

A Brighter Future

Recommendations for the Capacity Building of the
Development Sector in Sub-Saharan Africa

Stephanie Mealman Stuart

2008

School of Community Economic Development

Southern New Hampshire University

Submitted in partial fulfillment of requirements for the
Master of Science in International Community Economic Development

Pending Approval by Dr. Puneetha Palakurthi and Professor Eric Jacobs

Abstract

Sub-Saharan Africa is one of the poorest and least developed regions in the world. A lack of development capacity and the flight of human capital hamper the region's development efforts. The SCED is a leader in the field of community economic development and has recently made the decision to expand their academic and professional training programs throughout Sub-Saharan Africa. The SCED's limited knowledge of the needs of development practitioners and the composition of the development sector in Sub-Saharan Africa is limiting its capacity to offer demand-driven capacity building programs to help build the region's development sector. This paper provides a comparison of CED and LED, examines the evolution of LED and explores the role of NGOs. The paper presents training program needs, methods of evaluation and best practices for capacity building. This paper recommends that to ensure the achievement of the long-term outcomes the School must design training programs which incorporate local experts as facilitators and context-specific curriculum which trains for the full life-cycle of skills needed by practitioners. Program-related activities must include training of trainers within the sector, partnerships with reputable local academic and development organizations and a longitudinal evaluation tool which measures learning and impact on the sector.

Table of Contents

ABSTRACT.....	I
LIST OF TABLES & FIGURES.....	2
I. COMMUNITY CONTEXT	3
I-A. COMMUNITY PROFILE	3
I-B. COMMUNITY NEEDS ASSESSMENT	7
I-C. PROJECT TARGET COMMUNITY	10
II. PROBLEM ANALYSIS	12
II-A. PROBLEM STATEMENT	12
II-B. STAKEHOLDERS	14
II-C. PROJECT GOALS	15
III. LITERATURE REVIEW	18
IV. PROJECT DESIGN/LOGIC MODEL	33
V. METHODOLOGY AND IMPLEMENTATION PLAN	37
V-A. METHODOLOGY	37
V-B. IMPLEMENTATION	39
V-C. BUDGET	41
VI. MONITORING PLAN	42
VII. EVALUATION	44
VIII. SUSTAINABILITY	48
VIII-A. SUSTAINABILITY ELEMENTS	48
VIII-B. SUSTAINABILITY PLAN	50
IX. RESULTS, CONCLUSIONS AND RECOMMENDATIONS.....	52
IX-A. RESULTS.....	52
IX-A.1. Needs Assessment Report.....	52
IX-A.2. SWOT Analysis Report.....	61
IX-A.3. Landscape Analysis Report.....	68
IX-B: CONCLUSIONS AND RECOMMENDATIONS	82
IX-B.1: Prospects of Attaining Outcomes.....	82
IX-B.2: Sustainability and Replication	84
IX-B.3: Personal Thoughts	85
X. APPENDICES.....	87
X-A: OECD CAPACITY DEVELOPMENT ASSESSMENT	88
X-B: SURVEY TO MDI-SA PARTICIPANTS	89
X-C: SURVEY TO MDI-NH PARTICIPANTS.....	98
X-D: 2007 MDI-SA EVALUATION FORM	107
X-E: 2006 FOCUS GROUP DISCUSSION TOPICS AND PARTICIPANTS	111
X-F: SCED MAY 2006 AFRICA TRIP REPORT	112
X-G: SCED OCTOBER 2006 AFRICA TRIP REPORT	121
X-H: SCED ANALYSIS OF OTHER TRAINING PROVIDERS IN SUB-SAHARAN AFRICA.....	160
XI. BIBLIOGRAPHY	165

List of Tables & Figures

Figure 1: Map of Africa

Figure 2: Number of NGOs in Sub-Saharan Africa

Figure 3: Growth of NGOs

Table 1: The Logic Model

Table 2: The GANTT Chart

Table 3: The Summary Project Budget

Table 4: The Monitoring Plan

Figure 4: Types of Organizations Employing Practitioners

Figure 5: Favorable Locations Suggested for Future Training Programs

Figure 6: Interest in Building a Career in Microfinance and CED

Figure 7: Interest in Master's-level Program Types

Figure 8: Interest in Professional Training Program Types

Figure 9: Comparison of Development NGOs to all NGOs in the Developing World

Figure 10: Breakdown of Local NGOs by Sector: Western Sub-Saharan Africa

Figure 11: Breakdown of Local NGOs by Sector: Eastern Sub-Saharan Africa

Figure 12: Breakdown of Local NGOs by Sector: Middle Sub-Saharan Africa

Figure 13: Breakdown of Local NGOs by Sector: Southern Sub-Saharan Africa

Figure 14: Percentage of Total Cross-Border Grant Dollars

Figure 15: Percentage of Total International Giving Grant Dollars

Figure 16: Percentage of Total International Grants

I. Community Context

I-A. Community Profile

Sub-Saharan Africa refers to the 47 countries of the African continent (indicated in red in Figure 1) that are not considered part of political North Africa. Sub-Saharan Africa is arguably the poorest region in the world, still suffering from the legacies of colonial conquest and occupation, corruption, conflict and political strife.

Figure 1. Map of Africa¹



While all developing countries must deal with poverty, hunger, disease and inequality, those of Sub-Saharan Africa typically suffer worse than others. The region contains 67% of the least developed countries in the world and accounts for less than 1% of the global GDP (Saco, 2002). The average income per capita for Sub-Saharan Africa today is below what it was in 1970 and the poor continue to become poorer; the average daily income of people in the region living on less than \$1 per day was 62 cents in 1990, in 2001 it decreased to 60 cents per day. Furthermore the number of people in Sub-Saharan living on less than \$1 per day rose from 227 million people (44.6% of the population) in

¹ Printed from the Canadian International Development Agency website at <http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/NIC-5595719-JDD>

1990 to 367 million people (44.0% of the population) in 2002 (United Nations, 2006). Often only 5% of poor people have access to financial services (UNOHRLLS, 2007). Poverty is manifested in deprivation of several human needs such as food, security, shelter, health, well-being and opportunities to transform lives. This is clearly evident in the actual number of people suffering from an insufficient quantity of food defined as enough food to meet daily needs, in Sub-Saharan Africa has increased (United Nations, 2006) though the proportion of the population suffering from an insufficient quantity of food, declined from 36% in 1990 to 31% in 2003. Similarly the proportion of children in Sub-Saharan Africa under five who are underweight, decreased by from 32% in 1990 to 31% in 2002, although the actual number of children increased from 29 million to 37 million (United Nations, 2005).

In Sub-Saharan Africa, over one third of school age children do not attend school on a regular basis and girls are far less likely to attend school than boys (United Nations, 2006). Of those not enrolled in school, 82% live in rural areas (United Nations, 2006). Sub-Saharan Africa has one of the world's lowest adult literacy rates. In a 2006 report UNESCO stated that less than 60% of the population aged 15 and above, approximately 140 million people could read and write with understanding (UNESCO, 2006). Of the illiterate portion of the population, 60% of the population is women (UNESCO, 2007).

As with poverty, hunger and education, disease and weak health systems pose a severe threat to the well-being of the population of Sub-Saharan Africa. The number of deaths among children in the region under age five accounted for almost half of the world's total

child mortality figure. In 2004, 5.2 million children under five succumbed to death, resulting in a child mortality rate of 168 deaths for every 1,000 live births (United Nations, 2006). A mere five diseases, pneumonia, diarrhea, malaria, measles and HIV/AIDS accounted for half of the child mortality deaths, the others can be attributed to weak health systems and conflict (United Nations, 2005). Although the number of child deliveries in Sub-Saharan Africa attended by skilled health care professionals is improving, the maternal mortality rate in 2000 was 920 deaths for every 100,000 live births (United Nations, 2005). Malaria poses another threat as more than 2,000 children in Sub-Saharan Africa die each day from the preventable disease; 900,000 malaria deaths occur in the region each year (United Nations, 2005). Sub-Saharan Africa also has one of the fastest increases in tuberculosis with 281 new cases per 100,000 population segment in 2004 (United Nations, 2006). And although Sub-Saharan Africa has just over 10% of the world's population, by 2005 it was home to more than 64% of all people living with HIV/AIDS and 90% of all children under 15 living with HIV/AIDS. Approximately 59% of the adults in the region with the virus are women — over 13 million women (United Nations, 2006). As of 2003, over 12 million children had lost at least one parent to HIV/AIDS; over 4 million of these children had lost both parents to HIV/AIDS, numbers which rise each year as the HIV/AIDS infection rates continue to soar in most countries of the region (United Nations, 2005).

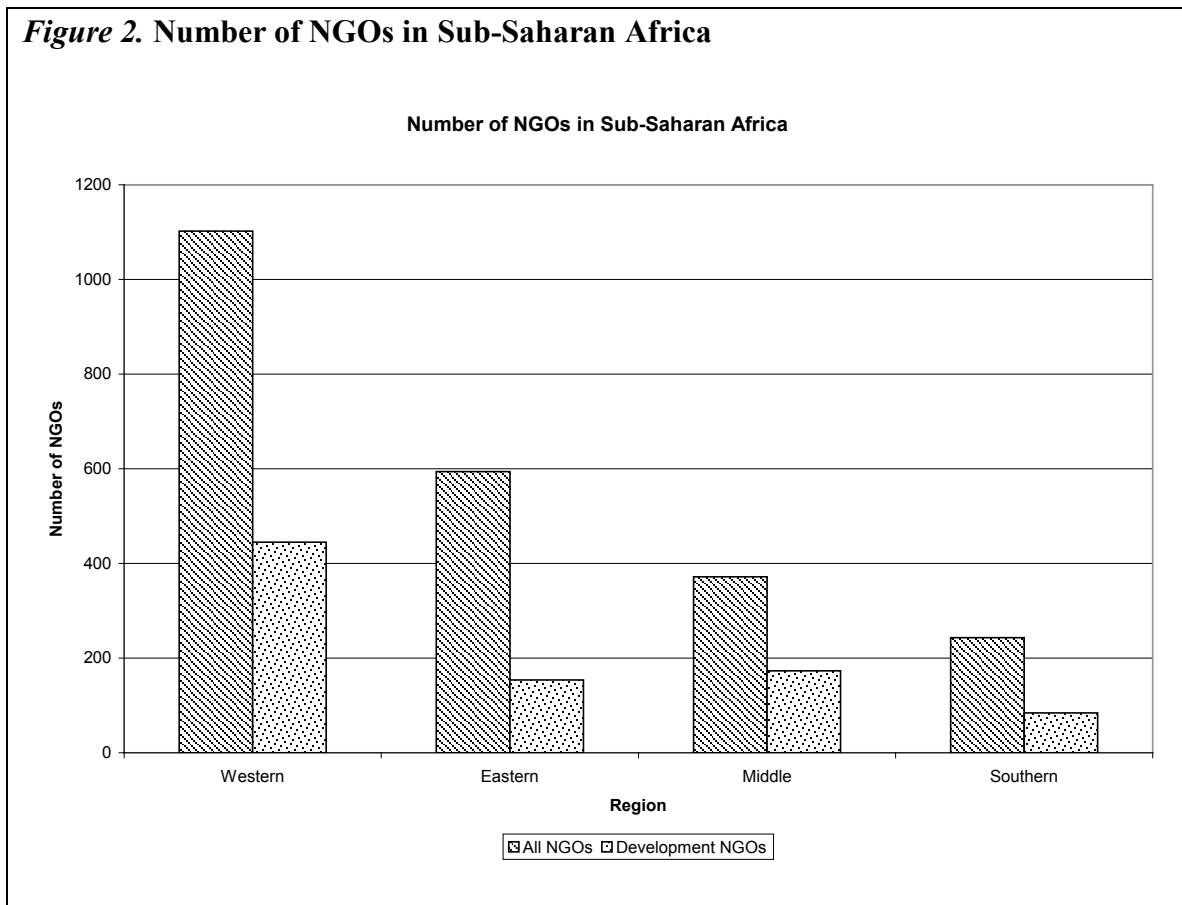
Yet despite the aftermath of HIV/AIDS and other diseases, Sub-Saharan Africa has one of the world's highest population growth rates; 2.2% in 2003. Approximately 37% of Africans now live in cities and it is expected that the figure will rise to more than 50 per

cent over the next 20 years. Unfortunately, 166 million people live in urban slums without adequate access to safe drinking water, electricity sewage facilities, refuse collection or other municipal services (Commission for Africa, 2005). For the population living in rural areas and relying on agriculture and natural resources for income, the problems are no less significant. These individuals must struggle against air pollution, declining water sources and water pollution, deforestation, desertification, decreased soil fertility, and a dramatic decline in biodiversity throughout the region. Given the extreme poverty in the region, few resources are available for managing the environment.

It is not surprising that given the immense needs of Sub-Saharan Africa, the region is home to numerous development organizations, each comprised of even more practitioners, many involved in community-based economic development activities. According to the World Association of Non-Governmental Organizations (WANGO, 2008), of the 2,311 non-governmental organizations based in Sub-Saharan Africa, 900 of the organizations are focused on development work (Figure 2). And of 160 member organizations of InterAction, an alliance of U.S.-based international development and humanitarian nongovernmental organizations, 125 are actively involved in Sub-Saharan Africa (InterAction, 2007). Additionally, each of the major branches of the United Nations is active throughout Sub-Saharan Africa. And each of the 47 countries is governed by a separate and unique government, although a several multi-country partnerships have formed to confront Africa's socio-economic challenges including the African Union (AU) and the New Partnership for Africa's Development (NEPAD).

However, it should be noted that while there are a number of development organizations based and working in Sub-Saharan Africa, these represent just a fraction of the total number of organizations working in the region; this necessitates that the development organizations are sustainable and effectively meet the needs of poorer communities throughout the region.

Figure 2. Number of NGOs in Sub-Saharan Africa



I-B. Community Needs Assessment

Given the extraordinary levels of poverty, hunger, disease and lack of systems and infrastructure throughout the African continent and specifically in Sub-Saharan Africa, the region faces a number of complex development challenges. These challenges hamper

the region's development capacity and impede sustainable development. In order for Sub-Saharan Africa to increase the development capacity and foster sustainable development, these challenges must be met and rectified. Two major development challenges facing Sub-Saharan Africa are (1) the need to revitalize and strengthen educational and training facilities and (2) the need to stem the ongoing flight of Africa's human capital (Sako, 2002). Because the challenges within Africa are best solved by Africans themselves, the need to improve professional education and training opportunities and the need to stem the flight of human capital, are especially crucial for development practitioners.

The African Capacity Building Foundation reports that in many Sub-Saharan African countries, the universities and training centers, including those for community-based economic development, have neither the skills-base nor the facilities to support adequate standards of education (Sako, 2002). Additionally, training and education opportunities for these practitioners are neither widespread nor comprehensive. Further compounding these issues is the unprecedented flight of human capital or "brain drain" from Sub-Saharan Africa. It is estimated that Africa has been losing 20,000 professionals annually since 1990 (Adongo, 2007). This exodus of skilled manpower has intensified the constraints faced by both the public and private sectors.

Taken together, these elements result in the not-fully realized capacity of the community-based economic development practice within Sub-Saharan Africa. This lack of development capacity hampers the socio-economic development desperately needed

throughout the continent and impedes sustainable development. When the skills required for development practitioners are neither gained nor maintained, the practitioner's ability to create a career in development is undermined, eventually to the detriment of the entire practice. It is rarely argued that investing in people is one of the most important factors in economic growth.

An integrated approach, not the piecemeal approach of the past, must be taken to adequately counteract the problems contributing to the hampered development capacity of Sub-Saharan Africa. The role of the region's education and training institutions must be strengthened in order to nurture development professionals through adequate knowledge transfer, practical skills training and critical thinking development. The education and training opportunities available to students and practitioners must also become more comprehensive and widespread.

The partnerships with Western education and training institutions are a key component to this solution (Joseph, 2005). He further stated that, "ideally these partnerships, which bring the substantial capacity of the Western institutions to Sub-Saharan Africa and thereby leverage the region's capacity, will manifest as education and training programs in Sub-Saharan Africa, not in the West (Joseph, 2005). It has also been suggested that engaging the community of African émigrés, the African Diaspora, is a means to increase the capacity of the region. The skilled members of the Diaspora could be utilized as trainers or faculty for the education and training programs or as key relationship builders with partner organizations (AHEAD, 2004).

I-C. Project Target Community

Founded in 1982, the Southern New Hampshire University School of Community Economic Development (SCED) seeks to advance community economic development practice in poor and marginalized communities throughout the world. SCED is recognized as an international leader in education, public policy, research and institution building in the field of community economic development. With professionally active faculty who bring academic and practical experience to the classroom, the focus of SCED's programs is to build the capacity of the policy makers and practitioners of community economic development, providing them with skills in planning, management, finance, and other appropriate development tools which enable them to effectively meet the needs of their communities (SCED, 2008).

The SCED offers the United States only accredited M.S., M.B.A. and Ph.D. programs in Community Economic Development, M.S. program in International Community Economic Development and M.A. program in Community Economic Development Policy. Additionally, the School offers one of the world's premier professional training institutes in development, the Microenterprise and Development Institute (MDI). This institute offers a comprehensive, practitioner focused training program in the areas of community economic development, pro-poor market development and microfinance. To meet the needs of the international and national student body, the SCED offers the M.S. in Community Economic Development at locations in Manchester, New Hampshire and Los Angeles, California, the M.S. program in International Community Economic

Development in at locations in Manchester, New Hampshire and Dar es Salaam and Arusha, Tanzania and the Philippines and the Microenterprise and Development Institute at locations in Manchester, New Hampshire; Accra, Ghana; Southern Africa (SCED, 2008).

In late 2006 after undertaking an exhaustive strategic planning effort, the SCED made the decision to expand their academic and professional training programs in Sub-Saharan Africa. This expansion will offer a means for development practitioners in Sub-Saharan Africa to more fully develop their professional knowledge, skills and capacity, and prepare them to better meet the needs of their communities.

II. Problem Analysis

II-A. Problem Statement

The SCED's limited knowledge of the needs of development practitioners in Africa and the composition of the development sector, potential competition, collaborators or funders is limiting its capacity to offer demand-driven capacity building programs to help build the development sector in the Sub-Saharan Africa.

