THE ROLE OF NGOs IN PROMOTING ICT CAPACITY BUILDING TO THE COMMUNITY IN TANZANIA: A CASE OF DIGITAL OPPORTUNITY TRUST TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PROJECT MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***The Role of NGOs in Promoting ICT Capacity Building to the Community in Tanzania: A Case of Digital Opportunity Trust Tanzania***, in partial fulfillment of the requirements for the degree of Master of Project Management of the Open University of Tanzania.

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Dr. Raphael Gwahula

(Supervisor)

……..…

Date

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DECLARATION

I, **Kenneth Elisante Nkini,** do hereby declare that this dissertation is my own original work and it has not been presented for a similar or any other award to any other University.

……

Signature

……..…

Date

DEDICATION

This dissertation work is dedicated to the Almighty God, who gave me all the strength and courage.

I, Kenneth Elisante Nkini dedicate this work to my wife for her moral and encouragement in the study period and throughout my life.

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ABSTRACT

This study intended to assess the role of NGOs in promoting ICT capacity building the Community in Tanzania. The study used DOT as a case study and utilized both primary and secondary data collection methods. Specific objectives were to identify strategies used by Digital Opportunity Trust (DOT) in providing ICT training, to assess the benefits of ICT training to the beneficiaries and to assess challenges facing DOT in promoting ICT capacity building to the community. However, the study employed purposive and convenient sampling techniques to get sample size of 40 respondents. Data analysis was done based on the research objectives. The findings revealed that, ICT training program has a significant impact to its beneficiaries. It has managed to create knowledge, it has positively change the lives of beneficiaries and managed h to create awareness in the community on importance of ICT for social and economic development. Moreover, there were various challenges facing DOT in providing ICT training that include lack of sufficient fund, lack of government support, dependence on donors and limited capacity. The study recommends that, DOT organization should find alternative means of generating income instead of depending on donors alone. This will reduce dependence or eliminating totally and thus minimizes challenges that they face during implementation of the program. But also government should support the NGOs which are committed to help and support society. This will encourage the organizations to act more in supporting the community especially the vulnerable groups.

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LIST OF ABBREVIATIONS

ACDI/VOCA	Agricultural Cooperative Development International and Volunteers in Overseas Cooperative Assistance
AISI	African Information Society Initiative
CIDA	Canadian International Development Agency
CSO	Civil Society Organization
DEF	Digital Empowerment Foundation
DOT	Digital Opportunity Trust
ICT	Information and Communication Technology
MEPI	Middle East Partnership Initiative
NGOs	Non-Governmental Organizations
NIXI	National Information Exchange
NOFN	National Optic Fiber Network
UNDP	United Nations Development Programme
URT	United Republic of Tanzania.
WIT	Women in Technology

CHAPTER ONE

INTRODUCTION

1.1 Background to the Research Problem

There is s a widespread acceptance of the view that Information and Communication Technology (ICT) is crucially important for sustainable development in developing countries (Crede & Mansell 1998). Thioune (2003) noted that, for the past two decades most developed countries have witnessed significant changes that can be traced to Information and Communication Technology (ICT). These multidimensional changes have been observed in almost all aspects of life: economics, education, communication, business and travel. In a technology-driven society, getting information quickly is important for both sender and receiver.

According to Helmut (1998), as cited by Akpore (1999), states that of the technological changes that have influenced our lives in recent years, Information and Communication Technology (ICT) has had the greatest impact. This will continue at least until the end of the first half of the century, when other major technological breakthroughs in the area of new materials, biotechnology, or energy, may provide entirely new ways of living. It is now evidently that the quality of life, as well as prospects for social change and economic development, depend increasingly upon information and its exploitation (Martin 1995).

Hernes (2003) said, society's wealth and welfare are decided by its capacity to train and educate its people to share in making and applying knowledge in all spheres of life.

The African Information Society Initiative (AISI) document (2005) argued that Africa should have built, by the year 2010, an information society in which every man, woman, child, village, public and private sector office has secured access to the use of computers and telecommunications media. The objective is to provide every African with the possibility of using the communication and data processing services available everywhere else, just like any other citizens of the world but till today that is not the case.

However, Non-Governmental Organizations are playing a very key role in the development of the Nations alongside several Governmental, International Developmental Agencies and Private Sector Institutions. 21st Century is witnessing a revolutionary development of Information Technology, ICT enabled services and ICT lead development. ICT and ICT enabled services are transforming the lives of the people, including the poor, deprived and the marginalized sections of the society.

According to Lange and Kiondo (2000), historically NGOs were present in Tanzania since colonial times. Initially, the country was witness to religious organizations and associations, sports clubs, and dance societies that were able to cut across religious and ethnic lines. These organizations not only brought societies together, but also provided resources to members. For example, some ethnic associations provided burial assistance and loans. There were 51 organizations in Dar es Salaam with a total membership of 6,500 in 1954. In rural areas there was a strong community of cooperative unions, totaling 617 in 1959. Forty-two percent of workers were members of unions by 1969, compared to only six percent in Kenya at that time. Unions were elemental for the growth of NGOs in the country because many NGOs

synthesized their efforts with organizations and associations that were already established.

However, Tanzania's independence marked a turning point in the country's developing civil society. In 1964, with the abolition of the chiefdom system, Nyerere's government began centralizing national control by using his political party Tanganyika African Nationalist Union (TANU) as an umbrella for development efforts. The government created mass organizations that operated under the ruling party, giving them a monopoly to organize people in a distinctively top-down process. Due to a lack of popular support and resources, these government-led organizations were unable to extend provisions or services and experienced low participation compared to independent organizations at the time. However, the government continued shrinking civil society and reducing participation in the social sector until an economic crisis forced the government to reevaluate its strategies from 1974 to 1988 real wages in Tanzania fell by 83 percent (Lange 2000) and the state could not provide even basic services. Increased oil prices, a war against Uganda, and a drought that affected agricultural exports only exacerbated hardships on Tanzanians.

Between 1964 and 1977 the average GDP growth rate was 5.4 percent, but between 1978 and 1983 the average was only 28 percent (Ndulu, 1984). Elliott-Teague (2008) writes that, Tanzania had to turn to donors to finance its debts. The state tried to restructure its own economy in the early 1980s, but failed, and in 1986 it adopted an International Monetary Fund restructuring plan. Part of the restructuring required reduced service provision in education, health and internal security. Many newly

formed groups stepped in to meet citizens' needs the government had abandoned. The result was that many people organized themselves into welfare organizations and the government ignored previous bans that had once abolished these types of associations. Community organizations became more important and a "private space," in which voluntary associations could organize, expanded in light of state tolerance (Spalding, 1996). As the state withdrew from social services NGOs began filling the void. The government accepted their increased presence, thereby lending them greater legitimacy, because of its lack of capacity to provide necessary resources. National integration had concretized since independence, reducing anxiety over ethnic conflict, which also facilitated the government's willingness to accept increased NGO presence in the country. In 1986, the state called on churches and NGOs to provide education services. From 1984 to 1992 NGO-sponsored schools increased from 85 to 258 (Mason, 2011).

International donors actively contributed to NGOs and a community-based organization (CBOs) during the 1980, believes that NGOs had relative advantages that included a close relationship with beneficiaries at the grassroots level (Tripp 2000). As real wages dropped and unemployment rose, Tanzanians realized that donors were more willing to donate directly to NGOs, and the number of NGOs escalated (ibid). In 1993, there were 224 registered NGOs in Tanzania and in 2000, the number was 8499 (Stiftung 1999; Tripp, 2000).

Policies were initially constricting in the 1990's, as the Tanzanian government conceded to NGOs for service delivery. While there were control mechanisms in place, the government has made efforts to improve relations between the state and

NGOs, recognizing that NGOs are an important part of the development process. Since 1996, local and international NGOs, CBOs, and religious organizations have been involved in the policy process, creating several drafts for new NGO policies. These organizations have also been invited to workshops to share their views and voice their opinions (Mason, 2011).

Digital Opportunity Trust (DOT), a Not-for-profit Organization present in Tanzania, is among of the NGOs in the country that provides ICT capacity building to the community. It has been doing so by enabling youth to access and apply Information and Communications Technologies tools (ICT) to create education, economic and entrepreneurial opportunities. Being funded by Canadian International Development Agency (CIDA) and other international donors DOT Tanzania is based on promoting the development of lifelong learning practices that will help learners become leaders in their communities. Also empowering DOT learners by facilitating the learning process, rather that training simple skills. In ensuring it builds ICT knowledge among the society through its flagship program ‘Reach Up!’ in which participants are given privilege to develop skills in the areas of confidence in personal abilities, market-appropriate livelihoods, professionalism, planning and execution, lifelong learning and basic technology (DOT Report, 2014).

1.2 Statement of the Research Problem

NGOs are increasingly being recognized by governments as potent forces for social and economic development, important partners in nation building and national development valuable forces in promoting the qualitative and quantitative development of democracy and important contributors to GDP. (NGOs policy,

2001).Through capacity building NGOs develop community capacities such as ability, skill and knowledge of mobilizing resources, planning and evaluating community to participate in the projects and help them to improve quality of their lives (Nikkhah and Redzuan 2010).

Digital Opportunity Trust is one of the NGOs that has been providing Information and Communication Technology (ICT) training to the beneficiaries, especially vulnerable groups with limited access to the ICT services. Despite of such role, there is no empirical evidence that justifies the extent to which DOT has affected the lives of the beneficiaries.

Therefore, through DOT, the study sought assess the role of NGOs in promoting ICT capacity building to the community in Tanzania and pin point functions that contribute towards realization of ICT capacity building so as to improve knowledge and be able to devise better ways to enhance living standards of the people through ICT.

1.3 Research Objectives

1.3.1 General Objective

The general objective of the study was to examine the role of NGOs in promoting ICT capacity building.

1.3.2 Specific Objectives

Specifically, the study was undertaken to address the following specific objectives;

(i) To identify strategies used by DOT in providing ICT training.

(ii) To assess the benefits of ICT training to the beneficiaries.

(iii) To assess challenges facing DOT in promoting ICT capacity building to the community.

1.4 Research Questions

The study was guided by the following research questions;

(i) What are the strategies used by DOT in providing ICT training?

(ii) What are the benefits of ICT training to the beneficiaries of DOT organization?

(iii) What are the challenges facing DOT in promoting ICT capacity building to the community?

1.5 Significance and Justification of the Study

This research project is ought to provide significant effects both academically and socially:-

(i) Government

The Government of Tanzania utilizes development partners to foster social developments to the society. Therefore the study will help the government to achieve MKUKUTA strategies that seek to alleviate poverty to the society through education among other issues. And also contribute towards realization of Tanzania Development Vision 2025 of High Quality Livelihood.

(ii) DOT organization

The findings will enable DOT to understand what should be done to improve its services. It will enable the Company to focus more on best ways of providing ICT capacity building to the society as well as identifying areas for improvements.

(iii) Stakeholders (Development Partners):

Stakeholders are one of the most important agents of social development. They work with the Government in proving various services economically and socially. The study will raise awareness of the stakeholders to support the organizations like DOT. Also the study will act as whistle blower to other stakeholders who have interest on helping the society through technology.

(iv) Students

The study will give details on the significance of ICT capacity building to the society thus helping youths to identify opportunities for their economic and social wellbeing. It will as well help the academicians in acquiring knowledge upon ICT capacity building, and also act as reference literature for future studies.

Also the study will come up with important recommendations based on the findings that will facilitate realization of ICT capacity building to the community and areas of improvement. Lastly, the study will serve a partial fulfillment of the requirements for the Award of the Master's degree of Project Management of The Open University of Tanzania.

1.6 Scope of the Study

This study was limited to assess the role of NGOs in promoting ICT capacity building. The study was carried out in Digital Opportunity Trust (DOT) situated in Dar es Salaam, Tanzania.

1.7 Organization of the Thesis

This study contains five chapters; Chapter One is an introduction to the research study, providing an overview of NGOs issues in general. The second chapter is on

literature review and theoretical analysis. In general, this chapter lays the concrete ground for this study as it provides the reviewed empirical and theoretical literature which is essential in familiarizing with different concepts and issues in the discipline of NGOs and ICT capacity building. Chapter Three describes the research methodologies that will be applied to gather and analyze the collected data. Chapter four is about presentation, analysis and discussion of findings while the fifth chapter will provide a summary of the study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Literature review is an important part of a research study as it involves many activities which include identifying, reading, evaluating, describing, summarizing, discussing, citing, and synthesizing various documents with an intention of incorporating them in the study under investigation. It should be clearly understood from the beginning that this chapter not only just states what others have done but also the study focuses on synthesizing and critiquing other sources (Kombo and Tromp, 2006).

Therefore, this chapter covered the theoretical literature review, literature review from earlier studies and the synthesis on the role of NGOs in promoting ICT capacity building. The review includes the definition of the key terms, explaining the major theories related to this study, and on top of that, the chapter indicated the research gap existing between previous studies and the current that support the statement of the problem and conceptual framework.

