Impact of Community-Based Organizations (CBOs) Activities On Community Capacity Building Of (WEBDA)

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A Thesis Submitted in Fulfillment for the Requirements of Degree M.Sc. in (Agricultural Extension and Rural Development)

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January 2010
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قُتلُكَ زَلَايَدز
DEDICATION

I dedicate this study
To my great mother,
To my great father,
To my sisters, and my brothers
and
To all those who helped me and supported me

Dalia
Acknowledgments

First of all I thank God for helping me to complete this thesis. My special thanks and acknowledgement are due to my supervisor Dr. Mohammed Badwi Hussein for his continuous support, guidance, advice and useful comments without which this work could not have been completed.

I would like to direct a special appreciation to the Ministry of Humanitarian Affairs and to Abdel Azim Babekir Alhaj and Hozaifa in particular for their support.

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Abstract

The main objective of the study was to assess the impact of the Community-Based Organizations (CBOs) Activities on community capacity building, through assess the programs of capacity building of the (Wad El Bashir Development Association (WEBDA) in promoting communities on Leadership and management programs, illiteracy eradication and adult education programs, and to Know goals, objectives and roles of the CBOs.

The study was done between August 2006 and February 2008. However, the field survey was carried out between April 2008 and June 2009.

31 beneficiaries were selected by random sampling. To meet the objectives of the study, both the primary and secondary data were collected and used. The Primary data was collected through a field survey carried out in the study area using questionnaire and implemented through interviews. The Statistical Package for Social Sciences (SPSS) was used for data analysis.

The result obtained indicated that Community Based Organizations (CBOs) had a positive impact on building the capacity of the beneficiaries; this was manifested through improved skills and abilities with further improvement in management and selection project of income generating which are vital for income-generating projects and improvement of livelihood.

Based on the results obtained, the study proposes some recommendations for capacity building of communities and
promotion of the development process in the study area. These include: - encouragement of the whole community to participate in the development activities; in this way there will be a wide range of CBOs acting on different projects in different fields, which will make development more effective. Helping beneficiaries to develop their natural abilities through training, application and making them be punctual, besides persuading those outside the programs area of operation to participate in the training and capacity building programs. Another recommendation is to pay more attention and consideration to the different income-generating activities carried out by the beneficiaries. However, more effort should be directed towards community capacity building to enable them to participate effectively in the process of development in a sustainable manner.
مستخلص الدراسة

هدفت هذه الدراسة لتقييم أثر منظمات المجتمع القاعدي على بناء قدرات المجتمع وذلك من خلال وتقديم برامج بناء القدرات لجمعية ود الباشير التنموية في ترقية المجتمع في برامج الإدارة والقيادة ومحو الأمية وتعليم الكبار. أيضاً للتعرف على أهداف وأدوار وسياسات منظمات المجتمع القاعدية.


اختبر 31 مستفيدا من برامج بناء القدرات الذي تقوم به جمعية ود الباشير التنموية عن طريق العينة العشوائية.

لتحقيق أهداف الدراسة تم جمع المعلومات الأولية والثانية. المعلومات الأولية تم جمعها من خلال المسح الميداني الذي نفذ عن طريق الاستبيان والمقابلات الشخصية أما المعلومات الثانية فقد تم جمعها من مصادر مختلفة. تم الاستعانة بالحاسوب باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل المعلومات.

أوضحت نتائج الدراسة أن منظمات المجتمع القاعدية لديها تأثير إيجابي على بناء قدرات المستفيدين وقد ظهر ذلك من خلال تحسين المهارات والقدرات في اختيار وإدارة المشاريع المدرة للدخل وبالتالي تحسين مستوى المعيشة للمستفيدين.

اقترحوا الدراسة بعض التوصيات لبناء قدرات المجتمع وترقية عملية التنمية في المنطقة، وتتضمن: تشجيع المجتمع كله ليشارك في الأنشطة التنموية؛ كما أوصت الدراسة بتوثيق الجهود والاهتمام بالمشاريع المدرة للدخل بالنسبة للمجتمع، مع التركيز على بناء قدرات أفراد المجتمع ليتمكنوا من المشاركة الفاعلة لخلق تنمية مستدامة.
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List of Abbreviations

CBOs: Community-Based Organizations
WEBDA: Wad El Bashir Development Association
NGOs: Non-Government Organizations
RWO: Rural Worker Organization
UNDP: United Nations Development program
UN: United Nations
UNIDO: United Nations Industrial Development Organization
GNP: Gross National Production
ILO: International Labor Organization
IDPs: Internally Displaced Peoples
FAR: Fellowship for African Relief
IRC: International Rescue Committee
FAO: Food and Agriculture Organization of United Nations
NCA: Norwegian Church Aid
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Chapter one
CHAPTER ONE

1. Background Information:-

Widespread poverty in many developing countries particularly in sub-Saharan African, has led to the emergency of the concept of the Community-Based Organizations (CBOs) and community management intervention in development projects and programs (Oakley, 1995).

CBOs are organizations committed to help members of an identifiable group to obtain health, education and other basic human services. (www.crede/TooL/glossary.htm1).

In recent years CBOs have become a necessary tool for community capacity building and community development; also CBOs in recent years have gained considerable attention as an influential issue in capacity building of communit, and are believed to be necessary in community development.

Training programs of CBOs refer to building capacity of communities and to raise their awareness and improve people's abilities, skills and attitudes towards collective positive work. These training programs include food processing, adult education, mother and child health, gender training, business management, handicraft and others.

Over the last decade or more there has been a shift away from the provision of physical services towards increasing knowledge, skills and ability of people at various levels for more effectiveness in their work. Thus any plan to develop capacity must depend on identifying current and existing strengths, weakness and objectives (OECD, 1994). Therefore, in order to achieve its essential aim to increase human capacity as projects are being implemented.
However, building community capacity must start with indigenous knowledge and should be based on local interests and needs. Consequently, an integrated holistic approach, focused on sustainable improvement to the quality of life for whole communities, should be the main target.

Source of capacity building provides beneficiaries with education and training in productive skills in order to improve their economic situations. Also CBOs work with the poorest women in income generation activities, to develop them economically, socially, to satisfy their basic needs and to help them to be more independent.

In Sudan, there are many CBOs conducting training and capacity building programs for community as response to the reduction of poverty and improvement of livelihood, Wad El Bashir Development Association (WEBDA) has number of CBOs operating with local people move into development work.

WEBDA establishment when failure local and international NGOs which deliver basic services continuously to target beneficiaries. This encourages community towards establishment of charitable and voluntary associations to contribute in developing local communities.

1.2 Problem Statement:

Several local and international voluntary Organizations and workers in the field of community development are planning and carrying out programs in various domains in order to upgrade the
people of the country in all areas of life, besides improving their skills and their experience, in order to improve their ability of production and improvement of their livelihoods.

This study is to assess the impact of Wad El Bashir Development Association (WEBDA) in capacity building to improve the living standards of its targeted beneficiaries in the area of study. The study will answer the following questions:

1. To what extent the WEBDA is capable to promote capacity building programs in the area of study.
2. What are the impacts of WEBDA on capacity building of Wad El Bashir community of education, leadership and management programs.

1.3 Objectives:

The objectives of this study are:

1. To assess the programs of building capacities of the WEBDA on promoting community on the following:
   a) Leadership and management.
   b) Illiteracy alleviation and adult education.
2. Know goals, objectives, and roles of CBOs.

1.4 Research importance:

- The study will encourage similar organizations to increase and improve individuals' skills and abilities, besides adopting the training idea and continuing participation to achieve real development.
- The study will draw attention of researchers in order to focus on researching in the field of CBOs, and programs of capacity building development.
- The study will indicate the importance of the finding and progress in training programs to increase an individual training in all undeveloped area in Sudan. Finally the study will reflect that the real development will be achieved if CBOs capacity building programs join development plans.

1.5 Reasons of choosing area of the study:

Wad El Bashir area is considered as a recent city and it has an effect on construction economic and social services of the capital, beside it's an area for assimilation of the emigrants. The research is intended to assess the impact of CBOs on community capacity building. Wad El Bashir area is living pattern of study.

Many CBOs, working in the area, have chosen Wad El Bashir Development Association (WEBDA); because of its implemented training and capacity building programs; also established from community itself.

1.6 Organization of the Study:

This study consists of five chapters as follows: chapter one; is an introductory chapter, including the background information, problem statement, study questions, research objectives, and research important. The second chapter is divided into two parties, the first handled the rural organizations, types of rural organizations, CBOs, CBOs in Sudan and capacity building; the second part takes about the study area and a, . Chapter three is
research methodology. Chapter four contains the analysis and discussion of the study result. Chapter five contains summary, conclusion and recommendations.
CHAPTER TWO
LITERATURE REVIEW
CHAPTER TWO
LITERATURE REVIEW

This chapter will cover the following topics related to CBOs and their influence on capacity building of local people: rural Organizations, types of rural organizations, CBOs, CBOs in Sudan and Capacity building.

2. Rural Organizations:

According to FAO "rural organizations consist of rural cooperatives, agricultural unions, workers associations, rural credit unions, women and youth associations and other self-help groups) which are important forms of rural social capital that empower collective self-help action that achieve rural development" (http://www.fao.org/lsdlineardef-en.htm).

Assistance in the form of policy advice, guidelines and training materials, is provided in the three areas:

1- Cooperative development:
Policy advices and training on cooperative reform, cooperative business management, cooperative finance and business information system.

2- Rural self-help:
Assistance and training on group formation, enterprise management, saving and group associations.

3- Promotion of partnership with rural organizations, NGOs and government to improve information exchange and cooperation to achieve sustainable rural development and food security. (http://www.fao.org/lsdlineardef-en.htm).
The term "rural organization" is extremely wide and it is possible to include a whole range of both formal and informal organizations and grouping under its heading, from highly sophisticated producers groups and water users associations to smaller, loosely structured neighborhood or parish organizations. (http://www.fao.org/sd/IN3_ar.htm).

2.1 Types of rural organizations:
This part reviews two of the more common types of rural organizations and seeks to assess their usefulness in promoting people participations: cooperative and rural worker organizations.

