

# **Competency Gap Assessment of Social Organizers**

Case Study of NGOs at Mansehra, Pakistan after Earthquake, 2005.

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## **Abstract**

The earthquake disaster in October, 2005 has attracted a number of foreign donors to Pakistan which lead to mushroom growth of NGOs, especially in the earthquake affected areas. This has increased the demand of competent human capital in this specific area as thousands of new vacancies have been created and new incumbents have been inducted especially for social organization and mobilization but most of them lacked the necessary competences because they were having a diverse background and qualifications; this lead to poor performance of the development sector as evident from an exploration of several “project impact analysis reports”.

The paper has developed a unique model of competence analysis for Social Organizers (SOs) of NGOs being the gross root project implementers. It has set a cut-off competence level and further ascertaining three different competence levels that are complemented by an analysis of the frequencies from SOs profile thus identify gaps in existing and required competence level for the SOs. This has been done in conjunction with the multidimensional model that has stated competence as a combination of competency, proficiency level and context (De Coi et al., 2007); furthermore perceived proficiency level of requisite competencies of SOs has been assessed (Jan, 2001).

The study has concluded that building the knowledge-base in the areas of “public health & hygiene, protection, environmental conservation and livelihood” would enable the SOs to know and assess the real needs of the marginalized communities. It would be complementary if exposure to “millennium development goals” should be enhanced thus knowing the ultimate target. Although “professional skills” like “budgeting, project Management, technical writing” for developing reports & conceiving projects through proposals are all important but the real spirit can be produced by ensuring “personality alignment” and energizing “socio-political Activism”.

The study has recommended appropriate capacity building interventions for overcoming the identified gaps, along discovering the areas of “community participation”, “need assessment” for a new educational discipline of NGOs and “effectiveness of NGOs’ operations” for conducting further research while replica of the same study with refined methodology and framework has also been suggested for other disaster stricken areas.

## **1. Introduction**

The tragic and devastating earthquake of 8<sup>th</sup> October 2005 shattered the whole fabric of Pakistan that killed about 3.7 million people out of 5.7 million of total affectees (*Geological Survey Pakistan, 2005*). Thousands of national and international NGOs immediately started relief work for the rehabilitation of the survivors (175 NGOs at Mansehra only) (UNOCHA Contact List, updated 09/06/2005).

Huge volume of dollars is injected in Pakistani economy as evident from the move of financial institutions like World Bank that had provided \$470 million in no time of just two weeks after the Earthquake tragedy, to support reconstruction and safeguard ongoing reforms and poverty reduction programs. In December, an additional \$400 million was approved. In all, the Bank has pledged \$1 billion for earthquake recovery, mostly in the form of IDA credits” (World Bank, 2006<sup>vii</sup>). But these organizations are lacking the necessary human capital to address the specific needs of the earthquake affectees. The enormous current uplift in the volume and density of NGOs working in Pakistan has highlighted the capacity building as a burning issue for the organizations working for the development of Civil Society Organizations (CSOs). The purpose of this research study is to identify the competence needs for building the capacity of Human Resource of the Donors agencies and their implementing partner NGOs that are working in direct contact to the community (i.e. Community/Social Organizers) thus strengthening the efforts for sustainable development of the area. This study will also be highly useful in designing curriculum and courses of Developmental Studies at universities<sup>viii</sup> and other capacity building entities.

After detailed deliberation with donor agencies and entities of local NGO cluster, a need was felt to launch a research study to asses the new paradigm of capacity development needs (Competence/KSA Gap Analysis) thus conducting “Human Resource Training Needs Assessment (HR TNA) for NGOs of Hazara Division”.

### **1.1 Performance Challenges to Development workers**

This eye-opening situation had clearly aspired the development workers to understand and address this growing apprehension of the people about lack of marginalized community participation in their socio-economic development programmes, NGOs functioning and accountability and their systems such as governing in NGOs that prevails in Pakistan. So there is need to initiate programmes for underprivileged and

marginalized communities in the most poverty stricken areas of the country. It is also emphasized that measure needs to be taken to improve the functioning of NGOs to provide the **maximum benefits to the target community and optimal utilization of the available financial and human resources for poverty alleviation** (Akbar, 1999).