As stated above, there is a great need in Sub-Saharan Africa to improve professional education and training opportunities and to professionalize most sectors in order to help stem the flight of human capital. After undertaking a strategic planning effort, the SCED feels it is in a unique position to expand its academic and professional training programs in Sub-Saharan Africa. And indeed, the SCED is a recognized leader in providing academic and professional training to the community economic development sector. The School has a committed faculty who along with local experts, bring to the classroom both international expertise and experience from the field. Based on practitioner needs, the School has developed flexible programs, including academic programs, short-term professional development programs and online certificate programs, which allow the practitioners to stay in their communities while participating in the programs. The programs, which emphasize a learner-centered (“learning by doing”) approach, are based on principles which promote critical thinking, utilize participants experience, involve active learning and respect cultural diversity. This approach allows practitioners the opportunity to develop knowledge *and* skills in a hands-on, applied and practical manner, learning both from leaders in the field and from each other.

The significant experience and unique attributes of the SCED, coupled with the growth of technological capacities in Sub-Saharan Africa, a high demand for partnership with outreach programs and regional opportunities, does indicate that the SCED is in a position to expand their capacity building programs. If these expanded programs are sustainable, effective and demand-driven, then there will likely be an improvement in the education and training opportunities in the development sector, the capacity of the development practitioners who attend these programs will be increased and they will be better able to professionalize their sector and meet the needs of their communities. But in order to offer sustainable, effective and demand-driven programs, the SCED must increase their own capacity; specifically to increase their knowledge on and awareness in several key context specific issues and problems.

Currently the SCED possesses limited research on the needs of development practitioners in Sub-Saharan Africa; although the School has collected data from a number of program evaluations and focus groups, this data has not been comparatively analyzed and reported as a cumulative data set. Additionally several SCED faculty and staff members have prepared minutes, notes and reports from meetings with potential collaborators and funders in Sub-Saharan Africa, but again this data has not been integrated, comparatively analyzed and reported as a cumulative data set. Finally, the SCED has limited knowledge on the composition of the development sector in Sub-Saharan Africa, competition within the academic and professional training sector, or potential collaborators and funders. Because of this SCED hasn't yet designed a program that meets the needs of the local practitioners to address context specific development issues in the region.

II-B. Stakeholders

There are a diverse number of stakeholders impacted by the SCED's expansion into Sub-Saharan Africa. The stakeholders can be categorized as (1) the faculty, staff and facilitators of SCED; (2) partner organizations and collaborators of SCED in Sub-Saharan Africa; (3) other academic and training providers; (4) funders; (5) development practitioners in Sub-Saharan Africa who attend the SCED training program; and (6) the communities served by the development practitioners.

The faculty, staff and facilitators of SCED are obvious stakeholders as they are responsible for designing and implementing the School's academic and professional training programs in Sub-Saharan Africa. The expanded training programs, if effective, will increase the School's reputation in the region, but will also require a substantial commitment of time and resources by the School. Partner organizations to the SCED in Sub-Saharan Africa may find the collaboration a means to better achieve their missions and to enhance their reputations, while the SCED will likely find that these partnerships will lend the School access to and credibility with potential program participants.

However these partnerships will also require a substantial commitment of time and resources by the collaborating organizations. Other providers of academic and professional training programs may be impacted by the SCED's programs, as well. These other institutions may face declining enrollments as the School's program increase its reach into the development practitioner community; alternatively the School may face competition with the other providers in securing local experts as facilitators and development practitioners as program participants. All public and private funders of the

SCED's work to expand, and eventually maintain, the expanded training programs will likely find that the relationship provides these funders greater exposure and an increased presence both in the region and in the development sector; the School will be able to leverage all funding investments into creating the best programs possible. However any relationship predicates that the funders invest financial support into the expansion based solely on the School's reputation and previous successes, alternatively the School will be beholden to the funders reporting structures and requests. The last two groups of stakeholders are the development practitioners in Sub-Saharan Africa who attend the SCED training programs and the communities served by these development practitioners. Through successful participation in the academic and professional training programs the practitioners will enhance their skills, knowledge, network and overall development capacity. The communities served by these practitioners will then have the opportunity to work with a more prepared and skilled practitioner. It is the intent of the SCED that thoughtful participation in the training programs will prepare these practitioners to more effectively meet the needs of their communities with innovative and sustainable program design. However, this result will require that the practitioners invest their own time and resources to participate in the programs, while the communities will need to invest their own time, resources and trust when entering into a partnership with the practitioner.

II-C. Project Goals

In program development, the achievement of long-term goals indicates a change in condition, the achievement of intermediate goals indicates a change in behavior and the achievement of short-term goals indicates a change in knowledge, skills and/or resources.

In this project, the long-term goals are two-fold: (1) to build the capacity of SCED to become a leader in providing sustainable, demand-driven academic and professional training programs for development practitioners in Sub-Saharan Africa and (2) to help build the capacity of the development sector in Sub-Saharan Africa to effectively address the emerging needs of poorer communities in the region.

In order to achieve the two long-term outcomes of this project, a number of significant and interconnected intermediate goals must be achieved. These intermediate outcomes – or changes in behavior – include that the curriculum of the academic and professional training programs have an explicit focus on the context of Sub-Saharan Africa, that the facilitators be local experts and that the program participants are development practitioners in Sub-Saharan Africa. Additionally, the SCED will identify and establish collaborative relationships with development organizations and other appropriate partners in the region, along with identifying potential funders to support the programs. These changes in behavior on the part of the SCED will, in turn, create changes in behavior among the practitioners. Development practitioners who attend the SCED academic and professional training programs will be more responsive to the needs of their communities and are more aware of how to develop sustainable, outcomes-based project that meet that needs of these communities. Additionally, they will be able to engage in professional networks through which they can share best practices and build upon each others experience, along with developing a greater awareness of the funding opportunities available to support the work of their organizations. The cumulative effect of these intermediate outcomes will be a change in condition, notably that the SCED will be able

to provide appropriate academic and professional training programs that allow program participants to increase their skill set, knowledge base, analytical abilities and professional networks, thereby preparing the practitioners to effectively meet the needs of their communities through innovative and sustainable program design creating both a rewarding career and respected professional sector.

However, even before the intermediate goals can be achieved, several short-term goals must first be achieved. These short-term outcomes – or changes in knowledge, skills and/or resources – include that the School is better aware of its strengths and weaknesses to offer sustainable, demand-driven academic and professional training programs for the development sector in Sub-Saharan Africa, that the SCED recognizes the full breadth of opportunities (collaborations) and threats (competition) to providing development training programs in Sub-Saharan Africa and that the School is better aware of the composition of the development sector in Sub-Saharan Africa. An increased awareness by the School of their capabilities, opportunities, competition, potential partners and funders will allow the SCED to design and offer training programs which best meet the needs of practitioners in the unique context of Sub-Saharan Africa.

III. Literature Review

To articulate how the SCED can best achieve the afore mentioned goals, this literature review will explore topics related to the development sector and capacity building in Sub-Saharan Africa. Specifically, this literature review will define the key characteristics of two development methodologies and examine the evolution of local economic development in Sub-Saharan Africa. Additionally this literature review will present an array of needs, both general and specific, for training programs and discuss the role of non-governmental organizations in the development sector. Finally, this literature review will present methods to evaluate the impact of training programs, along with a means to ensure best practice in supporting capacity development in the region.

To provide sustainable, effective and demand-driven training programs in Sub-Saharan Africa, the SCED must first understand the ways in which the development methodologies promoted by the School, namely community economic development, differ from the actual development practice, namely local economic development, on the ground in Africa. Community economic development (CED) is a process by which marginalized communities are able to create social change. Formerly disempowered community members are able to create equitable opportunities for community ownership and control of available economic, environmental and social resources. CED is a “bottom-up” approach to development which emphasizes as its core principles the values of impact, scale, sustainability, participation, transparency and inclusiveness.

Local economic development (LED) is a process “by which public, business and non-governmental sector partners work collectively to create better conditions for economic growth and employment generation” in order to “to build the economic capacity of a local area to improve its economic future and the quality of life for all (Swinburn, 2006). LED usually operates on one of two levels – formal or informal. Formal LED is often characterized by the involvement of local and higher-government authorities, along with the formal business sector. Formal LED, also known as local-authority LED, typically focuses on the establishment of business sectors as the means of achieving development. Informal LED is often characterized by the involvement of community-based and non-governmental organizations. Informal LED, also known as community-based LED, typically focuses on building social capital, with an emphasis on income-generating activities, as the means of achieving development. Local-authority LED will often focus on the creation of tax incentives for the formal sector to drive development, while community-based LED will often focus on self-reliance initiatives in the informal sector to drive development (Nel, 2000).

It should be noted that while both CED and LED aim to create positive change in communities, the approaches are quite different. CED embraces a “bottom-up” response to development – interventions are created by the community, for the community. LED, on the other hand, embraces a more “top-down” approach, placing greater reliance on government and external organizations to initiate change. According to the World Bank, “LED is usually strategically planned by local government in conjunction with public and private sector partners” (Swinburn, 2006). And while both CED and LED address the

needs of communities, their definitions of community vary significantly. CED defines a community as a group of individuals and households that share a common space, identity or interest. LED defines a community solely on the basis of a shared space, and in this case, geographic locality. It is essential for SCED to realize the differences between CED and LED and to account for them in the School's program curriculum. If SCED is to have a positive impact on the development sector, it cannot merely add another methodology to the mix; instead it must provide an argument for a new approach to development in the region. However, beyond just understanding the differences between the methodologies, the SCED must also realize why these differences came to be in the practice. The SCED must understand the evolution of LED in Africa.

Since the mid-1990s, LED has been widely recognized as a means to eradicate poverty and to encourage self-reliance throughout Southern Africa, especially in South Africa. Beginning with the post-apartheid reconstruction policies, the national policies in South Africa have assumed – and even designated – local government authorities to act as the key change agents for development, specifically tasking them “to respond to the developmental needs faced in their localities, with a specific focus on the poorest members of society” (Nel, 2005). In 1998, the concept of “developmental local government” was introduced by the national government of South Africa. Defined as a “local government committed to working with citizens and groups within the community to find sustainable ways to meet their social, economic and material needs and improve the quality of their lives,” this new developmental local government was also charged with “involving and empowering citizens and stakeholder groups in the development

process to build social capital and to generate a sense of common purpose in finding local solutions for sustainability” (Nel, 2005). In 2000, the national government introduced the concept of Integrated Development Planning, a “participatory approach to integrate economic, sectoral, spatial, social, institutional, environmental and fiscal strategies in order to support the optimal allocation of scarce resources between sectors and geographic areas and across to population in a manner that provides sustainable growth, equity and empowerment of the poor and the marginalized” (Nel, 2005). These policies, while comprehensive, place the impetus for development with the local government authorities and not with the community, community-based organizations or non-governmental organizations. As a result, a local-authority style of LED has become the predominant form of LED throughout South Africa – and is now being exported throughout Africa. Unfortunately, the local government authorities often face a shortage of resources, training and skilled staff. Consequently a wide-range of LED strategies have been adopted by local authorities – from the establishment of local sewing schemes to chicken cooperatives to Industrial Development Zones – all with varying degrees of success (Nel, 2005).

Just as the practice of LED evolved in South Africa, the needs of development practitioners have evolved over time. While general needs exist throughout the sector, specific needs exist in Africa. To provide effective training programs which meet the needs of the regions development practitioners – and ultimately the poorer communities, the SCED must recognize and then address these needs with a curriculum that provides an appropriate program design. A review of the literature provides a general scope of

development training needs, along with associated recommendations. Most recently, the Commission on Education for International Development Professionals identified the following four principles for developing practitioner training (2008):

(1) Current training for development practitioners does not sufficiently integrate science, engineering and policy; (2) A systematic approach to training needs to consider the full life-cycle of skills required by professionals; (3) Training should include a greater “practical” element; (4) Improvement of training must include institutions and students from the developing world. (p. 1)

The importance of a focus on the local context and the use of local experts in practitioner training are illustrated by the research of Moy (1992) and Hoppin (1994). After analyzing ten studies on the roles and competencies of human resource development (HRD) practitioners undertaken in four countries over a period of thirteen years, Moy found that a significant gap exists between practitioner roles as described in research and practitioner roles in actual practice (Moy, 1992). Moy contends a more accurate information base is especially important to “individuals considering a HRD career, practitioners seeking to upgrade knowledge and skills to perform new or expanded roles, managers of HRD functions; and providers of learning programs for current and future practitioners” (Moy, 1992). While assessing the needs of career development facilitators, Hoppin found that training was not only viewed as an essential element of maintaining a valuable skill set, but it was also important that the training is “tailored to the needs of facilitators in specific work sites” (Hoppin, 1994). Based on the assessment results,

Hoppin's recommendations included focused training for practitioners, along with increased knowledge on program management, implementation and assessment (formal and informal) techniques (Hoppin, 1994). Hoppin also recommended that training be conducted by experienced trainers who could serve as role models for the practitioners (Hoppin, 1994).

In addition to these general training needs of the development sector, there are also a number of needs specific to the practice in Africa. In the time since LED was embraced as a means to eliminate poverty and build civil society in South Africa, a number of trends, or more specifically deficiencies, have emerged from the sector. These deficiencies include: (1) a lack of effective training on LED strategies; (2) a lack of responsive and long-range programs; (3) a lack of cooperation, coordination and collaboration among stakeholder groups; (4) a difficulty in advancing community-projects into income-generating projects; (5) a national bias towards urban business sectors at the expense of rural areas and indigenous businesses; (6) inequitable funding opportunities throughout the country; (7) the lack of a theoretical and conceptual framework for building the practice; (8) the lack of a shared vision and common understanding of LED planning and implementation; and (9) the lack of a substantial contribution to the practice by tertiary research and academic institutions (Xuza, 2007).

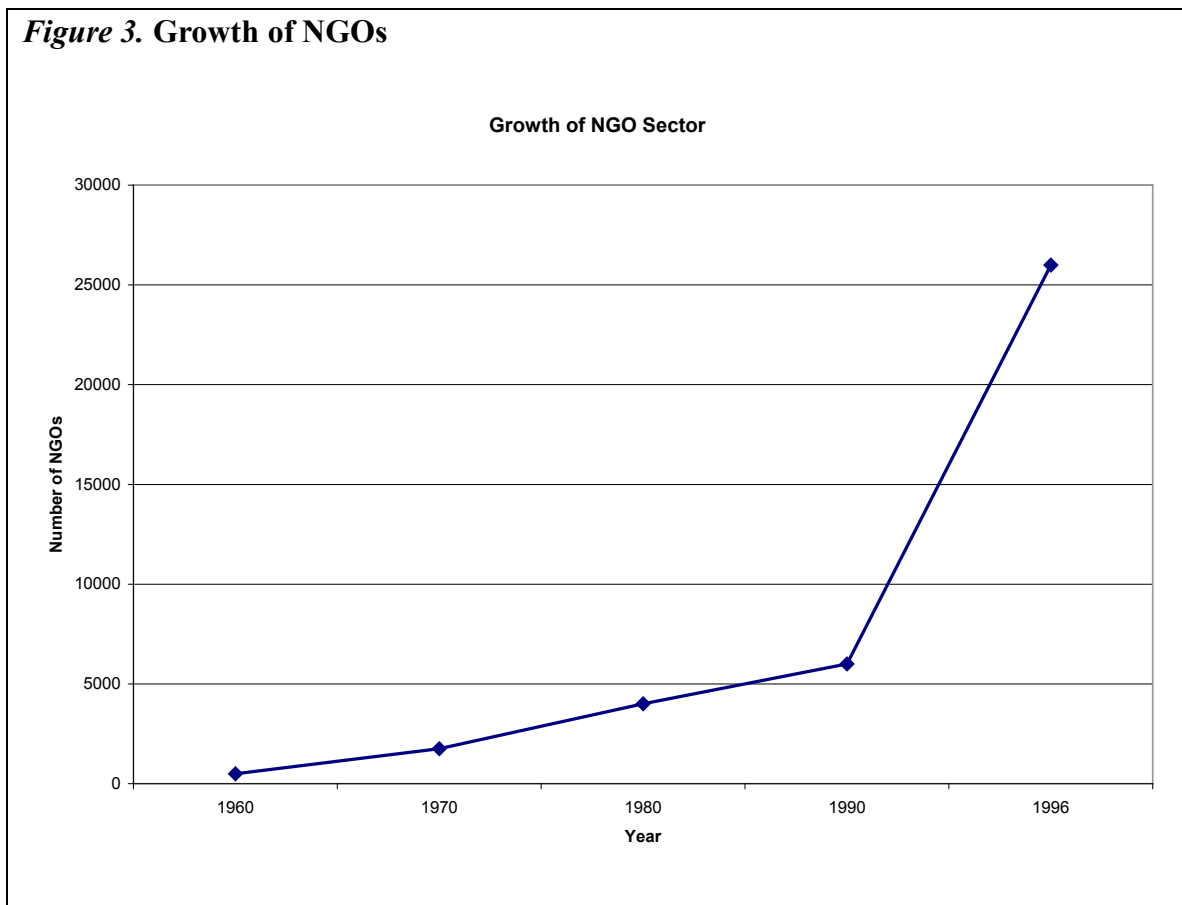
These trends call for a re-conceptualized LED practice in South Africa. However, Nel states that the current practice "should not be treated as a dead-end street; instead, it should rather serve as a prompting to the state and other agencies to embark on

meaningful efforts to introduce realistic policy, support, training and funding programs” (Nel, 2000). He further contends that LED can no longer be the prerogative of local government only and instead asserts that the roles of the private sector, community-based and non-governmental organizations need greater recognition and assistance as they have key roles to play in filling the development gap. Xuza (2007) calls for a new practice of LED – one which “achieves a common understanding of economic development, its planning process and appropriate program development, tools and instruments required to implement it, and expected results that have the potential to go beyond job creation to ensuring effective community beneficiation.” Additionally, he argues that “the role of tertiary [research and academic] institutions in LED practice is not only supportive in the development of (rural area, small towns, economic sector) programs and policies but creates a skills base for practitioners who implement them and career options for students and young professionals” (Xuza, 2007). The SCED is poised to help shape this new development practice in Sub-Saharan Africa. By offering training programs appropriate to the context of the region and facilitated by local experts, the School can provide both fundamental and advanced theory and skills training, promote a common vision and provide a platform for greater cooperation through stakeholder groups. This will ultimately result in a more robust development practice which is not only better prepared to meet the needs of the communities it serves, but also to retain the practitioners of the sector.

