

**INFLUENCE OF CAPACITY BUILDING PROGRAMS ON PROJECT  
PERFORMANCE IN NON GOVERNMENTAL ORGANIZATIONS IN  
KENYA: A CASE OF THE DANISH REFUGEE COUNCIL.**

**BY**

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**i**

## DECLARATION

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

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This research project has been submitted for examination with my approval as the University Supervisor.

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## **DEDICATION**

This work is dedicated to my wife Michelle and daughter Lucia Laker Sika.

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## **ABBREVIATIONS AND ACRONYMS**

AKF:	Aga Khan Foundation
ALP:	Accelerated Learning Programme
DRC:	Danish refugee council
INGO:	International Non-Governmental Organizations
NGO:	Non-Governmental Organizations
NNGO:	National Non-Governmental Organizations
UNDP:	United Nations Development Programme

## **ABSTRACT**

The focus of this study was to examine the influence of capacity building programs on project performance in non-governmental organizations with a special interest on the Danish Refugee Council. The study was guided by three objectives: to establish the extent to which curriculum content in capacity building programs influence project performance in Non-Governmental organizations; to assess the level at which training methodology in capacity building programs influence project performance in Non-Governmental organizations; and to determine the extent to which characteristics of participants in capacity building programs influence project performance in Non-Governmental organizations. The study used a descriptive survey design. The study used stratified sampling, simple random sampling and purposive sampling to collect data from target sample. The data collected was edited and analyzed using SPSS and content analysis. Data was analyzed through frequencies, percentages, themes and cross tabulation. The results are presented in tables, frequencies, percentages and themes. The findings established that training methodology was a key contributor to project performance. Finally the study findings also established that project performance is influenced by the curriculum content of a capacity building program. The study concludes that NGO projects performance carry particular aspects and expectations over staff abilities and, for this reason, capacity building to improve staff expertise is essential. The study recommends that future studies to carry similar studies analysing a greater range of NGO, more representative of the NGO's universe.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Capacity refers to the ability of an organization to achieve its mission, doing so effectively over time (Linnell, 2003; De Vita and Fleming, 2001; Backer, 2000). Because of the nature and work of the non profit making organizations, the achievement of capacity within an organization involves several different but highly inter-related levels of activity.

According to Linnell, 2003; Building the capacity of the individual makes possible improvement to the capacity of the organization. Strengthening organizations individually enhances the ability of all organizations to work collectively for the greater good. Finally, individuals working through stronger organizations contribute to an improved community and to better lives for citizens. In this sense, capacity, capacity building, and both organizational and community effectiveness are separate but also very related to each other (Linnell, 2003).

Building the capacity of individuals, organizations, community-based partnerships and collaborations, and of the community overall is complex work. As a process, it typically involves training and education in a wide variety of areas and designed to improve skills, knowledge, and abilities at multiple levels. In many instances, the focus of capacity building targets the organizational setting, and because of their important place and role within and with regard to community vitality, a great deal of

emphasis in recent years within capacity building circles has been centred around improving the capacity of Non profit organizations.

Globally, the concept of institutional capacity has been studied by many scholars, in two facets of literature namely state capacity and institutional capacity. However, there has been lack of consensus on the meaning and measurement of institutional capacity both in research and practice (Honadle, 1981). Even so, behavioral approach has been widely adopted.

According to Sokolow (1979), state capacity is defined as the ability of states to implement official goals, regardless of the position of powerful social groups or in the face of difficult economic circumstances. Howitt (1977) on the other hand describes management or institutional capacity as the ability to identify problems, develop and evaluate policy alternatives for dealing with them, and operate organizational programs.

The above definitions assume institutional capacity is the ability to carry out certain functions (Lindley, 1975). From this delineation, it is clear that the following three factors matter for institutional capacity. (1) What end (s) to pursue, (2) intention to act, and (3) ability to act. Institutional capacity is of central importance to performance. Generally, it is the desire to change performance that drives people to engage in institutional capacity building programs. Performance can be conceived as the tip of the iceberg, the fruit of institutional capacity made visible to the outside world.

The institution's underlying capacity either supports or impedes its performance; thus an assessment of the project performance of Non Governmental Organizations can be a tip off the weaknesses or strengths in underlying capacity to address any institutional capacity gaps in project performance. The key components of institutional capacity which underlie project performance can be broadly categorized into strategic leadership, human resources, other core resources such physical facilities, technology and finance, program management, process management and inter-institutional linkages.

A comprehensive mission of capacity building programs is to produce individuals who are intellectually competent and more especially an increasingly competitive workforce. However, differences in capacity outcomes of workers indicate that the impact of the capacity building program is limited. With the increasing challenge facing humanity today, there has been an increase in the number of non-governmental organizations (NGOs), seeking to provide solutions to the challenges. For these organisations to successfully attain and sustain their missions there is need for an increasing demand for methods of improving their capacity.

To help the organisations build their capacity, a number of models have been proposed (Pact, 1997). The term "capacity building" while not well defined has caught on quickly within the nonprofit world. As a concept, capacity building has been around for a while; what is new is the broadly shared focus on its role as a means to the end of sustainable development and civil society activities. Many funding organizations, agencies and foundations are now requesting that their partners engage in capacity building activities (Stamberg, 1997). For example, the United Nations

Development Program (UNDP), a major source of assistance for hundreds of NGOs, has adopted the theme of capacity building as part of its overall mission. UNDP has created a separate unit called Capacity 21, devoted to understanding capacity building of organizations in support of Agenda 213 (Fisher, 1998). In this study, an organization development process known as appreciative inquiry is used to understand how these organizations build capacity.

The emergence of capacity building as a critical element in strategic organization development is exemplified in the interdependency of NGOs. Over the past decade NGOs have had to move from a direct service delivery role to a partnership, coaching, facilitative or mentoring role with NNGOs (Korten, 1990). At the same time an increasing concern with organizational sustainability has created an imperative to build capacity. The dilemma, therefore, for NGOs is to determine which factors allow them to build capacity while adhering to their mission and sustaining delivery of services. It is in this context that looking at layers or levels (as the new framework suggests) of capacity building as a continuous relational process becomes useful.

The concept of capacity building is a process designed to allow an organization to attain its vision, mission and goals, and sustain itself. In the context of this study, capacity building is a dynamic social process. It is dynamic because it continuously seeks to develop the organization and its stakeholders to higher and higher levels of capacity. It is social because the driving force of any organization is its people, and people are the builders of capacity.

Despite the large amount of investment made and a great number of projects already implemented, changes to address global alarming issues have been considered

inconsistent or even wholly inefficient (Jepson 2005). As a result, major donors are pressuring Non-governmental organizations (NGO) to evidence their achievements and legitimate their cause. For instance, during international debates, such as the one promoted by the United Nations (2007), it has been alarming that NGO's reputation is falling along with the society trust on their work capability.

There are several factors which distinguish the aid industry as unique within project management environments, such as the social accountability claimed and the nature of the impact aimed (Crawford & Bruce 2003). Project goals are frequently concerned with social transformations, which are different from projects that are focused on time, cost and standardized quality procedures. NGO's projects are looking for change community perception, legal acceptability, social and environmental impacts, hence, project performance measurement is not straight forward and can be notionally complex (The Earth Watch Institute 2006). For this reason, standard project management practices might be not suitable in NGO's project context and an adapted set of managerial skills might be required (Crawford & Pollack 2004).

## **1.2 Problem statement**

As stated in the background to the problem NGOs in Kenya have been increasingly adopting capacity building programmes with the aim of enhancing performance of their organizations. According to Kaplan (1999: 33, 34) an effective NGO is one that has a strong sense of direction and focus through an inspiring vision and mission and adequacy of skills and competences, and the ability to take time to develop staff beyond just academic qualifications but emphasizes personal mastery. This study measured performance in terms of effectiveness of an organisation projects, factors

such as sustainability, legitimacy and relevance of projects were also measured. It is only effective organizations that can produce the required impact in their areas of work. Impact refers to the lasting changes in peoples' lives as a result of the NGO's work (Shapiro, 1996: 15).Lack of capacity building leads to poor NGOs performance, which in turn lead to less impact from the organizations. Tascode (2005: 5) believes that low levels of impact demonstrated by local NGOs can be largely attributed to lack of capacity building. The study therefore sought to establish the influence of capacity building programs on the performance of NGOs projects.

### **1.3 Objectives of the Study**

#### **1.3.1 Purpose of the study**

The main objective of this study was to establish the influence of capacity building programs on the performance of NGOs projects.

