

UNIVERSITY OF KWAZULU-NATAL

**Effectiveness of capacity building initiatives
A case study of Clowns Without Borders South Africa**

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Master of Commerce**

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I Lindokuhle Lulama Ngcobo declare that

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Dedications:

This work is dedicated to my late mother who always wanted the best for me and always believed that I could achieve anything academically and whatsoever I desired. To my entire family and friends, thank you for believing in me that I could finish this work. Thank you for your tireless support. I would like to extend my gratitude to my supervisors for their help during this study. My strength came from the Lord.

Glossary of acronyms:

CWBSA: Clowns Without Borders South Africa

CSF: Critical Success Factors

EBP: Evidence Based Programme

EPIS Framework: Exploration, Preparation, Implementation, Sustainment Framework

ICA: Interagency Collaborative Approach

PLH: Parenting for Lifelong Health

TPS: Technical Programme Specialist

Abstract

Communities have social needs and problems that require institutions to provide responses. Academic institutions develop evidence-based programmes to ensure that the interventions provided to the communities positively affect the intended beneficiaries. Clowns Without Borders South Africa (CWBSA) is a non-profit organisation that is a case study for this research. CWBSA is an organisation that takes on an evidence-based programme researched by universities and build capacity of many other organisations to use these at scale, in their local communities. Whilst the programme content has evidence of effectiveness, the question remains if the organisation uses effective capacity building initiatives to best support other organisations reach out to the ultimate beneficiaries. Beneficiaries in instance being children and they parents or caregivers. The study uses exploratory qualitative methods to ascertain the effectiveness of the capacity building initiatives used by Clowns Without Borders South Africa. The study identifies capacity-building strategies used to deliver capacity-building services. It assesses the organisation's workforce as it renders the service, to see if it is effective. There is articulation of key competencies within the organisation as a whole and at individual level to see what really makes this organisation effective in its capacity building service delivery. Finally, the study determines the extent to which the organisation considers the contextual needs of organisations receiving capacity-building services. In-depth interviews of the organisation's fourteen staff members are thematically analysed to see the factors viewed by the organisation personnel as important elements contributing to the effective capacity building initiatives it provides. The study findings align with the Exploration, Preparation, Implementation and Sustainment Model, with the focus of the inner level of the framework. The collaborative nature of delivery aligns with the Interagency Collaboration Approach where CWBSA delivers its services as a consulting agent to other organisations. The data presented provided thematic areas which inform the case study findings. Effective capacity building initiative for the case study includes capacity building for implementation and not just theoretical understanding. Effectiveness of such initiatives require competent human resource manpower able to deal with the forever changing environments. Contextual needs for capacity building require a comprehensive approach where other organisation capacities are also acknowledged.

Key words: Capacity building, Diffusion of innovation

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Introduction

The success of organisations offering capacity building programmes requires good management practices, just like any organisation seeking to make revenue out of services delivered or goods sold Fischer et al., (2020). Programmes that are developed in response to the social needs in communities require evidence that they can be effective towards the intended beneficiaries. In response to social problems, the need arises to align the developed programme with the sustainable developmental goals as developed at the United Nations conference where a set of universally adopted goals were produced to address the environmental, political and economic challenges of the entire world. This study focuses on Sustainable Development Goals: Goal 3, 5 and 17, (Fund, 2015). The study builds capacity of others to advance these goals, (Bloomfield, 2018). Sustainable Development Goal 3 ensures healthy lives and wellbeing for all. Sustainable Development Goal 5 addresses issues of gender inequality and the empowerment of women and girls. Sustainable Development Goal 17 focuses on strengthening the means of implementation and revitalise the global partnership for sustainable development. These three sustainable development goals link with the capacity building services content provided by the studied organisation at a family unit level, to support and enhance the achievement of these goals at a micro level, which contributes to change at a macro level, which ultimately contributes to change in the world. Whilst the capacity building programme can be developed in a specific country, when it is rolled at scale, that programme needs to be adaptable to each country's national development plans, if it is to be sustainably adopted and this is another consideration for this programme.

The capacity building process offered by Clowns Without Borders South Africa is in response to a parenting programme developed to address harsh parenting that has continued to increase the level of abuse to children in family settings, (Cluver, 2018). The programme offers alternative, evidence-based approaches of positive parenting programmes (Bumbarger, 2008). Capacity building provided enables organisations to implement and scale up the content of the positive parenting programme so that it can reach the intended families. If families are left to parent themselves as they are, children do grow up but the level of love, the instilling of positive parenting support and the reduction of harsh parenting cannot be fully realised, (Ward, 2020) .

When looking at existing marketing theories, this capacity building programme is implementing a disruptive innovation strategy (Fischer, 2020). Parents raise their children in a way that they normally know. The positive parenting programme presents alternative skills and engagements with children in such a way that these skills change the way the parents view normal parenting. Many are times society and parents think that the way the parents raised them is good enough, yet children and family life continues to deteriorate, and this is seen by the constant reports and statistics of how children live under different abusive environments. More than 1 billion children experience some form of violence globally, (Unicef, 2020). Homes with parents providing positive support to children can contribute to the reduction of such violence. The capacity-building programme provides both the positive parenting content and the way to use the programme. It also assists organisations implementing with many families from their surrounding communities. The scaling up of this programme comes with challenges during the management of implementation due to different environments of different implementing organisations in different countries. There is therefore a need to conduct this study, to identify ways in which the programme can be managed effectively by Clowns Without Borders South Africa, as it expands to more countries in Africa and beyond.

1.2 An introduction to the studied organisation

The case study for this research is an organisation called Clowns Without Borders South Africa. The organisation is a non-profit-organisation established on 28 September 2007. It has been in existence for 18 years. When the organisation started, it was a purely an artist-led organisation providing artistic programmes to marginalised, rural communities in Southern Africa. The programme offerings were clown-based performances with routines based on themes to communicate, in a light-hearted manner, social issues faced by communities. The organisation started work in KwaZulu-Natal in South Africa and soon expanded to other provinces and neighbouring countries. The realities experienced by the organisation as it worked in communities caused the founding members of the organisation to go back to the drawing board and find longer term and more sustainable programmes to help communities beyond the momentary laughter from performance shows.

At first, the organisation developed an artistic parenting programme to deal with effects of HIV/AIDS, bereavement and stress reduction mindfulness, (Bishop, 2002). There was a buy-in from both the donors and the communities. The organisation needed a new journey and a working relationship with universities and institutions to ensure that the programmes delivered had evidence of effectiveness. The introduction of the organisation to the evidence-based approach came through the research institution relationships which emphasised the importance of facts in

what works and what does not work in responding to the needs of communities. In addressing societal issues, community-based organisations develop services or products to address community issues. Some organisations develop programmes to address societal issues. Some of the programmes relate to mental health programmes for the children and families. Implementation science studies show that not all developed programmes yield positive results to the lives of the communities it is intended for.

Some of the programmes can have good intentions only to find that inherent in their approach or programme, there are elements that cause harm to the intended beneficiaries. This leaves the community members in a worse state than before. Bonell (2015) presents an example of a Young People's Development Programme (YPDP) in England. The programme had good intentions to reduce teenage pregnancy but ended up with more teenage pregnancies than before the programme. This article presents the dark logic model where researchers need to be diligent in the evaluation of potential harms and underlying mechanisms, which includes theorisation of agency-structure interactions; building comparative understanding across similar interventions through reciprocal and refutational translation; and consultation with local actors to identify how mechanisms might be derailed, leading to harmful consequences. This is one of many examples that highlights the importance of developing evidence of programme effectiveness to avoid harm to the intended beneficiaries. This is one of the reasons why Clowns Without Borders South Africa decided to develop evidence on the programme it was implementing with communities.

The organisation collaborated with universities to develop and implement a programme to respond to such needs. The combination of academia, the art, the experience of working with communities and the need at community level helped launch a positive parenting programme called Parenting for Lifelong Health (PLH) for young children and adolescents. In South Africa, this programme is called *Sinovuyo*, which means, "we have joy" in IsiXhosa. The programme targets children and parents or caregivers. The programme targets low to middle-income countries. The programme is delivered free of charge to ultimate beneficiaries, (Cluver, 2018) and (Ward, 2020).

The organisation provides several services, Shenderovich et al., (2021) through a train-the-trainer approach, (Kuo, 2021). Initial engagement by the organisation entailed content development and adaptation process, to ensure that the capacity building service suits the other organisation context. The organisation provides capacity building services to the other organisations. This is in a form of training workshops and coaching sessions during the implementation of the programme. The organisation provides technical support to ensure that the delivery of the implemented programmes is in high quality and fidelity to the approach. This entails

troubleshooting project management issues relating to time, quality, cost and scope adjustments, as required for each project contracted. In the non-profit-organisation sector, there is a need to balance the project management elements to reach out to families as ultimate beneficiaries. Another need is to satisfy the donor requirements for the funds invested in doing the work in those communities. Non-profit-organisations need to maintain the bottom line for their organisations to remain sustainable and continue to offer the services like CWBSA does where it capacitates other organisations that are making a difference in the community.

1.3 Significance of the study

The views of the organisation staff are important as they define the perspective of the organisation. The organisation experiences its services through the lens of all those who work within the organisation. The changes adopted by the organisation will be implemented by those within the organisation. It is hoped that at the end of the study, the report will be presented back to the organisation and hopefully followed by implementation of recommendations and open new research opportunities for others.

1.4 Research problem

Clowns Without Borders South Africa (CWBSA) is the Implementing Agent (IA) for an academic Parenting for Lifelong Health (PLH) Network. CWBSA trains and support other non-profit-organisations in Africa and beyond. CWBSA demystify the developed *Sinovuyo* parenting programme so that other organisations can take the programme on and deliver it to their local communities. Clowns Without Borders developed project management tools, adopted research evaluation tools, developed an assessment process as well as the technical support method which guides how each organisation is capacitated through the programme.

Scaling up of an evidence-based parenting programme through delivering capacity-building services, in multiple organisations in different countries, requires effective management, (Kilbourne et al., 2007). Management is needed to focus on the evidence-based programme package, the capacity-building package and the organisation development as it offers such initiatives to other organisations. The organisation faced management challenges when working with different organisations in different countries with socio-cultural, political and other differing environments. Whilst the evidence-based programme has effective outcome measures; CWBSA does not have direct evidence of the attributes that make its capacity building services effective when delivered to other organisations because its capacity building processes and model have not been evaluated by the organisation and for the organisation.

1.5 Research questions

Main research aim:

The main aim of the study is to assess staff perceptions of the organisation effectiveness in the delivery of capacity building initiatives.

Main research objective:

The main objective of the study is to assess the staff perceptions of the internal environment of the organisation.

Main research question:

What do staff perceive as main contributors to the organisation effectiveness in the delivery of its capacity building initiatives?

Subsequent research questions:

Based on the research problem presented, the study seeks to find answers to the following research questions:

1. What do staff perceive as the organisational approach responsible for effective capacity building initiatives?
2. What are the views of staff on the organisational competencies contributing towards successful delivery of the *Sinovuyo* parenting programme capacity-building initiatives?
3. Which organisational competencies do staff perceive as critical for quality delivery of its services?
4. In what way do staff think the organisation considers the context of organisations it supports?

1.6 Brief summary of literature review

Literature review is the starting point to guide and frame the overall study. The literature is used to find definitions of concepts within this study. Understanding the meaning of what effective means so that when the study is conducted, understanding of literature is established. Evolution of the phenomena developed theories and conceptual frameworks is consulted. These guide both the historical and the current ontology of capacity building. Further to the body of knowledge, literature is reviewed to learn about conflicting theories as well as research gaps for future studies.

1.7 Theoretical (conceptual) framework

The study builds on existing theoretical frameworks and concepts. As the capacity building initiatives of the chosen case study relate to research and capacity building towards scale, then the diffusion of innovation theory guides the overall study. Understanding that this study is housed within the management discipline, it is important to ensure that the theoretical grounding and framing relate to the management theory. Within the management discipline, the study zooms into the training and development theories as capacity building is central to the day-to-day business of the organisation studied. The implementation of the work connects the study to the implementation science theory as key considerations need to be taken when consolidating capacity building within scale by other organisations. The organisation's competitive advantage is in its research approach to programmes for capacity building services.

The diffusion of innovation developed by E. M. Rogers (García-Avilés, 2020) originates in the communication field. The theory explains how an innovation penetrates the market or the intended recipients over time. The Diffusion of Innovation theory highlights how the time factor influence how the innovation is embraced. The Diffusion of Innovation theory applies to the study focus and on how the newly developed parenting programme is offered through a capacity building process for acceptance over time. Understanding the Diffusion of Innovation theory helps the study identify what the theory entails in relation to what the study participants views are on the effectiveness of the innovative programme capacity building.

The second theoretical framework used in this study is the Interagency Collaborative Model (ICM) developed by Hurlburt et al. (2014). The ICM is a structured approach used to promote effective collaboration between different and complex organisations trying to work together. When this approach is further utilised with the EPIS Framework as presented by Hurlburt et al. (2014), it provides an even more in-depth and comprehensive guide for implementing and sustaining collaborative efforts in the social sector. Capacity Building Initiatives by Clowns Without Borders are ultimately about the programme and how the inter-agencies use the programme now and, in the future, to sustainably support families and communities.

1.8 Summary of methodology

The research is framed on Saunders et al.'s (2009) research onion. Logical choices for each layer of the onion are carefully put together to develop methodologically correct research. The interpretivism philosophy overarch the methodological choice. Given the qualitative nature of the study, the induction approach to theory development is adopted to allow for the emergence of

themes from the data from this project. The methodological choice is based on the qualitative mono method as one source of data collection is used. The topic already presents the study and its strategy as the case study because of research focuses on studying a specific organisation. The time limitations only allow for a cross-sectional time horizon for the study which is a point in time research and not over a long period of time. Finally, the data collection is through semi-structured interviews and analysed through an NVIVO data analysis tool.

1.9 Ethics and ethical considerations

All protocols from the university of KwaZulu Natal are followed. The study was only undertaken after ethical approval from the university. During the data collection, all due ethical considerations were further put in place to ensure data collection integrity and handling. All study participants were informed of their rights as they consented to participate. The study is delivered through interactions with people. It was necessary to ensure that all the permissions from both the university and the studied organisation are obtained. Further to the organisation offering a gatekeeper letter to authorise the study to be conducted, the participation of the individuals needs to be a choice and not an imposition by management. The signed consent by participants is also required.

All these ethical considerations are necessary to ensure that whilst the study is conducted, it is conducted in an ethical manner. The university, the organisation and the people all being willing participants to the study. Other ethical considerations that had to be adhered to relate to how the interviews are conducted where the questions are not invasive and affecting the study participants in a psychologically negative manner. Participants have the freedom to withdraw their participation with no questions asked. This is another layer to secure the study participants and retain the study integrity where the data received is not forced.

1.10 Validity and reliability

The project is a qualitative study. It relies on the investigator's subjective inputs and subjective reflections of the study participants data interviewed at a specific point in time. Whilst that is the case, careful awareness and transparency is presented where all possible validity and reliability considerations are exercised. The use of a technical data analysis tool grounds the data analysis. Investigator bias is kept in the forefront of the research where continuous reflection and awareness of bias is identified and avoided.

The reliability of the data collected is generated from the NVIVO data collection software. The reliability of the data collected is fixed in a way that if a different researcher is to access the data collected and how it was generated, coded and then analysed, the information could be retrieved from the NVIVO software. This speaks to the reliability and validity of the data collected. The NVIVO software allows from the minimisation of the investigator bias and allow another researcher to track and to engage with the collected data. This validates the data and allow reliability measure to control and minimise bias.

1.11 An overview of the study

This study is divided into 6 chapters. Chapter 1 sets the ground for the study. Chapter 2 presents existing body of knowledge. Chapter 3 elaborates on the adopted research methodology which will be the bases and the framework for the entire research. Chapter 4 presents findings from primary data collected mainly through the in-depth interviews of the organisation employees. This chapter also provides an understanding to the reader of how themes are developed. Chapter 5 allows the researcher to draw conclusions from the analysis presented and reflect on the literature. Chapter 6 concludes the study and answers critical questions of whether the study managed to answer the research questions and achieve what it was trying to investigate.

Chapter 1 introduces the organisation studied. This helps elaborate on how the study of this organisation came about and what significance the research has on the organisation and the desired intentions at the end of the study. It is hoped that the study provides clearer understanding of the level of effectiveness that the organisation has as it is the provider of such capacity building initiatives. It is hoped that the study will allow a reflection on management theories to help the organisation align itself through affirming good practices and discover needed improvements requiring urgent changes.

