

**CAPACITY BUILDING STRATEGIES AND SUSTAINABILITY OF INCOME
GENERATING PROJECTS IN NORTHERN UGANDA, A CASE OF WORLD
VISION, GULU MUNICIPALITY, GULU DISTRICT**

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DECLARATION

I, KYEJJUSA JOHN, do declare that during the period of registered study in which this dissertation was prepared, I was not registered for any other academic award or qualification. I declare that the material included in this dissertation has not been submitted wholly or in part for any other academic award or qualification other than for which is submitted.

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DEDICATION

This work is dedicated to God who has been there for me throughout the research period, my beloved wife Deborah Kyejjusa Nakyeyune and my children Joachim, Julian and Jotham- Joe for the support accorded to me during the period of study by foregoing time together as a family and reduced financial support towards their wellbeing.

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LIST OF ABBREVIATIONS

ABBREVIATIONS / ACRONYMS

ADP	Area Development Program
AusAID	Australian Aid
FGD	Focus Group Discussion
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
NEPAD	The New Partnership for Africa's Development
NGO	Non Governmental Organisation
OECD	Organization for Economic Corporation and Development
UN	United Nations
UMI	Uganda Management institute
UNDP	United Nations Development Program
WVU	World Vision Uganda

ABSTRACT

The purpose of the study was to assess the role of capacity building strategies in promoting sustainability of income generating projects in Northern Uganda, a case study of World Vision Gulu Area Development Program (ADP) in Gulu Municipality. The research was guided by two main objectives; To find out how individual work learning processes contribute to sustainability of income generating projects in World Vision, Gulu municipality and to assess how group work learning processes contribute to sustainability of income generating projects in World Vision, Gulu municipality. A cross sectional case study design that guaranteed triangulation was used. Purposive random sampling, census and accessible random sampling methods were employed in selecting the sample size. The data was collected from 132 participants out of 143 respondents selected from a population of 206 including group members, World Vision implementing staff and Gulu Municipality Community Development Officers. The findings of the study established that all the independent variables; Individual work learning processes and group work learning processes did not have a significant contribution to sustainability of income generating projects in Gulu Municipality. Much as the organisation was injecting a lot of resources in the above capacity building strategies, they were not contributing to sustainability of income generating projects in Gulu Municipality. On the basis of these findings, it is concluded that the research was able to test the hypotheses set out in the study. These included; Individual work learning processes directly affect sustainability of World Vision income generating projects in Gulu Municipality and group work learning processes directly affect sustainability of World Vision funded income generating projects in Gulu Municipality, were all disproved by the evidence from the field and accordingly adopted.

The study recommends;

1. Assessment of the capacity gaps of the different groups be undertaken prior to development and implementation of capacity building plans. This aids in identification, prioritization and development of suitable capacity building plans.
2. A participatory approach should be adopted while organizing study tours.

Groups should be involved in determining timing, relevancy, objectives and participants in the study tour. This does not only ensure realization of study tour objectives but also ensures participation and promotes sustainability.

3. Underlying issues in groups should be identified and focused on in team building sessions. Team building at times fails because of internal issues only known to the group members.
4. Appropriate and context appropriate capacity building strategies should be adopted. Whether or not to take on individual work learning processes or group work learning processes remains a decision of the agency involved, the context in which it operates and the groups involved. However, on the basis of the findings of this study, alternative capacity building strategies should be adopted if sustainability is to be registered.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was an assessment of the contribution of the capacity building strategies to the sustainability of World Vision funded income generating projects in Gulu Municipality, Gulu District. Capacity building strategies in this study was considered as the independent variable and sustainability as the dependent variable. This chapter presents the background to the study, the statement of the problem, the general and specific objectives of the study, the research questions, research hypothesis, scope of the study, justification of the study and the operational definitions of terms and concepts.

1.1 Back ground to the study

Globally, capacity building concept is regarded as a popular phrase in development vocabulary (Kintu, 2007). Over time, there has been a growing shift from phrases like “empowerment”, “enabling”, “partnerships” and “support” to capacity building, a term which embodies much more than simply training and human resource development (Tracey, 1995). As early as the 1950s and 1960s, donors and academics seem to have done commendable work on public sector institution building, with a substantial emphasis on human resource development (education, training and scholarships). This would have been heavily influenced by largely knowledge transfer from the north to the south (Organization for Economic Corporation and Development, 2006).

In many poor developing countries, much of this assistance yielded very low returns, leading to attempts at improvement, but generally making no reasonable progress (Organization for Economic Corporation and Development, 2006). Donors, therefore, belatedly recognized the critical importance of country ownership and leadership in capacity development, as a way of ensuring sustainability (Namara, 2004). They observed

that capacity building would be ineffective so long as it was not part of an endogenous process of change, getting its main impulse from within, forming the new global paradigm. Developing countries, economies and development agencies turned their attention to this new paradigm of capacity building. The Malaysian experience in capacity building stands as an icon of success story in global perspective among developing countries (Paul Sammuell, 1985), and informs policies adopted by NGO's. It was argued that the success had been due to government facilitative role in terms of political commitment (allocation of resources-funding and appropriate policies- that encourage NGO intervention, like provision of all the information required at the time of undertaking baseline studies).

While reviewing aid effectiveness, the development of capacity was invariably recognized as one of the most critical issues for both the donors and partner countries (OECD, 2006).

The 2005 Paris declaration of aid effectiveness view capacity development to be an explicit objective of National development and poverty reduction strategies. The report of the UN Millennium Project and Commission for Africa challenges the world to treat capacity development with greater urgency (UNDP, 1997). The New Partnership for Africa's Development (NEPAD) identified capacity constraints as a major obstacle to sustainable development. All sides acknowledged that without sufficient country capacity, development efforts of many of the poorest countries were unlikely to succeed, even if they are supported with substantially enhanced funding Organization for Economic Corporation and Development (OECD, 2006).

In Uganda, capacity building became more pronounced after the 5 year liberation war in central Uganda that resulted into peace and sparked off a civil war in Northern Uganda (Mulinde, 1992). The war led to massive displacement of people from their homes to the internally displaced people's camps, hence attracting NGO's that brought in emergency relief. This also marked the start of World Vision operations in Northern Uganda. Though capacity building could not work then, the post war period put more emphasis on capacity building as a way of promoting sustainability.

World Vision Uganda (WVU) started its operations in Gulu in 1988 with a relief response that evolved into a multi-sectored rehabilitation program targeting orphans, widows and other vulnerable groups affected by civil strife and HIV/AIDS (World Vision Annual Report, 2008). The support was deemed relevant at that time because people were living in displaced people's camps. It was later noted that it was not developmental (Gulu ADP Evaluation Report, 2007). With the relative return of peace in the region and the people returning to their original homes, a developmental community capacity building and empowering approach of funding income generating projects was adopted (World Vision Northern Uganda strategy, 2009-2012). This was in response to Gulu ADP evaluation report recommendation that economic empowerment was a key pre-requisite to re-orienting households from being dependant on external assistance to becoming self sufficient and interdependent (Gulu ADP evaluation report, 2007). The recommendations of the evaluation were the basis for planning for the last three years (2009-2012). It was, therefore, anticipated that the capacity of the groups would be built very fast and would be in position to sustain these interventions when the ADP transitions in 2012 (Gulu Transition Document, 2010). This study therefore became relevant to assess the role of capacity building strategies in promoting sustainability.

1.1.1 Conceptual perspective

AustAID (2006) described the staged capacity building model as a methodology for planning and monitoring capacity building. It is regarded as a systematic approach to assess the capacity of work groups and individuals, identify needs, develop strategies to build capacity and assess the results. The model is regarded as a practical tool for use by advisers and counterpart staff working together, thus incorporating best practice philosophies and approaches on effective capacity building. It is designed for use during implementation of donor funded activities, which makes it less useful more especially in circumstances where projects are not funded by donors but by government and community contributions. In addition, much as the model looks at a context where there is an adviser, who in this case must be more knowledgeable than other project implementers, in the context of developing

countries, some project implementers are more knowledgeable than what the funders call advisers as they are more familiar with the context in which the projects are being implemented.

The model recommends four capacity building stages, from highly dependent on advisers (dependent) through to full capability (independent). Though it assumed this to be the case, it is rarely followed by both funders and implementers for reasons ranging from developing planning documents to budgetary reasons.

The model recommends a structure to use when assessing the capacity of a work group or team. It recognizes that capacity building is a process in which the role of the adviser(s) will change over time as counterpart staffs and beneficiaries develop competencies to do the work, systems and processes are improved, and other causes of lack of capacity are addressed. Much as this recommendation is made, this is not always the case. The capacity of the beneficiaries is rarely assessed because project implementers normally make recommendations that can guarantee future funding for their projects and thus employment. However, the model can be used to assist advisers, the counterpart staff and beneficiaries with whom they work to:

- Assess and agree on current capacity of the work group
- Jointly plan approaches and activities to build capacity
- Monitor the results.

As with other research models, it does not provide ‘the answers’ – hard thinking, analysis, discussion, judgments, innovation, problem-solving, and teamwork required in development projects but it can provide a systematic means of analyzing and quantifying changes in capacity, which is a major challenge for people involved in capacity building activities. Importantly, it can also provide the basis for advisers and counterparts – the managers and staff in the group with whom the adviser is working – to jointly discuss and assess what is happening and to jointly plan the strategies to build capacity of the work group thus becoming a method for promoting a sense of ownership of the activities, a key principle in capacity building.

The model requires the work group and adviser to work together, through one or a series of short workshops or meetings, to identify the main work functions of the group and decide the current stage (or level) of capacity for each function. Much as a logical argument of working in groups and teams is advanced, people in developing countries prefer working individually, an argument supported by Bates (2005). The model therefore is just a guide which needs to be contextualized.

In order to keep the model simple, four stages are proposed which reflect the degree of reliance on and involvement of the adviser, and the degree of 'ownership' or responsibility by counterparts. The four stages are illustrated below.