2.1.1 Cooperatives:-
Definition:-
A cooperative is a private business organization that is owned and controlled by the people who use its products, supplies or services. Although cooperatives vary in type and membership size, all were formed to meet the specific objectives of members, and are structured to adapt to members change needs. Cooperative is formed by individuals who coordinate among themselves to achieve vertical integration in their business activities. Although people have been working together for their mutual benefit throughout human history, the cooperative form of business organization began during the industrial revolution. Cooperatives were useful for promoting the interests of the less powerful members of society. Farmers, producers, workers, consumers found that they could accomplish more collectively than they could individually.
2.1.1.1 Types of cooperatives:

Most simply, cooperatives can be categorized by their purpose, their members procure from and/ or provide goods or service to the cooperative. For example, members of grocery cooperatives procure grocery items from their cooperatives while members of workers cooperative provide their labor to their cooperative. Sometimes, members provide goods and/or services to the cooperative, as well as procuring goods and /or services, for example, members of an arts and crafts cooperative can purchase supplies from the cooperative and provide their art work and labor to market their crafts through cooperative store. 

The basic types of cooperatives are: credit unions or saving and loan associations, labor exchange cooperatives, consumer cooperatives or buying clubs, input supply cooperatives and marketing cooperatives. While undoubtedly cooperatives had a major impact on rural development, in many different countries doubts exist as to whether the cooperative is a suitable vehicle for people's participation.

Essentially cooperatives seek to promote peoples participation in two ways:
1- Through education of members on the role and potential of cooperatives and thin rights as members play and a full and democratic role.
2- Through training and developing of skills and knowledge appropriate to cooperative management.

It could be argued that the role cooperatives play in promoting peoples participation depends not only on the extent to which they are able to promote the above two objectives but, more importantly, on the degree to which they are able to sustain these activities and diffuse them among the rural population.

(From File:// E:\ word bank producer organizations Rural Organization (1). htm).

2.1.2 Rural worker's organizations:

The term Rural Workers Organizations (RWO) is extremely broad and includes a wide range of types of workers and forms of organization. In ILO convention 142 concerning RWOs, rural workers are (any persons engaged in agriculture, handicrafts or related occupations in a rural area, whether as wage earners or as self-employed persons- such as tenants, share croppers or small occupiers- who work the land them-selves and who do not permanently or substantially employ workers.

In the ILO's manual RWO is defined as follows:

'A rural workers organization is formed by the coming together of a number of workers in an association established on a continuing and democratic basic, dependent upon it's own resources and independent of patronage, the purpose of which is to further and define the interests of the members. A rural workers organization is a trade union type organization formed by rural workers (ILO, 1981).

Rural workers in fact constitute a substantial part of the rural population: in many countries they can make up between 20% and
40% of the total rural force. Commonly the life of rural workers, both men and women workers, and even many permanent rural wage earners, have no security of employment, little access to social security benefits and generally receive wages lower than their urban counterparts. The vast majority of workers, therefore, are marginalized from conventional development activities since they lack both the needed assets and the technical skills and knowledge. They also lack representation, the means for their voice to be heard and their legitimate claims to be discussed. If we talk of 'participation' in the context of the millions of workers throughout the world then the challenge is formidable. (http://www.worldbank.org/developmentnews, 2004).

Rural workers suffer from high rates of poverty, food security, death, injury and illness. They are also often denied basic human rights. Mainly due to the informal character of agricultural production, but also to other factors such as in-complement markets, asymmetry of information. High transaction cost, and imperfect functioning of complementary markets (especially land and credit), rural labor is not homogeneous and comes with a wide range of contractual arrangements and employment relationships. It is important to recognize the variety of employment relations and conditions of rural workers because, while they suffer the highest incidence of poverty and vulnerability, the lack of homogeneity in the sector and the predominance and informality are the main causes for low level of organization and unionization. This is, in turn, one of the determinants of their continued invisibility with policy-makers and institutions micro and macro level: civil society groups working directly with agricultural workers continue to enjoy
little support, for strengthening their capacity and improving their livelihoods. Rural workers and their trade unions play an important role in poverty reduction and in agricultural and rural development which is not often recognized, while their contribution to make food production and food security sustainable, safe and healthy is virtually untapped. There are many mechanisms through which their contribution can become visible, including the implementation of sustainable practices, the maintenance of food safety regulations and the maintenance of a safe, healthy and environmentally sound workplace. (file:// E:\word bank producer organizations rural organization (1).htm).

2.2 Community Development:

Community development is the social process by which people become more competent to control local aspects of economic and social change (Adams, 1984).

2.3 Community Development Approaches:-

Indicated by Gloria Paranio and Joyce Sandia, (2001) "the main approaches can be classified into direct and indirect approaches:

2.3.1 Directive Approach:

It is defined by Henry and Robert (1950), that the direct approach is centralized method, super-imposed as a top-down approach based on direct involvement of an agency or social workers, regard less of communities participation, It involves conducting of studies or surveys through community workers who list peoples problems and plan a program for the community.

2.3.2 Advantage of Direct Approach:
Henry and Robert, (1950) continued with the explanations that, the direct approach can produce tangible materials and things which can be done quickly as all the resources are ready and meet people's short-term needs, to initiate good police of development approaches.

2.3.3 Disadvantage of Direct Approach:-

This approach "Henry and Robert, (1950) pointed out that, direct approach doesn't encourage cooperation and between agencies and organizations. It's a self-centered agency work with the community, it puts a lot of funds where by draws people away from sustainable programs.

2.3.4 None Directive Approach:-

Henry and Robert, (1950) proceeded ahead with a more clarification and comparison that, non directive approach is centralized, but bottom-up approach comes from community. It is the effort directed to help people to decide for them-selves for a change. In this approach, the community development worker makes him/her-self known to the people to get their support and confidence. Always discusses matters, plans, implements and evaluate things together.

2.3.5 Advantage of None Directive Approach:-

Further, Henry and Robert, (1950) went on to say that, this approach encourages people to participate and learn by doing things by them-selves, using their own simple resources for change. They are free to choose what they want to do.

2.3.6 Disadvantage of None Directive Approach:-

In this approach Henry and Robert, (1950) explained that the disadvantage of this approach is low; it doesn't produce results
quickly, as the ideas from the community after several collected meetings and reaching into consensus solutions consume long time" (Gloria Paranio and Joyce Sandia, 2001).

2.4 Community organizations:

A community organization has been defined as the process of maintaining a progressively more effective adjustment between social welfare resources and social needs within a geographical area as functional field. Its goal is consistent with all social work goals. In that primary focus is upon needs of people and provision of meeting these needs in manner consistent with the precept of democratic living (McNeil, community book).

Community organizations (sometimes known as community-based organizations) are civil society non-profit that operate within a single local community. They are essentially a subset of the wider group of nonprofits. Like other nonprofits they are often run on a voluntary basis and are self funding. Within community organizations there are many variations in terms of size and organizational structure. Some are formally incorporated, with a written constitution and a board of directors (also known as a committee, while others are much smaller and are more informal. The recent evolution of community organizations, especially in developing countries, has strengthened the view that these "bottom-up" organizations are more effective addressing local needs than larger charitable organizations. Typical community organizations fall into the following categories: community-service and action, health, educational, personal growth and improvement, social welfare and self-help for the disadvantaged. In Canada and elsewhere, amateur sports clubs, school groups, church groups,
youth groups and community support groups are all typical examples of community organizations. In developing countries (like that in Sub-Saharan Africa) community organizations often focus on community strengthening, including HIV/AIDS awareness, health clinics, orphan children support and economic issues. (http://en.wikipedia.org/windex.php?title=community_organization).

2.5 The Relation between CBOs and the Concept of Development:

The local organizations defined as indigenous, non-governmental as well as non-profit organizations, the principle function is to promote development activities for the benefit of poor and disadvantaged people within society. The term indigenous signifies that both members (including staff) as well as beneficiaries are national of country in which the organization is based (Honadle, Vansant, J., 1985:2).

According to Wohicke (1991: 21) the key problem for development is not to initiate dynamic economic growth but rather to create the framework for long-term self sustaining social change along the following priorities: satisfaction of the basic needs, just distribution of social rights and wealth as well as ecological soundness. The upshot is that development activities do not only include those aimed at directly improving people's material living condition such as advocacy war for political change i.e. democracy and better governors.

2.6 Community Development and CBOs:-
Community development was defined by Durham as "an organized effort to improve the condition of the community life primarily through the enlightenment of self-help cooperative effort from government and voluntary organization" (Durham, 1957).

The same concept can be traced in the definition of CBOs by the report which defined the CBOs as the local organization and institution which are based on community level that are very effective in establishing community development through the out linkage with national and international bodies organizations.(UNDP report, 1986).

**2.7 Community-Based Organizations (CBOs):**

**Definitions:**

These are organizations which are normally formed of membership from group of individuals in a self-defined community joined together for a common future interest. They can either be living near one another or within the same geographical location. CBOs are organizations based on and working in one or more local communities; they are normally private, charitable organizations which run by and for the local community. They were credited in response to some particular local need, and they usually support a variety of specific local important actions which are generally undertaken by or with the local people. CBOs are usually important stakeholders and should be represented on working groups for issues of relevance to them as well as being active participants in other activities of participatory decision-making process (UN-HABITAT, 2001).
CBOs are organizations based on and working in one or more local communities (neighborhoods or districts), they are normally private, charitable (non-profit) organizations which are run by and for the local community.

Typically, they were created to the local environment and they usually support a variety of specific local improvement actions (for instance environmental upgrading, youth education, employment promotion, which are generally undertaken by or with local people. CBOs are usually important stakeholders and should be represented on working groups for active participants in other activities of the participatory decision-making process. CBOs, which originate spontaneously, are managed by their member and based upon democratic participation and democracy, have claimed to other approach that promotes sustainable local organizations and associations capable of addressing a community managed intervention in development project and program (Okely, 1995).

The UNDP report (1990), defined CBOs as the "organizations based on community level and they are very important bodies for the development of communities, for example (farmers unions, cooperative societies, women groups, rural councils and many other community-based organizations reflect spirits of voluntarism (UNDP report, 1990).

Other defined to CBOs as "all such organizations institutions or congregation of people, which have local area / village- based presence, maturity and structure arrangement. These are owned and managed by members. They are formal, legal entities or informal registered organizations main training separate books of
accounts, system and ways of working, they have group identity membership, they should not be affiliated to any religious, political or separates parties, groups.

Before going further into CBOs, there are certain pertinent concepts that have to be first clarified and understood. It's important therefore to begin with the basics.

However, to be able to achieve their objectives and carry out their role effectively. CBOs must have an efficient management structure in order to manage and control their activities, recruiting and training personnel, managing mater, and handling any confrontations on political and administrative issues.

Abdel Rahim (2007) stated that organizing the community must work with whole community, organize an executive body. It may have various names (Community-Based organization) CBO or (Community Implementing Committee) .Then, with this executive body makes a detailed participatory assessment of conditions (including problems and resources) within the community. The executive committee must be chosen by the whole community not just by faction or few factions. The CBOs must be part of the community, and be responsible the community (Abdel Rahim, 2007).

