



## INFLUENCE OF EDUCATION DONOR FUNDING PROJECTS ON SOCIOECONOMIC DEVELOPMENT COMMUNITY DEVELOPMENT PROJECTS IN RWANDA: CASE OF BUGESERA DISTRICT

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### **Abstract**

This study investigates the influence of education donor funding projects on socioeconomic development in Bugesera District, Rwanda, with a focus on community development initiatives. The study is significant for understanding the effectiveness of donor funding in driving local socioeconomic progress and offers recommendations for improving aid initiatives. The research was grounded by Resource Dependence Theory. A descriptive survey design with both qualitative and quantitative approaches was employed. The target population consisted of 147 respondents from Bugesera District, with a sample size of 108 derived using Slovin's formula. Stratified random sampling was used. Primary data was collected through questionnaires, while secondary data came from project reports, academic literature, and government publications. Qualitative data from interviews and open-ended questions were analyzed thematically, while quantitative data was processed using descriptive statistics such as frequencies, percentages, and means. Both data types were triangulated to validate findings. The pilot study for this research was conducted in Kicukiro District, where 11 questionnaires were administered to test the research instruments. The analysis revealed that all forms of donor funding positively influenced the socio-economic development of community projects. Education donor funding had a significant impact, with a coefficient of 0.222 ( $p = 0.020$ ), highlighting its importance for socioeconomic outcomes. The study concludes that education donor funding is crucial for achieving positive socioeconomic outcomes and recommends enhancing the alignment of donor projects with local needs, fostering greater community involvement, and conducting longitudinal studies to assess long-term impacts. These recommendations aim to optimize the effectiveness of aid initiatives and contribute to sustainable development in the region.

***Keywords: Education Donor Funding, Socioeconomic Development, Community Development, Bugesera District, Sustainable Development***

## **1.1 Background of the Study**

International donor funding is a crucial component in the global effort to promote socio-economic development, particularly in developing regions (Nguyen & Pham, 2018). This funding, provided by governments, Non-Governmental Organizations (NGOs), and international institutions, plays a pivotal role in supporting community-based projects aimed at alleviating poverty, enhancing education, improving health services, and fostering economic growth (Baker, 2020). In recent years, the increasing focus on sustainable development and effective aid delivery has underscored the importance of understanding how donor funding impacts various socio-economic aspects at the community level (Johnson & Smith, 2019).

Globally, education and skill development are key areas where donor funding has demonstrated considerable impact. Donor-funded initiatives frequently support the construction of educational institutions, provision of scholarships, and teacher training programs. These efforts contribute to higher literacy rates and better job prospects for community members, which are essential for long-term socio-economic development (Zhang & Wang, 2021). Health improvements are another significant outcome of international donor funding. Investments in health infrastructure, such as clinics and vaccination programs, have been shown to reduce disease prevalence and improve overall health outcomes (Nguyen & Pham, 2018).

International donor funding has increasingly become a pivotal factor in shaping socio-economic development outcomes across various regions. According to Brown and Davis (2023), targeted funding initiatives have shown promise in reducing inequalities by supporting community-driven projects that address specific local needs. In the U.S., donor funding often supports a wide range of projects including educational programs, health initiatives, and economic development efforts aimed at underserved communities (Smith & Brown, 2022). The significance of international donor funding in the United States lies in its ability to address disparities and enhance community resilience. Projects funded by international donors can offer critical support to marginalized groups, foster educational advancement, and contribute to public health improvements (Johnson & Lee, 2023).

As China has transitioned from a centrally planned economy to a more market-oriented one, international aid has played a significant role in supplementing domestic efforts to address socio-economic challenges (Zhou, 2023). The influx of donor funds has been directed towards various community projects, aiming to enhance infrastructure, education, health, and local capacities. One of the primary areas where international donor funding has made a significant impact is in infrastructure development. Projects funded by international donors have contributed to the construction of essential infrastructure such as roads, bridges, and public facilities, which are vital for economic development (Wang & Li, 2024). Improved infrastructure facilitates better connectivity, promotes trade, and enhances the overall quality of life for residents in funded communities.