## 1.2 Global Development Scenario

Popularization of free market, anti state policies, the serious debt crises in Latin America, the fiscal and administrative crises of underdeveloped countries, the overall retreat of the state, and the end of the cold war, are all seen as processes which rise to the renewed prominence to the roles of NGOs and grassroots organizations' which become the favored child of the western donor agencies. It is this 'New Policy Agenda'<sup>ix</sup> that now rules development thinking, combining 'elements of economic liberalism and western political theory in ways which redefine the roles of and relationships between states, markets and "third sector" institutions<sup>x</sup>, and it is these economic and political models which now dominate development policies and aid transfers offering unprecedented opportunities for NGO growth and influence'.

This has given birth to thousands of NGOs across the world. The statement made by Akbar Zaidi (1999)<sup>xi</sup> summarizes the reasons for the phenomenal rise in number of NGOs related to state failure. Despite the high level of expectations from NGOs due to huge flux of donations and priority given to them on the policy level, they failed to deliver as rightly stated by Akber Zaidi (1999).

"NGOs mushroomed in every corner of the globe, NGOs were perceived to be a panacea for much of the ills that affect underdeveloped countries, and were supposed to do development in a way very different from the way the state pursued these objectives. They were thought to be participatory, community-oriented, democratic, cost effective, and better at targeting the poorest of the poor" (Akbar Zaidi 1999:259).

Criticism that has been made on NGOs is that their entire existence depends on donors' money, almost always from abroad. Alan Fowler has argued that the extraordinary growth of NGOs in every corner of the globe has essentially been a resource-led process that has resulted from greater official aid for them. In the period 1975-85, when the exponential growth was in early stages, an increase of 1400% in official aid assistance was channeled through NGOs. For the World Bank in 1993 one third of all

approved projects included some element of NGO involvement, and by 1994 this proportion has grown to over 50%. According to the World Bank, 'Over 15 % of total overseas development fund is channeled through NGOs (World Bank, 1993, 1994)<sup>xii</sup>.

### **1.3 South Asia Development Scenario**

The success stories of the NGO sector in South Asia, such as the Working Women's Forum, BRAC and other high profile NGOs, have been able to expand due to major inputs from European and Canadian aid-giving agencies, and from the World Bank. Today, BRAC in Bangladesh, for example, has more than 10,000 staff, covers 15,000 villages, and plans to serve three million people and children in over 100,000 schools (Edwards & Hulme, 1996).

This almost complete dependence on foreign donor funds raises numerous questions about the accountability and legitimacy of NGO activity. Edwards and Hulme (1996) list four consequences of funding: 1) NGOs are encouraged to expand their scale well beyond their capacities, 2) having little long-term comparative advantage in some areas: because much of the work is based on particular projects, 3) the advocacy and institutional developmental role of NGOs is compromised; 4) their legitimacy is weakened; and NGO accountability is shifted away from the grassroots, and over emphasizes short-term quantitative outputs (Edwards & Hulme, 1996).

Apart from the so-called classic principles, like neutrality, impartiality independence and voluntarism, humanitarian organizations had come to adopt a new generation of principles including accountability and the need for appropriateness and contextualization (Minear and Weiss, 1993). Because of their dependence on donor money, their accountability gets shifted 'upwards' rather than being where it ought to be, at the grassroots, As Gita<sup>xiii</sup> said that the impact of NGOs' upward accountability to external donors deserves attention. NGOs even fail by their own special criterion that they work for, and reach, the poorest of the poor. In the case of Bangladesh, for example, Edwards and Hulme (1996) other studies stating that 'even taken together, the Largest NGOs in Bangladesh (including the Grameen Bank) reach less than 20% of landless households (Edwards & Hulme, 1996). This way it can be employed that attitudinal and behavioral issues are more important while catering for capacity building of the NGOs. Also the people like Social Organizers should be more ethically sound, as

they are responsible to show the true picture of the concern communities and the impact of the development project on them.

#### **1.4 Pakistan Development Scenario**

Pakistan is home to over 142.6 million" people with an annual population growth rate 2.11% and diversified culture and norms. A majority (about 65%) of the population lives in rural areas. The local power structure under the feudal and Sardari social system is intact since long and they are the major power sharers with history of brutality and suppression to the underprivileged. Military colonization of civilian institutions including parliaments by setting quotas since 1960 for in service and retired servicemen in Pakistan is rather a new phenomenon in the modern world (Goel & Kumar, 2004).

