

DOES SINGLE PROJECT IMPLEMENTATION UNIT PLAY A ROLE IN MANAGING DONOR FUNDED PROJECT IN RWANDA?***Dr. MBONIGABA Celestin**

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Abstract

This paper focused on the role of single project implementation unit in managing donor funded project in Rwanda, the findings evaluated the SPIU of MINECOFIN, MINISANTE, MINAGRI, and MINALOC. This study has four specific objectives which were to establish how Coordination and creation of synergy affect performance of donors funded projects, to find out how Project implementation oversight affect performance of donor funded projects, to examine how staff retention affects performance of donor funded projects, and to evaluate how Institutional memory affect performance of donor funded projects. The findings show the 56.9% males, and 43.1% females. The findings show that coordination of donor funded projects and its activities are effectively improving the aid in the ministry's projects. The staff retention are effectively in SPIU of MINECOFIN, MINISANTE, MINAGRI, and MINALOC because the compensation facilities help employee to fulfil their responsibilities in funded projects, work schedule flexibility influence employee retention that affecting donor funded projects, the top performer recognition and rewards are given as a channel of competition among the employees in funded projects. The project implementation oversight in Minecofin, Minisante, Minagri, and Minaloc basing to the management practices (planning, controlling, organizing M&E) which influence effective implementation and use of donor funded projects. Therefore, the findings show that institutional memory based skills in project planning and management on implementation of donor funded projects, the strengthening organizations in community level affects donor funded projects development which became a way of community empowerment, accountability, technology and monitoring and evaluation of funded projects. As conclusion, it is therefore, based to the outcomes of this study, the objectives of the study were realized, the research questions were responded, and research hypotheses were verified while retained alternative hypotheses and rejected null hypotheses in this study. It would be of great value to ensure proper structure and sequence of targets and their respective indicators so that, at end, the defined development objective be met upon the achievement of contributing indicators. In addition, some targeted indicators have delayed, as they required external scrutiny and adoption before considered as achieved.

Keywords: Single Project, Implementation Unit, and Donor Funded Project.

INTRODUCTION

Donor funding is the provision of direct or indirect finance for goods or services at costs that are less than would be charged in the normal 'open market', and provided by an external source. Donor Aid Effectiveness remains a top priority for the international development community (World Bank, 2003). The problems of economic governance and ineffective utilization of development assistance (i.e. donor funds) have ranged from poor or no consultation with the intended beneficiaries; lack of coordination between various government agencies; the failure to harmonize policies; programs and procedures harmonization and alignment; poor project design; poor monitoring of foreign funded projects and consequently indebtedness and poverty. Then, the effectiveness of donor funded projects is determined by both technical and managerial capacity of the human resources of the implementing agencies where Single project implementation unit (SPIU) is established as a generic term designed to capture all project implementation arrangements, which rely on a group of staff members designated officially to work together full-time or almost full-time, with separate accountability, to coordinate and manage project implementation (Mosley and Marion, 2012). According to Arndt (2000), the officers in the donor funds projects chain may lack the formal training in foreign aid management, budgeting and accounting.

These weak skills may lead to poor understanding of the donor expenditure protocols resulting in ineligible expenditures, which lead to rejection for further funding by the donor. This may be affected by the quality and timeliness of the liquidation documents which complicate the donor fund release, with obvious implications on levels of donor aid effectiveness. In Asia, the Asian Development Bank (ADB) has long recognized that good project management capacity is necessary for project success. Some of its staff would even say it is sufficient. To harness such capacity, most ADB projects have used special units to manage project implementation. Depending on the nature of their tasks, such units are variously called project coordination units (PCUs), project management units (PMUs), single project implementation units (SPIUs), or similar designations. The justification for creating them is partly based on many agencies' limited capacity. Special arrangements are thought necessary to successfully manage implementation (ADB, 2016). Thus, efficient implementation of project is sometimes thought to be helped by a unit able to employ and retain project staff under special conditions, sometimes including salary enhancements; access more regular budgets and better facilities than normal government agencies; avoid the usual bureaucratic constraints of the agency; and caters to ADB's need for fiduciary arrangements. Because project activities are seen as additional to the normal duties of most agencies, their regular staff would not be available for project management, or would need to be assigned full-time and thus taken away from other duties: hence, the need for special arrangements (ADB, 2016). In Africa, they have been the primary beneficiaries of donor-funded projects for more