A CBO or community should do its best to finance it-self without being dependent. This is because an independent community gradually becomes empowered and self-reliant. As a result it will be able to promote grassroots' democracy, human rights self development and human dignity (Owange and Phil, undated).
2.8 Community-Based Organization Descriptions

2.8.1 Community Service and Action: -

Community service and action CBOs focus on improving the general physical characteristics of a community. Although particular programs may be quite specific, these organizations tend to view their programs not merely as ends in themselves, but rather to see such programs within a broader community perspective. The CBOs categorized here differ from other problem-oriented CBOs in being more multipurpose. Descriptive examples: Civic service groups, community development groups, neighborhood-improvement groups, community protection groups, etc.

2.8.2 Health: -

Health CBOs focus on preserving and enhancing the physical and/or mental health of a community including treatment of health problems, aftercare, and rehabilitation. Descriptive examples: Health education, nursing homes, public health support services, community health care, etc.

2.8.3 Educational: -

Educational CBOs have as their primary goal the education or increasing learning and knowledge of community residents. These groups are either directly involved or contribute to the educational process. Descriptive examples: School-based educational programs, general adult education, adult continuing education, literacy educational services, preschool and nursery programs, etc.

2.8.4 Personal Growth, Self-Development and Self-Improvement:
Personal Growth CBOs aim primarily to build character, personality, and skills in individuals primarily through self-help and experiential learning as opposed to formal education. Descriptive examples: Youth and adult development programs, future farmers, etc.

2.8.5 Social Welfare:

Social Welfare CBOs are oriented primarily toward providing for the general welfare of some category of community resident facing serious social problems due to their social situation. Their focus and the prime legitimatization of their activity is not the community as a whole, but rather, service to particular categories of persons seen as having special needs, problems, or requirements. Descriptive examples: Marriage and family problems groups, employment assistance (e.g. Job Development/Training), Volunteer Recruitment, consulting and technical assistance groups, homeless shelters/temporary housing, housing support services, etc. (http://ccs.tamu.edu/resource.htm).

So from above paragraphs we can understood that the main types of CBOs are support groups, civil right organization, education groups, women organizations, self-help groups and lobbying groups. (http:\\www.psigeorgia.org\undpsa\participation.htm).

There are factors contributing to the effective CBOs such as community motivated, community owned, community identified, community rooted and identification. (www. actor onto. org. 14 may 2004).
2.9 CBOs should put the following consideration:

Increase efficiency, effectiveness and coverage of development activities based upon local knowledge, resources and understanding of programs more relevant to their needs. Help to build local capacities and develop abilities to manage, and to negotiate development activities, also help improve the status of women by providing the opportunity for women to play a part in development work. (http:/www.ippf.org/ipap/compart, 9/4/2003).

2.10 The role of CBOs:

Persuading people, by their own efforts they can do much to improve living conditions by the wise and effective use of community resources, materials and human. To develop cultural needs (e.g. adult literacy in the vernacular) social welfare (e.g. improve public health nutrition) as well as directly productive services (e.g. input supply, extension, marketing act.). To encourage every individual to participate in relating to his or her livelihood. To encourage the whole community to participate in the development activities. Therefore in this way there will be a wide range of community-based organizations according to the different projects in different fields, as such development will be effective (Okely, 1984).

2.11 The difference between CBOs, NGOs and elected local government:-

"We consider CBOs to be a membership organizations aimed at furthering the interests of its own members, and NGOs to have a broader scope of activities that might assist CBOs and pursue commitments that do not directly benefit NGO members. CBOs
differ from elected local governments in that they are voluntary, and choose their own objectives. In contrast, local governments are mandated to be responsible for revenue collection and for the delivery of a variety of infrastructure and service. CBOs may interface closely with local government, with other levels of government such as local representatives of central ministries with the private sector, and with NGOs".
(http://www.psigeorgia.org/undpsa/participation.htm).

2.12 CBOs in Sudan:--

The UNDP report, (2005) explained that CBOs, informal or formal, religious or secular, are an integral feature of Sudanese tradition. CBOs of various types are known throughout Sudan. Community organizations, often informal, have long been engaged in self-help and community-based activities. Through donations and community resources, they have established basic schools, dispensaries, and health centre and water facilities in both urban and rural areas of Sudan. Since the 1940s, almost all sustained social service infrastructure was due to the initiatives of local communities through their own self-help groups and community organizations.

In Sudan, CBOs are membership-based interest groups with formal structures, regular assembly meetings and elections, and are fairly representative. They are diversified in religious orientations and livelihood basis, agricultural, pastoral or other. They are organized to address urban social issues of farming or pastoral-related issues. Local community initiatives were initiated planned and executed step-by-step, according to community priorities, with a common pattern being provision of water, then a
school for basic education, then a health center or dispensary at the neighborhood or village level. As concerns services delivery, the local community is defined as people who live in the same area and hence share the common need for the service facility, therefore local people's organizations at village or neighborhood level, school, water and health committees were common in Sudan to provide essential services. Historically, Sudanese civil society, in the form of community organizations has played an important part in sustaining communities and promoting self-help and mutual assistance in times of emergency and development. They have crucial roles as service providers and supporters of citizen's rights. In the past, the most relevant service provider at the village or neighborhood level was the popular committee. Under democratic regimes it is an elected, recognized body. Under autocratic regimes, it becomes an extension of local government. In all cases, it proved to be an instrument for representation of villagers at the local governance level, maintaining linkages and acting as a conduit for information, collective actions and rations, or services infrastructure (UNDP Report, 2005).

Most of CBOs working in Khartoum state established 1991-2006 which are community organizations and women organizations. Community organizations are active; their main field of work is education, capacity building, health and awareness health, homeless care, and water ...etc. Also women organizations are active in many fields such as FGM (Female Genital Mutilation), family planning, hand craft and other (Ministry of Humanitarian of affairs, 2008).

There are large numbers of CBOs working in Khartoum state and surrounding work in IDPs camps and squatter area. There are
five IDPs camp and two squatter areas. IDPs are Wad EL Bashir, Mayo camp, Pantue, El Salam, and Jebel Aulia. Square area it is Hay Albraka and Tawidad and Al fetehab (Personal contacted).

IDPs CBOs in El Salam for example Peace and Development Association (PDA), Toloro, Mixed Up People Association (MUPA), Ingas Kheirya, Itihad Al Naziheen, and Usra Al Mun Tija. IDPs CBOs in Jebel Aulia for example Unity Community Development Society (UCDS) Block 8 Dar ElSalam Humera, Soweto, Bantiu Unity Women Development Society (UWDS), Maami Female Association (Mafema) Kalakala, Dekeinat, Women Empowerment Society Soweto, Bentiu. IDPs CBOs in Mayo Comp for example Mayo Equatoria Community Center (MECC), Mayo, Fellowship Agency for community Training (FACT), Mayo Friendship Charitable Society (FCS), Mayo, Women Training and Promotion Society (WATAPS), Mayo, Maana, Dar Naim, Mayo, Pau Iyaa’ Welfare Association Angola Mayo. Haj Yousif Square Area, Assala, Block 8, Dar El Salam, Tungo, Takamul, Tojulin, Takamul, Integrate Community Action Sudan (ICAS), Tawidad, Ulla, Shigla, Tarbut, AZZA Center. IDPs CBOs in Wad El Bashir for example: Wad El Bashir Development Association (WEBDA), Malema, Salaheen, Holy Trinity, Amadi, Ramogi. Mayo IDPs is rich in the complexity of CBOs, which work with the women such as Women Training and Promotion (WATAP). In these CBOs, women have effectively taken over development issues. Through an intensive effort in which they obtained the support of the FAR, work on training and increase law legal through workshop. FAR and IRC consider big supported to IDPs CBOs (Humanitarian Aid Commission, 2008).
In Damazin State, most of CBOs were established in 2004 and 2005. CBOs in Blue Nile share a common administrative structure, with Board of Trustees overseeing the organizations, often appointed by the Ministry of Social Affairs, and an executive committee elected by the general assembly of members. The Kurmuk and Gissan CBOs were only established in the first half of 2005 as voluntary organizations. Their work is constrained by low levels of capacity and inadequate access to capacity building, as well as resource limitations. Area like Kadallo and Gissan localities, which suffered the impact of a long period of occupation, is in need of poverty reduction schemes, capacity building, and service delivery, particularly in such areas as water, education, and health (UNDP report, undated).

Many of CBOs working in Kurmuk and Gissan are rural CBOs; for example, Bashair Alkhair for Peace and Development, which work in education and water supply for those displaced by the war. They see main constraints on development in their area as the adverse impact of the war and destruction of infrastructure. Not all CBOs, however, are concerned with the adverse effect of the war. Training in conflict resolution at the local level is important because the inter-village rivalries often tend to paralyze the activates of the CBOs. There are other CBOs, which are more concerned with the preservation of the environment, and tend to be developmental. Friends of the Nile are both urban and rural CBOs that operate in the Damazin-Roseires locality and are interested in the development of agriculture and fishing. Damazin is also rich in CBOs that seek to empower women and gender issues. Al Qabas operates in both urban and rural areas. Its activities include HIV, AID Awareness, education, and gender empowerment. It
implements projects for women and holds lectures, workshops and seminars as part of its awareness raising and capacity building program. Women organizations constitute a growing proportion of CBOs in all states (UNDP, undated).

CBOs in Kordofan fall into three groups: networked CBOs, ADS civil society organizations and independent CBOs not affiliated to any international or national organization. While most networked organizations work on water as with IFAD, AID CBOs as a rule give priority to income-generating activities and are affiliated with sheikan rural development company. The North Kordofan Rural Development Act regulates the activities of these organizations, particularly their participation in micro-credit societies. It requires the registered organizations to have account as the agricultural bank or the savings bank, and an elected executive committee. Most of the Sheikan CBOs societies are successful in community-based agricultural development projects. All the area development schemes operate and work with Sheikan Rural Development and Investment Company supported by UNDP. The central beneficiaries of Sheikan are the member CBOs and village development committees. IFAD supported a large number of affiliated organizations. Successful CBOs supported by IFAD include the Dar Alsalam and Bahria village development organizations. Dar Alsalam village development organizations are working on water supply in collaboration with donors and they are successful. Kordofan is rich in the complexity and diversity of its CBOs. Independent organizations not affiliated with any group but which also work with the government is prominent along the lines of the El Hamamdi Women's Development Organization. In this CBO, women have effectively taken over the development issues.
In Sennar Locality, women organizations are active. Their main field of work is combating of harmful health practices such as female genital mutilation. Family planning is the most prominent women society and operates in all states. It operates clinics, providing advice, medical care and contraceptives also it has family planning centers and a network of volunteers. It also works on organizing seminars and workshops on reproductive health and training of cadres. Al Amal women society in sennar locality is a rural CBO located in Mayerno. Its activities include combating harmful traditional health practices, poverty reduction; they also work on education health education and legal support. AL-Ithar Charity, a woman's development organization, and founded in 1991 is one of the oldest CBOs in Sennar. It seeks to and imparts skills to women and youths. The Sudanese harmful traditional practices society operates both in Sennar and in Blue Nile. Its objectives include human rights, environmental health, resolution of tribal conflicts, training and combating of FGM and AIDS (UNDP, undated).

