

*How Mkombozi undertook the process of localizing management*



## Mkombozi Centre for Street Children

Believes that helping children to grow in body, mind and spirit, is the way to build a strong community.

We believe that one unprotected child is one too many

### Mkombozi

Provides a safe space with food and medical care, emotional support, education, recreation and youth employment for street children,

Advocates for children to be prioritised by families, communities and the Tanzanian Government,

Focuses on conflict mediation in families, communities and with street children,

Empowers communities, families and children to identify and support children at risk,

Strengthens other civil society organisations in Tanzania by sharing our practice, experience and skills,

Acts in a coordinating and supporting role to link street children and youths to services that we do not currently provide,

Pioneers an approach to working with street children in Tanzania that encourages positive youth development,

Harnesses local skill, expertise and imagination and to act as a conduit for its spread on a wider level through Tanzanian society

Mkombozi Centre for Street Children is a registered Tanzanian Trust No. ADP/PI2097

Friends of Mkombozi Centre for Street Children is a registered UK Charity No. 1101318

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## Glossary:

NNGO's Northern Non-Governmental Organisation

SNGO Southern Non-Governmental Organisation

## Introduction:

This document was written over a two year period as the Tanzanian local NGO Mkombozi Centre for Street Children undertook the process of change from leadership by the expatriate founders to day to day leadership by a predominantly local Board of Management. The document was initially a requirement of Comic Relief funding for a wider project, but Mkombozi has run with the idea and documented the process as part of institutional reflection and learning and to add to the organization's historical record.

We anticipate that given the current debates concerning the need to 'localize' development interventions in the name of Southern capacity building our experience may be of interest to other development workers, donors and other local NGO's who are undergoing a rapid period of internal change and growth.

This paper addresses some of the issues that Mkombozi faced as it undertook the change in management. It considers the rationale for change and the imperatives that drove the process. It looks at the various responses of different actors at Mkombozi as they heard about the impending change, as they reconciled themselves and as they looked at 'what next?' and it discusses Mkombozi's philosophy about the meaning of localization and how we can build grassroots

development, whilst remaining highly professional. Can everything be localized and, if so, is this desirable? It looks at how Mkombozi dealt with this change, what worked and how we could have improved our handling of the process.

### **Rationale for Change and the Imperatives that drove the process:**

Localization of programs is an increasingly common phenomenon, and is, in part, a consequence of corporate changes in development that are taking place in the NGO world. NNGOs are not unfamiliar with change. Indeed, they have demonstrated considerable institutional flexibility in their response to a changing environment. Some examples:

1. Creating Southern NGOs from its program of work with which it will seek a partnership of equals. This is an increasingly common choice of many NNGOs including ActionAid, Save the Children UK and Terre des Hommes Foundation, Lausanne.
2. Creating dependent Southern structures. There are two main types. The first is the setting up of a national structure that acts as a service deliverer for the NNGO. Although the organization is registered as a national NGO, its purpose is primarily to serve the purpose of the 'mother' NGO overseas. Such an arrangement may be designed to deal with a hostile political environment that makes it difficult for NNGOs to operate in that country. (Cordell, 1999)

In the most simplistic terms localization of Management at Mkombozi was driven by donor requirements. However, Mkombozi's situation is one that has rarely been documented. Mkombozi is not a NNGO, but a SNGO; a local Tanzanian NGO, founded by foreign residents who have made a long-term commitment to Tanzania and to grassroots development within the country. The majority of Trustees and staff are Tanzanian. But our key donors are from the UK<sup>1</sup> and one of their priority areas is the indigenization of African development. Mkombozi shares this vision, but is also aware that effective, professionally run and results oriented development work should take priority and not be subsumed to a desire to localize at all costs.

One of the key challenges that Mkombozi had to address was whether as a young SNGO we could undertake the challenges of localizing management, whilst continuing to be an effective and accountable development organization. Mkombozi is rare amongst local NGO's in Tanzania in that it is deliberately building on local experience and strengthening it with know how, resources and methodologies from the West. An example of this is Mkombozi's pioneering of the Big Brother Big Sister mentoring approach in East Africa, which we are using both as a tool to help street children to build relationships with young role models, but also in communities as a way of assisting and supporting vulnerable children before they come to the streets. The organisation has the confidence to pilot and test such approaches because it has made a deliberate decision to harness local skill, expertise and imagination, whilst using innovation and creativity to see what has happened elsewhere in the world and may be applicable in Tanzania. Mkombozi's role is to act as a conduit for its spread on a wider level through Tanzanian society. Mkombozi also feels that it is important for the organisation to reflect the global world with different nationalities amongst staff, trustees and volunteers bringing diversity and thus strengthening the organisation. We are aware that by undergoing the process of localization relatively early in the organisation's development we also run

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<sup>1</sup> Comic Relief in this instance made the withdrawal of one of the foreign Directors a prerequisite of funding.

the risk of perhaps undermining our genuine development initiatives in the name of tokenistic claims of empowering African countries. Consequently at all stages of the localization process we were aware that the organisation's primary role is to attack the causes of marginalisation and poverty and that at the end of the day we are all citizens of an interdependent world and that removing the 'wazungu'<sup>2</sup> faces must in no way compromise our ability to achieve our core mandate.

Despite initial concern amongst staff members and children that we were being bulldozed into localization and that the process would put the organization at risk the management saw the experience as a catalyst to develop a strategy to strengthen managerial skills, internal controls and develop mechanisms for increasing reserve funds.

When an NNGO sets out to localize a southern NGO it may be making a comment about the unsuitability of prevailing power relations, and locate its thinking within a policy of redistributing power to the South (Cordell, 1999). Certainly since founding Mkombozi in 1997 the founders, Kate McAlpine and Kara Kirby, were committed to one day handing over day to day management to Tanzanian control. As Westerners our assumption was that local control was the ideal and that our responsibility was to work towards that end. We were therefore staggered that the consensus of staff, trustees and children was that the risks of handing over to local control outweighed the potential benefits. In meetings and interviews they voiced fears that money would be misused, that the vision of the organization would be lost and that the quality of work would diminish. It was only once staff and children participated in the development of a clear strategy about the handover, where they were given ample opportunity to voice their fears and anger and where the new management reinforced that communication lines stay open at all times that the change became less scary and more of a challenge to be undertaken with relish.

Mkombozi also insisted that the process of localization be undertaken slowly. This paper documents how one of the two founders withdrew from active management. The organization insisted that in order for continuity be upheld the other founder, Kate McAlpine, remain in the position of Director. It must be emphasized that Mkombozi cares for almost 1,000 street children a year, for whom change is a scary beast and that many of these children have had longer relationships with the founders than they have had with any other adult. In order to ensure that the best interests of the children are upheld Mkombozi Trustees have made a decision that the remaining founder will only withdraw from active management when the Trustees, staff and children feel that the time is right; not when a donor does. This may take 5 years, it may take 10; but what we will insist upon is that the new Director works hand in hand with Kate McAlpine for at least a year before taking over active control and that the process is fully driven by Mkombozi, rather than from an external agency.