However, the SCED must also possess a more complete understanding of key stakeholder groups, specifically non-governmental organizations (NGOs). As Nel (2000) stated, a re-

conceptualized development practice must involve greater recognition of and participation by the region's NGOs. Essential in the evolution of a more community-oriented approach to development in Africa is a respected cadre of NGOs which can bring leadership to the sector and encourage collaboration among the stakeholders. Just as the practice of LED experienced unprecedented growth in the 1990s, the prevalence of NGOs also increased rapidly during that time. As illustrated in Figure 3, it is estimated that the number of international NGOs rose from 6,000 in 1990 to 26,000 in 1996 with nearly one-fifth of the world's thirty-seven thousand international NGOs formed in the 1990s (McGann, 2006).

Figure 3. Growth of NGOs



The NGO community encompasses a wide variety of local, national and international organizations, including not-for-profit, civil society, community-based and private volunteer organizations. Many NGOs may have a specific focus, such as the environment, trade policy or democracy building; others are more multifaceted, focusing on either chronic problems such as poverty, hunger and disease, or acute problems such as disaster relief (Aall, 2000). The growth of NGOs in the 1990s was largely fuelled by the perceived inability of the public and private sectors “to respond to the social, economic, and political consequences of rapid advances in science and technology, growing economic interdependence, and political fragmentation” (McGann, 2006). He added that a growing number of international concerns, such as pandemics and global warming required a coordinated response which created a further need for new partners and approaches to solving global issues. And NGOs do have the ability to make a significant impact. The strengths of NGOs include their "proximity to their members or clients, their flexibility and the high degree of people's involvement and participation in their activities, which leads to strong commitments, appropriateness of solutions and high acceptance of decisions implemented" (Chege, 1999). Consequently, NGOs can provide sustainable, efficient, innovative and cost-effective approaches to difficult social and economic problems. NGOs can also promote civic participation, encourage good governance and help maintain accountability in the private sector, public sector, and international bureaucracies. In countries where the public sector is perceived to be corrupt, NGOs are seen as a means to effect social change while avoiding corrupt governments. As such, there has been a tremendous growth in the resources provided to NGOs by donors in recent decades, much of it beginning in the 1990s. The United

States, for example, was channeling more than 30 percent of its international aid through NGOs by 1996 (Chege, 1999). But the work of NGOs is not without criticism. Some argue that NGOs may create a dependency as they continue to provide services that would typically be provided by the government, create overlap in work efforts due to a lack of network and coordinated efforts, have become more concerned with making money than providing services or find their work influenced by the sources of their funding (Chege, 1999). Furthermore, some critics argue that NGOs themselves are not above corruption. A lack of oversight and evaluation instruments can make it difficult to hold NGOs accountable for how they use their funds, how they operate, and the results achieved through their work (McGann, 2006). But because NGOs play a significant role in maintaining international accountability, it is vital that the NGO community itself commits to developing their own means of accountability and transparency. To counter the criticisms of NGOs, it has been suggested that the community engage in greater coordination between NGOs and cooperation governments, along with creating a credible, unified set of best practices that can be verified for NGOs worldwide (McGann, 2006). Once again, if developed for the specific context of the challenges and needs of the sector in Sub-Saharan Africa, the training programs of the SCED can provide a platform for greater collaboration and cooperation among the stakeholders, promote best practices for the sector and help create a more sustainable practice in the region.

Although a review of the literature provides key recommendations for developing training programs which meet the needs of various stakeholders, a training program will not be sustainable, effective or demand-driven practitioner without thorough evaluation

and analysis. It is essential to continually evaluate training programs to both assess the impact of the program and to identify ways in which the program can be improved to better ensure its effectiveness. In the 1950's Kirkpatrick developed a four-level method for evaluating training programs known as the Kirkpatrick Training Evaluation Model; this model has become the industry standard and most widely used model for evaluating training programs (Chapman, 2007). The four levels of the Kirkpatrick Model are as follows: (1) Reaction of student; (2) Learning; (3) Behavior; and (4) Results. The first level of evaluation, Reaction of Student, measures what the training participants thought and felt about the training experience; this is measured through feedback forms, post-training surveys and questionnaires (Chapman, 2007). The benefits of level-one measurement, which is the least complex and costly of the four levels, include a means to gain immediate feedback on participant satisfaction with the experience (GLAKA, 2004). The second level of measurement, Learning, measures the increase in knowledge and/or capability as a result of the training experience; this is typically measured through pre- and post-training assessments or tests (Chapman, 2007). The primary benefit of level-two measurement is that it provides more conclusive evidence of the effectiveness of the training program (GLAKA, 2004). The third level of measurement, Behavior, measures the extent of learning from the training experience is implemented by the participant in their work; this is measured through longitudinal interviews and observation (Chapman, 2007). The benefit of conducting level-three measurement is an indication of the types of impacts – such as productivity, cost, time and quality – that occur as a result of the training (GLAKA, 2004). The fourth level of measurement, Results, measures the effects the business and/or environment as a result of the practitioner's work performance

(Chapman, 2007). The benefits of level-four measurement, which is the most complex and costly of the four levels, are that the impact to the “bottom line” can be determined and that business objectives and goals can be tied to the training experience (GLAKA, 2004).

In the late 1990’s a fifth level was added to the Kirkpatrick Model to more accurately measure the impact of training on a company’s financial returns; this fifth level of measurement is known as the Philips Return on Investment (ROI). Measurement of ROI is a complex and costly process which includes longitudinal measurements of the data group and the use of control groups. The ROI can measure the impact of training on the participant or the participant’s manager through five processes: (1) Satisfaction, (2) Learning, (3) Job Impact, (4) Business Results, and (5) Value; note that it is the fifth process which distinguishes the ROI model from the Kirkpatrick model (GLAKA, 2004). Ultimately the ROI measurement produces a scorecard which indicates the monetized benefit from training; it can make the elusive link between training and impact. The additional information generated through the ROI measurement can provide the additional information organizations require to develop more effective, efficient and innovative training programs. While it is unlikely the SCED has the resources to conduct a ROI analysis of their training programs in the near future, the School must undertake the highest level of evaluation they are able in order to measure the gaps in their own training programs. The School must then commit to a regular evaluation process which does more than merely measure participant satisfaction, but also measures learning over time and the impact of training to the practice. It will be through these evaluation

processes that the School can ensure that they are offering sustainable, effective, demand-driven academic and professional training programs to practitioners in an ever-evolving sector.

However, in order to have the greatest impact on the development sector in Sub-Saharan Africa, the SCED must ensure that beyond the provision of sustainable, demand-driven training programs the School is also engaged in the promotion of the sector's capacity development. *Capacity* can be defined as “the ability of people, organizations and society as a whole to manage their affairs successfully” (OECD, 2006). *Capacity development* can be defined as the process “whereby people, organizations and society as a whole unleash, strengthen create, adapt and maintain capacity over time” (OECD, 2006). And the *promotion of capacity development* can be defined as “what outside partners – domestic or foreign – can do to support, facilitate or catalyze capacity development or related change processes” (OECD, 2006). Country capacity is a critical, but often missing, component for a country to effectively engage their skilled workers, provide good governance and achieve sustainable development. Development is most effective and sustainable when a country has ownership of their development processes and programs. However capacity, ownership and development often exist as a self-perpetuating cycle: country ownership of the development processes and programs is rooted in the country's capacity to exercise ownership of these processes and programs and achieve sustainable development, which in turn increases capacity, ownership and development. Unfortunately it is unlikely that ownership of development processes and programs will emerge in the absence of sufficient local capacity, which in turn hinders

development. This gap between capacity and ownership provides a role for organizations to help build and promote country, sector and practitioner capacity development through partnerships that facilitate access to knowledge, provide resources to help overcome impediments to change processes and create opportunities for gaining practical skills and knowledge (OECD, 2006). But for these partnerships to have the greatest impact it is important that (1) the capacity development is led by the country itself, with donors and partner organizations playing a supporting role and (2) the capacity development is designed within the broader political and social context of the place - whether that be a region, country or village (OECD, 2006). Consequently, the United Nations Development Program (OECD) has identified a process to ensure better practice by organizations engaged in capacity development. The first step in the process is to ask “capacity for what?” and to focus on the specific capacities required to accomplish clearly defined outcomes (OECD, 2006). The second step of the process is to search for a “best fit” approach to supporting capacity development, specific to the context and circumstances of the place, using a systematic method that addresses both the levels and the steps of capacity development (Appendix A presents this approach as a matrix). This method, although systematic, encourages imaginative thinking and flexible program design by giving appropriate attention to the critical issues of supporting capacity development. The four steps of capacity development within this approach are: (1) understanding the international and country contexts; (2) identifying and supporting sources of country-owned change, (3) delivering support; and (4) learning from experience and sharing lessons (OECD, 2006). Each of these four steps can then be considered at three levels of capacity development: (1) enabling environment; (2)

organization; and (3) individual (OECD, 2006). This “best fit” approach to capacity development – when coupled with a flexible program design that incorporates methods tailored to the specific circumstances and context of the place – will result in appropriate, affective and sustainable means of supporting capacity development.

Ultimately, the SCED wants to become an accepted leader in providing sustainable, demand-driven academic and professional training programs to development practitioners in Sub-Saharan Africa. The SCED also wants to support the development sector in Sub-Saharan Africa to become a highly professionalized field offering effective services to address the emerging needs of poorer communities throughout the region. But in order to become a leader in providing development practitioner training programs in Sub-Saharan Africa, the School must first develop its own capacity to provide these programs in a manner that addresses gaps in the sector and meets the needs of the diverse practitioners. It is then through the provision of training programs which are appropriate to the context and needs of the development sector in Sub-Saharan Africa that the School will be able to support the capacity development of the sector. This will in turn result in a more professionalized development sector which is able to better address the emerging needs of poorer communities throughout the region.

IV. Project Design/Logic Model

The long-term outcomes of this project are two-fold: (1) to help build the capacity of SCED to become a leader in providing sustainable, demand-driven academic and professional training programs for development practitioners in Sub-Saharan Africa and (2) to help build the capacity of the development sector in Sub-Saharan Africa to effectively address the emerging needs of poorer communities in the region.

In order to achieve the two long-term goals a number of intermediate outcomes must be achieved. These intermediate outcomes are (1) increased attendance by local development practitioners in the SCED Sub-Saharan Africa training programs; (2) The curriculum of the SCED Sub-Saharan Africa training programs has an explicit focus on the Sub-Saharan Africa development context; (3) the facilitators of the SCED Sub-Saharan Africa training programs are predominantly local development experts; (4) development practitioners who attend the SCED training programs are more responsive to the needs of their communities and are more aware of how to develop sustainable, outcomes-based project that meet that needs of these communities; (5) development practitioners who attend the SCED training programs are able to network with colleagues, sharing information and building upon each others experience; (6) development practitioners who attend the SCED training programs are better able to secure funding to support their organizations; and (7) partnerships and collaborations with local development organizations have been established by the SCED.

Prior to achieving the intermediate goals, several short-term goals must first be achieved.

The short-term outcomes for this project are: (1) SCED is better aware of the specific needs of the development practitioners in the region; (2) SCED is better aware of its strengths and weaknesses to offer sustainable, demand-driven academic and professional training programs for the development sector in Sub-Saharan Africa; (3) SCED recognizes the opportunities and threats to providing development training programs in Sub-Saharan Africa; and (4) SCED is better aware of the composition of the development sector in Sub-Saharan Africa.

The logic model, which provides the outcomes, outputs, activities and inputs in a table format, for this project is as follows:

Table 1. The Logic Model

Long-term outcomes	The SCED is an accepted leader in providing sustainable, demand-driven academic and professional training programs to development practitioners in Sub-Saharan Africa.		Development sector in Sub-Saharan Africa is a highly professionalized field offering effective services to address the emerging needs of poorer communities throughout the region.	
Intermediate outcome	Increased attendance by local development practitioners in the SCED Sub-Saharan Africa training programs.	The curriculum of the SCED SSA training programs has an explicit focus on the Sub-Saharan Africa development context.	Partnerships and collaborations with local development organizations have been established by the SCED.	Development practitioners who attend the SCED training programs are more responsive to the needs of their communities and are more aware of how to develop sustainable, outcomes-based project that meet that needs of these communities.
	The facilitators of the SCED Sub-Saharan Africa training programs are predominantly local development experts.	Development practitioners who attend the SCED training programs are able to network with colleagues, sharing information and building upon each others experience.	Development practitioners who attend the SCED training programs are better able to secure funding to support their organizations.	
Short-term outcomes	SCED is better aware of the specific needs of the development practitioners in the region.	SCED is better aware of its strengths and weaknesses to offer sustainable, demand-driven academic and professional training programs for the development sector in Sub-Saharan Africa.	SCED recognizes the opportunities and threats to providing development training programs in Sub-Saharan Africa.	SCED is better aware of the composition of the development sector in Sub-Saharan Africa.
Outputs	Needs assessment report of development practitioners in Sub-Saharan Africa.	SWOT Analysis report on the development training sector in Sub-Saharan Africa.	Landscape analysis of the development sector in Sub-Saharan Africa.	
Activities	Needs assessment and evaluation of past SCED development training programs in SSA and USA.	Analyze SCED internal reports related to development of academic and training programs.	Analyze development sector in Sub-Saharan Africa for potential collaborators and competition.	Classification of development organizations in Sub-Saharan Africa.
Inputs	Survey instrument, MDI training evaluations, focus group data, office equipment, technology and internet access and engaged stakeholders.	SCED internal reports, office equipment, technology and internet access and engaged stakeholders.	Office equipment, technology and internet access and engaged stakeholders.	

To achieve the short-term outcome in which the SCED is better aware of the specific needs of the development practitioners in Sub-Saharan Africa, a needs assessment and evaluation of SCED training programs in Sub-Saharan Africa and the United States was produced and will be presented to the faculty and staff of SCED. The needs assessment was developed by analyzing survey results gathered by the primary researcher, along with training program evaluation form and focus group data previously gathered by the SCED.

To achieve the short-term outcome in which SCED is better aware of its strengths and weaknesses to offer sustainable, demand-driven academic and professional training programs for the development sector in Sub-Saharan Africa *and* in which SCED recognizes the opportunities and threats to providing development training programs in Sub-Saharan Africa, a SWOT Analysis on the SCED and on the development training sector in the region was produced and will be presented to the faculty and staff of SCED. This analysis was produced using internal SCED reports related to the development of academic and training programs in the region, along with primary research on the region's development sector.

To achieve the short-term outcome in which SCED is better aware the composition of the development sector in Sub-Saharan Africa, a landscape analysis of the development sector in Sub-Saharan Africa was produced and will be presented to the faculty and staff of SCED. This analysis presents a classification of development organizations, specifically NGOs, in Sub-Saharan Africa, along with a classification of other training providers in the region. The analysis also provides a description of the current funding climate for development organizations in the Sub-Saharan Africa. This analysis was

produced using primary research on the development sector and funders, along with SCED internal reports related to development of academic and training programs.

V. Methodology and Implementation Plan

V-A. Methodology

A combination of different research methods and project management tools was used to draw concrete recommendations for capacity building initiatives, specifically for demand-driven capacity building initiatives in Sub-Saharan Africa such as those being undertaken by the SCED. To achieve the anticipated long-term capacity building outcomes for this project, the activities and outputs previously outlined must first be achieved. These activities and outputs were completed exclusively by the primary researcher. Due to the unique nature of this project, there was no staffing and no host organization for the project. However, several stakeholder groups had an important role in the process. The SCED, along with the development practitioners who have attended SCED development training programs, were key sources of data for this project. In the timeframe beyond the scope of this project, the active participation and buy-in of the SCED, potential collaborators and funders will be essential in order to realize the project outcomes. To help ensure their participation and buy-in, the results of the project outputs will be disseminated to these stakeholders through clear, concise and informative reports.

The first output is a needs assessment report of development practitioners in Sub-Saharan Africa. The purpose of this assessment is to highlight the perceived needs of development practitioners who have attended the SCED development training programs. Analysis of both primary and secondary research was used to construct the needs assessment report. Specifically, primary research consisted of a survey to recent participants in the SCED practitioner training programs in South Africa and the United States. The survey data, which is comprised of both quantitative

and qualitative data, was then analyzed for trends using frequencies of occurrence and other statistical analyses. The secondary research for the needs assessment entailed obtaining the evaluation forms and focus group data from the SCED practitioner training programs in South Africa, Ghana and the United States; this secondary research data was provided by the SCED. The data, which again is comprised of both quantitative and qualitative information, was analyzed for trends using frequencies of occurrence and other statistical analyses.

The second output is a SWOT analysis report on strengths and weaknesses of the SCED to offer training programs in Sub-Saharan Africa and the opportunities and threats for providing training program to the development training sector in Sub-Saharan Africa. Analysis of secondary sources was used to construct the SWOT analysis. To determine the strengths and weaknesses of the SCED to offer sustainable, effective and demand-driven training programs in Sub-Saharan Africa, internal reports of the SCED were reviewed and analyzed by the researcher. The SCED provided these reports to the researcher. To determine the opportunities and threats associated with providing training programs to the development sector in Sub-Saharan Africa, data gathered from published literature and internet sources were reviewed and analyzed by the primary researcher. The primary researcher identified and gathered this data from the secondary sources.

The third output is a landscape analysis of the development sector in Sub-Saharan Africa. The purpose of the landscape analysis is three-fold, to provide (1) a classification of development organizations in Sub-Saharan Africa, including breakdowns by country, sector and, if possible, size of the organization; (2) information on the current funding climate in Sub-Saharan Africa;

and (3) analysis of potential program collaborators, as well as program competitors. Analysis of secondary research was used to construct the landscape analysis. To determine the composition of the development sector in Sub-Saharan Africa, data gathered from published literature and internet sources was reviewed and analyzed by the primary researcher. The primary researcher identified and gathered this data from the secondary sources. The data was analyzed for specific information, along with trends in the sector. In addition to a narrative, the data was converted into visual representations, such as charts, tables and graphs, as appropriate.

