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(2005)

CAPACITY BUILDING FOR HIGH QUALITY

RESPONSE TO ORPHANS AT MALEZI ALIVE

PIONEER'S AT MBEYA TOWN.

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CHAPTER ONE

CHAPTER TWO

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

APPENDICES

ABSTRACT

This is a report on a study undertaken for the ultimate purpose of designing a capacity building for Malezi alive pioneer which is situated in Mbeya municipal the MAP believe there will be an increasing in a number of orphans or otherwise made vulnerable by AIDS in Mbeya. They are not likely, however, to stand out as a distinct group requiring separate, new programs. They will add to the number of children on the street, at risk of moving into the street, at risk of sexual or Physical abuse or exploitation, at risk of labor exploitation, and at risk of HIV infection. Their needs require attention, but not as a separate area of activity. Much of the community-oriented work being done by NGOs in Mbeya is similar to the most promising intervention to address the needs of orphans.

The over all objectives of the study was to design a training programme for MAP incorporating the following:-

- To make a through review current stock of human resources and organizational capacity of MAP of stakeholder groups and institutions.

- To assess capacity building ie training needs for prioritized groups.

- To make recommendations on management of capacity building by preparing a training programme according to a Identified priorities.

- To make cost estimates of the proposed training programme.

Capacity building is a two way street it embraces respect for, and wider application of local traditional and scientific knowledge, innovations and practices. The term capacity building is intended to capture the need to meet

challenges by increasing the ability of individual communities, business, industries, institutions, governments and other organizations.

The recommendations in this paper include on going information sharing, but stress the need for a focus on ways to enhance access to, understanding of and application of information at Malezi Alive Pioneer's. This information sharing orientation could be considered as the first phase of a capacity building focus.

Currently, the number of children supported has grown from 5 in 1999 to 46 in 2005. The increase has mainly been to the number of new and better projects they have initiated recently. The CBO has diversified its programs and provides preventive AIDS education to the youth in the community.

❖ Recreational services to poor children

❖ School assistance program for children of poor families

❖ Vocational training and a credit program to street children.

The overall objectives of the study was to design a capacity building program for Malezi alive pioneer's by incorporating the following.

❖ To make a review on a current stock of human resources and organizational capacity of malezi alive pioneer's stakeholders

❖ To assess capacity building

❖ To make cost estimate of the proposed training programme.

STATEMENT OF COPYRIGHT

DECLARATION

I...*Mwaluiende Ezekiel Jackson*....declared that this project is

my own original work and that it has not been presented to any other University

for a similar or any other degree award.

DEDICATION

To my daughter Josephine Ezekiel and her mommy Elizabeth who have made me proud.

SUPERVISOR CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by Southern New Hampshire University at the Open University of Tanzania a project proposal entitled in partial fulfillment of the requirements for the degree of masters of science in international Community Economic Development

....

(supervisor)

Date...3 0 – 8 – 2 0 0 5...

ACKNOWLEDGMENTS

To all those mentioned, I call upon them to share with me any credit that may be accorded to this work. It must, however, pointed out that much of this work is the result of the authors efforts and he solely bears the responsibility for any shortcomings and errors.

Mwalutende.E.J

CED-Student-2005

ix

ABBREVIATIONS

1.	AERC	African Economic Research Consortium
2.	AIDS	Acquired immune deficiency syndrome
3.	CASH	Community Awareness and Self Help Programme
4.	CBO	Community Based Organisation
5.	CDRA	Community Development Resource Association
6.	CED	Community Economic Development.
7.	CHS	Center for Human Settlement.
8.	CIDA	Canadian International Development Agency.
9.	CPR	Centre for Poverty Research.
10.	DSM	Dar-es-salaam
11.	EPM	Environment Planning and Management.
12.	ERAPO	Eradicate poverty Mbeya regional.
13.	ESR	Education for Self Reliance
14.	GIS	Geographical Information System
15.	HAARD	Highly Active Anti Retroviral Drugs.
16.	HAARD	Highly Active Anti Retroviral Therapy.
17.	HIV	Human Immuno Deficiency Virus.
18.	HIID	Harvard institute of international development
19.	IANSA	International Action Network on Small Arms
20.	IT	Information Technology
21.	LFA	Logical Framework Analysis
22.	MAP	Malezi Alive Pioneers

23.	MYDC	Mbeya community development centre.
24.	MOYES	Malezi Orphan Youths Education Support
25.	MTP	Medium term plans.
26.	NGO	Non Government Organisation
27.	NY	New York.
28.	PSD	Performance/skill deficiencies.
29.	PAR	Participation action research.
30.	PRA	Participatory Rural Appraisal.
31.	PDA	Performance/skill deficiencies Analysis.
32.	PCA	Priority problems (Problem Centered Analysis.
33.	PLHA	People Living with HIV/AIDS.
34.	PCA	Problem Centered Analysis.
35.	REPOA	Research on poverty alleviation
36.	SADC	Southern African Development corporation.
37.	SAPA	Self and Peer Analysis.
38	SHDEPHA	Service health and development for people living with AIDS.
39.	SPSS	Scientific package for social scientists
40.	STI	sexually transmitted infections.
41.	SWOT	Strength weakness opportunity Time
42.	TACAIDS	Tanzania Commission for AIDS.
43.	TETP	Tanzania Education and Training Policy
44.	TGNP	Tanzania Gender Networking Programme.
45.	TOR	Terms of reference

46.	TOT	Trainer of Trainer's
47.	TPPL	Training Programme Project Line
48.	TNA	Training Needs Assessment
49.	UN	United Nations
50.	UNDP	United Nations Development Programme
51.	UPE	Universal Primary Education
52.	WAT	Women advancement trust.
53.	YEDS	Youth Economic Development Support

CHAPTER ONE

1.0   Brief profile of the Malezi alive pioneer's

Malezi alive pioneers is located at Simike adjacent to Meta Hospital in the municipality of Mbeya Town, founded by Mr Mwigune and basically intended to provide recreational services to poor children, school assistance program for children of poor families, Vocational training and a credit program to orphans.

The organization started in 1995 and got registered on the 22nd of November 1999 with the registration, So No 10119. Generally the organization aimed at community awareness towards; caring, education, counseling, AIDS and health awareness and environmental care. Strengthening family and community caring capacities can help reduce the number of children who turn to the streets to survive.

The initial idea was created by the perception of seeing many children without parental care. eg. taking them to school etc. children were seen scattered in streets during school hours. Most of them were open enough to say they were not registered to any school because their parents had financial problem.

Contact person is Mr Mwigune   Box 3455 Mbeya

Tel 0744-806461

Tel 0744-491805

Email maleziap@yahoo.co.uk

1.1 Membership of the organisation

Members of the organisation will be any Mbeya resident irrespective of nationality, race, ethnicity, religion or sex. These members shall be from different walks of life, professional and non professionals.

1.2 Application for Membership:

- Application shall be made through a special form authorized by the MAP Executive Committee.

- Annual contribution for each member shall be Tshs.12,000/=

1.3 Human resources

- Most staff of MAP are part time volunteers.

- There are 5 full time paid staff.

1.4 Key achievements

- MAP has enabled more than 83 orphans to self-employed since its creation in 1999

1.5 Financial resources

- MAP receives assistance from any body provided the assistance is not accompanied by political or religious motives. To make the process sustainable MAP mobilizes resources from within the community also to identify income-generating projects for scaling up and sustaining the process in future.

1.6 Future plans

- Map plans to scale up activities by coverage or reaching new groups

1.7 Mission statement

- To care and develop a whole person (child) and its environment.

1.8 Objective-

Aim at community awareness towards the main aim of the Organisation, caring, education, counseling, AIDS and health awareness, environment care and development.

- To serve human life and its environment right from the time of conception of a child up to the age of eighteen years old.

- To care and educate, counsel and enhancing the sub-target groups. The sub target groups refers to parents ayahs (baby sitters) youths and teachers

- Caring the need of orphans, street children and infant in general morally and materially at Malezi alive pioneers.

- To offer special education and counseling to the life the despaired clients the youths, more specially the pregnant youth girls.

- To develop the social environment in which the child is growing and developing by means of education and counseling of the sub target groups education and counseling which eventually leads the sub target group members to morals and human life awareness and responsible toward the main target group the children.

- To assist and guide the clients from the sub target groups who wish to live the life of togetherness as a community.

- To stand as a coordinating agent, acting as a bridge between the clients (main and sub target groups) and all those individuals groups and organisations etc. Which render similar services to people and environment by way of giving helpful assistance on education and counseling as well as giving helpful information, receiving and spreading the required information to the target groups. Receiving, distributing and making follow up for the service offered to client through Malezi alive pioneers.

1.9 Activities

- Cares and trains youths including orphan and youth from destitute families.

- Cares for students in need of a place to live while schooling in Mbeya municipal.

- Offers counseling to youth.

- Offers nursery and pre primary course.

- Offers vocational training and remedial course.

1.9 Programs

Malezi alive pioneers is engaged in several programs; those are :-

❖ Caring programme-Target groups are youths and community as a whole

MOYES: Malezi orphan youths education support. This is a special project for orphan youths only.

❖ Counseling programme

- Target group are youths and community in general

❖ Environment care programme

- Target group are youths and community in general.

❖ Aids and Health's awareness programme. This programme aims at training the client through visual aid such Video. The target groups are youths and community as a whole.

❖ Economic development programme more famous the program is called YEDS youth economic development support,

- The programme aims to educate the youth and the community as a whole to see on how they can identify the potential they have, problems facing them and ability to utilize the available scarce resource in order to boost their living condition.

1.11 Malezi alive pioneer's organisation structure

Map is yet to consolidate and stabilize its Organisation structure. This is expected of an Organisation in its infancy. As it is presently constituted however, it consists of three major departments headed by chief coordinator. The present structure is under review. A new structure has been agreed upon and has been approved. The reviewed structure intended to align the MAP activities into major areas of responsibilities to ensure that there was no overlap of activities.

