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**CIVIL SOCIETY ORGANIZATIONS IN POST-WAR LIBERIA: THE ROLE OF
EDUCATION AND TRAINING IN STRENGTHENING ORGANIZATIONAL
CAPACITY**

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by

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ABSTRACT

The purpose of this study was to understand the role of non-formal education and training in the organizational change process of Civil society organizations (CSOs) in post war Liberia. CSOs are the local foundation for democracy and development in Liberia, and serve a wide range of roles in local communities. For example, in post-war Liberia, CSOs provide services in communities that the government does not reach due to limited resources. They educate disenfranchised groups such as women in micro-credit and small business practices that ultimately increase their self-sufficiency and independence. They engage youth in community projects and build the younger generation's civic capacities. They engage fragile communities on the issue of ethnic based conflict and religious intolerance, and they engage government on all spheres of development issues, ranging from governance, transparency, accountability, to grassroots empowerment. However, the capacities of CSOs to achieve these missions depend on the education and training of their members.

The capacity for strong performance in Civil society provides the foundation for lasting social benefits. Civil society is a monumental social and economic force with vast potential to create a more free, fair and just society. The collective nature of civic action helps ensure that the interests of citizens, including women and youth, the poor and other marginalized groups are weighed by public institutions that make policy and allocate resources. Many Civil society organizations (CSOs) face common challenges limiting their effectiveness, namely the ability to manage human and financial resources, effective program design and service delivery, advocate to power holders, and manage for result.

The study was a descriptive research. Using survey instruments, the data were collected from 74 staff of the 15 CSOs that the researcher had worked with for over three years. The study adopted two instruments. The two instruments contained seven domains (Governance, Management, Human Resources, Financial Resources, External Relations, Service Delivery, and Sustainability). A rating scale of (0 = Capacity not existing; 1 = Nascent stage; 2 = Emerging stage; 3 = Expanding stage; and 4 = Mature stage) for ease in recording responses and data analysis was used for the first instrument which measured CSO's capacity, whereas a Likert-type rating scale of the level of general knowledge related to job competence was from 1 through 5. 1= Not Very Knowledgeable; 2=Not Knowledgeable; 3=Fairly Knowledgeable; 4=Knowledgeable; and 5=Very Knowledgeable. The survey instrument also included demographic information and open ended questionnaire. The open ended questionnaires were administered to provide the baseline information about the CSOs' development work.

The results of this study show that they have rated governance and management knowledge and organizational capacity domains consistently highest, implying that their skills and organizational capacity in governance and management have improved. However, CSOs are not yet mature organizations, but in an expanding stage of organizational development. Expanding organizations have track records of achievement; their operations are recognized by their constituencies, the government, the private sector, and other NGOs active in the same sector. A significant capacity is present, but there remain areas requiring further strengthening and development. CSO staff were fairly knowledgeable to knowledgeable on the seven domains. Furthermore, the direct significant relationship between overall general knowledge related to job competence

level of the CSO staff and overall organizational capacity implies that CSOs' would ultimately increase capacity with a parallel increase in staff's capacity development activities, including training workshops, experience sharing, practices in work environment, mentoring and sustained backstopping support for staff in their immediate work environment. The implication is that capacity development through training and non-formal educational activities would strengthen the CSOs' development initiatives, adaptation of improved governance and management practices. CSOs' capacity development initiative would ensure a program delivery system that addresses development needs of the target audiences by adopting a diverse service delivery mode to address development challenges.

The 15 CSOs are organized into clusters. The cluster approach captures the participatory involvement of cluster members, their thoughts and aspirations through joint learning, experience sharing, network and joint project monitoring and evaluation. The cluster approach was designed to establish a framework for systemically anchoring development strategies that would produce synergy and address the needs of groups with diverse backgrounds, leading to broad-based responses of target audiences to issues of poverty, governance, leadership and other development initiatives that they care about most. The cluster approach was meant to create non-formal educational tools (training workshop, experience sharing, meeting, group discussion, field visit and replication of best practices) that build upon indigenous modes of knowledge, education and action for collective problem solving. Finally, CSOs are taking advantage of their strengths in terms of expertise and resource sharing to meet their programming goals, thereby viewing learning as a process that is not limited only to outside experts.

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CHAPTER 1

INTRODUCTION

Background Information

After fourteen years of Liberian Civil War, in 2003, the Comprehensive Peace Agreement of Accra was signed by the warring factions. Apart from a cease fire, disarmament, demobilization, rehabilitation, and reintegration (DDRR) processes for the ex-combatants and a Truth and Reconciliation Commission were announced. About 15,000 UN-soldiers were deployed to protect the peace building process. A Transitional Government was put in place, in which the three warring factions and members of the Civil society were represented. The Transitional Government led the country to legislative and presidential elections in 2005. However, rebuilding Liberia as a stable democratic nation must also happen from the ground up. It is the organizations of Civil Society that are integral to the process.

As Liberian Civil Society Organizations (CSOs) transition from a war period (1989-2003) to the post war development era, an understanding and knowledge of leadership, civic and community engagement, as well as the role of CSOs in Liberia are essential among Liberian youth and adults. Both adults and youth actively participated in the war. These youth and adults are primary stakeholders in rebuilding post war Liberia.

Civil Society is a critical sector in any society- often thought of as the third leg of stable stool of a democratic society (with the private and public sectors the other two legs). Typically community-based and grassroots, the organizations of Civil Society, are

the settings where the processes that undergird social stability and social change take place. It is in the practices of CSOs that members and leaders gain the skills and confidence to hold government, the private sector, and fellow citizens accountable to a common (shared) good of the society. Thus it is critical to the stability of democracies to understand how capacity is built in CSOs. Such understanding is even more critical in the context of a nation like Liberia that is rebuilding after a prolonged Civil War. Civil War and government mismanagement destroyed much of Liberia's economy, especially the infrastructure in the country. Many business persons and professionals fled the country, taking capital and expertise with them. Richly endowed with water, mineral resources, forests, and a climate favorable to agriculture, Liberia had been a producer and exporter of basic products, primarily raw timber and rubber. Local manufacturing, mainly foreign owned, had been small in scope (CIA World Fact Book, 2007).

Following the Civil War, the actual situation in Liberia is characterized by increasing poverty, a decaying infrastructure, and limited social services including education, health, safe drinking water, electricity, and road network. The tasks of the new government are enormous and are being exacerbated by, but not limited to, the unfavorable socio-political environment, including circle of crime, lawlessness, impunity, corruption, and weak Civil society and brain drain to international non-governmental organizations (Kamara, 2006).

As a result of these unfavorable socio-political conditions, post-war Liberia is characterized by three broad challenges. These include rebuilding state institutions and government machinery at the national, county, district, chiefdom and village levels; rebuilding the national economy; and social integration and peace building (Kamara, 2006).

1. Rebuilding State Institutions and Government Machinery

The national efforts address rebuilding in earnest with the establishment of a multi-party democratic process that resulted in the election of Ellen Johnson-Sirleaf, Africa's first woman president and a 94 member national legislature in 2005. A government of national unity and inclusion has been formed. A key political challenge for Ellen Johnson-Sirleaf's administration towards the consolidation of the rebuilding of state and governmental institutions is the fact that the national legislature is dominated by the opposition political parties (Kamara, 2006). However, the presence of more opposition in the national legislature has been healthy for the Liberia people in general. The Government is being scrutinized on policy and development agenda issues in order to be accountable and transparent in the process of addressing the development challenges of post war Liberia. Government continuous engagement by Civil society organizations on governance issue, serves as an effective tool for evolving state institutions that can sustain democratic principles and standards in the political administration of the state, ensuring good governance practices in the economic management of the national resources, and mainstreaming of human rights protection in the social and cultural system and practices.

2. Rebuilding of the National Economy

The government with the support of international development partners has embarked on the arduous process of rebuilding the national economy. The first major rebuilding initiative was the finalization of a poverty reduction strategy policy document in 2007 focusing on consolidating the peace and reconciliation processes; revitalization

of essential services such as health, water, education and electricity; and the promotion of the rule of law, national security and stability. The four pillars of the poverty reduction strategy include the following: a) consolidating peace and national security; b) revitalizing the economy; c) strengthening governance and the rule of law; and, d) rehabilitating the infrastructure and delivering basic services (IMF Country Report, 2007).

In the process of delivering basic social services, a key deliverable has been achieved. For example, government restoration of electricity to selected parts of Monrovia and major health centers in Monrovia. The government has started to raise revenue and civil servants such as teachers, health workers, police officers, and administrators are receiving their monthly salaries, with a gradual increment during every fiscal year. Basic commodities are available in the market and individual initiatives, especially in the construction of homes and private business facilities, are on the increase. Renovation work in the housing sector is evident everywhere. The foreign business community, in particular merchants from Syria, Lebanon, India and China, are opening commercial houses on most major streets in Monrovia and some provincial cities in the country.

However, post war challenges remain striking. First, Liberia has been a highly indebted poor country (HIPC) with more than 4 billion US dollars owed to various multilateral and bilateral creditors. The good news is that multilateral and bilateral creditors have recently in 2010 canceled Liberia's debts, and coupled with its sound fiscal policy and good governance practices, Liberia has been declared by the World Bank and the International Monetary Fund (IMF) to have reached the HIPC completion point. The

HIPC completion point means that Liberia is credit worthy, and it can now borrow money from international partners to meet its development challenges, through the implementation of an effective and sound fiscal policy. A second challenge facing the economic recovery process is the demobilized small scale producers of domestic and export crops. The small village and subsistence economy which was the mainstay of the livelihood for over 60 percent of the estimated 3.5 million population collapsed under the weight of the war. A third major challenge facing the economic recovery process is the youthfulness of the population coupled with the fact that many are illiterate and lack technical or vocational skills.

3. Social Integration and Peace Building

The social dislocation and fragmentation caused by the war is evident in all spheres and some of the key manifestations are the breakdown in relations among ethnic/tribal groups that shared economic and political spaces for centuries. The war caused a breakdown in relationships between the Mandingos on one hand and other ethnic groups such as the Lorma in Lofa County; Kpelle in Bong County; and Mano and Gio in Nimba County. There is also a breakdown in relationship between the Krahn ethnic group in Grand Gedeh County and the Mano and Gio in Nimba County (Kamara, 2006). Moreover, the breakdown in relationships between Christians and Muslims has taken on a religious dimension. Prior to the Civil War in 1989, Muslims and Christians have lived together in many communities without any problems but during the war they engaged and fought each other. An even more important social disruption is the institutionalization of violence against the most vulnerable members of society, women

and children. Warlords created child soldiers and today, thousands of young boys and girls their only skill is in the art of violence. Abuse of women emerged as a norm with thousands of young girls serving as concubines to young male combatants. Rape and teenage pregnancy are common. Accordingly, in post-war Liberia, illiteracy is higher among teenagers than adult men and women (Kamara, 2006).

Faced with these problems, the population, in particular the young men and women, who participated in the national elections, have high expectations of the new government and the democratic process in general. Accordingly, many young people are coming to large urban areas, county and district capitals in search of jobs even though they lack requisite skills for meaningful jobs.

However, some Liberian Civil society organizations and international non-governmental organizations that work with young people, including YMCA, Liberia Opportunity and Industrialization Center (LOIC), United Nations Development Programme (UNDP), United States Agency for International Development (USAID), United Nations Children Fund (UNICEF), etc. are providing skills training opportunity for Liberian youth and ex-combatants in the areas of masonry, mechanic trade, agriculture, seamstress, hair-dressing, artisan, carpentry, computer, civic education, leadership and entrepreneurship development. Gradually, young people are seen in both urban and rural areas, operating small businesses, and having basic understanding of their rights and responsibilities.

In order to help those young people who didn't have the opportunity of attending school during the war period, international NGOs like USAID and UNICEF are providing support to the Liberian Government to help provide basic education

opportunity for the war affected youth. In fact, Liberia is now battling to bridge generation gap. The older ones are more educated than the youth. Like other sectors, the educational sector collapsed under the heavy weight of the civil war. During the war period, youth (15-35 years old) were forcibly recruited by the warlords and led to the creation of thousands of child soldiers. In 2003, almost 60% of young girls and 40% of boys have had no formal schooling, and with a primary school net enrollment rate of 46%, more than half of Liberia's children of school-going age were still out of school (ILO/UNICEF, 2005).

The Ministry of Education, with support from UNICEF, USAID and other partners, is implementing the Accelerated Learning Program (ALP) to enable young people to compensate for their lost years in education. It was estimated that about 500,000 young people had never enrolled in school or attended regular classes during the civil crisis. These children are now older than regular primary school age (which is 9-12 years) and they are given the opportunity to complete 6 years of primary education within 3 years. Further to that UNICEF and USAID are supporting the Ministry of Education in promoting girls education, training teachers and encouraging them to return to rural areas.

Purpose and Objectives of the Study

The purpose of this study was to understand the role of non-formal education and training in the organizational change process of Civil society organizations (CSOs) in post war Liberia. CSOs are the local foundations for democracies and development in Liberia, and serve a wide range of roles in local communities. For example, in post-war Liberia, CSOs with support from international NGOs, educate disenfranchised groups

such as women in micro-credit, agricultural production and small business practices that ultimately increase their livelihood self-sufficiency and independence. They engage youth in community projects and build the younger generation's civic capacities, as well as their ability to read and write. They engage fragile communities on the issue of ethnic based conflict and religious intolerance, and they engage government on all spheres of development issues, ranging from good governance, transparency, accountability, to grassroots empowerment. However, the capacities of CSOs to achieve these missions depend on the education and training of their members in order to help strengthen their programming capacity, governance and management practices. In this dissertation, the organizational capacity of 15 CSOs was examined and related to the job competencies of their staff. More specifically, the **objectives** of the study were:

1. Assess the organizational capacity of the 15 CSOs regarding seven domains: Governance, management practices, human resources, financial resources, service delivery, external relations and sustainability.
2. Assess the stages of organizational development (nascent, emerging, expanding and mature stages) for the 15 CSOs.
3. Assess the job competence level of CSO staff in terms of their general knowledge regarding transparency in their respective organizations.

Research Questions

To accomplish these three objectives, two research questions were formulated.

1. What has changed for the organizational staff with regard to training and non-formal educational activities, and how did they occur?
2. What is the relationship between the general knowledge related to job competence skills level of CSO staff and the CSO capacity?

Significance of the Study

The rationale of the organizational capacity assessment is to understand the relationship between individual staff capacity and the overall organizational capacity, as well as understanding where they are in their development work. The purpose of this study is to understand the role of non-formal education and training in the organizational change process of Civil society organizations (CSOs) in post war Liberia. CSOs are the local foundations for democracies and development in Liberia, and serve a wide range of roles in local communities. The capacity for strong performance in Civil society provides the foundation for lasting social benefits. Civil society is a monumental social and economic force with vast potential to create a more free, fair and just society.

The collective nature of civic action helps ensure that the interests of citizens, including women and youth, the poor and other marginalized groups are weighed by public institutions that make policy and allocate resources. Many Civil society organizations (CSOs) face common challenges limiting their effectiveness, namely the ability to manage human and financial resources, effective program design and service delivery, advocate to power holders, manage for results and bring promising social innovations to scale (<http://www.socialimpact.com/services/civil-society-strengthening.html>- retrieved on October 30, 2010).

Civil society must be involved as a constructive partner and advocate for democracy and human rights training. The importance of civic literacy to democracy cannot be understated, for among people, political knowledge is positively associated with levels of social tolerance and engagement in community affairs (Flanagan and Faison, 2001). Civic literacy refers to knowledge about community affairs, political issues, and the processes whereby citizens effect change, and about how one can be informed if they were not already. Civic skills include competencies in achieving group goals. Knowledge and skills in leadership are also useful tools in effecting change.

Civil society is an arena for expression of diverse interests, and one role for CSOs is to lobby for the needs and concerns of their members, as women, students, teachers, environmentalists, farmers, lawyers, nurses, doctors, and so on. CSOs and interest groups can present their petitions to parliament, testifying before parliamentary committees. They can also establish a dialogue with relevant government ministries and agencies to lobby for their interests and concerns. This process of Civil society-government engagement can enable groups that have historically been oppressed and confined to margins of society to assert their rights and defend their interests as well. For example, in Liberia, the Association of Female Lawyers of Liberia (AFELL) has been constructively engaging Liberian parliament to promulgate laws on rape, customary marriages, etc. in defense of young and older women, who have been marginalized for so long and treated with impunity in the past totalitarian regimes. As a result of the work of AFELL, both young and old are becoming aware of sexual and gender based violence (SGBV) in Monrovia and rural communities. AFELL has been working with the Ministry of Justice

to establish a sex crime court called the Criminal Court E. An inheritance law was enacted in December 2003, and a rape law on January 17, 2006.

In this study, the terms, CSOs, NGOs (non-governmental organizations) and partner organizations are used interchangeably. Capacity building is the ability of NGOs to fulfill their missions in an effective manner (The Urban Institute, 2001). This study assesses the organizational capacity of 15 Liberian Civil society organizations regarding their governance systems, management practices, human resources, financial resources, service delivery, external relations and sustainability. Also, the assessment considers a stage of organizational development of the 15 CSOs. For example, are the organizations in the nascent stage of development or emerging or expanding or a mature stage of organizational development? This assessment result will enable capacity building organizations and donors to understand the needs of the CSOs, taking into account, their strengths and weaknesses as they address development challenges in rebuilding post-war Liberia.

Civil Society Organizations/Non Governmental Organizations

Most of the Liberian CSOs were established during the war period (1989-2003). Prior to the war, Liberia had suffered a repressive regimes perpetrated by few political elites and military junta. For a country that traditionally had a passive and exclusionary political culture where the majority of the people were forced to view the governance process as the exclusive preserve for a select few because of various repressive experiences, the need to assist with the capacity development efforts of CSOs is essential in nurturing Liberia's fledgling democracy.

The war left Liberian NGOs in a state of destruction at many levels.

Organizations found their offices and properties looted and destroyed; staff fled, died, or are working for a better paying international employer. Organizational programs have broken up due to lack of funding as donors shifted from development to relief during the war period. Management systems simply no longer existed. NGOs were isolated, forced to seek short-term project contracts from international organizations in order to survive. They lack a unified voice and the power to influence powerful international agencies and a re-emerging national government on how to shape the process of rebuilding Liberian society.

Civil society is an important partner in the rebuilding process. As implementers of programs for international NGOs, Liberian civil society organizations have remained the major providers of humanitarian assistance to the population during the war and post war eras. Government and Civil society are co-operating on a number of important issues. However, the major challenge facing CSOs is weak organizational capacity to plan and implement programs, as well as inadequate access to financial resources (SEND, 2006).

Capacity Building of Civil Society Organizations

One strategy to improve democratization and governance, and thus the outcome for subordinated people is by strengthening and broadening of accountability mechanisms at international, national and local levels (Crook, 2003). The effectiveness of CSOs' interactions and engagements with the government depends on the playing field, and the effectiveness of the communication channel between the grassroots and those in authority at the national level. Like many African countries, Liberia, prior to the war and during the

war period had a poor governance system, thus hampering civic participation in policy formulation processes. However, post-war Liberia is now committed to improving good governance, but heavily dependent on development aid from international donors for its rebuilding and development.

In order to be eligible for donor's support, Liberia is required to comply with international development policy standards for least developed countries. One of such standard is the poverty reduction strategy paper (PRSP). With the support of international partners, including the World Bank and IMF, Liberia produced the draft of its poverty reduction strategy (PRS) in 2007, and it was finalized in 2008. The PRS now serves as the development agenda for the Government of Liberia. It is an opportunity for the CSOs to engage the international community and Liberian Government more constructively by using the PRS to hold it accountable for the use of development funds. However, having CSOs to maintain such constructive engagements and independence, requires considerable capacity and resources. Thus it is crucial to understand organizational dynamics, staff's competencies, and the methods for improving both.

Conceptual Framework

The conceptual framework for this study builds on the concept that experiences are the building blocks of learning (Kolb, 1984). The organizational capacity strengthening work of the Liberian Civil society organizations, including training workshop, joint learning, practices in work environment, reflective observations based on field visits, experience sharing and replication of best practices is embedded in the concept that experiences form the building blocks of learning. Thus, experiences are derived from the education and training of the staff of these CSOs. This model depicts

training and learning as a series of transitions among four adaptive modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Fig. 1.1).

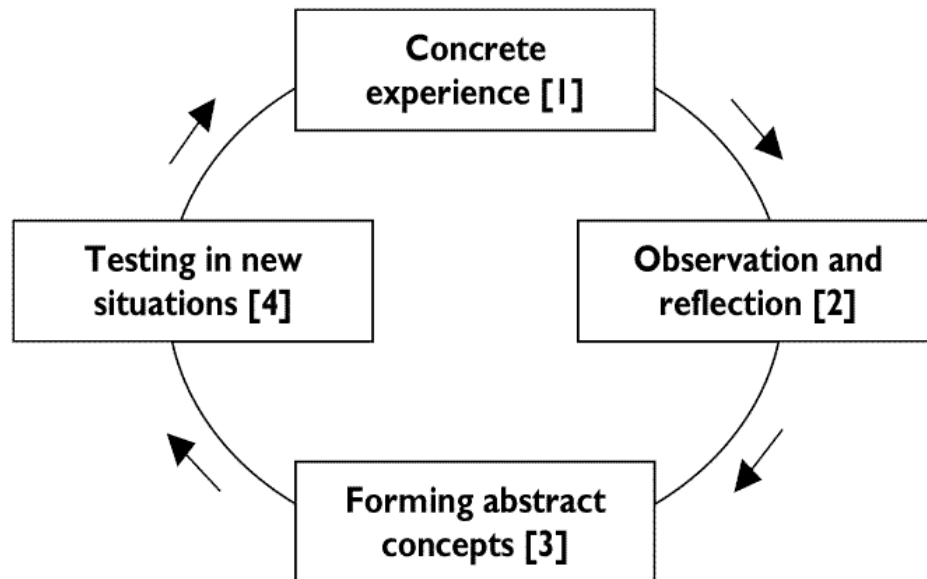


Figure 1.1: Kolb's Experiential Learning Model (Kolb, 1984).

The four quadrants of Kolb's model as depicted above deal with the processes where knowledge is transformed through experience. Kolb explains that knowledge results from the combination of grasping experience and transforming it (concrete experience). The knowledge, then, is transformed either through intention or extension and grasped either by comprehension or apprehension. In concrete experience, new content is introduced through new experiences.

In reflective observation (quadrant two of Kolb's model), the content is presented through a variety of methodologies. A CSO staff then contemplates and reflects upon that content before moving to the abstract conceptualization mode (quadrant three of Kolb's model). In the abstract conceptualization mode, the participant creates concepts and

forms them into generalizations. These concepts and generalizations are then used to make decisions, solve problems, and in application of the active experimentation mode (testing in new situations- quadrant four of Kolb's model).

ICCO along with its partner organizations endeavors to develop and deliver responsive and demand driven capacity development programs for CSO staff to help them become critical thinkers and reflective practitioners in focusing the missions and visions of their organizations, so that they remain relevant to the rebuilding of post war Liberia and their own development efforts.

In the problem solving process, the CSO staff employ the Kolb's model as previously indicated. For example, the CSO staff derive concrete experience from the knowledge/skills gained from their training workshops; reflecting on previous problem and possible solutions based on observations; making an educated guess-abstract conceptualization; and active experimentation (testing in new situations) of the possible solutions to the identified problems through the adoption of best practices of other CSOs based on experience sharing, joint learning, field visits and mentoring support. This is a transformative learning process where staff of these CSOs learn at key moments in their lives, indicating what have changed for them and how did the change processes occur.

The donor organization, Inter-Church Organization for Development Cooperation (ICCO), provides funding for institutional capacity strengthening of these CSOs. The purpose is for these CSOs to be engaged in joint programming along thematic issues so that the staff of the participating CSOs become reflective practitioners and to view learning as a process that is not limited only to outside experts. This concept is supported by the social learning theory as espoused by Bawden and Packham (1995). Social

learning has been described as a process by which a community of interest or group of individuals learns how to engage in sharing and reflecting on knowledge gained through experience and action to enhance innovative capacities for managing change (Bawden and Packham, 1995; Engel and van den Bor, 1997).

During the inception of the ICCO funded project for Liberian Civil society organizations in 2005, after attending training workshops, SEND Foundation as an implementing partner provided sustained mentoring and backstopping support to these CSOs based on specific individual needs. Those support areas included project proposal development, report writing, survey instrument development, data collection, data analysis, and planning. The training workshops and mentoring support coupled with joint learning and experience sharing form the basis of the experiential learning approach. After the workshop training, the CSO staff returned to their respective organizations to apply the acquired knowledge and skills to help them become effective in their immediate work environment. The role of SEND was shifted to one of the CSOs, NARDA (New African Research and Development Agency) in 2008, so that the process of organizational capacity strengthening could be sustained. This new role of NARDA supports the concept that CSO staff as practitioners should view learning as a process that is not limited only to outside experts.

Assumptions of the Study

1. The staff of the 15 CSOs that had stayed with their respective organizations for at least a year prior to the data collection period.
2. Staff of the 15 CSOs had experienced various change processes in performing their individual responsibilities through what they had learned and practiced.

Limitations of the Study

The results of this study would be applicable to the 15 CSOs given the acknowledgement that the information was being provided by those who played key functions in their respective organizations. Second, using a survey questionnaire can be considered a limitation because the respondents know that they are being “studied” and may sometimes provide “slanted answers, thus decreasing the validity of responses (Isaac and Michael, 1995). Third, some of the CSOs were found in transition, either majority of the old staff had left or engaged in an overhaul and restructuring process. Researcher only relied on previous experiences to gather information. In some cases, researcher had to travel back and forth 10 times to administer survey instruments to one or two respondents, and collect them.

Operational Definitions

Capacity: The ability of individuals and organizations to perform functions effectively, efficiently and in a sustainable manner.

Capacity Building: The ability of NGOs/CSOs to fulfill their missions in an effective manner

Civil society: The third leg of a stable democracy, distinct from the government and business (market). It is composed of voluntary civic and social organizations and institutions that form the basis of a functioning society. It refers to the arena of voluntary collective action around shared interests, purposes and values.

Civil Society Organizations (CSOs): CSOs refer to organizations such as development non-governmental organization (NGO), faith-based organizations, community groups, professional associations, women's organization, trade unions, etc.

External Operating Environment: Refers to the external environment in which the organization carries out its activities. It includes the administrative and legal systems in which the organization operates; the policies and political environment that influence the organization; the social and cultural environment of operational areas; and economic trends.

Internal Environment: Refers to the internal factors that influence the direction of organization, and the energy exerted in its activities. It includes incentives and reward system; organizational culture; leadership and management style; clarity and understanding of the organization's mission.