A survey conducted in February 2001 by the Gallop Pakistan (Chapter of Gallop USA) reveals that over 40% population of Pakistan now lives below the poverty line' of that majority are women and children. Wherein. 57% people living below the poverty line are in Balochistan (Gallop Pakistan, 2001). According to a World Bank 1995 poverty assessment, in around 1990, Pakistan (with GDP per capita of \$420) fell into the low-income country group (average income \$390 per capita), but had a relatively low incidence of 'extreme poverty' (US\$1 a day per person at 1985 prices) at 18% (World Bank,1995)<sup>xiv</sup>. Thus, as a developing country it has been receiving financial assistance since its independence. **Development agencies including multilateral agencies, mainly within the UN system, bilateral programs and international non-governmental organizations (INGOs) started funding according to their interests and the needs for localization is ignored resulting in lack of awareness in the people dealing with community so there is a need to assess the local values system of the community and align the human resource.**

It is estimated that now over 40,000 NGOs<sup>xv</sup> ([www.pcp.org.pk](http://www.pcp.org.pk)) are functional in Pakistan addressing issues included from traditional service delivery (basic education, health, water and sanitation) to the rights based such as human rights, women issue, peace efforts, etc ([www.sdpi.org.pk](http://www.sdpi.org.pk))<sup>xvi</sup>. Another study, "Social Development in Pakistan" Annual Review 1999; reveals that very Low i.e. 30 percent of project funds reach the ultimate beneficiaries because of higher administrative costs, inappropriate monitoring and evaluation systems for project approvals and implementations. The figure also indicates that how much the donors are accountable for their stewardship of public

(taxpayers) money... and realize an obligation to be responsive to the questions and concerns of their respective stakeholders. **So the need for building the skill set required for different stages of Project Life Cycle especially for Monitoring and Evaluation** (Social Development in Pakistan Annual Review, 1999).

### **1.5 Problem Statement (Hypothesis/Research Question):**

The problem that this paper caters for is to find out if there exists a “Competence gap” in the Social Organizers (SOs) of NGOs (working for the reconstruction & rehabilitation after the 2005 earthquake in Pakistan).

### **1.6 Research Goal:**

The overall goal of this paper is to assess the present and required Competence (Knowledge, Skills, and Attitudes – KSA) level of SOs working for NGOs at Hazara division in Pakistan.

### **1.7 Objectives:**

- To search out the relevant literature on performance of NGOs.
- To find out the Present “KSA” gap in SOs of NGOs.
- To check the awareness Level about issues relevant to KSAs.
- To give policy recommendations for the fulfillment of the capacity gap in KSAs and pointing out gaps in effective functioning of NGOs (if any)

### **1.8 Data Sources**

Data for this research study was collected from both primary and secondary sources. Secondary data was taken from Books, Case Studies, Research papers, Research Journals, Internet browsing and Printed material and relevant literature published by/about NGOs of Hazara Division. The tool used for primary data collection; Survey (Questionnaire) collected from 40 SOs of 8 NGOs out of 155<sup>xvii</sup>. The questionnaires were distributed amongst NGOs in District Mansehra, which is the hub of the NGOs after earthquake 2005.

### **1.9 Limitations**

Due to financial and logistic constraints, the study is confined to 8 organizations. The region of the study is Hazara Division due to available logistic/financial support and the time constraints. It would have been more fruitful if conducted for the whole EQ affected region having more diversity of organizations and there human resource.

## 2. Literature Review

“Human development paradigm”, claims the broadest vision of a people-centered development process within the development theory where economic growth serves to enhance the well-being of the people. This is result of continuous debate that had originated in the human society and not just a new conceptual discovery. The idea that social agreements, including economic activity organization, should be judged by the extent to which they produce Human good has envisaged the human mind right from the birth of the human civilization and the known history philosophers like Aristotle and continues through Immanuel Kant, Adam Smith, Robert Malthus, Karl Marx, and John Stuart Mill. The precious contributions of the intellect emerged in the rediscovery and conceptualization of the valuable thought that “the basic purpose of development is to enlarge people’s Choices.” The school of thought that had laid emphasis on just economic growth; had limited focuses on expanding only one’s choice of enhancing income while the Human development school had distinguished itself by seeking the enlargement of all human choices that may be social, economic, cultural, and political in nature. Essential elements of human development can be categorized as equity, sustainability, productivity, and empowerment (Mahboob, 1995).