ORGANISATION STRUCTURE OF MAP

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│    MAP STAKEHOLDERS GENERAL MEETING       │
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                    │
                    ▼
┌─────────────────────────────────────────┐
│      CENTRAL EXECUTIVE COMMITTEE          │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│        CHIEF EXECUTIVE OFFICER            │
└─────────────────────────────────────────┘
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| CED PROGRAME COORDINATOR | COUNSELING PROGRAME COORDINATOR | ENVIRONMENTAL CARE PROGRAME COORDINATOR | AIDS/HEALTH PROGRAME COORDINATOR |

ORPHANS
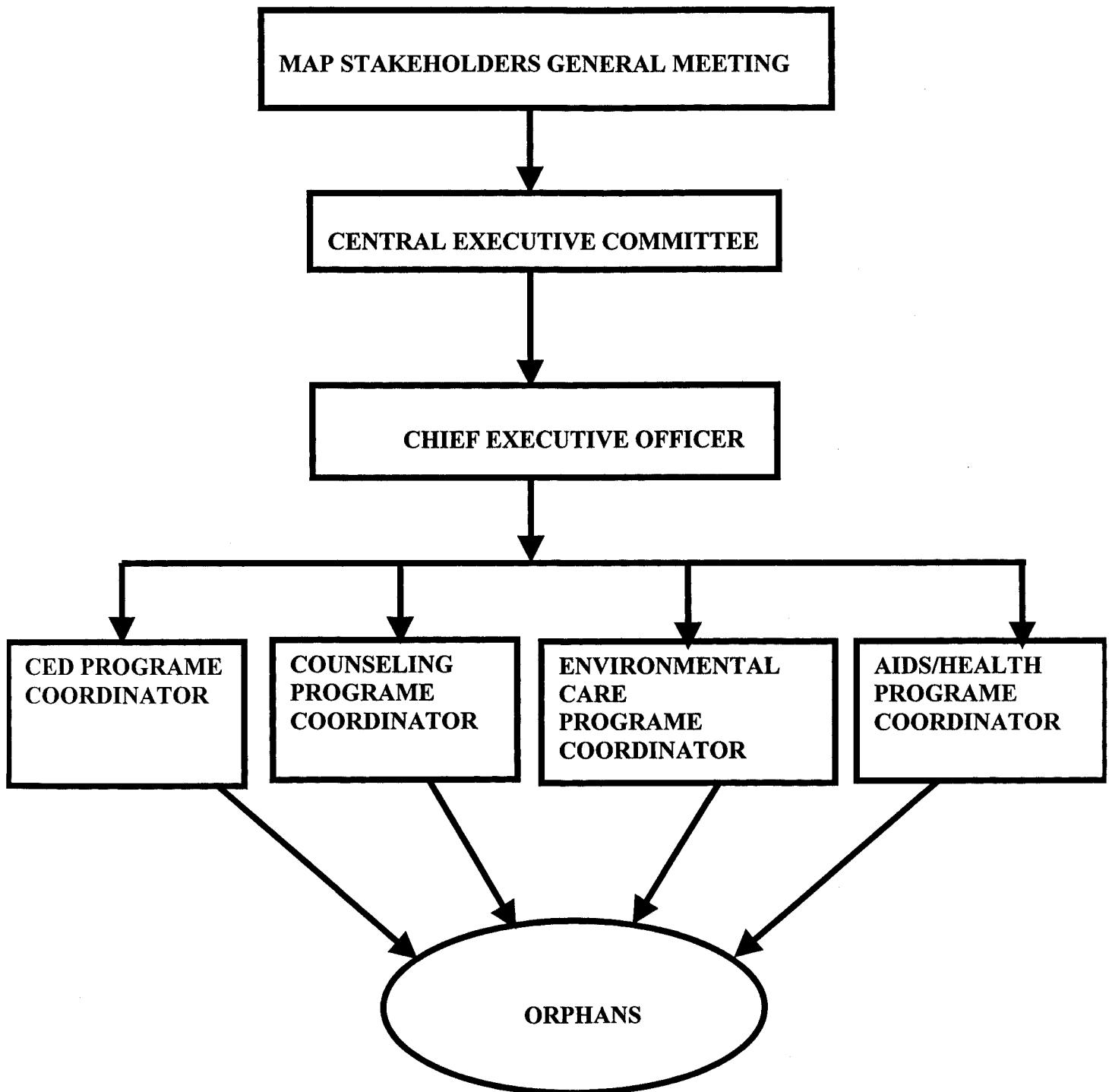
SOURCE: *INFORMATION COLLECTED BY THE RESEARCHER*

1.12 My assignment with Malezi Alive Pioneers

My role was to advise on how the CBO can improve performance. capabilities becomes first of all that of how best to exploit the existing rich array of already acquired, Knowledge and skills levels and experience, and thereafter determine the additional knowledge and skills and attitude change and then put that into the capacity building.

Being part of my attachment to Malezi Alive pioneer one of my programme was to develop capacity building programme. This was done through review current stock of human resources and organizational capacity, Assess capacity building ie training needs for prioritized groups, Make recommendations on management of capacity building.

Capacity building is the basis for development of this country as well as performance of Malezi Alive Pioneers. Despite the importance however the training need for organization to recognize that personal objectives must be harmonized with organizational objectives. Therefore training should be looked as an essential function of MAP, it aim at ensuring a continued match of performance capacities and performance demand, Capacity building is risk on the other side because the organisation can lose the trainee, as they becomes more marketable.

The main recommendation is that capacity building activities have to focus not on further and further specialization to satisfy individual or institutional

interests but time has come to consider also inter-stakeholders related management strategies and therefore capacity building.

1.13 Back ground of the problem

Investments to enhance the organizational capacity and performance of civil society have increased dramatically in recent years. Yet, despite the popularity of the concept, relatively little research is available that clearly demonstrates the value of capacity building or links it to improved program outcomes.

What is needed are more comparable and comprehensive findings about the outcomes of capacity building, both to ensure the ongoing commitment of funders to support this work and to demonstrate what kinds of capacity building efforts have the greatest effects and when.

This paper proposes a system for understanding the various approaches to capacity building and a strategy for measuring the outcomes of capacity building.

➢ Training has been conducted on ad-hoc basis.

➢ Some stakeholders undergo training activities much more than others.

➢ Lack of a long-term capacity building strategy.

➢ Training plans of professional staff and support personnel are not clearly defined.

1.14 Statement of the problem

The situation of street children in Mbeya town deserves a particular attention from every stakeholder. Poverty is a major cause exacerbated by AIDS,

drought and family violence and breakdown. The improvement of the quality and standards of services rendered to children depends on, among others, the quality of staff assigned.

Through the development of the competencies of middle and grassroots staff and information, exchange, child focused CBOs can live up to the public expectations and government standards and policies.

In order to contribute to the efforts being made nationally and at local level in addressing the need of the disadvantage children, there are very few CBOs country wide which deal with aforesaid programme. Some of them are new in the operation and do lack the necessary resources in terms of finance, human and physical. Information and skills to run projects of children who are in desperate and need of basic and development services. There is a general understanding that any one with low or without adequate qualification can work with and for children.

Most important there, is a serious information gap about orphans in Mbeya. In spite of the fact that the various problems such as child abuse and neglect, child prostitution, rape and abduction and juvenile delinquency are admitted to exist, nevertheless the knowledge in the area is limited such as their origins, community attitude towards the problems, the results of various efforts made to date to address these problems and the way forward.

1.15 Objectives of the research Project

- To determine what capacities are required to achieve their vision to know what habits, skills, knowledge, attitudes, and values are required in a particular community for it to be able to achieve the vision.

- Establishment of a human resources data bank to facilitate regular up dating.

- Establishment of coordination and control mechanisms in implementation of the capacity building.

- Identify organizational skills and learning systems

- To determine what kinds of capacity they wish to build over time, communities assess the level of their skills

- The community formulates strategies and plans to systematically build its capacity in order to achieve the desired future.

- Improving management practices and techniques

1.16 Limitation of a research project

In the course of carrying out my research, I was faced with a number of shortcomings like.

- ➢ Shortage of time, the researcher faced a shortage of time due to the fact that stakeholders were engaged with other activities

- ➢ Incomplete data bank, important information eg names of stakeholders, stakeholder per job category, job descriptions, roles and responsibilities, gender profiles etc

➤ Poor response, Some time there was a poor response as respondents were busy to carry on their activities hence it involved constant reminding the respondent.

CHAPTER TWO

1   **Literature Review**

2.1   **Theoretical Review.**

Under normal circumstance, nonprofit capacity building refers most often to activities that are designed to improve the performance of an organization by strengthening its leadership, management, or administration. However, organizations are not the only focus of capacity building activities. Capacity building efforts can be designed to serve individuals, organizations, geographical or interested communities, or the nonprofit sector as a whole. Further, the intensity and duration of the effort can distinguish a capacity building engagement as either aimed at implementing new systems (short-term) or achieving wider organizational change (long-term). These efforts can further be usefully classified based on the areas of organizational life they seek to affect: external relationships, internal structure, leadership, and/or internal management.

What is capacity building?

The term 'capacity building' is used in many fields. Literature on capacity building within developing countries, describes 'capacity building' as an approach to development that builds independence. Capacity building increases the range of people, organisations and communities who are able to address problems, and in particular, problems that arise out of social inequity and social exclusion.

Thus capacity here refers to the ability of organisations to implement and manage projects, to exercise financial and product accountability as per

northern specifications, to employ and train staff competent to undertake specific tasks, and to report on their work in ways which are acceptable to their donors. In other words, capacity refers to the ability to deliver specified projects timely and cost effectively. This may read as an extreme characterization, and indeed there are many gradations, but the gist remains - capacity is the ability to deliver specified products, often according to others' specifications.

There are numerous definitions and usage for the phrase "capacity building" within the literature. As used by Catholic Relief Services (http://www.catholicrelief.org/), capacity building refers to:

...an on-going process by which individuals, groups, organizations and societies enhance their ability to identify and meet development challenges in a sustainable way...

Based on their own experiences, the California Wellness Foundation (http://www.tcwf.org/) offers the following definition:

Capacity building is the development of an organization's core skills and capabilities, such as leadership management, finance and fundraising, programs and evaluation, in order to build the organization's effectiveness and sustainability.

Todsen, Dana R. in"Health Sector Capacity Building." New Directions for Philanthropic Fundraising, Define capacity building as "the creation, expansion, or upgrading of a stock of desired qualities and features called capabilities that could be continually drawn on over time," the author points

out that capacity building is not just a new name for training and development, though those educational efforts are a component of it. Todsen looks at specific capacity building initiatives, some outside traditional medical and public health sectors, that seek to enhance the healthy community movement. With bibliographic references.

