



# **EVALUATION OF THE MASIHAMBISANE II CBO DEVELOPMENT PROJECT**

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## List of Acronyms

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<i>CBO</i>	<i>Community based organisation</i>
<i>CINDI</i>	<i>Children in Distress Network</i>
<i>CNO</i>	<i>CINDI Network office</i>
<i>NGO</i>	<i>Non-governmental organisation</i>
<i>NPO</i>	<i>Non-profit organisation</i>
<i>SGF</i>	<i>Small Grant Funding</i>

## Executive Summary

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An evaluation of the Masihambisane II CBO Development Project has been initiated by the CINDI Network to enable it to inform the funders of the outcomes of the programme as well as to provide guidelines for future capacity development work with CBOs. The purpose of the evaluation is two-fold:

1. To assess the extent to which the aims of the different phases of the capacity building process have been achieved; and
2. To assess how the capacity of CBOs to address the needs of vulnerable children in their areas has been strengthened.

The evaluation was carried out between November 2010 and February 2011 and assessed the following:

- The **relevance** of the programme in developing capacity for CBOs and thereby enhancing their capacity to address the needs of children in areas served by them.
- The **efficiency** of the approach especially with respect to the utilisation of available resources. Were outputs delivered timeously?
- The **effectiveness** of the programme in achieving the aims of the different modules.
- The **outcomes/impact** of the programme in terms of changes that have been instituted in the functioning of the participating CBOs as a consequence of the training.

- The **sustainability** of the programme in terms of the likelihood of the benefits of the programme being maintained within the participating CBOs.

Data was collected using a number of methods including focus group discussion, key informant interviews, observation site visits and literature review.

The results of the evaluation showed that the training topics were relevant, the approach was efficient and the modules successfully achieved their aim. Major areas of learning related to leadership structures, decision making and financial management. As a result of the Masihambisane II training, CBOs felt they understood their role better, had improved focus, worked more collaboratively as a group, had increased confidence in their work, had improved financial management skills and were better able to face their challenges. In terms of how the CBOs' capacities to address the needs of vulnerable children in their area were strengthened, all of the CBOs felt that the programme had improved their capacity – either through an increase in resources or through programme skills gained.

The successes of the Masihambisane II project are, in large part, due to the flexibility and commitment of Sinani (the implementing organisation). Their approach was efficient on a number of levels: it made good use of the available resources within the given budget and it was fluid in its implementation, being adaptable to change in order to improve its efficiency. The high levels of attendance at both the trainings and the field visits bear witness to this.

The training represented a steep learning curve for many of the CBOs; however it was evident that the skills learnt are being used in their daily practises. This can mainly be attributed to both the increase in understanding on the part of the CBOs of the context of organisational development within the non-profit sector as well as the use of experiential learning to substantiate the skills training.

The evaluation also highlighted a number of areas of concern which have bearing on the sustainability of the changes noted. These include the lack of stakeholder participation in the planning of the training which brings into question the relevance of the chosen topics to the needs of the CBOs; whether the skills gained have contributed to building the organisation or the individual; and whether the CBOs will have access to an ongoing framework of support.

Based on the results of the data analysis, the following recommendations were made:

### **1. Planning, Monitoring, Evaluating and Reporting**

The design of future programmes should include a situational analysis with stakeholder consultation and an M&E plan which links baseline information to indicators. Important elements which should be considered during the situational analysis are:

1. Consultation with CBO members of CINDI as well as non-members
2. The CINDI Mapping Report
3. The CINDI CBO Review
4. A detailed literature review

5. A study of other CBO development programmes
6. An evaluation of CBOs who have benefited from CINDI CBO assistance (this would include those mentored through the Irish Aid and KNH funding, those receiving training through Masihambisane I and II and those receiving funding through the Small Grant Fund)

### **2. The Dangers of a “One Programme Fits All” Approach**

The phases and training topics for the Masihambisane II CBO Development Project were essentially presented to potential service providers as a *“fait accompli”*. This created a number of challenges to Sinani in terms of the varying capacities of the CBOs, workshop styles and the relevance of the topics to the needs of the CBOs. A high degree of flexibility and commitment was required on the part of Sinani to work through these issues. The process highlighted the importance of relationship in capacity building programmes which must be considered in future programme designs.

The “one programme fits all” approach may also have had implications on the type of service provider responding to the tender. The Masihambisane II tender makes reference to five predefined “suggested” training topics and applications were scored on a weighting system which included points for the applicant’s interpretation of the call (i.e. did they have the capacity to provide training in the topics set, even if these were only “suggested” topics). This may have presented a barrier to organisations with the capacity and experience to deliver a programme to fulfil the aims of the CBO Development Programme but not necessarily by means of the suggested topics. Future programmes

should broaden the terms of reference to allow a wider variety of organisations to respond. The possibility of splitting the training into different elements should also be considered – this would allow organisations with expertise in one particular area to tender only for that element of training. If this approach is taken, CINDI would need to ensure that the relationship factor, which this evaluation has shown to be so valuable, is not forsaken. This would require a more “hands-on” approach by the CNO, perhaps in the form of a Programme Manager for the CBO programmes.

### **3. The Importance of Experiential Learning Combined with Skills Training**

The evaluation shows that learning was strengthened through experience (i.e. practicing what they had learnt) and discussing this with Sinani staff either at the follow-up visits, telephonically or at their offices. Sinani should be commended for their openness to this which went beyond the terms of their contract.

### **4. The Need for Ongoing Support or Mentorship**

The data indicates that ongoing support or mentorship must be included in future programmes. This would also help to mitigate the sustainability limitations of the current design. Ongoing support should be defined by a contract agreed to by both parties containing clear parameters in terms of expectations and exit strategies. Both NACOSA and the AIDS Foundation of South Africa have models which could be considered for reference.

### **5. Synthesis between Capacity Building Programmes within CINDI**

CINDI offers two levels of capacity building for community based organisations, the Masihambisane CBO Development Project and the Small Grant Funding. Both Sinani and the CBOs saw a clear progression from the Masihambisane training to the Small Grant Funding, however this was not evident in processes within the CINDI Network Office. Consideration must be given to synthesising these two programmes in order to maximise the success of both and especially in the context of the need for ongoing support. However, this synthesis must strike a careful balance between the expectations of the CBOs and fair process without unduly favouring the CBOs from the Masihambisane training.

CINDI adopted a “hands off” approach for the implementation of the project which worked well in reducing the administrative burden on the CINDI Network Office. However, this did contribute to the lack of synthesis between the programmes which could in turn affect CINDI’s impact. Over and above the progress reports submitted, some form of regular progress meeting should be held future service providers.

## 1. Programme Description

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In 2005, the Children in Distress Network (CINDI) conducted an internal review of its work. This process highlighted a lack of development opportunities for community based organisation (CBO) members of the network. It was, therefore, decided that future capacity development would target CINDI CBO members involved in direct support of children in distress in communities. Underpinning this approach were the assumptions that:

- Not every community organisation wants to become a fully fledged NGO. There are many informal groups that would value support to enable them to work more effectively at local level.
- The programme should provide opportunities for community groups to grow into more effective organisations able to access resources.

In the context of the CINDI Network *capacity development* was understood to refer to a strategy to bring about fundamental change and transformation within individuals, organisations and communities that enhances their capacity to constructively respond to children living in a world of HIV and AIDS. Programmes developed around this strategy should:

- Reflect a broad based response relevant to the aims of the CINDI Network.
- Build on local capacities, endogenous responses and be responsive to the cultural diversity of communities served.
- Make provision for ongoing growth and learning to enable community based groups to respond to a rapidly changing external environment.
- Ensure systematic skills transfer for long term sustainability.

Within this context an initial CBO Development Project (Masihambisane I) started in 2007 and, following the success and key learnings of this project, CINDI invited qualified organisations to tender to carry out the Masihambisane II CBO Development Project (Masihambisane II or project) from October 2008 to July 2010. At the same time, CBO members within CINDI were invited to apply to be considered as participants in the 21-month project (an application form was provided). The tender was awarded to Sinani / KwaZulu-Natal Programme for Survivors of Violence and the 21 month project commenced on 1 October 2008, terminating on 30 June 2010. Training was provided comprising the following phases:

- Personal development for community leadership.
- Organisational capacity and governance.
- Situation and stakeholder analysis.
- Project implementation, monitoring and reporting.

- Project evaluation.

CINDI CBO members selected to participate in the Project were:

*Table 1.1 Participating CBOs and geographic location*

<b>CBO name</b>	<b>Area of operation</b>
Siyazama	Sweetwaters- Zayeka
Abanqobi Support Care	Elandskop
Harewood, Moscow, Caluza and Smero (HMCS)	Caluza
GIMRF Help Center	Dambuza
Thandokuhle Caregivers	Elandskop
Siyanqoba Support Group	Sweetwaters
Hlengisizwe Community Care Centre	Appelsbosh- Greengate
Philanjalo Care Centre	Tugela Ferry-Msinga

## 2. Purpose of the Evaluation

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An evaluation of the Masihambisane II CBO Development Project has been initiated by the CINDI Network to enable it to inform the funders of the outcomes of the programme as well as to provide guidelines for future capacity development work with CBOs. The purpose of the evaluation is two-fold:

1. To assess the extent to which the aims of the different phases of the capacity building process have been achieved; and
2. To assess how the capacity of CBOs to address the needs of vulnerable children in their areas has been strengthened.

According to the Terms of Reference, the evaluation required visits to or meetings with all eight participants in the programme. Four of the participants are located in the greater Pietermaritzburg area, two are at Elandskop, one at Appelsbosch and one at Tugela Ferry. It was also envisaged that the service provider Sinani would be interviewed on their experience gained and lessons learnt.

The evaluation should comment on and assess the following (referred to from now on as evaluation themes):

- The **relevance** of the programme in developing capacity for CBOs and thereby enhancing their capacity to address the needs of children in areas served by them.
- The **efficiency** of the approach especially with respect to the utilisation of available resources. Were outputs delivered timeously?
- The **effectiveness** of the programme in achieving the aims of the different modules.
- The **outcomes/impact** of the programme in terms of changes that have been instituted in the functioning of the participating CBOs as a consequence of the training.
- The **sustainability** of the programme in terms of the likelihood of the benefits of the programme being maintained within the participating CBOs.