V-B. Implementation

The implementation plan for this project is outlined in the GANTT chart below. This chart lists the specific activities necessary to achieve each output, along with the timeline for completion of these activities. Following this implementation plan is essential to the successful completion of this project.

Table 2. The Gantt Chart: 2007-2008

Implementation Plan																
Activity	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Output
1. Develop and Launch MDI and NGO Surveys																Cover letter and survey to 312 alumni and 125 NGOs
2. Gathering of Data: Gather data for 1. Needs Assessment 2. SWOT Analysis 3. Landscape Analysis																1. SCED training program evaluation form and focus group data. 2. SCED internal documents related to training programs in Sub-Saharan Africa; and 3. Raw data on development NGOs, potential collaborators, competition and funders in Sub-Saharan Africa.
3. Analysis of Data: Analyze all data for trends, insights and result related to: 1. Needs Assessment 2. SWOT Analysis 3. Landscape Analysis																1. Identify perceived needs of practitioners in SSA; 2. Identify SCED's strengths and weaknesses for providing development training in Sub-Saharan Africa, along with opportunities and threats to SCED in providing development training in Sub-Saharan Africa; and 3. Classify sector composition
4. Compilation of Results: compile all results into Final Report as: 1. Needs Assessment 2. SWOT Analysis 3. Landscape Analysis																1. Needs assessment of development practitioners in Sub-Saharan Africa. 2. SWOT analysis on the development training sector in Sub-Saharan Africa, specifically on strengths and weaknesses of the SCED to offer training programs in Sub-Saharan Africa and the opportunities and threats of the development training sector in Sub-Saharan Africa. 3. Landscape analysis of the development sector in Sub-Saharan Africa.

V-C. Budget

The budget for this project was relatively modest as many of the activities were focused on analyzing data and information from surveys, forms, focus groups and the literature. The budget does, however, reflect costs for internet access, books and other paid literature sources.

Additionally the budget includes line items for office equipment and supplies.

The project budget is as follows.

Table 3. The Summary Project Budget

Item	Amount
Internet Access (15 mo.)	\$495
Office Equipment (Computer, Printer)	In Kind
Office Supplies (Paper, Toner, Photocopies, Writing Instruments, etc...)	\$35
Books and other literature sources	\$250
Total Project Budget	\$780

VI. Monitoring Plan

A variety of project management tools were used to report progress on this project and to ensure that the project was completed on time. Specifically, the project manager utilized monthly monitoring reports as the primary method of project management. A detailed monitoring plan is an indispensable tool to ensure that project activities are completed as scheduled and that appropriate inputs are available for the project and that the project outputs are achieved as envisioned by the project manager and key stakeholders.

The primary researcher took sole responsibility for monitoring the progress of the activities related to the project outputs. Due to the research oriented nature of this project, each output was comprised of similar activities. These included identifying of data sources, gathering raw data, analyzing the data and reporting results of the data analysis.

The monitoring plan provides target start and end dates for the project activities laid out in the GANTT charts. In addition to accounting for the dates associated with an activity, the monitoring report also the status of the activity, whether completed, partially completed or not started, and the timeline of the activity, whether ahead of schedule, as planned or delayed.

Additionally, the plan requires an explanation for delayed activities and allows for the creation of alternate actions. The monitoring plan also requires a comparison of the target goal to the actual attainment of related output.

The initial monitoring plan is illustrated in the tables below.

Table 4. The Monitoring Plan

The Monitoring Plan							
Activities	Person Responsible	Dates	Status: Fully Completed/Partially Completed/Not Started	Timelines: Ahead of Schedule/As Planned/Delayed	Explanation for Delay	Alternative Action	Attainment of Output
1. Develop NGO and MDI Surveys and Cover Letter	S. Stuart	Start: 02/02/07 End: 03/09/07	Completed	As Planned			Target: 3 letters, 3 surveys To Date: 3 letters, 3 surveys
2. Launch NGO and MDI Surveys	S. Stuart	Start: 03/09/07 End: 05/31/07	Completed	As Planned			Target: 150 responses To Date: 64 responses
3. Gather SCED internal files related to training programs in region	S. Stuart	Start: 12/01/07 End: 12/31/07	Completed	As Planned			Target: unknown amount of data To Date: 19 files
4. Gather evaluation form and focus group data from SCED's training program	S. Stuart	Start: 03/21/08 End: 04/04/08	Completed	As Planned			Target: 3 sets of forms, 3 focus group To Date: 1 set of forms, 1 focus group
5. Gather data on development sector	S. Stuart	Start: 03/24/08 End: 04/09/08	Completed	As Planned			Target: NGOs, funders, collaborators/competitors To Date: variety of NGOs, funders, collaborators/competitors
6. Analyze MDI and NGO Survey Data	S. Stuart	Start: 06/28/08 End: 12/31/07	Completed (after initial delay)	As Planned			Target: 64 surveys To Date: 64 surveys
7. Analyze all SCED internal documents files	S. Stuart	Start: 01/03/08 End: 04/07/08	Completed	As Planned			Target: 19 files To Date: 19 files
8. Analyze SCED evaluation forms and focus data	S. Stuart	Start: 04/05/08 End: 04/14/08	Completed	As Planned			Target: 1 set forms, 1 focus group To Date: 1 set forms, 1 focus group
9. Analyze raw data for sector classification.	S. Stuart	Start: 04/06/08 End: 04/07/08	Completed	As Planned			Target: Data analyzed To Date: Sector analysis
10. Conduct SWOT analysis	S. Stuart	Start: 04/07/08 End: 04/09/08	Completed	As Planned			Target: SWOT identified To Date: SWOT identified
11. Compile landscape analysis results	S. Stuart	Start: 04/15/08 End: 04/20/08	Completed	As Planned			Target: Results To Date: Results
12. Compile needs assessments analysis data	S. Stuart	Start: 04/15/08 End: 04/20/08	Completed	As Planned			Target: Results To Date: Results
13. Compile SWOT analysis results	S. Stuart	Start: 04/15/08 End: 04/20/08	Completed	As Planned			Target: Results To Date: Results

VII. Evaluation

The purpose of this project was to increase the SCED's capacity to offer demand-driven capacity building programs to help build the development sector in the Sub-Saharan Africa by enhancing increasing the School's knowledge of the needs of development practitioners in Africa and the composition of the development sector, potential competition, collaborators or funders. The increased capacity of the SCED will, in turn, allow the SCED to (1) become a leader in providing sustainable, demand-driven academic and professional training programs for development practitioners in Sub-Saharan Africa and (2) help build the capacity of the development sector in Sub-Saharan Africa to effectively address the emerging needs of poorer communities in the region. To achieve these long-term goals, a number of activities and outputs were identified as critical steps to achieve the short-term and intermediate outcomes that are ultimately essential for the achievement of the long-term goals. Due to the accelerated timeline of this project, only the completion of outputs could be achieved by the primary researcher. Evaluation of the short-term, intermediate and long-term outcomes will have to be evaluated by the SCED after the implementation of the recommendations of this research. At this time, based on attainment of the outputs, the eventual achievement and impact of the short-term, intermediate and long-term outcomes can only be speculated on by the primary researcher.

Achievement of the project's four short-term outcomes will be identified by an increase in the SCED's knowledge of four main topics. These knowledge areas are (1) the specific needs of development practitioners in Sub-Saharan Africa; (2) the School's strengths and weaknesses to offer sustainable, demand-driven training programs in the region; (3) the opportunities and threats to providing training programs in the region; and (4) the composition of the development sector in the region. This change in

knowledge can best be evaluated by conducting one-on-one interviews with members of the SCED faculty and staff.

It is the intention of this project that the increase in SCED's knowledge will impact the design of the School's training programs in Sub-Saharan Africa, leading to increased participation by the regions development practitioners in these training programs. Such changes in behavior can be identified by evaluating (1) the attendance rates of local development practitioners in the SCED's program over time; (2) the extent to which the SCED's training program curriculum focuses on case studies and issues relevant to the context of Sub-Saharan Africa; (3) the number of local development experts serving as facilitators in the SCED's training programs (4) the number of partnerships the SCED has established with local development organizations, (5) the increased ability of training program participants and alumni to network with colleagues; (6) the increased ability to secure funding to support development work by the training program participants and alumni; (7) the improved ability of training program participants and alumni to develop responsive and sustainable solutions to meet the needs of their communities; and (8) the increased satisfaction of the communities served by the training program participants and alumni. The first four of these indicators can be evaluated by annually reviewing the training program curriculum, facilitator biographies, attendance rates and marketing materials. The fifth indicator can best be evaluated by tracking the number of local and regional networking groups for development practitioners, the number of times the groups meet and the types of interactions facilitated by the groups. The sixth indicator can be evaluated through a simple pre- and post- training program survey to the training program practitioners and alumni to capture their awareness of funding opportunities (Kirkpatrick's Level 2 evaluation), along with tracking the number of grants awarded to the practitioner's

organizations in support of their development work. The two final indicators can be evaluated a number of ways. These include a pre- and post- training program survey to the practitioners or a survey to the managers of the training program alumni (Kirkpatrick's Level 2 evaluation); both of these surveys would attempt to capture the perceived ability of the practitioners to develop sustainable solutions. The fifth indicator could also be evaluated by conducting focus groups with community members to capture their perceptions of the practitioner's abilities (Kirkpatrick's Level 3 evaluation).

Once the intermediate outcomes have been achieved, the SCED will be in a position to achieve the long-term outcomes of this project. The long-term outcomes will represent a change in condition in the development sector of Sub-Saharan Africa; specifically that (1) the SCED will be an accepted leader in providing sustainable, demand-driven academic and professional training programs to development practitioners in Sub-Saharan Africa and (2) the region's development sector will be a highly professionalized field offering effective services to address the emerging needs of poorer communities throughout the region. Several longitudinal evaluation methods can be used to determine the achievement of these two long-term goals. Achievement of the first goal can be measured using two evaluation methods. The first method involves regular surveys to and focus groups with program participants, and alumni, their managers and the general community of development practitioners in the region. These surveys and focus groups would capture the respondent's perceptions of the SCED's academic and professional training programs. The second method is Kirkpatrick's Level 4 evaluation. This is an analysis which ties the SCED training program to the impact of the practitioner's performance to their organizations work. Measuring the achievement of the second goal is more complex, although two evaluation methods may be appropriate. The first method involves evaluating of the development sector's

capacity over time. This analysis of capacity could best be evaluated using the systematic approach developed by the OECD (2006); this approach would measure the primary stages of capacity development at the enabling environment, organization and individual levels. The second method is an analysis of development indicators for the region over time. These indicators could include the region's level of poverty, the number and duration of small- and medium-sized businesses, levels of rural-urban migration, rates of male-female literacy, infant mortality, malnutrition, and population growth. The long-term outcomes represent broad and complex changes in the development sector. As such, it is nearly impossible to evaluate these changes with a single measurement, but the methods outlined above will provide an indication that the changes have taken place within the development sector.

Evaluation of the project's short-term, intermediate and long-term goals will not only measure the impact of the training programs and the increased capacity of the development sector, but may also serve as an indicator for necessary modifications to the training programs. The evaluation results may help identify gaps in the training programs curriculum or emerging needs of the sector, which once identified by the School can be reflected in a revised program design. Consequently, the implementation of these evaluation methods can help ensure both the sustainability of the School's academic and professional training programs and the development sector in Sub-Saharan Africa.

VIII. Sustainability

VIII-A. Sustainability Elements

The long-term goals of this project were (1) to help build the capacity of SCED to become a leader in providing sustainable, demand-driven academic and professional training programs for development practitioners in Sub-Saharan Africa and (2) to help build the capacity of the development sector in Sub-Saharan Africa to effectively address the emerging needs of poorer communities in the region. A number of financial, political and social factors will affect both the prospect of achieving these goals and the sustainability of the outcomes once they are achieved.

The factors that will affect the SCED's quest to become a leader in providing development training and the sustainability of these programs in Sub-Saharan Africa include: (1) adequate time, energy and resources – both human and financial, (2) appropriate program design, (3) willing partner organizations, (4) thorough program evaluations, and (5) dependable revenue streams. To become a leader in providing sustainable, demand-driven academic and professional training programs, it is essential that the School commit significant time and resources – both financial and human – to the actual development, design and implementation of these training programs. The School must also work to establish partnerships with reputable organizations and local development experts in Sub-Saharan Africa; these partnerships will provide credibility to the program, along with a pool of potential participants and facilitators. To ensure that the training programs are demand-driven, the School must establish a cycle of regular and thorough program evaluations which measure more than just participant satisfaction, but also learning and

impact over time. By ensuring that the programs are sustainable and demand-driven, the School will be able to consistently attract program participants, providing a dependable revenue stream for the SCED. This revenue will allow the School to continually invest money into the training programs – their evaluation and design – thereby creating a feedback loop between program evaluations and program sustainability.

The factors that will affect capacity building of the development sector include: (1) actual provision of training programs, (2) prevalence of regional conflict, and (3) national and local government support. To help build the capacity of the sector, the SCED must ensure that its academic and professional training programs are not only sustainable and demand-driven, but also offered according to a regular and consistent schedule so that over time practitioners are able to build their knowledge and skill sets; the programs cannot be held as one-time, sporadic events throughout the region. This will also require that the School choose program locations that are relatively stable, so that conflict does not disrupt the program schedule and that program participants are in an environment where they feel safe to learn. The SCED will also need to gain the support of governments in the region. It is essential that the School is viewed as a supporting partner in the capacity building efforts of the region and not as an outside organization directing in the region's development. Furthermore, it is important that the SCED gains not only the support of national governments, but also of local government authorities as these entities may feel threatened by the community-oriented curriculum of the School's programs.

In addition to factors that will affect the SCED's ability to *actually* provide development training programs and support capacity building in Sub-Saharan Africa, a number of factors will also affect the sustainability of the benefits from these activities. These factors include: (1) enabling environment, (2) sufficient development sector funding, and (3) engaged communities. An enabling environment for the development sector in Sub-Saharan Africa will include policies that promote community-based development, enable the establishment of small- and medium-sized businesses and encourage local and international partnerships. Additionally an enabling environment will support comprehensive programs to eradicate poverty and structural barriers to development. Sufficient levels of funding to the development sector will result in robust organizations that are able to scale-up their work, provide employment opportunities to practitioners and support practitioner training. Engaged communities will be those in which the development practitioner has actually *partnered* with the community members to identify, design and implement the appropriate interventions; it is likely that these communities will feel greater ownership for the development process and be more supportive of the development sector.

VIII-B. Sustainability Plan

The researcher presenting this report has limited ability to ensure that the SCED's activities in Sub-Saharan Africa will be sustainable. However, once the results are presented to the School's faculty and staff in formats that are clear, concise and convincing; it is the researcher's hope that the SCED incorporates these findings into the design of their academic and professional training programs for the development sector in the region.

And there are several other reasons to believe that the School *will* incorporate these research results into the program design for the academic and professional training programs Sub-Saharan Africa. First and foremost, this research project was developed in partnership with several members of the faculty and staff at the SCED, indicating a genuine interest in the results of this research. Additionally, the School has built a reputation as an international leader in community economic development training; offering programs that incorporate best practices and learner-based methods. As the School moves forward and expands the programs in Sub-Saharan Africa, the School's committed faculty and staff certainly want to ensure these programs are of the same high-quality as their other programs; thereby ensuring sustainable design and activities.

IX. Results, Conclusions and Recommendations

IX-A. Results

Over the course of the past eighteen months, this project has undergone significant change.

Initially the aim of the project was to undertake a much more comprehensive assessment of the development sector in Sub-Saharan Africa, but in time it was determined that geographic and time constraints were not conducive to the completion of that work. After several different modifications of the project's activities and goals, the current project design was decided on.

While the re-evaluation of project activities and goals has resulted in a more focused project, the process of re-evaluation and modification took considerable time and energy. This ultimately resulted in a narrow timeframe for the completion of project activities, outputs and outcomes; as such, only the outputs can be achieved during the timeframe of this project. Consequently, this section of the report will focus on the results, conclusions and recommendation of the three project outputs, not on the project's short-term outcomes.

IX-A.1. Needs Assessment Report

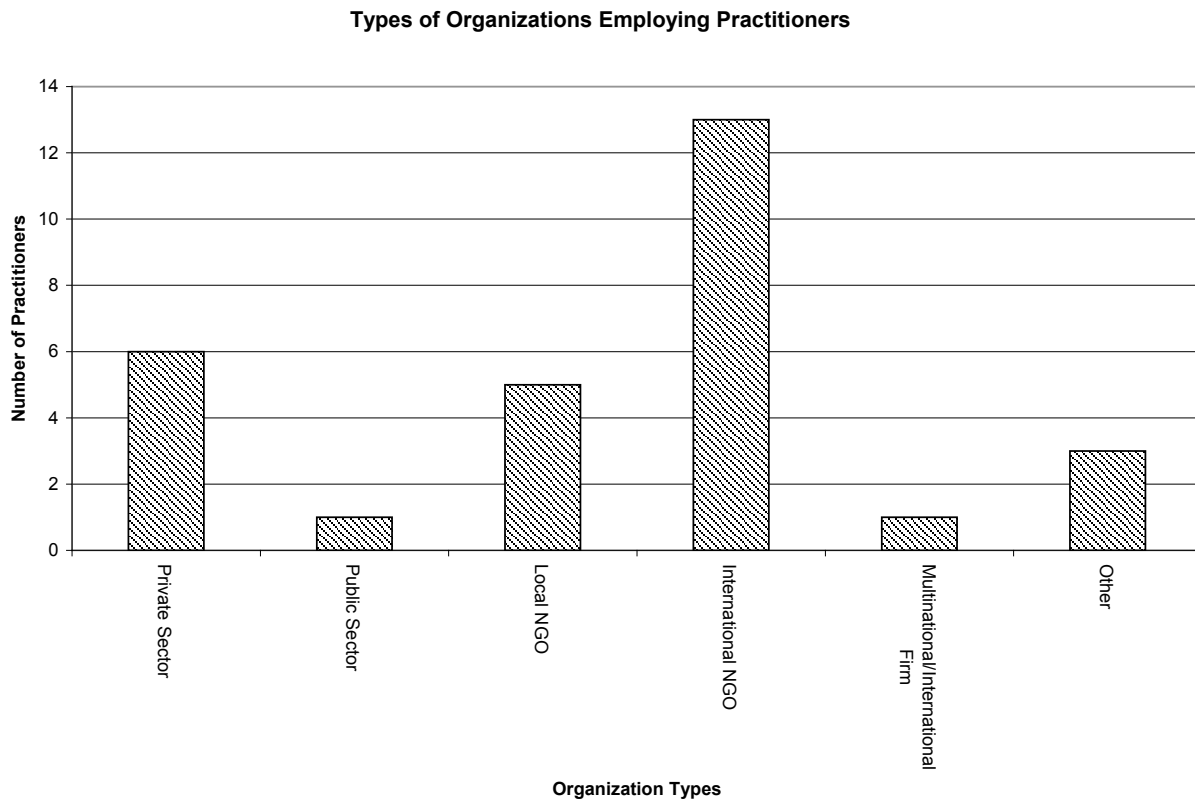
The first output of this project is a needs assessment report detailing the specific needs of development practitioners in Sub-Saharan Africa and evaluating of the School's current training programs in South Africa and the United States. The needs assessment results were gathered from three sources: (1) an extensive survey to the alumni of the 2006 and 2007 MDI programs in Manchester, New Hampshire and Johannesburg, South Africa; (2) data from the 2007 MDI-South Africa evaluation forms; and (3) data from a 2006 focus group of NGO stakeholders gathered in Dar es Salaam, Tanzania. Although this is a relatively limited set of data, the results

of the needs assessment both confirmed assumptions and provided insight to the needs to development practitioners in Sub-Saharan Africa.