2.2 Conceptual Definitions

2.2.1 Non-Governmental Organization (NGOs)

Non-Governmental Organizations (NGOs) are non-profit creation, self-governing and led by willful volunteers. NGOs are groupings that are outside the domain of government in the areas of formation, funding, management and the processes and procedures in which it carries out its set objectives geared towards cultural, social-

economic and political transformation of all facets of the society (Ehigiamusoe, 1998). NGOs are organizations that attempt to improve Social, economic and productive conditions and are found both as small Community-based Organizations at village and district levels and as large professional development agencies at state or national level (NORAD, 2004).

According to Streeten (1997), NGOs are professionally-staffed organizations aiming at contributing to the reduction of human suffering and to the development of poor countries. On the other hand, Matthews (2011) asserts that, the diversity of NGOs strains any simple definition. They include many groups and institutions that are entirely or largely independent of government and that have primarily humanitarian or cooperative rather than commercial objectives. They are private agencies in industrial countries that support international development; indigenous groups organized regionally or nationally; and member-groups in villages. NGOs include charitable and religious associations that mobilize private funds for development, distribute food and family planning services and promote community organization. This includes independent cooperatives, community associations, water-user societies, women groups and pastoral associations. Citizen Groups that raise awareness and influence policy are also NGOs.

NGOs Act of Tanzania (2002) defines NGOs as a voluntary grouping of individuals or organization which is autonomous, non-partisan, non- profit making which is Organized locally at the grassroots, national or international levels for the purpose of enhancing or Promoting economic, environmental, social or cultural development or Protecting environment, lobbying or advocating on issues of public interest of a

group of individuals or organization, and includes a Non-Governmental Organization, established under the auspices of any religious Organization or faith Propagating organization' trade union, sports club, Political party, or community based Organization; but does not include a trade, union, a social club or a sports club, a political Party, a religious Organization or a community based organization.

2.2.2 Capacity Building

Langran (2002) has defined capacity building as the ability of one group (NGOs) to strengthen the development abilities of another group (local communities) through education, skill training and organizational support. UNDP (1997) defines Capacity building as the process by which individuals, groups and Organisation increase their abilities (i) to Perform core functions, solve problems define and achieve objectives and (ii) to understand and deal with their development needs in a broad context and in a sustainable manner.

Capacity building for a not-for-profit organization has often been defined as activities or actions that increase and sustain its effectiveness. These can include good governance, solid leadership, a clear mission, vision and values, responsive program development, diversified revenue and strong management support systems (James and Hailey, 2008).

The following definition captures the strengths of many definitions: Capacity building" refers to intentional, coordinated and mission-driven efforts aimed at strengthening the management and governance of nonprofits to improve their performance and impact. This occurs through organization development activities,

such as leadership development, strategic planning, program design and evaluation, board development, financial planning and management and others (Maconick, 2002). Capacity building engages nonprofit organizations in the following core activities using a combination of standard and tailored approaches.

(i) Assessment. Asset based forms and processes have been designed to assist nonprofits in pinpointing their current status and goals for growth. Nonprofits complete the assessment, examine results, use the results to develop action plan priorities and goals and measure progress.

(i) Action Planning. Using a format that aligns with the assessment, nonprofits then complete action plans that prioritize growth areas and include goals and action steps. The action plan guides the nonprofits' use of resources to address priorities.

(ii) Action Plan Implementation: Resource Linkage and Technical Assistance. Based on the action plan, nonprofits then identify resources, choosing from a range of options.

(iii) Evaluation and Learning. Finally, nonprofits reassess their capacity periodically, comparing their new capacity levels in the six element areas to their initial assessment. They monitor, document and report their progress on action planning and capacity development, and engage in learning opportunities (ibid).

2.2.3 Information and Communication Technology (ICT)

According to Bangia, (2007) ICT is a term that encompasses all forms of technology used to create, store, exchange, and use information in its various forms (business

data, voice conversations, still images, motion pictures, multimedia presentations, and other forms, including those not yet conceived). In other words, ICT is the development, implementation, and maintenance of computer hardware and software systems to organize and communicate information electronically (Lee, 2014).

2.3 Theoretical Literature Review

2.3.1 Theory Governing the Study

According to (Tate 2000) as cited in (Ernest, 2012) without theory there is nothing to research. This indicates that theory is very important in undertaking a research study. Whenever research takes place, a researcher is either assessing the validity of the theory using deductive approach or trying to construct a theory using inductive approach. Therefore, this study is underpinned by the human capital theory advanced by a number of scholars who tried to explain the phenomenon underlying human capital development.

2.3.2.1 Human Capital Development Theory

As stated by Ehrenberg and Smith (1997 in Armstrong and Baron, 2007) human capital development theory conceptualizes workers as embodying, a set of skills which can be rented out. The knowledge and skills a person has which come from education and training, including training that experience brings-generate a certain stock of productive capital.

The significance of human assets explains why it is important to measure their value as a means of assessing how well they are used and of indicating what needs to be done to manage them even more effectively. As described by Scarborough and Elias

(2002 in Armstrong and Baron, 2007), the concept of human capital is most usefully viewed as a bridging concept. In other words, they point out human capital is to a large extent non-standardized, tacit, dynamic, context dependent and embodied in people. These characteristics make it difficult to evaluate human capital, bearing in mind that the features of human capital that are so crucial for performance are the flexibility and creativity of individuals, their ability to develop skills overtime and to respond in a motivated way to different contexts. They also mention that; in human capita theory, reference is made to people and skills.

2.3.2.2 Application of the Human Development Theory In the Study

Since the capacity building as defined by Langran (2002) is the ability of one group (NGOs) to strengthen the development abilities of another group (local communities) through education, skill training and organizational support, the human development theory is all about the imparting of knowledge and skills. Therefore, it is in this context, there is interrelationship of the facts.

2.3.2.3 Zone-Proximal Development Theory (ZPD) and NGOs in Building Capacity

The concept of Zone of Proximal Development (ZPD) was developed by the Russian Psychologist, Lev Semenvoich Vygotsky (1896-1934). ZPD defined is “the distance between the actual development levels as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). In short, development is not solely an internal process, it is a social process.

The learning and capacity building of a child is not just internally related, but external in nature. For example, when a mother teaches a child to read, it is the relationship between the mother and child that builds the capacity. Similarly, when an organization or community seeks to build its capacity, the core capabilities are not developed internally in a vacuum, but through a process which incorporates an external social component in which in this case is through NGOs. Like a child, no organization can exist as an island.

2.4 Empirical Literature Review

A project conducted in India In 2010 by a Delhi based not-for -profit Organization Digital Empowerment Foundation (DEF) in partnership with National Information Exchange of India (NIXI), an autonomous body of Ministry of Communication and Information Technology to a local self-government organization that operate at village level or small town known as Gram Panchayats, the project aimed to convince the Gram Panchayats to set up their own website and go online. The vision is that if the lowest tier of governance can adopt digitization then a grassroots level transformation can take place in governance and in participatory democracy.

Moreover, Gram Panchayats themselves can become change agents by promoting, encouraging and facilitating digital literacy and access to the internet. So far, DEF has helped over 500 Gram Panchayats to create their own websites and go online while making over 5000 Gram Panchayats members digitally literate. Now with related programs such as sansad Aadarsh Gram Yojana(SAGY) and the ongoing National Optic Fiber Network (NOFN) project to provide broadband connection to all 250,000 Gram Panchayats, DEF’s pioneering efforts not only stands validated but

also likely to get a major boost in the coming days. DEF is now pushing ahead to help many more Panchayats become digitally inclusive (DEF and NIXI, 2010).

In another development, the same Not- for- profit Organization, Digital Empowerment Foundation conducted a project in India dubbed “Digitally Empowering micro enterprises especially traditional skill based clusters, by helping them go on line”. The project aimed to meet market access and expansion, information and promotional needs of micro, small and medium enterprises, self-help groups and other traditional skills based enterprises in India. The project helped these micro and small enterprises to set their own websites and connect to the internet at minimal cost. It aimed at providing as many entrepreneurs as possible online identity and global and national visibility. Lack of affordable internet solutions from reliable vendors has been a major hindrance for micro and small enterprises to expand their businesses using internet. The program is a boon for enterprises which function at a low scale, at the grassroots and helps them get a global presence (DEF and NIXI, 2012).

In Indonesia, a study conducted by ACDI/VOCA, the US based economic development organization on Mobile solutions for farmers and entrepreneurs found that, lack of timely and accurate information is a significant hurdle for farmers and entrepreneurs. They concluded that Mobile phone solutions can provide people in developing countries with powerful ‘first computer’ enabling them to access previously unreachable Information as well as banking and business services and tools. Mobile money has proved to be a cost-effective and scalable tool to allow the poor to receive and send payments without spending undue time and resources or

incurring risks travelling long distances with cash. In Indonesia ACDI/VOCA facilitated a mobile banking system that provides an effective, safe and transparent channel for distribution and repayment of agricultural loans to small holder farmers (ACDI/VOCA, 2009).

However, the study conducted in Switzerland by Hardy et al (2008) described the challenges that NGOs face on developing capacity on e-learning. The study involved six NGOs from developing countries and found that there are various challenges in which NGOs face in building capacity e-learning expertise. Those challenges include coping with an inadequate ICT infrastructure, lack of suitably skilled professionals, and internet access costs. However, he added to comment that there is hope that these barriers can be overcome, leading to greater independence from the dominance of richer countries if these barriers are addressed.

Ehst (2008) points out that science and technology have been a central in the progress made to date for the growth of society. Today however, the accelerating rate of progress in science and technology creates both tremendous opportunities and significant risk for developing societies. Ehst (2008) study analyses that lack of capacity among the people in a society has prevented them to utilize technology that have become common place in the rest of the world. Lack of capacity building in technology has set back majority of people especially the vulnerable groups who lack the access to information technology.

The study by Grosh (2012) in US observes that many Non-Governmental Organizations play significant role in social and economic development. For

example, in the study, certain NGO named Women In Technology (WIT) which was Sponsored by the Middle East Partnership Initiative (MEPI) at the U.S. Department of State, was able to build the capacity of 60 local NGOs in expanding their reach and services and to operate more sustainably. Through WIT, local NGOs trained more than 10,000 women in ICT and entrepreneurship across nine countries in the Middle East and North Africa, from 2005-2010. The local NGOs continue to offer WIT training operating on a sustainable model without dependence on external funding.

Table 2.1: Summary of the Empirical Study

S/N	Name of study	Method	Findings	Country
1	Grosh (2012)	Case study	More than 10,000 were empowered in ICT entrepreneurship	USA
2	Hardy *et al* (2008)	Cross sectional study	Challenges facing NGOs in building capacity e-learning expertise including inadequate ICT infrastructure	Switzerland
3	Ehst (2008)	Case study	. Lack of capacity building in technology has set back majority of people especially the vulnerable groups who lack the access to information technology.	USA
4	DEF and NIXI (2010)	Case study	The project helped these micro and small enterprises to set their own websites and connect to the internet at minimal cost.	India
5	ACDI/VOCA (2009)	Case study	Mobile phone solutions can provide people in developing countries with powerful ‘first computer’ enabling them to access previously unreachable Information	Indonesia

Source: Field Data (2014)

2.5 Policy Review

The Government of Tanzania recognizes the need to work together with NGOs and the need for such cooperation to extend to other key players, including funders, disadvantaged people themselves, other sectors of civil society and the wider public.

NGOs has themselves been re-examining and evaluating their work, re-defining their roles, which they serve and are accountable to, and endeavouring to function more effectively and efficiently (NGOs policy, 2001).

The overall objective of the Policy (2001) is to create an enabling environment for the NGOs to operate effectively and efficiently in the social and economic transformation of the country. Specific objectives of the NGO policy are:

(i) To provide an operational definition of NGOs.

(ii) To provide a broad framework for legal and institutional arrangements to facilitate the operations of NGOs of Tanzania.

(iii) To put in place registration procedures which are transparent, decentralized and which will facilitate better coordination of NGOs while safeguarding the freedom of association.

(iv) To strengthen the relationship between the Government and the civil society.

(v) To enhance mechanisms for collaborative relations between NGOs, the Government, funding agencies and other stakeholders.

(vi) To facilitate mechanisms for Government support to NGOs.

(vii) To promote transparency, accountability and awareness among NGOs themselves, the Government and other stakeholders.

(viii) To facilitate exchange and flow of information on NGOs activities in order to maximize utilization of resource and also share experiences or research findings.

Conclusively, governments and International agencies are giving increased recognition to NGOs particularly in enhancing people-centred development. Implementation of the above policy statements will promote efficiency and accountability of the NGOs and make a maximum contribution to the country development process. Likewise, by creating an efficient institutional framework, this policy should help streamline and simplify the procedures for registration of NGOs (NGOs, 2001).

2.5.1 Legal Framework Governing NGOs in Tanzania

The Constitution of the United Republic of Tanzania, 1977, Article 20 (1) provides for freedom of association including the establishment of CSOs. Other enabling legislations which govern and regulate the conduct of NGOs are the Non-Governmental Organization Act of 2002, the Societies Act, and the Co-operative Societies Act, the Trustees' Incorporation Act and Companies Act. All these laws therefore assure the prosperity and practice of NGOs in Tanzania.

