sustainability of the deaf donor-funded project.

The results revealed that the relationship between the participation of stakeholders and the sustainability of deaf donor-funded projects, for instance, the relationship between skills and ownership ($p=0.851$ and $\text{sig}=0.000$) and between skills and continuation ($p=0.786$ and $\text{sig}=0.000$). The findings are supported employing Peter et al., (2013) who have proven that there is a relationship between the identification of one's very own needs and the sustainability of the firm with a Pearson correlation of 0.781 at 0.00 of calculated significance. The study also supported the results that show that participation with the assistance of material donations or contribution is a critical issue for ownership at 32.1%, therefore the sustainability of the intervention; gaining knowledge of also underscores the significance and usefulness if only people in the community had also been educated to take cost of the intervention in minor activities.

Like in other regions of the world, In the Ruhango District of Rwanda, a study that was undertaken by Habumuremyi & Tarus (2021) on the impact of stakeholder involvement on the sustainability of community projects implemented in Ruhango district of Rwanda demonstrated that both passive and active engagement ($p = 0.739$ and $p = 0.194$, respectively) had a positive and significant relationship with the sustainability of community projects. According to the study's findings, predictor variables significantly and favourably affect the viability of community projects. Because it ensures that every project participant is involved in the decision-making process, according to the study, community projects should increase the level of stakeholders' passive engagement to ensure sustainability.

2.1.2 Stakeholders' engagement in project implementation, and sustainability of educational projects

Project implementation is the stage at which aspirations and plans become a truth. This is the logical outcome after the evaluation, decision-making, ideation, planning, and identification of the project's financial means (Oketch et al., 2022). Executors put everything that was planned into action during the implementation phase. The phase should be participatory so that the stakeholders may manage it. Beneficiaries have the chance to participate in funding the initiative at this stage. A project's donation can come in cash or in-kind resources, such as labor and

supplies (Ruwa, 2016). The potential for communities to provide financial and in-kind support for development projects allows the community members to feel a feeling of ownership over the initiatives, enhancing project sustainability (Basu, 2014). Onditi and Mburu (2017) focused on the Nakuru Town East voting demography as they investigated the role of stakeholders (CDFC, PMC, and Community Members) inclusion in the management of the CDF projects. The study first hypothesized that stakeholders' engagement in projects separating evidence impacted the project's viability, with the maintainability aspect of receivers' possession having the most significant impact, followed by results and, finally, upkeep cost.

This commitment is characterized by full support. Second, the project's sustainability was strongly influenced by the involvement of stakeholders during the implementation phase to learn from doing. This was accomplished by actively participating in work planning, risk management, and communication planning activities. This was caused by the fact that all three sustainability components had strong involvement and equitable influence. Third, the predictor variable is impacted by the stakeholders' engagement in the project monitoring. It supports the control component of time management, cost management, quality management jobs, and project monitoring. The community's need for accountability and openness in the CDF projects catalysed this. (Cheshire, 2017) concentrated on the impact of stakeholder-related factors on the effectiveness of sanitation programs in informal settlements, focusing on Synergy toilets in Kiambu informal settlements. According to the study's findings, Synergy must provide ongoing training to all stakeholders on policies and processes to ensure success and sustainability.

2.1.3 Stakeholder involvement in Project monitoring & evaluation and sustainability performance of educational projects.

The study of Wambura (2016) investigated how participatory monitoring and evaluation processes affected the effectiveness of village saving and loan association activities. The results of the study show that engagement in M&E affects how VSLA projects. This is because participatory M&E directly impacts how initiatives or programs are reformulated, changing the initiatives' objectives, goals, plans, and strategies. It also affects how funds are raised, stakeholders are involved, and how the VSLAs are implemented. Wambua and James (2018) investigated the relationship between County Funds Education Project performance and monitoring and evaluation procedures. According to the study, M&E teams took part in baseline surveys involving the public, got M&E training, and had access to the M&E plans the county M&E unit had developed for every project in the sub-county. The report recommended that M&E planning training be given to project monitoring and evaluation staff and the key project stakeholders regularly and involve major project stakeholders in daily monitoring and evaluations to capture their feedback and alternative views. In Rwanda, Kule and Umugwaneza (2016) investigated the impact of project monitoring and assessment on project sustainability in Rwanda by involving stakeholders using correlation and regression analysis. The study's conclusions demonstrated a strong relationship between initiative, clear communication, collaborative planning, encouraging supervision, and the durability of projects in Rwanda, clearly involving major stakeholders, which should be the foundation of its success and sustainability.