#### **1.3.2 Specific objectives**

- i. To establish the extent to which curriculum content in capacity building programs influence project performance in Non Governmental organizations.
- ii. To assess the level at which training methodology in capacity building programs influence project performance in Non Governmental organizations.
- iii. To determine the extent to which characteristics of participants in capacity building programs influence project performance in Non Governmental organizations.

### **1.4 Research Questions**

This study sought to answer the following research questions:



- i. To what extent does curriculum content in capacity building programs influence project performance in Non Governmental organizations?
- ii. What is the level at which training methodology in capacity building programs influences project performance in Non Governmental organizations?
- iii. To what extent does the characteristics of participants in capacity building programs influence project performance in Non Governmental organizations

### **1.5 Significance of the Study**

Capacity building is important for the overall performance of an organisation. The significance of this study is demonstrated on the grounds of policy, practice and knowledge. It will contribute to the body of knowledge regarding capacity building and organisation performance. This study's significance also lies in the fact that it is the only research effort to date that is geared toward organisation performance. Accordingly, it may serve to extend the knowledge on capacity building and organisational performance. Lastly, it is hoped that the findings of this study will be used nationally to demonstrate best practices and advance project performance in a way that benefits an organisation as a whole.

### **1.6 Delimitation of the study**

The study did not cover all NGOs but was delimited to Danish Refugee Council projects. The study was limited to capacity building factors that influences the performance of projects.

### **1.7 Limitations of the Study**

The study experienced some minimal co-operation from some staff in certain offices during data collection due to their personal commitments and fear that the study would implicate negatively. Some of the study NGOs did not have enough staff at the time of visit and the researcher had difficulty meeting them. This was further compounded by the fact there exist was no proper records on the different projects that undertaken.

### **1.8 Assumptions of the Study**

The study assumed that the respondents would be fully and would provide honest, bias-free and accurate information. The researcher also assumed that the target population was homogenous. The researcher assumed that staff from this organisation would be present at the time of visit.

### **1.9 Definition of significant terms**

**Capacity:** What makes an organization strong

**Non-Governmental Organisation** – Non-profit organizations not run by governments and are mission-driven.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers the review of the literature on capacity building. The areas to be discussed will include; concept of capacity building, capacity building in organizations and organizational capacity before discussing the literature in terms of capacity building and project performance, curriculum content in capacity building programs and project performance, training methodology in capacity building programs and project performance and participants characteristics in capacity building programs and project performance.

##### **2.1.1 Concept of Capacity Building**

Although concepts of capacity and capacity building have been explored since the 1960s, this review find that the terms have only been loosely defined. For instance, the Canadian Aga Khan Foundation (AKF) defined capacity building as: “addressing the interrelationships between institutions and organizations” (AKF, undated, p. 5). AKF suggested that the focus on capacity building has produced only a few broad operational guidelines to assist practitioners. Another prominent Northern NGO (NNGO) defined capacity as “what makes an organization strong” (CRWRC, 1997). In the fall 1996 in Washington, DC, the Framework Development Task Force was created to assess capabilities of civil society, state and market organizations. This group gave a third definition of capacity as “the degree to which an organization can marshal human, financial, material and informational resources to accomplish clearly defined goals and objectives” (Framework Development Task Force, 1996, p. 2). The

above examples demonstrated the striking disparity and the lack of rigor among current definitions. Unless the term “capacity building” is given more rigor and credibility, its role as the “missing link” in development is likely to be short-lived.

### **2.1.2 Non-Governmental Organisation**

Today, there are millions of organizations in the world from Africa to Latin America and from Asia to Middle East that could be considered. While there are not currently any exact accounts on the number of NGOs, by all estimates the number seems to be substantial. The lack of a clear definition combined with the sheer number of organizations makes it impossible to track or coordinate this independent sector’s movements.

In the business literature, there is little attention of NGOs by organizational behaviorists or that practicing organization development. While there is a body of literature on the more generic topic of non-profit organizations (Drucker, 1990), there are few that specifically address the function and role of NGOs. These organizations have been all but excluded from the discussion of non-profit organizations and when mentioned have been referred to as intermediary non-profit organizations (Fisher, 1998).

Despite the lack of clear definition of NGOs, NGOs are typified by a couple of common characteristics. First, by definition they are nongovernmental in structure. Second, they are operated as non-profit entities. Third and most importantly, they are organizations whose members are unified and driven by their commitment to a central mission. These three criteria do little to clarify or narrow the world of organizations which could potentially qualify as NGOs.

For the purpose of this study, then, the term NGO will be used to refer to: Nongovernmental organizations (NGOs) are non-profit organizations not run by governments and are mission-driven. The mission of such an organization is to create, promote and implement development programs and projects to populations seeking assistance. Even with this narrower definition, millions of NGOs exist and more are started every day. From small community groups to huge multinational conglomerates, their efforts focus on igniting people into action over a common cause. Whether this cause is relief, social welfare, community development, catalyzing and influencing public policy or social innovation, NGOs stand to play a major role in human development and social change. Each organization participates to the level of its ability.

### **2.1.3 Capacity Building in Non-Governmental Organizations**

Increasingly, communities call on NGOs to address the most critical issues facing them: the revitalization of cities, the transformation of educational, health and social services systems and the strengthening of civic, cultural and social institutions. At the same time, increased competition for funding, innovations in technology, demographic shifts and increased public scrutiny are forces creating turbulence for these organizations which hamper their ability to build or sustain its capacity to service the needs of their communities.

The concept *capacity* has a broad meaning within the NGO context. For INGOs, capacity has referred to growth and development of the potential or the ability to act or function (AKF,undated). A prominent U.S. PVO leader interviewed defined capacity as “what makes an organization strong” (CRWRC, 1997). A task force in

Washington, DC defined capacity as “the degree to which an organization can marshal resources to accomplish clearly defined goals and objectives” (1996).

If capacity is the ability or potential to mobilize resources and achieve objectives, then capacity building is a long-term process by which a NGO develops this potential into reality. “Instead of being conditioned by the environment, civil society organizations are now expected to influence the environment. They need systematic, ongoing capacity building if longevity is to be combined with effectiveness” (Tandon, 1997, p.

2) Capacity building is “an explicit outside intervention to improve an organization’s performance in relation to its mission, context, resources and sustainability” (James, 1994a, p. 5).

Capacity Building is a social process of interdependent relationships to build an organization’s future to pursue its mission, attain its vision and goals and sustain its existence. Capacity Building is about pushing boundaries developing and strengthening an organization and its people so it’s better able to serve not only its target population but to consider the impact of all stakeholders.

#### **2.1.4 Organizational Capacity**

What makes some organizations more effective than others? The review of individual capacity suggests that the effectiveness of an organization stems from the capability of the individuals which comprise that organization. However, on a larger level, an organization is more than the sum of its individual parts. People do not act in vacuums, but as synergistic parts, either adding to or detracting from the whole. Thus, organizational capacity is a relational process (CRWRC, 1997). It deals with how the individuals of an NGO organize themselves and interact with others to deliver the

NGO's mission and sustain its existence for continued support to those served. Those organizations which are able to capitalize upon the collaborative efforts of its people are able to operate effectively (Tandon, 1988).

In 1996, The Leading Clinic completed a study which attempted to measure organizational effectiveness. This study revealed that to be effective the leaders of the organization must first become learners who inquire into the core capabilities of organizational capacity (Zolno, 1997). Numerous scholars and practitioners have identified various core capabilities that strengthen a NGO's organizational capacity.

However, no one has made the effort to compile a comprehensive list of all the core capabilities which are necessary to run an effective organization. For example, one study focused on strengthening NGOs as "laboratories of social experimentation, technical assistance and training for local governments" (Reilly, 1995, p. 25). Still other studies found that NGOs need to build their skill basis in social and policy analysis, political strategy and public education, communication, strategic management, technical service delivery and information sharing and technology (Dichter, 1986; Terrant & Poerbo, 1986; Garilao; 1987; Korten; 1990; Tandon, 1996).

Stavros and Johnson's (1996a) research on 10 INGOs concluded that these organizations need the right governance structure to deliver on its mission and the core capabilities of human resource, finance, strategic planning, marketing, technical, management and communication systems. Similarly, Jackson and Seydegart (1997) completed an in-depth study of the various strategies and practices adopted by INGOs and offered the following skills needed at the organizational level for success: management, finance, marketing, the Internet, training, programme and project

management, project reporting with results orientation and sustainability through capacity development.

