

Competency Gap Assessment of Social Organizers: The Case NGOs in Pakistan.

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The earthquake disaster in October, 2005 has attracted a number of foreign donors to Pakistan which lead to mushroom growth of NGOs in the affected areas. This has increased the demand for competent human capital in the area as thousands of new vacancies have been created and new incumbents have been inducted especially for social organization and mobilization but most of them lacked the necessary competences because they were having a diverse background and qualifications; this lead to poor performance of the development sector as evident from an exploration of several "project impact analysis reports". This paper has developed a unique model of competence analysis for Social Organizers (SOs) of NGOs being the gross root project implementers. It has set a cut-off competence level and further ascertained three different competence levels that are complemented by an analysis of demographic frequencies, thus identified gaps in existing and required competence levels. This has been done in conjunction with the multidimensional model that has stated competence as a combination of competency, proficiency level and context (De Coi et al., 2007); furthermore perceived proficiency level of requisite competencies of SOs has been assessed (Jan, 2001). The paper has concluded that building knowledge-base in areas of "public health & hygiene, protection, environmental conservation and livelihood" would enable the SOs to assess real needs of the marginalized communities. It would be complementary if exposure to "millennium development goals" should be enhanced thus knowing the ultimate target. Although "professional skills" like "budgeting, project Management, technical writing" for developing reports & conceiving projects through proposals are all important but the real spirit can be produced by ensuring "personality alignment" and energizing "socio-political Activism". The paper has recommended appropriate capacity building interventions for overcoming the gaps and discovered areas for conducting further research in "community participation", "need assessment" for a new educational discipline of NGOs and "effectiveness of NGOs' operations" while replica of same study with refined methodology and framework has also been suggested for other disaster stricken areas.

Field of Research: Human Resource Development.

1. Introduction

The tragic and devastative earthquake of 8th October 2005 shattered the whole fabric of Pakistan that has affected an area of five districts of NWFP and Azad Kashmir having total population about 5.7 million of people out of which 3.2-3.5 million people were directly affected by the disaster seventy three thousand has lost their lives, including over eighteen thousand children. The disaster has left more than seventy thousands with injuries resulting in physical disabilities. 2.3 million People has spent more than one year without adequate food, three lac twenty five thousand has lost their jobs. The delivery of services was seriously tormented as basic infrastructure of the affected area was nearly perished, Access to the affected area was nearly impossible initially as more

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than four thousand km (37%) roads were damaged, about five thousand educational units were totally destroyed and more than twenty six hundred damaged, likewise four hundred and fifty five health units were destroyed and more than hundred units damaged. Other studies have estimated the same number of casualties in this earthquake, and 3.5 million people were rendered homeless as more than four lac shelter units were destroyed or seriously damaged (Ozsoy and Nelson, 2006). This situation alarmed the humanitarian community and thousands of national/international NGO workers has immediately started relief (175 NGOs at Mansehra only) (UNOCHA Contact List, updated 09/06/2005). The World Bank has explained its assistance as "Just two weeks after the Earthquake tragedy, the Bank provided \$470 million to support reconstruction and safeguard ongoing reform and poverty reduction programs. In December, an additional \$400 million was approved. In all, the Bank has pledged \$1 billion for earthquake recovery, mostly in the form of IDA credits" (World Bank, 2006¹).

This paper has explored the critical question, if these organizations are having the necessary human capital to address the specific needs of the earthquake affectees and to identify and assess the problem of gray areas and thus find out if there exists a gap in the Competence of Social Organizers (SOs) working at NGOs of District Mansehra after 2005 earthquake in Pakistan.

2. Literature Review

Competence Analysis is used to measure the gaps in the capacity of people; HR departments need to match such required and acquired competences in order to find suitable candidates and assess training needs of the current employees. Current researches focus on the modeling of competencies (not competences) and they miss important information that should be included, such as proficiency level and context. Efforts have been done for representation of competences, relationships among them and the competence profiles (De Coi et al., 2007). Competence can be defined as effectiveness of performance within a certain paradigm or environmental context at different difficulty levels of a particular proficiency (Cheetam and Chivers, 2005). A competency on the other hand is defined more expressively for competence analysis as specific, identifiable, definable, and measurable knowledge, skill, ability and/or other deployment related characteristic (e.g., attitude, behavior, physical ability) which a human resource may possess and which is necessary for, or material to, the performance of an activity within a specific business context (HR-XML, 2007).