The chapter further introduces the theoretical framework that underpins the study. Key consideration on ethics is presented, given that the study is conducted through human interactions. Such interactions are carefully managed to avoid any harm done to the participants in any manner in the name of doing the research. Research cannot be done without the collection of data which is then analysed. The data collection and analysis require that it is done in a process that renders the data valid and that ensure that it is a reliable source of reference to make the study deductions.

The chapter provides a summary of the entire study. The summary sets the scene of how the study is going to be conducted and what key elements are entailed in the study.

Chapter 2 is on the review of existing literature on capacity building, management theories, implementation science that guide on what the study can identify with or as body of knowledge. The literature review is a continuous process because the literature is consulted before data collection. After data collection and the findings are presented, it is important to refer to further literature, which evolved from the data analysis. In order to have sound base of the study in the management field; consultation of existing literature is presented in this chapter to allow the investigator significant knowledge of the body of knowledge that already exists in the field, especially on the key concepts studied.

The literature review starts with the understanding key concepts of capacity building and definitions to understanding the industry which the study is conducted from. Key concepts include concepts of capacity building, evidence and project management as this study mainly focuses on these concepts. Literature also looks at how the phenomenon finds meaning in different settings like the Africa environment and beyond. Capacity building studies have been researched before and many theories developed. This chapter looks not only at theories that favour the capacity building concept, but it also looks at other differing views by different authors.

The literature also looks at conflicting theories by different researchers on the topic. A highlight of the theoretical framework is introduced, to understand what theories already exist and which ones, if any, does this study align with. Understanding of the research gaps that can be further researched are reviewed to plot which possible research gap this study contributes to. Finally, this chapter articulates the research problem that informs the research questions that the study is trying to answer. This is important to understand as the study progresses to track where the study is directed to so that the research aim is always at the forefront of the study.

Chapter 3 presents a detailed research methodology that helps the investigator present the rationale of the research. Different research variables are used to frame data collection, analysis and conclusions made. The research methodology chapter aims to assist the researcher answer all the chapter one research questions in a methodological manner. The study takes on a qualitative research approach through a case study. The case study data was collected through in-depth interviews. The in-depth interviews were uploaded to the NVIVO programme to help generate themes for thematic analysis. Thematic analysis informed the research findings.

The research findings come from the synthesis of the data collected from in-depth interviews. The themes are initially guided by the answers to the research questions, but they are later synthesised to allow for the emergence of new themes outside the bounds of the interview questions. The synthesis is what enable the evolution of themes that ultimately came from the

study. It is important to note that the research onion framework by Saunders et al. (2009) is the anchor from which the entire research methodology of this study is conducted. Each research onion layer guides the methodological decisions in terms of choices to be made for such qualitative research in the form of a case study. The research onion framework is presented in detail in this chapter.

Chapter 4 presents the research conducted. The collected data from in-depth interviews is uploaded as cleaned transcripts to the NVIVO programme. Cleaning the transcripts means the correction of the language and artificial intelligence errors to the original generated transcripts by the Zoom artificial intelligence summaries. The NVIVO programme is used to develop themes. Word frequency generation helps in the development of the study themes. The study themes are framed within the research questions asked. A process of verbatim anonymisation and editing of the artificial intelligence Zoom application interview transcripts was corrected. Themes were categorised. Supplementary documents were developed for further data analysis. The codebook and the data structure were generated to track all data collected. The codebook ensures rich data identification as well as note the divergent data. All data analysed is presented in this chapter.

Within the presentation of research are the research findings that evolve from the identified themes. Themes evolve from the data analysed and is checked against existing literature, to reflect on theories and academic reviews on the aspects of capacity building, researching a case study, management practices, implementation science, change management, theory on children and family mental health. The existence and lack of alignment by the organisation presented recommendations of the direction the organisation can take when building other organisation capacity in the future. The presentation of the results starts with the understanding of the study participants. A brief description of their role and understanding of the study is summarised. This provides a clear understanding and justification of both ethical considerations for the selected participants and justification of their ability to engage with the study content to provide in-depth responses to the interviews as data for the study.

Out of the research questions and the in-depth study interview semi-structured questions, the responses received from the study participants enable the development of many themes that are eventually synthesised to 6 themes for the study. The following themes are presented in detail in the research presentation study chapter: 1. Innovative collaborative capacity building strategy. 2. Redundant organisation role after empowerment of clients. 3. United organisational manpower. 4. Organisational problem-solving gap. 5. Highly specialised but linear capacity building expertise. 6. Brand image and quality standards matter.

Chapter 5 presents the research findings. The key findings are presented through a data structure table. The table shows the steps from initial themes developed to the secondary themes synthesised and ultimately, an attempt made to align the themes that evolved to the existing literature and theoretical framework theories and conceptual frameworks. The investigator used the deviant cases (Brunson, 2021) to pay attention to outlier themes so that rich data can be included and not limited to the recurring themes coded on the NVIVO application.

Key findings are discussed in relation to the literature reviewed in the study. The findings are discussed alongside the theoretical framework on Diffusion of Innovation theory and the Inter-agency Collaboration Approach through the EPIS Model. Whilst key elements within the theory are aligned, emerging themes from the data and from the literature emphasise the importance of sustainment of innovative programmes. Whilst new programmes are developed and new theories and concept emerge; one critical reflection is how long and how far each innovation should be diffused into the intended environment before another innovation. The pace at which innovation is developed and the pace at which diffusion and sustainment is embedded into the communities require further discussion. The questions raised from the research findings identify the implications of the research where further research is needed.

Chapter 6 concludes the study. In the conclusion, a reflection to the original intentions of the study is revisited to ascertain whether the study was able to respond to the research questions and if it was able to solve the research problems articulated in the beginning of the study. Conclusions chapter articulates whether the study managed to make strides towards identifying and aligning the organisation with effectiveness of capacity building organisations or if the study created more questions than answers. The research aim, questions and objectives are revisited. The re-statement of key findings is presented. The key findings are aligned with the research question to see if the capacity building approach is identified by the study participants and whether there is consensus on what the Clowns Without Borders Approach is.

The key findings reflect on what the participants identify as key to effective manpower elements within the organisation. The organisation is a service organisation. The manpower is what defines the effectiveness of the organisation as the organisation works through its manpower. The organisation competencies from the personnel and the organisational structure is reflected on to articulate the findings.

The key findings affirmed that CWBSA implements capacity development in a specific period according to Kacou et al., (2022). The capacity building literature evolves over time and Clowns Without Borders South Africa's capacity building processes are aligned with the focus area of the

current period considering previous capacity building issues and development in the literature. The study found out that on one hand, CWBSA manpower needs for service delivery need properly capacitated manpower. On another other hand, there is a need for creating a balanced personnel space where future developments and future possibilities of the organisation can be attainable through its manpower composition. The study found out that the fluctuating nature of business contracts, the dynamic project needs and the unpredictability of the funding sources make it difficult for the organisation to secure its human resource composition in a sustainable manner.

The study found out that the levels of capacity building approach presented by Kacou et al., (2022) were confirmed. The organisation focuses on individuals, the organisation and institutional building. This enables the organisation to continuously improve its capacity building initiatives as it is aware of both the internal and the external environment it operates from. The study found out that the contextual needs of both CWBSA and other organisations include economic implications when scaling up, (Supplee, 2021). Resource limitations or misalignment of resources to the developed programme and lack of policy backup during the scaling up of evidence-based programmes remain a significant issue to address with external institutions.

1.12 Summary of the chapter

An introduction to the organisation studied is presented. This helps elaborate on how the study of this organisation came about and what significance it has on the organisation and the intentions at the end of the study. It is hoped that the study provides clearer understanding of the level of effectiveness that the organisation has as it is the provider of such initiatives. It is hoped that the study will help identify key management theories or practices to help the organisation align itself through affirming good practices and discovering needed improvements requiring urgent changes.

The chapter succinctly present the entire study so that the reader can understand what the study intends to research. The literature review frames the body of knowledge that the study refers to. In a very summative manner, the chapter articulates the research methodology that guide the research design, data collection and ultimately the data analysis. The research methodology is presented in methodologically correct elements. After data analysis, the chapter summarises the key themes that evolved and the key findings from the study. Importantly, the chapter is forward looking where is acknowledges that the study is the first study for this organisation and further research is needed for the organisation and for the sector to enable generalisation in the future.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Setting the study on existing body of knowledge, a review of existing literature was undertaken to understand the literature and to use the literature as a guide for this study. Different literature sources reviewed pertained to different facets that the study was going to look at. The literature was reviewed to understand the existing meaning of capacity building from the academic environment. The organisation work has been purely based on strategies and implementation of such strategies from the perspective of practitioners and not research.

Implementation science theories inform the processes adopted by Clowns Without Borders South Africa as it offers capacity building services to other organisations. Some of the reasons behind the need for capacity building is the need to understand the researched programmes and the need for understanding and justifying their adoption, Reynolds and Granger (2023) and scaling up where it is disseminated in great volume, Ben Charif et al. (2017), so that the intervention developed can be delivered to the desired beneficiaries, in the instance of this study, the desired targeted population are families and children. What informs implementation science needs to inform what CWBSA does when capacitating others to provide the evidence-based intervention.

Project management theories are important in ascertaining the effectiveness of the project management practices in a context of social interventions. Clowns Without Borders makes decisions daily on the product offering, which is the capacity building service Nicholas (2020) and Steyns (2020) the quality of services delivered, Jiang and Wang, (2022) the delivery time constraints, Ika and Munro (2022) as well as the scope of the services, (Tuuli, 2023). This means that the project management theories come to effect over and above what the specific product or service offering is. The service needs to be packaged in such a way that all the other aspects of project management are considered.

2.2 Explanation and definition of phenomena under study

2.2.1 Capacity building definitions

When reviewing multiple papers to seek understanding of what capacity building is defined as; key elements emanate, guiding what capacity building is. Below is the presentation of differently put definitions to explaining the same phenomena.

In a background paper on capacity building as knowledge management, Alearts (1996, multiple definitions are expressed. Capacity building is a process that happens over time which supports multiple organisational levels starting from individuals within the organisation, to the organisation as a whole and ultimately to the external institutional environment. The main goal of capacity building is to move the organisation levels from minimal to optimal performance, which is also sustained in the future. Key features of capacity building focus on the diagnosis of the environment needing capacity building, prioritisation of the required capacities through a needs assessment process and finally, the execution of the support using various tools and instruments. This paper articulates the time factor in the process of implementing the capacity building, the assessment, prioritisation and actual execution of the capacity building process. Other key factors include the futuristic nature of capacity building where the needs solve current and future needs.

In the same paper, a summary of other definitions made in other papers and reports focus on the capacity building:

1. "Ability of the multi-layered institution being able to solve development needs over time", Morgan P. (1993)
2. "Strengthening of a government multi-layered system to plan, implement, manage or evaluate policies, strategies, or programmes to bring about change to social conditions", Shafritz J.M. (1985)
3. "Ability to perform tasks effectively, efficiently and in a sustainable manner", Hilderbrand M.E., Grindle M.S. (1994)
4. "Capacity building provides the ability to meet developmental challenges in a sustainable manner", Canadian International Development Agency (1996)
5. "Weakness in capacity linking with the lack of specific skills, systematic failures which result in poor use of available human resources", The World Bank (1996)
6. "Developing multi-layered institutions and systems where human resources, favourable policy environment to make a societal sector effective and sustainable", Alearts G.J. et al (1991)
7. "Autonomy, supportive leadership and systems of learning and problem solving", Narayan D. (1993)
8. "Becoming self-reliant in their abilities to help poor people solve their social issues", Titsworth J., Grover B. (1996)

In another literature review paper on measuring capacity building in communities, Liberato et al. (2011) focuses on the strengthening of communities through skills development, relationships, participation to take effective action on the issues pertaining to their community needs and

problems. In the paper, the emphasis is on the community and their empowerment to independently address their issues.

In a systematic review of theories, models and frameworks used in capacity building interventions, Bergeron et al. (2017) focuses on the relationship between the organisation providing support to other grassroots organisations. Capacity building in this context focuses on managerial and administrative domains, development of technical skills and the critical reflection of this combination as it addresses developmental issues, (Pereira, 2025).

In a recently published paper on capacity building as it links to digital transformation, Pereira et al. (2025) defines capacity building as a process which focuses on individuals in the form of human development, institutional capacity in the institutions supported and technical capabilities developed to address societal issues. One element added to the definition is the digital transformation as the world is now in the digital era. The focus is not only just skills and capabilities in general. The focus now is innovation, collaboration and evidence-based policy making across government and sectors. The definition speaks to the era of digital innovation, transformation and inclusive nature, which is evident in the unified community caused by the digital revolution. The paper specifically discusses smart cities and how it is used to enhance the living conditions within the physical environment. Smart cities are defined as the technologies not being a standalone but being part of the environment, governance and infrastructure of that environment, (Kong, 2025).

Last paper consulted defines capacity building as a process where the main organisation supports the grassroots international organisation with resources and assistance to improve on their management and administrative domains, (Appel, 2021). Such organisations provide capacity building in the form of trainings, provision of tools and platforms to help with organisational development. Some of the aspects that the main organisation helps the grassroots organisation on is in fundraising, planning, monitoring, evaluation and technical development skills. This paper looks at a relationship between a supposed skilled to a supposed less skilled organisation being capacitated. One aspect that is inherent in such a relationship includes power. Power between the two organisations. A question remains on whether there is an influence of power between these organisations and even a need for capacity building.

2.2.2 Capacity building, development and human resource development

Many scholars use capacity building and capacity development interchangeably. In the paper about connecting capacity development and human resource development, what capacity building, capacity development and human resources development are differentiated, (Danquah, 2023). Capacity building is more specific in terms of the timing of when it is delivered. Capacity building can be placed together with the diffusion of innovation process, where research has been undertaken and now ready for real life delivery and scale, (Dearing, 2009). Capacity building is said by Danquah et al. (2023) to be for specific content and skills development at focussed level of intervention. Capacity development on another hand is broad based. What this imply is that whilst capacity building is busy with the introduction of new theory or skills to the audience, capacity development is more developmental in nature, where it is long-term looking and broader in its approach and skills acquiring. Then, the human resource development come with the human aspect where an individual organisation focus on developing its staff in remaining skilled and being an asset, aligning to the strategy and vision of that organisation, (Danquah, 2023). The three concepts are important to understanding how each piece fits with the other.

2.2.3 Capacity-building concepts

Whilst CWBSA grapples with how to deliver work in the form of capacity building, the organisation needs to contextualise the work into the existing theories of what the organisation is trying to achieve. Such theories enable the organisation to align itself with evidence and developments in the field of capacity building. Lusthaus et al. (1999) reviews eight definitions of capacity building or capacity development since the 1980's. They find that the concept of capacity building does not have a singular meaning or understanding. Different papers reviewed by Lusthaus et al. (1999) in different years come up with slightly different views of what defines capacity building or capacity development. The definitions emphasise different elements to development, from problem solving, environmental factors, to a focus only on government leaders, the role of efficiency, development goals of each organisation or country and sustainability.

The systematic review by Lusthaus et al. (1999) is a review of old literature of concepts and definitions of capacity building. Out of hundreds of articles reviewed, similar definitions of capacity building continue to exist. It was noted though that the term capacity building is a term that can be difficult to describe given its multi-perspective nature inherent in it. The capacity building approaches were found to either focus on the organisational, institutional, systematic or

participatory level. In essence, capacity building is about abilities, efforts, processes of either individuals or institutions achieved to bring about desired and sustainable developmental change, {Ramanadhan, 2021 #79}.

A more recent systematic review of capacity building literature from peer-reviewed papers by Kacou et al. (2022) and Davis and D'Lima (2020) affirmed the varying definitions that still exist in the understanding and definitions of the capacity-building concepts. These definitions include the system approach, as mentioned by Reynolds and Holwell (2020) for example, which highlights the importance of capacity development to build on what already exists to improve delivery. If a capacity-building organisation finds that what exists in an organisation requiring capacity does not fit what the new capacity building content it is going to be offering; the response of the capacity building organisation is important as it can determine how the service is packaged for the organisation served.