Muchunguzi and Milne (1997) studied 170 NGOs in Kenya, Tanzania, Uganda, and Zimbabwe and they identified several critical components of organizational capacity building: access and sharing of information, financial, educational activities, technical, training and project management.

It is important to notice that an NGO's mission is enacted through projects and programs at the organizational capacity level. The capabilities outlined above are relational in nature. What is meant by this is that NGOs depend on their members and stakeholders to have the knowledge to do the necessary things to achieve its mission. This knowledge is relational in that it is constructed by people. Interactions can take place either inside or outside of the organization, but to build and sustain organizational capacity the knowledge must end up inside the organization at some point.

NGOs must have the capabilities to engage in relational processes for human interaction. Therefore, in building their organizational capacity, it is essential that NGOs carry out a critical assessment of their internal capabilities and the methods they use to increase capacity at the organizational level. The organizational capacity building process will help to strengthen the linkages among their vision, mission and goals/objectives and improve their chances for sustainable service delivery.



## **2.2 Capacity Building and Project Performance**

People are the fundamental building blocks of any organization. An overview of NGOs and their impressive ability to impact local communities, megacities and global challenges demonstrates that when people join together to act collectively they are a powerful force for change (OECD, 2006).

Noting the dramatic strides these organizations have made, it is easy to focus on the forest and lose sight of the trees. When the news relays that the Red Cross has sent a fleet of trucks to aid the victims of a volcano in Nepal, few appreciate that in addition to being a giant International NGO (INGO), the Red Cross is made up of thousands of individual men and women. Organizations do not run themselves; people run them (Robson and Colin, 2005). Therefore, before focusing on the key research questions of the study, the area of individual capacity building must be addressed. After all, people build and sustain organizations.

As the relative importance of capacity building becomes mainstream, more organizations have begun actively recruiting employees with skills and experience in the area of capacity building. Having established that individuals with strong leadership capability are the fundamental element of an organization that succeeds in its long range goals to affect the world, the strategies used by these individuals to further the goals of NGOs are no less significant. In 1996, an Appreciative Inquiry study was completed by Stavros and Johnson to understand the importance of leadership strategies in building effective NGOs.

The study focused on the directors of 10 NGOs and their strategic approaches. The study revealed that effective leaders understand the key ingredients for success of for-

profit and non profit organizations and how each of these are applicable to the unique characteristics of the organization as well as their leadership. The study concluded that there are four major ingredients of success in for-profit organizations: profit, products, power and a problem-solving approach to challenges, goals or objectives (Westland and James, 2006). On the other hand, in a NGO, the key ingredients of success consistently focus on people and a growing need for programs and partners with a positive approach to gaining support for their missions.

Stavros and Johnson (1996a) concluded that the ingredients identified by leaders of NGOs historically have differed from those identified by for-profit organizations. However, effective leaders realize that the ideal system includes a combination of these four ingredients (4 P's) to make the best organization for NGOs and for-profit organizations alike.

In summary, successful NGOs are comprised of people who have particular positive qualities that are manifested in the organization itself. The effective leaders of these organizations have an understanding of the key ingredients used by for-profit and non profit organizations as well. They are able to select and use those key ingredients in a way that serves their particular organization. They operate in a great laboratory where they can invent, organize and experiment with ways to get things done and to solve significant development challenges (Cohen, 1993).

### **2.3 Curriculum Content in Capacity Building Programs and Project Performance**

While curriculum can be conceptualized in a number of ways, the notions of “intended” and “implemented” curriculum are useful for all professionals in the

education industry who include curriculum developers, teachers, trainers and facilitators in capacity building programs. The intended (or “official”) curriculum is expressed in policy documents, curriculum frameworks or guidelines, frameworks of standards and assessment, syllabi, textbooks and other instructional materials and clearly defines the structure, content and methods of intended learning experiences (Cummings, Thomas and Christopher, 2005). This “intended” curriculum is then put into practice through real teachers interacting with real students in real schools. It is the “real” or “implemented” curriculum that shapes students’ learning experiences and determined their learning outcomes.

In capacity building programs curriculum content is usually developed by partner organizations in relation to the objective or task which the individual staff is supposed to perform after the end of a particular training. Since most facilitators and trainers are not trained educationists it is imperative that those engaged in capacity building activities must be exposed to curriculum development and implementation through training workshops and customized professional development programs (CBI, 2006).

The focus in capacity building should be on building on strengths rather than highlighting what people lack or need which is a departure from the deficit model of training which focuses on weaknesses rather than what people are capable of doing. Individuals must be given the opportunity to learn from one another and, in the process, increase each others’ capacity (Dale & Reidar, 2000).

## **2.4 Training Methodology in Capacity Building Programs and Project Performance**

A narrow definition of training might include only those programs that take place in an educational or training institution, with the goal of obtaining a certificate, diploma, or degree this type of training is often referred to as credit or “formal learning (CBI, 2006).” A broader definition could also include structured activities that are not part of a formal educational program and typically do not lead to a formal certification ,this type of training is often referred to as non-credit or “non-formal learning,” and may be offered by community organizations and employers (Westland and James, 2006).. Self-directed, unstructured learning activities usually called “informal learning” are not usually considered to constitute training per se, but they may influence participation in the two more structured types of learning described above.

One can also categorize training according to the types of skills that are learned, a classification which does not always align directly with the distinction between formal and non-formal learning. For example, unemployed individuals seeking to acquire “hard-skills” technical skills, may usually do so in the context of a formal educational program at an accredited institution, but such programs may also be offered outside of educational institutions (for example, language or literacy training) (Dworkin & Ehrhardt, 2007). Acquisition of “soft” transferable skills such as problem-solving, teamwork and communication skills are often categorized as non-formal training; however courses that focus on such skills may also be part of a formal certification program offered by an educational institution, through an innovative practice often referred to as “embedding.”

For the purposes of this study, a training program is defined as any program designed to help individuals with low levels of initial education/skills to gain additional skills with the aim of improving their performance in organizational projects. These skills may include either foundational skills and/or occupationally-specific skill sets. Methods of training include, on the job training, off job training, classroom training, vestibule training, mentoring, programmed instructions, computer assisted instruction, audio visual technique, simulations and business games (Zolno, 1997).

On the job training: Managers have two powerful ways of improving the performance and productivity of their subordinates, which are counseling and on the job training. Counseling is the process of helping a subordinate define and resolve personal problems that effect performance or in order to develop a good attitude to work.

On the job training is the process of explaining, demonstrating and the structured supervision of specific skills or particular tasks. It is similar to the teaching process.

Off the job training: This occurs when employees are taken away from their place of work to be trained. Common methods of off-the-job training include: Day release (employee takes time off work to attend a local college or training centre) Distance learning / evening classes, Block release courses - which may involve several weeks at a local college, Sandwich courses - where the employee spends a longer period of time at college before returning to work (Eade, 1997).

Self-study: The employee is sent to another location outside the business to learn a skill or acquire important knowledge. Off-the-job training may include: lectures and demonstrations; simulations, role-plays and games; self-study, attending external courses, for example, on day-release; which means that the employee is temporary

taken away from his/her routine; job in order to gain further experience elsewhere (Linnell, 2003).

**Classroom training:** The traditional type of training with lecture as the chief method of imparting learning. **Vestibule training:** Training in a simulated setting which lets the trainee acquire the skills and knowledge with a allowance for making mistakes. A vestibule is a large entrance or reception room or area. Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). There are many advantages of vestibule training.

The workers are trained as if on the job, but it does not interfere with the more vital task of production. Transfer of skills and knowledge to the workplace is not required since the classroom is a model of the working environment. Classes are small so that the learners received immediate feedback and ask questions more easily than in a large classroom. Its main disadvantage is that it is quite expensive as it duplicates the production line and has a small learner to trainer ratio (Eade, 1997). A procedure used in operator training in which the training location is separate from the main productive areas of the plant; includes student carrels, lecture rooms, and in many instances the same type of equipment that the trainee will use in the work station.

**Mentoring** –"Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be." Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasing popular as its potential is realized. It is a partnership between two people (mentor and mentee) normally

working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect (Zolno, 1997).

Audiovisual Techniques: Both television and film extend the range of skills that can be taught and the way information may be presented. Many systems have electronic blackboards and slide projection equipment. The use of techniques that combine audiovisual systems such as closed circuit television and telephones has spawned a new term for this type of training, tele training. The feature on "Sesame Street " illustrates the design and evaluation of one of television's favorite children's program as a training device. Audiovisual education or multimedia-based education (MBE) is instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention (Zolno, 1997).