Apart from seeing this paradigm form “Community Development “ viewpoint, this is felt that development of a knowledge area from Organizational context especially those working in the relief and humanitarian assistance to the communities that are marginalized due the vicious poverty circle or due to some natural mishap or a disaster. Therefore a need arose that gave birth to the new discipline of Human Resource Development. The development of human resource is conducted through Training and Development functions that are now essential for any Development or Corporate sector organization.

The training process begins with a sort of triggering event. The triggering event is the recognition of **Organizational Performance Deficiency (OPD)**. When the **Actual Organizational Performance (AOP)** is less than **Expected Organizational Performance (EOP)**, OPD exists. Once the performance deficiencies are identified, the cause must be identified then. If it is caused by inadequate Knowledge, Skills and Attitudes (KSAs), then training becomes a way to satisfy the need. Performance deficiency that is caused by motivation or equipment and environment require a



different solution. The performance deficiencies to be addressed by training are then prioritized<sup>xviii</sup>.

“The purpose of conducting a needs assessment is to prevent a quick fix approach to operational problems. A TNA done correctly will ensure if the solution addresses the real issues and effectively focuses the appropriate resources, time and effort toward targeted solutions. Once this formal needs assessment process is completed the information is used as the basis for training design, development and evaluation. However you must continue to assess the knowledge, skill and attitudes level of participants prior to each session. Different audiences may have different needs. This can be done both through a basic questionnaire sent just prior to a specific training event and also during the welcome time of each session”. (Gary, 1995).

The trainings are composed both of the theory and then simulations for its practical implication. “Indeed, there is currently a small but vociferous minority of opinion both with and outside professional educational circles which denies not only that such 'theoretical' understanding is sufficient to guarantee professional effectiveness but that it is even necessary”. (O'Hear, 1988; Lawler, 1990). The focus appears to be shifting from content or subject matter concerns to the identification of specified skills or abilities. More emphasis is being placed on what a student should learn in order to function more effectively in different environments and in different situations (Silverman, 1970). The knowledge we require for competence in the capacity sense can be had through a precise specification of craft skills in the dispositional sense (Jessup, 1990).

Competence Gap Analysis acts as a basis for TNA while TNA is the first phase of Training Process Model. A competency is a broad grouping of KSAs that enable a person to be successful at a number of similar tasks (Raymond, 1979). Competencies are useful for understanding how the KSAs combine to influence job performance. The KSAs determine what type of training will improve competencies, leading to improved job performance. Competence is composed of three basic attributes i.e. Knowledge Skills and Attitudes. Let us define it one by one.

Knowledge is what is known. Like the related concepts truth, belief, and wisdom, there is no single definition of knowledge on which scholars agree, but rather numerous theories and continued debate about the nature of knowledge.

“Knowledge acquisition involves complex cognitive processes: perception, learning, communication, association, and reasoning. The term *knowledge* is also used to mean the confident understanding of a subject, potentially with the ability to use it for a specific purpose” (wikipedia.org).

“A **skill** is ability, usually learned and acquired through training, to perform actions, which achieve desired outcome” (wikipedia.org). “The capacities needed to perform a set of tasks that are developed as a result of training and experience” (Raymond, 1979).

Attitudes are “Dispositions or states of mind” (wikipedia.org). “Attitudes are employee beliefs and opinions that support or inhibit behavior. In a training context, you will be concerned about employee's attitudes in relation to their learning of the training material and their job performance”. (Raymond, 1979)

The need to strengthen the ability of NGOs to fulfil multiple and increasingly complex roles has been identified time to time by NGOs themselves, by donor agencies and by governments (ASPBAE and IFCB, 1999a, 1999b; Fowler, 2000; PIANGO, undated; Kaplan, 1999). However, the term capacity building is widely used, literature reveals that there is much confusion in the way how it is understood and implemented. Gunnarsson (2001) discusses a range of issues related to capacity building within the development process. A number of contributors in the development field have suggested that the concept of capacity building needs to be given operational definition. Three examples are presented below.

“Capacity building includes institutional support in the form of finances for office space, salaries and vehicles” (Makumbe, 1998). “Capacity building is not defined through the instruments used, but through its goal to enhance the capability of people and institutions sustainably to improve their competence and problem-solving capacities” (GTZ, 1999). “Capacity Development is the process by which individuals, groups, organizations, institutions and societies increase their abilities to: 1) perform core functions, solve problems, define and achieve objectives; and 2) understand and deal with their development needs in a broad context and in a sustainable manner” (UNDP, 1997).