Organizational Capacity: Refers to the resources, knowledge and processes employed by the organization to enhance performance that leads to the achievement of its goals.

Organizational Performance: Refers to the ability of an organization to achieve its mission.

CHAPTER 2

THE 15 LIBERIAN CSOs AND LITERATURE REVIEW

This chapter is divided into the following themes:

1. Context of the Study and Researcher's Role in Liberian CSO Capacity Building
2. Liberian Civil Society Organizations (CSOs): Programming Focus
3. Initial Capacity Building Efforts Undertaken by the 15 CSOs
4. An Organizational Capacity Assessment of Civil Society Organizations

Context of the Study and Researcher's Role in CSO Capacity Building

The 15 CSOs in this study have been working together along thematic lines since 2006 even though they all started receiving funding from the same donor after the Civil War in 2005. This researcher had been involved with the CSOs' development programs since 2005, but resigned in July 2008 to pursue his doctorate at Penn State University. In addressing the capacity building needs of the 15 Liberian CSOs, an inter-organization for development cooperation, ICCO (donor organization), based in the Netherlands, was among the few humanitarian organizations that not only supported its Liberian partners (CSOs) during the 14 years of Civil War to plan and deliver emergency relief services, ICCO also actively supported the organizational development of its Liberian partners. With the attainment of peace in 2003, ICCO decided to continue its support to some Liberian CSOs with capacity building being a key priority. ICCO recognizes that post-war Liberian CSOs have weak capacity, and as such, CSO capacity strengthening is essential in promoting effective management practices, transformative leadership,

programming strategies and service delivery. The capacity building of CSOs will also help organizations to work in partnerships that will facilitate multi-stakeholder processes and strategic analysis, as well as policy development.

In order for ICCO to initiate the capacity building process of its Liberian partners, a 2004 assessment provided a framework to develop a three year capacity building program. The phase one of this framework focused on helping partner organizations become aware of the need to engage in organizational change and development in order to enhance their relevance and performance in the rebuilding of post war Liberian communities. Phase one challenged staff of CSOs to engage in critical thinking, and the need for change from the working approaches adopted during the war period, basically relief, to post-war development organizations. Key deliverables of phase one focused on partner organizations' clarity about their visions, missions, and their alignment with organizations' plans and programming strategies. Phase two would focus on strategic repositioning of partner organizations along thematic issues in order to maintain programmatic coherence and sustained program outcomes.

Accordingly, ICCO developed a contract with the Social Enterprise Development Foundation of West Africa (SEND Foundation), a regional NGO, to implement phase one of the capacity building program for ICCO partner organizations in Liberia in 2005. Researcher worked for SEND Foundation as Program Officer, and facilitated the capacity building programs for the 15 CSOs. SEND has programs in Ghana, Liberia and Sierra Leone. Each country program is managed by the board of directors, and registered by the appropriate agencies in respective countries. The mission of SEND is to promote good governance and the equality of men and women in West Africa.

The phase one of the capacity building program lasted from August, 2005 to July, 2006. Prior to the involvement of SEND Foundation, ICCO, as donor organization identified and selected 16 CSOs as its Liberian partner organizations. In order to sustain the capacity process, in 2008, ICCO shifted the role of SEND to one of the 16 CSOs, New African Research Development Agency (NARDA). ICCO had worked with some of these CSOs prior to the Liberian Civil War. The number is now reduced to 15 NGOs. One of the NGOs is currently non-functional and was excluded from the donor's support list. The CSOs described below were selected on the basis of their community services, policy advocate, peace building, conflict management and positive youth development programs.

The 15 Liberian Civil Society Organizations (CSOs): Programming Focus

1) New African Research and Development Agency (NARDA)

The New African Research and Development Agency (NARDA) is a consortium of Liberian NGOs engaged in the provision of health, education, agriculture, social and community development services (NARDA Report, 2006). Founded in 1987, NARDA serves as an apex organization that represents the interests of over 60 active full-member NGOs and up to 30 affiliated rural community-based organizations through the County Networks. NARDA is in principle a non-implementing agency so as not to compete with its members. However, its broad participation in issues relating to rural development and poverty at times may require actively animating communities and community action groups where there are no NARDA members. NARDA works to build indigenous organizational effectiveness. NARDA continues to advocate not for special but for fair treatment of Liberian NGOs and the creation of opportunities for building strong local

learning structures that are capable to reflect beyond survival and take on the wider issues of civil society rebuilding. NARDA proposes and works toward the construction of a Liberian Rebuilding Agenda that shall provide both alternative and complementary action to existing Rehabilitation and Reintegration schemes.

NARDA seeks to advocate and lobby to create links to broader policies and frameworks that institutionalizes poverty alleviation through the formulation and enactment of pro-poor policies and legislations. Real and meaningful participation is at the core of poverty alleviation in Liberia. Hence, NARDA calls out not only to rethink participation, but to enforce participation as an imperative for empowerment of the poor in Liberia. NARDA's mission is to *empower member NGOs by strengthening their capacities to respond to the aspirations of the Liberian people*. NARDA's vision is *the development of a Liberian NGO sector with local NGOs providing and or supporting a broad range of relevant, effective sustainable people centered and people driven programs throughout Liberia*. NARDA implements its mandate through five priority areas: (1) capacity building of member NGOs and NARDA's secretariat; (2) networking, collaboration and information sharing; (3) resource mobilization; (4) action research and (5) advocacy. NARDA currently serves as the coordinating agency for the ICCO partner organizations. It is responsible for monitoring, evaluating, and coordinating meetings and workshops for these CSOs or ICCO partner organizations.

2) Development Education Network of Liberia (DEN-L)

DEN-L, a local NGO established in 2000, envisages a Liberia at peace with itself and its neighbors (DEN-L Report, 2006). DEN-L aims to establish a network of teams/ organizations committed to promoting grassroots participation in working for a Liberia at

peace with itself and its neighbors. DEN-L Program for Peace Building aims to promote social and political transformation of Liberia through the principles of reconciliation, tolerance, respect for human rights, democratization for sustainable peace and development in Liberia. This will be achieved through peace building and leadership training workshops (DELTA), women's development activities, training of trainers and popular theatre. DEN-L seeks to raise awareness for reintegration and respect for social justice, participatory development, gender equity and respect for ethnic diversity.

3) Association of Female Lawyers of Liberia (AFELL)

AFELL is a nongovernmental organization established in 1994. AFELL is committed to advancing the cause of women and children in Liberia (AFELL Report, 2006). As a woman/child's rights advocate group, AFELL conducts advocacy programs in favor of women and children; awareness and civic education programs; legal reform and advocacy for policy change; as well as prosecute criminals who abuse the rights and dignities of women and children. Changing the habits and customs of Liberians to accept the concept of gender equality and improve upon other traditional practices that hinder the advancement of women is a major challenge.

AFELL's strategic plan for effective advocacy shows four key programming areas: Legal Aid Clinic; Research; Prosecution; Awareness and Sensitization. AFELL underscores the values of these programs in protecting the rights of women and children. Awareness will be raised continuously on the availability of the legal aid clinic where talk shows, interactive forum, and conferences are held to resolve disputes and issues without involving the courts. The program on research will enable AFELL to locate, investigate and review existing laws; draft legislation, policies, protocols to strengthen

existing laws; disseminate and educate the public on these laws that protect the rights of women and children. This program on research will enable AFELL to create a data bank for prosecution of cases. AFELL would intensify the use of print and electronic media to inform and educate the public.

4) Women's Health and Development Program (WHDP/MPCHS)

The Women's Health and Development Program of the Mother Patern College of Health Sciences was initiated in 1994 in Monrovia, to address the issue of sexual and gender based violence against women and to document women's experience of violence during the civil crisis (WHDP Report, 2006). The program undertook participatory evaluation in 1995 and 1999 to identify lessons learned and to plan for its future activities. WHDP also conducted a survey on violence and women's experiences during the war and completed awareness trainings on violence against women in eleven (11) counties. Unfortunately, WHDP could not analyze the data collected during the survey. Hence, WHDP lacks the baseline data that would enhance its effectiveness.

5) Foundation for Human Rights and Democracy (FOHRD)

FOHRD, established in 2003, is committed to achieving a society where there is improved and respectable living standard, respect for the dignity of the individual person based on the internationally accepted human rights standard. FOHRD seeks to spread democratic values and principles as well as promote the protection and respect for social and economic rights (FOHRD Report, 2006).

6) Foundation for International Dignity (FIND)

FIND was established in 2002. It envisions a community characterized by social justice, respect, and equal rights for all (FIND Report, 2006). As one of the few organizations working on the issues of human rights and protection in the sub region, FIND has undertaken several activities and gained experience in working with people, particularly with refugees, IDPs and host community residents. FIND has carried out sub regional assessments in each of the three Mano river Union countries of Liberia, Sierra Leone and Guinea, reports of which are available. These assessment missions gave FIND a broader insight into the issues of human rights and protection.

7) National Women Commission of Liberia (NAWOCOL)

NAWOCOL, established in 1991, dreams of a Liberia where women will have equal political and economic opportunities and women's rights are respected and upheld; where structures exist to enable women's voices to be heard on issues of national concern; where women are at peace with themselves and their neighbors; where opportunities exist to facilitate grassroots women taking action on their own felt needs to enhance their integral development and thus, the development of Liberia (NAWOCOL Report, 2006). NAWOCOL is a smaller organization that lacks basic office equipment and logistics. NAWOCOL's staff go to commercial centers to pay for the use of computer service. NAWOCOL runs projects in Southeastern Liberia without vehicle. Such conditions hinder the smooth performance of staff, thereby reducing the effectiveness and efficiency of the organization. NAWOCOL is known to have an excellent track record in microfinance and agricultural projects in rural Liberia. NAWOCOL would like to concentrate on peace building, economic empowerment and livelihood support programs

for next three years (2008-2010). In order to achieve these program goals, NAWOCOL intends to undertake an organizational development at the membership level and the secretariat. NAWOCOL held a national convention in 2007 for its members as a means of re-awakening and updating their profiles.

8) Concerned Christian Community (CCC)

CCC, established in 1990, envisages rural local churches being organized into district fellowships and taking collective actions to improve their communities through rural development programs and self help initiatives (CCC Report, 2006). CCC encourages Liberians to come together and work for the improvement of their lives and communities.

9) Save My Future Foundation (SAMFU)

SAMFU was established in 1987. It is an environmental, conservation, and human rights foundation that envisions a new Liberia in which the natural resources are managed sustainably to ensure a healthy environment, decentralized development under the rule of law (SAMFU Report, 2006). SAMFU is a smaller NGO that is committed to the capacity building process. SAMFU is active with its project in the Southeastern Liberia, but being hampered by the lack of logistics. SAMFU has one old vehicle that is always being serviced. SAMFU would continue to work in three main program areas include forest and conservation, peace building and community development.

10) Liberia Opportunities and Industrialization Center (LOIC)

LOIC, established in 1977, is a human resource development institution in Liberia that offers training programs through community-based training institutions where training services are provided to increase the economic capacity of war-affected

individuals to rebuild their lives (LOIC Report, 2006). The Mission of LOIC is to assist with Liberia's post war recovery, reconstruction and development through human capacity building, social service delivery and rehabilitation of war affected individuals.

11) Liberia Democratic Institute (LDI)

LDI was established in 2000. LDI envisions the establishment of a democratic society in which there is respect for human rights, people's participation and accountability. It seeks to promote socio-economic justice and good governance in Liberia (LDI Report, 2006). LDI's assessment reveals the need for capacity building of its human resources. LDI strategic plan reveals six thematic areas that it would focus for the next three years. Those areas include youth engagement and livelihood opportunities; Women participation and representation in decision making at the local level; issue of gender based violence; Policy based advocacy; Citizens and Legislative interaction; and, community policing.

12) Christian Health Association of Liberia (CHAL)

CHAL was established in 1975. CHAL is dedicated to the promotion of the healing ministry of Jesus Christ through advocacy, facilitation, and provision of holistic Christian health care services to the people of Liberia (CHAL Report, 2006). CHAL works with clinics and hospitals as well as communities in Liberia.

13) Rural Empowerment Foundation (REFOUND)

REFOUND was established in 2002. It envisions training of young people and local communities as the basis for encouraging grassroots participation and empowerment where each community can effectively engage in sustainable self-help programs with

little outside intervention (REFOUND Report, 2006). REFOUND seeks to develop and empower young people and their communities as a basis for transforming the basic social structure of rural communities. REFOUND is one of the smaller organizations committed to grassroots development but the lack of logistics and basic office equipment such as computer, printer, etc., is a bottleneck to its development initiative. Like other smaller organizations benefiting from the ICCO capacity building program, REFOUND sees the capacity building program as an opportunity and springboard for its development.

14) Rural Human Rights Activist Program (RHRAP)

RHRAP was established in 1997. RHRAP dreams of Liberia as a country where there is lasting peace and stability; where human rights and democratic principles take firm root and flourish at all levels within the Liberian society (RHRAP Report, 2006).

RHRAP has its main program area in ethnic based conflict management and resolution.

15) Young Men Christian Association of Liberia (YMCA)

The Young Men's Christian Association (YMCA) of Liberia is a non-governmental, non-denominational and not for profit organization. Liberia YMCA was established in 1881. Its name has become a contradiction, as it now addresses not only the needs of young Christian men but the needs of women as well, and people of all religious beliefs. Its goal is to work for the development of people and communities, empowering them for social transformation (Liberia YMCA Report, 2006).

Initial Capacity Building Efforts Undertaken by the 15 CSOs

In initiating the capacity building process of these 15 NGOs, SEND Foundation with support from ICCO approached the process in 2005 as follows. Researcher has documented the initial capacity building process and its evaluation in 2006.

Get to know you meeting

In August, 2005, a “get to know you” meeting was organized for each of the 15 CSOs. 13 of them were met in their individual head offices in Monrovia. The other two were met in their offices in the provincial city of Gbarnga, Bong County, Liberia. The purpose of each meeting was to develop an interpersonal relationship which formed the basis of confidence and trust that led to the smooth implementation of the phase one of the capacity building program.

Prior to the war, community neighbors provided assistance to one another without being asked. The behaviors, values and caring attitudes of community members were embedded in their cultural practices and social network. The issues of crime, lawlessness, and impunity were seldom observed due to the social cohesions that existed. However, these commonalities no longer exist as a result of the Civil War. Community members no longer trust one another due to the fighting and killings that took place between neighboring communities and among members of different ethnic groups in the same community during the war. There is an entrenched fear among community members about their own security. This fear is exacerbated by the behaviors of youth who became perpetrators and victims of the war. Most unskilled and jobless youth who were used by war lords as child soldiers are now engaged in all forms of violence and criminal acts.

The lack of trust is a major concern among community members. As stated by a scholar, “Trust springs from the sense of security we develop in early nurturing relationships” (Flanagan, 2003, p. 165). The process of reinvigorating this sense of security in post war Liberian communities takes time, and it requires enormous and earnest efforts by the community members themselves.

During the “get to know you” meetings, the management staff of each organization were introduced. Programming areas and locations of target communities were discussed. The CSOs were also informed about the activities of SEND Foundation in West Africa, emphasizing SEND’s experience in Ghana and Sierra Leone as well as its capacity building intervention strategy for Liberia. Based on this brief interaction, SEND and the CSOs anticipated a cordial and sincere working relationship.

Participatory Organizational Self-Assessment (POSA)

Following the “get to know you” meetings, a workshop on participatory organizational self-assessment (POSA) was organized for the 15 CSOs in Gbarnga, Bong County in 2006 (SEND, 2006). The purpose of POSA was to enable CSOs to take a critical look at their organizations and determine their gaps in capacity, so that appropriate technical assistance could be provided to improve their performance. POSA is a relevant tool or technique since it puts power, leadership and buy in the hands of the stakeholders who have to make the needed organizational changes.

Principles that guided the Participatory Organizational Self-Assessment:

- Honesty
- Sincerity/Truthfulness
- Own the process and bear responsibility for decisions taken

- Assessment should be participatory
- Willingness to change
- Openness to experience sharing/learning
- Assistance from an external facilitator

These principles are critical for post war Liberian CSOs that are developing commitments to organizational change and development (SEND, 2006). Honesty, sincerity and truthfulness represent the ethical dimension of leadership. Adherence to these principles forms the basis of the staff's willingness to change; openness to experience sharing and learning; and valuing participatory decision making process in organizational development. When these principles are broken down, they give rise to challenges such as lawlessness, crime, impunity, corruption, lack of transparency and accountability.

The objectives of participatory organizational self-assessment (POSA) included the following:

- To identify where CSOs were in their management and programming work and where they ought to be.
- To be able to initiate subsequent improvement in what was not being done well according to plan.
- To be able to understand the strengths, weaknesses, opportunities, and threats (SWOT analysis) of the organization and use the available resources to improve upon their practices.

A SWOT analysis is a management tool used by an organization to ensure that its available resources such as material and human resources are aligned effectively with performance indicators (SEND, 2006). The purpose of such alignment is based on the analysis of the strengths and weaknesses which are internal to the organizations. For example, the competence of the management and program staff, management facilities, etc. can be considered as strengths. On the other hand, an internal factor such as poor communication system, negative competitions among staff and inadequate funding could interfere with the achievements of the organization's objectives. An external or public image of the organization is viewed as either an opportunity or a threat to the organization. It becomes an opportunity when the organization has a positive public image, and enjoys the confidence of the people it serves; otherwise, these factors become a threat to the external working environment of the organization. An understanding of these concepts helps organizations make informed decisions about their development priorities.

SEND Foundation staff and some experienced staff from the CSOs served as external facilitators for the POSA process. This process was meant to strengthen the CSOs' network by making effective use of the expertise that exists within their network. For example, staff from the Development Education Network of Liberia (DEN-L) participated in this facilitation process where CSOs were able to determine their capacity building priorities (Table 2.1). Key among these priorities included governance, management practices, financial management and human resources (Table 2.1).

Table 2.1: Capacity building priorities identified by the 15 NGOs based on their POSA results.

Name of NGO	Capacity Building Priorities
1. Association of Female Lawyers of Liberia (AFELL)	a) Management systems b) Financial management
2. Foundation of Human Rights and Democracy	a) Governance (Training for Board members) b) Management systems c) Rights based approach d) website development
3. Foundation of International Dignity (FIND)	Management systems Rights based approach Financial management, Project development and management Participatory methods (leadership, gender, PRA,
4. National Women Commission of Liberia (NAWOCOL)	a) Governance (Board members) b) Management systems c) Rights based approach d) Financial management e) Microfinance f) Project development and management g) Participatory methods h) Website development i) Fund raising j) Peace building k) Program monitoring & evaluation
5. Concerned Christian Community (CCC)	a) Fund raising b) Rights based approach c) Management systems d) Financial management e) Project development & management f) Website development
6. Save My Future Foundation (SAMFU)	a) Governance (Training for Board) b) Management system c) Rights based approach d) Financial management e) Project development f) Participatory methods g) Website development h) Peace building
7. Liberia Opportunities Industrialization Center (LOIC)	a) Governance (training for Board members) b) Management systems c) Financial management d) Microfinance e) Participatory methods f) Website development g) Curriculum development h) Project development and management
8. Liberia Democratic Institute (LDI)	a) Management system b) Rights based approach c) Financial management d) Project development and management e) Participatory methods.
9. Christian Health Association of Liberia (CHAL)	a) Management b) system c) Financial management d) Participatory methods e) Website development.

10. Rural Empowerment Foundation (REFOUND)	a) Management system b) Participatory methods c) Rights based approach d) Microfinance project development and management e) Website development
11. Rural Human Rights Activist Program (RHRAP)	a) Management system b) Rights based approach c) project development and management d) Website development.
12. Young Men's Christian Association (YMCA)	a) Program design and implementation b) Data collection and analysis c) Performance monitoring/tracking d) Website management e) Financial record keeping f) Leadership development g) Needs assessment h) Community profile development
13. New African Research and Development Agency (NARDA)	Staff Development in a wide range of program development and management, research and documentation, advocacy and lobbying, monitoring and evaluation, participation and training of trainers Development and marketing of the Pro-Poor Fund as a poverty alleviation support instrument for NARDA's membership programming NARDA needs to seek out creative strategies for enhancing Networking and Collaboration with its members including the county networks.
14. Women's Health and Development Program (WHDP)	a) Rights based approach b) Micro-finance c) Participatory methods such as leadership development, gender, Participatory rural appraisal (PRA)
15. Development Education Network of Liberia (DEN-L)	DEN-L believes in gender equality but lacks the technical expertise to develop a comprehensive policy. Very low level of marketing of DEN-L activities which requires considerable strengthening: website development, newsletter, and other media outreach programs. A strategic plan that emphasizes the planting of DELTA facilitating team around the country and helping to maintain the relevance of the organization's mission. Redefining staff development policy as well as salaries and benefits that will enhance the organization's effectiveness. Training in financial management, micro-finance, and monitoring & evaluation.

Strategic Planning Process

The purpose of the strategic planning training was to enable partner organizations to acquire the relevant knowledge and skills in strategic plan development in order to reposition their organizations and remain relevant in rebuilding post-war Liberia. A strategic plan is a management tool that helps an organization to do a better job in order to ensure that members of the organization are working toward the same goals, assessing, and adjusting the organization's direction in response to a changing environment. The strategic planning process is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, why it does it, with a focus on the future (Booth and Morin, 2001). The process of planning is strategic because it involves:

- Preparing the best way to respond to the circumstances of the organization's environment.
- Being clear about the organization's objectives
- Being aware of the organization resources, and incorporating them into being consciously responsive to a dynamic environment.

The process of clearly stating or identifying mission or purpose is critical to the success of an organization, and is considered vital to Liberian CSOs' strategic directions (see Table 2.2).

Table 2.2: Visions/Missions of the 15 NGOs (SEND, 2006).

Name of NGO	Vision/Mission
1. Association of Female Lawyers of Liberia (AFELL)	AFELL is committed to advancing the cause of women and children in Liberia through advocacy, awareness creation, civic education programs and legal reform for policy change, as well as prosecute those who abuse the rights and dignities of women and children.
2. Foundation of Human Rights and Democracy (FOHRD)	FOHRD is committed to achieving a society where there is improved and respectable living standard, respect for the dignity of the individual person based on the internationally accepted human rights standard. FOHRD seeks to spread democratic values and principles as well as promote the protection and respect for social and economic rights.
3. Foundation of International Dignity (FIND)	<p>Vision: A society characterized by social justice, respect and equal rights for all.</p> <p>Mission: Advancing the culture of human dignity through empowering people experiencing all forms of injustices.</p>
4. National Women Commission of Liberia (NAWOCOL)	NAWOCOL dreams of a Liberia where women will have equal political and economic opportunities and women's rights are respected and upheld; where structures exist to enable women's voices to be heard on issues of national concern; where women are at peace with themselves and their neighbors; where opportunities exist to facilitate grassroots women taking action on their own felt needs to enhance their integral development and thus, the development of Liberia.
5. Concerned Christian Community (CCC)	CCC envisages rural local churches being organized into district fellowships and taking collective actions to improve their communities through rural development programs and self help initiatives. CCC encourages Liberians to come together and work for the improvement of their lives and communities.
6. Save My Future Foundation (SAMFU)	SAMFU promotes partnership with stakeholders toward the sustainable management of Liberia's natural resources and the environment to support biodiversity conservation, socio-economic development, and human rights.
7. Liberia Opportunities Industrialization Center (LOIC)	LOIC is committed to assist with Liberia's post war recovery, reconstruction and development through human capacity building, social service delivery and rehabilitation of war affected individuals.
8. Liberia Democratic Institute (LDI)	LDI envisions the establishment of a democratic society in which there is respect for human rights, people's participation and accountability. It seeks to promote socio-economic justice and good governance in Liberia.

9. Christian Health Association of Liberia (CHAL)	CHAL is dedicated to the promotion of the healing ministry of our Lord and Savior Jesus Christ through advocacy, facilitation, and provision of holistic Christian health care services to the people of Liberia.
10. Rural Empowerment Foundation (REFOUND)	REFOUND envisions training of young people and local communities as the basis for encouraging grassroots participation and empowerment where each community can effectively engage in sustainable self-help programs with little outside intervention. REFOUND seeks to develop and empower young people and their communities as a basis for transforming the basic social structure of rural communities.
11. Rural Human Rights Activist Program (RHRAP)	RHRAP dreams of Liberia as a country where there is lasting peace and stability; where human rights and democratic principles take firm root and flourish at all levels within the Liberian society. RHRAP has its main program area in ethnic based conflict management.
12. Young Men's Christian Association (YMCA)	Liberia YMCA seeks to unite and empower young people through self-development and service to their community as an extension of the Kingdom of our Lord and Savior Jesus Christ.
13. New African Research and Development Agency (NARDA)	NARDA's mission is to empower member NGOs by strengthening their capacities to respond to the aspirations of the Liberian people. Its vision is the development of a Liberian NGO sector with local NGOs providing and/or supporting a broad range of relevant, effective, sustainable people centered and people driven programs throughout Liberia.
14. Women's Health and Development Program (WHDP)	The Women's Health and Development Program of the Mother Patern College of Health Sciences is committed to addressing the issue of sexual and gender based violence against women and to document women's experience of violence during the civil crisis.
15. Development Education Network of Liberia (DEN-L)	DEN-L envisages a Liberia at peace with itself and its neighbors. DEN-L aims to establish a network of teams/ organizations committed to promoting grassroots participation, social and political transformation of Liberia through the principles of reconciliation, tolerance, respect for human rights, democratization for sustainable peace and development in Liberia.

Joint learning and Experience Sharing

A workshop was conducted by SEND Foundation for the CSOs, focusing on joint learning and experience sharing (SEND, 2006). Each organization presented information on best practices, results and challenges of its programming work. The purpose of this workshop was to create a forum for information exchange and the development of professional relationships among the CSOs. This joint learning and experience concept supports Kolb's model as presented in the conceptual framework that experience is the building block of learning.

Networking and cooperation among CSOs

A training workshop focusing on networking and cooperation was conducted by SEND Foundation for the CSOs to promote an effective use of internal resources and expertise among organizations (SEND, 2006). For example, CSOs can share reports, data, and other relevant information to improve their programming strategies. The CSOs play a role in promoting coalition and networks. They have contacts with decision makers in government and dialogue with policy makers and advocate on key issues.

Based on the capacity building needs identified by the 15 CSOs, SEND developed a capacity program addressing cross-cutting and specific programming areas for the beneficiary organizations in 2006. However, ICCO could not sponsor the proposal because of financial reason. Instead, energy was re-directed to helping the 15 CSO to work along thematic lines, following the assessment of the phase one. SEND's

subsequent role included the facilitation of program proposal development for partner organizations, monitoring and evaluation.