International donor funding has emerged as a crucial mechanism for advancing socio-economic development in Sub-Saharan Africa, a region characterized by substantial developmental challenges and opportunities (Nguyen & Pham, 2018). Over the past few decades, donor agencies

have played a pivotal role in financing a wide array of community projects, ranging from infrastructure development to health and education improvements (Zhang & Wang, 2021). These projects aim to address critical needs such as inadequate healthcare services, limited educational resources, and insufficient infrastructure, all of which are essential for fostering sustainable economic growth and improving the quality of life for millions across the region (Baker, 2020).

In recent years, the focus of international donor funding in South Africa has expanded to include more comprehensive socio-economic programs. Research by Jones and Clark (2022) highlights that donor-funded projects are increasingly integrated with local development strategies to ensure alignment with national priorities. This approach aims to foster sustainable development by improving educational facilities, healthcare services, and infrastructure. According to Smith (2023), international aid has been instrumental in supporting South Africa's development goals, particularly in under-resourced regions where local governments may lack sufficient financial resources.

Kenya, a dynamic and rapidly developing country in East Africa, has experienced significant socio-economic transformations over the past few decades (Gikonyo, 2020). The impact of international donor funding on community projects in Kenya is a focal point of development research due to its substantial role in shaping local infrastructure and social services (Ochieng, 2022). These funds are crucial for implementing various projects aimed at improving education, healthcare, and economic opportunities in underserved areas. Despite these benefits, the effectiveness and sustainability of such projects often face challenges related to alignment with local needs and long-term viability (Mwangi & Ouma, 2023).

International donor funding has been instrumental in supporting socio-economic development projects in Rwanda, particularly since the 1994 genocide against Tutsi. This funding has facilitated substantial progress in infrastructure, education, and health sectors, crucial for the country's recovery and growth (Baker, 2020). For instance, projects funded by international donors have played a significant role in rebuilding essential infrastructure, such as roads, schools, and healthcare facilities, which are pivotal for fostering economic growth and improving living standards (Johnson & Smith, 2019). The focus on these areas aligns with Rwanda's Vision 2020 and subsequent strategies aimed at transforming the nation into a middle-income country (Nguyen & Pham, 2018).

Recent studies have highlighted the crucial role of donor funding in facilitating infrastructure development, such as roads and schools, which are essential for economic progress and social well-being (Kamanzi, Ndahimana & Nyirinkindi 2024). For instance, investments in educational facilities and health services have contributed to increased school enrollment rates and better health outcomes. However, the effectiveness of these projects often depends on how well they align with local needs and the capacity of local organizations to manage and sustain these initiatives (Mugisha, 2022). This study aims to assess the impact of international donor funding on community projects in Bugesera District, focusing on the extent to which these initiatives contribute to socio-economic development and identify potential areas for enhancement.

Moreover, while donor funding has led to notable improvements in Bugesera District, challenges such as project sustainability and dependency remain prevalent (Uwimana & Byiringiro, 2023). Effective coordination between donors and local stakeholders is crucial for maximizing the benefits of these projects and ensuring their long-term success. This study explored these dynamics, providing a comprehensive evaluation of donor-funded projects in the district and offering recommendations for optimizing their impact on socio-economic development.

## **1.2 Statement of the Research Problem**

In Rwanda, particularly in Bugesera District, education donor funding projects are vital for promoting socioeconomic development; however, their effectiveness and impact remain underexplored. Despite substantial investments from international donors, many education initiatives face challenges such as inadequate infrastructure, limited community involvement, and insufficient alignment with local needs (Munyaneza & Uwamariya, 2022). Statistics indicate that nearly 35% of students in Bugesera do not complete primary education, with dropout rates significantly higher among vulnerable populations (Rwanda Education Board, 2021). This situation underscores the problem of not only ensuring access to education but also the quality and relevance of educational programs funded by donors. Consequently, the lack of comprehensive assessment of these projects hinders understanding their actual contributions to community development, leaving many socioeconomic indicators stagnant or worsening, such as poverty levels, which stood at 39% in 2020 (National Institute of Statistics of Rwanda, 2021). Addressing these issues is crucial for maximizing the potential of education donor funding to facilitate sustainable development in Bugesera District.