2. 2 Theoretical Framework

This study was guided by the following 3 theories which are: Stakeholder Theory, Sustainability Theory and the Theory of Change.

2.2.1 Stakeholder Theory

The backdrop of the study, problem statement, study objectives, research questions, importance of the study, study scope, study restrictions, and study organization are all presented in this chapter. As stated by (Freeman R and Robert A. 2002). Everywhere in the globe, including the political scene in the United Kingdom, stakeholder theory has received considerable consideration. Here, it is seen as the cornerstone of a "stakeholder economy" that institutionalizes the widespread role of rules in creating value and knowledge. Although the stakeholder concept has its roots in the remote sector as a framework for structural ethics, they claim that expanding the idea to encompass public institutions and the entire state or global budget is merely a theoretical exercise (This has led some to assert that the investor strategy originates from a communist worldview). Stakeholder management has been used in the past as a way to infer ethics in management-related initiatives and actions. Usually, it is thought that the stakeholder's enormous ease and power have contributed to developing the stakeholder notion. Stakeholder theory, corporate responsibility, and business ethics are all discovered to be cumulatively interrelated. The supply chain, the financial world, and the sociological and political landscape are all integrated into one coherent whole by the union's stakeholder approach. The Stakeholder Theory, however, has come under fire for being imprecise, compromising the rights of business and property owners, undermining free market principles, and interfering with the legal department's operations. Freeman (2004) contends that the concept is better sensibly accepted as a field of stakeholder "notions" rather than a vast theory.

2.2.2 The Sustainability Theory

The World Commission on Environment Development (WCED), a division of the United Nations, first promoted the idea of sustainability in 1970. The idea was based on the principle of environmental limit, an economic theory developed by David Ricardo and Thomas Malthus (1766–1834). (1772-1823). The theory's justification is that the resources in the world in which we live are limited (White, 1996; WCED, 1997). The idea of sustainable development and sustainability first took shape in the WCED report, namely our common future, and later gained popularity with environmental protection. Sustainable development, according to WCED, is the process of meeting present-day demands without compromising the capacity of future generations to satisfy their requirements (WCED, 1987). Therefore, the idea of sustainability in this study refers to individuals being able to maintain and preserve the project or program outcome using their resources without jeopardizing the needs of future generations. Sustainable development is defined as meeting current needs without endangering future generations' potential to fulfill their desires and goals (Bossel, 1999; World Bank, 2005; ILO, 2012 & CEC, 2013). The necessity for sustainable development has become a concern everywhere in the world. Understanding sustainability issues is essential when assessing the community's capacity to handle projects. The capacity of a community to oversee a project is a sign of sustainability. Any capacity-building activities must consider the backdrop of the study, problem statement, study objectives, research questions, importance of the study, study scope, study restrictions, and study organization are all presented in this chapter. er the premise of sustainability theory while considering the interconnection of local and larger networks, which is also a systemic feature, as indicated above.

According to the notion of sustainable development, managing the change process, rather than establishing a final objective with predetermined results, is the main concern of sustainable development. It acknowledges that there are uncertainties that need adaptable and continuous processes. Additionally, it promotes diversity and distinctions within the neighborhood. Consideration of the social, political, economic, and cultural ties essential to the development agenda is ingrained in this idea. According to this theory, sustainable development calls for communities to behave locally while thinking critically about and adjusting the minute details of the interactions that eventually define these communities. Three fundamental competencies, contextual, behavioral, and technical skills, are necessary for project management. Project managers and the team need more contextual competency in the sustainable approach to community development than in behavioral and technical skills. (Beata, 2014). As we consider the subject of this study, sustainable development theorists teach us that it is necessary to ascertain community preferences and balance conflicting interests in order to identify community needs and define priorities. This argument states that to increase the likelihood of a successful and long-lasting outcome, people and their social institutions must be involved in community planning (Chaskin, 2001; Robert, 2001; Oyugi, 2013). Many effective programs fail because their developers need to take the time to evaluate the community's resources or capacity before implementing the programs. Long-term sustainable development objectives should promote equity and fairness, encourage social cohesion, improve community engagement, strengthen institutional development, and empower individuals (Carol, 1999).