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<sup>2</sup> Expatriate / Europeans

## **Change...**

Mkombozi staff came up with the following definitions of 'change'

- Change is movement from one condition to another
- Change is movement from one step to another, whether advancing or backward
- Change is development, or changing activity
- Change means increasing or decreasing something
- Change is the movement from one step to another, with the aim of bringing positive results, but with a possibility of getting negative results as well
- Change is the condition of being different from what something used to be, doing things differently, starting with a new thing and ending with a different one
- Change is the unavoidable result in time, people's influence, and convenience
- Change is development
- Change is challenge, problems, confusion, and mobilization
- Change is a step towards enabling you to know the development of something which is present, and what will follow
- Change is convenience / fortune
- Change is condition of successful life, growth or getting into problems
- Change is movement from one condition to another, either increase or decrease in something. This can be a good thing or bad
- Change is movement from one condition to another, for example, from good condition to a bad one
- Certain things, certain condition which has been prevailing and people are used to, this condition to be improved or not improved

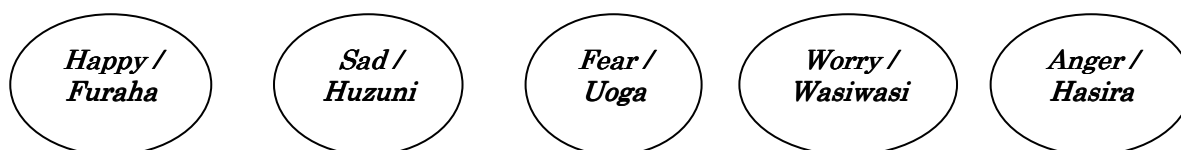
Although change is the one inevitable thing in life many people find it difficult to talk about until it has already happened.

Change revolves around feelings more than events. The events spur the feelings and the feelings then become central to how we cope with the change at hand.

Change is a sensitive issue for many people, and we often do not know how we cope with change until the change has passed and we have time to reflect on the events we saw ourselves through during the change process.

Mkombozi's response to managing the change in management was to concentrate on the feelings of the various actors; Kara Kirby who was leaving us, the staff who she worked with, the children who we serve. By reaffirming that all feelings were valid; none good, none bad, and that how we all felt about the transition would change as the process developed we managed to keep lines of communication open at all levels and to start building an organizational culture of reflection and self-awareness.

In Swahili there are few words to express emotions. The 5 that are easily expressed are:



A challenge that we faced when discussing feelings with staff and children was the limitations that Swahili language puts on Tanzanians in terms of articulating their emotions. In workshops with the staff much discussion focused on how to translate the following emotions into Swahili. Certainly those staff with English skills found it easier to vocalize their emotions about the change taking place.

*Depressed Anxious Ashamed Guilty Panicky Mad Hurt Insecure Irritated Proud  
Disgusted Nervous Enraged Discouraged Disappointed Frustrated Dissatisfaction  
Loving Affection Excited Hope Joy Courage Cheerful*

When discussing how to validate our emotions staff came up with the following 'self help tips':

- Emotions can help us to understand ourselves and to open us up to face what we have to.
- Emotions produce energy and we can learn to use them properly. Emotions can be good or bad, pleasant or unpleasant.

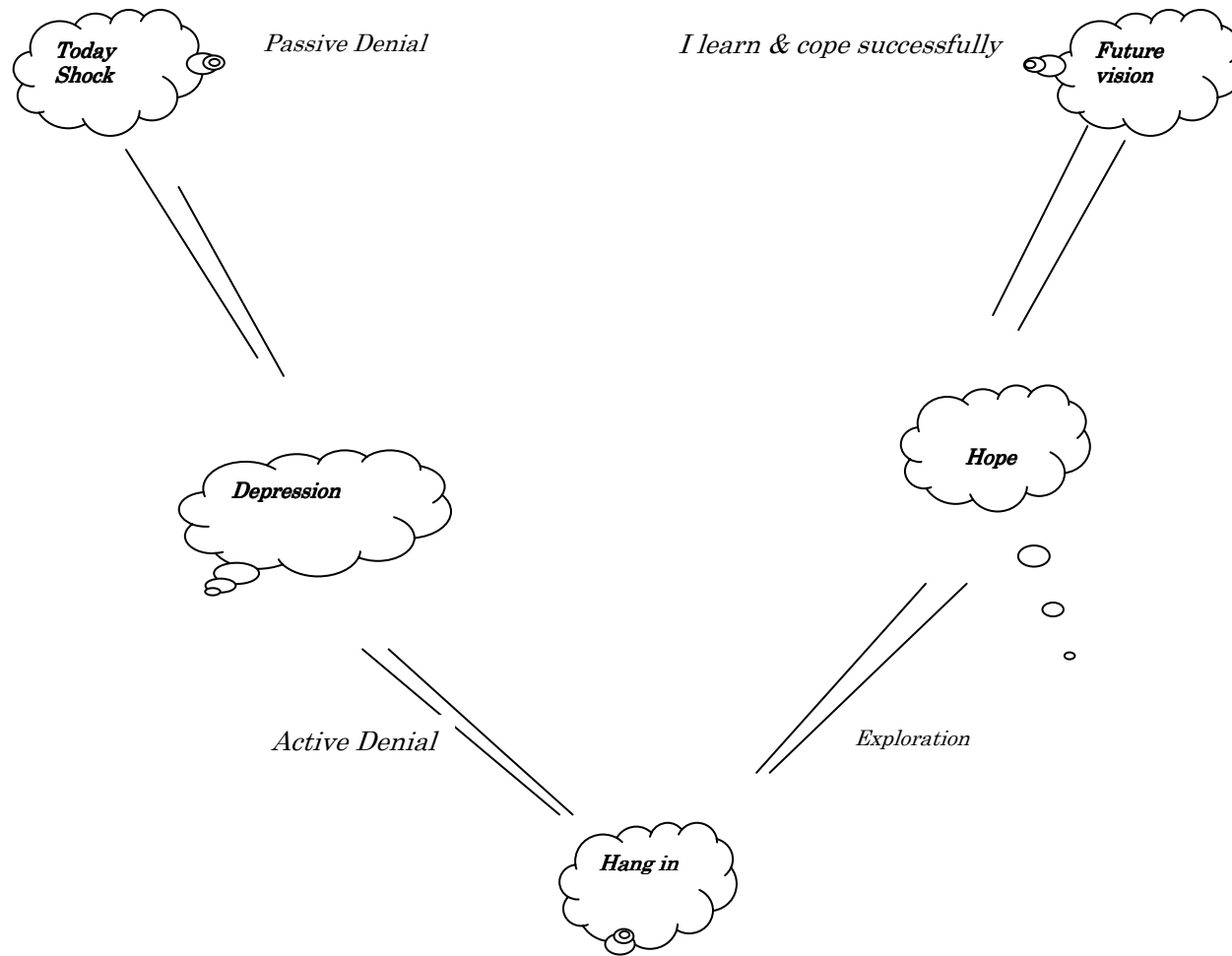
These are possible ways to manage them constructively:

- Be aware of them
- Admit that they are in you, that you are feeling them
- Investigate why you are feeling that way, get facts and try to look at it objectively
- Integrate them into your daily life and learn positive ways of expressing them.



Prior to working with the staff or children about the change taking place the Board of Management participated in a short course on organizational capacity building, where the focus was on organizational development (OD). A topic under discussion was change management, in order to equip the Board members with an understanding of how Mkombozi actors' emotions would alter during the process. The following flow chart was an enlightening insight into how our responses to change in any context move from one end to the other (Passive denial to moving on with a future vision), but also how there is scope to move back and forwards along the spectrum a number of times as an individual reconciles themselves to the changes taking place.