2.6 The Research Gap

From the above explained empirical literatures, it is evident that a good number of researches on ICT capacity building have been done extensively oversees. However, there is evidence which shows less has been done here in Tanzania specifically to the local communities. Therefore this study was conducted in Dar es Salaam. Hence, the findings from this study, recommendations and conclusion covered this gap.

2.7 Conceptual and Theoretical Framework

Conceptual framework is the system of concepts, assumptions, expectations, beliefs, and theories that support and inform research. It is a conceptual model of how one

theory makes logical sense of the relationship among the several factors that have been identified as important to the problem (Kombo and Tromp, 2006).

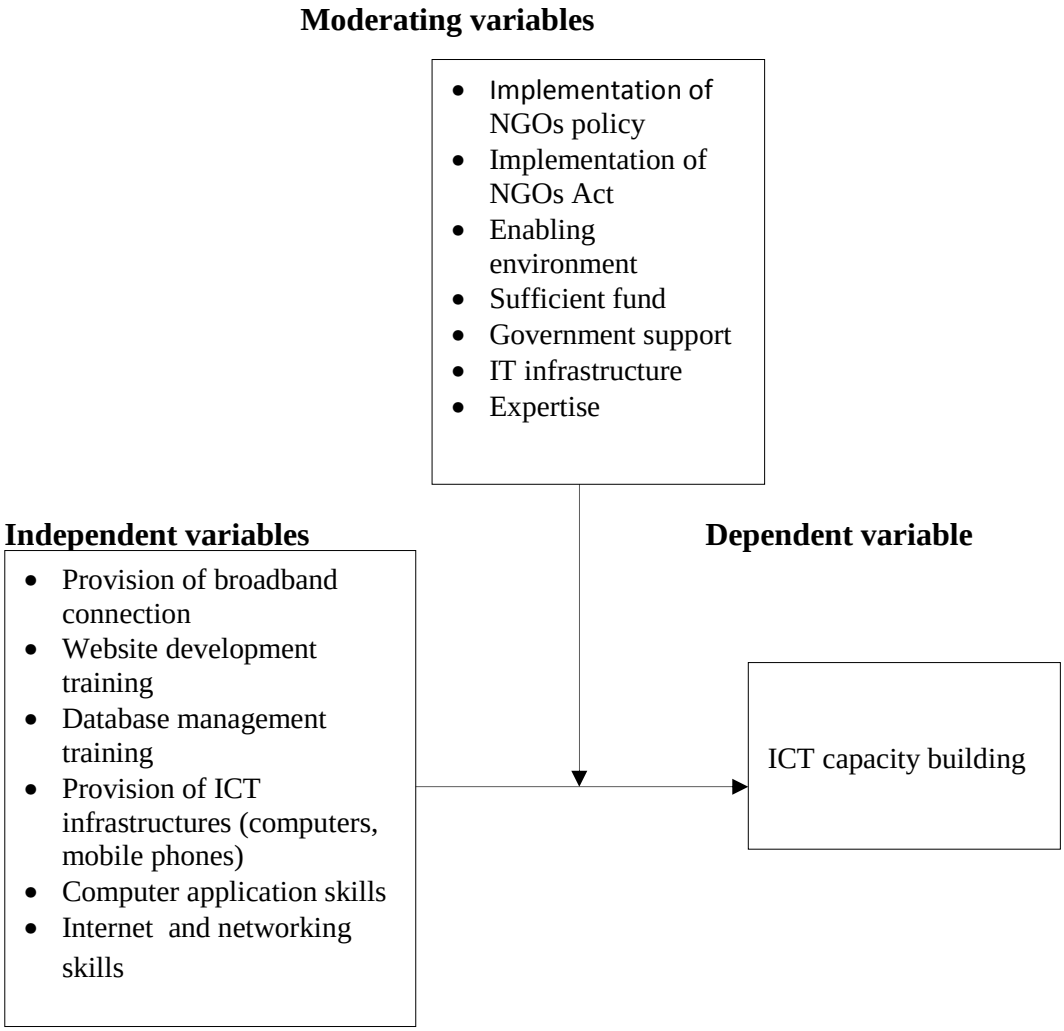

Figure 2.1: Conceptual Framework Analysis

Source: Author's construction, 2015

2.8 Illustration of the Figure

2.8.1 Research Variables

According to Adam and Kamuzora (2008), research variable is a factor or characteristic of interest that a researcher would like to handle, observe, investigate or manipulate in the research process so as to establish relationships between

variables .However for the purpose of this study variables will be grouped into three types of variables which are; independent variables, dependent variable and moderating variables.

2.8.2 Independent Variable

According to Orodho and Kombo (2002) independent variables are variables that are manipulated or treated in a study in order to see what effect differences in them have on those variables proposed as being dependent on them that is dependent variables. For the case of this study independent variable is Role of NGOs (DOT) whereby it involves providing broadband connection and website development skills, database management skills, provision of ICT infrastructures such as computers and mobile phones and lastly internet and networking skills.

2.8.3 Dependent Variable

Khan (2000) points out those dependent variables are those variables in which changes are the results of the level or amount of the independent variables. In the case of this study dependent variable is ICT capacity building as influenced by the role of NGOs in providing education based on ICT skills and providing opportunities available to marginalized people especially women and youth.

2.8.4 Moderating Variables

Kumar (2007) defines moderating variables as variables that affect the relationship between the independent variables and dependent variables by modifying the effect of the intervening variable(s) also moderating variable are measurable and taken into consideration. In this study the mostly moderating variables include enactment of

implementation of the NGOs policy, implementation of NGOs Act, enabling environment, government support and sufficient funds, IT infrastructures and expertise.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter focuses on the research methodology used in obtaining necessary data to support the subject under investigation. The research method adopted is one that systematically provided an answer to the research question. Research method indicates the practical ways in which the whole research project was organized and reveals the various steps that were generally adopted in studying the research problem, along with the logic behind them (Kothari, 2004). Therefore, this chapter provides details of the methods and field work that have been undertaken in this study. The chapter is divided into the following sections: research strategy or approach, area of the research, sampling design and procedures, methods of data collection and data processing and analysis.

3.2 Research Philosophy

Easterby-Smith (1997) identified three reasons why the exploration of philosophy may be significant with particular reference to research methodology. Firstly, it can help the researcher to refine and specify the research methods to be used in the study, that is, to clarify the overall research strategy to be used. This would include the type of evidence gathered and its origin, the way in which such evidence is interpreted, and how it helps to answer the research question posed.

Secondly, knowledge of research philosophy will enable and assist the researcher to evaluate different methodologies and methods and avoid inappropriate use and

unnecessary work by identifying the limitations of particular approaches at an early stage. Thirdly, it may help the researcher to be creative and innovative in either selection or adaptation of methods that were previously outside his or experience. For the purpose of this study, the researcher used phenomenology research because reality is not a rigid thing but is a creation of those individuals involved in the research. Reality does not exist within a vacuum; its composition is influenced by its context, and many constructions of reality are therefore possible.

Hughes (1994) and Proctor (1998) suggest that, there are various factors that influence phenomenology approach such as reality construction, culture, gender, and cultural beliefs. They recognize the intricate relationship between individuals, attitudes, external structures, socio-cultural issues. Forbes (1999) suggests that post-positivism is concerned with establishing and searching for a ‘reasonable assertion’, that is, evidence, valid and sound proof for the existence of phenomena (Philips, 1990).

3.2.1 Case Study

The case study design is a popular form of research design that is widely used in social sciences. Case study enables the researcher to focus on a single individual, group, community, event, policy area or institution, and study it in depth. Burnham *et al.* (2004), observe further that, although the case study approach can be used for both quantitative and qualitative data collection, it tends to be more qualitatively focused because it generates a wealth of data to one specific case. The importance of case study design is that it helps in adding value to the participants through discussion on concrete subjects. Moreover it improves analytical thinking,

communication, developing tolerance for different view on the same subject, ability to defend one's own point of view with logic and enhances teamwork of the participants making them efficient overtime (Adam and Kamuzora, 2008).

The justification and validation of using this case study approach was because it provided an in-depth analysis on the subject matter. This research design allowed discussion which provided an opportunity to have a deeper understanding and capability of a person's belief and behaviors on the studied matter.

3.3 Area of the Research

The study was carried out at Digital Opportunity Trust (DOT) Tanzania. The reason for selecting DOT as the case study was due to the fact that DOT provide a convenient site to study broadly about the role of NGOs in promoting ICT capacity building due to its role as innovator in enabling people to access and apply Information and Communications Technologies (ICT) to create education, economic and entrepreneurial opportunities.

DOT's vision is to make these opportunities available to marginalized people, especially women and youth, as a strategy to eradicate poverty, vulnerability and gender inequality. DOT organization is based on promoting the development of lifelong learning practices that will help learners become leaders in their communities. The Company empowers its learners by facilitating the learning process, rather that training simple skills. DOT is headquartered in Ottawa, Canada with operations in 12 different countries including Tanzania.

3.4 Population of the Study

The target population of the study was 360 individuals. This is due to the fact that, DOT has already trained at least 360 individuals (DOT Report, 2014). Population refers to an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). On the part of Khan (2005) population is a large collection of individuals or objects that is the main focus of a social scientific research. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming.

3.5 Sampling Design and Procedure

3.5.1 Sample

According to Kombo ad Tromp (2006) a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. In other words, when dealing with people, it can be defined as a set of respondents (people) selected from a large population for the purpose of a survey.

The sample size of the study was 40 respondents whereby 20 respondents' employees from DOT organization and 20 respondents were selected youth and women from community as. However, their selection depended on the sampling technique that was applied in this study.

Table 3.1: Sample Size Distribution

Category of respondents	**Frequency**	**Percentage**
DOT staffs	20	50
Selected youth and women from the community	20	50
Total	**40**	**100**

Source: Author's Compilation, (2015)

In this study the sample size was computed using the following Slovin's sampling formula

$$n = \frac{N}{1 + Ne^2}$$

Where; n= number of sample, N= Size of the population, e= Error of tolerance

With confidence level of 85%, 100%-85%=15%

Therefore e=15%=0.15

Since the population size is 360 then

Sample size n=360/ (1+360*0.15*0.15)

Sample n=360/9.1=39.56

39.56 ≈ 40

Therefore sample size is 40 respondents.

3.5.2 Sampling Technique/Procedure

Sampling is the process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such properties or characteristics to the population element (Saunders et al, 2000). In this study the researcher used thre types of sampling techniques to obtain relevant sample size; which are purposive sampling, convenient sampling and simple random sampling.

3.5.2.1 Purposive Sampling Technique

A purposive sampling, also commonly called a judgmental sample, is one that is based on the knowledge of a population and the purpose of the study. The subjects

are selected because of some characteristic. According to Kothari (2004) purposive sampling is sometimes known as judgmental sampling, the researcher choose only those elements which he/she believes will be able to deliver the required data. In this method, the researcher deliberately includes or excludes some of the elements in the sample, and the major criterion for including a person in a sample is possession of expertise or experience about the problem under investigation.

The justification and validation of using this technique is that it enabled and ensure a researcher to select the respondents who were capable and rich in experiences on the subject matter of the study. In this technique, the employees of DOT were sampled because, the researcher believes that they possess information that enabled the researcher to accomplish the research project.

3.5.2.2 Convenient Sampling Techniques

Convenient sampling technique as propounded by Adam and Kamuzora, (2008) involves selecting respondents primarily on the basis of their availability and willingness to respond.

According to Yin (2009) convenience sampling can provide rich qualitative information. When illustrative quotes are important, surveys to convenience samples can be a great source of rich accurately comments on specific topics. The survey can also provide detailed demographic profiles to shed further light on the comments. The justification and validation of using convenient was that, not all respondents were willing to participate in the study. Therefore, the study through convenient

sampling was capable to capture the respondents who were ready and willing to corporate with the researcher.

3.5.2.3 Simple Random Sampling

This is the probability sampling technique whereby every person has equal chance of being selected to make a sample. It is the method which is referred to as simple sampling as no complexities involved. What the researcher need is a relatively small, clearly defined population to use this method. One of the advantages of this technique is that all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (Orodho and Kombo, 2002). Therefore, the researcher used simple random sampling since all respondents were equal chance to be selected.

3.6 Methods of Data Collection

The task of data collection begins after a research problem has been defined and research design /plan chalked out. While deciding about the methods of data collection to be used for the study, the researcher should keep in mind two types of data, which is primary data and secondary data (Kothari, 2004).

3.6.1 Primary Data

According to Kothari (2004) the primary data are those which are collected afresh and for the first time, and thus happen to be original in character. On the other hand Rwegoshora (2006) defines primary data as the data which are collected at the first time and are thus original in character. This study collected primary data by using interviews and questionnaires.

3.6.1.1 Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews, and if possible, trough telephone interviews (Kothari, 2004).

The rationale of interview method which makes the researcher to use was that the reliability of the information gathered is high. The reason is that each information is subjected to similar questions with the others. Also it is time-saving since the respondents simply answer what has been asked by the researcher. In this study, interview guide was administered to all respondents.