After the use of training films and other visual aids during World War II, audiovisual technology gradually developed in sophistication and its use became more widespread in educational establishments such as schools, colleges, universities, museums and galleries, as well as at tourist destinations, such as the purpose-built circular cinema. Simulations, this is where training simulations replicate the essential characteristics of the real world that are necessary to produce both learning and the transfer of new knowledge and skills to application settings. Both machine and other forms of simulators exist. Machine simulators often have substantial degrees of physical fidelity; that is, they represent the real world's operational equipment (Dworkin, & Ehrhardt, 2007).

The main purpose of simulation, however, is to produce psychological fidelity, that is, to reproduce in the training those processes that will be required on the job. We

simulate for a number of reasons, including controlling the training environment, for safety, to introduce feedback and other learning principles, and to reduce cost. The greatest constraint for many organizations is the ability to attract, retain, engage and develop talent. At the same time, the practical impact of near continuous change and complexity in business environments has meant that people in organizations must constantly adapt. In order to adapt quickly, organizations their workforces and leaders must develop the capacity to learn continuously. Many organizations are finding it increasingly difficult to produce the necessary meaningful learning using traditional training methods (Dovlo, 2005).

Simulation learning offers huge advantages over traditional training methods such as lectures, handbooks and assessments. It engages participants interactively helping them to practice retain and apply what they have learned. Business games are the direct progeny of war games that have been used to train officers in combat techniques for hundreds of years. Almost all early business games were designed to teach basic business skills, but more recent games also include interpersonal skills. Monopoly might be considered the quintessential business game for young capitalists. It is probably the first place youngsters learned the words mortgage, taxes, and go to jail (Eade, 1997).

## **2.5 Student characteristics in capacity building programs and project performance**

While the role of individual factors such as general cognitive ability has long been associated with training readiness and identified in the literature as a mediating factor in affecting training outcomes (see Heckman, 2000 for a review), more recent



literature has focused specifically on the effect of literacy and foundational skills (such as prose, numeracy, and document use) on training readiness.

There is also growing anecdotal evidence from adult educators and other experts in the field that a significant proportion of unemployed individuals lack the necessary literacy and foundational skills necessary to gain access to and successfully complete occupational re-training programs. Several recent studies provide some support for the importance of foundational skills as critical success factors in further education and training. Kline (2009a) found that among a large cohort of apprenticeship students, an individual's level of literacy and designed for unemployed jobseekers other essential skills at the beginning of the program was a strong predictor of successful program completion.

Other, more indirect evidence on the link between individual foundational skills and training readiness comes from the International Adult Literacy and Skills Survey (IALLS). Results show that, in general, circumstances arising from an individual's life course influence training — for instance, participation rates are particularly low among older adults, those with lower education, living in low income households, and those not in the labour force. However, even within these vulnerable groups, literacy makes a big difference. Those with higher literacy skills are substantially more likely to participate in adult education and training than adults in the same groups with low literacy (Rubenson, Desjardins, & Yoon, 2007).

At a fundamental level, basic competencies and literacy skills may also influence participation rates in training, quite directly, to the extent that individuals have

difficulty identifying either their own learning needs, or the types of programs and supports that may be available to them. Indeed, recent research shows that while adults with the very lowest skill levels (at Level 1) are aware of the degree to which inadequate literacy is constraining their life chances, the majority of low skill workers (at Level 2) do not self-identify their own low literacy skills — nor do they understand the need and possible benefits of training (DataAngel, 2009).

There have been numerous studies on the relationship between socio-demographic characteristics of students and performance. Some studies focused on specific socio-demographic variables and learners' academic performance, characteristics or areas such as gender and learning styles (Blum, 1999; Shaw & Marlow, 1999; McLean & Morrison, 2000), ethnicity and learning styles (Jaju, Kwak & Zinkham, 2002), academic performance and learning styles in both Information Technology (IT) and non- Information Technology (non-IT) subject areas and in distance and contact courses (Aragon, Fowler, Allen, Armarego & Mackenzie, 2000; Papp, 2001; Johnson & Shaik, 2002; Neuhauser, 2002; Zywno & Waalen, 2002), level of educational attainment, number of children in the family, full-time work experience, family income level (Abdul-Rahaman, 1994; Parker, 1994; Whittigton, 1997), age, marital status, employment status (Woodley & Parlett, 1983; Chacon-Duque, 1985; Powell, Conway & Ross, 1990), number of hour employed per week, distance traveled to study centre, learners' previous educational level (Wang & Newlin, 2002).

Studies above established divergent findings. For example, for first year programming courses, Thomas, Ratcliffe, Woodbury and Jarman (2002) reported that there was a relationship between student learning style and academic performance, while Byrne

and Lyons (2001) established that no such relationship exists. Also, Woodley and Parlett (1983) found that previous educational level, gender, age and occupation were associated with persistence and academic performance. Similarly, Powell et al. (1990) established that marital status, gender and financial stability contributed significantly to distance learners' academic performance.

Conversely, Chacon-Duque (1985), Wang and Newlin (2002) and Ergul (2004) found that educational level, age, gender, employment status and number of children in the family were not significant predictors of adult learners' academic performance. Based on the findings from above studies on the relationship between socio-demographic characteristics and academic performance, it appears the issue remains inconclusive.

## **2.7 Theoretical framework**

### **2.7.1 Facilitation theory**

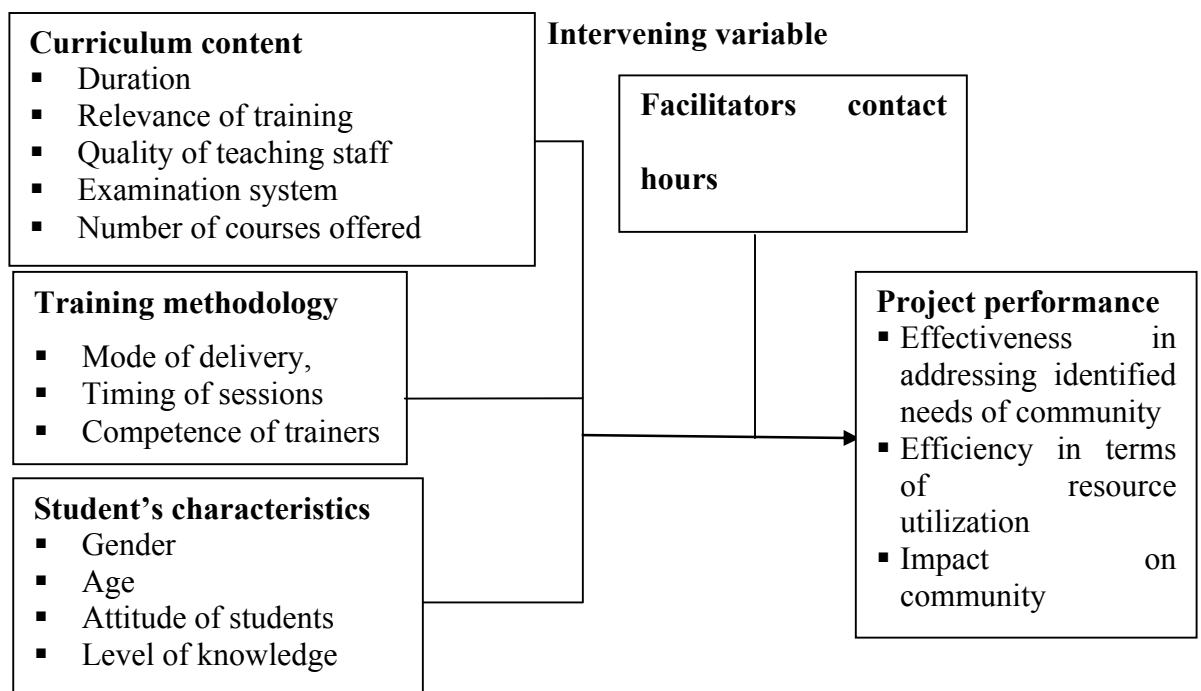
This study was based on the facilitation theory. This theory was developed by Carl Rogers. One of the basic premises of this theory is that learning is possible because human beings have a "natural eagerness to learn" and they are responsible for and at the centre of the learning process. Capacity building is possible only because individuals signed up in it are self-driven and eager to learn despite their location in relation to learning institutions.

