

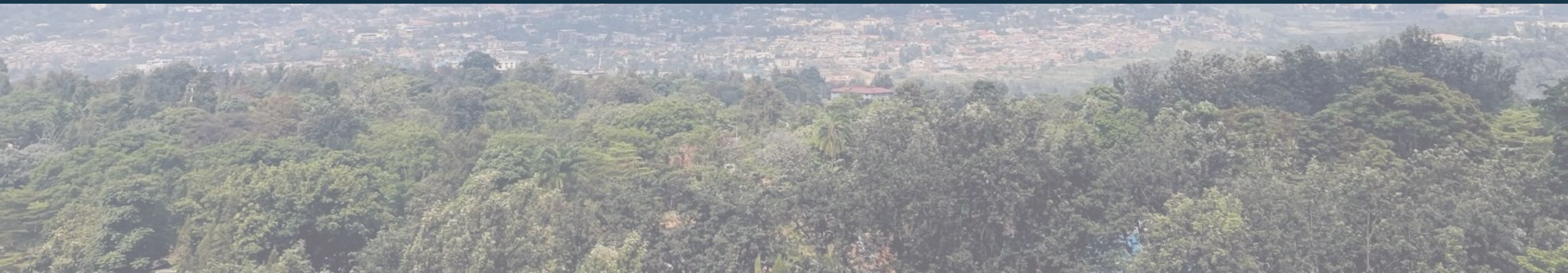
RESEARCH PRESENTATION

When Development Plans Meet Practice

Emergent Participation and Governance in Rwanda

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Specially Appointed Professor, Sangmyung University



What happens when a development plan meets real life?



A Korean development team began a "Saemaul Undong project" in four rural communities in Rwanda.

The plan met different local conditions, post-conflict relationships, and urgent needs.

The project began to change through failure, discussion, testing, and cooperation!

What happens when a development plan meets real life?