The concept of knowledge has been continuously discussed since at least the time of the ancient Greeks. Socrates conceptualized knowledge as a true belief with an account, commonly identified as the concept of justified true belief, but then indicated that this definition remained inadequate (Plato, 369 BC). Knowledge has since received many definitions like knowledge is information possessed by individuals within the organization (Randeree, 2006). Knowledge is regarded as containing an interpretation of a knower (Laihonen, 2006), while knowledge is characterized as dynamic, strategic, political, and subject to change (Williams, 2006). A skill is ability, usually learned and acquired through training, to perform actions, which achieve desired outcome. The capacities needed to perform a set of tasks that are developed as a result of training and experience Competencies and skills have prevalence even though difficulty persists with their definition (Crouch, 2005; Cowan et al., 2005; Milligan, 1998). Attitudes are employee beliefs and opinions that support or inhibit behavior. In a training context, you will be concerned about employee's attitudes in relation to their learning of the training material and their job performance (Matthews et al., 2006). Different authors have initiated debates of person-environment fit, which can be defined as "the compatibility between an individual and a particular work environment that occurs when their characteristics are well matched" (Kristof-Brown et al., 2005, p. 281).

2.1 NGOs and Social Organization

NGOs are entities meant to serve distinct communities. There is a big debate on the definition of NGOs in the literature as NGOs has multiple challenges in providing long-

term solutions to eradicate poverty and improve conditions for communities in developing and under developed world is increasingly a focus of NGOs, which are important players in the global economy since the 1970s (Coate and Handmer, 2006), but this study has not explored the term in detail to avoid confusion we will go with the agreed definition by United Nations as “A non-governmental organization (NGO) is a not-for-profit, voluntary citizens’ group, which is organized on a local, national or international level to address issues in support of the public good. Task-oriented and made up of people with a common interest, NGOs perform a variety of services and humanitarian functions, bring citizens’ concerns to Governments, monitor policy and programme implementation, and encourage participation of civil society stakeholders at the community level. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Some are organized around specific issues, such as human rights, the environment or health” (United Nations, 2005, cited by Gray et al., 2006).

2.1.1 Some Burning Issues for Social Organizers

NGOs are meant to provide sustainable development to the marginalized communities by using local and foreign resources therefore their task is much complex and transparency can be assured through effective community participation and strong accountability mechanism as the literature has traced out correctly.

2.1.1.1 Community Participation

Community participation is gaining popularity as part of the jargon of the development sector, its really a meaningful concept is implemented according to its spirit, it suggests an active role by community members in the development process and providing solutions to diverse social problems that affect a specific community (Janse & Konijnendijk, 2007).The importance of community participation for relief agencies and NGOs can not be ignored while contributing for rehabilitation after disasters like Tsunami and South Asian earthquake. Long-term efforts must focus on capacity building, increased resilience, disaster management and community empowerment to develop a successful model of sustainable and meaningful redevelopment (Pardasani, 2006). A paper about disaster management at Chile has made recommendations that are based on current disaster management procedures that included a community and public servants participatory process that “filtered” the research team proposal to allow for a more realistic approach tailored to local conditions (Aldunce and Leo’n, 2007).

2.1.1.2 Accountability

There is a noticeable absence of any visible mechanisms to assess and evaluate the performance of NGOs, particularly by the beneficiaries (target group/communities). Let us argue for the development of a transparent and easy to operate mechanisms built into the organizational structure of NGOs to allow beneficiaries to express their views. Researchers have addressed the issues of accountability within campaigning, advocacy NGOs and hybrid NGOs which combine welfare and advocacy activities (Gray et al., 2006, Loft et al., 2006, and Unerman and O’Dwyer, 2006). Effective performance measurement systems would assist NGO practitioners in their decisions, help improve the effectiveness and efficiency of operations, and demonstrate the performance of the relief chain, thereby increasing the transparency and accountability of disaster response (Beamon, 2004; Thomas and Kopczak, 2005; Davidson, 2006; Van Wassenhove, 2006; Oloruntoba and Gray, 2006; Thomas, 2007). Some papers have covered the dimensions of management effectiveness and program effectiveness in non-profit organization (Zimmermann and Stevens 2006).