These examples illustrate the broad range of concerns encompassed in the concept of capacity building, including financial, operational and organizational aspects of an

NGO's operations. The range of issues highlights the distinction drawn (Gunnarsson, 2001) between administrative capacity (Specific attributes such as adequate staff, equipment) and institutional capacity (Organic attributes such as the ability to cope with change and to remain viable).

### 3. Research Methodology

After conducting a thorough review of literature on the development sector and its training needs, an unstructured study at 5 NGOs at Abbottabad in Pakistan was conducted for gaps identification in the capacity of their human resources. After assessing the need for the study, a comprehensive research design was developed for the overall population of 175 NGOs (UNOCHA Contact List, updated 09/08/06) in the Hazara division at Pakistan. A questionnaire was then developed in the light of objectives for pre-testing and again 5 NGOs have cooperated. After pre-testing, the questionnaire was circulated to about 16 NGOs requesting for a survey from 5 SOs each, this way the sample size is 40. The findings of survey were presented for qualitative discussion to experts of the sector<sup>xix</sup>. After having a comprehensive research design, it was made sure that the findings of one tool can be confirmed by the other both quantitatively & qualitatively, thus arriving with concrete conclusions and implementable recommendations.

#### 3.1 Concepts, Indicators & Variables

The following framework is used for the purpose of assessing the competence level<sup>xx</sup>.

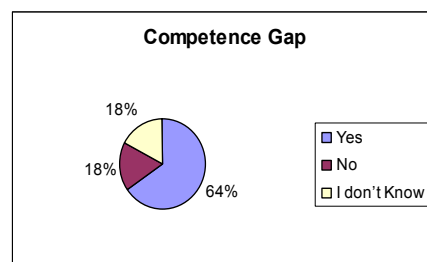
Concepts	Indicators	Variables	Decision Level
<b>Competence Gap</b>	<b>Knowledge</b>	Rural Development	Likert Scale of 1-5. Where 5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor 3 and below will be the decision point i.e. values above 3 will not be included in the analysis
		Sustainable Development	
		Community Participation	
		Participatory Rural Appraisals	
		Social Assessment	
		Millennium Development Goals	
		Local Value System	
		Community Group Dynamics	
		Basic Human Rights	
		Advocacy	
		Universal Primary Education	
		Public Health & Hygiene	
Environmental Conservation			

		Protection
		Livelihood
<b>Skills</b>		Community Organization
		Community Mobilization
		Public Speaking
		Personal Relationning
		Presentation skills
		Conducting Meeting
		Delivering a Training
		Report writing
		Proposal Writing
		Budgeting
		Project Management
	<b>Attitudes</b>	
		Commitment
		Consistency
		Punctuality
		Approach
		Initiative
		Leadership
		Empathy
		Team Work
		Socio-Political Activism

#### 4. Analysis

This topic is started from the last objective: **awareness**. It's satisfactory that most SOs are aware of all the issues that we had questioned in the questionnaire; it seems that these NGOs have good collaborative Environment, but 18% reply of I don't know is showing the gray area. Now let's analyze

the issue Objective-wise. The study has strongly evidenced the existence of a Competence Gap as 64% of the respondents have admitted its existence.



#### 4.1 The Cut Score method on Likert Scale

We have established cut-scores for determining a training need. Variables above the

cut-score do not need training while those that fall below the cut-score line need training. The following table shows the variables that fall below the cut-score of 120<sup>xxi</sup>.