Capacity-building is an approach to development not something separate from it. It is a response to the multi-dimensional processes of change, not a set of discrete or pre-packaged technical interventions intended to bring about a pre-defined outcome. In supporting organizations working for social justice, it is also necessary to support the various capacities they require to do this: intellectual, organizational, social, political, cultural, material, practical, or financial." Eade, D. 1997. "What is capacity-building?", in: Capacity-Building, An Approach to People-Centered Development, pp.23-49. Oxford: An Oxfam Publication.

Connolly, Paul; Lukas, Carol. In Strengthening Nonprofit Performance: A Funder's Guide to Capacity Building. Define capacity building as "the process of strengthening an organization in order to improve its performance and impact," the authors explicate how grantmakers can provide the strongest support for capacity building among their grantees. This book not only explains how, but also clarifies why this type of funding is important, and elucidates the major types of support that enhance performance. A four-step plan to support capacity building is outlined and explained. Also included is

an historical overview of this type of grantmaking. Numerous worksheets are given to assist in the process.

For our purpose, Senge defined capacity building as 'a process whereby people are enabled to better perform defined functions either as individuals, through improved technical skills and or professional understanding, or as groups aligning their activities to achieve common purpose'. We envisage it as a personal growth process that leads to enhanced performance. As such, it is evident that capacity building is not an event, but rather a continuous process. Since many factors can retard the diffusion and adoption of knowledge, and its subsequent translation into action (Senge et al., 1999; The Department of Education, 1995) capacity building is typically a slow process occurring over time scales much longer than individual research projects.

Historical development of a capacity building, Allan Kaplan (1999) says No-one really seems to know where the phrase 'capacity building' originated. Certainly its use has become ambiguous in the development sector; it is upon you before you know it, and it seems to spring from all directions at once. 'Capacity building' is used by northern development organisations and donors when looking at their southern 'partners'; but the term is used also in the south itself, when Non-Governmental Organisations (NGOs) try to address their own needs and constraints. (It is worth noting that it is only very recently being used by a limited number of northern organisations about themselves). What we may mean by capacity building might depend on whether we use the term as a northern or as a southern organisation; it might depend on whether

we use the term with reference to others or to ourselves. And it will depend on how we see development organisations in terms of their value - in other words, capacity building for what?

From these considerations, two possible angles on capacity building immediately present themselves. The first angle takes its cue from the fact that northern donors, and even northern 'operational' NGOs, often view their southern 'partners' as local delivery vehicles for plans and policies which are developed in the north. Within this perspective, the concept of capacity building is used by northerners towards southerners, with reference to others rather than to themselves, and within a context which sees southern development organisations as local implementing agents for northern policies. In this sense, capacity largely refers to the 'absorption capacity' of southern organisations; in other words, the donation of money by northern donors is limited by the capacity of southern organisations to effectively use that money, and be accountable for its use.

In a useful review of the literature, Peter Morgan identified several distinct phases of concern with building government capacity. In the 1950s and early 1960s, when many countries were emerging from colonial status to independence, efforts focused on *institution building*, or "equipping developing countries with the basic inventory of public sector institutions...to manage a program of public investment." By the later 1960s and early 1970s, however, attention had turned to the notion of *institutional strengthening*, focusing more on improving the operation of existing organizations and the

training and performance of public sector personnel. Then, attention shifted to *development management*, which concentrated attention on the capacity to manage development programs, particularly those focused on the economic and social conditions of the poor majority, which often required considerable organizational initiative and inter institutional coordination. *Institutional development*, a concept that was broadened to include private sector and NGO activities and that focused more on developing institutions with effective processes for managing change, was on the agenda during much of the 1980s.

Sue McGinty, explain Historic Antecedents of Community Capacity Buildings a concept has its roots in a much older movement called Community Development. Throughout the 1960s and 1970s much was written about education and community collaboration, or the lack of it. This work came from writers such as Ivan Illich (1976) in his *Deschooling Society*, and Paolo Freire in *Pedagogy of the Oppressed* (1971). In the radical critiques of schooling it was recognised that education could be a radical tool for change if it was linked with community needs and desires.

At the same time as this educational thinking was being developed, work was being done in the area of social development in communities, particularly urban sites. In 1980, Schonenberg and Rosenbaum explored the concept of viability in local communities and the way residents pursue their livelihood. They explained the idea of *community capability* as one in which its residents work together for social order, setting goals and carrying through with these

goals. This w as achieved if communities established mechanisms to define and enforce public roles and responsibilities; set up communications, leadership and training for those jobs, made decisions about policy, and established networks for exchange. The point is made that in most communities this is done without outside intervention. Where professional workers are appointed they needed to deliver services in a way that enhanced people's autonomy, self-respect, and their ability to work things out for themselves. While community development required input from outside experts, control needed to be located firmly within the community.

Early research work on the antecedents of community capacity building is found within the disciplines of Adult Education (Freire, 1972a, 1972b), and Community Work (Alinsky, 1969, 1971). All of these early writings indicated that strategic partnerships were essential for real development to occur. Community development required education that was based on the direct needs of the community as identified by them, and action once problems were identified. The development literature throughout this period highlighted the value and productivity of partnerships.

Today, in social development there is a focus on integrating all the various stakeholders in capacity building. Capacity building refers to investment in people, institutions and practices that will, together, enable countries in the region to achieve their development objectives. (World Bank (1997).

Investment in people, institutions and practices requires knowledge, time and dollars. While some emphasis on the physical resources is a part of the capacity building process, it is not the whole.

But there are tensions arising out of some community expectations of providers. "Capacity building includes institutional support in the form of finances for office space, salaries and vehicles" (Makumbe, 1998). Material gains of community capacity building are few and far between and not necessarily provided by governments or funding bodies.

The 1994 report to the Commission on Sustainable Development on capacity building, prepared by the United Nations Development Programme (UNDP), focused mainly on the role of United Nations system agencies in supporting capacity-building. Most were engaged in building capacity for the formulation of plans and strategies in support of sustainable development in areas such as health, industry, education, the environment and human settlements. More research into the dynamics of capacity-building was seen to be necessary, as was improved inter-agency coordination and United Nations system capacity at the field level. The acknowledgement that the UN needed better capacity in its interface with communities was the point at which the discussion and models of community capacity building for provider organizations and government shifted to a more participatory model.

The UN Commission on Sustainable Development (1996, p. 2). defines Community Capacity Building thus: Capacity-development, like sustainable development, encompasses a wide range of aspects, including the human, technological, organizational, financial, scientific, cultural and institutional. It is not easy to define. Indeed, most discussions on the topic quickly tend to broaden out to deal with the overall process of development capacity-building

is the process and means through which national Governments and local communities develop the necessary skills and expertise to manage their environment and natural resources in a sustainable manner within their daily activities. The main ideas behind this concept are the following:

- Strengthening peoples' capacity to achieve sustainable livelihoods;

- A cross-sector multidisciplinary approach to planning and implementation;

- Emphasis on organizational and technological change and innovation;

- Emphasis on the need to build social capital (i.e. voluntary forms of social regulation) through experimentation and learning;

- Emphasis on developing the skills and performance of both individuals and institutions.

The Elements of Capacity Building

In this section various elements of community capacity building are analyzed with specific reference to their potential to work for Indigenous Education. Because the Queensland Government's *Whole of Government Approach* to community capacity building has been influenced by regional development literature and research, and the work of the UN in particular, it is a good place to start to see what is understood by *community capacity building*.

Garlick (1999) is a Professor of Management and director of the Regional Research Institute at Southern Cross University and a key player in regional development in Australia. He identified five major elements of capacity building for regional Australia.

- Knowledge building: the capacity to enhance skills, utilize research and development and foster learning;

- Leadership: the capacity to develop shared directions and influence what happens in the regions;

- Network Building: the capacity to form partnerships and alliances;

- Valuing community and the capacity of the community to work together to achieve their own objectives; and

- Supporting information: the capacity to collect, access and utilize quality information.

For an enabling environment to work four issues need to be taken into account. According to the United Nations Development Programs (UNDP) these are:

- Institutional development policies and plans, legal frameworks, ability and willingness reform, distribution of institutional responsibilities, public sector and human resource policies, incentives, and so on.

- Sociopolitical-society vision; formal and informal values and standards; democratic processes; power relationships, particularly the role of women; sources of consensus and conflict; human security and the special cases of countries in crises or transition that need to be taken into consideration.

- Economic-stable and equitable fiscal and monetary policy; management and distribution of resources and assets; the impact of the external sector, particularly trade, investment, official development assistance, technology and debt management.

- Natural resource management and environment-the impact and importance of the natural resource base and the sustainable management of the environment.

It is also suggested that ongoing assessment and evaluation be built into the plan. This capacity assessment approach involves four steps:

Step 1. Mapping the starting point

Step 2. Determining where to be-and establishing objectives

Step 3. Determining a change strategy to get there-the How

Step 4. Determining what capacities are needed to get there the What.

Capacity assessment growth Design has identified several critical areas in the comprehensive assessment of resource development capacity in not-for-profit organizations. These include a determination of :

- Market capacity (users or donors/market tree development)
- People capacity (internal staff and human resources)
- System capacity (business systems/information technologies)
- Asset capacity (facilities/financial)
- Program capacity (planned giving/estate planning/annual giving)
- Communication capacity (formats/channels/messages)
- Listening capacity (in relation to market)
- Leadership capacity (board/administration/major donors)
- Learning capacity (ability to develop and apply knowledge)
- Channel capacity (multiple delivery channels)

Taken together, an understanding of these defined capacity areas allows organizations to develop a better understanding of their current strengths while targeting those areas where capacity needs to be resourced and built.

CDRA's experience in capacity-building, with respect to organisation, community and individual development, has yielded a certain perspective on capacity, which is our entry point into understanding this concept of 'reading'. We will summarise briefly.

From our work with organisations - which is our starting point - we ascertained a number of elements which must be present and coherent for an organisation to be said to have capacity, or to be effective. These are - arranged sequentially in a hierarchy of importance - the following:

- A *conceptual framework* which reflects the organisation's understanding of the world;

- An *organisational 'attitude'* which incorporates the confidence to act in and on the world in a way that the organisation believes can be effective and have an impact, and an acceptance of responsibility for the social and physical conditions 'out there';

- Clear organisational *vision and strategy*, and sense of purpose and will, which flows out of the understanding and responsibility mentioned previously;

- Defined and differentiated organisational *structures and procedures* which reflect and support vision and strategy;

- Relevant *individual skills, abilities and competencies*;

- Sufficient and appropriate *material resources*.

We have subsequently, both through our own work as well as in dialogue with other development practitioners working in many different areas, affirmed that this hierarchy of importance holds its validity, although with slightly different slants and angles, across community and individual capacity as well.