3. Methodologies and Research Design

The conceptual framework for this paper has been developed using concept, indicators and variables (attached as Table 1) for the purpose of assessing the competence level for perceived proficiency level of requisite competencies of SOs which have been assessed including fifteen variables of Knowledge, eleven variables of skills and ten

attitude variables of SOs that are derived after discussions with NGO managers and confirmed by relevant literature on Required competences (Jan, 2001).

3.1 Data Collection

Questionnaire is used as a tool for primary data collection developed in the light of objectives for pre-testing and again five NGOs have cooperated. After pre-testing, the questionnaire was circulated to about sixteen NGOs requesting for a survey from five SOs each, this way the sample size is forty as half of the organization has replied.

3.2 Cut off score on Likert Scale

The collected data has been compiled and then analyzed at three different competence levels based on Cut off score method established on a five point Likert Scale along with analyzing the response of survey. SPSS and MS Excel have been used for making Graphs and tables.

Semantic scales like the Likert, the Stapel, and the Semantic Differential, are used for constructing most instruments used in business research (Jamal, 1990). It has long been recognized that the precision (reliability) and the accuracy (validity) of verbal instruments are determined to a large degree by the design and construction of the scales (Thurstone, 1928). Likert himself, in his original paper, did not consider the number of choices to be an important issue (Likert, 1932) stating only that "If five alternatives are used, it is necessary to assign values from one to five with the three assigned to be the undecided position." It is implied that the actual number of choices may be left to the tastes of individual researchers e.g. researchers has chosen 3 as a cut off score on Likert scale of 1-5 (BSRC, 2006ⁱⁱ), another study has assessed communication competence of Physicians on a 5 point Likert scale while dealing with disastrous patients (Schirmer et al., 2005). As there are total forty respondents so a Cut off score of hundred and twenty is established with an assumption if all the respondents opts for option three i.e. Average than, three (weight assigned to Average)* forty (Number of Total Respondents) = hundred and twenty (the cut off score).

3.3 Limitations

The scope of the study is limited to assess the SOs because there are several job titles in an NGO but the core operations of an NGO revolve around an integrated approach towards community development thus SOs are the major contributors. Another limitation is that the study is confined to eight organizations of District Mansehra only due to financial, logistic and time constraints. It would have been more fruitful if conducted for the whole EQ affected region having more diversity of organizations and there human resource. Conceptualization of the study has been done through discussion with NGO managers and the available literature, so a limited numbers of variables have been selected. Also other areas relevant to the topic are under discovered like organizational assessment which is complemented by sectoral analysis of the development sector through review of literature.

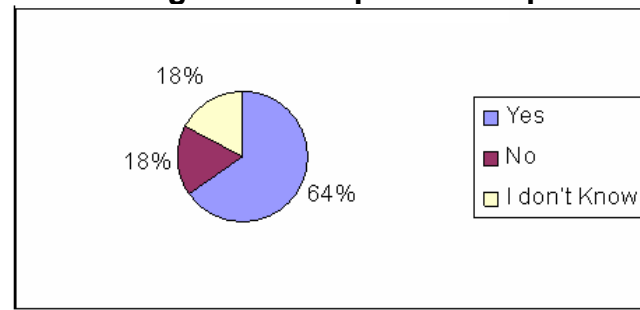
4. Data Analysis

The study is aiming to establish the competence level for the SOs necessary to efficiently serve and organize the local communities which are dreaming to rise again on sustainable basis after the tragic disaster of earthquake 2005.

4.1 Awareness level

Starting the discussion on data analysis it is found to be satisfactory that most of the SOs are aware of all the issues that we has questioned in the questionnaire. It seems that these NGOs have good collaborative environment, but eighteen percent reply of "I don't know" has shown the gray area. The paper has strongly evidenced the existence of Competence Gap but eighteen percent negative response can't be ignored.

Figure 1: Competence Gap



Source: Field Survey

4.2 Variables with No Gaps

Variables above the cut off score do not need training while those that fall below the cut off score would be recommended for need of training (Attached as Table 2).

The abovementioned table has shown variables that fall below the cut off score. According to criterion, twenty five variables have obtained a total score of thirty five hundred and six which is higher by five hundred and six points than the cut off score (i.e. $120 \times 25 = 3000$) including ten variables of knowledge that has obtained a score of 1340 which is higher by 140 points than the cut off score of 1200. Seven variables of skills have obtained 1006 which is higher by 166 points than the cut off score of 840. Eight variables of attitude that has obtained a score of 1160 which is higher by 200 than the cut off score of 960. This has shown that respondents possess attributes at an acceptable level and don't need much emphasis on training.