UNDP report (2005), Gedaref state represents an important experiment featuring close collaborative work between an enlightened locality, international NGOs, and local intermediary NGOs. CBOs are very active in Gedaref locality and are present in most villages. These local CBOs aim to work on water, health and sanitation and possibly in the construction of rural roads. Due to the formulation of CBOs in the mahaliya (locality), the establishment of locality networks is recommended, twinning them with a local organization that can serve as a facilitator. In this respect, Gedaref provides an example that can be replicated (UNDP report, 2005).
2.13 Capacity Building

Concept and definitions:

Academics and professionals are increasingly using the concept "capacity building" to describe a range of strategies for address major constraints curtailing development. This practice weakens analytical power and utility of the concept, which was initially used by public administration specialists focusing on ways to strengthen the functional performance of role players in the public sector institutions (Cohen, 1993, P.1).

The linguistic meaning of "capacity" is basically based on individual ability or aptitude to perform a functional task, the measure of which is usually described in terms of "capacity building", ability, competence, and efficiency (American Heritage Dictionary, 1992, p.283, cited in J.M. Cohen, 1993). The developmental roots of the concept are found in the institutional building literature focus on "organization and personnel strengthening" (Goldsmith, 1992, in J.M. Cohen, 1993). Yet academic and professionals use it quite generally to describe the capacity of nations, communities, groups, and citizens to promote development objectives and solve their own problems (Bryant and White, 1982, P.1415, Dugan, 1993, P. 1708-9).

Recent academic studies and aid agencies reports, have defined the term capacity building as "the ability of individual, organizations and societies to perform functions, solve problems, and set and achieve their own objectives. It is the ability to perform appropriate tasks efficiently and sustainability". (Cohen, 1995)
Capacity building is the process of assisting an individual or group to identify and address issues and gain the needed experience to solve problems and implement change.

Capacity building is facilitated through the provision of technical support activities including coaching, training, specific technical assistance and resource net-working. Furthermore, capacity building involves the development of organizations core skills and capabilities, such as fund raising programs and evaluation to build the organizations effectiveness and sustainability (the California wellness foundation, 2001).

Capacity building is one of the ways that can assist in effective project sustainability. It is argued when the capacities of the participants/ recipients are strong, people will have the ability to better understand, manage and control development and project efforts.

A broader definition describes capacity building as "the development of organizations core skills and capabilities, such as leadership, management, fund-raising-programs and evaluation in kindergarten to achieve effectiveness and sustainability. Capacity building is a process of assisting individuals or groups to identify and address issues and gain the insight, knowledge and experience needed to solve problems and implement change. Capacity building is facilitated through the provision of technical support activities including coaching, training, specific technical assistance, resources, and networking.

Capacity building is the development of work that strengthens the ability of community organizations and groups to build their structures, systems and skills so that they are able to define and achieve their objectives and engage in consultations, planning,
manage community projects and take part in partnerships and community enterprises. It includes aspects of training, development of resources, and self-conscious manner reflecting the principles of empowerment and equality.

Penny Haweed, (1991) defines capacity building as "the development sustainable skills, organizational structures, resources and commitment to health improvement in health and other sectors to prolong and multiply health gains many times over".

According to Hal Swerrison, 1999 capacity building can be "irrespective of the process and strategies used and achieved capacity building, this term can be applied to interventions which have change an organization's or community's ability to address health issues by creating new structures, approaches and/or values".

Capacity building is much more than training. It embraces human resource development, organizational development and institutional and legal framework development. Citizen capacity building involves improving the individual's human capital. Which is ability to make a difference in their community, Human capital includes cognitive skills, training and other personnel skills and resources. Improved human capital can benefit the community by enhancing the individual's productivity in the community (Jakes and Cassidy, undated).

Thus it could be concluded that the individual capacity building is essential for community work.

The implementation of structural adjustment polices has meant decreasing government service provision, and a failure of efforts to increased production capacity through industrialization and
shrinking government services delivery in marginalized rural areas. This situation has highlighted the role of NGOs, CBOs and other civic structures in rural development. Accordingly, there has been a growing emphasis on the importance of capacity building with the development intervention (Franks, 1999).

According to Franks (1999), capacity building refers to knowledge and skills including technical know how. It also includes undertaking their assigned responsibilities. Therefore, capacity depends on capabilities of people size of task the policy framework and resources required for performing them.

Therefore capacity building is not just a matter of providing people with the skills and know-how to accomplish tasks and solve problems; it also means providing the environment in which individuals can exercise their capabilities (Hopkins, 1994, P.4.) Garnnett (2005) postulated that the term "capacity building" does not only cover training it also refers to improving systems and processes.

The Alliance for Nonprofit management (2003-2004) indicated that capacity building, capacity its-elf and organizational effectiveness are all related, but they are not the same. Capacity refers to an organization as ability to achieve its mission effectively and to sustain itself over the long term. Capacity also refers to activities that improve an organizational ability to achieve its mission or person's ability to define and realize his/her goals or to do his/her job more effectively. For organizations, capacity building may be related to almost any aspect of its work: improved, governance, leadership, mission and strategy, administration (including human resources, financial management, and legal matters) program development and implementation, fund-rasing
and income generation, diversity, partnerships, evaluations, advocacy and policy change and marketing. For individuals' capacity building could be related to leadership development, advocacy skills, training speaking abilities, technical skills, organ skills, and other areas of personal and professional development. However, Biswas (1996) argued that capacity building should continue to focus on human resource development and strengthening of management system.

The term capacity and capacity building have been used widely in many different ways which has led to confusion (Cohen, 1995) uses the term capacity to mean individual, organization or community abilities talent and qualifications.

It generally means the ability of organization to act and operate effectively and successfully, on sustainable bases, in pursuit of its goals and objectives. According to Edoho, (1998) the ability of society or organization to promote social and economic development is determined by the capabilities of its people's skills and their ideas, knowledge, talents, innovations and creativity. Given the common uses of the word, there is a need to distinguish clearly between the two terms.

James, (1994) defines capacity building as an intervention aimed at improving an organization performance in relation to its mission, context, resources and sustainability's. Thus capacity building in the development context refers to a process by which an organization or community is able to identify problems and constrains, develop a plan of action and manage that plan.

This process usually involves the development of human resources and organizational skills, with the aim of improving existing resources and capabilities, and using them effectively and
efficiently to achieve sustainable economic and social development (Eade, 1997) supports this definition.

### 2.14 Elements of Capacity Building:

Alaerts, Etal (1997) identify three elements of capacity building, first the creation of an enabling environment within appropriate policy and legal framework, second human resources development and strengthening of managerial system and third, institutional development, including community participation whether it is individual or collective exercise for example, voicing demands, choosing rights and becoming involved in project decisions is therefore equally important in sustaining the capacity of the beneficiaries.

According to Binker Hoff and Goldsmith (1990), community management can be enhanced and supported through training and development of learning process, which reinforce the partnership between supporters and communities. This can be done by acknowledging every one as both learner and facilitator/teachers and also by encouraging the continuing development of learning relationship within and between communities (Udoh, 1998).

Other ways include the establishment of community monitoring and evaluation systems (Franks, 1999). Thus the development of participatory learning through holds metings. Problem-solving methods and the pooling of resources through networking system are considered to be different ways of capacity building.

However, the basic challenge is to build up community self-reliance, including self-reliance in sharing of knowledge and experiences (Udoh, 1998).
Building capacity for community management includes developing learning systems that will enable those who have gained new knowledge to share it with others (Franks, 1999).

Typical capacity building will follow a sequence of steps aimed at identifying what skills need to be strengthened and enhanced, and what support will be needed from outside the community. Therefore, efforts are often directed towards sustainable development at grassroots level using participatory techniques, in which community members play a leading role in diagnosing their own need.

Furthermore, with external supports to this kind of participatory planning, communities can organize themselves and use their own resources, knowledge and skills to address their needs for achieving sustainable livelihoods.

The capacity building should be directed to address illiteracy, unemployment, deprivation, poor health and in poor condition as of natural resource.

These issues if properly addressed should lead to self-reliance and sustainable improved production and empowerment (Holdgate, 1998).

Nevertheless, building local capacity will lead to self-supporting, Slocumental (1995) and Reid (1995) asserted that strengthening the capacity of poor communities will enable them to understand not only why they are marginalized and poor, but also what they can do about it.

Capacity is the essential lubricant of development more important even than finance. One weakness of capacity within a multi-stakeholder project will often condemn the whole to failure. In the context of developing countries, the UNDP has defined
capacity as the ability of individuals, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner. The terms capacity building or capacity or capacity development describe the task of developing levels of human and institutional capacity (UNDP, undated).

Whatever, the terminology, capacity building remains one of the most challenging functions of development. Similar capacity building needs apply even more at local government levels which are notoriously bureaucratic and in effective in developing countries.

2.15 Fundamental Goals of Capacity Building:

Is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementations among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned (www.cir-org/1974).

2.16 Importance of Capacity Building:

The issue of capacity and the scale of needs are enormous, but appreciation of the problem is low. The link between needs and supply is weak. There is a lack of realistic funding. There is a need for support for change. Training institutions as isolated, communications are poor. Development of teaching materials is inefficient. Alternative ways of community building are not adequately recognized. (www.cir-org/1974).

2.17 Community Capacity Building Development:

Over the decade or more there is a move away from the provision of physical acts and towards increasing the knowledge, skills and ability of people at various levels to be more effective in their work. Thus any plan to develop capacity must be by
identifying current and existing strengths weaknesses and objectives (OECD, 1994).

Therefore, in order to maximize the ability of organization to achieve its goal it is essential to increase human capacity as projects are being implemented.

2.18 Capacity building in civil society:

Limitations of local government units create the space frequently occupied by CBOs which themselves may be supported by regional or national Non-governmental organizations (NGOs). The CBOs typically possess expert understanding of the needs of local people and are best placed to create the sense of community ownership and a feedback mechanism so important to development projects.