One continuing question

- 01

Peking University

International relations
- 02

Development practice

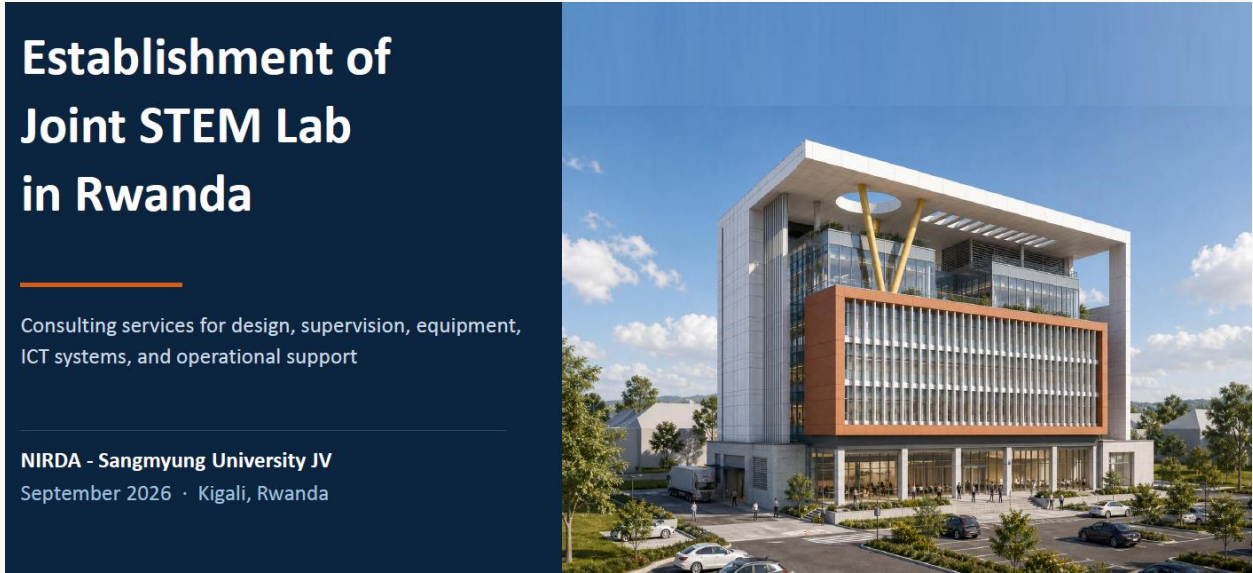
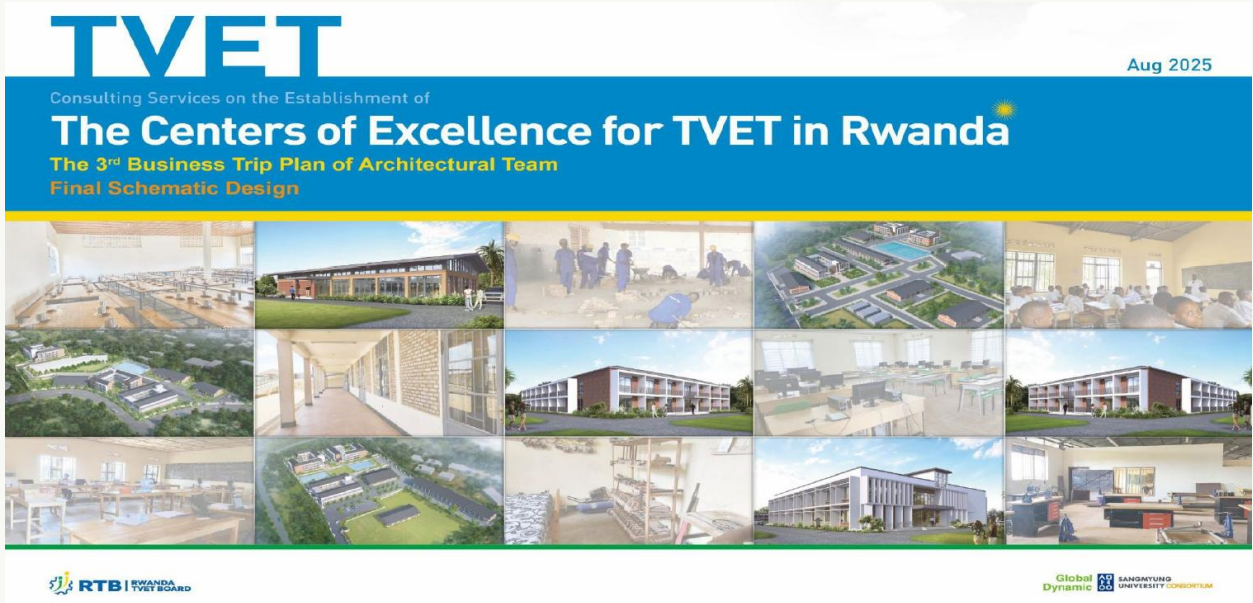
Consulting, feasibility studies, and evaluations
- 03

Seoul National University

PhD in City Planning, 2024
- 04

Rwanda today

TVET and R&D consulting



What project reports can miss

Visible outputs

Buildings completed
Equipment provided
Training delivered

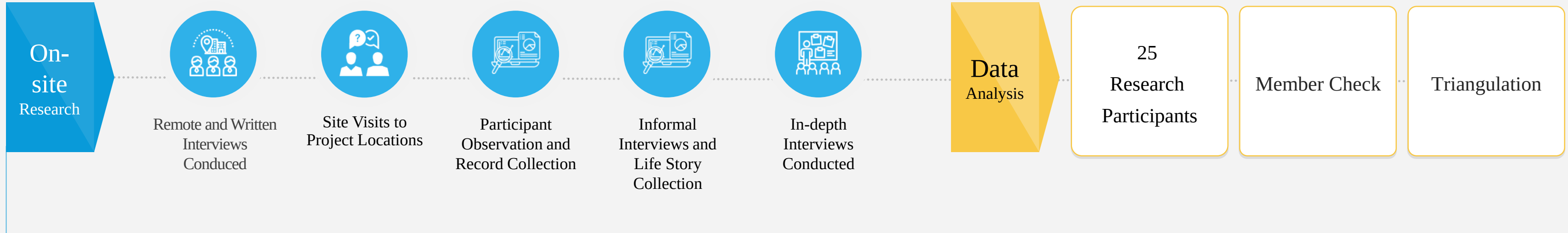
Who participates in and is affected by the project?