### **3. Evaluation Methodology**

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#### **3.1 Project Team and Planning**

The evaluation was undertaken by Suzanne Clulow in partnership with Phindile Mkhize. Suzanne Clulow has a Masters Degree in International Relations from the University of St Andrews and has been working in the development field since graduating in 1997. She moved to Pietermaritzburg, with her husband, in 2002 and currently operates her own consultancy specialising in fundraising and monitoring and evaluation for the non-profit sector. Suzanne was responsible for the evaluation design, data analysis and report writing.

Phindile Mkhize is a qualified junior primary teacher who left the education sector in 2005 to join the Valley Trust, based at their satellite office in the rural community of Bulwer, KwaZulu-Natal. She went on to become the CBO Development Officer for CINDI and was involved in the development of the Masihambisane I CBO Development Project. Since leaving CINDI in 2008, she has established her own interior design business and consults to the NGO sector. She brings with her an extensive knowledge of CBO work and excellent facilitation skills. Phindile facilitated the focus group discussions and observation visits in isiZulu.

A planning meeting was held with the Director of CINDI on 15 November where the draft activity plan for the evaluation was presented. The finalised activity plan can be found in Appendix A. The timeframe agreed for the submission of a draft evaluation report was the end of February 2011.

#### **3.2 Sample**

The Masihambisane II training involved eight CBOs, thus sample randomness and size were not of important consideration. All eight CBOs were contacted and requested to attend the focus group discussions. As the evaluation was carried out over the December/January period, many CBOs were not meeting during this time. Therefore, in terms of the observation visits, a convenience sample was selected using non-probability techniques (i.e. the researcher used whatever CBOs were available rather than the whole group). Three observation visits were organised in total. Due to a misunderstanding with HMCS, the group were unable to meet on the date organised so an informal interview was held with the Chairperson instead.

### 3.3 Data Collection

In order to improve the accuracy of data collected for the evaluation, methodological triangulation was applied so that more than one method to gather data was used (Denzin, 1978). By combining the results of the applied methods, data was validated through cross verification and the biases normally associated with single-method, single-observer studies were minimised. Both quantitative and qualitative data was collected using the methods described below.

#### 3.3.1 Focus group discussions

Focus groups discussions were organised with the eight participating CBOs. In order to facilitate the administration of this, the Programme Manager from Sinani (who oversaw the training of the CBOs) was asked to contact them with details of the dates and venues. It was felt that the CBOs would respond well to a request from Sinani as they already had a relationship with them. The groups were organised using the same geographic delineation as for the training. Venues were selected that had no link to the CBOs or any organisation involved in the training in order maintain as unbiased an approach as possible. The groups were facilitated in isiZulu and participants were reimbursed their taxi fares.

CBOs were requested to preferably send three members - one from the committee, one ordinary, active member and another of their choice. The participants should be active within the group/knowledgeable about the CBO and have been involved in the training. Each CBO sent at least one member with the exception of HMCS who arrived for the focus group on the wrong day. Krueger (1994) cited by Litoselliti (2003) defines a focus group discussion as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment, where participants share and respond to comments, ideas and perceptions. In line with this, focus group discussion points/questions were developed by the evaluation team and can be found in Appendix B. Table 3.1 details the venues, dates and participants for the focus groups discussions.

*Table 3.1 Focus group discussion venues, dates and participants*

Group	Venue	Date	Attended
Thandokuhle	Project Gateway, Pietermaritzburg	7 December	Phakamile Nxele
Abanqobi			Hlekisile Ngcobo
Siyazama			Zandile Zuma
			Thembile Ngcobo
			Olga Dlundwane

Group	Venue	Date	Attended
Philanjalo	Greytown Country Club	8 December	Simangele Mbatha
Hlengisizwe			Nonhlanhla Majola Mary Mahlahgu Melody Langa Matrina Xulu Zamile Chamane Makhosi Xulu
Siyanqoba GIMRF HMCS	Project Gateway, Pietermaritzburg	9 December	Jabuile Mkulisi Jacob Khumalo Osscarina (?) Absent

The responses from the CBOs during the focus group discussion can be found in Appendix C.

### **3.3.2 Observation visits**

During the focus group discussions, the CBOs were asked to supply the facilitators with their meeting dates in order for observation visits to be carried out. Most of the CBOs were not meeting during the December/January break and were not certain of the dates for their first meeting of the year. A number expressed anxiety about what the visits involved. The facilitator explained the purpose of the visits and how they would assist with the evaluation. The CBOs were reassured that this was not a “test” of their work.

Three CBOs were willing to allow us to observe their meetings and these were taken as a representative sample of the wider group. The visits carried out are shown in Table 3.2. Unfortunately, there was again some confusion with HMCS and the date for the site visit. The group was involved in training with another organisation on the day and so we were only able to meet with the Chairperson. The meeting took the form of an informal interview rather than in observation visit.

Table 3.2 *Observation visit participants, locations and dates*

<b>CBO</b>	<b>Location</b>	<b>Date</b>
GIMRF	GEDI Boardroom, Imbali	25 January 2011
Thandokuhle Caregivers	Elandskop Old Magistrates Court	27 January 2011
HMCS	Caluza sports ground	3 February 2011

### 3.3.3 Literature review

An analysis of all the available documents was undertaken and key documents were selected for review. They are summarised in Table 3.3.

Table 3.3 *Documents for literature review and purpose*

<b>Document</b>	<b>Purpose</b>
Tender Document for Masihambisane II CBO Development Project	Understanding of original aims of project
Adjudication minutes for selection of training service provider	Understanding of process followed
Contract with Sinani containing proposal submitted by Sinani in response to tender	Defines agreed activities and timeframes
Call circulated to CBO participants and minutes of adjudication meeting	Understanding of process followed
Initial needs assessment carried out by Sinani with CBOs	Provides context for CBO work and quantitative and qualitative baseline information
Progress Reports from Sinani to CINDI	Quantitative information of achievements of Project
Proposal documents and budgets drafted by CBOs	Assessment of learning for trained CBOs
CINDI Mapping Report	Context

Document	Purpose
CINDI CBO Review	Context
Proposals submitted by Masihambisane II CBOs for Small Grant Funding	Assessment of learning for trained CBOs

### 3.3.4 Key informant interviews

At the planning meeting with the CINDI Director, a list of key people involved in the project to was drawn up. From this, a number were selected to interview. Table 3.4 summarises the key informant interviews and dates.

Table 3.4 Key informant interviews and dates

Organisation	Staff Member	Date
Sinani	Project Manager and Consultant involved in planning and facilitation of Masihambisane I and II	24 January
CINDI	Director	15 November
CINDI	Bookkeeper for Small Grant Funding	11 February
CINDI	M&E Officer	11 February

The key informant interviews were strengthened by email correspondence with other role players involved in the development of the project such as the former Funding Manager, the former Director and the current M&E Consultant.

### 3.3.5 Data analysis

Data for the focus group discussions was captured by asking each group to write down their responses on a flip chart. The facilitator added notes to these during the verbal discussions. This was then transferred to an MW Word table (see Appendix C). Data for the site observation visits was captured using a simple checklist during each visit. For the key informant interviews, which were informal, the evaluator initiated discussion around each of the evaluation themes and then recorded these discussions in note format during the meeting. The data was analysed by evaluation theme.

## 3.4 Limitations

### 3.4.1 Timeframes

The original tender circulated for the evaluation set the deadline for completion by the end of November. However, the tender required recirculation due to a poor response and this extended the deadline to February 2011. Most NGOs and CBOs close from early to mid-December and only reopen in mid-January. This placed considerable pressure on the evaluation team in terms of carrying out site visits. In order to overcome this, it was agreed that focus group discussions rather than individual interviews could be held. The focus group discussions could be supported by observation visits to those CBOs meeting during the December-January period (if any).

### 3.4.2 Outcomes evaluation scope

As the evaluation was carried out within close proximity to the end of the training, it was not yet possible to evaluate the longer term outcomes of the project. This relates in particular to the following points included in the terms of reference:

- The **outcomes/impact** of the programme in terms of changes that have been instituted in the functioning of the participating CBOs as a consequence of the training.
- The **sustainability** of the programme in terms of the likelihood of the benefits of the programme being maintained within the participating CBOs.

Comment can be made on the *short-term changes* resulting from the training and an assessment of the *current likelihood* of the benefits of the programme being maintained. However, it should be noted that a further evaluation of these points in a year or two would provide a more in-depth response.

### 3.4.3 Qualification of context

The evaluation is asked to address the relevance of the programme in developing capacity for CBOs and thereby enhancing their capacity to address the needs of children in areas served by them. In order to remain consistent with the other tenants of the evaluation, the researcher has qualified this statement to read “address the relevance of the programme in developing capacity for **the participating** CBOs”. Conclusions are true for this particular set of CBOs within their particular context; however whether these CBOs are representative of all CINDI CBO members has not been established.

#### **3.4.4 Lack of M&E plan**

The contract for the Masihambisane II training makes reference to an evaluation of the project and during the informal interview with Sinani they confirmed they were aware of this fact. An M&E framework was not, however, developed to assist with the collection of baseline and ongoing monitoring data throughout the course of the project to facilitate this process. Sinani did conduct a baseline assessment for each CBO, but this was a generic assessment contained in their CBO Training Handbook. As such, it did not always provide baseline information correlating to the changes this evaluation is asked to assess.

#### **3.4.5 Pre-planning of observation visits**

It was not possible to organise ad hoc observation visits as the CBOs did not meet frequently enough for these to be planned within the evaluation timeframe. Venues and times for meetings also vary and confirmation needed to be obtained prior to making a visit. The organisations, therefore, had prior warning of our visit and were able to plan accordingly. Wherever possible, supporting documents were reviewed as evidence that meeting procedures were standard within the CBO (for example minute books, attendance registers, agendas).

## 4. Findings

### 4.1 Relevance of the Programme

This section addresses the relevance of the programme in developing capacity for CBOs and thereby enhancing their capacity to address the needs of children in areas served by them. Please note, unless otherwise stated, this does not include HMCS as they were not present for the focus groups discussions.

#### 4.1.1 Focus group discussion responses

In order to assess the relevance of the programme, the CBOs were asked during the focus group discussions what issues they face in their work with children and how the training received through Masihambisane has helped them respond to these. The main points of the discussion are summarised in Table 4.1 below.