Unfortunately, no amount of this valuable expertise can project these grass-roots CBOs and NGOs from their own Achille-sheel of in capacity to sustain them-selves. Invariably they are dependent on donor project finance which by definition has beginning and end the fickle availability and timing of such funds leaves small organizations highly vulnerable. In their strategies for internal capacity NGOs managers often find them-selves torn between their non-financial missions and generating earned income.

Capacity building programs for civil society therefore focus on sustainability as the key outcome. Tools will include strategic engagement of training in organizational management use of online peer group net working, building alliances, and improvement of fundraising and donor relationship skills.

Whatever the concerns of the capacity of government and civil organizations to do their job effectively, their roles a means to the
end that really matters that of building capacity for individuals to realize their potential for better lives.

The motive for effective results also lies behind the tailoring of capacity building projects for women and to a lesser extent, young people, as these groups are known to be key agents for poverty reduction and capacity building for broader livelihoods such as farming and finishing often involves literacy is possibly even more relevant in creating livelihoods in the rapidly expanding problem of urban slum environments. (File: //E:\ capacity building).

2.19 Area of the Study (Wad El Bashir):

Wad El Bashir is located Southwest of Omdurman. There are several planned and squatter areas adjacent to the camp where most of the inhabitants are displaced and are of equal number to that of Wad El Bashir was constructed since 1984 when the Sudan was faced with natural disaster of (drought and desertification).

The camp was established by the authorities for receiving people who were fleeing from war which occurred in 1984, though a few are victims of drought and others were in search for job. Most of these people made shelters for themselves in some empty plots in Khartoum which the government allotted to some individuals. By the year 1991 the government decided to take those people to Wad El Bashir area and hence it is named the internaley displaced people camp (IDPs). The second group arrived in the year 1995 and was also collected from the various areas of Khartoum as occupants of un authorized plots. At that time there were not any basic services hence the NGOs had to resource the situation by providing some of the basic needs making the camp take shape and become a permanent camp for
the internally displaced people consisting of stable families of those who are severely affected either by civil war in the south or those who had lost their agricultural land of animals due to drought and desertification.

Local authorities and NGOs and CBOs provided basic needs to sustain life. This attracted the people to stay who might otherwise have had a desire to return to their place of origin.

The rate of the arrivals continued to increase and most of them were women who contributed to the above approximated population. Some of them began to work in the markets selling groundnuts, tea and food. Men and some children work in the market as porters and also sell in the adjacent areas, Suk Libya is the place where the people buys and sells items. They use buses or caro (cart) as means of transport, which takes the women to who work at homes and the men to work in construction work and others at the nearby factories. There are no good roads to facilitate the movement from the camp to other locations, and basic social services are missing. Health services and food are provided by NGOs such as FAR, GOAL, Care. There are four basic schools in the area; two are supervised by Sudan councils of churches while the other two are under the supervision of the local government. Water is obtained from taps, no electricity.

There are many CBOs working in Wad El Bashir such as Salaheen, Amadi, and Ramogi, Holy Trinity and Malema and others. Most people who live in this area or camp are Nuba, upper Nile, and also some other southern tribes (Humanitarian Aid Commission, 2008).
2.20 Wad El Bashir Development Association (WEBDA):

Background:-

WEBDA is a CBO which was established in March 2002 by the local community, and registered as a Local association with the Ministry of Humanitarian Affairs in 14/7/2002. The association works on development issues in general with focus on capacity building, through illiteracy alleviation and adult education, management and leadership training and others.

WEBDA was formed when local, international NGOs and the public sector failed to provide basic needs and services to the local people; this encouraged the community towards the establishment of charitable voluntary associations (Contacted person).

2.20.1 General Goals:-

- Development and promotion of human being in Wad El Bashir area.

2.20.2 Specific Goals:-

- The establishment of schools and kindergartens.
- Interest in public health and environment.
- Awareness and community education
- Work for the lighting in the area.
- Creation and consolidation of constructive social relations among the inhabitants of the area.
- Communication and network
- Alleviation of poverty.
- Training and capacity building.

2.20.3 Activities:-

1) Training and capacity building to participants and beneficiaries.
2) Dissemination of the culture of peace. Conducting peace talks and supporting efforts.
3) Supporting environmental and human right issues working with vulnerable groups (displaced people and refugees).
4) Social development programs
5) Promote Sanitation.

**2.20.4 Funding:**

The funding of WEBDA comes from donors, community participations, contribution of members. WEBDA work to assist the displaced or local people especially the poor, worst affected among women and children, and working with other association which existing in the area to improvement livelihoods through training and capacity building program.

**2.21 The Capacity Building Program objective:**

The overall goal of the capacity building program is to improve the standard of living and quality of life of the people. One of the specific objectives of the program was to contribute towards alleviation of poverty, stimulating economic development and achieving gender equality, and the empowerment of the beneficiaries and participants in income-generating activities.

So the capacity-building programme objective is to assist the Ministry of Social Planning in playing an active role in the promotion of development through:

- Establishing facilities for beneficiaries in Wad El Bashir area.
- Support the beneficiaries and families in the area.
- Sustaining a revolving fund for the economically active.

**2.21.1 Food processing program and food culture:**

Many types of food crops are cultivated and processed, in a modernized way. It aims to using available materials as alternatives and to get an idea of food culture, how to deal with food and health conditions, according to quality, and quantity, in
addition to the usage of the alternatives, keeping food processing methods as drying, salting, and application in pastries as well as bakeries. In addition the training house has undertaken the imperative of decoration for offices residence; moreover official uniforms have been prepared for systematic kindergartners.

2.21.2 Education capacity building program:–

It promotes the beneficiaries culturally. The beneficiaries have been trained on first aid, healthy care and sanitation. Moreover member's directors were trained, in the field of administration leadership. There were classes for illiteracy eradication and adult education, beside lectures and workshops and provition of educational facilities.

With state of living and realize their community through awareness, assistance and power in order to integrate various skills and abilities.

2.21.3 Administration capacity building program:–

The purpose of this program to help individuals develop the leadership and technical skills they need to be effective community leaders and to contribute in development of current and future projects. In this program the beneficiary's number reached 240 persons.

2.21.4 Activities and achievement of capacity building program:–

Work and capacity building program are an essential condition and instrument for development. By working people, contribute to economic production, to the well-being of their families and country

Capacity building program generally aims at enlightening and improving community status economically in the area.
2.22 The Income-Generating Activities:-

The Income-Generating Activities are multi-purpose ways and activities, for instance, projects for raising income, so community (beneficiaries) are trained to gain skills in certain periods so that they can provide several benefits with some items and the other needs for production.

These enterprise, being by training specific categories, in order that these trained groups can undertake the training of all beneficiaries in the area, for example, food processing, various hand crafts and other.

Therefore, we fined several beneficiaries projects such as, communications centers, grocery stores, bakery, environmental projects as well as service ones, in addition to the enterprises of loans and some other integral projects.

The income-generating types of activity undertaken by the poor are always traditional with little or no innovation and are characterized by uncertainly of income flow as a result of unpredicted factors. For this reasons WEBDA capacity-building program has started a revolving fund for income-generating activities since 2006 they focus on providing new and more secure sources of income to reduce the critical dimensions of poverty, which has down-ward pressures on poor families associated with crises and in securities. The key challenge is to sustain income gained at the individual household level and to promote, its security. Other challenges are to move beneficiary out of poverty by linking them to the more dynamic sectors of the economey.

The program of capacity building has successfully implemented the following:
1. Started training lessons on income-generating since 2006 for many types of activities; (food processing, handicraft and home economic child care… etc).
2. training for leadership, management and first aid animators
3. Conducted management credit and marketing studies and starting of revolving fund for income-generating activities since 2006.

2.23 Establishment of revolving fund:-
A revolving fund had been established in the association since 2006, to serve mainly the population in Wad El Bashir area. The management of the revolving fund will be the direct responsibility of the national operation of the program helped by an accountant.

2.24 Beneficiaries loan:-
It is made with coordination between the WEBDA and saving and social development bank in Omdurman. It is considered to be a saving fund, to solve the community problems, which will result in the assistance of beneficiaries and creation the spirit of cooperation, and equality between them, and link the local society to the national one.

Many beneficiaries were graduated with various skills and abilities.

The association has collaboration and understanding from societies executive and popular authorities (WEBDA document, 2008).
Table (1): activities WEBDA in Wad El Bashir area.

<table>
<thead>
<tr>
<th>Types of Activities</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Adult education and illiteracy classes</td>
<td>1 class for women</td>
</tr>
<tr>
<td>2) grocer stores</td>
<td>10 stores</td>
</tr>
<tr>
<td>3) Butchery</td>
<td>11</td>
</tr>
<tr>
<td>4) Electrical bakery</td>
<td>2</td>
</tr>
<tr>
<td>5) Kindergarten</td>
<td>1 class capacity of 30 children</td>
</tr>
<tr>
<td>6) Caro car</td>
<td>18</td>
</tr>
<tr>
<td>7) Communication centre</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: field survey August 2008
Table (2): Training Type, N. of Beneficiaries, N. of cycles and Training Duration.

<table>
<thead>
<tr>
<th>Training Type</th>
<th>N. of cycles</th>
<th>N. of students</th>
<th>Training Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food processing and technique.</td>
<td>1</td>
<td>60</td>
<td>1 Month</td>
</tr>
<tr>
<td>Nutrition and child's health.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand craft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Training of members</td>
<td>2</td>
<td>200</td>
<td>_</td>
</tr>
<tr>
<td>Leadership, management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First aid</td>
<td>2</td>
<td>35</td>
<td>2 Month</td>
</tr>
<tr>
<td>Sanitation–Environment</td>
<td>2</td>
<td>200</td>
<td>2 month</td>
</tr>
</tbody>
</table>

Source: field survey August 2008
Table (3): WEBDA partnership and Relations with Funding Organizations

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Type of supported activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAR</td>
<td>Sanitation, environment, loans project for community, handicraft income-generating activities and water dam projects,</td>
</tr>
<tr>
<td>Care International-Sudan</td>
<td>Food culture, food processing training for women, eradication illiteracy, kindergarten,</td>
</tr>
<tr>
<td>NCA</td>
<td>Capacity-building</td>
</tr>
<tr>
<td>UNSCO</td>
<td>First aid, capacity-building</td>
</tr>
<tr>
<td>UNDP</td>
<td>Capacity-building</td>
</tr>
</tbody>
</table>

Source: field survey WEBDA August 2008
CHAPTER THREE
RESEARCH METHODOLOGY
Chapter Three

This chapter included research population, sampling methods and selection, field work, tools of data collection, study limitation and problems, data analysis and management techniques.

3.1 Research population:-

The population of this study is the beneficiaries of capacity building programs carried out by WEBDA. The area suggested for study is Wad El Bashir camp in Um Bada province.