During a workshop with Mkombozi staff the Management discussed their feelings about Mkombozi's change at each stage of the flow. The mere fact of talking about and acknowledging our feelings was immensely constructive in helping staff to engage with the change and feel more in control of it; all a positive way of handling the change taking place in the organisation as Kara withdrew.



## **Responses of various actors:**

### **Children at Mkombozi**

Mkombozi's management was primarily concerned about how the children would cope with Kara's transition away from day to day work at the centre. Of the two founders, she was the one whose primary role was working with the children, both on the streets and in various initiatives to integrate a participatory philosophy into the organization's work. There are a number of older youths at the centre who have been working with the founders since Mkombozi started as a small feeding project on the streets. We anticipated that their response to the change would influence that of the other younger children and we were keen to ensure that these boys felt supported and secure throughout the transition. Initially they were angry and worried that Kara's leaving would change their lives at Mkombozi. They felt threatened that things would not be the same, scared that the quality of their lives would diminish and concerned that staff would 'take advantage' of the new management. They needed much reassurance that Kate and other staff would provide continuity; that Mkombozi was an organization that was bigger than one individual and that Mkombozi's values and principles would remain the same. Dealing with the change was a delicate process that will continue to be sensitively handled beyond Kara's departure. The Director made sure that she met with the older youths to talk about their lives and their role at the centre every two weeks. Keeping communication open was the management's key aim. Once the older youths were reassured that things were not changing out of their control they became strong role models for the other children. Although the process of Kara leaving was a significant change for the 'veteran' children and youth who have been in longer-term care at Mkombozi it became apparent in 2003 that the newer children were undisturbed by the changes taking place. This was partly due to the fact that Kara had largely disengaged from hands-on work with new children and that her relationship with children was primarily based on historical ties rather than a daily role in working with them, and this is how it should be. Withdrawal of a key individual in an organisation must be undertaken slowly if we are to avoid trauma. Particularly with the children in Mkombozi's care the aim was at all times to emphasize the continuity, rather than the disruption, whilst also reaffirming that change is normal, necessary and not necessarily unwanted.

The process of localization catalyzed Mkombozi to look at change as an inevitable part of life and to systematically work with children and staff on how they cope with change in their lives. This is done through classroom based learning, staff-children meetings and evening discussions with the children. Children are sensitive and do not often know how to deal with their emotions. They may let their emotions boil up inside of them for over a period of time only to have them come pouring out

months down the line. Each individual's reaction needs to be responded to, validated and each child assisted to manage the emotions as best possible.

### **Staff at Mkombozi:**

The Board of Management formally introduced the process of localization to staff in a series of workshops during 2003 (*See Annex 1*). Using discussions, role plays and expressive art we opened the doors for staff members to begin discussing the up-coming change. As a group we reflected on how individuals can feel a distinct need to manage change in their own way and feel out of control when change happens differently to their expectations. How some feel excited about change, that they may be risk-takers who embrace life's challenges; others could be people who ride the wave and flit from one thing to the next without deep commitment. It was fascinating to see some individual's 'aha' moments as they reflected on how they manage change and saw the process of localization in the context of how they respond to changes in their work or personal lives. Some staff found it difficult to focus on their emotions related to the change rather than the experience *per se*. It was difficult for the facilitators to ascertain whether these people did not have any clear emotions about the change taking place or whether it was that they were uncomfortable about talking about their feelings.

After the change workshop the Programme Coordinators followed up on any staff feelings. Staff members who had been with Mkombozi since its inception were profoundly upset that one of the founders was leaving and saw the change for what it was; an end of an era. Others, mainly newer staff, understood that the process was part of Mkombozi's longer-term vision and committed to managing the process in such a way as to cause the least upset to the children in our care. Staff were prepared for the change through on-going dialogue and given support by their Coordinators. Actually the main issue under discussion with staff during the transition and even beyond was not the nationality of the Management, but to what degree 'foreign' ways of being with children that focus on children's participation in decision-making are compatible with the Tanzanian way of being with children. This is a real issue of concern at Mkombozi since one of our aims is to reunify children with their families of origin and to integrate them into the community. Staff's understanding continues to be that 'participation' is an anathema to Tanzanians and despite the various Government commitments to the United Nations Convention on the Rights of the Child (UNCRC) the tenets are not upheld in practice. Do we, as an organisation, challenge the status quo in communities and schools about the quality of interactions with children or do we prepare children to best cope with this environment upon returning home? The two are not mutually exclusive and currently Mkombozi tries to find a middle way through the challenge by improving the quality of our facilitation of child participation to that children are equipped with the skills to participate constructively in decisions affecting them and to challenge the status quo where children remain a hugely marginalised group in Tanzanian society. This is an ongoing endeavour, but in this context

we found it interesting that the process of localizing management spurred staff to discuss the change in these terms.

### **The Coordinators at Mkombozi:**

The recruitment of a Board of Management, consisting of 3 Programme Coordinators and the Director, was one way in which Mkombozi set up systems to localize management in the organisation. Shermin Moledina, the Arusha Coordinator was recruited in August 2002, Ismail Mwishashi, the CS Coordinator in September 2002 and William Raj, was promoted to Education Coordinator in November 2002. Other than Mwishashi each Coordinator was recruited to work primarily hand in hand with the Director, Kate McAlpine, and so had little day to day experience of working with the CS Director. Their reality was working in the forum of the Board of Management and in joint work with the Director. Shermin says “The withdrawal of Kara was not a big issue for me. The main loss was being able to share and bounce ideas with her about how to deal with difficult issues with kids in Arusha, but the change did not impact upon my day to day work in any significant way”. Additionally the change happened almost imperceptibly because it was slow and for the Coordinators Kate was always the linchpin. Where the change was difficult was when we discussed it with Kara and the reality struck home about how difficult it was for her. Empathising with her and seeing her undergo such a huge transition in her life was extraordinarily hard. Rationally the Coordinators knew that the change had to go ahead, but emotionally their inability to really do anything to make it easier for Kara, to offer her stability, the knowledge that she would have a job once she left Mkombozi, was heart-breaking. In one workshop that the Coordinators facilitated with the staff and Kara about the change at hand the atmosphere was electric with sadness for her. This is probably the greatest piece of learning that we have had from the process is that for setting up all the systems, and knowing all the theory about ‘change management’ the challenge in the end is to help those undergoing it feel the best they can about the change and that’s a skill that requires empathy, sympathy, communication and dialogue.

### **The CS Director who was withdrawing:**

Kara writes about ‘Change and me...’

“Change is perhaps the most difficult process an individual can go through and this is particularly true when a change is taking place that is life altering in many ways. The process I went through as my role at Mkombozi changed was possibly the most difficult experience I have encountered in my personal and professional life. The only way I can think to describe my leaving Mkombozi is: it felt like I was losing part of my heart and soul...I was sad, frustrated, felt betrayed and at times even unsure if I would make it through it all. Now that I have gone through the process of change and have come out on the other side I still feel a certain loss, but I also feel new sense of empowerment and am fully engaged in my new life with all of its responsibilities and demands.