Whose contributions remain invisible?

How does the project plan differ from realities on the ground?

Who can change the plan?

Fieldwork



Photos

Date	Place	Activities	Remarks
Aug 28 (Mon)	Pho	Interviews (23:45) Departure	Flight time 12h
Aug 29 (Tue)	ASH	ASH	10:00 Meeting
Aug 30 (Wed)	ASH	14:00 Meeting with the Group (Interviews, Training, etc.)	10:00 Meeting with the Group (Interviews, Training, etc.)
Sep 1 (Thu)	ASH	10:00 Meeting	10:00 Meeting
Sep 2 (Fri)	ASH	10:00 Meeting	10:00 Meeting
Sep 3 (Sat)	ASH	10:00 Meeting	10:00 Meeting
Sep 4 (Sun)	ASH	10:00 Meeting	10:00 Meeting
Sep 5 (Mon)	ASH	10:00 Meeting	10:00 Meeting
Sep 6 (Tue)	ASH	10:00 Meeting	10:00 Meeting
Sep 7 (Wed)	ASH	10:00 Meeting	10:00 Meeting
Sep 8 (Thu)	ASH	10:00 Meeting	10:00 Meeting
Sep 9 (Fri)	ASH	10:00 Meeting	10:00 Meeting
Sep 10 (Sat)	ASH	10:00 Meeting	10:00 Meeting
Sep 11 (Sun)	ASH	10:00 Meeting	10:00 Meeting
Sep 12 (Mon)	ASH	10:00 Meeting	10:00 Meeting
Sep 13 (Tue)	ASH	10:00 Meeting	10:00 Meeting
Sep 14 (Wed)	ASH	10:00 Meeting	10:00 Meeting
Sep 15 (Thu)	ASH	10:00 Meeting	10:00 Meeting
Sep 16 (Fri)	ASH	10:00 Meeting	10:00 Meeting
Sep 17 (Sat)	ASH	10:00 Meeting	10:00 Meeting
Sep 18 (Sun)	ASH	10:00 Meeting	10:00 Meeting
Sep 19 (Mon)	ASH	10:00 Meeting	10:00 Meeting
Sep 20 (Tue)	ASH	10:00 Meeting	10:00 Meeting
Sep 21 (Wed)	ASH	10:00 Meeting	10:00 Meeting
Sep 22 (Thu)	ASH	10:00 Meeting	10:00 Meeting
Sep 23 (Fri)	ASH	10:00 Meeting	10:00 Meeting
Sep 24 (Sat)	ASH	10:00 Meeting	10:00 Meeting
Sep 25 (Sun)	ASH	10:00 Meeting	10:00 Meeting