Table 1: Staged capacity building model

Dependent	Guided	Assisted	Independent
<p>The adviser controls the particular work function and does most of the work, takes the decisions and highly influential in decision-making process. This is typically the case when an adviser is appointed and capacity for particular group is very low.</p>	<p>The adviser still has a high level of control, but counterparts can undertake the straightforward elements of the function under supervision or guidance. Staff may not be fully aware of the full function – they ‘may not know what they don’t know’ – and may not be aware of the need to follow through and take responsibility for ensuring the process or function is fully completed.</p>	<p>Counterparts are now taking prime responsibility for the function, can handle most of the complex aspects and know when they need to ask for assistance. The adviser’s role is more of support, with occasional reminders and prompts to follow through, and occasional higher levels of support for new situations or for infrequent events (such as preparing an annual budget).</p>	<p>Counterparts are now fully competent to do the whole function. They may still use an external adviser for highly technical work that occurs only once a year or on an ad hoc basis. This is similar to bringing in external consultants as needed, a common practice in developed countries if it is more cost-effective to ‘buy in’ the capacity rather than develop it in-house.</p>

Source: OECD (2006)

Stage one as illustrated above assumes the adviser controls the particular work function. It assumes a particular setting where capacity of a particular group is very low. However, this is not always the case, as some organizations are started with very experienced people whose capacity is rated highly. Even at the beginning of the project, the funders assume that the capacity of the beneficiaries is high and the advisor's role limited to a few hours of technical support.

The second and third stages assume reducing adviser roles as the capacity of the beneficiaries' increases. Straight forward tasks are carried out by the beneficiaries with minimal support from the advisor, except when they seek his/her support. This may, however, be in cases where the project beneficiaries can learn very fast the new project arrangements and their competence is assessed regularly. This rarely happens in most of the projects implemented in African context (Berger, 1999). Beneficiaries usually complain of inability to take on responsibility for most of the project functions even when assisted for a long time.

In the last stage, planning for all tasks is done by the beneficiaries and no input is required from the adviser, taking full responsibility of all work, including checking on quality, wholly responsible for project outcomes, do whatever is necessary to achieve them and taking charge of things that happen. However, this is not always the case. Even for projects supported for years, this stage can hardly be achieved as the role of the advisers normally continues as long as the project funding is on- so these assumptions may not hold for most of the typical projects in developing countries.

Much as the staged capacity building model assumes varying capacity building strategies depending on the stage reached by the beneficiaries, this is not normally the case. Capacity building plans are determined right from the beginning and no review is made to make the necessary adjustments.

1.1.2 Conceptual background

In the conceptual frame work, the independent variable – capacity building strategy influences the dependent variable – sustainability

1.1.2.1 Capacity building as a concept

Development organisations make use of the term “capacity building” with differing views about its meaning and what is embedded within it (Kintu, 2007). This view is also supported by Harrington, Lyons and Knudsen (1999) who makes an observation that there is still lack of common understanding regarding what exactly constitutes capacity building.

According to UNFPA (2003), capacity building refers to the strengthening of the institutional and organisational arrangements of the domain concerned towards delivering services at the required standards.

The National Framework for Local Government Capacity Building in Uganda (2003) defines capacity building as a process of increasing the ability of a person, organisation or institution to carry out its tasks and responsibilities. The same view is held by DMCI report (2003), and they emphasise that capacity building is not a one time off event but a series of activities for helping people, organisations, institutions and communities to improve performance. It also adds that the improvements are designed and implemented in light of the content, mission, objectives, culture, resources and sustainability considerations of the organisation, institution or community.

Scheirer (2005) looks at capacity building as an umbrella word encompassing a wide range of activities that contribute to improving an organisations performance and sustainability. These include budget supplements, volunteer secondment, and management advice and information flow.

1.1.2.2 Sustainability as a concept

David (2003) observes that there are too many interpretations emerging from the particular applications and implementations of the term. It might be more productive instead of giving precise definitions, to follow the systematic approach and focus on describing the conditions that the system needs to comply with to achieve sustainability. However, the systematic approach is widely

used in abstract sciences such as mathematics or logic and result in many productive applications, even though at first sight it may seem that this leads to several definitions.

Carol (2003) defines sustainability in terms of only space and time by arguing that the two (space and time) apply in systems analysis. However, by advancing this argument, Carol forgets to note that a system does not comprise of space and time alone. Sustainability should be treated within the framework of the total system, taking into account the ecological, social and economic factors as additional components of the system. It, therefore, becomes more reasonable to speak about systems sustainability instead of sustainability of resources or sustainable development. It is, therefore, necessary to merge the definitions into one system coming up with the conditions for sustainability instead of defining the term in an exact way. This is because it is difficult to sustain one part of the system without others being involved.

From the foregoing definitions, it is therefore evident that capacity building and sustainability are two terms that move closely together. But if not well addressed from the beginning, the long term objective of ensuring sustainability may not be realised. Much as capacity building is at times viewed from a narrower perspective of just acquiring knowledge (normally emphasised in the short run), it actually goes beyond mere knowledge acquisition to long term ability to continue applying similar knowledge for the benefit of the project beneficiaries after donor funding has come to the end. Organisations rarely conduct research on the interventions adopted in different communities and the strategies adopted to build the capacity of groups - hence the call for this research.

1.2 Problem Statement

Capacity building is a popular and widely used term, to mean much to donors, individuals and organisations making specific decisions about the objective of their aid to developing countries (Fukuyama, 2004), but if relevant, well researched and context appropriate capacity building strategies are not adopted, sustainability may not be realised (Light, 2006). As a result, development workers are calling for increased attention to context appropriate capacity-building strategies for communities and the beneficiaries as a way of promoting sustainability (Kintu,

2007). If the capacity building strategies adopted do not suit the target group and the community setting, long term sustainability may not be realised (Harrington, Lyons and Knudsen, 1999 and Berger, 1999).

World Vision Gulu Area Development Program has been involved in community capacity building in Gulu Municipality for the last 20 years. Since inception, the ADP has been organising training for groups in proposal writing, running quarterly meetings for guardian groups, sponsoring study tours and offering varying grants for income generating projects. The Area Development Program (ADP) is transitioning in 2012 with the hope that its capacity building efforts have promoted sustainability of income generating groups. Despite the early adoption of these capacity building strategies, there is lack of systematic and empirically documented evidence suggesting that they are appropriate to the target group, suitable in the setting and have contributed to sustainability of the income generating projects in Gulu. This study is therefore aimed at finding out how capacity building through individual and group learning processes contributed to financial and organisational sustainability of World Vision supported income generating projects in Gulu Municipality.

1.3 General Objective

The general objective of the study was to find out the contribution of capacity building strategies to sustainability of income generating projects in World Vision projects in Gulu municipality.

1.4 Specific Objectives

1. To find out how individual work learning processes contribute to sustainability of income generating projects in World Vision, Gulu municipality.
2. To assess how group work learning processes contribute to sustainability of income generating projects in World Vision, Gulu municipality.

1.5 Research Questions.

1. How does individual work learning process affect sustainability of income generating projects in World Vision projects in Gulu municipality?
2. How does group learning process affect sustainability of income generating projects in World Vision in Gulu Municipality?

1.6 Research Hypotheses of the study

1. Individual work learning processes directly affects sustainability of World Vision income generating projects in Gulu Municipality.
2. Group work learning processes directly affects sustainability of World Vision income generating projects in Gulu Municipality.

1.7 Conceptual Framework

The conceptual framework illustrates the conceptual relationship between capacity building strategy (IV) and sustainability (DV). The Independent Variable “capacity building strategy” was conceptualised in accordance with the staged capacity building model, a methodology for planning and monitoring capacity building.

The model describes four capacity building stages, from highly dependent on advisers (Dependent) through to full capability (Independent). The model was modified from a process used by organisations in post conflict situations, where development workers seek a tool to track their progress in capacity building.

**Conceptual frame work
(IV) Capacity building strategies**

(DV) Sustainability

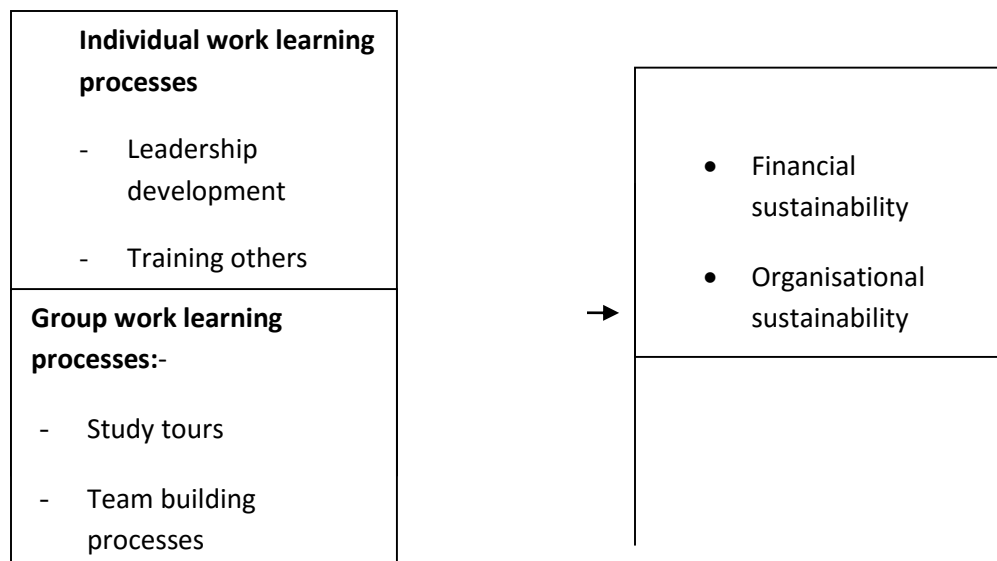


Figure 1: showing conceptual frame work on capacity building strategies and sustainability.

Source: Mc Namara (2004) Field guide to consulting and organizational development with non profits.

The conceptual framework of the study was based on two independent variables; individual work specific learning processes and group work learning processes. Much as several indicators were identified during literature review, the study focused on leadership development and training others to represent individual learning processes while study tours and team building were picked from group work learning processes.