Another issue raised by Karjalain et al. (2020) pertains to the development of teams where the stage theory is used to dealing with organisational change. This raises an important reflection point for the studied organisation as it works with a system that is constantly changing. For example, government departments main decision makers in South Africa change based on the political terms of the ruling political party. Does this capacity-building organisation produce effective management of capacity building process to the trained department if the variables keep on moving and changing? Are time and timing informing the capacity-building model and process used? In the context of this studied organisation, capacity building efforts will be reviewed to see how the organisation responds to such elements.

2.2.5 Multiple disciplines to define the capacity-building concept

The reasons for so many variations in the definitions of capacity building stem from the reality that the concept borrows from multiple disciplines of studies, (Ayisi-Addo, 2023). The definitions are about finding solutions for a specific period, thus the definition speaking to the needs of that time, (Kacou et al., 2022). That is why the organisation and this study refer to multiple literature from different disciplines as well, to understand different perspectives of effectiveness of capacity building, (DeCorby-Watson, 2018). In a systematic review by DeCorby-Watson et al. (2018), important factors contributing to effective capacity building affirm that the multidisciplinary approach contribute to multiple benefits that are produced by the capacity building initiatives. The value add is not only directed to the recipients of capacity building but also to the people offering it enhance their skills and knowledge base as they capacitate others.

2.2.6 Grey literature on capacity-building concepts

The systematic literature review by Kacou et al. (2022), points out that the definition of capacity building is forever moving. The grey literature, Hoffecker (2020), highlights the tension between the existing capacity building knowledge and mainstream research theories. Of the research conducted, the findings show the lack of rigor and limitations of replicability as a lot of such research is conducted as case studies. Whilst the current researched organisation has vast experience in providing capacity building to many other organisations, such experience form grey literature because there has not been academic research nor writing on it, (Kamei, 2021) .

2.2.3 Effectiveness in the context of capacity building

The current study focuses on the effectiveness of capacity building initiatives. It is therefore important to understand what the literature says about effectiveness of capacity building to align the study with existing body of knowledge. In a systematic review by DeCorby-Watson et al. (2018), capacity building is not necessarily defined but there are indicators which guide what effectiveness could look like when studying the capacity building issues. Like the literature on capacity building, effectiveness is directed at multiple levels from an individual to the organisation and to the overall system within which capacity building is provided. At first, DeCorby-Watson et al. (2018) aligns effectiveness with the changes in knowledge where there are substantial changes that took place in the understanding of concepts capacitated on.

Skills development is another element which can guide the effectiveness of capacity building where there are changes in the skills before and after the capacity building initiative. Whilst capacity is being built on individuals, the individuals then present confidence and comfort in the content of what they were capacitated on. Capacity building is not only about skills, but it is also linked with the desired changes in adoption through changes in policies that were in place before. It is notable that the perception of the people capacitated, according to DeCorby-Watson et al. (2018), of how the management or leadership support them yields effectiveness of the intervention. Finally, the individual units and the organisation needs to influence the entire system that the capacity building seeks to bring about change to. In short, DeCorby-Watson (2018) attributes effectiveness to the skills, knowledge, empowerment of individuals, and the perceived support from management which ultimately brings about systemic change.

In another paper by Lempert (2015), an indicator of effectiveness of capacity building initiatives in the non-governmental organisations is attributed towards compliance with professional standards of that sector. The standards are generally known for that specific sector. Further to compliance, effectiveness needs to fit the local context. It cannot be a one size fit all. Localisation of the capacity building content is crucial if the intention is that the capacity building initiative is effective. Effectiveness is also said in this paper by Lempert (2015) that it needs to also address measurable outcomes issues. An element of quantitative elements needs to be incorporated to the capacity building process for it to be effective where the situation before and after the capacity building initiative can show noticeable change.

In a study of effectiveness of international non-governmental organisations in building government capacity to manage social problems of disaster risk reduction at multiple government levels, key findings aligned with how capacity building can be effective in delivering the required capacity needs, (Chanthamaly, 2015). The key finding highlighted the importance of the programme for capacity building relevant to individuals in government levels. New knowledge increased the effectiveness level of capacity building in country. There were specific positive outcomes that came about from the capacity building initiative. Whilst all went well but there were notable challenges that were highlighted. Language barriers during the capacity building process made it difficult to understand key concepts. The curriculum delivery was too presentation heavy and less engaging with the participants which yielded less participation. Transport conditions during that capacity building posed a huge challenge. This paper highlights that programme content, delivery mode in terms of language, consideration of operational matters and the structure of how the programme presented influence effectiveness of the programme. Government involvement and community ownership was crucial in the sustainability of the capacity building initiative. This means that, even to the most well developed capacity building initiatives, other surrounding factors are important to ensure delivery of such a capacity building process is effective.

2.2.4 Capacity building context

Whilst the focus is on understanding the concept, models and theories on capacity building, it was found that external factors have a direct influence on capacity building effectiveness and sustainability. Lusthaus et al. (1999) reflects on issues of power and purpose which capacity-building concept is trying to achieve. The power influences the policy recommendations adopted and capacity-building terms implemented. Issues of best practice versus best fit, Cornforth and Mordaunt (2011) and Lusthaus et al. (1999) emphasise whose agenda this concept leans towards.

If it is about the beneficiaries or the organisations or institutions funding the process. It is therefore important to acknowledge that when building capacity of the organisation and other organisations, other environmental factors, which are external, can influence the capacity building process.

Armstrong (2013) highlights the importance of acknowledging the existing capabilities of organisations because so far, when capacity building is implemented, it is as if this is done for people who have no previous skills or capabilities. The blank page approach creates a situation of always reinventing the wheel and not adding value to what already exists. It is no wonder that some of the shortcomings of capacity building are about the lack of long-term benefits acquired out of the capacity building process {Armstrong, 2013 #39}. Understanding of the studied organisation approach to existing capabilities by organisations trained will show how the organisation advances in terms of sustained capacity development of others.

2.2.5 Capacity building strategies

According to Elliot and Mihalic (2004), capacity building strategies Kasproicz et al. (2020) look at factors that can make or break the successful implementation of a programme, which determine the effective dissemination of programmes. The selection of the targeted area, training provided, technical assistance offered, and how true to the researched programme the capacity building and implementation is sustainably realised. All these factors contribute significantly to the successful capacity building, adoption and scale up of evidence-based programmes, (Kasproicz, 2020) and (Hoffecker, 2020). This project will look at what the studied organisation has as effective elements to disseminate its capacity building initiatives. Each strategy element is important and needs to be properly planned for so that together it can yield a strong combination of capacity building strategies. For each project, it is realised that each element will look different as the context is not the same.

In the study by Eaton et al. (2011) the systems approach is recommended as the solution of scaling up of social programmes. Systems approach is where capacity building is not linear. Societal systems are acknowledged beyond social programmes. When the broader systematic approach is used, other issues of prioritising the scale up of such programmes, capacity building, and allocation of financial resources needed and solutions to poorly organised services can be addressed. Eaton et al. (2011) bring a dimension of broader variables needed to successfully execute a capacity building initiative. With their assertions, it means that the organisation needs to look at more factors beyond just training or capacity building for success. A systems approach

links the microenvironment of an entity with other external environments from which it operates from. This creates a bigger system, which needs to be acknowledged when offering capacity building services.

Capacity building key considerations include the importance of understanding the training nature of capacity building, which speaks to the curriculum and related training activities, and {Ramanadhan, 2021 #79}. This is one of the core elements that contributes to the capacity building initiative. There are other elements that strengthen the effectiveness of capacity building endeavours. These include the understanding of the environment from which the capacity building service is delivered, more so as it pertains to the scaling up of evidence based interventions, (Ramanadhan, 2021).

In the scaling out of evidence-based programmes, Aarons et al. (2017) highlight that the main goal of implementation science is the extent to which programmes implemented at scale ensure that they have the desired impact. One very important interception that Aarons et al. (2017) make is the need to research the implementation part of the programme. As there is scale out of the programme, how the programme retains its fidelity whilst being adaptive enough to extend its effectiveness to more populations in societies at implementation level is crucial. Slavin (2020) refers to the educational system, but this can be applied in health sciences and more. Slavin (2020) discussion of reformation and transformation through policy as an important factor to successful dissemination of EBP. A discussion and linkage of capacity building and scaling up of an intervention is discussed because the studied organisation does both that capacity building of others with the intention to have the programmes it is capacitating on reach volumes of beneficiaries. It is important the scaling aspect and the operationalisation of the evidence-based programme.

The content of the EBP and its capacity-building package may run a risk of non-delivery if there are not enough resources and funding allocated for the implementation of such interventions. It is thus important to align with relevant policies when scaling EBP. Beyond policy, some of the issues that affect the delivery of the EBP post the research are issues of delivering the programme with quality and fidelity, the limited nature of funds allocated to capacity building for scale up, as well as limited utilisation of such EBP, especially in the prevention field, (Bumbarger, 2008).

In any type of intervention, communication plays a critical role if the desired goal is success. Communication in the capacity building for scaling up of evidence-based programmes is just as important. In implementation science, communication is important but not just the exchange of

words between people. Communication of for both knowledge sharing and communication for transformation, (Manojlovich, 2015).

In the context of building capacity on programmes that have been developed with evidence, their effectiveness differ because there needs to be a balancing act between the evidence-based characteristics of that programme and how that is delivered on the ground, (Leeman, 2017). The evidence-based parameters may clash with the needed practical needs to operationalise the programme. This happens when the structure of the evidence-based programme is rigid and not allowing consideration of other practical factors to modify the structure or the content of the programme. The tension between evidence and real-life context always exists and this may hinder the effectiveness of capacity building for that programme.

There are many developed capacity building frameworks but merging those frameworks with evidence-based interventions and the context where they are operationalised lacks clear guidance on how to capacitate for each of those evidence-based programmes, (McCormack, 2013). Implementation science theories continue to develop new ways of bridging that gap between research and practice and find a way of adopting multi-discipline approach in that endeavour, Chambers et al. (2020) because such a gap requires broader consideration of the context where the programme is adopted. The organisation, the community and the sustenance of the entire intervention needs a multidisciplinary approach, (Chambers, 2020).

2.3 Description of the industry that houses the phenomena

2.3.1 Nonprofit-organisation sector

The case study for this research project is a nonprofit organisation in South Africa. It is important to align the sector description with the South African body that houses such organisations. This is the Department of Social Development (DSD). “An NPO is defined, in terms of section 1 of the NPO Act, as a trust, company or other association of persons established for a public purpose and of which its income and property are not distributable to its members or office bearers except as reasonable compensation for services rendered. Nongovernmental organisations (NGOs) and community-based organisations (CBOs) are collectively known as nonprofit organisations (NPOs). In some instance, NPOs are also referred to as Civil Society Organisations (CSO).” <https://www.dsd.gov.za/index.php/npo/about-us>. All non-profit-organisations in South African subscribe to the legalities as defined above. The definition speaks to the organisation being

established for the society to serve societal issues and it not enriching its directors but to address the civil society needs.

In another paper on nonprofit organisation resilience, Singh et al. (2022), non-profit-organisations are described as organisations that have a role in the society where they address societal issues of welfare, climate, economic and more. The description aligns with the DSD definition. An additional point added in this paper pertains to the organisation working outside of government and private sectors. Its main existence is to respond to social needs. Challenges that non-profit sector face relate to limited sources of funding and the need to maintain legitimacy and accountability. In summary, this paper highlights the non-profit sector as organisations responding to social issues but with challenges of alignment with government and private sector, and issues of sustainability where there are limited resources to operate.

Appel and Schnable (2021) presentation of the non-profit sector aligns with the general definition of the sector. The paper emphasises the sector as mainly volunteer personnel driven where the people who work in this sector are without proper professional development experience. The volunteers are generally moved by a mission or passion to address societal issues. The nature of the nonprofit sector is repeatedly signified as a sector with very limited budget and resources. The non-profit organisations depend on donations and volunteer labour to execute its mission. Another addition to its description is the specific programme area that organisations endeavour to address and improve.

2.3.2 Clowns Without Borders South Africa as a case study

The research is in the form of a case study of Clowns Without Borders South Africa, which is a Non-Profit-Organisation. The selected choice of study is a case study because Clowns Without Borders South Africa, as an organisation, contributes to the implementation of evidence-based programmes through capacitating other organisations. The experience the organisation has focuses on delivery of a specific parenting programme, which is offered as a capacity building programme to enable other organisations understand and deliver the parenting programme to families. A need exists for understanding the organisation's capacity building capabilities in line with other existing work on capacity building and development. The case study choice is due to the exploratory and qualitative nature of the project, (Starman, 2013, Chowdhury, 2021). The research is structured within the business setting of (Lee, 2008).

2.4 Body of knowledge that encompass the phenomena

2.4.1 Definitions of capacity building

In an overview of existing knowledge and good practice, Milèn (2001), capacity building needs to begin where a clear and detailed understanding exists of what defines capacity building. Multiple scholars do not provide a singular definition of capacity building. Different scholars provide a broad definition of capacity building where capacity building is characterised by an initial environment where there was a lack of or limitation of skills, knowledge and expertise to respond to the societal needs at hand. Capacity building then provides support in increasing the knowledge and skills base for the community to be able to respond to their needs and solve their own local problems.

When locating the exact discipline where capacity building is housed, literature shows that it cuts across multiple disciplines, (Milèn, 2001 #30). This means that it cannot be categorised, for example, as a phenomenon that belongs to the training and development discipline. Whilst capacity building targets individuals working under a certain organisation, capacity building cannot be confined under human resources. Organisationally, capacity building increases the knowledge base of that organisation and enable management with sound organisational management and decision-making capabilities but still, it cannot be taken as a management field of study alone. It is noted that capacity building brings about change beyond a singular organisation, it brings about external or systemic dimensions where its effectiveness is broader than a singular organisation. Capacity building as a concept has an inherent non-profit sector focus as the relationship between donor organisations and local organisations working in communities to bring about change to social needs and challenges. Donors provide resources and requirements for the non-profit organisations to upskill itself as it brings about societal change and deliver on the required outcomes by its donor.

2.4.2 Important phases of capacity building

Key phases that Milèn (2001) presents which provide a continuous cycle of needs assessments of the organisation or context at which capacity building services are required. It is notable that capacity building cannot be effective unless thorough needs are assessed and the capacity building process is aligned to the desired needs. Once the needs are clearly articulated, then a process tailor made or adapted to suite the needs of that specific organisation or audience is finalised and implemented. Ultimately, after the implementation of the needed service, there is an important

need to continuously monitor and assess the entire process to ascertain whether the process was produced the required capacity or not. The monitoring, evaluation and learning provide continuous improvements and lifelong learning.

2.4.3 Capacity building limitations

Capacity building does not work in a silo. Other issues that Milèn (2001) say need careful consideration if the capacity building process is successful and effective to the user entail cooperation through networking with relevant environment, resource mobilisation for implementation and sustenance. An individual cannot work alone, just like the organisation or sector. In a global market driven society, inter-dependency requires a lot of collaboration to enable the system to work together to yield greater good. On one hand, securing of resources and funds enable communities to be upskilled in a sustainable manner. If donors or the communities and systems are not conducive to long term commitments, then the capacity building efforts now, may not create a lasting high performing environment. On another hand, if the donors or those with resource power, dictate all that should be at local area, then sustainable local ownership and commitment may not be realised from the capacity building process. There is a need for real commitments to change and reformation.

2.4.4 Evidence based training curriculum

In a study that discusses the scaling up of evidence-based programme on decision making by public health practitioners, Jacobs et al. (2014), capacity building body of knowledge in this paper is reviewed to inform the literature for this study. Key terminology emanates from this paper. The study focused on evaluation of effectiveness of a training approach which was evidence-based. The literature aligns with the study topic and subsequently will guide on key concepts from this paper. The evidence-based training curriculum was delivered to local health department staff. The curriculum was adapted to suit the needs of the local community. Monitoring and evaluation were conducted in the form of assessments to specific outcome measures. The training delivered to the specific community yielded an increase in the desired outcomes. Key elements of the curriculum entailed adult learning principles, problem solving and active involvement of participating individuals. The training was in a hybrid manner where both in person and virtual webinars were adopted. The training resulted in significant improvements in skills required for decision making and it increased key competencies needed. Study participants included variations in job levels, age, department as well as educational qualification levels. The study highlighted common benefits which included hard skills where knowledge was acquired. Soft skills were increased in

terms of abilities to lead and strategic skills for decision making. Some of the major barriers included time constraints and funding limitations.