4.3 Second Level of Gaps

Seven variables show the gap thus there is a need for training (Attached as Table 3) therefore these variables are included for the rest of the analysis. As they have obtained a total score of 807 which is less by 33 points than cut off score (i.e. $120 \times 7 = 840$), variables in all the three indicators, including four variables of knowledge obtained a score of 453 which is less by 267 points than the cut off score of 720, a variable of skill that has obtained a score of 118 which is less by 2 than the cut off score and two variables of attitude obtained a score of 236 which is less by 4 points than the cut off score of 240.

4.3.1 Knowledge Variable with Gaps

Overall four knowledge variables show the gap that has been further explored in the preceding section.

4.3.1.1 Advocacy

The variable advocacy has lied right on the cut off score of and thus fell in to the gap area. Here the knowledge regarding advocacy and the right based approach is analyzed. Advocacy is broadly concerned with impact of organized interests on public policy that has examined the role of interest or pressure groups, lobbying, social movements, and, more recently, the advocacy of NGOs. (Andrews and Edwards, 2004; Jenkins, 2006). Research in this area ranges from the theoretical to the practical, highlighting, for example, civic participation (Boris and Krehely, 2002; Berry, 1999), the sometimes tenuous relationship between nonprofits and governments (Chaves, Stephens, and Galaskiewicz, 2004; Berry and Arons, 2003), and strategies for effective advocacy (Rees, 1999; McNutt and Boland, 1999).

4.3.1.2 Public Health and Hygiene

The knowledge about Public Health and Hygiene (PH&H) has lied right on the cut off score of and thus fell in to the gap area. Researches has examined the same evidence for a relationship between various hygiene and public health intervention strategies and the occurrence of infectious diseases and found a relationship on an effect of education and other hygiene behavior interventions (McDonald et al, 2008). The health programs should "start with people as they are and the community as it is", this is generally

accepted by workers in fields of public health but the problem has lied in implementation (Paul, 1955).

4.3.1.3 Environmental Conservation

Community emphasis is motivated by the idea that “if conservation and development could be simultaneously achieved, the interest of both could be served. Thus the old narrative of ‘fortress conservation’ was largely displaced by the counter-narrative of development through community conservation and sustainable use” (Murphree, 2002). The Variable of Environmental Conservation (EC) has obtained the score of hundred and four i.e. sixteen points below the cut off score and thus showing a much larger gap in the knowledge level of SOs for EC. Same findings are discussed in a paper about environmental pollution in South Africa due to goldmines, while a number of factors have been encountered stating firstly that NGOs are not sufficiently organized, knowledgeable, funded and motivated to put continuous pressure on the polluters, and secondly the majority of the public are ignorant about the problems; and if they are aware of them, they are not proactive in finding or even thinking of solutions (Van Eeden, 2008).

4.3.1.4 Livelihood Protection

Livelihood protection (LHP) refers to the strategies employed by populations at risk to avoid, confront or contain (manage) the threats they face (Bonwick, 2006). LHP interventions can be divided into those that support the assets people need to carry out their livelihood strategies, and interventions that support policies, institutions and processes. The Paper has recommended the promotion of shared conceptual understanding of livelihoods and conflict to inform the political process, humanitarian response and planning for recovery (Young et al, 2007). LHP has obtained score of 109 i.e. below the cut off score and thus showing a much larger gap.

4.3.2 Skill Variable with Gaps

4.3.2.1 Report Writing

Organizations are comprised of individuals who need to master a range of skills in order for the organization to function effectively. Training is often about the need for staff to be competent in one or more areas, including programme management, proposal and report writing (RW), accounting procedures, general administration and so forth (Low and Davenport, 2002). The Need for improving report writing skills is emphasized in another paper from the viewpoint of monitoring by donor agencies (Choup, 2006), likewise the data analysis has shown that RW has lied just below the cut off score.