1.8 Significance of the Study

This study was intended to:

Help World Vision to assess the effectiveness of capacity building strategies adopted in Gulu ADP to inform future programming.

To provide information that would help other stakeholders (local communities, government and development partners) in choice of capacity building strategies.

1.9. Justification of the Study

Choice of a relevant context appropriate capacity building strategies is essential in ensuring sustainability of NGO interventions. Capacity building through income generating projects is of paramount importance because it forms the resource base from which other interventions can be supported. Decisions about the choice of an appropriate strategy should be based on well researched work, which in turn informs subsequent management decisions.

While NGO's have played a key role in capacity building, there is lack of fit between capacity building strategy adopted and sustainability. In Armenia, the NGO's inadequate familiarity with context appropriate strategy and conditions resulted in programs that did not work as it was intended (Narayan, 1995).

The research was conducted to inform World Vision of the steps necessary while adopting any capacity building strategy. It was therefore a justified endeavour to identify the capacity building strategies that had a significant relationship on sustainability of income generating activities.

1.10. Scope of the Study

1.10.1 Geographical scope

The geographical scope of this study was Gulu Municipality, one of the areas in Northern Uganda that was affected by civil war and in which World Vision has been implementing activities for long. Though other neighboring areas such as Pader and Kitgum districts had benefited from

World Vision projects and thus would have been equally studied, Gulu Municipality presented a central point from which most NGOs start their operations in Northern Uganda. The study targeted groups of beneficiaries and staff that had a significant role in the implementation of the project activities.

1.10.2 Content scope

The content scope investigated how individual work learning processes such as leadership development and training others and group work learning processes such as study tours and team building processes affected the organizational and financial sustainability of World Vision funded income generating projects in Gulu Municipality.

1.10.3 Time scope

The study time scope was December 2007 to May 2010. This was the period after the production of the evaluation report that informed the transition period.

1.11. Operational Definition of Terms

Capacity building: The ultimate goal of enhancing the capacity of people and institutions to sustainably improve their competence and problem solving capacities (AusAID, 2004).

Capacity building strategies: the frame work through which capacity building is premised. In this study, it was used to refer to Individual work specific learning processes and group work learning processes (MC Namara, 2004).

Community capacity: This was regarded as the ability of the people and communities to do works associated with the determinant factors and indicators of the circumstances of socio-economic and environmental contexts.

Development Worker: A lead staff between the funding agency and the community whose capacity is being built. S/he undertakes the planning and continually assesses the level of development of the partner and makes context appropriate recommendations.

Financial sustainability: a state in which an institution has a reasonable expectation of covering its reasonable costs for a foreseeable future through a combination of donor funding and locally generated income. When donor funding declines, the organization may be able to work to return to financial sustainability through some combination of cost control income generation.

Positive transfer environment: This is a favorable training setting that allows the practical engagement of the trained individuals to pass on the skills learnt to other group members. It should not be a one time off event but should be continuous.

Sustainability: The study referred to sustainability as the capacity of the groups to maintain services at a level that would provide on-going implementation of income generating projects after transitioning of World Vision Financial, Managerial and Technical assistance from the donor (Nancy, 2006). It means “ability to continue over a long term”, having a coherent and integrated vision of group, economic, social and individual well being.

Study tour: An objectively organized exchange visit for the purpose of enhancing capacity development of the participants involved and documenting lessons learnt for purposes of improving on current practice, (World Bank OED, 2005).

Training: The study referred to training as the trainees’ ability to apply learned capabilities to solve work problems and situations that are similar but not completely identical to those problems and situations encountered in the learning environment (Noel, 2002).

Transition: The period when World Vision would transfer the implementation of ongoing activities to the local institutions and community (World Vision Annual Report, 2009). Transition- a process of ending a programme or changing the support provided by the programme. It can also

refer to the change in focus of a programme, for example, a programme may change from a focus on food security and health in the early years, to education and income generation in the latter years.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of the related literature to the subject of study. The purpose of the review was to make a clarification on the key concepts, understand the problem better and provide a conceptual basis for the study. The literature was sub-sectioned into conceptual review, conceptual literature review, actual literature review and summary of the literature reviewed, showing rationale of the study and sources of literature.

2.1 Capacity building strategies and sustainability

This was done objective by objective, with each objective being given a theme that reflects both independent and dependent variables of the study.

2.1.1 Capacity building through leadership development and sustainability

In the study on leadership, Scheirer (2005) observed that for capacity building to yield positive outcomes and ensure sustainability of project interventions, leadership development needs to be handled adequately. He defined leadership as a process of expanding the collective capacity of the organizational members to engage effectively in leadership roles and processes. Leadership development focuses on those processes that generally enable particular leaders to work together in meaningful ways. An introduction to leadership processes strengthens team work and may enable a group to achieve its objectives in a shorter period of time.

By advancing this argument, some development practitioners assume that leaders who normally start organizations are flexible once exposed which view has been challenged by writers including Bennis (2004). Bennis observes that many of the founders of organizations have their own objectives (which they struggle to achieve over time) and their personal objectives form the driving force for most of the groups and changing them in the short run may not be easy. The fact that

they are normally from a humble educational background even makes it worse. Much as leadership development is pre-supposed to change the behaviors of leaders, it may not register success in the short run.

In the context of World Vision supported groups, leaders are facilitated to attend several trainings in different leadership areas including; leadership and group dynamics, running effective meetings and writing project proposals but no clear plans were put in place to see how the leaders could pass on the knowledge to the rest of the members. Much as little attention is put on personal characteristics, skills and abilities, the personality, the styles of engagement, gender differences and behaviors of individual leaders, they are among those recommended while developing capacities of leaders (Marx, 2001).

Marx (2001) argues that where leadership development is truly encouraged (and therefore properly resourced), mentoring can become an organizational norm. However, some employees view mentoring as the attention given to a chosen few, groomed for the top jobs rather than as building capacity of the whole organization. Overall, this is regarded as most successful leadership development strategy that can be adopted by any organization. This perception of success is based on the opportunity to learn about leadership challenges in strategic contexts (especially where mentoring occurs with senior managers as mentors), and in building cognitive complexity and mental representations of leadership challenges and opportunities. However, the impact of mentoring appears to be differential. It can be more effective when it occurs informally than formally. Also, there are gender differences in mentoring impact – for both mentor and mentee (Ragins and Cotton, 1999). The problem with this approach is that it calls for a more experienced manager taking on a less experienced one in a more formal setting.

In World Vision context, however, the groups supported may not allow this because of the inexperienced group leaders who can hardly take on subordinates for training. In addition, the time schedule of the project staff does not allow them to attend capacity building needs of group leaders for the supported groups.

Coaching is another leadership development practice advanced by Marx. He argues that this can occur for a variety of purposes, including remedial management action, career development and work-life balance. It is generally described as executive coaching, betraying possibly a tendency to view this as leadership development for senior managers rather than a wider team of leaders. However, there is still insufficient empirical research which examines how it occurs, what happens during coaching that supports leadership development, when it is successful, why it is successful in some settings (and possibly not in others), who makes a good coach and what sort of leader most benefits from coaching. As it is an expensive form of one-to-one engagement, many organizations restrict coaching to a limited number of occasions. One difficulty is that organizations sometimes adopt coaching for particular executives where there is a clear problem like interpersonal insensitivity and remedial action and this can attract a sense of stigma (Marx, 2001). However, coaching may be effective in providing different mental models of events, encouraging reflection, and also building strong and weak networks in and outside the organization (Tracey, 1995).

Bass (1995) writes that networking can play an important role in leadership development. In part, it is argued that peer networks are known to be sustainable over a longer period than either mentoring or coaching. Some informal networks in the public sector may extend over decades. Networking may occur within the organization, across the sector, or beyond it. Some organizations, have deliberately established internal networks as “communities of practice” (Lave and Wenger, 1991), where managers are given time and in some cases resources to meet and share ideas on a regular basis.

Networking can also occur and be supported across a sector. In part, this may occur through professional contacts, though the organization has less influence over the types of information, culture and standards which are transmitted through such networks. Other networks across a sector

may focus on particular activities and functions. While the context of this study will not be one of leadership development per se, the strategic nature of these networks points clearly to their potential in leadership development. The reasons why networking can be significant in leadership development that can be valuable for sharing challenges as well as explicit knowledge.

However, it must be noted that networking is not something which can be left to chance. Some people appear to be better able to take advantage of the leadership development opportunities of networks, while others treat networks as little more than “gossiping, but with expenses”. In order to take advantage of networks, research appears to suggest that there is need for diversity of backgrounds and outlooks, sufficient space to engage in exploration and in some cases facilitation to ensure the right climate develops in the initial period.

Evaluating the impact of networks is particularly taxing because the impacts tend to be both diffuse, indirect, and take place over an extended period of time (Daft, 2002). Nevertheless participants are able to rate the extent to which they find a network helpful for their organization aims and personal development purposes. They are generally able to state what they perceive are the benefits to them personally, although non committal about attributing organizational outcomes to networking. However, this is not reflected in World Vision.

2.1.2 Capacity building through training others and sustainability

Noe, (2002) views training others as the effective and continuous application of skills acquired after formal training back to the work organizations. It is regarded as another way of building the capacity within an organization to ensure sustainability. The argument here is that upon completing the formal training, the person trained should be in position to pass on the skills to other members within the organization or group. Much as this may be the expectation in every organization, it may not happen as expected. The type of training and skills received may be relevant to only a small section of the work force and it remains their responsibility to ensure that the right thing is done within the organization.

Baldwin and Ford (1988) on the other hand view training others as the generalization of skills acquired during the training phase to the work environment and maintenance of these skills over time. This not only emphasizes continued skills transfer in the post training environment but also highlights the important concepts of “generalization” and “maintenance” of training. Generalization of training refers to “a trainees ability to apply the learned capabilities (verbal knowledge and skills) to the job work problems and situations similar but not completely identical to those problems and situations encountered in the learning environment. Baldwin and Ford (1988) complement the above argument by asserting that training others calls for a positive transfer environment. They point out social support as one of the factors that can influence inter-organisational and intra-organizational transfer of training skills. Much as they advance this argument, social support is nonexistent or insufficient in many organizations implying that the new skills may not be transferred. But what normally happens is that the newly acquired skills are used by the trained members as a stepping stone to form their own groups and start competing with the already existing groups and in the end, the funding organization loses out.