When Kate and I first began thinking about Mkombozi and its future we talked about how the organisation would be run and how our responsibilities would be divided. The future where enormous changes would be taking place seemed so far off. Time went on and more plans were developed and eventually the first fully formed project proposal was created. In the proposal we wrote that I would step down as Community Strengthening Director and would remain involved only as a trustee to Mkombozi. When the words were written I felt as if the day would never come...How could it really? I was so deeply attached to the children; so passionate about creating a just and fair world; so sure that children were the key to developing nations and the globe, and even more sure that I had to be a part of Mkombozi for ever.

When the funding was obtained for the pre-project proposal the reality of me leaving Mkombozi began to sink in and I felt I needed to look at my life and assess what I felt was important and where I should be putting my efforts. I then took up a Masters in Education course and began to think more in-depth about how children are the key to creating a more democratic world and that work with children would bring a certain amount of satisfaction into my life. Months went on and full funding for the programme was obtained and it was time for me to begin my process of leaving. I was sad...so sad indeed I couldn't ever explain to anyone how deeply I felt my sorrow. I worked, but without heart - I felt as if my heart was breaking. Soon the sadness disappeared into frustration of wanting to be gone from Mkombozi and starting my 'new' life. The frustration melted into anger and I felt like the organisation, staff, children, colleagues, and friends were betraying me. However, what I was really coping with was a feeling of loss - that everyone would be okay without me, and I felt useless, like I was never needed. Those were tough days and I felt lost in sea of emotions, all of which were negative and drowning me.

As I was dealing with these emotions and I thought I would never make it up for air something turned inside of me. I don't know if it was involvement in my Masters or if it was natural part of the change process, but I had clear eyes and my thoughts began to turn positive. I began to see how the organisation was moving and changing as well, and that it wasn't necessarily that I wasn't needed anymore, but that my skills could be used in a different way and that Mkombozi had different needs. I found satisfaction in my new learning about children and education through my Masters and was excited to begin moving into daily, hands-on work with children; something that I wasn't able to do at Mkombozi. I was able to pull myself away physically and emotionally without feeling stress or regret. I was able to look forward and to think about where I would be making change in a new way and I began to appreciate all the things I had learned from Mkombozi and gained a feeling of deep satisfaction. I think it is a satisfaction one can only feel once they have left somewhere, because there is suddenly room to slow down and reflect on what had been going on during those 7 years I spent with friends, colleagues, mentors and children at Mkombozi. I am humbled by this experience of going through a difficult change process and I am amazed at my own resilience and strength of spirit. I still feel sadness at times, but it is the kind of sadness you feel when you think of a good friend who has moved far way, a sweet and spirit filling sadness. I hope that I never am far from Mkombozi and that my new skills in working with children and teaching for social justice can be of

use to the organisation and I also hope that I find room for all the special and wonderful people (adults and children alike) that I have grown to understand and appreciate, even love throughout the years.

### **The Director:**

In my role as Director I grappled with a number of feelings and concerns that didn't really go away as Mkombozi went through this process of change. Foremost amongst these was whether it was fair that Kara was withdrawing and I was remaining at Mkombozi, and whether it would be perceived as such. When we first made the decision about who would leave first it was almost went without saying that it would be Kara. When we founded Mkombozi in 1997 Kara was the hands-on person with the children; doing the street work, and representing children in court cases, and I was the administrator and fundraiser. As the organisation grew her work was quite rapidly taken on by Tanzanian staff and it became difficult to see exactly what was her defined role and area of expertise. In 2000 – 2001 she did not have the formal skills to undertake any of the organisational development side of things that I was interested in, nor did she have research experience that we needed for the CS project. Ironically it was once she had made the decision to withdraw and started her Masters in Education that she developed skills that would have been of real benefit to Mkombozi, because of there rarity in Tanzania. If we could we would now would 'head-hunt' her for her calibre and learning, but at the time it was almost as if we were trying to create work to keep her on. From my perspective I often felt that I was carrying the bulk of the work in the organisation, and yet we were technically equals in the organisation's hierarchy with the same salaries. I oscillated between feeling resentful that the burden was so unequal, and then guilty at feeling resentful since it was Kara who would undertake the challenge of the transition away from Mkombozi. I never really resolved this conflict and was frequently worried that my feelings would negatively affect my friendship with Kara. It is only now that she has withdrawn that I can in some way feel that I can demand professionalism and time commitment from my fellow Coordinators. Whilst she and I worked together as equals it was always difficult to discuss the issue since it had profound implications and as such I just let it lie.

That being said Kara and I completely shared a vision for Mkombozi and one of my main concerns about her leaving was that we would lose the intellectual dialogue that we shared and that I wouldn't have someone to bounce ideas off. I worried that if didn't share the vision with Board of Management who would I share it with? Now that Kara has left I still feel this vacuum. Although the Board work well together we do not share that emotional, almost sub-conscious understanding that me and Kara had and I still feel the need to discuss plans for the future, share ideas and centre news whenever we meet.

Throughout the transition I was constantly scared about how the change would affect our friendship. I could see how profoundly difficult it was for Kara and in a way felt guilty that she was going through it rather than me; and also nervous that one day I too will have to undergo this

change. In a way I wanted the process to speed up and felt anticipation for the change to arrive. I was excited and enthused about reorganising the roles and responsibilities of the management, about forging a new era with the organisation, about reasserting the organisation's professionalism and setting up procedures to make us more effective and dynamic. I found it hard to juggle my personal and human fears for Kara with the excitement I feel about the organisation, making it better and seeing it grow in confidence. From time to time I was concerned about whether my desire to see results in the CS project would be different and incompatible with what the staff were used to with Kara, whether my style of management would be too big a change for staff, whether the whole change was a disaster it would be me who was responsible for picking up the pieces. I had minor panics that the responsibilities involved would be too huge. However I'm also a believer in being hands-on and multi-tasking and now that the transition has taken place I feel a renewed vigour about working at Mkombozi and working jointly with staff and children for a shared vision.



## **How Mkombozi dealt with the change in Management, what worked and how we could have improved our management of the process.**

Although the timing of the change in management was largely precipitated by a donor it both coincided with and catalyzed Mkombozi's movement from a pioneer phase of organizational development to a differentiated phase. In addition to the withdrawal of the CS Director, Kara Kirby, the period under discussion was notable because Mkombozi recruited 3 Programme Coordinators, who oversee the day to day implementation of different projects and directly manage the staff under them. Additionally a number of internal controls were put in place including a financial procedures manual, and other organizational policies and a systematic approach to monitoring and planning which uses the principles of Results Based Management (RBM). The withdrawal of the CS Coordinator cannot be seen in isolation from these wider changes, since as it turned out it was these changes that actually had a greater impact on staff's working lives.

There are 3 key areas that have undergone significant changes during 2003. Each was managed in a slightly different fashion and each raised different challenges.

### **1. Withdrawal of Kara Kirby, CS Coordinator as a Director and a manager of the Community Strengthening project:**

The Founders / Directors of Mkombozi had prepared themselves for this transition since the initial submission of the CS project to donors in 2001. We knew that a criterion for funding would be the withdrawal of Kara Kirby in February 2004 and so were both emotionally and practically prepared to initiate this process of transition.