The survey to the 2006 and 2007 MDI program alumni captured data on a number of areas including information on the participant's employment, their MDI experience, their interest in development-related knowledge areas and their interest in academic and professional training programs (Appendix B and C). The survey was distributed to 297 MDI alumni; 57 (19%) of the alumni responded to the survey. Of the 57 respondents, 23 had attended the MDI in South Africa and 34 had attended the MDI in New Hampshire. All of the respondents who attended the MDI in South Africa were currently working in Africa, while 17 of the respondents who attended the MDI in New Hampshire were currently working in Africa. This needs assessment will focus on those participants, both in the South Africa and New Hampshire programs, who were working in Africa at the time of the survey.

The first portion of the survey was related to information on the participant's employment and their insights on the development sector. Of the respondents answering the question, 62% work in either an international NGO or a local NGO; 45% work with an international NGO and 17% work with a local NGO (Figure 4). Of these respondents, 96% work in a management or executive position and 54% work in organizations with 1-50 employees. The majority of these organizations serve the general population of economically poor men and women in rural and small towns.

Figure 4. Types of Organizations Employing Practitioners



When asked to list the main human development challenges facing the sector, 92% of the respondents answering the question stated the lack of skilled workers and the lack of access to training as major challenges. Other challenges cited include high rates of staff turnover, high costs for consultants, lack of evaluation tools, lack of infrastructure and low capacity of clients. When asked to list the main obstacles their organization must overcome to achieve its mission and goals, 68% of the respondents answering the question cited the lack of funding as a primary obstacle. Other obstacles included the need for capacity development, innovative product

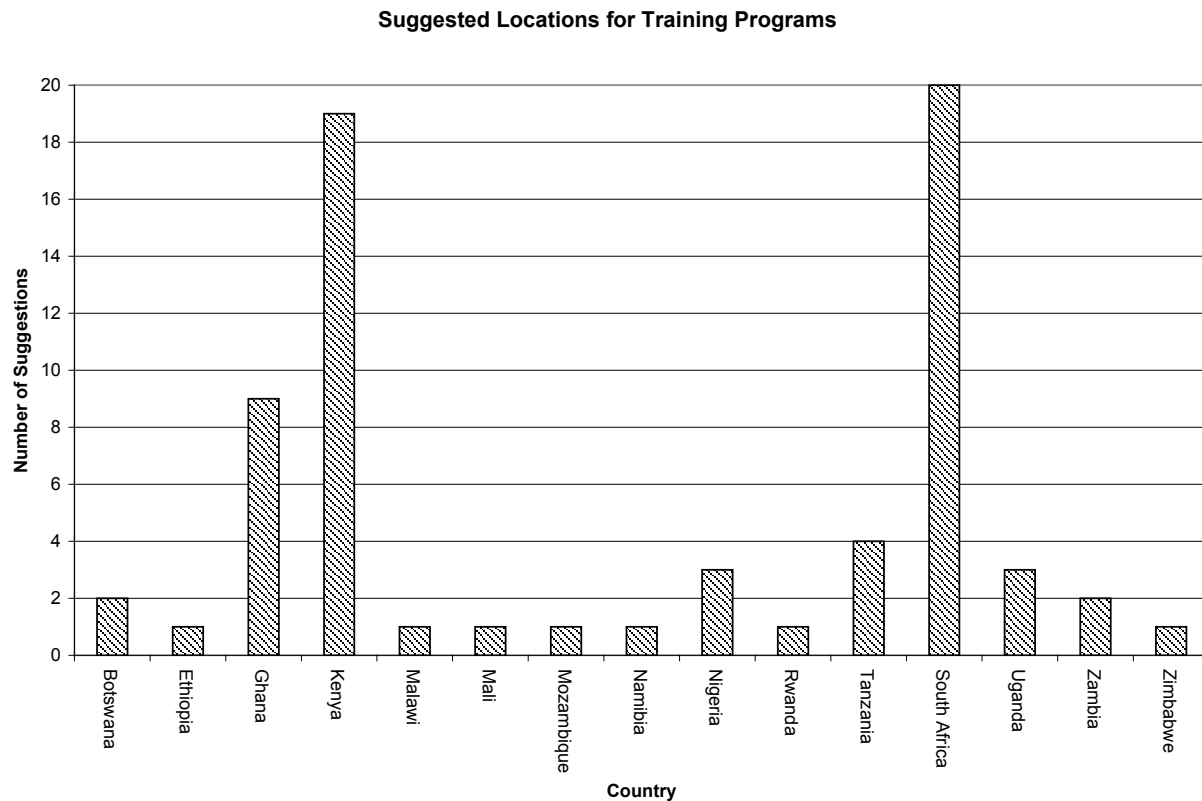
design, access to markets, sustainability and partnerships. The need for government support and favorable legislation were also cited as major obstacles.

The second portion of the survey was related to information on the participant's MDI experience. Of the respondents answering the questions, 95% agreed that the MDI training was useful to them in their work. Additionally, 85% of the respondents agreed that there was a sufficient choice of courses to choose from in the program, but only 61% felt that sufficient stress was made of African content and cases. The participants were also asked to suggest favorable locations in Africa to hold future MDI training programs. South Africa and Kenya were suggested most often, followed by Ghana and Tanzania (Figure 5).

The third section of the survey collected information on the participant's interest in 24 different areas of knowledge related to the development sector. The top six areas of interest, in descending order, were (1) Rural Finance, (2) Sustainable Value Chains, (3) Business Planning/Business Development, (4) Evaluation and Assessment of Organizational Capacity, (5) Management of Change/Institutional Transformation, and (6) Principles and Practices of CED. The six of areas of least interest to those practitioners working in Sub-Saharan Africa, in descending order, were: (1) Social Performance of Financial Institutions, (2) Cooperatives Development, (3) Accounting and Information Management Systems, (4) Organizational Management for NGOs, (5) Regulation and Supervision in Microfinance Institutions, and (6) Microenterprise Development after Natural Disasters. When asked to suggest other topics, Fundraising Techniques was suggested most often by the respondents. Other topics suggested

include HIV/AIDS and Microfinance, GIS and Microfinance, Project Management Skills, Local Empowerment Techniques and Customer Care.

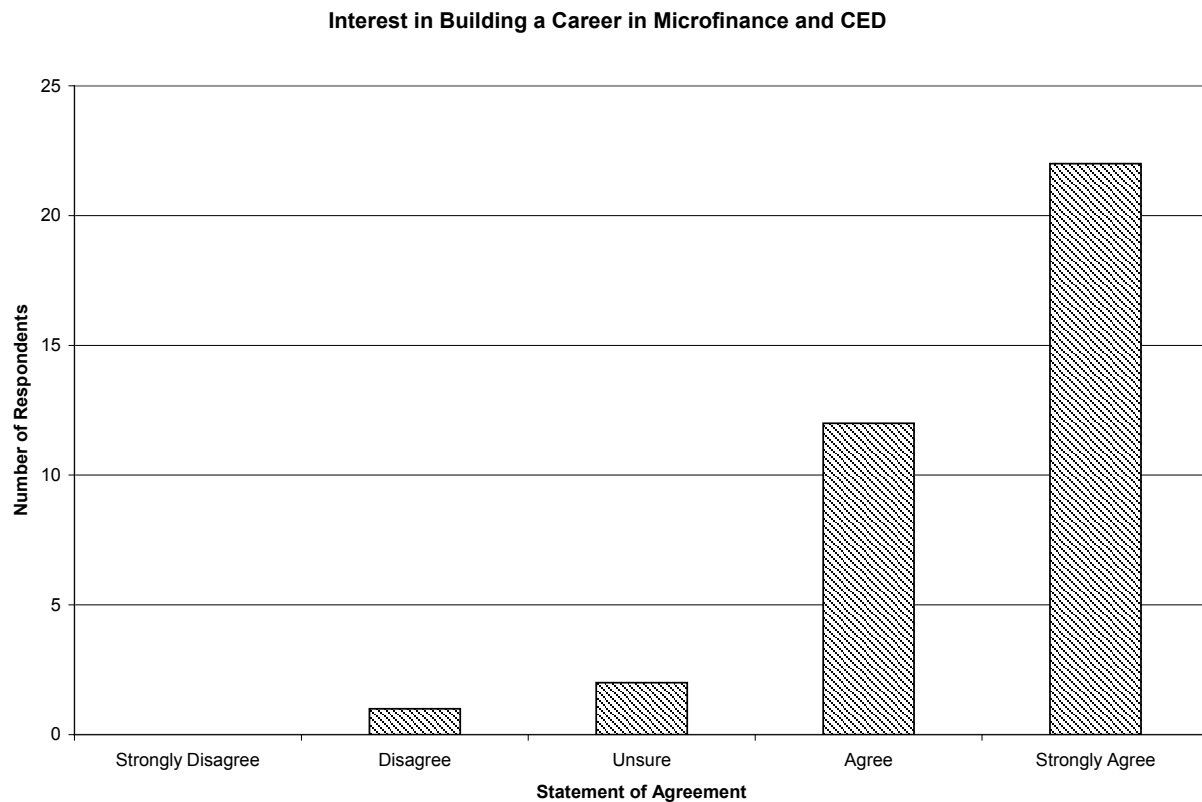
Figure 5. Favorable Locations Suggested for Future Training Programs



The fourth section of the survey collected information on the participant's interest in academic and professional training programs. 92% of those responding to the question agreed that they were interested in building a career in microfinance and CED (Figure 6). 48% were currently undertaking or had completed Master's specialization studies and 88% of the respondents considered such studies important for their professional development and/or promotion and

advancement opportunities at work. 75% of the respondents stated that they are interested in participating in distance learning courses both at the certificate and Masters-degree level, while only 31% are aware of such opportunities in their countries. And while 68% of those responding agreed that their organization would be interested in people carrying out a Master's level research project which would benefit the practitioner's work, only 45% agreed that their organization has schemes to encourage staff to improve their level of formal qualifications and only 55% agreed that senior management in their organizations would be willing to give time off to those interested in completing a Masters degree through part-time study.

Figure 6. Interest in Building a Career in Microfinance and CED



The survey also collected data on the respondent's interest in various Master's-level and professional training program types. The Master's level program type which the greatest percentage of respondents indicated an interest in was the "Full time Master's, one year" option; the Master's level program type which the lowest percentage of respondents indicated an interest in was the "Master's combining classes once a month for a long weekend with on-line components" option (Figure 7). The professional training program type which the greatest percentage of respondents indicated an interest in was the "Intensive 3-week program in specialized topics" option; the professional training program type which the lowest percentage of respondents indicated an interest in was the "Intensive 3-week program in *general and* specialized topics" option (Figure 8).

The results from the 2007 MDI- South Africa evaluation forms and the 2006 focus group of NGO stakeholders confirmed many of the findings from the survey. The 2007 MDI- South Africa evaluation form data was collected from 74 program participants. 83% of the respondents rated the training Institute as Very Good or Excellent, and 89% of the respondents rated the applicability of the courses to their work as Very Good or Excellent. 92% of the respondents rated the overall knowledge and experience of the facilitators as Very Good or Excellent, and 87% of the respondents rated the interaction with fellow participants as Very Good or Excellent. Additional courses suggested by the participants included (1) Strategic Leadership Principles and Skills, (2) MFI Business Planning and Writing, (3) MFI Financial Strategies, (4) CED and the Government/Private Sector, (5) Human Resource Management, (6) Board Development, (7) Sustainability and the Environment and (8) Integrating CED with Other Development Goals.

The participants suggested that the Institute should invest in more publicity/advertising for the Institute, engage in more partnerships and collaborations with local universities and development organizations, and should rotate the program between the different regions in Sub-Saharan Africa. And while the majority of the respondents were pleased with the overall quality of the Institute, a number of the respondents indicated that the cost of the Institute should be reduced. The participants also suggested that the Institute could be improved by the inclusion of more field visits to MFIs as a means of gaining practical knowledge,

Figure 7. Interest in Master's-level Program Types

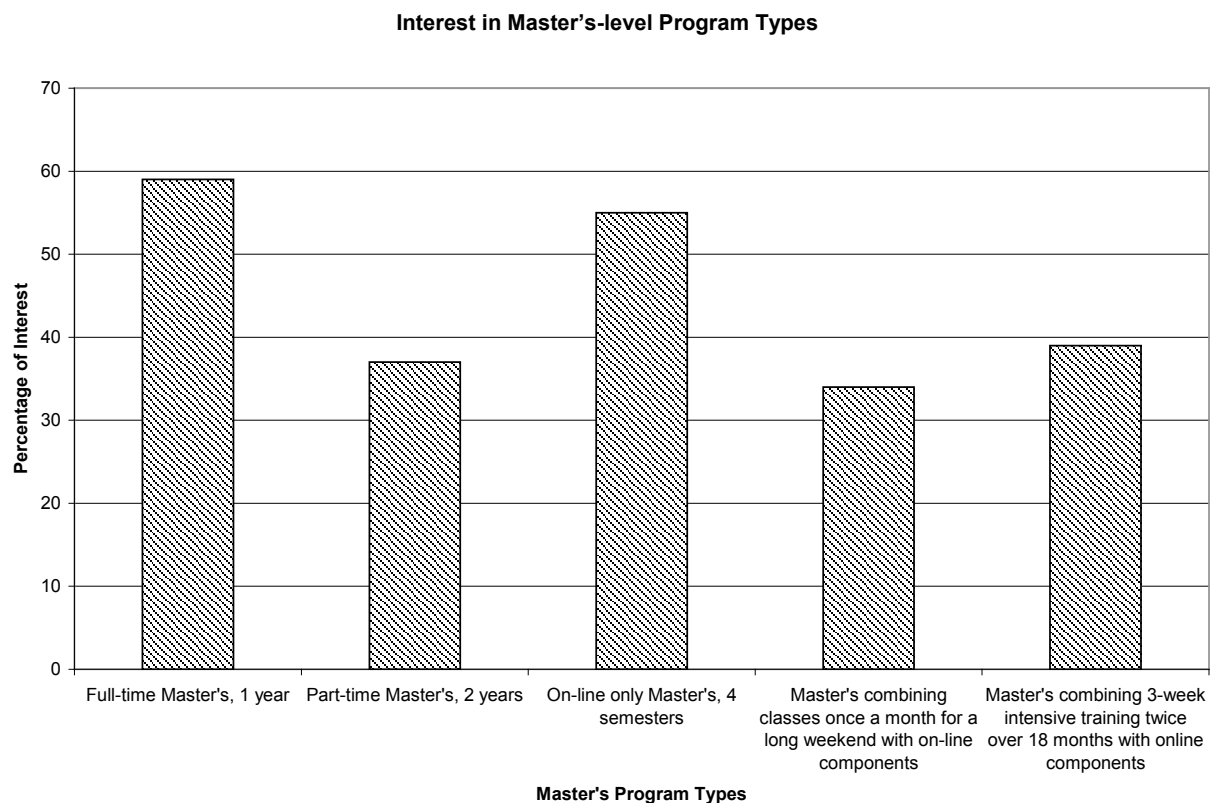
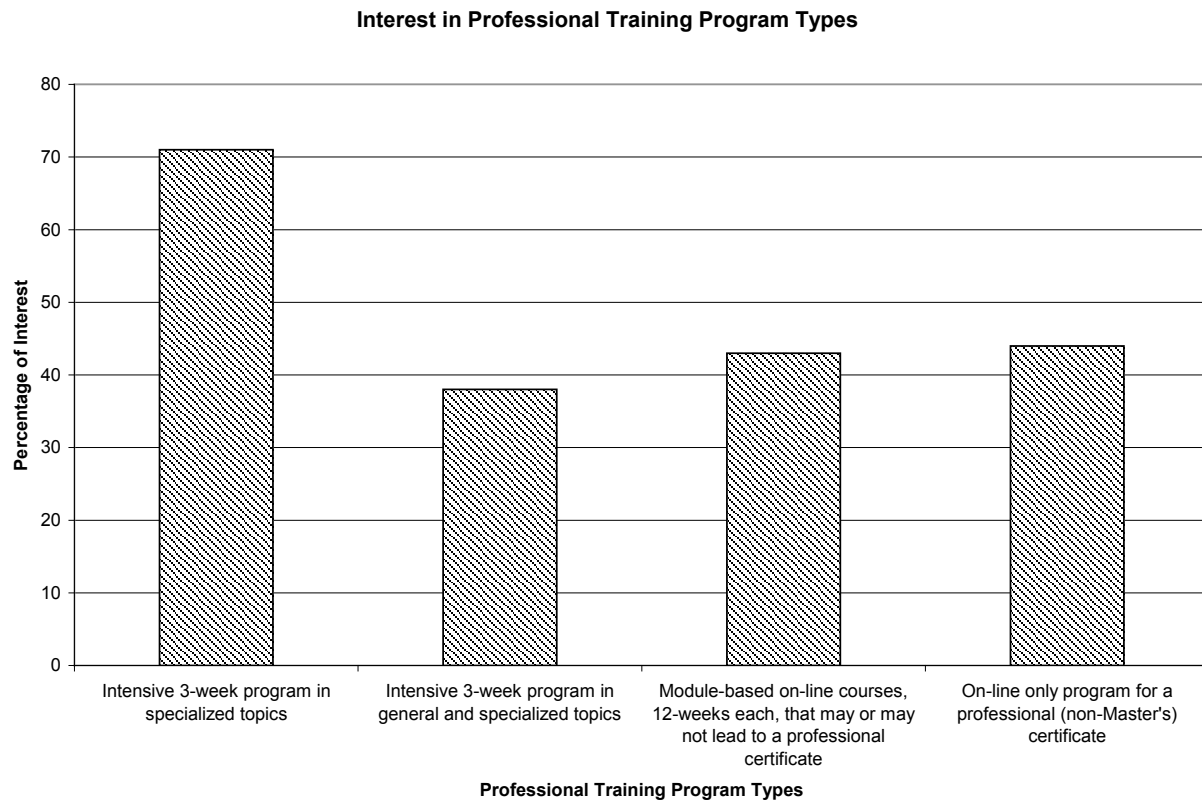


Figure 8. Interest in Professional Training Program Types



The 2006 focus group data was collected during a day-long session with 13 participants representing both development organizations and government ministries in Tanzania. The focus group participants agreed that the majority of the region's community development organizations are lacking the capacity – specifically the business and management skills – required to manage sustainable and efficient organizations. The focus group participants concluded that the four main types of training required by current development practitioners includes (1) Planning skills, such as strategic, business and project planning; (2) Leadership skills, such as communication, accountability and transparency; (3) Business management skills, such as financial and

organizational management; and (4) Community Organizing skills such as facilitating community-based participation and empowering local communities.