Evaluation of Phase One of the Liberian CSO Capacity Building Program in 2006

During the period between August, 2005 and July, 2006, 16 Liberian NGOs participated in SEND Foundation facilitated training workshops in participatory organizational self assessment, strategic planning, networking and cooperation, as well as experience sharing among partner organizations. One of the organizations was no longer functional; therefore, 15 CSOs/NGOs were used in this study. Four workshops were conducted during the period with sustained backstopping and mentoring support within each organization. Using training manuals produced by SEND Foundation in participatory organizational assessment and strategic planning, partner organizations acquired knowledge and skills to review their visions, missions, programs, management, communications, and strategic planning processes in order to determine the relevance of their intervention strategies and to maintain focus.

Following the training workshops for the CSOs, the phase one of the capacity building program was assessed in 2006 followed by a validation workshop. The assessment focused on the perceived skills acquired by individual CSO staff in participatory organizational self assessment and strategic planning; the relationships, network, and cooperation among partner organizations; and the perceived technical competence of the SEND Foundation as a capacity building program implementing organization.

The results of phase one capacity building intervention show that the technical and social skills of partner organizations improved. Through the participatory organizational self-assessment and strategic planning training, staff improved their knowledge and skills within their respective organizations (Table 2.3: POSA mean = 3.1, representing satisfactory result and strategy planning mean = 3.2, also representing a satisfactory result). For example, they have acquired skills on how to facilitate discussions among different stakeholders within their organizations on issues such as the vision, mission and programming framework (Table 2.3: CSOs sharing experiences mean = 3.4, representing a satisfactory result; networking and cooperation among CSOs mean = 3, also representing a satisfactory result).

However, CSO staff could not attribute the results of POSA, strategic planning, experience sharing, networking and cooperation completely to their participation in the capacity program as indicated by the attribution scores (Table 2.3: POSA mean = 2.7, representing “between partially related to participation and completely related to participation; strategy planning mean = 2.5; experiencing sharing mean = 2.6; networking and cooperation mean = 2.7, all representing “between partially related to participation and completely related to participation. Probably, the attribution results might be due to the previous experiences acquired in program management and organizational development training. For POSA, CSO staff perceived that the process is sustainable (Table 2.3: POSA mean = 3, representing “sustainable”). This result supports CSOs periodic engagement in organizational self-assessment and planning exercises. However, CSOs are between “not certain about the sustainability and sustainability” regarding

networking and cooperation since no single CSO has absolute control over the process (Table 2.3: mean = 2.6).

The trained staff of partner organizations were expected to serve as resource persons within their respective organizations in the use of participatory organizational self assessment, for example, to strengthen organizational performance. These 15 partner organizations were able to develop their strategic plans before the end of 2006. Before the program, only a few partners indicated they had a strategic plan. By the end of phase one, those with strategic plans were considering revising their plans based on the new knowledge and insights gained from their participation in the program (see Table 2.3: results of training in POSA, strategic planning, experience sharing, and networking among NGOs were perceived satisfactory by CSOs. Definitely those NGOs that did not have a strategic plan were able to develop one as a result of the backstopping/advisory services provided by SEND Foundation. Strategic planning is recognized by the partner organizations as a significant management tool.

Table 2.3: Assessment of programming and organizational development skills acquired by the CSOs (SEND, 2006).

Result	Mean Quality*	Mean Attribution*	Mean Sustainability**	Comment
Staff competencies improved in participatory organizational self-assessment (POSA)	3.1	2.7	3.0	CSOs rated their competencies in OSA as satisfactory. Some felt that their competencies were partially attributed to the capacity building program while others felt that they were completely attributed to the program. They all considered the skills in OSA as sustainable since the skills are applied on a routine basis.
Staff competencies improved in strategic planning	3.2	2.5	2.8	The same comment on OSA can be applied to strategic planning.
CSOs sharing experiences	3.4	2.6	2.8	CSOs perceived the quality of training as satisfactory but attribution between partially related and completely related to the program.
Networking and co-operation among CSOs strengthened	3.0	2.7	2.6	Same as CSOs sharing experiences

* Quality (1= very unsatisfactory, 2= unsatisfactory, 3= satisfactory 4= very satisfactory)

** Attribution (1= not all related to the participation in the program, 2= partially related to participation in the program, 3= completely related to participation in the program)

*** Sustainability (1=not sustainable, 2=not certain about sustainability, 3=sustainable, 4= highly sustainable)

Comments on the scores for technical competence of SEND Foundation

Technical competence refers to the organizational development and management/administrative skills needed for SEND Foundation to effectively implement the capacity building program. The mean score shows that the CSOs (see Table 2.4) rated

SEND Foundation as “good” in its technical capacity to provide the needed capacity building support including participatory organizational self-assessment, strategic planning, management and coordination of the program, and networking among partner organizations. These organizations perceived that SEND Foundation has the technical competence in facilitating their capacity building process, and helping to strengthen effective partnerships with other national and international NGOs. For example, “facilitation of workshop; working relationship with individual participants/staff; and ability to facilitate experience sharing among CSOs,” all perceived by CSOs as “between good and very good” (Table2.4).

Table 2.4: Assessing the technical competence of SEND Foundation.

Activities/Outputs	Mean*	Comments
Overall organization of all capacity building program activities	3.2	CSOs rated the overall organization of the capacity building program activities as “good.”
Facilitation of workshops	3.5	Facilitation of workshop was rated between “good and very good.”
Working relationship with partner organizations	3.1	Partners rated SEND’s working relationship with them as good.
Working relationship with individual participants/staff	3.5	Between “good and very good.”
Ability to facilitate experience sharing among partner organizations	3.5	Between “good and very good.”
. Communication with partner organizations	3.2	Good
Documentation of activities	3.4	Good
Workshop training/experience sharing as a source of useful information	3.3	Good
Ability of SEND’s staff	3.3	Good
Ability to provide consultancy service	3.2	Good
Ability to coordinate and manage networking	3	Good
Progress of initial intervention	3.1	Good

* Mean score ranges from 1= very poor; 2= poor; 3= good; and 4= very good

ICCO, a donor for the capacity building program was represented at the validation workshop. ICCO representative and SEND Foundation facilitated the workshop. ICCO representative proposed that CSOs work along thematic lines instead of individual organizations working on fragmented projects. The purpose of thematic concept was to

ensure greater impacts or results of the interventions. The thematic approach would pull resources and help to leverage costs incurred by individual CSOs. Following the validation workshop, SEND Foundation worked with each organization to discuss the proposed thematic concept in order to guarantee that CSOs take ownership of the process. After a series of consultations and discussions, CSOs aligned themselves with thematic areas that match their missions and visions.

An assessment of the phase one revealed that CSOs are now aware that if they are to become significant players in rebuilding Liberia, it is important that they restructure their management systems and adopt programming approaches that enhance the relevance to the rebuilding needs of the country. This assertion is evident in their coherent program focus along thematic lines known as clusters (see Table 2.5).

Table 2.5: 15 CSOs working along thematic issues to strengthen their development efforts.

CSOs	Thematic Areas/Clusters
1) National Women Commission of Liberia (NAWOCOL) 2) Rural Human Rights Activists Program (RHRAP) 3) Save My Future Foundation (SAMFU)	Reconciliation and Development Goal: contribute to sustainable peace and development of Liberia through ethnic based conflict resolution in Nimba, Grand Gedeh, and River Gee Counties
4) Young Men Christian Association (YMCA) 5) Liberia Opportunities and Industrialization Center (LOIC)	Youth in Peace Building and Governance Goal: engender constructive youth engagement through leadership development and management that transforms local environments and promotes a culture of sustainable peace.
6) New African Research and Development Agency (NARDA) 7) Development Education Network of Liberia (DEN-L) 8) Foundation for International Dignity (FIND) 9) Foundation for Human Rights and Democracy (FOHRD) 10) Liberia Democratic Institute (LDI) 11) Association of Female Lawyers of Liberia (AFELL)	Community Governance and Advocacy Goal: bringing decision making to the community level for sustained peace and improvement in the quality of life. This goal points to the real need for establishing and deepening decentralization and democracy in Liberia.
12) Concerned Christian Community 13) Christian Health Association of Liberia (CHAL) 14) Rural Empowerment Foundation (REFOUND) 15) Women Health and Development Program (WHDP)	Community Empowerment and Development Goal: sustain peace and economic empowerment through community involvement and development

Comments on the score for quality of the results

The 15 CSOs that responded to the survey considered participatory organizational self-assessment (POSA) exercise and strategic planning as important management tools that would help them refocus their programming strategies and overall organizational management practices. The self assessment reports produced by each organization

provided a tangible evidence of their skills. The development of their strategic plans was another evidence of the training provided. The quality of the training was reflected in increasing innovations, critical review of each other's inputs and openness to criticism, both at individual and institutional levels. These observations were made through mentoring support and internal workshops organized by individual organizations. The program has provided a unique forum for experience and information sharing among CSOs working in various sectors.

Comments on the score for attribution of the results

The 15 CSOs rated attribution as “between partially related to participation in the program and completely related” because they felt that some of their staff had previous minimum skills in program management and organizational development. However, in the past, partners were not looking at the strengths within their network. Each organization sought expertise outside the country even when the expertise was available in their network. With the presence of SEND Foundation during the inception phase, CSOs are looking within their network for skills that can be utilized by member organizations. The process is being continuously adopted by the current coordinating agency, New African Research and Development Agency (NARDA).

As previously mentioned, majority of the CSOs were able to develop their strategic plans after acquiring skills in the strategic planning training workshop. Those organizations that had their strategic plans prior to the training considered revising them after the training. An organizational capacity development is regarded as an on-going process to help increase the abilities of an organization to perform core functions, solve

problems and achieve goals. Hence, the capacity development process should improve the ability to assess and react to future needs, and thus maintain relevance and effectiveness over time. As a result of this on-going process, it is expected that the skills acquired by the 15 CSO staff would be used to strengthen the capacity of their individual organizations. The sustenance of these organizational development practices would help organizations to enhance performance, including good governance and management practices, valuing and adopting accountability, adhering to reporting methods, understanding program stakeholders and other external relations, as well as their involvement in programming activities.

Civil Society Organizations Working in Clusters Based on Thematic Issues

The direct provision of services to the citizens forms an important part of the activities of CSOs, especially in the case of Liberia where the post-war Government is still weak. CSOs work in clusters to strengthen their program delivery process by providing services to farm families, youth, rural women, as well as services in micro-finance, health, education, safe drinking water and sanitation.

In mid 2006, an external evaluation of ICCO (Inter-Church Development Cooperation) supported Liberian CSO development program was carried-out followed by a validation workshop (SEND, 2006). Among the many recommendations that were endorsed by the CSOs was the need to adopt a joint programming and learning approach. In order to facilitate the joint programming and learning approach, four key thematic areas or clusters were discussed and agreed by the CSOs. In 2008, the cluster arrangements were further discussed and included: (1) Reconciliation and Peaceful Co-Existence Cluster (now Reconciliation and Development Cluster), (2) Community

Governance and Advocacy (CGA), (3) Community Empowerment and Development (CED), and (4) Youth in Peace Building and Governance (YPBG). These cluster arrangements were organized under a general theme, “Liberia Peace Building and Democracy Program.”

In order to facilitate an effective joint program development and implementation under the cluster arrangement, ICCO and another Dutch NGO known as Kerk en Actie (Church in Action) supported a two and half year Liberia Peace Building and Democracy Program for 20 CSOs including the 15 CSOs in this study, organized into four clusters as indicated previously in 2008. Furthermore, for effective ownership and participation, a Steering Committee with one representative from each of the clusters was established. The Steering Committee chaired by the New African Research and Development Agency (NARDA) has an overall management and coordination responsibility during the implementation processes of the program (Table 2.6). This two and half year support period would end on December 31, 2010. At the end of this project, the clusters would submit an annual project proposal for funding by ICCO and Kerk en Actie over a three year period. ICCO and Kerk en Actie would like to see a stable and functioning Liberian CSO that would help sustain post war Liberian fledgling democracy.

Table 2.6: Steering Committee of the Liberia Peace Building and Democracy Programme (LPBDP, 2010).

Organizations	Cluster's Name	Position on Steering Committee
New African Research and Development Agency (NARDA)		Chair/Coordinating Agency (chairmanship to be transferred to one of the CSOs)
Forum for Human Rights and Development	Community Governance and Advocacy (CGA)	Lead Agency
Concerned Christian Community (CCC)	Community Empowerment and Development (CED)	Lead Agency
Young Men Christian Association (YMCA)	Youth in Peace Building and Governance (YPBG)	Lead Agency
Rural Human Rights Activists Program (RHRAP)	Reconciliation and Development Cluster (RDC)	Lead Agency

Civil War is a fundamental obstacle to development. In post-war Liberia, following the 14 years of Civil War and the election of the first African female president in 2005, high hopes are placed on conflict transforming power of Civil society organizations (CSOs), and their contribution to sustainable peace and community driven initiatives. In this regard, the four clusters under the Liberia Peace Building and Democracy Program (LPBDP), including Community Governance and Advocacy (CGA), Community Empowerment and Development (CED), Youth in Peace Building and Governance (YPBG) and Reconciliation and Development Cluster (RDC) strive to network with other Civil society organizations and partners based on their programming goals to advocate for good governance, economic empowerment and sustainable peace through human rights education, conflict transformation, and development. Human rights issues, poverty and social injustice are social factors that are crucial to sustaining peace and stability in Liberia (LPBDP, 2010). Brief descriptions of the clusters are provided below.

Community Governance and Advocacy (CGA) Cluster

During the inception phase of the cluster arrangement toward the end of 2006, the Community Governance and Advocacy Cluster sought to bring decision making to the people at the community level and increase their participation (LPBDP, 2010).

Community participation on issues of governance and decision has been limited. In order to achieve this, the Community Governance and Advocacy Cluster adopted trainings and awareness creation to building the capacities of communities; conducted research, monitoring, stake holders' dialogue and campaign on community and national issues of vital importance. The Cluster worked with various district development committees (DDCs), community-based Organizations, local authorities, chiefs and elders, youth and women, etc (LPBDP, 2010).

In mid 2008, a community governance study was undertaken. The results of the study in seven Counties (Nimba, Lofa, Bong, Margibi, Bomi, Grand Gedeh, and River Gee) pointed to growing concerns ranging from lack of proper structures or the existence of weak community governance structures, violation of women's rights and protection issues, economic and social justice concerns as well as political justice and the rule of law (LPBDP, 2010).

Key among the issues identified by the study include the lack of or low level of people's participation in governance and community life which is also occasioned by exploitation and marginalization. Inadequate participation by locals or the lack thereof was singled out as the most significant factor with causal and resulting effects of social exclusion. Community participation is critical to interventions which may help reduce poverty (LPBDP, 2010).

The pilot intervention by the CGA cluster in 2007 attempted to bridge community participation and information gap. However, the results and lessons learnt during the pilot phase show that effective community participation and the strengthening of governance structures require sustained engagement over a longer period of time. At the end of the pilot phase (December 2007-June 2008), and in order to assist clusters in their intervention efforts and ensure meaningful impacts, ICCO extended support to its Liberian partners for two and half years. The scope of this program was aligned with the specific focus of the cluster as well as working toward achieving Liberia's national development agenda (poverty reduction strategy). Accordingly, the cluster wishes to build upon the achievements and lessons learnt thus far, as the two and half years come to an end (December 31, 2010), and craft a strategic plan that will help increase the civic and community engagement efforts of this cluster. It is envisaged therefore that this strategic plan as a management tool to focus interventions, will foster reconciliation, promote the tenets of good governance, human rights and democracy through community empowerment, both at local and national levels. Hence, the strategic focus of this cluster is about "Strengthening Governance and The Rule of Law toward Poverty Reduction in Liberia" (LPBDP, 2010).

Community Empowerment and Development (CED) Cluster

Liberia faces a range of challenges in building the foundation for rapid, inclusive and sustainable growth propelled by poor social and economic services over the years. Communities are plagued with inadequate skills and varying opportunities in order to help stimulate the national development agenda (LPBDP, 2010). Amidst these challenges, the Community Empowerment and Development (CED) Cluster has resolved

to embark on an intervention strategy that captures the full participation of communities, and thereby enabling community members to drive their own development agenda. CED cluster is regularly engaged in a planning process to reassess its modes of service delivery in order to put in place realistic approaches that will help guide communities in effectively and efficiently meeting their needs. The basis of the CED Cluster's strategy is to promote rapid growth at the community level by empowering and strengthening local existing structures. While encouraging a broader stake-holder participation in the process, the aim of the cluster is to ultimately ensure that the basic services would trigger down to its target population in the manner and form that will influence their status positively.

The issues of community empowerment cut across all sectors within the scope of national development because it is the communities that will have to muster the courage and accept ownership for each and every initiative before development indicators are measured. The critical areas of concern for intervention by the CED include limited access to micro-credit by communities; supporting women resource centers so that they are able to enhance their solidarity and participation in development activities; promote access to adult literacy and skills training in order to increase household income levels and provide support to community palava (local parlance for conflict) hut management. Other challenges that the CED Cluster would focus on are sexual and gender based violence (SGBV), civic education, psychosocial services and the provision of basic skills in agricultural production and post harvest technology (LPBDP, 2010). In addressing these issues, the CED Cluster will network with other stakeholders, including

government's agencies so that their interventions represent a holistic framework in line with the poverty reduction strategy (PRS).

Prioritizing community empowerment activities has become so compelling now than five years ago, when the country's new democracy was unveiled under the leadership of President Ellen Johnson Sirleaf. The CED Cluster does realize that rapid growth alone is not enough, but must be adequately shared throughout society and communities so that everyone, including stakeholders, feels a part of the process of growth and development.

Youth in Peace Building and Governance (YPBG) Cluster

Like other stakeholder organizations dealing with youth and youth issues in Liberia, the YPBG Cluster has reaffirmed its determination to continue to work with young people, regardless of their status in drawing them closer to understanding the significant roles that they are to play in the nation building process (LPBDP, 2010). This initiative would certainly allow the YPBG Cluster to play that guiding role that will eventually lead to issues affecting young people and their voices being mainstreamed into the various national agenda of government.

Apart from marginalization in the various national decision-making processes in past regimes, the young people of Liberia are faced with a number of challenges including un-employment, limited access to basic social services such as health care and education; civic and human rights education; voters education; livelihood skills training; and are seemingly exposed to other levels of exploitation that the YPBG Cluster considers as priorities, through a coordinated, collaborative and resource sharing,

including expertise and experiences under a joint implementation strategic framework. This approach takes into consideration mainstreaming or integrating the issues of youth with other target groups that will be provided parallel services by other clusters under the aegis of the Liberia Peace-building and Democracy Program (LPBDP).

Peace promotional activities will be mainstreamed in all of the above program activities of the YPBG Cluster so that the current level of stability being appreciated by Liberians does not in any way slip away, thereby allowing the country to degenerate into another period of civil unrest. The cluster approach within the Liberia Peace-building and Democracy Program (LPBDP), though a relatively new phenomenon, has been working quite well in ensuring greater impacts as well as resource leverage among cluster members (LPBDP, 2010).

Reconciliation and Development Cluster (RDC)

RDC has been committed and engaged in conflict transformation, peace building, as well as providing alternative livelihood support and empowerment of people living in difficult circumstances and high pressure forest communities where the degradation of the forest is on the increase (LPBDP, 2010). The community engagement process is educational through integrated approaches which emphasize human rights education, livelihood, advocacy, and sustainable peace and development. In accordance with its core values, RDC tries to mainstream reconciliation and development into its programs and projects. The underlying motive is that no amount of aid from outside can sustainably empower any group of people unless they see the need to empower themselves through collective means under a peaceful condition.

Liberia has made significant and consistent progress since it emerged from the 14 years of Civil war. It conducted an election which ushered in Africa's first democratically elected female president. The presence of the United Nations Mission in Liberia (UNMIL) peace keepers together with the gradual restructured Liberian army, police and other security services has contributed significantly to the maintenance of peace. The Government of Liberia under the leadership of President Ellen Johnson Sirleaf has implemented a number of programs and reforms. Key among them are the Governance Economic Management and Assistance Program (GEMAP) and the Poverty Reduction Strategy (PRS) . Moreover, recently, Liberia has successfully reached the Highly Indebted Poor Country (HIPC) completion point, as a basis of strengthening and advancing Liberia's development and financial capacity (LPBDP, 2010). The HIPC completion point means that Liberia is now eligible to receive grants and borrow development funds from the World Bank. Also, in collaboration with the Civil society organizations, the World Bank and International Monetary Fund (IMF) will ensure that Liberia is using these funds to address its development challenges.

However, there still remain critical challenges for the Government of Liberia and Civil society in achieving sustainable peace in Liberia. Some of the key challenges include corruptions, sexual and gender base violence, human rights and social injustice issues, early warning signs of conflicts relating to land disputes, and the delay in passing the threshold bill which is crucial in determining the number of people that constitutes a district for electoral purposes (LPBDP, 2010).

An Organizational Capacity Assessment of Civil Society Organizations

An organizational capacity assessment involves introducing the discipline of evaluation as a mechanism for helping to keep organization on track by maintaining attention to priorities (Horton, Mackay, Anderson and Dupleich, 2000). Every assessment of a capacity development effort should itself contribute to the organization's performance. Capacities are developed in individuals and organizations, through learning processes, and the acquisition of new knowledge, skills and attitudes. Capacity development efforts are best gauged through a candid assessment of an organization's own ability to carry out its mandates or mission.

An organization's capacity is its potential to perform; its ability to successfully apply its skills and resources to accomplish its goals. The purpose of capacity development is to improve the potential performance of an organization as reflected in its resources and management.

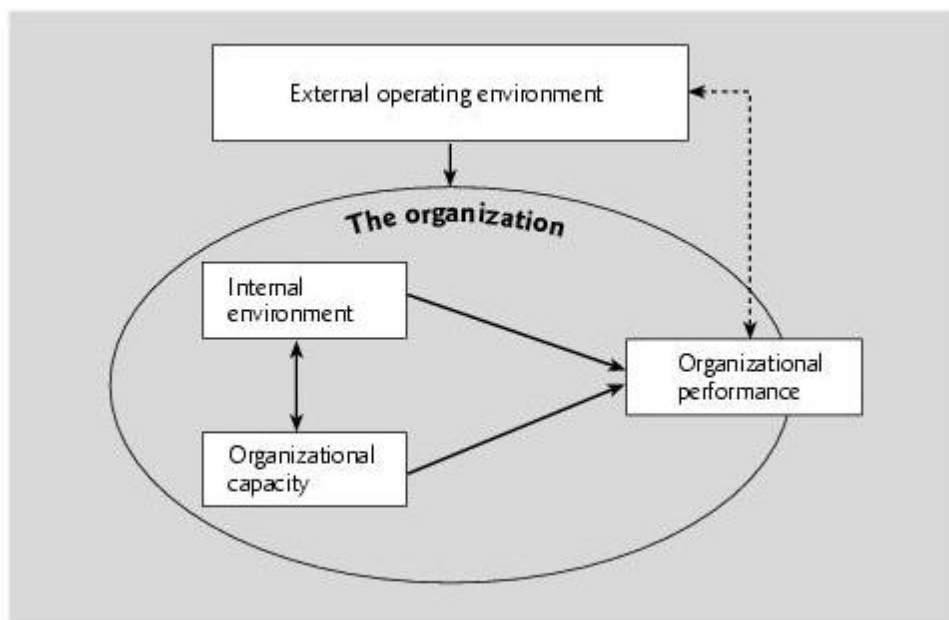


Figure. 2.1: Framework for Organizational Assessment based on Lusthaus, Anderson and Murphy (1995) and Lusthaus et al. (2002).

The framework shows that an organization's performance is influenced by its capacity, internal environment and the external environment in which it operates. An organizational performance refers to the ability of an organization to achieve its mission. The capacity of an organization refers to the resources, knowledge and processes employed by the organization to enhance performance. An organizational capacity has several domains to ensure organizational effectiveness. These domains are what organizations assess when they assess themselves (Booth and Morin, 2001).

1. Governance
2. Management practices
3. Human resources
4. Financial resources
5. Service delivery
6. External relations
7. Sustainability

These seven domains form the broadest or highest level of measurement of an organization's capacity. Each of the domains has a series of categories of organizational capacity and stages of development.

External operating environment refers to the external environment in which the organization carries out its activities. It includes the administrative and legal systems in which the organization operates; the policies and political environment that influence the organization; the social and cultural environment of operational areas; and economic trends. On the other hand, an internal environment refers to the internal factors that

influence the direction of a CSO, and the energy exerted in its activities. It includes incentives and reward system; organizational culture; leadership and management style; clarity and understanding of the organization's mission.

The Seven Domains of Organizational Assessment and Stages of Development

As SEND Foundation began its capacity building support to Liberian CSOs, a training manual was developed that operationally defined these seven domains (SEND, 2006)

1. **Governance:** This domain relates to NGOs' consistent and responsive leadership practices, cohesive policies and decision making processes or rights for a given area of responsibility. Governance is a participatory process, consensus oriented, accountable and transparent leadership that adheres to the by-laws and constitution of a given NGO or CSO, as well as the constitutions of the nation in which it operates (SEND, 2006). In Liberia, for example, NGOs must be registered and accredited by the Ministry of Planning and Economic Affairs. In the absence of registration and accreditation, it is unlikely to receive donor's support and public recognition. Also, a CSO with a strong board can help mobilize resources for its operations. In the absence of a committed board, a CSO may be a one person's decision making entity, which might have a limited life span.
2. **Management practices:** The mechanisms intended to coordinate activities and facilitate processes within an organization. A system of inputting, collecting, organizing, and analyzing data to provide selective information and reports to the management, to assist in monitoring and project organization, resources,

activities, and results (SEND, 2006). Based on this operational definition, a CSO with management system in place will ensure an effective and efficient accomplishment of task or given objectives. In the absence of a management procedure, lines of responsibility may be unclear, thereby affecting the achievement of specific project activities, or administrative assignment such as reporting of results to stakeholders. This condition may adversely affect the CSO's support.

3. **Human resources:** This domain refers to how staff are managed and developed by NGOs, and the extent of the staff's capacities, and how these capacities are linked to project indicators. Human resources are also about understanding what human resource gaps exist within an organization, and how these gaps can affect the achievement of an organization's programming goal (SEND, 2006). A CSO with relatively developed human resources may be recognized, has the ability to win projects or compete for projects with international development partners. A high resource capacity implies that a CSO can be trusted by donors to manage and deliver on projects with huge funding support. Without a developed human resource capacity, a CSO remains at a rudimentary level of operation with little or no donor's support, or little impact on the target group.
4. **Financial resources:** This domain refers to NGO's resources including cash support from a donor or stakeholder for spending purpose based on budget to help meet the organization's immediate and long-term commitments. Financial resources also include resources ordinarily expected to be converted to cash such

as gifts, donations or assets. A CSO with diverse financial resources is in a better position to meet its recurrent cost such as staff's salary payment, water and daily fueling of generators to produce electricity as in the case of Liberian CSOs, as well as meeting long term commitment (SEND, 2006). The CSOs depending on a short-term single donor are unlikely to meet with those commitments for a long period of time, and may result to a period of being inactive with unpaid staff. Developing Staff's fund raising skills may help CSO to be strategically established in order to prevent unfavorable or compromising conditions.