3.6.2.2 Self-administered Questionnaires

Questionnaire refers to an instrument of data collection that consists of a set of predetermined and structured questions given to the subject to respond to in writing (Adam and Kamuzora, 2008). Other authors such as Saunders *et al* (2000) argue that a questionnaire is considered in general terms to include all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order. According to these authors, questionnaire includes structured interviews and telephone questionnaires as well as those in which the questions are answered without the researcher being around.

The researcher used self- administered questionnaire, among of the advantages of using questionnaires was that it saved on time, since they are presented in paper format, there was no opportunity for interviewer bias. Large amounts of information could be collected from a large number of people in a short period of time and in a

relatively cost effective way. Could be carried out by the researcher or by any number of people with limited effects to its validity and reliability. The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package. The researcher administered questionnaires sheet to both DOT staffs and selected youth from the community as directed by DOT, and was administered during the working hours.

3.6.2 Secondary Data

Secondary data as defined by Kothari (2004) are those data which have already been collected by someone else and which have already been passed through the statistical process. Kombo and Tromp (2006) provide advantages of secondary data whereby secondary data is very important because it is usually available more cheaply. The collection of secondary data is generally significantly quicker and easier (and hence less costly) than collecting the same data from scratch. Also existing data are likely to available in a more convenient form; using secondary data can give the researcher access to otherwise unavailable organizations, individuals and locations. Therefore in this present study, the researcher consulted the necessary books, journals, relevant official reports, and statistics concerning the role of NGOs in promoting ICT capacity building.

3.7 Data Processing and Analysis

The analysis of data involves computation of indices and measures to determine the validity of data and indicate any conclusion. “The term analysis refers to computation of certain measures along with searching for pattern of relationship that exists among data groups” (Kothari, 2004).

After data being collected, the first stage was data editing. This procedure was done purposely to detect errors so as to omit and correct those errors. The completed questionnaire was carefully scrutinized so as to be assured with the accurate, consistent, uniformly and completed so as to be ready for arranged coding and tabulation.

After editing process be completed the following process will be coding. According to Kothari (2004), Coding refers to a process of assigning numerals or other symbols to answers so as responses can be put into a limited numbers of categories or classes. Coding allowed efficient analysis and through it several replies may be reduced to small numbers which contain the critical information required for analysis.

Classification of data followed after data being coded, this is because data collected were the raw one so they have to be reduced into homogeneous groups so as to bring meaning relationships. Data of the same or common characteristics were arranged into groups or classes. Classification of data focused on the same attribute or class interval.

In this research the quantitative data collected was analyzed by using SPSS version 15. For categorical variables, simple frequency analyses were deployed. The presentations of findings were in form of tables, figures, text descriptions, diagrams, bar chart for easier interpretation and understanding.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents analysis of the findings and discussion of the results obtained from the study. The study was carried out to assess the role of NGOs in promoting ICT capacity building at Digital Opportunity Trust (DOT). This chapter is categorised into four sections. Section 1 discusses the demographic characteristics of the respondents based on personal information which are age, sex, level of education and work experience. Section 2 deals with the first objective of the study which was to identify the strategies used by DOT in providing ICT Training. Section 3 discusses the benefits of ICT training to the beneficiaries of DOT organization. Section 4 presents challenges facing DOT in providing ICT training. The last portion is chapter summary and conclusion.

4.1.1 Data Cleaning

About 50 questionnaires were administered in this study. However, out of these, only 46 questionnaires were returned. This amounts to 92% of the response. Each questionnaire was inspected and corrected in order to detect some errors as well as cleaning data before being coded in the computer. Moreover, the inspection and correction was done in two ways; firstly, in the field and secondly, during the process of coding the data. In the field, the data were inspected to detect the most garish omissions and inaccuracies in the data. In order to clear the data, interview was arranged with particular respondents in order to get accurate data. Then, before coding the data, 6 questionnaires were dropped due to the reason that some of them

were not filled properly and other contained incomplete answers. Thus, remained with 40 useable questionnaires which gives a response rate of 80% which were considered to be satisfactory for subsequent analysis.

4.1.2 Validity and Reliability of Data

According to Saunders *et al*, (2007), validity is the most critical criterion and indicates the degree to which an instrument measures what is supposed to measure while reliability is concerned with consistency of responses with which the repeated measure produces the same results across time and observers.

On the other hand, Mbura (2007) justifies that, content validity is all about whether the measures represent the meanings of the concept. Contend or logical face is the extent to which professionals agree that the scale logically appears to measure the concepts. Consulting expertise and the use of pilot study was used, thus information gathered was used to determine if the scales were be able to capture the intended information.

Therefore, the researcher used reliability test to determine internal consistency of the scale, which assessed the degree to which the items were homogeneous and how consistent individuals respond to the items and questions. Reliability is achieved if the instrument produces the same results when successfully used by different researchers (Elly, 2008). This study proposed the use of cronbach alpha at levels between 0.7- 1 to measure the reliability of the instrument (Cronbach, 1951). The reliability test was done using SPSS package and the results were as shown in Table 4,2.

Table 4.1: Reliability Statistics for Internal Consistency of Data

Cronbach's Alpha	Number of Items
0.712	10

Source: Field Data (2015) (SPSS Printouts)

The reliability scale shows a cronbach alpha of 0.712 which is equivalent to 71% which means that there is high degree of internal consistency of variable used in the study. Therefore, this Cronbach alpha of 0.712 is above 70%, which indicated a satisfactory internal reliability of data.

4.2 Demographic Characteristics of the Respondents

Determining the demographic characteristics of the respondents is very significant as the respondents helped the researcher to understand the quality of the information obtained from the field. The characteristics of the respondents were analysed based on age, gender, level of education as well as their work experience.

However, the study in demographic characteristics did not include the beneficiaries of the ICT training offered by DOT. It only comprised the DOT staff which were about 20 respondents. Moreover, DOT staff were assigned questionnaires for objective one and objective three, while the rest 20 respondents (beneficiaries) were required to fill in the questionnaires for objective two due to their level of experience and knowledge (see the appendix page).

4.2.1 Age of the Respondents

The study was interested to establish the age of respondents because age signifies a characteristics of the respondents. Age is very important because it helped a

researcher to understand what kind of the respondents were involved in the study. Therefore the age of the respondents are presented by Table 4.2.

Table 4.2: Age of Respondents

Age	**Frequency**	**Percentage %**
Below 25	3	15
26 - 35	15	75
36 - 45	2	10
46-60	-	-
Total	**20**	**100**

Source: Field survey, (2015)

The data in the Table 4.2 shows that 15 % of the respondents from DOT were below 25 years, 75% of the respondents were between 26 - 35 years. Also the study found some of the respondents (10%) were in between 36 -40 years. None of the respondents were in between of the age 46-60. The above data resonates that majority of the respondents from DOT were between of the age 26 - 35. This implies that majority of this age are still young, energetic, creative, active and capable to promote ICT capacity building to the community.

4.2.2 Gender of the Respondents

Sex or gender is an important variable in any social science research which is variably affected by any social or economic phenomenon and globalization is not an exception to it. Therefore, the study was interested to establish the gender of the respondents because gender is very important as it helped a researcher to know the number of male and female from DOT who participated in the study. Therefore, gender of the respondents is presented by Table 4.3 as shown.

Table 4.3: Gender of the Respondents

Gender	Frequency	Percentage%
Male	9	45
Female	11	55
Total	**20**	**100**

Source: Field survey, (2015)

Table 4.3 indicates that (45%) and (55%) of respondents of male and female from DOT respectively answered the questionnaires distributed. In analysing the findings, the majority of the respondents (55 %) were female compared to minority (45%) of the respondents who were male. This implies that majority of female from DOT were involved in the study.

4.2.3 Level of Education

Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his/her educational status and therefore it becomes imperative to know the educational background of the respondents. The study was interested to examine the level of education of the respondents. Respondents from DOT were asked to identify their level of education in order to determine their capability as staffs in promoting ICT capacity building.

Table 4.4: Level of Education

Qualification	Frequency	Percentage %
Master's degree	4	20
Degree	16	80
Diploma	-	-
Certificate	-	-
Total	**20**	**100**

Source: Field survey, 2015

It shows from the Table 4.4 show that majority of the respondents from were found to have degree level of education making a total of 80 % of the total number of respondents from DOT while only 20% of the respondents were found to have master's degree and none of the respondents were found to have neither diploma nor certificate. Therefore, this indicates that organization has enough qualified staffs capable to impart ICT skills to the community.

4.2.4 Work Experience

The level of experience also is the important characteristic that might affect the person's level of understanding and attitudes towards particular aspect in his/her field. In a way, also the response of an individual is likely to be determined by his or her experience of something. Therefore, it becomes imperative to know the workers experience (for how long a person working at DOT or any other related company). In this study the issue of experience was categorized as follows in Table 4.5.

Table 4.5: Work Experience of the Respondents

Year of experience	**Frequency**	**Percentage %**
Less than 1 year	2	10
1 – 3 years	18	90
4 – 5 years	-	-
Total	**20**	**100**

Source: Field survey, 2015

According to the findings in Table 4.5, the respondents' work experience at DOT ranged from a minimum of less than 1 year to a maximum of 3 years. 2 respondents making up 10 % of the respondents from DOT have been in the service of the organization for less than 1 year. Majority of respondents fell between the 1 - 3years

ranges forming a total of 90 % of respondents from DOT. None of the respondents fell in the category of between 4-5 years since the organization has only 3 years of operation since it was established as a branch in Tanzania. The implication and justification of this category is that most of the respondents have been employed recently in this organization so as to promote ICT capacity building to the community.

4.3 Strategies used by Digital Opportunity Trust (DOT) in Providing ICT Training

This is the first objective of the study which was to assess the strategies used by Digital Opportunity Trust (DOT) in providing ICT training to the community. The objective was addressed based on various questions asked to the respondents as presented in the following discussion.

4.3.1 Strategies used by DOT

The study was interested to find out the strategies used by DOT in providing ICT training to the community who are the beneficiaries. This question was administered to the DOT staffs who were 20 respondents. Various strategies were identified by the respondents. The following were the results of the findings:

(a) Strategic Information Education and Communication on ICT Skills

It was found that 13 out of 20 (65%) of the respondents mentioned strategic information education and communication on ICT skills as one of the strategies used by DOT in providing ICT training to the community. On the other hand, it was unveiled that 7 out of 20 (35%) of the respondents did not mention strategic

information education and communication on ICT skills as one of the strategies used by DOT in providing training to the community.

From the above findings, majority of the respondents mentioned strategic information education and communication on ICT skills as one of the strategies used by DOT in providing training to the community. This implies that, this is one of the effective strategies used by DOT in providing training to the community. The study finds that, through strategic information education and communication on ICT skills, the beneficiaries are capable to learn how to use computer with various ICT packages such as window offices in various programs such as word, power point, excel and access. But also it enables the beneficiaries to learn how to get connected with an internet. Through strategic information education and communication on ICT skills, the staffs are capable to communicate one on one with the learners, which increases ability, confidence and understanding amongst the beneficiaries. Supporting the above argument, one of the DOT staffs made the following statements:-

> *"I think strategic information education and communication on ICT skills is very effective way in providing ICT training to our learners because it gives a wide choice for learners to learn more as it is done through one on one communication which is very important"*

In supporting the above argument, Anderson (2009) propounds that Strategic Information and Communications Technologies (ICT) education is basically our society's efforts to teach its current and emerging citizens valuable knowledge and skills around computing and communications devices, software that operates them, applications that run on them and systems that are built with them.

(b) Team and individual projects and presentations

The study found that 20 out of 20 (100%) mentioned team and individual projects and presentations as one of the strategies used by DOT in providing ICT training to the community who are beneficiaries. This implies that team and individual projects and presentations is one of the prominent and most common strategy used by DOT for ICT training to the beneficiaries.

The study observed that team and individual projects and presentations was designed to create a confidence to the participants (learners) on how they can stand as a team and how they can stand as individuals so as to reach their goals through their interests, passions and skills. The particular strategy also allows the participants to make various projections from what they learned. This helps them to come up with ideas on how they can use ICT skills to build their lives.

Focused on the team projects, O'Bannon (1997) asserted that. through team projects, students learn quality skills and insights from one another, especially from the variation of work experience and relevant courses taken, students learn effective project team skills, students achieve socialization and professional networking and stronger students help educate the weaker students.

(c) Small group and individual activities

Data obtained from the field, indicated that 17 out of 20 (85%) did mention small group and individual activities as one of the strategies used by DOT in providing ICT training to the beneficiary community while the rest of the respondents which was about 3 out of 20 (15%) did not mention small group and individual activities as one

of the strategies used by DOT in providing ICT training to the beneficiary community.

The findings from the above show that, majority of the respondents were aware with the small group and individual activities as one of the strategies used by DOT in providing IT training to the beneficiaries. This implies that small group and individual activities is useful strategy to impart ICT skills to the beneficiaries. The researcher observed that this strategy gives room for DOT staffs to be able to supervise participants closely by assigning them individual and small group activities according to the lesson of that day.

