

**ORGANISATIONAL LEARNING PRACTICES IN NON
GOVERNMENTAL ORGANISATIONS IN COAST
PROVINCE OF KENYA**

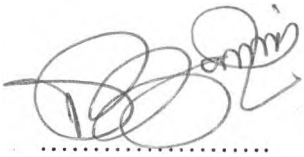
**BY:
RINGA DAVID BARISSA**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR AWARD OF THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF
BUSINESS, UNIVERSITY OF NAIROBI**

SEPTEMBER, 2012

DECLARATION

This project is my original work and has not been presented for a degree in any other University.



Signature

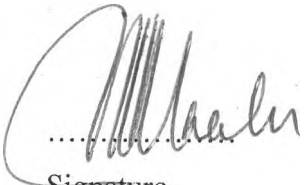
RINGA DAVID BARISSA

D61/71053/2009

01/11/2012

Date

This project has been submitted for examination with our approval as University Supervisors.



Signature

DR. JACKSON MAALU

Department of Business Studies

University of Nairobi

13/11/2012

Date

DEDICATION

I dedicate this work to my late father who inspired scholarly discipline in us. You were gone long before you witnessed this, but you can be sure we have not let you down.

ACKNOWLEDGEMENT

I would like to thank God almighty for his able guidance throughout my studies. Abba you have kept me in good health and preserved my soul this far and for that I am grateful. My heartfelt appreciation also goes to my supervisor, Dr. Jackson Maalu for his invaluable professional advice and guidance throughout this project, I may not thank you enough but our heavenly father will reward you accordingly.

My special gratitude goes out to my wife and son, my mother and siblings for believing in me. Your prayers, support, encouragement and understanding throughout my study period has seen me this far, may our good God bless you all.

Finally, my sincere appreciation goes to all my friends, classmates and colleagues for their invaluable contribution in shaping this work.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF FIGURES.....	viii
LIST OF TABLES.....	ix
LIST OF ABBREVIATIONS.....	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.1.1 Organization Learning	1
1.1.2 Non Governmental Organizations	2
1.1.3 NGOs operating in Coast Province.....	3
1.2 Research Problem	4
1.3 Research Objectives.....	5
1.4 Value of the Study	5
CHAPTER TWO: LITERATURE REVIEW.....	6
2.1 Introduction.....	6
2.2 Theoretical Review.....	6
2.2.1 Conditions of Learning Theory	6
2.2.2 Social Learning Theory	6
2.2.3 Social Cognitive Development Theory	6
2.2.4 Constructivist Theory	7
2.2.5 Adult Learning Theory	7
2.3 Models of Organizational Learning.....	8
2.3.1 Single Loop, Double-loop, and Triple loop Learning	8
2.3.2 Reflection in Action.....	8
2.3.3 Experiential Learning	9
2.4 Learning Organisation	9
2.5 Characteristics of a Learning Organisation	11
2.6 Organization Learning Practices.....	12

2.7 Factors influencing Organizations Learning	14
2.8 Summary of Literature Review	16
CHAPTER THREE: RESEARCH METHODOLOGY	17
3.1 Introduction.....	17
3.2 Research Design	17
3.3 Population	17
3.4 Data Collection	17
3.5 Data Analysis.....	18
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION	19
4.1 Introduction.....	19
4.1.1 Response Rate.....	19
4.2 Organisation Profile.....	19
4.3 Organisational Learning Assessment	22
4.3.1 Creating a Supportive Culture	22
4.3.2 Gathering Internal Experience.....	23
4.3.3 Accessing External Learning.....	25
4.3.4 Communication Systems	26
4.3.5 Mechanisms for Drawing Conclusions.....	27
4.3.6 Developing Organization Memory	28
4.3.7 Integrating Learning into Strategy and Policy.....	29
4.3.8 Applying the Learning	30
4.4 Challenges Faced By Organisations	31
4.5 Discussion of Findings	33
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	34
5.1 Introduction.....	34
5.2 Summary of the Findings.....	34
5.3 Conclusions.....	36
5.4 Recommendations.....	37
5.5 Limitations of the Study	38
5.6 Area for Further Research.....	38
5.7 Implications on Policy, Theory and Practice.....	38
REFERENCES	39

APPENDICES.....43

Appendix I: Questionnaire.....43

Appendix II: List of NGOs in Coast Province.....49

LIST OF FIGURES

Figure 4. 1: Registration Status of NGOs.....	20
Figure 4. 2: Age of the Organization.....	20
Figure 4. 3: Main Source of Funding	21
Figure 4. 4: Sector They Belonged In.....	22

LIST OF TABLES

Table 4.1: Response Rate	19
Table 4. 2: Creating a Supportive Culture	23
Table 4. 3: Gathering Internal Experience.....	24
Table 4. 4: Accessing External Learning.....	25
Table 4. 5: Communication Systems	26
Table 4. 6: Mechanisms for Drawing Conclusions	27
Table 4. 7: Developing Organization Memory	28
Table 4. 8: Integrating Learning into Strategy and Policy	29
Table 4. 9: Applying the Learning.....	31
Table 4. 10: Challenges Faced By Organisations.....	32

LIST OF ABBREVIATIONS

NGO	Non Governmental Organisation
KIHBS	Kenya Integrated Household Budget Survey
ZPD	Zone of Proximal Development

ABSTRACT

Learning is the ultimate sustainable competitive advantage for organizations because no one can undercut, duplicate or take it. Organizational learning explores ways to design organizations so that they fulfil their function effectively, encourage people to reach their full potential, and, at the same time, help the world to be a better place. Organisational learning is central to organisations ability to adapt to changes in its internal or external environment and remain competitive in times of uncertainty.

The objectives of this study were to determine organization learning process(s) within NGOs in Coast province, Kenya; and to establish challenges in implementation of the learning organisation concept among the NGOs operating in Coast province, Kenya. This study adopted survey design targeting all 75 NGOs that had been operating in the Coast province of Kenya for a period not less than two years. The main type of data was discrete quantitative data. Data was collected using a semi-structured questionnaire which was self administered as well as through email. Frequencies and percentages were used to establish the status of the proportion of the respondents' agreement or disagreement with the learning attributes. Mean scores were also computed.

The study established that most NGOs had adopted organizational learning practices albeit with varying degrees of successes and challenges. The organisations are very strong in accessing external learning, gathering internal experience, drawing conclusions and communications systems but relatively weak in integrating policy into strategy, developing organisational memory and applying the learning. The study therefore recommends that the organizations should ensure that their learning does not only influence the current members, but also future members by appropriately documenting the experiences, beliefs, and norms that are accumulated along the way to enable sharing with wider readership. It is not just enough to learn, the ultimate test lies in applying the learning to improve practice. Therefore organisations should actively create, capture, transfer, and mobilize knowledge of all its members and apply it to enable the organisation to adapt to the increasingly dynamic environment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Learning, or more specifically organisational learning, is the key characteristic that enables an organisation to adapt to changes in its internal or external environment and remain competitive in times of uncertainty (Smith, 2001). It entails acquiring new, or modifying existing, knowledge, behaviours, skills, values, or preferences and may involve synthesizing different types of information (Wikipedia). Learning is the ultimate sustainable competitive advantage since no one can undercut or duplicate it (Senge, 1990). According to Senge, an organization is learning when it can bring about the future it most desires. Organizational learning explores ways to design organizations so that they fulfil their function effectively, encourage people to reach their full potential, and, at the same time, help the world to be a better place (Senge, 1990).

Direkes, et al. (2004) emphasize that organizational learning...requires both the appropriate structural mechanisms and the cultural conditions that promote habits of inquiry, experimentation, and reflection. This reference to structural mechanisms and cultural conditions is very similar to Senge's (1994) suggestion that organizational learning is put to practice within a triangular architectural framework constructed of three elements: guiding ideas (or visions), means, and practical resources for application. The appreciation, adoption and subsequent application of learning helps organizations to become more effective and efficient: a prerequisite for attaining the competitiveness that is the ultimate desire of many contemporary organisations.

1.1.1 Organization Learning

Organisational learning is central to organisations ability to adapt to changes in its internal or external environment and remain competitive in times of uncertainty (Smith, 2001). Senge (1990) observes that in situations of turbulent or rapid change only those organisations that are flexible, adaptive and effective will excel and, that to excel, an organisation needs to discover how to entice individual commitment and the capacity to learn at all levels. Organisational learning must be seen as a continual process whereby an organisation adapts to its environment by constantly improving performance through

evolving knowledge and understanding by its members and the organisation (Hartel, et al., 2006)

The appreciation, adoption and subsequent application of learning helps organizations to become more effective and efficient: a prerequisite for attaining the competitiveness that is the ultimate desire of many contemporary organisations. The fundamental difference between the concepts of a learning organisation and organisational learning is that the former seeks to use the theoretical findings of organisational learning to describe how organisations can effectively and continuously adapt and learn (Tailor, 1998).

1.1.2 Non Governmental Organizations

William (1991) summarises the role of NGOs as development and operation of infrastructure, supporting innovation, demonstration and pilot projects; facilitating communication; technical assistance and training; research, monitoring and evaluation and advocacy for and with the poor.

In the last three decades, the number of non-governmental organisations (NGOs) has grown significantly; as has the amount of resources they control (Onyando, 1999). In Kenya, there are over 130 "modern" indigenous NGOs. Although actual figures are difficult to obtain, it is estimated that NGOs in Kenya have an annual development expenditure of between \$150 and \$200 million (Onyando, 1999). These figures showing the volume of funds in the hands of NGOs at a time of global financial crisis and dwindling aid levels illustrate their growing importance in development, she concludes.

Tailor (1998) challenges NGOs to efficiently use their very limited resources to generate truly creative and innovate learning which can address the societal problems in a way that challenges those in government and the private sector. This conjecture provokes the need for documentation of organizations experience, failures and successes to be subsequently used as sources of knowledge and material for subsequent learning.

1.1.3 NGOs operating in Coast Province

The recent years have witnessed a tremendous new opportunism and enthusiasm among many NGOs who are relocating to some parts of the region to claim legitimacy and strategically position themselves to aid their fundraising. Many of these NGOs have failed to contribute sufficiently to positive transformation and capacity building to help people living in poverty and exclusion to successfully climb out of poverty. Instead, more and more people in both rural and peri-urban spaces are sliding into poverty. For instance, poverty incidence in Coast province averages 69 percent, consistently having been ranked number 5 in three of the four KIHBS surveys. This indicates that the poverty trends are somewhat robust in spite of the heavy input from the plethora of NGOs operating in Coast province (Mariara and Ndenge, 2004). The Kenya Poverty Report that raised plenty of political heat in 2008, ranked poverty levels in Ganze at 84 per cent.

This accentuates the need for changes in the way NGOs engage with the world, the development question and practices and values of sustainable development. There are over 50 NGOs operating in the Coast province today with varying capacities and scope (Allavida, 2009). The NGOs operate in the following sectors: environment / land and natural resources, health, water and sanitation, education, governance, human rights food security among others. Many large NGOs have operations across a number of districts while relatively small NGOs have operations in single locations in a specific district.

An almost universal weakness of NGOs is their limited capacity to learn, adapt and continuously improve the quality of what they do. This is detrimental since the future usefulness of NGOs for the world's poor will depend on their ability to overcome their learning disabilities. If NGOs fail to learn, they are destined for insignificance and will atrophy as agents of social change (Fowler, 1997). The extent of their success in delivering their promise will lie in creating and sustaining a competitive edge while achieving high levels of internal efficiency and effectiveness (Tailor, 1998).