The findings of the needs assessment indicate that a lack of skilled practitioners and a lack of training opportunities are two of the main challenges currently facing the development sector in Sub-Saharan Africa. The current professional training programs offered SCED are well received by practitioners in Sub-Saharan Africa who have attended the programs. And a demand for additional programs, both academic and professional, clearly exists in the region. If the SCED is to meet this demand in a sustainable and effective manner, it is imperative that the School provides a greater focus on the local development context, provides a greater level of field-based learning, and engages in meaningful partnerships with reputable local organizations and academic institutions. These partnerships will not only help increase the School's presence throughout the region, but will also allow the SCED the opportunity to impress upon senior management officials the importance of encouraging skills training among their staff members. Based on the School's reputation and commitment to learn-based training methodologies, the SCED has a unique opportunity to expand their programs throughout the region and make a positive impact on the development sector in Sub-Saharan Africa.

IX-A.2. SWOT Analysis Report

The second output of this project is a SWOT analysis which details both the SCED's strengths and weaknesses to offer sustainable, demand-driven training programs in Sub-Saharan Africa and the opportunities and threats to providing training programs in the region. The SWOT

analysis findings were gathered primarily from internal reports of the SCED. These reports were the product of meetings in May 2006 (Appendix F) and October 2006 (Appendix G) with stakeholders and potential collaborators in Sub-Saharan Africa. And although this is a relatively limited set of data, the results of the SWOT analysis provide insight on the challenges and opportunities the SCED will face as they expand their academic and professional training programs to development practitioners throughout Sub-Saharan Africa.

A number of strengths were identified related to the SCED's ability to provide sustainable, demand-driven training programs in Sub-Saharan Africa. Without question one of the SCED's greatest strengths in the provision of these programs is the School's long-standing reputation and commitment to the field of CED. The School is not only a recognized leader in providing academic and professional training to the community economic development sector, but is also a leader in public policy, research and institution building in the sector. The School has a committed faculty who along with local experts, bring to the classroom both international expertise and field experience. In response to practitioner needs, the School has developed flexible programs, which allow the practitioners to stay in their communities while participating in the programs. The programs, which emphasize learner-centered methodologies, are based on principles which promote critical thinking, utilize participants experience, involve active learning and respect cultural diversity. This approach allows practitioners the opportunity to gain both knowledge *and* skills in a hands-on, applied and practical manner. Additionally the School's curriculum goes beyond microfinance and encompasses a cross-sectoral, community-based approach to CED, which enables practitioners to more effectively change the way in which

development is carried out in the region. Yet another strength of the School is its experience in providing both academic and professional training programs for the development sector in Sub-Saharan Africa; the School currently offers the MDI Institute in Ghana and a joint Master's program with the Open University of Tanzania. And although these programs are limited geographically, they have afforded the School the opportunity to foment important partnerships in the region. In addition to educating practitioners, the academic and professional training programs have also helped form practitioner networks, especially in Tanzania, which have provided a platform for practitioners to learn from and encourage each other. These practitioners, with whom the School has a positive reputation, then serve as recruiters for new program participants.

In addition to strengths, several weaknesses were identified related to the SCED's ability to provide sustainable, demand-driven training programs in Sub-Saharan Africa. One of the major weaknesses of the School is the lack of an evaluation tool which measures learning of program participants over time and impact of the training programs on the development over time; this lack of longitudinal and in depth evaluation will hamper the School's ability to meet emerging needs within the sector. Additionally the School's lack of permanent staff in the region will likely make the management and expansion of the academic and professional training programs difficult and cumbersome; it may also make it difficult to identify and create partnerships with reputable organization and may also create the perception of SCED as an "outside" institution forcing their Western methodologies on the region's development sector. Another weakness of the SCED in the provision of academic and professional training programs is the limited

marketing and publicity of the School's programs to practitioners within the region; this deficiency could be markedly improved by the presence of a capable staff member in the region and by a greater number of partnerships with development organizations in the region. And although the SCED's programs in Tanzania have helped form practitioner networks, these networks are not widespread throughout the region; a permanent staff member could help develop alumni networks and thereby encouraging knowledge-sharing within the alumni.

Numerous opportunities currently exist for the provision of sustainable, demand-driven academic and professional training programs to the development sector of Sub-Saharan Africa. The evolution of LED in South Africa has produced a highly top-down development methodology; led not by communities, but by local government authorities which are typically under-funded and without access to appropriate development training. This has resulted in short-term projects which are not outcomes based. At the same time, individuals in poorer communities are increasingly offered access short-term loans through banks, money lenders and development organizations. These communities now have a greater awareness of products available and are demanding new and more appropriate products from development agencies. Concurrent with this, increased levels of financial capital are being made available to development organizations in Sub-Saharan Africa and more organizations are being formed to address the needs of the region's poorer communities. But the capacity of the field is not keeping pace with this growth of either supply or demand. Although training opportunities for practitioners are available the programs are often developed in isolation and do not allow the practitioners to develop a comprehensive body of knowledge that integrates economic development with other

development practices; this hampers the ability of practitioners to develop a career path in the sector and eventually leads to high-turnover of staff, diminishing the long-term capacity of both practitioners and the sector. As a result, there is need both for an alternative model of development in the region and a need for sustainable, demand-driven training programs that meet the diverse needs of the practitioners. CED, which values stakeholder ownership and participation in designing sustainable, community-based development interventions, is a viable alternative model of development for the region. The SCED's integrated, learner-based training programs, which offer both academic and short-term professional education, may provide an essential means of education – both theory and practice – for practitioners in the region. Additionally, there is currently a demand for partnerships with Western academic institutions based to build the capacity of the region; this provides SCED the opportunity to partner with other training providers and/organizations to help build the practice of CED in Sub-Saharan Africa. The recent growth of information technologies in Sub-Saharan Africa also provides an increased opportunity to provide academic and professional training programs in the region. These increased technologies will allow a greater number of practitioners to engage in distance learning; allowing them to build their skill set and to learn best practices while remaining in their communities.

However, in addition to opportunities, there are also threats to providing training programs to the development sector in Sub-Saharan Africa. Ironically, some of these threats are the very opportunities described above. One of the primary threats to the provision of training programs is that CED is *not* a well-known development methodology in the region; consequently it may

face resistance from practitioners and local government authorities who view it as a challenge to current practices. Along the same reasoning, SCED may be seen as an “outside” organization pushing its Western methodologies on region’s practitioners and poorer communities; in order to counteract these perceptions the School must engage in thoughtful partnerships with reputable local organizations and training providers. Additionally, the increased presence of commercial lending in poorer communities has made it essential that the economic development sector become more effective at distinguishing its practices from that of predatory banks and money lenders. Another threat comes from the poorer communities themselves. Although individuals in poorer communities are beginning to demand more appropriate development interventions, they may not yet have a sense of ownership for these interventions and may be wary of contributing their time and resources to yet another fruitless endeavor. There are also several threats related to communication within the sector and perceptions of distance training. As with other regions of the world, there is a lack of communication between academic institutions and development practitioners and development organizations in the region; this has created a chasm between theory and knowledge and the actual practice in the field. As such, an improved communication network will need to be developed if the CED methodology is to have a widespread impact beyond centers of learning. Another threat to the provision of training programs in the region is the current perception that distance education is not a “real” education; this perception may improve as information technologies expand, but the SCED may face some resistance from practitioners to non-residential academic programs. And finally the lack of basic infrastructure and on-going conflict throughout the region may impede the ability of some development practitioners to participate in training programs.

The SWOT analysis details both the SCED's strengths and weaknesses to offer sustainable, demand-driven training programs in Sub-Saharan Africa and the opportunities and threats to providing training programs in the region. The findings of the SWOT analysis indicated among other things that the School's strengths include their reputation and commitment to CED and their learner-based training methods. The SCED's weaknesses include a lack of longitudinal impact evaluation tool and the lack of local staff in the region. However opportunities for providing training include a sincere demand for partnerships with Western academic institutions, along with the current lack of CED methodologies currently being implemented in the region. Threats to providing training in the region often mirrored the actual opportunities for providing training programs. These threats include that the very fact that CED is not a well-known development methodology, and the lack of reliable infrastructure throughout the region which may impede the ability of some practitioners to participate in the programs. To take advantage of the SCED's strengths and the opportunities in the region and to mitigate the SCED's weaknesses and the threats in the region, it is essential that the School develop programs that are sustainable, cross-cutting and train for the full life-cycle of skills required by practitioners, in order to achieve this the School must continue to build partnerships throughout the region which engage practitioners in the planning process. The SCED must also implement a more sophisticated evaluation tool which measures the impact of training programs on the sector; such a tool will not only document the importance of all training types, but will also help the School to identify emerging needs in the sector.

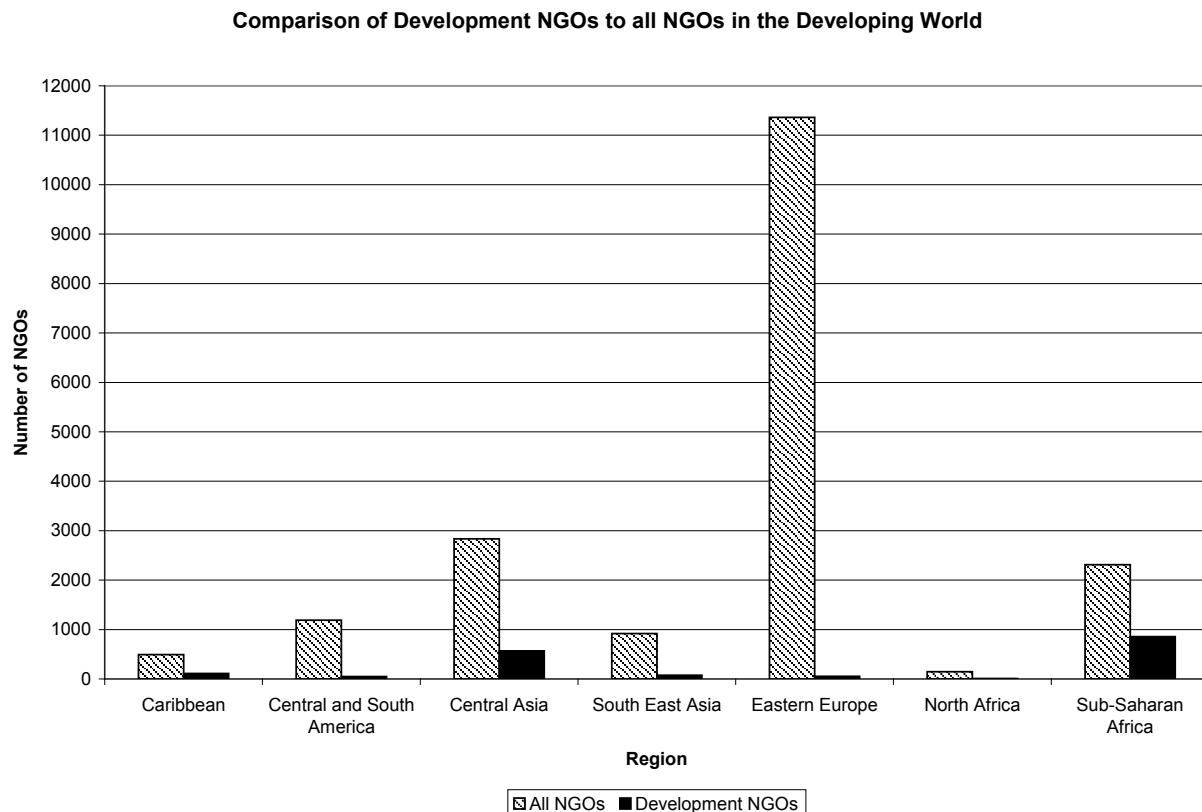
IX-A.3. Landscape Analysis Report

The final output of this project is a landscape analysis of the development sector in Sub-Saharan Africa. This analysis provides a classification of the development organizations in the region and development training providers, along with an analysis of the current funding climate. The landscape analysis findings were gathered primarily from known literature and electronic resources, along with the internal reports of the SCED (Appendices F and G).

The first component of the landscape analysis is focused on NGOs – specifically local NGOs – in Sub-Saharan Africa. As stated previously, it is estimated that the number of international NGOs rose from 6,000 in 1990 to 26,000 in 1996 with nearly one-fifth of the world’s thirty-seven thousand international NGOs formed in the 1990s (McGann, 2006). And the numbers of new organizations continue to increase. The estimated number of development – and development-related – organizations in Sub-Saharan Africa varies greatly; from a conservative estimate of 2,311 (WANGO, 2008) to nearly 10,000 (DevDir, 2008). The conservative estimate focuses primarily on local NGOs, while the larger estimate includes a variety of organizations such as international organizations, government ministries, private sector support organizations, finance institutions, training and research organizations, civil society organizations, development consulting firms, information providers, and grantmaking organizations (DevDir, 2008). The more conservative estimate will be used to analyze the development sector for this research; as it is the practitioners in local development organizations that will likely receive the greatest benefit from the SCED’s academic and professional training programs.

The World Association of Non-Governmental Organizations estimates that of the 2,311 local NGOs in Sub-Saharan Africa, 858 have a focus on development initiatives (WANGO, 2008). Although this represents just 37% of the local NGOs in Sub-Saharan Africa, this percentage is much higher than in other developing regions. For example, it is estimated that 22% of the local NGOs in the Caribbean and 20% of the local NGOs in Central Asia have a focus on development work; while a mere 8% of the local NGOs in South East Asia have a focus on development initiatives. The percentage is even lower in Central and South America where WANGO estimates that only 4% of the local NGOs have a focus on development initiatives (Figure 9).

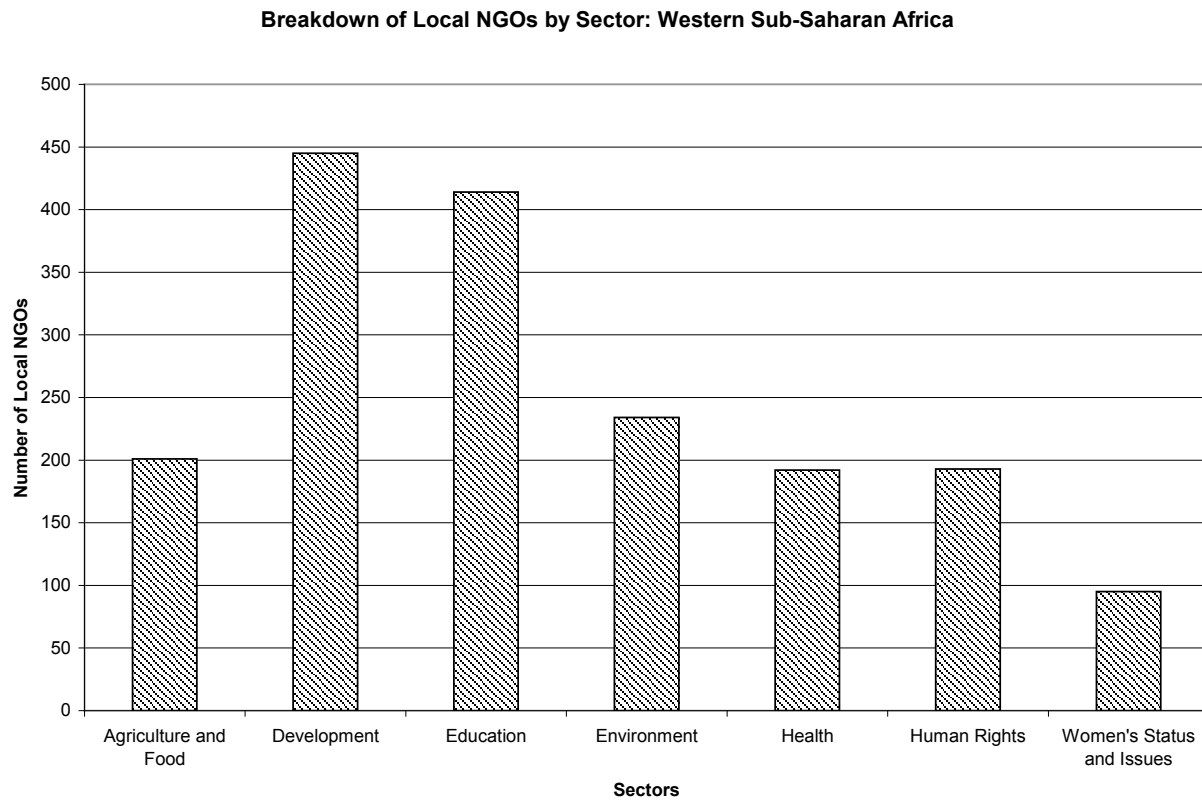
Figure 9. Comparison of Development NGOs to all NGOs in the Developing World



Although it is important to recognize the size of the development-oriented NGO sector in Sub-Saharan Africa relative to that in other developing regions, it is perhaps even more important to recognize the size of the development-oriented NGO sector relative to that of other NGO sectors. As such, seven sectors were analyzed for each of the four regions of Sub-Saharan Africa. The seven sectors included in the analysis were (1) Agriculture and Food, (2) Development, (3) Education, (4) Environment, (5) Health, (6) Human Rights, and (7) Women's Status and Issues. For the purposes of this analysis, the 47 countries of Sub-Saharan Africa were broken into the following regions: Western, Eastern, Middle and Southern.