These exercises enables creativity, expand thinking capacity as well as enhancing cooperation among them. The scholars like Turner and Kumar (2006) argued that, small group help the members to encourage each other in their learning process, small group helps the group members to hold each other accountable and people are likely to practice what they learn through small groups.

(d) Computer lab

The study was interested to find out another strategy used by DOT in providing training to the beneficiary community. The results indicated that 20 out of 20 (100%) of the respondents who are staffs from DOT mentioned computer lab as the most common strategy used by DOT in providing ICT training to the beneficiary community. This indicates that computer lab has been widely used to provide training to the participants practically so as to capture the lessons easily. The study

found that the organization has a huge computer laboratory that enables them to provide training to different groups of beneficiaries. Commenting on this argument, one of the DOT staffs had the following statement:

> *"We have a big lab with sufficient number of computers with internet connection and various electronic devices to accommodate our learners. Everyone uses his or her computer during the practice. This helps them to understand quickly"*.

The issue of computer lab as one of the strategy, is also supported by Turner and Kumar (2006) who stated that the only way in which learners can attain digital literacy is by having access to computer equipment such as ICT facilities like computer labs.

(e) Icebreakers technique

The study found that 9 out of 20 (45%) of the respondents from DOT mentioned icebreakers technique as one of the strategy used by DOT in providing ICT training to the beneficiary community. The study observed that icebreakers technique was designed to help participants get to know each other feel relaxed and therefore set the context for learning. It was a mechanism designed to create interaction among the participants in the training.

On the other hand, majority of the respondents (55%) of the respondents did not mention icebreakers technique as one of the strategy used by DOT in providing ICT training to the beneficiary community. This implies that in one way or another way, the staffs were not aware on that at the time of addressing the question.

4.3.2 Effectiveness of the Identified Strategies

The study sought to find out how effective are the identified strategies that used in providing ICT training to the beneficiary community. The following were the results of the findings:

Table 4.6: The Extent Identified Strategies are Effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Great	11	55.0	55.0	55.0
	Great	7	35.0	35.0	90.0
	Moderate	2	10.0	10.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: Field survey, 2015

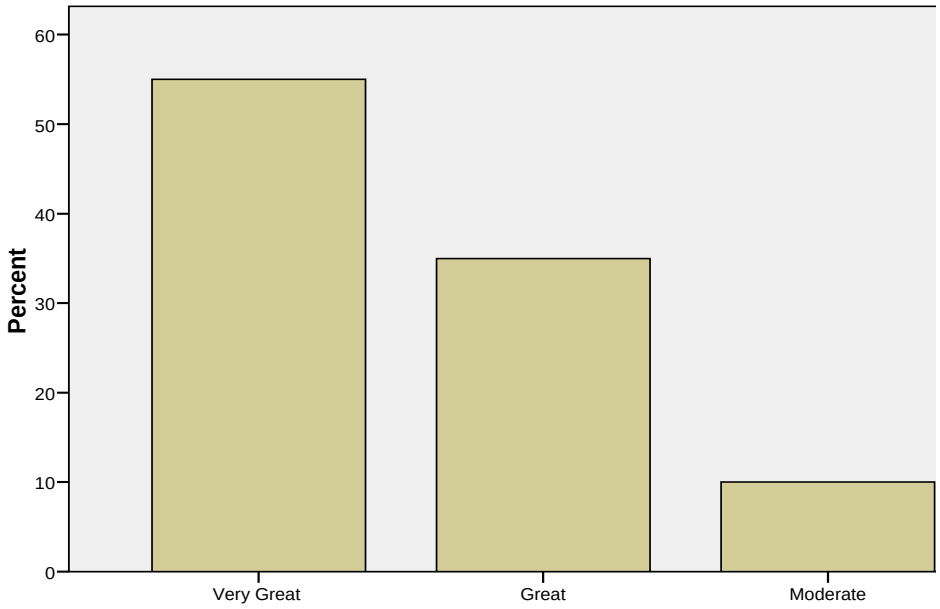

Figure 4.1: Effectiveness of the Identified Strategies
Source: Field survey, 2015

The findings indicate that 11 out of 20 (55%) of the respondents from DOT said at very great extent the identified strategies are effective in providing ICT training to the beneficiary community. In the same vein, it was found that 7 out of 20 (35%) of the respondents had a view that at great extent the identified strategies are effective

in providing ICT training to the beneficiary community while 2 out of 20 (10%) of the respondents said at a moderate extent the identified strategies are effective in providing ICT training to the beneficiary community.

The above analysis of the data shows that majority of the respondents said that at a very great extent, the identified strategies are effective in providing and facilitating ICT training to the beneficiary community. This gives a justification that the identified strategies which are strategic information education and communication on ICT skills, team and individual projects and presentations, small group and individual activities, computer lab and icebreaker play a significant role in providing and facilitating ICT training to the beneficiary community.

4.3.3 The Most Effective and Efficient Strategy Used in Providing and Facilitating ICT Training to the Participants

The study sought to find out the most effective and efficient strategy used in providing and facilitating ICT training to the beneficiary community (participants). The respondents had different views. The following were the results of the findings:

Table 4.7: The Most Effective and Efficient Strategy used in Providing and Facilitating ICT Training to the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strategic Information Education and Communication on ICT skills	3	15.0	15.0	15.0
	Team and Individual Projects and Presentations	6	30.0	30.0	45.0
	Small group and individual activities	2	10.0	10.0	55.0
	Computer Laboratory	8	40.0	40.0	95.0
	Icebreakers technique	1	5.0	5.0	100.0
	Total	**20**	**100.0**	**100.0**	

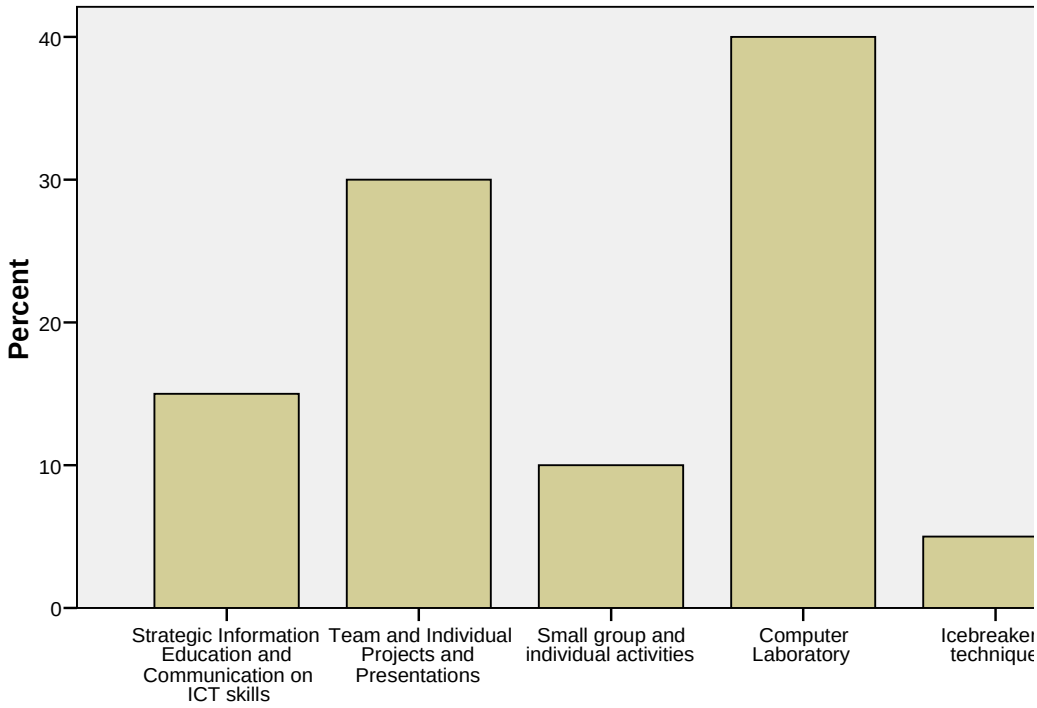

Figure 4.2: The Most Effective and Efficient Strategy used in Providing and Facilitating ICT Training to the Participants

Source: Field survey, 2015

It was unveiled that 8 out of 20 (40%) of the respondents said computer lab is the most effective and efficient strategy used to provide and facilitate ICT training to participants, 6 out of 20 (30%) of the respondents mentioned team and individual projects and presentations as the most effective and efficient strategy used to provide and facilitate ICT training to the participants. Meanwhile, 2 out of 20 (10%) of the respondents had their views that small group and individual activities is the most effective and efficient strategy used to provide and facilitate ICT training to participants.

However, other respondents had their different views, for instance, 3 out of 20 (15%) of the respondents mentioned strategic information education and communication on

ICT skills as the most effective and efficient strategy used to provide and facilitate ICT training to the participants. Lastly, only 1 out of 20 (5%) said icebreakers as the most effective and efficient strategy used to provide and facilitate ICT training to the participants.

The findings above show that majority of the respondents said computer lab as the most effective and efficient strategy used to provide and facilitate ICT training to the participants. This implies that computer lab as strategy or way/means plays a significant role as it is widely used to provide training to the participants practically so as to capture the lessons easily. The study observed that it is effective way since after training to be complete; all participants are free to have computer access for 3 months. Among of the staffs that supported computer lab as the most effective and efficient strategy used to provide and facilitate ICT training to the participants said that:-

> *"Computer lab is more preferable because it gives a chance for participant to use computer while he/she learns, to ask questions directly if he or she does not understand. It creates the ability of the learner to go in deep concerning the uses of computer"*

4.3.4 Effectiveness of the Most Effective and Efficient Strategy used to Provide IT Training to the Participants

Since the majority of respondents said computer lab as the most effective and efficient strategy used to provide and facilitate ICT training to the participants, the researcher was interested to find out their views as why they said that. The question involved only 9 respondents who mentioned computer lab to be the most effective and efficient strategy used to provide and facilitate ICT training to the participants. It

was found that 5 out of 9 (55.6%) of the respondents who mentioned computer lab, said that it is effective because it makes easy for all participants to participate, engage and interact with the computer.

On the other hand, 3 out of 9 (33.3%) of the respondents said computer lab is effective because it gives a wide room of practice rather than theoretical. Therefore, it makes one to be more perfect. Lastly, it was found that 1 out of 9 (11.1%) of the respondents said computer lab is effective because it allows the participants to use computer for free and later 3 free months after training.

The above findings indicate that respondents had different views as why they said computer lab is the most effective and efficient strategy used to provide and facilitate ICT training to the participants. While some said computer lab is effective because it makes easy for all participants to participate, engage and interact with the computer, others said it gives a wide room of practice rather than theoretical and lastly it allows the participants to use computer for free and later 3 free months after training.

4.3.5 The Extent Learners Understand by using Identified Strategies

It was interested to find out the extent learners understand by using identified strategies. The question was administered to 20 respondents from DOT. The results were as follows:

Table 4.8: The Extent Learners Understand by using Identified Strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Great	9	45.0	45.0	45.0
	Great	8	40.0	40.0	85.0
	Moderate	3	15.0	15.0	100.0
	Total	**20**	**100.0**	**100.0**	

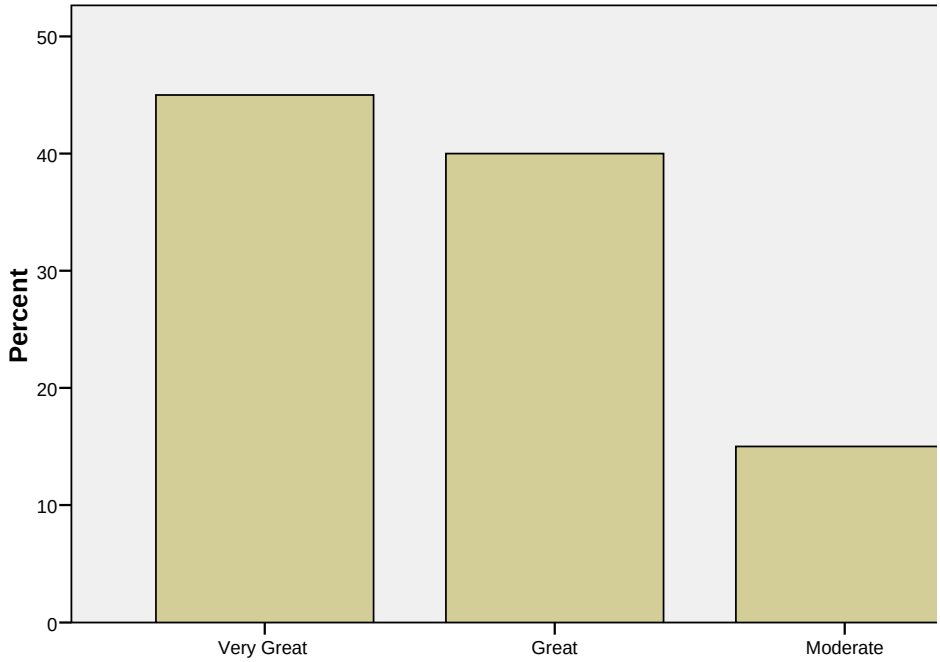

Figure 4.3: The Extent Learners Understand by Using Identified Strategies

Source: Field survey, (2015)

The findings indicate that 9 out of 20 (45%) of the respondents from DOT said at very great extent learners understand by using identified strategies. Also 8 out of 20 (40%) of the respondents said at great extent learners understand by using identified strategies. Meanwhile, 3 out of 20 (15%) of the respondents said at a moderate extent learners understand by using identified strategies.