1.2 Research Problem

Learning is the ultimate sustainable competitive advantage for organizations - because no one can undercut, duplicate or take it (Senge, 1990). Despite the desire for organisations to keep abreast with this environmental dynamic, the challenge today is not how to start learning but rather how to become more conscious of how learning already takes place, in order to use and further develop this innate ability, and subsequently understand why the learning that is taking place is not being more effectively used to improve practice: the ultimate test of learning.

Subsequently, in their quest to becoming not only more effective but also efficient, many organisations have attempted to adopt and apply organisational learning with varying degrees of success. Many of these organisations however readily admit that their practice does not always meet their aspirations. This can certainly be attributed to the barriers to learning that organizations have to overcome. While there is desire for organisations to keep abreast with the environmental dynamics, many just do not know where to begin.

Previously, Amulyoto (2004) studied organisational learning practices among donor agencies in Nairobi while Khakina (2006) studied the determinants of success in NGOs in Nairobi Kenya and both concluded that these organisations have embraced the concept of learning organisation. For the NGOs however, this was largely driven by the fact that most were donor funded and donors want to work with organisations that are efficient and effective. No similar studies have been done in the Coast province, which incidentally has numerous NGOs but still manifests high poverty incidence.

Important to note is the fact that these studies were conducted with organisations in Nairobi and the dynamics might be totally different for organisations operating outside Nairobi and especially in rural settings. As Amulyoto (2004) observes, implementation at field level is hampered by high staff turnover as many people apply and accept to work in hardship areas due to desperation for employment. This research compared both rural and urban NGOs in the coast province of Kenya and in particular sought to understand and document the learning efforts of organizations and how they had influenced their practice while documenting the challenges in sustaining the momentum.

The study sought to answer the following research questions: To what extent have the NGOs institutionalised learning to continuously transform their practice? What are some of the challenges faced by these agencies in adopting learning to improve practice?

1.3 Research Objectives

The objectives of this study were:

- (i) To determine organization learning process(s) within NGOs in Coast province, Kenya
- (ii) To establish challenges in implementation of the learning organisation concept among the NGOs operating in Coast province, Kenya

1.4 Value of the Study

In view of the escalating trends of poverty and inequality in Kenya today, researchers should be thinking of how to collate existing development practice knowledge to address current societal development challenges in a more sustainable manner. The study had the following benefits:

To policy makers and the government who bear the primary responsibility for promoting sustainable development to benefit the citizenry, the outputs of this study could help in re-evaluating the quality of their interventions with a view to injecting effectiveness and efficiency.

To the practitioners in development NGOs in Kenya who had been grappling with the question of why the learning that was taking place was not translating to improved practice, this study provided insight on how to effectively overcome the obstacles to learning in their quest for organizational effectiveness and efficiency, and possibly help them move to that next level.

To the discipline of strategic management and the academia, this study would enhance existing knowledge on the organisational learning practice as applied by NGOs in different settings other than Nairobi.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the theoretical underpinning of the concept of the learning organization as well as the benefits and barriers to becoming a learning organization.

2.2 Theoretical Review

2.2.1 Conditions of Learning Theory

Gagne (1985) based his theory on a hierarchy of intellectual skills organized according to complexity that can be used to identify prerequisites necessary to facilitate learning at each level. Gagne identifies five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. Different internal and external conditions are necessary for each type of learning. For example, for cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems; to learn attitudes, the learner must be exposed to a credible role model or persuasive arguments.

2.2.2 Social Learning Theory

Bandura (1977) emphasizes the importance of observing and modelling the behaviours and attitudes and emotional reactions of others. Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. The component processes underlying observational learning are attention, including modelled events and observer characteristics, retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), motor reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and motivation, including external, vicarious and self reinforcement.

2.2.3 Social Cognitive Development Theory

Vygostky (1978) argues that social interaction plays a fundamental role in the development of cognition. Vygotsky states: every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level;

first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behaviour. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

2.2.4 Constructivist Theory

Bruner (1996) asserts that learning is an active process in which learners construct new ideas based upon their current knowledge. Bruner emphasises that a theory of instruction should address four major aspects: predisposition towards learning, the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, the most effective sequences in which to present material, and the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information.

2.2.5 Adult Learning Theory

Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs. Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning. Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences. Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

2.3 Models of Organizational Learning

2.3.1 Single Loop, Double-loop, and Triple loop Learning

According to Argyris and Schön (1974), organisational learning can be characterised in terms of a three-level evolutionary model consisting of single, double and triple-loop learning. Single-loop learning is undertaken in line with explicit practices, policies and norms of behaviour. Learning involves detecting and correcting deviations and variances from these standards. Individuals, groups, or organizations modify their actions according to the difference between expected and obtained outcomes.

Double-loop learning involves reflection on the appropriateness of underlying practices, policies and norms. This approach addresses the basic aspects of an organisation, such that the same things are not done in response to changing contexts. In double-loop learning, the entities (individuals, groups or organization) question the values, assumptions and policies that led to the actions in the first place; if they are able to view and modify those, then second-order or double-loop learning has taken place. Double loop learning is the learning about single-loop learning. The end result of double loop learning should be increased effectiveness in decision-making and better acceptance of failures and mistakes.

Triple-loop learning represents the highest form of organisational self-examination. It involves questioning the entire rationale of an organisation, and can lead to radical transformations in internal structure, culture and practices, as well as in the external context. In most aid agencies single-loop learning happens at individual and group levels. However, evidence suggests that this is usually in an informal and ad hoc manner.

2.3.2 Reflection in Action

It is that process that allows us to reshape what we are working on, while we are working on it. It is that on-going experimentation that helps us find a viable solution. In this, we do not use a “trial-and-error” method. Rather, our actions are much more reasoned and purposeful than that. If something isn’t working correctly (doesn’t seem right, doesn’t seem to move you closer to the goal) then you “reflect” (a conscious activity) in the action-present.

2.3.3 Experiential Learning

Kolb and Fry (1975) created their famous model out of four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations. He represented these in the famous experiential learning circle that involves concrete experience followed by observation and experience followed by forming abstract concepts followed by testing in new situations. In some representations of experiential learning these steps, are sometimes represented as a circular movement. In reality, if learning has taken place the process could be seen as a spiral. The action is taking place in a different set of circumstances and the learner is now able to anticipate the possible effects of the action.

2.4 Learning Organisation

The interest in the learning organisation is basically the search for the ideal organisational dynamics for growth, as organisations endeavour to quench the never-ending quest for self improvement while sustaining a competitive edge (Kihara, 2007). The desire for organisations to develop and sustain succinct competitive advantage so as to be successful must therefore be seen as an inevitable response to the unpredictable external environment that has become far more complex than ever before (Skyrme, 1995). This complexity, driven by huge technological advancements, globalisation, competitive markets, and new work methods in every walk of life, have all given rise to the need for an organisation to be able to change and adapt to their environment (Poell, 1999). Learning, or more specifically organisational learning, is the key characteristic that enables an organisation to adapt to changes in its internal or external environment and remain competitive in times of uncertainty (Smith, 2001). Senge (1990) comments that in situations of turbulent or rapid change those organisations that are flexible, adaptive and effective will excel and, that to excel, an organisation needs to discover how to entice individual commitment and the capacity to learn at all levels.

Senge (1994) views a learning organization as one that is continually expanding its capacity to create its future. For such an organization, it is not enough to merely survive. 'Survival learning' or what is more often termed 'adaptive learning' is important - indeed it

is necessary. But for a learning organization, 'adaptive learning' must be joined by 'generative learning,' learning that enhances our capacity to create. Ratner on the other hand emphasises the need for "people at all levels, individually and collectively, to continually increase their capacity to produce results they really care about.

Learning usually takes place at an unconscious level and hence the difficulty in effectively capturing and maximally using it to transform and improve future practice. Argyris recommends that managers challenge employees to think constantly and creatively about the needs of the organization so as to fill employees with as much intrinsic motivation and as deep a sense of organizational stewardship as any company executive. By applying these ideas to individual or group performance reviews, managers can create an incentive for employees to increase their commitment to continuous, non-routine learning and for implementing strategy (Rebecca, 2003). The essence of organisational learning is the organization's ability to use the amazing mental capacity of all its members to create the kind of processes that will improve its own" (Dixon, 1994)

Not every organisation that has learnt qualifies to be a learning organisation. Hartel (2006) argues that the process must be continual whereby an organisation adapts to its environment by constantly improving performance through evolving knowledge and understanding by its members and the organisation. This organisation, must actively create, capture, transfer, and mobilize knowledge of all its members to enable it to adapt to a changing environment (Wikipedia, 2008). The concept of a learning organisation differs from organisational learning as it seeks to use the theoretical findings of organisational learning to describe how organisations can effectively and continuously adapt and learn. We could argue that organizational learning is the '*activity* and the *process* by which organizations eventually reach the ideal of a learning organization' (Finger and Brand, 1999).

Taylor (1998) further draws our attention to the gaping variance between "knowing" and "doing". Organisations have always known what their core challenges are, but have often been unable to implement the action required to address them. He reckons that a learning

organization is not about 'more training'. While training does help develop certain types of skill, a learning organisation involves the development of higher levels of knowledge and skill. As Leadbeater (2000) argues, companies need to invest not just in new machinery to make production more efficient, but in the flow of know-how that will sustain their business hence the need to be proficient at knowledge generation, appropriation and exploitation. Senge (2006) correctly observes that 'Organisations must develop a capacity for fast-paced innovation; learn to love change'

More recent researchers on the learning organization, instead of studying the major conceptual components or the essential features of the learning organization, are giving more attention to the how or operationalization of the learning organization. That is, they are trying to find the methods, facilities, and strategies to create the essential features of the learning organization (Xin-An Lu, 2010).

2.5 Characteristics of a Learning Organisation

The functioning of a learning organization depends on an integrated system rather than piecemeal practices. Without a systemic network of facilities for knowledge creation and information collection, an organization will have no means with which to learn (Xin-An, 2010). It is exactly by perceiving the organization as a system that the very concept of the "learning organization" becomes possible. Or, an organization can never learn effectively without systemically approaching all its components in information collection and knowledge creation. According to Senge (1990), a learning organization exhibits five main characteristics: systems thinking, personal mastery, mental models, a shared vision, and team learning. 'Systems thinking' is a conceptual framework that allows people to study businesses as bounded objects. 'Systems thinking' states that all the characteristics must be apparent at once in an organization for it to be a learning organization. The organisation is likely to fall short of its goal if some of these characteristics are missing.

Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively (Senge, 1990). Research shows that most learning in the workplace is incidental, rather

than the product of formal training; therefore it is important to develop a culture where personal mastery is practiced in daily life.

Mental models are the deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action (Senge 1990). Individuals tend to espouse theories, which are what they intend to follow, and theories-in-use, which are what they actually do (Senge, 1990). Similarly, organisations tend to have ‘memories’ which preserve certain behaviours, norms and values (O’Keeffe, 2002).

The practice of shared vision involves the skills of unearthing shared ‘pictures of the future’ that foster genuine commitment and enrolment rather than compliance. In mastering this discipline, leaders learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt (Senge, 1990). The development of a shared vision is important in motivating the staff to learn, as it creates a common identity that provides focus and energy for learning (McHugh, et al, 1998).