Table 4.1 Summary of the responses from the CBOs during the focus groups discussions on the issue of relevance

CBO	Issues faced	Relevance of training
1.Abanqobi	Financial Management was poor. We had no bookkeeping skills and the structure of the CBO was not functional. The Chairperson was the only decision maker	The CBO benefited from the training as we now can manage our own finances, our leadership and management skills have improved. We also know the roles and responsibilities of the committee members.
2.Siyazama	Siyazama met three times a day with children and they had no chairs or cutlery. During cold weather they hand stitched children's tracksuits, we had no stationery and could not even write notes on what was happening.	The group was able to apply for Small Grants Fund and we bought everything we needed to help children in need. This includes eating utensils, chairs and sewing machines. We have gained confidence in the work we do and are able to face challenges.
3. Thandokuhle	Lack of teaching knowledge and the ability to cope with abused children.	After receiving training the group is now able to assist learners to speak openly about abuse and we assist children with homework. The training has equipped group to work effectively with children. The children can now talk openly about abuse and the CBO can provide

CBO	Issues faced	Relevance of training
		necessary support. The group has also learnt about financial management, forming a functional board of directors.
4.Hlengisizwe	High number of orphans without food or grants thereof. We sometimes brought stale food as their lunch for school. Some children drop out of school because they don't have any uniforms and come from child headed homes. Some children are infected and affected by HIV/AIDS.	Through training and funding the group has helped needy children; children now have uniforms, and food. We received relevant information on how to access various Government Departments (SASSA, Social Development and Department of Health). Children are now receiving grants. The group wishes that we could receive in-house training so that all members benefit from this training.
5.Philanjalo	Lack of resources, facilities and parents who can't pay school fees.	The training has helped the group to work better as a group and with children. The presence of the board and the committee has helped the group to focus.
7.GIMRF	GIMRF had no resources like table chairs for the children. We could not pay rent and we used a mud house and the children were always sick. There was also no means of communication like the internet and telephone.	Masihambisane intervention helped as we now have a committee and an office. Our communication as a group has improved as we now have internet and telephone. The group is now renting space and they have permanent staff members as they used to resign due to poor working conditions. With Masihambisane assistance they are able to pay stipends. <i>"Everyone is happy in our organisation, the children and staff as they get rewarded in a form of stipends for their hard work"</i>
7.Siyanqoba	The CBO had a lot of orphans with no food, school fees and uniform. The learners could not go to school because they did not have school uniforms and had nothing decent to put on. We would like all members of the group to receive training and we need more training that would focus on how to handle children in need.	Masihambisane has assisted the group on how to handle money. They were able to buy Zulu traditional wear for cultural activities and the children are happy.

Whilst the CBOs responded that they found the training beneficial in addressing their issues, they also expressed that they would have liked to have been consulted about what training they needed. Their responses, therefore, must be qualified by an important consideration. Due to the lack of baseline information collected at the start of the programme, it is difficult to assess how influenced the CBOs responses to this question were by the training they had already received. In other words, would the CBOs have quoted the same issues before they had received the training or do they now perceive these as issues simply because these are the topics they were trained in?

#### **4.1.2 Stakeholder participation**

The above question highlights a lack of stakeholder participation in the initial development of the project. Stakeholder participation in the planning and designing of programmes allows for expressed needs to be included and is widely accepted as an essential component of effective and lasting development. The lack of stakeholder participation evident in the planning of Masihambisane II, and in particular with regards to the selection of training topics, places into question the relevance of the project in meeting the expressed needs of the CBOs. Sinani staff raised the “closedness” of the training topics as a constraint of the programme. Indeed, during the informal interview they cited how many of the real issues the programme grappled with were not apparent at the initial assessment and only became evident as the relationship developed.

#### **4.1.3 Conclusion**

Even with the constraints recognised, the training topics did tie in with the most commonly cited issues faced by the CBOs during the focus group discussions. Issues raised by the CBOs related to organisational structure, leadership and lack of funding or resources to operate their programmes. This was supported during the interview with Sinani staff, who recognised conflict resolution, power struggles, trust issues and financial management as major barriers to the development of the CBOs. As a result of Masihambisane II, CBOs felt they understood their role better, had improved focus, worked more collaboratively as a group, had increased confidence in their work, improved financial management skills and were better able to face their challenges.

## **4.2 Efficiency of the Approach**

The evaluation was also asked to address the efficiency of the approach especially with respect to the utilisation of available resources. Were outputs delivered timeously? The efficiency of the approach is discussed as follows.

#### 4.2.1 Location of training

Training for Masihambisane I was held in one central venue. Sinani felt this caused significant delays due to poor attendance and late arrivals and was also costly in terms of travel. Therefore, when planning for Masihambisane II, Sinani suggested clustering the CBOs geographically and providing the training at a central location in these areas. One-day workshops and three-day residential workshops were planned, depending on the topic. Workshops relating to proposal writing, financial management and reporting were initially planned as separate, one-day events. However, inconsistencies in attendance made this difficult. As a result, after discussions with the CBOs, these were changed to residential workshops. This also helped the CBOs to understand the link between different topics, *“It made one realise that it is better to do residential workshop when training about proposal writing, financial management and reporting because participants easily see a link between the three activities as compared to different days of workshop and participants also change in the process.”* (Sinani progress report October-December 2009).

The CBOs all agreed that the system worked well. They found the venues easy to get to, meetings were held at suitable times and the facilities provided for the training were good.

#### 4.2.2 Attendance

Attendance was dictated by the budget and the number of CBOs per geographic cluster. For example, in the Greytown group there were only two CBOs so the total number of people per CBO per training could be greater. Participants were chosen through a consultative process. The groups were encouraged to make sure that the same people did not always attend the training, unless it was a continuation of a topic for which somebody had already received training. Between three and seven members were trained per organisation. At the time of evaluation, all of the members trained were still active within the organisation. Responses from the CBOs relating to location and attendance are contained in Table 4.2.

Table 4.2 CBO responses from the focus group discussion regarding training location and attendance

CBO	Comment
1.Abanqobi	The group was happy with the training venue as it was easy to go to. The CBO members were involved in choosing training participants and 7 out of 15 members received training.
2.Siyazama	Siyazama was happy with the venue used as it was conducive to their training. The members decided who was going to participate in

CBO	Comment
	the training and 5 people received training.
3. Thandokuhle	The venues were up to standard, peaceful and stimulating. The members of the CBO decided who should get the training and 4 members received training.
4.Hlengisizwe	The venues for the training and meetings were suitable and easy to reach. The committee decided who should attend the training and members of the committee attended the trainings. 5 out of 8 received the training.
5.Philanjalo	The group was happy with the venues except for one where they were not treated with respect. The group came from far away so the venue was well organized. They enjoyed sharing and networking with other organisations working with children. Members of the organisation work together with the board of directors in making decisions. 7 members received training.
6.GIMRF	The training and meeting venues were excellent and easy to reach. The volunteers attended the trainings but they are now permanent staff. The committee takes all decisions for the organisation.
7.Siyanqoba	The group was happy with the training venues and that they were reimbursed for their travel expenses. It was easy to reach and stimulating. The members of the committee decided who will attend the meetings. Only 5 members out of the 17 received training.

#### 4.2.3 Timeframes

Table 4.3 shows the proposed timeframes and topics for the implementation of the project as per the contract between CINDI and Sinani as compared to the actual timeframes and topics. All of the topics were trained on, although some were condensed into a shorter training than originally planned. Due to the late start of the project (the final terms of reference were only agreed upon in December 2008), several of the initial trainings were behind schedule. However, Sinani soon caught up this delay. As mentioned previously, a number of one-day workshops were combined in to three-day residential workshops, specifically Introduction to Financial Management, Financial Management and Reporting and Budgeting (May 2009) and Running Meetings, Governance and Adjudication of Proposals (June 2009).

Table 4.3 *Proposed versus actual timeframes*

<b>Topic</b>	<b>Proposed timeframe</b>	<b>Actual timeframe</b>
CBO visits and baseline assessment	October 2008	Mid January to mid February 2009
Residential Personal Development	November 2008 (3-day residential)	March (2-day residential) 2009
Feedback and further planning meeting	End of November 2008 or February 2009 (one day workshop x 3)	April (one day workshop x 3)
Organisational Purpose	February 2009 (two-day workshop x 3)	April & May (one day x 2)
Running Meetings	March 2009 (one day)	June 2009 ( included in 3-day residential)
Governance	April 2009 (one day)	June 2009 (included in 3-day residential)
Introduction to Financial Management	May 2009 (one day)	May 2009 (included in 3-day residential)
Situational Analysis	May 2009	This was included in Project Planning Workshop in May 2009.
Follow-up visits	June 2009	June 2009
Project Planning	July 2009 (one day)	May 2009 (one day), October & November 2009 (one day x 3)
Budgeting	August 2009 (one day x 3)	May 2009 (included in 3-day residential)
Adjudication of proposals & disbursement of 1 <sup>st</sup> tranche	Start of September 2009 (one day)	June 2009 (included in 3-day residential)
Financial Management and Reporting	September and October 2009 (one day x 3)	May 2009 (included in 3-day residential)
Disbursement of second tranche	January 2010	January-May 2010
Monitoring and Evaluation	February 2010 (one day x 3)	October & November (one day x 3)

Topic	Proposed timeframe	Actual timeframe
Narrative Reporting	March 2010 (one day x 3)	February 2010 (one day x 3)
Disbursement of final tranche	March 2010	March – June 2010
Follow-up visits	May 2010	May & June 2010
Production of CBO Development Facilitation File	May - June 2010	Included in March 2009 and June 2009 follow-up
Follow-up visits	June 2010	June 2010
Joint Programme Review	June 2010	April 2010

As Table 4.3 highlights, a high degree of flexibility in terms of timeframes and topics was required by the training organisation, which Sinani was successfully able to provide. During the informal interview with Sinani, they also mentioned that on a number of occasions they “re-trained” a topic at a subsequent meeting because the CBOs brought along new issues which had not been covered. Regular follow-up visits were also carried out to the CBOs and Sinani felt these were crucial to the success of the programme. They were committed to these, even if this went beyond what they had set in terms of timeframes and budget. *“You spend 50% of your time managing organisational dynamics and somehow you have never budgeted for this.”* (Berenice Meintjes, Sinani Consultant).