The aspect of this hierarchy which is relevant to our discussion here is this. That if you look towards the bottom of the hierarchy, you will see those things which are quantifiable, measurable, elements of capacity which can be easily grasped and worked with. They belong to the realm of material things, easily assessed and quantified; they belong to the realm of the visible. If however, we turn our attention to the top of the hierarchy, we enter immediately an entirely different realm, the realm of the invisible. The elements at the top of the hierarchy are ephemeral, transitory, not easily assessed or weighed. They are to a large extent intangible, observable only through the effects they have. It is these aspects which by and large determine capacity.

2.2   Empirical review

The term 'capacity building' is used in many fields. Literature on capacity building within developing countries, describes 'capacity building' as an approach to development that builds independence. Capacity building increases the range of people, Organisation and communities who are able to address problems, and in particular, problems that arise out of social inequity and social exclusion.

There is increasing investment in a range of capacity building initiatives in the development world.

Capacity building usually refers to "a process of individual and institutional development which leads to higher levels of skill and greater ability to perform useful research" (Throstle, 1992, p. 1321). While the term has most frequently been applied to enterprises funded by donors in less-developed countries, it is equally applicable to situations in developed societies. The Province-Wide Nursing Project can be appropriately referred to as an exercise in capacity building.

Capacity building is a commonly used term that holds many different meanings for different people. Generally, however, it is understood to be conditional upon improving knowledge and changing people's behaviour so that they can make more informed decisions, adapt better to changing conditions and be more effective in carrying out decisions (Senge et al., 1999; McAllister and Vernooy, 1999; Boal, 1995; Eade, 1997). The realities of contemporary South Africa, however, are that capacity building is commonly equated with providing opportunities for individuals from previously marginalised sectors, especially given the pressure to address past inequities. This element of capacity building is acknowledged as necessary and urgent, but is this sufficient? Are 'head counts' and/or 'degree counts' of individuals from marginalised sectors, including gender, participating in research projects appropriate measures for capacity building? Much depends on how capacity

building is defined and contextualised. Capacity building is not an end in itself; it is a means to improved efficiency of performance and productivity (Senge et al., 1999). The intention of capacity building supported through the national treasury is clearly improved national well-being. This suggests that however capacity building may be defined, if it occurs through state-funded research projects, it should take account of national interests that are wider than participation of individuals from previously marginalised sectors.

The United Nations Development Programme (UNDP, 1995; 2002) for example, has suggested that 'a realistic time frame for organisational strengthening is over 10 years and it must be an ongoing generative learning process'. In this sense, research projects are relatively short-term 'events' in an ongoing process of capacity development. Clearly the expectations of capacity building in the context of research projects should be much different from those of the process over longer time scales.

Capacity building is best thought of as both a process as well as a solution for organizations seeking to grow. Without capacity-building thinking and focus within leadership, organizations will continue to find themselves struggling in their current environment. Without an organization-wide capacity building strategy and process, they will also find themselves getting further behind their competitors, being stressed by overloads and misalignment and having little potential to realize even modest visions for the future.

Often organizations find themselves with significant internal capacity issues that prevent them from moving forward. Business operation processes and

financial systems are not capable of supporting the future direction of the organization. Staffing and related behaviors and rewards do not match the needed program deliveries to current constituents or new customers. Outdated capitalization methods (i.e., traditional campaigns, loan financing, and/or internal quasi-endowment options) are not delivering enough resources.

The 1994 report to the Commission on Sustainable Development on capacity building, prepared by the United Nations Development Programme (UNDP), focused mainly on the role of United Nations system agencies in supporting capacity-building. Most were engaged in building capacity for the formulation of plans and strategies in support of sustainable development in areas such as health, industry, education, the environment and human settlements. More research into the dynamics of capacity building was seen to be necessary, as was improved inter-agency coordination and United Nations system capacity at the field level. The acknowledgement that the UN needed better capacity in its interface with communities was the point at which the discussion and models of community capacity building for provider organizations and government shifted to a more participate model. Indicators for c apacity b uilding W e a re s uggesting t hat i n t he g reater n ational vision, capacity building is reflected in the diffusion, transformation and application of new knowledge and skills. Certain enabling conditions are essential pre-requisites for this to happen efficiently and effectively.

The need to create and sustain 'enabling conditions' is implied (SADC,2000)and acknowledged at regional level (SADC, 2001). Because capacity building occurs through the development and maintenance of long-

term relationships which are marked by shifts in strategy and attitudes, those wishing to build capacity need to be continually observing, reflecting on, changing and improving those relationships (Senge et al., 1999; Van Wilgen et al., 2003; UNDP, 1995; CDRA, 1995; Stokking et al., 1999). the knowledge innovation chain. Were assessments of researchers to include indicators of enabling conditions it seems probable that researchers would be more committed to a process of capacity building that is better aligned with national intentions. Examples of (Maselli and Sottas, 1996). The implication is that individuals, and through them, their organisations, have to redefine their roles and responsibilities so as to jointly create the learning environment and enabling conditions in which capacity building can occured should therefore require and measure capacity building in participating organisations and individuals over and beyond the duration of projects. Senge et al. (1999) use the term 'profound change' to describe organizational change that combines inner shifts in peoples' values, aspirations and behaviour with outer shifts in processes, strategies, practices and systems. The combination of these inner and outer shifts enables organizations (research teams, support agencies, strategic partners) to build their capacity for doing things in new ways and so to sustain change after a project has run its course. It would therefore be important to develop and apply indices for measuring these inner and outer shifts. There is There are number of CBO'S and NGO'S world wide which has conducted capacity capacity building for community, institutions etc.

(**TGNP**) Tanzania Gender Networking Programme has been operational since 1993 as a registered non-governmental organization. During this period it has built itself into an effective pressure group, which promotes gender positive activism at different levels. It has established an active network which links people and organizations involved in gender issues, through which it carries capacity building for training a nd o ther s upportive i nterventions f or groups and individuals. The main tools used are the social gender analysis framework and animation skills in participatory methodology, which stimulate dialogue in communities. This stimulates women and men at all levels to articulate on development issues and assess the impact on them, generate information based on their own experience and raise issues of concern, which require collective efforts to solve either through lobbying and advocacy or other strategies.

- To strengthen capacity of key development actors at various levels on gender, organizing/policy advocacy and participating approaches

- To contribute towards having the society informed on issues of g ender, democracy and development in order to realize social transformation with a gender perspective

- To contribute towards building a social movement for social transformation with a gender perspective

- To build a Gender Resource Centre of Excellence

- To build a long term viable funding base

- To build TGNP capacity to assess and learn from its work and experience

- To build programme support and management capacity and systems to be more responsive to TGNP's overall needs

(**REPOA**) research on poverty alleviation This is a unique programme in Tanzania, which arose from concerns regarding the existence of a wide gap between demand for and supply of policy oriented research, high degree of donor driven research and policy agenda, inadequate quality and quantity of local capacity to undertake policy oriented research. The high level of poverty in the country also required an effective policy response. REPOA was therefore established as a long-term research programme to support policy relevant research in the area of poverty and build and strengthen local research capacity in this area. REPOA was registered as an NGO in 1994 and effectively began operating in 1995. Poverty alleviation is the main research theme for which research funds are made available to qualified researchers. The programme is mainly funded by the Netherlands Government but REPOA has been able to establish research collaborations with other institutions and been able to mobilise resources for research from sources like Harvard Institute of International Development (HIID), The African Economic Research Consortium (AERC) and the World Bank. REPOA programme activities consist of four main elements:

Administration of research projects carried out with REPOA grants

- Providing assistance in the training of researchers for postgraduate level studies and in research methods, and widening their accessibility to relevant literature.

- Organising workshops and seminars to review research proposals, present research reports and discuss commissioned papers.

- Dissemination of research results mainly through publications, workshops, seminars and round table discussions etc.

East Timor National NGO Forum / Forum Nacional ONG Timor Lorosa'e is an Umbrella agency for East Timorese Non-Government Organisations (NGOs) <u>VISION</u>: To contribute to the building of a pluralist, democratic, just and sustainable East Timor through the development of a strong, independent and responsible civil society committed to upholding and making real in the daily life of the community, both village and urban, the full range of human rights so that all East Timorese, particularly the poor and disadvantaged, can enjoy the fruits of liberation and development in an East Timor forever free. <u>MISSION</u>: To realise its vision by promoting a culture of learning, cooperation, partnership with the community and respect for human rights and good practice amongst East Timorese NGOs and between them and other development actors, both domestic and international, and by serving as a collective, independent voice for the rights and needs of the community. VALUES AND PRINCIPLES: a rights approach to development; inclusiveness, participation; accountability; gender balance; respect for the environment; non-party political; non-sectarian; good, governance; volunteerism.

To sustain interventions in rural development in Tanzania, Coopibo supports the emergence of local NGOs and assists them to become effective and efficient. For m ore t han f ifteen years, C oopibo h as b een i nvolved i n rural development projects in some remote districts of Tanzania. They used to send a team of expatriates to live and work among the population.

At t he s ame t ime, t hey w ere a dministratively a ttached to the local district authorities. In the early 90s, they started to phase out and thought District Authorities who had been involved since the inception of the a ction, c ould just take over their activities in rural development. But it rapidly became obvious that the District Council had not the capacity nor the real willingness to continue such activities directed to the alleviation of poverty with the participation of the rual populations. Local Authotities were more avid to grab the material advantages than developing, their own programme. In the same time in Tanzania, due to the political liberalisation, many NGOs emerged with very noble aims but with a total lack of capacity. Coopibo took it as a challenge to build the capacity of the emerging groups for them to play a real role in the civil society.

Vietnam: Localized Poverty Reduction in Vietnam: Building Capacity for Policy Assessment and Project Planning, A $4.9 million CIDA-funded project based at the Centre for Human Settlements, UBC is in the second year of its five-year funding to assist Vietnam's National Center for Social Sciences and Humanities and five major Vietnamese universities (Thain Nguyen U niversity, V inh U niversity, Hue University, Dalat University and National U niversity f or S ocial S cience and H umanities i n H o Chi Minh to build their teaching and research capabilities in localized poverty reduction.

The aim of the project is to build Vietnam's domestic university capacity in participatory planning methods. Among the anticipated outcomes of the project are the establishment of Centres for Poverty Research (CPR) at the six Vietnamese institutions, and the strengthening of university curricular

programs to integrate poverty issues, gender analysis, environmental issues, and participatory research methods.