5. **Service delivery:** This domain refers to programs or services carried out by NGOs that are appropriate, cost effective and of good quality in order to help improve upon the lives of their target groups or communities. Based on this operational definition, CSO's staff with adequate knowledge and experience in participatory needs assessment can help a CSO make informed decision about service or program delivery to its target clients (SEND, 2006). A CSO lacking this capacity may result into misapplication of resources or providing of service or project that is not needed. This may cause a CSO to lose credibility.

6. **External relations:** This domain refers to the level of social network or communication between an NGO and the public, media, as well as its stakeholders or target audience. This definition implies that a CSO with a capacity in external relations has experience in working with the media, other CSOs, either local or international. This form of relations helps CSO to be seen as credible by stakeholders since it is open to public scrutiny.

7. **Sustainability:** This domain refers to efforts by NGOs to build the capacity of their target groups or communities to ensure project continuity as a phasing out strategy. This process involves training in specific trades that generate income for groups or community. Sustainability also refers to income generating activities undertaken by NGOs in order to continue to operate in the absence of a donor's support. It is also a fund raising strategy employed by an NGO to diversify its financial resources, and avoid being dependent on a single donor. A CSO with such capacity has a longer life span than those with little or no capacity (SEND, 2006).

The above seven domains of organizational capacity as operationally defined can also be placed in stages of organizational development continuum as may be described by a CSO based on its level of performance or operational experience as indicated below (Booth, Ebrahim and Morin, 2001). These stages of organizational development continuum include nascent, emerging, expanding, and mature stages (Table 2.7). At the nascent stage, the capacity is almost absent or shows a basic level of development; for the emerging stage, the capacity is springing out, but there is major need for strengthening; there is significant capacity at the expanding stage, but there remain area requiring further strengthening; and for mature stage, the organization has a capacity that reflects best practices (Table 2.7).

Table 2.7: Stages of Organizational Development (Booth et al., 2001).

Stage	Characteristics
Nascent	The organization is in the earliest stages of development. All components as indicated above are in rudimentary form or non-existent. The capacity is almost absent at this stage or shows a basic level of development.
Emerging	The organization is developing some capacity. Structures for governance, management practices, human resources, financial resources and service delivery are in place, but all not functioning effectively. The capacity is springing out, but there is major need for strengthening.
Expanding	The organization has a track record of achievement; its operation is recognized by its constituency, the government, the private sector, and other NGOs active in the same sector. A significant capacity is present, but there remain areas requiring further strengthening and development.
Mature	The organization is fully functioning and sustainable. Its resource base is diversified and it has an effective partnership relationship with national and international networks. The organization has a capacity that reflects best practices.

Why do Organizational Capacity Assessment?

During the past decades, there has been a shift in emphasis in the development community towards accountability and transparency within organizations and above all, effectiveness of programs. With an increasing realization that project performance may be linked to internal organizational issues and not just poor program design, attention is being focused on assessing the organizational capacity of NGOs and community based organizations (CBOs) in terms of their performance (Booth et al., 2001). Understanding the gap in an organization's capacity development (where an organization is, and where it ought to be) is critical to its resource management, continuous improvement and making relevant choices.

Resolution of the Liberia Civil Society Forum

Liberian Civil society representatives unequivocally outlined their mandates and the state of affairs of the Liberian civil society organizations through their resolution in Monrovia as follows

(http://www.trustafrica.org/index.php?option=com_content&task=view&id=169&Itemid=51&lang=en). “WE, the representatives of various Liberian Civil society groups participating in the first Civil Society Forum sponsored by TrustAfrica and Humanity United, under the theme: “Strengthening NGOs Through Strategic Collaboration, Coordinated Policy Advocacy and Constructive Engagement with the National Government” convened at the Samuel Kanyon Doe Sports Complex on the 3rd and 4th of April A.D 2009;

APPRECIATING the tremendous and generous technical and financial support of TrustAfrica and Humanity United as well as the insightful initiative of FOHRD, LMC, NAYMOTE, CENTAL, LDI, AGENDA, LDW, FIND for the successful convening of the forum;

ACKNOWLEDGING the valuable contributions of government institutions to the various deliberations and issues arising from this convening;

RECOGNIZING the meaningful and important contributions of hundreds of Civil society organizations, networks, consortiums, umbrella groups, trade unions, health workers, the student community, labor unions, general workers’ union, marketing associations, religious institutions, national and international NGOs, teachers, women groups and the civilian population throughout the length and breadth of Liberia in the recovery process and democratization of Liberia;

REFLECTING on the fact that Civil society groups have got tremendously underutilized power necessary for the realization of not only legal and political reforms but also socio-economic changes, characterized by the lack of effective and sustained advocacy initiatives.

RECOGNIZING that some civil society organizations are affected by weak governance structures and lack of technical and human capacities which often times results to a passion for insurgent emotionalism and robs them of intellectual respectability;

ACKNOWLEDGING that the recent and contemporary history of Liberia is replete with the abusive use of power, political and economic injustice, wide spread corruption and theft of public resource, political marginalization, economic exploitation and social estrangement, deprivation of our people and denial of access to the benefits of the financial and natural resources of the country;

CONVINCED that only a well informed and effectively mobilized civil society organized around the philosophy of non-violence and peaceful direct actions and guided by unarmed truth and the techniques and methods of Mahatmas Karamchand Gandhi and Dr. Martin Luther King, Jr., can constructively influence public policy and challenge injustice in society through negotiation and broader peaceful protest;

REALIZING that “power concedes nothing without demand”; and that the Civil society of Liberia urgently needs that cohesive power appropriate, necessary and relevant to make the powers-that-be to say “yes” even when they want to say “no”.

ENCOURAGED by the fact that there are more benefits to be derived in the interest of the country and people when most or all civil society organizations and the poor people of Liberia work together in a well focused creative solidarity for the sole and only purpose of joint, united, coordinated, collective and people-centered advocacy;”

HAVE THEREFORE RESOLVED to:

1. Undertake steps for the continuation of an annual convening of Civil society organizations to periodically review progress, share experience and strengthen governance arrangement by engaging through the “Liberia Civil Society Forum”;
2. In addition to these steps, CSO Advisory Committee and representatives should work to develop an action plan to fully operationalize the priority action areas contained in this resolution in cooperation with other partners including TrustAfrica;
3. In cooperation with other partner organizations work in designing a comprehensive strategy for capacity enhancement, skills development and strategies for institutional and financial sustainability;
4. Endeavour to instate good leadership practice anchored on the principles of information sharing, peer review and institutional assessments;
5. Work to develop a system for effective monitoring and evaluation of the various activities and processes of governance with the view to constructively contributing to filling gaps and strengthening compliance to policies;
6. Conduct high quality research and documentation of the core areas and issues being worked around with the view of making said research and reports a public document;
7. Utilize lessons learnt from M&E findings of CSOs work with view of stimulating interest in CSOs work by donors and other members of civil society;
8. Establish links with stakeholders and the public and build and/or strengthen strategic alliances with key actors in government and the international community;

9. Share information including research findings with relevant state institutions before making findings public especially where it concerns the workings of these structures;
10. Instate follow-up and follow-thru processes around passage and implementation of legislations, policies, regulations and standard guidelines facilitated by the state and if possible engage new authorities on lobbying already in progress;
11. Strengthen CSOs governance for effective collaboration with the state institutions;
12. CSOs agree to engage and reasonably seek to inquire and request audience with appropriate authorities on emerging disagreements before making these disagreements a public affair;
13. Engage government on the development of a strategy that would facilitate direct state financing of CSOs development and advocacy work through a clearly defined mechanism for fund administration backed by legislation and design to insulate CSOs from government interference;
14. CSOs Advisory Committee should be strengthened through institutional capacity building opportunities;
15. Undertake to take steps to encourage private sector financing of CSOs through a clearly defined mechanism for fund acquisition design to insulate CSOs from private sector control;
16. Encourage harmonization of CSOs approach to public policy formulation and engage Government to involve CSOs in the policy formulation process from the word “go”;

The above resolution of the Liberian Civil society recognizes the mandates of the Civil society in engaging government to build and sustain post-war Liberia’s fledgling democracy. The Civil society also recognizes the weak capacities, including weak governance structure and the lack of technical and human competencies of some of the CSOs. In a two separate joint learning workshop, five core challenges and possible causes were identified by the 15 CSOs (SEND Foundation, 2008). See Table 2.8.

Table 2.8: Capacity Development Challenges of the 15 Civil Society Organizations.

Key Challenges	Possible Causes
Poor Information Sharing	a) Failure of some organizations to implement planned activities, and not willing to discuss it; b) poor leadership style; c) no access to internet for some smaller organizations; d) lack of work plan; and e) weak organizational capacity
Weak Leadership	a) Poorly defined roles; b) no clear structure for networking; c) not staff development plan
Delayed Reporting	a) Sub standard preparation of report; b) low technical skills
Weak Monitoring and Evaluation	a) Lack of clear monitoring framework; b) lack of logistics
Poor Financial Management	a) Some organizations are unable to report unused funds; b) Poor internal control; c) poor governance system; and d) low capacity in financial reporting.
Program management	Low capacity in project cycle management

These key challenges identified by the 15 CSOs support the concept that capacity development is an on-going process. A capacity development involves human resource development, organizational and institutional development. The poor information sharing indicates that the institutional development component is yet to be strengthened. By strengthening joint learning and experience sharing among participating CSOs which constitute the education and training aspect, it helps build the institutional development component of their capacity development. By reflecting on the possible causes and engaging in series of learning activities, the CSOs can help transform these challenges into positive organizational development outcomes.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the procedures used in conducting this study. It includes the purpose and objectives of the study; research design, population/sample, instrumentation; data collection; and data analysis procedures.

Purpose of the Study

The purpose of this study was to understand the role of non-formal education and training in the organizational change process of Civil society organizations (CSOs) in post war Liberia. CSOs are the local foundation for democracy and development in Liberia, and serve a wide range of roles in local communities. For example, in post-war Liberia, CSOs provide services in communities that the government does not reach due to limited resources. CSOs educate disenfranchised groups such as women in micro-credit and small business practices that ultimately increase their self-sufficiency and independence. CSOs engage youth in community projects and further develop the younger generation's civic capacities. They engage fragile communities on the issues of ethnic based conflicts and religious intolerance, and they engage government on all spheres of development issues, ranging from governance, transparency and accountability to grassroots empowerment. However, the capacities of CSOs to achieve mission depend on the education and training of the CSO members.

Objectives of the Study:

1. Assess the organizational capacity of the CSOs regarding seven domains: Governance, management practices, human resources, financial resources, service delivery, external relations and sustainability.
2. Assess the stages of organizational development (nascent, emerging, expanding and mature stages) for the CSOs.
3. Assess the job competence level of CSO staff in terms of their general knowledge regarding transparency in their respective organizations.

Research Questions

In order to accomplish these objectives, two research questions were formulated.

1. What has changed for the organizational staff with regard to training and non-formal educational activities, and how did the change occur?
2. What is the relationship between the general knowledge job competence skills of CSO staff and the CSO capacity?

Research Design

A descriptive research method (surveys and interviews) was used in this study.

Descriptive research may be used when the research is to provide a systematic description that is as factual and accurate as possible. Descriptive research can be very useful for theory building, for helping shape interventions, and for helping understand the target or focus of an intervention (Ellis & Fouts, 1993). Using a survey instrument, the data were collected from the staff of the original NGOs that the

researcher had worked with for over three years. These NGOs are working together on a program theme, “Liberia Peace Building Democracy Program” funded by an international donor, Inter-Church Organization for Development Cooperation (ICCO). They are organized into four thematic groups, referred to as “Cluster” groups.

Population and Sample

This study was conducted in Liberia, West Africa. The NGOs’ head offices are located in Monrovia, the Capital City of Liberia, and Gbarnga, a provincial capital city of Bong County. Liberia is divided into 15 counties: Bomi, Bong, Gbarpolu, Grand Bassa, Grand Cape Mount, Grand Gedeh, Grand Kru, Lofa, Margibi, Maryland, Montserrado, Nimba, River Cess, River Gee and Sinoe. The study population consisted of a minimum of five key staff members from each organization, making a total of 75 respondents. However, given the low number of staff at some of these organizations, data were collected from more than five staff for some organizations, and less than five for the other NGOs.



Figure. 3.1 Map of Liberia

Source: <http://www.geographicguide.net/africa/liberia.htm> (Retrieved on October 23, 2010)

Instrument Development

The survey instrument used in this study was a modification of two previously developed instruments. The first instrument came from a handbook on “Participatory Monitoring and Evaluation” (Booth et al., 2001). This instrument was modified to assess organizational capacity and stages of organizational development. The modifications included a reduction in the items of the seven domains. Secondly, a number was assigned to each stage of organizational development (i.e., 1=nascent stage, 2=emerging stage, 3=expanding stage, and 4=mature stage). The organizational capacity was assessed in

terms of seven domains: Governance, management practices, human resources, financial resources, service delivery, external relations and sustainability. The stages of organizational development in relation to these seven domains include four stages: Nascent, emerging, expanding and mature. The second instrument: Assessment of Sasakawa Africa Fund for Extension Education in Ghana (Duo, 2005). This modified instrument was used to assess the general knowledge job competence of the CSO staff.

The first instrument used in this study contained seven domains (Appendix B). Domain one measured NGO's governance capacity with five items; domain two measured NGO's management practices with seven items; domain three measured NGO's human resources with three items; domain four measured NGO's financial resources with four items; domain five measured NGO's service delivery capacity with three items; domain six measured NGO's external relations capacity with three items; and domain seven measured NGO's sustainability capacity with two items. The response scale was (0 = Capacity not existing; 1 = Nascent stage; 2 = Emerging stage; 3 = Expanding stage; and 4 = Mature stage).

The second instrument used in this study also contained seven domains (Appendix B). Domain one measured staff's general knowledge of organizational leadership and governance with 14 items; domain two measured staff's general knowledge of management practices with nine items; domain three measured staff's general knowledge of external relations and communication with eight items; domain four measured staff's general knowledge of human resources with nine items; domain five measured staff's general knowledge of financial resources and planning with 10 items; domain six measured staff's general knowledge of service delivery and evaluation

with 10 items; and domain seven measured staff's general knowledge of sustainability with six items. A Likert-type rating scale of the level of general knowledge competence ranged from 1 through 5. 1= Not Very Knowledgeable; 2=Not Knowledgeable; 3=Fairly Knowledgeable; 4=Knowledgeable; and 5=Very Knowledgeable.

The survey instrument also included demographic information and open ended questions. The open ended questions were administered to provide baseline information about the NGOs' development work.

Assessment of Content Validity

The survey was given to four faculty and four graduate students with NGO experience in the College of Agricultural Sciences, Penn State University, University Park, for their comments and to determine face and content validity. A "capacity not existing" was included in the options of organizational capacity, a modification suggested by a graduate student. This suggestion was used to modify the instrument.

Field Testing of the Instrument

A field test was administered on December 21, 2009, at 12:30 p.m. to further assess the content and face validity of the instruments. The field test took place at CEDE House, 72 Ashmun Street, Monrovia, Liberia. The panel of five members from NGOs engaged in development work similar to the target NGOs accepted the survey without modification. Hence, the survey was administered in Liberia with no modification.

Post-hoc Reliability of the Instrument Section Scores

Post-hoc reliability (internal consistency) for summated scores was established. The reliability coefficients are summarized for the seven domains of the two instruments (Governance, Management Practices, Human Resources, Financial Resources, Service Delivery, External Relations, and Sustainability).

Cronbach's alpha values for organizational capacity ranged from a low of .40 (External Relation) to a high of .70 (Financial Resources). Overall, the domain scores for organizational capacity had acceptable reliability (.90) for the respondents (see Table 3.1). For the second instrument on general knowledge job competence, Cronbach's alpha values ranged from a low of .84 (Financial Resources) to a high of .90 (Human Resources). Overall, general knowledge competence had acceptable reliability (.97) for the respondents (see Table 3.2).

Table 3.1: Post Hoc Reliability Analysis for Categories of Organizational Capacity Assessment.

Organizational Capacity Section/Number of Items	Cronbach's Alpha (n=74)*	Mean**	SD
Governance (5)	.45	3.31	0.44
Management Practice (7)	.69	3.08	0.52
Human Resources (3)	.59	2.60	0.71
Financial Resources (6)	.70	2.98	0.59
Service Delivery (4)	.42	2.91	0.57
External Relations (3)	.40	3.03	0.52
Sustainability (3)	.69	2.73	0.67
Overall (31)	.90		

* Total number of respondents from the 15 NGOs

** Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Table 3.2: Post Hoc Reliability Analysis (2): General Knowledge Job Competence of Staff.

Competence Level Section/Number of Items	Cronbach's Alpha (n=74)*	Mean	SD
Governance (14)	.87	3.85	0.61
Management Practice (9)	.92	3.72	0.85
Human Resources (9)	.90	3.69	0.71
Financial Resources (10)	.84	3.66	0.81
Service Delivery (10)	.89	3.61	0.63
External Relations (8)	.85	3.66	0.67
Sustainability (6)	.89	3.42	0.83
Overall (66)	.97		

* Total number of respondents from the 15 NGOs

**Mean values ranged from 1 (Not very knowledgeable to 5 (Very knowledgeable).

Data Collection Procedures

Authorization for research with human subjects was obtained from the Office of Human Subject Research at the Pennsylvania State University (Appendix C). A letter of consent was attached to each of the instruments given to respondents. A face-to-face data collection method was used in this study. The researcher delivered the questionnaires in person to the staff of the 15 NGOs that were accessible and eligible for the study.

A purposive sample was drawn from participating organizations, and included personnel (program staff, project, and field staff, directors and administrators). This deliberate selection process was to ensure that each organization was represented in terms of personnel involved in key decision making, management, and programming activities.

A purposive sample is a sample selected in a deliberative and non-random fashion to achieve a certain goal or purpose in mind. You might also preferentially recruit

participants or respondents who have the best knowledge and experience in an area. A critical case purposive sample permits logical generalization and maximum application of information to other cases because if it's true of this one case it's likely to be true of all other cases (Patton, 1990) quoted by (<http://www.gifted.uconn.edu/siegle/research/Samples/purposivesampling.htm>). This was retrieved on October 5, 2009. Purposive sampling is criterion based, that is, picking participants that meet some criteria or characteristics in line with the research goal (Huck, 2008).

Initial respondents were contacted by the researcher and met in Gbarnga, Bong County on December 29, 2009. The majority of the NGO representatives could not keep appointments, and the researcher had to use an unannounced visit method to administer questionnaires to those staff that were accessible. Questionnaires were given to the staff of the original NGOs over a three month period. Each staff member was asked to complete the questionnaires within seven days, and the researcher would follow up to collect them. In most cases, the researcher had to travel back and forth more than ten times to collect completed questionnaires. The process of questionnaire administration took place for approximately seven months. A total of 85 organizational capacity and 85 general knowledge related to job competence questionnaires were administered. Out of the 85 pairs, 74 pairs were returned (87% return rate) and usable (see Table 3.5).

Table 3.3: Number and Percentage of Return Rate for the Survey.

Organization ID #	No. of Questionnaires Delivered to an Organization	No. of Questionnaires Returned
1	2	2
2	8	7
3	3	2
4	17	13
5	4	4
6	2	2
7	3	2
8	2	2
9	7	7
10	3	3
11	3	3
12	3	3
13	9	9
14	2	2
15	17	13
Total	85	74 (87% return rate)

With the support of Dr. Connie Flanagan, who purchased a new return ticket, the researcher stayed for seven months to collect data instead of the planned five months.

Data were collected between the end of December, 2009 and July 31, 2010.

Data Analysis

Data collected were coded and entered into the computer for analysis using the Statistical Package for Social Science (SPSS) version 18.0 for Windows. Descriptive statistics were used to analyze the data. Frequency distributions, percentages, means, and standard deviations were used in the descriptive analysis. Correlations were used to determine relationships between organizational capacity and general knowledge job competence skills of staff.

Table 3.4: Statistical Techniques Used to Address Objectives and Research Questions.

Objectives	Source of Data	Type of Data	Statistical Technique
Objective 1 Assess the organizational capacity of 15 CSOs regarding seven domains: Governance, management practices, human resources, financial resources, service delivery, external relations and sustainability.	Domains/Items: A- 5 B- 7 C- 3 D- 6 E- 4 F- 3 G- 3	Likert-scale Ordinal Interval Ratio	Frequencies, Percentages, Means, Standard deviations, Range
Objective 2 Assess the stages of organizational development (nascent, emerging, expanding and mature stages) for the 15 CSOs.	Domains/Items: A- 5 B- 7 C- 3 D- 6 E- 4 F- 3 G- 3	Likert-scale Ordinal Interval Ratio	Frequencies, Percentages, Means, Standard deviations, Range
Objective 3 Asses the job competence skills of CSO staff in terms of their general knowledge regarding transparency in their respective organizations.	A- 14 B- 9 C- 8 D- 9 E- 10 F- 10 G- 6	Likert-scale Ordinal Interval Ratio	Frequencies, Percentages, Means, Standard deviations, Range
Question 1 What have changed for the CSOs' staff, and how did they occur?	Open ended questions coded	-	Table to show the change that staff perceived and how it occurred, including frequencies and percentages).
Question 2 What is the relationship between the general knowledge job competence skills of CSO staff and the organizational capacity?	Two sections compared	Likert-scale Ordinal Interval Ratio	Correlations

Making Statistical Inference Without Random Sampling?

As previously indicated, this study used a purposive sample, not a random sample. According to Smithson (2000, p. 370), “An inferential statistic can be used with a non-probability sample provided the researcher is justified and cautious in specifying what inferences can and cannot be made.” For this research, the Civil society organizations have been working together along thematic issues since 2006 sponsored by the same donor organization. Groups with similar missions plan and implement a joint project based on the same thematic issue. A purposive sample is a sample selected in a deliberative and non-random fashion to achieve a certain goal or purpose in mind. You might also preferentially recruit participants or respondents who have the best knowledge and experience in an area.

The staff of these original organizations were exposed to the same training conducted in the field or workshop environment. Therefore, the researcher contends data provided by those key staff would be generalized to the original CSOs, as well as the new five CSOs whose staff also provided information. Those key staff constituted a representative sample, warranting the use of inferential statistics to test relationships or associations between staff’s general knowledge job competence and organizational capacity. Statistical inferences would not be made about other civil society organizations that were not members of this group.

CHAPTER 4

RESULTS

The purpose of this study was to understand the role of non-formal education and training in the organizational change process of Civil society organizations (CSOs) in post war Liberia. CSOs are the local foundation for democracy and development in Liberia, and serve a wide range of roles in local communities. For example, in post-war Liberia, CSOs provide services in communities that the government does not reach due primarily to limited resources. CSOs educate disenfranchised groups such as women in micro-credit and small business practices that ultimately increase their self-sufficiency and independence. CSOs engage youth in community projects and further develop the younger generation's civic capacities. They engage fragile communities on the issues of ethnic based conflicts and religious intolerance, and they engage government on all spheres of development issues, ranging from governance, transparency and accountability to grassroots empowerment. However, the capacity of CSOs to achieve mission depends in part on the education and training of the CSO members.

The study findings are presented and discussed in the following sections:

- Demographic characteristics of the CSO staff
- Change process perceived by the CSO staff
- General knowledge job competence of the CSO staff.
- Organizational capacity of the CSOs.
- CSO thematic/cluster Findings

Demographic characteristics of the CSO Staff

This section describes the demographic characteristics of the key staff of the CSOs (15 CSOs that started working together since 2006).

Gender and Age

Forty-five (60.8 %) staff of the CSO staff were males, and 29 (39.2%) were females. Nineteen (26%) of the CSO staff were between 40 and 44 years of age. The average age for the total 74 CSO staff assessed was 42 years, indicating that CSO staff assessed were basically middle aged (Table 4.1). Fourteen (19.2%) of the staff were between 45 and 49 years of age. Twelve (16.4%) were between 30 and 34 years of age. Eleven (15.1%) were between 36 and 39 years of age. Five (6.8%) were below 30 years of age. The percentage of CSO staff between 55 and 59 years of age, as well as those 60 years and above was small (4.1%).

Table 4.1: Demographic characteristics of the CSO Staff.

Characteristics	Frequency	Percent
<u>Age (years)</u>		
Less than 30		
30-34	5	6.8
35-39	12	16.4
40-44	11	15.1
45-49	19	26.0
50-54	14	19.2
55-59	6	8.2
60+	3	4.1
Total	<u>3</u>	<u>4.1</u>
Average age	73	100.0
	42	SD= 1.73
<u>Gender</u>		
Male	45	60.8
Female	<u>29</u>	<u>39.2</u>
Total	74	100.0

Position Title of the CSO Staff

Nineteen (25.7%) of the 74 CSO staff assessed indicated the position of program officer; 24.3% project officer; 21.6% administrative and finance officer; 13.5% executive director; and other positions outside the various categories constituting 10.8% (Table 4.2).

Table 4.2: Position Titles for the CSO Staff .

Position Title	Frequency	Percent
Program Officer	19	25.7
Project Officer	18	24.3
Adm. & Finance Officer	16	21.6
Executive Director	10	13.5
Deputy Director	3	4.1
Other	<u>8</u>	<u>10.8</u>
Total	74	100.0

Time Spent in Position and with Organization

Twenty-two (29.7%) of the CSO staff had spent between one and three years in their current positions while 55.43% had spent at least 10 years with their respective organizations (Table 4.3). Twenty-seven percent of the CSO staff had spent over four years but not more than six years in their current positions while 20.3% had spent four to six years with their respective organizations. The majority of the staff (55.4%) reported they had spent at least 10 years with their organizations.

Table 4.3: Experience of the CSO Staff.

Characteristic	Frequency	Percent
<u>Time spent in position</u>		
Less than a year	12	16.2
1-3 years	22	29.7
4-6 years	20	27.0
7-9 years	10	13.5
10 years and above	<u>10</u>	<u>13.5</u>
Total	74	100.0
<u>Time spent with organization</u>		
Less than a year	2	2.7
1-3 years	3	4.1
4-6 years	15	20.3
7-9 years	13	17.6
10 years and above	<u>41</u>	<u>55.4</u>
Total	74	100.0

Place of Assignment

Fifty-two (70.3%) of the CSO staff were based at their head offices in Monrovia, some with frequent field visits to their community project sites (Table 4.4). Sixteen (21.6%) were based at their head offices in the provincial city of Gbarnga.

