

**INTERVENTION SETTING APPROACH AND PROJECT SUCCESS IN
INTERNATIONAL AGENCIES; A CASE STUDY OF WORLD VISION UGANDA
KAKUUTO COUNTY**

BY

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**A DISSERTATION SUBMITTED TO THE HIGHER DEGREES DEPARTMENT IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTERS DEGREE IN MANAGEMENT STUDIES (PROJECT PLANNING AND
MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE**

NOVEMBER, 2014

DECLARATION

I Nannungi Phillis Olinga, hereby declare that the content in this book is my own original work and has never been published and or submitted to any university or institute before. I further declare that this work has been submitted for examination with full knowledge and approval of the Uganda Management Institute Supervisor.

Signed

NANNUNGI PHILLIS OLINGA

DATE.....

APPROVAL

This dissertation was supervised and submitted to the awarding institution under an approval my supervisor.

DR. GERALD KEREIJE

SIGNATURE DATE

DEDICATION

I dedicate this work to my dear parents Mr. Patrick Semutenga and Mrs. Esita Semutenga who have seen me through, to this day with all kind of love, support and guidance. I am so indebted to them.

I appreciate my children Blessing, Treasure, Favour and Emma my dear brothers and sisters for their support while I worked to complete this piece of work.

I extend my gratitude to my classmate Rose for all the support during this study.

ACKNOWLEDGEMENT

I acknowledge my supervisor Dr. Karyeija and Dr. Basheke who gave me such diligent supervision and support till the completion of this study. The guidance and encouragement sustained me to the end.

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ACROYNMS

ANT	ACTOR NETWORK THEORY
HIV	HUMAN IMMUNE-DEFFICIENCY VIRUS
AIDS	ACQUIRED IMMUNE DEFFICIENCY SYNDROME
CDO	COMMUNITY DEVELOPMENT ORGANIZATION
CBM	COMMUNITY BASED MONITOR
ADC	AREA DEVELOPMENT COMMITTEE
ADP	AREA DEVELOPMENT PROGRAMME
PLHA	PEOPLE LIVING WITH HIV AND/OR AIDS
CHH	CHILD HEADED HOUSEHOLD
SMC	SCHOOL MANAGEMENT COMMITTEE
RC	REGISTERED CHILD
UBOS	UGANDA BUREAU OF STATISTICS

ABSTRACT

The research was guided by the Actor Network Theory which suggests that social and technical components of a given network are mutually constitutive. They are in a continuous process of conformation. Intervention setting approach was the independent variable while project success the dependent variable. Response was made to the knowledge gap in this topic and attention drawn for this study in Kakuuto County, Rakai district.

This study conceptualized intervention setting approach into three variables; project assessment, changing project settings and project reflection. The objectives that guided the study were: to find the relationship between project assessment and project, secondly was to establish the relationship between changing the settings and project success and the third was to find out how project reflection relates to project success..

The design of the study was a correlational study. Qualitative and quantitative data were collected and analysis of findings established that there was a significant positive relationship between the intervention setting approach that this study adopted as the independent variable and project success as the dependent variable. Project assessment independently had a higher influence on project success than the combined effect of project assessment, changing the settings and project reflection. The study further established that the intervention setting approach had a lesser influence on project success than other factors external to this study. The drawn conclusion therefore was that the intervention setting approach significantly influenced project success. Recommendation was that other variables besides the project setting approach that would influence project success should be studied.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study examined how the intervention settings approach contributes to project success in World Vision Uganda projects. Project success with its attributes remains a challenge to be realized by several development practitioners (Swanpoel, 2007). Chapter one presents the background to the study, the problem statement, purpose of the study, objectives of the study, research questions, research hypotheses, conceptual framework, significance of the study, justification of the study, scope of the study and operational definition of terms as used in this study.

The research was guided by the Actor Network Theory (ANT) which suggests that social and technical components of a given network are mutually constitutive. They are in a continuous process of conformation. The network provides a conceptual tool with which projects can be understood to take form during implementation through the formation of connections. In this study, intervention setting approach is the independent variable while project success is the dependent variable. Response was made to the knowledge gap in this topic and attention drawn for this study in Kakuuto County, Rakai district. The intervention setting framework was adopted to conceptualize the study variables.

1.1 Background to the study

The back ground to the study is divided into the historical, theoretical, conceptual and contextual perspectives as suggested by Amin (2005). The historical background highlights the attempts by

some scholars who dealt with the problem. The theoretical background seeks to state the basic theoretical foundations for the research proceedings, whereas the conceptual background gives insight to the study variables by identifying and stating the basic elements that constitute each of the study variables, The contextual background, maps out general areas of interest in its present state and draws comparison between what is on the ground and the expected state.

1.1.1 Historical background

More and more companies are using the project approach as a vehicle for creating changes in pursuit of organizational goals (Andersen et al., 2006). Each project strives for project success and improvement of communities' wellbeing. Projects are known to be constituted by complex settings which help to explain why some projects do not succeed. The intervention setting approach determines a significant amount of success to the project (Bisset, Daniel & Potvin, 2009). Project success has been at times viewed narrowly as meeting the set timelines and budget burn rate but silent on enhancing the economic, social and environmental wellbeing of the direct and indirect beneficiaries. Whilst this was widely accepted as appropriate in early writings on project management, the project intervention setting approach is needed for project success (Andersen et al., 2006) in quoting Atkinson,1999; Pinto and Slevin, 1988; Wateridge , 1988. The factors which have led to this view in part result from broader strategic perspectives being required by the many project stakeholders. Such influences include the growing concern to ensure maximization of lifetime value of the project endeavour (Bonnal et al., 2002; Jaafari, 2000; Leach, 1999), the notion of the sustainable enterprise (Lidow, 1999; Seaweed, 1998), the growth in interest in knowledge as the source of competitive advantage (Drucker, 1993, Ruggles, 1997). Projects are viewed less as isolated sequences of events aimed at short term results and

rather more as long term strategic interventions to be accepted and owned by the beneficiaries while enhancing the economic, social and environmental wellbeing of the direct and indirect project stakeholders (Lim and Mohamed, 1999; Turner, 2002; Wateridge, 1998). It has been acknowledged for several decades that projects interact with context (Bisset, Daniel & Potvin, 2009). The nature of this interactivity and how it defines a project has not been adequately addressed. This lacuna has been viewed as a dominant theoretical perspective guiding knowledge of project operations

1.1.2 Theoretical background

Exploring the interface where project innovations meet with the project context, Bisset, (2009) emphasized that at its core, lies the Social Studies of Technology (SST). This field of study has relevance to project intervention research in its explanation of the constitution of the innovation. It addresses the questions why some projects succeed and others do not or why a project innovation took on one approach and not the other (Akrick, Callon & Latour , 2002). It has been acknowledged for several decades that programs interact with context (Bisset, Daniel & Potvin, 2009). The nature of this interactivity and how it defines an entire project has not been adequately addressed. From within this large field of SST, the researcher selected the actor-network theory (ANT). This theory approaches social and technical components as mutually constitutive. The “network” provides a conceptual tool with which projects can be understood to take form during implementation through the formation of connections. By explaining the formation of these connections using the ANT, implementation of a community development project requires a set of coordinated movements or negotiations (i.e., the actual work or action that permits connections to take form) between interested actors (Akrich et al., 2002).

Bisset et al., (2009) stated that projects take form during their implementation through the process of building the connections of an emerging sociotechnical network. So with this guiding theory, variables in the intervention setting approach were; understanding the settings; changing the settings and project reflection. ANT emphasizes accordance of urgency to both human and non-human aspects of which during project interventions there is a deliberate endeavor to understand the uniqueness of the project setting. The tacit and explicit assumptions made about the project setting by outsiders and insiders, the localized determinants for project success, the stakeholders and their interests, the power, influence and social change all have to be accorded equivalent urgency without rendering any factor less important than the other. Otherwise failure to understand a given project context affects project success.

The primary tenet of actor-network theory is the concept of the concept of heterogeneous networks. That is, a network containing many dissimilar elements. These coextensive networks comprise both social and technical parts. Moreover, the social and technical are treated as inseparable by ANT. The Actor-network theory claims that any actor, whether person, object (including computer software, hardware, and technical standards), or organization, is equally important to a social network. As such, societal order is an effect caused by the smooth running of an actor network. This order begins to break down when certain actors are removed. For example, the removal of telephone, banks or the president may all result in significant breakdowns in social order. Understanding of all these contributes to success of a given project. The variable of changing settings; which is the second construct of the intervention setting approach was identified from the ANT concept of translation. When the actor-network is actually created, and when actors other than the primary actor become involved. A powerful actor is able to

translate another's interests to his own. This is the stage when negotiation takes place. At this point in a network, translation is realized.

Michel Callon (1986) defined four moments of translation: and they relate to whether there is a context for change efforts, there is capacity to change, focus of the intervention, the context engagements and way of entry into that setting to bring about change. The strategy to be employed for change to be ensured is ascertained and evaluation by stakeholders on their measure/definition of project success. A third variable identified is project reflection. ANT is useful in the exploration of why technologies, scientific theories, and/or social endeavors succeed or fail as the direct result of changes in their network integrity (encyclopedia, 2005). In such an analysis, knowledge can be developed and translated for further use.

1.1.3 Conceptual background

This study was guided by the key concepts of intervention setting approach and project success. In this study, intervention setting approach was conceptualized to include understanding setting, changing settings and project reflection. Project success included the actions of the manager and the team, the parent organization and the customer's organization (Kerzner, 1998). Looking only at time, cost and performance which are the traditional methods of measuring project success might identify immediate contributions to results but will not identify whether the project itself was managed correctly. The analysis by Swanpoel (2007), pointed out that not all community development projects are usually a success and that a large percentage never reach their objectives. Many reasons can be given for the failure of projects. These reasons must be sought at the running of projects, not as characteristics of community development. The ANT emphasizes equivalent urgency on the human and non human aspects of a given context. The

individual uniqueness must be well grasped if a planned project is to succeed. In using the intervention setting approach, it is important that the intended project context is implicit to avoid decontextualized strategies which then yield no success of project outputs and outcomes. Still from the understood uniqueness of a setting, knowledge can be developed and then translated.

Understanding settings was defined as translating and mapping out to the local context (Kirsch et al.; 2008). Intervention always involves claims about legitimacy, standing, and authority that are socially constructed and culturally constituted. This means, in part, that interventions take place in the context of a system of understanding and action that is dynamic and contingent. That is, the range of possible action and its interpretation are the result of an ongoing interactive process among individuals, communities, and their environments (Rubinstein, 2005). The challenge posed is to recognize that all intervention is embedded in culture. Yet the need to be sensitive to the issues this understanding raises is certain. Understanding how the program should be adapted in terms of its content, the strategies for presenting the content and the implementation process is essential (Tortolero et al. 2005). Community knowledge is crucial for navigating around the different contexts and ensuring that interventions themselves do not present cultural and social risks (Thompson et al. 2000).

Change typically results as a reaction to specific problems or opportunities based on internal or external stimuli. Project management and change management – are two key disciplines required to bring a change to life (Robbins and Coutler, 2002). Project management focuses on the tasks to achieve the project requirements and so project managers are people responsible for accomplishing the project objectives and often take a triple constraint of project scope, time and cost and balance all of them for project success (PMBOK Guide, 2004). Change management focuses on the people impacted by the change. Both project management and change

management support moving from a current state, through a transition state to a desired future state. Project management involves initiating, planning, executing, monitoring and controlling and closure. Tools used are statement of work, project charter, business case, work breakdown structure, budget estimations, resource allocation, schedule, tracking, risk identification and mitigation, reports on performance and compliance (Meridith and Mantel, 2000). Change management involves planning for change, managing change and reinforcing change. The options to change include structure, technology and people. To change people the term organizational development occasionally refers to all types of change and it essentially focuses on the programs/technology/interventions to bring about change to people, the nature and quality of interpersonal work relationships.

Project reflection brings out unanticipated effects and unintended consequences of project interventions and other forms of knowledge constitute project reflection. This is defined as the exchange, synthesis and ethically sound application of research findings with a complex set of interactions among researchers and knowledge users.

1.1.4 Contextual background

Kakuuto County in Rakai district in Central Uganda is one of the three counties in Rakai district and the least densely populated with about 60 people per square kilometer. the largest town in the sub-region eighty kilometers by road, south of Masaka. This location is immediately west of the highway between Masaka and Mutukula boarder at an elevation of 1,200 m (390 ft) above sea level with coordinates 00 50 24S, 31 27 36E (latitude: 0.8400, longitude 31.4600). This is a small town and the county seat. The surrounding area is primarily rural and poor. The population of the area has been adversely affected by the HIV and AIDS epidemic over the past three

decades. With the help of charities and NGOs the town and region is slowly recovering. The area has a mixed ethnicity fact being that it's a border area. Agriculture is by far the main economic activity engaging over 80% of the working population. Majority of farmers are small scale holders whose tools are limited to the hand hoe, panga, slashers. Most of the families rely on family labor which often comprises of a husband, wife, children and other dependants. Both perennial and annual crops are produced like coffee, bananas, maize, beans, potatoes and fruits. Other economic activities include livestock farming which is second important with cattle, goats, pigs and poultry. Fishing is also particular in Kakuuto from Lake Victoria. The OVC situation is high, led by HIV and AIDS prevalence, domestic violence, irresponsible parenthood, family break ups and poverty. There is a total of 14875 children but orphans are 5444 which is 36.6% (2002 population and housing census report).