**Recruitment:** In September 2002 Ismail Mwishashi was recruited as Community Strengthening Programme Coordinator. During recruitment a deliberate decision was made to look for a candidate who had strengths that were currently lacking at Mkombozi. These included having wide ranging management experience and 'wisdom'. We were looking for a candidate who would not be flustered by managing feisty staff, who would immediately be respected in the communities because of age and who therefore would not face the challenges that a young western woman faced, and who could drive our advocacy work forward at a village and local government level. We were also looking for someone who's approach was gentler, who expressed their passion in a more measured fashion and yet who could work in harmony with a predominantly young staff and in a rapidly changing and dynamic organization. In Mwishashi we feel that we found the ideal candidate. As one of his fellow Coordinator's expressed succinctly in a recent peer appraisal...

*"I've never met such a young and relaxed old Tanzanian man!"*

Certainly within the Board of Management Mwishashi is a wonderful complement to the other Coordinators and Director and brings a much needed calmness and wisdom to decision-making.

**The physical process of making the transition:** Initially the main challenge in the transition was the long and slow handover over Kara's daily programme duties to Mwishashi. During the first six months of Mwishashi's contract he worked side by side with Kara gaining insight into what the project aimed to achieve and was currently accomplishing. He accompanied staff working in the field learning what problems cause children to leave home for life on the streets and what issues members of the targeted communities felt were facing them causing children to run away from home. He began to meet with members of staff working in the Community Strengthening department each week discussing their work and making plans for the coming week. He participated in the planning of the departmental work plans for the coming quarter and gained a general idea of what was expected of him as Community Strengthening Programme Coordinator. The second six months of the transition continued to be fluid with many opportunities for Mwishashi to debrief on his experiences in the project with Kara. He took on more responsibility monitoring staff members in and out of the field. He began to plan departmental activities alone and he began working on documenting the research (PAR) component of the project. He together with the other Programme Coordinators planned and undertook a census of children living on the streets in Moshi and Arusha towns. 9 months after joining Mkombozi he took over handling all the day-to-day departmental issues and developments. Kara slowly faded herself out by directing staff and children to bring their concerns to Mwishashi or the relevant member of the Board.

**Challenges and our response to them:**

With hindsight now that we're a year after Mwishashi took primary control of managing the CS project we see that he did not receive adequate support during the handover. Certainly time and support were dedicated to the transition and due to his immense flexibility and people skills he settled in quickly and easily as a manager. But because the transition was primarily handled by Kara, rather than by the Director, Kate, not enough time and effort was spent with Mwishashi and Kate developing a functioning working relationship. This was exacerbated by Kate taking maternity leave from September – December 2003. Although she was in frequent contact with Mwishashi and all other Coordinators via email and telephone her lack of physical presence at Mkombozi meant that the intensive guidance about how to relate the project activities to desired results and on how to ensure that staff were constantly motivated meant that 3 months were spent with the CS project struggling about its direction. This was exacerbated by two staff members who had serious accidents and illnesses that made them unable to work effectively. However, due to the culture of constant reflection and analysis within the organization these challenges were rapidly identified and addressed once Kate returned from maternity leave in January 2004. Since then the CS staff have worked as a team to revise the project hierarchy, develop a monitoring and evaluation framework and work jointly on pieces of work that affect the entire project. Additionally once a week Mwishashi and Kate work together on documenting the project process and PAR research that has been undertaken. This has had two main benefits:

1. Working on a regular basis with the Director and the entire project team has built a much stronger sense of teamwork, professionalism, motivation and has noticeably improved the quality of work.
2. Mwishashi has been more effectively mentored by the Director. It was always difficult when debriefing to really get to the core challenges that he faced in his work and to express the Director's expectations about the quality of work that needed to be produced. Regular opportunities to work together, hand in hand, have enabled us to build a shared understanding of the project's successes, challenges and necessary responses.

## **2. Development of a Board of Management:**

Once we had committed to the withdrawal of the CS Director and started expanding our project base we were in a financial position to start hiring Programme Coordinators and widening the managerial staffing. For effective localization to start to take root we felt that we needed a Board of Management who would be responsible for joint decision-making about programme and strategic direction, staff development and financing of the organization, rather than leaving this authority primarily in the hands of the Director. The strengthening of the Board's capacity will take time, but Mkombozi laid the foundation for systematically doing this by initiating the following activities to support their development:

Initially we defined the roles and responsibilities of each level of governance in the organization: *See Annex 2: Governance of Mkombozi*. This clarified who was responsible for what decisions, how they were made and ensured that all decision-making processes are completely transparent. As a result one of the key weaknesses that Mkombozi had faced in the past of ad hoc decision-making was largely addressed for the better.

We then conducted a problem analysis to assess what were the key challenges that the organization faced as it moved from a pioneer to a differentiated stage of development and from this identified that there was insufficient delegation of authority. This stemmed from a number of factors; namely that the organizational skills, institutional knowledge and vision were still vested in the Director, that the Coordinators are busy implementing programme work and that sufficient time and resources had not been assigned to developing the Coordinators' skills to respond to cross-cutting organizational issues. In response the Board of Management developed a three-year strategy where they plan to respond to these challenges by:

1. The Director spending one half day each week with each Coordinator on an individual basis. During these sessions the Director and Coordinator work together on a piece of departmental work, usually involving the documenting of project methodologies. Through these sessions the Director helps each Coordinator to build their critical and writing skills, and together they brainstorm ways forward for the project's work. As in the joint work done within the CS department these are fantastic opportunities to share ideas, build a joint vision for Mkombozi and build each party's skills.

2. Holding monthly Organizational Development Board of Management Meetings, where the Board works on activities that affect the entire organization, such as policy development and response to cross-cutting issues such as gender, HIV/AIDS and equal opportunities within the organization.

3. Conducting a Strategic Planning exercise. This will be externally facilitated in July 2004 by EASUN<sup>3</sup> and will use an Organizational Development (OD) approach to assist Mkombozi to identify to what extent the organization's values are practiced in our identity, processes, wider environment and relationships.

4. Conducting training with Mkombozi's Planning and Budget Working Groups to build their skills in financial planning, control and report analysis. This is largely facilitated by our new Finance Manager and will eventually ensure that resource management becomes a Board responsibility rather than that of the Director and Finance department.

Some of the key reasons why the new Board of Management is functioning so successfully are:

- Within the Board we have a range of character types, backgrounds and skill levels that complement each other,
- A commitment has been made and is lived that all decisions are made by consensus,
- The Board members enjoy each others' company, respect each other and find opportunities for shared work to be stimulating.

### **3. Systemizing working practices throughout the organization:**

During 2003 and 2004 Mkombozi has made a number of significant internal changes that aim to improve our effectiveness, efficiency and accountability. Key among these are the development of a financial procedures manual<sup>4</sup>, the adoption of Results-Based Management (RBM) as a tool for monitoring project work and action taken to ensure that organizational policies and procedures are actually implemented.

***The Financial Procedures Manual:*** was developed by Mkombozi's Board of Management in order to provide clear information to all connected with Mkombozi (i.e. children<sup>5</sup>, staff, volunteers, consultants, and partners). This manual, along with specific employment contracts and job descriptions for each employee, Mkombozi's other policy documents and position papers, defines the terms and conditions of work with Mkombozi Centre for Street Children. This manual also creates guidelines on the procedures governing the financial management of Mkombozi in compliance with uniform practices.