#### 4.2.4 Budget

The total budget for the programme was decided in advance by CINDI and service providers were asked to provide a detailed breakdown for this in their tender. A total of R480 000 was made available with R80 000 of that committed to small grants for the participating CBOs. Sinani allocated 10% of the overall project cost to administration which left R352 000 for the training. If this is divided per module and per CBO (five modules and eight CBOs) this works out at R8 800 per CBO per module for the training, travel and follow-up visits. Sinani, therefore, not only provided the programme within the given budget but also very cost effectively.

#### 4.2.5 Challenges

Over and above those challenges already mentioned, Sinani faced and responded to a number of others during implementation which warrant mentioning.

- The different levels of capacity of the CBOs which meant that groups organised by geographic location were not always at the same level. As a result, training needed to be adapted to respond to this. It also placed additional focus on the importance of site visits as a means “catching-up” the less capacitated participants. As mentioned above, topics often needed to be covered again at subsequent trainings. The differing capacity levels of the CBOs could be attributed to the fact that CINDI never clearly defined “CBO” within the context of Masihambisane. Had this been clearer, it may have reduced the discrepancies in capacity and provided for easier facilitation of the training and therefore greater learning.
- CBOs withdrew all the funds from their accounts which resulted in the bank closing their accounts. This required letters to be written by Sinani to request the accounts to be re-opened. This challenge is a good example of experiential learning. Many of the CBOs had never managed a bank account before and as a result of the Masihambisane II training are now able to do so.
- Whilst the linking of the training to a small grant of R10 000 worked well for most of the CBOs and responded to their lack of resources, it increased the element of risk for the programme. One CBO received their first tranche and then did not continue to attend. This resulted in their funding being suspended until the situation was remedied. Relationship and flexibility were crucial to this process.

#### **4.2.6 Conclusion**

The approach was efficient on a number of levels: it made good use of the available resources within the given budget and it was fluid in its implementation, being adaptable to change in order to improve its efficiency. The high levels of attendance at both the trainings and the field visits bear witness to this. Sinani should be commended on their flexibility and their commitment to the process.

### **4.3 The Effectiveness of the Programme**

This section looks at the different modules of the programme in order to evaluate the programme’s success in achieving the aims of these modules. The sometimes poor correlation between the baseline information and the identified learning outcomes for each module limited the evaluation’s scope in this regard. Where possible, baseline information was compared against data collected post training to ascertain changes in knowledge or functioning attributed to Masihambisane II. Each module is discussed independently.

#### **4.3.1 Module 1 - Personal development of community leadership**

The identified learning outcomes of this module were:

1. CBO leaders have a better understanding of themselves and their role in development

2. CBO leaders have clearer personal goals and direction
3. CBO members have strengthened working relationships, communication and listening skills
4. The leadership capacity is strengthened
5. The leaders understand what it means to work in a group and improve their democratic decision-sharing and negotiation skills
6. The leaders improve their conflict resolution skills

No information was collected during the baseline assessment that pertained specifically to the personal development of the CBO leaders; however some of the data relating to leadership in general can be made indirectly applicable and is summarised in Table 4.4.

*Table 4.4 Summary of responses pertaining to leadership within CBOs*

Baseline question	CBO							
	1	2	3	4	5	6	7	8
Do you have a management committee?	?	X	X	X	0	X	X	X
Do you have an executive committee with a chairperson, treasurer and secretary?	X	0	X	X	0	X	X	0
Do the people on the committee understand their role?	X	X	0	0	0	X	X	0
Do you have people with good skills on your committee?	0	0	0	0	0	0	X	X
Is there a written code of conduct for how people should behave when representing the organisation. Is there a document which explains what will happen when people representing the organisation misbehave?	0	0	0	0	0	X	X	0
Is there a document explaining how conflict in the organisation should be resolved? Is there a document explaining how people may lay a grievance if there are having a problem with the organisation?	0	0	0	0	X	X	0	0
Do you have an annual general meeting (AGM)?	0	0	X	X*	X	X*	X	0

\* CBO has not yet held an AGM but were in the process of planning one

1 = Hlengisizwe, 2 = Siyanqoba, 3 = Thandokuhle, 4 = Abanqobi, 5 = HMCS, 6 = GIMRF, 7 = Siyazama, 8 = Philanjalo

The baseline information shows that whilst all of the groups had some form of leadership committee (with the exception of HMCS) only four of them felt the people on these committees understood their role clearly. Further, the baseline did not question to what degree the leadership committee was functioning. Indeed, other data sources indicate that in at least three of the eight organisations decisions were made predominantly by one person even though a leadership structure was in place. Only two of the organisations had a written code of conduct and similarly only two had a grievance procedure.

The quarterly reports submitted by Sinani indicate that the leadership structures improved for all of the CBOs. In the January to March 2010 report Sinani noted that *“Basic leadership structures in place for their organisation have been revised. All groups have introduced the idea to the bigger group and they are gradually adapting. 4 CBO have successfully established their board”*. In the April to June 2010 report they added *“The highlight of all groups was the distinction between the role of a Board and management committee”*.

Sinani’s findings in the quarterly reports were supported by the focus group discussions and the site observation visits carried out, with the exception of HMCs which still appears to be hindered considerably by internal power struggles. Comments from the CBOs during the focus group discussions relating to how Masihambisane II has assisted them with leadership are shown in Table 4.5.

Table 4.5 Focus group discussion comments relating to Module 1

CBO	Comment
1.Abanqobi	We benefited from the training as now [.....] our leadership and management skills have improved. We also know the roles and responsibilities of the committee members.
2.Siyazama	The committee members take decisions collectively.
3. Thandokuhle	The group has learnt about [...] forming a functional board of directors.
5.Philanjalo	The training has helped the group to work better as a group. The presence of the board and the committee has helped the group to focus.

7.GIMRF

Masihambisane intervention helped us as now we have a committee and an office. Our communication as a group has improved.

#### **4.3.2 Module 2: Building and empowering the organisation**

By the end of this phase the 8 CBO partners should have acquired:

1. An understanding of a basic organisational entity
2. Consulted their local leadership about the purpose and role of the organisation in their community
3. Will have drafted or updated their constitution
4. Have submitted application forms to become registered as a relevant legal entity (if appropriate to their goals and purpose)
5. Basic leadership structures in place for their organisation
6. Basic skills on how to manage meetings and a procedure that is regularly implemented to run their meetings
7. Basic minute taking and documentation skills
8. Opened a cheque account
9. Will understand the basic requirements of financial management and will have implemented a basic system of recording income and expenditure, with supporting documents

Baseline information collected (summarised in Table 4.6) shows that all of the CBOs had constitutions, three were legally registered as NPOs and were in possession of their certificates, three were in the process of applying and one was not registered<sup>1</sup>. The most significant gap in skills relates to the financial management of the organisation. Only one of the CBOs had any form of financial system in place.

<sup>1</sup> It is interesting to note that whilst HMCS is a registered NPO, they had neither a management committee nor an executive committee at time of baseline. According to the NPO Directorate website (<http://www.dsd.gov.za/npo/> accessed on 12/2/2011) requirements for registration include a copy of the organisation's constitution which needs to make reference to the organisational structures and mechanisms for its governance. These must be reported on each year within a certain time period after the AGM. Similarly according to the same website, once an organisation has been registered it must keep accounting records, draw up financial statements, arrange for an accounting officer to prepare a written report and preserve its books of account, supporting vouchers, membership records and financial records and documents. Only one of the three registered organisations was adhering to this at the baseline assessment.

Table 4.6 Baseline information relating to Module 2

Baseline question	CBO							
	1	2	3	4	5	6	7	8
Do you have a management committee?	?	X	X	X	0	X	X	X
Do you have an executive committee with a chairperson, treasurer and secretary?	X	0	X	X	0	X	X	0
Do you have a written mission statement? Is it clear who your organisation is working with? Is it clear the kind of services it is offering?	X	X	X	0	X	X	0	X
Does your organisation have a written constitution? Is it clear how the management is elected? Is it clear how people become members of the organisation?	X	X	X	X	X	X	X	X
Is your organisation legally registered? Do you have a copy of the registration certificate?	X*	0	X	X*	X	X	X*	0
Do you have a budget for your activities for the year ahead?	0	0	0	0	0	X	0	0
Do you have a list of the income that you are expecting in the year ahead?	0	0	0	0	0	0	0	0
Do you have a document which explains the rules around the finances of the organisation?	0	0	0	0	0	0	0	0
Do you have a system for collecting receipts and other documents to show what you spent money on? Is there someone who checks these documents and follows-up? Is there a file where the documents are kept in an organised way?	0	0	0	0	0	X	0	0
Do you write monthly finance reports?	0	0	0	0	0	X	0	0
Do you have monthly finance meetings to check on the finances of the organisation?	0	0	0	0	0	X	0	0
Do your community leaders know about your organisation?	X	X	X	X	X	X	X	X
Do they support your work (e.g. attend your events, give you support and resources?)	X	X	X	X	X	X	X	X

\* CBO is in the process of applying for registration

1 = Hlengisizwe, 2 = Siyanqoba, 3 = Thandokuhle, 4 = Abanqobi, 5 = HMCS, 6 = GIMRF, 7 = Siyazama, 8 = Philanjalo

Data collected shows that the outcomes of this module were largely achieved as can be seen in Figure 4.1. It should be noted that for the purpose of this evaluation an understanding of a basic organisational entity (learning outcome 1) has been defined as a CBO with a separate management and executive committee, in possession of a constitution and a document containing purpose, aims and activities of the organisation. In addition, for learning outcome 5 (basic leadership structures in place for their organisation) to have been achieved, the CBO must have separate executive and management committees.