In Rwanda, donor-funded interventions often face obstacles such as reliance on outside assistance and mismatch with local goals, which results in uneven learning outcomes (De Grauwe, 2018; Glewwe & & Kremer, 2021). In the health sector, inefficiencies in project implementation persist in impeding development despite advances in disease control and infrastructure (Hsu, Biesma & Boelen, 2021; Perry, Zulliger & Rogers, 2021). Although agricultural initiatives have increased productivity and the adoption of new technologies, it is still unclear how long-term sustainable they are (Phillips & Pittman, 2019; Smith & Brown, 2019). Likewise, inadequate follow-up severely limits the effectiveness of capacity-building initiatives (McArthur, 2020; UNDP, 2018). This emphasizes the necessity of conducting more thorough study on the contribution of donor finance to sustainable development.

## **2.0 Literature Review**

### **2.1 Empirical Review - Education Donor Funding Projects and Socioeconomic Development**

A study by Baird, McIntosh, and Özler (2018) on Randomized Control Trials (RCTs) to assess the impact of educational interventions in low-income countries. Their study involved tracking the outcomes of students receiving additional educational resources compared to a control group,

revealing significant improvements in school attendance and academic performance. This method allowed for a robust analysis of the direct effects of donor funding on educational outcomes and subsequent socioeconomic benefits.

In contrast, a study Glewwe and Muralidharan (2016) utilized a combination of longitudinal surveys and econometric analysis to investigate the long-term effects of education donor funding on economic outcomes. Their research followed cohorts of students who benefited from donor-funded programs, measuring changes in employment rates and income levels over time. The findings indicated that enhanced educational attainment due to donor funding resulted in higher earning potential and employment opportunities, thus contributing to economic development at both individual and community levels. This longitudinal approach provided a comprehensive view of the enduring impacts of educational investments on socioeconomic status.

A study by UNESCO (2020) pointed out that while many donor-funded education projects have achieved notable successes, there is often a lack of emphasis on evaluating the sustainability and long-term impact of these interventions. The research found that many projects did not adequately address how to maintain educational improvements after the funding period ended, leading to questions about the lasting effects of these investments. This gap underscores the need for more research into the sustainability of donor-funded education projects and their capacity to deliver enduring socioeconomic benefits.

Furthermore, a Study by the World Bank (2019) identified challenges related to the alignment of donor priorities with local educational needs. Their review of various donor-funded projects revealed that misalignment between donor goals and local contexts can hinder the effectiveness of educational interventions. Methodologically, this study used case studies and project evaluations to explore the discrepancies between donor expectations and local realities, highlighting the importance of context-specific approaches in designing and implementing education projects. The findings suggest that greater emphasis on local stakeholder engagement and needs assessment is crucial for enhancing the impact of donor funding.

## **2.2 Theoretical Literature on Education Donor Funding Projects**

Education donor funding projects have become integral to enhancing educational outcomes, particularly in developing countries where resources are often limited. These projects, funded by international organizations, governments, and non-governmental organizations (NGOs), aim to improve educational infrastructure, teacher training, and student access to quality education. Research has shown that donor funding can significantly impact educational achievements by providing necessary resources and support to underserved areas (Belfield & Levin, 2021). Such projects often focus on improving school facilities, supplying educational materials, and implementing innovative teaching methodologies to boost student learning and performance.

Numerous studies highlight the positive effects of education donor funding on school infrastructure. For instance, a study by Glewwe, Ilias, and Kremer (2021) found that investment

in school buildings and learning materials funded by international donors led to measurable improvements in student attendance and academic performance. Enhanced infrastructure not only creates a conducive learning environment but also attracts more students to school, thereby increasing enrollment rates and educational attainment. Additionally, the provision of modern learning resources, such as textbooks and digital tools, has been linked to better educational outcomes (Miller, 2020).