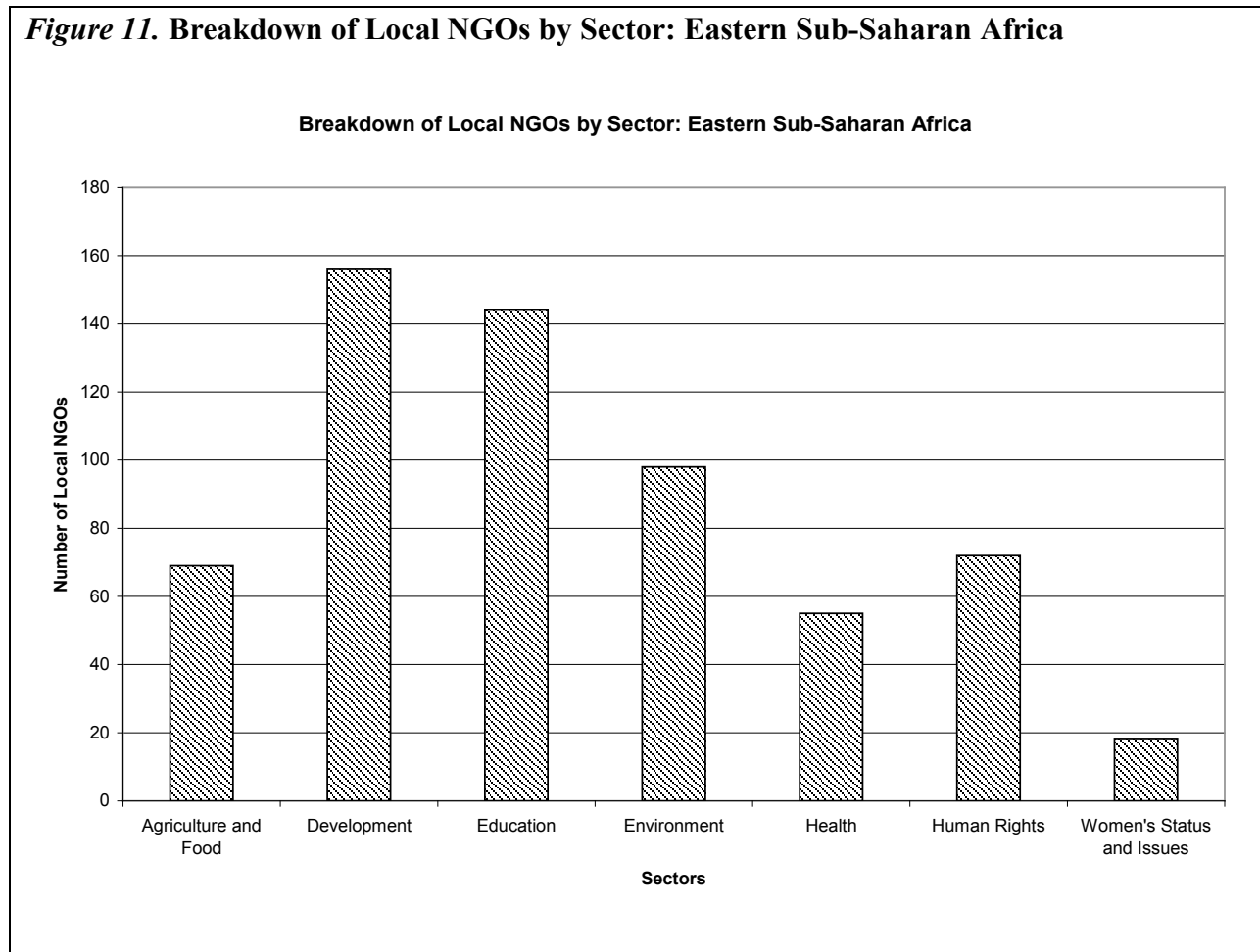
The Western region of Sub-Saharan Africa contains 17 individual countries which are home to over 1,100 local NGOs. According to WANGO (2008), of the total number of local NGOs, 445 have a focus on development issues, while 414 have a focus on education issues. 234 of the local NGO's have a focus on the environment, 201 have a focus on agriculture and food issues and 193 have a focus on human rights issues. 192 of the local NGO's have a focus on health issues and 95 of the local NGOs have a focus on women's status and issues (Figure 10).

Figure 10. Breakdown of Local NGOs by Sector: Western Sub-Saharan Africa



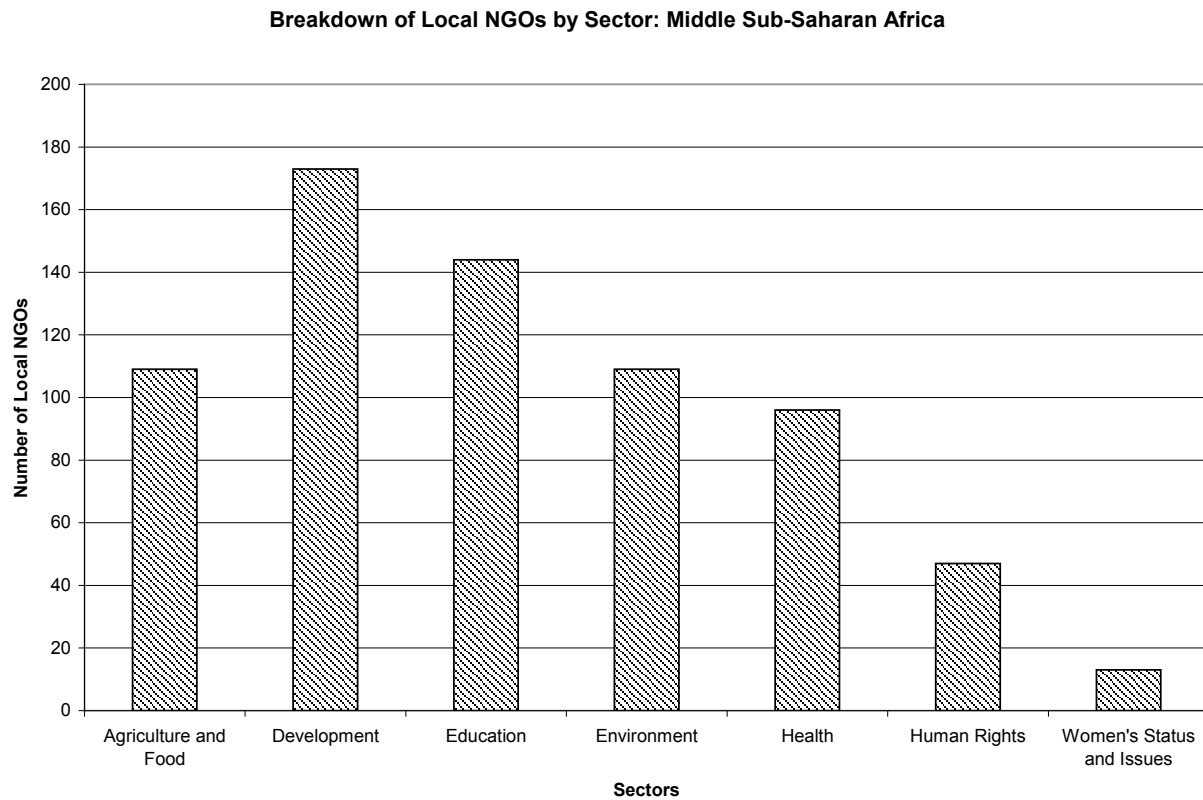
The Eastern region of Sub-Saharan Africa contains 20 individual countries which are home to nearly 800 local NGOs. According to WANGO (2008), of the total number of local NGOs, 156 have a focus on development issues, while 144 have a focus on education issues. 98 of the local NGO's have a focus on the environment, 72 have a focus on human rights issues and 69 have a focus on agriculture and food issues. 55 of the local NGO's have a focus on health issues and 18 of the local NGOs have a focus on women's status and issues (Figure 11).

Figure 11. Breakdown of Local NGOs by Sector: Eastern Sub-Saharan Africa



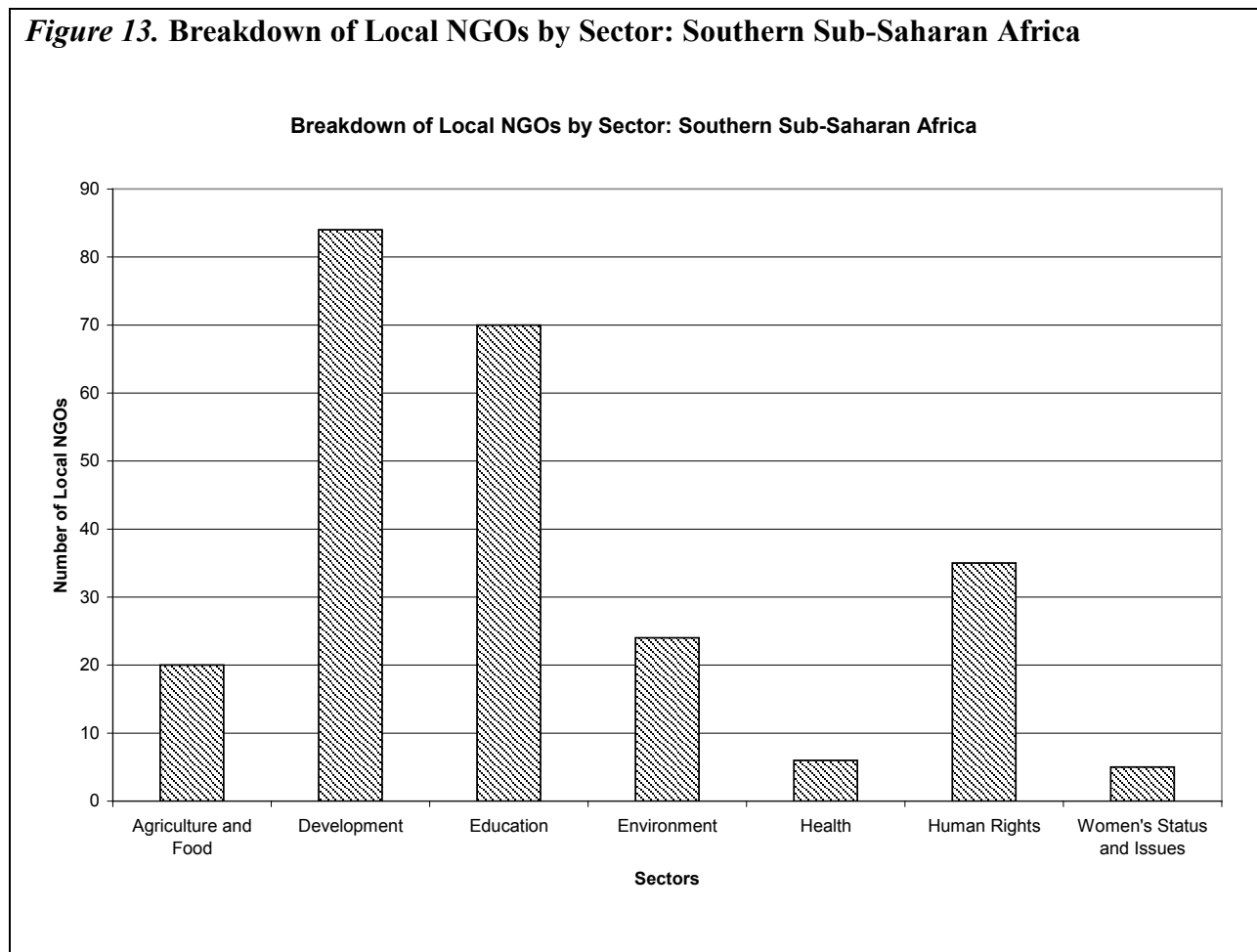
The Middle region of Sub-Saharan Africa contains 9 individual countries which are home to nearly 400 local NGOs. According to WANGO (2008), of the total number of local NGOs, 173 have a focus on development issues, while 144 have a focus on education issues. 109 of the local NGO's have a focus on the environment, another 109 have a focus on agriculture and food issues and 96 have a focus on health issues. 47 of the local NGO's have a focus on human rights issues and 13 of the local NGOs have a focus on women's status and issues (Figure 12).

Figure 12. Breakdown of Local NGOs by Sector: Middle Sub-Saharan Africa



The Southern region of Sub-Saharan Africa contains 5 individual countries which are home to nearly 250 local NGOs. According to WANGO (2008), of the total number of local NGOs, 84 have a focus on development issues, while 70 have a focus on education issues. 35 of the local NGO's have a focus on human rights issues, another 24 have a focus on the environment and 20 have a focus on agriculture and food issues. A mere six local NGOs have a focus on health issues and five have a focus on women's status and issues (Figure 12).

Figure 13. Breakdown of Local NGOs by Sector: Southern Sub-Saharan Africa



The analysis indicates that local NGOs with a focus on development initiatives constitute the largest portion of local NGOs for each region, followed by local NGOs with a focus on education issues. Local NGOs with a focus on women's status and issues constitute the smallest portion of NGOs in each region. Those NGOs with a focus on health issues comprised a surprisingly small portion of local NGOs in each region, often taking the second to last position of the seven sectors; while local NGOs with a focus on the environment comprised a surprisingly large portion of the NGOs, often taking the third position of the seven sectors.

The second component of the landscape analysis is focused on development – specifically microfinance – training providers in Sub-Saharan Africa. The academic and professional training providers in Sub-Saharan Africa exist as both potential competitors to the SCED and potential collaborators with the SCED. The number of development practitioners in the region able to undertake either academic or professional training programs will be dispersed among the various programs available, thereby creating competition among the training providers – including the SCED. However, in order for the SCED to not be seen as an outside institution imposing their will on the region, it is important that the SCED offer their academic and professional training programs in partnership with reputable local academic institutions and development organizations. This creates an opportunity for partnership with these academic institutions. Instead of this creating an uneasy dynamic, it should instead serve as a means for the SCED to help build the capacity of not only the development practitioners and the development sector, but also the development education providers in the region.

In late 2006, the SCED undertook an extensive analysis of other providers of academic and professional training programs – specifically microfinance programs – in Sub-Saharan Africa (Appendix H). The results of that analysis will be summarized here and supplemented with information on other potential collaborators in the region. The microfinance-related courses offered by English-speaking academic institutions can be divided into five major categories: (1) MBA/MA-level programs (2) BA-level programs, (3) Post-Graduate Diploma-level programs, (4) Certificate-level programs and (5) Occasional Courses.

The MBA/MA-level courses are offered by the University of Stellenbosch Business School in Stellenbosch, South Africa; the University of Pretoria in Pretoria, South Africa; the Uganda Martyrs University in Kampala, Uganda, and the Open University of Tanzania in Dar es Salaam and Arusha, Tanzania. The University of Stellenbosch Business School offers a single elective in microfinance in the Master of Development Finance program, while the University of Pretoria offers four courses microfinance in the MBA program. Alternatively, the Open University of Tanzania offers a full Master of Science in Community Economic Development. All three programs are offered in some variation of a modular or distance learning format.

The BA-level courses are offered by the Mekelle University in Me'kele, Ethiopia; the Uganda Martyrs University in Kampala, Uganda, and the Kyambogo University in Kampala, Uganda. The Mekelle University and the Kyambogo University both offer a BA in Microfinance, while the Uganda Martyrs University offers a BA in Microfinance and Community Economic Development Studies. As with the MBA/MA programs, each of the three BA-level programs are offered in some variation of a modular or distance learning format, although they tend to have a more significant residential component.

The Post-Graduate Diploma-level courses are offered by the Makerere Business School in Kampala, Uganda; the Uganda Martyrs University in Kampala, Uganda; Strathmore University in Nairobi, Kenya; and the University of Dar-es-Salaam in Dar-es-Salaam, Tanzania. The Makerere Business School offers a Postgraduate Diploma in Microfinance Management, while the Uganda Martyrs University offers a Postgraduate Diploma in Microfinance and Community

Economic Development Studies. Strathmore University and the University of Dar-es-Salaam both offer a Postgraduate Diploma in Microfinance. With the exception of the program at the Uganda Martyrs University, each of these programs is offered on a part-time basis to meet the needs of working professionals. The Uganda Martyrs University program is offered as a distance learning program with several residential modules interspersed throughout the program.

The Certificate-level courses are offered by the University of Pretoria in Pretoria, South Africa and the University of Cape Coast in Cape Coast, Ghana. The University of Pretoria offers a four-week Certificate Program in Microfinance; the four week program is divided into two two-week residential modules separated by a distance learning module. The University of Cape Coast also offers a four-week Certificate Program in Microfinance; this program is also divided into two two-week residential segments, however it does not require a distance learning component.

Finally the Occasional-type Courses are offered by the United States International University (USIU) in Nairobi, Kenya and the American University in Cairo, Egypt. The United States International University offers a course in microfinance in their entrepreneurship program, while the American University offers an elective in microfinance management in their banking and finance program. Both of these courses are offered as residential programs.