When teams learn together, Senge suggests, not only can there be good results for the organization; members will grow more rapidly than could have occurred otherwise. Therefore team members must develop open communication, shared meaning, and shared understanding. Learning organizations typically have excellent knowledge management structures, allowing creation, acquisition, dissemination, and implementation of this knowledge in the organization (Wang and Ahmed, 2003).

2.6 Organization Learning Practices

What should NGOs do in order to learn? Slim (1993) provides a very useful model focusing on eight key functions which must be undertaken to learn effectively. First and foremost is the creation of a supportive culture. Learning organisations must support self-directed teams, implement robust learning information systems, and constantly analyze the needs and values of their customers (Angel, 2006). This must also be followed by a commitment to and willingness to legitimize learning by providing adequate resources (Britton, 1997).

A process must also exist for gathering internal experience based on sharing and exchange. Many NGOs are not rigorous and enough in documenting their work. Few offer opportunities for staff to meet, share and learn from each other's experience. An effective way to enhance this practice is explicitly reward it. Rewarding knowledge sharing and creation clearly indicates a sincere intention to learn from organizational members (Cohen, 1997). Organisational learning in NGOs has two sources: what the organisation does and what others do. It is not enough to be clear about what the organisation does, it must seek out learning from elsewhere such as the corporate, public and even multi lateral agencies hence the value in ability to access external learning.

Communication systems serve as the circulatory system that enables the organisation to constantly stimulate and refresh all its component parts. A learning organization requires a system that is almost as elaborately developed as the nerve system of a living organism. Such a system enables an organization to have immediate, constant, and accurate response to environmental changes, internal or external. An organization's success depends on its constant and accurate adaptation to its environment, which is contingent on more than anything else, on accurate information of the environment (Deming, 1986).

The process of drawing conclusions and identifying lessons learnt is the main characteristic that distinguishes organisational learning from information exchange. Indeed, no experience should be documented and shared without considering its learning points and implications for policy and strategy. If learning is locked in the heads of individuals, the organisation becomes very vulnerable if those individuals leave or forget hence the need to develop organisational memory. A learning organisation needs mechanisms for ensuring the individuals memory can be downloaded into information system and make it available to everyone long after the individual has moved on to other organisations (Britton, 1997).

The process of integrating learning into strategy and policy is more complex but potentially more fruitful. Mintzberg and Quinn (1992) provide a useful model for strategy development which acknowledges the importance of strategic learning. Finally, the ultimate test of learning is the ability to apply the learning. Only when learning is applied

in the work setting can we say that continuous learning cycle has been realised. Britton (1997) emphasises that for many NGOs, the application of learning is not be limited only to their own organisation but also to the practice and policy of others for instance through capacity building.

Huber (1991) identified and summarises four processes that contribute to organizational learning as follows: knowledge acquisition, information distribution, information interpretation, and organizational memory process

2.7 Factors influencing Organizations Learning

Three of the typical general issues or influencing factors in learning organizations are context, history, and survival. Lane (2001) notes that assumption of most organizational learning theory is that learning is socially constructed, that is, what is learned and how learning occurs are fundamentally connected to the context in which that learning occurs". How the culture, or context, of an organization functions is part of an influencing factor on the type of learning organization it will be.

Effective learning organizations should not only influence the current members, but also future members due to the experiences, beliefs, and norms that are accumulated along the way. Creating a learning organization is only half the solution to a challenging problem (Prahalad & Hamel, 1994). Equally important is unlearning some of the past that has not moved the company forward on a path of healthy growth. In addition, creating a supportive climate in which staffs naturally share their learning is a significant part of building a learning culture. Developing a work culture that values creativity and encourages innovation is imperative to an organization that desires to learn and produce new ideas or products (Thompson, 2003).

Weber & Berthoin Antal (2003) state, "History has an identifying effect for organizations". How an organization has applied learning in the past can be used to apply to learning opportunities in the future. The history, or identity, of an organization is in part built on the collective learning of individuals and groups within the organization over time. Organizations can use to their advantage and potential success their collective

and stored knowledge. However, they must beware of obsolescence that may come with strict adherence to past practices and procedures, without the consideration of new learning and opportunities (Weber & Berthoin, 2003).

The lag in time that so often hinders organizational change is called 'organizational inertia' – a situation Starbuck and Hedberg (2003) say can arise from “slow sense-making processes and ineffective information systems...[or when] individuals learn without their organizations also learning” (Dierkes, 2003). One possible resolve to this dilemma is the Japanese concept of Kaizen – an applied system for implementing continuous improvement through small steps (Maurer, 2004).

Survival is the basic premise for becoming a learning organization. Ortenblad (2002) observes that most or all organizational learning theorists indicate that survival is an important object for learning”. This concept is basic to human nature, survival of the fittest. In order for an organization to exist long term, it must learn more than just new fads or moments of knowledge, it must learn consistently over time for this is a learning organization.

All organizations that innovate or learn come up against innate challenges that block progress. The harder you push against these challenges, the more they seem to resist. But if you can anticipate them, and build your capabilities for dealing with them, they become opportunities for growth (Senge, 2006). External barriers may include the nature of donor priorities that enforce fragmented project framework which can inhibit learning or even make it impossible, the pressure to demonstrate low overheads to donors which may make NGOs reluctant to invest time and resources for effective organizational learning and competition for funding. Internal barriers on the other hand range from activists culture where staff view learning as a luxury, hierarchical centralized, control-oriented structures that restrict learning, weak incentives and rewards for learning, underdeveloped, under-resourced and inefficient systems for accessing, storing, transferring and disseminating learning, to inability to deal with discordant information (Edwards, 1996). Argyris (1994) and Rebecca (2003) agree that *defensive behaviors* can

discourage people from looking at situations in a new light or from trying out new ideas. This kills creativity and innovation and so learning opportunities become very restricted.

Although it may appear that spending more time and money on learning will have significant cost implications, it should instead be viewed as an investment that eventually leads to benefits such as better adaptation to external pressures, knowledge to better link resources to customer needs, improving quality of outputs at all levels, increasing the pace of change within the organization, and improving company image by becoming more people-orientated.

2.8 Summary of Literature Review

The review identified three resilient factors that drive organisations quest for learning: the context or culture, history (past experiences and memory) as well as survival. For many contemporary organisations, the challenge is not how to start learning, but how to effectively capture and maximally use the learning to transform and improve future practice. Recent researchers have indeed shifted attention to the operationalisation of the learning organisation: finding the methods, facilities and strategies to create the essential features of the learning organisation. The review of critical literature has demonstrated that the practice of organisation learning, whether individual or organizational, is not accidental or simply per chance but requires a conscious application of effort and that it must be practiced to be effectual. It must be developed as a part of the culture and integrated into daily practice.

The extent to which these practices actually help organizations achieve learning goals will depend on how earnestly and critically their members engage in assessing their experiences. Finally, although this may appear a costly and daunting task, there are certainly numerous benefits that should motivate organisations to transit to become learning organisations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides insight into the research design adopted, the target population studied, the sample size used, data collection methods employed, and data analysis techniques or tools used when organizing and analyzing the data.

3.2 Research Design

This study adopted survey design to assess the degree to which organisational learning was taking place. The survey comprised an organisational learning profile assessment, adapted from 'Learning NGO questionnaire' as developed by Britton (1998), capturing all the eight learning elements through a set of 40 assertive statements on a five-point scale. Similar studies had employed this study design such as Kihara (2007) in the study of the learning concept in NGOs in Nairobi Kenya. Surveys provide quick, inexpensive, efficient, and accurate means of assessing information about the population (Zikmund, 2003). Given the purpose of this study, a survey was most appropriate in collecting both the qualitative and quantitative data required for descriptive and inferential statistical analysis.

3.3 Population

The target population comprised all development NGOs that had been operating in the Coast province of Kenya for a period not less than two years, and as listed in the NGOs directory published by the NGOs council. According to the NGO council directory, there were about 3200 NGOs countrywide. However, those operating in coast province were 75. Given the small number of the population, this study opted for a census to cover all the large NGOs as listed in the directory.

3.4 Data Collection

The main type of data was discrete quantitative data. This was largely because the attributes were already known and would be put on a scale to probe the levels of adoption from one organisation to the other. The main data collection instrument was semi-structured questionnaire. The first section probed organisational profile data; the second

section probed organisation learning practices, while the last section probed learning challenges. The questionnaire was self administered as well as online through email so as to increase response rate and minimize on costs. Two respondents per organisation were selected comprising senior management and a middle management level staff for backstopping.

3.5 Data Analysis

Data was analysed using descriptive as well as inferential statistical techniques. Frequencies and percentages were used to establish the status of the proportion of the respondents with respect to the extent to which NGOs had adopted learning organisation concept and the factors contributing to its adoption. Mean scores were also computed to establish highly ranked aspects of organisation learning that had been adopted by the NGOs and challenges of implementing the concept in the Kenyan context. The outputs from the inferential analysis were used to make judgements about the study population. The findings were presented in various formats including tables, pie charts, graphs and relational diagrams for ease of interpretation.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and discussion of the study findings as set out in the research methodology. The results on the organisational learning practices in nongovernmental organizations in coast province of Kenya are presented here. The data was gathered exclusively from the questionnaires as designed in line with the objectives of the study.

4.1.1 Response Rate

The study targeted a total of 75 NGOs operating in coast province of Kenya out of which 47 filled and returned the questionnaire giving a response rate of 63%. This commendable response rate was made possible by the fact that the questionnaire was sent on email and on an easy to interact with format. Further, majority of the respondents were personally known to the researcher, being colleagues in the same industry. Phone calls and email reminders also served to encourage the respondents to fill-in and return the questionnaires. Mugenda and Mugenda (1999) asserts that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

Table 4.1: Response Rate

Response	Frequency	Percent
Responses	47	63
Non-responses	28	37
Total	75	100

4.2 Organisation Profile

The study sought to establish the registration status of the NGOs. From the findings, majority of NGOs that responded were local NGOs at 46% followed by national NGOs at 30% while faith based NGOs and international NGOs were 15% and 9% respectively as

illustrated in figure 4.1. This indicates that coast province is mainly based with local NGOs.

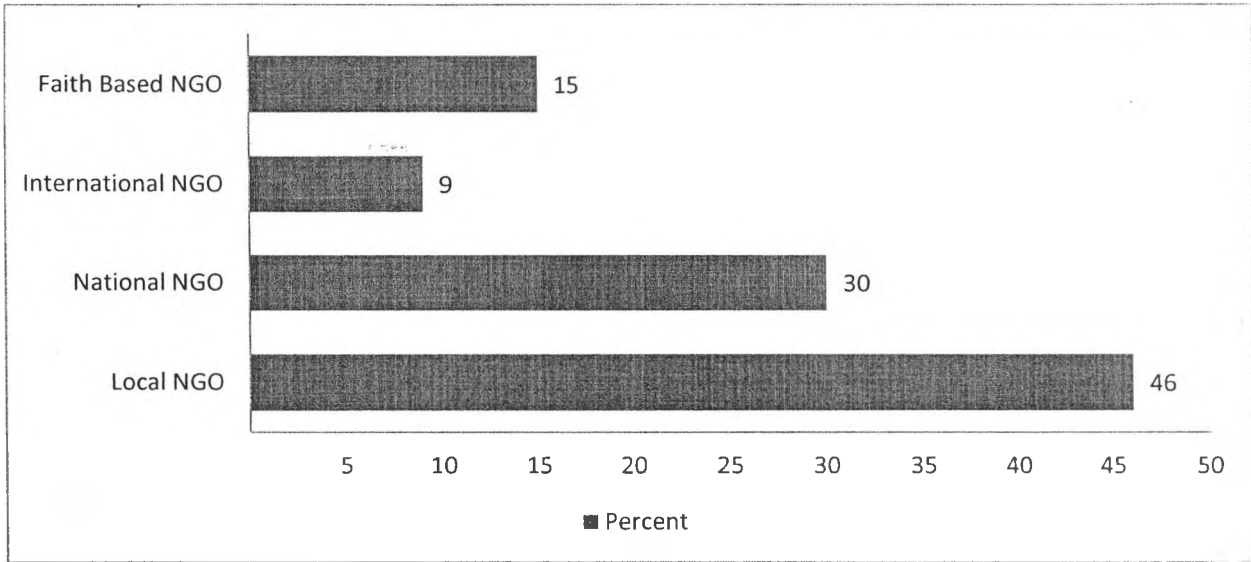


Figure 4.1: Registration Status of NGOs

The study also aimed to establish the period the organization had been in operation. According to the findings, most (47%) of the NGOs had operated for a period of 6-10 years, 30% had operated for 5 years and below, 15% had operated for a period of 11-15 years while 9% had been in operation for more than 20 years as shown in figure 4.2 This implies that majority of NGOs had been in business for long enough hence were in a position to give information relevant for the study.