Teacher training and professional development are another critical focus of donor-funded education projects. According to a report by the Global Partnership for Education (2022), training programs supported by donor funds have significantly improved teacher effectiveness and pedagogical skills in many developing countries. Effective teacher training programs enhance instructional quality and help educators employ more effective teaching strategies, which in turn improves student learning outcomes. However, the sustainability of these improvements often depends on continued funding and the integration of training into national education systems (World Bank, 2020).

Despite the successes, challenges remain in the implementation and sustainability of education donor funding projects. Research by De Grauwe (2018) highlights issues such as dependency on external funding, misalignment between donor objectives and local needs, and the potential for donor-driven projects to undermine local educational priorities. These challenges underscore the need for greater alignment between donor agencies and local education authorities to ensure that projects are contextually relevant and sustainable in the long term. Effective coordination and collaboration between donors, governments, and local stakeholders are essential for addressing these issues and achieving meaningful educational improvements (Burt & Hall, 2019).

In conclusion, education donor funding projects play a vital role in enhancing educational access and quality, particularly in resource-constrained settings. While they have demonstrated positive impacts on school infrastructure, teacher training, and educational outcomes, challenges related to sustainability and alignment with local needs must be addressed. Ongoing research and evaluation are necessary to refine donor strategies and ensure that these projects contribute to lasting improvements in education systems globally (Glewwe *et al.*, 2021; Global Partnership for Education, 2022; Miller, 2020; World Bank, 2020).

### **2.3 Resource Dependence Theory**

Resource Dependence Theory (RDT) posits that organizations are dependent on external resources, and this dependency influences their strategies and behaviors. In the context of education donor funding in Rwanda, RDT provides a valuable lens for understanding how reliance on international aid affects the implementation and outcomes of educational projects. According to Pfeffer and Salancik (2018), organizations seeking resources from external donors must navigate the power dynamics and expectations of these donors, which can shape project priorities and implementation strategies. In Rwanda, education donor funding has significantly influenced

community development projects, as local institutions align their goals with donor expectations to secure and maintain funding (Munyaneza, 2021).

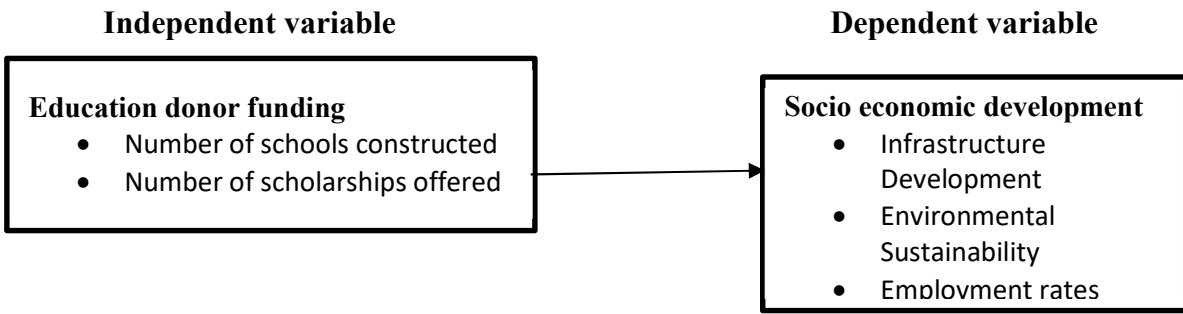
Empirical research highlights that education donor funding can both enable and constrain community development efforts. A study by Ssentongo et al., (2022) demonstrates how RDT applies to Rwanda's education sector, showing that while donor funding provides critical resources for educational improvements, it also imposes certain constraints and dependencies. The researchers found that local educational institutions often adapt their strategies to meet donor requirements, which can sometimes lead to misalignment between donor priorities and community needs. This alignment issue is crucial as it affects the sustainability and effectiveness of educational initiatives, suggesting that donor influence can lead to both positive and negative outcomes for socioeconomic development (Ssentongo et al., 2022).