SARS-Cov-19 Rapid Ag Test Report

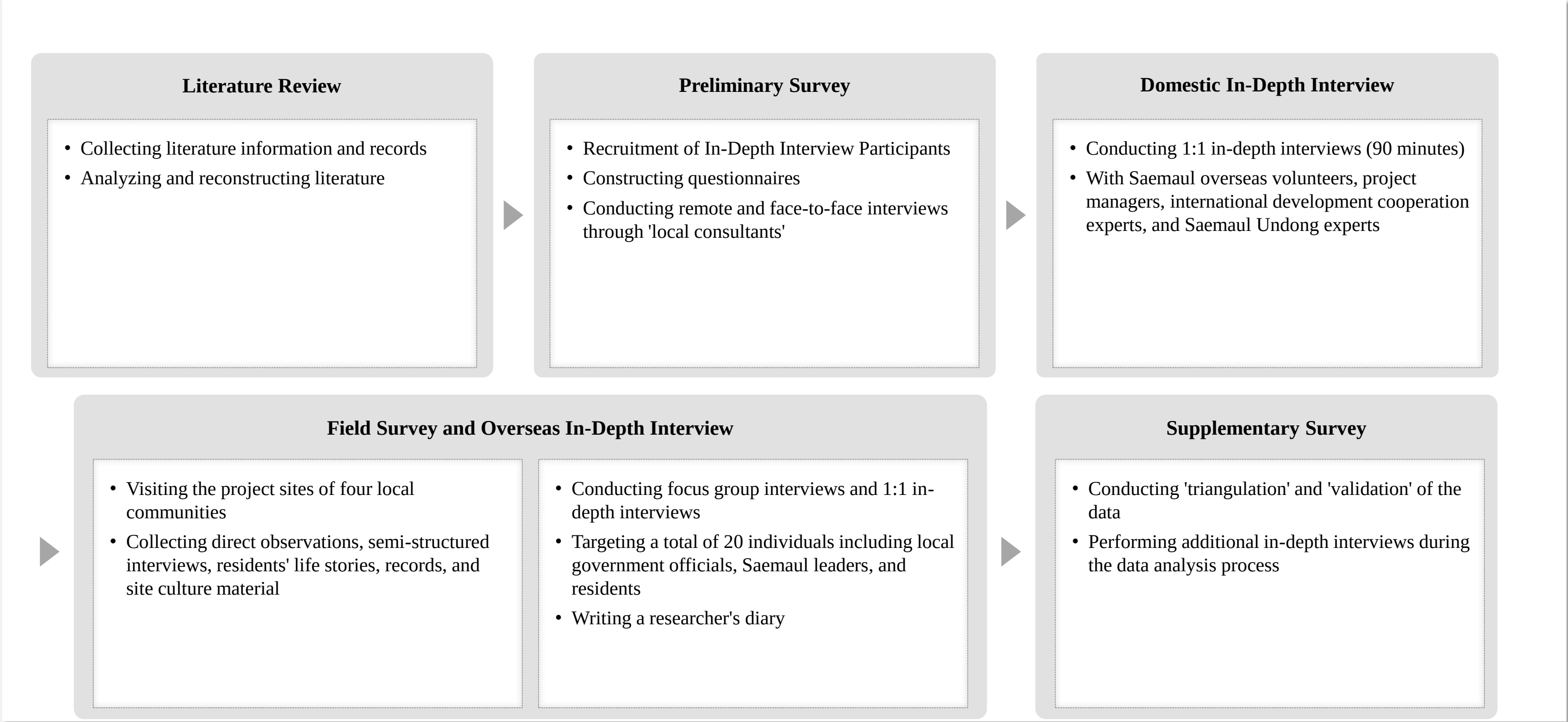
Name: [Name] Date of Sample Collection: [Date]

Sample Type: [Sample Type]

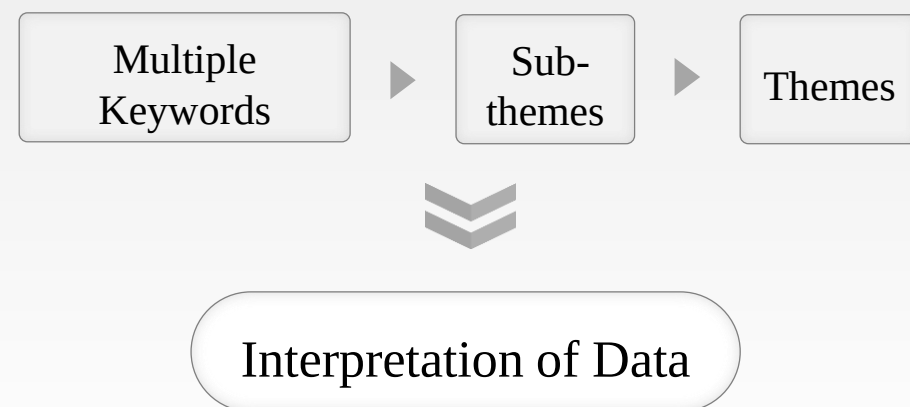
Date of Report: [Date]

Result: [Result]