While writing on the same subject, Brinkerhoff and Gill, (1994) point out inadequate supervision and support as one of the factors that affect training knowledge transfer in work environments. However, it has to be noted that even with good supervisory skills, transfer of the skills largely depends on the willingness of the trained person to pass on the skills and the level of motivation of the person concerned. It may even be worse when the supervisor does not have skills in the same area. Much as Tracey (1995) points out atmosphere of encouragement in organizations as one of the factors that motivates trainees to apply newly acquired skills (including recognition of effort) and being held accountable for agreed upon transfer expectations, it must be noted that such is lacking in many organizations. This, therefore, implies that using training others as a capacity building strategy may not work in the context of income generating projects where there are normally members with not only a humble educational background but also very pre-occupied project leaders who can hardly make meaningful supervision for the trained members while passing on the skills to others.

Baldwin (1999) while writing about the same subject argues that adoption environment is another factor that influences knowledge transfer after the training. He argues that in an environment where there is appreciation for performance and innovation, knowledge transfer after the training is likely to be high compared to an area where the two are lacking. However, Rogers (1983) argues that there is always complexity in work environments. Complexity is defined as the extent to which the innovation is perceived to be difficult to use, apply and understand. It must, however, be noted that members of social units, for job security concerns, negatively perceive the newly acquired skills for adoption. In the same way, organizations and groups are reluctant about sending their members for training fearing that they will be exposed and may form other organizations after the training and compete for the scarce resources. Much as this would be looked at as a capacity building strategy, it can only yield good results in socially welcoming environments which in the end motivate the trained people to pass on the skills.

Mosel (1957) notes that transfer of training others has significant impact as it fails to transfer the skills or is lost within time. Tannenbaum and Yuki. G. (1992) noted that 5% of the trainees self report applying the skills at work. Although there may be limited empirical evidence to show that training knowledge transfer is generally low, transfer outcomes among colleagues is varying. There is, therefore, need for a shift in focus from viewing training as a stand-alone class/event to taking the systematic, long term focus of aligning training and related programs to the strategic focus of an organization, an argument supported by Montesino (2002) and Bates (2003), who point out that although such kind of knowledge transfer may be taking place, little is still known about a great many factors that have the potential to influence learning transfer and perhaps even less is known about how complex factors and processes work together to facilitate or inhibit learning transfer.

The literature reviewed indicates a strong linkage between training others and sustainability of any intervention. If the skills received during the training are passed on to others, it ensures meaningful sharing of the skills received by the individual and this ensures sustainability.

2.1.3 Capacity building through study tours and sustainability

Carol (2003) observes that organisational learning is important if an organization is to catch up with the levels of development within an environment, a view supported by OECD (2006). It is argued that any organization that is not exposed to lessons from other organizations may only survive in the short run. Organisational learning can be achieved by organizing study tours. Study tours are regarded as objectively organized and coordinated exchange visits between organizations that wish to learn from each other. It may be in-country or out of the country. During study tours, a lot of information is shared between the visiting employees, followed by a reflection after the visit to inform recommendations. However, it must be noted that not all new lessons learnt should be adopted but only the good practices that can help in addressing the short comings within an organization.

A needs assessment must be conducted within an organization or group. The needs assessment should also address the strength, weaknesses, threats and opportunities out there (Harrington, 1999). Undertaking this should be the basis for the identification of study tour sites that can promote learning. Much as this is normally undertaken, no single study tour can address all the gaps identified within an organization or institution. This therefore implies that study tours should be organized frequently if the organization is to address the weakness identified.

Harrington (1999) also argues that objectives of the study tour have to be set. This is used as the basis for evaluating the success or failure of the study tour. He argues that the objectives set combined with needs assessment undertaken inform the selection process of the participants of the study tour. David (2003) supports this by pointing out that not all people within an organization should be taken for a study tour. He, however, adds that all members should be given an opportunity to participate in study tours over time. This, however, widely differs from the current practices in organizations. A certain category of people is targeted in organizations.

The belief is that it is only the areas that they handle that are necessary for reflection. By doing so, a systems analysis of the organization is not put into consideration (Kintu, 2007). He argues that people in an organization perform different tasks that contribute to success in an organization - so every ones role has to be taken into consideration when study tours are being organized.

Harrington (1999) also puts emphasis on timely sharing of study tour objectives between the organizations. This allows for preparation of the organization to be visited ensuring that the objectives of the visiting organization are met. However, the current practices in development organizations like World Vision show that study tours are hurriedly organized and it is the relatively redundant staff within the organization who take on this assignment. This, therefore, does not provide ample time for exchanging objectives and contributing to the overall objective of using study tours as a capacity building strategy and contribute to sustainability of project interventions.

Much as Harrington (1999) recommends thorough interaction of individuals between the visiting organizations for purpose of sharing ideas, it is not always the case. Study tour participants tend to lose focus when they reach study tour sites and do not meaningfully engage in discussions that promote learning. This is normally indicated by the timeline within which study tour reports are organised and the contents of the reports generated (African Centre for Women, 2007). In the study report referred to by the above organisation, it was pointed out that there was considerable delay in production of reports after a study tour and at the end, the report that was produced was not in line with the objectives of the study and did not generally bring out lessons learnt that were recommended for adoption. It is therefore, recommended that responsibilities of organizing study tours should be clear and the roles of the different actors stipulated. The literature reviewed indicates a strong linkage between study tours and sustainability of group activities. If all members are exposed to what is happening elsewhere, it gives them an opportunity to share the findings and recommend appropriate changes.

2.1.4 Capacity building through team building and sustainability

Team building is of paramount importance in ensuring the success of capacity building strategies and sustainability. Team building is not easy to understand and undertake as a stand-alone activity (Conner, 2004). This is because no single activity can be organized and termed as a team building session. It is instead treated as a series of activities with the objective of introducing and

strengthening team work spirit within a group (Marx, 1992). The activities organized should have the objective of enabling the participants work in teams at the end of the day.

Micheal (2006) observes that physical activities requiring group participation are available and in promoting team work spirit. Betsy (2002) notes that team building programs do not create teams but team building exercises create insight and those insights lead to applications. The argument advanced is that conversations that are held afterwards promote togetherness and team work spirit, as obstacles encountered in working with each other are highlighted during these discussions. However, such activities are one-time events in organizations and it is hard to measure how effective such activities are in changing the already adopted culture within the individuals and organizations. In addition, it may not be feasible for people working in organizations that are spread in a wide geographical area.

Team building thus calls for subtle methods that can break down mistrust, inadequate leadership and weak communication among employees, especially where there are high achievers who are conditioned to working autonomously. This normally applies to leaders who are prone to giving conflicting orders and speak in a manner as if it is obvious what needs to be done.

Conner (2004) observes that effective team building requires a discussion where participants analyse what they do and relate it to office situations. She further observes that team building instills a sense of team identity and cohesion while at the same time makes people enjoy the variety and stimulation provided by the interaction of separate entities. However, some activities done outside the office are not feasible for team building and team success entirely depends on whether the participants pledge to change their habits once they return to offices. It should also be noted that there is always minimal interaction of people while in offices as they always have a lot to accomplish and limited time to share. However, it is worth noting that capacity building through team building is key in promoting sustainability as the joint capacity building is undertaken and all participants have an equal chance of getting the skills through the activities executed as a team. Just in case one member leaves the group, other members with the same skills remain and continuity is guaranteed.

Summary of literature review

Capacity building strategies adopted by any organization should be context specific and suit the target group. Many organizations spend a lot of money on introducing capacity building strategies that are not only un-researched but do not put into consideration the context in which they are introduced. The assumption that any strategy adopted can work irrespective of the conditions accounts for the reasons why organizations fail to register sustainability of interventions in the long run. The literature reviewed did not harmonize how different strategies could lead to sustainability of income generating projects, specifically in Gulu Municipality. The review tended to be descriptive and generalized many issues. There has been no specific study carried out in Gulu Municipality to establish the level of sustainability for the projects funded by World Vision.

In addition, much as extensive literature review was done, there was no relationship with the staged capacity building model used to guide this study. According to the model, after a certain period of group support and the organization prepares to transition in 2012, the groups would be expected to continue supporting the different interventions started by World Vision including planning, execution of activities, quality control and responsibility of the group outcomes and results, with minimal involvement of the advisors, hence this study in Gulu Municipality.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods the researcher used to collect data and ways in which data collected was analysed to draw conclusions relevant to the objectives of the research. The researcher used both qualitative and quantitative methods with the aim of collecting in depth information concerning the relationship between capacity building strategies and sustainability of income generating projects in Gulu Municipality.

3.1 Research design

The study used a cross-sectional case study design, defined as a procedure of gathering of information from a large number of people (Neuman, 2000). The design was flexible and allowed collection of both qualitative and quantitative data at the same time (Triangulation). The leaders and members of the selected groups were interviewed to find out the extent to which their capacity had been built to determine the level of sustainability.

The quantitative approach was used to quantify quantitative data collected in order to generate meaningful descriptions and to investigate the relationship between the independent and dependent variables.

The qualitative approach was used to give an explanation and describe findings using key informant interviews and documentary analysis (Amin, 2005). All these enabled generation of data that was used to find solutions to the research questions on capacity building strategies and sustainability.

3.2. Study population

The target population was 206 people including 179 members of the 5 selected groups (Rubanga Pe Yero in Pece Division, Rubanga Pe Wany in Pece Division, Yenyo Kwo Guardian group in Laroo Division, Rubanga Pe Wany in Berdege Division and Ti-Kikwok Aye Guardian group in Layibi Division), five group leaders, 4 Gulu Municipality Community Development Officers, 1 management staff, 16 implementing staff and 1 technical staff. The groups selected had been supported with income generating projects and had benefited from the capacity building interventions of World Vision, Gulu ADP. The study population was selected because they were either mature people, had participated in the capacity building sessions, working with World Vision or had benefited in the capacity building sessions organized by Gulu ADP.