The role of the teacher is to act as a facilitator- no amount of effort on the part of the teacher can guarantee success, unless the learner has a desire and predisposition to learn. An interesting contribution of Rogers's Facilitation Theory is the notion that learning involves changing one's self-concept. Such changes may involve discovering one's strengths or weaknesses. Learners in the capacity building set up have to

perceive the possibility that there is value in the learning system for knowledge acquisition. A freshly perceived self-concept has a consolidating impact on learning in that it allows the learner to attack a target skill with confidence or with an adjusted 'updated' approach.

Implicit in the non-direct facilitative approach is the assumption that learners can find the information by themselves (teachers merely facilitate that process), an assumption which downplays the role of information transmission and underestimates the contribution of teaching. Such a teaching model is obviously an idealization which is rarely found in its pure form in practice.

## 2.8 Conceptual Framework



Dependent variable  
variable

Independent

**Figure 2.1 Conceptual Framework**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methods that were used in the study. It explains the research design, the study population, sampling method and procedures, data collection procedures and instruments, data analysis, reporting and ethical issues.

#### **3.2 Research Design**

The research design was a descriptive survey. Descriptive surveys attempt to describe and explain why certain situations exist. In this approach two or more variables are usually examined to test research hypotheses. The results allow researchers to examine the interrelationships among variables and to draw explanatory inferences. In this study, the researcher sought to establish the relationship between capacity building efforts in the Danish refugee council and effectiveness in performance within their projects.

#### **3.3 Target Population**

According to Mugenda and Mugenda (2003) target population is the population to which a researcher wants to generalize results of a study. The study targets participants and staff of nongovernmental organizations in capacity building programs who are stationed in hardship areas of Dadaab and Hagadera refugee camps and especially those whose capacity building programs are in conjunction with middle level tertiary institutions. The population focused on both the national and refugee staff of the Danish Refugee Council who is all participants in Kenya institute of social

work capacity building program. The target population was 200 respondents from the national and refugee staff of the Danish Refugee Council.

**Table 3.1 Target population**

<b>Staff</b>	<b>Population</b>	<b>Percentage</b>	<b>Sample</b>
Senior Management	12	50	6
Program staff	168	50	84
Administration staff	20	50	10
<b>Total</b>	<b>200</b>		<b>100</b>

### **3.4 Sampling Size and Procedures**

#### **3.4.1 Sampling Size**

Kothari (2000) suggests that a population of a minimum of 30% is sufficient for a small populations, the researcher opted for 50% of the target population from each stratum.

#### **3.4.2 Sampling Procedure**

According to Cooper and Schindler (2003), random sampling frequently minimizes the sampling error in the population. This in turn increases the precision of any estimation methods used. The study used random sampling techniques to select the respondents for the study. Stratified sampling was used to select the on-going Danish refugee council staff who are still participants within the Kenya institute of social work capacity building program while purposive sampling was used to select the Danish refugee council staff who have already completed the program. Stratified

random sampling is the processes by which the sample is constrained to include the elements from each of the segments (Donald and Pamela, 2006).

The researcher chose purposive sampling technique to increase the sample statistical efficiency, provide adequate data for analyzing the various populations and to get in depth analysis of the factors affecting performance in capacity building programs. Purposive sampling is a sampling technique that allows a researcher to use cases that have required information in respect to the objectives of study. Cases of subjects are therefore picked because they are informative and pose required characteristics (Mugenda&Mugenda, 2003).

### **3.5 Data collection Instruments**

The data for this research was collected from both primary and secondary sources. The secondary source included records, past research and documents. The primary sources are the subjects of the study who gave the actual data collected from the field. The instruments which were administered for collecting data from the field included questionnaires.

#### **3.5.1 Questionnaires**

The major instrument of the study was questionnaires. Questionnaire is advantageous because one can collect a lot of information within a very short period of time. The respondents were free to note down their references without being observed. This ensured confidentiality. The questionnaire consisted of a number of questions printed or typed in a definite order or set of forms Kothari (2006). The items in the questionnaire were structured (closed ended) and unstructured (open ended). The structured questions measured the subjective responses to clarify the objective

responses and at the same time, enhance formulation of recommendations of the study. The researcher used trained research assistants to collect data.

### **3.5.2 Reliability of instruments**

According to Devellis (1991), as cited by Mugenda, (2008) reliability is the proportion of variance attributable to the time measurement of a variable and estimates the consistency of such measurement over time from a research instrument. It is a measure of the degree to which a research instrument would yield the same results or data after repeated trials. In order to ensure reliability the researcher issued the questionnaires to the respondents, collect them and check on the responses. After two weeks the questionnaires were re-tested by administering it again to the same respondents. This ensured internal consistency of the questionnaire and affirmed the responses from the selected sample.

### **3.5.3 Validity of instruments**

Validity establishes the relationship between the data and the variable or construct of interest. It estimates how accurately the data obtained in a study represents a given variable or construct in the study Mugenda, (2008). To ensure accuracy of the data the researcher pre-tested the questionnaires and analyse the results and make corrections on the questions that were not clear.

The questionnaire provided accurate data due to the process of pre-testing in the selected sample to maintain validity. The researcher visited the sampled staff to make them aware of the need of the study. This ensured validity of the data collected.



### **3.6 Data Analysis and Reporting**

According to Miles and Huberman (1994) data analysis is an iterative process. Data analysis consists of three activities: Data reduction, Data display, and Conclusion drawing/verification". Data reduction, this process is applied to qualitative data and focus remains on selection, simplification and transformation of data. In this continuous process the data is organized throughout the research to draw and finalize a conclusion (Miles and Huberman, 1994). In this research, the data was reduced from critical elements in capacity building efforts in the Danish refugee council and their effectiveness in performance within projects. Tables have been used to indicate distinct frequencies of various factors of capacity building efforts in the Danish refugee council and effectiveness in performance. Data was analyzed to test the relationship between capacity building efforts in the Danish refugee council and effectiveness in performance within their projects. A semi-structured questionnaire was used to interview facilitators, the study intends to establish the type of content the facilitators use in the capacity building program.

Conclusion drawing/verifying describes all the possible explanations, causal flows and propositions to be made. Therefore conclusions have been drawn on the basis of findings and discussed analysis to signify the influence distance learning program has on academic attainment.

### **3.8 Ethical Issues**

The participants were guaranteed that the identifying information was not to be made available to anyone who is not involved in the study and it will remain confidential for the purposes it is intended for. The prospective research participants were fully

informed about the procedures involved in the research and were asked to give their consent to participate. The participant remained anonymous throughout the study and even to the researchers themselves to guarantee privacy.

### 3.9 Operationalization Of Variables

**Table 3.2 Operationalization Of Variables**

<b>Objectives</b>	<b>Variables</b>	<b>Indicator</b>	<b>Measurement Scale</b>	<b>Research Design</b>	<b>Data Coll</b>
To establish the extent to which curriculum content in capacity building programs influence project performance in non-governmental organizations.	Curriculum content	Content Duration Relevance	-Ordinal <b>-Nominal</b>	Descriptive survey method	Questionnaire and semi-structured
To assess the level at which training methodology in capacity building programs influence project performance in non-governmental organizations	Training methodology	Competence of trainers  Mode of training  Comprehensive coverage of project goals	Nominal Nominal	Descriptive survey method	Questionnaire (Structured structured)
To investigate the extent to which nature of students in capacity building programs influence project performance in non-governmental organizations.	Nature of students	Highest academic qualification Gender Age Attitude towards training	Nominal Nominal Nominal Ordinal  Nominal	Descriptive survey method	Questionnaire (Structured structured)

## **CHAPTER FOUR**

### **DATA ANALYSIS PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the data analysis, presentation and interpretation. In addition, the chapter discusses the findings from the research questions that were under investigation. The study aimed at examining the influence of capacity building programs on project performance in non-governmental organizations; in so doing, the study was guided by three objects; the first was to establish the extent to which curriculum content in capacity building programs influence project performance in non-governmental organizations, second to assess the level at which training methodology in capacity building programs influence project performance in non-governmental organizations, and lastly, to investigate the extent to which nature of students in capacity building programs influence project performance in non-governmental organizations. The findings are presented using frequency tables for easy analysis and interpretations. Statistical analysis of the findings has been done using frequencies and percentages.