Data Collection



Data Composition	Initial Coding	Categorizing	Thematizing	Structuring
Transcription Work, Diversification of Data	Descriptive Coding, Open Coding	Pattern Discovery, Classification, Organization, Synthesis	"Creative Activities", Meaning Discovery	Structural Explanation



TAQUETTE

Home

RURAL DEVELOPMENT PROGRAMME IN RWANDA_20230514

Taguette Guide

Account

Export this view

3.전문적인 기술 및 지식, 태도와 의사에 대한 교육 훈련

10

Edit

4.리더십의 발휘

2

Edit

4.주민 주도적, 주민 중심적

22

Edit

4.주민의식, 사업 주체로서의 책임감

21

Edit

4.지역 문제 인식 및 해결 방안 모색

18

Edit

4.지역 의사 결정 매커니즘

5

Edit

4.지역사회 수요 및 우선순위 고려

9

Edit

5.경제적 가치 측정 능력, 수를 헤아림

12

Edit

• 당사 양돈 조합은 사업의 규모를 축소하고 돼지를 조합원 개인에게 분배하는 것으로 사업 방식에 변화를 주었다.

현지 상종 명단_Cihoghe.docx

2.발전 의식의 성장

3.개인의 역량 강화(empowerment)

4.주민의식, 사업 주체로서의 책임감

4.지역 문제 인식 및 해결 방안 모색

5.경제적 가치 측정 능력, 수를 헤아림

• 천문학적인 비용(16,000,000rwf)을 지역 내에서 감당하기 어렵다.

현지 상종 명단_Cihoghe.docx

2.발전 의식의 성장

4.지역 문제 인식 및 해결 방안 모색

• 마을 금고는 오늘 당장 필요한 돈을 빌려줄 수 있다.

현지 상종 명단_Cihoghe.docx

10.공동체 규칙과 질서의 형성

4.지역 문제 인식 및 해결 방안 모색

5.빈곤 해소

7.원을 얹어여 서로 도움, 함께 일하기

8.마음 기금 조성 및 활용

8.상업적 신뢰 관계의 구축

• 외부의 도움 없이 기호계가 독립적으로 복구를 시도했다

현지 상종 명단_Cihoghe.docx

1.지도방식의 전환(매용가짐 바꾸기)