3.2.1 Sample size and selection

This consisted of the implementing staff of World Vision Gulu ADP, the technical support team (mostly from accounts section), management staff who had been instrumental in policy making regarding the different interventions, members of the selected groups and local government staff represented by community development officers who facilitated some of the workshops organised by Gulu ADP.

Table 2: List of respondents

Category Of Respondents	Target Population	Sample Size (S)	Sampling techniques
Group members in identified groups	179	118	Purposive random sampling
Group leaders	5	5	Census
Community Development Officers	4	4	Census
Management staff	1	1	Census
Implementing staff	16	14	Accessible Random Sample
Technical staff	1	1	Census
Total	206	143	

Source: Primary data

3.2.2 Sampling techniques and procedures

The study population was selected using different sampling techniques and procedures as follows; 118 out of 179 group members were selected for interviews by use of purposive sampling techniques in order to get unbiased estimate for variance (Amin, 2005).

For sampling fraction less than 10%, the finite population correction factor $(N-n)/(N-1)$ is almost 1, meaning that all the population in that category was selected. For this reason, 4 community development officers, 1 technical staff, 5 group leaders and 1 management staff were selected to participate in the interview. 14 out of 16 implementing staff were also selected using accessible random sampling method.

3.3 Data collection methods

The data collection methods for this study were categorized as follows;

3.3.1 Data collection instruments

Questionnaires

Is a list of carefully structured questions chosen after considerable testing with a view of getting reliable responses from chosen sample (Hussey and Hussey, 1997). The choice of questionnaires was justified by the fact that it is one of the best tools in collecting quantitative data from a big number of respondents. Structured questionnaires were used for the group members because this was the most appropriate instrument for a big sample. The questionnaire used a 4-point likert scale ranging from 4 (strongly agree) to 1 (strongly disagree). The higher the number, the greater the influence on sustainability. A likert scale provided consistent responses and allowed a participant to provide feedback that was slightly more expansive than a close ended question, but was easier to quantify than a completely open ended response (Patrick, 2007). The questionnaire was administered to the 117 members and a specific section for 5 group leaders.

Interview

Semi structured interview guides were used for World Vision management, implementing and technical staff and this stimulated them into detailed discussions on the relationship between capacity building strategies and sustainability of income generating projects. The guides helped to standardise the interview situation and enabled the researcher obtain data required to meet the specific objectives of the study.

Documentary review

The following documents were also reviewed: Phase planning documents, annual planning documents, training reports, evaluation reports, transition documents and strategic plans.

3.4 Data quality control (Validity and reliability)

The researcher pre-tested the research instruments to ensure validity and reliability of data collected and ensure production of findings that are in agreement with conceptual values, produce accurate results and measure what they were developed for (Amin, 2000).

3.4.1 Validity of research instrument was studied using content validity. Content validity was measured by pre-testing the questionnaires on 3 respondents other groups that were not to participate in the study to check for content and construct validity and eventually, the questionnaires were refined. The results revealed that some elements in the questionnaire were not exhaustively coded and this was addressed in the questionnaire that was eventually administered.

3.4.2 Reliability

This was done using a test-retest technique. Group members were selected and the questionnaires were administered to them. After two weeks, the same questionnaires were administered to the same group. The 2 sets of scores were correlated and result evaluated.

3.5 Procedure of data collection

Upon successful defence of the proposal, the researcher was granted permission from the management of World Vision to conduct the research. Validated questionnaires were administered by trained research assistants. The respondents were requested for voluntary participation and assured of confidentiality of their responses. The completed questionnaires were picked from the research assistants every evening and checked for completeness. Key informant interviews were conducted by the researcher himself. The participants were directly contacted and briefed about the study objectives and obtained their consent to participate. Data collection started in October 2010 and was done by the researcher together with the research assistants.

3.6 Data analysis

Quantitative raw data was coded, edited and entered into SPSS data editor. It was then analysed using SPSS version 15.0. Descriptive statistics such as measures of central tendency was used to describe and summarise the data. These included the mean, medium and the mode. Relational statistics like correlation coefficient, regression and cross tabulation were used to establish the strength of the relationship between the variables. Other data was presented using graphs.

For qualitative data, responses were transcribed, sorted and classified into trends and categories in order to support the hypotheses tested. Detailed information was scrutinised, analysed, collated and paraphrased. The analysis was done manually and responses were summarised in a narrative form as a presentation of the major findings of the study.

3.7 Measurement of variables

A likert scale was used to measure the variables. This scale provided for variables which generated responses that were ranked (strongly agree reflected more agreement than just agree just like strongly disagree compared to disagree). For qualitative data, a coding sheet was developed to ease content analysis. Potential themes, categories, and patterns were closely examined to see how they actually emerged from the data in relation to the objectives of the study. Qualitative data analysis utilized words to make narrative statements on how categories or themes of data were related. Once the themes, categories and patterns were established, data was evaluated and analyzed to determine the adequacy, credibility, usefulness and consistency of the information.

3.8 Ethical consideration

This was ensured through getting permission from World Vision to conduct research within the organization. This allowed the researcher to administer questionnaires to management, implementing staff and the beneficiaries without any fear.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the findings, analysis and interpretation of results of the study according to objectives which were; to find out how individual work learning processes contribute to sustainability of income generating projects in World Vision, Gulu municipality and to assess how group work learning processes contribute to sustainability of income generating projects in World Vision projects in Gulu municipality. The presentation begins with the analysis of demographic characteristics of the respondents summarised in frequency tables, descriptive statistics, bivariate correlations and simple linear regression analysis.

4.1 Response rate

The researcher wanted to find the proportion of the sample size that actually participated in the study. The findings are presented in table 3 below;

Table 3: Response rate

Category	Population	Sample size	Response rates	Percentage (%) response rate
Group members in the identified groups	179	118	118	100
Group leaders	5	5	5	100
Community development officers	4	4	1	25
Management staff	2	2	1	50
Implementing staff	16	14	6	42.8
Technical staff	3	3	1	33
Total	206	143	132	

Source: Primary data

The response rate according to the sample size of 143 was 132. According to Mugenda and Mugenda (2003), the response rate of 78% and above is good enough as it gives good representation of the sample. In this study, the response rate was 100% for the group members and group leaders, 50% for management staff, and 33% for technical staff. The response from the Community Development Officers (25%) and implementing staff (42.8%) was rather poor because of their busy schedule and efforts to fix appropriate times were not successful.

4.2 Demographic characteristics of the respondents

4.2.1 Gender

The researcher wanted to find out the level of participation of males and females in income generating activities. The findings showed that 25 % of the respondents were male while 75% were female. Although the majority of the respondents were female, it does not necessarily mean that there are more female members in these groups as opposed to males. It may imply, however, that females participate in community meetings more than their male counter parts. The high participation of females can possibly be culturally explained by the high involvement of females in key income generating activities as opposed to male counter parts.

4.3 Respondents per division

The researcher wanted to find out the level of participation in income generating groups in the different divisions within the municipality. The findings revealed that Pece Division had the highest frequency of 56 (45.2%), followed by Laroo with a frequency of 24 (19.4%), Berdege and Layibi following with a frequency of 22 each (17%). The reason for this was that 2 out of the selected 5 groups were operating in Pece and the membership in these groups was relatively high.

4.4 Education level attained

The researcher wanted to find out the level of education attained by the different group members, as it equally affects the capacity building sessions that may be taken on from time to time.

The results indicated that 27 (21.8%) of respondents did not go to school. While the biggest number 60 (48.4%) attended P.1- P.7, only 5 (4%) attained education beyond secondary level. The level of education attained has an implication on the kind of capacity building strategies that can be introduced by an organisation. This, in the long run, has an implication on sustainability, as many groups may be just introduced to the vital areas for sustainability like resource mobilisation. It was revealed that the number of females who did not go to school was high (24). This was attributed to the negative attitude towards girl's education, worsened by the low household incomes during the civil war (1986-2009). Low education of group members directly affects sustainability arrangements in a group, even when capacity building strategies are intensified.

4.5 Period spent in the group

The researcher was interested in finding out the period the different members had spent in the group as this has a direct bearing on capacity building and sustainability.

The study revealed that Pece division had the highest number of members that had spent long in the groups (3-5 years) 36%, followed by Laroo (25%), Berdege (23%) and then Layibi (17%). It was also revealed that Pece division had the highest number of new entrants (1-2 years) 65%, followed by Layibi (20%) and then Berdege and Laroo 7.5% each. This also explains why Pece division registered the highest number of people who participated in the study.

The researcher was interested in finding out how the member's level of education influenced the elections in leadership positions. The findings are as indicated in the table below;

Table 4: Membership status and level of education

What is your position in the group			Highest level of education			
			Never went to school	P1 - P7	S4 - S6	Tertiary
Ordinary member	gender of respondents	MALE	0	8	10	0
		FEMALE	24	39	8	2
	Total		24	47	18	2
Committee member	gender of respondents	MALE	0	5	5	3
		FEMALE	3	8	9	0
	Total		3	13	14	3

Source: Primary data

As indicated in table 4, members had been in the same post for a longer period of time. This was also backed up by their education levels. Members with a lower education level have occupied current positions for a longer period compared to their counter parts with a higher education background. This may have negative implications in terms of members' retentions hence affecting project sustainability.