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than half a century. Such projects have been useful to sectors such as public health, agriculture, education, social and community development and infrastructural development (Wood, 2005). In general, donor-funded projects are the backbone of substantial recorded strides in uplifting many developing countries out of dire social and developmental stagnation (Globerson and Zwikael, 2002). Despite the importance attached to donor-funded projects, their outputs in terms of quality, cost, time and stakeholder satisfaction remains the subject of abuse and debate in many developing countries (Azhar and Farouqi, 2008). In developing countries are characterized by unpredictable and discontinuous personal interactions and incompatibility with organizational routines which points to the presence of implementation challenges, hence undesirable outcomes (Schindler and Eppler, 2003). In EAC, many donor-funded projects in Uganda that have been implemented show signs of irrationality and a deficient risk assessment and management mechanism. For example, the cost of the "Northern By-pass Project went up by more than 100 percent of the initial budgeted cost and delayed for more than two and a half years with quality deficiencies on road lighting and narrow lanes (Assedri and Ssepuuya, 2009). Project implementation challenges therefore continue to revolve around similarity, compatibility, consistency and fit of actions, values, skills and attitudes of project staff in pursuit of shared work place goals and interests (Billsberry and Kristof-brown, 2013). In Kenya, the government has been receiving funds from several donors for financing various projects implemented by the government; however, there have been problems of under-absorption of the funds hence failing to implement projects or slow implementation of the projects. This problem is across all sector of the government (Republic of Kenya, 2012).

In Rwanda, single project implementation unit (SPIU) was established following Cabinet resolution of 11th February 2011 regarding the formation of the Single Project Implementation Units across Line Ministries and Public Agencies, with overall objective of creating an effective institutional framework that will guide the process of designing and implementing projects that are earmarked to fast track realization of development targets envisaged in the various sector strategic plans, Seven Year Government Program and the EDPRS all drawn from the Rwanda's Vision 2020. The MINECOFIN, MINAGRI, MINISANTE and MINALOC SPIUs are strategically positioned to manage the ongoing and planned as well as future projects identified in the course of translating sector strategic plans into development results.

The benefits to be derived from the established SPIUs include among others (i) realization of economies of scale and reduction of transaction costs; (ii) improved coordination and creation of synergy; (iii) efficiency and effectiveness in project implementation oversight through improved M&E; (iv) improved staff retention leading to reduction in staff turnover and increase in institutional memory, and (v) increased knowledge and expertise as well as best practices in project management. The SPIU in Rwanda coordinates different ongoing projects composed of the following; (i) UN Funded projects, (ii) Public Financial Management Portfolio, (iii) EDF-NAO Portfolio involve the management of all European Development Assistance (MINECOFIN, 2017). Therefore, this paper intended to analyze role of SPIU on managing donor funded project in Rwanda.

Statement of the Problem

Many governments in developing countries have been receiving funds from several donors for financing various projects implemented by the government; however, there have been problems of under-absorption of the funds, hence failing to implement projects or slow implementation of the projects. Even where projects were successfully completed, the assets maintenance was a problem, and also project sustainability was compromised as they were wearing out very fast from vandalism and careless usage (Development Report, 2004). However, to harness such capacity, most projects have used special units to manage project implementation. Depending on the nature of their tasks, such units are variously called project coordination units, project management units, single project implementation units (SPIU), or similar designations. Efficient implementations is sometimes thought to be helped by a unit able to employ and retain project staff under special conditions, sometimes including salary enhancements; access more regular budgets and better facilities than normal government agencies; and avoid the usual bureaucratic constraints of the agency (Development Report, 2004). In Rwanda, in order to implement best practices in project management functions in terms of improving coordination, synergy, realize economies of scale and reduce transaction costs, the GoR institutions started to establish a Single Project Implementation Unit (SPIU). SPIU is responsible for designing and implementing all planned projects in the Ministries and public agencies where it plays host to all project management phases (initiation, planning, execution, monitoring and control as well as closing) (MINECOFIN).