This study reflects the key concepts of capacity building where the skills acquired alone may not be enough. Additional abilities of soft skills are needed. Further to the competencies, it is noted that external factors are very important to adoption and sustainability through time commitments and long-term resource base. Linking this innovative evidence-based curriculum with the diffusion of innovation theory, Dearing (2009), limitations of the diffusion of innovation theory on the adoption of innovation are evident through the findings where the issue is not the innovative curriculum, but the issue is time and resources.

2.4.5 Capacity development, capacity building and human resource development.

Capacity building requires human beings, even if they are at different levels of engagement in the system. It is important to acknowledge the human resources theory as part of the body of knowledge required for this study. Danquah et al. (2023) article on concepts that bridge gaps between capacity development and human resource development highlights that each concept cannot exist without the other. At the centre of capacity development are human beings as human resources needing to be developed in a short or sustainable manner. This article presents the intertwined nature of these concepts. Human resource development as a construct generally focusses on improvements at an individual and organisational level. Capacity development as a construct, focuses on broader than the internal organisational level, external environment at a systems level is also part of this construct.

Human resource development focus on individuals and organisation in this paper, Danquah et al. (2023); it is important to note the distinction made between words that are normally used interchangeably – capacity building and capacity development. Development in capacity is broader and more general as a concept. Capacity building is very specific for a specific period in this paper. What this shows the internal recognition of upskilling and knowledge increase within the individual and the organisation; there is a need to transcend the internal space and link to the broader society and stretch over time. In this manner, this provides a holistic view of development in the field of human resources and capacity building.

2.4.6 Manpower issues within capacity building phenomenon

The role of a teacher transfers information and knowledge to students in different forms. The daily life of a teacher at work mainly pertains to repeated classes or lectures of learners and students where prescribed curriculum delivery is offered. In a journal about the views of teachers on training and capacity building in education is discussed, (Kumari, 2022). The issues in this paper by Kumari (2022) highlight similarities of the environment providing capacity building programmes. Trainer moves from one training workshop to the other. In the paper, the views of teachers entailed them seeing their role as guides, motivators and training providers. This meant that another initiative had to come from the side of the learners in grasping and understanding the information being learnt. Teachers emphasised the need for continuous professional development to be able to cope with the forever changing educational environment and needs. The same principle applies to the capacity building trainers in non-profit organisation setup. As part of the capacity building process, teachers in their view emphasised the importance of creativity and teamwork exercises to build the group's intake of the content as well as their collaborative skills.

Whilst all good come out of the teachers being supported through capacity building and professional development for themselves, challenges and barriers are noted in the teacher manpower being supported. Teachers spoke about burnout and a lot of work overload. Given the pre-set curriculum, some teachers expressed resistance to curriculum change as this entail another time needed for them to learn new skills and content. Another important point is resource availability. Teachers could not access enough opportunities for professional development because of financial or resource constraints. These highlights some issues personnel working in the training and capacity building field.

2.4.7 Human resources in Africa

In a European journal of training and development, Nafukho (2013) writes about the importance of investing in people when it comes to issues of capacity building. This the author says is the key to African's development. The paper reviews literature that looks at human development with a focus on capacity building. The key finding of the journal relate to the more urgent need for Africa to move from being consumers of knowledge to being producers of their own knowledge and culture. The generation of such knowledge localise Africans and root them in their own knowledge of their culture as presented by themselves with all its nuances that can be known by them. Whilst such importance is emphasised in this paper, some of the contrasting challenges to

progress in such production relates to the lack of professional development of teachers in Africa. The issue of under resourcing keeps coming back when it comes to the need for capacity building.

Now that the world is moving towards the industrial revolution, technology is no longer a luxury but a need for Africans to be equipped in as they move to a successful future. The issues pertaining to such advancement link to issues of resources, challenges in the scaling of such capacity due to limitations of such skills. When Nafukho (2013) compares the linkages in between university and industries in Africa and in Europe. The comparison shows that Africa has weak collaborations between these sectors compared to their counterparts in Europe. The consequence of such weakness is that the opportunities that can come out of the links between the industries and academia in the form of internships and joint research which could yield to high skilled graduates who can be effective and highly competent in the job market; such an opportunity is very limited in the African context.

Other issues regarding the resource constraints by Nafukho (2013) are that human resource development often suffer government cut in budgets, which further reduces the opportunity and the increase in competence of human resources in Africa. It is for this reason that this paper emphasises the need for sustainable investment in education as this is the foundation of human capital in Africa.

2.4.8 United Nations sustainable development goals and capacity building

The study introduction presents three sustainable development goals that guide this study. Other literature on human resource management paper focuses on sustainable development goals, (Kramar, 2022). This shows that capacity building, development and human resources cannot be discussed without linking it to the United Nation's sustainable development goals. This study focuses on three sustainable development goals (SDG) which are SDG 3, 5 and 17. The other paper by Kramar (2022) focuses on six SDG, three of which are what this study focuses on. Issues on SDG 3 focus on healthy lives and wellbeing for all. As capacity building and human resource management is about the management of human beings, then their health and their wellbeing is important in the successful development of their skills and capacities. SDG 5 addresses issues of gender inequality and the empowerment of women and girls. Global population is more of females than males. In addressing issues of capacity building, it needs to speak to promotion of gender equality. By so doing, this improves a greater population need. SDG 17 focuses on strengthening the means of implementation and revitalisation of the global partnership for sustainable development. If capacity building is long-term focused for sustainability, then global

partnership strengthening is necessary where stronger nations and regions assist the weaker nations to achieve stronger capacities in various economic, social and other areas.

2.4.9 Capacity building certification and competence

In the book by Rachmad (2024), issues of competence and certification as the key to success bring about a dimension of monitoring, evaluation and assessment issues in the field of training and capacity building. The book presents competence on one hand, as the skills that the person needs to possess to be able to successfully delivery the expectations at work. On another hand, certification is presented as the formal recognition of those competences and commitment of professional development, (Rachmad, 2024). In a different paper, certification is important as it validates the knowledge and skills acquired in that specific field, (Crow, 2010). Crow (2010) discusses issues of why it is important for organisations to have certification systems in place for its employees. Some of the points raised include global outlook where certification provides recognition beyond the internal environment. Whilst certification confirms the individual needs, it also elevates the organisation reputation in its field where similar organisations can trust the expertise of the organisation with certified manpower. Another point that is mentioned in the book is that the certification process allows a space where the organisation communicates with employees on their skills. This further adds a value where employee retention is enhanced through this process.

2.4.10 Capacity building and its linkages to sustainability of evidence-based interventions

In an article submitted under an implementation science journal, the article merges capacity building with evidence-based interventions, (Rakhra, 2022). In the evolution of implementation science, this paper shows the move of implementation science from focus on adoption of intervention to an additional look at how that intervention is sustained. Adoption alone cannot guaranty the long-term use of the intervention. This study used the Capacity, Opportunity, Motivation, Behaviour (COM-B) model.

The results found from this study show certain factors that are important in the sustainability of the evidence-based intervention. Factors include availability of resources as motivators to implementation of the intervention. People become motivated to be trained as there is a clear path of practical intervention phase in the future, so capacity building is not a futile exercise full of limitations. Professional opportunities for long-term research involvement. For those interested in research, the motivator is that opportunities exist if further research is needed without having

a risk of funding cuts that will put a stop in all research efforts. Involvement of authorities with that field or required to make the intervention a success speak to the future sustainability of the intervention. Opportunities of intervention mainstreaming in the political and government sector comes with possibilities of continuous implementation of such an intervention. Availability of capacity building funding for junior researchers again affirms the futuristic nature of the intervention and this draws suitable capacity for further implementation.

2.5 Competing theories that can explain the phenomenon

2.5.1 Explicit versus tacit knowledge

In a background paper on capacity building as knowledge management, Alearts (1996) does not present competing theories. What the Aleart (1996) presents adds value and different perspective on capacity building theories and concepts. Five concepts are highlighted which bring about an additional perspective to capacity building concepts. In direct terms, capacity building is generally identified as focusing on skills transfer and increase in theoretical knowledge of the content being studied. Alearts (1996)'s learning by doing is highlighted as an important element to capacity building.

2.5.2.1 Capacity building and skills development

Alearts (1996) again articulates the focus of capacity building as broader than the individual within the organisation. Capacity building is a broader concept where not just the individual level of skills acquiring is considered but other internal organisational level and external institutional levels are considered as important aspects for broader systemic and sustainable change.

2.5.3.1 Strengthening capacity building versus reformatory capacity building

In many institutions capacity building is taken as adding value through strengthening what already exists without thinking if what exists is what is still needed, or an overhaul of the institution is needed to bring about lasting change. Capacity building is said by Alearts (1996) as broader than an additional layer of skills or new technologies. It is an instrument that can bring about lasting change to the entire institution and capacity building needs to be viewed in than manner.

2.5.3.2 Diffusion of innovation theory and reasons behind adoption of innovation

The diffusion of innovation theory application as explained by Dearing (2009) is what this study is anchored on. The theory looks at the critical elements that determine adoption of innovation by researchers and adopted by the societies. MacVaugh (2010) presents a literature review which highlights limitations of the diffusion of innovation theory. The main point that comes across from the literature review is that the diffusion of innovation theory cannot be the only theory that the innovation science can use to determine the adoption of new technologies, research or innovation. McVaugh and Schiavone (2010) argue that innovation and its adoption is not an organic and linear process, but complexities exist. Some of the complexities that are mentioned by MacVaugh and Schiavone (2010) include limitations to adoption because the innovation comes with a need for new learning which may be restricted to the society in question. The lack of new learning thus preventing the adoption of the innovation. An example could be a development of a phone application to be used in an under resourced rural community. Whilst the App may be useful. If the community does not have the means to access smartphones or data for connection, then adoption may not be possible.

Under the limitations of diffusion of innovation, MacVaugh and Schiavone (2010) argue that whilst the innovation theory brings about disruptive innovation theory to life, but companies do not drastically adopt innovation for the sake of innovation. Companies adopt innovation in a gradual manner where there is a phase out of old technologies that came with previous innovation and a phase in which is incremental in the adoption of the new technologies that come about from the innovation. The timing factor is important to note here because non adoption is not saying that companies do not want to adopt innovation, but it says that it is not going to adopt it drastically. Another factor delaying immediate adoption may pertain to the investment to previous innovation and the need for return on such investment before a new investment is made.

Another important competing concept against the diffusion of innovation theory is the dependency of innovation to supportive environment or technologies to enable the adoption to take place. MacVaugh and Schiavone (2010) argue that adoption is not determined by the innovation but instead, it is determined by the supportive features or technologies or readiness to adopt the innovation. If the surrounding environment or features are not conducive, then innovation can face non-adoption. In conclusion, what MacVaugh and Schiavone (2010) presents from different literature the need to look at the diffusion of innovation theory together with other theories that other scholars have developed to speak to adoption of innovation theory. In the capacity building context, this affects the level at which the society can be ready to accept the capacity building provided in preparation for the adoption of new innovations.

2.6 Theoretical framework

2.6.1 Diffusion of Innovation Theory

The diffusion of innovation theory was first developed by E. M. Rogers in 1962, (García-Avilés, 2020). The theory originated in the communication field, to explain how a new concept or innovative offering penetrates the market over time. The theory highlights the time bound nature of an innovation where it is not taken on a scale immediately. Dearing (2009) and Nilsen (2020) discuss the diffusion of the innovation theory as a way evidence-based programmes are taken on at community level after research. Dearing (2009) provides three processes that inform this theory. These are the presentation of innovation, community acceptance of the innovation and the integration of the innovation to real-life settings. Dearing (2009) and Godfrey et al. (2023) argue that the adoption of a newly innovated culture, in this case, a programme, is just as important as its adoption and continuous use in society to benefit people. At times, the innovation by researchers almost supersedes the need to embed newly researched ideas to community settings.

The diffusion of innovation theory will apply to the studied organisation because the organisation delivers a programme researched and packaged into a capacity building content for families to use with their children. The content is researched innovation, but the capacity building process is a vehicle to deliver the content to ultimate beneficiaries. The interaction of the diffusion of innovation theory and the capacity building theories and concepts come to play in this case study because innovation continues to be generated, and capacity building is continuously delivered.

Rogers et al. (2014) adds other key factors to the diffusion of innovation theory which focuses on innovation and adoption of that innovation. The focus of this theory is on innovation and the rate of adoption of the researched programme at community level. Beyond the rate of adoption, other key attributes added are relative advantage over the previous innovation programme in this instance. Relative advantage speak to how different and what added benefit or value does the innovation bring that the existing innovation could not deliver on. Such differences bring about enhanced desires at community level of shifting from the already know innovation to the newly introduced innovative programme or content. Compatibility to the people or organisations wanting to adopt this innovation is important. Whilst the innovation can be appealing, if it is not compatible to the organisation or the local setup it is trying to serve, then it might not be adopted.

When a programme is developed, its success is determined by its adoption in society. Complexity or simplicity of the innovation determines adoption because a complex innovation makes it difficult for adopters to take it on. The ability to test or pilot the innovations at cost effective small

scale and observability of the innovation by others determines adoption of the offering. All these attributes can make or break the innovation requiring adoption for scalability because the adopters will decide based on these attributes, (Dryden-Palmer, 2020). Whilst CWBSA is ready to build capacity on the programme, if the adopters are few, then the organisation runs a risk of not providing these services and organisation opt for other programmes to be capacitated on.

2.6.3 Interagency Collaboration Approach

Hurlburt et al. (2014) developed an Interagency Collaborative Model (ICM) using the EPIS Framework, and Moulin et al. (2020) developed the Availability, Responsiveness and Continuity (ARC) organisational intervention Glisson et al. (2016). Both this ICM and ARC centre their argument on the importance of collaboration. The basis for the model is the effective collaboration amongst different organisations or institutions to delivering evidence-based programmes to communities. During thematic development, issues of working together, understanding what the other organisations need in the capacity building process and how to create desired capacity building package was lucidly expressed.

2.7 Research gap

The capacity building phenomena has been in existence for decades now. The body of knowledge above and beyond this study show that much research and growth in the phenomena has been significant. Whilst the case can be, the literature also shows that there is still room for further research and addition to understanding of such knowledge. In this study, the research gaps need to be acknowledged so that an effort towards identifying or aligning the study needs to be done. Generic research gaps that cut across multiple disciplines will be identified to create an in-depth understanding of what the value add this study is trying to achieve.

2.7.1 Longitudinal research gaps

In a literature review on measuring capacity building in communities by Liberato et al. (2011), the focus on community capacity building and how it can be understood and measured is discussed. Some of the key research gaps identified were lack of longitudinal research where capacity building research is done over time. Much literature consulted in this paper were short-term in nature. Liberato et al. (2011) presents many studies that describe different domains for assessing community capacity building. It is evident that such studies are short-term based and do not provide long term research that can track of the phenomena over time.

2.7.2 Robust evidence generation gap

Liberato et al. (2011) review is specific to the health sector where improvement in community health outcomes is desired. Whilst capacity building exists, the health outcomes need to be realised and changes in the community health improved. This part shows the linkage between the concept of capacity building and the content of what the people are capacitated on. Liberato et al. (2011) sees the need for further research in the robustness of the capacity building measures. They exist but there is a need to research and have them as robust measures.

2.7.3 Holistic capacity building levels

In another systematic review of the effectiveness of capacity building interventions relevant to public health practice, the concept of effectiveness in relation to capacity building is viewed by participants and the leadership of organisation, DeCorby-Watson et al. (2018). How the leadership supported staff yielded an effective capacity building intervention. When looking at this systematic review, it is noted that it is focused on an individual level and not beyond that. We have established that capacity building success goes beyond the individual. It includes the organisation and the system beyond the organisation. Therefore, when evaluating the effectiveness of the capacity building intervention, it is important to evaluate beyond one singular level. Other levels need to be included.

2.7.4 Methodological gap

Methodological quality of the studies reviewed by DeCorby-Watson et al. (2018) show some limitations in terms of reliance on pre and post designs without any randomised control trials where there is an incorporation of a control group to articulate the changes as coming from the intervention at hand. What the studies show is that evaluation is done but it is in a very short space of time. Capacity building phenomena is forward looking in nature and thus require elements of sustainability to be looked at. This links with the longitudinal studies mentioned by Lempert (2015) above. DeCorby-Watson et al. (2018) studies reviewed are immediately evaluated and the shortness of the follow up after the intervention makes it hard for the studies to track sustained changes that happens over time.