According to the philosophy of sustainable development, social and human capital should be managed similarly to natural resources. Utilizing these resources wisely and effectively benefits local communities in the long run (CEC, 2013). The analysis in this study draws on the contention of sustainable development theorists that capacity assessment is an essential building block for community involvement in development projects. As a result of this reasoning, important indicators for community development sustainability have been chosen: sustainability of project outcome, preservation of project deliverables procedures, resource mobilization capability, and establishment of human capacity. The theory has received criticism, with some claiming the word is overused and therefore useless; in other instances, the idea is outright denied. People who usually support sustainability often complain that its definition is too imprecise (UN publication, 1987). The implication is that good comprehension of the concept is necessary to presume that sustainability has been accomplished. Governments and businesses may thereby assert their sustainability while doing business as usual. How to determine whether sustainability is being realized is another problem.

2.2.3 The Theory of Change

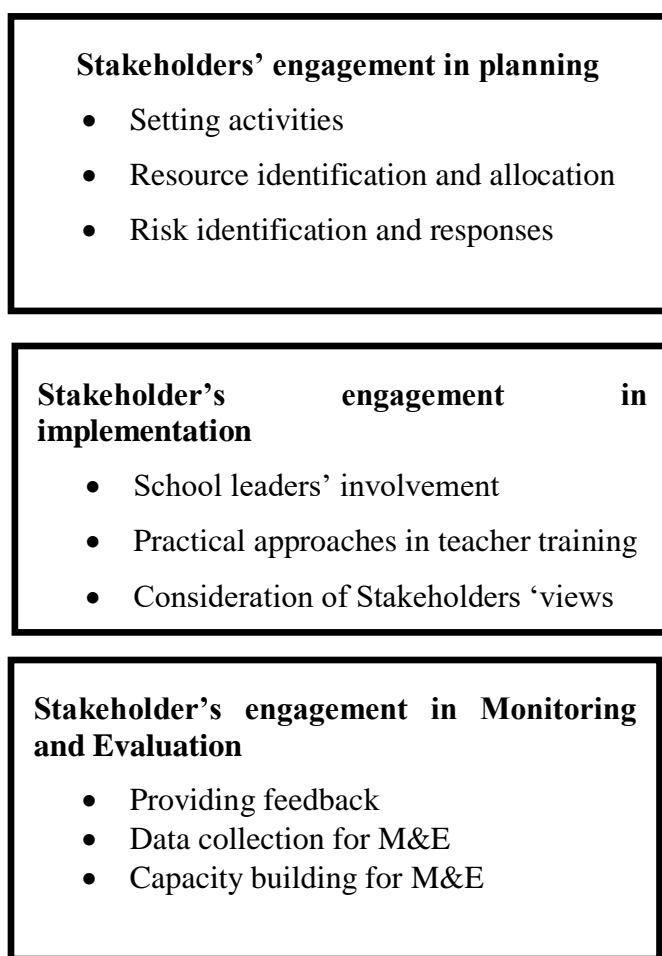
The theory of change describes how activities are thought to generate a series of outcomes that lead to reaching the desired outcomes (Weiss, 1995). The theory of change can be created for any intervention stage, whether an institution, an initiative, a policy, or an event. When goals and activities can be clearly defined and meticulously planned, they can vary and adjust in response to new problems and choices made by collaborators and other stakeholders. It is common practice to use the term "theory of change" to refer to the monitoring and assessment variables in general (World Bank, 2010).

The phrase "theory of change" has drawn some criticism, but to be truthful, each word is a little out of place and does not hold up to close examination. Consider the use of the term "theory. "A

theory is typically understood to be a concept or notion distinct from and more comprehensive than the discussed item. Theory of change proponents use the term "theory" in a nearly opposite way to refer to their preferred explanation. The next issue is that "theory" is singular when it should be plural. It is so poorly positioned that even the word "of" seems out of place. The theories of change are meant to serve as a framework for decision-making. These ideas are more accurately described as theories about change. Even the term "change," though, is deceptive. We want a justification for a specific consequence, influence, or conclusion, not for the entire transformation process (Ruesga, 2011).