Table 4.4: Assignment Locations for the CSO Staff.

Place of Assignment	Frequency	Percent
Monrovia	52	70.3
Gbarnga	16	21.6
Sanniquellie	1	1.4
Zwedru	1	1.4
Local community	1	1.4
Grand Bassa	1	1.4
Fish Town and Zwedru	1	1.4
Saclepea	<u>1</u>	<u>1.4</u>
Total	74	100.0

Target Audiences for NGOs

The majority (47.8%) of the CSO staff indicated that they worked with communities (see Table 4.5), followed by youth and community-based organizations (CBOs), and then children, youth and parents.

Table 4.5: CSO Target Audience.

Characteristic	Frequency	Percent
<u>Target Group</u>		
Communities	35	47.8
Youth & CBOs	12	16.2
Women	9	12.2
Member NGOs & CBOs	5	6.8
War widows	4	5.4
Women and children	2	2.7
Communities, hospitals	2	2.7
Ex-combatants and youth	2	2.7
Students, teachers & PTA	1	1.4
Children, youth & parents	1	1.4
Public	<u>1</u>	<u>1.4</u>
Total	74	100.0

Educational Level

Forty-four (59.5%) of the 74 CSO staff had bachelor's degree, indicating that majority of the staff assessed had bachelor's degree as the highest educational level attained during the data collection period (Table 4.6). Fourteen (18.9%) of the 74 CSO staff had some college education.

Table 4.6: Educational Level of CSO Staff.

Characteristic	Frequency	Percent
<u>Educational Level</u>		
Secondary education	1	1.4
Post secondary/less college	3	4.1
Some college education	14	18.9
Bachelor's degree	44	59.5
Master's degree	8	10.8
Other	<u>4</u>	<u>5.4</u>
Total	74	100.0

Functions/Responsibilities

Thirteen of the 74 CSO staff (17.6%) indicated their job responsibilities as “project development and management” (Table 4.7). Oversight responsibility and management, accounts and financial management (14.9%) were the second most frequently reported responsibility, followed by administrative duties (6.8%) as well as coordinating and conducting training.

Table 4.7: Functions/Responsibilities of the CSO Staff.

Characteristic	Frequency	Percent
<u>Functions/Responsibilities</u>		
Project development and management	13	17.6
Oversight responsibility and management	11	14.9
Accounts and financial management	11	14.9
Perform administrative duties	5	6.8
Coordinate and conduct training	5	6.8
Community development facilitation	4	5.4
Develop, implement, supervise and account for programs	4	5.4
Facilitation of micro-finance, HIV/AIDS, adult literacy	3	4.1
Administer and supervise the operation of network	2	2.7
Prosecution of cases and counseling	1	1.4
Conduct psychosocial training	1	1.4
Monitor adult literacy facilitators and sessions	1	1.4
Monitor school programs and hold meetings with PTA	1	1.4
Produce reports, directories and documentation	1	1.4
Expedite requests, administrative duties and maintenance	1	1.4
Develop and manage all YMCA facilities	1	1.4
Youth program: Life skills, service learning and career	1	1.4
Youth volunteer program and internship management	1	1.4
Coordinate Liberia Peace Building and Democracy Program	1	1.4
Coordinate YMCA educational project	1	1.4
Execute programs approved by Monrovia YMCA	1	1.4
Provide career guidance to youth and young adults	1	1.4
Provide overall leadership development of all ymca branches	1	1.4
Expand the life skills component of the CESLY project	<u>1</u>	<u>1.4</u>
Total	74	100.0

Change Perceived by Staff of the CSOs

The perceived performance change was reported by CSO staff in the questionnaires provided them, as well as during interviews. Ten (13.7%) of the 73 original CSO staff assessed indicated improved financial management skills, accountability and management as their primary perceived performance change (Table 4.8). Nine (12.3%) indicated that participation in DELTA (development education

leadership team in action) training reinforced their social change skills. Eight (11%) indicated improved project planning, implementation, monitoring and evaluation as the change that had taken place in their professional engagements (Table 4.8). Specific change for individual staff is presented in Table 4.8.

Table 4.8: Perceived Change in the Performance of the CSO Staff.

Characteristic	Frequency	Percent
<u>Perceived Change in CSO Staff's Performance</u>		
Improved accountability and management skills	10	13.7
DELTA training reinforcing social change skills	9	12.3
Improved project planning, implementation and evaluation	8	11.0
Strategic planning and proposal writing	6	8.2
Conflict transformation and leadership development	5	6.8
Improved advocacy skills and defense of human rights	4	5.5
Improved governance and peace building skills	4	5.5
Ability to plan and conduct training for social change	4	5.5
Psychosocial transformation and counseling	3	4.1
Report writing, project planning and presentation skills	2	2.7
Improved computer skills, data collection and analysis	2	2.7
Improved facilitation and mobilization skills	2	2.7
Improved issue analysis through program development	2	2.7
Behavioral change, knowledge and analytical skills	2	2.7
Improved community engagement process	2	2.7
Confidence, improved report writing, work plan and filing	2	2.7
Improved interpersonal relationships	1	1.4
Improved marine turtle conservation strategies	1	1.4
Improved web design and management	1	1.4
Improved skills in facility development and maintenance	1	1.4
Improved skills in newsletter production and reporting	1	1.4
Understanding youth's unemployment through job survey	1	1.4
Total	73	100.0

How did the Change Occur?

Twenty-four (32.9%) of the 73 CSO staff indicated that the change in their professional work had occurred through attending training workshops followed by action plan implementation (Table 4.9). Twenty-three (31.5%) indicated change occurred via practice in work environment shaped by reflections.

Table 4.9: How did the Perceived Change Occur for the CSO Staff?

Characteristics	Frequency	Percent
<u>How did the change occur?</u>		
Training workshop followed by action plan implementation	24	32.9
Practice in work environment shaped by reflections	23	31.5
Challenged by the position to deliver quality service	8	11.0
Commitment to service and courage to give feedback	6	8.2
Implementation of work plan and staff appraisals	4	5.5
Lobbying and persistent advocacy	2	2.7
Comparative analysis of program and community issues	2	2.7
Rediscovery of oneself and taking responsibility for others	2	2.7
Recognizing one's weaknesses and the willingness to change	2	2.7
Shared leadership and replication of best practices	<u>1</u>	<u>2.7</u>
Total	73	100.0

Assessment of the CSO Staff General Knowledge Job Competence

The assessment of staff members' general knowledge related job competence was based on seven domains: Governance, Management, Human Resources, Financial Resources, Service Delivery, External Relations, and Sustainability. The 74 staff members of the 15 CSOs rated their general knowledge related to job competence highest on the Governance domain (Table 4.15) which is qualitatively described as fairly knowledgeable to knowledgeable (M=3.85, SD=0.61), followed by Management

practices domain. Sustainability was rated the lowest with $M=3.42$, $SD=0.83$ (Table 4.10). The overall knowledge mean was 3.68, implying that staff's general knowledge on the seven domains was still in the range of fairly knowledgeable to knowledgeable. Descriptions of each domain of the staff general knowledge are provided (see Appendix A).

Table 4.10: Summary Descriptive Statistics for General Knowledge Domains (Original CSO Staff, $n=74$).

Domain	Low	High	Mean*	SD
Governance	1.64	5.00	3.85	0.61
Management	1.00	5.00	3.72	0.85
External Relations	2.13	5.00	3.66	0.67
Human Resources	1.89	5.00	3.69	0.71
Financial Resources	1.30	4.90	3.66	0.81
Service Delivery	1.50	4.90	3.61	0.63
Sustainability	1.50	5.00	3.42	0.83
Overall General Knowledge related to Job Competence	1.97	4.77	3.68	0.59

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Assessment of Organizational Capacity of the 15 CSOs

The organizational capacity assessment was also based on seven domains: Governance, Management, Human Resources, Financial Resources, Service Delivery, External Relations, and Sustainability. The findings show that the CSOs rated Governance highest with $M= 3.31$, $SD=0.44$ (Table 4.16), followed by Management Practices with $Mean=3.08$, $SD=0.52$ (Table 4.16). Human resources as a domain of an organizational capacity was rated low with $M=2.60$, $SD=0.71$ (Table 4.11). The overall organization capacity had $M=2.99$, $SD=0.43$ (Table 4.16) indicating that the CSOs were

still in an expanding stage of organizational development. Descriptions of each domain of the organizational capacity domains are also provided (see Appendix A).

Table 4.11: Summary Descriptive Statistics for Organizational Capacity Domains (n=74).

Domain	Low	High	Mean*	SD
Governance	1.80	4.00	3.31	0.44
Management	1.86	4.00	3.08	0.52
Human Resources	.67	4.00	2.60	0.71
Financial Resources	1.50	4.00	2.98	0.59
Service Delivery	1.75	4.00	2.91	0.57
External Relations	1.67	4.00	3.03	0.45
Sustainability	1.33	4.00	2.73	0.67
Overall Organizational Capacity	1.97	3.84	2.99	0.43

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Correlations Between Measures of General Knowledge and Organizational Capacity

Positive significant relationships (low to moderate) exist between the overall general knowledge job competence of the CSO staff and the overall organizational capacity (see Table 4.12). This positive significant relationship indicates that as CSO staff increase their overall knowledge on these seven domains, the overall capacity of the CSOs increases according to the same individuals' assessments. Similar positive significant relationships exist between governance knowledge and governance organizational capacity; management knowledge and management organizational capacity; human resource knowledge and human resource organizational capacity; and sustainability knowledge and sustainability organizational capacity (Table 4.12).

Table 4.12: Relationship between Knowledge level and Organizational Capacity.

Domain	n	Mean (SD)	r	p(2 tail)
Governance Knowledge Governance Org. Capacity	73	3.85 (.61) 3.31 (.44)	.27*	.022
External Relations Knowledge External Relations Org. Capacity	74	3.66 (.67) 3.03 (.45)	.11	.356
Management Knowledge Management Org. Capacity	74	3.72 (.85) 3.08 (.52)	.30*	.011
Human Resources Knowledge Human Resources Org. Capacity	73	3.69 (.71) 2.60 (.70)	.31**	.008
Financial Resources Knowledge Financial Resources Org. Capacity	74	3.66 (.81) 2.98 (.59)	.15	.193
Service Delivery Knowledge Service Delivery Org. Capacity	73	3.61 (.63) 2.91 (.57)	.05	.700
Sustainability Knowledge Sustainability Org. Capacity	73	3.42 (.83) 2.73 (.67)	.32**	.007
Overall Knowledge Overall Org. Capacity	72	3.68 (.59) 3.00 (.43)	.31**	.009

*Correlation is statistically significant at $p \leq .05$

** Correlation is statistically significant at $p \leq .01$

The positive significant relationship between governance knowledge and governance organizational capacity implies as staff increase their knowledge in governance, the capacity of the CSOs in governance practices increases. The same interpretation goes for management practices. The 15 CSO management practice capacity tends to increase as staff increase their knowledge level in management. Human resource knowledge and human resource organizational capacity have the same interpretation. For sustainability, as staff knowledge increases in sustainability plan development, building capacity of stakeholders, identification of income generating activities, CSO capacity in sustainability initiative increases according to the same individuals' assessments.

Inter-correlations among General Knowledge and Organizational Capacity

Domains

The seven domains of the general knowledge job competence: Governance, Management Practices, Human Resources, Financial Resources, Service Delivery, External Relations, and Sustainability, as well as the overall general knowledge of the staff were correlated (see Table 4.13). Correlation results were reported for the inter-correlations among organizational capacity domains; these were moderately high for some domains and low to moderate for others (Table 4.14).

Table 4.13: Pearson Product-Moment Inter-correlations Among the General Knowledge Job Competence Domains (n=74).

Domains	Governance	Management	External Relations	Human Resources	Financial Resources	Service Delivery	Sustainability	Overall General Knowledge
Governance		0.78**	0.75**	0.72**	0.68**	0.38**	0.31**	0.84**
Management	0.78**		0.76**	0.83**	0.76**	0.55**	0.39**	0.91**
External Relations	0.75**	0.76**		0.81**	0.68**	0.53**	0.47**	0.87**
Human Resources	0.72**	0.83**	0.81**		0.73**	0.66**	0.47**	0.91**
Financial Resources	0.68**	0.76**	0.68**	0.73**		0.52**	0.40**	0.86**
Service Delivery	0.38**	0.54**	0.53**	0.66**	0.52**		0.52**	0.71**
Sustainability	0.31**	0.39**	0.47**	0.47**	0.40**	0.52**		0.58**
Overall General Knowledge	0.84**	0.91**	.87**	0.91**	0.86**	0.71**	0.58**	

** Correlation is statistically significant at $p \leq .01$

Table 4.14: Pearson Product-Moment Inter-correlations Among the Organizational Capacity Domains (n=74).

Domains	Governance	Management	External Relations	Human Resources	Financial Resources	Service Delivery	Sustainability	Overall Org. Capacity
Governance		0.47**	0.43**	0.44**	0.44**	0.41**	0.32**	0.64**
Management	0.47**		0.66**	0.68**	0.57**	0.43**	0.60**	0.87**
External Relations	0.43**	0.66**		0.29**	0.45**	0.27*	0.45**	0.57**
Human Resources	0.44**	0.68**	0.29*		0.63**	0.29*	0.52**	0.77**
Financial Resources	0.44**	0.57**	0.45**	0.63**		0.45**	0.63**	0.85**
Service Delivery	0.41**	0.43**	0.27*	0.29*	0.45**		0.58**	0.74**
Sustainability	0.32**	0.60**	0.45**	0.52**	0.63**	0.58**		0.77**
Overall Org. Capacity	0.64**	0.87**	0.57**	0.77**	0.85**	0.74**	0.77**	

*Correlation is statistically significant at $p \leq .05$ ** Correlation is statistically significant at $p \leq .01$

Case Study: CSOs That Have Good and Poor performance Track Records

This study adopted a group data analysis procedure for the 15 CSOs. However, the case study was meant to provide a broader perspective on the process of knowledge creation and organizational capacity building at the CSO level. Detailed descriptions are provided for the seven domains (Governance, Management, Human Resources, Financial Resources, Service Delivery, External Relations, and Sustainability) in terms of organizational capacity (Table 4.15). The respondents' survey coupled with researcher's experience with these organizations formed the basis of selecting these two organizations for the case study. One CSO (i.e. X) is selected as an organization with a good performance track record, and the other CSO (Y) as one with a poor performance track record due to efficient and inefficient leadership practices respectively.

CSO X is an expanding organization. It has a stable and functioning board of directors with clear lines of authority and responsibilities known to the staff. Its management system and policies exist and they are regularly reviewed (Table 4.15). It has developed a sustainability strategy by constructing guest houses and training centers for rentals. This CSO is regarded as having significant expertise in providing leadership training and facilitation skills to community-based organizations. Also, CSO X as an expanding organization has its budgeting process integrated into its annual implementation plan. On the other hand, CSO Y is still in an emerging stage of organizational development. It does not have a committed board to support its development effort. Operations are centered around individuals, and the policies of the organizations are not regularly followed. CSO Y is unable to plan for change to improve strategic performance (Table 4.15). It has no concrete direction for sustainability. The

executive director and deputy make decisions about budgeting processes and allocation of resources.

CSO X as described above practices a participatory form of leadership.

Administrative and program staff are given the opportunity to serve as a leader or executive director when the incumbent's term is over. This approach to individual staff's leadership development could be responsible for the overall good performance track record of CSO X. This CSO has an insignificant staff turnover; in fact, staff are rather provided with leave opportunity if their work outside of the organization would ultimately add value or improve the image of their organization. CSO X has income generating facilities like training centers and guest houses that supplement their annual budgetary allocations. The staff of this CSO provide labor in terms of bricks making for construction, and donors provide small funds to support their efforts. CSO X is engaged in sustained community engagement processes. The target audiences are committed and involved in the projects of CSO X. The target audiences are treated as partners rather than passive beneficiaries. On the other hand, CSO Y has no income generating alternatives, and solely depends on its donors. There is no participatory leadership, and the executive director controls the day to day decision making processes. However, there has been no staff turnover in CSO Y. Probably the reason could be that staff don't see themselves as being competitive, and staying with their organization is better than being unemployed.

Table 4.15: Case Study: An example of CSO that has a good performance track record, and the one that is progressing slowly.

Domain	CSO X	CSO Y
Governance	<p>The Board's membership is stable and functioning</p> <ul style="list-style-type: none"> -The Board differentiates between its role and that of Management -The mission is clear to the staff -It has clear lines of authority and responsibility known to all staff 	<p>If a board exists, it does not differentiate between oversight and management.</p> <ul style="list-style-type: none"> -The board is micromanaging rather than providing oversight.
Management Practices	<p>This CSO has developed systems and policies and they are regularly followed or reviewed.</p> <ul style="list-style-type: none"> -Personnel systems are formalized and implemented although informal mechanisms are still being used. 	<p>Authority tends to be exercised by an individual or two.</p> <ul style="list-style-type: none"> -Operation is centered around an individual -It has policies that they are not regularly followed.
Human Resources	<p>This CSO has performance based appraisal in place but not regularly followed.</p> <ul style="list-style-type: none"> -Staff are sometimes assigned and promoted according to job performance. -Staff development needs are assessed and used to develop training plan. 	<p>Staff appraisal system may exist but necessarily based on job performance.</p> <ul style="list-style-type: none"> -This CSO is unable to plan for change to improve performance.
Financial Resources	<p>Funds are separated to avoid cross project financing</p> <ul style="list-style-type: none"> -Budgeting process is integrated into an annual implementation plan -Department heads and units are consulted about budget planning and expenditures. -Independent audits are performed periodically at donor's request. 	<p>Budgets are developed for project activities but are often under spent.</p> <ul style="list-style-type: none"> -The executive director and deputy are the only staff who know about budget information.
Service Delivery	<p>This CSO is regarded as having significant expertise in training CBO staff in leadership, community facilitation and animation.</p> <ul style="list-style-type: none"> -It has the capacity to develop appropriate service to stakeholders - It provides capacity building for target audiences. 	<p>This CSO delivers services which at times reflect the changing needs of stakeholders</p> <ul style="list-style-type: none"> -It seeks inputs into defining services but does not do so in a systematic manner. -It Engages in ad hoc training of stakeholders
External Relation	<p>This CSO operates from field project sites and involve stakeholders in decision making</p> <ul style="list-style-type: none"> -Works with international and other local NGOs -Participates and support NGO network but does not play leadership role -Contributes to sectoral issues and participates in donor's meetings. 	<p>This CSO's agenda is largely donor and senior management driven.</p> <ul style="list-style-type: none"> -The CSO is known but has yet to play an active role in public policy or develop one.
Sustainability	<p>Stakeholders continue to rely on this CSO for support</p> <ul style="list-style-type: none"> -It provides training to stakeholders but no phasing out strategies -Has fund raising strategy through guest houses and training center for rentals. 	<p>This CSO has no plan for continuity</p> <ul style="list-style-type: none"> -Has begun to understand the need to develop alternative resources but has no concrete direction or plan.
Stage of Development	<p>Expanding Organization</p> <p>(good performance track record due to efficient leadership practices)</p>	<p>Emerging Organization</p> <p>(Progressing at a slow pace due to inefficient leadership practices)</p>

Findings based on Clusters

In order to provide more information about the work of the clusters, data provided by the 15 CSOs were analyzed based on the four clusters. Out of the 74 CSO staff, 30 staff provided data for the Community Governance and Advocacy (CGA) Cluster; 14 staff provided data for the Community Empowerment and Development (CED) Cluster; 15 staff provided data for the Youth in Peace Building and Governance (YPBG) Cluster; and 15 staff for the Reconciliation and Development Cluster (RDC).

Community Governance and Advocacy (CGA) Cluster

As indicated, out of the original 74 staff who participated in this study, 30 staff provided data for the CGA. The CGA cluster rated governance knowledge domain highest with $M=3.85$, $SD=0.72$ (Table 4.16). Sustainability was rated lowest with $M=3.49$, $SD=.85$ (Table 4.23). Overall, CGA staff members were qualitatively described as fairly knowledgeable to knowledgeable on the seven domains. CGA also rated governance capacity high, $M=3.40$, $SD=0.46$ (Table 4.17). This result is not surprising since most of the CGA activities and engagement are governance related. But it is a good result that they rate themselves positively on the domain that defines them. They build the civic capacities of community people, advocate for the promulgation of laws to protect vulnerable people and indigents, especially women and children. There exists a positive significant correlation between CGA governance knowledge and governance capacity (Table 4.18). The implication is, as CGA member staff increase their knowledge level in governance, their cluster capacity increases in governance. CGA shows significant relationships on Governance and Sustainability Domains (Table 4.18). As

previously indicated, the work of CGA is governance focused. Also, some of CGA members are engaged in sustainability programs that are quite effective.

Table 4.16: CGA Summary Descriptive Statistics for General Knowledge Domains (n=30).

Domain	Minimum	Maximum	Mean*	SD
Governance	1.64	5.00	3.85	.72
Management	1.00	5.00	3.77	.87
External Relations	2.13	5.00	3.66	.76
Human Resources	1.89	5.00	3.67	.75
Financial Resources	1.30	4.80	3.64	.89
Service Delivery	2.00	4.70	3.57	.61
Sustainability	1.83	5.00	3.49	.85
Overall Knowledge	3.00	4.60	3.68	.65

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Table 4.17: CGA Summary Descriptive Statistics for Organizational Capacity Domains (n=30).

Domain	Minimum	Maximum	Mean*	SD
Governance	1.80	4.00	3.40	.46
Management	2.43	4.00	3.27	.50
Human Resources	1.67	4.00	2.92	.64
Financial Resources	1.50	4.00	3.27	.58
Service Delivery	2.00	4.00	3.15	.60
External Relations	2.33	4.00	3.10	.36
Sustainability	2.00	4.00	3.12	.63
Overall Org. Capacity	2.92	3.40	3.21	.41

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Table 4.18: Relationship between CGA Knowledge level and Organizational Capacity (n=30).

Domain	Mean (SD)	r	p(2 tail)
Governance Knowledge	3.85 (.72)	.46*	.011
Governance Org. Capacity	3.40 (.46)		
External Relations Knowledge	3.66 (.76)	.10	.591
External Relations Org. Capacity	3.10 (.36)		
Management Knowledge	3.77 (.87)	.21	.262
Management Org. Capacity	3.27 (.50)		
Human Resources Knowledge	3.67 (.75)	.04	.823
Human Resources Org. Capacity	2.92 (.64)		
Financial Resources Knowledge	3.64 (.89)	.31	.097
Financial Resources Org. Capacity	3.27 (.58)		
Service Delivery Knowledge	3.57 (.61)	.09	.637
Service Delivery Org. Capacity	3.15 (.60)		
Sustainability Knowledge	3.49 (.85)	.42*	.020
Sustainability Org. Capacity	3.12 (.63)		
Overall Knowledge	3.68 (.65)	.35	.057
Overall Org. Capacity	3.21 (.41)		

*Correlation is statistically significant at $p \leq .05$

Change Perceived by the CGA Cluster

The majority (23.3%) of the CGA cluster members perceived DELTA (development education leadership team in action) training reinforcing social change skills as an important change; this rating is a lot higher than any of the others, and therefore stands out as the most important training for social change followed by improved advocacy skills and defense of human rights (13.3%); and improved governance and peace building skills (10.0%), see Table 4.19. CGA cluster members indicated their change processes occurred through practice in work environment shaped by reflections (30.0%); training workshop followed by action plan implementation (20.0%), Table 4.20. This result also supports the result of the 15 CSOs.

Table 4.19: Perceived Change in the Performance of the CGA Staff Members (n=30).

Characteristic	Frequency	Percent
<u>Perceived Change in CSO Staff's Performance</u>		
DELTA training reinforcing social change skills	7	23.3
Improved Advocacy skills and defense of human rights	4	13.3
Improved governance and peace building skills	3	10.0
Report writing, project planning and presentation skills	2	6.7
Strategic planning and proposal writing	2	6.7
Improved facilitation and mobilization skills	2	6.7
Improved issue analysis through program development	2	6.7
Conflict transformation and leadership development	2	6.7
Ability to plan and conduct training for social change	2	6.7
Improved computer skills, data collection and analysis	1	3.3
Improved accountability and management skills	1	3.3
Behavioral change, knowledge and analytical skills	1	3.3
Improved project planning, implementation and evaluation	<u>1</u>	<u>3.3</u>
Total	30	100.0

Table 4.20: How did the Perceived Change Occur for the CGA Staff Members (n=30)?

Characteristic	Frequency	Percent
<u>How did the change occur?</u>		
Practice in work environment shaped by reflections	9	30.0
Training workshop followed by action plan implementation	6	20.0
Commitment to service and courage to give feedback	4	13.3
Implementation of work plan and staff appraisals	3	10.0
Lobbying and persistent advocacy	2	6.7
Comparative analysis of program and community issues	2	6.7
Rediscovery of oneself and taking responsibility for others	2	6.7
Challenged by the position to deliver quality service	1	3.3
Recognizing one's weaknesses and the willingness to change	<u>1</u>	<u>3.3</u>
Total	30	100.0

Community Empowerment and Development (CED) Cluster

Out of the 74 CSO staff, 14 staff provided data as CED cluster members. The CED cluster rated management knowledge domain highest with $M=4.17$, $SD=0.45$ (Table 4.21); followed by governance ($M=4.08$, $SD=0.33$) with human resources, financial resources and service delivery being the third highest ($M=4.04$). Overall, CED's staff members were knowledgeable on the seven domains ($M=4.05$, $SD=.39$). CED's governance capacity was rated highest with $M=3.24$, $SD=0.52$ (Table 4.29); followed by management ($M=3.18$, $SD=0.51$), Table 22. There was a positive significant relationship between CED overall knowledge and organizational capacity (Table 4.23). Similar results were reported for human resource knowledge and human resource capacity, as well as sustainability knowledge and sustainability capacity. The result is interesting for CED since its main work is empowerment of communities. As CED staff members increase their knowledge level in human resources, their human resource capacity at the cluster level increases, which is important for their community empowerment efforts.

Table 4.21: CED Summary Descriptive Statistics for General Knowledge Domains (n=14).

Domain	Minimum	Maximum	Mean*	SD
Governance	3.50	4.43	4.08	.33
Management	3.44	5.00	4.17	.45
External Relations	2.75	4.25	3.41	.41
Human Resources	3.11	5.00	4.04	.56
Financial Resources	3.30	4.80	4.04	.48
Service Delivery	3.40	4.90	4.04	.48
Sustainability	2.17	5.00	3.81	.88
Overall Knowledge	3.52	4.67	4.05	.39

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Table 4.22: CED Summary Descriptive Statistics for Organizational Capacity Domains (n=14).