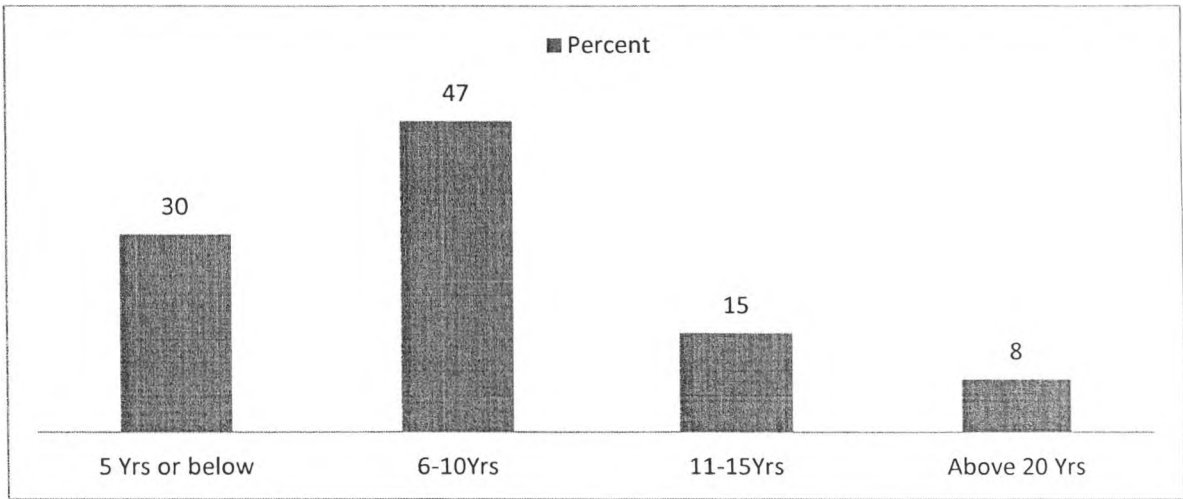


Figure 4. 2: Age of the Organization

On the NGOs main source of funding, the findings revealed 38% of the NGOs were funded by international donors and another 38% were funded by local donors while 24% were self sponsored as indicated in figure 4.3

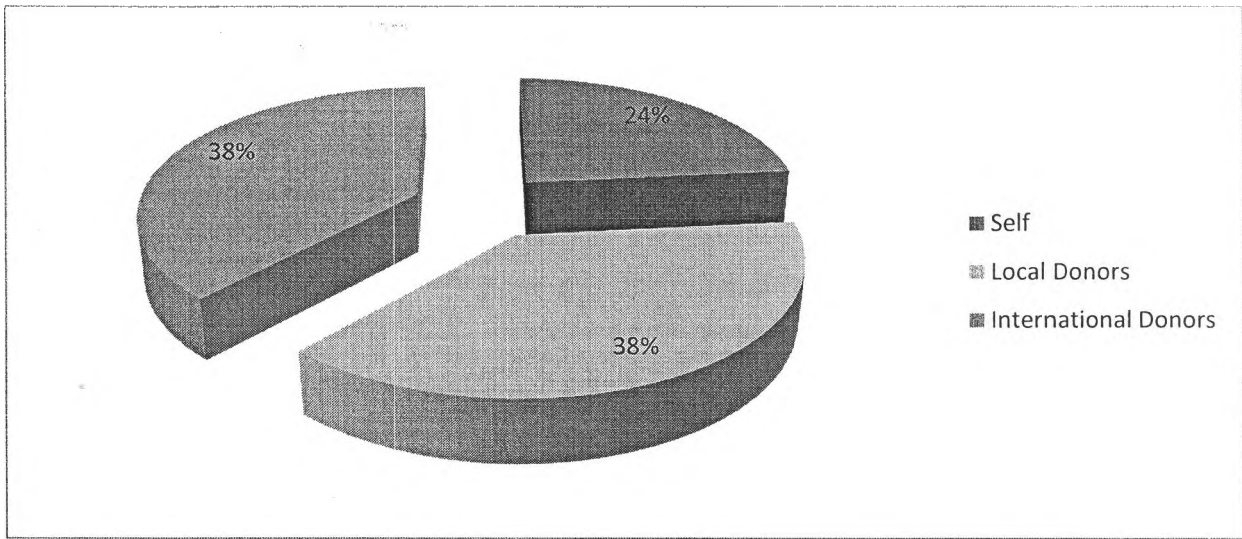


Figure 4. 3: Main Source of Funding

On the operational areas/locations of the NGOs, the following were the areas of operation: Kwale, Kilifi, Tana River, Lamu, Taita, Taveta, Mombasa, Likoni, Diani and Mtwapa. Most were however concentrated in Mombasa.

The study also sought to find out the sector(s) they were in. The study found that those in governance and environment/land sector were at 30% each followed by those dealing with education at 23% while 15% were in health sector. The least (2%) number were in other sector like women and children rights, GBV prevention, peace building and conflict resolution, legal aid services, human rights, gender and children rights, labour rights, leadership, development, Advocacy, and Micro enterprise as indicated in figure 4.4

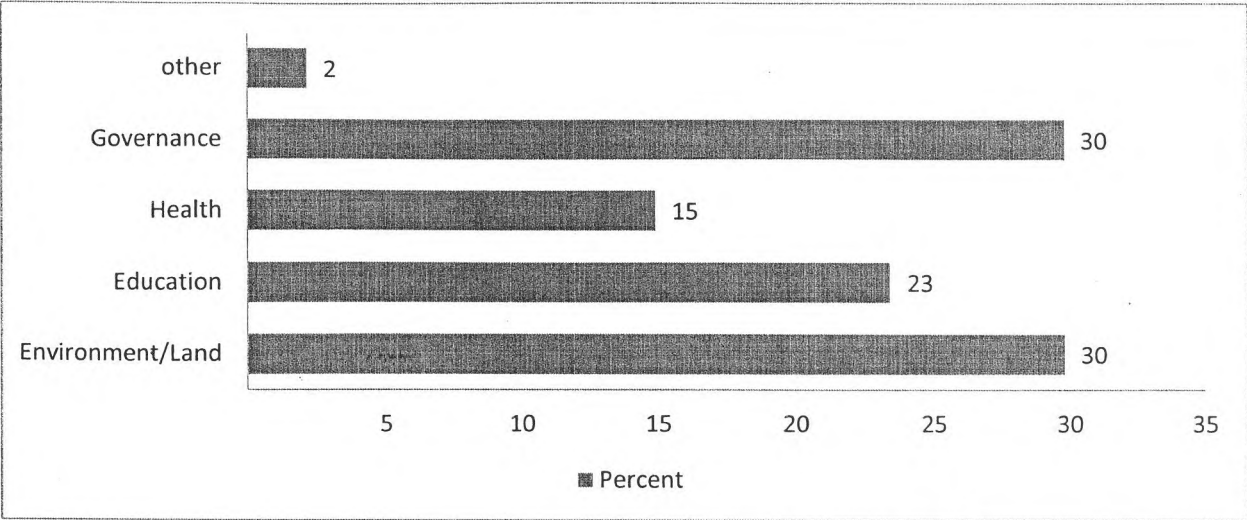


Figure 4. 4: Sector They Belonged In

In addition, the NGOs were required to indicate number of employees they had in the organisation. The responses showed that majority of the NGOs had permanent employees ranging from 1-10 employees as well as volunteers ranging from 3-20 volunteers. The least number of NGOs had more than 50 employees. This therefore means that most of the NGOs are small in size and are in the process of growing.

4.3 Organisational Learning Assessment

On the scale of 1-5 whereby 1=Not true, 2= Rarely true, 3=Sometimes true, 4=Often true and 5=Very true. The respondents were required to indicate the extent to which the various attributes applied to their organisation.

4.3.1 Creating a Supportive Culture

A supportive culture facilitates organisational learning. This variable probed managers’ commitments to learning, provision of resources and facilities as well as rewarding staff contributions. Data was abstracted from the questionnaire responses on each of the five statements on an incremental scale of one to five as summarized in table 4.2.

Table 4.2: Creating a Supportive Culture

	Mean	Std. Deviation
People feel free to enquire about challenges and each other's (and their own) biases and assumptions.	4.4615	0.6602
Sharing experience and knowledge in the organization is given a high priority even when time and other resources are limited.	4.1538	0.8987
Resources and facilities for individual development are made available to all members of the organization	3.7692	1.3634
Staff are rewarded for the contribution they make to the organizations learning	3.6923	1.1821
Senior managers create a climate which encourages experimentation and acknowledges that mistakes are an evitable part of this	3.4615	1.3913

The respondents indicated that it was often true that people felt free to enquire about challenges and each other's (and their own) biases and assumptions with a mean of 4.4615 and std. deviation of 0.6602; sharing experience and knowledge in the organization was given a high priority even when time and other resources were limited at a mean of 4.1538 and std. deviation of 0.8987; resources and facilities for individual development were made available to all members of the organization as shown by a mean of 3.7692 and std. deviation 1.3634; and staff were rewarded for the contribution they made to the organizations learning at a mean of 3.6923 and std. deviation of 1.1821. It was somehow true that senior managers created a climate which encouraged experimentation and acknowledges that mistakes were an evitable part of this with a mean of 3.4615 and std. deviation of 1.3913. Thus the organizations have a succeeded in creating a strong supportive culture.