2.3 Conceptual Framework

Independent variables



Dependent variables

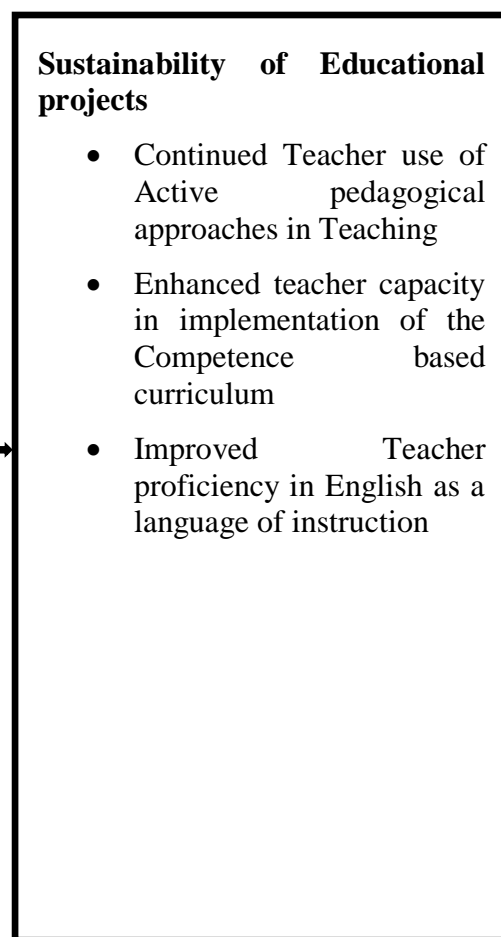


Figure 1: Conceptual framework

3.0 Research Methodology

This study used a correlational research design. The study's target population is 217 primary project stakeholders: teachers from primary and secondary schools, members of the school head teacher, and project managers from Inspire, Educate, and Empower Rwanda (IEE). The sample size 145. This study employed stratified and purposive sampling strategies. Once data was

gathered, edited, cleaned, and validated for completeness. Quantitative information from the surveys was coded before being entered into the statistical product and service solutions (SPSS) software.

4.0 Research Findings and Discussion

The findings indicated that, the majority of the respondents participated in teacher development through school-based mentorship in Ngoma district were male represented by 101(69.7% compared to their counterpart's females represented by 44(30.3%). The results show that 72(49.7%) of the respondents were between 25 and 34 years old, the 43(29.7%) had between 35 and 44 years old, 17(11.7%) had below 25 years old, and the least were those above 55. The results also show that the preponderance of the respondents held bachelor level accounting 119 (82.1%), followed by those who hold diploma 24 (16.6%) and the least are those who hold Master's degree 2(1.4%).

4.1 Descriptive Statistics

4. 1.1 Stakeholders' Engagement in Project Planning

The first objective of this study was to assess the influence of stakeholders' engagement in project planning on sustainability of educational projects. The study sought to assess the extent to which engaging project stakeholders in setting activities, resource identification and allocation as well as in risk identification and responses influence sustainability of educational projects. the findings are presented in Table 1.

Table 1: Stakeholders' Engagement in Project Planning

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std
Involving stakeholders to set project activities influencing the sustainability of educational projects in Rwanda	0	1.4	0	33.8	64.8	4.61	0.638
Stakeholders' involvement in resource identification and allocation during the project planning phase influences the sustainability of educational projects in Rwanda	1.4	2.8	2.2	44.8	49	4.37	0.781
3Stakeholders 'involvement in project risk identification and responses during project planning phase influencing the sustainability of educational projects in Rwanda	0	4.8	9	40	46.2	4.28	0. 821

The findings presented in Table 1 indicated that about 64.8%, and 38.8% of the respondents strongly agreed and agreed that involving stakeholders to set project activities influence the sustainability of educational projects and respondents agreed with the statement at mean of 4.61

and standard deviation of 0.638. On the other hand, 1.4% disagreed with the statement. During the interview respondents have said that, involving stakeholders in setting activities increase the level of ownership and commitment. Respondents suggested that, the best way to ensure stakeholders' involvement in setting project activities should be in participatory approach. Participatory approach involves engaging stakeholders in the project planning process, enabling them to contribute their ideas, expertise, and knowledge.