Domain	Minimum	Maximum	Mean*	SD
Governance	2.00	3.80	3.24	.52
Management	2.29	4.00	3.18	.51
Human Resources	1.33	3.67	2.64	.55
Financial Resources	1.83	3.67	2.85	.68
Service Delivery	1.75	3.25	2.66	.41
External Relations	1.67	4.00	2.90	.71
Sustainability	1.67	3.33	2.19	.48
Overall Org. Capacity	1.97	3.39	2.88	.46

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Table 4.23: Relationship between CED Knowledge level and Organizational Capacity (n=14).

Domain	Mean (SD)	r	p(2 tail)
Governance Knowledge Governance Org. Capacity	4.08 (.33) 3.24 (.52)	.13	.667
External Relations Knowledge External Relations Org. Capacity	3.41 (.41) 3.10 (.36)	.44	.112
Management Knowledge Management Org. Capacity	4.17 (.45) 3.27 (.50)	.37	.192
Human Resources Knowledge Human Resources Org. Capacity	4.04 (.56) 2.64 (.55)	.65*	.016
Financial Resources Knowledge Financial Resources Org. Capacity	4.04 (.48) 2.85 (.68)	.32	.271
Service Delivery Knowledge Service Delivery Org. Capacity	4.04 (.48) 2.66 (.41)	.24	.407
Sustainability Knowledge Sustainability Org. Capacity	3.81 (.88) 2.19 (.48)	.64*	.014
Overall Knowledge Overall Org. Capacity	4.05 (.39) 2.88 (.46)	.56*	.047

*Correlation is statistically significant at $p \leq .05$

Change Perceived by the CED Cluster

The majority (28.6%) of the CED cluster members perceived improved accountability and management skills as the important change in their work (Table 4.24); followed by strategic planning and proposal writing (21.4%) with psychosocial transformation, improved project planning, implementation and evaluation as the third majority (14.3%). Their change processes are related to community empowerment and development initiative. Approximately one-half percent indicated their change process occurred via workshop training followed by action plan implementation and practice in work environment shaped by reflections (Table 4.25).

Table 4.24: Perceived Change in the Performance of the CED Staff Members.

Characteristics	Frequency	Percent
<u>Perceived Change in CSO Staff's Performance</u>		
Improved accountability and management skills	4	28.6
Strategic planning and proposal writing	3	21.4
Psychosocial transformation and gap analysis	2	14.3
Improved project planning, implementation and evaluation	2	14.3
Confidence, report writing, work plan and filing	1	7.1
Improved computer skills, data collection and analysis	1	7.1
Community engagement (community's receptiveness)	<u>1</u>	<u>7.1</u>
Total	14	100.0

Table 4.25: How did the Perceived Change Occur for the CED Staff Members?

Characteristic	Frequency	Percent
<u>How did the change occur?</u>		
Training workshop followed by action plan implementation	6	42.9
Practice in work environment shaped by reflections	6	42.9
Challenged by the position to deliver quality service	<u>2</u>	<u>14.3</u>
Total	14	100.0

Youth in Peace Building and Governance (YPBG) Cluster

Fifteen CSO staff provided data as YPBG cluster members. The YPBG cluster governance knowledge domain highest with $M=3.59$, $SD=0.59$ (Table 4.26); followed by external relation ($M=3.50$, $SD=0.68$); service delivery ($M=3.44$, $SD=0.63$); and human resources ($M=3.43$, $SD=0.77$). Overall, the YPBG cluster members had fair knowledge on the seven domains. YPBG also rated governance organizational capacity domain highest with $M=3.28$, $SD=0.45$ (Table 4.27). There was a positive significant relationship between YPBG human resource knowledge and human resource capacity (Table 4.28). This significant relationship is also a positive sign for the YPBG cluster since they are engaged youth empowerment programs. As the cluster members increase their knowledge level in human resources, cluster's capacity in human resources also increases.

Table 4.26: YPBG Summary Descriptive Statistics for General Knowledge Domains (n=15).

Domain	Minimum	Maximum	Mean*	SD
Governance	2.00	4.43	3.59	.59
Management	1.22	4.44	3.19	.94
External Relations	2.38	4.63	3.50	.68
Human Resources	2.00	4.22	3.43	.77
Financial Resources	2.00	4.90	3.37	.87
Service Delivery	2.50	4.50	3.44	.63
Sustainability	2.00	4.17	3.20	.68
Overall Knowledge	2.21	3.98	3.37	.52

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Table 4.27: YPBG Summary Descriptive Statistics for Organizational Capacity Domains (n=15).

Domain	Minimum	Maximum	Mean*	SD
Governance	2.40	4.00	3.28	.45
Management	2.43	3.71	2.93	.40
Human Resources	1.00	3.33	2.38	.72
Financial Resources	2.00	4.00	2.91	.53
Service Delivery	1.75	4.00	2.88	.62
External Relations	3.00	4.00	3.22	.33
Sustainability	2.00	4.00	2.87	.48
Overall Org. Capacity	2.35	3.55	2.95	.33

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Table 4.28: Relationship between YPBG Knowledge level and Organizational Capacity (n=15).

Domain	Mean (SD)	r	p(2 tail)
Governance Knowledge	3.59 (.59)	.12	.674
Governance Org. Capacity	3.28 (.45)		
External Relations Knowledge	3.50 (.41)	-.23	.410
External Relations Org. Capacity	3.10 (.36)		
Management Knowledge	3.19 (.94)	.41	.128
Management Org. Capacity	2.93 (.40)		
Human Resources Knowledge	3.43 (.77)	.62*	.014
Human Resources Org. Capacity	2.38 (.72)		
Financial Resources Knowledge	3.37 (.87)	.06	.834
Financial Resources Org. Capacity	2.91 (.53)		
Service Delivery Knowledge	3.44 (.63)	-.01	.997
Service Delivery Org. Capacity	2.88 (.62)		
Sustainability Knowledge	3.20 (.68)	.22	.455
Sustainability Org. Capacity	2.87 (.48)		
Overall Knowledge	3.37 (.52)	.48	.081
Overall Org. Capacity	2.95 (.33)		

*Correlation is statistically significant at $p \leq .05$

Change Perceived by the YPBG Cluster

Four (28.6%) of the YPBG cluster members perceived “improved project planning, implementation and evaluation as the change that had taken place in cluster engagement effort (Table 4.29). Four (28.6) indicated the change processes occurred through workshop training followed by action plan implementation (Table 4.30); practice in work environment shaped by reflections (21.4%); and challenged by position to deliver quality service (21.4%).

Table 4.29: Perceived Change in the Performance of the YPBG Staff Members.

Characteristics	Frequency	Percent
<u>Perceived Change in CSO Staff's Performance</u>		
Improved project planning, implementation and evaluation	4	28.6
Strategic planning and proposal writing	1	7.1
Improved accountability and management skills	1	7.1
Psychosocial transformation and gap analysis	1	7.1
DELTA training reinforcing social change skills	1	7.1
Behavior change, knowledge and analytical skills	1	7.1
Improved interpersonal relations and documentation	1	7.1
Improved skills in facility development and maintenance	1	7.1
Newsletter production, information gathering and reporting	1	7.1
Understanding youth unemployment through job survey	1	7.1
Plan and conduct training for social change	<u>1</u>	<u>7.1</u>
Total	14	100.0

Table 4.30: How did the Perceived Change Occur for the YPBG Staff Members?

Characteristic	Frequency	Percent
<u>How did the change occur?</u>		
Training workshop followed by action plan implementation	4	28.6
Practice in work environment shaped by reflections	3	21.4
Challenged by the position to deliver quality service	3	21.4
Commitment to service and courage to give feedback	2	14.3
Implementing work plan and staff appraisals	1	7.1
Shared leadership and replication of best practices	<u>1</u>	<u>7.1</u>
Total	14	100.0

Reconciliation and Development Cluster (RDC)

Fifteen RDC members provided data. The RDC rated governance knowledge domain highest with $M=3.89$, $SD=0.53$ (Table 4.31); followed by management ($M=3.73$, $SD=0.80$); and human resource (3.70 , $SD=0.58$). Similar high ratings were provided for

governance organizational capacity domain (M=3.23, SD=0.31) and management (M=2.75, SD=0.48), see Table 4.32. The results of this cluster didn't show any statistical significant relationships between knowledge level and organizational capacity domains.

Table 4.31: RDC Summary Descriptive Statistics for General Knowledge Domains (n=15).

Domain	Minimum	Maximum	Mean*	SD
Governance	3.07	5.00	3.89	.53
Management	1.89	5.00	3.73	.80
External Relations	2.50	4.75	3.62	.64
Human Resources	2.78	4.78	3.70	.58
Financial Resources	1.80	4.50	3.62	.76
Service Delivery	1.50	4.40	3.48	.69
Sustainability	1.50	4.17	3.09	.77
Overall Knowledge	2.53	4.53	3.63	.55

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Table 4.32: RDC Summary Descriptive Statistics for Organizational Capacity Domains (n=15).

Domain	Minimum	Maximum	Mean*	SD
Governance	2.80	3.80	3.23	.31
Management	1.86	3.43	2.75	.48
Human Resources	.67	3.33	2.16	.70
Financial Resources	2.17	3.00	2.60	.23
Service Delivery	2.00	3.50	2.68	.38
External Relations	2.00	3.00	2.82	.33
Sustainability	1.33	3.00	2.29	.49
Overall Org. Capacity	2.03	3.06	2.69	.30

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Change Perceived by the Reconciliation and Development Cluster

The majority (28.6%) of the RDC members indicated “improved accountability and management skills as their perceived change, followed by conflict management and transformation and leadership (20%). See Table 4.33. The change processes for RDC staff members are directly connected to their engagement efforts, analyzing and mediating ethnic based conflict and religious tolerance in rural Liberia. Majority (53.3%) indicated their change processes occurred through workshop training followed by action plan implementation (Table 4.34). Practice in work environment shaped by reflection was given as a transmission medium through which the change occurred (33.3%), see Table 4.34.

Table 4.33: Perceived Change in the Performance of the RDC Staff Members.

Characteristic	Frequency	Percent
<u>Perceived Change in CSO Staff’s Performance</u>		
Improved accountability and management skills	4	26.7
Conflict management/transformation and leadership	3	20.0
Confidence, improved report writing, work plan and filing	1	6.7
DELTA training reinforcing social change skills	1	6.7
Governance, peace building and sustainable development	1	6.7
Improved project planning, implementation and evaluation	1	6.7
Improved interpersonal relations and documentation	1	6.7
Improved marine turtle conservation strategies	1	6.7
Web design and management	1	6.7
Community engagement (community’s receptiveness)	<u>1</u>	<u>6.7</u>
Plan and conduct training for social change		
Total	15	100.0

Table 4.34: How did the Perceived Change Occur for the RDC Staff Members?

Characteristic	Frequency	Percent
<u>How did the change occur?</u>		
Training workshop followed by action plan implementation	8	53.3
Practice in work environment shaped by reflections	5	33.3
Challenged by the position to deliver quality service	<u>2</u>	<u>13.3</u>
Total	15	100.0

The clusters' findings as presented above depict the uniqueness in terms of similarities and differences in the cluster arrangement. For example, all of the clusters indicate improved accountability and management skills as an important change in their development efforts with the modes of occurrence being through training workshops followed by action plan implementation, as well as practice in work environment shaped by reflections. However, there are differences related to their engagement and programming focus. For example, CGA cluster has more strength in governance related programs including civic education, human rights education, advocacy, and leadership development, as well as sustainability initiatives. The CED and the YPBG clusters are stronger than the rest of the clusters in human resources capacity. This is a good result for these two clusters since they are engaged in empowering communities, women and youth to help them drive their own development efforts. CED and CGA are engaged in sustainability activities compared to the other two clusters. The Reconciliation and Development Cluster shows no significant relationships on any of the domains probably due to the diverse nature of individual cluster member organizations' work.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to understand the role of non-formal education and training in the organizational change process of Civil society organizations (CSOs) in post war Liberia. This chapter will summarize key findings and interpret the results in light of the role of CSOs in postwar Liberia. Following that, the researcher will draw from what was learned in this study to make recommendations for the continuing organizational development and capacity building of CSOs in Liberia. This will include recommendations for the CSOs, for trainers, and for donors.

Key Findings

CSOs are the local foundation for democracy and development in Liberia, and serve a wide range of roles in local communities. CSO capacity strengthening is an on-going process through which CSO staff members enhance their capacity to identify and meet development challenges. This study captured the CSOs at a particular moment in time and thus provides a snapshot that is part of a larger history of CSO activity. The survey information provided by the CSO staff and administration reveals that most of the respondents in the study were active in their CSO during the Civil War. Fifty-five percent reported that they had been working in the CSO for 10 years or more and another 17% had been there between 7-9 years.

The fact that many staff of the CSOs had been with their organization for a decade or more speaks to the importance of developing the staff's knowledge about

various domains in the organization to the capacity of the organization in each domain. It also speaks to the level of experience, motivation and confidence these staff have gained in executing their assigned responsibilities over the years to help their respective organizations achieve their programming goals. Staff's long term engagement with their organization is important because if the staff who remain with a CSO for many years do not increase their knowledge in various domains, it is unlikely for the organization itself to move toward a more mature stage of development. In short, CSO capacity strengthening is an on-going process through which CSO staff members enhance their capacity to identify and meet development challenges. Also, the long term learning and experience concept supports Kolb's model (1984) as presented in the conceptual framework that experience is the building block of learning. Other work indicates that the purpose of capacity development is to improve the potential performance of an organization as reflected in its resources and management (Lusthaus, Anderson and Murphy, 1995). In the current study, CSO staff who previously indicated governance, management, project planning, etc. as challenges in 2006, indicated improvement and change in their organizational performance in those areas. This suggests that when staff help to identify the challenges of their organization, they may also be more likely to contribute to change over time in the areas they have identified.

Objective One: Assess the Organizational Capacity of the 15 CSOs Regarding Seven Domains: Governance, Management Practices, Human Resources, Financial Resources, Service Delivery, External Relations and Sustainability

Objective Two: Assess the Stages of Organizational Development (nascent, emerging, expanding and mature) for the 15 CSOs

In this section, Objectives One and Two are discussed jointly. The 74 CSO staff rated governance as the highest organizational capacity level ($M=3.31$) followed by management ($M=3.08$) and external relations ($M=3.03$). The lowest mean was human resources ($M=2.60$). Other domains fell between with means for financial resources (2.98), service delivery (2.91), and sustainability (2.73). These means provide one indication of the domains of organizational capacity that can be roughly interpreted based on Booth, Ebrahim and Morin's (2001) description of stages of organizational development. It can be inferred that, on average, these 15 CSOs fall on the expanding stage of organizational development regarding governance, management and external relations. The domains of financial resources, sustainability, and service delivery fall between the emerging and expanding stages of organizational development, but the human resource domain falls in the emerging stage.

The implication regarding governance is that these CSOs have functioning board, but the board is not consistently representing the interests of stakeholders. Regarding management, the CSO senior management's relationship to staff is more consultative and management decisions are often delegated. They have defined organizational structures with clear lines of authority and responsibility; however, the administration does not

confer the necessary authority on individuals to allow effective operations at organizational levels. These CSOs do not yet have an effective system through which information on lessons learnt from their experience can be shared. Regarding external relations, CSOs generally have proven track records, and are invited by donors to contribute to discussions on sectoral issues. CSOs have contacts with the media which they use when they wish to inform the public about their work. They have received some attention and have been consulted by the media on relevant issues. Regarding financial resources, these CSOs' financial procedures and reporting systems are in place but functioning partially. Regarding service delivery, these CSOs have identified indicators without stakeholder involvement, collected baseline data with which to monitor project activities, but they are not using the collected data for project modification. They are aware of the need to develop assessment capacity to measure impact but have not yet established a system.

The sustainability domain falls between the emerging and expanding stages. This means that the 15 CSOs' stakeholders (CSO staff's perceptions of target audiences) recognize the benefits from the services and programs that CSOs provide, but do not yet have the means to continue them without the assistance from these CSOs. These CSOs have begun to understand the need to develop alternative resources but have no concrete direction or plan. Regarding the human resource domain being in an emerging stage, the implication is that the CSOs' personnel policies are not well defined. Job descriptions do exist but these are based on the supervisor's idea about the work to be accomplished. There is a link between senior staff responsibilities and expertise but some gaps continue to exist in skills requirement. Individual staff, unit or project work plans are developed

but these plans are not coordinated across functions. Some benefits exist for staff, but salaries are not competitive.

Overall, these 15 CSOs can be categorized in an expanding stage of organizational development ($M=2.99$). These results are interesting and promising. CSO staff indicate improvement in performance at organizational levels compared to their perceived CSO capacity during the inception of the capacity building program in 2005. For example, when the capacity building program began in 2005, the staff of the organizations reported the following: weak knowledge in strategic planning, lack of networking, weak leadership, poor information sharing, weak monitoring and evaluation, and poor financial management. These 2005 reports would suggest that many of the CSOs were in the nascent stage of organizational development (capacity is either absent or in a rudimentary stage of development). The newer data reflect growth in organizational capacity. At the same time is room for growth. These CSOs require further capacity strengthening in order to move from the expanding to the mature stage of organizational development. They are not yet mature organizations based on the various domains because they lack effective and efficient systems that reflect best practices, as well as strict adherence to these systems by CSO directors and staff.

Furthermore, drawing on the lessons from the case study, CSOs can also strengthen capacity by promoting shared leadership practices and systems that reflect best practices and sustained growth. Hence, the role of effective and efficient CSO leaders that will ensure a swift transition from expanding to mature organizations cannot be overemphasized. The case study also points out the need for some of the CSOs to restructure their board of directors in order to advance to the mature stage of

organizational development. Board members should show commitment and interests in advancing the missions of the CSOs. An effective board will ensure a system of checks and balances in terms of oversight responsibility, strategic leadership and sustainability of the CSOs as indicated in Booth, Ebrahim & Morin's (2001) description of an NGO board in a mature stage of organizational development.

Examining Organizational Capacity by Looking at CSO Clusters

As previously indicated, the cluster approach was a capacity strengthening strategy adopted by the 15 CSOs in 2006 when the initial capacity development program was evaluated.

CSO thematic groups or clusters in this study differed in their development efforts. For example, the Community Governance and Advocacy (CGA) Cluster rated their governance knowledge ($M = 3.85$) higher than their knowledge in other domains. This result is not surprising since most of the CGA activities and engagement are governance related. The Community Empowerment and Development (CED) Cluster rated management knowledge domain highest with $M=4.17$.

Examining organizational capacity through the lens of the CSO clusters reveals similarities and differences. For example, all of the clusters indicate improved accountability and management skills as an important change in their development efforts with the changes occurring through training workshops followed by action plan implementation and, practice in the work environment shaped by reflections. Learning and experiences sharing activities within in clusters is consistent with the work of Bawden and Packham (1995). They emphasize that social learning is a process by which

a community of interest or group of individuals learns how to engage in sharing and reflecting on knowledge gained through experience and action. The result is enhanced innovative capacities for managing change. The cluster approach was meant to promote non-formal educational tools (training workshop, experience sharing, meeting, group discussion, field visit and best practices) that build upon indigenous modes of knowledge, education and action for collective problem solving. In summary, by sharing knowledge based on practices within a cluster, the organizations of that cluster can all benefit from the collective knowledge of their members.

However, there are differences between the clusters related to their engagement and programming efforts. For example, the CGA cluster has more strength in governance related programs including civic education, human rights education, advocacy, and leadership development, as well as sustainability initiatives. The CED and the Youth in Peace Building and Governance (YPBG) clusters are stronger than the rest of the clusters in human resources capacity. This is a good result for these two clusters since they are engaged in empowering communities, women and youth to help them drive their own development efforts. CED and CGA are more engaged in sustainability activities compared to the other two clusters. The Reconciliation and Development Cluster is not distinguished from the other clusters on any of the domains probably due to the diverse nature of individual cluster member organizations' work.

**Objective Three: Assess the Job Competence Level of CSO Staff in terms of
Their Knowledge Regarding Transparency in Their Respective Organizations**

Governance was also the domain that the 74 CSO staff rated as the one in which they had the highest level of knowledge ($M = 3.85$). But, in fact, on a scale of 1 – 5, the staff rated their knowledge on all domains above the midpoint on the scale. Other domains that fall within or close to being knowledgeable include “management (3.72), human resources (3.69), external relations and financial resources (3.66), and service delivery (3.61). The sustainability domain had the lowest mean score (3.42).

The consistent high ratings for governance and management across general knowledge and organizational capacity imply the CSO staff were positive regarding improvement in governance and management practices inherent to the development of CSO programming initiatives in post-war Liberia, as well as meeting donor’s requirements for funding. Hence, CSO staff emphasized the usefulness of their management practices and viewed the future to be of great importance to the development of their organizations. However, sustainability general knowledge was rated lowest with CSO staff viewing themselves as being weak or only fairly knowledgeable. Areas in which they would need additional training include in income generating activities, stakeholders’ ownership and program sustainability.

Research Questions

1. What has changed for the organizational staff with regard to training and non-formal educational activities, and how did the change occur?

Comparing the results of the various levels of change indicated by the CSO staff, accountability and management was rated highest as their primary performance change (13.7%). This change is important and critical to the development of these CSOs since the staff viewed it as a major challenge in 2006. They emphasized that training provided through DELTA (development education leadership team in action) methodology reinforced their social change skills (12.3%). These results provide some support for Kolb's theory (1984) about how knowledge is transformed through experience. CSO staff's perceived performance change was consistent with their high ratings of governance and management across the general knowledge and organizational capacity domains. CSO staff also indicated improved project planning, implementation, monitoring and evaluation as the change that had taken place in their professional engagement efforts. Specific change for individual staff was described as advocacy skills, psychosocial transformation and counseling, conflict transformation and leadership development. Other change processes specific to individual staff included skills in newsletter production and reporting; confidence being built and work plan development.

How did the change occur? Regarding the various modes of change occurrence, the CSO staff indicated the change in their professional work had occurred mainly through attending training workshops followed by action plan implementation (32.9%), as well as practice in work environment shaped by reflections (31.5%). The modes of change occurrence as indicated by individual staff members included: their commitment

to service and courage to give feedback; the fact that they were challenged by the position to give quality service; the implementation of work plan and staff appraisals; and shared leadership and replication of best practices. The implication is that future training programs for CSO staff should emphasize joint learning and experience sharing in a workshop environment followed by an action plan implementation in work environment with periodic reviews to ensure programming effectiveness and efficiency.

Change Process Perceived by the CSO Clusters

The cluster approach helps to leverage expertise and resources among cluster members, thereby supporting the concept of viewing learning as a process that is not limited only to outside experts. The clusters work to strengthen post-war Liberia's fledgling democracy and the rule of law to promote sustainable peace and development. Among the four clusters, the "Community Governance and Advocacy (CGA)" cluster works primarily to strengthen governance and the justice system in post-war Liberia, to promote human rights protection, social cohesion, gender equity and sustainable peace. The CGA cluster demonstrates an excellent performance on the governance domain compared to the rest of the clusters. A considerable capacity exists in the CGA cluster even though they still require other areas that need further strengthening. The results suggest that increasing capacity building support in governance would lead to an increase in the governance capacity of the CGA cluster.

While the "Community Empowerment and Development (CED)" cluster strengthens communities' initiatives for self-reliance and sustainable peace, the "Youth in Peace Building and Governance (YPBG)" cluster is consistently engaging young people

and their communities to help strengthen their civic skills that would enable them to participate in peace building and democratic processes based on the rule of law. The CED and YPBG clusters have the potential to increase their human resource capacity if there were a parallel increase in the human resource capacity development of the cluster members. This might also strengthen their overall capacity on the seven domains. This is a good result since both clusters are engaged in knowledge transfer and problem solving through empowerment programs. The fourth cluster, “Reconciliation and Development” is committed to empowering communities and marginalized groups by co-creating a development agenda that ensures genuine reconciliation, sustainable peace and development. The RDC cluster is focused on ethnic based conflict transformation, religious intolerance, settling of land disputes, and diverting environmental degradation to ensure sustainable peace and development.

The clusters have indicated the change that is consistent with their engagement efforts. For example, the CGA cluster members perceived DELTA (development education leadership team in action) training reinforcing social change skills as an important change reinforcing their social change initiative; followed by improved advocacy skills and defense of human rights. These changes are consistent with governance promotional activities, and improved governance and peace building skills. Like other clusters, CGA cluster members indicated their change processes occurred through ‘practice in work environment shaped by reflections’; and training workshop followed by action plan implementation. This result supports the result of the 15 CSOs.

In short, the perceptions about change of the cluster members seemed to be consistent with the main goals of their CSO. The work of the 15 CSOs is becoming more

relevant and visible as a result of the cluster arrangement. The cluster approach is useful because CSOs are taking advantage of their strengths in terms of expertise and resource sharing to meet their programming objectives. Cluster members are beginning to appreciate the essence of tapping into their own knowledge base coupled with external support to ensure program sustainability. Thus they view learning as a process that is not limited only to outside experts. The strengths of the clusters are also aligned with performance indicators that demonstrate their effectiveness and efficiency. For example, the governance cluster tends to be more effective in governance related programs, including civic education, advocacy and defense of human rights. The community empowerment and youth clusters are effective in providing skills training, preparing youth for work readiness, and their leadership development. The reconciliation cluster is progressing in its development work to ensure conflict transformation and environmental protection practices that are critical to sustainable peace and development.

2. What is the relationship between the general knowledge job competence skills of CSO staff and the CSO capacity?

A positive relationship exists between the overall general knowledge related to job competence of the CSO staff and the overall organizational capacity of the CSOs based on the seven domains. This finding implies there is a low to moderate correlation between the general knowledge level of the CSO staff and the organizational capacity of the CSOs. The relationship is also directional (positive) meaning that an increase in the overall capacity of the CSO staff on the seven domains should be associated with an overall increase in the performance of the 15 Civil society organizations. Similar positive

significant relationships exist between the general knowledge Governance domain and the organizational capacity Governance domain; general knowledge Management domain and organizational capacity Management domain; general knowledge human resource domain and organizational capacity human resource domain; and general knowledge sustainability domain and organizational capacity sustainability domain. Findings show that an increase in the CSO staff's general knowledge on the various domains indicated would increase the organizational capacity of the CSOs related to these domains.

The direct significant relationship between the overall general knowledge job competence level of the CSO staff and overall organizational capacity implies that organizational capacity would ultimately increase with a parallel increase in staff's capacity development activities, including training workshops, practices in work environment, mentoring and sustained backstopping support for staff in their immediate work environment. The implication is that capacity development through training and non-formal educational activities have strengthened the CSOs' development initiatives, adaptation of improved governance, management practices to help strengthen their development efforts. This capacity development initiative would ensure a service delivery system that addresses identified needs of the target audiences, which would eventually lead to a diverse service delivery mode to meet the needs of the various target audiences. At the same time, the methods used in this study, no doubt, are implicated in the results. The staff of the CSOs were the source of information both for the indicators of staff knowledge and for the indicators of organizational capacity. This is the group with the most knowledge about the organization. Nonetheless, the fact that staff

knowledge and organizational capacity are correlated may be due, in part, to the fact that both are based on the perceptions of the same reporters.