Therefore, from the above findings, that majority of the respondents said at very great extent learners understand by using identified strategies. This implies that the identified strategies which are strategic information education and communication on ICT skills, team and individual projects and presentations, small group and individual activities, computer lab and icebreaker play a significant role in providing and facilitating ICT training to the beneficiary community.

4.4 The Benefits of ICT Training to the Beneficiaries of DOT Organization

This is the second objective of the study which was to identify the benefits of ICT training to the beneficiaries of DOT organization. The objective was addressed based on various questions starting with DOT staffs (20) followed by beneficiaries (20). The following is the discussion analysis.

4.4.1 Benefits

The study was interested to find out the benefits of ICT training to the beneficiaries of DOT organization. The respondents from DOT were asked to identify the benefits. The following were the results as obtained from the field:-

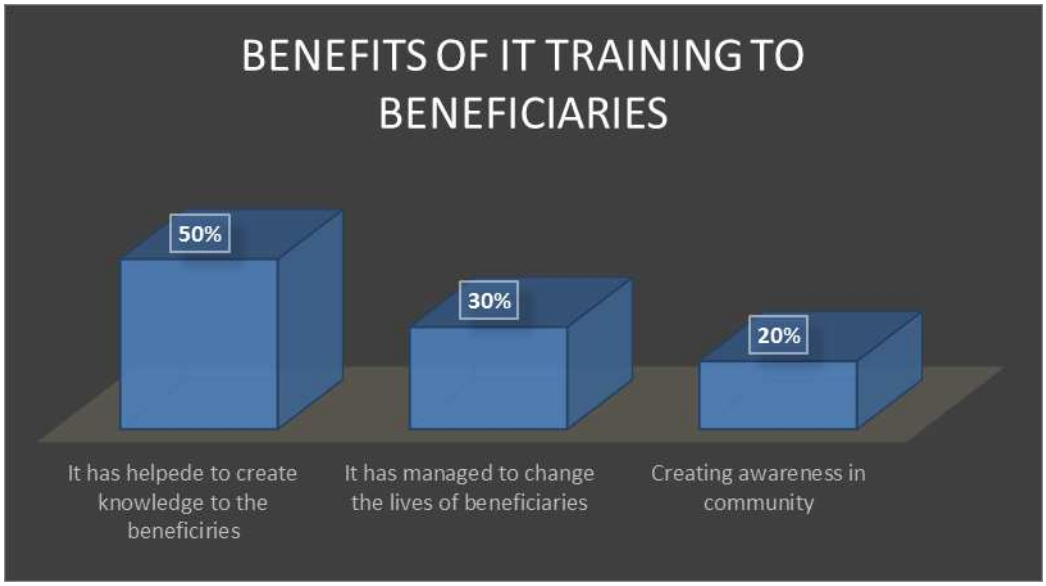

Figure 4.4: Benefits of ICT Training to beneficiaries
Source: Field Survey, (2015)

It was found that 10 out of 20 (50%) of the respondents from DOT said it has helped to create knowledge to the beneficiaries. This reveals that ICT training has positive results to the beneficiaries. The study finds that since the participants have acquired ICT skills, they can now use it to bring change into their lives as it is known that the society nowadays lives in digital era which is very important for every person to be

aware with the use of ICT to create network, to perform various duties in order to achieve the desired goals. Speaking on this, one of the trainer from the DOT organization had the following views:

> *"Remember that DOT organization specifically intends to create ICT capacity building to the marginalized groups especially women and youth, those who have no any other opportunity to access that knowledge. So to me, helping these people is very crucial as they will not be the same as they came. Most of them who come to join us had no any idea about computer or anything about ICT. Therefore, this knowledge they acquire will support them to enhance their lives" Erick Munaku*

The issue of the benefits of ICT on creating knowledge is also supported by Luic (2009) that the emergence of the knowledge society, building on the pervasive influence of modern information and communication technologies. Knowledge has always been a factor of production, and a driver of economic and social development where knowledge about how to excel competitively and information about who excels are both more readily available, the effective creation, use and dissemination of knowledge is increasingly the key to success, and thus to sustainable economic and social development that benefits us all. Innovation, which fuels new job creation and economic growth, is quickly becoming the key factor in global competitiveness.

Meanwhile, it was unveiled that 6 out of 20 (30%) of the respondents said it has managed to change the lives of beneficiaries in the community. From this point, it can be argued that ICT training From DOT organization has positively affected the lives of the society, because through the knowledge acquired, the beneficiaries can now use to find various opportunities, for example, they can use social networks to find market of their businesses or products if they do businesses. This is also supported by Onyx (2000) who propounded that ICT is changing the lives of the

individuals they interact, expanding the concept of community socially and economically. Communities are dynamic and their development is affected by their wider social and political and economic environment. The increasing impact of ICT means that, communities are likely to be shaped by it.

On the other hand, 4 out of 20 (20%) of the respondents said ICT training has achieved to create awareness in the community on importance of ICT for social and economic development. The study perceives this to be one of the most important benefit, bearing in mind that most of African societies including Tanzania do not use ICT due to the poverty, lack of adequate skills and knowledge and low level of awareness especially in rural areas where majority of population is situated.

Generally from the above findings, it can be concluded that, the respondents had different views towards the benefits of ICT training to the beneficiaries. While some said it has helped to create knowledge to the beneficiaries, others said it has managed to change the lives of beneficiaries and also ICT training has achieved to create awareness in the community on importance of ICT for social and economic development.

Table 4.9: The Extent ICT Training has Positively Affected the Lives of Beneficiaries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Great	7	35.0	35.0	35.0
	Great	9	45.0	45.0	80.0
	Moderate	4	20.0	20.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: Field Survey, (2015)

4.4.2 The extent ICT Training has Positively Affected the Lives of Beneficiaries

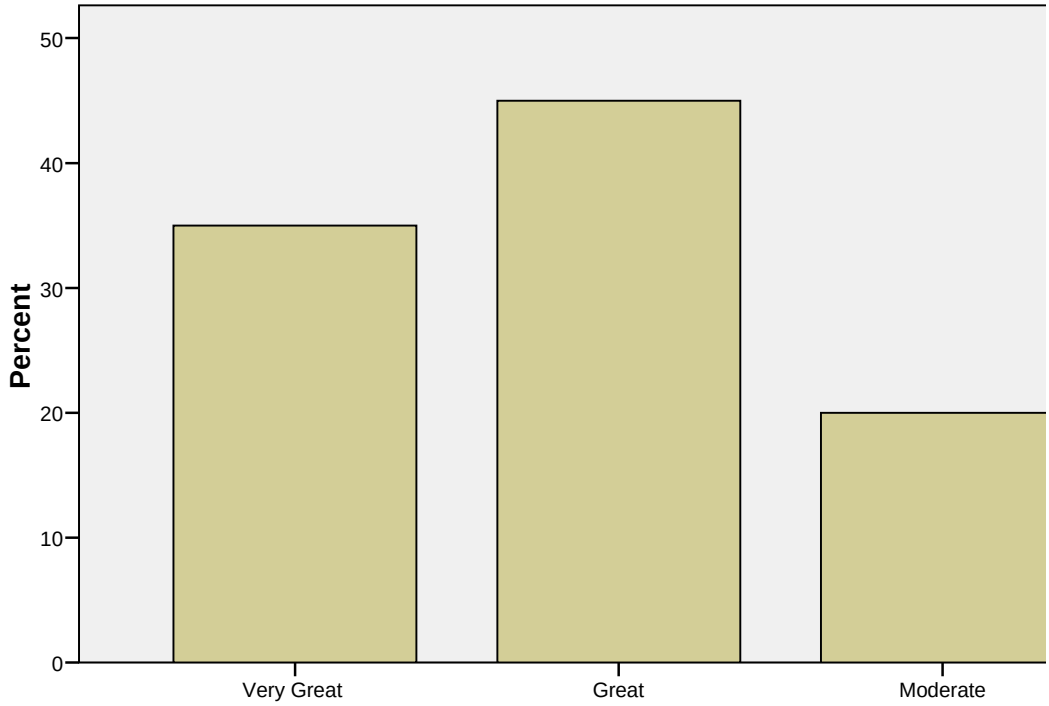

Figure 4.5: The Extent ICT Training has Positively Affected the Lives of Beneficiaries

Source: Field Survey (2015)

The study was able to investigate the extent ICT training has positively affected the lives of beneficiaries. The question was administered to 20 respondents from DOT. The results were as follows:

The findings show that 7 out of 20 (35%) of the respondents from DOT said at very great extent IT training has positively affected the lives of beneficiaries. Apart from that, 9 out of 20 (45%) of the respondents said at great extent ICT has positively affected the lives of beneficiaries. Lastly, findings show that 4 out of 20 (20%) of the respondents said at a moderate extent ICT training has positively affected the lives of beneficiaries.

Therefore, from the above results as obtained from the field, majority of the respondents said at great extent ICT training has positively affected the lives of beneficiaries. This justifies arguing that ICT training has positive role towards changing the lives of peoples, towards creating knowledge and towards raising awareness to the beneficiaries as well as to the community.

4.4.3 Effects if DOT could not have Intervened to Support ICT Training to the Beneficiary Community

As it was pointed out that the role of DOT in providing ICT training to the community especially beneficiaries found to have a positive significance. However, the study sought to find out the likely effects if DOT could have not intervened to support the community through ICT training. The following were the results:

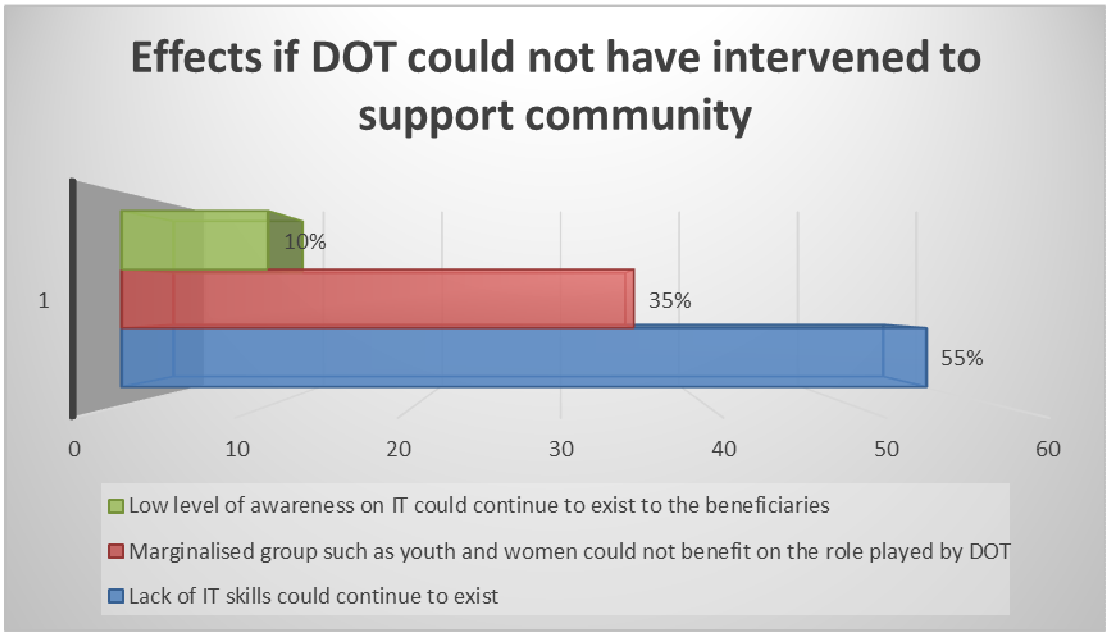

Figure 4.6: Effects if DOT could not have intervened to Support Community

Source: Field Survey, (2015)

The findings indicate that 11 out of 20 (55%) of the respondents from DOT said the lack of skills on ICT could continue to exist to the community especially to the beneficiaries. This justifies saying that they could not be able to acquire knowledge they get and hence would fail to achieve their goals.

In the same vein, 7 out of 20 (35%) of the respondents had their own views that the marginalized groups such as youth and women could not benefit on the role played by DOT on ICT capacity building. This indicates that they could not be able to find various opportunities as the results of the benefits of ICT training, they could not acquire knowledge as the results of the benefits of ICT training and they could not be capable tom change their lives as the results of benefits on ICT training.

Lastly, data show that 2 out of 20 (10%) of the respondents said that low level of awareness on ICT skills could continue to exist in the society especially to the beneficiaries. This implies to comment that the beneficiaries could not be able to understand the importance of ICT for the social and economic development in the society.