Objectives of the Study

The purpose of this paper was to analyze the role of single project implementation unit (SPIU) in managing donor funded project in Rwanda. This paper had four specific objectives as follows:

1. To establish how Coordination and creation of synergy affect performance of donors funded projects
2. To examine how staff retention affects performance of donor funded projects
3. To find out how Project implementation oversight affect performance of donor funded projects
4. To evaluate how Institutional memory affect performance of donor funded projects

Hypotheses

- Ho1:** The coordination and creation of synergy does not affect performance of donors funded projects
- Ho2:** The staff retention does not affect the performance of donor funded projects
- Ho3:** Project implementation oversight does not affect performance of donor funded projects
- Ho4:** Institutional memory does not affect performance of donor funded projects

Literature Review

Single project implementation unit (SPIU) is a generic term designed to capture all project implementation arrangements, which rely on a group of staff members designated officially to work together full-time or almost full-time, with separate

accountability, to coordinate and manage project implementation. Project management is defined broadly as the activities needed to lead and coordinate project implementation, including administration, monitoring and reporting on project progress, finance, and accounting, procurement tasks, and supervision of consultants and construction contractors. The definition is wider than the often-used concept of project management, which would not necessarily include such activities as contract supervision, procurement, or even accounting. Project implementation includes project management and technical tasks such as detailed design of works or training of staff or project beneficiaries. Implementation efficiency is the degree to which project tasks can be completed in accordance with time limits, available resources, and quality standards. It incorporates the level of economy with which inputs are transformed into outputs. Agency project management capacity development is a process whereby the agency and its members enhance their abilities to coordinate projects, administer them, and supervise procurement and implementation on a sustainable basis.

Theoretical Review

Projects are series of undertaking which continues over a period of time and in the context of this study undertaken by the government that are initiated in various programme. Project implementation delivered that meets the original objectives within the constraints and specifications of budget, time and quality (Aineruhanga, 2004). Informatics is a bridging discipline that is fundamentally interested in the application of information, information technology and information systems within organizations. Informatics is therefore the study of information, information systems and information technology applied to various phenomena (Beynon-Davies 2002). SPIU is strategically positioned to manage the ongoing and planned as well as future projects identified in the course of translating sector strategic plans into development results. It further serves as repository of knowledge on lessons of experience accumulated in the course of implementing and closing the completed projects. The benefits to be derived from the established SPIUs include among others like realization of economies of scale and reduction of transaction costs; improved coordination and creation of synergy; efficiency and effectiveness in project implementation oversight through improved M&E; improved staff retention leading to reduction in staff turnover and increase in institutional memory, and increased knowledge and expertise as well as best practices in project management (Development Partners, 2011).

Empowerment Theory

This study is anchored on empowerment theory by Perkins and Zimmerman (1995) empowerment involves enabling individuals and the community, through participation with others, to achieve their goals. Participation, control and awareness are essential parts of empowerment. Sustainable development is only likely if the idea of empowerment and its practical institutionalization in the law, the educational process and the machinery of government become a reality (Titi, & Singh, 2001). Empowerment is a construct that links individual strengths and competencies, natural helping systems, and proactive behaviors to social policy and social change. Empowerment theory links individual well-being with the larger social and political environment. The various definitions

of empowerment are generally consistent with empowerment as an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation (Fetterman, Kaftarian, & Wandersman, 2014). Empowerment is a process through which people lacking an equal share of valued resources gain greater access to and control over those resources. It is a process by which people gain control over their lives, democratic participation in the life of their community and a critical understanding of their environment (McLaughlin, 2016). Theories of empowerment include both processes and outcomes, suggesting that actions, activities, or structures may be empowering, and that the outcome of such processes result in a level of being empowered (Fetterman, Kaftarian, & Wandersman, 2014).