The guidelines and procedures described in this manual should:

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<sup>3</sup> East African Support Unit for NGO's

<sup>4</sup> This can be downloaded from our website [www.mkombozi.org](http://www.mkombozi.org)

<sup>5</sup> This full manual is available for children to read in the Mkombozi Resource Centre and a user friendly version will be given to the Children's Committee

- a) Enable those connected with Mkombozi to be aware of their rights and responsibilities, so that they benefit from the former and adequately perform their duties,
  - b) Enable Mkombozi to carry out a uniform and consistent approach to financial, administrative and personnel management,
  - c) Simplify work and processes at Mkombozi in such a way that overall efficiency, effectiveness and economy in human, cash and material resource management is achieved,
  - d) Prepare new staff, volunteers, consultants and partners for their work with Mkombozi,
- a) Provide a comprehensive explanation, guideline and reference for staff regarding the policies and procedures of daily office operations and accounting methods,
  - b) Demonstrate to stakeholders that Mkombozi has a sound system of financial management in place,
  - c) As documentation of the overall internal control systems of Mkombozi Centre for Street Children.

***Results Based Management (RBM):*** During 2004 Mkombozi is adopting RBM as an approach to our monitoring and evaluation of programme work. This is a set of methods and techniques to facilitate efficiency, effectiveness and accountability, by defining realistic expected results, by monitoring progress towards the achievement of these results and by integrating lessons learnt into management and reporting on performance. A M&E framework for 2 projects has now been developed that enables us to measure results, is used as a management tool to improve performance and a learning process where the emphasis is on learning from the results and incorporating this learning into future work.

***Making policies and procedures 'live':*** One of the challenges that the Management identified is that the Management and finance staff have limited capacity to enforce formal procedures for internal controls and centre policies. Some staff members do not adequately follow centre policies and there is a poor system of follow-up to ensure adherence. In 2004 we plan to address this challenge by obtaining feedback on centre policies from the staff committee and various working groups at Mkombozi. In staff contracts it is now explicitly stated that staff will face disciplinary action for failure to follow policies. Additionally from August 2004 the Board will conduct awareness raising workshops with the staff on the content of the policies and will write user-friendly leaflets for staff on the key points of these policies.

**Conclusion:**

Although there are many theories about change management, Mkombozi felt that the best approach to adopt when undergoing the process of localizing management was to put the necessary internal control systems in place, whilst also supporting staff and children by acknowledging and validating their emotions as the transition unfolded. We could not have foreseen the end result nor could we have planned the process completely, but now that we are at the end of the tunnel we feel that Mkombozi is a better place as a result of going through this process. Although at times it was emotionally harrowing and hard, hard work it was also a good opportunity for learning and organisational growth.

Mkombozi is continuing on a fantastic journey of development. There will be change after change in Mkombozi's future, big and small. This major change has been handled well and will set the tone for further changes taking place in the future. It is not the first change Mkombozi has undertaken, but it may be the largest and most pivotal for determining how the organization will develop in the future. The fact that we have analysed how we managed the change, the successes and challenges faced and have reflected on the process can only strengthen institutional learning and prepare us for managing the inevitable future changes that we will face. We hope that our experience, may in some way, assist other organisations undertaking a similar process, so that they do not feel that they are doing so in isolation.

## Annex 1: Staff Workshops on 'Change'

<b>1<sup>st</sup> workshop on 'change': July 8<sup>th</sup> 2003</b>			
Session	Time	Topic/activity	Facilitator
1	9.30am	Changes that took place at Mkombozi since we started - Brainstorming session	Director
2	11.00am	Meaning of change – brainstorm ideas and summarize	CS Coordinator
3	12.30pm	Structural change that is taking place at Mkombozi <ul style="list-style-type: none"> <li>- Strengthening of Board of Management</li> <li>- Discussion about Kara's leaving</li> </ul>	Director
<b>2<sup>nd</sup> workshop on change: August 11<sup>th</sup> 2003</b>			
1	9.00am	Introduction: Overview of the previous workshop using display cards on the meaning of change What we are talking about today?	CS Coordinator
2	9.30am	Emotional side of change Different emotions in relation to change Individual reflection on their feelings / write down and share	Education Coordinator
3	10.00am	Changes in our personal work / lives Group work Visual presentation	ARS Coordinator
4	11.00am	Upcoming changes at Mkombozi <ul style="list-style-type: none"> <li>- Kara shares about her leaving, rationale for this change</li> <li>- Kate explains about Board of Management</li> </ul>	CS Director Director

		in process of becoming decision making forum	
5	12.15pm	Flow chart of change	Education Coordinator
6	12.30pm	Coping with change Art activity	CS Director
7	2.30pm	With Children & Staff Introduction: What is the meaning of change and examples from day to day life – brainstorm session	Education Coordinator
8	2.45pm	Express the concept of change through art Drawing, song and role play by children	Education Coordinator & Staff
9	3.30pm	Kara speaks to children about change at Mkombozi and her leaving	CS Director
10	4.30pm	Conclusion Words of support	Director

### **Art Activity: How Do You Cope With Change?**

#### **Resources needed:**

Colored paper

Crayons

Glue

Glitter

Any art supplies the facilitator would like

#### **Time:**

1 hour

#### **Introduction:**

Change is an amorphous subject and many people find it difficult to talk about change until it has already happened. Change revolves around feelings more than events. The events spur the feelings and the feelings then become central to how we cope with the change at hand. Art and creative activities of a variety of mediums are important to utilize when discussing sensitive and difficult to talk about issues. Change is a sensitive issue for many people, and we often do not know how we cope with change until the change has passed and we have time to reflect on the events we saw



ourselves through during the change process. This activity was chosen to assist staff members to have a quiet view of how they tend to cope with changes in their lives.

This is an empowering activity if delivered sensitively and with gentle guidance. The outcome of the activity must come from the participants having achieved a sense of awakening from within. The facilitator must be careful to not tell participants how they cope with change, but to allow them the room to express it in their own way in their own time. This activity is powerful and the facilitator must be prepared to handle intense emotions if need be.

### **How to deliver:**

The activity is best used as a culminating activity in a workshop, classroom or professional development setting. It should be preceded by either carefully planned discussions on a particularly emotional topic for the participants or should follow a thought-provoking reading or viewing of a moving documentary. The participants should move directly to a seat where they are instructed to construct a piece of art work with the available materials on their table. They should write something on the back of their paper that makes them think about what they have just heard, viewed or participated in. They then turn their paper over and begin creating a piece of art work. They may not speak for the duration of the activity.

The facilitator has the participants work on their own piece for around 10 to 15 minutes. The facilitator must be sensitive to how the participants are managing this task. If they appear to need more time the facilitator should give it to them. If they need less this should be attend to as well. After the time has been enough (enough meaning the participants have begun to really dig into their art work and seem like they are really thinking and enjoying the process) the facilitator has the participants stand up and move in one direction. The participants sit in front of a colleague's piece of art. They begin to work on this new piece. Again after 10 – 15 minutes the participants are asked to get up and move, this time to any place they'd like. They work again on the piece in front of them for the allotted time. Again the facilitator can have the participants move to another spot, perhaps on the opposite side of the table or room from where they are sitting. They work again for the 10 – 15 minutes. On the last move the participants are asked to move back to their own piece.