Furthermore, the study found it was necessary to investigate the level of satisfaction of DOT staffs on the achievement reached by DOT in building ICT capacity to the beneficiary community. The findings indicate that 4 out of 20 (20%) of the respondents said at a very great extent, they are satisfied with the achievement of DOT on ICT capacity building to the community. Also, 15 out of 20 (75%) of the respondents said at a great extent, they are satisfied with the achievement of DOT on ICT capacity building to the beneficiary community. The rest of the respondent, 1

out of 20 (5%) said at moderate extent is being satisfied with the achievement of DOT on ICT capacity building to the community.

The above data analysis shows that majority of the respondents at a great extent, they are satisfied with the achievement of DOT on ICT capacity building to the beneficiary community. This encourages arguing that DOT organization does perform well to boost the lives of the beneficiary community socially and economically.

4.4.4 The Perceptions of Beneficiaries on the ICT Training Provided by DOT

The study was interested in finding out the perceptions of the beneficiaries with regard to the ICT training provided by DOT. The following were the results as presented in the following Figure:

It was unveiled that, 15 of 20 (75%) said that, at very great extent, they have been benefited with the ICT training provided by DOT, while on the other hand, 5 of 20 (25%) said at great extent they have been benefited with the ICT training provided by DOT.

Table 4.10: Extent to which Participants Benefited from ICT Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Great	15	75.0	75.0	75.0
	Great	5	25.0	25.0	100.0
	Total	**20**	**100.0**	**100.0**	

Field Survey (2015)

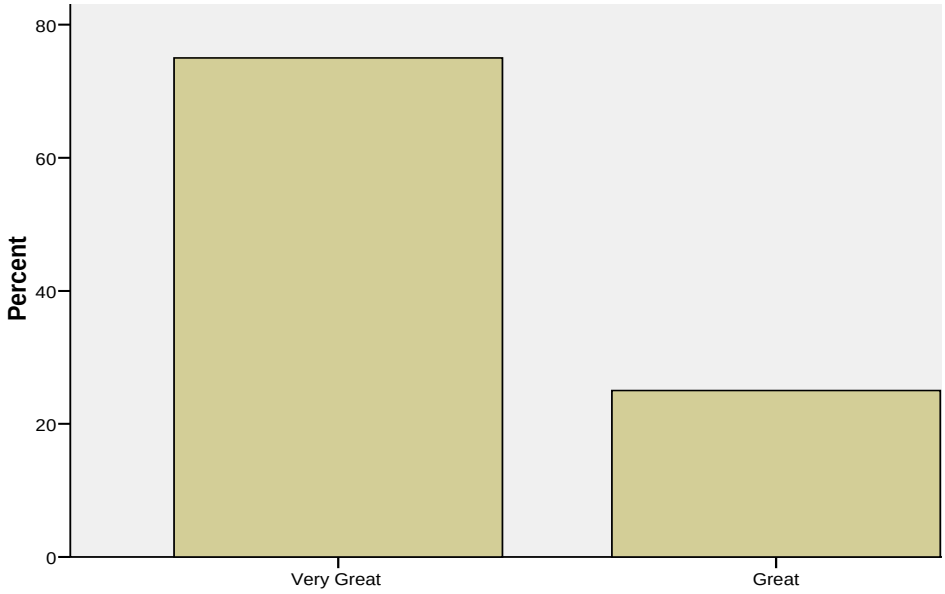

Figure 4.7: Extent to which Participants Benefited from ICT Training

Field Survey (2015)

The above data analysis shows that, majority of the respondents who are the beneficiaries, have been benefited with the ICT training provided by DOT. This reveals that, DOT has significantly changed the lives of community through beneficiaries. The study observes that, ICT training provided by DOT, has significant impact towards to the perceptions of beneficiaries on ICT capacity building. Supporting the above argument, one of the respondents who is beneficiaries, made the following statements:

> *"If DOT could not help me through their program, I do not think I could get this opportunity in somewhere else. The DOT has changed my live entirely. Now I'm able to use computer and make browsing on internet, something which I could not do before. This is a great miracle in my life*".Adam Kilangi

Moreover, the study sought to find out the extent, DOT intervention has positively changed the beneficiaries' lives. The results indicate that, 15 out of 20 (75%) of the respondents, said at very great extent, DOT intervention has positively changed their

lives followed by 5 out of 20 (25) of the respondents who stated that, at great extent, DOT intervention has positively changed their lives .and lastly,

The findings as indicated above show that, majority of the respondents was in a position that, at very great extent, DOT has positively changed their lives. This implies that, without DOT, the beneficiaries would continue to be in the worse situation concerning ICT, as the most of them came DOT without having any knowledge, even the basic one. Commenting on this, one of the benefices said that::

> *"Now, I am able to search for market, products and advertise my products by suing online platforms like Facebook, Instagram and Whats app. Only, because of ICT training conducted by DOT"*

4.4.5 The Status of Beneficiaries Of ICT Skills before Joining DOT ICT Program

The study was interested in finding out the status of ICT skills of the beneficiaries before joining DOT ICT program. The following are the results as obtained from the field as summarised in Figure 4.6:

Table 4.11: The Situation before DOT ICT Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	10.0	10.0	10.0
	Very Poor	6	30.0	30.0	40.0
	Worse	9	45.0	45.0	85.0
	Normal	3	15.0	15.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: Field Survey (2015)

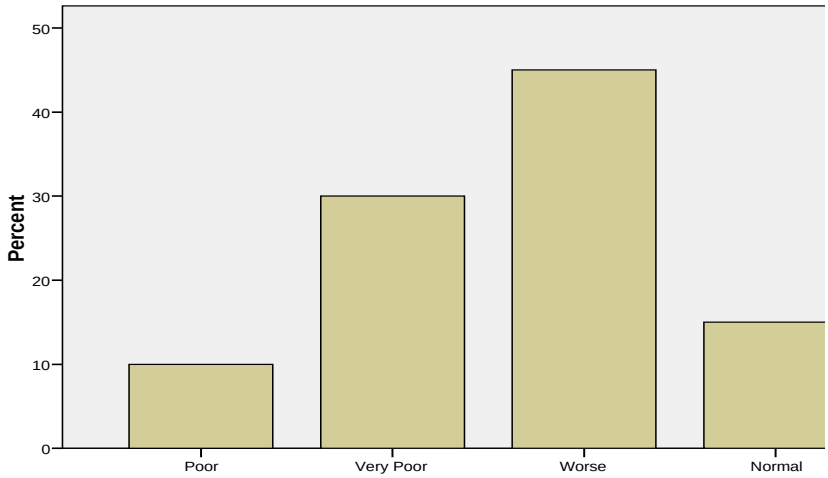

Figure 4.8: The Situation before DOT ICT Program

Source: Field Survey (2015)

It revealed that, 9 out of 20 (45%) of the respondents, said their situation on ICT skills was worse before joining DOT ICT program, 6 out of 20 (30%) of the respondents, said their situation on ICT skills was very poor before joining DOT ICT program. Also, the findings indicate that, 3 out of 20 (15%) of the respondents, said their situation on ICT skills was normal before joining DOT ICT program while only 2 out of 20 (10%) of the respondents, said the situation on ICT skills was poor before joining DOT ICT program.

The majority of the respondents, as indicated above admitted that, their situation on ICT skills was worse before joining DOT ICT program. This justifies arguing that, their status on ICT knowledge has changed after joining DOT ICT program. The researcher observes that, the beneficiaries had no other alternative way where they could pursue ICT skills since DOT ICT has even opened door for them to find other opportunities like business opportunity and social interaction.

Furthermore, the study sought to investigate the rate of DOT intervention in support beneficiaries on building their ICT capacity. The results show that, 20 out 20 (100%)

of the respondents said that, the rate of intervention of DOT in support the beneficiaries and other people in community is very great. This implies that, the beneficiaries are satisfied with the way DOT us committed in support the community especially from those who come from marginalized groups. This is in one way or another has a significant impact to the beneficiaries and community as well.

4.5 Challenges Facing DOT in Providing ICT Training

The third objective of the study sought to assess the challenges facing DOT in providing ICT training to the beneficiaries. The objective is made up with various questions which were administered to the DOT staffs. The following are the discussion:

4.5.1 Challenges Facing DOT

Numbers of challenges were identified by the respondents as presented in Figure 4.7 below:

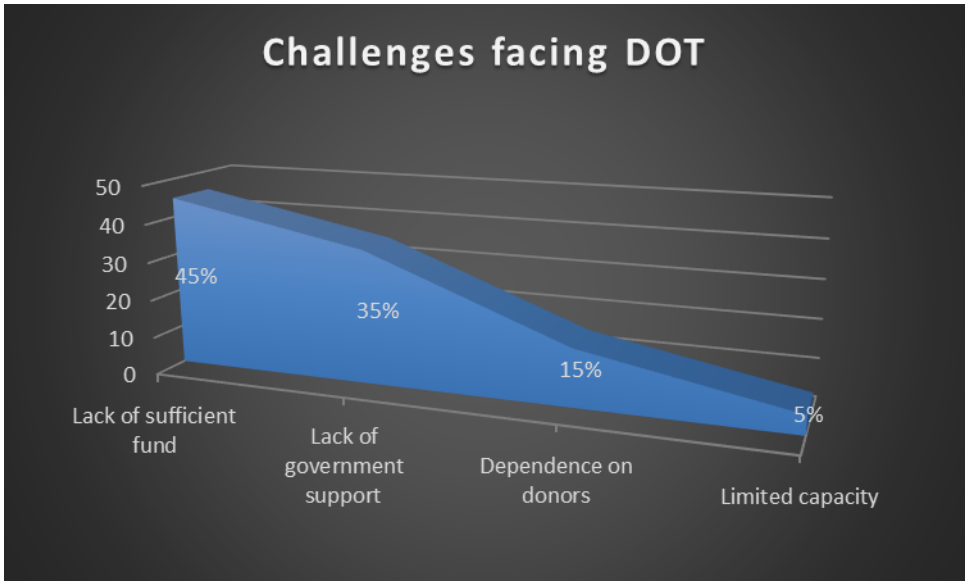

Figure 4.9: Challenges Facing DOT
Source: Field Survey (2015)

The findings indicate that, 9 out of 20 (45%) of the respondents said that DOT lacks sufficient fund in running it activities including providing ICT training, 7 out of 20 (35%) of the respondents, said the organization lacks government support which therefore affects DOT activities. Furthermore, it was found that, 3 out of 20 (15%) of the respondents, said that the organization has a dependence on donors while 1 out of 20 (5%) of the respondents, said the organization has a limited capacity.

Therefore, from the above findings, various challenges were identified by the respondents. However, majority of the respondents said the organization has no sufficient fund which fails to expand its activities. The study observes that, the problem of fund is one of the major constraints for most of the organizations. Majority of the organizations which operate in Africa are poorly stable in financial matters. This affects most of their activities. Therefore, for DOT, there is a need for organisation to have different sources of income so s to ensure that it has adequate fund to run its activities.

In support the above identified challenges, various scholars discussed concerning the challenges. For instance, on the issue of limited capacity, Mukasa (2002) revealed that NGOs recognize that many of them have limited technical and organizational capacity. Few NGOs are able or willing to pay for such capacity building. Weak capacity was identified in fundraising, governance, technical areas of development, and leadership and management. Some NGOs felt that the existence of quality standards would assist them to develop the required capacities. Concerning the issue of lack of fund, Nikkah (2010) observed that, NGOs are expressing difficulty in finding sufficient, appropriate and continuous funding for their work. They find

accessing donors as challenging as dealing with their funding conditions. They perceive there to be certain cartels of individuals and NGOs that control access to donor funds. They have limited resource mobilization skills and are often not looking for funds that are available locally, preferring to wait for international donors to approach them. There is a high dependency of donors and a tendency to shift interventions to match donor priorities. There is a lack of financial, project and organizational sustainability.