#### **4.2 Questionnaire Return Rate**

Out of the 150 questionnaires that were issued, 110 of the questionnaires were correctly filled and returned. This represented a response rate of 73%, only 40 questionnaires were not returned, giving a non response rate of 27%. This response rate implies that the researchers employed adequate effort to ensure this significant response rate, the researcher utilised the effort of the research assistants in the administration of the questionnaires to the respondents who also followed after to

collect the filled questionnaires from the respondents. The response rate was considered adequate as according to Idrus and Newman (2002) a response rate of 50% is good enough for social studies.

### **4.3 Demographic Characteristics of the respondents**

This was information on the population interviewed in this study. It is the demographic characteristics of the sampled population. The research sample included the demographic characteristics of the sampled population. Gender was deemed important to this study because it was thought that gender composition may have an implication on the performance of a project.

#### **4.3.1 Distribution of the respondents by Gender**

The study sought to establish the gender of the respondents, the table 4.1 shows the data collected on the gender of the respondents; from the findings as shown above, majority 55% of the respondents were male and 45% of the respondents were female.

**Table 4.1 Gender of the Respondents**

	<b>Male</b>	<b>Female</b>	<b>Total</b>
Frequency	61	49	110
Percentage	55	45	100

#### **4.3.2 Distribution of respondents by age**

The study sought to establish the distribution of respondents by age. The results were as reflected in table 4.2

**Table 4.2 Distribution of respondents by age**

<b>Response</b>	<b>Frequency</b>	<b>Percent (%)</b>
Over 50 years	18	16
Between 30 to 50	62	56
Between 18 and 30	30	27
<b>Total</b>	<b>110</b>	<b>100</b>

Out of 110 respondents, majority, 56% were of ages between 30 to 50 years; 27% were between 18 and 30 years old; while only (16%) were above fifty years old.

#### **4.3.3 Distribution of respondents by level of education**

Further the study sought to establish the education level of the respondents, the data collected was represented in the table 4.5;

**Table 4.3 Level of education**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
College	31	28
University	79	72
<b>TOTAL</b>	<b>110</b>	<b>100</b>

From the data collected, the findings revealed that majority 72% of the respondents were university graduates, 28% of the respondents were in the possession of college qualifications. By implications majority of the respondents were graduates demonstrating that the organisation had qualified staff. The level of education is relevant to this study as it helps in establishing the nature of curriculum content that the individual can grasp without much struggle.

## 4.4 Curriculum Content in Capacity Building Programs on NGO Project Performance

### 4.4.1 Understanding of capacity building by participants

The study sought to establish the participants understanding of capacity building. The findings of the study are presented in table 4.4 below.

**Table 4.4 Meaning of capacity building**

<b>Meaning</b>	<b>Percentage</b>
Holistic development of human dimension	67
Empowerment	46
Development of human power and competencies for positive change	53
Cooping strategy to be able to respond towards changes	46
Seeking successes to find and create more successes	39
Ability to recognize and questioning oneself	25

The study revealed that majority (67%) of the participants were of the opinion that capacity building is holistic development of human dimensions (HDHD); fifty three percent opined that it is development of human power and competencies for positive change (HPCPC); forty six percent of the participants felt that it is the ability to employ coping strategies to respond towards changes that occur (CS); twenty five percent said it is the ability to recognize and questioning oneself (RQ); thirty nine percent felt it is seeking successes to find and create more successes (SCS); and fifteen forty six were of the opinion that it is empowerment (E). These findings imply that capacity building is ‘human power and competencies’ for ‘positive change’. Other definitions for capacity building were elaborated by some respondents. A respondent said, *it is the ability to look at onself critically*. Another respondent mentioned that *capacity building is unfolding human potentials for continuous*

*development*. Understanding the meaning of the concepts is important to help the learners appreciate the essence of the process.

#### **4.4.2 Level of capacity to be addressed during the capacity building process**

The study sought to establish the level of capacity that needs to be addressed during capacity building process. Table 4.5 below is a presentation of the findings



**Table 4.5 Level of capacity to be addressed**

<b>Level</b>	<b>Percentage</b>
Individual	96
Organizational	87
Social/environmental/community	78
Global	20

From the findings, 96% of the respondents expressed their views about the level of capacity to be addressed. It was established that individual level capacity received the highest level of responses (87%) followed by organizational level capacity at 78%, social/environmental/community level at 68% and 20% global level capacities. The findings imply that during the capacity building process, internal level capacities need more attention than the external levels. Understanding what is to be addressed is key in responding to the needs of the learners; an approach that is participatory and with a lasting impact on the trainees. These assertions are in congruence with the views of Robson and Colin (2005) who opine that people are the drivers of change and involving them in the design of the curriculum content will help stir the capacity building process.

#### **4.4.3 Areas to be covered during the capacity building process**

The study sought to establish the areas that respondents felt should be covered during capacity building process. Table 4.6 below is a presentation of the findings

**Table 4.6 Areas to be covered during capacity building process**

<b>Variables</b>	<b>Percentage</b>
Competency development	59
Empowerment	22
Partnership development	19
Networking	19
Leadership development	28
Planning, organizing and directing	29
Social mobilization	26
Financial system	36
Cross cultural collaboration	40
Positive team perspective	42
Coaching and mentoring	66
Good governance	56
Development of professionalism	67
Organizational development	23
Organizational sustainability	32
Monitoring and evaluation	33

The findings of the study revealed that majority (66%) of the respondents were of the opinion that during capacity building process great attention should be given to development of professionalism; this was followed by 66% who indicated coaching and mentoring; this was followed by competency development, good governance, positive team perspective, cross cultural collaboration, financial systems, monitoring and evaluation, and organisational sustainability with the scores 59%, 56%, 42%, 40%, 36%, 33%, 32% respectively. Empowerment, networking, partnership development, leadership development, planning, organizing and directing, social mobilization, and organizational development all scored under 30%. Similar to the

levels to be addressed, areas to be addressed are best identified by people who are the drivers of progress in an organisation (Robson and Colin, 2005).

#### 4.4.4 Characteristics of a good capacity building program

The study sought to establish the characteristics of a good capacity building program, the findings are as presented in table 4.7 below.

**Table 4.7 Characteristics of a Good Capacity Building Program**

<b>Factor</b>	<b>Percentage</b>
Vision oriented	80
Living /dynamic	27
Appreciative /positive	30
Team building	59
Collaborative	31
Responsive to change	50
Credibility of service delivery	39
Holistic	43

As surveyed on the ideas regarding the characteristics of a good capacity building, equal percentage (80) has been available for both the *vision-oriented* and *appreciative trait*. The preferences show that the capacity building program greatly works when it is vision-oriented or targeted for a long run with appreciative perspective. These two characteristics are followed by *team promoting* (59%) and *responsive to change* (50%). Other characteristics such as *holistic*, *living*, *collaborative* and *credible* are below 50% score. All the above opinions stress that the characteristics of a good capacity building should be long term, rotating to new generation with appreciation and encouragement igniting the human potentialities for continuous development thus making them capable to respond towards changes. These findings, mirror the

suggestions of Stavros and Johnson (1996a) who contend that the key ingredients of a successful program are those that come from people in reflection to what is best for the organisation.

#### **4.5 Training methodology influence project performance**

##### **4.5.1 Characteristics that makes a Person more Capable in Achieving Developmental Goals**

The study sought to establish the characteristics that make a person more capable in achieving developmental goals.

**Table 4.8 Characteristics that Makes a Person More Capable in Achieving Developmental Goals**

<b>Attitude</b>	<b>Frequency</b>	<b>Percentage</b>
Positive	84	76
Negative	26	24
<b>TOTAL</b>	<b>110</b>	<b>100</b>

Majority of the respondents (76%) were of the opinion that developmental goals are more likely to be achieved on one hand by people who were positive minded (success thinkers, optimistic, open minded, visionary, imaginative, able to create new patterns of work, have a quest for what works, and creative). On the other hand, only 24% of the respondents, felt that persons with negative attitudes (problem thinker, pessimistic, reserved/structured, limited to seek solutions of existing problems, framed idea based, work within the set pattern, and inquisitive mind towards causes of failures/problems) are more capable of achieving developmental goals.

#### **4.5 Effective Methods of Developing Human Capacities at Individual, Organizational and Community Level**

The study sought to establish methods of developing human capacities at individual, organisational and community level. The findings are presented in table 4.9 below.