2.7.5 Geographical and sustainability literature gap

Kahwa et al. (2016) presents a literature review and theoretical framework on the capacity building for health professionals in the low to middle income countries. What is clear out of the 204 studied articles, only four met the criteria. This presents the lack of literature in the geographical context. This is a huge gap that needs to be closed if the social issues in that context need to be addressed. Issues of sustainability remains a huge challenge. When programmes have been developed, the reviewed articles show that resources and funding to sustain such programme was a challenge. Source funding was external, and the sustainability of the process is not internally mainstreamed through integration nationally. Another gap noted by Kahwa et al. (2016) was on policy integration. After the development of programmes, buy-in and integration at policy level, which pertain to government frameworks, is lacking. When we speak of capacity building and sustainability, there is a need for scalability where the capacity building programme reaches the desired audience. Limitation of scalability is also noted by Kahwa et al. (2016) where digital modalities are adopted to enable scalability and solve the resource limitations that come from the physical only interventions.

2.7.6 Theoretical grounding gap

Research needs theoretical bases. Across all literature consulted in this study, the theoretical frameworks were not used, or they were poorly used or inconsistently used in each study. What is notable is that capacity building literature is full of conceptual frameworks and studies shy away from the use of theoretical underpinnings and consistently using such theoretical frameworks till the end. Kacou et al. (2025) and Brownson et al. (2024) identify theoretical gaps as the broad research gap that exists in the capacity building research. Sustainability through scalability and volume reach by trainings offering limits the number of people and locations reached through capacity building.

2.7.7 Competency gap

An additional limitation by Brownson et al. (2024) is on the advancement of skills acquired. Entry skills are provided but advanced skills and capacity building seem to be lacking. Looking at such advancement long term, trainers may be limited in their delivery of capacity building initiatives.

2.8 Research Problem & Research Questions

2.8.1 Research Problem

Clowns Without Borders South Africa has over the last 12 years been working alongside universities that have developed an evidence-based intervention on positive parenting programme to align with the sustainable development goal 3, which focuses on good health and wellbeing for all. During the research of the evidence-based programme, CWBSA was implementing the sessions as research was conducted. This enabled CWBSA to understand the content of the researched programme. Post research, CWBSA had to quickly learn to translate the skills and knowledge gained through facilitation of the researched programme. One issue that emanate as a problem is that the research focus was on parenting programme. CWBSA gained facilitation skills to directly work with parents and children on the ground. The researched programme results had positive outcomes, which set it up for further evidence generation and scale. CWBSA had to quickly adapt and develop a capacity building process and programme where CWBSA was training other organisations on how to implement what CWBSA directly facilitated during research. The problem started because CWBSA was not fully skilled in the capacity building phenomena and was not aware of the holistic capacity building levels that exist in the capacity building literature. The capacity building expertise by CWBSA lacked clear theoretical framing when the capacity building role was taken. Issues of staff competency in terms of the service that the organisation had to deliver changed. During research, facilitators had to be lay people. This was intentional to prove that the content was easily transferable to all types of parents. When capacity building role evolved, issues bigger than parenting programme content arose. Issues of competency, capacity building skills, international human resource development, partnerships, international currency management, bigger mental health and parenting scope, understanding of different cultures across borders came to play. Whilst CWBSA has successfully delivered the evidence-based parenting programme to 22 countries in Africa and over 150 projects since year 2016. The organisation does not have an evidence-based capacity building process. The organisation training and technical support for its employees and the organisations it trains needs assessment to ascertain if it is effective and to what theory it is grounded on. The organisation needs to build its own body of knowledge on what it does in the capacity building sector.

This study seeks to conduct an explorative study of the individual and organisational environment to ascertain its effectiveness in the capacity building initiatives. The study seeks to understand the personnel perspective of capacity building that makes the organisation effective. The study seeks to contribute towards the competency gap that exists in the capacity building field. Out of

the staff perceptions of what the organisation has, an effort will be made to explore and reflect on the alignment of the existing capacity building elements to a theoretical framework, if possible. The literature shows that geographically there is a limitation of literature by the low to middle income countries. South Africa is part of such countries and therefore, this study hopes to contribute to literature from such countries. All this will be done with the hope of further research and learning by the organisation as it develops its capacity building expertise beyond its own borders.

2.8.2 Research questions

Main research aim:

The main aim of the study is to assess staff perceptions of the organisation effectiveness in the delivery of capacity building initiatives.

Main research question:

What do staff perceived as main contributors to the organisation effectiveness in the delivery of its capacity building effective?

Subsequent research questions:

Based on the research problem presented, the study seeks to find answers to the following research questions:

1. What do staff perceive as the organisational approach responsible for effective capacity building initiatives?
2. What are the views of staff on the organisational competencies contributing towards successful delivery of the *Sinovuyo* parenting programme capacity-building initiatives?
3. Which organisational competencies do staff perceive as critical for quality delivery of its services?
4. In what way do staff think the organisation considers the context of organisations it support?

2.9 Summary of the chapter

In this chapter, a journey through multiple literature was undertaken to firstly understand what body of knowledge exists in the discipline of development through capacity building. Additional disciplines emanated from the literature showing the multi-discipline nature of the capacity building phenomena. Issues of levels of the environment where capacity building is delivered was discussed where not only the individual or the organisation is part of. External issues of the

context and other surrounding elements were identified. A consistent matter that cuts across most literature is the evolution of the capacity building concept where not only skills and knowledge form part of this concept. Issues of sustainability of such acquired capacity becomes important for long term benefits. Issues of socio-economic environment infiltrate the concept. Issues of power, culture and economic status determine the direction of how such initiatives are influenced. Looking into the future, capacity building, technology, digital transformation and artificial intelligence evolves into a new revolution.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology guides how the study is structured. It guides how the type of study is presented as well as how the data to be used is collected and eventually analysed. All together to make the argument of the study follow the research framework. The research methodology of this study aligns with the dissertation proposal submitted, as well as the approved ethical clearance for the study. In this chapter all research methods used will be presented and discussed in detail.

The research methodology for this research project is framed on the Saunders et al. (2009) research onion framework which is taken from the book on the research methods for business students, (Saunders, 2009). The research onion framework allows the investigator to logically frame the layers of decision making for all the methodological choices made. This study will take on the six level of the research onions by Saunders et al. (2009) and present each choice made for each layer as it aligns to the overall research. The six research onion layers discussed are going to be the research paradigm or philosophy, research approach, research strategies, research choices, time horizons and data tools, data collection and data analysis layers. Each layer is presented in detail below.

The first choice to make regarding this study is what research method the study is going to take. Out of the discussed methods by Saunders et al. (2009) namely, qualitative, quantitative or mixed methods. This study is going to take on the qualitative method. The research topic, aim and research questions can be answered based on subjective, narrative and non-numerical data. In the entire study, all decisions will align to the qualitative method.

3.2 Layer 1: Research paradigm

The first layer of the research onion is the research paradigm. Different studies decide on suitable research paradigms. Some of the contrasting paradigms that can be used are the positivist and interpretivist paradigms. In a journal where Thanh and Thanh (2015) seek to examine the interconnection between positivist and interpretivist paradigm, it is noted that the interpretivist paradigm has a strong connection and alignment with the qualitative research. It is for this reason that this study, which is qualitative in nature, uses the interpretivist paradigm. One would ask on why the selection. At the core of the interpretivist paradigm, Thanh and Thanh (2015) concur with Saunders et al. (2009) discussion of the interpretivist paradigm which is said to be a paradigm

where researchers engage with study participants to understand their lived experiences and contexts. Other characteristics of this paradigm are on the subjective nature of the research where reality is relative and is based on the participants perceptions at that time, (Thanh, 2015).

3.3 Layer 2: Research approaches to theory development

The next layer of the research onion is the research approach to theory development, (Saunders et al. 2009). Researchers can choose from a deductive, abductive or inductive approach to theory development. For this study, a decision is to use the inductive approach. When looking at the description of the three approaches, the inductive approach is concerned with the use of emergent research to build theory or a richer theoretical perspective to what the literature already presents in theory, (Saunders, 2009). An inductive approach confirms or rejects a theory. Inductive approach allows for development of theory based on data. Abductive approach uses a mixture of confirming or rejecting a theory and creates a room where new theory can emerge, (Thompson, 2022, Rahman et al., 2022). Collection of qualitative data is through in-depth interviews of the employees as the study participants from the studied organisation. In-depth interviews provide deeper, qualitative understanding of the case at hand. The inductive approach used to analyse the data from the interviews to make conclusion on the research.

Whilst an inductive approach to theory development is chosen, its methodological weaknesses are also acknowledged. Liu (2016) highlights some key weaknesses to the generic inductive approach. As all other qualitative study weaknesses, generalisation is very limited for the qualitative study because it is very subjective and context specific in nature. In terms of the methodological weakness, (Liu, 2016) mentions that this approach makes it hard to justify rigor because it does not have a clearly articulated theoretical base. Another important factor that both Saunders et al. (2009) and Liu (2016) agree on is that the inductive approach findings are thematic based and not necessarily towards building of a theory. The research study has an opportunity to use the researched data, as is, to gradually develop it towards themes as they emerge and the themes are described in a narrative manner, which is consistent with the qualitative choice.

3.4 Layer 3: Methodological choice

It has been established that this project is qualitative research. The next research onion layer that needs to be decided on is on is the research choice. Saunders et al. (2009) discusses qualitative and quantitative research choices that fall under the mono method, multi-method or mixed method of either qualitative or quantitative research. This study uses a single data collection

technique which is a semi-structured interview technique. The semi structured interviews are used to collect data and the transcripts from these interviews are used to analyse the data. That being described aligns with the mono method qualitative study, (Saunders et al., 2009). In another paper by Saunders (2012), the mono method is described as using a single method for data collection. What they add to this choice is that it is analysed in a thematic manner.

3.5 Layer 4: Research strategy

The third layer of the research onion looks at the strategy decisions for the study. Strategies or paradigms that are presented in the research onion are eight strategies, (Saunders, 2009). These are experiments, surveys, archival research, case study, ethnography, action research, grounded theory and narrative inquiry strategies. This study uses the case study as the strategy. The case study choice is based on the research objectives and what the research is trying to answer. Given that the case study is at the core of this study, it is important to explain in detail on why this is the most suitable strategy for this study. In a Cole (2024) paper focusing on inter-rater reliability methods in qualitative case study research, case studies are described as the most used strategies for qualitative research. Cole (2024) mentions how the case studies use interview transcripts and field notes as primary data sources. This aligns to what this study data collection is going to be using where interview transcripts will be the base for the research coding and thematic analysis.

Whilst the understanding of what the case study entails, Saunders et al. (2009) quoting Yin (2018), describes the case study as an “in-depth inquiry into a topic or phenomenon within its real-life setting”. One important element by Saunders et al. (2009) is that the case study chosen needs to determine clear boundaries of the study. When looking at this research project, it is very clear that the case study focuses on the internal environment of the organisation called Clowns Without Borders South Africa. The boundaries of the case studied are employees of the organisation under study. This excludes the consultants to the organisation, it also excludes the governing body in the form of the organisation board and finally, it excludes the capacity building clients for the organisation. What it means is that the case study only focuses on staff members’ insights, and experiences as they engage with the capacity building phenomena as they understand and provide valuable perceptions on what the organisation offers internally and externally to its clients.

3.6 Layer 5: Time horizons

In the research onion, two dimensions of research time are adopted. These are cross-sectional and longitudinal studies, (Saunders, 2009)). Saunders et al. (2009) explains that the decision of time is determined by the limitations that academic research has where there are time constraints in doing research over a longer period. Another dimension that Saunders et al. (2009) mentions relates to the phenomena studied. It can be, for example a case study of a certain group on a specific phenomenon at a specific time. In this project's literature review, it was noted that many capacity building studies lack longitudinal studies which can add valuable body of knowledge in the phenomenal changes over time. One limitation for such research relates to resources. Another factor on the capacity building phenomenon is that it is not a fixed construct, but it is dynamic in nature as it continues to develop over time. This is said to justify the decision of a cross-sectional time horizon. Research of the phenomenon now of the perceptions of the staff member during this time of research is considered.

3.7 Layer 6: Techniques and procedures

At the core of the research onion are decisions on techniques and procedures when it comes to data collection and analysis. Having decided on all the outer layers of the research onion, all those decisions led to the execution of the data collection for this study. Below such elements and considerations are discussed.

3.7.1 Data collection instrument

For the study to research, data needs to be collected so that through that data, an analysis can be made to bring about key findings for the specific study. The researcher needs to first develop a data collection instrument which will be used for the in-depth interviews. The instrument is guided by the research questions that the data collected needs to be responding to where themes will eventually come from during the data analysis, (Saunders, 2009). Below are the semi-structured interview questions that were used to guide the in-depth interviews with all the employees as participants. The questions were a guide used by the investigator when interviewing participants. The list was not shared with participants. The instrument was used during a virtual Zoom meeting. In a paper by Mwita (2022) on factors to consider when choosing data collection methods, the interviews are no longer just in person or over the phone, new technologies have introduced an option of video conferencing. This study used this option as data was collected through this instrument.

Semi-structure interview questions:

APPROACH:

1. In your own understanding, what would you say is the approach used by CWBSA to build-capacity?
2. How would you say the capacity-building approach is managed?
3. Do you think that the CWBSA capacity-building approach is effective? Please elaborate.
4. What else would you like to reflect on regarding the approach used by CWBSA?

CAPACITY

1. What is your view on the CWBSA staff capacity to achieve capacity-building?
2. How would you say this capacity is managed at CWBSA?
3. Besides staff capacity, what else do you consider as important organisation capacity? Please elaborate.
4. Do you have any other point you would like to share regarding capacity of the staff?

COMPETENCE

1. Do you think that CWBSA staff has the necessary competencies to deliver the capacity-building service? Please elaborate.
2. What do you think are the key competencies needed by staff to deliver a capacity-building initiative?
3. Do you think that there are additional competencies that the staff require to achieve capacity-building service?
4. Is there anything else you would like to add regarding staff competencies?

CONTEXT

1. Do you think that CWBSA takes the context of the organisations provided with capacity building services into consideration? Please elaborate.
2. To what extent would you say CWBSA takes the capabilities of the organisations into consideration?
3. How would you say that CWBSA uses the existing organization context when providing capacity building to other organisations?
4. What else would you like CWBSA to consider when building capacity of others?

3.7.2 Data collection technique

Data collection was through semi-structured interviews. Semi-structured interviews are interactions between the researcher and the study participants that are guided by interview questions that are pre-planned. These questions are not shared with the participants. They are for the researcher to frame the data collection method in such a way that the researcher solicits in-depth information that is focused to the study, (Ruslin, 2022). This method allowed each participant the freedom to express himself or herself in a deeper and less constrained manner but still maintaining the focus on the study, (Islam, 2022).

The semi-structured interviews were most suitable. Firstly, it allowed the participants to answer in a focus manner, aligning their answers to the research questions. Secondly, the semi-structured interview had provision of open-ended questions where the participants could guide on what they wanted to contribute on the section discussed. This enabled the emergence of either new themes or the emergence of deviant cases. Deviant cases being responses to the interviews where quite different responses come up and these being cases that are different from the other normal themes and responses to the same questions, (Brunson, 2021). Participants were not constrained to only say or respond to the questions posed. Open ended questions allowed the participants to add their reflections and their points of view on the content discussed.

The interview time was communicated through the consent and information sheet. The time commitment from each participant was clearly articulated to be 4 hours per person, for the total study. The allocated time was for the reviewing of the consent and information sheet, participating in the actual interview session, follow-up time in case there was a need for further clarity questions as discussed by Brunson and D'Souza (2021) and finally the availability for the presentation of the research findings so that the entire team get to receive the whole study findings that they were involved in.

The research, in the form of interviews, was conducted at the most suitable time to the study participants. One of the senior managers made the initial communication with participants. This was intentionally done to avoid a perception of being coerced into the study by the researcher. When the ethical clearance was approved by the University of KwaZulu Natal; the researcher communicated again with the senior managers and the team, requesting the engaging of the participants. It was made clear that the participants were not obliged to participate in the study. This was evident in the total number of people who participated in the study. One person could not participate in the study, and they were not forced or pressured to participate.