Furthermore, the dynamics of resource dependence are evident in how education projects are managed and evaluated. The study by Niyibizi and Nkurunziza (2020) explores the impact of donor funding on education project management in Rwanda, revealing that dependency on external funding can lead to both improved project outcomes and increased vulnerability to shifts in donor priorities. This dependency influences how projects are designed, implemented, and assessed, affecting their long-term impact on community development. RDT thus helps explain the complex interplay between donor influence and local project management, emphasizing the need for strategies that balance donor requirements with genuine community needs to achieve sustainable socioeconomic development (Niyibizi & Nkurunziza, 2020).

#### 2.4 Conceptual Framework

A conceptual framework is an essential tool in research, providing a structured approach to understanding and investigating complex phenomena. It outlines the key concepts, variables, and relationships that guide the study, helping to clarify the theoretical underpinnings and guide the research design. By delineating the connections between different concepts, the framework enables researchers to systematically explore how these variables interact and influence each other within the context of the study (Miles, Huberman, & Saldaña, 2014).

The conceptual framework for this study on the influence of education donor funding projects on socioeconomic development in Bugesera District is grounded in the Resource-Based View (RBV) theory. The RBV posits that organizations gain a competitive advantage through the effective utilization and management of their unique resources, including financial, human, and social capital (Barney, 2021). In the context of education donor funding, this theory emphasizes the importance of leveraging local resources and community involvement to enhance the sustainability and impact of educational initiatives (Munyaneza & Uwamariya, 2022). Research indicates that projects that integrate local resources and knowledge demonstrate significantly better outcomes in community development (Kabeera & Nsengiyumva, 2023). By applying the RBV, this study seeks to analyze how donor-funded educational projects in Bugesera can be optimized by aligning them with local capacities, ultimately leading to improved socioeconomic development outcomes.



**Figure 1: Conceptual framework**

**Source: Researcher, 2024**

The conceptual framework for this study examines the relationship between education donor funding (IV) and socioeconomic development (DV) in Bugesera District, Rwanda. Specifically, it focuses on two primary indicators of donor funding: the number of schools constructed and the number of scholarships offered, which are hypothesized to directly influence various aspects of socioeconomic development, including infrastructure development, environmental sustainability, and employment rates. Research indicates that an increase in the number of educational institutions correlates with improved infrastructure and access to education, fostering community development (Nguyen & Kanyamibwa, 2020). Moreover, scholarships can enhance educational attainment, leading to higher employment rates and greater economic resilience within communities (Munyaneza et al., 2023). Environmental sustainability is also affected, as education increases awareness and capacity to engage in sustainable practices (Rugema & Mutabazi, 2021).

**3.0 Research Methodology**

The research design for this study employed a descriptive survey design to comprehensively evaluate the impact of international donor funding on socio-economic development in Bugesera District, Rwanda. Descriptive survey design allows for the systematic collection of information from a sizable population, making it ideal for identifying trends, relationships, and patterns regarding the socio-economic impacts of donor-funded projects (Creswell & Creswell, 2017).

The target population for this study includes a 147 individuals and stakeholders directly associated with international donor-funded projects in Bugesera District, Rwanda. Specifically, the study focused on 70 beneficiaries of these projects, 30 local community leaders, 25 project implementers, and 15 representatives from donor organizations. By employing Slovin's formula, a sample size of 108 respondents was calculated from the initial target population of 147. Slovin's formula as it provides a systematic approach to determining an appropriate sample size that can yield statistically significant results while minimizing the margin of error.