4.3.3 Attitude Variable with Gaps

4.3.3.1 Personality Alignment

Personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people and at the same time, from the basis of our predictions concerning his future behavior (Wright et al, 1970). The Attitude Variable of Personality Alignment (PA) has lied right on the cut off score and thus a gap is identified. Literature has same findings that despite the fact that congruent self-awareness and PA allows individuals to accurately evaluate their performance, yet these are less emphasized by individuals as well as organizations and therefore validating or reviewing the effectiveness of their current job activities has been made complex. It has been suggested that enabling the feedback from their own performance assessment has to be applied to the underlying competencies in order to adapt the required behavior (Young and Dulewicz, 2007).

4.3.3.2 Socio-Political Activism

Socio-Political Activism (SPA) has got attention not as an end but as a means and defined as “Radical social movements and activist institutions often reach beyond the liberal categories of collective life, the state, the economy, civil society, and the family; to transcend and overcome their mystifications and mutually constituting inequalities. Calls for expansive democratic publicness, combined with arguments for forms of individual and group autonomy, attempt to redefine equality, freedom, justice, and

democracy in ways that exceed their limited (neo) liberal meanings” (Duggan, 2003, p.87). SPA has lied slightly below at hundred and sixteen the cut off score of hundred and twenty and thus fell in to the gap area. Simillar findings are revealed in literature that has questioned the appropriateness of the educational methodology to promote SPA (Hunter and Swan, 2007).

4.4 Third Level of Gaps

This section deals with the third level of variables that are showing the extreme gap level, thus there is a higher need for training and other capacity building interventions (Attached as Table 4).

The abovementioned table has shown the variables that fall below hundred i.e. far below the cut off score. According to this criterion, the above mentioned four variables have obtained a total score of three sixty one which is less by nineteen points than the cut off score ($120 \times 4 = 480$) so it has shown gap as a whole, including a variable of knowledge that has obtained a score of 98 which is less by 22 than the cut off score and three variables of skills that has obtained a score of 263 which is less by 97 points than cut off score of 360. This has shown that the respondents possess these competence attributes at a level where there is an optimum need for emphasis on training.

4.4.1 Knowledge Variables with Extreme level of Gap

4.4.1.1 Protection

Protection Variable has obtained a score of 98 points that is far below the cut off score and thus fell deeply in to the gap area. The provision of international protection to refugees, considered as the responsibility of the international community, has a long and respectable history, it was the stated premise even of the first organizational arrangements to be constructed under the League of Nations, and continued at the center of later iterations. Like many constitutional terms, ‘protection’ was never defined. Sometimes it was referred to as ‘legal’ protection or political and legal protection or as in the UNHCR statute, ‘international protection’ (Goodwin, 2001). Another aspect of protection is stated as the expenditure of resources to modify the probabilities of suffering losses, known as “self-protection”. It does not merely trade income in one state of the world for income in another as market insurance contracts do (Briys and Schlesinger, 1990).

4.4.2 Skill Variables with Extreme levels of Gap

4.4.2.1 Proposal Writing

Proposal writing (PW) Project is also known as grant writing. A variety of helpful publications that has focused on grant writing has identified the lack of capacity in this field (Hohn, 2008) thus supporting our findings that the Skills variable of PW has obtained a score of 96 points that is far below the cut off score.

4.4.2.2 Budgeting

The Skills variable of Budgeting has obtained a score of 78 points that is far below at forty two points below the cut off score. This lack of competence has given birth to serious problems in monitoring and evaluation of the NGO performance and literature has rightly emphasized the focus of capacity building interventions to this very subject (Hohn, 2008). Researchers have found a relationship between financial debt and budgeting (e.g. Lunt & Livingstone, 1992; Raynard & Craig, 1995). Personal factors, such as higher perceived budgeting ability (Lea & Webley, 1995) and behavioral factors, such as improved money-management practices (Walker, 1996), can lead to reduced spending and lower financial debt (Heath & Soll, 1996). On the other hands high levels of debt have been related to a variety of negative consequences such as damaged credit ratings (Murdy & Rush), stress-induced health problems (Kiecolt-Glaser et al., 1986), and decreased academic performance (Susswein, 1995).

4.4.2.3 Project Management

The emphasis of some literature regarding project-oriented fieldwork program appears to justify the innovation partly on the basis of fieldwork shortage (James & Prigg, 2004) and for others, the driver appears to be on a clear desire to prepare students for

community practice in a changing health and sociopolitical climate. It is our contention that fieldwork learning experiences are developed and provided to address specific learning objectives associated with enabling occupation in line with their own current and future priorities, rather than being developed or accepted to fill fieldwork shortages. The Skill variable of Project Management (PM) has obtained a score of 89 points that is far below at 31 points below in to the gap area. Enormous need of introducing field based learning for developing the project management skills has been found and has proposed a capacity building plan for this purpose (Fortune et al, 2006).