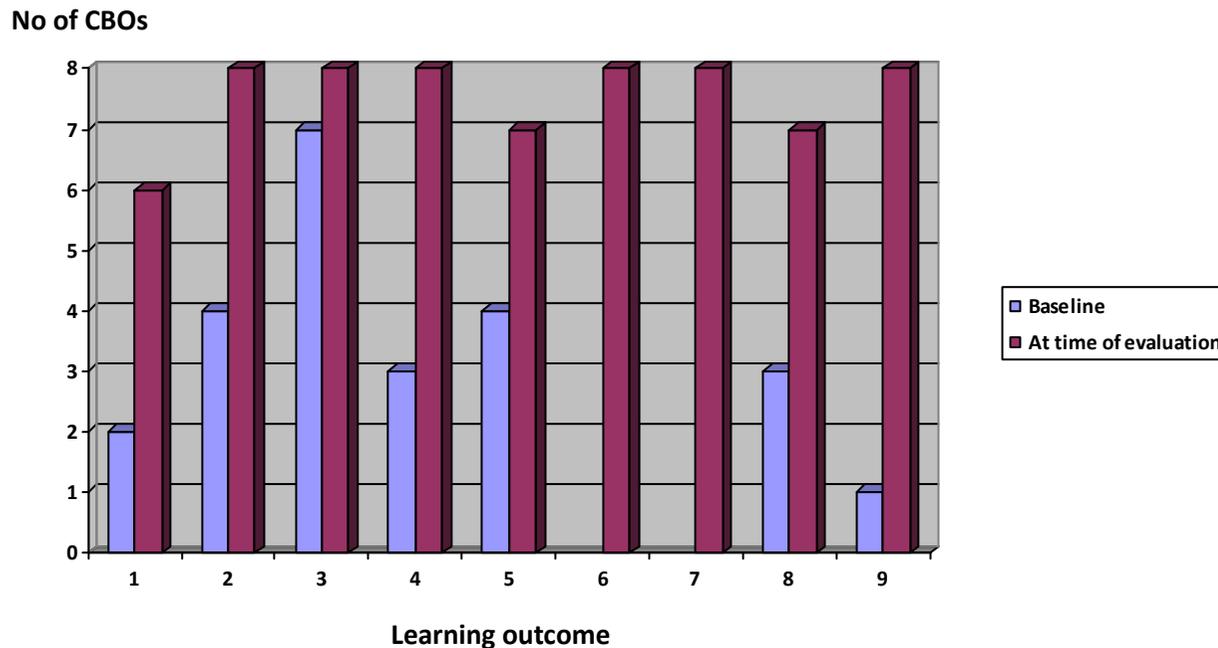


Figure 4.1 Comparison in the situation of the of the CBO at baseline and at the time of the evaluation for learning outcomes for Module 2

Sinani highlighted an interesting issue relating to the constitutions of the CBOs. Many of the *“members mentioned that they were carefully reading the constitution for the first because the skill of writing a constitution was initially outsourced to consultants/bigger NGO’s who wrote on their behalf”* (Celani Ziqubu Masihambisane II Project Manager, Sinani). This reinforces the importance of using participatory, experiential learning approaches which Sinani did provide.

### **4.3.3 Module 3: Situation and stakeholder analysis**

Learning outcomes for this module were:

1. A clear idea of the leadership structures in their area
2. The endorsement and active support of local leaders
3. A documented record of the other organisations serving that community with an understanding of what each organisation does and how future networking may take place
4. Assessments and visits to the key people in relevant government departments
5. Assessment of the key community needs that could be addressed by the CBO
6. An understanding of the key partnerships that could strengthen the CBO
7. Assessment of development resources and opportunities within the community

In the document Sinani used for assessing the CBOs, they identified a strong organisation as one with strong links to other people and other organisations such as community leaders, other CBO/NGOs, local business and government. At baseline, all of the CBOs scored very strongly in this regard (see Table 4.6 questions 14 & 15) which strengthens the theory that community based organisations are best placed to respond to the needs of their communities. They are acutely aware of “who is who” and what is happening around them.

In terms of changes to the CBO, it is difficult to assess as there are neither comments from the focus group discussions nor from the progress reports relating to this Module. When questioned about the absence of information in their progress reports, Sinani explained that during Module 1 of the training on the personal development of community leadership, the group started to brainstorm creative ideas of working with leadership and stakeholders. There was a concern raised that situations and leadership/stakeholders vary considerably between communities. It was therefore felt that it would be better to address these issues during a field visit with each CBO in their respective communities. So no joint workshops were held rather a discussion with each CBO during the follow-up field visits. As part of Module 2, the CBOs were also required to have consulted with local leadership on the role of their organisation (see Table 4.6).

This Module did not appear to be an area of need in terms of training and this was reflected in the amount of time and manner in which the topics were considered.

#### 4.3.4 Module 4: Planning, implementing, monitoring and reporting on projects

Learning outcomes for Module 4 included:

1. Developed a project plan and proposal
2. Developed a detailed project budget
3. Submitted the proposal for approval
4. Received funding of R 10,000 each for a specific community project (based on the proposal developed previously)
5. Implemented their community outreach project
6. Submitted a basic project report
7. Submitted a basic financial report
8. Have reviewed their own progress in facilitating this project and developed some basic monitoring and evaluation systems
9. Started planning towards longer term sustainability

During the assessment stage, the CBOs were asked a number of questions on their programme work relating to Module 4. The answers are summarised in Table 4.7.

Table 4.7 Responses of CBOs to assessment questions relating to programme work

Baseline question	CBO							
	1	2	3	4	5	6	7	8
Do you have a written strategic plan of your work?	X	0	0	0	0	X	0	0
Do you have a one year operational plan of your activities?	0	0	0	0	0	X	0	0
Do you have records of the work that is being done by the organisation?	0	0	0	0	0	X	0	0

Do you write regular reports on your work?	0	0	0	X	0	X	0	0
Do you have clear goals for your work?	0	0	0	0	0	X	0	0
Do you have indicators which tell you how you are going to measure the progress of your work?	0	0	0	0	0	X	0	0
Do you meet once or twice a year to review your progress using these measures?	0	0	0	0	0	X	0	0

1 = Hlengisizwe, 2 = Siyanqoba, 3 = Thandokuhle, 4 = Abanqobi, 5 = HMCS, 6 = GIMRF, 7 = Siyazama, 8 = Philanjalo

The CBOs scored very poorly in this section at baseline with only one really having any capacity in planning, implementing, monitoring and reporting. Like financial management, this was a significant learning area for the CBOs participating in the project. The learning outcomes were achieved by all of the CBOs. Basic three-page proposals were developed for each CBO detailing the background to their organisation, their purpose, the context within which they work, their objectives, their target group, their activities and measures of success. A separate one page operational budget was also developed. As a further measure of the CBOs learning in this Module, the researcher also reviewed proposals submitted by the CBOs for the CINDI Small Grant Funding. Five of the CBOs applied and managed to complete the application form, although some struggled with the M&E section. One application was disqualified for not submitting all the supporting documents. Of the four that were shortlisted, three were selected. The fourth scored poorly on the alignment of the budget to its activities and on financial management.

Sinani were also responsible for reviewing the progress of the CBOs against their proposed activities and budgets. This was done by means of a narrative and financial progress report for every tranche received which were reviewed by the Programme Manager and Bookkeeper. Once these had been approved by Sinani, the next tranche could be released. Initially, the CBOs spent quite slowly and required a lot of assistance and supervision to spend according to their budgets and two of the CBOs struggled with this for longer than the others. A great deal of trust and responsibility was placed on Sinani by the CINDI network to monitor the CBO grants correctly. To some degree, this represented a conflict of interest as Sinani stood to gain financially from the completion of the project. Again, Sinani must be commended for their commitment to the process. On two occasions funding was withheld from CBOs because of poor spending and inadequate reporting. Nevertheless, all of the CBOs were able to fully spend and account for their R10 000 by the end of the programme.

#### **4.3.5 Module 5: Evaluation and critical reflection**

The learning outcomes for this module expected that CBOs would have:

- Critically evaluated their own projects
- Critically reviewed the CBO Development Programme
- Provided suggestions for the future course of this work

All of the CBOs participated in a critical review of the Masihambisane II project and an internal review of their own project. The entire internal review process was facilitated by the CBOs themselves independently of Sinani. Recommendations arising from the two processes include:

- The CBOs would like further help with access to support and resources. This could include technical advice when they are developing fundraising material and approaching sponsors and the dissemination of information on available support.
- CBOs working with children agreed that quality training on working with children is required for child care workers.
- Most participants found mentoring/monitoring visits helpful and would like these to be continued with a clear framework and follow-up support responding to issues raised and observed by mentors.

#### **4.3.6 Conclusion**

In asking the question “were the modules successful in achieving their aims?” it can be concluded that they were. However, as the training topics were not based on the expressed needs of the CBOs places into question the relevance of achieving the aims of the modules. This was highlighted by the results of Module 3 where baseline information showed that this was not an area of need in terms of training but was included because of the predetermination of topics.

### **4.4 Outcome/Impact of the Programme**

This section addresses the outcomes/impact of the programme in terms of changes that have been instituted in the functioning of the participating CBOs as a consequence of the training. Although it was too early to assess the long term outcomes (or impact) of the Masihambisane II Project, a number of intermediate changes in the functioning of the CBOs were noted. Attribution to the Project is assumed as these are responses from the CBOs during

focus group discussions about the training. The most significant (three or more CBOs) changes mentioned by the CBOS are commented on below (please note, unless otherwise stated, this does not include HMCS as they were not present for the focus groups discussions).

#### 4.4.1 Financial management

In the focus group discussions, all of the CBOs cited financial management as one of the areas of change within their organisation, see Table 4.8. The baseline information collected indicated that only one of the CBOs had any form of financial system at the start of the training. By the end of the training, all of the CBOs (including HMCS) had successfully spent and accounted for R10 000.

Table 4.8 Comments from the CBOs during the focus group discussion regarding the changes in financial management include

CBO	Comment
1. Abanqobi	Financial Management was poor. We had no Bookkeeping skills and the structure of the CBO was not functional The CBO benefited from the training as we can now manage our own finances We also learned about good financial management practices, conflict management monitoring and evaluation.  <i>“ I had kept R11-50 in my purse and the group reminded me that all organisation monies must be kept in the bank no matter how small the amount is”</i>
2. Thandokuhle	The group’s financial management has improved because of this training.
3. Hlengisizwe	The organisation now has a financial management system in place they do not use money anyhow. We now have a cheque account. The organisation and committee have planned together to increase number of children beneficiaries from February 2011
4. GIMRF	GIMRF has a financial system that is transparent to all members.
7. Siyanqoba	Masihambisane has assisted the group on how to handle money. Their main learning was the importance of budgeting. We now have records of everything including minutes, receipts and have grown as a group.