3.2 Sampling methods and selection:-

A random sampling procedure was used through sampling method, to draw beneficiaries from capacity building programs of WEBDA in Wad Al Bashir area. Inhabitant of this area are homogenous and rather equal in their standard of living.

A sample size of (31) persons was selected randomly (25%) of the total target population (127) persons who benefited from capacity building programs.

A sampling frame (see appendix 2) has been obtained from Micro-Credit officer of WEBDA. The sampling frame is names listed of all beneficiaries of capacity building programs of WEBDA in Wad El Bashir area. A lottery method used to selection sample from the sampling frame.

3.3 Field Work:-

The following steps were followed for data collection:

1) Field visit to the area of Wad El Bashir where the CBOs home/office is located.
2) Individual's interviews conducted to produce real answer to questionnaire questions.
3.4 Study limitation and problems faced:

The present study has certain limitation combined with some problems:

- There are no mature experiences of self-help CBOs in Sudan until recent. Therefore information related to CBOs was hard to obtain.

- The main problems met during the study were the filling of the questionnaire was not an easy job, partly because of transportation problem, secondly, because some of the respondents were illiterate and have no educational background. Thirdly, difficulties in answering the questions in the questionnaire hence one has to take time to explain to them the questions in a very simple language. And also they balance us that we are collecting the information to benefit from their names.

3.5 Tools of Data collection:

To accomplish the objectives of the study both secondary and primary data were collected and used. Secondary data was obtained from references, reports, association documents, conference papers, internet, and theses. Primary data was collected through questionnaire, interviews as flexible complementary methods of data collection. The questionnaire was designed to meet the objectives of the study. The questionnaire consists of 17 questions (see appendix 1). Questionnaire was prepared in Arabic language; it was designed in such a way to collect broad-based set of data.
3.6 Data Analysis and Management techniques:

The researcher used simple descriptive statistical techniques for the analysis of the collected data applying the Statistical Package for Social Sciences (SPSS). The analyzed data was presented in the form of frequency tables and percentages.
CHAPTER FOUR
RESULTS AND DISCUSSION
Chapter Four
This chapter will cover analytical statistics, discussion and results.

Table 1: Frequency distribution and percentages of respondent’s by age.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 19</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20-29</td>
<td>7</td>
<td>22.6</td>
<td>22.6</td>
</tr>
<tr>
<td>30-39</td>
<td>11</td>
<td>35.5</td>
<td>58.1</td>
</tr>
<tr>
<td>40-49</td>
<td>9</td>
<td>29.0</td>
<td>87.1</td>
</tr>
<tr>
<td>50 or more</td>
<td>4</td>
<td>12.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (1) shows that 35.5% of respondents were of the age group of (30-39) years, and 29.0% of respondents age group were (40-49) years, 22.6% of respondents age groups were (20-29) years. Only 4% of respondents age groups were (50 or more) years.

No doubt the group (30-39) enjoys zeal, vital activity, spirit of initiative and has readiness to build a new life for the best future living. The group (50 or more) is found in smaller numbers compare to other groups; therefore, we can say that, the stage of age of delivery and feeling responsibility; has positive impact on training programs through participation.
Table 2: Frequency distribution and percentages of respondent's by sex.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>51.6</td>
<td>51.6</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>48.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (2) shows that the ratio of females to males in the sample is (48.4%) versus (51.6%) respectively; this table shows that the fabrics of society were nearly balanced between females and males.
Table 3: Frequency distribution and percentages of respondent's by family size.

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3</td>
<td>2</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>4-7</td>
<td>8</td>
<td>25.8</td>
<td>32.3</td>
</tr>
<tr>
<td>8-11</td>
<td>9</td>
<td>29.0</td>
<td>61.3</td>
</tr>
<tr>
<td>12-15</td>
<td>7</td>
<td>22.6</td>
<td>83.9</td>
</tr>
<tr>
<td>16- or more</td>
<td>5</td>
<td>16.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (3) shows that most of respondent groups belong to largest families (8-11) members, making 29.0% of respondents. 25.8% of respondent's families belong to large (4-7) members. 22.6% of respondents of the families belong (12-15) members, followed by 16.1% of respondents of the families (16 or more); only 6.5% of respondents of the families belong to smaller families (less than 3).

No doubt that big family size in Wad El Bashir area, confirm that it is originally rural community, and prefer to have the largest number of children in order to sense the need to live in large groups linked by kinship, blood and neurological family, as well as rural. Also the wife feels whenever she gave birth to a large number of children helped in satisfying her husband and stay with him. Furthermore the farmers in the rural area need to labor force to help in the agricultural work and becaused of they need to have more children; assisted them on that lack sense of individual responsibility, social or economic about the upbringing of their children, because extended family system contributes to the collective upbringing of children (the uncles he's second father).
Table 4: Frequency distribution and percentages of respondent’s by marital status.

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>30</td>
<td>96.8</td>
<td>96.8</td>
</tr>
<tr>
<td>Single</td>
<td>1</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Widowed</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Divorced</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Abandonment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
The table (4) shows that the majority of respondents were married (96.8%) This percentages is high and signifies that Wad El Bashir community is the traditionally, conservative community and tend to family stability. Single were only (3.2%) of respondents, it is observed that no exist case of widows, divorced and abandonment; exist among the respondents.
Table 5: Frequency distribution and percentages of Respondent's by level of education.

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulation Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>7</td>
<td>22.6</td>
<td>22.6</td>
</tr>
<tr>
<td>Khalwa level</td>
<td>6</td>
<td>19.4</td>
<td>41.4</td>
</tr>
<tr>
<td>Study years of formal pre-university</td>
<td>14</td>
<td>45.2</td>
<td>87.1</td>
</tr>
<tr>
<td>University</td>
<td>3</td>
<td>9.7</td>
<td>96.8</td>
</tr>
<tr>
<td>University and above</td>
<td>4</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (5) shows that 45.2% of respondents had attended of the study years of the formal pre-university (primary, general secondary and higher secondary), 22.6% of respondents were illiterate, 19.4% of respondents had attended khalwa, 9.7% of respondents had attended university. Only 3.2% of respondents had attended university and above.

This implies that the community of Wad El Bashir has formal general education or khalowa education level or illiterate. Education as well as scientific qualification has got a clear impact on training and on the other hand have effect on the work social activity, illiteracy and unawareness and absence of experience prevent target from achieving their family, affairs, beside participation in development.
### Table 6: Frequency distribution and percentages of respondent’s by attendance of training programs.

<table>
<thead>
<tr>
<th>Attendance of training programs</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>67.7</td>
<td>67.7</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>9.7</td>
<td>77.4</td>
</tr>
<tr>
<td>Somewhat</td>
<td>7</td>
<td>22.6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (6) shows that the majority of respondents believed that the attendance in training programs. (67.7%) answered yes. (22.6%) answered somewhat. while only (9.7%) answered no. did not attend at this programs.

We noted, that attendance at training programs was high, and those who did not attend because of sickness and sometime because of being out of area engaging in other work.
Table 7: Frequency distribution and percentages of respondent’s by period of training programs.

<table>
<thead>
<tr>
<th>Period of training</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient</td>
<td>15</td>
<td>48.4</td>
<td>48.4</td>
</tr>
<tr>
<td>Not sufficient</td>
<td>13</td>
<td>41.9</td>
<td>90.3</td>
</tr>
<tr>
<td>Somewhat</td>
<td>3</td>
<td>9.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (7) shows that 48.4% of participants believed that period of time for training programs were sufficient. (41.9%) answered they were not sufficient; and (9.7%) answered somewhat sufficient.
Table 8: Frequency distribution and percentages of respondent's by assistance of class illiteracy alleviation and adult education on success of income-generating projects.

<table>
<thead>
<tr>
<th>Assistance on success of income generating projects.</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not, did not assist</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Assist to certain extent</td>
<td>5</td>
<td>16.1</td>
<td>16.1</td>
</tr>
<tr>
<td>Assisted by reasonable degree</td>
<td>2</td>
<td>6.5</td>
<td>22.6</td>
</tr>
<tr>
<td>Assisted by good degree</td>
<td>2</td>
<td>6.5</td>
<td>29.0</td>
</tr>
<tr>
<td>Assisted by excellent degree</td>
<td>4</td>
<td>12.9</td>
<td>41.9</td>
</tr>
<tr>
<td>Not joining this class</td>
<td>18</td>
<td>58.1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (8) shows that 16.1% of respondents believed that class of alleviation illiteracy and adult education assisted on success of income-generating projects to certain extent. (12.9%) answered to an excellent degree. (6.5%) were them answered reasonable and good degree. (58.1%) of respondents answered no, did not join to this class.
Table 9: Frequency distribution and percentages of respondents by assistance of illiteracy alleviation and adult education class to learn read and write.

<table>
<thead>
<tr>
<th>Assistance class of illiteracy and adult education on learn reading and writing</th>
<th>Frequency</th>
<th>Percentages</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, did not assist</td>
<td>1</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Assist to certain extent</td>
<td>2</td>
<td>6.5</td>
<td>9.7</td>
</tr>
<tr>
<td>Assisted by reasonable degree</td>
<td>5</td>
<td>16.1</td>
<td>25.8</td>
</tr>
<tr>
<td>Assisted by good degree</td>
<td>4</td>
<td>12.9</td>
<td>38.7</td>
</tr>
<tr>
<td>Assisted by excellent degree</td>
<td>1</td>
<td>3.2</td>
<td>41.9</td>
</tr>
<tr>
<td>Not joining this class</td>
<td>18</td>
<td>58.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (9) shows that 16.1% of respondents believed that participation in class of alleviation illiteracy and adult education were assisted to learn reading and writing to reasonable degree. 12.9% answered to a good degree. 6.5% answered somewhat. 3.2% answered to an excellent degree. While only (3.2%) answered they did not assist. (58.1%) of respondents did not join to this class.
Table 10: Frequency distribution and percentages of respondent's by contribution of leadership and management programs on success of income generating projects.

<table>
<thead>
<tr>
<th>Contribute of leadership and management programs</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not, did not contributed</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contributed to certain extent</td>
<td>4</td>
<td>12.9</td>
<td>12.9</td>
</tr>
<tr>
<td>Contributed to reasonable degree</td>
<td>2</td>
<td>6.5</td>
<td>19.4</td>
</tr>
<tr>
<td>Contributed to good degree</td>
<td>2</td>
<td>6.5</td>
<td>25.8</td>
</tr>
<tr>
<td>Contributed excellent degree</td>
<td>10</td>
<td>32.3</td>
<td>58.1</td>
</tr>
<tr>
<td>Not joining this class</td>
<td>13</td>
<td>41.9</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (10) shows that the majority of respondents believed that leadership and management programs contribute; successes income-generating projects. (32.3) believed it contribute to the excellent degree. (12.9%) answered somewhat. (6.5%) answered to a reasonable and good degree. (41.9%) did not join to this class.
Table 11: Frequency distribution and percentages of respondent's by ability in management of income-generating program after participation on training programs.