2.발전 의식의 성장

4.주민 주도적, 주민 중심적

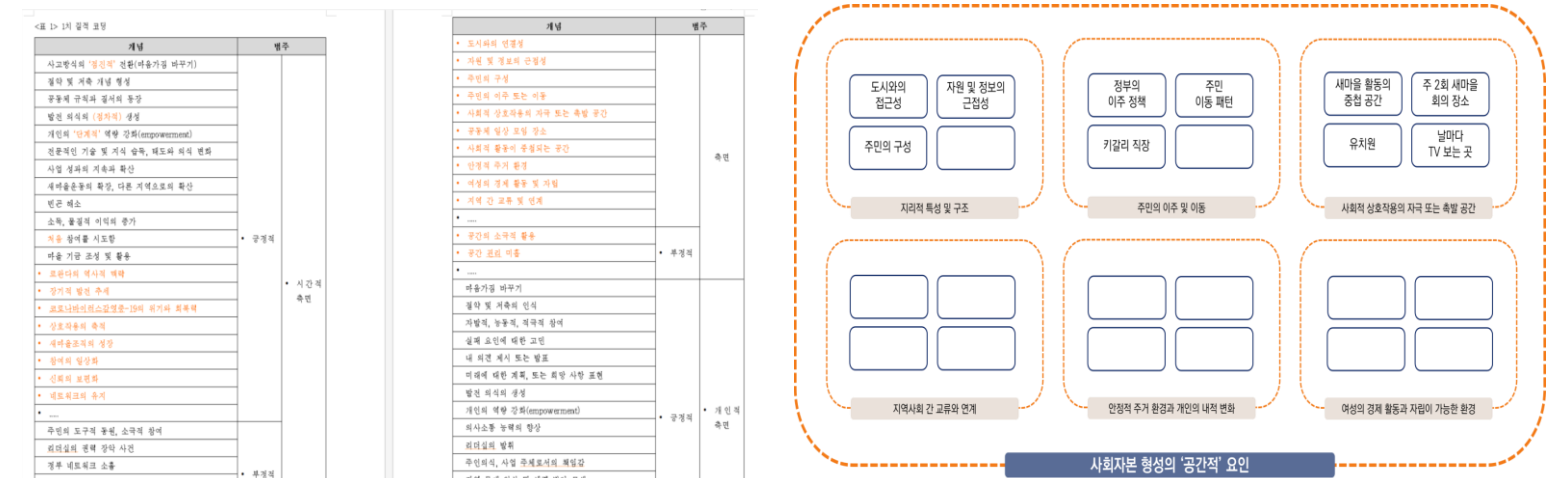
4.주민의식, 사업 주체로서의 책임감

4.지역 문제 인식 및 해결 방안 모색

7.원을 얹어여 서로 도움, 함께 일하기

◆ Initial Coding Work

❖ Categorization and Thematization Work



- **Social capital was not created by a single external project.** Rural women's care work, livelihood activities, mutual support, and everyday relationships helped sustain households and communities, yet remained almost invisible in official project documents.
- **Participation and governance emerged over time.** Community members reinterpreted a space designed by outside development actors to meet their own needs. They chose, rejected, or adapted external resources and sometimes created new ways of working together.
- **What happens when a development plan meets real life?**

Today's route

01 **Participation**

Who joins, under what conditions, and with what power?

02 **Rice farming**

How do people learn and cooperate after failure?

03 **Women's networks**

How does everyday care become collective capacity?

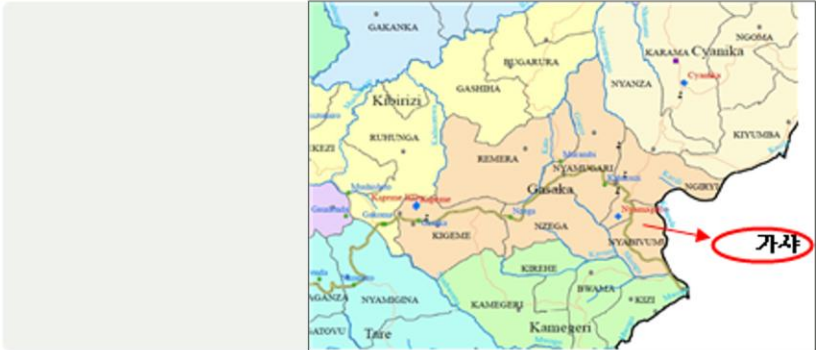
Project profile

Project title	The Project for Saemaul Pilot Villages in Rwanda
Sites & beneficiaries	4 villages in Rwanda: Kigarama, Gihogwe, Mushimba, Gasharu-Raro (approx. 5,134 residents)
Project period	Kigarama: July 2010 – June 2015 • Gihogwe: July 2011 – June 2016 Mushimba: July 2011 – June 2016 • Gasharu-Raro: July 2012 – June 2017
Project budget	Approx. KRW 120 million per village per year Total: approx. KRW 2.4 billion over 5 years
Project objective	To enhance self-reliance and sustainable development in 4 local communities through improved living conditions, income generation, and mindset transformation based on the Saemaul spirit
Years 1–2: Foundation	Improve basic living conditions and build infrastructure while introducing Saemaul values
Years 3–4: Expansion	Promote income-generating activities and expand local production capacity
Year 5: Sustainability & localization	Strengthen local community leadership and connect with surrounding areas for continued development

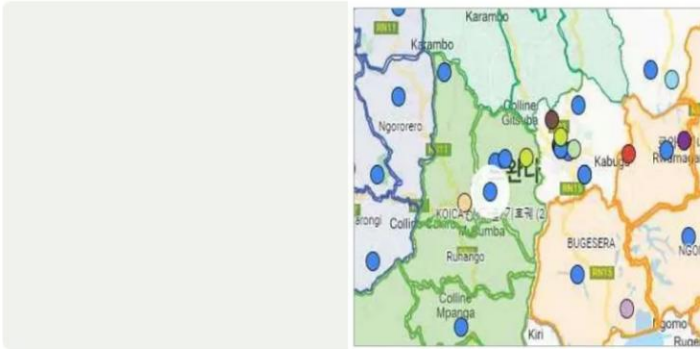
The Saemaul project in Rwanda



Regional Context
Focus on Southern Province:
Kamonyi and Nyamagabe Districts hosting the Saemaul Pilot Villages.



