PIERRE BAKUNZIBAKE (born in 1977) is a PhD student in Informatics at Örebro University School of Business, Sweden. He holds a Master’s degree of Science in Information and Communication Technology, Telecommunication Engineering and a Bachelor’s degree in Electronics and Communication Engineering. He has been working in academics in Rwanda since 2004, teaching subjects in Telecommunication, Computer Science and Electronics. He is currently an Assistant Lecturer, but on study leave, at University of Rwanda. His current research interests are information systems including e-government and telecommunication. Pierre’s doctoral thesis focuses on implementation of e-government services in a developing context.

Implementation of e-government services in a developing context is not only constrained by political, socio-economic, infrastructural and human challenges but also by organisational issues. It is believed in this thesis that addressing organisational issues can help Least Developed Countries (LDCs) commit existing limited resources judiciously and mitigate failures in the implementation of e-government services. In order to help improve implementation of e-government services in an LDC context, this thesis takes a socio-technical perspective and uses case study and literature review methodological approaches. The thesis specifically investigate implementation issues from organisational perspective in Rwanda, one of the LDCs and elaborate solutions.

The thesis findings indicate that implementation of e-government services has been generally focusing more on technological aspects with limited attention to organisational change issues. Furthermore, issues of unclear goals and lack of formal monitoring were identified in the local government. Insights from those findings paint a picture of a need for optimisation between technical and social aspects. Those insights constitute empirical contribution of the thesis. In order to help address a number of issues found, the thesis elaborate a process improvement model Plan-Do-Evaluate-Resolve (PDER) which doubles to be a theoretical contribution. Both the empirical and theoretical contributions have implication for e-government practice and research.