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

(Equation 3.1)



In the context of a population size of 136, the sample size can be calculated using Slovin's formula. Assuming a desired margin of error (e) of 5%, which is commonly used in many research studies, the calculation would be as follows:

$$n = \frac{147}{1 + 147(0.05)^2} \approx 107.49 = 108$$

**Table 1: Sampling Frame**

Category	Number of Individuals	Sample size
Beneficiaries	70	52
Local Community Leaders	30	22
Project Implementers	25	18
Donor Organization Representatives	22	16
<b>Total</b>	<b>147</b>	<b>108</b>

The study utilized a stratified random sampling technique to ensure that each subgroup within the target population is adequately represented. This method involves dividing the target population into distinct strata based on their roles, such as beneficiaries, local community leaders, project implementers, and donor organization representatives. Within each stratum, random sampling was employed to select participants, thereby ensuring that the sample reflects the diversity of the population and reducing sampling bias (Fink, 2019). The study utilized both primary and secondary data collection methods to provide a comprehensive analysis of the impact of international donor funding on community projects in Bugesera District. Primary data was gathered through structured interviews and surveys with key stakeholders, including project beneficiaries, local community leaders, and project implementers. Secondary data was collected from existing project reports, evaluations, and records provided by donor organizations and local government agencies. This data offers contextual information and historical perspectives on the outcomes of donor-funded initiatives. As noted by Saunders, Lewis, and Thornhill (2019), secondary data can complement primary data by providing background information and allowing for trend analysis over time.

The pilot study for this research was conducted in Kicukiro District, where 11 questionnaires were administered to test the research instruments. This pilot sample constitutes 10% of the total target population, allowing for a preliminary assessment of the questionnaire's effectiveness and clarity. According to Van Teijlingen and Hundley (2021), pilot studies are essential for identifying potential issues in research instruments and ensuring that they are suitable for the main study.

Validity was assessed through content and construct validity during the pilot study. Content validity was evaluated by seeking feedback from experts and stakeholders involved in donor-funded projects to ensure that the questionnaire items adequately cover the research topic. Construct validity was examined by comparing the responses to the expected theoretical

constructs. According to Creswell (2017), ensuring the validity of research instruments is crucial for accurately measuring the constructs of interest and obtaining reliable data. Feedback from the pilot study was used to make necessary adjustments to improve the validity of the final questionnaire.

**Table 2: Content Validity Index**

Rater	Total items	Valid items	Validity index
1	45	38	0.8444
2	41	38	0.9268
3	40	38	0.9500
4	39	38	0.9744
<b>Average</b>			<b>0.9239</b>

Source: **Pilot data results**, (2024)

Table 2 presents the Content Validity Index (CVI) results from four raters evaluating the validity of 45 items in a study. The CVI scores indicate that the validity of the items ranges from 0.8444 to 0.9744, with an overall average of 0.9239. This high average CVI suggests that the instrument used in the study possesses excellent content validity, as scores above 0.80 are typically considered acceptable in research (Polit & Beck, 2016). The findings align with similar studies where a CVI of 0.90 or higher is viewed as indicative of a well-constructed instrument (Lynn, 2016), further validating the rigor of the research design.

Reliability of the research instrument was evaluated using the Cronbach's alpha coefficient, which measures internal consistency by assessing the extent to which items in the questionnaire are correlated. A Cronbach's alpha value of 0.70 or higher is typically considered acceptable for ensuring reliable measurement (Tavakol & Dennick, 2021). This statistical method helped determine if the questionnaire items consistently reflect the constructs being studied.

**Table 3: Reliability Analysis**

Variable	Cronbach's Alpha	Comments
Education Donor Funding Projects	0.771	Reliable
Socioeconomic Development Community Development Projects	0.894	Reliable

Source: **Pilot data results**, (2024)

Table 3 shows the reliability analysis of various donor-funded project areas, with Cronbach's Alpha values ranging from 0.771 to 0.894. All variables education, health, agriculture, capacity building, and socioeconomic development exceeded the commonly accepted threshold of 0.70, indicating good internal consistency (Nunnally & Bernstein, 2014). The highest reliability was found in socioeconomic development projects ( $\alpha = 0.894$ ), which suggests a strong coherence in the items measuring this variable. These results are consistent with previous literature, where a Cronbach's Alpha above 0.70 is considered to indicate acceptable reliability, while values above 0.80 are seen as highly reliable (Tavakol & Dennick, 2021).