According to the district strategic plan 2007 – 2012, the analysis indicated that the population is fast growing and that there is high dependence. This pattern requires enormous investment in socio-economic enhancement Programs to ensure sustainable livelihood of the masses. From the mapping exercise, there is a fair distribution of service providers in the whole district and Kakuuto has 15 service providers offering services like health, care and support, psychosocial support and education. However the least offered services include socio-economic security among others. The problem of uncritical implementation approaches not appropriate to the community projects fail too often because the project scope was not fully appreciated and/or user needs not fully understood. In the study by Luzze (2002) focusing on Kakuuto ADP, he sought to assess the impact of NGO support on coping strategies in Child-Headed Households and on community philanthropic initiatives towards them in Kakuuto County. He found out that entry of World Vision elevates the affluence of CHHs creating jealousy, turning off relatives and

neighbors. Also some community initiatives like assistance in house-thatching from neighbors is eroded away. Kakuuto Area Development Program has created different networks with different interested persons /groups that have had varied needs in their different contexts/settings. The need at hand, the opportunities in place, the challenges, the resources, the machinery and stakeholders all work jointly with similar urgency to reach the desired end as delineated by ANT. Needy families, orphans and vulnerable children, people living with HIV and AIDS, all form different alliances to attract the interventions/projects to change their conditions of illbeing. The geographical location as well as the physical characteristics of Rakai District gives it a peripheral status especially the county of Kakuuto. It occasionally leads to influx of refugees together with their animals, which makes the District exposed to the spread of diseases. There are also incidences where population from Tanzania encroaches on the services of the District especially schools under UPE and health facilities. The socio-economic effects of HIV/AIDS have adversely affected Kakuuto. The District was among the first districts to be decentralized in 1993. There is an average household size of 4 or 3 people. Age and sex are the most basic characteristics of a population. Sex and age composition of the population has significant implications for the reproductive potential, human resource, school attendance, family formation, health care and other service delivery in general. Out of the entire district, Kakuuto has the least employment status (Census report, 2002). Key groups that have been more involved in the program include; staff, CBOs, RC, guardians, development committees, CCC, PLA and local governments.

1.2 Problem statement

World Vision has development efforts which embody objectives of poverty eradication. Success would be achieved more or less automatically. World Vision Uganda employs an ADP approach

where assessment, project designing to change the settings and regular reflections and reviews are conducted to enable learning and continuous improvement. Kakuuto area development Programme (ADP) is located in Rakai district in central Uganda. Lake Victoria forms her Eastern boundary and it borders with the Republic of Tanzania in the south. It is about 208 Km from Kampala, the Capital City of Uganda. The ADP covers five administrative sub-counties of Kibanda, Kyebe, Kakuuto, Kasasa and Kifamba. According to the national population and housing Census report 2002, Kakuuto county had a total population of 85,602 (42,420 Male and 43,182 Female). Rakai district, as the case of this study has 25.55% of the people below the poverty line and generally the district poverty head count is 31% similar to the national average head count (UBOS, 2008).

Kakuuto ADP was World Vision funded development Programme. The ADP was designed to operate for 12 years (1st October 1998 – 30th September 2010). Its major source of funding was World Vision US sponsorship. The approach to the interventions came to the community as relief (commonly known as hand-outs) resulting from big numbers of orphans left behind due to adult deaths caused by the AIDS scourge in Rakai district. A project development approach that is meant to systematically follow steps of participatory assessment for development efforts, changing the settings and regular reflection were not strongly adhered to. This was because of the emergency nature of work that aimed at ensuring safety of orphans and vulnerable children. Later as the conditions in households normalized, development efforts were introduced from an emergency approach.

This would still be mistaken for relief by the community. Beyond relief communities transit to the next stage of development. So effective participation and involvement to follow an effective

approach to community development could not be realized given the first mindset that survival comes from free hand-outs.

Critical tools like the Integrated Programming Model (IPM), Learning through Evaluation, Accountability and Planning (LEAP) never gave the potential results they would have yielded. Key indicators for Child Well-being Outcomes, Child education, Christian Commitments, disaster management, local advocacy, did not fully bring about sustained child well-being.

1.3 Purpose of the study

The study sought to examine how the intervention setting approach contributes to project success by World Vision in Kakuuto County.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To find the relationship between project assessment and project success in Kakuuto county.
2. To establish the relationship between changing of settings and project success in Kakuuto county.
3. To find out how project reflection relates to project success in Kakuuto County.

1.5 Research questions

The study was meant to answer the following questions:

1. What is the relationship between project assessment and project success in Kakuuto County?
2. What is the relationship between changing settings and project success in Kakuuto Count?
3. How does project reflection relate with project success in Kakuuto County?

1.6 Hypotheses of the study

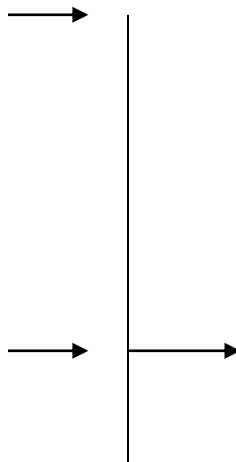
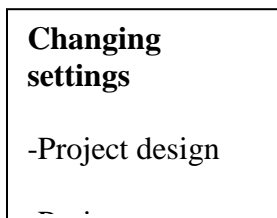
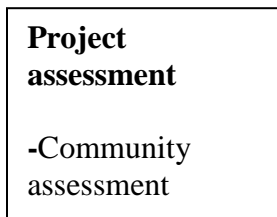
The study was hypothesized as follows:

1. There is a significant positive relationship between project assessment and project success in Kakuuto County.
2. There is a strong positive relationship between changing settings and project success in Kakuuto County.
3. Project reflection has a significant relationship with project success in Kakuuto County.

1.7 Conceptual framework

The framework below conceptualized the intervention setting approach as understanding the settings or the context where the interventions are going to take place, then changing the settings so as to bring about change that projects always intend and then knowledge development.

Independent Variable



Dependent Variable

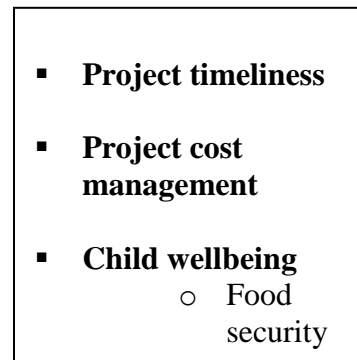


Figure 1: A schematic diagram showing the intervention setting approach and project success. The IV conceptualization was adopted from Blake et al., (2009) while DV was from Andersen (2006) and Cleland et al.,(2007)

1.8 Significance of the study

The study generated findings for major stakeholders in development agencies which can provide a basis for a step wise approach to interventions into poor communities to boost holist life improvement of the project settings socially, economically and environmentally.

1.9 Justification of the study

World Vision Kakuuto development program has had several interventions (projects and grants) to combat food and nutrition insecurity, health ill-being and environmental degradation in communities given the catalyst of the AIDS scourge. The approach to realize development efforts in such a project setting that is recovering was desired to see if the approach is cross cutting in all aspects regardless of context.

1.10 Scope of the study

Geographical scope; the study was carried out in the designated area development program of Kakuuto in Rakai district. The content scope looked at the independent variable was intervention setting approach that was conceptualized as project assessment, changing the settings and project reflection. The dependent variable was project success which coined project timeliness, project cost management and child wellbeing. The time scope of the study October 1998 to September 2010.

1.10 Operational definitions of terms and concepts

Intervention;

An intervention is a network built from a need to correct or improve a practical situation. It becomes established through connections that form the interests or capability of individual actors both human and non-human.

A setting approach;

An orientation to practice that organizes interventions in relation to the environments in which people live, work and play (Poland et al., 2009).

Project;

A one-time activity or endeavor with defined set of desired end results.

Project success

This study defined project success as livelihood improvement

Project Cost

The sum total of all funds required to complete a business purchase transaction

Framework:

A set assumptions, concepts and practices that constitutes a way of viewing reality.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a discourse on the intervention setting approach and its influence on project success. Major concepts of the study were delineated in order to create unified understanding of terms used. Literature including different studies done before and reasonably close to the topic of research were reviewed, analyzed and their relevant contribution to this study included. The theory and concepts were detailed.

2.1 Theoretical review

This study was be guided by the actor-network theory (ANT) to conceptualize the study variables. The ANT also known as enrolment theory or the sociology of translation, emerged during the mid-1980s primarily with the work of Bruno Latour, Michel Callon and John Law. ANT is a conceptual frame for exploring collective socio-technical (human and non-human) processes whose spokesman paid particular attention to science and technological activity. He suggests that the work of science is not fundamentally different from other social activities. The theory privileges neither natural nor cultural accounts of science production. Instead that science is a process of heterogeneous engineering in which the social, technical, conceptual and textual are puzzled together and transformed (translated). Differentiation is not made between society and nature, truth and falsehood, agency and structure, context and content, human and non-human, micro level phenomena and macro level phenomena or knowledge and power.

A relational materiality is advanced which presupposes that all entities achieve significance in relation to others. Science then is a network of heterogeneous elements realized within a set of diverse practices. The ANT is conceived as a heterogeneous amalgamation of textual, conceptual, social and technical actors. The volitional 'actor' for ANT termed as actant is any agent, collective or individual that can associate or disassociate with other agents. Actors enter into networked associations which in turn define them and provide them with substance, action, intention and subjectivity.

The concepts embodied in the ANT include heterogeneous networks, translation, generalized symmetry, punctualisation and tokens. Formation of an innovation focuses on a duality between the social and technical components of an innovation. Networks are processual built activities, performed by actors out of which they are composed. Each node and link is semiotically derived, making networks local, viable and contingent. For a planned project to acquire intended success, the different elements found in the community both human and non-human must reach a level of being functionally indispensable. Since there is diversity in the human and nonhuman actors of the network it is critical to understand their context, and then work towards translating them to a better state and finally knowledge development and translation. By following this approach, the operative implementation process include the tangible like; the resources, services, logic planning models; the intangible like the scientific knowledge, state-of-the-art; the uptake of roles and the development of new relationships (social components). Program innovations need to build connections with actors from a given setting. In the endeavor to change the settings, the actor ANT describes this process of establishing connections as interesting the otherwise uninterested. This includes problematization and interessement.

Problematization describes the manner in which the local group identifies and defines other actors in relation to practical problems and situate themselves as essential for its resolution. Interessement is the group of actions or strategies by which the primary actor group attempts to impose and stabilize the identity, motivation or interests of the actors defined through problematization. Acts of negotiation and compromise where actors attempt to maintain or gain interest of other actors. Analytically the ANT is interested in the ways in which networks; overcome resistance and strengthen internally, gain coherence, consistence and convert/translate network elements; how they prevent actors from following their own proclivity in order to become durable; how they enlist others to invest in or follow the program to enroll; how they bestow qualities and motivations to actors; how they become increasingly transportable and useful and finally how they become functionally indispensable or as obligatory points of passage. And if any community project translated a group of people to this final level in their network, it would not even require development agencies to stay long in communities to bring about desired project success. Post the interventions of an NGO or any agency, evidence will be present that intervention took place successfully and households would never remain in their poverty state despite the funds and all other resources

2.2 Conceptual review

The concepts in this study were intervention setting approach and project success. Intervention setting approach was conceptualized into three aspects of project assessment which includes understanding the settings where the interventions took place, changing of the setting and project reflection. Project success which was the variable to be explained in this study and therefore the dependent variable embraced the actions of three project players; the parent organization-World

Vision, the project manager with team and finally the customer organization which is the community in which the intervention is being carried out. Consideration in program planning and implementation is required. Project assessment related to the issues and dimensions being addressed to cause the change a given project intervention aimed at. These included differences and similarities across a given setting, unpacking assumptions and identifying localized determinants, mapping stakeholder interests, and addressing power relations (Poland, et al., 2009).

Changing a given setting with a planned intervention looked at factors like the capacity of the setting for change, the focus of that intervention, the right engagements for success of the project, appropriate strategies for that particular setting and an evaluation of the success or change process that the project intended. Dimensions of community professionalism, agency, government and overall system capacity were identified in studies such as those connected with the Canadian Heart Health Strategy (Elliot, Taylor, Cameron, & Schabas, 1998). For schools, the WHO (2003) has identified several relevant approaches that influence the setting, infrastructure and assigned staffing to support coordination of multiple program, formal and informal mechanisms for cooperation across systems and professions; ongoing workforce development; ongoing knowledge exchange, transfer, and development; regular monitoring and reporting on progress; explicit procedures to identify emerging issues and trends and priorities; explicit plans for sustainability. There is a frequent lack of available resources (human and otherwise) to develop original interventions and this is particularly the case in the communities that would benefit the most. The community willingness to move from their current state, their strengths, weaknesses, opportunities and threats all constitute their capacity to change. Adapting existing interventions is much less resource intensive and in some cases may be the only available option

(Martin-Storey et al.; 2009). The change process of participating communities had to be the focus of intervention (Huang and Coker 2010).

There is need to go beyond individually focused interventions to interventions aimed at local or organizational levels like schools community-based interventions and those aimed at large systems such as laws, policies, and poverty” (Beatty et al. 2004).

Huang and Coker (2010), in quoting (Corbie-Smith, Thomas, Williams, & Moody-Ayers, 1999; Hatchett et al., 2000; Hatch & Moss et al., 1993; Mason, 2005) stated that in order to increase minority representation, initiatives require the inclusion of women and minorities. To create a diverse pool, obstacles should be identified. For instance distrust, lack of information and understanding of research studies and informed consent (Freimuth et al., 2001), and other practical considerations. One may negotiate entry in a variety of ways, depending on the context and focus. Many authors have attested to the advantage of racial or cultural affiliation in gaining entry to the community and establishing trust with participants Haung and Coker (2010) as quoted by Gibson & Abram (2003); Smith et al., (2007); Tillman (2006); Welsh et al., (1994). In a corporate setting, one could for example work through powerful gatekeepers such as business owners. They may facilitate access but could also try to control the agenda. Alignment with those in power may alienate you from other stakeholders such as unions and shop floor workers. Building trust with multiple stakeholders may require declaring allegiances and demonstrating these through tangible action and taking risks. It is important for researchers to address potential issues that may prevent participation during the planning stages (Hatchett et al., 2000). There will be choices about how to manage relationships, competing agendas, and competing and/or unrealistic expectations associated with the intervention in a particular setting. Some stakeholders may be overly optimistic and others pessimistic about the prospects for change

based on prior failures or successes, or see the intervention as a test or answer to other problems in the setting, giving additional baggage to handle. Tentative advance decisions about how to transfer ownership, fulfill promises, and when to withdraw from a setting can be helpful to all who are involved. Practitioners should also be aware that when interventions do not go well or expectations for change are dashed, they risk being made scapegoats from one or more sides.

Issues of strategy take their cue from prior analysis of context, and decisions regarding focus and engagement, and are informed by other questions. For example, what emphasis will be put on individual behavior change versus structural or organizational change, or changing those in the setting versus changing the setting itself?