4.3.2 Gathering Internal Experience

Internal experience is born out of regular review and reflection using systematic procedures for monitoring and evaluation. It was necessary to probe whether the organisations are rigorous enough in encouraging this to happen in order to constantly expand organisations explicit wisdom. Data was abstracted from the questionnaire on each of the responses on each of the five statements as shown in table 4.3

Table 4. 3: Gathering Internal Experience

	Mean	Std. Deviation
Individuals, groups and sections view each other as working partners and constantly strive to find out and meet each other's expectations and needs	4.5385	0.6602
People at all levels of the organization are encouraged to learn regularly and rigorously from their work and feed such learning to other parts of the organization	4.4615	0.7762
Our organization continually enables individuals to tell others about important lessons they have learned in order to constantly expand the organizations base of explicit wisdom	4.3077	0.6304
The organization uses systematic procedures for the regular monitoring, review and evaluation of all its project, programmes and advocacy activity	3.6154	1.1929
Our organization has enough built in spare capacity to allow staff to take time out to reflect on their work experience and learn lessons from it	3	1.6329

The results indicated it was often true that individuals, groups and sections viewed each other as working partners and constantly strived to find out and meet each other's expectations and needs as shown by a mean of 4.5385 and std. deviation of 0.6602; people at all levels of the organization were encouraged to learn regularly and rigorously from their work and feed such learning to other parts of the organization at a mean of 4.4615 and std. deviation of 0.7762; their organization continually enabled individuals to tell others about important lessons they had learned in order to constantly expand the organizations base of explicit wisdom with a mean of 4.3077 and std. deviation of 0.6304; and the organization used systematic procedures for the regular monitoring, review and evaluation of all its project, programmes and advocacy activity as indicated by a mean of 3.6154 and std. deviation of 1.1929. It was somehow true that their organization had enough built in spare capacity to allow staff to take time out to reflect on their work experience and learnt lessons from it with a mean of 3 and std. deviation of 1.6329. It can be concluded that these organizations have mechanisms for mobilizing internal experience.

4.3.3 Accessing External Learning

Organisations learn not only from internal sources but also from external sources. It is imperative that that organisations endeavour to build relationships in order to benefit from their experience and also share their own experiences with others. The data was captured in the same way and tabulated as shown in Table 4.4.

Table 4. 4: Accessing External Learning

	Mean	Std. Deviation
Our organization encourages its staff to develop a wide range of contacts with other agencies and to actively learn from their experience	4.6154	0.6504
Our organization enters into open cooperation with other organizations in order to share experience and encourage mutual learning from each other’s experience	4.4615	0.6602
Our organization is linked to a wide arrange of networks and uses its contacts with other agencies to gather useful knowledge and skills	4.4615	0.6602
Staff are encouraged to visit other organization and are expected to write up and share what they learnt from their visit	4.1538	1.2810
All organization members who have dealings with the ‘outside world’ are expected to gather and share relevant information. Their managers take an active interest in debriefing them about the information they have gathered.	3.3077	1.1821

The respondents indicated it was very true that their organizations encouraged staff to develop a wide range of contacts with other agencies and to actively learn from their experience with a mean of 4.6154 and std. deviation of 0.6504. The respondents also cited that it was often true their organization entered into open cooperation with other organizations in order to share experience and encourage mutual learning from each other’s experience at a mean of 4.4615 and std. deviation of 0.6602; their organization was linked to a wide range of networks and used its contacts with other agencies to gather useful knowledge and skills as shown by a mean of 4.4615 and std. deviation of 0.6602; and staff were encouraged to visit other organization and were expected to write up and share what they learnt from their visit at a mean of 4.1538 and std. deviation of 1.2810. It was somehow true that all organization members who had dealings with the ‘outside world’ were expected to gather and share relevant information and their managers took

an active interest in debriefing them about the information they had gathered with a mean of 3.3077 and std. deviation of 1.1821. Again, it was quite impressive that the organizations had perfected networking and sharing of experiences.

4.3.4 Communication Systems

An effective communication system is paramount in ensuring information and experiences flow throughout the organisation without hindrances. The object of this probe was to establish how the organisations encourage and promote sharing of experiences across boundaries, sections or locations. Similarly the data was abstracted from the questionnaire responses on each of the statements on a scale of one to five as displayed in table 4.5

Table 4. 5: Communication Systems

	Mean	Std. Deviation
Staff have access to email and are encouraged to share information using electronic media such as internet and bulletin boards	4.3077	0.6304
Information flows freely throughout the organization, crossing departments, sectional and locational boundaries without hindrance	3.8462	0.9871
Our organization has a wide range of mechanisms for sharing experience between staff and different teams, sections, departments and locations.	3.7692	1.3634
Staff in our organization are skilled at making their personal knowledge and wisdom available to others.	3.7692	1.3634
It is easy to access information on the lessons learned from other parts of the organization	3.5385	1.1266

It was often true that staffs had access to email and were encouraged to share information using electronic media such as internet and bulletin boards as shown by a mean of 4.3077 and std. deviation of 0.6304; information flew freely throughout the organization, crossing departments, sectional and locational boundaries without hindrance at a mean of 3.8462 and std. deviation of 0.9871; their organization had a wide range of mechanisms for sharing experience between staff and different teams, sections, departments and locations as shown by a mean of 3.7692 and std. deviation of 1.3634; staff in their organization were skilled at making their personal knowledge and wisdom available to

others as recorded by a mean of 3.7692 and std. deviation of 1.3634; and it was easy to access information on the lessons learnt from other parts of the organization with a mean of 3.5385 and std. deviation of 1.1266

4.3.5 Mechanisms for Drawing Conclusions

Reports from evaluations must be routinely analysed and raw information converted into useable wisdom for continuous improvement. Through this, organisations can identify lessons learnt and constantly seek better ways of working. The data was captured using five questions on a scale of one to five as summarised in table 4.6

Table 4. 6: Mechanisms for Drawing Conclusions

	Mean	Std. Deviation
Our organization uses continuous improvement approach when analyzing the knowledge and experience gained from its practice. Staff are encouraged to constantly ask themselves “how could we do this better?”	4.2308	1.0127
Learning from experiences is seen as everyone’s business and not left to specialist units or senior managers	4.1538	1.0681
M&E reports and field visit reports are routinely analyzed to identify what has been learned from the work and what lessons could be applied in the future	3.6923	1.0315
Our organization is skilled at converting raw information from evaluations into useable wisdom	3.3846	1.0439
Our organization regularly identifies a theme of work and draws conclusions based on an analysis of all its practice experience and an understanding of the current state of the art	3.25	1.4222

The results indicated it was true the organization used continuous improvement approach when analyzing the knowledge and experience gained from its practice thus staff were encouraged to constantly ask themselves how they could do better as indicated by a mean of 4.2308 and std. deviation of 1.0127; learning from experiences was seen as everyone’s business and not left to specialist units or senior managers at a mean of 4.1538 and std. deviation of 1.0681; M&E reports and field visit reports were routinely analyzed to identify what had been learned from the work and what lessons could be applied in the future as recorded by a mean of 3.6923 and std. deviation of 1.0315. The respondents also noted that it was somehow true their organization was skilled at converting raw

information from evaluations into useable wisdom and organization regularly identified a theme of work and drew conclusions based on an analysis of all its practice experience and an understanding of the current state of the art with means of 3.3846, 3.25 and std. deviations of 1.0439 and 1.4222 respectively. Thus, the organizations have mechanisms for drawing conclusions with some appreciable level of success.

4.3.6 Developing Organization Memory

Memory is an indispensable part of learning. The purpose if this was to probe the extent to which the organisations had institutionalised collection, storage and retrieval of vital information and experiences through systematically defined procedures. The data was captured using a set of five questions on a rating of one to five as summarised in table 4.7

Table 4. 7: Developing Organization Memory

	Mean	Std. Deviation
The information function is given sufficient prominence and is resourced to enable the organization to keep its records up to date	3.7692	0.8320
All written reports and key documents are cross-referenced and made easily accessible to all staff	3.6923	1.2506
Our organization has a systematic database of all its projects and programme work which can enable staff and outsiders to identify where expertise resides.	3.3077	1.4367
Our organization is not vulnerable to losing its experience when individuals leave e.g. staff who leave the organization go through a systematically recorded de-briefing to ensure that the organization retains their knowledge	3.25	1.5447
The organization has mechanisms for remembering the experiences of its current and previous work thro the development of highly accessible databases, resource/information centres and data retrieval systems	3.0769	1.2557

The findings revealed it was often true that the information function was given sufficient prominence and was resourced to enable the organization to keep its records up to date at a mean of 3.7692 and std. deviation of 0.8320; and all written reports and key documents were cross-referenced and made easily accessible to all staff as shown by a mean of 3.6923 and std. deviation of 1.2506. It was somehow true that their organization had a systematic database of all its projects and programme work which could enable staff and

outsiders to identify where expertise resided at a mean of 3.3077 and std. deviation of 1.4367; their organization was not vulnerable to losing its experience when individuals left e.g. staff who left the organization went through a systematically recorded de-briefing to ensure that the organization retained their knowledge at a mean of 3.25 and std. deviation of 1.5447; and the organization had mechanisms for remembering the experiences of its current and previous work thro the development of highly accessible databases, resource/information centres and data retrieval systems with a mean of 3.0769 and std. deviation of 1.2557. Albeit the organizations have developed organization memory, they still have some challenges in development of databases and resource information systems to remember current and previous work.

4.3.7 Integrating Learning into Strategy and Policy

For learning to be effectively applied and used consistently, organisations must endeavour to make it part of their strategy and other key policy documents. It was important to probe whether the strategy development and policy formulation was a fully participatory process to account for the experiences of all the members in the organisations. The data was also captured through a set of five questions ranked on an incremental scale of one to five as shown in table 4.8

Table 4. 8: Integrating Learning into Strategy and Policy

	Mean	Std. Deviation
Policy making involves people at most levels in the organization, according to what they can contribute to the process and not simply their status.	4.4615	0.7762
The development of strategy is deliberately organized as a learning process. Feedback loops are incorporated to enable continuous improvement in the light of experience	3.9231	1.1151
Our system of planning, accounting, budgeting, financial reporting and other management processes are organized to assist learning	3.4615	1.1266
The learning gained by one part of the organization is quickly made available to others even if at first it appears of little immediate relevance	3.3846	1.0439
Learning is built in the organization through the development of systems, operational procedures and other ways of sharing lessons gained from individual's experience.	3.3077	1.4935

The findings on integrating learning into strategy and policy revealed that it was often true that policy making involved people at most levels in the organization, according to what they can contribute to the process and not simply their status at a mean of 4.4615 and std. deviation of 0.7762; and the development of strategy was deliberately organized as a learning process. Feedback loops were incorporated to enable continuous improvement in the light of experience with a mean of 3.9231 and std. deviation of 1.1151. It was somehow often that their system of planning, accounting, budgeting, financial reporting and other management processes were organized to assist learning at a mean of 3.4615 and std. deviation of 1.1266; the learning gained by one part of the organization was quickly made available to others even if at first it appeared of little immediate relevance as recorded by a mean of 3.3846 and std. deviation of 1.0439; and learning was built in the organization through the development of systems, operational procedures and other ways of sharing lessons gained from individual's experience with a mean of 3.3077 and std. deviation of 1.4935. The relatively low scores here indicate that this is perhaps one of the areas organizations are struggling with, the main weakness being in developing systems and standard operating procedures that facilitate learning.