**4.1.1 Table – 01: Variables with no gap**

S#	Concepts	Excellent	A. Ave	Average	B. Ave	Poor	C2+....+C6	Total
	Weight	5	4	3	2	1		
<b>Knowledge</b>								
1.	PRA	4(5)=20	6(4)=24	22(3)=66	8(2)=16		20+24+66+16	<b>126</b>
2.	BHR	5(5)=25	7(4)=28	15(3) =45	10(2)=20	3	25+28+45+20+3	<b>121</b>
3.	PH&H	5(5)=25	5(4)=20	25(3) =75	4(2)=8	1	25+20+75+8+1	<b>129</b>
4.	LH	4(5)=20	7(4)=28	20(3) =60	5(2)=10	4	20+28+60+10+4	<b>122</b>
<b>Skills</b>								
5.	PSS	5(5)=25	10(4)=40	15(3)=15	5(2)=10	5	25+40+45+10+5	<b>125</b>
6.	PR	5(5)=25	5(4)=20	21(3)=63	9(2)=18		25+20+63+18	<b>126</b>
7.	PS	3(5)=15	7(4)=28	25(3)=75	5(2)=10		15+28+75+10	<b>128</b>
8.	DT	5(5)=25	14(4)=56	6(3)=18	10(2)=20	5	25+56+18+20+5	<b>124</b>
9.	BS	5(5)=25	10(4)=40	10(3) =30	11(2)=22	4	25+40+30+20+5	<b>121</b>
10.	PM	5(5)=25	10(4)=40	17(3) =51	5(2)=10	3	25+40+51+10+3	<b>129</b>
<b>Attitudes</b>								
11.	PA	4(5)=20	10(4)=40	16(3)=48	10(2)=20		20+40+48+20	<b>128</b>
12.	Commitment	5(5)=25	15(4)=60	10(3)=30	5(2)=10		25+60+30+10	<b>125</b>
13.	Punctuality	5(5)=25	10(4)=40	15(3)=45	6(2)=12	4	25+40+45+12+4	<b>126</b>
14.	Initiative	5(5)=25	10(4)=40	20(3)=60	3(2)=6	2	25+40+60+6+2	<b>133</b>
	<b>Total Score</b>	325	504	681	192	31	1732	<b>1766</b>
	<b>Max Score</b>	2800	2240	<b>1680</b>	1120	560		<b>8400</b>

The above mentioned variables are not showing any gap means that the respondents possess the competence attributes at an acceptable level and don't need much emphasis on training, therefore these variables are excluded from the rest of the analysis.

#### 4.1.2 Table – 02: Variables showing the gap

S#	Concepts	Excellent	Above Average	Average	Below Average	Poor	Total
<b>Knowledge</b>							
1	CP	5(5)=25	5(4)=20	18(3)=54	9(2)=18	3	120
2	RD		5(4)=20	25(3)=75	5(2)=10	5	110
3	SD		5(4)=20	20(3)=60	10(2)=20	5	105
4	SA	2(5)=10	5(4)=20	20(3)=60	10(2)=20	3	113
5	UPE	1(5)=5	4(4)=16	20(3)=60	10(2)=20	5	104
6	EC	3(5)=15	7(4)=28	10(3)=30	15(2)=30	5	108
7	Protection	4(5)=20	6(4)=24	15(3)=45	10(2)=20	5	114
<b>Skills</b>							
8	CO		5(4)=20	20(3)=60	10(2)=20	5	105
9	CM		7(4)=28	23(3)=69	5(2)=10	5	112
10	CM		10(4)=40	16(3)=48	10(2)=20	4	112
11	RW		5(4)=20	15(3)=45	18(2)=36	2	103
12	PW	5(5)=25	7(4)=28	15(3)=45	7(2)=14	6	118
<b>Attitudes</b>							
13	Consistency	3(5)=15	7(4)=28	15(3)=45	10(2)=20	5	113
14	Approach	2(5)=10	3(4)=12	25(3)=75	5(2)=10	5	102
15	Leadership	4(5)=20	6(4)=24	15(3)=45	10(2)=20	5	114
16	Team Work	2(5)=10	8(4)=32	20(3)=60	5(2)=10	5	117
	Score	155	380	876	308	73	1431
	Maximum	3200	2560	1920	1280	640	9600

The above-mentioned 16 variables are showing the gap<sup>xxii</sup> thus there is a need for training and other capacity building interventions.

#### 4.1.3 Table – 03: Highest level of gap

S#	Concepts	Excellent	Above Average	Average	Below Average	Poor	Total
<b>Knowledge</b>							
1	MDG		5(4)=20	15(3)=45	13(2)=26	7	98
2	LVS	3(5)=15	4(4)=16	10(3)=30	13(2)=26	10	97
3	CGD		5(4)=20	10(3)=30	15(2)=30	5	85
4	Advocacy	2(5)=10	3(4)=12	15(3)=45	10(2)=20	10	97
<b>Attitudes</b>							
5	Empathy		5(4)=20	10(3)=30	24(2)=48	1	99
6	SPA		10(4)=40	5(3)=15	15(2)=30	10	95
	Score	25	128	195	180	43	571
	Maximum	2000	1600	1200	800	400	6000

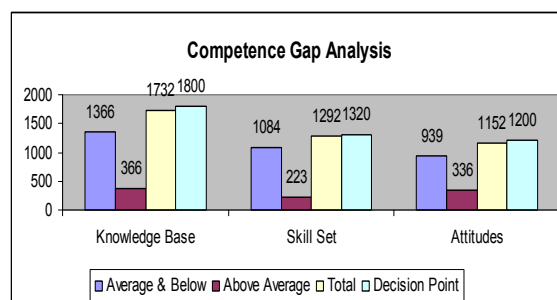
The above-mentioned variables are below 100 showing a much wider gap and therefore they need more emphasis in the training design phase. These 6 variables are showing huge gaps thus need training and other capacity building interventions<sup>xxiii</sup> with much

high focus. The Score obtained is 571 means that there is huge gap regarding the above variables.