The project is now moving from team building, foundational concept training, and commune-site identification into project planning and implementation. University professors and students from the Vietnamese participating universities are developing working relationships with villagers and local officials, with the goal of learning together to develop community-based projects and policy recommendations that will help reduce localized poverty.*Source: CHS (1997).*

Brazil: Community-Based Watershed Management in Santo André, Sâo Paulo, CHS is in the first year of a three year $1.2 million CIDA grant to develop capacity in community-based watershed management in Santo André, Sâo Paulo, Brazil. The aim of the project is to make watershed management in Santo André more effective and participatory, and responsive to the needs of informal settlements. Santo André, one of 39 municipalities in the SâoPaulo Metropolitan Area, like many other rapidly developing urban regions, has poorly managed urban growth, characterized by environmental degradation, particularly in the region's growing informal settlements.

As stated in the proposal, "Moving away from the failed traditional reliance on a restrictive legalistic approach towards environmental management, this project focuses on involving people in the development process as stewards of the environment. Incorporating socioeconomic, biophysical, and institutional considerations in the planning process, there are three main

elements of building capacity in community-based watershed management. These deal with (a) the ways that data are gathered and processed into information - or knowledge - that is useful in making informed decisions; (b) the ways that the various stakeholders participate in ongoing watershed management; and (c) new ways of managing conflict among stakeholders and their respective preferences regarding the use of the watershed areas" (Centre for Human Settlements, 1998:1). *Source: CHS (1998).*

Ngoce organisation is the first Arabic web site located in Amman Jordan to serve the NGO sector, it provides a package of services in order to help them in building their capacity and enhance their performance. The site will be continuously updated and improved to introduce relevant content and to reach the target group in a more efficient way.

Objective of organisation:

Strengthening Capacity building of NGOs by providing them with practical knowledge related to their various interests and functions. 2- Encourage NGOs to use the IT as a tool to enhance their performance. 3- Encourage NGOs to use the knowledge available on the site and benefit from it, and encourage them to depend on self-study and self-improvement methods as a way of life. 4- Encourage NGOs and researchers to participate and contribute in preparing site content through working groups and networks.

2.3 Policy review

Following the analysis referred to above, a training policy energies from considering those basic elements of training needs. First the training of the

new employee, second the training of existing employees and third the training required on the promotion or transfer of an employee. In Tanzania, traditional education emphasized principles of good citizenship, acquisition of life skills and the perpetuation of valued customs and traditions. During the German and English colonial periods, education provided was restricted to a few individuals earmarked to service colonial interests. Immediately after independence in 1961, the government passed the Education Act of 1962 to regulate the provision of education. This Act repealed replaced the 1927 Education Ordinance and was intended to:

❖ Abolish racial discrimination in the provision of education;

❖ Streamline the curriculum, examinations as well as the administration and financing of education to provide for uniformity;

❖ Promote Kiswahili as a national language by making Kiswahili and English media of instruction in schools;

❖ Make local authorities and communities responsible for the construction of primary schools and provision of primary education;

❖ Establish and Unified Teaching Service for all teachers.

Despite these new policy measures, there were no significant changes in the goals and objectives of education until in 1967 when the philosophy of Education for Self Reliance (ESR) was introduced to guide the planning and practice of education.

The philosophy of ESR was a sequel of the Arusha Declaration and it underscored the weaknesses of the education system then. This philosophy emphasized the need for curriculum reform in order to integrate theory with the acquisition of practical life skills. It also urged linkage of education plans and practices with national socio-economic development and the world of work.

Between 1967 and 1978, the government took several steps and enacted several laws in order to legalize actions taken as a result of the Arusha Declaration and ESR. These laws and steps included the education Acts of 1969 and 1978; the Decentralization Programme of 1972; the National Examination (UPE) and Musoma Resolution in 1974; the Institute of Adult Education Act No. 12 of 1975 and the Institute of Education Act No. 13 of 1975.The Education Act No. 25 of 1978 was passed to legalize education changes that were introduced between 1967 and 1978 following the implementation of ESR. Changes legalized by the Act included.

In 1981, a Presidential Commission on Education was appointed to review the existing system of education and propose necessary changes to be realised by the country towards the year 2000. The Commission submitted its Report in March, 1982 and most of its Recommendations have been implemented by the Government.

In 1990, the Government constituted a National Task Force on Education to review the existing education system and recommend a suitable Education

System for the 21st Century. The Terms of Reference (TOR) for the Task Force were to:

- ❖ Assess the critical problems which are inherent in the education sector;

- ❖ Propose, in terms of policy, planning and administration, an appropriate system which will facilitate increased efficiency and effectiveness;

- ❖ Propose appropriate implementation strategies.

The report of this Task Force, The Tanzania Education system for the 21st Century, was submitted to the Government in November, 1992. Recommendations of this Report have been taken into consideration inthe formulation of the Tanzania Education and Training Policy (TETP). All the changes in education between 1961 to-date were aimed at improving the quality of education and strengthening the link between education provided at all levels and social and economic development of Tanzania.

Tanzania Child Development Policy:

The development of a child is related to his/her physical, intellectual, moral and spiritual growth. In order for a child to grow well she/he needs to be cared for, given guidance and brought up in accordance with the norms of the community.

The Laws in Tanzania provide many different interpretations of a child. In this policy a child is defined as a person below the age of eighteen. This definition is in accordance with the United Nations Convention on the Rights of the Child and the National Constitution and is the one used to protect the rights and interests of the child, particularly in regard to employment and marriage contracts, protection against abuse, punishment and care by parents or guardians.

Statistics show that children in Tanzania constitute more than 46 percent of the population and that on average a household in Tanzania has at least 6 children. Therefore, children are an important segment of society. In recognition of this, Tanzania has implemented plans and taken certain steps aimed at promoting child development. These include provision and strengthening of maternal and child care, immunization and preventive health, implementation of water projects, environmental sanitation campaigns, establishment and strengthening of feeding posts and day care centres, establishment of pre-schools, establishment and care of playgrounds and provision of primary education for all.

Other steps taken include ratification of the UN Convention on the Rights of the Child, signing the OAU Charter on the Rights of Children; the enactment and review of laws aimed at promoting and protecting the rights and interests of children; the preparation and implementation of the National Programme of Action concerning child survival, protection and development in the 1990s.

Furthermore, the Government has created a special Ministry to coordinate child development programmes and encourage non-governmental organisations, individuals etc to establish centres for children in difficult circumstances; to set up special schools and institutions to cater for children with particular problems; to set up voluntary associations to serve and defend children; and to establish juvenile courts so that those suspected of breaking the law are dealt with in such a way that their status as children is not violated.

Objectives of the Policy

The objectives of the child development policy are:-

- To define a child in the Tanzanian context.

- To educate the community on the basic rights of a child.

- To provide direction and guidance on child survival, protection and development.

- To provide direction on the upbringing of children in difficult circumstances.

- To enable the community to understand the source of problems facing children.

- To give a proper direction to children so that they may become good citizens.

- To clarify the role and responsibilities of children, parents, guardians, community, institutions and the government in planning, coordinating and implementing plans for children.

- To emphasize the joint responsibilities of both parents (men and women) in caring for and bringing up their children.

- To educate the community in order to ensure that children inherit good traditions and customs.

- To ensure that there are laws which can be used to deal with child abuse.

Despite all the above, the situation of children in Tanzania is not satisfactory. About 150,000 children below the age of five die every year and children with malnutrition number more than two million. Most infant and maternal deaths are due to poor health services in the country, which include lack of proper care, lack of family planning, and lack of immunization. Other reasons are heavy workload for pregnant women, inadequate food intake in the family, low income and improper breast feeding practices. Poor environmental sanitation contributes significantly child survival situation. The lack of safe and clean water, and the non-possession or non-use of latrines due to the traditions and customs of some tribes has led to diarrhea diseases and the spread of intestinal worms. The inability to build improved houses is one of the major causes of acute respiratory infections.

On the other hand, violation of child rights has been due to the lack of community awareness concerning these rights and the lack of procedures and efforts to mobilize and educate the community about them. The definition of a child differs from one law to another; for example, while the UN Convention on the Rights of the Child stipulates that a child is anyone below the age of 18, the Marriage Act allows a girl to get married

at the age of 15 and the Employment Act also talks of employing children at the age of 15. This means that a child is sometimes taken as an adult and therefore deprived of her/his basic rights. Another legal shortcoming is discrimination against children according to gender and whether they were born in or out of marriage. In principle all children should be born and brought up in a family based on a legal marriage. Weaknesses in the administration in the administration and enforcement of laws concerning child rights have also contributed to children being deprived their rights

Tanzania Hiv/Aids policy

A situation analysis of HIV/AIDS in Tanzania was performed in 1997 and has shown a worsening epidemiological situation whereby the epidemic has rapidly spread into rural areas thereby increasing the previously low rural prevalence to more than 10% in some areas. Mother to child transmission appears to be on the increase, as more and more women continue to become infected and pregnant.

The youth and the women have been the most affected groups because of economic, social-cultural, biological and anatomical reasons. Hence, poverty, which reflects the country's economy, is an important determinant. Mobile population groups have also been categorised as vulnerable to HIV infection as their occupation forces them into high-risk sexual behaviour. The mobile population groups include commercial sex workers, petty traders, migrant workers, military personnel and long distance truck drivers.

Determinants of the epidemic have been identified and grouped into societal, behavioural and biological ones. The HIV/AIDS epidemic has had a serious impact on the country's economy. It has affected agricultural and industrial production as well as affected socio-demographic parameters such as life expectancy. AIDS orphans have been increasing in number while families, communities and the Government cannot cope with the needed resources to cater for their needs.

During the last eighteen years, Tanzania has undertaken m any d ifferent approaches in attempting to slow the spread of HIV infection and minimize i ts i mpact o n i ndividuals, f amilies a nd t he s ociety i n general. Since 1983, when the first 3 AIDS cases in Tanzania were reported, the HIV epidemic has progressed differently in various population groups while national response has developed itself into phases of programme activities led by the National AIDS Control Programme since 1985. The programme phases started with a two-year phase called Short Term Plan (1985-1986). Subsequent phases were termed Medium Term Plans lasting for five-year periods beginning with MTP-I (1987-1991), followed by MTP-II (1992-1996) and now the MTP-III, which was beginning in 1998. Through these programme phase successful national responses have been identified, the most effective ones being those touching on the major determinants of the epidemic and addressing priority areas that make people vulnerable to HIV infection.