4.5.2 The Extent the Identified Challenges have Affected DOT in Providing ICT Training to the Beneficiaries

Table 4.12: Extent to which Selected Challenges Affects DOT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Great	5	25.0	25.0	25.0
	Great	4	20.0	20.0	45.0
	Moderate	11	55.0	55.0	100.0
	Total	**20**	**100.0**	**100.0**	

Source: Field Survey (2015)

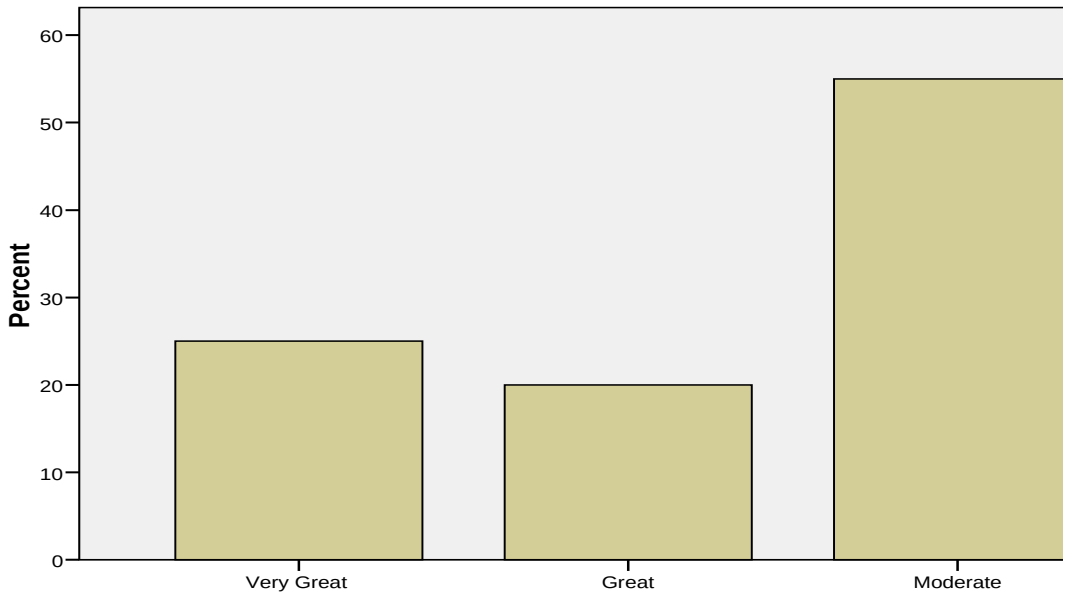

Figure 4.10: Extent to which Selected Challenges Affects DOT

Source: Field Survey (2015)

It was unveiled that, 11 out of 20 (55%) of the respondents, said that, at moderate extent, the identified challenges have affected DOT in providing ICT training to the beneficiaries. On the other hand, 4 out 20 (20%) of the respondents, said that, at great extent, the identified challenges have affected DOT in providing ICT training to the beneficiaries and 5 out 20 (25%) of the respondents, said that, at very great extent, the identified challenges have affected DOT in providing ICT training to the beneficiaries.

Therefore, it can be concluded that, majority of the respondents unveiled that, at moderate extent, the identified challenges have affected DOT in providing ICT training to the beneficiaries. This implies that, in one way or another, the identified challenges somehow have the negative impact to the performance of DOT organization in providing ICT training to the beneficiaries.

4.5.3 Suggested Measures to be taken to Address the Identified Challenges

The study was interested in finding out the measures to be taken to address the identified challenges at DOT. The following were the results as obtained from the field:

About 12 out of 20 (60%) of the respondents said that there is a need for DOT to find alternative means of generating income instead of depending on donors in every situation. This will reduce the dependence eliminating totally. Apart from that, 7 out of 20 (35%) of the respondents, said there is a need for government to support the NGOs which are committed to help and support society. This will encourage the organisations to act more in supporting the community especially the vulnerable groups.

It is not enough for government to make policy concerning NGOs and end up there. About 1 out of 20 (5%) of the respondents, said the organization needs to extent its capacity to ensure it serves more. Therefore, as indicated above, various measures were provided by the respondents for improving ICT training at DOT. What is the most important is to ensure that, the staffs take into consideration on the identified measures by advising the management of the organization to work upon them.

4.5.4 Whether the Stated Measures could have a Positive Impact on the Identified Challenges

The study sought to find out the views of the respondents on whether the stated measures could have positive impact on the identified challenges. The results indicate that 20 out of 20 (100%) said the stated measures could have a positive impact on the identified challenges. This implies that, the stated measures if are imposed, could change the status of the DOT organization with regard to the ICT capacity building to the community.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations of the study based on the study findings. The chapter begins with an introduction part followed by the summary of the findings, conclusion and recommendations.

5.2 Summary of the Study

The study was carried out to assess the role of NGOs in promoting ICT capacity building. The specific objectives of the study were:-

(i) To identify strategies used by DOT in providing ICT training.

(ii) To assess the benefits of ICT training to the beneficiaries.

(iii) To assess challenges facing DOT in promoting ICT capacity building to the community

Generally, study reviewed different literatures on the role of NGOs in promoting ICT capacity building to the community. The reviewed literatures provided different views NGOs and ICT capacity building which helped the researcher to establish the research gap. Furthermore, the study employed a case study design based on single unit which is DOT organization. Apart from that, the study employed primary and secondary data for gathering information of the study. The sample size of the study was 40 respondents whereby 20 were selected DOT staffs and 20 were beneficiaries of the DOT ICT program. On the sampling techniques, the study used purposive

sampling and convenient sampling techniques which helped the researcher to select the targeted people.

The findings indicate that, DOT ICT training has a significant impact to the beneficiaries. The findings indicate that, ICT training program has helped to create knowledge to the beneficiaries, it has managed to change the lives of beneficiaries and ICT training has achieved to create awareness in the community on importance of ICT for social and economic development.

This indicates that ICT training From DOT organization has positively affected the lives of the society, because through the knowledge acquired, the beneficiaries can now use to find various opportunities, for example, they can use social networks to find market of their businesses or products if they do businesses and also they have developed various skills apart from Computer such as Communication skills, analytical skills and problem solving skills.

It was found that, DOT organization uses various strategies in providing ICT training to the beneficiaries. The identified strategies include strategic information education and communication on ICT skills, team and individual projects and presentations, small group and individual activities, computer lab and icebreakers technique. These techniques in one or another way contribute more in providing ICT to the beneficiaries of DOT. Various challenges facing DOT in providing ICT training were identified by the respondents. These include lack of sufficient fund, lack of government support, dependence on donors and limited capacity.

5.3 Conclusion

The study concludes that, DOT organization has significant impact in the community since it has help majority of the beneficiaries of the program to acquire ICT skills to improve their lives and create sustainable livelihood. However, the study concludes that, more efforts are needed to be taken by the organization to ensure that it has sufficient fund so as to decrease dependence from the donors. Creating awareness is not enough, but the organization may go extra mile to support beneficiaries in finding other opportunities.

5.4 Implications of Research Findings to Knowledge, Research and Policy

5.4.1 Implication of Research Findings to Knowledge

Since the study was carried out to assess the role of NGOs in promoting ICT capacity building to the Community, it will therefore add knowledge and bring exposure to other stakeholders with similar interest like DOT who are committed to help society, particularly in ICT capacity building. The study will also enable the organization (DOT) to focus more on best ways of providing ICT capacity building to the society as well as identifying areas for improvements. On the other hand, it will raise awareness to the society on the importance of ICT towards sustainable livelihood.

5.4.2 Implication of Research Findings to Policy

The study was guided by NGOs Policy, (2001). The overall objective of the Policy (2001) is to create an enabling environment for the NGOs to operate effectively and efficiently in the social and economic transformation of the country. Therefore, with regard to the policy implication, the research findings will act as a point of reference to the policy makers to ensure that the NGOs operate in enabling environment for the

social and economic development. It should be taken into consideration that, the Government of Tanzania recognizes the need to work together with NGOs and the need for such cooperation to extend to other key players, including funders, disadvantaged people themselves, other sectors of civil society and the wider public.

5.4.3 Implication of Research Findings to Research

With regard to the research, the study will provide a platform for future researches on ICT capacity building and the findings will provide references to scholars undertaking researches of similar field.

5.5 Recommendations

Based on the objectives of the study and findings so obtained; the following recommendations are drawn:-

(i) The DOT organization should find alternative means of generating income instead of depending on donors alone. This will reduce dependence or eliminating totally and thus minimizes challenges that they face during implementation of the program.

(ii) The government should support the NGOs which are committed to help and support society. This will encourage the organizations to act more in supporting the community especially the vulnerable groups.

(iii) The DOT organization should ensure that, it extends its capacity to ensure it serves more people since the need for ICT knowledge today is inevitable. This will help to create a digital and knowledgeable society that uses technology to transform their lives towards independence.

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APPENDICES

Appendix I: Questionnaires

I, Kenneth Elisante Nkini from The Open University of Tanzania, undertaking a research titled the role of NGOs in promoting ICT capacity building to the Community. This research is done under the supervision of The Open University of Tanzania. The main purpose is to assess roles of NGOs that contribute towards realization of ICT capacity building.With this purpose in mind we, therefore request you to participate effectively by answering questions posed in this questionnaire. We guarantee that the information obtained will be used for academic purpose only. High degree of confidentiality will be ensured. We thank you in advance for any for your support.

SECTION 1: GENERAL INFORMATION OF THE RESPONDENTS

Please put a tick on the appropriate space

(i) Sex: Male ( ) Female ( )

(ii) Age: (a) Below 25 ( ), (b) 26 – 35 ( ), (c) 36 - 45 ( ), (d) 46 – 60 ( ), (e) Above 60 ( )

(iii) Level of Education: (a) Primary School leaver, ( ) (b) Secondary School leaver, ( ) (c) Certificate Holder ( ), (d) Diploma Holder, ( ) (e) Undergraduate, (f) Postgraduate ( )

(iv) Experience in the organization: (a) Less than 1 year ( ), b) 1 – 3 years, c) 4 – 6 years ( ), (d) More than 7 years ( )

SECTION 2: QUESTIONNAIRES BASED ON THE OBJECTIVES OF THE STUDY

OBJECTIVE ONE

"To identify the strategies used by DOT in providing ICT Training"

Served to DOT staff

1. What are the strategies used by DOT in providing ICT training?

   Briefly explain……..…..

2. How effective are the strategies?

   A. Very great [ ]

   B. Great [ ]

   C. Moderate [ ]

   D. Low [ ]

   E. Very low [ ]

3 Among the following listed strategies that are used by DOT choose the best strategy in providing and facilitating ICT training?

   A. Strategic Information Education and Communication on ICT skills [ ]

   B. Team and Individual projects and presentation [ ]

   C. Small groups and individual projects [ ]

   D. Computer laboratory [ ]

   E. Icebreakers [ ]

4 How effective it is? Or why it is the best?

……

……

5 To what extent learners understand by using the above stated strategy or strategies?

A. Very great [ ]

B. Great [ ]

C. Moderate [ ]

D. Low [ ]

E. Very low [ ]

“THANK YOU FOR YOUR COPORATION”

OBJECTIVE TWO

"To assess the benefits of ICT training to the beneficiaries of DOT organization"

1. What are the benefits of ICT training to the beneficiaries?

   Briefly explain ……..

2. How far this ICT training in support beneficiaries has positively affected their lives?

   A. Very great [ ]

   B. Great [ ]

   C. Moderate [ ]

   D. Low [ ]

   E. Very low [ ]

3. What are the likely effects if not DOT could have not intervened to support ICT training to the community especially beneficiaries?

   Briefly explain……

4. To what extent are the impacts (success or achievement) of DOT in ICT training building to the beneficiaries satisfies the staff?

   A. Very great [ ]

   B. Great [ ]

   C. Moderate [ ]

   D. Low [ ]

   E. Very low [ ]

Served to the beneficiaries (youths and women)

1. To what extent have you benefited with ICT training provided by DOT?

   A. Very great [ ]

   B. Great [ ]

   C. Moderate [ ]

   D. Low [ ]

   E. Very low [ ]

2. How far this DOT intervention in support community has positively changed your life?

   A. Very great [ ]

   B. Great [ ]

   C. Moderate [ ]

   D. Low [ ]

   E. Very low [ ]

3. What was your status in ICT skills before you join DOT ICT program?

   A. Poor

   B. Very poor

   C. Worse

   D. Normal

   E. None above

4. How do you rate the intervention of DOT in support you and other people in ICT skills?

A. Very great [ ]

B. Great [ ]

C. Moderate [ ]

D. Low [ ]

E. Very low [ ]

“THANK YOU FOR YOUR COPORATION”

OBJECTIVE THREE

"To assess the challenges facing DOT in providing ICT training"

1. What are the challenges facing DOT in providing ICT training to the beneficiaries?

   Briefly explain ……

2. How far the above selected challenge (s) has/have affected DOT in providing ICT training to the beneficiaries?

   A. Very great [ ]

   B. Great [ ]

   C. Moderate [ ]

   D. Low [ ]

   E. Very low [ ]

   A. None

   B. Others (specify)

3. What is being done to address the challenges stated?

   _____

   _____

Appendix II: Interview Guide to Beneficiries

1. To what extent have you benefited with the ICT training provided by DOT?
2. How far this DOT intervention in support beneficiaries has positively changed your life?
3. What was your status in ICT skills before you join DOT ICT program?
4. How do you rate the intervention of DOT in support you and other people in ICT skills?

Appendix III: Interview Guide to DOT Staffs

1. What are the strategies used by DOT in providing ICT training?
2. How effective are the strategies?
3. What are the benefits of ICT training to the beneficiaries?
4. How far this ICT training in support beneficiaries has positively affected their lives?
5. What are the challenges facing DOT in providing ICT training to the beneficiaries?
6. What is being done to address the challenges stated?

"THANK YOU FOR YOUR CONCERN"

Appendix IV: Estimated Research Budget

Types of activities	**Estimated amount (Tanzania shillings)**
Field costs	350,000
Stationary and its accessories costs	400,000
Internet services costs	100,000
Accommodation	300,000
Transport	50,000
Binding proposals and report	500,000
Grand Total amount	**1,700,000**

Source: Author's Compilation, (2015)

Candidate name: Nkini, Kenneth Elisante……..

Signature: ……..……

Comments by Supervisor: ……..

Signature: ……

Date: …….