After the participants have had time to view their original piece and to see the variety of changes that have been incorporated the facilitator opens up the floor to talk about what they noticed about their piece and how they feel about it. This is where the facilitator must be careful in directing the participants to talk about how they feel about the change that took place on their paper and why they feel the way they do. Often participants will say their piece turned out differently than they expected and that they feel it is ruined. This is because we feel a distinct need to manage change in our own way and we feel out of control when change happens differently than we expected. Other participants will feel excited about the way their piece turned out. These are probably people who are risk-takers and embrace life's challenges, but could be people who ride the wave and flit from

one thing to the next without deep commitment. Enough time should be allowed for each participant to speak if she or he wishes to. No one should be rushed and no one should be forced to speak if they do not want to.

Depending on how the participants reacted to the activity the facilitator could take time at the very end to speak about change and how we all cope with and manage change differently. Participants may want to talk in a more personal manner at this point about changes they have been through that have been life altering for them, such as divorce, having children, moving, changing jobs/careers, etc..

### **End product:**

The end products are wild and vibrant paper art work. Attached to this report are a few of the pieces staff at Mkombozi developed during this centre-wide workshop.

**Activity: Sharing changes that have occurred in our personal or work lives and relating it to the emotions experienced**

### **Resources needed:**

- Paper
- Markers
- Flip chart paper and stand

**Time:** 45 minutes

### **How to do it:**

1. Reiterate to participants that every change elicits emotions in us - some positive, and some negative.
2. Ask them to think about a change that has taken place either in their personal or professional lives that they are willing to share with others.
3. Divide them in small groups (4 or 5 people) and ask them to share their change experience with their group.
4. Ask them to choose one change experience from their group to express in a visual way (role play, drawing, singing etc) when they come back in plenary. They can also combine their change experiences or identify common themes in their experiences and express them in

whichever way they would like. However, there should only be one presentation per group and they should be short. Give them 15 minutes to work in small groups.

5. Ask them to come back in plenary and present their experience in a visual way to the rest of the participants.
6. After their presentations ask them to point out common themes or similarities between their presentations.
7. Summarize and record these similarities emphasizing that change is common and the way that many of us cope with and experience change in our lives is similar.

**End result:** Participants are more aware of their emotions relating to particular experiences and are able to express them. Participants see similarities between emotions even though the actual experience may vary.

## **Annex 2: Governance at Mkombozi**

### **1. Board of Trustees:**

The Board of Trustees is legally responsible and accountable for governing and controlling Mkombozi.

#### **Members:**

- Kara Kirby: Chairperson
- Kate McAlpine: Secretary
- Ismail Mwishashi: Board of Management Representative
- Eric Ng'maryo: Member
- Dr AA Makange: Member

**Meetings:** The Board of Trustees meets once a quarter and once a year in an Annual General Meeting. Trustees will be paid a sitting allowance at each meeting to cover their travel and time costs.

#### **Powers:**

The Board of Trustees has the power to:

*Administer and manage Mkombozi:*

- Recruit, hire and employ Director,
- Disciplinary against any member of the Board of Management
- Authorise purchase of fixed assets over the value Tsh 5 million
- Authorise the disposal of any fixed asset

*Decide strategies for raising funds and negotiate and apply for funds,*

- Advise on potential sources of funds and fund-raising approaches

*Set policy guidelines,*

- Review policies every 2 years, recommend changes and ratify them<sup>6</sup>.

*Consider Mkombozi's accounts and auditor's report,*

- Receive and discuss quarterly financial statements (profit and loss, balance sheet),
- Receive and discuss annual audit report, both external and internal when it takes place,

*Approve annual and other budgets,*

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<sup>6</sup> The process is that the policies are developed by the BofM and Staff Committee, are sent to BofT for review, are returned to BofM for changes to be incorporated and then go to the BofT for ratification. Whilst policies are undergoing review the old policies are still legally binding documents. <sup>6</sup>

- Receive, discuss and recommend changes to operational annual programme budgets,
- Receive, discuss and recommend changes to budgets for reserve funds,
- Ratify changes in operational budgets as donors fund projects midway through the year.

*Receive and consider implementation reports from the Board of Management,*

- Receive, discuss and make recommendations on an annual report that measures the achievement of the strategic plan. To be submitted by the end of the 1<sup>st</sup> quarter of the following year.
- Have access to all quarterly monitoring, evaluation and other programme reports, which will be available in Mkombozi's Resource Centre.

*Appoint any future trustees.*

- Discuss recommendations from the Board of Management, make nominations of their own and vote on future trustees.
- Invite new trustees to sit on the Board.

**Decisions:** All decisions are made by majority vote. Where there is an equality of vote then the person presiding over the meeting has the casting vote.

**Delegation of Authority:** The Board of Trustees delegates authority to Board of Management in the following ways:

*Administer and manage Mkombozi:*

- Recruit, hire and employment of project and support staff
- Authorises the purchase of fixed assets below the value of Tsh 5 million
- Disciplinary action against project and support level staff
- Communication with other partner organisations both local and foreign

*Decide strategies for raising funds and negotiate and apply for funds,*

- Proposal development,
- Application writing and submission,
- Investigation of and acting on alternative sources of income (core funding, individual etc.)
- Communicate and request funds from Friends of Mkombozi and other partners

*Set policy guidelines,*

- Liaise with and receive feedback from Staff Committee,
- Draft policies,
- Incorporate staff and trustee feedback into policies,

- Initiate and implement policy reviews

*Consider Mkombozi's accounts and auditor's report:* Submit quarterly financial statements and auditors' reports to the Board of Trustees by the 15<sup>th</sup> day of the first month of the beginning of the new quarter<sup>7</sup>,

*Approve annual and other budgets:* Submit annual budgets to the Board of Trustees in the 3<sup>rd</sup> quarterly meeting of the year<sup>8</sup>,

*Receive and consider implementation reports from the Board of Management,*

- Writing and submitting annual report to the Board of Trustees by the end of the 1<sup>st</sup> quarter of the following year,
- Ensuring that all quarterly monitoring, evaluation and other programme reports are available in Mkombozi's Resource Centre.

*Appoint any future trustees.*

- Recommend names for Board of Trustees to consider as future Trustees.
- To suggest the name of a person to be patron of Mkombozi, subject to the approval of the Board of Trustees.

## **2. Board of Management:**

Authority for day to day management of Mkombozi is delegated by the Board of Trustees to the Board of Management. The Management can further delegate authority and share out duties amongst project and support staff as they see fit.

### **Members:**

- Director: Kate McAlpine: Chairperson of the Board of Management
- ARS Co-ordinator: Shermin Moledina: Secretary of Board of Management
- Education Co-ordinator: William Raj: Member
- Community Strengthening Co-ordinator: Ismail Mwishashi: Member

### **Responsibilities:**

In addition to the above duties that have been delegated to them the Board of Management is responsible for the following day-to-day activities:

- To plan, execute and monitor all Mkombozi's activities,
- To ensure financial and general discipline amongst employees,
- To keep safe Mkombozi's properties and keep records of accounts,

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<sup>7</sup> 15<sup>th</sup> January, 15<sup>th</sup> April, 15<sup>th</sup> July, 15<sup>th</sup> October

<sup>8</sup> October

- To keep all records relating to children, staff and programme activities,
- To decide and approve all monetary transactions in line with budgets agreed upon by the Board of Trustees,
- To prepare quarterly reports of all activities and income and expenditure for the Board of Trustees,
- To respond to any disciplinary issue of staff or children in line with Mkombozi's policies and the labour laws of Tanzania,
- To formulate policies for the day to day running of Mkombozi,
- To do things for the development and enhancement of Mkombozi's aims and objectives.