4.3.8 Applying the Learning

Applying the learning is the ultimate test for learning organisations. Organisations can learn but if they cannot apply the learning, then their practice will not improve as a result of their own experiences. It was absolutely necessary to probe the extent to which organisations changed their practice to reflect their own learning in a bid to improve their effectiveness and efficiency. The data was captured using five questions on a scale of one to five as shown in table 4.9

Table 4. 9: Applying the Learning

	Mean	Std. Deviation
Our organization is constantly building its capacity and innovating based on what it has learned.	4.4615	0.6602
Our organization changes its practice and priorities to reflect new knowledge and insights in its efforts to constantly improve its effectiveness	4	0.5773
The organization systematically uses its learning to improve its own practice and influence policy and practice of other organizations or agencies	3.8462	1.3445
Our organization has a strategy for scaling up its impact which reflects the learning it has developed on ‘what works’	3.6462	0.8006
The organization writes up and publishes its experience for a wider readership without using unnecessary technical jargon	3.0769	1.6052

On organization applying the learning, it was often true that their organizations were constantly building their capacity and innovating based on what it had learnt at a mean of 4.4615 and std. deviation of 0.6602; their organization changed its practice and priorities to reflect new knowledge and insights in its efforts to constantly improve its effectiveness with a mean of 4 and std. deviation of 0.5773; the organization systematically used its learning to improve its own practice and influenced policy and practice of other organizations or agencies as shown by a mean of 3.8462 and std. deviation of 1.3445; and their organization had a strategy for scaling up its impact which reflected the learning it had developed on ‘what works’ at a mean of 3.6462 and std. deviation of 0.8006. It was somehow true that the organization wrote and published its experience for a wider readership without using unnecessary technical jargon with a mean of 3.0769 and std. deviation of 1.6052 as tabulated in figure 4.9. It can be concluded that the organizations have endeavored to apply the learning albeit with some weaknesses in documenting and publishing experiences as well as weak strategies for scaling up its impact.

4.4 Challenges Faced By Organisations

Many organisations readily admit that their practice does not match their aspirations. There was need therefore to probe some of the challenges standing in the way for them to

realise their ambitions. The data to support this was captured using a set of twelve questions but on the same scale of one to five as shown in table 4.10.

Table 4. 10: Challenges Faced By Organisations

	Mean	Std. Deviation
There is a shortage in manpower in terms of numbers and key competencies	3.5385	1.26592
Lack of appropriate means of evaluating organizational learning	3.2308	1.42325
Inadequate provisions to motivate staff to undertake learning	3.0769	1.18754
The scope of learning is not well defined	2.6923	1.31559
There exists interdepartmental conflicts	2.4615	1.56074
Lack of conducive environment due to power games and organizational politics	2.4615	1.61325
The learning goals are too aggressive and the organization is not able to cope	2.3846	1.50214
There exists a lack of appropriate mindset and psychological dispositions	2.3077	1.25064
Lack of effective leadership in the learning process	2.2308	1.5359
Lack of clear communication on learning goals and what is expected of each member	2.1538	1.57301
Inability of employees to appreciate importance of organizational learning	2.1538	1.3445
There is mistrust and misunderstanding among those in authority or in other departments	1.7692	1.23517

The respondents agreed that it was often true that there was a shortage in manpower in terms of numbers and key competencies. It was somehow true that there was lack of appropriate means of evaluating organizational learning at a mean of 3.2308; inadequate provisions to motivate staff to undertake learning with a mean of 3.0769; and the scope of learning was not well defined as shown by a mean of 2.6923. It was also rarely true that there existed interdepartmental conflicts at a mean of 2.4615; there was lack of conducive environment due to power games and organizational politics with a mean of 2.4615; the learning goals were too aggressive and the organization was not able to cope at a mean of 2.3846; there existed a lack of appropriate mindset and psychological dispositions with a mean of 2.3077; lack of effective leadership in the learning process at a mean of 2.2308; there was lack of clear communication on learning goals and what was expected of each

member with a mean of 2.1538; inability of employees to appreciate importance of organizational learning at a mean of 2.1538; there was mistrust and misunderstanding among those in authority or in other departments with a mean of 1.7692.

4.5 Discussion of Findings

There are eight main attributes that define organisational learning. The findings reveal that the organizations have succeeded in creating a strong supportive culture and have mechanisms for mobilizing internal experience. It was quite impressive that the organizations had perfected networking and sharing of experiences as strategies for accessing external learning. Further, the organizations have implemented mechanisms for drawing conclusions with some appreciable level of success. Albeit the organizations have developed organization memory, they still have some challenges in developing databases and resource/information systems to remember current and previous work.

The relatively low scores in integrating learning into strategy and policy indicate that this is perhaps one of the areas organizations are struggling with, the main weakness being in developing systems and standard operating procedures that facilitate learning. Finally the organizations have endeavored to apply the learning albeit with some weaknesses in documenting and publishing experiences as well as weak strategies for scaling up its impact.

The main challenges lie in staff capacity, unclear learning goals and lack of effective leadership.

These findings agree with the available literature that for many contemporary organisations, the challenge is not how to start learning but rather how to become more conscious of how learning already takes place, in order to use and further develop this innate ability, and subsequently understand why the learning that is taking place is not being maximally and more effectively used to transform and improve future practice: the ultimate test of learning.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four, and also it gives the conclusions and recommendations of the study based on the objectives of the study. The objective of this study was to assess organisational learning practices in nongovernmental organizations in coast province of Kenya.

5.2 Summary of the Findings

The study established that majority of NGOs were local NGOs which had operated for a period of 6-10 years. The NGOs were funded by international donors and local donors and most of them worked in the governance, education and environment/land sector.

The results of organisational learning assessment indicated that most organisations have adopted the organisational learning attributes albeit with varying degrees of success and challenges. Organisations scored highly in accessing external learning (mean of 4.1) and gathering internal experience (3.9). Drawing conclusions and communications systems tied at 3.8. However, they scored poorly in applying the learning (3.6), Integrating policy into strategy (3.7) and organisational memory (3.4). This implies that the organisations are very strong in accessing external learning and gathering external experience but relatively weak in applying the learning, developing organisational memory and integrating policy into strategy.

The study further found out that the main weakness in creating a supportive culture was around availability of resources and facilities as well as rewarding staff contributions in organisation learning. In gathering internal experience, the main weakness was around existence of systematic procedures for regular monitoring, review and evaluation while entering into open cooperation with others in order to share experiences and managers taking interest in debriefing on what they had learnt were ranked as the main weaknesses associated with accessing external learning.

In regards to communication systems, the results suggest that the main weakness lies in information flow across departments, sections and various locations as well as skill and ability of staff to make their personal knowledge and wisdom available to others. This agrees with the difficulty in converting raw information from evaluation into usable wisdom as a weakness in drawing conclusions. As far as developing organisational memory is concerned, weaknesses lied existence of systematic database of projects and programmes to identify where expertise lies as well as in subjecting outgoing staff to a debrief to ensure organisations retain their knowledge. There was also a weakness in making learning gained by one part of the organisation available to others immediately as a way of integrating policy into strategy. finally in applying the learning, which is the ultimate test for learning organisation, the main weaknesses lied in systematically using the learning to improve practice and influence policy and practice of the organisations as well as strategies for scaling up and publishing experiences of ‘what worked’ for wider readership.

It was often true that policy making involved people at most levels in the organization, according to what they could contribute to the process and not simply their status; their organizations were linked to a wide range of networks and used its contacts with other agencies to gather useful knowledge and skills. This is important since it is not enough to be clear about what the organisation does hence the need to seek out learning from elsewhere such as the corporate, public and even multi lateral agencies. Staff had access to email and were encouraged to share information using electronic media such as internet and bulletin boards; their organization used continuous improvement approach when analyzing the knowledge and experience gained from its practice thus staff were encouraged to constantly ask themselves how they could do this better; Staff were encouraged to visit other organization and were expected to write up and share what they learnt from their visit; their organization changed its practice and priorities to reflect new knowledge and insights in its efforts to constantly improve its effectiveness.

Further, the development of strategy was deliberately organized as a learning process and feedback loops were incorporated to enable continuous improvement in the light of experience.

On the challenges faced by organisations, the respondents agreed that it was often true that there was a shortage in manpower in terms of numbers and key competencies. It was somehow true that there were inadequate provisions to motivate staff to undertake learning; and the scope of learning was not well defined. Further, it was sometimes true that lack of effective leadership in the learning process; lack of clear communication on learning goals and what was expected of each member impaired organizational learning; mistrust and misunderstanding among those in authority or in other departments was rarely a challenge.

5.3 Conclusions

From the findings, the study concludes that most NGOs in coast province are local dealing mostly with issues of governance, education and environment/land and are funded by both international donors and local donors. Further, most NGOs (47%), have been in existence for more than 6 years but had a mix of permanent staff and several volunteers. This could account for loss in organisational memory since volunteers do not stay long in the organisations. Most NGOs in Coast province exhibit learning characteristics albeit with varying degrees of success and challenges. Indeed, the organisations are very strong in accessing external learning, gathering internal experience, drawing conclusions and communications systems but relatively weak in integrating policy into strategy, developing organisational memory and applying the learning.

It was particularly impressive that most NGOs encouraged their staff to develop a wide range of contacts with other agencies and to actively learn from their experience and that staff were involved in policy making at most levels in the organization. Further, the NGOs were linked to a wide range of networks and used their contacts with other agencies to gather useful knowledge and skills. Many of the NGOs in Coast province are not rigorous enough in documenting their work hence the difficulty in sharing their

experiences of ‘what worked’ with a wider readership. Few offer opportunities for staff to meet, share and learn from each other’s experience and hence the challenge in drawing conclusions and effective application of the learning to improve practice. These are barriers that have to be overcome if the organisations are to transit to become full learning organisations.

The above results clearly demonstrate that organisation learning is not accidental or simply per chance but requires a conscious application of effort and that it must be practiced to be effectual. It must be developed as a part of the culture and integrated into daily practice. The NGOs in Coast province have just begun the journey into becoming learning organisations but they must now endeavour to continually apply the learning to improve their practice.

5.4 Recommendations

From the findings and conclusion, the study recommends that the organizations should ensure that their learning does not only influence the current members, but also future members by appropriately documenting the experiences, beliefs, and norms that are accumulated along the way. Managers in these NGOs must take deliberate efforts to debrief exiting staff to ensure their wisdom is retained by the organisation. These eventually form the organisational memory that others can learn from. Further, they should endeavour to create a supportive climate in which staff naturally share their learning as a significant part of building a learning culture in the organization.

Effective leadership, adequate provision for manpower and resources are important prerequisites in steering a learning organisation and hence managers must anticipate any shortcomings and proactively institute measures to guard against these becoming barriers to learning. Finally, it is not just enough to learn, the ultimate test lies in applying the learning to improve practice. Hence the organisations should actively create, capture, transfer, and mobilize knowledge of all its members and apply it to enable the organisation to adapt to the increasingly dynamic environment.

5.5 Limitations of the Study

Some of the respondents were reluctant to give information fearing that the information asked would be used to intimidate them or paint a negative image about them or their company. The researcher handled this problem by using the introduction letter from the University and assured the respondents that the information they gave would be treated with confidentiality and would be used purely for academic purposes.

The study faced both time and financial limitations. The duration that the study was to be conducted was limited hence exhaustive and extremely comprehensive research could not be carried on organisational learning practices in nongovernmental organizations. However the researcher countered this limitation by carrying out the research across the organization to enable a generalization of the study findings.

5.6 Area for Further Research

This study recommends that a similar study should be done on all NGOs in Kenya and another on organisational learning practices in public and private companies for the purposes of benchmarking. This would allow for generalization of study findings.

5.7 Implications on Policy, Theory and Practice

The policy makers and the government who bear the primary responsibility for promoting sustainable development to benefit the citizenry should use the study in re-evaluating the quality of their interventions with a view to injecting effectiveness and efficiency.

The practitioners in development NGOs in Kenya should get insight from the study findings on how to effectively overcome the obstacles to learning in their quest for organizational effectiveness and efficiency, and possibly help them move to that next level.

This study should enhance existing knowledge on the discipline of strategic management regarding organisational learning practice as applied by NGOs in different settings i and the academia should use the study as source of reference and platform for further research.