Regarding to the second statement that sought to assess the extent to which stakeholders' involvement in resource identification and allocation during the project planning phase influences the sustainability of educational projects in Rwanda, the findings revealed that, respondents concurred with the statement at the mean of 4.37 and 0.781. About 49.0% asserted with the statement, 2.2% were neither agreed nor disagreed, 2.8% disagreed and 1.4% disagreed. During the interview held with the respondents, they said that engaging stakeholders in resource identification and allocation helps to prioritize the most important resources and avoid under or over budgeting. Engaging stakeholders in resource identification and planning helps to ensure that all the needs for the project to operate are listed and most importantly some of the stakeholders should be the resources themselves or suppliers of the needed resources. Respondents who disagreed with the statement, they said that it should be hard to involve every stakeholder in resource identification and allocation due to when stakeholders are also resource providers, it could influence conflicts when an organization select one among others.

Further, concerning to the linkages between stakeholders 'involvement in project risk identification and responses during project planning phase and sustainability of educational projects in Rwanda. Respondents agreed with this statement at the mean of 4.28 and standard deviation 0.821 and about 46.2% strongly agreed and 40.0% agreed, 9.0% were neither agreed nor disagreed with the statement and 4.8% disagreed with the statement. Respondents have supported with the statement by saying involving stakeholders in risk identification and responses has many benefits including a fuller and more comprehensive understanding of risks and their responses as early as possible. Engaging stakeholders in risk identification helps to notice stakeholders' view and opinions risks they may anticipate and themselves suggest measures to put in place.

4.1.2 Stakeholders 'Engagement in Project Implementation

This section presented the findings on the influence of stakeholders' engagement in project implementation on sustainability of educational project. Under this specific objective, the study looked at whether involving school leaders in project implementation and engaging stakeholders in practical approaches or considering stakeholders' view during project implementation influence sustainability of educational projects with respect to teacher development through school-based mentorship projects in Ngoma district. Table 2 illustrates the findings.

Table 2: Stakeholders ‘Engagement in Project Implementation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std
School leaders 'involvement in project implementation influences the sustainability of educational projects in Rwanda	0	3.4	8.3	39.3	49	4.34	0. 775
Stakeholder's engagement in practical approaches influences sustainability of educational projects Stakeholders	0	5.5	6.9	35.2	52.4	4.34	0. 836
Considering stakeholders' view during project implementation influence the sustainability of educational projects in Rwanda	0	2.8	6.9	33.8	56.6	4.53	0. 566

On the linkage between involving school leaders in project implementation with sustainability of educational projects, the findings revealed that respondents agreed with the statement at the mean of 4.34 and standard deviation of 0. 775. Statistically, 49.0% strongly agreed with the statement, 39.3% agreed with the statement, 8.3% were neither agreed nor disagreed and 3.4% disagreed. During the interview held with school leaders, they said that engaging stakeholders Engaging school leaders in project delivery helps to ensure that interventions are delivered in line with stakeholders needs and helps to avoid unnecessary expenses because school leaders feel ownership of what is being implemented. For the case of teacher development through school-based mentorship projects in Ngoma district, school leaders were directly involved in the implementation of the project and the objective of the project engaging school leaders and this has enhanced teacher capacity in the implementation of the Competence-based curriculum and improved proficiency in English as a language of instruction. This has been achieved because school leaders permitted teachers to participate in the project.

Regarding to considering stakeholders’ view during project implementation, the findings showed that respondents agreed with the statement at the mean of 4.53 and standard deviation of 0.566. About 56.6% strongly agreed with the statement, 33.8% agreed with the statement, 6.9% neither agreed nor disagreed and 2.8% disagreed with the statement. Respondents said that considering stakeholders’ view ensure that their voices are heard, and their opinions and feedback are taken into account. This can help to identify challenges and gaps during project implementation as well as opportunities for improvement. Therefore, the analysis implies that involving school leaders in project implementation, engaging stakeholders practically during implementation of educational projects and considering stakeholders’ view during implementation of educational projects influence its sustainability.

4.1.3 Stakeholders ‘Engagement in Project Monitoring and Evaluations

The third objective of this study sought to analyze the influence of stakeholders’ engagement in project monitoring and evaluations on sustainability of educational projects. The objective looked at the contribution of stakeholder’s feedback, involving stakeholders during data

collection and involving stakeholders in capacity building for monitoring and evaluation with sustainability of educational projects. The findings are presented in Table 3.