Stakeholder Engagement Theory

Stakeholder theory has picked up money in the business and society literature as of late in light of its common sense from the point of view of supervisors and researchers (Jamali, 2008). Proposed by Edward Freeman, the stakeholder theory is a hypothesis of authoritative administration and business morals that tends to ethics and qualities in dealing with an association (Miles, 2012). The stakeholder theory expresses that an organization owes a duty to a more extensive gathering of stakeholders, other than just investors. A stakeholder is characterized as any individual who can influence or be influenced by the activities of a business. It incorporates representatives, clients, providers, leasers and even the more extensive group and contenders (Freeman, Harrison, Wicks, Parmar, & De Colle, 2010). The stakeholder approach in project management within various industrial sectors, especially in community based projects is an internationally recognized professional discipline, which enjoys support from a growing community of researchers, scholars, and enquiring practitioners (Littau, Jujagiri, & Adlbrecht, 2010). In examining the roles of participation, the Stakeholder engagement Theory was appropriate for in depth exploration of the study, as it helped in exploration of stakeholder identification, categorization as well as understanding their behavior in order to better manage them. During the study at Minecofin, Minagri, Minisante and Minaloc SPIUs, this theory helps us to evaluate how stakeholders can influence the organization's functioning, goals, development and even survival through adequate donor funded project management. The stakeholders and other donors are helpful to the project for achieving the goals, and they are also antagonistic when they oppose to the mission

Empirical Review

Lillian Adhiambo, (2012) studied the factors affecting the effectiveness of donor funded projects in promoting development in Kibera. The study explored the donor funded projects in Kibera. The donor funded projects aim to promote development by strengthening organizations at the community level. The research questions addressed the characteristics of development projects. The connection between development and four key concepts suggested by the literature; community empowerment, accountability, technology and monitoring and evaluation and the impact of the projects on poverty. In the study the data was collected and triangulated by means of structured interviews, key informant interview and document reviews. From the 150 questionnaires distributed in the 8

dominant villages a total of 119 were collected and used in the analysis. The study concludes that there is need for more involvement of the donor recipients in project planning and implementation in order for the projects to meet their objective of promoting development. To reduce the risk that separate PIUs might undermine agency capacity in certain circumstances, attention needs to be paid to (i) possible overlaps with the functions of the parent agency, (ii) staff composition, and (iii) exit strategy. Another conclusion is that no single best practice implementation arrangement is always appropriate. Finding the best solution depends on a careful analysis of executing agency, project, and country conditions

Coordination and creation of synergy affect performance of donors funded projects

The study on the coordination of capacity development programmes from a policy perspective, Coordination of cooperation programmes in higher education and research. Since the signing of the Paris Declaration in 2005, donors and governments of developing countries have made efforts to better coordinate their programmes and activities with the aim to improve aid effectiveness. This article looks at the challenges involved in the coordination of development cooperation programmes in higher education and research. It covers programmes which provide scholarships to individuals and programmes which support the strengthening of research and higher education capacity of organizations in developing countries. It looks at coordination from three perspectives: the donors with their distinct agendas, the Southern partners with their specific capacity problems and needs, and the Northern academic and training organisations with their own ambitions. It is argued that coordination is not only about facing implementation challenges but also about taking advantage of the opportunities that exist (Ad Boeren, 2013). Miriti Douglas Mugambi, (2016) Donor Funding Practices and Financial Sustainability of Donor aided Projects in World Vision Kenya. Donor agencies play a key role in developing life changing projects in arid and semi-arid which is of great importance and cannot be ignored. Over the years, third world countries have registered a significant increase in donor agencies activities. Not all of these development projects, undertaken by these donor agencies, are sustainable as some have been noted to perform dismally while others become non-operational on termination of donor support (Adera, 2012). Few studies have been undertaken to establish sustainability of projects funded by donors, this is despite there being evidence on the poor performance of these projects with many becoming non-operational immediately after donors withdrawal. This study was intended at filling this gap by examining donor funded projects and their financial sustainability.