Why some domains show non-significant relationships? There were no significant relationships between external relations, financial resources and service delivery general knowledge domains and organizational capacity domains. The implication regarding external relations is that probably the 15 CSOs hold diverse views about the media, as well as CSO-government relationships. Some CSOs feel that media publicity of their development work is non-existent or at a very low level while others feel their relationship with government is fair. Regarding financial resources, the CSOs are individually at different levels in terms of financial resource general knowledge related to job competence and organizational capacity. This result is interesting because many of the CSO staff consider accountability and financial management as a primary change in their development efforts. The implication is that insofar as they value accountability and financial management as key to their survival and existence as CSOs, they drastically vary in terms of the staff's knowledge and organizational capacity. On the other hand, the improved accountability and financial management change might be due largely to governance and management domains rather than financial resource knowledge and organizational capacity.

Considering service delivery, there is also a divergence regarding CSO staff's activities and perceptions. Apparently some of these CSOs are still concentrating their activities at the head offices in Monrovia with less engagement efforts in rural project

locations; hence, CSO staff's diverse views regarding their service delivery efforts might be responsible for the non-significant relationships.

Conclusions and Recommendations

Civil society is a critical sector in any society- often thought of as the third leg of stable stool of a democratic society (with the private and public sectors the other two legs). Typically community-based and grassroots, the organizations of Civil society, are the settings where the processes that undergird social stability and social change take place.

It is in the practices of CSOs that members and leaders gain the skills and confidence to hold government, the private sector, and fellow citizens accountable to a common (shared) good of the society. Thus it is critical to the stability of democracies to understand how capacity is built in CSOs.

Many Civil society organizations (CSOs) face common challenges limiting their effectiveness, namely the ability to manage human and financial resources, effective program design and service delivery, advocate to power holders, manage for results and bring promising social innovations to scale (<http://www.socialimpact.com/services/civil-society-strengthening.html>- retrieved on October 30, 2010).

The results of this study suggest that the capacities of CSOs to achieve these missions depend on the education, training, reflection and practice of their members, which supports CSO staff's training and learning being regarded as series of transitions among four adaptive modes (concrete experience, reflective observation, abstract conceptualization, and active experimentation) where knowledge is transformed through

experience (Kolb, 1984). This study captured the insights of the 15 CSO staff at one point in the evolution of each organization. The fact that many staff of the CSOs had been with their organization for a decade or more speaks to the importance of developing the staff's knowledge about various domains in the organization to the capacity of the organization in each domain. If the staff who remain with a CSO for many years do not increase their knowledge in various domains, there is no way for the organization itself to move toward a more mature stage of development.

The findings in this study led to the following conclusions and recommendations. The 74 CSO staff demonstrated high agreement in relation to their general knowledge related to job competence level in governance, management, external relations, human resources, financial resources and service delivery domains. They rated governance as the highest competency level, followed by management, human resources, external relations and financial resources and service delivery. Generally, the CSO staff rated themselves as fairly knowledgeable to knowledgeable on these domains. The implication is that CSO staff increased their level of confidence and understanding in applying the various job requirements as a result of the non-formal educational activities and workshops they had been exposed to over the years. This conclusion supports the results based on the staff's perceived change and its mode of occurrence (i.e. improved accountability and management practices, improved project planning, implementation and evaluation; with the mode of occurrence being through workshop training and practice in work environment shaped by reflections). This conclusion also supports the parallel agreement with organizational capacity in governance, followed by management, external relations, financial resources and service delivery. The consistent high ratings for "governance and

management across general knowledge and organizational capacity indicates the CSO staff were positive regarding improvement in governance and management practices inherent to the development of CSO programming initiatives in post-war Liberia, as well as meeting donor's requirements for funding. The implication is that CSO staff who initially identified governance and management as a challenge had improved due the acquisition of knowledge and practices at the organizational level. Hence, the CSO staff emphasized the usefulness of their management practice and viewed its future to be of great importance to the development of their organizations.

Despite the strengths of the CSOs in relation to their performance as clusters, individual CSOs have their challenges as previously presented in the case study. Based on the results of the study and researcher's experience with these CSOs, the need for cluster leadership to help individual member organizations cannot be overemphasized. For example, what can CSO Y with poor performance track record do to improve performance as CSO X? What is preventing CSO Y from implementing policies and practices developed jointly to improve performance? This participatory development approach coupled with honesty, willingness to change, and openness to experience sharing and learning will eventually help CSO Y to own the change process and bear responsibility for key decisions taken. It also helps CSO X with good performance track record to increase performance by avoiding complacency. Adopting this approach would definitely ensure sustainable results and transformative leadership practices.

The use of case study, clusters' data and group analysis based on the research respondents or participants provide important information that is essential to the work of these 15 CSOs in post-war Liberia. Results from these various analysis procedures tend

to complement each other in gaining more insights about these CSOs, including their challenges, strengths, and future programming opportunities as post-war Liberia transforms gradually into a stable democratic nation.

Recommendations

- 1) As previously mentioned, the CSO staff indicated improved accountability and management and improved social change skills through DELTA (development education leadership team in action) training as their primary change (26%), and two-third of the staff (64%) indicated the modes of change occurrence being through workshop attendance followed by action plan implementation, as well as practice in work environment shaped by reflections. It is recommended that future capacity development efforts should support and advance these strategies in order to strengthen capacity.
- 2) Studies on the perceptions of target audiences regarding the job competence of CSO staff (i.e. service delivery, project planning, implementation and evaluation) were not targeted in this study. It is important that future research include those target audiences who directly receive technical services and support from these CSO staff.
- 3) The findings indicate low rating of organizational capacity human resource domain and general knowledge sustainability domain. It is recommended that the staff's application of knowledge and experience in immediate work environment be reinforced coupled with training in alternative income generating activities,

stakeholders' ownership of projects as a phasing out strategy, strengthening community engagement efforts, as well as program sustainability through proposal development efforts. Heads of CSOs should help facilitate the continuous applications of staff's technical skills upon the completion of their training workshops and other human resource development activities. Material and financial support from donors to help CSOs retain their independence from government and ensure programmatic relevance is encouraged.

- 4) Publications on the activities of the CSOs should be distributed through diverse channels (internet, conferences, journal publication, forums, etc.) so that people and institutions become aware of CSOs' role in building post-war Liberia fledgling democracy, as well as other post-war countries that are still in the process of strengthening democracy and peace building. Such publications will help reduce the information gap that currently exists in Liberia about these 15 CSOs. The publication will also help other CSOs carry out their capacity needs assessments that may be specific to their context, and to help solicit donor agency support in addressing their development challenges.
- 5) Donor organizations should increase capacity building support to the CSOs in the areas of governance, management, human resources, and sustainability since the increase in CSO staff's knowledge would result into a parallel increase in the organizational capacity of the CSOs in order to reflect best practices (transformation from expanding to mature CSOs).
- 6) Based on the result of the case study about good and poor performing CSOs, it is expedient that donor organizations channel additional mentoring and

backstopping support to weak organizations that are sincere and honest about their own change processes, and committed to strengthening their organizational capacity in order to meet programming goals.

- 7) Stakeholders should promote and strengthen the cluster arrangement since it produces synergies in the results of the cluster member organizations' development work.

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APPENDIX A:
ANALYSIS BASED ON THE SEVEN DOMAINS

I. Staff General Knowledge Job Competence for the Seven Domains

Governance: For the general knowledge governance domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.32, SD=1.18 (Government's tax policy) to a high of 4.65, SD=0.60 (The mission of my organization), indicating staff had fair knowledge about government's policy, but knowledgeable about the mission of their organizations (Table 4.35). On the overall, staff were knowledgeable or closed to being knowledgeable on the governance domain.

Table 4.35 Descriptive Statistics for Governance Knowledge Domain (Original CSO Staff, n=74).

Domain: Governance	Low	High	Mean*	SD
The mission of my organization	3.00	5.00	4.65	.60
My organization's governance and administrative systems	1.00	5.00	4.18	.93
Conflict management and resolution within my organization	1.00	5.00	3.81	.84
Team building within my organization	1.00	5.00	4.14	.79
My organization's culture	1.00	5.00	4.11	.77
Promoting diversity within my organization	1.00	5.00	3.85	.92
Accessing information on internal environment to support my organization's mission	1.00	5.00	3.66	1.05
Accessing information on external environment to support my organization's mission	1.00	5.00	3.61	.93
Helping others develop themselves	1.00	5.00	3.89	.96
Giving personal attentions to others who seem rejected	1.00	5.00	3.74	.98
My organization's policy on monitoring individual performance and providing feedback	1.00	5.00	3.43	1.20
The functions of the board of my organization	1.00	5.00	3.65	1.24
Government's tax policy	1.00	5.00	3.32	1.18
NGO's registration and accreditation policy	1.00	5.00	3.77	1.24
Overall Knowledge: Governance	1.64	5.00	3.85	0.61

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Management: For the general knowledge management domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.42, SD=1.15 (My organization's task analysis) to a high of 4.22, SD=0.99 (My organization's management structure), indicating staff had fair knowledge about task analysis, but knowledgeable about the structure of their organizations (Table 4.36). On the overall, staff were between fairly knowledgeable and knowledgeable on the management.

Table 4.36: Descriptive Statistics for Management Knowledge Domain (Original CSO Staff, n=74).

Domain: Management	Low	High	Mean*	SD
Budget formulation process	1.00	5.00	3.64	1.23
My organization's management structure	1.00	5.00	4.22	.99
Decision making processes in my organization	1.00	5.00	4.18	.99
My organization's program management strategies	1.00	5.00	3.88	1.62
My organization's resource requisition policy	1.00	5.00	3.70	1.11
My organization's task analysis	1.00	5.00	3.42	1.15
Coalition building within my organization	1.00	5.00	3.51	1.09
Joint learning concept	1.00	5.00	3.49	1.10
My organization's performance tracking and feedback to staff	1.00	5.00	3.46	1.15
Overall Knowledge: Management Practices	1.00	5.00	3.72	0.85

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

External Relations and Communication: For the general knowledge external relations and communication domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.31, SD=1.03 (NGO-media relations) to a high of 3.92, SD=0.89 (My organization's communication process), indicating staff had fair knowledge about NGO-media relations, but almost knowledgeable about their

organization's communication process (Table 4.37). An overall Mean=3.66, SD=0.67 show that staff were between fairly knowledgeable and knowledgeable on the external relations domain.

Table 4.37: Descriptive Statistics for External Relations and Communication Knowledge Domain (Original CSO Staff, n=74).

Domain: External Relations and Communication	Low	High	Mean	SD
Government's policy regarding NGO's operation	1.00	5.00	3.36	1.12
Inter-NGOs collaboration	1.00	5.00	3.51	1.04
NGO-media relations	1.00	5.00	3.31	1.03
Report writing	2.00	5.00	3.89	0.82
NGO-Stakeholder relations	1.00	5.00	3.68	0.91
The channels through which information is disseminated	2.00	5.00	3.74	0.98
interpersonal communication	2.00	5.00	3.89	0.84
My organization's communication process	1.00	5.00	3.92	0.89
Overall Knowledge: External Relations and Communication	2.13	5.00	3.66	0.67

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Human Resources: For the general knowledge human resource domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.38, SD=1.08 (Principles of motivation and factors influencing goal setting) to a high of 4.30, SD=0.78 (My organization's management structure), indicating staff had fair knowledge about principles of motivation and factors influencing goal setting, but knowledgeable about their organization's management structure (Table 4.38). The human resource domain had an overall Mean=3.69, SD=0.71, indicating staff were between fairly knowledgeable and knowledgeable.

Table 4.38: Descriptive Statistics for Human Resource Knowledge Domain (Original CSO Staff, n=74).

Domain: Human Resources	Low	High	Mean	SD
My organization's staff's job descriptions or terms of reference	1.00	5.00	4.05	0.93
My organization's management structure	1.00	5.00	4.30	0.78
Factors influencing target community to be engaged in development work	1.00	5.00	3.79	0.93
My organization's human resource management policy	1.00	5.00	3.42	1.09
Principles of motivation	1.00	5.00	3.38	1.09
Factors influencing goal setting	1.00	5.00	3.38	1.07
Factors affecting behavior of people	1.00	5.00	3.51	0.89
Managing work schedule effectively and efficiently	2.00	5.00	3.74	0.86
The patterns of interdependence and knowledge of interaction of people in groups	2.00	5.00	3.64	0.83
Overall Knowledge: Human Resources	1.89	5.00	3.69	0.71

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Financial Resources: For the general knowledge financial resource domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.53 for two items (Audits and stock taking in my organization; situational analysis in the planning process) to a high of 3.81, SD=0.85 (My organization's calendar of events), indicating the financial resource domain qualitatively described staff as being fairly knowledgeable to knowledgeable (Table 4.39).

Table 4.39: Descriptive Statistics for Financial Resource and Planning Knowledge Domain (Original CSO Staff, n=74).

Domain: Financial Resources and Planning	Low	High	Mean	SD
My organization's financial management policy	1.00	5.00	3.66	1.19
My organization's budget	1.00	5.00	3.69	1.25
Audits and stock taking in my organization	1.00	5.00	3.53	1.13
My organization's policy regarding program planning	1.00	5.00	3.72	0.96
Target group/stakeholder analysis in the planning process	1.00	23.00	3.66	2.48
Situational analysis in the planning process	1.00	5.00	3.53	0.98
My organization's strategic plan	1.00	5.00	3.79	0.99
The process of strategic planning	1.00	5.00	3.58	1.00
My organization self-assessment in the planning process	1.00	5.00	3.59	0.96
My organization's calendar of events	1.00	5.00	3.81	0.85
Overall Knowledge: Financial Resources and Planning	1.30	4.90	3.66	0.81

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Service Delivery: For the general knowledge service delivery domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.23, SD=0.87 (Basic data analysis) to a high of 3.92, SD=0.82 (Service delivery based on identified community needs), indicating the service delivery domain qualitatively described staff as being fairly knowledgeable to knowledgeable (Table 4.40).

Table 4.40: Descriptive Statistics for Service Delivery and Evaluation Knowledge Domain (Original CSO Staff, n=74).

Domain: Service Delivery/Evaluation	Low	High	Mean	SD
The target group or community's culture	1.00	5.00	3.77	0.89
Promoting community driven development projects	1.00	5.00	3.85	0.88
Service delivery based on identified community needs	1.00	5.00	3.92	0.82
The impact of change or trends upon target audience served	1.00	5.00	3.53	0.84
Conducting of surveys	1.00	5.00	3.66	0.92
Using survey findings in program design	1.00	5.00	3.42	0.92
Basic data analysis	1.00	5.00	3.23	0.87
Joint learning concept to share experience among staff/NGOs	1.00	5.00	3.54	0.89
Finding information or a literature search without the aid of computer	1.00	5.00	3.49	0.93
Finding information or a literature search utilizing computer services	2.00	5.00	3.76	0.93
Overall Knowledge: Service Delivery/Evaluation	1.50	4.90	3.61	0.63

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

Sustainability: For the general knowledge sustainability domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.16, SD=1.11 (Stakeholder's commitment to program sustainability) to a high of 3.56, SD=0.95 (Stakeholder/community engagement process), indicating the service delivery domain qualitatively described staff as being fairly knowledgeable to knowledgeable (Table 4.22). The sustainability domain had an overall Mean=3.42, SD=0.83, indicating the original CSO staff were fairly knowledgeable (Table 4.41).

Table 4.41: Descriptive Statistics for Sustainability Knowledge Domain (Original CSO Staff, n=74).

Domain: Sustainability	Low	High	Mean	SD
Stakeholders' commitment to program sustainability	1.00	5.00	3.16	1.11
Fund raising strategies to sustain my organization	1.00	5.00	3.34	1.18
Stakeholders/community engagement process	1.00	5.00	3.56	0.95
Capacity building support to the target groups/community to help themselves	1.00	5.00	3.51	0.98
Identifying income generating activities in my organization	1.00	5.00	3.48	0.93
Implementing income generating projects in my organization.	1.00	5.00	3.43	1.00
Overall Knowledge: Sustainability	1.50	5.00	3.42	0.83

* Mean values: 1= not very knowledgeable, 2= not knowledgeable, 3= fairly knowledgeable, 4= knowledgeable, and 5= very knowledgeable

II. Assessment of Organizational Capacity of the Original CSOs

Governance: For the Governance organizational capacity domain based on 74 staff from the original CSOs, the mean values ranged from a low of 3.00, SD=0.99 (Operation and management of the board) to a high of 3.88, SD=0.47 (Legal Status and operation) with an overall Mean=3.31, SD=0.44, indicating the original CSOs were qualitatively described as being in an expanding stage of organizational development in relation to “governance domain (Table 4.42).

Table 4.42: Descriptive Statistics for Governance Organizational Capacity Domain (Original CSOs, n=74).

Capacity Domain: Governance	Low	High	Mean*	SD
Operation and Management of the Board	1.00	4.00	3.00	0.99
Organization's Mission	2.00	4.00	3.01	0.67
Legal Status and Operations	2.00	4.00	3.88	0.47
Stakeholder Engagement	2.00	4.00	3.57	0.68
Leadership development and Capacity	1.00	4.00	3.09	0.99
Overall Organization Capacity: Governance	1.80	4.00	3.31	0.44

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Management: For the Management organizational capacity domain based on 74 staff from the original CSOs, the mean values ranged from a low of Mean=2.68, SD=0.78 (Administrative procedure) to a high of 3.77, SD=0.45 (Organizational structure and culture) with an overall Mean=3.31, SD=0.44, indicating the original CSOs were still in an expanding stage of organizational development in relation to “management domain” (Table 4.43).

Table 4.43: Descriptive Statistics for Management Organizational Capacity Domain (Original CSOs, n=74).

Domain: Management Practices	Low	High	Mean*	SD
Organizational Structure and Culture	2.00	4.00	3.77	0.45
Planning and Development	1.00	4.00	3.35	0.80
Personnel Management	.00	4.00	2.85	1.14
Administrative Procedure	1.00	4.00	2.68	0.78
Risk Management	2.00	4.00	3.05	0.95
Information Systems	.00	4.00	2.93	1.08
Program Development	2.00	4.00	2.93	0.71
Overall Organizational Capacity: Management Practices	1.86	4.00	3.08	0.52

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Human Resources: For the Human Resource organizational capacity domain based on 74 staff from the original CSOs, the mean values ranged from a low of Mean=2.31, SD=1.08 (Human resource development) to a high of 3.05, SD=1.01 (Work organization) with an overall Mean=2.60, SD=0.71, indicating the original CSOs were still in an expanding stage, progressing to a mature stage of organizational development in relation to “human resource domain” (Table 4.44).

Table 4.44: Descriptive Statistics for Human Resource Organizational Capacity Domain (Original CSOs, n=74).

Domain: Human Resources	Low	High	Mean*	SD
Human Resource Development	.00	4.00	2.31	1.08
Human Resource Management	1.00	4.00	2.46	0.73
Work Organization	1.00	4.00	3.05	1.01
Overall Organizational Capacity: Human Resources	0.67	4.00	2.60	0.71

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Financial Resources: For the Financial Resource organizational capacity domain based on 74 staff from the original CSOs, the mean values ranged from a low of Mean=2.45, SD=1.42 (Budgeting processes) to a high of 3.38, SD=0.73 (Financial reporting) with an overall Mean=2.98, SD=0.59, indicating the original CSOs were in an expanding stage of organizational development in relation to “financial resource domain” (Table 4.45).

Table 4.45: Descriptive Statistics for Financial Resource Organizational Capacity Domain (Original CSOs, n=74).

Domain: Financial Resources	Low	High	Mean*	SD
Accounting: Procedures and systems	1.00	4.00	2.74	0.91
Accounting: Management of accounts	1.00	4.00	2.84	0.86
Budgeting: Processes	1.00	4.00	2.45	1.42
Budgeting: Management tool	1.00	4.00	3.16	0.59
Financial Reporting	2.00	4.00	3.38	0.73
Diversification of Income Base	1.00	4.00	3.31	0.92
Overall Organizational Capacity: Financial Resources	1.50	4.00	2.98	0.59

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Service delivery: For the Service Delivery organizational capacity domain based on 74 staff from the original CSOs, the mean values ranged from a low of Mean=2.49, SD=1.23 (Assessment) to a high of 3.26, SD=0.70 (Stakeholder commitment/ownership: Engagement process) with an overall Mean=2.91, SD=0.57, indicating the original CSOs were in an expanding stage of organizational development in relation to “service delivery domain” (Table 4.46).

Table 4.46: Descriptive Statistics for Service Delivery Organizational Capacity Domain (Original CSOs, n=74).

Domain: Service Delivery	Low	High	Mean*	SD
Sectoral Expertise	1.00	4.00	2.97	0.81
Stakeholder Commitment/Ownership: Engagement Process	2.00	4.00	3.26	0.70
Stakeholder Commitment/Ownership: Capacity Building	2.00	4.00	2.92	0.92
Assessment	.00	4.00	2.49	1.23
Overall Organizational Capacity: Service Delivery	1.75	4.00	2.91	0.57

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

External Relations: For the External Relations organizational capacity domain based on 74 staff from the original CSOs, the mean values ranged from a low of Mean=2.77, SD=0.51 (Inter-NGO collaboration) to a high of 3.22, SD=0.70 (NGO-donor collaboration) with an overall Mean=3.03, SD=0.45, indicating the original CSOs were in an expanding stage of organizational development in relation to “external relations domain” (Table 4.47).

Table 4.47: Descriptive Statistics for External Relations Organizational Capacity Domain (Original CSOs, n=74).

Domain: External Relations	Low	High	Mean*	SD*
Inter-NGO Collaboration	2.00	4.00	3.11	0.51
NGO/Donor Collaboration	1.00	4.00	3.22	0.67
Media Relations	1.00	4.00	2.77	0.80
Overall Organizational Capacity: External Relations	1.67	4.00	3.03	0.45

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

Sustainability: For the Sustainability organizational capacity domain based on 74 staff from the original CSOs, the mean values ranged from a low of Mean=2.62, SD=1.05 (Program sustainability: Continuity plan)) to a high of 2.78, SD=0.78 (Program sustainability: Stakeholders ownership) with an overall Mean=2.73, SD=0.67, indicating the original CSOs were in an emerging stage, progressing to an expanding stage of organizational development in relation to “sustainability domain” (Table 4.48).

Table 4.48: Descriptive Statistics for Sustainability Organizational Capacity Domain (Original CSOs, n=74).

Domain: Sustainability	Low	High	Mean*	SD
Program Sustainability: Continuity plan	2.00	4.00	2.77	0.69
Program Sustainability: Stakeholder ownership	2.00	4.00	2.78	0.78
Financial Sustainability	.00	4.00	2.62	1.05
Overall Organizational Capacity: Sustainability	1.33	4.00	2.73	0.67

* Mean values: 0= capacity does not exist, 1= nascent stage, 2=emerging stage, 3=expanding stage, 4= mature stage

APPENDIX B:
SURVEY INSTRUMENTS

Survey Instruments

Civil Society Organizations in Post-War Liberia: The Role of Education and Training in
Strengthening Organizational Capacity

Part I: Organizational Assessment**Section IV. Categories of Organizational Assessment**

Each assessment category in the questionnaire contains descriptions related to a stage of organizational development. For each of the assessment categories, please read the developmental descriptions and indicate your view about your organization at present by circling the letter in each box that best captures your view. Please circle only one letter in each box.