#### 4.4.2 Improved services to children

All of the CBOs felt that the programme had improved their capacity to deliver programme work to children – either through an increase in resources or through programme skills gained. Interestingly, although the CBOs were permitted to use a maximum of half their funds for stipends, only four of them chose to do so and only one of these allocated the full R5000 to stipends. All allocated some funds to capital expenditure and one budgeted for additional training.

Table 4.9 CBO responses during focus group discussions regarding improved services to children

CBO	Comment
1. Abanqobi	From the funds received we were able to buy land and fence it. We are happy now that we have our own place where we meet and help children in need.
2. Siyazama	Siyazama met three times a day with children and we had no chairs or cutlery. During cold weather we hand-stitched children's tracksuits, we had no stationery and could not even write notes on what was happening. The group was able to apply for Small Grants Fund and bought everything needed to help children in need. This includes eating utensils, chairs and sewing machines. We have gained confidence in the work we do and are able to face challenges.
3. Thandokuhle	The training has equipped group to work to work effectively with children. The children can now talk openly about abuse and the CBO thus provides necessary support.
4. Hlengisizwe	Through training and funding the group has helped needy children; children now have uniforms, and food. We received relevant information on how to access various Government Departments (SASSA, Social Development and Department of Health. Children are now receiving grants. The group wishes that they could receive in-house training so that all members benefit from this training.
5. Philanjalo	The training has helped the group to be able to reach out to children in need. The children can talk openly to the group members with issues affecting them. Philanjalo now assists children taking medication.
6. GIMRF	GIMRF had no resources like table chairs for the children. We could not pay rent and used a mud house and the children were always sick. There was also no means of communication like the internet and telephone. Masihambisane intervention helped as we now have a committee and an office. Our communication as a group has improved as we now have internet and telephone. The

	group is now renting space and has permanent staff members as they used to resign due to poor working conditions. With Masihambisane assistance we are able to pay stipends.  <i>“Everyone is happy in our organisation, the children and staff as they get rewarded in a form of stipends for their hard work”</i>
7. Siyanqoba	We were able to buy Zulu traditional wear for cultural activities and the children are happy.

#### 4.4.3 Leadership structures

At the start of the programme, there was little or no segregation of duties between executive, management and staff, and decisions were generally not made democratically. According to the Sinani reports, a considerable amount of time was devoted to explaining and establishing the practice of separate executive and management bodies. In the quarterly report for January-March 2011, three months before the close of the project, only four of the CBOs had achieved this. At the close of the project, seven had elected an external board but at the time of evaluation this had reduced to six.

Table 4.10 CBO responses during focus group discussions regarding changes in leadership structures

CBO	Comments
1. Abanqobi	Through the training received the group learned about the importance of having a Board, we now a functional Board of Directors.
2. Siyazama	Masihambisane encouraged us in forming our own functional board. This Board helps in raising funds, conflict management and giving direction for our CBO.
3. Hlengisizwe	Our main learning was the importance of having a board that works closely with the committee. This includes financial management, report writing and quotations.
4. Philanjalo	We now have a functional board elected by the community. The presence of the board within the organisation has helped to strengthen the organisation as they are now accountable to it. The board decides on meetings, finances and other organisation related issues.

5. GIMRF	Our important learning was the formation of a board structure and its duties. We were not aware that the board is separate from the committee. The presence of the board increases the level of accountability within the organisation. The board of directors was chosen by community members. All decisions for the organisation are made by the board. Our board is not a group of friends or family members.
6. Siyanqoba	At present Siyanqoba does not have a board and all decisions are taken by the committee members. This drawback was a result of founder members leaving the organisation without notice.

#### 4.4.4 Decision making and team work

Five out of the seven CBOs cited changes in the way they make decisions and their ability to work as a team and/or manage conflict as a result of the training. A number of them felt this had improved their programme work as well. In their final report to CINDI, Sinani quotes *“Team work was mentioned on a number of occasions to reflect a new way of being in some of the CBOs who were previously driven and left in the hands of one or two people”*. Additional comments from the CBOs during the focus group discussions on this point are shown in table 4.11.

Table 4.11 CBO responses during focus group discussions regarding changes in decision making

CBO	Comments
1. Abanqobi	The Chairperson was the only decision maker before. Masihambisane gave us skills in conflict management.
2. Siyazama	The committee members take decisions collectively. We gained skills in conflict management. Through conflict management training they are now able to intervene and handle discrimination amongst children. We have gained confidence in the work we do and are able to face challenges.
3. Hlengisizwe	The organisation and committee have planned together to increase number of children beneficiaries from February 2011.
4. Philanjalo	The training has helped the group to work better as a group and with children.
5. GIMRF	Our communication as a group has improved.

#### **4.4.5 Meeting procedures**

A number of the CBOs also cited changes in the way they organised and conducted meetings as a learning from the training. During the site observation meetings it was evident that the sample visited clearly understood meeting procedures including recording of attendance and apologies, drafting, approval and filing of agendas and minutes, discussion of matters arising, finances and future plans.

#### **4.4.6 Conclusion**

The Masihambisane II Project has contributed towards a number of significant changes in the functioning of the CBOs which have notably improved their decision making abilities, team work, services to children, financial management and communication.

### **4.5 The Sustainability of the Programme**

The last issue considered by the evaluation is the *sustainability* of the programme in terms of the likelihood of the benefits of the programme being maintained within the participating CBOs. This was divided into two levels, skills sustainability - will the skills learnt by the CBO remain within the CBO even if individuals leave? – and resource sustainability – can the CBO sustain its current resources and use skills to access additional ones?

#### **4.5.1 Skills sustainability**

Sinani's approach to capacity building is focused on developing the organisation and not the individuals within the organisation. This was explained in detail to the CBOs at the start and they were encouraged to send different people to different aspects of the training. Due to time and financial constraints, not every member of the group was able to receive training.

During the focus groups discussion, the issue of attendance was raised. A number of the CBOs felt that it would have been more beneficial had a larger number of members been trained. This point needs to be considered in the context of whether the training is sought for the good of the organisation or the individual. Interestingly, member turnaround was only cited by one group as an issue during the focus group discussions. The CBOs were asked whether those trained had shared what they learnt with the wider group. Whilst this had taken place in some instances, for the greater part this was not the case. In one instance, the Board members trained left the CBO half way through the training taking with them skills and knowledge acquired. Sinani attempted to mitigate this issue through site visits to each organisation. These provided a valuable opportunity to *“build relationship and allowed difficult organisational issues to be addressed in the target community with everyone present”* (Berenice Meintjes, Sinani Consultant).

Six out of the eight CBOs showed evidence of continued use of the skills they had acquired during the training. It is anticipated that these skills will be transferred to others the more they are put into practise. Comments from the focus group discussions and evidence from the observation visits indicate that skills have been “owned” by the group and have become part of their common practise.

Two of the CBOs were marginal in terms of skills sustainability. HMCS was severely affected by internal power struggles, did not have a functioning board and the same three members received all the training. These members are still active within the group and at the time of evaluation the group was undergoing further training by BESG on team building. Siyanqoba is a group of 17 members out of which 5 members were trained. The group is currently in a difficult position as the founding members deserted them, taking with some of the skills learnt.

#### **4.5.2 Resource sustainability**

Resource sustainability looks at a number of aspects including human capital, equipment, facilities and finances. A number of the CBOs were able to improve their material resources through the project and these changes can be sustained without additional input. In terms of human capital, as mentioned previously four of the groups used their funding for stipends and with only one allocating the full R5000 to this. One CBO mentioned that being able to pay stipends had made a difference to the stability of the organisation. Without additional resources this will not be sustained. During the focus group discussions, CBOs were asked if they had managed to access additional funding, their comments are shown in Table 4.12

*Table 4.12 CBO responses during focus group discussions regarding access to additional funding*

<b>CBO</b>	<b>Comments</b>
1. Abanqobi	We have no other funders to date but we have a project plan in place and intend to raise own funds using the skills acquired from the training
2. Siyazama	Siyazama is now working according to plan. We used skills and knowledge from Masihambisane to apply successfully for the Small Grant Fund. The success was due to the fact that they had all the documentation required.
3. Hlengisizwe	The group has planned to assist 40 children as many community members are coming in for help. We have also planned to build our own structures to accommodate more children and raise funds by starting a poultry business. Masihambisane has

CBO	Comments
	helped the group with referrals of organisations that can assist in funding for our structures. The group applied for the Small Grants Fund but was unsuccessful. The Masihambisane training was very helpful even if we did not get funding we will also use the skills learnt to apply from other funders as we now have our own bank account.
4. Thandokuhle	The group has planned to embark on a fundraising initiative to provide for the old grannies that work with the children. The group received funding from the Small Grants Fund and organized a function assisted by the University of KwaZulu-Natal. In the future we will write our own proposals.
6. Philanjalo	Philanjalo applied for the Small Grants Fund but they were unsuccessful because we forgot to submit our financial statement. The training had equipped us with the skills to apply for the Small Grant Fund. They have submitted proposals to the Municipality.
7. GIMRF	GIMRF has plans to have their own Bookkeeper and Fundraiser. The CBO applied for the Small Grant Fund but we don't know about the outcome.
8. Siyanqoba	We used the skills from Masihambisane to develop our own proposal. We are happy now that we have an NPO and Tax Exemption.

An important consideration in the discussion on sustainability is the CINDI Small Grant Funding (SGF) which specifically targets registered community based organisations and small NGOs. As mentioned under section 4.3.4, the researcher reviewed the proposals submitted by the Masihambisane II CBOs for SGF. Five of the CBOs applied and managed to complete the application form, although some struggled with the M&E section. One application was disqualified for not submitting all the supporting documents. Of the four that were shortlisted, three were selected.

In discussions regarding the SGF during the informal interviews, several concerns were raised which are important to note:

1. Although both Sinani and the CBOs saw a clear progression from the Masihambisane training to SGF, this was not evident in the processes applied within the CINDI Network Office. Sinani expressed disappointment that they had not been consulted during the assessment of the SGF applications. The CINDI staff members interviewed noted that, whilst they were aware that some of the CBOs who applied for the SGF had

formed part of Masihambisane II, this was not a consideration during the assessment of applications. The evaluation found no evidence to indicate that CINDI had formalised its position regarding the link between Masihambisane II and the SGF.