#### 4.1.4 Summary of the findings

**Table – 04: Summary of the Cut Score on Likert Scale**

	Average & Below	Above Average	Total	Decision Point
Knowledge Base	1366	366	1732	1800
Skill Set	1084	223	1292	1320
Attitudes	939	336	1152	1200



The questionnaire was responded by 40 Social

Organizers (SOs) of 8 organizations. The above-

mentioned table and graph is representing the self-rating scores of the SOs on three indicators. The Knowledge Base indicator is showing a slight gap thus training need exists. The decision point for declaring a gap and determining the training need is 1800 while the total score obtained for this indicator is 1732 i.e. a bit below. The Skill set is showing a capacity gap implying a need for training. The decision point for declaring a gap and determining the training need is 1320 whereas the total score obtained is 1292 i.e. below that required level. The Attitude indicator is showing a capacity gap as well thus need of training exist. The decision point for declaring a gap and determining the training need is 1200 whereas the total score obtained is 1152 i.e. below that required level.

#### 4.5 Content Analysis of SOs Views about Local Value System (LVS)

We had recorded some views of SOs about the Local Value System that prevail in the Pakistani communities. Pakistani society is Sufism oriented, Progressive and secular society, communal harmony for eliminating the division through dialogue and interaction. We have a strong local values system bound us to meet certain customs and tradition. If we analyze the community province wise then it would be found that Pathans are rich in commitment, consistency and hospitality, people are skilled at Punjab, and intelligence level of at Karachioides but the masses of Interior Sindh and Balochistan lacks in encouragement and acknowledgement. Although most of the people are not clear about there value system, Pakistani society was also viewed as a frustrated society with double standards at cities but villages are rated better by the Civil Society activists but they admit that there work is encouraged. They have the fears of

getting exposed; fear of failure, truthfulness seemed to be a mirage leading value. Bogus moral values has ruined the right based approach in the society as it is semi feudal, semi capitalist, semis tribal, therefore Non-sharing so purely need based localized work with marginalized community like women poor and minority is highly emphasized.

## **5. Conclusion**

Concluding the findings of Survey and going through the Literature review, has enabled us to anticipate that focusing on the following points can bridge the gaps in the Competence Level of SOs. Data analysis has proved that building the knowledge base in the areas of Local Value System, Community Group Dynamics, and Advocacy would enable the SOs to know and assess the real needs of the marginalized communities, It would be complementary if the exposure to Millennium Development Goals could be enhanced thus knowing the ultimate target. Although Professional skills like Community Organization and Mobilization, Technical writing for developing reports and conceiving projects through proposals are important but the real spirit can be produced by energizing Socio-Political Activism, Empathy & volunteerism. The cross cutting theme is a comprehensively integrated strategy that enable an SO to contribute towards sustainable development of the marginalized communities. This can be done by developing and sustaining such strong organizational systems & process that encourages an SO to be aligned to both the communities' and the organizational value system. Here the bright side of the picture is that attitudinal variables like Initiative, Personality Alignment, Commitment and Punctuality has been rated high pointing to the fact that SO's had a positive insight of there own, having craze to serve the community; which of course will result in development of Pakistani society .

Another aspect of the integration strategy is to strengthen the efforts of the capacity building entities like Universities/Institutes/Training Centers. It was felt by most of the development workers that the Universities are still alien places where only scholarly efforts are underway, much away from the ground realities of the marginalized community needs. Therefore it is suggested that students should be assigned such tasks that are relevant to community needs, this will also be fruitful in filling the gap in Socio-Political Activism resulting in a vibrant social sector.



The authors had felt through their observations and consultation with SO's and their management while collecting the primary data that the sector should now go for philanthropy for its expansion & long-term sustainability. This will enable the sector to conceive the development projects at its own with little or no influence of the international donor agencies. This way the ultimate goal of development will be possible to achieve within the divine limits and cultural norms of our value system.