Whitelaw et al., (2001) outlined five different types of settings-based health promotion practice: (a) a “passive” model, wherein the setting is seen as a convenient way of targeting traditional health education to a “captive” audience; (b) a more “active” focus on individual behavior change that incorporates some attention to organizational or systemic enablers and barriers; (c) a “vehicle” model that involves tangible projects that target aspects of the setting itself seen to require modification; (d) an “organic” model that also focuses on healthy settings but does so through grassroots participation, community development and empowerment approaches; and lastly (e) a “comprehensive” model that seeks fundamental and enduring change in setting structure and culture through the use of powerful leaders and policy levers. Diverse stakeholder participation and broadening the scope to consider changes needed beyond the setting to catalyze, support, and sustain change within the setting are promoted. Reflexivity concerning the nature of evidence that informs intervention design, including the tradeoffs that will be made between scientific evidence (e.g., best practices) and local lay knowledge, experience, and preferences needs to be advocated for. In her extremely positive assessment of participatory

evaluation (Lennie, 2005) asserts that participatory forms of evaluation have as their aim to produce a range of empowering outcomes and impacts, including increased community capacities in planning and conducting evaluations and broader stakeholder participation in decision making.

Other outcomes include improved communication and trust among stakeholders, and constant improvement of initiatives in ways that meet community or client needs. Change efforts within settings must grapple with how different stakeholders define and measure success. Two additional considerations at this stage that are less often discussed in the evaluation literature include an examination of unintended consequences (both positive and negative) and the relative distribution of costs and benefits resulting from the intervention across stakeholder groups. Realistic evaluation provides insights into the interaction between components of the intervention and the external context in which it operates. One of the major limitations in designing interventions in a developing world context is the lack of existing literature on the developmental antecedents (Martin-Storey et al.; 2009). Commissioning training for behavior change interventions had Guidelines for best practice as brief advice, brief intervention, motivational interviewing and social marketing (<http://www.emphasisnetwork.org.uk>).

Local solutions to achieving sustainable community and economic development are therefore seen as important outcomes of a capacity-building approach (Lennie, 2005).

2.3 Project assessment and project success in organizations

Complex interventions have components which can vary in different contexts (Byng et. al., 2008). In an assessment carried out by Middleton and Jonathan (2007), he revealed that the economic development interventions often do not account for social, cultural and political

differences among populations being served. The authors discussed the necessity of investing in tribal, cultural, institutional and social capital. Researchers must develop sensitivity to cultural diversity, seeking understanding of cultural differences in responses to interventions provided (Welsh et al., 1994). Cultural adaptations are then made on numerous levels, from surface changes such as the use of titles that are less threatening to the community, to more complex alterations that focus on the cultural stories and values to improve child and parent understanding of the goals of intervention and emphasizing the development of cultural pride (Martin-Storey et al.; 2009). The diversity of social embeddedness, social capital and neighborhoods that underpin community interventions need to be better understood (Chiu and West 2007). Broader understanding of stigma by examining questions of context and power was furthered by (Airhihenbuwal et al.; 2009). Emphasis by Sebiston et al., (2009) in his work was that programs that enable social connections with others and foster enhanced perceptions of competence and control are likely to be most effective. The interventions that facilitate the development and maintenance of social networks and supportive relationships enhance activity rates and adherence. There are aspects of a setting that require consideration in program planning and implementation. Much of the difficult in becoming an effective project manager lies in understanding the particular challenges project management presents in most co-operations. Meredith and Mantel (2000) assert that it is not simply the management of a project *per se* that presents such a unique challenge, it is also the atmosphere within which the manager operates that adds an extra dimension of difficulty. A reflective engagement with issues such as stake holder interests, diversity, localized determinants, power relations, implicit assumptions and the evidence base for interventions will make for more relevant, sustainable and successful interventions (Poland et al., 2009). The analysis of settings can be enhanced by first of all

considering certain types of settings and what they have in common. For example schools, hospitals, and other settings like villages and what distinguishes them. Understanding these enduring features helps practitioners to initially orient to a setting as a form of broad type. Explicit and tacit assumptions held by the people therein and how the setting is conceptualized by members and how they change over time can influence possibilities for intervention and have implications for project success.

The eight-step model of Martin-Storey (2009) closely agrees with the intervention setting approach adopted for this study. Intervention always involves claims about legitimacy, standing, and authority that are socially constructed and culturally constituted. This means, in part, that interventions take place in the context of a system of understanding and action that is dynamic and contingent. That is, the range of possible action and its interpretation are the result of an ongoing interactive process among individuals, communities, and their environments. It is from this repetitive, mutually affecting interaction that cognitive, affective, and directive frameworks of understanding – durable dispositions and expected behaviors – emerge over time (Bourdieu, 1990; Maturana & Varela, 1988) as quoted by (Rubinstein 2005). The meaningful patterned activities that follow from these dispositions are cultural practices. Thus, within varying cultural contexts, we require accounts of the features of people's experiences and the means by which they come to understand those experiences as problematic (e.g., see Davidson, 2003; Jenkins & Barrett, 2003) as quoted by Penny, Newton and Larkin (2009).

Projects have stakeholders (Swanepoel 2006). However diverse the project backgrounds are, project activities must be coordinated. Inter-personal tensions become a natural result though this must be managed for final project success. Failure of many development projects and programs

were linked to poor participation of local communities in their planning, implementation and monitoring, resulting in large resources spent without producing expected results on the ground (Silima 2007) in quoting Karl, (2000); Fabricus, (2004); Rahnema (1992). This created more problems, with benefits not reaching the right beneficiaries and greater mal-distribution of income in many developing countries. For success of projects, the nature of the conflict among any stakeholders should be analyzed and understood and not just forced below the surface otherwise it will continue to fester if unaddressed.

Poland (2009) affirmed that clear understanding of the stakeholders should be done. Project stakeholders are defined as individuals and organizations that are actively involved in the project or whose interests may be affected by the result of project execution (PMBOK 2004). They exert influence over the project objectives and outcomes, the project management team must identify the stakeholders, determine their requirements and expectation to ensure a successful process. Failure to identify a key stakeholder can cause major problems for a project. Analysis of the stakeholders and their vested interests in the setting is essential. Mapping this sociopolitical landscape helps determine who to work with insofar as one is able to identify who will support, resist or remain neutral to the proposed intervention (Poland, 2009). Project managers who wish to succeed must learn to use the political system to their advantage. This involves becoming adept at negotiation as well as using influence tactics to further goals of the project.

Rubinstein (2005) stated that by their actions, interveners assert that they have authority to intervene. This is a claim about power. Yet, as with legitimacy and standing, power is a culturally constituted resource. There are many types of power, ranging from the material to the normative (Foucault, 1980; Kertzer, 1988; Rubinstein & Tax, 1985). Whichever form is operative and supports intervention affects how people understand and react to that intervention.

The challenge is also to create a process of reaching out and involving many stakeholders in different spatial scales (Snapp & Heong, 2003) as quoted by Silima (2007).

Intervention mapping is an iterative process encompassing 6 key stages: a needs assessment where evidence is cited, the identification of outcomes and change objectives where there is specifying in detail the desired outcomes of the intervention, the selection of theory based methods and practical strategies, the development of a programme plan, generation of adoption and implementation plan, and the generation of an evaluation plan (McEachan et al., 2008). Differences in context have shaped some of the interventions that have been previously used in developing world contexts (Martin-Storey et al.; 2009).

2.4 Changing settings and project success in Kakuuto County

Different contexts produce different outcomes (Dieleman 2009). Conceptualizing community change as occurring at multiple levels may help practitioners to develop more sophisticated models of action for their programs like the Individual-Level Change, Civic Participation–Level Change, Inter-organizational Level Change and Community-Level Change (Bisset, 2008). Although it is difficult to attribute change to a particular initiative based on data collected through a reporting system. The theory of change captures what is required to translate objectives into ongoing service delivery, program operation and response of the people to program activities. Given a setting in which an intervention has to take place, its context, the capacity of the setting to change, the focus of the intervention, engagement, strategy of the intervention and evaluation of the intervention constitute what can be changed to realize project success. Programs are placed into operation by actors with varied styles, experiences and interests.

There is an artificial boundary between a project and its implementation setting; what then is needed is an approach to make sense of program in a way that draws attention to this inherent interactivity (Glasgow, Lichtenstein and Marcus 2003); the people and things which come together in a new set of program actions (Bisset2008). Lennie (2005) presented results from the implementation of a process that aimed at building the capacities of people in two Australian rural communities to evaluate their local communication and information technology (C&IT) initiatives. The 'LEARNERS' process(Learning, Evaluation, Action & Reflection for New Technologies, Empowerment and Rural Sustainability) used participatory action research and participatory evaluation methods, and took an inclusive 'whole of community' approach. The process aimed at enhancing community development and to facilitate community empowerment, participation and leadership, particularly for women. Rigorous analysis of the impacts of the project found that it was effective in producing various degrees of social, technological, political and psychological empowerment. The process involved community members from every sector working together to enhance the social, economic, cultural and environmental conditions of their community and the promotion of lifelong learning (Faris, 2001). The process also aimed to increase collaboration and cooperation between diverse community organizations and groups and to generate new awareness, knowledge and ideas about the use of C&IT for sustainable community and economic development. This article presented outcomes of a detailed analysis of the empowering and at times disempowering impacts of the implementation of a framework known as 'the LEARNERS process for participants in two Australian rural communities. A key aim of the LEARNERS project, which trial led this framework, was to build community capacities in evaluating rural communication and information technology (C&IT) initiatives such as community websites and information literacy programs. Using participatory evaluation and

participatory action research (PAR) methodologies (McTaggart,1991; Wadsworth, 1998) informed by praxis feminist theories and methodologies (Lather, 1991; Stanley and Wise, 1990), the project implemented and undertook an ongoing meta-evaluation and critique of the implementation and use of the LEARNERS process in the two participating communities. This capacity-building framework was considered innovative in that it took a 'whole community' systems approach, used PAR and participatory evaluation methods, encouraged analysis of differences such as gender, age, ethnicity and skills with C&IT, and sought to develop 'learning communities' (Faris, 2001). He agreed with Blake et al., (2009) where his study analyzed that change can be seen in the aspects of; context for change, capacity to change, focus, engagement, strategy, and evaluation. history of the specific setting, efforts that have been aimed at changing behaviors within this kind of setting, how approaches have changed over time, and how might the changes be explained are part of changing the setting. An example is in the school health promotion interventions which have evolved from medically driven, curriculum-focused exhortations to teachers teaching facts about single health issues. Subsequently, more comprehensive approaches like linking different clusters of health problems and factors and then coordinated programs across several systems and at different levels within those systems, have given way most recently to whole-school approaches that emphasize multiple policy, educational, service, and environmental interventions. An analysis of the context for change efforts must also grapple with what supports must be in place or barriers removed outside the setting in the broader sociopolitical, community, and/or economic context. This may necessitate work in advocacy, coalition building, strategic partnerships, or deepening and widening community participation, including vital work across settings, what is currently referred to as "joined up" settings work (Dooris, 2004).

2.5 Project reflection and project success in Kakuuto County

Because interventions are culturally constituted, it is important for those who seek to make a difference through intervention to learn about the social and cultural aspects of the groups where they are intervening. Such knowledge will help interveners appreciate how their efforts might be received (Rubinstein, 2005). A realist review not only asks whether an intervention has shown to be effective, but also through which mechanisms an intervention produces outcomes and which contextual factors appear to be of critical influence (Dieleman 2009).

It also allows interveners to shape their actions to more appropriately fit the culture of the groups they are working with. Cultural descriptions such as accounts of artifacts, activities, values, and beliefs – convey information collected by a researcher in a specific temporal and spatial context. Such characterizations can be helpful if their use is strictly anchored in specific circumstances. A study conducted by Shane et al., (2005) details a process that was used to develop a common knowledge and translate it for joint utilization with even the international colleagues whereby multiple models and frameworks were analyzed and a shared foundation for school psychologists and other educational and mental health professionals adopted for international crisis intervention. Residents of the communities should be engaged as active participants in the efforts of knowledge building and transformation of communities and society (Aisenberg and Herrenkohl, 2008).

Numerous barriers to successful development endeavors were identified by Trevis et al., (1999) and in particular included; a lack of motivation, people's belief in a culture of hand-outs and the consequent mindset of community members were prominent issues discussed with regard to development efforts. The implication was that citizens sat and waited instead of playing an active role in the country's endeavors towards reconstruction and development. The indication that the

mindset of community members played a role in efforts towards development. Many researchers argue that building community capacities and fostering empowerment are more effective ways of achieving sustainable community development than programs and success indicators imposed by outside experts (Harrison, 1998; Mobbs, 1998). They point out that outside experts usually have limited knowledge and understanding of the particular community context, needs and issues (Lennie, 2005).

2.5 Summary of the literature review

A review of literature began with identifying studies that had a relevance to this study particularly those that addressed the interventions and their settings/contexts to ensure project success. The focus of the literature was to crystalize the project intervention approach to retain that which specifically related to project success. Specific attention was given to project assessment, changing settings to bring about the expected change and knowledge development.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

The chapter on methodology contains the research design that guided the whole study, the study population chosen, the sample that represented the population, the appropriate sample size and its selection, the sampling techniques and procedures, the data collection methods and data collection instruments. Pre-testing, the data collecting tools, the procedure of data collection, analysis and finally the measurement of study variables.

3.1 Research Design

The design of the study was a correlational study in the natural environment of the World Vision Project in Kakuuto County. Because the interest of this study was not to establish the cause of project success, the different aspects of relationship were of interest. Existence or non-existence of a relationship between the study variables formed the objectives of this study. The unit of analysis from the gathered data were the individual responses. The categories of respondents in the study were; World Vision staff, CBOs, RC and their guardians, PLHA, school management committees, Area development committees, health workers and local government staff.

3.2 Study Population

The study population comprised of the staff of World Vision both at head office and Rakai - Kakuuto Programme plus other stakeholders where the interventions had been carried out. A wide variation existed in the community but categories for this study were limited to; RC, RC

guardians the sub-county development committees, the health center workers, CBM, school management committees, CBOs and the sub county staff.