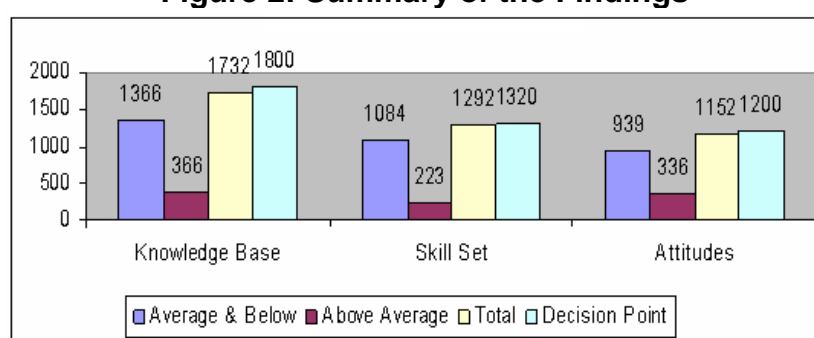
4.5. Summary of the findings

Table 1: Summary of the Cut off score on Likert Scale

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

Source: Field Survey

Figure 2: Summary of the Findings



Source: Field Survey

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

5. Conclusion

Data analysis has concluded that building the knowledge base in areas of Advocacy, Public Health & Hygiene, Protection, Environmental Conservation and Livelihood would enable the SOs to know and assess the real needs of the marginalized communities. The similar conclusions are drawn by researchers while exploring the competences from knowledge view point (Andrews and Edwards, 2004; Jenkins, 2006; Young et al, 2007; Van-Eeden, 2008; McDonald et al, 2008).

Although professional skills like budgeting, project management, technical writing for developing reports & conceiving projects through proposals are important as both the primary data and the literature has concluded (Choup, 2006; Fortune et al, 2006; Hohn, 2008; Hunter and Swan, 2007; Young and Dulewicz, 2007) but the real spirit can be produced by energizing personality alignment and socio-political activism in the SOs (Hunter and Swan, 2007; Young and Dulewicz, 2007) so that they can sustain their efforts of community participation (Janse & Konijnendijk, 2007; Pardasani, 2006). This has also been pointed out from review of literature that this growing apprehension of the people about lack of marginalized community participation in their socio-economic

development programmes, NGOs functioning and accountability and their systems such as governing in NGOs that prevails in Pakistan (Aldunce and Leo'n, 2007; Gray et al., 2006; Loft et al., 2006; Unerman and O'Dwyer, 2006). So there is need to initiate programmes for underprivileged and marginalized communities in the most poverty stricken areas of the country. It has also been emphasized that measure needs to be taken to improve the functioning of NGOs to provide the maximum benefits to the target community and optimal utilization of the available financial and human resources.

6. Recommendations

The paper gives policy & research recommendations. The cross cutting theme is a comprehensively integrated strategy that enable an SO to contribute towards sustainable development of the marginalized communities. This can be done by developing and sustaining such strong organizational systems & process that encourages an SO to be aligned to both the communities and the organizational value system. Here it's encouraging that attitudinal variables like initiative, commitment and punctuality has been rated high. Another aspect of the integration strategy is to strengthen the efforts of the capacity building entities like Universities/Institutes/Training Centers. It has been felt by most of the development workers that the Universities are still alien places where only scholarly efforts are underway, much away from the marginalized community needs (Jan, 2001). Therefore it has been suggested that students should be assigned such tasks that are relevant to community needs.

6.1 Policy recommendations

As we has analyzed the gaps objective wise, loop wholes are everywhere but NGOs are on the extreme so there is a need for a multidimensional approach.