**Table 4.9 Methods of Developing Human Capacities**

<b>Factors</b>	<b>Frequency</b>	<b>Ranking</b>
Positive revolution in human thinking and action	105	1
Change of mind-set	100	2
Attitude change	98	3
Training/workshop	95	4
Coaching/mentoring/feedback	89	5
Education	88	6
Learning	80	7
Co-creation/team work	72	8
Partnering	64	9
Participation	60	10
Social mobilization	53	11
Group dialogue	50	12
Encouragement	45	13
Responsibility bearing	44	14
Creation of enabling environment	40	15
Mutual respect	38	16
Commitment to change	33	17

The findings above indicate that human capacities can be developed/built primarily through positive revolution in human thinking and action, followed change of mind-set. Actually, negative attitude and low level of learning attitude are obstructions in unfolding the scope of human potentialities for capacity building. Capacity building is possible through appreciative/positive force to be integrated into the human learning system with linguistic distinction. These findings seem interesting in the sense that it places high emphasis on positive attitude and action as core preconditions for developing human resources. Overall findings show that almost all alternatives are preferred with scoring of more than 60 values (refer to the Table 4.9 above). Here it can be argued that the factors that scored below 60 are not the ways of capacity building unless these go along with real partnership mode, collaborative style and appreciative/positive values, principles and practices. These findings are supported by

studies which suggest that projects on complex and changing context might need a slightly different approach toward project management methodologies (Andersen 2008; Remington & Pollack 2007). They advocate that project work can be executed in different ways, especially when it is not feasible to divide the project into neat phases. Methodology thus affects the performance of projects.

#### 4.5.1 Characteristics of a Good Capacity Building Facilitator

The study sought to establish the characteristics of a good capacity building facilitator. Table 4.10 below is a presentation of the findings.

**Table 4.10 Characteristics of a Good Capacity Building Facilitator**

<b>Essential characteristics required for a good capacity building facilitator</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Sum total on the extent of knowledge level required for a good capacity building facilitator	110	4.3510	1.22349
Sum total on the extent of practice level required for a good capacity building facilitator	110	3.001	.86104
Sum total on the extent of skills level required for a good capacity building facilitator	110	3.8510	.57905
Sum total on the extent of attitude level required for a good capacity building facilitator	110	3.7673	1.28634

These statements captured knowledge, skills, attitude, and practice level traits. According to the respondents knowledge level characters are the essential traits required for a good capacity building facilitator (M=4.35) followed by skills of the facilitator (M=3.85), attitude traits (M=3.77), and practice level traits (M=3.001). the findings are corroborated by the contentions of Dworkin, and Ehrhardt (2007) who

suggests that categorisation of training on the basis of skills learnt and the skill level requirement of a trainer are fundamental in capacity building.

#### 4.6 Correlation

A Pearson Correlation analysis was performed to establish the association between curriculum content, training methodology, and, nature of students.

**Table 4.11 Correlation**

		Successful project performance	Curriculum content	Training Methodology	Students Nature
Curriculum content	Pearson Correlation	-.272**			
	Sig. (1-tailed)	.000			
Training Methodology	Pearson Correlation	.263**	-.468**		
	Sig. (1-tailed)	.000	.000		
	Sig. (1-tailed)	.376	.001	.008	
Students Nature	Pearson Correlation	.011	.308**	-.347**	
	Sig. (1-tailed)	.431	.000	.000	

\*\*Correlation is significant at the 0.01 level (1-tailed).

The results are as presented above. The study revealed that there was no significant relationship between nature of student in capacity building programme and project performance. However there was a negative significant relationship between curriculum content, training methodology and project performance (-.272, p=0.000 and .263, p=0.000) respectively.



## 4.6 Regression

A regression analysis was done to establish the effect of independent variables (curriculum, methodology and student nature) on the dependent variable (project performance). According to the regression analysis results, the independent variables ((curriculum, methodology and student nature) explain 7% of change in the dependent variable (project performance). These results are shown in the model summary below.

**Table 4.12 Model Summary**

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.085 <sup>a</sup>	.007	-.031	.50981	.829

a. Predictors: (Constant), Curriculum, Methodology, Student nature

b. Dependent Variable: Project performance in NGOs

The F-ratio found in the ANOVA table measures the probability of chance departure from a straight line. On review of the output found in the ANOVA table, it was found that the overall equation was statistically significant (F=0.193, p=0.942)

**Table 4.13 ANOVA**

### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.201	4	.050	.193	.942 <sup>a</sup>
	Residual	27.290	105	.260		
	Total	27.491	109			

a. Predictors: (Constant), Curriculum, Methodology, Student nature

b. Dependent Variable: project performance in NGOs

The coefficients analysis gives  $\beta_0$  (Beta) at 0.511,  $\beta_1$  at 0.021,  $\beta_2$  at 0.105,  $\beta_3$  at 0.016 and  $\beta_4$  at 0.020. Where  $\beta_0$  is the constant,  $\beta_0$ ,  $\beta_1$ ,  $\beta_2$  and  $\beta_3$  are parameter for

estimation of the independent variables; curriculum content, training methodology and nature of students respectively. From our regression equation;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where resource allocation, is denoted by X1, communication by X2, organization structure X3 and Management support as X4 while Strategic plan implementation is Y, the regression equation of the model becomes;

$$Y = 1.801 + 0.006X_1 - 0.063X_2 + 0.483$$

**Table 4.14 Coefficients**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta			
1	(Constant)	1.801	.483		3.729	.000
	KNOWLEDGE	-.005	.013	-.037	-.375	.708
	SKILLS	.006	.089	.007	.069	.945
	ATTITUDE	-.063	.090	-.071	-.704	.483
	PRACTICE	-.032	.081	-.040	-.400	.690

a. Dependent Variable: project performance in NGOs

For each predictor variable in the equation, we are only concerned with its associated standardized beta and t-test statistic's level of significance (Sig.). Whenever p .05) and organization culture ( $\beta = -.049$ ,  $p = .709 > .05$ ) were found to be statistically insignificant predictors. The regression coefficients for the moderating variables revealed that there was a negative insignificant relationship between attitude and practice ( $\beta = -0.032$ ,  $p = 0.690$ ).

The study had a general objective of analysing the influence of capacity building programs on the performance of NGOs projects. The results of the study indicated that capacity building only explain 7% (R square= 0.07) of the variance in project performance. This implies that 93% of the variance in project performance is explained by other factors outside the model used. These results indicate that though capacity building influences the project performance, this is significantly at low level, with this possibly attributed to various project performance elements that exists. These findings are similar to the findings of Wairimu (2014) who established that capacity building account for 1% change in performance.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS AND DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation. The conclusions and recommendations drawn were focused on addressing the objectives of the study. The researcher had intended to establish the influence of capacity building programs on the performance of NGOs projects. The study was guided by four objectives; to establish the extent to which curriculum content in capacity building programs influence project performance in Non-Governmental organizations, to assess the level at which training methodology in capacity building programs influence project performance in Non-Governmental organizations, and to determine the extent to which characteristics of participants in capacity building programs influence project performance in Non-Governmental organizations

#### **5.2 Summary of Findings**

It was established that individual level capacity was emphasised as a key area in the development of capacity building content, this was followed by organizational level capacity, social/environmental/community level and global level capacities. The findings imply that during the capacity building process, internal level capacities need more attention than the external levels. Great attention should be given to development of professionalism followed by coaching and mentoring. The study established that developmental goals are more likely to be achieved by people who

are positive minded (success thinkers, optimistic, open minded, visionary, imaginative, able to create new patterns of work, have a quest for what works, and creative. The characteristics of a project staff has been established to be one that is both vision-oriented and appreciative. The study findings also established that learner characteristics did not play a key role in the learner's ability to acquire new skills, this was represented by a p-value of  $p=0.690$ .

The study findings established that training methodology was a key contributor to project performance; the methodology adopted would either enable the learners or leaves them at a worse state, consequently the performance of a project. Finally the study findings established that project performance is influenced by the curriculum content of a capacity building program.

### **5.3 Discussion of findings**

These findings revealed that there is a significant relationship between capacity building and project performance. This was indicated by a p-value of 0.095. The findings of this study are consistent with a number of scholars (Aragon, Fowler, Allen, Armarego & Mackenzie, 2000; Papp, 2001; Johnson & Shaik, 2002; Neuhauser, 2002; Zywno & Waalen, 2002) who all demonstrated capacity building factors affect project and overall performance of an organisation. The researcher noted that the studies by a number of scholars (Woodley & Parlett, 1983; Chacon-Duque, 1985; Powell, Conway & Ross, 1990) had similar conclusions and so was this study.