Individual emails with information sheet and informed consent form were sent to participants. A request to schedule interview time was communicated with each participant. The researcher coordinated each time slot. Each Zoom link for the meeting was sent to each participant. Prior to the start of the interview questions, audio recording of the meeting was only done after receipt of the consent form and or the verbal consent that the interview can be recorded. Interviews ranged from 37 minutes to 1 hour 27 minutes, as per the schedule below:

Study interview schedule	
Participant	Duration
Participant 1	1 hour 20 minutes
Participant 2	43 minutes
Participant 3	38 minutes
Participant 4	54 minutes
Participant 5	53 minutes
Participant 6	40 minutes
Participant 7	53 minutes
Participant 8	37 minutes
Participant 9	53 minutes
Participant 10	1 hour 10 minutes
Participant 11	42 minutes
Participant 12	1 hour 27 minutes
Participant 13	53 minutes

Table 3-1: Study Interview Schedule

The session was negotiated in such a way that it was a time where participants were fresh and not under pressure of a work deadline where they needed to rush to another meeting or other work. Interview sessions were made to be as comfortable and conducive as possible, to attain good answers and reflections from participants. Participants had an option to be interviewed with their Zoom video on or off. This further created a comfortable space to express themselves freely. Assurance of all answers provided being acceptable further enhanced the comfort for engagement. During the interview, the researcher, was quite mindful to clearly ask the question and ensure that the participant was fully clear of what was discussed. Different ways of putting the same question, to help participants understand the content of the questions with no discrimination were used. The researcher was mindful not to present questions in a guiding manner but allow participants a space to respond in any way they saw fit.

The interview flow was structured. The structure was communicated through the information sheet and informed consent form. The structure of the interview was explained at the start of each interview. The interview had four categories of discussion. Category 1 was on the approach used by Clowns Without Borders South Africa to build capacity of other organisations. Category 2 was on the manpower within Clowns Without Borders South Africa to build capacity of others. Category 3 was on the competencies within the organisation to execute the capacity building services. Category 4 was on the acknowledgement of the context of the people being capacitated by Clowns Without Borders. Each category had a set of semi-structured questions. Each sub-question was intended for the in-depth engagement by each participant on each category. Each category aligned with the research questions.

The interview started with the confirmation of the consent form received. This was followed with the switching on of the record button to start the interview process. Official introductions from both the researcher and the participants. This was intentional, to set a tone that this was not a work meeting. The researcher introduction alluded to the fact that the researchers' role at this time was being a student. The participants introduced themselves and made mention of the departments they represented. Introductions were a form of icebreaker before the actual content was tackled. The interview then moved to the interview questions, questioning and answering up to the end. At the end, the participants were asked to present their closing remarks if they had any. This was a way to acknowledge their presence and their state of mind after the in-depth interviews.

A way forward was communicated that the interviews were going to be transcribed then analysed then a final research paper submitted to University of KwaZulu Natal. It was clearly communicated that after the successful completion of the research, a presentation will be conducted for the entire staff as accountability and reporting, to appreciate the time invested into the research. In parts where there was non-response, this was left as is. The reason was that these were questions that were stretching the participant to add further information of knowledge from what they had already given their input. It was an extension or addition of what was already provided.

The main issue noted during data collection was connectivity. Since all interviews were conducted virtually, via the Zoom platform; internet connectivity disrupted some parts of the interview conversation. As a backup, the interview was recorded in both the Zoom platform and on the Windows Microsoft audio recorder. This became useful at the time of transcribing the verbatim. If the Zoom recording was not clear, the Windows Microsoft audio recorder, which was not dependent on the internet, provided a clearer audio recording.

3.7.3 Target population

In the case study, Saunders et al. (2009) describes the target population with the focus on the specific group of individuals or the organisation where the research data will be collected from. Population is not in a sense of a country statistics, but it relates directly to the research at hand. Target population need to be clearly identified. The identification needs to explain the criteria used in the selection as well as the exclusion of the people for the research. For the data collected to be useful, the selected population needs to be able to add rich insight to the research questions, otherwise the research data will be meaningless and not respond to the desired research. In a case study, target population is also limited to people who are going to be most useful and understanding what the research questions are about, or the research questions somehow relates to them.

In the case of Clowns Without Borders South Africa, the target population is limited to the CWBSA staff currently worked at the time of interviews. The staff are participants who are part of the capacity building programme as well as participant who are management as well as administrators as support staff. All the selected participants have knowledge and insights to the capacity building processed withing the organisation. Diversification of views will come from different perspectives from different departments who view capacity building initiatives in different angles. Out of the different views, it is hoped that the themes will emerge, including deviant cases to ensure reliability.

3.7.4 Sampling

Out of the targeted population, then a sample that will provide research data is selected, (Saunders, 2009). For this study, sampling is categorised by departments. Programme, management, finance and administration departments are all selected into the sample. It should be noted that the organisation has a total of 15 staff member, which is the only pool where a sample can be drawn from. Sampling is also categorised according to titles or employment role. This closely provide academic qualifications as the organogram of the organisation and job descriptions align with such a category. The academic criteria speak to the level of expertise and perceived knowledge on the capacity building phenomenon. A case study employs purposeful sampling method which includes deviant case sampling. These are cases of participants that will not look at capacity building in a programmatic and service rendered by the organisation. It includes cases of participants who will bring a unique perspective to the studies constructs.

Purposeful sampling will also include the directly relevant participants who form part of the phenomenon and are well versed with the phenomenon. On the same beath, it is noted that variety may exist because such a sample is further disaggregated by the target population attributes like educational background an experience. Maximum variation sampling will be included where participant with very limited knowledge of the organisation because they recently joined the organisation are included. This will provide an almost outside perspective to what the other participants now considered as their second nature.

One major criterion for such a sample is consent. Only people who agree to participating in the study were selected. The selection process was conducted by the senior staff member, which is not the researcher of this study. The consultation and recruitment process was made when the investigator was not present. This enabled freedom of choice in participating and not participating. This was evident in one of the staff members choosing not to participate in the study. This was a criterion for exclusion in the sample selected. The other exclusion was non-staff members were not sampled and organisation clients benefiting from the capacity building service of the organisation were not selected because the focus of the study is on the staff perspective of mainly the internal organisation environment on capacity building initiatives.

3.7.5 Data saturation

Data saturation is an important principle to consider when collecting data. In a publication by Saunders et al. (2018) saturation in qualitative research is explored. Data saturation is described as a point in the data collection and or analysis process where no new data, codes or themes emerge anymore. As data is collected, it begins to repeat what has already been collected from other participants. Same for the data analysis, when no new themes or categories emerge from the exercise. In this study, the coding was done both through NVIVO software and then further developed in an excel spreadsheet to be able to highlight key themes that were coming through. Last step was the grouping of those distinguished themes into few and more broad themes from the data. This exercise was stopped when no new data was coming through.

3.7.6 Data analysis procedure

The collected data had data anonymisation and data cleaning stages. According to Elliot et al. (2018) data anonymisation is the removal of all names and reference to participants and all identifiable names of people or institutions that the organisation works with. This was done to

respect the privacy of participants in answering questions. This was made to ultimately present the research as one unit and not a record of what each person said.

After data anonymisation, data cleaning process. Data cleaning is the correction of grammar and or repeat words that happened when the participant was responding. The initial phase was the editing of the Zoom artificial intelligence transcript produced during the interview recording. The edits were made to correct the typed words based on unclear pronunciation typed by the artificial intelligence setting. All 13 participants transcripts were edited to clear and correct copies of verbatim.

The interview verbatim was created into two types of data. The first data was the raw verbatim where edits of errors made by the Zoom artificial intelligence typing was corrected. The second data generated was the cleaned data where, the verbatim was cleaned and summarised per question asked by the interviewer. These were allocated different project names. These projects were opened and coded according to the broad categories that guided the interview schedule. This was intentionally done to validate that the data collected and summarised could be. What was observed during the initial analysis is that the generated word frequency could not yield rich data when each word frequency was explored further. It was for this reason that the chosen data analysis process chosen was the use of the original verbatim, with direct quotes and comments from participants. This was used to enable rich data collection, rich code generation and eventually rich data analysis.

NVIVO Quality Data Analysis Software was chosen to provide thematic analysis generated from the in-depth interview data that was transcribed and analysed by the NVIVO programme, (Islam, 2022) and (Gilbert, 2014). Data analysis by the NVIVO programme enabled the production of reliable data. Data saturation point was reached where no new ideas were produced from the collected data, (Islam and Aldaihani, 2022). This was where data reached its limits, and the study analysis was concluded.

Data that was imported to NVIVO was initially coded according to the categories guided by the interview questions. This was where we had a deductive research approach to ensure that the answers provided by the participants were within the framework of the research study. Out of the interview question categories, new codes were generated through an inductive research approach. The word frequency generated through NVIVO guided the generated themes to be further explored. The word frequency queries were done on the overall data uploaded to NVIVO and per coded categories of the research. The codes and file content were then exported to produce an

excel spreadsheet that was used to quantify responses and to analyse further response point to enrich the responses under each category of questions.

In the data analysis stage, the Gioia Methodology, (Magnani and Gioia, 2023) was adopted. The Gioia Methodology is a qualitative approach used to frame the qualitative interview data to align with the relevant theory or concepts. The approach is used to structure the generation of data structure and to balance the generation of themes and rich data that come through from the research. All initial inductive themes were categorised under the first order codes. The next step was the generation of the second order themes and eventually aggregated to link with existing themes.

Thematic Analysis

Mishra and Dey (2022) and Braun and Clarke (2023) mention that a theme varies from being an idea, a prominent expression which provides some insight into a theory or concept under study. To generate themes, scholars mention steps in the development of themes. This was used as the path for the initial categories used during interviews. Firstly, codes were according to the broad framed categories, which directly linked with the research questions and the interview schedule. The interview answers were allocated under those broad categories of: Approach, Manpower, Competencies and Context. These key categories demarcated how the themes were coded and responded to ultimate research question.

The second layer of coding was inductively generated through NVIVO word count frequency, the word tree and word cloud. The frequency of words pointed towards the themes that came out of the interview schedules. These secondary codes were then aggregated to find meaning from them. The secondary codes were checked against the original verbatim to understand the actual meaning and significance of each answer, to avoid misunderstanding and misrepresentation.

In the data analysis phase issues of rigor and how it can be promoted become critical for the successful execution of the research project. Bingham (2023) on a five-phased process of qualitative data analysis, the process is presented for use as a whole or in parts by researchers. The purpose of the phases is to provide researchers with quality research that can be transparent, dependable and trustworthy, (Bingham, 2023). Phases that are relevant to this study include organising of data through attribute coding. After all the recoding of the interview and the transcribing of the data, the data was then coded paying attention to attributes which for example will note the qualification of the participant, the role of the participant and the department the participant works from in the organisation. Such information is important to help in the analysis

where not only participants with depth of knowledge or experience views are analysed, but an opportunity is also given for deviant cases or a larger data to find different views on the phenomenon.

Another phase is the topic coding where data is organised to group similar codes together at the same time sifting for irrelevant data. Third phase is inductive phase where the data is coded as the themes emerge. This phase notes possible alignment with the overall intended research aims. Fourth phase is on pattern coding where a long list of themes is grouped together to come up with few and more specific codes that are emerging. The last phase is on theory or literature coding. This phase for this study needs to reflect literature as the chosen approach to theory development is inductive in nature. Given the literature review undertaken and the pendulum of the research approach, room is left where themes align with existing theory or conceptual frameworks, (Bingham, 2023). The described phases above add value to this study as it gives additional knowledge of how to handle data and analyse it in a rigorous manner.

3.7.7 Investigator bias

In a qualitative case study research, one distinct feature that creates less rigorous research in inductive studies is the investigator bias. Morse and Mitcham (2002) on exploring qualitatively derived concepts mention two major pitfalls are discussed as contributors to investigator bias. These are the pink elephant paradox where the researcher concepts are not easily erased or alienated when engaging with the research data. Another pitfall is called the tunnel vision where all the data that has been collected is all included and is all seen as relevant. In the mind of the researcher, the research that is studied becomes influenced by these pitfalls. Unless the investigator puts in place some measures to alienate from such vulnerabilities, the outcome will have skewed analysis and findings, which makes the research undertaken unreliable.

Investigator bias is a serious matter and needs to be addressed extensively. Morse and Mitcham (2002) provide guidelines of how investigators can minimise or avoid bias in their research. Two guidelines that are applied in this study are saturation and verification strategy where enough data is collected to avoid bias cut off because the existing data relates to the research aim. Concept analysis through deconstruction is when literature is thoroughly engaged with to guide and deconstruct biasness by the investigator. Existing body of knowledge through literature means that the investigator is no longer guided by the preconceived notions of how the research results should be. Research is guided by other scholars' body of knowledge in the same field, which can then be used later in the discussion section of the research.

Further linking researcher bias as an obstacle to reliability and validity, Coleman (2022) in qualitative studies highlights the inevitable influence of the research in this type of research because it is almost impossible to remove the real-life perceptions, even more so if the research is from the very same environment that is researched. Whilst the bias is mainly said to be coming from the investigator, another different view by Coleman (2022) is that other role-players can also influence the research. The engagement between the researcher and the participants. Participants can respond in the way they think the researcher wants them to think and not necessarily their genuine ideas on the matter. What Coleman (2022) recommends is the inclusion of deviant cases which force the researcher to think outside of the ideal responses. Transparency through documenting the researcher position can also help the researcher in being transparent and conscious if they are becoming influenced in their engagement with the study. These recommendations are used in this study where all participants contributions were incorporated in the theme development. Deviant cases were also carefully noted when the themes were developed to ensure that they are not excluded and leave straightforward research findings which has bias. Zahle (2025) also discusses measures to debias qualitative research. One addition from Zahle (2025) is the active check of data that challenge the investigator's expectations.

3.7.8 Validity

Coleman (2022) , and Motulsky (2021) present different views by different researchers on what validity means in qualitative research. This study took on the importance of validity presented as trustworthiness of the researcher in the finding of deep meaning of the concepts and understanding of the natural situation under the study. Coleman (2022) advice on validity was adopted in this study.

Validity was ensured through the following actions:

1. Instead of reliance on the researcher's interview notes, digital recordings were used to capture in detail the entire in-depth interview of each participant.
2. The in-depth interview transcribed entirely by the artificial intelligence Zoom platform. The data was intensively reviewed to note and report on deviant cases. The deviant cases added to the rigor and reliability of the data where it limited the influence of the researcher in analysing the data in a biased manner. Transcription of data was possible given the small sample size of thirteen participants.
3. There was member checking by the researcher during interview. This was through paraphrasing what the responded was saying and asking for clarity questions to minimise ambiguous answers.

4. Generation of Quasi-statistics in the form of quantitative data through NVIVO. This was through attention to repeated data codes and thus numerical data production.
5. The researcher was part of the employees of the studied organisation. It was important for the researcher to be as transparent as possible during this study. Transparency through clear explanations and processes of the conducted study. The presentation of the researcher's thoughts worked together with the triangulation concept below.
6. Triangulation was achieved through different types and levels of staff interviewed. This difference provided different perspectives to data collection and subsequently data analysis.

The use of the NVIVO programme as an established data collection instrument means that another researcher can use the same transcript and be able to generate the very same themes through the repeated words from the data tree. In this study reflexivity on the personal biases was documented through reflective journaling so that the validity of the study is strengthened.

3.7.5 Reliability

Kraiwanit et al. (2023) endorse the concept of dependability with the concept of consistency or reliability in qualitative research. The reliability of the study confirmed through various sources of data. Coleman (2022) acknowledges that the concepts of validity and reliability used to relate more to quantitative research in the past, but over the years, the use of these concepts enhance the quality and rigor of qualitative research as well. Some elements that were included in this study, to promote reliability, included transparency presented by the researcher. Other elements were data production by a reliable data analytical software, (Olapane, 2021). This data could be replicable. There were digital data transcription and thematic categorisation by the software through coding and the analysis of the codebook on NVIVO. All these factors contribute towards the strengthening of this study so that ultimately, the conclusion drawn from it is dependable.

The use of NVIVO to auto-generate the ideas that guided the themes were to ensure that the study and the data analysed is validated, (Limna, 2023). If another researcher were to take the very same transcripts and use a data analysis software like NVIVO or similar, the generated word frequency and therefore the generated themes would be similar. This approach was intentionally adopted to minimise the researcher's influence on data that came from the in-depth interviews.

3.8 Ethical Considerations

When conducting research where people are the subject of research, it is important to put in place ethical consideration measures. These considerations include the provision of adequate information to people who will be participating in the research, to help them understand the study and be able to make informed decisions for participation, Newman (2021) and Millum (2021). The decisions to participate are documented on the informed consent form which aligns with the research institution requirements. The signing of the consent form seals the agreement between the researcher and the study participant, (Pietilä, 2020). To access the participants, permission needed to be granted by the gatekeeper of the studied organisation. The gatekeeper being the person with authority to allow the researcher to access the participants and for the research to be conducted in that organisation, (Cormican, 2024).