An awareness campaign on the latest development concepts, skills and community led attitudes supported by modern localized management systems. The campaign would comprise Seminars, Meetings with top managers, Counseling sessions, Publication of research. This recommendation has been supported by researchers as they emphasized the growing importance of NGOs role worldwide (Janse & Konijnendijk, 2007; Pardasani, 2006). In the field of international development, the new interest in the NGOs has arisen in response to the perceived failure of state led development approaches which were common during 1970s and 1980s. the so called " new policy agenda" of 1990s which combine the neo liberal economic policy prescription with stated commitment to "good governance" has projected development NGOs as efficient and responsive to the state and as organizational actor with potentials to strengthens the democratic processes (Robinson, 1993). In addition to the increased NGOs roles in long term development work, international NGOs have been highly visible in the response by Western citizens and Government to the crisis in the developing world such as famine in the Ethiopia or the ethnic violence in the former Yugoslavia. The increased profit of the NGOs has also there fore reflected post cold war policy contexts in which international NGOs have been brought centre stage in dealing with the relief and emergency efforts (Fowler, 1995).

"Indeed, there is currently a small but vociferous minority of opinion both with and outside professional educational circles which denies not only that such 'theoretical' understanding is sufficient to guarantee professional effectiveness but that it is even necessary". (O'Hear, 1988; Lawler, 1990). This way the ultimate goal of development will be possible to achieve within the divine limits and cultural norms of our value system.

6.2 Research Recommendations

The study identifies the areas for further research as in a recent overview of global social policy issues (Deacon et al, 1997) point to the need for the study of social policy to take a more international perspective. As national states have undergone relative decline in relation to private, the author suggest, the traditional framework for social policy analysis are in need of rethinking.

Same research can be replicated with more representative nationwide sample size. Other relevant research areas could be community participation, accountability, need assessment for a new educational discipline of NGOs, effectiveness of the organizational systems and functions of NGOs. Research has suggested that policy for social organization as a discipline need to draw upon work in studies in order to make sense of the global issues and this very study suggests that an analysis of changing role of NGOs has been an excellent catalyst for developing this new discipline.

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Appendix

Table 1: The Conceptual Framework

Concepts	Indicators	Variables	Decision Level
Competence Gap	Knowledge	Rural Development	Likert Scale of 1-5. Where 5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor 3 and below will be the decision point i.e. values above 3 will not be included in the analysis
		Sustainable Development	
		Community Participation	
		Participatory Rural Appraisals	
		Social Assessment	
		Millennium Development Goals (MDGs)	
		Local Value System	
		Community Group Dynamics	
		Basic Human Rights	
		Advocacy	
		Universal Primary Education	
		Public Health & Hygiene	
		Environmental Conservation	
	Protection		
	Livelihood		
	Skills	Community Organization	
		Community Mobilization	
		Public Speaking	
		Personal Relationning	
		Presentation skills	
		Conducting Meeting	
		Delivering a Training	
		Report writing	
		Proposal Writing	
		Budgeting	
		Project Management	
		Personality Alignment	
		Attitudes	
	Consistency		
	Punctuality		
	Approach		
	Initiative		
	Leadership		
Empathy			
Team Work			
Socio-Political Activism			