Project implementation oversight affect performance of donor funded projects

The study on the influence of project management practices on implementation of donor funded education projects in Kajiado County, Kenya. Donor funded projects are of great interests to the government, civil society organizations and the beneficiaries. Among other projects, education based projects are among the highly funded projects by both the government and donors. Major management gaps exist in effective implementation of such projects. This study therefore sought to investigate the extent to which project management practices influence implementation of donor funded education projects

in Kajiado County. The study sought to establish the role of strategic planning, monitoring and evaluation, use of technology, and stakeholder participation and how they influence implementation of donor funded education projects in Kajiado County. The researcher surveyed 55 organizations that implement donor funded education projects. The respondents were purposively selected from the levels of Executive Directors, Project Managers and Program Officers who are the main custodians of information of their organizations. The researcher used a questionnaire to collect primary data from the population and secondary data was collected from the Government reports and other related studies. The questionnaire was piloted first to determine instrument reliability and self-administered. The questionnaire consisted both closed and open ended questions. After collection, the data was edited, coded and classified; the data was analysed using descriptive statistics and some level of inferential statistics which helped interpret the correlation of the IV to the DV. The information collected was handled with utmost confidentiality. From multiple regression ($Y = 1.147 + 0.752X_1 + 0.487X_2 + 0.545X_3 + 0.439X_4$), it was inferred that strategic planning contributes most to the implementation of donor funded education projects followed by M&E, use of technology and then stakeholder participation. The study concluded that strategic planning ensures the project team and other stakeholders work toward common goals, establishes agreement around intended outcomes/results. Most organizations follow monitoring plan in most cases and that they provided feedback to the beneficiaries after M&E. The most common ICT equipment and infrastructure used in managing projects was computers. The study concluded that the key stakeholders in the project are teachers and that stakeholders are involved in project implementation during brainstorming on project ideas. The study recommends sensitization of the community to understand the need for project planning, monitoring and implementation at all levels and that M&E should be undertaken in entire project management cycle. Organizations invest more to enhance use of technology while ensuring adequate training to all personnel which significantly contribute to the implementation of the donor funded education projects (Muthomi Nathaniel Murungi, 2015).

The staff retention affect performance of donor funded projects

Opar Diana Rose Akinyi (2014) studied the strategies used in employee retention by non-governmental organizations in Kisumu County, Kenya. Employee retention is a vital issue and challenge to all the organizations in today's world. There are numbers of factors which promote the employees to stay or leave the organization, such as external factors, internal factors and the combined effect of both. The study's objective is to establish employee retention strategies used by NGOs in Kisumu County and to determine the effectiveness of the employee retention strategies practiced. The study adopted a descriptive cross-sectional survey. Primary data was gathered using a semi structured questionnaire as an instrument of study. Data was analyzed using pie charts and graphs. The study found out that most of the NGOs are employing different kind of strategies but the main strategies include active employee socialization, career planning, and training and development. The study concluded that organizational socialization career planning training and development work life balance and organizational socialization are imperative

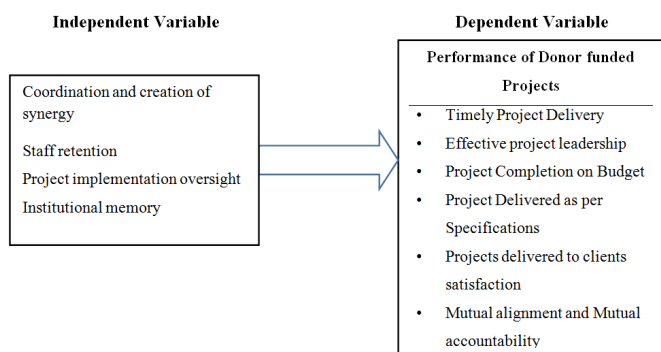
dimensions when it comes to employee retention. The study recommends that organizations should periodically conduct ext., engagement and culture surveys to understand the changing expectations of the critical workforce from time to time and take all the inputs to have a holistic understanding of the factors influencing retention of employees. This helps in developing employee specific retention strategies to control attrition. The study’s implication on policy and practice shows that there is no assured combination of strategies that are entirely adequate in all companies rather there are best practices identified within the HR literature that organizations interested in personnel retention can replicate