**Decisions:** All decisions are made by majority vote<sup>9</sup>. Where there is an equality of vote then the person presiding over the meeting has the casting vote.

### **3. Staff Committee**

#### **Members:**

- Each department will elect one representative to sit on the Staff Committee for a period of one year,
- Staff may be re-elected to sit for a further six month period,
- Decisions will be made by majority vote by secret ballot of all staff (both part-time and full-time) and volunteers who are volunteering for more than six months in the departments,
- Staff will no longer sit on the Committee once their contracts / employment has ended at Mkombozi,
- Volunteers cannot sit on the Staff Committee,
- The Committee will elect a Chairperson and Secretary from amongst themselves to sit for a period of six months. Each will be elected according to his / her leadership qualities and with the key role to represent members' views.

#### **Responsibilities:**

- To act as a channel for communication between staff and Board of Management,
- To receive and solve, where possible, minor staff grievances, whilst informing the Board of Management of any decisions made. To refer cases to the Board of Management as necessary,
- To decide upon a regular forum for staff to come together to exchange views and questions,

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<sup>9</sup> The Director's vote does not have more weight than his / her colleagues

- To receive all Board of Management and Board of Trustee meeting minutes, make comments where necessary and return to the Board of Management for a response,
- To send a representative from the Staff Committee to sit on the Working Group on Human Resource Management to represent staff involved in disciplinary hearings and to sit on the Board of Management meetings. Staff representatives, however, do not have a vote in either forums.
- To organise an annual staff party,
- To organise and oversee any staff saving schemes,
- To go through Mkombozi policies biennially and recommend revisions to the Board of Management.

**Limits:** The Staff Committee is directly answerable to the Board of Management and must follow all Mkombozi policies, procedures and governance documents.

**Meetings:** To meet once a month, at a time of their deciding. Minutes must be sent to the Board of Management and all other staff and volunteers.

**Decisions:** All decisions are made by majority vote<sup>10</sup>. Where there is an equality of vote then the person presiding over the meeting has the casting vote.

#### **4. Working Groups**

**Working Groups:** Deal with cross-cutting areas of operation within Mkombozi that are not limited to departmental or programme work.

**Meetings:** Working groups normally meet as part of the Planning and Monitoring week, but emergency meetings can be called by the Group's Chairperson to deal with issues that arise mid-quarter.

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<sup>10</sup> The Director's vote does not have more weight than his / her colleagues



<b>Working Group</b>	<b>Members</b>	<b>Meetings</b>	<b>Responsibilities</b>	<b>Goal for 2004</b>
Planning Working Group Programme planning, Financial planning, Strategic planning.	1. Kate McAlpine: Chair 2. William Raj 3. Ismail Mwishashi 4. Shermin Moledina 5. Consol Phillips	Organisational Development Meeting of the Board of Management. Every 2 <sup>nd</sup> week	1. Ratification of quarterly dept, finance and BofM work plans 2. Development of project proposals 3. Development of financing strategy 4. Development of strategic plan	1. Development & completion of finance strategy 2. Protection project proposal developed 3. Preparatory documents developed for the strategic planning exercise 4. Documenting our understanding of what sort of children we wish to develop, our approach and activities (Peer Ad. Groups, IMP etc) 5. Document what community relationships we have, what activities, why and how much time is spent on them
<b><i>Human Resource Management:</i></b> Abiding to policies & disciplinary issues, Appraisal v Evaluation v Supervision.	1. Ismail Mwishashi: Chair 2. Shermin Moledina 3. William Raj 4. Kate McAlpine 5. Representative from Staff Committee	1 Day each Planning & Monitoring week	1. Recruitment 2. Dealing with Grievances 3. Dealing with poor performance / breaking of policies 4. Debrief by Co-ordinators on performance of their staff members 5. Formal appraisals / evaluations	1. Develop a system for documenting staff supervision 2. Make distinction between appraisal v evaluation and when we do what 3. Put into policy about confidentiality of staff records etc.

Working Group	Members	Meetings	Responsibilities	Goal for 2004
			of staff	
<b><i>Internal Control Systems:</i></b> Fixed Assets, Stores	1. Kate McAlpine: Chair 2. Consol Phillip 3. Batista Seraphine 4. Saimon Mvungi 5. Ismail Mwishashi 6. Lucas Shayo	1 morning each Planning & Monitoring week	1. To assess and respond to: <ul style="list-style-type: none"> <li>▪ Wastage</li> <li>▪ Maintenance (incl. computers &amp; vehicle)</li> <li>▪ Stores &amp; Stock-keeping</li> <li>▪ Use of resources (stationery, petty cash, fuel etc.)</li> <li>▪ Loss / misuse of property</li> <li>▪ Office allocation</li> </ul>	1. Finalise Financial Procedures Manual 2. Produce quarterly reports in line with financial strategy 3. Develop fixed asset register
<b><i>Record-keeping:</i></b> Children's Records, Project Records, M&E records, Health records, BofM, BofT and staff meeting minutes, Organisational records,	1. Yusuph Nyaki: Chair 2. Salama Tatakhan 3. Kate McAlpine 4. William Raj 5. Consol Phillip 6. Batista Seraphine 7. Margaret Mwakipesile	1 morning each Planning & Monitoring week	1. Back up computers 2. File key documents in Resource centre 3. Collate programme docs for the previous quarter & burn onto CD 4. Check what new resources have come in and have been catalogued	1. Decide what docs need to be kept in hard copy and what on CD's 2. Decide what are key docs 3. Learn how and when to backup computers

Working Group	Members	Meetings	Responsibilities	Goal for 2004
Resources.	8. Pascal Irungu			
<b><i>Accounting and Budget Committee:</i></b> Cash Control, Accounting records, Budgets	1. Kate McAlpine: Chair 2. William Raj 3. Ismail Mwishashi 4. Shermin Moledina 5. Consol Phillip 6. Finance Manager in an advisory role	Meeting of the Board of Management. Every 2 <sup>nd</sup> week Budget planning 1 day in the Planning & Monitoring week	1. Ratification of monthly financial reports (P&L, Balance Sheet, Donor and quarterly narrative) 2. Withdrawal requests 3. Staff requests for loans, holidays etc. 4. Plan quarterly budgets 5. Transparency and accuracy of accounting records	1. W. Group to build confidence in using budgets and relating them to their withdrawals
<b><i>Harassment / Abuse:</i></b> Abuse of children by children / staff / others, Cases of homosexual sex / intravenous drug abuse.	1. William Raj: Co-chair 2. Shermin Moledina: Co-chair 3. Margaret Mwakipesile 4. Amani Lucas	1 morning each Planning & Monitoring week Emergency meeting when needed	1. Disseminate Mkombozi's Abuse & Harassment Policy within the organisation 2. Train staff within Mkombozi to recognise and respond to abuse 3. Deal with cases of abuse	1. Participation in development of ChildHope's EA Child Protection Project