Table 2: Variables with no gap

S#	Concepts	Excellent (5)	A Average (4)	Average (3)	B Average (2)	Poor (1)	Total
Knowledge							
1.	Rural Development	1(5) = 5	18(4) = 72	18(3) = 64	1(2) = 2	2	145
2.	Sustainable Development	4(5) = 20	14(4) = 56	15(3) = 45	5(2) = 10	1	132
3.	Community Participation	7(5) = 35	18(4) = 72	12(3) = 36	2(2) = 4	1	148
4.	Participatory Rural Appraisals	4(5) = 20	13(4) = 52	13(3) = 39	9(2) = 18	1	130
5.	Social Assessment	3(5) = 15	15(4) = 60	14(3) = 42	6(2) = 12	2	131
6.	Millennium Development Goals	7(5) = 35	12(4) = 48	7(3) = 21	7(2) = 14	6	124
7.	Local Value System	3(5) = 15	14(4) = 56	15(3) = 45	8(2) = 16		132
8.	Community Group Dynamics	1(5) = 5	9(4) = 36	23(3) = 69	5(2) = 10	2	122
9.	Basic Human Rights	5(5) = 25	16(4) = 64	11(3) = 33	5(2) = 10	2	134
10.	Universal Primary Education	7(5) = 35	18(4) = 72	9(3) = 27	2(2) = 4	4	142
	Sub Total	210	588	421	100	21	1340
	Sub Max	2000	1600	1200	800	400	6000
Skills							
1.	Community Organization	7(5) = 35	20(4) = 80	10(3) = 30		2	147
2.	Community Mobilization	11(5) = 55	19(4) = 76	7(3) = 21	2(2) = 4		156
3.	Public Speaking	6(5) = 30	22(4) = 88	9(3) = 36	2(2) = 4		158
4.	Personal Relationning	8(5) = 40	14(4) = 56	13(3) = 39	4(2) = 8		143
5.	Presentation skills	7(5) = 35	9(4) = 36	16(3) = 48	6(2) = 12	1	132
6.	Conducting Meeting	6(5) = 30	14(4) = 56	17(3) = 51	1(2) = 2		139
7.	Delivering a Training	6(5) = 30	11(4) = 44	13(3) = 39	9(2) = 18		131
	Sub Total	255	436	264	48	3	1006
	Sub Max	1400	1120	840	560	280	4200
Attitudes							
1.	Commitment	8(5) = 40	21(4) = 84	10(3) = 30			154
2.	Consistency	4(5) = 20	20(4) = 80	12(3) = 36	3(2) = 6		142
3.	Punctuality	14(5) = 70	12(4) = 48	12(3) = 36	1(2) = 2		156
4.	Approach	5(5) = 25	18(4) = 72	11(3) = 33	5(2) = 10		140
5.	Initiative	6(5) = 30	13(4) = 52	16(3) = 48	4(2) = 8		138
6.	Leadership	7(5) = 35	15(4) = 60	12(3) = 36	5(2) = 10		141
7.	Empathy	5(5) = 25	15(4) = 60	13(3) = 39	3(2) = 6	1	131
8.	Team Work	10(5) = 50	21(4) = 84	8(3) = 24			158
	Sub Total	295	540	282	42	1	1160
	Sub Max	1600	1280	960	620	320	4800
	Total Score	760	1564	967	190	25	3506
	Max Score	5000	4000	3000	2000	1000	15000

Source: Field Survey

Table 3: Variables showing the gap

S#	Concepts	Excellent	A Average	Average	B Average	Poor	Total
	Weight	5	4	3	2	1	
Knowledge							
1.	Advocacy	3(5) = 15	12(4) = 48	16(3) = 48	4(2) = 8	1	120
2.	Public Health & Hygiene	4(5) = 20	14(4) = 56	9(3) = 27	6(2) = 12	5	120
3.	Environmental Conservation	1(5) = 5	4(4) = 16	22(3) = 66	6(2) = 12	5	104
4.	Livelihood	3(5) = 15	10(4) = 40	13(3) = 39	5(2) = 10	5	109
	Sub Total	55	160	180	42	16	453
	Sub Max	800	480	720	320	160	2400
Skills							
1.	Report writing	2(5) = 10	12(4) = 48	13(3) = 39	10(2) = 20	1	118
	Sub Max	200	160	120	80	40	600
Attitudes							
1.	Personality Alignment	2(5) = 10	16(4) = 64	20(3) = 60	1(2) = 2		120
2.	Socio-Political Activism	2(5) = 10	12(4) = 48	13(3) = 39	8(2) = 16	3	116
	Sub Total	20	96	99	18	3	236
	Sub Max	400	320	240	160	80	1200
	Total Score	85	304	318	80	20	807
	Max Score	1400	1120	840	560	280	4200

Source: Field Survey

Table 4: Highest level of gap

S#	Concepts	Excellent	A Average	Average	B Average	Poor	Total
	Weight	5	4	3	2	1	
Knowledge							
1.	Protection		9(4) = 36	15(3) = 45	6(2) = 12	5	98
	Sub Max	200	160	120	80	40	600
Skills							
2.	Proposal Writing	3(5) = 15	4(4) = 16	9(3) = 27	15(2) = 30	8	96
3.	Budgeting		3(4) = 12	9(3) = 27	13(2) = 26	13	78
4.	Project Management	1(5) = 5	8(4) = 32	5(3) = 15	13(2) = 26	11	89
	Sub Total	20	60	69	82	32	263
	Sub Max	600	480	360	240	120	1800
	Total Score	20	96	114	94	37	361
	Max Score	800	640	480	320	160	2400

Source: Field Survey

iFor details see "Reconstruction" at World Bank Annual Report, 2006.

ii See Program Review Report: Respiratory Care (BSRC), The University of Texas, Medical Branch at Galveston.