<table>
<thead>
<tr>
<th>Management of income generating program</th>
<th>Frequency</th>
<th>percentage</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, certainly</td>
<td>20</td>
<td>64.5</td>
<td>64.5</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>22.6</td>
<td>87.1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>3</td>
<td>9.7</td>
<td>96.8</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (11) shows that the majority of respondents believed that their ability in management of income-generating projects improved; (64.5%) answered certainly. (22.6%) answered yes. (9.7%) answered somewhat. While only (3.2%) answered, that their ability did not improve.
Table 12: Frequency distribution and percentages of respondent's by ability in selection of income-generating project after participation in training programs.

<table>
<thead>
<tr>
<th>Selection of income generating programs improved</th>
<th>Frequency</th>
<th>percentage</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, certainly</td>
<td>16</td>
<td>51.6</td>
<td>51.6</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>35.5</td>
<td>87.1</td>
</tr>
<tr>
<td>Somewhat</td>
<td>4</td>
<td>12.9</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (12) shows that the majority of respondent's believed that their ability on selection of income-generating projects improved; (51.6%) answered certainly. (35.5%) answered (yes). (12.9%) answered somewhat.
Table 13: Frequency distribution and percentages of respondent's by assistance of income generating project to improvement of their family income.

<table>
<thead>
<tr>
<th>Improvement of family income</th>
<th>Frequency</th>
<th>percentage</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, certainly</td>
<td>15</td>
<td>48.4</td>
<td>48.4</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>22.6</td>
<td>71.0</td>
</tr>
<tr>
<td>somewhat</td>
<td>7</td>
<td>22.6</td>
<td>93.5</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (13) shows that the majority of respondents believed that income-generating projects improved their family income; (48.4%) answered certainly. 22.6% answered (yes). (22.6%) answered somewhat. while only (6.5%) answered (no); income-generating projects did not improve family income
Table 14: Frequency distribution and percentages of respondent's by ability improvement of decision making of their family after participation in training programs.

<table>
<thead>
<tr>
<th>Decision make improved in family</th>
<th>Frequency</th>
<th>percentage</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, certainly</td>
<td>21</td>
<td>67.7</td>
<td>67.7</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>6.5</td>
<td>74.2</td>
</tr>
<tr>
<td>somewhat</td>
<td>8</td>
<td>25.8</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey April 2009
Table (14) shows that the majority of respondents believed that ability of decision making in their family improved after participation in training programs; (67.7%) answered certainly. (25.8%) answered somewhat. while only (6.5%) answered yes, their ability improved
Table 15: Frequency distribution and percentages of respondent’s by ability of decision making in local community after participation in training programs

<table>
<thead>
<tr>
<th>Decision make improved in community</th>
<th>Frequency</th>
<th>percentage</th>
<th>Accumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, certainly</td>
<td>10</td>
<td>32.3</td>
<td>32.3</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>6.5</td>
<td>38.7</td>
</tr>
<tr>
<td>somewhat</td>
<td>11</td>
<td>35.5</td>
<td>74.2</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
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<td>Total</td>
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</table>

Source: Field survey April 2009
Table (15) shows that the majority of respondents believed that the ability of decision-making in local community improved after participation in training programs; (35.5%) answered somewhat. (32.3%) answered certainly. 25.8% were answered no; ability did not improve; while only (6.5%) answered yes.
Table 16: Frequency distribution and percentages of respondent’s by ability to contributed ideas after participation in training programs.

<table>
<thead>
<tr>
<th>Contributed by ideas in local community</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulative percentage</th>
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<tr>
<td>Yes, certainly</td>
<td>17</td>
<td>54.8</td>
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<tr>
<td>Yes</td>
<td>6</td>
<td>19.4</td>
<td>74.2</td>
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<td>somewhat</td>
<td>7</td>
<td>22.6</td>
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<td><strong>100.0</strong></td>
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Source: Field survey April 2009
Table (16) shows that the majority of respondents believed that ability of contribution by ideas in local community improved after participation in training programs; (54.8%) answered certainly. 22.6% answered somewhat. (19.4%) answered yes. While only (3.2%) answered no, ability did not improve.
Table 17: Frequency distribution and percentages of respondent's by assistance of training programs to beneficiaries.

<table>
<thead>
<tr>
<th>Assistance of training programs</th>
<th>Frequency</th>
<th>Percentages</th>
<th>Accumulative percentage</th>
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<tr>
<td>Not, did not assist</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Assist to certain extent</td>
<td>4</td>
<td>12.9</td>
<td>12.9</td>
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<tr>
<td>Assisted by reasonable degree</td>
<td>4</td>
<td>12.9</td>
<td>25.8</td>
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<tr>
<td>Assisted by good degree</td>
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<td>35.5</td>
<td>61.3</td>
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<tr>
<td>Assisted by excellent degree</td>
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Source: Field survey April 2009
Table (17) shows that the majority of respondents, believed that participation in training programs assisted: (38.7%) believed it assisted to an excellent degree. (35.5%) of respondents believed it assisted to good degree. (12.9%) of respondents believed it assisted to certain extent and reasonable degree.
4.2 The main findings of the study are:

4.2.1 - Age group:-

Age is the main factor that determines the productive group in any community.

35.5% of respondents belong to the age groups of (30-39) years. This percentage indicates that most of the respondents are economically active; this means that they can produce more to satisfy their families' needs. This result also indicates that, this group can contribute highly in the process of development.

4.2.2 - Sex:-

The ratios of males to females were 51.6% versus 48.4%. This result indicates that, the fabrics of WEBDA society were nearly balanced between males and females.

4.2.3 - Family size:-

Most respondents had large family size of (8-11) members 29.0%. This result indicates that, WEBDA society tended to have big family size; which had two effects; it positively increases labor force. However, negatively, it may increase the number of dependents which increase family burden and worsen the family economic situation.

4.2.4 - Matrual status:-

Majority of respondents were married 96.8% participated in training programs and capacity building of WEBDA, While only 3.2% were single, this result indicates that, society of WEBDA tended to family stability.

4.2.5 - Level education:-

77.5% of respondents are literate (had study years of formal, university and above university education) or having khallwa education (religioious type of education). This fact had a positive
impact on training programs and capacity building and participation in the different activities and it promotes the development process. While about 22.6% of respondents were illiteracy. There are no educational service in the study area and surroundings this is reflected in low illiteracy rate among the population.

4.2.6 - Attendance of training:-

90.3% of respondents are attend in training of programs. This result contributes positively on process of capacity-building and improvement of knowledge and skills. While only 9.7% did not attend in training programs.

4.2.7 - Period of training programs:-

48.4% of respondents believed that period of training programs were sufficient. 41.9% of respondents believed that period insufficient, 9.7% of respondent believed that the period was somewhat sufficient.

4.2.8 - Assistance of class of illiteracy alleviation and adult education to improve income-generating projects:-

41.9% of respondent believed that assisted to improve. 58.1% of respondents did not join the this class.

4.2.9 - Assistance of class of illiteracy alleviation and adult education to learn of reading and writing:-

38.7% of respondents believed that assisted them to learn of reading and writing. While only 3.2% of respondents believed it did not assist. 58.1% of respondents did not joining class.

4.2.10 - Contribution of leadership and management program on improvement of income-generating projects:-

58.1% of respondents believed it contributed to projects. 41.9% of respondents did not joining to this class. We can realize
that there is positive impact on the increase of respondent's ability in administration of the projects which fits them.

4.2.11 - Ability on management of income-generating projects after participation in training of programs:

96.8% of respondents believed that ability on management improved. While only 3.2% of respondents believed that, ability on management did not improve.

4.2.12 - Ability on selection of income-generating projects after participation in training programs:

All participants in training programs believed that ability on selection of income-generating projects improve.

4.2.13 - Assistance of income-generating projects on improvement family income:

About 93.6% of respondents believed that income-generating project improve their family income. While only 6.5% of respondents believed that, income generating projects did not improve their family income.

4.2.14 - Ability on decision-making in their family:

All respondents believed that, after participation in training programs that, ability of decision-making in family; improved.

4.2.15 - Ability on decision-making in local community:

74.3% of respondent believed that; after participation in training programs that, ability of decision-making in local community; improved. While only 25.8% of respondent believed that, it did not.

4.2.16 - Ability to contribute by ideas after participation in training programs:

96.8% of respondents believed that their, ability of contribution by ideas in local community after participation in training programs;
improved. 3.2% of respondents believed that ability did not improve.

**4.2.17 - Assistance of training programs to beneficiaries:**

All respondents believed that; training program assisted them. The improvements of the state of living as well as the standard of expenditure are noticeable in families after training.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS
5.1 Summary and conclusion:

This study focused on the assessment of the impact of CBOs activities on community capacity-building in Wad El Bashir area depending on the training and capacity-building programs of WEBDA. The program is considered as one of the communities' development programs, was targeting the beneficiaries with training programs by WEBDA, providing training activities for economic, social and self-development through training cycles in different fields as, nutrition, first aid, food techniques, sanitation environment, child health, leadership and management and education, etc.

To meet the objectives of this study, primary and secondary data were obtained and used. After reviewing the secondary sources, a field survey was conducted in April 2008 to collect the primary data. A sample of 31 persons was selected from the targeted population. Questionnaire was used as tool for collecting the primary data. Simple descriptive statistic was used for data analysis and management using the Statistical Packages for the Social Sciences (SPSS).

It was concluded that; CBOs in Wad El Bashir area, had considerable contribution in capacity-building of beneficiaries; this appear from through, improvement skills after the training programs, improvement of income-generating projects and family income their ability on management and selection of income-generating projects, enabled their of decision-making in their family and contribution by ideas in local community.
Thus training programs have an impact on beneficiaries, their family and the community as a whole. The results confirmed the benefits of the beneficiaries' activities in building their capacity. However, the basic goals of WEBDA were, giving advice, and development, whereas private goals were to improve beneficiaries' capabilities thus WEBDA was able to raise knowledge and attitude of majority of beneficiaries, through training courses.
5.2 Recommendations:

Based on the study findings, the following recommendations could be proposed:

- Encouraging local government to work in partnership with community-based organizations (CBOs), and encouragement whole community to participate in the development activities; therefore in this way there will be wide range of CBOs acting at different projects in different fields, as such development will be effective; this can be indicated by the role of CBOs are result to linking community with other organizations and coordination.