The institutional memory affect performance of donor funded projects

Lillian Adhiambo, (2012) studied the factors affecting the effectiveness of donor funded projects in promoting development in Kibera. The study explored the donor funded projects in Kibera. The donor funded projects aim to promote development by strengthening organizations at the community level. The research questions addressed the characteristics of development projects. The connection between development and four key concepts suggested by the literature; community empowerment, accountability, technology and monitoring and evaluation and the impact of the projects on poverty.

Conceptual Framework

In order to solve the problem, the researcher establishes the relationship between independent variable in terms of SPIU and the dependent variable in terms of Donor funded project management. The conceptual framework is shown in figure 1 as follows:



Source: Researcher conceptualization, (2020)

Figure 1. Conceptual Framework

Methodological Framework

This paper applied qualitative and quantitative approaches. It is qualitative approach where it showed the quality of respondents from selected Ministries by using interview. It is quantitative approach where describing the effectiveness of single project implementation unit, the existence of donors funded projects, effective determinants indicators of donor funded project management in MINECOFIN, MINISANTE, MINAGRI, and MINALOC. The study used correlational research design to show the relationship between single project implementation unit and effective donor funded project management using statistical packages for social sciences (SPSS) version 20.0. Target population was 103 employees selected from Minecofin, Minisante, Minagri, and Minaloc SPIUs.

Sample size and Sampling procedure

This study applied the purposive sampling technique to select the respondents from target population by picking only those which meet with the purpose of this study using the researcher own judgment. The study applied the formula of Taro Yamane (1982) to determine sample size of the study

$$n = \frac{N}{1 + N*(e^2)}$$

n = sample size; N= Total population; e= margin error

Source Data

Primary data was used as comes from the people you are searching from and are therefore the most direct kinds of information that you can collect. The administration of questionnaires forms the basis of primary data. Data collected from this source focused on the background features of respondents and their knowledge on SPIU and management of donor funded projects in selected Ministries in Rwanda. Secondary data have already been collected for some purpose other than the question at hand. Secondary data are one step moved from the original data and are often an examination of a study someone else has made on a Subject or an evaluation of commentary on or summary of primary material.

Data Analysis Procedures

Methods were used to analyze data of this research through using SPSS 20.0 as software for analysis. Descriptive Statistic methods were describing the effectiveness of single project implementation unit, the existence of donors funded projects, effective determinants indicators of donor funded project management in MINECOFIN, MINISANTE, MINAGRI, and MINALOC.

RESULTS AND DISCUSSION FOR FINDINGS

This section shows the findings from analysis of the role of single project implementation unit in managing donor funded projects in Rwanda.

Socio-Characteristics of Respondents

The research was conducted at selected Ministries, where the distributed questionnaires were 51 respondents. The following the tables present gender, age, and education level, and marital status, experience of respondents from MINECOFIN, MINISANTE, MINAGRI, and MINALOC.

Table 1. Gender distribution of respondents

Gender	Frequency	Percentages
Male	29	56.9
Female	22	43.1
Total	51	: 100.0

Source: Data from field, (2020)

Table 1 shows gender distribution of respondents in MINECOFIN, MINISANTE, MINAGRI, and MINALOC, 56.9% of respondents were males, while 43.1% were females. Rwandan gender law expected 30% of gender balance in different activities in the country. However, to have gender

balance in the SPIU of MINECOFIN, MINISANTE, MINAGRI, and MINALOC helps the researcher to obtain data from both sexes that give a hope to get quality of data from respondents.