Following the descriptive analysis, inferential statistics was employed to explore the relationships between the independent variables (use of tools) and the dependent variable (socio-economic development outcomes). Correlation analysis assessed the strength and direction of linear relationships between variables, while regression analysis examined how well the independent variables predict the dependent variable (Hair *et al.*, 2019). Additionally, Analysis of Variance (ANOVA) was conducted to determine if there are statistically significant differences between groups based on the independent variables. These inferential techniques provided insights into the associations and dependencies within the data, helping to identify key factors influencing the impact of donor funding on community projects in Bugesera District. The investigation also included regression analysis:

$$Y = \alpha + \beta_1 X_1 + \mu \dots\dots\dots$$

(Equation 3.2)

Y= Dependent variable – Social Economic Development as expressed

X<sub>1</sub> = Education donor funding projects

β<sub>1</sub>, is the coefficients of X<sub>1</sub>.

## 4.0 Results and Findings

### 4.1 Descriptive Results on Education Donor Funding Projects

The descriptive results on education donor funding projects provide insights into the respondents' views on the role these projects play in the socioeconomic development of community development initiatives in Rwanda. Table 4 presents the respondents' perceptions, with statements rated on a scale from Strongly Disagree (SD) to Strongly Agree (SA). The mean scores and standard deviations offer a clear understanding of how the respondents collectively perceive the effectiveness of education donor funding in improving access to education, enhancing literacy rates, and promoting long-term community growth. These results highlight the varying levels of agreement among respondents and indicate the significance of education-focused donor projects in driving socioeconomic development within Rwandan communities.

**Table 4: Respondents views on Education Donor Funding Projects**

Statement on Education Donor Funding Projects	SD	D	NS	A	SA	Mean	Std Dev.
Education donor funding has significantly improved the quality of education in my community.	0 0.0%	0 0.0%	1 1.0%	41 39.0%	63 60.0%	4.59	.513
Increased access to educational resources due to donor funding	0 0.0%	0 0.0%	1 1.0%	47 44.8%	57 54.3%	4.53	.520

has enhanced students' learning outcomes.							
Donor-funded education projects have contributed to better educational infrastructure in my area.	0 0.0%	0 0.0%	4 3.8%	34 32.4%	67 63.8%	4.60	.565
The community has seen increased enrollment rates in schools as a result of education donor funding.	0 0.0%	0 0.0%	7 6.7%	27 25.7%	72 67.6%	4.61	.612
Education donor funding has led to improved teacher training and professional development in my community.	0 0.0%	0 0.0%	2 1.9%	51 48.6%	52 49.5%	4.48	.539
The educational projects funded by donors align well with the needs of the local community.	0 0.0%	0 0.0%	2 1.9%	37 35.2%	66 62.9%	4.61	.528

Source: **Primary data, (2024).**

Table 4 summarizes respondents' views on the impact of education donor funding projects. The majority of respondents strongly agree (60.0%) or agree (39.0%) that education donor funding has significantly improved the quality of education in their community, with a mean score of 4.59 and a standard deviation of 0.513. This finding is consistent with research highlighting the positive effects of donor funding on educational quality, particularly in underserved areas, where external support helps bridge gaps in resources and teaching capacity (Burnett & Felsman, 2022). The near-unanimous agreement among respondents suggests that donor-funded education initiatives have made substantial contributions to improving community education standards.

Furthermore, respondents overwhelmingly agree that donor funding has increased access to educational resources, thereby enhancing students' learning outcomes (mean = 4.53, SD = 0.520). This is corroborated by literature indicating that access to quality materials and improved infrastructure, both common outcomes of donor-funded programs, have a direct positive effect on student performance and engagement (UNESCO, 2020). Additionally, 63.8% of respondents strongly agree that donor-funded projects have contributed to better educational infrastructure, with a mean score of 4.60, supporting studies that emphasize the importance of physical learning environments in promoting academic success (Alexander, 2015).