Site 3: Gasharu-Raro
Nyabivumu cell, Gasaka sector, Nyamagabe District, Southern Province



Site 1: Gihogwe
Buhoro Cell, Musambira Sector, Kamonyi District, Southern Province



Site 2: Mushimba
Kigembe cell, Gacurabwenge Sector, Kamonyi District, Southern Province

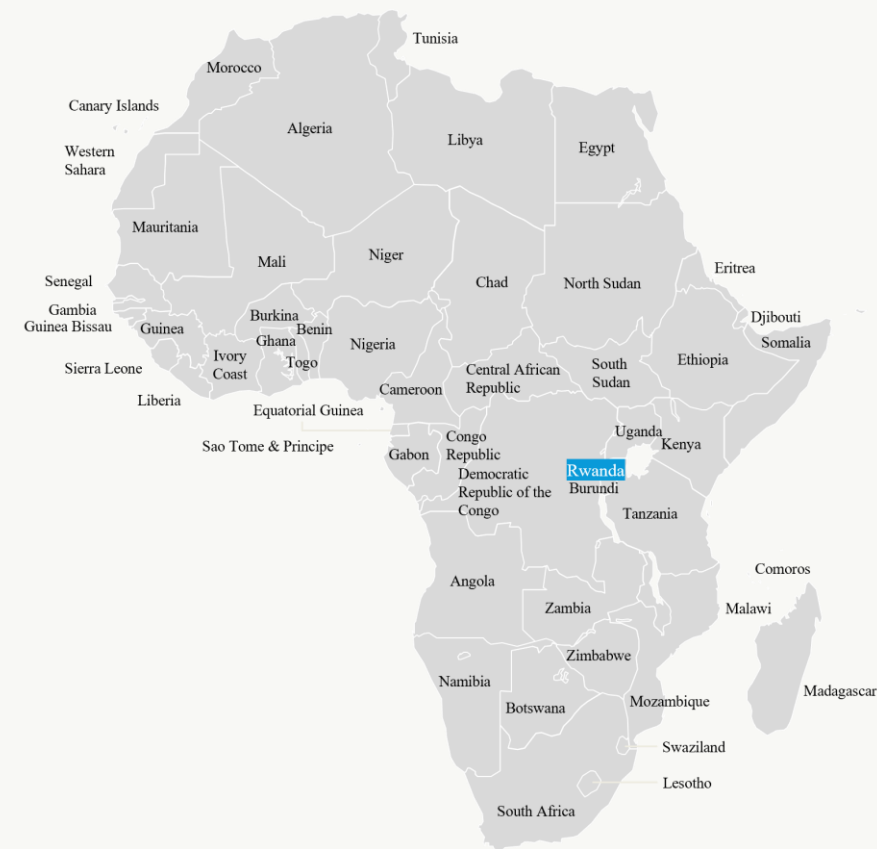


Rwanda's context matters

A dynamic society with strong government institutions

Memories of the 1994 genocide and damaged trust

Poverty, food insecurity, and gender inequality in the study communities



How did people and institutions reshape the project?

Participation has different meanings and different power

Who participates?

Whose presence and labor become visible?

Why participate?

How do livelihood needs shape participation?

How is it organized?

Who defines rules, resources, and agendas?

What does it allow?

Can people express needs and influence decisions?

The cost of joining in

Some volunteers saw

Requests for payment
A possible dependence on aid



Residents faced

A day without income
Food needs at home
Costs of attending training



The community hall in daily life

Residents selected the site and helped build the hall.

Classes, cooperative meetings, television, and shared childcare brought people together.

Repeated contact created new relationships.



Kigarama



Gihogwe



Gasharu-Raro



Mushimba

From invited participation to emergent participation

Invited participation

Project actors initially defined agendas, rules, resources, and expected actions.