4.6 Empirical findings

4.6.1 The relationship between capacity building strategies and sustainability

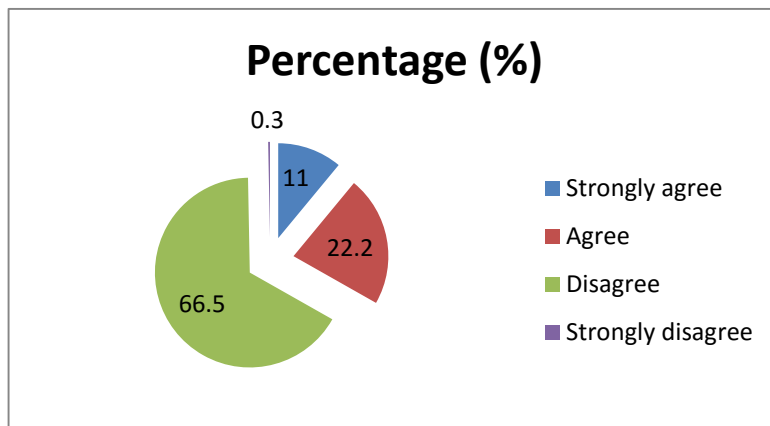
Two hypotheses that the researcher tested were: individual work learning process directly affects sustainability of World Vision income generating projects in Gulu Municipality and group work learning processes directly affects sustainability of World Vision income generating projects in Gulu Municipality. The researcher used a 4 - Likert scale ranging from positive statements with the highest scores "Strongly agree" (4) to the lowest negative response "strongly disagree" with the lowest scores of (1).

4.6.1 The effect of individual work learning processes to sustainability

This information was obtained by the use of questionnaires administered to group members and supported by results from key informant interviews with CDO's from the municipality and management and implementing staff of World Vision. The findings were presented in the table below;

4.6.1.1 Leadership development

Figure 1: Showing capacity building through leadership development and sustainability



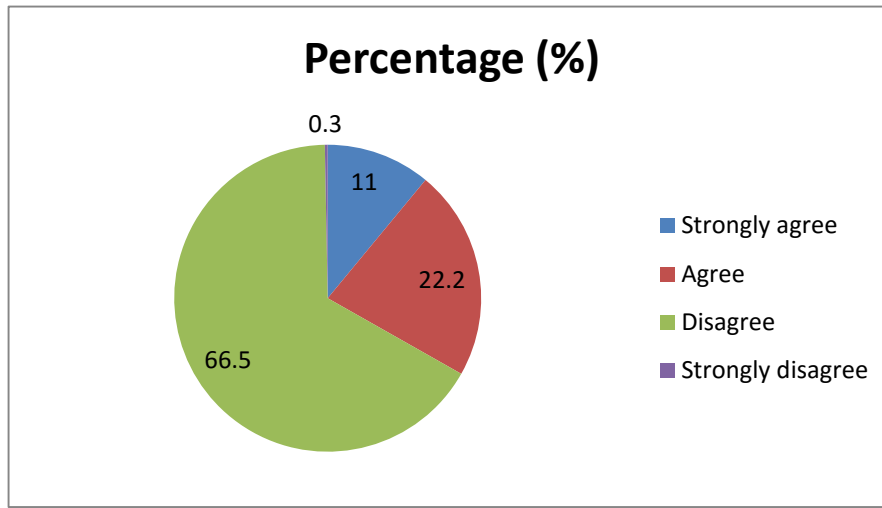
Source: Primary data

The findings revealed that majority (66.8 disagree [66.5 disagree), 0.3 strongly disagree]) that leadership development contributes to sustainability of income generating projects compared to 33.2% [22.2] (agree), 11strongly agreed)] who greed. This finding was confirmed during the key informant interviews with the trainers who mainly comprised CDO's. They emphasised that much as leadership development is key in building the capacity of the group, sustainability may not be realised because leaders do not give enough time to the development of their groups. They instead spend more time attending to activities that contribute to increased incomes of their own households.

This was also supported through face to face interviews with technical staff who confirmed that when capacity of group leaders is developed, they tend to be pre-occupied with other issues of personal interest and hardly give group capacity building the priority it requires.

4.6.1.2 Training others

Figure 2: Capacity building through training others and sustainability



Source: Primary data

The findings revealed that the majority (66.8%) disagreed that capacity building through training others contributes to sustainability of income generating projects. Only 33.2 (11% strongly agree and 22.2% agree) that capacity building through training others contributes to sustainability. This could be explained by the fact that some of them are not well educated and so they are not aware of the value of training or cannot appreciate training others.

4.6.1.3 Correlation analysis on the effects of individual work learning processes and sustainability

For the researcher to ascertain whether there is a relationship between individual work learning processes and sustainability, the views were analyzed through Pearson correlation coefficient test. The research findings are presented in the table below:

Table 5: Correlation analysis on the effects of individual work learning processes on sustainability

		Individual work learning processes	Sustainability
Individual work learning processes	Pearson Correlation	1	-.133
	Sig. (2-tailed)		.141
	N	124	124
Sustainability	Pearson Correlation	-.133	1
	Sig. (2-tailed)	.141	
	N	124	124

Source: Primary data

The results show that the Pearson product moment Correlation coefficient is -0.133. This, therefore, means that there is a negative relationship and statistically insignificant ($r > 0.05$) between individual work learning processes and sustainability. This finding was proved through key informant interviews where the majority also mentioned that leadership development does not affect sustainability positively as it is only the capacity of the group leader other than other members that is emphasized. The implication of this is that any improvement in individual work learning process may not in any way significantly contribute to sustainability of income generating projects. Thus the hypothesis that individual work learning processes affects sustainability of income generating projects is rejected in the case of World Vision.

4.6.1.4 Regression analysis on the effects of individual work learning processes and sustainability

Regression was used to determine the strength of the relationship between individual work learning processes and sustainability of income generating projects. See table(7) below.

Table 6: Regression analysis on the effects of individual work learning process and sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.133 ^a	.018	.010	.2185

a. Predictors: (Constant), Individual work learning processes

Source: Primary data

The summary model table above, revealed that correlation coefficient (R), using the predictor, individual work learning process is .133 and R² (.018). This implies that 1.8% (.018*100%) variations sustainability can be explained by individual work learning process while the remaining percentage of variations can be explained by other factors.

4.6.2.1 The effect of group work learning processes and sustainability

The objective was set out to assess the effect of group working learning processes on sustainability. It was measured according to two sub-dimensions namely; study tours and team building. This information was obtained by the use of questionnaires administered to group members and supported by results from key informant interviews with CDO's in Gulu municipality and management and implementing staff of World Vision. The findings are presented in the table below;

Descriptive analysis of group work learning processes and sustainability

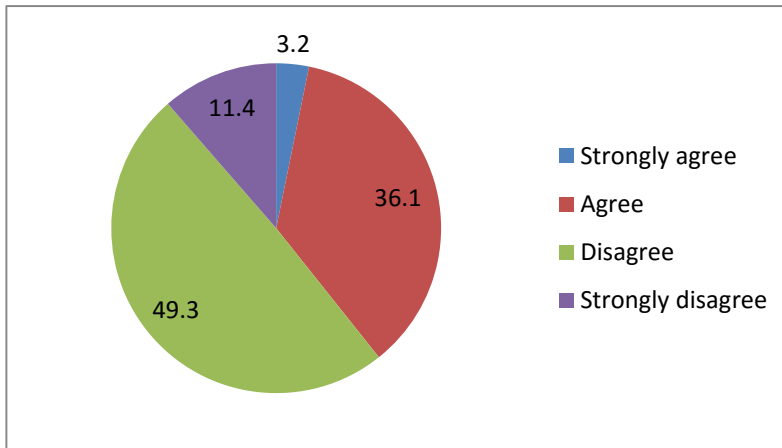
Table 7: Capacity building through study tours and sustainability

Measurement	Percentage (%)
Strongly agree	3.2
Agree	36.1
Disagree	49.3
Strongly disagree	11.4
Total	100

Source: Primary data

The results in the table above indicate that the majority of the respondents 60.7% disagree [49.3% (disagree, 11.4% strongly disagree)] to the use of study tours as a capacity building method. While 39.3 agree [3.2% (strongly agree, 36.1% (agree))] to the use of study tours as a capacity building method.

Graph 3: Capacity building through team building and sustainability



Source: Primary data

The results in graph 3 above revealed that the majority 60.7 are not in agreement [49.3% (disagree, 11.3% (strongly disagree))] to the use of team building for capacity building, while 39.3% agree [36.1% agree, 3.2% (strongly agree)]. This implies that much as the organisation believes and uses team building as a capacity building strategy, its contribution to sustainability of income generating projects is minimal in the case of income generating projects in World Vision. Possibly other strategies should be used accordingly.

4.6.2.2 Correlation analysis on the effects of group work learning processes and sustainability

For the researcher to measure this objective, simple correlation studies were used to establish the relationship between leadership development and training others and sustainability of income generating projects:

Table 8: Showing correlation analysis of group work and sustainability

		Group work learning processes	Sustainability
Group work learning processes	Pearson Correlation	1	-.429**
	Sig. (2-tailed)		.000
	N	124	124
Sustainability	Pearson Correlation	-.429**	1
	Sig. (2-tailed)	.000	
	N	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data

The results in the above table 15 indicate that group work learning processes indicate a weak and statistically insignificant correlation with sustainability ($r = -0.429$, $P = 0.000 < 0.05$). This implies that group work learning processes is negatively related with sustainability and therefore does not support the hypotheses that group work learning processes directly affects sustainability of World Vision funded income generating projects in Gulu Municipality.

4.6.2.3 Regression analysis on the effects of group work learning processes and sustainability

The study was further subjected to linear regression analysis as presented in the table below;

Table 9: Regression analysis on the effects of group work learning processes on sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 ^a	.184	.177	.19913

a. Predictors: (Constant), Group work learning processes

Source: Primary data

In testing this objective, group work learning processes influences sustainability with a value given for the coefficient of determination, also known as R^2 in this study, amounted to 0.184. The coefficient of determination represents the amount (proportion) of the variation of the data presented by the dependent variable that is explained by the independent variable. This implies that 18.4% of the variation in individual work learning process was accounted for by study tours and team building. In this regard, the percentage explanation of the magnitude of relationship is low. Therefore, other factors could be responsible for sustainability and not group work learning processes.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary and discussion of findings that were derived from the previous chapter 4. The discussion is arranged according to objectives from which conclusions and recommendations are made according to the objectives of the study

5.1 Summary of findings

The study undertaken was to assess the role of capacity building strategies on sustainability of income generating projects in Gulu Municipality, Gulu District. The findings reveal that there was no relationship between capacity building strategies adopted and sustainability of income generating projects.