HIV/AIDS in Tanzania

Adults age 15-49 with HIV/AIDS, 2003	1,500,000
New HIV infections, 2004	nd
Adult HIV prevalence (%), 2003	8.8
Women age 15-49 with HIV/AIDS, 2003	840,000
Children with HIV/AIDS, 2003	140,000
AIDS orphans (ages 0-17), 2003	980,000
AIDS deaths, 2003	160,000

nd = No data

Source: UNAIDS

Overall goal of the Hiv/Aids policy

The overall goal of the National Policy on HIV/AIDS is to provide for a framework for leadership and coordination of the National multisectoral response to the HIV/AIDS epidemic. This includes formulation, by all sectors, of appropriate interventions which will be effective in preventing transmission of HIV/AIDS and other sexually transmitted infections, protecting and supporting vulnerable groups, mitigating the social and economic impact of HIV/AIDS. It also provides for the framework for strengthening the capacity of institutions, communities and individuals in all sectors to arrest the spread of the epidemic. Being a social, cultural and economic problem, prevention and control of HIV/AIDS epidemic will very much depend on effective community based prevention, care and

support interventions. The local government councils will be the focal points for involving a nd c oordinating p ublic and p rivate se ctors, N GOs and faith groups in planning and implementing of HIV/AIDS interventions, particularly community based interventions. Best experiences in community based approaches in some districts in the country will be shared with the local councils.

Specific Objectives of the Policy

a) Prevention of transmission of HIV/AIDS

- To create and sustain an increased awareness of HIV/AIDS through targeted advocacy, information, education, and communication for behaviour change at all levels by all sectors. This hinges on effective community involvement and empowerment to develop appropriate approaches in prevention of HIV Infection, care and support to those infected and affected by the epidemic including widows and orphans.

- To prevent further transmission of HIV/AIDS through:

❖ making blood and blood products safe, and

❖ promoting safer sex practices through faithfulness to partners, abstinence, non-penetrative sex, and condom use according to well informed individual decision. The key issue of moving from abstinence o r condom u se t o a nother strategy depends on testing in between

❖ Early and effective treatment of STIs in health facilities, with special emphasis on high risk behaviour groups, and early diagnosis of HIV infection through voluntary counselling and testing

b) HIV Testing

- To promote early diagnosis of HIV infection through voluntary testing with pre-and-post test counselling. The main aim is to reassure and encourage the 85 - 90% of the population who are HIV negative to take definitive steps not to be infected, and those who are HIV positive to receive the necessary support in counselling and care to cope with their status, prolong their lives and not to infect others.

- To plan for counselling training and accreditation of training programs in Tanzania to ensure that counselling in HIV/AIDS abides by a common code of practice.

Care for PLHAs

- To provide counselling and social support services for PLHAs and their families.

- To combat stigma and strengthen living positively

- To provide adequate treatment and medical care through an improved health care system which aims at enhancing quality of life.

- To establish a system of referral and discharge that links hospital services to community services in a sustainable complementary relationship while ensuring that the quality of supervision for hospital care is comparable to that of home care.

- To ensure availability of essential drugs the treatment of opportunistic infections. With the current availability of Highly Active Anti Retroviral Drugs (HAARD) in the market,

PHLAs may be required to meet the cost of the drugs. The Government in collaboration with the private sector will work out modalities for procurement and management of HAARD.

- To ensure that the cost of counselling and home care is reflected in the National and Local Councils Budgets for Health Care and Social Welfare Services. Modalities will be developed for the establishment of AIDS Trust Fund to support community based initiatives including home based care and orphans.

- To involve and support communities in the provision of community based and home care services

Sectoral Roles and Financing

- To strengthen the role of all the sectors, public, private, NGOs, faith groups, PLHAs, CBOs and other specific groups to ensure that all stake holders are actively involved in HIV/AIDS work and to provide a framework for coordination
and collaboration.

- To ensure strong and sustained political and Government commitment, leadership and accountability at all levels.

- To ensure strong and sustained Political and Government Commitment, leadership and accountability at all levels

- To establish a framework for coordinating fund raising activities, budgeting, and mobilization of human and material resources for activities in HIV/AIDS throughout Tanzania.

- To influence sectional policies so as to address HIV/AIDS.

- To encourage and promote the spirit of community discrimination and social injustice.

- To provide appropriate effective treatment for opportunistic infections at all levels of the health care system

- To work closely with the Ministry the Ministry of Home Affairs, NGOs and Faith Groups in the fight against drug substance abuse that increases the risk of HIV transmission

- To prohibit misleading advertisements of drugs and other products for HIV/AIDS prevention, treatment and care.

institutional and organization structure of the Tanzania commission for aids (TACAIDS)

- **Introduction**

The organization and management of the National Multisectoral AIDS Programme will have to take into account the on going reforms in the country. It will also need to recognise the multifaceted and complex nature of the HIV/AIDS epidemic. The TACAIDS is responsible for implementing the policy as stated in Chapter I through 11.

- **Vision**

The Vision of the Tanzania Commission for AIDS is: -

To have a society in which our children can grow up free from the threat of HIV/AIDS and which cares for and support those who are still infected and affected by HIV/AIDS.

- **Mission**

The Mission of the Tanzania Commission for AIDS is: -

To provide strategic leadership for a national multi-sectoral response to HIV/AIDS leading to the reduction of further infections associated diseases and the adverse socio-economic effect of the epidemic.

- **Goal**

The Goal of the Tanzania Commission for AIDS is: -

To coordinate the implementation of national multi-sectoral response to the HIV/AIDS epidemic.

- **Objectives**

This mission is translated into eight main objectives: -

❖ To develop strategic framework and national guidelines to support planning, coordination and implementation of the national multi-sectoral response at all levels.

❖ To develop and facilitate implementation of the national strategy for mobilization and utilization of resources for HIV/AIDS.

❖ To develop and facilitate implementation of national strategy for advocacy on HIV/AIDS epidemic.

❖ To establish and strengthen partnerships for an expanded response among all stakeholders, i.e. Government Institutions, Development

❖ Partners, PLHA, Private Sector, NGOs, Faith Based Institutions, CBOs and Pos.

❖ To promote research on HIV/AIDS and foster linkages with other research institutions.

❖ To establish and maintain multi-sectoral HIV/AIDS information management system and facilitate information dissemination.

❖ To develop an effective mechanism for monitoring trends of the epidemic and the impact of HIV/AIDS intervention nationwide.

❖ To establish and sustainably maintain an efficient and effective management capacity at TACAIDS.

- **Functions of the Commission**

  The Commission will execute the following functions: -

➢ Formulating policy guidelines for the response of HIV/AIDS epidemic and management of its consequences in mainland Tanzania.

➢ Developing strategic framework for planning of all HIV/AIDS control programmes and activities within the overall national strategy.

➢ Fostering national and international linkages among all Stakeholders through proper coordination of all HIV/AIDS control programmes and activities within the overall national strategy.

➢ Mobilizing, disbursing and monitoring resources and ensure their equitable distribution where applicable.

➢ Disseminating information sharing on the HIV/AIDS epidemic and its consequences in Tanzania and on the programmes for its control.

➢ Promoting research, information sharing and documentation on HIV/AIDS.

➢ Promoting high level advocacy and education on HIV/AIDS prevention and control.

➢ Monitoring and evaluating all on-going HIV/AIDS activities.

➢ Coordinating all activities related to the management of the HIV/AIDS epidemic in Tanzania as per national strategy.

➢ Facilitating efforts to find a cure, promote access to treatment and care, and develop vaccines.

➢ Protecting Human Rights of people infected and affected with HIV/AIDS.

➢ Promoting positive living among people living with HIV/AIDS.

➢ Advising the government on all matters relating to HIV/AIDS control in the country.

- **Policy**

  ➢ TACAIDS shall be given the appropriate mandate and statutory powers to discharge its roles and functions as stated above.

  ➢ TACAIDS located under the Prime Minister's Office facilitates an effective multisectoral national response.

  ➢ TACAIDS shall have effective mechanism and personnel for coordinating the multisectoral response at all levels.

  ➢ The TACAIDS shall be duly empowered to promote collaboration and partnership in HIV/AIDS activities both nationally and globally.

Tanzania national population policy

Tanzania has a young population. According to the 1988 Population Census, about 47 percent of the population is aged below 15 years, and 4 percent aged 65 years and above. This youthful age structure entails a larger population growth in the future, as these young people move into their reproductive life irrespective of whether fertility declines or not. Tanzania's labour force, defined as the economically active persons in the 15 to 64 years age group, has been growing steadily since 1960. From 1960 to 1993 for instance, the average annual growth rate of the country's

labour force was 2.8 per cent and it is projected that during the 1993-2000 period, it will grow to 3.0 per cent. Tanzania's economically active population was estimated to have risen from 7.8 million in 1978 to 11.3 million in 1990. The 1990/91 Labour Force Survey (LFS) showed that out of an estimated labour force of 11.3 million, males and females constituted 49.8 and 50.2 per cent respectively.

Goals of the Policy of the national population policy

The main and overriding concern of the population policy is to enable Tanzania achieve improved standard of living and quality of life of its people. Important aspects of quality of life include good health and education, adequate food and housing, stable environment, equity, gender equality and security of individuals. The main goal of the policy is to influence policies, strategies and programmes that ensure sustainable development of the people. The sub-goals of this main goal are to contribute to:

• Sustainable economic growth and eradication of poverty;

• Increased and improved availability and accessibility of high quality social services;

• Attainment of gender equity, equality, and social justice for all individuals;

• Harmonious relationships among population, resource utilization and environment; and

- Improvement, availability and timely dissemination of population information.

Objectives of the national population policy

- To harmonize population and economic growth;

- To promote an integrated rural-urban development;

- To promote employment opportunities;

- To promote gender equity, equality, and women empowerment;

- To transform socio-economic and cultural values and attitudes that hinder gender equality;

- To enhance proper upbringing of children and youths;

- To promote the well-being of the elderly and people with disabilities;

- To improve the capacity of the country to address refugee problems;

- To promote public awareness on individual sexual and reproductive health and rights;

- To promote and expand quality reproductive health care services;

- To increase agricultural production;

- To improve nutritional status of the people;

- To promote integrated and sustainable use and management of natural resources;

- To improve the preparedness and management of disasters and emergencies;

- To ensure adequate supply of safe and clean water;

- To encourage the private sector, NGOs and religious organizations to invest in provision of education;

- To promote and provide equitable and quality education;

- To improve population data collection and research, and their timely dissemination;

- To improve training in population issues;

- To create an enabling environment that will facilitate acceptance of population issues namely: reproductive health, population and development and gender concerns; and

- To mobilize necessary resources for implementation of the National Population Policy.