The conducted study was under the auspices of University of KwaZulu Natal, thus the importance of obtaining the ethical clearance from the institution. Further to ethical clearance, the study required consent from all participants with a clear clause of being able to withdraw from the study without the need to provide reasons for withdrawal or pressure to persuade them to continue. The study included interactions with people; therefore, the gatekeeper's approval was obtained before the start of data collection. The researcher requested a letter from the University of KwaZulu Natal to provide to the gatekeeper for the granting of access to the study participants. The Gatekeeper's letter is attached as Appendix 2.

3.9 Summary of the chapter

A detailed presentation of the research methodology helps both the investigator and assessors understand the rationale of the research and the chosen path for the research. Different research variables used to frame data collection, analysis and conclusions made. The study takes on a qualitative research approach through a case study.

CHAPTER 4: PRESENTATION OF RESEARCH

4.1 Introduction

This chapter presents the qualitative research conducted through the Clowns Without Borders South Africa as a case study. The interview data generated valuable insights that lead to the creation of themes. The themes that came under each category were aggregated, in preparation for linking it to the theoretical background presented in the literature review. After the presentation of the themes, an analysis of the themes is undertaken.

The study was about gaining knowledge for the studied organisation on what makes its capacity building initiatives effective. It was an endeavour to articulate the organisation effectiveness and alignment to existing literature, research philosophy and best practices.

The main research aim was to ascertain the effectiveness of capacity building initiatives. The subsequent research questions being:

1. What strategies does Clowns Without Borders South Africa (CWBSA) employ to enhance capacity building?
2. How effective is the manpower of CWBSA in achieving its capacity-building objectives?
3. What are the competencies of CWBSA staff in delivering capacity-building services?
4. Does CWBSA consider the specific contexts of the organisations they support with capacity-building services?

4.1.1 Demographic information of the participants

At the beginning of each interview with each participant, demographic information was presented. The participants that were part of the study were all full-time employees of CWBSA. This is important because all non-staff members formed part of the exclusion criteria for this study. The exclusion made the study focused on purposeful sampling where participants were going to provide useful and relevant information for the study.

Of the selected participants, the educational background differed. It ranges from participants holding PhD, Masters, undergraduate degrees, diplomas, and short-course certificates to matric level. This provides a spread in the type of participants to allow for different perspective to come from their responses. Other criteria are departmental. Participants include both senior management, middle management, training department, finance and human resources department

and the administrators as support team. Senior management includes a Director and Senior Technical Advisor. In the middle management, there are Technical Programme Specialists and Finance Manager. In the support team, there are Administrators and Coordinators. According to the organisation organogram, the participants are from all four levels of the organisation. The gender composition of the organisation is one male out of 14 females. All employees are fluent in English as they comfortably perform both local and international duties using English as the medium of communication. The age range of participants is from 28 to 50 years of age. Participants were based in KwaZulu Natal, Eastern Cape, Gauteng and Western Cape.

4.2 Steps toward presentation of research

4.2.1 Data collection process

To avoid coercion of participants, the investigator put in place significant steps to provide the participants with freedom to participate and freedom to leave the interview or the data collection process at any point of engagement with no questions asked. Ethical clearance of this study included an informed consent form that was signed before the interview session started. This was fully explained. Each interview session was allocated 45minutes to an hour. Permission was requested if the time went over the stipulated time. Permission to record was requested for each interview. During the interview, options to have the Zoom video on or off was communicated so that at the start of each session, the participant can be most comfortable.

All recordings were transcribed by artificial intelligence within Zoom. The first step taken after recording was data cleaning. All transcripts were language and grammar corrected to align the transcript with the audio recording of the interview. After all data was cleaned, then the data was anonymised where people's names and personal information that could identify them in the interview was anonymised through use of pseudonyms or codes. Next in the process was then the coding of the data. First it was broad themes according to the key words from each interview category that were

At first all transcripts were uploaded as is on to the NVIVO application to see what comes out. Then the transcripts were data cleaned where repeated words and correction of basing grammar or language was uploaded. In both instances, the NVIVO application was used where codes were then generated under the four research questions, namely: approach, competencies, manpower and context. Out of these broad categories, further themes were established on the NVIVO application where the word count was used to capture repeat use of words to help generate specific

4.3 Presentation of themes

The internal environment of the organisation is what the study is mainly about. The perceptions and responses of the participants as the internal staff members of the organisation presented their views on what the organisation is about in terms of the four categories of the organisation.

4.3.1 Capacity building approach:

The participants presented their views of what the organisational strategy really used is as the organisation delivers its capacity building services to others. This question is important as it guides the knowledge base within the organisation to ascertain commonalities in the perceptions as well as differences in what the strategy is. Different participants articulated their views of what the CWBSA strategy is. Out of the different views the broad theme that emanated is the strategy that is innovative and collaborative in nature. This is illustrated below:

1. Innovative collaborative capacity building strategy

“CWBSA is not coming with the answers. It is about the ideas from the people that are involved.”

P8

“CWBSA assimilate what that organisation wants.” P11

We don't just capacitate organisations for the sake of capacitating. It is to capacitate them to do something. So, there is a lot of groundwork that that goes into place in preparing these organisations, not just for the training aspects of it, but in implementing post the training. P9

“CWBSA uses this collaborative approach in the training workshops that it does. But I think not just the training, but even throughout the whole programme project cycle with the partners that we work with. It's non didactic. In other words, it's not enforcing or informing participants and partners alike that they must do things in a specific, but it elicits from the partners that we are working with, what it is that they think. How it is that we can collaboratively get answers, whether it's in the topics that are being done throughout the Sinovuyo programmes.” P13

“This is their programme, and we are there as Clowns Without Borders solely to support their journey to help them grow as an organisation. So, for me that openness approach. That collaborative approach really resonates. Very well.” P5

“I like the playfulness that comes in within the training. Because, as our programme, when you look at our programme. It is a learning programme. There are many play based activities and the way that we do things. When you look at the usage of energizers, the usage of role-plays that makes it easy for the listener, for the participants, for the person being trained to fit in and to learn as much as they can, because that playfulness creates a safe and a free or liberating space.”
P5

“What can we do in the shortest time to still effectively get through our message without being rigid?” P13

2. Redundant organisation role after empowerment of clients

“The way we train and the way we provide services, we have a place where we stop, where we cannot go beyond like once we have trained, we have done everything. Even though we are continuously supporting these organisations, there is a point where probably they no longer need us. As much as that may be a good thing that they are now independent. It does put on the business side of Clowns, which leaves us in a place where we become redundant to them like us. They no longer have use to contact us anymore because they've got the skills.” P3

It should be noted that the intention of the capacity building strategy is said by participants to solve their own situational needs. Whilst the case may be, there was an uncomfortable feeling of irrelevancy that was also expressed where the organisation almost sets itself for extinction with the current strategy. A question of sustaining the organisation through its strategy remained unanswered as creativity mentioned pertained to the current strategy.

4.3.2 CWBSA effective manpower elements to deliver capacity-building services

1. United organisational manpower

Reflections of how the participants views of the internal capacity to deliver capacity building services presented a united organisational capacity where the staff view the team members not as colleagues but as family.

“Where the team really feels that they are part of the Clowns family. There is a concerted effort to work and act as a family which helps with the sense of belonging a sense of what is the English word? A sense of ownership? Exactly.” P13

“We are more family kind of vibe where for a lack of better word, I'll use a family vibe. Whether it is so much unity and open communication, which I feel that it is vital because it allows us to be able to reach out to all areas of our team, be it management, be it the training team, be it HR, but because of that relationship that we have grown to build over the years.” P5

“The staff goes beyond being staff, but we become a family. We take care of each other, and with Clowns Without Borders. Everything that we do. We develop. We move forward together as an organisation. Everything that we do, we do it together.” P7

2. Organisational problem-solving gap

Deeper enquiry was made on whether management enjoyed the titles of managing others when the organisation was so small. It was noted that management for the team meant a forever changing role to suite what is required at that point in time. Especially when there is a crisis or underperformance by a certain staff member, management took on the role of what is lacking at that time to ensure that ultimately the organisation can deliver to its partner organisations or clients or investors.

This is illustrated below:

“What tends to happen is that management must come in and get things done. When things have not been done. If it is dragging on. What happens is that staff will then put the responsibility of things on management.” P12

4.3.3 Key competencies contributing to the effective delivery of capacity building initiatives

Different participants presented different priorities in terms what was at the centre of what made the organisation competencies effective for capacity building service delivery. It was noted by questions posed for clarity that some participants struggled with understanding what competencies meant. The investigator had to explain in a simpler language on what this meant before responses could be made. This was observed and noted as it posed highlighted the different educational background and even studies. The different questions posed under this section of the interview enabled the participants to understand as they were answering on what this means. Even the word cloud above show that when capacity building was discussed, training was the main verb that came through. It was the team with the capacity building background from the organisation who were able to articulate beyond just training skills as key competencies.

This is illustrated below:

“I would say that there is competency in terms of knowledge and skills of what the Sinovuyo Positive Parenting Programme is that competency exists. There is competency in terms of facilitation skills. I think our trainers are generally very well praised for a unique facilitation style, which they bring to the table.” P13

“The staff has enough competences because they have lots of knowledge and skills on the content of the programme. Lots of skills and knowledge on facilitation skills and the knowledge and experience on providing support either to each other or to partner organisations.” P2

“The main one would be facilitation skills.” P3

Key theme from the participants views of key competences were the following:

1. Highly specialised but linear capacity building expertise

The participants presented a lot of confidence when it came to the one programme that they deliver. Much knowledge and many skills on the programme made the participants very comfortable with the specialisation and took that specialisation as making the organisation good at what it does.

4.3.4 Reflection of organisational influence to immediate context for service delivery

The last perspective that the research wanted to gather understanding from the participants is how the organisation perceived the immediate environment where the organisation offers its services to. The importance of this point relates to the literature and how the literature discusses irrelevance of capacity building initiatives due to lack of contextual consideration. If CWBSA capacity building initiatives are to be successful, an assessment of organisation perspectives to how the organisation relates to its clients matters. When questions around how the organisation related to its clients, a sense of discomfort was observed from the participants. Even the laughter of this question really needed to be answered. Immediate responses were very technical where programme adaptation was loosely mentioned as a response. When more questions on the same topic we presented by the investigator, it more in-depth reflections started to emanate. The investigator noted the difference of contextualisation of the parenting programme through adaptation and contextualisation of the capacity building service offering by CWBSA.

This is illustrated below:

“One of the things is the reputation of the organisation, because sometimes when you work with other organisations, they can ruin your reputation. So, we have to see if there are policies that are in place, and the organisations are of like minds.” P7

“I think one reputation is very important. It is important to have this paper trail of good and competent services, and I think it is very important to the organisation to have consistency.” P11

“I have seen through my experiences where you would train a partner, when you come back to coach them, they are doing completely different things to what you've trained them on. These kinds of things make us a bit cautious in leaving people to do things on their own. The project name is still under Clowns Without Borders. That means we are the ones who are providing a project that is not correct in that community.” P6

“Maybe it is a bit insensitive of us, and insecurities because we always feel that okay, we still need to take you to the facilitator level for you to implement the project and follow the capacity building process and not considering the fact that okay, you are already a trainer.” P6

Themes that emerged from the discussions were:

1. Brand image and quality standards matter

The reflections above speak to the important attributed to the organisation reputation and the protective nature that the participants presented when others were involved. Whilst the other organisations were capacitated to excel, they were also approached with caution, lest they ruin the CWBSA reputation. So, brand reputation of the *Sinovuyo* programme and the quality issues were of concern to the participants. The participants had a very strong belief in what they offer and how it needs to be kept at exclusivity level.

4.4 Summary of the chapter

This chapter presented what the research synthesised from this project. At first, information of the study participants as the data sample was presented. A picture of how the data was collected, together with what happened after the data collection process was explained. The rationale of the themes presented was also discussed so that the reader could understand and locate where the quote and the themes emerged from. The investigator also presented some observations of how the participants responded as they were sharing their rich knowledge and perspectives. The themes in this chapter were presented according to the research question categories created. This was intentional so that the responses can ultimately respond or not respond to the research

questions. In the next chapter, the research discussion will be presented. Of the four research categories, a total of six themes emerged.

1. Innovative collaborative capacity building strategy
2. Redundant organisation role after empowerment of clients
3. United organisational manpower
4. Organisational problem-solving gap
5. Highly specialised but linear capacity building expertise
6. Brand image and quality standards matter

CHAPTER 5: RESEARCH DISCUSSION

Out of the themes generated from the primary research data, this chapter further discusses conceptual and or theoretical reflections evolving from the primary data presented and related themes. This chapter endeavours to discover similarities, differences and areas of future research opportunities.

5.1 Summary of key findings

After all the thematic presentation from the previous chapter, this chapter dives into making sense and contextualising the themes to find the meaning from the theme that emanated to see if there have any added value to the research aim. Key findings are discussed below and linked to the literature presented above. When themes were developed and refined, the investigator started from a very large codebook where all the NVIVO transcripts codes were highlighted. Out of this codebook, then below is the summary of the refined themes using the data structure.

5.1.1 Data structure

Research categories	First Order Themes	Second order themes to form conceptual frameworks for this study	Attempt to aligning with conceptual or theoretical frames
CWBSA Capacity Building Strategies	Focus on organisations being capacitated Importance of support to organisations Levels of engagements with partner organisations Collaborative approach Training as part of capacity building The programme offering Continuous capacity building process		
	Playful nature of the programme	Continuous support to organisations through communication Capacity Build through training, coaching, assessments, technical support	
	Tailor making of programme Perceived presence of support to staff and organisations	Partner feedback for continuous improvement Capacity building internal process review	Diffusion of Innovation Theory
	Management through meetings		Interagency collaborative team model

	<p>General consensus by the CWBSA team on approach effectiveness</p> <p>Receipients feedback on services provided</p> <p>Results confirming the programme effectiveness with community beneficiaries</p> <p>Alignment of organisation with what it offers</p>		
	<p>Continuous request of services as confirmation of effectiveness</p> <p>Limitation of approach due to it repetitive nature</p> <p>Human resource intense process that hinders future organisational sustainability</p>		
	<p>The capacity building as a process and period of engagement</p> <p>Methodology, professionalis and flexibility</p> <p>Distinction on alternatives and effective recommendations by CWBSA</p>		

	<p>Adherence to new developments on training and development in SA</p> <p>Alignment with strategic partners</p> <p>Capacity build for implementation</p> <p>Credit to the organisation</p> <p>Dealing with the gaps and shortcomings of the organisation</p> <p>Disconnect in reasons provided for the capacity building engagement</p> <p>Terminal nature of the capacity building relationship</p>		
CWBSA Manpower	<p>Definition of manpower for the organisation</p> <p>Staff defined as a team</p> <p>Manpower and continuous training</p> <p>Family orientation of the organisation</p> <p>Managed through specialised work teams</p> <p>Consultancy role of the organisation</p> <p>Management structure is top-heavy</p> <p>Double personnel to fulfil similar roles</p> <p>Management as a title or a changing role</p>	<p>Identification of programme to beneficiaries</p> <p>Understanding the programme content to support others</p> <p>Unique methodology for buy-in</p> <p>Understanding of theory governing the sector</p> <p>Balancing evidence and relevance</p>	<p>Evidence based programming</p> <p>and</p> <p>Implementation Science</p>

	<p>Appreciation of individual strengths</p> <p>Feminine nature of the organisation with the need for male roles</p> <p>Recruitment strategy of the organisation being inward looking</p> <p>Fluctuation nature of work with constant staff compliment</p>		
CWBSA competencies	<p>Consensus on organisation having key competencies required for capacity building initiatives</p> <p>Ability to be</p> <p>Capacity building skills</p> <p>Ability to find solutions</p> <p>Unique methodology</p> <p>Theoretical background to sector requirements</p> <p>Forever reimagining and changing organisation</p>	<p>Monitoring and evaluation of content and organisation</p> <p>Human resource as an anchor to organisation relevance</p> <p>Organisational development for continuous change management</p> <p>Capacity building for implementation</p> <p>Ability to be anything</p> <p>Servicing the gaps</p>	<p>Innovation Theories</p> <p>and</p> <p>Organisation Capacities</p>

	Room for improvement and external procurement of competencies Creativity for sustainability of the organisation A review of due diligence requirements		
	Different views on consideration of the context of others A case of working together Reputation of CWBSA Responding to the gaps that other organisations have Issues of CWBSA bottom-line Organisation trade secret Sustainability of CWBSA		
	Context consideration through content adaptation		

CWBSA contextual consideration of other organisations	Acknowledgement of other organisation existing expertise		
	Balancing CWBSA quality measure with the other organisation restrictions Work relationship determines perceptions Financial restriction needs Delivery mode needs Language needs for programme delivery Understanding and conforming to the culture Identifying with the people from those organisations A learning culture for CWBSA An opportunity to enhance cooperation amongst partners	Terminal nature of capacity building offering Due diligence needs Organisation existence Vs programme offering NPO sector sustainability structure What are we sustaining	Sustainability and Organisation and Programme Offering
	Expansion of capacity building offering		

	<div>Going back to in-person support</div> <div>CWBSA allocated a person to guide the project process in-person</div> <div>Restructuring the capacity building model</div>	
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5.2 Reflection on existing literature

5.2.1 Diffusion of Innovation and Lifelong Learning Theory

The organisation presents a conducive working environment for staff to thrive. The environment is characterised by support from management. The organisation is figuratively defined as a family. The organisation offers satisfactory remuneration, flexibility of work and freedom to express one's ideas and challenges. this defines a conducive work environment. On another side, the organisation needs to exist. For it to exist, it requires sound financial and intellectual content. For that to take place, the organisation needs to invest. Its people define the organisation. This means that a huge investment on the people will influence the sustainability of the organisation.