Table 3: Stakeholders ‘Engagement in Project Monitoring and Evaluations

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std
Considering stakeholders' feedback influence the sustainability of educational projects in Rwanda	0	0	3.4	40	56.6	4.53	0.566
Involving stakeholders during data collection for M&E influences the sustainability of educational projects in Rwanda	0	4.1	1.4	40	54.5	4.45	0.726
Involving stakeholders in capacity building of M&E influences the sustainability of educational projects in Rwanda	0	0	0.7	31	68.3	4.68	0.484

The findings showed that, 56.6% strongly agreed with the statement, 40.0% agreed with the statement and 3.4% were neither agreed nor disagreed. Respondents agreed with the statement at the mean of 4.53 and standard deviation of 0.566. With respect to the case study of this research project, the feedback from stakeholders including teachers and headteachers proposed what needed to be changed to ensure that the project interventions are aligned with intended outcomes which was to support the development of teacher pedagogical skills in line with the competency-based curriculum and to improve the English language skills through customized classroom support with the purpose of contributing to the improvement in the quality of teaching and learning outcomes for students. Teachers' feedback may highlight the need for additional resources based on the overall objective of the project which in return contribute to its successful and at the same time contribute to its sustainability. Stakeholders' feedback can improve the sustainability of educational projects by ensuring their relevance to the local context. For example, the feedback from students ‘parents suggested the selection of curriculum materials that were culturally appropriate and relevant to local contexts.

Aside of that, the study was also interested to assess whether involving stakeholders during data collection for M&E can influence the sustainability of educational projects in Rwanda and the findings showed that 54.5% strongly agreed with the statement, 40.0% agreed with the statement, 1.4 were neutral and 4.1% disagreed with the statement. Moreover, respondents agreed with the statement at the mean of 4.45 and 0.726 standard deviation.

Regarding to involving stakeholders in capacity building of monitoring and evaluation, about 68.3% strongly agreed with the statement, 31.0% agreed with the statement, 0.7% neutral with the statement. Reference made to teacher development through school-based mentorship projects in Ngoma district. Respondents said that by building capacity of stakeholders of educational

project helps to build trust and equipped them with knowledge and skills to continue monitor the progress of the project implementation. Involving stakeholders mainly teachers helped to identify challenges and barriers to project sustainability, such as the need for additional training or resources, which could be addressed in a timely manner.

4.1.4 Organizational performance

The sustainability of any established project after it is completed is one of the primary and desired results. With respect to specific objective, study has identified indicators of educational projects sustainability which are Continued Teacher use of Active pedagogical approaches in Teaching, Enhanced teacher capacity in the implementation of the Competence-based curriculum and Improved Teacher proficiency in English as a language of instruction. The findings are illustrated in Table 4.

Table 4: Sustainability of educational projects

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std
Continued Teacher use of Active pedagogical approaches in Teaching	0	2.8	2.8	9.7	84.8	4.77	0.635
Enhanced teacher capacity in the implementation of the Competence-based curriculum	0	4.1	3.4	6.2	86.2	4.74	0.715
Improved Teacher proficiency in English as a language of instruction	0	0	3.4	13.8	82.8	4.79	0.484

The findings showed that respondents agreed with the indicator at the mean of 4.77 and standard deviation of 0.635. About 84.8% strongly agreed with the indicator, 9.7% agreed with the statement, 2.8% were neither agreed nor disagreed and also 2.8% disagreed the indicator. Concerning to the second indicator of enhanced teacher capacity in the implementation of competence-based curriculum, about 86.2% strongly agreed with the statement, 6.2% agreed with the statement, 3.4% neither agreed nor disagreed and 4.1% disagreed the indicator and the respondents agreed with the indicator at the mean at 4.74 and 0.715 standard deviation. The last indicator is Improved Teacher proficiency in English as a language of instruction. The findings showed that, respondents agreed with the indicator at 4.79 and standard 0.484.

4.2 Correlation analysis

Researcher applied correlational analysis to measure the relationship between independent variables and dependent variable. Independent variables were stakeholder’s engagement mainly involving project stakeholders in planning, engaging stakeholders and involving stakeholders in project implementation and engaging project monitoring and evaluations and dependent variable is sustainability of educational projects. Table 5 illustrates the findings.