Table 2. Age distribution of respondents

Age of respondents	Frequency	Percentages
21 and 30 years	23	45.1
31 and 40 years	16	31.4
41 and 50 years	7	13.7
51 years and above	5	9.8
Total	51	100.0

Source: Data from field, (2020)

Table 2 presents the distribution of respondents by ages whereby from 100.0% respondents given the questionnaires, the 45.1% of respondents were aged between 21 and 30 years; the 31.4% of respondents were between 31 and 40 years. The respondents who have the ages between 41 and 50 years were 13.7% of respondents. The 9.8% of respondents had 51 years and above.

Table 3. Distribution of Respondents by Marital status

Marital Status	Frequency	Percentages
Married	29	56.9
Single	22	43.1
Total	51	100.0

Source: Data from field, (2020)

Table 3 shows the distribution of respondent by marital status selected from the SPIUs of MINECOFIN, MINISANTE, MINAGRI, and MINALOC. Out of 100.0% respondents who participated in this study, 56.9% of respondents were married, 43.1% were single.

Table 4. Education level Distribution of Respondents

Education level	Frequency	Percentages
Diploma (A ₁)	22	43.1
Bachelor's Degree	24	47.1
Masters Degree	5	9.8
Total	51	100.0

Source: Data from field, (2020)

Table 4 shows the distribution by education level of respondents whereby among interviewed respondents there is no illiterate; the 43.1% of respondents had diploma (A₁); the 47.1% respondents had bachelors' degree, and the 9.8% of respondents had master's degree

Findings on single project implementation unit in managing donor funded project in Rwanda

During this study, through a linear regression analysis and descriptive statistic methods applied to analyze the data, the study shows $Y = a + bX$, where X is the explanatory variable and Y is the dependent variable. And the $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ where the X_1 represents coordination and creation of synergy, X_2 represents project implementation oversight, X_3 is Staff retention, X_4 is institutional memory and ε represents standard error.

Table 5. Model Summary

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.878 ^a	.772	.752	.45104

a. Predictors: (Constant), Institutional memory, Staff retention, Project implementation oversight, Coordination and creation of synergy

As summary table above indicated SPIU activities included by Institutional memory, Staff retention, Project implementation oversight, Coordination and creation of synergy show positive and very strong correlation ($r=.772$, $p<0.05$) as one an indicator of relationship generally of single project implementation unit and effective management of donor funded project in MINECOFIN, MINAGRI, MINISANTE and MINALOC.

Table 6. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.622	4	7.906	38.860	.000 ^b
k1 Residual	9.358	46	.203		
Total	40.980	50			

a. Dependent Variable: effective implementation of donor funded projects

b. Predictors: (Constant), Institutional memory, Staff retention, Project implementation oversight, Coordination and creation of synergy

Analysis of variance for the role of SPIU on managing donor funded project shows the Sum of Squares of 31.622 and Mean Square of 7.906 in the regression within significant level of 0.00 which is less than the P-Value of 0.05. Using the linear regression equation, the general results for analysis of SPIU activities and managing the donor funded projects show that $Y = -.880 + (-.006)X_1 + .098X_2 + .071X_3 + .013X_4 + \varepsilon$; As explained by the linear regression equation, it is clear that one unit change of X_1 , X_2 , X_3 , and X_4 , lead to change times $-.006$; $.098$; $.071$; and $.013$ of dependent variable respectively. In the other case, if all independent variable indicators are zero, the dependent variable equals to the constant ($-.0880$).

Results for Objective 1: The effects of coordination and creation of synergy in SPIU

Table 8 shows the coordination and creation of synergy in SPIU which indicates $t = -.200$, but if $t \geq 1.96$, then p-value will be less than $P = 0.05$, since t is less than 1.96, significant is more or greater than 0.05, within 0.843. The significant (p-value): 0.843 is greater than 0.05 acceptable value

$$Y = -.880 - 0.006X_1 + .030$$

Results for Objective 2: the staff retention affects performance of donor funded projects

Table 9 shows the Staff retention which indicates $t = 3.603$, while the $t \geq 1.96$, then p-value is 0.05, since t is greater than 1.96, significant is 0.001 which is less than 0.05. The significant (p-value): 0.001 is less than 0.05

$$Y = -.880 + .098X_2 + 0.027$$

Objective 3: Project implementation oversight affect performance of donor funded projects