REFERENCES

- Allavida, (2009), *Grant makers and Grants*, Programmes Directory, 2008-2009, Allavida, 2008, Nairobi.
- Amulyoto,. (2004), *An Analysis of Organisational Learning Practices in Donor Agencies in Kenya*, unpublished MBA project, U.O.N
- Angel, R. (2006), Putting an innovation culture into practice, *Ivey Business Journal*, 70(3), 1-5
- Argyris, C. and Schön, D. (1996), *Organisational learning II: Theory, method and practice*, Reading, Mass: Addison Wesley.
- Argyris, C., & Schön, D. (1978), *Organisational learning: A theory of action perspective*, Reading, Mass: Addison Wesley.
- Bandura, A. (1977), *Social Learning Theory*. New York: General Learning Press.
- Bertalanffy, L. (1968), *General System Theory*. New York: Braziller.
- Bertalanffy, L. (1975), *Perspectives on General Systems Theory: Scientific-Philosophical Studies*. New York: George Braziller.
- Bertalanffy, L. (1981), *A Systems View of Man*. Boulder, CO: Westview.
- Berthoin Antal, A., Dierkes, M., Child, J., & Nonaka, I. (2003), *Organizational learning knowledge: Reflections on the dynamics of the field and challenges for the future*. In M. Dierkes, A. (pp.921-939), New York: Oxford University Press, Inc.
- Britton, B. (1998), *The Learning NGO*: Occasional paper series NO. 17, INTRAC
- Bruner, J. (1996), *The Culture of Education*, Cambridge, MA: Harvard University Press.
- Cohen, D. (1997), *Managing Knowledge for Business Success: A Conference Report*. New York: Conference Board.
- Cohen, D. and Prusak, L. (2001), *In Good Company: How social capital makes organizations work*, Boston: Harvard Business School Press.
- Deming, W. E. (1986), *Out of Crisis*. Cambridge, MA: Centre for Advanced Engineering Study (MIT).

- Dierkes, A. Berthoin Antal, J. Child & I. Nonaka (Eds.) (2004), *Handbook of organizational learning and knowledge* (pp. 351-368). New York: Oxford University Press, Inc.
- Dixon, N. (1994), *The Organizational Learning Cycle. How we can learn collectively*, London: McGraw-Hill.
- Easterby-Smith, L. Araujo and J. Burgoyne (eds.) *Organizational Learning and the Learning Organization*, London: Sage.
- Easterby-Smith, M., Crossan, M., and Nicolini, D. (2000), Organizational learning: debates past, present and future. *Journal of Management Studies*, 37 (6) pp 783-796.
- Edward, M. (1996), *Becoming a learning organisation, or, the Search for Holy Grail?*, unpublished discussion paper, Aga Khan Foundation of Canada
- Finger, M. and Brand, S. B. (1999), 'The concept of the "learning organization" applied to the transformation of the public sector'.
- Fowler, Alan (1995, 1997), *Participatory self assessment of NGO Capacity*, occasional paper series No. 10, INTRAC <http://www.skyrme.com/resources>
- Gagne, R. M., (1985), *The Conditions of Learning and Theory of Instruction*. New York: CBS College Publishing.
- Hamel, G., & Prahalad, C.K. (1994), *Competing for the future*. Harvard Business School Press.
- Huber, G.P. (1991), *Organisational learning: The contributing processes and literature*, organisation science 2/1:88-115
- Khakina, K.W. (2006), *Determinants of success in NGO project in Kenya: A study of project manager's perceptions*, unpublished MBA paper, U.O.N
- Kihara, G. M, (2007), *Learning organisation concept among NGOs in Nairobi*, unpublished MBA Paper, U.O.N
- Leadbeater, C. (2000), *Living on Thin Air. The new economy*, London: Penguin.
- Mariara, J.K. and Ndenge, G.K. (2004), *Measuring and Monitoring Poverty: The case of Kenya*, presentation at the PADI Workshop Serena-Beach Hotel, Mombasa-Kenya May 7th-8th 2004.) www.worldbank.org/afr/padi/kenya_Poverty.ppt

- Maurer, R. (2004), *One small step can change your life: The kaizen way*. New York, NY: Workman Publishing.
- McHugh, D., Groves, D. and Alker, A. (1998), Managing learning: what do we learn from a learning organization? *The Learning Organization*, 5 (5) pp.209-220
- Mintzberg, H, and Quinn,J.M (1992), *The Strategy process: Concepts and contexts*, Prentice-Hall,.
- Onyando, R.M. (1999), Are NGOs essential for Kenya's development? www.netnomad.com/NGOSDN.html
- Örtenblad, A. (2002), Organizational learning: A radical perspective. *International Journal of Management Reviews*, 4(1), 87-100.
- Rebecca, C. (2003), *Organizational Learning for Environmental Management: A Review of Literature and Practitioner Perspectives*
- Senge, P. (1990), *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.
- Senge, P. (1998), 'The Practice of Innovation', *Leader to Leader* 9 <http://pfd.org/leaderbooks/l2l/summer98/senge.html>
- Senge, P. et. al. (1994), *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*
- Senge, P. M. (1990), *The Fifth Discipline. The art and practice of the learning organization*, London: Random House. 424 + viii pages.
- Senge, P., Cambron-McCabe, N. Lucas, T., Smith, B., Dutton, J. and Kleiner, A. (2000) *Schools That Learn. A Fifth Discipline Field book for Educators, Parents, and Everyone Who Cares About Education*, New York: Doubleday/Currency
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G. and Smith, B. (1999) *The Dance of Change: The Challenges of Sustaining Momentum in Learning Organizations*, New York: Doubleday/Currency).
- Slim, H (1993), *Institutional Learning Review and Future Priorities*, unpublished SCF paper, Nov.
- Smith, M. K. (2001), 'Peter Senge and the learning organization', *the encyclopedia of informal education*. www.infed.org/thinkers/senge.htm.

- Smith, M.K. (2001), 'The learning organisation', *the encyclopedia of informal education*, <http://www.infed.org/biblio/leanring-organization.html>
- Starbuck, W. H., & Hedberg, B. (2003) How organizations learn from success and failure. In M. Dierkes, A. Berthoin Antal, J. Child & I. Nonaka (Eds.), *Handbook of organizational leadership and knowledge* (pp. 327-350). New York: Oxford University Press, Inc.
- Stopford, J. M. (2003), Organizational learning as guided responses to market signals.
- Thompson, L. (2003), Improving the creativity of organizational work groups [Electronic version]. *Academy of Management Executive*, 17(1), 96-111.
- Wang, C.L. and Ahmed, P.K. (2003), Organizational learning: a critical review. *The learning organization*, 10 (1) pp. 8-17
- Weber, C., & Berthoin Antal, A. (2003), The role of time in organizational learning.
- William, C. (1991), *Role of NGOs*, Asian development bank, Manila

APPENDICES

Appendix I: Questionnaire

SECTION A: ORGANISATION PROFILE

1. Name of your organisation _____

2. Registration status:

Local NGO () National NGO () International NGO () Faith Based NGO ()

3. How old is your organisation? (Please tick as appropriate)

5 Yrs or below () 6-10Yrs () 11-15Yrs ()

16-20 Yrs () Above 20 Yrs ()

4. Main Source of funding:

Self () Local Donors () International Donors ()

Other (specify) _____

5. Which are your operational areas/locations? _____

6. Which sector(s) are you in?

Environment/Land () Education () Health ()

Food security () Governance ()

Other _____

7. How many employees are in this organisation? _____

SECTION B: ORGANISATIONAL LEARNING ASSESMENT

To what extent do the following apply to your organisation? Please tick as appropriate using the following scale:

- (1) Not true (2) Rarely true (3) Sometimes true (4) Often true
(5) Very true of my organisation

1. Staff are rewarded for the contribution they make to the organisations learning	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
2. The organisation uses systematic procedures for the regular monitoring, review and evaluation of all its project, programmes and advocacy activity	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
3. All organisation members who have dealings with the 'outside world' are expected to gather and share relevant information. Their managers take an active interest in debriefing them about the information they have gathered.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
4. Information flows freely throughout the organisation, crossing departments, sectional and locational boundaries without hindrance	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
5. Learning from experiences is seen as everyone's business and not left to specialist units or senior managers	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
6. The organisation has mechanisms for remembering the experiences of its current and previous work thro the development of highly accessible databases, resource/information centres and data retrieval systems	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
7. The development of strategy is deliberately organised as a learning process. Feedback loops are incorporated to enable continuous improvement in the light of experience	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
8. The organisation systematically uses its learning to improve its own practice and influence policy and practice of other organisations or agencies	(1)	(2)	(3)	(4)	(5)

COMMENTS:					
9. The organisation writes up and publishes its experience for a wider readership without using unnecessary technical jargon	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
10. Policy making involves people at most levels in the organisation, according to what they can contribute to the process and not simply their status.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
11. All written reports and key documents are cross-referenced and made easily accessible to all staff	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
12. M&E reports and field visit reports are routinely analysed to identify what has been learned from the work and what lessons could be applied in the future	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
13. Our organisation has a wide range of mechanisms for sharing experience between staff and different teams, sections, departments and locations.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
14. Our organisation enters into open cooperation with other organisations in order to share experience and encourage mutual learning from each other's experience	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
15. Our organisation has enough built in spare capacity to allow staff to take time out to reflect on their work experience and learn lessons from it	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
16. Sharing experience and knowledge in the organisation is given a high priority even when time and other resources are limited.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
17. Senior managers create a climate which encourages experimentation and acknowledges that mistakes are an evitable part of this	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
18. Our organisation continually enables individuals to tell others about important lessons they have learned in order to constantly expand the organisations base of explicit wisdom	(1)	(2)	(3)	(4)	(5)
COMMENTS:					

19. Our organisation encourages its staff to develop a wide range of contacts with other agencies and to actively learn from their experience	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
20. It is easy to access information on the lessons learned from other parts of the organisation	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
21. Our organisation is skilled at converting raw information from evaluations into useable wisdom	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
22. Our organisation is not vulnerable to losing its experience when individuals leave. Eg. staff who leave the organisation go through a systematically recorded de-briefing to ensure that the organisation retains their knowledge	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
23. Our system of planning, accounting, budgeting, financial reporting and other management processes are organised to assist learning	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
24. Our organisation has a strategy for scaling up its impact which reflects the learning it has developed on 'what works'	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
25. Our organisation changes its practice and priorities to reflect new knowledge and insights in its efforts to constantly improve its effectiveness	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
26. Learning is built in the organisation through the development of systems, operational procedures and other ways of sharing lessons gained from individual's experience.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
27. Our organisation has a systematic database of all its projects and programme work which can enable staff and outsiders to identify where expertise resides.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
28. Our organisation regularly identifies a theme of work and draws conclusions based on an analysis of all its practice experience and an understanding of the current state of the art	(1)	(2)	(3)	(4)	(5)

COMMENTS:					
29. Staff have access to email and are encouraged to share information using electronic media such as internet and bulletin boards	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
30. Staff are encouraged to visit other organisation and are expected to write up and share what they learnt from their visit	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
31. Individuals, groups and sections view each other as working partners and constantly strive to find out and meet each others expectations and needs	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
32. Resources and facilities for individual development are made available to all members of the organisation	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
33. People feel free to enquire about challenges and each other's (and their own) biases and assumptions.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
34. People at all levels of the organisation are encouraged to learn regularly and rigorously from their work and feed such learning to other parts of the organisation	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
35. Our organisation is linked to a wide arrange of networks and uses its contacts with other agencies to gather useful knowledge and skills	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
36. Staff in our organisation are skilled at making their personal knowledge and wisdom available to others.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
37. Our organisation uses continuous improvement approach when analysing the knowledge and experience gained from its practice. Staff are encouraged to constantly ask themselves "how could we do this better?"	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
38. The information function is given sufficient prominence and is resourced to enable the organisation to keep its records up to date	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
39. The learning gained by one part of the organisation is quickly made available to	(1)	(2)	(3)	(4)	(5)

others even if at first it appears of little immediate relevance					
COMMENTS:					
40. Our organisation is constantly building its capacity and innovating based on what it has learned.	(1)	(2)	(3)	(4)	(5)
COMMENTS:					