3.3 Sample size and selection

A reliable and valid sample enabled generalization of the quantitative findings from the sample to the population under investigation (Sekaran, 2003). The size of the sample was determined using Krejcie & Morgan table (1970). Other samples for quantitative data were constituted.

Table 1: Sample representation of the stakeholder groups who responded to the questionnaire

Sample representative ness	Population	Accessible population	Sample	Sampling technique
Staff	19	9	9	Random sampling
CBOs	15	5	5	Purposive sampling
Development Committees	10	7	6	Purposive sampling
Health workers	10	8	8	Random sampling
School management committees members	14	5	4	Random sampling
CBM	20	10	3	Random sampling
PLHA	20	13	11	Convenience sampling
Local Government staff	20	8	4	Random sampling
TOTAL	128	65	50	

3.4 Sampling techniques and procedures

Both probability and non-probability sampling techniques were triangulated in this study. Because of the varsity of the area of Kakuuto, stratification was done according to the five sub-counties of Kakuuto, Kasasa, Kifamba, Kyebe and Kibanda. Then random selection and non-random selection of the respondents in the different categories was done. This stratified random

sampling plan had efficiency (Sekaran, 2003). Groups of respondents to the study included; World Vision staff, CBOs, RC, RC-guardians, Area Development Committees, health workers, school management committees, CBM, PLHA and Local council III staff.

3.5 Data collection methods

Primary and secondary data sources were considered in this study. Triangulating the quantitative and qualitative methods reinforced results to provide insight into different levels of analysis. For cross-checking purposes, what another method left out, another method captured it (Pope& May 2006). This then aided convergence at a single construct (Amin, 2005). This bolstered confidence in the ultimate conclusion reached from interpreting the findings of this study (Morgan 2007).

3.5.1 Survey method

The survey ensured that quantitative data of the study was gathered for analysis. A systematic description that was factual as much as possible was produced. The study besides describing the existing condition, described whether the variables were related.

3.5.2 Interviews

Face to face interviews were administered to the RC and managers. The investigator gathered data through direct verbal interaction with the respondents participating in the study (Amin, 2005). Interviews involved face to face meetings with respondents. Maximum cooperation

between researcher and respondents to get reliable information was given key consideration since some of these children were no longer receiving support from the programme. Probing for in-depth information and clarification of unclear issues ensured good responses.

3.5.3 Focus group discussions

Guardians of the registered children in the programme constituted the Focus Groups. Topics for discussions to probe for their view of success in the different projects that had been undertaken to work with the households and communities to reduce on their ill-being.

3.5.4 Document review

The researcher reviewed organization working documents like the generic plans, the annual operational plans, programme progress reports and evaluation report. District operational documents were also scrutinized for their approach towards reducing households from ill being. This intended to ascertain whether there were deliberate steps to address key aspects on which poverty hinges in households and communities, before project implementation. A document check list of the organization was used to capture the aspects of project success that were planned versus what was achieved.

3.6 Data collection instruments

Data collection instruments in this study referred to the tools that captured the required information. These included; questionnaire, interview guide, focus group discussion guide and the document review checklist.

3.6.1 Questionnaire

The questionnaire was the primary data collection tool. A carefully designed set of close ended questions for collecting data in accordance with the specifications of the study research questions and hypotheses (Amin, 2005) was used. Increased chances of getting valid information as the researcher filled in the answers. A five likert scale was used for the study.

3.6.2 Interview guide

An interview guide made it possible to get required data to meet study objectives Mugenda and Mugenda (1999) which further clarified and help respondents give relevant answers. The key informants were the managers, community informants and the RC.

3.6.3 Group discussion guide

The topics for discussion in the focus groups included actions of the parent organization, the project manager and the team and the customer organization which is the Kakuuto community for the dependent variable and for the independent variable topic included whether stakeholders in the interventions understand the intervention setting, whether positive change takes place and finally whether new knowledge suffices.

3.6.4 Document review checklist

The instrument contained the list of documents to be reviewed to provide the necessary data for the study like the; Rakai district strategic development plan, Rakai district participatory poverty assessment report, Uganda participatory poverty assessment process II report, the World Vision Uganda national office strategy, the phase I,II and III design documents for World Vision Kakuuto Programs.

3.7 Quality control of study instruments

Validity and reliability are two important concepts for the acceptability of the use of an instrument for research purposes.

3.7.1 Validity

Content validity was ensured in the research tool where two experts were given the questionnaire to verify the relevance of the questions asked in regard to the study. One had 89% of the questions left out of the total questions. The second expert had had 92% of the questions left out of the total questions in the questionnaire. The content validity index was calculated as the ratio of the total items rated relevant and the total number of items initially making up the questionnaire.

$$CVI = TRR / TI$$

For the first expert; $CVI = 109 / 118 = 0.92$

The second expert; $CVI = 105 / 118 = 0.89$

Average CVI = 0.9

3.7.2 Reliability

Reliability of an instrument reflects the extent to which it is error free. Establishing its consistence in measurement across time was established. The reliability coefficient of Cronbach alpha was used on the pilot questionnaire and it yielded a value of 0.8. This was above the acceptable threshold of 0.7 and so it indicated a high degree of reliability.

Table 2: Reliability coefficients of Cronbac alpha for the study variables

Dimension	Cronbach's Alpha	Number of items
Project assessment	0.714	7
Changing settings	0.781	8
Project refection	0.817	4
Project success	0.621	14

Source: Research Findings

Table 3. Overall Reliability Statistics

Cronbach Alpha	Number of items
0.813	40

Source: Research Findings

The results in table 2 above were used to confirm the reliability of the instruments for each of the study variables and table 3 shows the overall statistics for the research tool.

3.8 Procedure of data collection

The collection of data began with proposal defense which is a requirement of the institute. After an authority letter from the institute was given to me to deliver to the World Vision leadership who authorized me to collect the data from the organization. Training of a research assistant for proper orientation to the instruments and to translate easily any words that could be hard to the respondents was done. Then the data obtained by the questionnaire was collected and measures to ensure a good response was to ensure good timing of respondents when they are not peak hours of their work. Interviews and group discussions were be organized in the evenings after respondents had done their chores so that they could offer maximum attention and clarify issues that the structured questionnaires could have omitted. Interview will be carried out with key informants on prior request for permission. Focus group discussions ensured a good atmosphere for free expression about the interventions. Finally the documents in place were analysed and compared too.

3.9 Data analysis

The researcher submitted the collected data for computer analysis using SPSS for Windows software program. Descriptive statistics were obtained; they include the frequency distribution and cross tabulations. Inferential statistics was obtained using the Pearson Correlation.

Significant or non-significant correlation, positive or negative correlation between variables were established.

3.10 Measurement of project success

Evaluation of the actions of the national office which is the parent organization, evaluation of actions of the manager and the team in Kakuuto and finally the actions of the customer organization which includes the Kakuuto community was done.

3.11 Measurement of intervention setting approach

The intervention setting approach concept had dimensions of understanding setting, changing setting and knowledge development. Understanding settings was measured by diversity elements of ethnicity, gender, class and age differences; received knowledge will be measured by unpacking the explicit and tacit assumptions which are usually made about the Kakuuto setting. Localized determinants, stakeholders and interests and power relations were all be part of understanding settings. The second IV of changing settings was measured by the dimensions of context to change, capacity to change, focus of the intervention, engagement, strategy and evaluation of the change. The third variable of knowledge development and translation was measured by; what is yet to be known, forms of knowledge to allow understanding settings and the gaps between theory and practice. In the quantitative method of data collection the likert scale was used to measure the variables under study on a continuum of strongly agree, agree, undecided, disagree and strongly disagree. The interval scale was used to measure the age bracket and the nominal scale for the demographics of age and gender (Amin, 2005)

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study was designed to investigate the relationship between the intervention setting approach and project success in international agencies, a case study of World Vision Uganda. This chapter presents the response rate, the demographic characteristics of the respondents, data analysis and results according to the research objectives. The findings from the study are presented using descriptive statistics, correlation coefficients and reliability figures. The purpose of this study was to examine how the intervention setting approach contributes to project success by World Vision in Kakuuto County. The three research objectives included:

1. To find the relationship between project assessment and project success in Kakuuto county.
2. To establish the relationship between changing of settings and project success in Kakuuto county.
3. To find out how project reflection relates to project success in Kakuuto County.

In this chapter, the data collected under the three (3) objectives is presented into two sections where section one present the biographical information of the respondents and section two presents results on the objectives of the study. Analysis and interpretation of these results was concurrently done.

4.1 Response rate

A total of 50 direct stakeholders in the projects responded to the study out of the anticipated sample size of 69 respondents. The study targeted five (5) Focus Group Discussions with the guardians of the Registered Children (RC) which were all obtained from the whole County. A total of 121 RC were interviewed out of a target of 175. Denison (1996) concludes that a response rate of at least 50% should be recognized in order for the views raised to be representative. This is further affirmed by Mugenda & Mugenda (2003) who indicated that a rate of 50% is good.

Table 4: Response rate

Direct Project Stakeholders	Target Respondents	Actual Respondents	Response rate (%)
Staff	10	9	90
CBOs	10	5	50
Development Committees	7	6	86
Health workers	8	8	100
School management committees members	10	4	40
CBM	7	3	43
PLHA	13	11	85
Local Government staff	8	4	50
Registered Children	175	121	69
Guardians	50	50	100
TOTAL	69	50	

Source: Research findings

As indicated there were 19 staff on the project and 10 were accessible at the time of administering the questionnaire. 9 responded to the research tool making a response rate of 90%. The Community Based Organizations (CBO) were 5 key executives leaders per CBO and 1 respondent was chosen to participate in the study totaling up to five of them from the sub county making a response rate of 50%. Other respondents to this study were the members of the development committees. The county has 5 sub counties and 2 respondents from each would ably respond to the research tool. 7 were accessible and responses were obtained from only 6 members. Health workers were also key respondents in this study. They were a total of 10 but 8 could be accessed and all of them responded making a response rate of 100%. The school management committee members accessible for the study were 10 but only 2 returned the answered tool making a response rate of 40%. The CBM are community based monitors are volunteers who regularly report the status of children wellbeing in the communities. Out of the 7 who were accessible, 3 responded making a response rate of 43%. PLHA are the persons living with HIV/AIDS and their response rate was 85%. Finally the local government of the county had a total of 20 key respondents but only 8 were accessed for the study. Response was obtained from only 4 making a response rate of 50%. A total response rate for the category of direct stakeholders was 72% for this study. The registered children in the program who were interviewed had a response rate of 69% while the guardians made 100% response rate.

4.2 Demographic information on the respondents

The study researched on the particular characteristics of the beneficiary population which included their gender, age group, family headship, occupation, ethnicity, category of the respondents- as described by this study and highest level of formal education.

4.2.1 Gender of the respondents

The descriptive characteristics showed the extent of the involvement and participation of men to women in the development work World Vision projects.

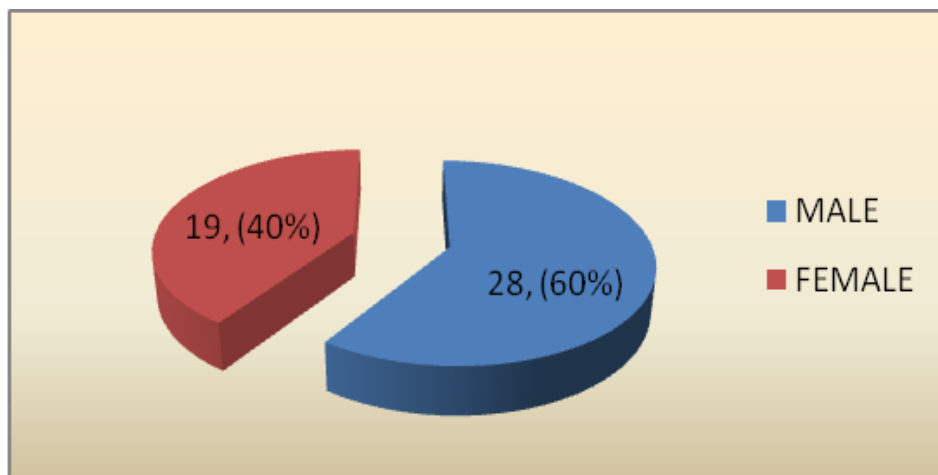


Figure 2: Pie chart showing the gender of direct stakeholders in the project development work of World Vision Uganda

The findings showed that there was a relative balance in the participation of both male and female in the development interventions in the communities though the males are more at 60%

and women at 40%. The gender sensitivity in the project integration is interpreted to have given the researcher divergent views of the variables under study.

4.2.2 Age group of the respondents

The age groupings were obtained as a result of a rapid appraisal of various project stakeholders in the county of Kakuuto. They included the children who are 17 years and below, the youth among whom are parents and guardians of these children and those above forty years to sixty years. Below is the presentation of the age distribution in a pie chart.

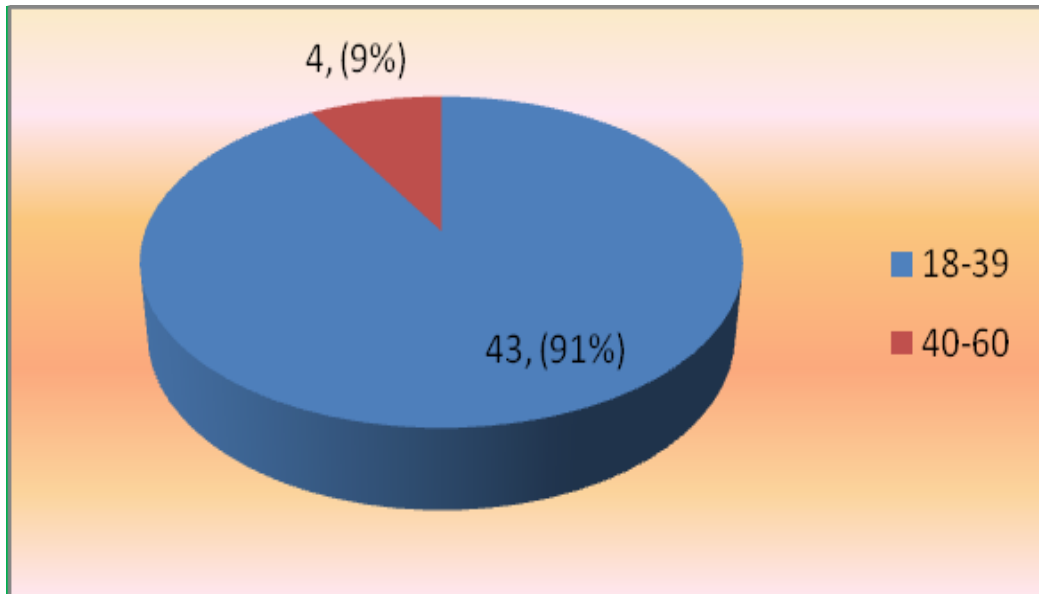


Figure 3: Pie chart showing age groups in years of the study respondents

The descriptive frequencies showed that the most active age category of 18-39 years participated most in the project interventions with a share of 91%. The elderly from 40-60 years were few with

a score of 4%. Existence of participation from the 40-60 years age group has contributed to earlier studies from this region that; deaths due to AIDS are getting reduced due to the project work. Also the elderly would be so much into the project interventions with the reason of obtaining support and empowerment for their remaining orphans and vulnerable children left behind due to the AIDS scourge in the area.