The non-governmental organizations act, 2002

An Act to provide for registration of Non-Governmental Organizations with a view to coordinate and regulate activities of Non-Governmental Organizations and to provide for related matters.

"National Non-Governmental Organization"means a Non Governmental Organization established in accordance with the Provisions of this Act and whose scope of Operation extends to more than two r egions; ' 'Non Governmental Organization" also known in its acronym "NGO" means a voluntary grouping of individuals or organization which is autonomous, non-partisan, non profit making which is Organized locally at the grassroot, national or international levels for the purpose of enhancing or Promoting economic, environmental, social or cultural development or Protecting environment, lobbying or advocating on issues of public interest of a group of individuals or organization, and includes a Non-Governmental Organization, established under the auspices of a any religious Organization or faith Propagating organization' trade union, sports club, Political party, or c ommunity b ased O rganization; b ut d oes not include a trade, union, a social club or a sports club, a political Party, a religious Organization or a community based organization;

Section 3.-(1) There shall be appointed by the President a public officer to be the Director for Non-Governmental Organizations Coordination

- The Director for Non Governmental Organizations Coordination -shall be the Registrar Of Non Governmental Organizations and a link between the Government and Non Government Organizations.

Section 4.-(1) Functions and duties of the Director shall include-

- To advise on policy and other matters regarding Non Governmental Organizations;

- To ensure proper implementation of this Act;

- To ensure that operations of Non Governmental Organizations are available for the Government and the public for consumption;

- To encourage co-operation with sector Ministries in matters relating to Non Governmental Organizations;

- To register Non Governmental Organizations;

- To keep and maintain register of Non Governmental Organizations;

- To keep records and reports regarding Non Governmental Organizations;

- To appoint public officers under this Act;

- To perform such other duties as may be assigned to him by the Board.

CHAPTER THREE

3.0   Research methodology

A participatory approach to the proposal of the capacity building programme

was used. This section presents procedure of how the study was carried out.

It includes the type of research design that was used, population and sample,

instruments for data collection, procedure of data collection, data analysis and

the sources for the data.

3.1   Project design

The study used a participatory approach to the formulation of the training

needs for Malezi Alive Pioneers stakeholder groups and the implementing

institutions. To each of the stakeholder groups and institutions, questionnaires

were used to seek basic information about the stakeholders' current

performance capabilities, and through interviews the capabilities which

stakeholders should possess were established.   Normally, the schemes of

service (that should include job descriptions and job specifications) should

form the basis of establishing most of the stakeholders' expected performance

capabilities.   However, the CBO had neither job descriptions nor defined

roles and responsibilities of stakeholder groups/individuals/institutions.   In

the absence of these, the study had to rely on interviews to establish the

environmental factors. Therefore information collected through this method

of TNA instrument was complemented with information on environmental

factors, which are normally collected through this method of literature.

3.2   Participatory action research

Participation action research, however, starts from the principle that it is not possible to separate facts from values and social relationships. Capacity building has been analyzed as Malezi Alive Pioneer's prime setback, and it is well known to all stakeholders since it their problems and need to be solved. The first step in involving stakeholders in participation solving their own problems is what most often called participatory action research or PAR. The primary objective of PAR will be, to increase the understanding of the problems among stakeholders, increase the insight of the root cause of the problems.

While conducting the study, I was much confined on the use of the basic tool of participatory action research which involved a dialogue, an interchange and discuss of ideas based on a process of open and frank questioning and analysis in both between the researcher and respondent.

Participatory action research is essentially an ongoing process of analysis action reflection action. Beginning with awareness and analysis stakeholders must mobilize their own resources and link into sources of external resources and technical in order to initiate an action. This can best be summarized in the form of a diagram.

The study was mainly qualitative however any quantitative methods are employed when need arises. It is being conducted as a descriptive and exploratory survey design because:

- It aimed at establishing and describing people's current perceptions on the content and method of capacity building.

- The study used research questions, which require describing the current perceived state of challenge of a capacity building.

- The data collected was qualitative; it consists of information from interviews and open-ended questions.

The researcher made a breadth and depth examination of the social objective and to fore see problems likely to crop up in the investigative process. Many methods was available for obtaining information from people. Survey was my options as can be used to make policy or plan and evaluate programs and conduct research when the information needed come direct from people. The data provided are descriptions of attitudes, values, habits and background characteristics such as age, education, and income.

3.3   Sampling techniques

I used simple random cluster sampling to collect relevant information and data. I selected this technique to give equal chance of selection to all stakeholder

3.4   DATA COLLECTION METHODS

3.4.1   Primary Data.

3.4.2   Interview: –. It was used to collect information from participants as stipulated in the sample. The interview schedule method had an advantage of allowing for both free lengthy discussions and lengthy observation of

non-verbal responses and leads to an in-depth understanding of the topic and problem that is being studied. Thus when the interviewees were knowledgeable, it leads to an in-depth understanding of the problem under study. The researcher used this method to get information on questions that might not be answered by use of the questionnaire. Interviews particularly helped the researcher in get information on capacity building at MAP as most of the respondents didn't know how to read and write; so unable to answer a questionnaire. the participant met members face to face and ask the m the already prepared question in an attempt to elicit information or expression of opinion, belief from them.

3.4.3 **Questionnaires:** – This involved both open ended and closed ended questionnaires. In its simplest form, it was a list of questions that was sent out to institutions/individuals for answering and returning. A document compiled, assembled and analyzed the information contained in the completed questionnaires was prepared, and the project team was responsible for this. The participants was selected randomly or based on criteria. The responses may be either anonymous or named. Anonymous responses may be more detailed, but in some cases it is important to know the source of information and viewpoints in order to fully understood them and their implications.

3.4.4. **Observation** – This involved some amount of genuinely social interaction in the field with the subject of the study the questions asked was simplified in order to investigate activity.

3.5.0 Secondary data

3.5.1 Documentation / Library Search: Library search was used in the review of literature. It was further used to collect data that is based on more reading books and other documents. Many works reviewed was those ones related to the researcher's subject; and this helped a great deal to get the background and to find out information from other studies on the same subject and to test results from other methods, for instance the interview guide and the questionnaire. This involved reading relevant existing literature which was found in the Organisation documentary produced both primary and secondary data's which helped to formulate and sharpen the assumptions. Documents found were letters, diaries, autobiographies, newspapers, magazines, journals, pamphlets tape and video.

3.5.2 Data analysis methods.

The needs for capacity building were also identified from the following assessment tools:

- Self and Peer Analysis (SAPA)

- Performance/skill deficiencies Analysis (PDA)

- Priority problems (Problem Centered Analysis, PCA)

3.5.3 Self and Peer Analysis (SAPA)

This was an approach in which training needs assessments were identified by assessing stakeholders strengths and weaknesses for their present function

and responsibilities. This process summarized per stakeholder groups and it can provide a structure for identifying key performances. (**APPENDIX H)**

3.5.4 Performance/skill deficiencies (PSD)

This tool summarized per stakeholder groups It enabled comparison between performance skills required to do a particular job versus performance skills available to do the job. Although this method is mostly used in conjunction with detailed Task Analysis (where individual aspects of a task were examined), it was used in this assessment with Task Analysis where actual required skills, knowledge and experiences were identified which together make up the functional capability. This is due to the nature of the people and jobs, which make-up MAP's stakeholders who are multi-functional and carry out a number of distinct duties. Under this approach summarized per stakeholder groups, identified problem areas were analyzed, i.e. in comparison with requirements of, who needs it, who has it, who lacks it, is analyzed. (**APPENDIX I**)

3.5.5 Priority Problems (Problem Centered Analyses) PCA

This approach was used in order to enable design of a suitable training programme to solve the priority problems. Through a questionnaire, the Consultant requested staff to state priority problems, strategic plan and anticipated technology development and used these as a base for defining training needs which, were related to stakeholder groups and institution members' duties and responsibilities in the project. (**APPENDIX J)**

3.5.6 SPSS Data analysis, This was a scientific package for social scientific, it was a method used to analyze data obtained. For my case I used table and graphs to analyze the training need in the CBO (APPENDIX G)

3.5.7 **SWOT** As part of an assessment of an individual, a department or an institution, SWOT displayed the strengths, weaknesses, opportunities and threats in a four-cell matrix. These matrices was often best generated through a brainstorm or working group discussion. This allows the development of a better understanding of the institution and a comparison across institutions.

3.5.8 **Logical Framework Analysis (LFA)** was a hierarchical list showing problems, root causes, needed corrective activities and intended outputs, and indicating how this will contribute to an overall, agreed, objective. LFA was a standard tool for preparing and designing project interventions.

3.5.9 **Stakeholder Analysis**. A stakeholder analysis examines who should be involved in the MAP Capacity building process, how to involve each category of stakeholder, and to what extent. A stakeholder analysis can also be prepared for discrete processes and single events during an MAP (eg workshop, focus group, surveys, etc.).

CHAPTER FOUR

4.0   DATA PRESENTATION AND ANALYSIS OF MAJOR FINDINGS

4.1   Finding of the capacity building exercise

It was noted that the present capacity level of the Malezi Alive Pioneers staff and other stakeholders was low. it was noted that 80% had a primary school level 18% form four and form six, while 2% had a diploma or university degree. Such level of education does not match the performance required from them to deliver services to the people. Women were the most affected.

It was also observed that Malezi Alive Pioneers had no capacity building or training policy of which could act as a bearing compass for training new employees, Training the existing employees and training for promotion and transferred employees. The capacity building policy clarify on the training objective, budget, training committee, private training initiatives, Distance learning, basic awareness courses, Bonding, and training close to retirement. It should be noted that the process of formulating the training programme for its stakeholders has generated a substantial volume of data for instance, education background, orientation programme, training needs, Training deficiencies or gap, recommended training subjects and course, identified suitable criteria to be used in selecting professional stakeholder for training. Further information see appendix (E)

Looking at the appendix number (G)we can analyze the result of the questionnaire in different approach, when we look on the capacity of the manpower we can analyze into three category out of 15, 15stakeholders

believe the current manpower need no more capacity building while 9stakeholders believe additional capacity building is important for the progress of the CBO.