SECTION C: CHALLENGES FACED BY ORGANISATIONS

1. There is a shortage in manpower in terms of numbers and key competencies	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
2. There exists a lack of appropriate mindset and psychological dispositions	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
3. There exists interdepartmental conflicts	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
4. The scope of learning is not well defined	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
5. The learning goals are too aggressive and the organisation is not able to cope	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
6. lack of clear communication on learning goals and what is expected of each member	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
7. There is mistrust and misunderstanding among those in authority or in other departments	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
8. lack of effective leadership in the learning process	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
9. lack of conducive environment due to power games and organisational politics	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
10. lack of appropriate means of evaluating organisational learning	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
11. inadequate provisions to motivate staff to undertake learning	(1)	(2)	(3)	(4)	(5)
COMMENTS:					
12. inability of employees to appreciate importance of organizational learning	(1)	(2)	(3)	(4)	(5)

Appendix II: List of NGOs in Coast Province

NGO Name	Telephone	Email	Physical Address
A ROCHA KENYA	+254-020-3876989	kenya@arocha.org	Malindi District Watamu
ACT/PACT KENYA		-	
ACTION AID INTERNATIONAL KENYA	+254 - 020 - 4440440/4/9	info@actionaid.org	AACC Building Waiyaki Way 2nd Floor
AFRICA DEAF EDUCATION AND DEVELOPMENT FOUNDATION	+254 - 020 - 2041862/0720 - 998260	makupa-parish@africaonline.co	Makupa PCEA Deaf Ministry
APHIA PLUS		-	
Baobab International Africa	041-3432253,020-2041	bia@baobabfamily.org.www.baoba	Mikindani Mombasa Highrise Nairobi
BELOW POVERTY LINE - 100 ORGANIZATION	+254 - 0711 - 957398/0721 - 572643	bpl.100@yahoo.com	Tudor - Mombasa
CENTRE FOR RIGHTS AND DEVELOPMENT	+254 - 041 - 230340	crf@swiftmombasa.com	NSSF Building, 3rd Floor Northern Wing, A long Nkrumah
CHILDREN OF AFRICA ORGANISATION	+254 720 947012	childtochildkenya@hotmail.com	Plot 1197 Chui Road Nyali Mombasa
COAST - RURAL DEVELOPMENT ORGANIZATION	+254 - 0721 - 420290	c-rdo@yahoo.com	C/O 1354 Ukund, Shelly Beach road - Children Resort club
COAST DEVELOPMENT FOUNDATION	254-127-52032		Club Salima-Msambweni
COAST DEVELOPMENT TRANSPARENCY INITIATIVE	+254 - 020 - 2087576	coastlobbv@gmail.com	Jomo Kenyatta Avenue, Mwembe Tayari Opp. Mash
COAST ORGANISATION FOR THE PHYSICALLY IMPAIRED	254-2-225830 / 22412	coastorg@yahoo.com	Karimi Building Moi Avenue Mombasa
COAST WOMEN IN DEVELOPMENT	+254 - 020 - 2622268/0770 - 013432	cwid@coastwomen.org	Zakheme Road Mshomoroni
COMPUTERS FOR SCHOOLS KENYA	254 020 6762782/3 or	cfsk@cfsk.org	Semco Business Park Mombasa Road
DEVELOPMENT FOUNDATION OF KENYA COUNTIES	0202222121	developmentfoundationkenya@yahoo	Taita Taveta

DT 72 INTERNATIONAL NGO	254 725 808151, 721 525221	info@dicktiger72olympianhero.o	Kisauni Mombasa
EAST AFRICAN CENTER FOR THE EMPOWERMENT OF WOMEN AND CHILDREN	+254 721 712848	sjeneby@eastaficancenter.org	Takaingi village in takaungu sub location, kilifi distr
ECO - ACTION ORGANIZATION	+254 - 042 - 2164020/0721 - 971849	ecoaction34@gmail.com	Mpeketoni, Lamu district
ECO-ETHICS INTERNATIONAL-KENYA CHAPTER	+254-41- 2312976, 721	ecoethicsiuk@yahoo.com	Sauti Ya Kenya Road
ENVIRONMENT TRUST OF KENYA	254 20 2222503/23132	etk_ke@hotmail.com	Coast Car Park Behind NSSF Bldg Off Nkrumah Rd, Mombasa
FAMILY HEALTH OPTIONS (FHI)			
FEDERAL OF WOMEN LAWYERS (FIDA)		info@fida.co.ke	
GERMAN AGRO ACTION	254 020 3873645/3873	gaanbi@iconnect.co.ke or gaanb	Likoni Lane off Denis Pritt - Kilimani
HATUA LIKONI ORGANIZATION	+254 - 0710 - 668742	info@hatualikoni.org	Youth Empowerment center Likoni - Mombasa
HEART PASSION INTERNATIONAL	0722954391	heartpassionint@gmail.com	GUSII STREET MOMBASA
INSTITUTE OF PARTICIPATORY DEVELOPMENT	+254-733-231547 0733	ipd-tabiazetu@yahoo.com	Church House Malindi 1st Baptist Church Malindi
INTERNATIONAL AID FOR KENYA			Flat No.6 Black Lion Likoni, Mombasa
INTERNATIONAL CENTRE FOR BEHAVIOURAL STUDIES	+254 - 041 - 471374/5/0738 - 65185	intcentbs@gmail.com	Plot 520 Coral Drive Nyali Mombasa
INTERNATIONAL CENTRE FOR REPRODUCTIVE HEALTH			
JUHUDI COMMUNITY SUPPORT CENTER	+254 - 0722 - 657112	juhudicenter@gmail.com	Moi avenue Mombasa
KENYA AIDS NGOs CONSORTIUM (KANCO)			
KENYA COMMUNITY SUPPORT CENTRE			
KENYA CENTER FOR ENVIRONMENTAL PROTECTION AND AGRO-AQUACULTURE	0733 778659	E-mail: harvestophope2000@yahoo	Off Mombasa Malindi Road at Mtwapa Near Mtwapa Primary School
KENYA YOUTH ECONOMIC EMPOWERMENT ORGANIZATION	+254 - 0736 / 507440		Port Sacco Building Moi Avenue Mombasa

KOMAZA KENYA	+254 - 0417 - 522442/0713 - 942780	info@komaza.org	New Titantic Building , Kilifi Town
KWACHA AFRIKA	+254-721-776919	kwachafrikafrika@hotmail.com	V.O.K Estate New Malindi Road
LAMU COMMUNITY DEVELOPMENT ORGANISATION		-	
LAMU RECYCLING SOLUTION PROJECT	+254 - 0712 - 575128	omar.ali97@yahoo.com	Mnazi Moja Mkomani
LIFE - SPRING FOUNDATION (AFRICA) KENYA	+254 - 0720 - 785607	sobiakenya@yahoo.com	Mtwapa Mombasa near post office
LIKONI COMMUNITY DEVELOPMENT PROGRAMME (LICODEP)	041451029		LICODEP Bldg off Shelly Beach Road - Timbwani
LIVING ECOSYSTEMS PROGRAMME	+254 - 0721 - 721444	livingecosystems@yahoo.com	Nduru Village, Chara Location Tana Delta (Tana River)
MAGARINI INITIATIVE FOR COMMUNITY DEVELOPMENT	254 721 207165	micode@iambo.southmalindi.com	Gongoni Township Malindi
MOMBASA CATHOLIC DEVELOPMENT ORGANIZATION	+254 - 041 - 2311807/2311526 /0733 - 764796	msango@msarchdiocese.org	Nkkumah Rd. Holy Ghost Cathedral
MTONGWE COMMUNITY INITIATIVE	+254-011-451112		Mtongwe location in likoni division mombasa district
MUSLIMS FOR HUMAN RIGHTS	+254 - 020 - 2227811	muhuri@swiftmombasa.com	
NATIONAL COUNCIL OF WOMEN OF KENYA		-	
NGOMONGO ENVIRONMENT AND POVERTY ALLEVIATION INITIATIVE	846480/25	E-mail- rafiki@ngomongo.com www.ngomongo.com	Shanzu, Mombasa Towards Serena Beach.
PATH FINDER INTERNATIONAL		-	
PLAN INTERNATIONAL		-	
POPULATION SERVICES INTERNATIONAL (PSI)		-	
SAUTI YA WANAWAKE ORGANIZATION -PWANI	02026491310	info@sautiwanawake.org	ALONG MOMBASA-MALINDI KISIMANI
SOLIDARITY WITH WOMEN IN DISTRESS	254-11-222327	solwodi@ikenya.com	ArchBishop Makarios, road, Gankjoni, Mombasa
STAR OF HOPE INTERNATIONAL FOUNDATION	+254 041 3434875/072	sohif@africaonline.co.ke	MIKINDAN MOMBASA CHANGAMWE CONSTITUENCY

TANA - RIVER LIFE FOUNDATION	+254 - 0723 - 521774	gabrielteo@yahoo.com	Idsowe village, shirikisho location, Tana river district
TANA DELTA CONSERVATION ORGANISATION			
TANA DEVELOPMENT PROGRAMME	254 722 647327	tanadev@yahoo.com	NSSF Bldg
TAVETA DEVELOPMENT INITIATIVE	+254 - 0722 - 814412/0722 - 279837		
TRACE KENYA	+254 - 041- 470126,07226084 5	tracekenya@yahoo.com	Beach Rd, Gichanga Court, Nyalı
TRANSPARENCY INTERNATIONAL	Tel +254 (0) 20 2730324/5, 2727763/5, Mobile +254 (0) 722 296 58 9/ +254 (0) 733 834 659	Email_transparency@tikenya.org	3rd Floor, ACK Garden House, Wing D, 1st Ngongu Avenue off Bishops Road, Nairobi Kenya
UJAMAA CENTRE	254-72-706800		ARCHBISHOP MARCARIUS ROAD GANJONI.
VISION OF THE BLIND	+254 - 0722 -- 329747		Kiembeni Estate House No. 3764
WEMA CENTRE	+254 041 473843/ 072	wema@africaonline.co.ke/info@w	Old Mombasa Malindi road- Bamburi Uyange
WOMEN IN ACTION FOR ONE LOVE SWISS INTERNATIONAL		wiafolisi@yahoo.com	Bamburi
WOMENS NETWORK CENTRE			
WORLD VISION KENYA	+254 0722 209558/072	wvkenya@wvi.org	Nyalı Bridge, Mombasa
YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA)	020- 2724789/2724699	ywca@iconnect.co.ke	Nyerere road
YOUTH CRISIS INTERVENTION ORGANISATION	+254 - 220917/ 0726	youthcrisisintervention@yahoo.co	Majengo Municipal Hall Mombasa

Source: NGO Coordination Board,
http://www.ngobureau.or.ke/search_by_name_by_objective.aspx

Accessed, 27th
July 2012