4.2.3 Family headship

The demographic characteristic of family headship was considered in this study with the prior knowledge of several child-headed families resulting from death to AIDS. Below is the presentation, analysis and interpretation of the family headship of the respondents in this study.

Table 5: Family Headship of the respondents

	Family headship	Percent (%)
	male headed	74
	female headed	26
Percent		100

The findings from the study showed that more families were male headed making a proportion of 74% and the female headed households were 26 %. Prior research by Luzze (2002) in Kakuuto County showed that many families were child-headed resulting from deaths of parents to AIDS. Results showed that there were no child-headed families. The project interventions contributed to this success.

4.2.4 Main Occupation of the respondents

The occupations of the participants in the study were a key aspect for the success of World Vision projects. Nomadic farmers were not allowed in the interventions because development required settled communities to be able to track progress in the improvement of ill-being. The figure below itemized the different occupations of the study respondents.

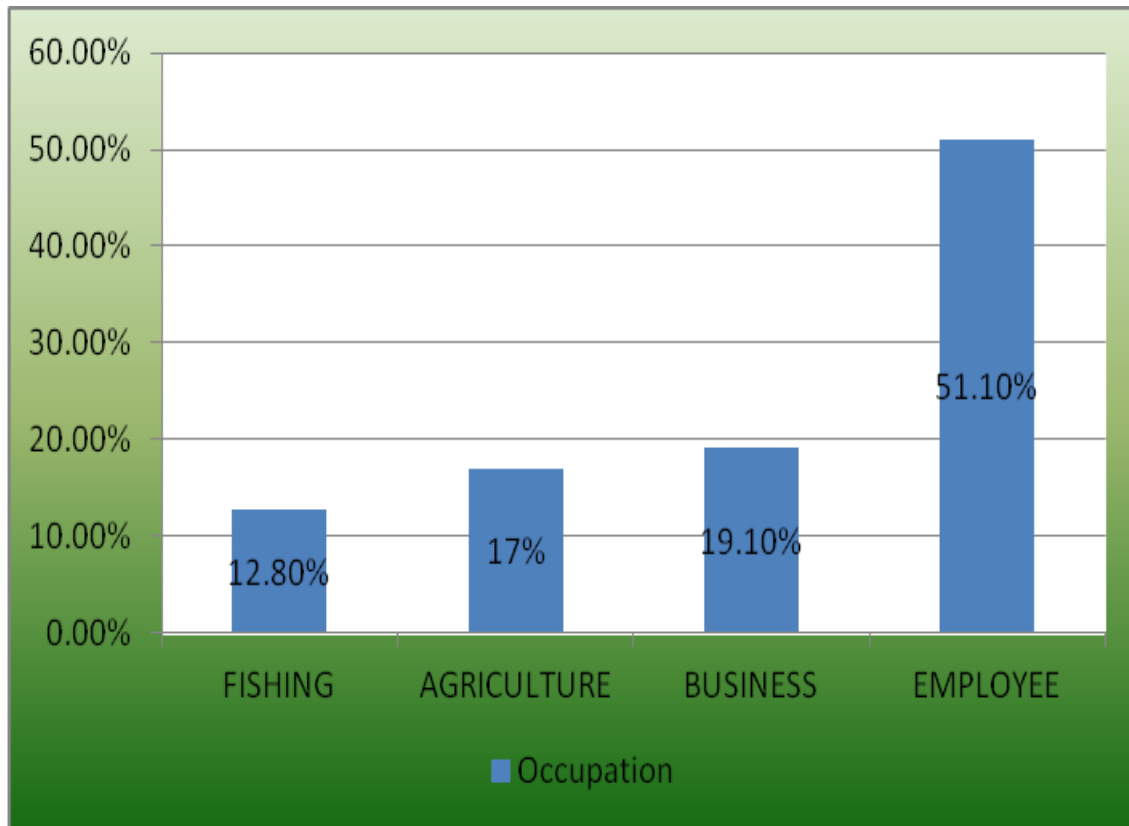


Figure 4: Main occupation of respondents

Source: Study Findings

There were no nomads among the project participants. Respondents whose main occupation was fishing were 12.8% while those practicing agriculture as their occupation for income were 17%. The traders involved in business were 19.1% while the employees who depend on a monthly salary were 51.1%. The interpretation was that employment is conspicuously present in the area with others like fishing, agriculture and business almost equally involving the people because it is a border area with Tanzania but also lake Victoria shower.

4.2.5 Ethnicity of respondents

The context of the study area was both a national boarder area together as a lake shower. Very high chances are that trans-border movements and multiple ethnicity was in place. So the study never undermined it give fact that project success hinges on it. The results below were obtained.

Table 6: Ethnicity of the respondents

Ethnicity	Percent (%)
Ganda	56
Nyarwanda	2
Nyankole	22
Other	20
Total	100

4.2.6 Category of stakeholders

Different people exhibited different stake in the development projects. Eight (8) major categories were obtained in this study as shown in the figure below.

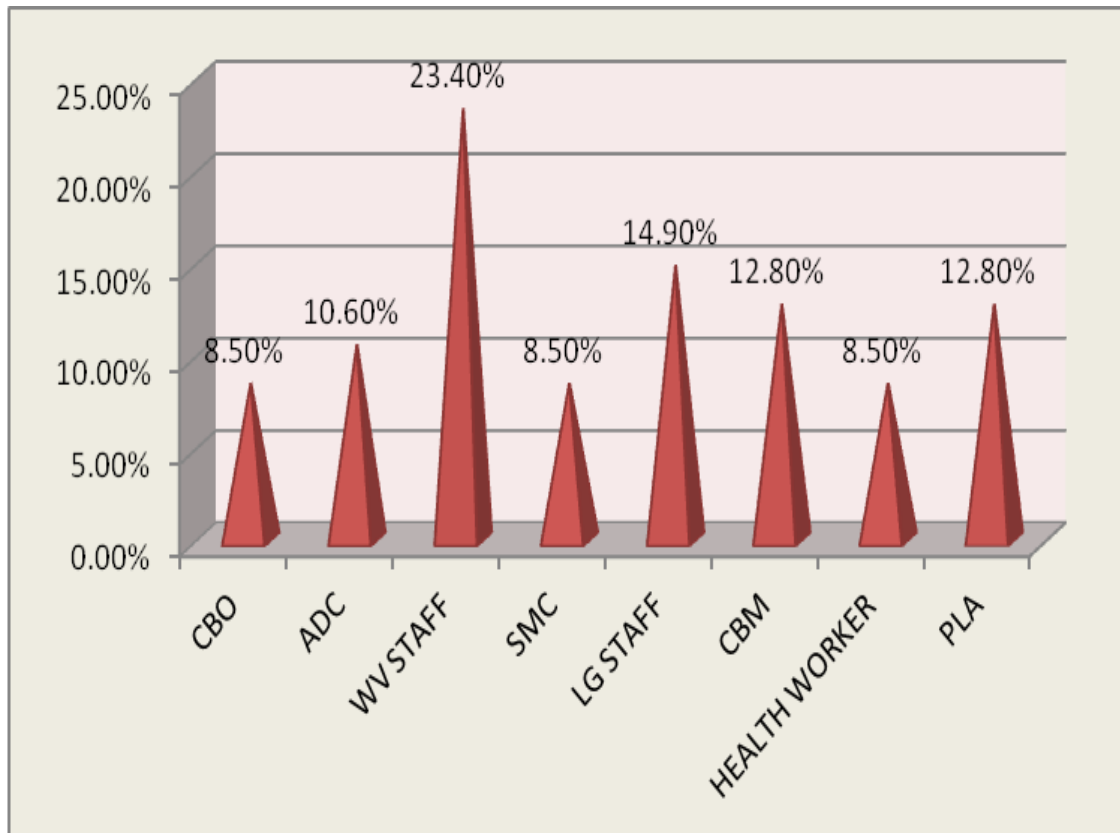


Figure 5: Bar graph showing the categories of respondents in the study

Source: Research Findings

CBOs (Community Based Organizations) contributing 8.5% of the total population. This study assessed the area development committee members (ADC) who were 10.6% of the total, the staff of the organization were 23.4%, the schools management committee (SMC) members were 8.5%, the health workers were 8.5% while people living with HIV or AIDS were 12.8%. The figure below confirms the findings. Major involvement in the World Vision Development projects is the staff who take the lead facilitation role in the development efforts of the communities. This is followed by the local government staff. These are civil servants charged with service delivery to their areas. This was followed by the community based monitors (CBM)

and the people living with HI/AIDS (PLA). The CBM are volunteers who ascertain that development plans are not deviated from at community level.

4.2.7 Highest level of formal education

The study considered the characteristic of the population in regard to their highest levels of formal education. The researcher intended to find out whether there was an influence of intellectual resources in ensuring project success in the area of study.

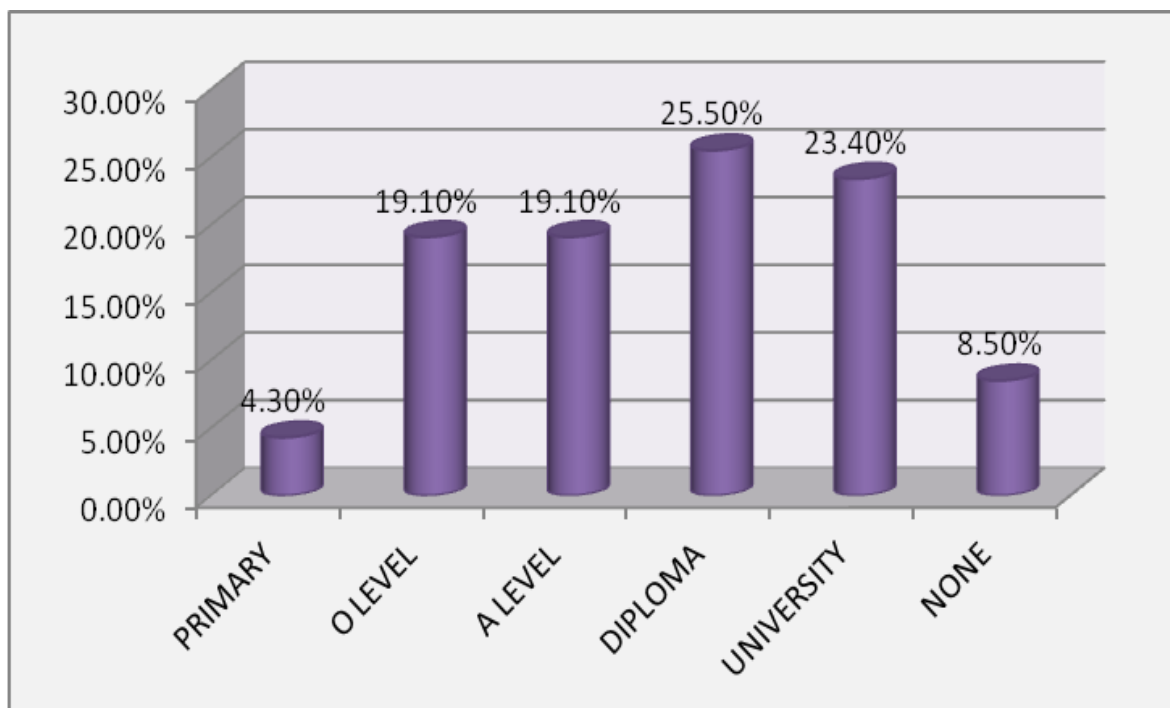


Figure 6: Highest Level of formal Education

Source: Research Findings

Out of the whole Kakuuto population, 4.3% have formal primary education as their highest achievement, 19.1% have ordinary level as their highest level of formal education similar in score like those with advanced level education. Diploma holders are at 25.5% out of the total

population while those with university education as their highest level of education are 23.4%. a proportion of the population exists which has no formal education level and it was 8.5%. this is interpreted that this community has as their majority diploma holders and this is a good evidence of presence of skills with availability of moderate formal knowledge with ability to articulate issues and cause development in the area.

4.3 Objective One: To find the relationship between project assessment and project success in Kakuuto county

Project assessment looks at in-depth aspects of assessment like Community assessment, Agency assessment and stakeholders' assessment. This objective illuminated to what level the prevailing context was known. This knowledge prior to the project plans designed to cause positive change was considered in this study to affect project success. In order to ascertain the effect of project assessment on project success in Kakuuto. A close ended questionnaire was administered to obtain qualitative data. Face to face interviews to the RC in the program and the FGDs with guardians provided qualitative data. The researcher established the relationship between project assessment and project success in Kakuuto county using the Pearson Correlation. In order to predict which of the elements of the intervention setting approach specifically affects project success, the regression analysis was done. The constructs of project assessment included; community assessment, implementing agency assessment and stakeholders' assessment.