The narrative summary of the findings using tables and graphs was made. The group and membership questionnaire was tested on 3 members of the groups that did not eventually participate in the study. Key informant interview schedule was pretested on 2 implementing staff. The analytical procedures included correlation analysis using person correlation coefficient and regression co-efficient to determine the relationship between key variables under each objective. The results disagreed with the independent variables set out in this research: individual work learning processes and group work learning processes were not significant predictors of sustainability of income generating projects in Gulu municipality. Results from group members and interviews of key informants were presented and interpreted in chapter 5. In this chapter, the results are discussed and recommendations made.

5.2 Discussion of study findings

5.2.1 Individual work learning processes and sustainability.

The researcher found that there was a negative relationship between individual work learning processes and sustainability of income generating projects. Capacity building of group leaders did not contribute to sustainability. Much as Scheirer (2005) and Scheirer (2005) supported the view of development partners building the capacity of leaders and eventually translating it into sustainability, this was disproved by this research. When their capacity is built, they think about more avenues of fundraising for their own benefit but not for the groups. The leaders interviewed also revealed that they had limited time for their own groups and did not even have the capacity to understand or even over see capacity building sessions organized by other group members. This, therefore, supports the assertion made by OECD (2006) and Bennis (2004) that much as lots of resources had been injected in capacity building, limited progress had been achieved.

In line with the staged capacity building model adopted for this study, four levels of capacity building, from dependent to guided, assisted and independent. Starting with capacity building of leaders would fit under level 1 and their participation in capacity building of their groups would move the groups to level 4. However, interaction with group leaders revealed that even after being supported for 20 years, they could not continue independently without support from World Vision because most of the tasks that would be undertaken by groups members were still carried out by the staff of World Vision and consultants engaged from time to time. The funding organization still takes control of all the processes from level one to level four. This therefore implies that leadership capacity building had not contributed to sustainability of income generating projects in Gulu Municipality.

It was also found that capacity building through training others did not contribute to sustainability. This finding is in disagreement with Noe, (2002) who viewed training others as a continuous capacity building activity within a group. Individuals once trained did not organize any training for group members. Much as lack of resources and follow up by World Vision were mentioned as some of the causes, inability of the group leaders to initiate such

arrangements and limited motivation of the trainers also come out to explain this. This scenario is also emphasized by Baldwin and Ford (1988) who argue that for individuals to organize capacity building sessions, they have to be facilitated, motivated, followed up and provided with a positive transfer environment to ensure that they put into practice what they have been taught. This is further supported by Brinkerhoff and Gill, (1994) who pointed out that inadequate supervision and support constitute some of the factors that affect training knowledge transfer in work environments. The assumption put forward by the staged capacity building model could not be verified here considering the duration of support of the groups. The correlation results of group work learning processes and sustainability confirmed that there was a negative relationship between group work learning processes and sustainability ($r = -0.429$ and it was statistically significant, $p < 0.05$). This indicated that the hypotheses had been rejected.

5.2.2 Group work learning processes and sustainability of income generating projects

It was found that there was a negative relationship between group work learning processes and sustainability of income generating projects. The study tours organized did not contribute to sustainability. In the discussions held with group leaders, it was pointed out that they were not involved in organizing the study tours, leave alone formulating the objectives of the study tours. Planning for study tours and setting up objectives was entirely undertaken by staff. The implementing staff revealed that while organizing study tours, participants were selected at random from different groups. This, therefore, makes objective setting and selection of study tour participants more difficult. If study tour participants were selected randomly, then this was not in agreement with the staged capacity building model where different groups are assumed to be at one level and the form of capacity building and level of involvement of the adviser can be determined accordingly. Sustainability cannot be achieved under this arrangement. Since the organization of study tours was in disagreement with all the literature reviewed and the model adopted for this study, it could partly explain the limited contribution to the sustainability of income generating projects sustainability in Gulu ADP.

5.3 Conclusions

The findings show that leadership development, training others, study tours and team building have a negative relationship with sustainability. The past trainings and study tours for the purpose of promoting capacity building of the groups had not contributed to sustainability.

5.3.1 Individual work learning processes and sustainability of income generating projects

In the analysis, it was found out that majority of the respondents agree that leadership training and training others are instrumental in capacity building. However, there is a significant negative relationship between individual work learning process and sustainability. This is because when group leaders are trained, they engage in other income generating ventures which have minimal contributions to the group objectives. The individuals who are initially trained with the objective of training other group members do not organize any training for other group members. The groups do not have the resources to facilitate training of other members and to motivate them to take on this kind of work. This, therefore, means that much as leadership development and training others have been emphasized during the ADP capacity building sessions, they have not contributed to sustainability of income generating projects in Gulu municipality. Other factors that promote sustainability should be addressed.

5.3.2 Group work learning processes and sustainability of income generating projects

This analysis confirmed that majority of respondents voted against study tours and team building as key in promoting sustainability. There is a strong negative relationship between study tours and sustainability in promoting project sustainability. Much as Harrington (1999) recommends joint objective setting for study tour participants, World Vision staff still take the lead in objective setting. The fact that different groups are put together during the study tours and study tour report writing takes time, this even complicates everything, since it is in disagreement with African Centre for Women, 2007 who emphasize that the study tour report should be written as soon as the study tour is finalized.. Therefore, however much the organization injects money in study tours and team building sessions, sustainability will not be promoted.

5.4 Recommendations

5.4.1 Individual work learning processes and sustainability of income generating projects.

Follow up should be made to ensure that leaders' are involved in capacity building of their group members. Training for the different groups should be facilitated, monitored, evaluated and documented. Challenges faced by different groups should be identified during this period and appropriate action taken.

Facilitation of the trained group members should be done to enable them conduct workshops after their initial training. Challenges faced by the trained individuals should be identified early enough and appropriate action taken. Training for the different groups should be facilitated, monitored, evaluated and documented.

5.4.2 Group work learning processes and sustainability of income generating projects

1. A participatory approach should be adopted while organizing study tours. Groups be involved in determining timing, relevancy, objectives and participants of the study tour. This does not only ensure the realization of study tour objectives but also builds the capacity of the groups to continue organizing the same.
2. Underlying issues in a group should be identified and focused on in the team building sessions. Team building at times fails because of internal issues only known to the group members but the partners do not try to find out.
3. Appropriate and context appropriate capacity building strategies should be adopted. Whether or not to take on individual work learning processes or group work learning processes remains a decision of the agency involved, the context in which it operates and the groups involved.

5.5 Limitations to the study

The study was only meant to assess the role of capacity building strategy (which focused on only two dimensions of individual work learning processes and group work learning processes). These are not the only capacity building strategies that could be studied.

Due to the study design and limited time, the study only covered the period 2007-2010. This period was partly after the 20 year civil strife which had a significant effect on any income generating project that was funded during the same period.

Lastly, the research was conducted during the time when the staff and selected groups were anxious about the transition period. The questions were somewhat sensitive to the staff and group members as they thought they would be pinned for anything that did not go well during the capacity building period. The researcher had to make a lot of explanations prior to questionnaire administration.

5.6 The contributions of the study

The study of capacity building strategy and sustainability highlighted the role of individual work learning processes and group work learning processes on sustainability of income generating projects. Since projects are different and the motives for setting them up greatly differ, different capacity building strategies have to be adopted if long term sustainability is to be realised. It is the role of funders to carefully investigate the different strategies before assuming and injecting huge sums of money on strategies which may not work. The context should be considered before any strategy is adopted.

The study discovered that just like World Vision, other development partners sink a lot of money in building the capacity of group leaders, they in return don't render capacity building sessions to the group members. They use such skills for their own benefit. On the other hand, when individuals from the groups are trained, they have limited time with the group members as revealed by the score. If these recommendations are put into consideration, sustainability of income generating projects can be promoted.

5.7 Areas for future Research

Capacity building strategy and sustainability is a very wide area of study. This study concentrated only on World Vision funded activities in Northern Uganda which gives room to other researchers/scholars to conduct similar researches which may include;

1. Using a different research design, the same topic of capacity building strategy and sustainability of income generating projects can be undertaken and make a good comparison.
2. The study was conducted on World Vision Gulu ADP which operates in a municipality (town) setting. Future researchers can conduct a similar study on sustainability of income generating projects in a rural setting.
3. The research only focused on a few indicators under each dimension. Leadership development and training others were selected from individual work learning processes, leaving out coaching and mentoring. On the other side, study tour and team building were selected from group work learning processes, leaving out conducting pilot studies and process reviews. Future researchers can conduct studies on the above areas and find out how they contribute to project sustainability.

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Appendix A: Krejcie and Morgan's (1970) table for determining sample sizes for finite population.

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2,800	338
15	14	110	86	290	165	850	265	3,000	341
20	19	120	92	300	169	900	269	3,500	346
25	24	130	97	320	175	950	274	4,000	351
30	28	140	103	340	181	1,000	278	4,500	354
35	32	150	108	360	186	1,100	285	5,000	357
40	36	160	113	380	191	1,200	291	6,000	361
45	40	170	118	400	196	1,300	297	7,000	364
50	44	180	123	420	201	1,400	302	8,000	367
55	48	190	127	440	205	1,500	306	9,000	468
60	52	200	132	460	210	1,600	310	10,000	370
65	56	210	136	480	214	1,700	313	15,000	375
70	59	220	140	500	217	1,800	317	20,000	377
75	63	230	144	550	226	1,900	320	30,000	379
80	66	240	148	600	234	2,000	322	40,000	380
85	70	250	152	650	242	2,200	327	50,000	381
90	73	260	155	700	248	2,400	331	75,000	382
95	76	270	159	750	254	2,600	335	100,000	384

(Source: Amin, 2005)

APPENDIX 1

QUESTIONNAIRE FOR GROUP MEMBERS

Dear respondent,

This is a research study leading to a ward of a Masters degree in Management Studies specializing in Project Planning and Management of Uganda Management Institute. The purpose of this study is to examine the role of capacity building strategies in promoting sustainability of income generating projects in Gulu Municipality.