As we had analyzed the gaps objective wise, loop wholes are everywhere but NGOs are on the extreme so a four-prong strategy is suggested.

An awareness campaign on the latest development concepts, skills and community led attitudes supported by modern localized management systems. The campaign would comprise Seminars, Meetings with top managers, Counseling sessions, Publication of research.

Conducting Further Research Studies considering every research objective of this project as a distinct research goal using different KSA variables. Some research can be replicated with more representative nationwide sample size. Other relevant research areas could be Community participation, Need Assessment for a new Educational Discipline of NGOs, Effectiveness of the organizational Systems and Functions of NGOs.

A capacity building plan consisted of the following:

A Post Graduate Diploma/master programme for FUGs, emphasizing on the needs of local communities and the gray areas that are identified in the Knowledge base of SOs, that could be theory and task oriented; relevant to community, having local resource persons can let the participants feel the sorrows that are generated from the unfulfilled needs due to disasters, exploitation and thus poverty.

Training workshops for SOs mainly on skills enhancement & paradigm shift strategic thinking for enhancing the integrated approach are suggested. These trainings can be both of generic nature or can be tailor made as per need. On-the-job consultancy & assistance can help the participants of the Training/Course/Programme to apply whatever is learnt and to eliminate the implementation bugs from learning's of foreign case studies.

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[http://www.sdpi.org/know\\_your\\_rights](http://www.sdpi.org/know_your_rights).

## End Notes:

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ix They agreed to use the term 'New Development Agenda' instead of a 'New Trade Round'. But he warned that if it is merely a change in the wrapping, it would end up being a joke (New Development Agenda' in Doha, Kalinga Seneviratne, Oct 15, 2001).

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- x Many terms are used to refer to third sector organizations in different industries and countries. These include non-profit, non-government, community, voluntary, club, society, association, co-operative, friendly society, church, union, foundation and charity ([www.anztsr.org.au](http://www.anztsr.org.au)).
- xi In the article NGO failure and the need to bring back the state, Akbar Zaidi illustrates both the rise in NGOs' popularity in their role of development in the 1980s and 1990s, and NGO's failure to fulfil their role in bringing development to the poor. As he sets out the developments of NGOs in the 1980s so clearly, based on numerous sources, only the first part of the article is used for quotes.
- xii See World Bank's Annual Reports 1993 and 1994.
- xiii Gita Steiner-Khamsi, Teachers College, Columbia University in "Too Far From Home? 'Modulitis' and NGOs' Role" in Transferring Prepackaged Reform"
- xiv According to the World Bank's later method of calculation, in 1991, Pakistan's incidence of extreme poverty was even lower at 11.6%, compared with 31% in Nigeria (GDP per capita of \$340), 44% in Nicaragua (GDP per capita of \$460), and 12% in Indonesia (GDP of \$610) at around the same date (World Bank, 1998).
- xv See website of Pakistan Center for Philanthropy
- xvi Sustainable Development Policy Institute (Site Link:[http://www.sdpi.org/know\\_your\\_rights/ngo.htm](http://www.sdpi.org/know_your_rights/ngo.htm))
- xvii Contact List, United Nations Organization for Coordination and Humanitarian Assistance, 2006
- xviii As mentioned by Raymond in his book Employee Training and Development.
- xix A focused group discussion was carried out with HR managers of 8 NGOs in April 2005 at AURAT Foundation.
- xx This framework is based on the research framework stated in "Research Methodology- a step by step approach" written by Ranjeet Kumar. The variables are based on the discussion on KSAs of SOs in "Developing Meso-level organizations" by Abidullah Jan.
- xxi Cut Score: 120 is the Cut Score with an assumption if all the respondents go for Average. =  $3(\text{weight assigned to Average}) * 40(\text{Number of Total Respondents})$
- xxii As Average has weight of 3 so maximum Score to declare gap is  $40 * 3 = 120$  for one variable, and as there are total 16 variables so  $120 * 16 = 1,920$  is the maximum decision point to declare a Knowledge gap as a whole, The Score obtained is 1431 means that there is considerable gap regarding the above variables.
- xxiii As Average has weight of 3 so maximum Score to declare gap is  $40 * 3 = 120$  for one variable, and as there are total 10 variables so  $120 * 10 = 1,200$  is the maximum decision point to declare a Knowledge gap as a whole.
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