Assessment Category: Governance: Operation and Management of the Board
<ul style="list-style-type: none"> A. The board does not differentiate between oversight and management roles. B. Members of the board have been identified but have not yet assumed a leadership role. C. The board's membership is stable and functioning. D. The board provides overall policy direction and oversight. E. A board does not exist
Assessment Category: Governance: Organization's Mission
<ul style="list-style-type: none"> A. The organization has a vague idea of its mission and the contribution it is attempting to make. Mission is understood by one person or a few members of the board or senior management. B. The mission may be clarified internally but it is not understood by the public. The mission is not reflected in planning or job functions. Planning is done by senior management with little inputs from staff. C. The vision and mission are clear to staff, stakeholders and outsiders. Strategies and objectives are aligned with the mission. D. The NGO has clearly articulated vision and mission which are understood by all stakeholders. Strategies are aligned with mission and objectives. E. A mission statement does not exist.
Assessment Category: Governance: Legal Status and Operations
<ul style="list-style-type: none"> A. The NGO may or may not be legally registered according to local regulation. B. The NGO is registered but has not yet integrated financial and legal advice into planning and management decisions C. The NGO has integrated appropriate expert advice into planning and management systems. D. The NGO is properly registered according to local regulations and makes informed management decisions. E. Legal status and operations are not yet being met
Assessment Category: Governance: Stakeholder Engagement

<ul style="list-style-type: none"> A. The NGO views its community as passive beneficiaries rather than as potential partners B. Some awareness exists of the possible role of the NGO as an advocate for the community C. The NGO is involved in lobbying on behalf of the community. D. The NGO stakeholders as partners and community needs assessment results are integrated into the planning process E. Stakeholder engagement has not yet been addressed
Assessment Category: Governance: Leadership development and Capacity
<ul style="list-style-type: none"> A. There is an individual or few individuals in the NGO who control most functions. B. Most decisions are made by the board sometimes with input from one or two staff members C. Senior management's relationship to staff is more consultative and management decisions are delegated. D. The board and senior management have a clear understanding of their roles and responsibilities. E. Leadership development is not applicable to this NGO
Assessment Category: Management Practices: Organizational Structure and Culture
<ul style="list-style-type: none"> A. The NGO has no clearly defined organizational structure B. The NGO is working on defining its organizational structure and lines of authority C. The NGO has a defined organizational structure but the lines of authority and responsibility remain unclear D. The NGO has a defined organizational structure with clear lines of authority and responsibility known to all staff members. E. Issue of organizational structure has not yet been addressed
Assessment Category: Management Practices: Planning and Development
<ul style="list-style-type: none"> A. The NGO carries out some planning but with little or no input from staff and stakeholders. B. Annual operating plans are developed and reviewed primarily by senior staff without reference to the previous year's planning, analysis of resource availability or other factors which could affect implementation. C. Strategic and short-term planning is conducted by senior management; staff and stakeholders may have some input in the planning but they are not involved in decision making D. Inputs from appropriate stakeholders are taken into account during planning; implementation plan reflects a strategic plan and is updated. E. Participatory planning is not applicable to this NGO
Assessment Category: Management Practices: Personnel Management
<ul style="list-style-type: none"> A. There are no formal personnel procedures for condition of service or to record personnel data. B. Basic personnel administration systems exist but informal employment practices continue. C. The strategic value of human resources and the need to integrate personnel practices into the strategic planning process are not fully understood D. Selection criteria for staff are in place, and the recruitment process is clearly defined. E. Personnel management practice does not exist
Assessment Category: Management Practices: Administrative Procedure
<ul style="list-style-type: none"> A. The procedures appear informal and staff lack common understanding of it. B. Administrative procedures are not being fully utilized. C. Administrative procedures and manuals exist but are not referred to regularly. D. Procedures and operating manuals are adhered to. E. Administrative procedure does not exist

Assessment Category: Management Practices: Risk Management
<ul style="list-style-type: none"> A. Audit and stock taking are not conducted. B. Audits and stock taking are not regular C. Audits and stock taking are now integrated into planning D. Regular audit of inventory is conducted E. Audits and stock taking do not exist
Assessment Category: Management Practices: Information Systems
<ul style="list-style-type: none"> A. Information is not shared among stakeholders. B. A basic information system is in place but not accessible to all staff. C. There is no mechanism for integrating information from the system into the organization's planning process. D. Trained personnel are in place to manage information systems, and information is accessible to all staff. E. Management information system does not exist
Assessment Category: Management Practices: Program Development
<ul style="list-style-type: none"> A. The NGO does not report on the results of activities or evaluations to stakeholders B. The NGO provides information on activities and evaluation only when requested or required by donor. C. The NGO provides report to its stakeholder and donor but reports to primary stakeholders are irregular. D. The NGO regularly prepares activity and evaluation reports. E. Program activity or evaluation reporting policy does not exist
<ul style="list-style-type: none"> A. The NGO does not report on the results of activities or evaluations to stakeholders B. The NGO provides information on activities and evaluation only when requested or required by donor. C. The NGO provides report to its stakeholder and donor but reports to primary stakeholders are irregular. D. The NGO regularly prepares activity and evaluation reports. E. Program activity or evaluation reporting policy does not exist

Assessment Category: Human Resources: Human Resource Development
<ul style="list-style-type: none"> A. The NGO does not conduct systematic appraisal of staff performance on which to plan for changes or improvement B. A staff appraisal system may exist but it is not necessarily based on job performance. C. The NGO has a performance based appraisal system in place which is not always applied or equitable. D. A human resource development plan is in place and adhered to. E. A human resource development plan does not exist
Assessment Category: Human Resources: Human Resource Management
<ul style="list-style-type: none"> A. The NGO has no particular process to determine the relationship between human resource needs and program objectives B. There is a link between senior staff responsibilities and expertise but some gaps continue to exist in skill requirement. C. Jobs are well defined and documented in job descriptions and work assignments. D. Job descriptions are documented and updated. E. Human resource management policy does not exist
Assessment Category: Human Resources: Work Organization
<ul style="list-style-type: none"> A. There is little understanding of the need to organize work beyond issuing directives. B. Work is organized by supervisors C. A top down mentality continues to dominate and senior management makes most major decisions D. Staff meetings are held regularly; staff participate in management decision. E. Work organization does not exist
Assessment Category: Financial Resources: Accounting
<ul style="list-style-type: none"> A. The NGO's financial procedures are incomplete B. Financial reporting systems are in place but not regularly applied C. Most of the NGO's funds are separated and tries to avoid cross-project financing D. Financial procedures are in place and fully functional E. Financial procedure does not exist
<ul style="list-style-type: none"> A. NGO's accounts are not set up for individual projects and operating funds are not separated B. Account categories exist and project funds are separated but some cross-project funding takes place C. Financial procedures and reporting systems are in place and partially functioning D. Account categories exist for separating project funds E. Account categories do not exist
Assessment Category: Financial Resources: Budgeting
<ul style="list-style-type: none"> A. Budgets are inadequate and are produced due to donor's requirements B. Budgets are developed for project activities but are often over or under spent C. Total expenditures often diverge from budget projections D. The budgeting process is integrated into an annual implementation plan E. Budget formulating mechanism does not exist

<ul style="list-style-type: none"> A. The use of budgets as a management tool is not understood and the reliability of projections is questionable. B. The executive director and accountant are the only staff who know and understand budget information. C. Department and organizational unit heads are consulted by financial managers about budget planning and expenditures. D. A financial unit responsible for the preparation, management, and implementation of the annual budget exists. E. The use of budget as a management tool is not applicable to this NGO

Assessment Category: Financial Resources: Financial Reporting
<ul style="list-style-type: none"> A. Financial reports are inaccurate, incomplete, difficult to understand, and not produced in a timely fashion. B. Financial reports are not timely or complete enough to be used in long term planning C. The NGO uses financial reports, when available, in long-term planning. D. Report includes balance sheet and attachment E. There is no financial reporting system
Assessment Category: Financial Resources: Diversification of Income Base
<ul style="list-style-type: none"> A. The NGO is dependent on one donor B. The NGO is aware of the need to diversify its funding base but has not yet developed a plan or strategy to do so. C. The NGO has identified more than one international donor but has yet to develop local contacts. D. The NGO has multiple donors. E. There is no mechanism for diversification of income base
Assessment Category: Service Delivery: Sectoral Expertise
<ul style="list-style-type: none"> A. The NGO has little operational or program experience. B. The NGO continues to deliver services which at times reflect the changing needs of stakeholders. C. The NGO is able to deliver effective and appropriate services to stakeholders D. The NGO is recognized by the full range of stakeholders E. The NGO lacks sectoral expertise
Assessment Category: Service Delivery: Stakeholder Commitment/Ownership
<ul style="list-style-type: none"> A. The NGO's services are defined by donors or executive director with no involvement from stakeholders. B. The NGO seeks stakeholders' inputs into defining services but does not do so in a systematic or comprehensive manner. C. The NGO has mechanisms in place to involve its stakeholders, project planning, implementation, monitoring and evaluation. D. Program priorities are based on actual needs, and are defined in collaboration with stakeholders. E. Stakeholder commitment/ownership does not exist
<ul style="list-style-type: none"> A. The NGO is not providing capacity building training to stakeholders. B. The NGO has identified resources for ad hoc training of stakeholders in programs and technical areas. C. Programs are becoming more efficient, adequate, cost effective, and timely. D. The NGO provides capacity building opportunities to stakeholders based on their needs and goals of the program. Programs are efficient, cost effective, and timely. E. The NGO lacks capacity to provide training to stakeholders

Assessment Category: Service Delivery: Assessment
<ul style="list-style-type: none"> A. The NGO does have a weak system to monitor and evaluate its program or project achievements. B. The NGO is able to assess individual projects to determine if projected activities took place as planned and if specific project objectives were achieved, but the results are not used for program adjustment. C. The NGO has identified indicators without stakeholder involvement, collected baseline data with which to monitor project activities, but it is not using the collected data for project modification. D. Collaborative development of indicators. Baseline and impact data are analyzed regularly. Results of impact evaluation are used to make adjustment to the program. E. The NGO has no mechanism with which to determine impact indicators.
Assessment Category: External Relations: Inter-NGO Collaboration
<ul style="list-style-type: none"> A. The NGO does have very limited experience in working with other NGOs, either local or international. B. The NGO is increasingly known and trusted by others in the NGO community but as yet has little experience in working collaboratively with others. C. The NGO works with international or other local NGOs. D. The NGO networks and shares resources with local and international NGOs. E. The NGO lacks experience in working with other NGOs.
Assessment Category: External Relations: NGO/Donor Collaboration
<ul style="list-style-type: none"> A. The NGO sees donor as a resource to finance activities and has not yet made contributions to donor forums or agendas. B. The NGO has received funding but has yet to establish a track record or to acquire sufficient credibility to be invited to participate in donor forums. C. The NGO has a proven track record, has established its credibility and is invited by donors to contribute to discussions on sectoral issues. D. The NGO has diversified contacts within the donor community, and is regarded as credible and engages donors in open and frank dialogue. E. The NGO lacks expertise in sustaining partnership with donor(s).
Assessment Category: External Relations: Media
<ul style="list-style-type: none"> A. The NGO has a weak relationship with the media, or is its work known to them. B. The NGO activities are not known outside of its community, and it does not know how to access or use media to inform the public about its work. C. The NGO has contacts with the media which it uses when it wishes to inform the public about its work, and has been consulted by media on relevant issues. D. The NGO has strategy to work with the media; it receives positive media attention and consulted on relevant issues. E. The NGO has no relationship with the media.

Assessment Category: Sustainability: Program Sustainability
<ul style="list-style-type: none"> A. The NGO has a limited understanding or plan for continuity. B. The NGO stakeholders recognize the benefits from the services and programs but do not yet have the means to continue them without the assistance from the NGO. C. The NGO stakeholders recognize the benefits and are involved in decision making for services and programs but continue to rely on assistance from the NGO. D. The NGO's programs are supported by those being served, and there is a sense of ownership of benefits by the community. E. The NGO has no plan for program continuity
<ul style="list-style-type: none"> A. The NGO is not involved in skills transfer activities. B. The NGO is working program sustainability strategy but has not yet implemented, and community is still dependent on NGO. C. The NGO provides training to local organizations for capacity building, but as yet has no phasing out strategies. D. The NGO has developed systems for the continuation of its program activities in accordance with changes in the community. E. The NGO lacks phasing out strategies for stakeholders to take ownership
Assessment Category: Sustainability: Financial Sustainability
<ul style="list-style-type: none"> A. The NGO has limited capacity to access funding and does not recognize the need to diversify its resource base. The NGO depends on one donor for funding B. The NGO has begun to understand the need to develop alternative resources but has no concrete direction or plan. C. The NGO has begun to diversify its funding base and to develop cost recovery mechanisms and programs. D. The NGO has the ability to access diversified resources to contribute to its activities. It has fund raising strategy. E. The NGO is not financially sustainable

Part II: Individual Staff: General Knowledge and Transparency

Section 1: Demographic Data for Liberian NGO/CSO Directors and Staff

Please circle your proper classification under each item and/or fill in the blank. Check only one item under each heading.

- A. Name of
NGO _____
-
- B. Place of assignment:
- C. Target group you currently work with:
- D. Your Current Position
Title: _____
- E. How long have you been in this current
position: _____

- F. How long have you been with this organization:_____
- G. Functions/Responsibilities:
- H. Has there been any change in your capacity since you have been exposed to series of training?
- I. If yes, what has changed for you? Please give some concrete examples.
- J. How did this change occur?
- K. Years of Experience in your job:_____
- L. Highest Educational Level Attained
1. Secondary Education
 2. Vocational training
 3. Post Secondary of less than college level
 4. Some College Education
 5. Bachelor's degree
 6. Master's degree
 7. Other (Please specify)_____
- M. Sex
1. Male
 2. Female
- N. Age
1. Less Than 30
 2. 30-34
 3. 35-39
 4. 40-44
 5. 45-49
 6. 50-54
 7. 55-59
 8. 60 and above

Section II

Each item in the questionnaire states a general knowledge and transparency level of an organizational staff that may be necessary for the successful operation and management of NGO programs. Please read each statement carefully and circle the number which best addresses your personal knowledge about your organization at present.

The rating of the level of general knowledge and transparency is from 1 through 5:

1= Not Very Knowledgeable _____ **5= Very Knowledgeable**

Staff General Knowledge and Transparency Level

Knowledge Level: Organizational Leadership and Governance: At present, how knowledgeable are you about the following?	Please circle only one number of your choice for each statement				
The mission of my organization.	1	2	3	4	5
My organization's governance and administrative systems	1	2	3	4	5
Conflict management and resolution	1	2	3	4	5
Team building within my organization	1	2	3	4	5
My organization's culture	1	2	3	4	5
The importance of diversity in my work environment	1	2	3	4	5
Accessing information on internal environment to support my organization's mission	1	2	3	4	5
Accessing information on external environment to support my organization's mission	1	2	3	4	5
Helping others develop themselves	1	2	3	4	5
Giving personal attentions to others who seem rejected	1	2	3	4	5
My organization's policy on monitoring individual performance and providing feedback	1	2	3	4	5
The functions of the board of my organization	1	2	3	4	5
Government's tax policy	1	2	3	4	5
NGO's registration and accreditation policy	1	2	3	4	5

Knowledge Level: Management practices: At present, how knowledgeable are you about the following?	Please circle only one number of your choice for each statement				
Budget formulation process	1	2	3	4	5
My organization's management structure	1	2	3	4	5
Decision making processes in my organization	1	2	3	4	5
My organization's program management strategies	1	2	3	4	5
My organization's resource requisition policy	1	2	3	4	5
my organization task analysis	1	2	3	4	5

Coalition building	1	2	3	4	5
Joint learning concept	1	2	3	4	5
My organization's performance tracking and feedback to staff	1	2	3	4	5

Knowledge Level: External Relations and Communication: At present, how knowledgeable are you about the following?	Please circle only one number of your choice for each statement				
Government's policy regarding NGO's operation	1	2	3	4	5
Inter-NGOs collaboration	1	2	3	4	5
NGO-media relations	1	2	3	4	5
Report writing	1	2	3	4	5
NGO-Stakeholder relations	1	2	3	4	5
The channels through which information is disseminated	1	2	3	4	5
interpersonal communication	1	2	3	4	5
My organization's internal communication process	1	2	3	4	5

Knowledge Level: Human Resources: At present, how knowledgeable are you about the following?	Please circle only one number of your choice for each statement				
My organization's staff's job descriptions or terms of reference	1	2	3	4	5
My organization's management structure	1	2	3	4	5
Factors influencing target community to be engaged in development work	1	2	3	4	5
My organization's human resource management policy	1	2	3	4	5
Principles of motivation	1	2	3	4	5
Factors influencing goal setting	1	2	3	4	5
Factors affecting behavior of people	1	2	3	4	5
Managing work schedule effectively and efficiently	1	2	3	4	5
The patterns of interdependence and knowledge of interaction of people in groups	1	2	3	4	5

Knowledge Level: Financial Resources and Planning: At present, how knowledgeable are you about the following?	Please circle only one number of your choice for each statement				
My organization's financial management policy	1	2	3	4	5
My organization's budget	1	2	3	4	5
Audits and stock taking in my organization	1	2	3	4	5
My organization's policy regarding program planning	1	2	3	4	5
Target group/stakeholder analysis in the planning process	1	2	3	4	5
Situational analysis in the planning process	1	2	3	4	5
My organization's strategic plan	1	2	3	4	5
The process of strategic planning	1	2	3	4	5
My organization self-assessment in the planning process	1	2	3	4	5
My organization's calendar of events	1	2	3	4	5
Knowledge Level: Service Delivery and Evaluation: At present, how knowledgeable are you about the following?	Please circle only one number of your choice for each statement				
The target group or community's culture	1	2	3	4	5
Promoting community driven development projects	1	2	3	4	5
Service delivery based on identified community needs	1	2	3	4	5
The impact of change or trends upon target audience served	1	2	3	4	5
Conducting of surveys	1	2	3	4	5
Using survey findings in program design	1	2	3	4	5
Basic data analysis	1	2	3	4	5
Joint learning concept to share experience among staff/NGOs	1	2	3	4	5
Finding information or a literature search without the aid of computer	1	2	3	4	5
Finding information or a literature search utilizing computer services	1	2	3	4	5

Knowledge Level: Sustainability: At present, how knowledgeable are you about the following?	Please circle only one number of your choice for each statement				
Stakeholders' commitment to program sustainability	1	2	2	4	5
Fund raising strategies to sustain my	1	2	3	4	5

organization					
Stakeholders/community engagement process	1	2	3	4	5
Capacity building support to the target groups/community to help themselves	1	2	3	4	5
Identifying income generating activities in my organization	1	2	3	4	5
Implementing income generating projects in my organization.	1	2	3	4	5

Survey Instrument: Interview for Staff and Directors

Research Title: Civil Society Organizations in Post-War Liberia: The Role Of Education and Training in Strengthening Organizational Capacity

Part III: Interview Questionnaire

1. Staff of Civil Society Organizations

A. Name of Organization_____

B. Year of Establishment_____

C. Operational Areas:

D. Target audience:

E. Your Current Position

Title:_____

F. How long have you been in this current position:_____

G. How long have you been with this organization:_____

H. Functions/Responsibilities:

I. Years of Experience:_____

J. Are you a paid or volunteer staff?

K. Has there been any change in your capacity since 2005?

L. If yes, what has changed for you?

M. How did your capacity change?

N. Has your working practice improved as a result of the change in your capacity?

O. If yes, what are some of the changes or improvements in work practices?

P. If no, why?

- Q. What change do you see in your organization since 2005?
- R. What change do you anticipate for your organization in the next 3 years?

2. Individual Staff Members from Thematic Program Areas

- A. Name of thematic group_____
- B. Member organizations of thematic group_____
- C. When did you become member of this group?
- D. Goal of thematic
group_____
- E. When was the group established?
- F. Why did you form this group?
- G. What do you do as member organizations of this group?
- H. What are the benefits of being in a thematic group?
- I. What have changed in terms of capacity for member organizations?
- J. How did the change occur?
- K. What are some of your challenges?
- L. How is the group managed?
- M. How often do you meet?
- N. What topics do you discuss during meetings?
- O. How do member organizations learn from each other in a thematic group?
- P. How is the group funded?
- Q. Do you work in this group as volunteers or paid staff?
- R. What is the future of the thematic group in terms of organizational improvement, value addition and group cohesions?

APPENDIX C:
IRB APPROVAL AND RECRUITMENT LETTER

Recruitment Letter

Dear Respondent,

My name is Samuel N. Duo, a Graduate Student at Penn State University. I am conducting a study to understand the role of non-formal education in the organizational change process of civil society organizations (CSOs) in Liberia. As Liberian Civil Society organizations (CSOs) transition from a war period (1989-2003) to the post-war development era, understanding the role of education and training in building their capacities is critical.

As staff members of these civil society organizations, you are in the best position to help in assessing your perceived job competence and your organizational capacity. Your cooperation in completing all aspects of the survey questionnaire I am administering is critical to the success of this study. The survey questionnaire will take approximately one hour to complete. Only the research and advisor will have access to this data. Your responses are anonymous and all data will be analyzed in group form only. I will collect the completed questionnaire at the end of the following day after administration. If for any reason you will not be able to finish, I will give you additional two days. I will follow up on the fourth day to collect the completed questionnaire. At the time of collection, I will need an hour of your time for a short interview.

Your participation in this study is voluntary. You will receive the implied consent form before receiving the survey questionnaire. I appreciate you taking time to complete this survey. Please read the following consent form before participating in the survey.

Before, during and after your participation, if you have any questions or comments, please feel free to contact the researcher at snd124@psu.edu or call (814)-409-1073. Sincerely,

Samuel N. Duo
Researcher



Implied Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: Civil Society Organizations in Post-War Liberia: The Role Of Education and Training in Strengthening Organizational Capacity

Principal Investigator: Samuel N. Duo, AEE Dept., Penn State, 114 Ferguson Bldg.

University Park, PA 16802

Email address: snd124@psu.edu; tel. no. 814-863-7877

Advisor: Dr. Constance Flanagan, AEE Dept., Penn State, 114 Ferguson Bldg.

University Park, PA 16802

Email address: caf15@psu.edu; tel. no. 814-863-7425

Other Investigator(s): 1. Dr. Tracy Hoover, AEE Dept., Penn State, 114 Ferguson Bldg.

University Park, PA 16802

Email address: tsh102@psu.edu; tel. no. 814-865-1688

2. Dr. Ed Yoder, AEE Dept., Penn State, 114 Ferguson

Bldg.

University Park, PA 16802

Email address: epy@psu.edu; tel. no. 814-863-7853

3. Dr. Carolyn Sachs, Dept. of Agricultural Economics and

Rural Sociology, Penn State

Email address: csachs@psu.edu

1. **Purpose of the Study:** The purpose of this research is to understand the role of informal education in the organizational change process of civil society organizations (CSOs) in Liberia.

2. **Procedures to be followed:** You will be asked to do the following:

- Please take the survey to your office to complete, and the Principal Investigator (PI) will come to collect it at the end of the following day. It will take you one hour and 30 minutes to complete. You will be given additional two days in case you are not able to finish. PI will then come on the fourth day to collect the completed survey.
- Please allow the PI to interview you for a maximum of one hour. The interview will not link your name to your responses; no recording or video-taping.

3. **Benefits:** The benefits to you include the understanding of your organizational capacity and programming decisions you make as you work to achieve your programming goals.

The benefits to society include your contribution to rebuilding post-war Liberia, and helping to sustain Liberia's young democracy.

4. **Duration/Time:** One hour for interview plus one hour and thirty minutes for completing survey at your office.
5. **Statement of Confidentiality:** Your participation in this research is confidential. The survey does not ask for any information that would identify who the responses belong to. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.
6. **Right to Ask Questions:** Please contact Samuel N. Duo at (814) 863-7877/231-623-0978 with questions, complaints or concerns about this research.
7. **Voluntary Participation:** Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise.
8. You must be 18 years of age or older to take part in this research study.
9. Completion and return of the survey implies that you have read the information in this form and consent to take part in the research.
10. Please keep this form for your records or future reference.

IRB Approval

From	"Hartman, Sara" <sjh246@psu.edu> ⊕
To	"snd124@psu.edu" <snd124@psu.edu> ⊕
Subject	IRB#32495-Civil Society Organizations in Post-War Liberia: The Role of Education and Training in Strengthening Organizational Capacity
Date	Wed, Nov 11, 2009 11:54 AM
CC	"cflanagan@psu.edu" <cflanagan@psu.edu> ⊕ , "tsh102@psu.edu" <tsh102@psu.edu> ⊕ , "csachs@psu.edu" <csachs@psu.edu> ⊕ , "eyoder@psu.edu" <eyoder@psu.edu> ⊕
Safe View	On [Turn Off] What is "Safe View"?

Hi Samuel-

The Office for Research Protections (ORP) has reviewed the eSubmission application for your research involving human participants and determined it to be exempt from IRB review. You may begin your research. This study qualifies under the following category(ies):

Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless: (i) information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; **and** (ii) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation. [45 CFR 46.101(b)(2)]

PLEASE NOTE THE FOLLOWING:

- ☐ The principal investigator is responsible for determining and adhering to additional requirements established by any outside sponsors/funding sources.
- ☐ **Record Keeping**
 - o The principal investigator is expected to maintain the original signed informed consent forms, if applicable, along with the research records for at least three (3) years after termination of the study.
 - o This correspondence will also be available to you in PRAMS at www.prams.psu.edu.

☐ **Consent Document(s)**

- o The exempt consent form(s) will no longer be stamped with the approval/expiration dates.
- o The most recent consent form(s) that you uploaded for review is the one that you are expected to use

☐ **Follow-Up**

- o The Office for Research Protections will contact you in three (3) years to inquire if this study will be on-going.
- o If the study is completed within the three year period, the principal investigator may complete and submit a **Project Close-Out Report:** <http://www.research.psu.edu/orp/areas/humans/applications/index.asp#other>

☐ **Revisions/Modifications**

- o Any changes or modifications to the study must be submitted through the eSubmission application for this protocol in PRAMS (www.prams.psu.edu).

Please do not hesitate to contact me if you have any questions or concerns.

Thank you,

Sara Hartman
 Research Compliance Coordinator II
 Office for Research Protections
 The Pennsylvania State University
 The 330 Building, Suite 205, University Park, PA 16802

Telephone: 814-865-3696



RURAL HUMAN RIGHTS ACTIVISTS PROGRAMME (RHRAP)

Raymond Bldg. Broad/Gurley Streets P. O. Box 10-3078 1000 Monrovia 10 Liberia

October 13, 2009

Dr. Constance Flanagan, Professor
Department of Agricultural and Extension Education
114 Ferguson Building
The Pennsylvania State University
University Park, PA 16802
USA

Dear Dr. Flanagan:

I am pleased to inform you that we are willing to have your graduate student, Mr. Samuel Nyan Duo, conduct his research study with our civil society organization, Rural Human Rights Activist Programme (RHRAP). We are currently working in a thematic group with other civil society organizations, and RHRAP chairs this thematic group, which is focused on reconciliation and Peaceful Co-existence of ethnic groups in the northern and south-eastern Liberia. Our offices are based in Monrovia, and Mr. Duo is welcome again to our organization.

We have a long term working relationship with your graduate student, Mr. Duo. He worked with us from 2005-2008. During his period of engagement with us, he was found to be supportive, respectful, professional, and he demonstrated a high degree of passions and professionalism in helping to build our human resource and organizational capacity.

Please feel free to contact me for any further information. You can please reach me at 231-651-5953, or through my email address, rhrapliberia@yahoo.com.

Very truly,

Lorma Baysah
Executive Director,
Rural Human Rights Activists Programme (RHRAP)
Broad/Gurley Streets, Raymond Building
P.O. Box 3078
Monrovia, Liberia
Tel: (231) 6-515953
E-mail: rhrapliberia@yahoo.com
Personal e-mail: lormarhrap@yahoo.com

Motto: "Working to Strengthen and Expand Human Rights Nationwide
Tel: 06-515-953/06-515-952 E-mail: rhrapliberia@yahoo.com

VITA

Samuel N. Duo

Graduate Research Assistant

8/2008-5/2011

Department of Agricultural and Extension Education
Penn State University, University Park

EDUCATION

-Doctor of Philosophy (Ph.D.) May 2011.

Agricultural and Extension Education with emphasis on Leadership Development
Department of Agricultural and Extension Education, Penn State University.

-Master of Science (MS) May 2005.

Agricultural and Extension Education with emphasis on Leadership Development
Department of Agricultural and Extension Education, Penn State University.

-Bachelor of Science (BS) June 1997.

Agriculture with emphasis on Soil Science, Department of Soil Science
School of Agriculture, University of Ghana, Accra.

HONORS & AWARDS

-Africana Research Center (ARC) Award (Funding provided to support part of my research data collection in Liberia, 2010.

Kozak award, Penn State University, University Park, 2009.

-GAMMA SIGMA DELTA, Penn State University Chapter, USA (GPA: 3.85)

-PHI ETA SIGMA, Penn State University Chapter, USA

-The Chancellor's List, Austin, Texas, USA

-Graduate Assistantship Award, AEE Department, Penn State University: 2008-2011.

-Ford Foundation International Fellowship: 2003-2005.

PUBLICATIONS

Duo, S. and Bruening, T. (2007 Spring). An Assessment of the Sasakawa Africa Fund for Extension Education Program in Ghana. Journal of International Agricultural and Extension Education (JIAEE, Vol. 14, No. 1), USA.

Duo, S. (2010). Revitalizing Extension Curricula in Sub Saharan African Universities: An Assessment of the Sasakawa Africa Fund for Extension Education Program in Ghana. LAMBERT Academic Publishing, Germany.