The study findings also established that learner characteristics did not play a key role in the learners ability to acquire new skills, this findings are supported by the findings

of Chacon-Duque (1985), Wang and Newlin (2002) and Ergul (2004) who concluded that personal characteristics were not significant predictors of adult learners' academic performance.

The study findings established that training methodology was a key contributor to project performance; the methodology adopted would either enable the learners or leaves them at a worse state, consequently the performance of a project. These findings are corroborated by the findings of Zolno (1997) whose study established a strong relationship between method of training and the level of improvement and knowledge retention among learners.

Finally the study findings established that project performance is influenced by the curriculum content of a capacity building program. This findings are supported by the findings of Dale and Reidar (2000), whose study established that curriculum contents was a key variable in what learners acquire and eventual use of the same to influence project performance.

#### **5.4 Conclusion**

According to Crawford & Bryce (2003), the foundation of NGO successful management is project effective performance. Project performance can be promoted by capacity building. Capacity building methodologies are applied deeming to improve project implementation and its efficiency. However, some scholars question the application of standardized capacity building methods in the case of NGO projects (Crawford & Bryce 2003; Jepson 2005; Remington & Pollack 2007), since there are distinguishing factors that must be carefully considered on applying those methods in

real cases. As a consequence, capacity building methodologies must be adapted to project managed by NGO and its peculiar necessities.

Aiming to contribute to the understanding of capacity building on project performance, this study deeply analysed the most commonly applied capacity building methodology for NGO's projects. As a result of the findings of this study, relevant aspects seem worthy to be emphasized here. NGO's projects are highly influenced by capacity building, the capacity building in relation to method of delivery and content has been established to significantly influence project performance. Therefore, managers cannot simply attain to project plans and ignore human capacity.

The analysis of the capacity building procedures in practice evidenced different practical techniques and methodologies applied to embrace the organizational own needs. It was apparent that capacity building methods were adapted to the organisational purpose.

Also, nature of students was revealed to influence project performance, though not significantly. This flexible approach relies on the trust and expertise of the organization staff and much responsibility is loaded over project leaders. As a conclusion, it seems evident that NGO projects performance carry particular aspects and expectations over staff abilities and, for this reason, capacity building to improve staff expertise is essential.

## **5.6 Recommendation**

The purpose of this study was to establish the influence of capacity building programs on the performance of NGOs projects. It is valid to emphasize that it is not central point here to generalise findings, but to contribute with data from the analysis of one organization that might improve the understanding of NGO project performance. It is also important to mention that if the work was carried in a wider temporal analysis and exploiting different point of view within the organization or even along with its partners additional insights could be gathered that could results on the improvement of this study. Future studies might be encouraged to carry similar studies analysing a greater range of NGO, more representative of the NGO's universe, and during a temporal period of time, which might allow observe the results of each management approach.



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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION

Stephen Ouma Omondi  
0724558942  
sikaomondi@gmail.com

Dear Respondent,

#### **RE: ACADEMIC RESEARCH**

Reference is made to the above subject:

I am a student at University of Nairobi undertaking a Master's Degree in Project Planning and Management; I am currently carrying out a research on the influence of capacity building programs on project performance in non-governmental organizations in Kenya using a case of the Danish refugee council..

It is in this regard that you have been selected to participate in the study. Kindly provide the information required by completing the attached questionnaire to the best of your knowledge.

The information obtained will be used for research purposes only and will be accorded the required confidentiality. A summary of the findings will be shared with you and hope they will add value to your operations.

Your assistance will highly be appreciated.

Sincerely,

Stephen Ouma Omondi

**APPENDIX 2: INTRODUCTION LETTER FROM UNIVERSITY OF  
NAIROBI**



**UNIVERSITY OF NAIROBI**  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF CONTINUING AND DISTANCE EDUCATION  
DEPARTMENT OF EXTRA-MURAL STUDIES  
NAIROBI EXTRA-MURAL CENTRE

Your Ref:  
Our Ref:  
Telephone: 318262 Ext. 120

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
N A I R O B I

7<sup>th</sup> April 2016

REF: UON/CEES//NEMC/23/133

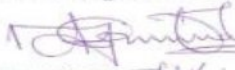
**TO WHOM IT MAY CONCERN**

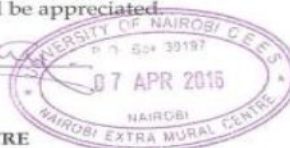
**RE: OMONDI STEPHEN OUMA - REG NO-L50/62341/2011**

This is to confirm that the above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra- Mural Studies pursuing Master of Arts in Project Planning and Management.

He is proceeding for research entitled "the influence of capacity building programs on project performance in nongovernmental organizations in Kenya." A case of Danish Refugee Council.

Any assistance given to him will be appreciated.

  
**CAREN AWILLY**  
CENTRE ORGANIZER  
NAIROBI EXTRA MURAL CENTRE



## **APPENDIX 3: RESEARCH PERMIT**



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION  
**THIS IS TO CERTIFY THAT:**  
**MR. STEPHEN OUMA OMONDI**  
**of UNIVERSITY OF NAIROBI, 0-100**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**  
**on the topic: INFLUENCE OF CAPACITY**  
**BUILDING PROGRAMMES ON**  
**PERFORMANCE IN NON GOVERNMENTAL**  
**ORGANIZATIONS. A CASE OF DANISH**  
**REFUGEE COUNCIL**  
**for the period ending:**  
**29th April, 2017**  
**Applicant's**  
**Signature**

Permit No : **NACOSTI/P/16/91760/10675**  
Date Of Issue : **2nd May, 2016**  
Fee Received : **ksh 1000**



**Director General**  
**National Commission for Science,**  
**Technology & Innovation**



## APPENDIX 4: AUTHORIZATION LETTER FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

**NACOSTI/P/16/91760/10675**

Date:

**2<sup>nd</sup> May, 2016**

Stephen Ouma Omondi  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of capacity building programmes on performance in Non Governmental Organizations, a case of Danish Refugee Council,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **29<sup>th</sup> April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*

## **APPENDIX 5: QUESTIONNAIRE FOR DANISH REFUGEE COUNCIL STAFF**

### **General information**

1. Name:
2. Age:
3. Sex: Female... b. Male
4. Nationality:
5. Level of education:
6. Name and address of the organization:
7. When was your organization established/founded? Year...
8. Total No. of employees in the organization: a. Female... b. Male...
9. Your position in the organization:
10. Duration of service in the organization:
11. Total experience in years including this organization:
12. Any other profession you are involved in, please specify...
13. Capacity building is defined differently by various experts. Which of the following options describe capacity building most appropriately in your opinion?
  - a. Holistic development of human dimension
  - b. Empowerment
  - c. Development of human power and competencies for positive change
  - d. Coping strategy to be able to respond towards changes
  - e. Seeking successes to find and create more successes
  - f. Ability to recognize and questioning oneself
14. What are the levels of capacities to be addressed during the capacity building process?
  - a. Individual (internal)
  - b. Organizational (internal)
  - c. Social/environmental/community (external)
  - d. Global (external)

15. What are the major areas/scope of capacity you wish to be covered during the capacity building process?

- a. Competency development, (knowledge, skills, attitude, practices and aspirations)
- b. Empowerment
- c. Partnership development d. Networking
- e. Leadership development

16. What are the effective ways/methods of developing human capacities at individual, organizational and community level?

**SECTION B: QUESTIONS RELATING TO THE VARIABLES**

Please answer the following questions about the training seminar that you have just attended.	
Please tick the answer that best expresses the way you feel. Choose only one answer for each question.	
Has this training covered useful topics for you to in your work?	Yes, all of it was useful
	Yes, some of it was useful
	No, I did not find it useful
Did the training cover what you expected to be covered before the seminar started?	Yes, fully
	To some extent
	No I had different expectations
Are you confident with the skills you have gained to work in projects?	Yes, I am confident
	I am still not fully confident
	No, I am not confident at all
Were questions you raised during the training dealt with thoroughly	Yes
	Sometimes
	No, not at all
Did the trainers help you to understand the manual?	Yes
	Yes, but I still have questions
	No
Are you now able to use the methods in the manual for project management	Yes, definitely
	Yes, but not fully

without further assistance?	No, I need further assistance
What do you think about the length of the training?	It was the right length
	It was a bit too short / too long
	It was much too short / too long
What do you think about the classroom and the services provided during the training?	Very good
	Fair
	Poor
Please feel free to write down any other comments you may have.	