Table 10 shows the project implementation oversight that indicates $t = 2.834$, and $t \geq 1.96$, then p-value is 0.007, since t is greater than expected of 1.96, significant is .007 which is less than 0.05. The significant (p-value): 0.007 which is less than 0.05. $Y = -.880 + .071X_3 + 0.025$

Objective 4: Institutional memory affect performance of donor funded projects

Table 11 shows the Institutional memory indicates $t = 0.532$, and $t \geq 1.96$, then p-value is 0.597, since t is greater than 1.96, significant is 0.597 less than 0.05. The significant (p-value): 0.597 which is greater than 0.05. $Y = -.880 + .013X_4 + 0.025$

Table 7. Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.880	.224		-3.936	.000	-1.330	-.430
Coordination and creation of synergy	-.006	.030	-.032	-.200	.843	-.066	.054
1 Staff retention	.098	.027	.500	3.603	.001	.043	.153
Project implementation oversight	.071	.025	.403	2.834	.007	.021	.122
Institutional memory	.013	.025	.063	.532	.597	-.037	.063

a. Dependent Variable: Project management practices influence implementation of donor funded projects

Table 8. Coefficient on coordination and creation of synergy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.880	.224		-3.936	.000	-1.330	-.430
Coordination and creation of synergy	-.006	.030	-.032	-.200	.843	-.066	.054
1 Staff retention	.098	.027	.500	3.603	.001	.043	.153
Project implementation oversight	.071	.025	.403	2.834	.007	.021	.122
Institutional memory	.013	.025	.063	.532	.597	-.037	.063

a. Dependent Variable: Project management practices influence implementation of donor funded projects

Table 9. Coefficient on Staff retention

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.880	.224		-3.936	.000	-1.330	-.430
Coordination and creation of synergy	-.006	.030	-.032	-.200	.843	-.066	.054
1 Staff retention	.098	.027	.500	3.603	.001	.043	.153
Project implementation oversight	.071	.025	.403	2.834	.007	.021	.122
Institutional memory	.013	.025	.063	.532	.597	-.037	.063

a. Dependent Variable: Project management practices influence implementation of donor funded projects

Table 10. Coefficient on Project implementation oversight

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.880	.224		-3.936	.000	-1.330	-.430
Coordination and creation of synergy	-.006	.030	-.032	-.200	.843	-.066	.054
1 Staff retention	.098	.027	.500	3.603	.001	.043	.153
Project implementation oversight	.071	.025	.403	2.834	.007	.021	.122
Institutional memory	.013	.025	.063	.532	.597	-.037	.063

a. Dependent Variable: Project management practices influence implementation of donor funded projects

Table 11. Coefficient on Institutional memory

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.880	.224		-3.936	.000	-1.330	-.430
Coordination and creation of synergy	-.006	.030	-.032	-.200	.843	-.066	.054
1 Staff retention	.098	.027	.500	3.603	.001	.043	.153
Project implementation oversight	.071	.025	.403	2.834	.007	.021	.122
Institutional memory	.013	.025	.063	.532	.597	-.037	.063

a. Dependent Variable: Project management practices influence implementation of donor funded projects

Conclusion

In collaboration with stakeholders from public, private sector, civil society, and academia, NISR established Big Data and Data Revolution Technical Committee and had conducted the first meeting on 20th July 2017 to brainstorm how big data should be developed and regulated. As conclusion, it is therefore, based to the outcomes of this study, the objectives of the study were realized, the research questions were responded, and research hypotheses were verified while retained alternative hypotheses and rejected null hypotheses in this study.

Recommendations

It is therefore a recommendation that, for the future operations, it would be of great value to ensure proper structure and

sequence of targets and their respective indicators so that, at end, the defined development objective be met upon the achievement of contributing indicators. In addition, some targeted indicators have delayed, as they required external scrutiny and adoption before considered as achieved

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