Residents faced immediate constraints: food, income, time, and unpaid care work.

Emergent participation

Repeated meetings became spaces to identify needs, negotiate resources, and organize new activities.

Formal spaces gained informal meanings through daily interaction.

Rice farming was not in the plan

Food insecurity and child malnutrition made food and income urgent.

Rice offered possibilities, but required land, water, skills, and collective work.

Residents visited existing rice-growing areas in Rwanda.



Many actors, different resources

Residents

Labor, land knowledge, household needs

Korean volunteers

Project resources and mediation

Local government

Land-use permission, water, infrastructure, markets

Experts and farming networks

Seeds, cultivation knowledge, technical learning

Coordination: organizing different contributions around a shared problem.

Technology was reconstructed in the field



Different local conditions

Wetlands, slopes, rainfall, water access, and high altitude shaped farming choices.

Experiment and comparison

Residents and volunteers compared ten seed varieties. Korean varieties suffered cold damage. Four better-matched varieties were selected for the second crop.

Final practice: a Rwandan form of rice farming assembled through repeated learning.

The seed experiment

01 **An early setback**

The first crop fell short of expectations.

02 **Ten varieties compared**

Seeds used in Rwanda and Kenya and varieties from Korea

03 **Four varieties selected**

A Kenyan variety performed well; reported harvest: 4,268 kg

A third form of practice

Local labor and Rwandan farming experience

Technical input from Korea and other places

Government support and repeated experiments



A third form: a new practice produced through their interaction.

Four mechanisms of emergent governance

1	2	3	4
Plan–field gap	Relational agency	Cross-boundary coordination	Stabilization and diffusion
A new interpretation begins	Resources are selected and recombined	Roles connect across actors and places	Practices accumulate and spread



Residents became experimenters, trainers, and producers of knowledge.

Residents became trainers

2017: Mushimba invited nearby village leaders to share its experience.

2022: The three communities formally and regularly shared farming and cooperative knowledge.



Where was the innovation?

The seeds?

The relationships?

The ability to keep learning?

Who made the project work?



Women carried much of the repeated work that sustained households and project activities.

They joined cooperatives and training, grew rice, managed small livelihoods, and cared for children.

Their contribution did not always bring recognition as leadership or decision-making power.

Participation often began with survival and gradually changed its meaning.

Childcare made participation possible

Women needed care arrangements before joining project activities.

Volunteers encouraged the women's association to prepare a kindergarten plan.

15 parents initially took turns caring for children in their homes.



The Mushimba kindergarten

2012: two classes



Within three years: independent operation by the women's association



2022: ten classes, four qualified teachers, and 172 children



Informal care became an organized community institution.

Women's social capital

- 01** **Everyday networks**
Care, information, and mutual support
- 02** **Collective capacity**
Planning, communication, and management
- 03** **Public participation**
Access to resources and a stronger voice



Empowerment and burden at the same time

Meaningful changes

Income and personal bank accounts
Savings and household influence
Education and health-insurance payments
A stronger voice in project priorities

Continuing inequalities

Housework and unpaid care
Additional farming and project work
Unequal land and resource control
Limited recognition of women's work

Who benefits, and who carries the burden?

Labor and care

Who works, including unpaid work?

Voice and recognition

Whose contribution counts?

Income and benefits

Who receives the gains?

Resources and authority

Who controls land, budgets, and decisions?

Three lessons beyond the blueprint

1 Models are translated

Development models change through local institutions, knowledge, labor, and needs.

2 Participation has unequal forms

Attendance and labor do not equal voice, recognition, or decision-making power.

3 Plans need room for learning

Failure and unexpected practices can become sources of adjustment and cooperation.

- **Innovation in development is not the transfer of a complete model.**
- **Innovation in development is created together through interaction, adaptation, and learning.**
- **What does a plan allow us to see?**
- **And what might a plan prevent us from seeing?**

CLOSING

SNUAC–Toyo GIC
International Co-Lecture Series 2026

감사합니다
THANK YOU

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