- More attention and consideration should be given to the different income-generating activities carried out by beneficiaries and encouragement beneficiaries self-abilities; through training, application and make their punctual, besides, persuading those outside the area to share in the training.

- Focus needs to be maintained on capacity building programs to ensure that community members have received new skills and knowledge. However, more effort should be directed toward community capacity building to enable them to participate effectively in the process of development in a sustainable manner.

- Decision-making process needs to reach beyond tribal leaders and area elite to include all community members.

- Further studies should be carried out to identify CBOs contribution in capacity-building and development process in studied area.

- NGOs and the concerned government departments should develop and implement different activities to promote and ensure the sustainability of development.
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ملحق (1)

باسم الله الرحمن الرحيم

جامعة الخرطوم

كلية الدراسات العليا

قسم الإرشاد الزراعي والتنمية الريفية

استبيان بعنوان

أثر منظمات المجتمع القاعدي على بناء قدرات المجتمع

دراسة حاله: جمعية ود البشر التنموية

1- العمر:

- 18- 21: (أ)  
- 19- 29: (ب)  
- 30- 40: (ج)  
- 41- 51: (د)  
- 52- فأكثر: (ه)

2- النوع:

- ذكر: (أ) 
- أنثى: (ب)  

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ا/ عازب( )
ج/ متزوج( )
د/ ام/ ( )

5- التعليم:

د/ جامعي ( )

6- هل كنت مداومة على برامج التدريب وبناء القدرات الذي تقوم به الجمعية:

ا/ نعم ( )
ب/ لا ( )
ج/ بعض الشيء ( )

إذا كنت الإجابة بلا اذكر السبب

7- الفترة الزمنية لبرامج التدريب وبناء القدرات الذي تقوم به الجمعية كانت كافية:

ا/ كافية ( )
ب/ غير كافية ( )
ج/ إلى حد ما ( )

8- إلى أي حد ساعدتك المشاركة في فصل محو الأمية وتعليم الكبار في زيادة درجة نجاح المشروع المدر للدخل:

ا/ لا لم يساعدني على الأطلاق ( )
ب/ ساعدني إلى حد ما ( )
ج/ ساعدني بشكل معقول ( )
د/ ساعدني بدرجة جيدة ( )
9. التدريب في فصل محو الأمية وتعليم الكبار هل ساعدك في التعرف على مبادئ القراءة والكتابة:

أ/ لأ، لم يساعدني على الأطلاق ( )
ب/ ساعدني إلى حد ما ( )
ج/ ساعدني بدرجة جيدة ( )
د/ ساعدني بدرجة ممتازة ( )
ه/ ساعدني بشكل معقول ( )
و/ لم أشارك في هذا الفصل

10-إن لم يساعدني برنامج القيادة و الإدارة في زيادة درجة نجاح المشروع المدر للدخل:

أ/ لأ، لم يساهم على الطلاق ( )
ب/ ساهم إلى حد ما ( )
ج/ ساهم بدرجة جيدة ( )
د/ ساهم بدرجة ممتازة ( )
ه/ ساهم بشكل معقول ( )

11- بعد التدريب أصبح في إمكاني إدارة المشروع المدر للدخل:

أ/ نعم بكل تأكيد ( )
ب/ نعم ( )
ج/ بعض الشيء ( )
د/ لا ( )

12- بعد التدريب أصبح في إمكاني اختيار المشروع المدر للدخل:

أ/ نعم بكل تأكيد ( )
ب/ نعم ( )
ج/ بعض الشيء ( )
د/ لا ( )

13- المشروع ساعدني في تحسين مستوى دخل أسرتي:

أ/ نعم بكل تأكيد ( )
ب/ نعم ( )
ج/ بعض الشيء ( )
د/ لا ( )
14- بعد برامج التدريب أصبحت استطاع اتخاذ القرار في بعض المسائل داخل الأسرة:

أ/ نعم بكل تأكيد ( )
ب/ نعم ( )
ج/ بعض الشيء ( )
د/ لا ( )

15- بعد برامج التدريب أصبحت استطاع اتخاذ القرار في المجتمع المحلي:

أ/ نعم بكل تأكيد ( )
ب/ نعم ( )
ج/ بعض الشيء ( )
د/ لا ( )

16- بعد برامج التدريب أصبحت استطاع المساهمة في الرأى في قضايا المجتمع المحلي:

أ/ نعم بكل تأكيد ( )
ب/ نعم ( )
ج/ بعض الشيء ( )
د/ لا ( )

17- برامج التدريب لم تساعدني في أي شيء مما ذكر أعلاه:

أ/ لا لم تساعدني ( )
ب/ ساعدتني بعض الشيء ( )
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Source: WEBDA December 2008
Partnership between CBOs and local elected government:-

"Building ties and establishing an effective working relationship with government is one of the ultimate aims of community driven development. This may mean different levels of involvement depending on arrange of factors. In this approach, the function of coordination support to communities is decentralized to elected local or municipal governments. In addition to political and electoral incentives encouraging local governments to work in partnership with community based organizations (CBOs), policies and incentives and designed to that local governments:-

- Create an enabling environment for community efforts to flourish, ranging from building more participatory, citizen – oriented planning of local investment priorities to subcontracting with CBOs for the provision of goods and services for which CBOs have comparative advantages.
- Bring government closer to the people, increasing accountability and springy, as well as building bonds of trust.
- Provide long –term recurrent cost financing within a frame work of fiscal decentralization and inter-governmental fiscal flows, there by creating a local funding based for community-driven development.
- Help balance competing needs and demands in allocating resources across diverse communities.
Fiscal transfers to elected local governments to complement local tax revenues are preferably made in the form of united fiscal transfers (block/general purpose grants) from higher level of governments. In the case of block grants local governments have full discretion over allocation of resources. Local government officials are then accountable primarily to their constituents. An alternative is for the central government funding support to be tied to specific program (specific purpose grants). Under this approach, local governments become both, resources providers, and downward, to –constituents. Experience has shown that given the frail state of local governance and the weak voice of poor communities in most developing countries, upward accountability can quickly dominate and accountability to local communities becomes secondary. Unless this approach is carefully managed, local governments will have stronger incentives to respond to finance providers than to their often powerless constituents.

Nevertheless, in some cases it may be warranted to tie central support to specific programs and partnerships between government and CBOs. This may be the case where there is a need to target resources to poor or marginalized groups that have not been adequately represented in local government programs. Tying that use of fund in these instances might be necessary to ensure that funds reach excluded groups. A combined strategy may also be considered, comprising united block grants to local government complemented by tied funds for special outreach programs. Key design principles:

- Align program rules with national decentralization polices. Program rules should be complement any existing scope efforts to increase the role of local governments in
development. The types of partnerships between CBOs and local municipal government and its scope of responsibilities. Some local governments represent very small local communities, while will other represent lager districts containing multiple villages or neighborhoods. Similarly, their responsibilities range from keeping streets clean and recording essential data to a large range of services including policing, education, water and sanitation, local roads, and public health. Therefore the optimum role of local government in it's partnership with CBOs will very accordingly.

Strengthen community voice participation in local government decision making. Local or municipal governments are more likely to be responsive, accountable, and transparent in relationships with their constituents if there are mechanisms through which CBOs can express priorities and concerns, and monitor local government processes. These mechanisms include centrally mandated or support local election, municipal oversight councils with CBOs representation and participatory or transparent planning and budgeting.

Local governments need to have access to qualified personal and finance, planning, and monitoring system. Capacity can be built internally or can be accessed via partnerships and contracting arrangements with private sector firms on NGOs capable of supporting local / municipal government, experience has shown that there is no alternative to learning by doing and that other capacity building support can only complement the necessary experiential learning.
Invest capacity building and facilitation of CBOs. Experience suggests that environments with a long history of community empowerment and capacity building are more likely to foster inclusive local governance. Successful programs have invested significantly in community mobilization in order to create community. Level demand and capacity to participate in processes overseen by local governments.

We need to consider CBO’s as partners to directly manage and implement programs for the reasons as:

- Alternate mechanism to registered bodies/ institutions, more sustainable and internal way of managing.
- Promotes management and operating systems locally--through communities.
- Builds local awareness, capacities, ownerships and benefits. People allocate resources to capability. Finally they feel recognized and take pride.
- Avoids conflicts, by people's localized resource allocation and use.
- Enhances capacities to plan, develop and manage resources effectively and overcomes “time-lags” as people are central at all levels and the decisions are taken by them.
- Wide variations in research can be carried out and workload can be efficiently managed, results shared and uptake is enhanced
- Avoids misuse and better regulation of resources, maintain transparency and accountability. Effective use of resources finally leading to good governance.
- Reduced mismatch between the real needs and the GAPs between people and institutions, leading to quick decisions.
- Greater insights and experience in the local ecological, environmental knowledge. This wisdom needs to be exploited
- Challenges the local power structures/political systems for more responsive way of working.
Appendix (4)

Factors contributing to the effectiveness CBOs:-

- **Community owned**
  (www.actoronto.org. 14 may 2004)
  Being community based is not simply about where you are located and what your organizational legal status is. Being community based means being: community identified.

- **Community – Focused:**
  Being community focused means aiming your attention and energy and at the intersection point between persons and their social environment, in order to respond to one you have respond to the other.

- **Community – rooted:**
  Being community – rooted means that the services providers and the user mirror each other. No matter what the role they play, they generally share an insider status that makes boundaries shift and makes organizational member porous.

- **Community – identified:**
  Being community identified means naming your self in position to the (other) cooperate, professional and governmental sectors

- **Community – specific:**
  Being community identified means being community specific .you can not represent every one adequately. All identifies. This imposes limitation and destroys the fantasy of universality.

- **Cross –Identification:**
Being community identification means being cross-identified. Our community actually is a coalition of many other (communities) to which we also competes with cross-identified of gender sere status, class, race and ethnicity, education, age spiritually, politics, language, etc. Being community focused on the intersection between personal existence and social environment means we can not ignore these it requires to learn.

- **Community Motivated:**
  Being community motivated means that people who select involvement with CBO not primarily for professional or financial motives but out of personal passion.

- **Holistic vision:**
  Being community motivated means perceiving the community as whole, being a special interest and having very heavy (leakage) or cross-fertilization of concern and values.

- **Community owned:**
  Being community owned means being community accountable, though most of the funding comes from governments, but our accountability is finally to our community. Visible and effective ownership of a community based organization is a matter of control and which mechanism/ sector have primary control is central question. Finally who speak and acts for the community to which we are finally an accountable? (Source: www.actoronto.org. 14 may 2004).