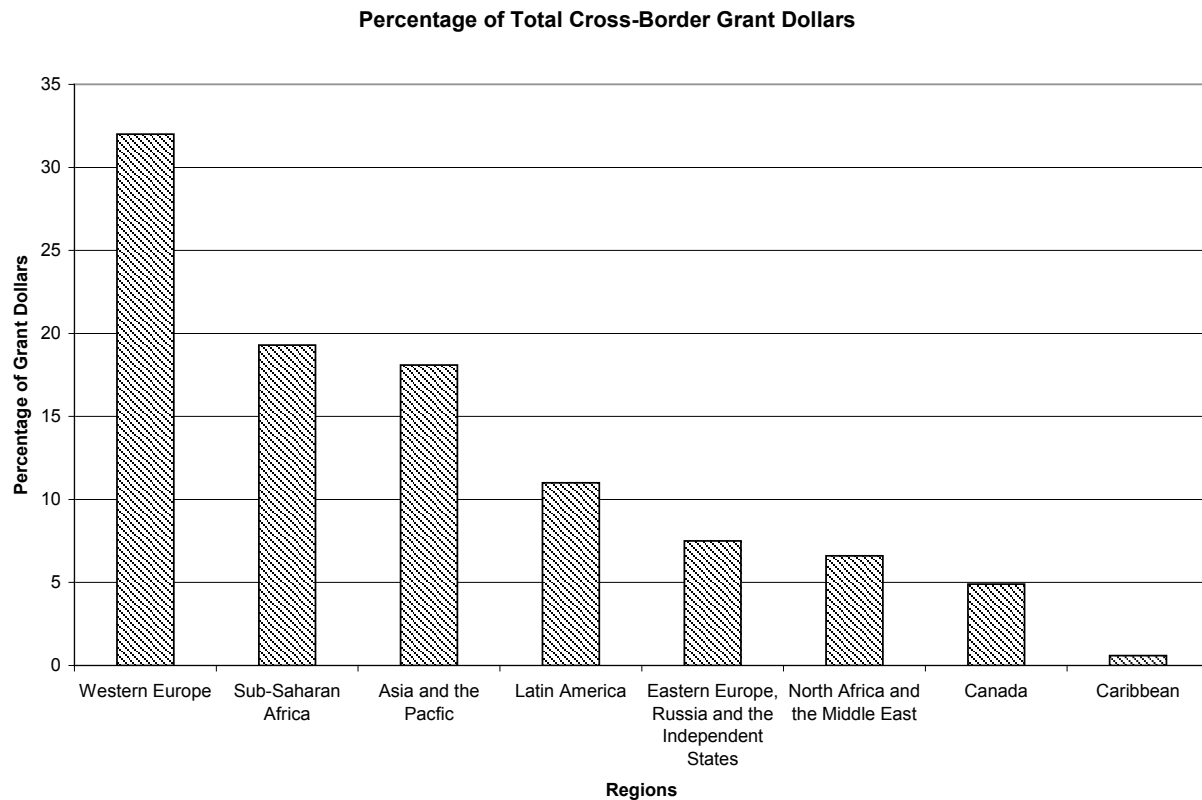
Although academic courses in microfinance exist are available at various degree-levels in academic institutions throughout Sub-Saharan Africa, these programs are not widespread and

tend not to address the greater issues of community economic development beyond microfinance. If appropriate, partnership with these institutions would allow the SCED to reach a larger participant pool, while expanding and enhancing the current degree programs.

The third component of the landscape analysis is focused on an analysis of the current funding climate in Sub-Saharan Africa, with a specific focus on funding from private and community foundations in the United States. Following a period of rapid growth in the 1990's, funding for international purposes by U.S. foundations declined in 2002 as a result of the downturn in the stock market downturn, a recession and a more difficult funding climate in the aftermath of September 11, 2001 which created stricter government policies aimed at preventing the diversion of charitable assets to terrorist organizations (Renz, 2006). However, international giving began to rebound in 2004. Several factors contributed to this turnaround, including increased giving by major foundations, such as the Bill & Melinda Gates Foundation and the Gordon and Betty Moore Foundation, and by the international response to the humanitarian disasters, such as the South Asia Tsunami and the Darfur genocide. Due to these contributing factors, international giving from U.S. foundations experienced strong growth even while overall giving from these foundations declined (Renz, 2006). In fact, of the "nation's close to 68,000 grantmaking foundations gave a record estimated \$3.8 billion in 2005 for international causes, including direct giving to cross-border recipients and funding for U.S.-based international programs" (Renz, 2006).

Based on a sample of 126,497 grants of \$10,000 or more awarded in 2004 by 1,172 U.S. foundations, The Foundation Center (Renz, 2006) identified the following trends within international giving. Even as the share of international grant dollars increased – due in large part to the extraordinary giving of the Bill & Melinda Gates Foundation which gave a relatively small number of exceptionally large grants, the number of international grants decreased. This is despite the fact that the number of international funders has increased slightly since 2002. Furthermore, the amount of direct cross-border giving has decreased by 3% since 2002, while the amount of giving to U.S.-based international programs has increased 49% since 2002. Following the general trend in international giving, the number of grants to both direct cross-border programs and to U.S.-based international programs has decreased since 2002. However of all international giving, Sub-Saharan Africa was the largest regional recipient of direct cross-border giving, receiving 19.3% of the 821.6 million (Figure 14). And even as cross-border giving decreased overall, the proportion of cross-boarder giving to Sub-Saharan Africa increased between 2002 and 2005. In terms of the number of grants awarded in international giving, the largest share of these grants was directed to the development sector which received 22% of the 10,676 grants (Figure 15). However, the greatest amount of dollars in international giving was directed to the health sector – once again the result of giving by the Bill & Melinda Gates Foundation (Figure 16).

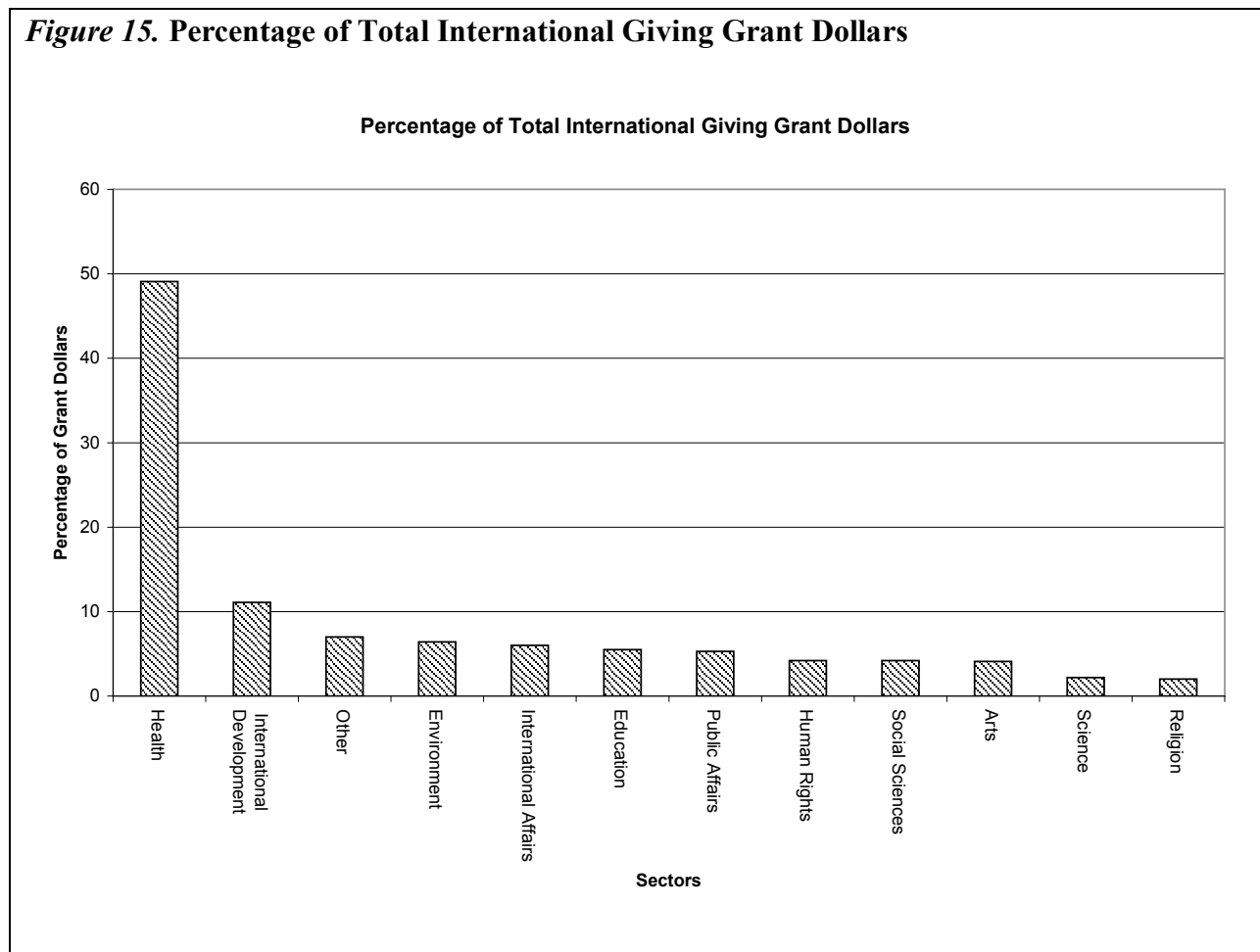
Figure 14. Percentage of Total Cross-Border Grant Dollars



Note: The majority of giving to Western Europe was directed to programs in developing countries.

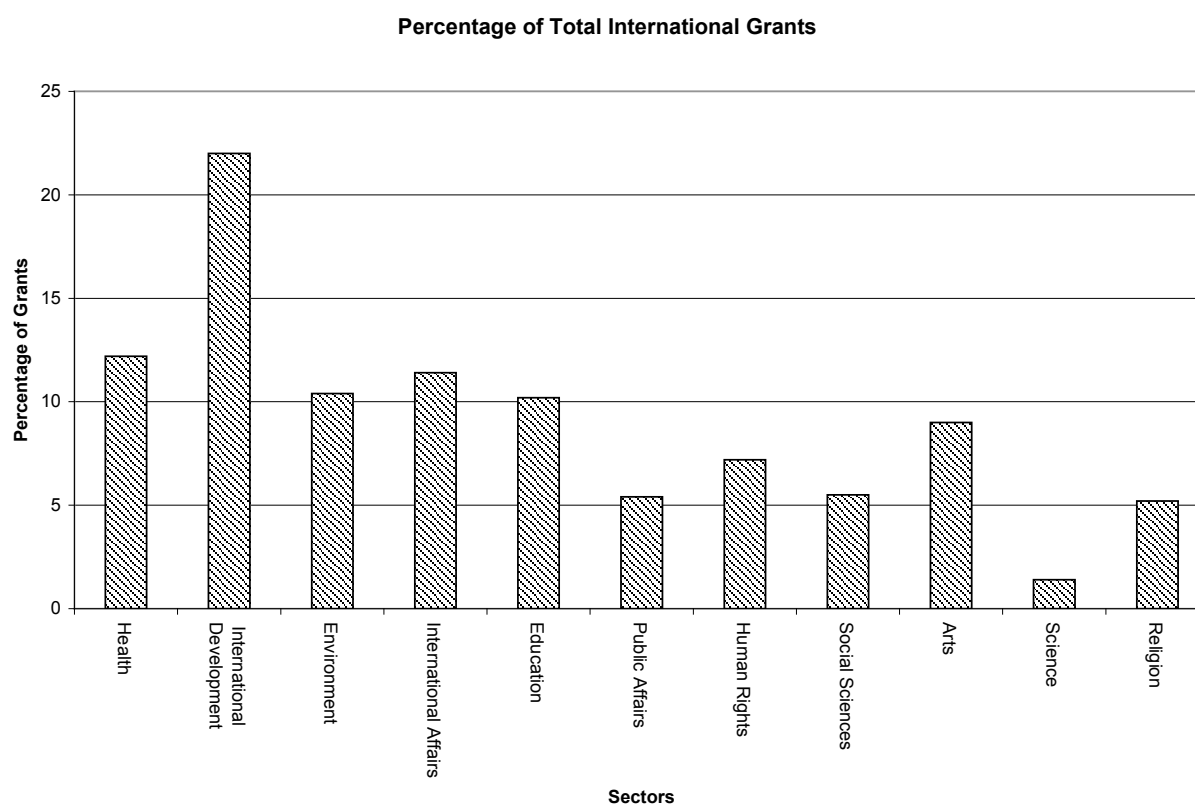
Based on the recent growth of international giving and the on-going commitment of several large foundations, international giving is expected to continue growing in the coming decade. It is also expected that the aforementioned trends will continue with the increased giving. This means fierce competition for funding dollars by both local and international development-oriented NGOs. As such, it is essential that these local NGOs meet the needs of the communities they serve with effective and sustainable interventions that not only improve the livelihoods of

Figure 15. Percentage of Total International Giving Grant Dollars



those in the communities, but also build stakeholder ownership and support for the sector. And while development NGOs constitute the bulk of local NGOs throughout Sub-Saharan Africa now, the increased levels of giving dedicated to the health sector will likely spur an increase in the number of health-oriented local NGOs. This calls for greater collaboration and innovative cross-cutting interventions throughout all sectors within the region.

Figure 16. Percentage of Total International Grants



IX-B: Conclusions and Recommendations

IX-B.1: Prospects of Attaining Outcomes

Because the School has built a reputation as a leader in providing training programs for development practitioners that incorporate best practices and learner-based methodologies, there is no reason to believe that the SCED will not take the necessary measures to ensure that this reputation continues to grow as they expand in Sub-Saharan Africa. The School's faculty, staff and facilitators are committed to ensuring that the expanded programs in Sub-Saharan Africa

reflect the high standards of their other programs; thereby better ensuring sustainable program design and activities – and ultimately the achievement of the long-term goals.

The project researcher firmly believes that the findings and results of this project's literature review and research will increase the SCED's knowledge and awareness of the needs of the development sector, their strengths and weaknesses in providing training programs, the threats and opportunities to providing training program and the composition of the development sector in Sub-Saharan Africa. However, the School's knowledge and awareness will only increase if the faculty, staff and facilitators fully assimilate the project outputs. But because the school expressed an interest in these research results and has a commitment to providing effective training programs for development practitioners, this researcher is confident that the SCED faculty, staff and facilitators will internalize the outputs of this project and thereby will increase their knowledge and awareness of these various elements related to training programs for development practitioners in Sub-Saharan Africa.

In order to achieve the intermediate goals, the increased knowledge and awareness of the development practitioners and the development sector in Sub-Saharan Africa – short-term outcomes – will have to be incorporated into both program design and program-related activities. Effective program design will entail local development experts as facilitators and a context-specific curriculum which trains for the full life-cycle of skills needed by practitioners. Program-related activities will entail on-going training of trainers activities to help build not only the capacity of the development practitioners and the development sector, but also to help build

the capacity of development trainers. Other program-related activities will include establishing partnerships with reputable local academic and development organizations. These relationships will provide a pool of potential participants, ideally increasing local practitioner attendance in the School's training programs, and reduce the perception of the School as an "outsider" organization. Effective program design will also ensure that those who attend the programs are better able to design responsive and sustainable interventions to meet the needs of their communities; have an increased ability to secure funding to support their work; and have an improved platform to network with and learn from their colleagues.

As the SCED provides training programs to meet the needs of development practitioners in Sub-Saharan Africa and as the School modifies these programs – based on evaluation feedback – to meet emerging needs in the sector than this researcher believes that the School will become an accepted leader in providing sustainable, demand-driven academic and professional training programs to the development sector in Sub-Saharan Africa. These training programs will constitute a significant means of promoting the capacity building of the development sector and over time will result in a highly professionalized field offering effective services to address the emerging needs of poorer communities throughout the region.

IX-B.2: Sustainability and Replication

A number of factors - financial, political and social – will affect both the prospect of achieving the goals of this project and the sustainability of the outcomes once they are achieved.

Ultimately, the sustainability of these outcomes rests on the SCED and the enabling environment

in Sub-Saharan Africa. The School can help ensure the sustainability of their training programs by establishing a cycle of program evaluations which measure learning and impact over time. As the School modifies their academic and professional training programs based on the needs identified by evaluation feedback, the School will be able to consistently attract program participants, providing a dependable revenue stream. This, in turn, will allow the School to invest money into the training programs, especially in their design and evaluation. A feedback loop between program content and program evaluation will be created and will help ensure program sustainability.

The results of this project are replicable. The program design and program-related activities that resulted from the findings in the literature review and research can be used to replicate sustainable demand-driven academic and professional training programs for the development sector in regions with similar needs to that of Sub-Saharan Africa.

IX-B.3: Personal Thoughts

This project has provided a number of interesting challenges, along with a number of rewarding experiences. The experience of modifying the project activities, outputs and outcomes provided an opportunity to explore the nature of the project cycle and the importance of ongoing project evaluation. However the numerous modifications to this project, which resulted in a narrow timeframe to achieve the activities, outputs and outcomes, impacted status of this project and the researcher's ability to achieve the project outcomes.

Beyond a short timeframe, a number of other limitations were faced throughout the duration of this project. Limited data was a primary limitation which affected all three outputs. The needs assessment would have benefited from additional data from all three sources. A more concise survey and a larger survey respondent pool might have resulted in a greater response rate. Additional data gathered from the SCED's training program evaluation forms and focus groups would have also enhanced the findings of the needs assessment. The SWOT analysis would have likely benefited from focus group data with both SCED faculty/staff and students. The landscape analysis would have also benefited from additional data, in this case more reliable data on the composition of the sector. A lack of personal knowledge of Sub-Saharan Africa was another limitation faced for this project, as was the absence of actual time on the ground in the region. Personal knowledge and the opportunity to conduct primary research in the region would have enhanced the findings in all three outputs.

But despite the challenges, limitation and ever-changing nature of this project, it consistently had the support of a number of the SCED's faculty and staff. These individuals were generous in sharing their time and information. These members of the faculty and staff were consistently available to the researcher for advise, consultation and input. Without their support and encouragement this project would not have been possible.