2. The CNO staff involved in the SGF expressed concern that the Masihambisane II CBOs were requesting training as part of the SGF in areas already covered by Masihambisane II. It was not clear whether these were for different staff members. The SGF CNO staff interviewed also noted that the Masihambisane II CBOs struggled in administration and programme skills for which they had received training during Masihambisane II. These concerns indicate that the training benefited individuals rather than the organisation as a whole.

#### **4.5.3 Conclusion**

The Masihambisane training represented a steep learning curve for many of the CBOs, however it was evident that the skills are being used in their daily practises. This can, in large part, be attributed to both the increase in understanding on the part of the CBOs of the context of organisational development within the non-profit sector as well as the use of experiential learning to substantiate the skills training. It is, however, hard to assess how their continued use will be affected by future challenges.

In terms of resource sustainability, this is a significant challenge, particularly in the current economic context, for the entire non-profit sector. For CBOs it can be further exacerbated by the additional socio-economic and political challenges common to resource-poor communities. The approach used by the training encouraged obtaining local buy in and support as well as fundraising for outside support. At this stage, the CBOs show confidence in this field and a number have made considerable progress in achieving further support. Again, it is hard to assess how robust this confidence will be in the face of future challenges.

## 5. Lessons Learnt and Recommendations

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### 5.1 Planning, Monitoring and Evaluating

Much has already been said about the lack of stakeholder participation in the planning of the project, the question of relevance to the needs of the CBOs and the sometimes poor correlation between baseline information and outcomes. The design of future programmes should include a situational analysis with stakeholder consultation and an M&E framework which links baseline information to indicators. Important elements which should be considered during the situational analysis are:

1. Consultation with CBO members of CINDI as well as non-members
2. The CINDI Mapping Report
3. The CINDI CBO Review
4. A detailed literature review
5. A study of other CBO development programmes
6. An evaluation of CBOs who have benefited from CINDI CBO assistance (this would include those mentored through the Irish Aid and KNH funding, those receiving training through Masihambisane I and II and those receiving funding through the Small Grant Fund)

### 5.2 The Dangers of a “One Programme Fits All” Approach

The phases and training topics for the Masihambisane II CBO Development Project were essentially presented to potential service providers as a “*fait accompli*”. In addition, no clear definition of “CBO” within the context of the Masihambisane II was established and the differing capacity levels of CBOs within the network were not considered. This created a number of challenges to Sinani in terms of the varying capacities of the CBOs, workshop styles and the relevance of the topics to the needs of the CBOs. A high degree of flexibility and commitment was required on the part of Sinani to work through these issues. The process did, however, highlight the importance of relationship in the capacity building programmes which must be considered in future programme designs.

The “one programme fits all” approach may also have had implications on the type of service provider responding to the tender. The Masihambisane II tender makes reference to five predefined “suggested” training topics and applications were scored on a weighting system which included points for the applicant’s interpretation of the call (i.e. did they have the capacity to provide training in the topics set, even if these were only “suggested” topics). This may have presented a barrier to organisations with the capacity and experience to deliver a programme to fulfil the aims of the CBO Development

Programme but not necessarily by means of the suggested topics. Future programmes should broaden the terms of reference to allow a wider variety of organisations to respond. The possibility of splitting the training into different elements should also be considered – this would allow organisations with expertise in one particular area to tender only for that element of training. If this approach is taken, CINDI would need to ensure that the relationship factor, which this evaluation has shown to be so valuable, is not forsaken. This would require a more “hands-on” approach by the CNO, perhaps in the form of a Programme Manager for the CBO programmes.

### **5.3 The Importance of Experiential Learning Combined with Skills Training**

The evaluation shows that learning was strengthened through experience (i.e. practicing what they had learnt) and discussing this with Sinani staff either at the follow-up visits, telephonically or at their offices. Sinani should be commended for their openness to this which went beyond the terms of their contract.

### **5.4 The Need for Ongoing Support or Mentorship**

The points raised in 5.2 and 5.3 regarding the importance of relationship and follow-up contact and the recommendations from the CBOs during the programme review indicate that ongoing support or mentorship must be included in future programmes. This would also help to mitigate the sustainability limitations of the current design. Ongoing support should be defined by a contract agreed to by both parties containing clear parameters in terms of expectations and exit strategies. Both NACOSA and the AIDS Foundation of South Africa have models which could be considered for reference.

### **5.5 Synthesis between Capacity Building Programmes within CINDI**

CINDI offers two levels of capacity building for community based organisations, the Masihambisane CBO Development Project and the Small Grant Funding. Both Sinani and the CBOs saw a clear progression from the Masihambisane training to SGF, however this was not evident in processes within the CINDI Network Office. Consideration must be given to synthesising these two programmes in order to maximise the success of both and especially in the context of the need for ongoing support. However, this synthesis must strike a careful balance between the expectations of the CBOs and fair process without unduly favouring the CBOs from the Masihambisane training.

CINDI adopted a “hands off” approach for the implementation of the project which worked well in reducing the administrative burden on the CINDI Network Office. However, this did contribute to the lack of synthesis between the programmes which could in turn affect CINDI’s impact. Over and above the progress reports submitted, some form of regular progress meeting should be held future service providers.

## 6. Conclusion

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When considering the questions contained in the purpose of the evaluation, namely to what extent the aims of the different phases of the capacity building process have been achieved and how the capacity of CBOs to address the needs of vulnerable children in their areas has been strengthened, the following can be concluded:

The aims of the different phases were achieved in full. Major areas of learning related to leadership structures, decision making and financial management. As a result of the Masihambisane II training, CBOs felt they understood their role better, had improved focus, worked more collaboratively as a group, had increased confidence in their work, had improved financial management skills and were better able to face their challenges. In terms of how the CBOs capacity to address the needs of vulnerable children in their area had been strengthened, all of the CBOs felt that the programme had improved their capacity – either through an increase in resources or through programme skills gained.

How sustainable these changes will remain is affected by a number of issues including the relevance of the training to the needs of the CBO, whether the skills gained have contributed to building the organisation or the individual and whether the CBOs will have access to an ongoing framework of support.

## References

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## Appendix A

### Masihambisane II Evaluation Proposed Activity Plan

Scope of evaluation	Additional comments	Data source
The <b>relevance</b> of the programme in developing capacity for CBOs and thereby enhancing their capacity to address the needs of children in areas served by them.	Did the programme meet the CBOs needs? Is it relevant to the context of CBOs within CINDI?	Copies of Sinani initial needs assessment and more detailed situational analysis Original proposal document Progress Reports from Sinani to CINDI Focus groups with CBOs Literature review – comparison to other programmes working with CBOs CBO Review and Mapping Report
The <b>efficiency</b> of the approach especially with respect to the utilisation of available resources. Were outputs delivered timeously?	Was the programme organised well? Did they meet their timeframes? Did they work within their budget? Did the proposed methodology work?	Original proposal document Progress Reports from Sinani to CINDI Focus groups with CBOs
The <b>effectiveness</b> of the programme in achieving the aims of the different modules.	Aims to assess: 1. To improve overall self-awareness and personal communication of the CBO leadership 2. To improve the organisational capacity and governance of each participating CBO 3. To undertake a situation analysis in the community in which the CBO works 4. To support the CBOs to plan, implement, monitor and report on a small scale community based project.	Original proposal document Progress Reports from Sinani to CINDI Focus group Meet with Sinani to discuss procedures Review narrative and financial reports from CBOs Analysis of cost effectiveness from budget outputs Observations of sample of CBOs

	5. To give participants the opportunity to evaluate their project and plan a critical reflection process Cost effectiveness?	
The <b>outcomes/impact</b> of the programme in terms of changes that have been instituted in the functioning of the participating CBOs as a consequence of the training.		Focus group Progress Reports from Sinani to CINDI
The <b>sustainability</b> of the programme in terms of the likelihood of the benefits of the programme being maintained within the participating CBOs.		Focus group Meet with Kevin and Lindo and find out if the CBO training has made any difference to them applying for Small Grant Funding. Telephonic interviews with Bonga (via Noma) and TM

Method & target group	No.	Total	Costing	Amount
Observation of CBO meetings	1 per CBO (1 x 3)	3 meetings	3 return trips x R2.75/km x 130km 1 x facilitator x 7hours@R200/hour 1 x facilitator x 7hours@R250/hour <i>Total</i>	R360 R1 400 R1 750 <i>R3 510</i>
Focus groups with CBO members	1 per CBO (1 x 8)	3 groups, with maximum 9 participants in each group	Travel for participants 2 x facilitator x 3 days Venue hire 2 xR300/day, 1 x 500/day	R708 R10 500 R1 100

			Catering R50x24people	R1 500
			Mileage to Greytown 195km x R2.75	R536
			<i>Total</i>	<i>R14 344</i>
Semi-structured discussions with Sinani	2 staff	2	1 x researcher x 0.5 days x 1 1x Sinani consultant x 2 hours	R1 000 R700
			<i>Total</i>	<i>R1 700</i>
Semi-structured discussions with CINDI staff involved in project	4 staff	1	1 x researcher x 0.5 days x 2	R2 000
			<i>Total</i>	<i>R2 000</i>
Research and document review	5 days	2	1 x researcher x 5 days	R10 000
			<i>Total</i>	<i>R10 000</i>
Report writing	8 days	8	1 x researcher x 8 days	R16 000
			<i>Total</i>	<i>R16 000</i>
Admin				R2 446
<b>Total</b>				<b>R50 000</b>

## Appendix B

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### Suggested Focus Group Questions/Points for Discussion per Evaluation Topic

- The *relevance* of the programme in developing capacity for CBOs and thereby enhancing their capacity to address the needs of children in areas served by them.
  - What are the issues they face as a CBO in implementing their project
  - Did the training help with these – how?
  - How has the training helped them to work with children?
  
- The *efficiency* of the approach especially with respect to the utilisation of available resources. Were outputs delivered timeously?
  - Was the training easy to get to?
  - Where did they meet?
  - Who attended the meetings?
  - Who decided when they should be set?
  - How many members received training?
  - Who chose the members for training?
  
- The *effectiveness* of the programme in achieving the aims of the different modules.
  - Go through each topic and talk about what they learnt
  - Do they have a board?
  - How do people get elected to this?
  - What decisions does the Board take?
  - How do decisions get made?
  - How do the finances work?
  - How do they plan a project?