Respondents also believe that education donor funding has led to increased school enrollment rates (mean = 4.61, SD = 0.612) and improved teacher training and professional development (mean = 4.48, SD = 0.539). These results align with findings from previous research that links donor funding to higher enrollment rates and enhanced teacher capabilities, which are critical for sustaining educational improvements over time (Barrera-Osorio et al., 2019). Moreover, respondents agree that donor-funded projects align well with local community needs (mean = 4.61,

SD = 0.528), reflecting the importance of designing education initiatives that are context-specific and responsive to the unique challenges of the communities they serve (Winthrop & McGivney, 2016).

#### 4.2 Correlation Analysis

Correlation analysis is a statistical technique used to measure the strength and direction of a relationship between two variables. This analysis helps researchers determine whether an increase or decrease in one variable is associated with a corresponding change in another variable. The correlation coefficient, often denoted as "r," ranges from -1 to +1, where values closer to +1 indicate a strong positive correlation, values closer to -1 indicate a strong negative correlation, and values near 0 suggest no correlation (Field, 2018). Correlation analysis is commonly applied in various fields, including finance, psychology, and the social sciences, to explore relationships between variables (Cohen et al., 2020). However, correlation does not imply causation, meaning that even if two variables are correlated, it does not necessarily mean one causes the other (Frost, 2019).

**Table 5: Correlation and the coefficient of determination**

		Education Donor Funding Projects	Socioeconomic Development Community Development Projects
Education Donor Funding Projects	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	105	
Socioeconomic Development Community Development Projects	Pearson Correlation	.346**	1
	Sig. (2-tailed)	.000	
	N	105	105

Source: **Primary data, (2024).**

Table 5 presents the correlation and coefficient of determination between education donor funding projects and socioeconomic development community development projects, revealing a significant positive relationship (Pearson Correlation = 0.346,  $p < 0.01$ ) among 105 respondents. This finding aligns with existing literature that emphasizes the crucial role of educational investments in driving socioeconomic progress, as effective donor funding can lead to enhanced educational outcomes and, subsequently, improved community welfare (Munyaneza & Niyonkuru, 2023). The correlation suggests that as education donor funding increases, there is a corresponding improvement in socioeconomic development, corroborating studies that indicate strong linkages between educational access and economic growth, particularly in developing contexts (Nguyen & Kanyamibwa, 2020).

## 5.0 Conclusions of the study

The findings regarding Education Donor Funding Projects highlight a significant positive impact on the quality of education within the community. Respondents overwhelmingly expressed that these projects have substantially improved educational outcomes, as evidenced by the high mean scores attributed to various statements about their effectiveness. This suggests that investments in educational initiatives funded by donors are not only meeting immediate educational needs but are also contributing to long-term community development. The strong community support for these projects reflects a recognition of education as a fundamental driver for socioeconomic advancement, emphasizing the importance of sustained funding and commitment to educational improvement.

### 5.1 Recommendations of the study

Based on the findings of the study, it is recommended that stakeholders prioritize sustained funding for Education Donor Funding Projects. Given the significant positive impact observed in improving educational outcomes within the community, continuous financial support is essential for the sustainability of these initiatives. Additionally, fostering partnerships between donor organizations, local governments, and educational institutions can enhance the effectiveness of these projects. Regular assessments of educational needs and outcomes should be conducted to ensure that programs remain aligned with community aspirations and can adapt to changing circumstances.

### 5.2 Suggestions for Further Studies

Future research should explore longitudinal studies to assess the long-term impacts of education donor funding projects on socioeconomic development, particularly in various regions of Rwanda beyond Bugesera District. Additionally, qualitative research methods, such as interviews and focus group discussions with beneficiaries, local authorities, and donor organizations, could provide deeper insights into the challenges and successes of these initiatives. Furthermore, comparative studies between regions with varying levels of donor funding could illuminate best practices and effective strategies for maximizing the socioeconomic benefits of education funding, ultimately contributing to more sustainable community development efforts across the country.

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