Table 5: Correlation Matrix

	Sustainability of Educational Projects	Stakeholders' Engagement in Implementation	Stakeholders' Engagement in Monitoring and evaluation	Stakeholder Engagement in Planning
Sustainability of Educational Projects	1.000 0.000			
Stakeholders' Engagement in Implementation	0.714 0.000	1.000		
Stakeholders' Engagement in Monitoring evaluation	0.836 0.000	0.903 0.000	1.000	
Stakeholders' Engagement in Planning	0.562 0.000	0.085 0.308	-0.121 0.147	1.000

Table 5 illustrates the relationship between independent variable and dependent variable, the results showed that there is high positive relationship between stakeholders’ engagement and sustainability of educational projects in Rwanda. Stakeholders’ engagement in Project Implementation has 0.714 correlation with sustainability of educational projects and p-value of 0.000. Stakeholders’ engagement in monitoring and evaluation has 0.836 correction with sustainability of educational projects and p -value of 0.000 and stakeholders’ engagement in project planning has 0.562 correlation with sustainability of educational and p-value of 0.000. This implies, for sustainability of educational projects, it is essential to consider stakeholders’ engagement in project planning, stakeholders’ engagement implementation and stakeholders’ engagement in monitoring and evaluation.

4.3 Regression analysis

This section illustrates the relationship between independent variable and dependent variable. Under regression analysis was done using regression linear to find out the influence of independent variable and dependent.

Table 6: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769 ^a	.738	.698	1.08437

The findings show that Adjusted R Square shows that stakeholders’ engagement in implementation, in planning and in monitoring and evaluation contributes up to 69.8% to the sustainability of educational projects.

Table 7: Regression coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.618	.778		20.072	.000
1 Monitoring and Evaluation	.515	.092	-.191	-1.245	.000
Implementation	.423	.093	.087	.447	.000
Planning	.326	.160	-.040	-.159	.000

Regression line is equal to $15.618 + 0.515x_1 + 0.423x_2 + 0.326x_3 + 1.08437$ whereby x_1 is stakeholders’ engagement in monitoring and evaluation, x_2 is stakeholders’ engagement in project implementation and x_3 is stakeholders’ engagement in project planning. Regression line shows that stakeholders’ engagement in monitoring and evaluation contributes up to 51.5% to the sustainability of educational projects, stakeholders’ engagement in monitoring and evaluation contributes up to 42.3% to the sustainability of educational projects and stakeholders’ engagement in planning contributes up to 32.6% to the sustainability of educational projects in Rwanda.

5.0 Conclusions

The findings from the first objective concluded that involving stakeholders to set project activities, stakeholders’ involvement in resource identification and allocation during the project planning phase, and engaging stakeholders in project risk identification and responses during the project planning phase significantly influence the sustainability of educational projects. Stakeholders’ engagement in project planning showed a 0.562 correlation with education sustainability and a p-value of 0.000. The findings from the second objective concluded that involving school leaders in project implementation, engaging stakeholders practically during the implementation of educational projects, and considering stakeholders’ views during the implementation of educational projects influence its sustainability, proven by its high positive correlation of 0.714 correlation with the sustainability of educational projects and p-value of 0.000. Finally, on the third objective, the study concluded that considering stakeholders’ feedback. Involving stakeholders during data collection for M&E and Involving stakeholders in capacity building of M&E influence the sustainability of educational projects revealed by its correlation of 0.836 with the sustainability of educational projects and its significance due to p-value equalled to 0.000.

6.0 Recommendations

The following recommendations delivered from the analyzed specific objectives of the study:

- i. For better performance and sustainability of educational projects, stakeholders should be brought into the risk management process by collecting their feedback on the

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identification and actions. This will make it easier to guarantee that the risk management approach is inclusive and takes into account all points of view;

- ii. There is a need to include the participation of students in the project planning processes of educational projects whenever the project come to address their concerns because most of the time students become observants instead of participants while students are among the stakeholders of educational projects;
- iii. For sustainability of educational projects, respondents have requested project promoters to always include key project stakeholders from project planning, to project implementation and in monitoring and evaluation because it helps to ensure that interventions are delivered in line with stakeholders needs and increases stakeholders' ownership and commitment which indirectly promotes transparency and accountability.

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