4.3.1 Community assessment and project success in World Vision Projects

The context of a community involves the people and their surroundings (..). The scope of community assessment in this study focused on finding out whether the people clearly knew and understood their own reality and poverty context; because this knowledge is part of the project solution unlike those who are unaware of their state. Secondly the study was interested in identifying what needed to be changed. This was looking at the aspects that the community clearly knows its setting and context; and they still know that if a particular intervention would be done or a situation improved, their ill-being would reduce or even cease completely. So the study yielded the results below.

Table 7: Community assessment and project success in World Vision projects Kakuuto

County

Sn.	Statements on community assessment						
		1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5 = Strongly Agree (Percentage Responses)	Non-Response (Percentage Responses)
1	Kakuuto as a community understand their own reality and poverty context	0	10.6	6.4	63.8	4.3	14.9
2	Possibilities to be explored with local government and CBOs/NGOs are understood	0	12.8	2.1	59.6	10.6	14.9
3	Identifying what needs to change is always understood	0	14.9	4.3	53.2	12.8	14.9

Source; Research findings

From the five likert scale questionnaire that was administered to the study respondents, comparison of the respondents’ perception of community assessment and project success were made, hence the following responses were typical. The study wanted to establish whether the community of Kakuuto know their poverty constraints and the better state they would like to attain. Inquiry was made whether “they understood their own reality and poverty context”.

Responses showed that 10.6% disagreed. 6.4% were undecided about the matter. Majority who were 63.8% agreed that Kakuuto as a community understood their own reality and poverty context. The results therefore indicate that this community knows well where they are and where they want to reach.

To further assess the community, it was inquired whether “The Possibilities to be explored with local government and CBOs/NGOs are understood”. This inquiry was investigating support of the government in the project interventions to ensure delivery of project outputs to the people. Results showed that; no respondent strongly disagreed while 12.8% just disagreed, the 2.1% were undecided. 59.6% agreed that the possibilities to be explored with local government and CBOs/NGOs are understood while 10.6% agreed strongly. 14.9% never responded. Interpretation was that the agreeing side totaled up to 70.2% and that was the majority. This means that these people clearly know their vulnerabilities. This knowledge is usually a strong tool to eradication of many problems in the community; whereby the people know the limits of the government and what the other development partners like the CBOs and NGOs can do.

Identifying what needs to change is always understood and in response nobody strongly disagreed while 14.9% disagreed. 4.3% belonged to those who were undecided. 53.2% agreed with 12.8% strongly agreeing. There was a category of those who never responded to this fact. If this community context is well understood and what needs to be changed well planned projects would be accepted and livelihood of the households would improve.

4.3.2 Implementing Agency assessment and project success in World Vision Projects, Kakuuto County.

Partners in this study were both direct and indirect stakeholders of the project interventions. Key aspects like the local policies, practices, and structures in place that support positive change,

Table 8: Implementing Agency assessment and project success

Sn.	Statements on Implementing Agency assessment						
		1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5 = Strongly Agree (Percentage Responses)	Non-Response (Percentage Responses)
1	Information gathered during assessment is used to design projects that are practical, feasible and appropriate.	0	0	2.1	74.5	8.5	14.9
2	Organization strategic choices of addressing root causes of poverty are well understood	0	4.3	2.1	72.3	6.4	14.9

Source: Study findings

The development agencies desire to cause positive change in the poor communities. Inquiry into their approach and their strategic choices was relevant to this study. Realization of success at the end of the project life hinges a lot on the agency that is planning and implementing the project.

Finding out whether information gathered during project assessment was used to design projects that are practical, feasible and appropriate, responses were as follows; n disagreement and strong disagreement. 74.5% agreed with 8.5% strongly agreeing. 2.1% had no side and were undecided. Non response was at a rate of 14.9%. this reflected that World Vision as a development agency, takes care of the uniqueness in communities and implements projects according to need.

On the other hand still, the implementing agencies usually have their own strategic choices; though these at times may never tackle the root causes of poverty. Responses to this research revealed that there was no strong disagreement. Those who disagreed were 4.3% , the 2.1% were undecided. 72.3% agreed while 6.4% strongly agreed. 14.9% never responded. These responses confirmed sustainability of the project interventions in that, With a well understood strategy comes ownership of projects with results spilling even post the project life time.

4.3.3 Project stakeholders' assessment and project success in World Vision Projects, Kakuuto County.

For success of projects, the nature of the conflict among any stakeholders should be analyzed and understood and not just forced below the surface otherwise it will continue to fester if unaddressed. The eruption that results will have a far stronger effect. Poland (2009) affirmed that clear understanding of the stakeholders should be done. Project stakeholders are defined as individuals and organizations that are actively involved in the project or whose interests may be affected as a result of project execution (PMBOK 2004). They exert influence over the project objectives and outcomes, the project management team must identify the stakeholders, determine their requirements and expectation to ensure a successful process.

Table 9: Project stakeholders’ assessment and project success

Sn.	Statements on Stakeholders’ assessment						
		1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5 = Strongly Agree (Percentage Responses)	Non-Response (Percentage Responses)
1	Identifying of local policies, practices and structures affecting poverty or supporting positive change is done	0	17.0	2.1	59.6	6.4	14.9
2	Assessment of the leadership styles within stakeholders is well done	0	12.8	4.3	68.1	0	14.9
3	Dynamics of culture, power and gender relations are well understood and their impact on programming	0	14.9	2.1	59.6	8.5	14.9

Source: Research Findings

The study inquired into the fact whether Identifying of local policies, practices and structures affecting poverty and supporting positive change is done. Results of the five likert scale showed that no strong disagreement was registered while. 17% disagreed; those whose response was undecided were 2.1%. Agreement to the inquiry was 59.6% with 6.4% strongly agreeing. Those who never responded to the inquiry were 14.9%. These results are then interpreted that different roles and responsibilities of all community members that support or deter positive change are well understood and taken care of during project planning and execution.

Different projects require different leadership styles. Before engaging with stakeholders in leadership roles on projects, assessment of their leadership styles is a requirement for success of the projects. To establish whether assessment of the leadership styles within stakeholders is well done, no strong disagreement was registered, 12.8% disagreed. 4.3% were undecided while 68.1% agreed. There was no strong agreement to this fact, leaving 14.9% not responding to the inquiry. The responses would imply that there is comparative dissatisfaction regarding the style in which project leaders handle matters.

Establishment of whether the dynamics of culture, power and gender relations were well understood and their impact on programming; no response was recorded as strong disagreement. A proportion of 14.9% disagreed. 2.1% were undecided and 59.6% agreed. 8.5% strongly agreed while 14.9% never responded. The responses showed that projects do not conflict with their culture and beliefs. Participation would then be made easy and intended project outputs would reach the intended beneficiaries.

Table 10: Contribution of Project assessment on project success

Correlations		Project assessment	Project success
Project assessment	Pearson Correlation	1	.541(**)
	Sig. (2-tailed)		.000
	N	40	39
Project success	Pearson Correlation	.541(**)	1
	Sig. (2-tailed)	.000	
	N	39	43

** Correlation is significant at the 0.01 level (2-tailed).

The results showed in the table above that there was significant relationship between project assessment and project success. The correlation coefficient between project assessment and project success is .541** meaning there is a Partial positive correlation between project assessment and project success. The corresponding significance value is .000(2-tailed), at the level of 0.01. This means that project assessment has a moderate and significant positive

relationship with project success. This implies that with an improvement in project assessment, there is likely to be a corresponding effect in project success. To explain this further, the researcher computed the coefficient of determination (R^2), so as to compute the effect of the independent variable on the dependent variable.

Table 11: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.550(a)	.302	.242	.57751

a. Predictors: (Constant), Project assessment

Project assessment was regressed against the dependent variable (project success) and the results in the table above showed that the R-squared is 0.302. This value (R^2) illustrates how a set of independent variables explains variations of a dependent variable. This means The findings suggest that the project assessment was positively related to the dependent variable by 30.2 percent. This is further substantiated by the analysis of variance.

Table 12: ANOVA distribution

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.056	3	1.685	5.054	.005(a)
	Residual	11.673	35	.334		
	Total	16.729	38			

a Predictors: (Constant), Project Assessment,

b Dependent Variable: Project success

The analysis of variance (F) in the above table is 5.054 with a significance of 0.005. This shows that (F) is statistically significant and implies that the independent variable has a statistically significant effect on the dependent variable.

This was computed as; $0.541^2 = 0.292$, implying that project assessment accounts for 29.2% of the variations in the dependent variable, project success. The rest of the variation could be attributed to other factors, other than project assessment. This scenario serves to verify and support the alternative hypothesis that there is a significant positive relationship between project assessment and project success in Kakuuto County.

4.4 Objective Two: To find the relationship between changing settings and project success in Kakuuto county

Change in this objective referred to the positive change brought about in people's lives, their households and community as a whole. Desired change takes orderly steps of first planning the project, then implementing it and monitoring and evaluating the desired change caused.

Conceptualizing community change as occurring at multiple levels may help practitioners to develop more sophisticated models of action for their programs like the Individual-Level Change, Civic Participation–Level Change, Inter-organizational Level Change and Community-Level Change (Bisset, 2008) although it is difficult to attribute change to a particular initiative based on data collected through a reporting system.

4.4.1: Project planning and project success

Project planning looks at clear analysis of the issues, defining how success will look like at the end, clarifying of the roles of the different stakeholders, criteria to judge success, the factors that can affect success within the project, logical flow of the project and necessary linkages in place.

Clarification was made on the following; whether issues are well analyzed and opportunities identify in a participatory manner, Clarification is made of what project success in addressing poverty/ positive change in communities will look like, Clarification is made of roles of partners (government, community, CBOs, NGOs, World Vision), Criteria to be used to judge programme success is set clearly, Factors that can affect success within project management's control are well identified, Development of logical frameworks with objectives, risk analysis, sustainability and indicators of success is well done and Linkage to local government roles and responsibilities is well done. Responses to the study are shown below.

Table 13: Summary of findings on project planning and project success

Sn.	Statements on Project planning	Responses in percentage					
		1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5 = Strongly Agree (Percentage Responses)	Non-Response (Percentage Responses)
1	Issues are well analyzed and opportunities identify in a participatory manner	2.1	8.5	6.4	59.6	23.4	0
2	Clarification is made of what project success in addressing poverty/ positive change in communities will look like;		6.4	6.4	70.2	14.9	2.1
3	Clarification is made of roles of partners (government, community, CBOs, NGOs, World Vision);	2.1	17.0	23.4	44.7	12.8	0
4	Criteria to be used to judge programme success is set clearly	0	6.4	12.8	72.3	8.5	0
5	Factors that can affect success within project management's control are well identified	0	2.1	2.1	85.1	10.6	0
6	Development of logical frameworks with objectives, risk analysis, sustainability and indicators of success is well done	0	6.4	2.1	38.3	53.2	0
7	Linkage to local government roles and responsibilities is well done	0	17.0	8.5	66.0	8.5	0

Source: Research findings

The study yielded the results as follows; the respondents both agreed and disagreed to the construct; that Issues are well analyzed and opportunities identify in a participatory manner

during planning. 2.1% disagreed strongly, 8.5% disagreed, 6.4% were undecided 59.6% agreed with a group which strongly agreed making a proportion of 23.4%

In planning and designing of a project, clarification is made of what project success will look like; there was disagreement to that fact by a proportion of respondents. 6.4 % disagreed that the clarification of what project success will look like is not done. 6.4% neither disagreed nor agreed. The majority who were 70.2% agreed and another 14.9% strongly agreed. 2.1% never responded. Majority agreed but still it means that there are stakeholders who never understood the deliverables of the project.

Project conflict if not foreseen and addressed can deter the steady success of a project. The study desired to find out whether clarification is made of the roles of partners (government, community, CBOs, NGOs, World Vision); responses were as follows; 6.4% disagreed with no response that strongly disagreed. 12.8% were undecided, 72.3 % agreed with 8.5% strongly agreeing. There was no non-response. Majority agreed that the roles are well clarified in course of the project life. Meaning that these projects were birthed from the very community needs opposed to projects that are just imposed onto communities. Usually wrong people he

Inquiry into the fact whether the criteria used to judge programme success is set clearly yielded varying results. Nobody strongly disagreed. 6.4% of the respondents disagreed. 12.8% were undecided and did not know. 72.35 agreed while 8.5% strongly agreed. There were no non-responses to this inquiry. Inquiry into the reality of whether factors that can affect project success were within the control of project management, gave results as below; those who disagreed and undecided were each 2.1%. Respondents who agreed were 85.1% with those strongly agreeing 10.6%. no non-response was registered. The results implied that such a community is supportive in realizing the objectives of the project.

The study probed to find out whether development of logical frameworks for project success was well done and the results showed that 6.4% disagreed and there were no strong disagreements. 2.1% were undecided while agreement and strong agreement were 38.3% and 53.2% respectively. This reflected that stakeholder's follow-through to ensure success of the projects in their area.

To find out whether Linkage to local government roles and responsibilities was well done during the projects life time, the study showed varying responses. 17% of the respondents disagreed. 8.5% were undecided. 66% agreed with those strongly agreeing to a proportion of 8.5%. the level of agreement from the responses showed that duplication of the roles is not there. Meaning that the addition that the set project is designed to bring, boosts the area in terms of positive change and development.

4.4.2. Project implementation and project success

Project implementation in this study coined three aspects; whether realistic implementation plans made and followed, Partners' agreement for implementation is secured and Participation of all the concerned partners is well done. Details of the findings are laid out below.

Table 14: Summary of findings on project implementation and project success

Statements on Project implementation						
	1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5 = Strongly Agree (Percentage Responses)	Non-Response (Percentage Responses)
Realistic implementation plans are made and followed	0	8.5	8.5	68.1	12.8	2.1
Partners' agreements for implementation is secured	2.1	21.3	6.4	57.4	12.8	0
Participation of all the concerned partners is well done	0	31.9	2.1	59.6	6.4	0

Source: Research findings

Despite wonderful project plans, usually projects fail if implementation is wrong. The study explored whether realistic implementation plans were made and followed. Responses showed both agreement and disagreement. Disagreement to the same was there and a proportion of 8.5% of the respondents. There were no strong disagreements. 8.5% were undecided. 68.1% agreed and 12.8% strongly agreed. 2.1% was the proportion that never responded. This revealed that a

good scheduling was done and first activities were done first. Order in implementation contributes greatly to the planned project outputs.