- The *outcomes/impact* of the programme in terms of changes that have been instituted in the functioning of the participating CBOs as a consequence of the training.
  - What has been the main thing they have learnt
  - How has the training helped them work better as a group?
  - How the training helped them to provide services to children?
- The *sustainability* of the programme in terms of the likelihood of the benefits of the programme being maintained within the participating CBOs.
  - How are they planning to carry on their work
  - Will what they learnt help them to do this?
  - Have any of them applied to the Small Grant Funding?
  - How did the training help them to apply for this?

## Appendix C

### Focus Group Discussion Responses

CBO	Relevance of the Programme	Efficiency of the Approach	Effectiveness of the Programme	Outcomes/Impact	Sustainability
1.Abanqobi	<p>Issues :</p> <p>Financial Management was poor. They had no Bookkeeping skills and the structure of the CBO was not functional. The Chairperson was the only decision maker</p> <p>The CBO benefited from the training as they now can manage their own finances, their leadership and management skills have improved. They also know the roles and responsibilities of the committee members.</p>	<p>The group was happy with the training venue as it was easy to go to.</p> <p>The CBO members were involved in choosing training participants and 7 out of 15 members received training.</p>	<p>Learning's:</p> <p>Through the training received the group learned about the importance of having a Board, they now a functional Board of Directors. They also learned about good financial management practices, conflict management monitoring and evaluation.</p> <p><b>“ I had kept R11-50 in my purse and the group reminded me that all organisation monies must be kept in the bank no</b></p>	<p>The group has gained vast management skills.</p> <p>From the funds received they were able to buy land and fence it. They are happy now that they have their own place where they meet and help children in need.</p> <p>They never miss CINDI meetings because of Masihambisane 2 funding. They are now using report writing skills taught at the training.</p>	<p>Abanqobi has scheduled for a Strategic Plan meeting to be held in January 2011.</p> <p>They are planning to start a programme for children taking ARVs and to continue providing Bereavement Counselling to children. The group has a Project Plan in place and they intend to raise their own funds using the skills acquired from the training.</p>

			<b>matter how small the amount is"</b>		
2.Siyazama	<p>Issues :</p> <p>Siyazama met three times a day with children and they had no chairs or cutlery. During cold weather they handstitched children's tracksuits, they had no stationery and could not even write notes on what was happening.</p> <p>Training benefit:</p> <p>The group was able to apply for Small Grants Fund and they bought everything they needed to help children in need. This includes eating utensils, chairs and sewing machines. They have gained confidence in the work they do and are able to face challenges.</p>	<p>Siyazama was happy with the venues used as it was conducive to their training. The members decided who was going to participate in the training and 5 people received training.</p>	<p>The group now understands what an organisation is and the importance of being a legal entity. Through the training they learnt about project planning constitution writing, financial management, documentation and reporting skills. The committee members take decisions collectively.</p> <p><b>"Masihambisane encouraged us in forming our own functional board".</b></p> <p>This Board helps in raising funds, conflict management and giving direction for</p>	<p>Siyazama gained the following skills: Conflict management, report writing, proposal writing. Through conflict management training they are now able to intervene and handle discrimination amongst children.</p>	<p>Siyazama is now working according to plan. They used skills and knowledge from Masihambisane to apply successfully for the Small Grant Fund. The success was due to the fact that they had all the documentation required.</p>

			our CBO. The CBO applied successfully for the Small Grant Fund they now have a cheque account.		
3. Thandokuhle	<p>Issues: Lack of teaching knowledge and the ability to cope with abused children.</p> <p>After receiving training the group is now able to assist learners to speak openly about abuse and they assist children with homework. The group has learnt about financial management, forming a functional board of directors.</p> <p>The training has equipped group to work to work effectively with children. The children can now talk openly about abuse and the</p>	<p>The venues were up to standard, peaceful and stimulative.</p> <p>The members of the CBO decided who should get the training and 4 members received training.</p>	<p>Thandokuhle met as a group and decided on who should attend the training, active members were chosen to represent the group. The group's financial management has improved because of this training.</p>	<p>The group has learnt more about financial management, minute taking and decision making.</p> <p>The children's school results have improved and .Thandokuhle has assisted children to acquire birth certificates and thus enabling them to get grants. The children can now talk freely with members of the group whenever there is a problem</p>	<p>The group has planned to embark on a fundraising initiative to provide for the old grannies that work with the children. The group received funding from the Small Grants Fund and organized a function assisted by the University of KwaZulu-Natal. In the future they will write their own proposals.</p>

	CBO thus provide necessary support.				
4.Hlengisizwe Community Care Centre	<p>Issues: High number of orphans without food or grants thereof. They sometimes brought stale food as their lunch for school. Some children drop out of school because they don't have any uniforms and come from child headed homes. Some children are infected and affected by HIV/AIDS.</p> <p>Through training and funding the group has helped needy children; children now have uniforms, and food. They received relevant information on how to access various Government Departments (SASSA, Social Development and</p>	<p>The venues for the training and meetings were suitable and easy to reach. The committee decided who should attend the training and members of the committee attended the trainings. Five out of eight received the training.</p>	<p>The board of directors was chosen by community members. All decisions for the organisation are made by the board. The organisation now a financial management system in place they do not use money anyhow. They now have a cheque account. The organisation and committee have planned together to increase number of children beneficiaries from February 2011</p>	<p>Their main learning was the importance of having a board that work closely with the committee. This includes financial management, report writing and quotations.</p>	<p>The group has planned to assist 40 children as many community members are coming in for help. They have also planned to build their own structures to accommodate more children and raise funds by starting a poultry business. Masihambisane has helped the group with referrals of organisations that can assist in funding for their structures.</p> <p>The group applied for the Small Grants Fund but was unsuccessful. The Masihambisane training was very helpful even if they did not get funding they will also use the skills learnt to apply from other funders as they now have their own bank account.</p>

	<p>Department of Health. Children are now receiving grants. The group wishes that they could receive in-house training so that all members benefit from this training.</p>				
5.Philanjalo	<p>Issues: Lack of resources, facilities and parents who can't pay school fees. The training has helped the group to work better as a group and with children. The presence of the board and the committee has helped the group to focus.</p>	<p>The group was happy with the venues except for one venue (Lady Bear) where they were not treated with respect.</p> <p>The group came from far away so the venue was well organized they enjoyed and peaceful accommodation provided for them. They enjoyed sharing and networking with other organisations working with children. Members of the organisation work</p>	<p>They now have a functional board elected by the community. The presence of the board within the organisation has helped to strengthen the organisation as they are now accountable to it. The board decides on meetings, finances and other organisation related issues.</p> <p>They have planned to apply for further</p>	<p>Philanjalo have gained skills on proposal writing, financial management and planning for projects. The training has helped the group to be able to reach out to children in need. The children can talk openly to the group members with issues affecting them. Philanjalo now assists children taking medication.</p>	<p>The group has planned to open support groups for children. They have also planned to promote home gardens, assist in grants and birth certificates for the children.</p> <p>Philanjalo applied for the Small Grants Fund but they were unsuccessful because they forgot to submit their financial statement. The training had equipped them with the skills to apply for the Small Grant Fund. They have submitted proposals to the Municipality.</p>

		together with the board of directors in making decisions. Seven members received training.	so that they can feed all children and pay teachers.		<b>“Sinani was very helpful; they told us about Equal Opportunity, a funder in Cape Town that can fund us as we want to build a Crèche.”</b>
7.GIMRF	Issues: GIMRF had no resources like table chairs for the children. They could not pay rent and they used a mud house and the children were always sick. There was also no means of communication like the internet and telephone. Masihambisane intervention helped as they now have a committee and an office. Their communication has as a group has improved as they now have internet and telephone. The group is now renting	The training and meeting venues were excellent and easy to reach. The volunteers attended the trainings but they are now permanent staff. The committee takes all decisions for the organisation.	The board of directors was chosen by community members. All decisions for the organisation are made by the board.  <b>“Our board is not a group of friends or family members”</b> GIMRF has a financial system that is transparent to all members. The members meet every month to discussers of the organisation. The organisation has a its own strategic plan,	Their important learning was the formation of a board structure and its duties. They were not aware that the board is separate from the committee. For them the presence of the board increases the level of accountability within the organisation. Everyone within the organisation knows about their roles and responsibilities. The parents are happy to leave their children under GIMRF care because of the	GIMRF has plans to have their own Bookkeeper and Fundraiser. They now have their own land and they are planning to build their own crèche. The CBO applied for the Small Grant Fund but they don’t know about the outcome.

	<p>space and they have permanent staff members as they used to resign due to poor working conditions. With Masihambisane assistance they are able to pay stipends.</p> <p><b>“Everyone is happy in our organisation, the children and staff as they get rewarded in a form of stipends for their hard work”</b></p>		<p>they always plan ahead for functions like World AIDS Day, Child Protection Week, and 16 Days of Activism</p>	<p>improvement within the organisation.</p>	
7.Siyanqoba	<p>Issues: The CBO had a lot of orphans with no food, school fees and uniform. The learners could not go to school because they did not have school uniforms and had nothing decent to put on.</p> <p>Siyanqoba would like all members of the group to receive training as they were deserted by</p>	<p>The group was happy with the training venues and that they were reimbursed for their travel expenses. It was easy to reach and stimulative. The members of the committee decided who will attend the meetings. Only five members out of the seventeen received</p>	<p>At present Siyanqoba does not have a board and all decisions are taken by the committee members. They also do not have a project plan and they take decisions as they see fit. This drawback was a result of founder members leaving the</p>	<p>Their main learning was the importance of budgeting. They now have records of everything including minutes, receipts and they have grown as group.</p>	<p>They used the skills from Masihambisane to develop their own proposal. They are happy now that they have an NPO and Tax Exemption.</p>

	<p>the founding members. They need more trainings that would focus on how to handle children in need. Masihambisane has assisted the group on how to handle money. They were able to buy Zulu traditional wear for cultural activities and the children are happy.</p>	<p>training.</p>	<p>organisation without notice.</p>		
8. HMCS	Did not attend				

**Additional comments:**

All the CBOs recommended that everyone within the group should receive training as some leave the organisation. Some have commitments during the training and fail to attend. They do try to give feedback but it is not as efficient as the training. They also feel that they should be consulted on what training they need. The CBOs also request certificate of attendance after completing the training. The CBOs were all grateful about CINDI and Sinani saying Sinani facilitators were patient with them. Sinani staff was always available whenever they need assistance.