You are kindly requested to feel free and express your opinion on each of the issues raised. The information that you will provide, will be treated with utmost confidentiality and under no circumstance will it be devolved. The basic research ethics are to be observed and adhered to. You are not required to disclose your name in the process of answering these questions unless you have voluntarily decided to do so.

Your positive response will be highly appreciated.

Yours

.....

Kyejjusa John (Masters Degree Student, UMI)

SECTION A:

Social Demographic Characteristics of respondent

In this section of questionnaire, please tick (✓) the response you feel is the most appropriate

1. Gender of respondent

i) Male ii male

2. Name of division (i) Pece (ii) Laroo (iii) Berdege (iv) Layibi

3. Highest level of education

(i) Never went to school (ii) P.1-P.7 (iii) S.4- S.6

(iv) Tertiary institution

4. For how long have you been a member of this group?

(i) 1-2 years (ii) 3-5 year

5. Position in the group

(i) Ordinary member (ii) Committee member

6. How often do you elect leaders in the group?

i). 1-2 years ii). 3-4 years iii). Never

SECTION B

Circle (O) the most appropriate number for each question using the scale

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

Leadership development				
8. The leader of my group is always available for group activities	4	3	2	1
9. The leader of my group has attended many trainings organized by World Vision.	4	3	2	1
10. The group leader generates new ideas for the benefit of the group.	4	3	2	1
11. The group leader motivates us to participate in decision making	4	3	2	1
12. Without any other training, my group leader can continue serving the group to overcome future problems.	4	3	2	1
Capacity building through training others				
13. Am normally invited for World Vision trainings as a group member.	4	3	2	1
14. When I attend the training, I get sufficient skills that enable me train other group members	4	3	2	1
15. I normally organize training sessions for my group.	4	3	2	1
16. I have the time to train other group members and this supports in building the capacity of the group.	4	3	2	1
17. Trainings organized normally take into consideration past trainings	4	3	2	1
18. By building the capacity of others through training, sustainability concerns are being addressed in my group	4	3	2	1

SECTION C

Group work learning processes

Capacity building through study tours				
19. The study tours organized by World Vision are relevant.	4	3	2	1
20. My group participates in the identification of study tour places	4	3	2	1
21. The members taken for study tours come back and share what they have learnt with others	4	3	2	1
22. The study tours have contributed to group capacity to handle future challenge.	4	3	2	1
23. The duration of the study tour is enough for my group to learn new skills relevant for my group	4	3	2	1
24. The staff who accompany the group during the study tours always support the group whenever called upon	4	3	2	1
Capacity building through team building				
25. Team work spirit exists in my group.	4	3	2	1
26. Gulu ADP has been instrumental in building team work spirit in my group	4	3	2	1
27. The activities undertaken as a team are instrumental in promoting capacity building and sustainability in my group	4	3	2	1
29. The leader of my group is always available for group activities and contributes ideas that promote sustainability	4	3	2	1
30. The leadership techniques employed by our leader contribute to organizational sustainability	4	3	2	1
31. Without any other training, my group leader can continue serving the group to overcome future challenges and this contributes to group sustainability.	4	3	2	1
32. The skills that are attained through training are used during resource mobilization and contribute to financial sustainability in our group.	4	3	2	1

33. The skills acquired during the training contribute to organizational sustainability.	4	3	2	1
34. Comparing where the group started from and the kind of support received, organizational sustainability has greatly improved.	4	3	2	1
35. The study tour conducted have contributed to innovation in our group and this has promoted organizational sustainability.	4	3	2	1
36. The team building sessions organised for the group have contributed to organizational sustainability.	4	3	2	1
37. Team work spirit in our group has greatly increased as a result of team building workshops.	4	3	2	1
38. Considering where our group was before receiving support from World Vision and where it is now, we can undertake all project related work without additional support.	4	3	2	1

Thank you for your time.

Researcher.

APPENDIX II

Group leaders capacity building strategy assessment questionnaire

Dear respondent,

This is a research study leading to a ward of a Masters degree in Management Studies specializing in Project Planning and Management of Uganda Management Institute. The purpose of this study is to examine the role of capacity building strategies in promoting sustainability of income generating projects in Gulu Municipality.

You are kindly requested to feel free and express your opinion on each of the issue raised. The information that you will provide, will be treated with utmost confidentiality and under no circumstance will it be devolved. The basic research ethics are to be observed and adhered to. You are not required to disclose your name in the process of answering this questionnaire unless you have voluntarily decided to do so.

Your positive response will be highly appreciated.

Yours

.....

Kyejjusa John (Masters Degree Student, UMI)

SECTION A:

Social Demographic Characteristics of respondent

In this section of questionnaire, please tick (✓) the response you feel is the most appropriate

1. Gender of respondent

i) Male ii) Female

2. Name of division (i) Pece (ii) Laroo (iii) Berdege (iv) Layibi

3. Highest level of education

(i) Never went to school (ii) P.1-P.7 (iii) S.4- S.6

(iv) Tertiary institution

4. Period spent in the group:

(i). Less than a year (ii). Between 1-2 years (iii). Between 2-4 years

5. For how long have you been serving in current position?

(i). Less than a year (ii). Between 1-2 years (iii). Between 2-4 years

6. How often do you elect leaders in the group

(i) 1-2 years (ii) 3-4 years (iii) Never

Section B

In this section of questionnaire, please circle (O) the response you feel is the most appropriate

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

Individual Work learning processes

Leadership development assessment skills				
7. I regard leadership development in my group very important	4	3	2	1
8. I invest adequate time doing people development	4	3	2	1
9. I define my role when serving as a coach in my group	4	3	2	1
10. I am committed to developing people of various backgrounds in my group	4	3	2	1
11. I create opportunities for people to assess their leadership skills	4	3	2	1
12. I help people take advantage of opportunities to learn new skills	4	3	2	1
13. I look forward for new ways to help others become more successful in their roles	4	3	2	1
14. I help people take advantage of opportunities for new experiences	4	3	2	1
15. I establish expectations for the people I mentor	4	3	2	1
16. I create a mutually agreed upon coaching plan including criteria for success	4	3	2	1
17. Improvement in group performance is normally registered every after a training on leadership roles	4	3	2	1
Study tour assessment skills (if never participated just proceed to section C)				
18. I have participated in study tours organized for my group	4	3	2	1
19. I participate in organizing the study tours for my group	4	3	2	1
20. The study tours have contributed to the development of my leadership skills	4	3	2	1
21. I have made of use of study tour reports to recommend changes in the way our group is run	4	3	2	1
22. I get ample time to discuss leadership issues during study tours	4	3	2	1
23. My group compiles a report after the study tour	4	3	2	1
24. The study tours normally organized are timely for my group	4	3	2	1
25. I recommend more study tours for my group	4	3	2	1

Section C: Group Work Learning Processes				
Training others assessment skills				
26. My group has benefited from training skills acquired by group members through training	4	3	2	1
27. I have sufficient skills to supervise trainers while they are training group members	4	3	2	1
28. The trained members dedicate sufficient time to training others in the group	4	3	2	1
29. The training sessions organized have contributed to capacity building and sustainability in our group	4	3	2	1
30. I recommend more training of trainers courses to be organized for the benefit of my group	4	3	2	1
Team building assessment skills				
31. Team building sessions are important for capacity building	4	3	2	1
32. I understand how to build team work in my group	4	3	2	1
33. I have used team work building sessions in my group	4	3	2	1
34. High team work spirit exists in my group	4	3	2	1
35. We undertake planning as a team	4	3	2	1
36. We monitor group activities as a team	4	3	2	1
37. We evaluate group activities as a team	4	3	2	1
38. We are equally responsible for group problems	4	3	2	1
39. I recommend more team building sessions as a capacity building strategy and to promote sustainability in my group	4	3	2	1

Thank you very much for the time.

Researcher.

APPENDIX III
INTERVIEW SCHEDULE FOR KEY INFORMANTS

Dear Respondent,

You have been chosen to participate in this study of examining the role of capacity building strategies on sustainability of group Income generating projects Gulu Municipality. Whatever you will discuss with the interviewer will not be shared with others without your permission. Therefore, fill free to seek critical interpretation where necessary. (Duration: 30 - 45 minutes interview)

Your positive response will be highly appreciated.

Yours,

Kyejjusa John (Masters Degree Student, UMI)

1. How are you involved in World Vision supported activities?
2. What role(s) do you play in these activities?
3. How are you informed about any upcoming activities?
4. What capacity building programs are undertaken by World Vision?
5. What comment and recommendation do you have on the following areas?
 - I. timing of capacity building workshops.
 - II. content of the training.
 - III. frequency of the trainings.
 - IV. participants for the training.
 - V. monitoring of activities by implementing staff

Thank you for your time.

APPENDIX V
INTERVIEW SCHEDULE FOR WORLD VISION STAFF, MANAGEMENT AND THE
TECHNICAL TEAMS

Dear Respondent,

You are being chosen to participate in this study with intent to examine role of capacity building strategy on the sustainability of group income generating projects in Gulu Municipality. Whatever you will discuss in the focus group will not be shared with any other persons without your permission. Therefore, fill free to express your ideas and views and seek critical interpretations where necessary.

Your positive response will be highly appreciated.

Yours

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Kyejjusa John (Masters Degree Student, UMI)

- 1) What is your role as far as capacity building is concerned?
- 2) At what stage do you get involved?
- 3) What specific roles do you play?
- 4) Have you ever participated in any training for any group?
- 5) What was the training about?
- 6) What was your role in the training?
- 7) How long was the training?
- 8) What was the basis for organizing the training?
- 9) How were the participants selected?
- 10) What is the frequency of such training?
- 11) How is monitoring of the groups done? Do you compile monitoring reports?
- 12) Other than direct group funding, what other role does World Vision play while supporting the groups?
- 13) What was your overall impression about the training?
- 14) What recommendations would you give to world Vision while organizing similar trainings in the future?
- 15) What is your impression of these groups considering the duration of support and the fact that the ADP is transitioning in 2012