Another area of concern in the process of implementation was whether partners' agreements for implementation were secured. During the course of the project, turnover of implementers directly affects project outputs. So their agreement to finish the project is required. 2.1% strongly disagreed and 21.3% who disagreed. 6.4% were undecided whether partners' agreements for implementation were secured. 57.4% agreed with 12.8% strongly agreeing. Nobody did not give a response to this inquiry.

Whether participation of all the concerned partners is well done during the project interventions; the findings indicated that there was disagreement of a 31.9% proportion of the respondents but no strong disagreements. 2.1% were undecided. 59.6% agreed to the fact with a proportion of 6.4% strongly agreeing.

4.4.3: Project monitoring and project success

Project monitoring refers to the routine collection of project data about the progress. The scope of this study in regard to project monitoring was on four aspects; whether Monitoring data were used to inform management decisions, Monitoring was made a participatory process, Baseline report for indicators to be monitored during the course of the project were in place and People with skills for accurate data collection are assigned.

Table 15: Summary of findings on project monitoring and project success

Statements on Project monitoring						
	1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5 = Strongly Agree (Percentage Responses)	Non-Response (Percentage Responses)
Monitoring data is used to inform management decisions	2.1	38.3	4.3	46.8	6.4	2.1
Monitoring is made a participatory process	0	46.8	4.3	36.2	10.6	2.1
Baseline report for indicators to be monitored in place	0	21.3	2.1	46.8	27.7	2.1
People with skills for data collection are assigned	0	19.1	6.4	46.8	25.5	2.1

Source: Research findings

Results on whether Monitoring data is used to inform management decisions indicated agreement and disagreement from different proportions of the population. 2.1% strongly disagreed, 38.3% disagreed, 4.3% were undecided, 46.8% agreed 6.4% strongly agreed. With a no response of 2.1%. These findings revealed significant disagreement of 40.4% of the respondents, reflecting that there issues during project implementation that are reported as

feedback and are not addressed. A probe of whether Monitoring was made a participatory process was envisaged as key to project success in this study. Responses showed that there was disagreement of a big proportion of 46.8% but with no strong disagreement. 4.3% were undecided. 36.2% agreed with 10.6% strongly agreeing. Only 2.1% never responded. It is always a requirement that a benchmark of the indicators of project success is agreed upon and put in place before a project start date. This research inquired into this fact whether baseline reports for indicators to be monitored were in place for the projects. 21.3% disagreed that the baseline values are never in place. 2.1% did not know and were undecided. 46.8% agreed that these benchmark values are in place. 27.7% strongly agreed while 2.1% never responded. To illustrate whether People with skills for data collection were assigned the work; the results from the study showed that respondents who disagreed were 19.1% while 6.4% were undecided. The 46.8% agreed and 25.5% strongly agreed. The highest proportion of the respondents agreed that project monitors know and do their work.

Table 16: Contribution of Changing settings on project success

Correlations		Changing settings	Project success
Changing settings	Pearson Correlation	1	.107
	Sig. (2-tailed)		.496
	N	47	43
Project success	Pearson Correlation	.107	1
	Sig. (2-tailed)	.496	
	N	43	43

** Correlation is significant at the 0.01 level (2-tailed).

The findings revealed that there was a weak, positive but statistically insignificant relationship between changing settings as an independent variable dimension and project success. The correlation value corresponding to this is 0.107, with a significance value of 0.496. Given that the significance value is far above 0.05, the level at which it was tested, this implies an insignificant relationship. The implication of this is that any changes in changing settings as an

independent variable dimension are unlikely to impact on project success in any significant way. Therefore, the variations in the dependent variable, project success, could only be attributed to other factors, other than changing settings. On the basis of this finding, the hypothesis that ‘There is a strong positive relationship between changing settings and project success in Kakuuto County’ has not been verified.

4.5 Objective Three: To find out how project reflection relates to project success in Kakuuto County.

Project reflection in this study, was limited to knowledge creation and knowledge dissemination. communities should be engaged as active participants in the efforts of knowledge building and transformation of communities and society (Aisenberg and Herrenkohl, 2008).

Table 17: Summary of findings on project reflection and project success

Statement on knowledge creation					
	1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5= Strongly Agree (Percentage Responses)
Community participation is discouraged unintentionally during the project life	2.1	38.3	46.4	4.8	6.4
Unintended community breakups and divisions come up during projects	0	46.8	6.4	36.2	10.6
Disempowering community capacities to alleviate their poverty unintentionally takes place	0	21.3	4.2	46.8	27.7
The neediest people suggested in project proposals are never reached	0	19.1	8.6	46.8	25.5
Kakuuto is a society that is concerned with relationships and welfare of others	2	44.8	6.4	36.2	10.6
Kakuuto has a short term view towards business results, use of resources and pressure for change	0	21.3	4.2	46.8	27.7

Source; Research Findings

Inquiry was made to find out whether Community participation is discouraged unintentionally during the project life. Responses got included those who agreed and disagreed. 2.1% strongly disagreed, 38.3% disagreed, 46.4% were on neither side. 4.8% agreed while 6.4% strongly agreed that Community participation is discouraged unintentionally during the project life.

Another probing was done to establish whether unintended community breakups and divisions come up during projects. Percentage responses obtained were as follows; there was no strong disagreement though 46.8% disagreed and no strong disagreement. 6.4% were undecided. 36.2% agreed while 10.6% strongly agreed.

It was inquired whether, The neediest people suggested in project proposals are never reached during the implementation. 19.1% responded by disagreeing. 8.6% did not know. 46.8% agreed to the inquiry and 25.5% strongly agreed that The neediest people suggested in project proposals are never reached.

The attribute of knowledge creation inquired whether Kakuuto is a society that is concerned with relationships and welfare of others; 2% strongly disagreed, 44.8% disagreed, 6.4% were undecided. 36.2% agreed yet 10.6% strongly agreed.

It was suspected that Kakuuto has a short term view towards pressure for change. There was no strong disagreement while 21.3% disagreed. 4.2% were undecided. 46.8% agreed with a strong agreement of 27.7%.

Table 18: Summary of findings on project knowledge dissemination and project success

Statement on Project knowledge dissemination					
	1 = Strongly Disagree (Percentage Responses)	2 = Disagree (Percentage Responses)	3= Undecided (Percentage Responses)	4= Agree (Percentage Responses)	5= Strongly Agree (Percentage Responses)
Supportive Social networks exist in Kakuuto	2.1	38.3	6.4	46.8	6.4
Community perceives that they have the competence to alleviate their poverty	1	21.3	4.2	46.8	26.7
Kakuuto is a high power distance society (wide differences of power between those at the top and at the bottom)	0	59.2	8.5	6.8	25.5
Kakuuto is a society with a low avoidance for uncertainty	2.1	40.3	4.4	46.8	6.4

Source; Research Findings

Project reflection targets generating knowledge from the lessons learnt. Project knowledge is then meant to be shared to the relevant audiences. The first consideration in this study was whether supportive social networks existed in Kakuuto. Responses showed that 2.1% strongly disagreed, 38.3% agreed, 6.4% were undecided and they did not know. 46.8% agreed while 6.4% strongly agreed. The comparativeness of the agreeing and disagreeing sides signaled that the project audiences to a significant extent miss project information because they lack the social networks in place that are supportive. For example unions and support groups with easy communication flow to have members informed.

The study further explored whether the community perceived that they had the competence to alleviate the poverty in their community. 1% of the respondents disagreed strongly. 21.3% disagreed while 4.2% were undecided. 46.8% agreed that they had the competence to cause positive change and 26.7% strongly agreed to the same. This human attribute was desired in this study to check the attitudes of the people. Since projects are set as mere facilitators of development, the people themselves have to embrace their own positive change from poverty to wellbeing. This construct showed that the knowledge accruing from the project is received by the project stakeholders with open hands to perpetuate the project outputs even past the project lifetime. Respondents were asked to agree or disagree to the fact whether Kakuuto is a high power distance society. This referred to wide differences of power between those at the top and at the bottom. 59.2% disagreed without any strong disagreement. 8.5% were undecided. 6.8% agreed and 25.5% strongly agreed. The responses implied that the power gap is not high between those in authority and those who are not. This then means that interface and interaction are possible for dissemination of project knowledge.

To enable deductions about knowledge dissemination, the study inquired whether Kakuuto is a society with a low avoidance for uncertainty. Responses were as follows; 2.1% strongly disagreed, 40.3% just disagreed. 4.4% were undecided. 46.8% agreed while 6.4% strongly agreed. Interpretation was that this community does not shun to try new ideas. Besides what they use and know, they desire to understand the unknown and import new approaches into the community. This is crucial in knowledge dissemination because acceptance would not be a challenge.

Table 19: Contribution of project reflection and project success

		Project reflection	Project success
Project Reflection	Pearson Correlation	1	-.010
	Sig. (2-tailed)		.951
	N	47	43
Project success	Pearson Correlation	-.010	1
	Sig. (2-tailed)	.951	
	N	43	43

** Correlation is significant at the 0.01 level (2-tailed).

There exists a negative, very weak and statistically insignificant relationship between reflection and project success, with a correlation coefficient of -0.010. The significance value corresponding to this coefficient is 0.951, which is way above 0.05, the level at which it was

tested. This implies that any changes in reflection are not likely to yield any effect on project success and therefore, any changes in the dependent variable project success can only be attributed to other factors other than reflection. This finding therefore does not substantiate the set hypothesis that project reflection has a significant relationship with project success in Kakuuto County.

4.6 Qualitative results on the study variables

These were the results that were generated from the interview the researcher conducted with the respondents. They were also generated along the objectives of the study.

4.6.1 Project assessment and project success

During the interviews with the registered children in the projects, it was revealed that the communities were well studied and understood before project commencement. The implementing agency ensured that they would align their objectives in relation to the community. One old child mentioned that, *“My mother and I had to sign consent that we were ready to take part in the program and they ensured that the nomadic families would not be included in the final register”*.

The focus group discussions with the guardians had an exiting time together. Their participation was demanded and they felt ownership of the program. A male guardian reckoned that *“ I have made it my prime responsibility with my neighbours to monitor the wellbeing of the good things the project gives us”*

4.6.2 Changing settings and project success

The focus group discussions showed that planning the interventions would not target them from the start. A key informant mentioned that *“Our input into the program started at the time of implementation”*. Some guardians from the same village conquered that all they did was to avail the children for the program.

The registered children in their interviews said that the monitoring staff of World Vision Uganda, were very regular and would take note of all their issues. One child said that *“When I fell sick, medical attention was always prompt. Even if grandma never had transport, the monitor tagged to my parish would improvise a way.”*

4.6.3 Project reflection and project success

After each project phase knowledge would be gathered in well organized sessions to feed into the next phase. Different groups would bring their reports to the immediate parish staff or to the main office directly. One head of a community organization mentioned that *“ I never saw any of the suggestions my group forwarded being addressed in any phase of this project”*

So success was not viewed by the respondents as a result of the knowledge developed along the life time of the project and good dissemination.

CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study was founded on establishing whether a relationship existed between the intervention setting approach and project success in World Vision projects in Kakuuto county, Rakai district.

This chapter covers the summary, discussion of the study results, the conclusions drawn from the study and the recommendations.

5.1 Summary

Specifically the study was purposed to examine whether there was a relationship between the independent variables of; project assessment, changing settings and project reflection and the dependent variable of project success. To ensure the validity of the results obtained, the study determined the significance of the relationship between the two variables of the study. The researcher was focused on answering the following research questions; What is the relationship between project assessment and project success in Kakuuto County? What is the relationship between changing settings and project success in Kakuuto Count? How does project reflection relate with project success in Kakuuto County? The answers to these questions were envisaged to facilitate the process of intervention to register project success.

The researcher developed a sampling frame that covered the key items under the variables such all of which obtained questions derived from sub items or sub dimensions underpinning both the independent variable and the dependent variable. To produce meaningful results that could be generalized to the entire population, of the study area, the collected data was subjected to

qualitative and quantitative analyses to compliment each other and minimized the weaknesses of individual approach. PEARSON correlation coefficients were generated to determine the extent, significance and direction of the relationship between the independent variables and project success. Qualitative data was analyzed by identifying and discussing the patterns, trends and relationships of respondents with respect to the study variables.

5.2 Discussion of the study findings

The discussion of the study findings was done objective by objective. The discourse of the study was worthwhile with the different study hypotheses was both approved and disproved by the study.

5.2.1 Project assessment and its relationship with project success

A moderately significant positive relationship existed between project assessment and project success. This implies that with an improvement in project assessment, there is likely to be a corresponding effect in project success. The F value from ANOVA of 5.054 with a significance of 0.005 showed that (F) is statistically significant. The implication is that project assessment has a statistically significant effect on project success.

5.2.2 Changing setting and project success

A weak, positive but statistically insignificant relationship existed between changing settings as an independent variable dimension in this study and project success. Therefore any changes in

changing settings as an independent variable dimension are unlikely to impact on project success in any significant way.

Variations in project success, could only be attributed to other factors, other than changing settings. On the basis of this finding, the hypothesis that ‘There is a strong positive relationship between changing settings and project success in Kakuuto County has not been verified.

5.2.3 Project reflection and project success in World Vision projects Kakuuto county

A negative, very weak and statistically insignificant relationship between reflection and project success, any changes in reflection are not likely to yield any effect on project success and therefore, any changes in the dependent variable project success can only be attributed to other factors other than reflection. This finding therefore does not substantiate the set hypothesis that project reflection has a significant relationship with project success in Kakuuto County.

5.3 Conclusion

The subject of project intervention is relatively a new phenomenon. However as observed the approach that this study adopted was to first understand the settings in form of project assessment then go ahead to design the expected change in the settings and project reflection which leads to knowledge development.

5.3.1 Understanding settings and project success

It was revealed that project assessment to understand the settings and diversity across and within a given project context, the received knowledge about that setting for example assumptions and conceptualization of a setting; translates into project success. A setting that has got several other heterogeneous sub-settings like the Kakuuto community, project assessment directs the success of the project to about 29%.

5.3.2 Changing settings and project success

Changing settings pairs weakly with project success. Components of context, capacity, focus, engagement, strategy and evaluation for project change may not necessarily reciprocate into well being of the communities.