It is on such a background that the need arises where both individuals and organisational continuous learning comes to play, (Fischer, 2000). Fischer (2000) clarifies the difference between training and lifelong learning. The notion of separate formal schooling and then work environment without a need to further learn is what stagnates the organisation and individuals. In the case of CWBSA, the training provided at the transitioning to evidence-based programme delivery is not enough to sustain the organisation. Some participants realised the important role education plays in the quality of the organisation and its sustainability. Another participant spoke into how the staff only know what they know. This is another limitation to a continuous learning culture within CWBSA. On another hand, the composition of the staff includes both academically achieved staff as well as self-taught staff. Continuous learning speaks to both characteristics.

The location of CWBSA as an intermediary between the academics and practitioners require a forever-learning environment. One of the key reason lies in the diffusion of innovation theory. The academic side of the diffusion of innovation theory is the constant generation of innovations that will require adoption. Innovation means that there is a continuous improvement of the known product. This requires an adopting organisation to spent time understanding its complexities, differences and benefits (Rogers, 2014). If the organisation is only comfortable with what it learnt before and not willing to learn the innovations, the approaches used by the organisation will soon be irrelevant and obsolete.

5.2.2 Collaborative nature of service delivery

During thematic development, issues of working together, understanding what the other organisations need in the capacity building process and how to create desired capacity building

package was lucidly expressed. This aligns with the Interagency Collaborative Approach because what is significant in the approach are the key elements forming the overall strategy that CWBSA uses in the delivery of the capacity building service. Hurlburt et al. (2014) developed an Interagency Collaborative Approach using the EPIS Framework, (Moullin, 2020). The bases for the model is effective collaboration amongst different organisations or institutions to delivering evidence based programmes to communities, (Lengnick-Hall, 202).

The study found out that CWBSA does not work in a silo. The CWBSA data reflects the way the organisation works to satisfy external organisations on mental health needs. CWBSA's major role has been capacity building. The study established the dependency of CWBSA to other organisations needing to be capacitated. The study found points of cooperation and points of interest from all parties involved, where one was on the receiving and the other on the offering end. The ICA process was tested on an evidence based mental health case study, Glisson (2016) and Kothari et al. (2022) just like CWBSA provides capacity building on an EBP mental health programme on positive parenting. The role of local organisations working together is the foundation for the ICA approach, ICA uses education to demystify the evidence-based programme. CWBSA uses education in the form of training, coaching, support and assessment to have knowledgeable transfer of the PLH programme. Organisations are both educated on the parenting programme. Organisations are taught on how to use the programme, ultimately transferring it to children and their parents.

5.2.3 Organisational sustainability

One key thematic area highlighted was sustainability. When looking at the literature, it was realised that it is an integral part of EBI, capacity building approaches and organisational sustainability, (Kasprovicz et al., 2020). The definition of sustainability is not completely clear. One of the reasons it was observed is the perspective from which the sustainability needs to lie. Moore et al. (2017) elaborates on elements that describe a programme considered sustained. The time factor where, after initial adoption, the programme or innovation continues to be implemented. The observed desired programme outcomes continue to be visible and exist in the programme beneficiaries. Whether the programme evolves or adapts to its real-life setting, if it continues to produce benefits. All these elements contribute to the sustainability of the programme at the ultimate community level.

The EPIS Framework presents elements forming part of the sustainment of the evidence-base intervention, (Aarons, 2011). In terms of the framework, the outer and inner context inform the sustainment of the intervention. Outer context speak to the socio-political environment to

determine leadership and policies. The funding fit or cost absorptive strategies and the workforce security through funding stability. On the inner context, sustainment speaks to organisational characteristics that include leadership, culture in the embedded EBP and the social support. Fidelity monitoring adds value to the clarity of roles, support and coaching system available for the intervention. Finally, staffing criteria and the resources.

The EPIS Framework presents a more elaborate understanding of sustainment. In most instances, especially in the Non-Profit-Sector, issues of survival are at the forefront of such a definition, even more so given the current United States changes to USAID funding, Burki (2025) which is limiting to the strategic envisioning and innovation into the future. Sustainment is about the bottom-line, but it is not only about the bottom-line because one can secure all the funds and resources but lack creativity and effectiveness of the intervention provided.

5.24 Innovation and Sustainment theories

There is a strong linkage between innovation and sustainment. Innovation not only speaks to the creativity part, which was presented in the interviews. Innovation has in recent years grown to be more than just based on research and other firms. Innovation and technology are trailblazers of the innovation era, (Cradle, 2022). Knowledge through social media has tremendously overturn the innovation definition nowadays, (Hidalgo, 2008). Innovation is no longer about creativity only, it is a culture organisations need to adopt if they want to survive in the forever changing market environment, (Hidalgo and Albors, 2008). Cutting across innovation is the speed at which change comes. What has been effective, and a buzzword today might be completely different tomorrow.

Funders and investors lead in the direction of innovation and priority areas of focus. Implementers, for financial sustainment reasons, follow what donors recommend. The policies and the evolution of new knowledge push towards knowledge-driven innovation. Hidalgo and Albors (2008), recommend Interagency Approach where government, corporates and other sectors jointly manage knowledge. For Clowns Without Borders, this is done through partnering with organisations providing similar parenting service programmes. Jointly, such networks provide a united voice for non-profit-organisations as they make strides to influence knowledge and innovation. Knowledge-driven innovation and culture in the dispensation of the new digital economy, it cannot be emphasised enough the learning culture to continuously learn and decipher changes coming. The ability to see the forever changing trends and being able to adapt and prepare to benefit out of them ahead of others.

Both data analysis from interviews and the subsequent analysis thereof depicted a link with some parts of existing theories in the implementation science. Capacity building forms part of the implementation phases to enhance the adoption of the newly researched offering. Continuous adoption of such a programme remains relevant for the sustainment as community setting, (Godfrey, 2023).

5.3 Implications of the research

5.3.1 Future research

Exploratory qualitative research using a case study is not enough to generalise findings. The current research explored elements that can be further researched in depth so that the outcomes can be generalised. For now, the case study provided valuable internal insights of the organisation and a review that can guide future, deeper research.

5.4 Summary of chapter

An analysis of the research conducted was presented. Key findings provided insight to the internal effectiveness of non-effectiveness of the organisation studied. Capacity building was defined for implementation preparation. Human resource played a crucial role in the organisation's capacity to effectively deliver its services and remain sustainable. Lack of consideration of other's capacity building contexts posed as a risk. The existing body of knowledge was connected to the case study to see areas of success and areas still needing improvements. Implications of the research at theoretical and practical level and future needs of research was presented. In general, the organisation has achieved significant capacity building tasks and have management areas to address to be successful in the future.

CHAPTER 6: THE CONCLUSION

6.1 Introduction

As this study comes to an end, it is important to go back to where the study began to find out if the study achieved its desired quest. The study was about gaining knowledge for the studied organisation on what makes its capacity building initiatives effective. It was an endeavour to articulate the organisation effectiveness and alignment to existing literature, research philosophy and best practices.

Main research aim:

The main aim of the study is to assess staff perceptions of the organisation effectiveness in the delivery of capacity building initiatives.

Main research question:

What do staff perceive as main contributors to the organisation effectiveness in the delivery of its capacity building initiatives?

The subsequent research questions being:

5. What do staff perceive as the organisational approach responsible for effective capacity building initiatives?
6. What are the views of staff on the organisational competencies contributing towards successful delivery of the *Sinovuyo* parenting programme capacity-building initiatives?
7. Which organisational competencies do staff perceive as critical for quality delivery of its services?
8. In what way do staff think the organisation considers the context of organisations it supports?

6.2 Re-statement of key findings

6.2.1 CWBSA capacity building approach

The study found out that CWBSA implements capacity development in a specific period according to (Kacou et al., 2022). This means that the organisation and its approach are progressing with the capacity building literature which keeps changing over time to adapt to needs. The organisation provides capacity building services and finds ways of broadening its understanding of capacity building developments according to literature. The organization

capacity builds other organization for implementation of evidence-based programmes. Capacity building and implementation aspects are located amongst existing theories as the EPIS Framework, which locates success of the organisation and its offering in awareness of broader factors, (Aarons et al., 2017). {Elliott, 2004 #20} Elliot and Mihalic (2004) factors contributing to effective implementation of capacity building initiatives, (Moullin, 2020). EPIS Framework that is multi-disciplinary with inner and outer context acknowledgement, (Hurlburt et al., 2014) collaborative approach through inter-agency teams, (Moore et al., 2017) depth of understanding sustainability of such initiatives, Hildalgo and Albors (2008) on innovation techniques beyond a laboratory, and (Rogers et al., 2014) on diffusion of innovation theory all add up to mould what the organisation is already doing and allows the organisation an opportunity to see more theories that can guide its improvement for success.

6.2.2 Effectiveness of CWBSA manpower

The study found out that manpower needed to deliver the services is properly capacitated to the deliver current products. There is a need for creating a balanced personnel space where future developments and future possibilities of the organisation are worked on. It is not about the programme not being effective, but it is about the process of delivering the programme that makes the programme, or the approaches used a bit pedantic. A change in the mode and processes of delivery is needed to ensure that the organisation remains sustained even in the future.

The study found out that the fluctuating nature of business contracts, the dynamic project needs and the unpredictability of the funding sources make it difficult for the organisation to secure its human resource composition. This leaves challenges on what the best decision is for an effective manpower composition. On one hand, less staff means a manageable team but with strenuous workload. On another hand, if more staff is added, the unpredictable sustainment of a huge payroll responsibility remains a challenge, and a possibility of redundant or challenging job rotation of staff. In such cases, effective management of capacity building initiatives require more research on how to balance such an environment.

6.2.3 The organisational competencies

The study found out that the levels of capacity build approach presented by (Kacou et al., 2022) were confirmed. The organisation focuses on individuals, the organisation and institutional building. This is developed simultaneously though a room for improvement exists as the organisation still needs to put in place some organisational structures like monitoring and

evaluation, additional policies and sustainability strategy that work for the organisation. At institutional level, the organisation actively forms alliances and cooperation with donors, networks of other organisations in the similar field, continues to work with academics and perseveres in linking with local and international government to influence policy and mainstreaming of parenting agenda. At individual level, the organisation supports staff career development goals. Gaps exist in continuous learning and innovation at individual level. Competencies are developed and continue to be a requirement for further development.

6.2.4 Contextual needs of organisations receiving capacity building services

The study found out that the contextual needs of both CWBSA and other organisations include economic implications when scaling up, (Supplee, 2021). Resource limitations or misalignment of resources to the desired programme needs and lack of policy backup during the scaling up of evidence-based programmes. The organisation needs to improve on its acknowledgement of the context it delivers its services to. The organisation consideration of other role-players existing capabilities needs to be refocused because adaptation plays a huge role in ensuring that the capacity building programme fits the other organisations, but it is more than adaptation that CWBSA needs to consider, Armstrong (2013), existing capacity needs to be considered.

6.3 Recommendations for future studies

Implementation of capacity building services for EBI with CWBSA is limited to the silo nature of the intervention where CWBSA works to support one organisation at a time in implementing EBI. CWBSA is not the implementer, researcher or funder of the work. CWBSA is the capacity builder of other organisations adopting and implementing the EBI. Below is brief recommendation with implementation implications for the organisation.

6.3.1 Strengthening of internal monitoring and evaluation systems

The study found continuous mention of a lack of monitoring and evaluation systems within the organisation. Such a lack affects the overall wellbeing of the organisation in terms of internal assessment and understanding of organisational needs as it links with the EPIS model. Some opportunities can be missed as the organisation strategy might overlook opportunities and responses.

6.3.2 A review of staff competencies

The study strengths presented more of the strategy that the organisation executes for service delivery. The data highlighted gaps in terms of the human resources structure as well as staff abilities when flexibility was required. A staff audit is recommended to help restructure the organisation to suite the forever changing external environment.

6.3.3 Sustenance of the organisation

Sustenance as defined in the EPIS model, Moulin et al. (2020) and the outer layer attention is required for the strengthening of the organisation where the organisation constantly engages with external environment to seek opportunities and to adapt to required changes. Bigger policy and system approach needs is needed for non-profit-organisation to survive as they service a much-needed need by government and academics in ensuring quality community interventions.

6.3.4 Broadening the contextual environment

The study highlighted some shortcomings in how the organisation acknowledge existing capabilities of others, even though reasons of bottom line were raised. The need to reconcile existing capabilities of others and the organisation sustenance remains a challenge as the organisation needs to find solutions of economic reasons versus programmatic needs. Acknowledgement of other organisations existing knowledge and expertise before engagement will help CWBSA develop an elevated capacity building strategy for organisation with existing knowledge.

6.4 Limitations of the study

Some issues of data analysis included limited number of answers to some questions. This was mainly the questions that required additional insights on the open-ended questions posed during the interviews. This meant that new data from such questions could not be aggregated against all the responses received. These were noted as deviant cases, new or additional information instead of it being compared to what other participants had to say. The conducted study is in a form of a case study. Even though similar studies may have been conducted, the specific context had not

been directly researched under the management field. Due to the approach used, the results generated from this study cannot be generalised. It is limited to only this organisation.

6.5 Conclusion

The study is concluded with a depth of understanding of how literature and body of knowledge shares light on any research endeavour. In this chapter, the synthesis of the overall research allowed for a reflective step back where the themes that emerged, the literature topics and the perceptions of participants as well as the investigator reflections, analysis and observation culminated in key issues as take aways and future look at what the organisation has in terms of capacity building initiatives. Some key take aways also relate to recommendations for this case study and the body of knowledge where more can be studies internally and externally for others to gain knowledge. A reflection on manpower and staff competencies enabled an opportunity to focus on a reflection to capabilities and opportunities for improvements. The context from which the organisation operates remains with programmatic strengths and economic challenges. A further study in the future can help with insights of balancing sustenance and capacity building for continuous implementation large-scale interventions.

Appendixes

Appendix 1: Ethical clearance approval

Appendix 2: Gatekeeper's letter

Appendix 1: Ethical approval letter



19 February 2024

Lindokuhle Lulama Ngcobo (962115484)
School of Man Info Tech & Gov
Pietermaritzburg Campus

Dear LL Ngcobo,

Protocol reference number: HSSREC/00006529/2023

Project title: Effectiveness of capacity building initiatives: A case study of Clowns Without Borders South Africa
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 06 December 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 19 February 2025.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

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Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

Appendix 2: Gatekeeper's letter



ATTENTION: University of KwaZulu Natal

TO WHOM IT MAY CONCERN

GATEKEEPER APPROVAL LETTER

This letter serves to confirm that Clowns Without Borders South Africa has given Lindokuhle Lulama Ngcobo with student number: 962115484, permission to conduct her qualitative research toward completion of her Masters of Commerce (Coursework) project with the staff on the following topic:

"Effectiveness of capacity building initiatives: A case study of Clowns Without Borders South Africa."

The approved request entails conducting interviews with our 14 staff members. The interview time slots will be allocated when the study begins.

Should you require anything further, please let me know.

Yours sincerely



Suzan Eriksson
Co-Director
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Website: www.cwbsa.org

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