Some stakeholders believed that human capacity is not enough. out of 15 stakeholders 11 suggested that the current man power need to be trained further so as to improve the Organisation ,while 5 stakeholders believe the current man power need no more training.

4.2   Finding of the TNA

Due to the great need for capacity building, it was noted that it would be difficult to suggest many programs for every body and hence 6 priority. Training programs were recommended based on the needs. Two main approaches were taken into considerations the Institutional needs and job related training needs.

Training has been conducted on ad-hoc basis, Some stakeholders undergo training activities much more than other. Lack of entry qualification for example in information technology and management training has been noted by trainers.

A number of the stakeholders did not fill forms handed to them by the researcher which would be interpreted as lack of commitment.

Previously training was conducted without proper criteria for selection of the transmitting training needs that are considered a priority.

Contributions of ideas was from few stakeholders of which I interpreted as either members of the stakeholder group and institutions are not adequately conversant with the goals and mission of MAP. They were not aware of the existence of the job descriptions indicated for every stakeholders.

Gender-biased was observed to a large degree, Malezi alive pioneer's has only 30% of women, There are only 2 women in management team which has 10 members. This reinforces traditional female and male roles that deny women opportunities for full and equal partnership in society. This situation posses many challenge in the process of mainstreaming gender. Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace; It is believed that any training programme, which does not address gender issues, would not achieve its objective.

It was also observed that public awareness was weak as a result many stakeholders and members of the community were not aware of the goals of Malezi alive pioneer's. Awareness rising activities must be ranched to inform the community on the goals and activities of Malezi alive pioneer's to raise public awareness on orphans and to act as a forum of exchanging experience among community. Also to act as a means to promote behavior change among the community against the killer diseases.

4.3   RECOMMENDATIONS

Malezi Alive Pioneers should design and maintain a comprehensive and computerized human resource data bank for its entire stakeholders.

A comprehensive human resources data bank provides an accurate basis for management and decision-making. Decisions related to the training function, human resources planning, recruitment, placement, promotions, transfers, job re-design, compensation, stakeholder appraisal etc. are dependent on an accurate and up-to-date human resources data bank.

MAP should draw comprehensive job description for all its stakeholder i.e. those in the secretariat and in the stakeholder.

Clear and unambiguous descriptions of position roles is an organizational basis for the establishment of correct MAP-stakeholders expectations which in turn form the basis for performance appraisal and realistic stakeholders relations.

For a training programme to produce desired benefits it must be well understood by the relevant decision-makers as well as the stakeholders for whom it is targeted. An untransparently managed training programme creates information gaps and becomes a source of destructive grapevines among stakeholders.

Participant experience in Tanzania work organizations and project reveals that to have a professionally designed training programme may not be of

sufficient help if top management puts the programme aside and over-uses its discretion to select and send for training stakeholder other than those earmarked in the training programme. The study was informed of cases in implementing institutions, where stakeholder were sent to courses irrelevant to their duties, and cases where stakeholder were sent to the same courses more than once.

As can be noted from the key operational problems, the stakeholder need to be educated about many aspects of the project. Extending the training programme to cover community participation and empowerment will greatly facilitate the work of some of the stakeholder, and contribute towards the project's sustainability. Methods such as tailor-designed training workshops, and visits by selected members of the community to success cases in other CBO could be used.

CHAPTER FIVE

IMPLEMENTATION

5.0   The period of 18 months of my attachment with Malezi alive pioneer's,

I managed to implement several programs which aimed at strengthening capacity building both to the CBO and I as a researcher. A number of stakeholders were involved in the implementation of a project constant coordination is necessary to prevent duplication of activities, promote efficiency and reduce cost. Implementation implies carrying out what has been planned. Among the major activities were securing community participation for launching the project, coordination of activities and taking care of a possible situations.

At the beginning of the study I had to meet the top management for a number of debriefing meetings. From the meetings, I was enriched with a number of ideas and collected information regarding their priorities. Basically the MAP management were very much concerned by the necessity to improve their capacity building especially in the area where, I was more conversant like identifying capacity building in the CBO, Data base management, Excel budget planning, Community mobilization methodologies, Project cycle management, Environment planning management, Logical frame work analysis, Communication skills, Gender responsive to environmental planning management (EPM), Public awareness & news writing, Gender reporting, Basic accounting course, Geographical information system (GIS), Environmental management information system (EMIS), Senior Airport

management skills, Broadcast news, Photojournalism, Video production, Radio programming production.

5.1   Implementation of programs

❖ **Exposure Visits**

MAP visited other NGO's like Nuru Orphanage,ERAPO,MYCD and SHDEPHA, staff members and government officials to observe the operation of significant programs, the roles that NGOs are playing in problem solving and development, and mechanisms for government-NGO coordination. MAP is able to cite examples of how participation in these visits has resulted in new programmatic initiatives, policy changes, and better working relationships between government and NGOs

❖ **Basic accountancy course**

Introduction to accounting concepts and structure

- Accounting cycle
- Bank reconciliation
- Inventory and fixed assets
- Preparing payment voucher
- Payment control system

❖ **Basic community awareness training** held for two days for front line staff. At the end of the seminar we managed to formulate a task force to supervise the implementation awareness rising. The task force is scheduled to meet once a month in order to discuss ways and methods on

how to disseminate information and knowledge to the people. Through this seminar the necessity of using youths as peer educators was raised up by getting them together and give education about community awareness and self help that will make them have something to keep them busy while revealing their skill and are usefully to the community.

❖ **Seminar on Gender equality study and gender profile**

Gender equality is basically ensuring equal outcomes, equal rights, responsibilities and opportunities treatment and valuation. Men and Women develop their full potential and are given the opportunity to apply it, empowerment, enabling environment. Understanding the different roles and responsibilities of women and men especially in the environment to raise gender awareness amongst all stakeholders. It is believed that any training programme, which does not address gender issues would not achieve its objectives.

The course content covered:

- Knowing the approach of specific needs of female stakeholders.

- Understanding gender sensitive information material and its dispersal.

- Identify women access to information, education, training and consulting agencies.

- Women participation

- Promotion of Women's participation.

- Poverty and women.

- Income generating, environmentally related activities.

- Lack of integration of women in planning and decision making.

❖ **Seminar on project management skills**, the seminar covered project planning using the logical framework approach. Project management, Scope management, integration management, Time management, cost management, **quality management, Human resources management,** Communication management, Risk management and procurement management. **Project monitoring and evaluation**

❖ 2 days workshop on the formation of training policy.

❖ 15 stakeholders were taught introduction to computer skills at MAP under my facilitation.

❖ I conducted a training on Data base management for three staff of MAP.

❖ I designed human resource data bank to facilitate management and decision making including human resources planning, recruitment, placement, promotions, transfer etc.

❖ I participated in all three videotapes production against HIV/AIDS and Drug abuse, namely MAUTI KIUNONI,USO WA MAUTI and IJUMAA.

5.2   Implementation Strategies

Coordination, monitoring, and contingency approach are strategies which were commonly used in the implementation of different projects

❖ Coordination is the process whereby two or more organisations work together to deal collectively with a shared task. it aim,

- To achieve the objective of a project with a minimum amount of constraints.

- To take immediate corrective actions for problems encountered in implementing the project

- To promote better relation ships among organisations, institutions and individual connected with the project and to harmonize the resources and activities for the achievement of project objectives.

- To establish cordial relationships between the target population of a project and all the other sections, including the political leadership.

❖ Rationale for monitoring a project

- To know alternative courses of action, given the new circumstances

- To know where the unexpected issue/problems are occurring

- To know whether materials and other inputs are reaching the specific places in due time

- To know whether the various activities are undertaken as specified in the project plan.

- To know what should be done to change course from the original plan, if the unexpected happens.

- To know whether the outcomes match predetermined targets and if not, why and to decide what corrective action to be taken.

❖ Contingency management involves preparing a plan to take effect in case an emergency occurs, or preparing in advance a course of action to meet an emergency situation which cannot be totally foreseen.

The contingency approach to project implementation is to ensure that the community group is oriented and prepared to meet the unexpected demands of the situation.

The contingency design aim at determining the degree of environmental uncertainty and adapting the measures to meet the demand of the operating environment.

5.3 Impact of the implementation of a Capacity building

* ❖ The quality of work of the organization has improved as they have more qualified personnel. There is a quality and efficiency of their work which has won the appreciation of donors, the government and stake holders.

* ❖ The way of thinking of the organization about the welfare of children has changed. Today the NGO is implementing more sustainable programs that best address the interest of the children.

* ❖ Increasing the number of street children and orphans either enrolled in formal schools or participating in non-formal education programs;

* ❖ Increasing the economic status of at-risk families through support for income-generating programs;

* ❖ Enhancing the life skills of street children and orphans to become economically productive and eventually self-supporting.

5.4   Challenges during implementation

❖ Fund constraints

Capacity building requires resources, especially money and time. Money is particularly crucial, of course, if an external consultant is involved. Available funds affect not only who is hired as a consultant, but also the depth and duration of the engagement. Strategic planning, for example, can be a one-day, board-only activity or year-long, highly inclusive pro-cess. The scope and design of any given engagement is often influenced more by available resources than by need.

❖ Time constraints

Time and energy to devote to the capacity building engagement are also crucial resources. All capacity building involves change: identifying what needs to be changed, determining how to change it, and incorporating those changes into the daily routine. And all organizational change requires time and energy. If a nonprofit's directors and staff do not have the time to focus on the capacity building process, it is unlikely that any meaningful change will result—even if a capable consultant has devoted many hours to the process.

5.5 CONCLUSIONS.

It was abundantly clear that in order to improve performance capabilities most of stakeholders in MAPs stakeholder groups and institutions were seeking further and further training. It was apparent that the MAP (from their own-available resources) are not able to meet the demand for these further training requests. Neither could the MAP be able to meet all the training requirements, unless the objectives of MAP are compromised.

The important issue therefore in order to improve performance capabilities becomes first of all that of how best to exploit the existing rich array of already acquired (i.e. available) knowledge and skills levels and experience; and thereafter determine the additional knowledge and skills and attitude change and then put that into the training programme of MAP.

The second important matter (linked to above) in order to improve performance capabilities for better progress of MAP project activities is the aspect of inter-twinning: broad objectives of stakeholders, the training programme vis-à-vis the MAP. This hasn't been adequately addressed so far. Additionally; linked to the above the third important matter is concerned with the need to adopt an integrated cross sector approach, community empowerment, especially marginalised groups at grass-root levels

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