5.3.4 Project reflection and project success

Knowledge of what is not yet known, which this framework termed as gaps in knowledge about the settings showed similar findings with understanding of the settings in the first objective of this study. It does not pair with project success. Without knowledge development, project success can be achieved.

5.4 Recommendations

Project intervention nists must grapple the project change process systematically and critically analyzing the context for change, the capacity in place for the change process, the best focus in order to achieve positive change and community release from poverty.

5.4.1 Project assessment and project success

It is the responsibility of the project teams and the community where interventions are done who are responsible for ensuring that success of projects is registered. The context of the area and thorough analysis is among the major determinants of project success. It is recommended that;

- I. Projects teams never to omit baseline surveys and all prior assessments of the community before planning project interventions.
- II. Local policies, structures that impinge on poverty should be well identified
- III. Leadership styles among stakeholders must be assessed to ensure leaders do not in any way block project results from reaching beneficiaries
- IV. The impact of culture and gender relations should be well understood and their effect on programming
- V. The project development agency should be assessed for potential to match the community requirements

5.4.2 Changing settings and project success

From the study, a relation existed between changing the community setting to bring about project change and actual project success. It it thus recommended that;

- I. Much of the style of project designing should be checked and studied further.
- II. Implementation of projects consumes much of the resources, let it be changed from,,

5.4.3 Project reflection and project success

Project reflection generates knowledge about the progress of the project and lessons are picked. These can be disseminated and shared for subsequent improvement. From this study the researcher recommends that;

- I. Since knowledge creation has not shown to contribute to the success of the project in any way, it should not take a lot of project resources
- II. Aspects of knowledge; its creation and dissemination should catered for in the initial stage of assessment to compound project success. Post the project intervention, this knowledge is not seen to impinge on the success of the project.

5.5 Suggestions for further study

The researcher suggests that a thorough conceptualization of the intervention setting approach gets carried out,

Out of the three conceptualized variables, only one- Project Assessment contributed directly to project success at a level of 29%. The rest of the success is accounted for by other factors outside this study.

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APPENDICES

Appendix 1; Questionnaire for CBO, Area Development committee members, World Vision staff, school management committee members, Local government staff, CBM, health workers and persons living with HIV/AIDS

QUESTIONNAIRE FOR THE STUDY OF INTERVENTION SETTING APPROACH AND PROJECT SUCCESS IN KAKUUTO COUNTY

Dear sir/madam,

This study is to examine how the intervention setting approach contributes to project success in Kakuuto County. The findings of the study will help to align the different development players in their programming as they approach area-unique interventions to ensure community release from poverty and deprivation of children and their families in Kakuuto and even beyond. Eradication of poverty and absolute hunger being the top most millennium development goal, it is the pursuit of all governments, organizations, donors, communities, regional, sub-regional and international development partners.

Anonymity and confidentiality will be highly ensured. This research will be geared towards improving the approach used while extending interventions in Kakuuto.

Because of your experience, you have been numbered among the respondents in this study.

Thank you.

Instruction

The questionnaire will be filled by ticking the option that appeals to you most. There is no right or wrong answer and no particular response is targeted.

Section A: Demographics

1. Gender: Male Female

2. Age: 1.0 -17 years 2. 18 - 39years
3. 40 – 60 years 4. Above 60 years

3. Family head; 1. Male-headed 2. Female-headed
3. Child-headed

4. Occupation: Fishing Pastoralism
Agriculture Trade/business
Employed Other
(Specify)

5. Ethnicity:
1.Muganda 2.Munyarwanda 3.Munyankore
4.Murundi 5.Muziba 6.Banyambo
Other
(specify).....

6. Household size

- 1) 1-4 people 2) 5-8 people 3) 9-12 people
4) More than 12
-

1. Category of respondents

- | | | | |
|---------------------------|--------------------------|--------------------------------|--------------------------|
| 1. CBO | <input type="checkbox"/> | 2. Area Development committee | <input type="checkbox"/> |
| 3. World Vision staff | <input type="checkbox"/> | 4. School management committee | <input type="checkbox"/> |
| 5. Local government staff | <input type="checkbox"/> | 6. CBM | <input type="checkbox"/> |
| 7. health worker | <input type="checkbox"/> | 8..person living with HIV/AIDS | <input type="checkbox"/> |
-

2. Education level

- | | | | | | |
|------------|--------------------------|------------|--------------------------|---------------|--------------------------|
| 1) Primary | <input type="checkbox"/> | 3) A'Level | <input type="checkbox"/> | 5) University | <input type="checkbox"/> |
| 2) O'Level | <input type="checkbox"/> | 4) Diploma | <input type="checkbox"/> | 6) Other | <input type="checkbox"/> |
- (Specify)
-

The choice of your response can either be strongly disagree, disagree, agree OR

Strongly agree as represented by the key below. Please circle or tick only once for each question

SD = strongly disagree= 1

A = agree=4

D = disagree= 2

SA = strongly agree= 5

U = undecided= 3

Section C: Independent Variables

UNDERSTANDING SETTING

	SD	D	U	A	SA
Kakuuto as a community understand their own reality and poverty context					
Possibilities to be explored with local government and CBOs/NGOs are understood	1	2	3	4	5
Identifying what needs to change is always understood	1	2	3	4	5
Information gathered during assessment is used to design projects that are practical, feasible and appropriate.	1	2	3	4	5
Organization strategic choices of addressing root causes of poverty are well understood	1	2	3	4	5
Identifying of local policies, practices and structures affecting poverty or supporting positive change is done	1	2	3	4	5
Assessment of the leadership styles within stakeholders is well done	1	2	3	4	5
Dynamics of culture, power and gender relations are well understood and their impact on programming	1	2	3	4	5

CHANGING SETTINGS

	SD	D	U	A	SA
Issues are well analyzed and opportunities identify in a participatory manner					
Clarification is made of what project success in addressing poverty/ positive change in communities will look like;	1	2	3	4	5
Clarification is made of roles of partners (government, community, CBOs, NGOs, World Vision);	1	2	3	4	5
Criteria to be used to judge programme success is set clearly	1	2	3	4	5
Factors that can affect success within project management's control are well identified	1	2	3	4	5
Development of logical frameworks with objectives, risk analysis, sustainability and indicators of success is well done	1	2	3	4	5
Linkage to local government roles and responsibilities is well done	1	2	3	4	5
Realistic implementation plans are made and followed	1	2	3	4	5
Partners' agreements for implementation is	1	2	3	4	5

secured					
Participation of all the concerned partners is well done	1	2	3	4	5
Monitoring data is used to inform management decisions	1	2	3	4	5
Monitoring is made a participatory process	1	2	3	4	5
Baseline report for indicators to be monitored in place	1	2	3	4	5
People with skills for data collection are assigned	1	2	3	4	5

Project Reflection

	SD	D	U	A	SA
Community participation is discouraged unintentionally during the project life					
Unintended community breakups and divisions come up during projects	1	2	3	4	5
Disempowering community capacities to alleviate their poverty unintentionally takes place	1	2	3	4	5
The neediest people suggested in project proposals are never reached	1	2	3	4	5

Kakuuto is a society that is concerned with relationships and welfare of others	1	2	3	4	5
Kakuuto has a short term view towards business results, use of resources and pressure for change	1	2	3	4	5
Supportive Social networks exist in Kakuuto	1	2	3	4	5
Community perceives that they have the competence to alleviate their poverty	1	2	3	4	5
Kakuuto is a high power distance society (wide differences of power between those at the top and at the bottom)	1	2	3	4	5
Kakuuto is a society with a low avoidance for uncertainty	1	2	3	4	5

THANK YOU SO MUCH FOR THE VALUABLE TIME YOU HAVE TAKEN TO FILL THIS QUESTIONNAIRE.

Please re-check for any un-answered questions

Appendix 2; Interview Schedule for the managers and RC

INTERVIEW SCHEDULE FOR THE STUDY TO FIND OUT WHETHER THERE IS A RELATIONSHIP BETWEEN THE INTERVENTION SETTING APPROACH AND PROJECT SUCCESS

i. PROJECT SUCCESS

A. Evaluating parent organization support and actions

Is there willingness of the national office to maintain structural flexibility?

Is there willingness to adapt to change by the national office?

Does the national office have rapport maintenance with project/program offices?

Is communication from national office prompt and accurate?

Is there enthusiastic support by the national office?

Is there willingness to coordinate efforts by the national office?

B. Evaluating actions of the Project manager and the Team of World Vision Kakuuto

Does World Vision Kakuuto program has realistic schedules in place?

Are there clearly established specifications and designs in place?

Are realistic cost estimates for activities in World Vision Kakuuto in place?

Is there avoidance of over-optimism in Kakuuto programs?

Is team work embraced in Kakuuto program?

C. Evaluation of the Community beneficiaries in Kakuuto County

Does community participation exist to coordinate poverty eradication?

Does the Kakuuto community have rapport maintenance during project work in poverty eradication?

Have reasonable and specific goals been established to fight poverty?

Does prompt and accurate communication comes from Kakuuto community on matters to end their poverty?

Is sufficient authority is released to beneficiaries for decision making regarding a poverty-free community?

ii. UNDERSTANDING SETTINGS

Diversity across and within Kakuuto County

1. What makes this setting different from (or similar to) other categories of settings?

2. What diversity can be expected within this setting?

(large, corporate vs. small, family-run workplaces, etc.)

Received knowledge

3. What assumptions are usually made about this setting? Are these assumptions warranted in this case?

4. How has the conceptualization (as well as role and nature) of this setting evolved over time?

Localized determinants of poverty alleviation projects

5. How does the setting interact with other related settings and systems as well as the local environment to accomplish its goals?

6. What elements of the physical and built environment are causing poverty in this setting? (Ergonomics, noxious hazards, physical and social isolation or lack of opportunities for interaction, access to green space, etc.)

7. To what extent do the following aspects of the psychosocial environment have a bearing on wellbeing and the possibilities for intervention in this setting?

- social composition with respect to age, gender, race, and class
- stress, decision latitude, control over pace, and demands of work
- status hierarchies
- work–life balance
- behavioral norms and expectations (social sanctions)
- quality of human relations (trust, reciprocity, local social capital and social cohesion, bullying)
- lines of accountability and reporting structures
- organizational culture and readiness for change
- internal politics, recent history of accommodation, or prior conflict

Stakeholders and interests

8. Who are the primary stakeholders in this setting or affecting this setting?

9. What are their agendas, their stake in change or the status quo, access to resources?

10. What are the functions of this setting for different stakeholders?

11. Who is absent from this setting? Why?

12. What is the meaning of poverty eradication/wellbeing from different stakeholder perspectives and its salience to them?

13. How widely are the determinants of poverty eradication as they are experienced in this setting understood and acted on?

Power, influence, and social change

14. How do power relations come into play in this setting?

15. What is the relative power of stakeholders? How is power exerted?

16. Who controls access to this setting?

17. Who sets the agenda in this setting?

18. Who participates in decision making? On what basis? On whose conditions?

19. Who has voice? What is the relative role and power of experts and of the lay public in agenda setting, problem definition, intervention planning, implementation, and evaluation?

20. What—or who—drives (or blocks) change in this setting?

C. CHANGING SETTINGS

Context

1. What is the history of poverty eradication in this setting?

2. What explains the changing approaches to this setting?

3. What does the project development worker bring to this work? (background, training, skills and abilities, sensitivities, assumptions; also similarities or differences in terms of race, class, and gender with respect to key stakeholder groups and the impacts this may have on practice)

4. What is the role of the broader sociopolitical context in supporting or limiting change efforts?

Is there a need for higher level policy change and advocacy work across settings and locales?

Capacity

5. What capacities are required among professionals for this setting to promote household incomes effectively?
6. What capacities are required within local communities to make this setting effective?
7. What capacities are required among local agencies for this setting to be effective?
8. What capacities are required among governments for this setting to be effective in raising household incomes?

Focus

9. How should one select which setting to work in?
11. Should one direct intervention to those with power and privilege or to those who are relatively less advantaged?

Engagement

12. What are the issues involved in engaging in this setting? (negotiating and gaining entry, developing trust, managing relationships and competing agendas, etc.)
13. How will you successfully manage (sometimes competing or unrealistic) expectations regarding intervention in this setting?

Strategy

14. What emphasis is put on changing individual behavior as opposed to structural and organizational change?

- Changing persons in the setting and/or changing the setting itself to become more well-being promoting)

15. How should one work with broader and indirect stakeholders outside the setting of focus?

e.g., role of families in shaping the behavior

16. How participatory an approach are you willing to undertake? Whose participation will be sought, and how will differences in agendas and power of different stakeholders be handled?

17. What (types and nature of) evidence is drawn on in intervention design? How is local experience and local input blended with evidence-based practice to produce optimal interventions?

Evaluation

18. How do we (and other stakeholders) define and measure the success of a health promotion intervention in this setting?

19. What unintended consequences (positive and negative) can be identified?

20. What is known about the distribution of costs and benefits associated with this intervention in this setting?

(equity and social justice considerations)

D. KNOWLEDGE DEVELOPMENT

1. What do we still need to know about the settings approach? About this setting in particular?

2. What forms of knowledge and information allow one to understand this setting? What counts as legitimate knowledge and who participates in its creation and dissemination?

3. What gaps can be discerned between theory and practice? Are we successfully “walking the talk”?

Appendix 3; Interview Schedule for guardians of the WVstaff

- Willingness of the national office to maintain structural flexibility
- Rapport maintenance by the national office
- Prompt and accurate communication from national office
- Enthusiastic support by the national office
- National office effective strategic planning
- Willingness to coordinate efforts by the national office
- World Vision Kakuuto program has realistic schedules in place
- There are clearly established specifications and designs in place
- There are realistic cost estimates for activities in World Vision Kakuuto
- There is avoidance of over-optimism in Kakuuto programs
- Team work is embraced in Kakuuto program
- There is community participation to coordinate poverty eradication efforts in Kakuuto
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Appendix IV: Focus group discussion guide with the RC guardians

- How would describe the level of food security in your area from project inception to date?
- What is the status of Health security; to women, children, youth and men for the project life time?
- How would you describe the education atmosphere since the project started to date?