LEARNING THROUGH OBJECTIVES
A minor field study on knowledge and understanding of objectives related to learning processes in the organizations SOIR and Mandeya 2 Development in the rural area of Manicaland, Zimbabwe

CECILIA SOLIS LOVEKVIST
ELIN TOPPHEM
LEARNING THROUGH OBJECTIVES
A minor field study on knowledge and understanding of objectives related to learning processes in the organizations SOIR and Mandeya 2 Development in the rural area of Manicaland, Zimbabwe

CECILIA SOLIS LOVEKVIST
ELIN TOPPHEM


ABSTRACT
NGOs today meet several challenges due to growing competition and shrinking aid budgets. These demands are something all NGOs need to find strategies to meet. Learning thereby becomes essential for the organizations survival, success and for sustainable development. To meet these demands organizations need to be able to learn and develop. This minor field study is carried out to promote learning by highlighting knowledge and understanding for goals and objectives.

SOIR is a non-governmental organization that in their new strategy for development work is supporting the civil society in building their own community based organizations (CBO) in the rural area of Manicaland, Zimbabwe. The organization Mandeya 2 Development was through the support of SOIR registered as a community based organization (CBO) in the spring of 2012. Mandeya 2 development is in its initial stages implementing SOIR’s goals, objectives and strategies for operational work. This study has been focusing on the objective: Reduce stigma and discrimination of orphaned and vulnerable children (OVC) whose parents passed on due to HIV related illness by December 2012.

The purpose of the study was to analyze staff and volunteers’ knowledge, coherence and perception of the objective and the root causes the objective aim to address, in order to promote the building of a “learning organization”. The result showed that there was a lack of knowledge and understanding for the objective and that the objective was perceived in different ways by the informants. The result further showed that this has consequences for the organizations possibility to learn and also have impact on the motivation, participation and volunteers’ possibility to affect the operational work performed.

Keywords: Coherence, Goals, Learning Organization, NGO, Objectives, sustainable development
ACKNOWLEDGEMENTS

This Master of Science thesis is dedicated to all the orphaned and vulnerable children and the staff and volunteers working to reduce stigma and discrimination surrounding the orphaned and vulnerable children in the rural area of Mutasa, Zimbabwe.

In May 2012 we got a MFS Scholarship through SIDA and Gothenburg’s University. SIDAs program for MFS scholarships aims to give Swedish students the opportunity to gain deeper knowledge of developing countries and development work. Because of this scholarship we got the opportunity to do a Minor Field Study (MFS) in Manicaland, Zimbabwe. Thank you SIDA and Gothenburg’s University.

We would like to express our very great appreciation to our supervisor Senior lecturer Torbjörn Friberg at Malmö University who has supported us from the beginning of this study, to the finished thesis.

We would also like to express our very great appreciation to the non-governmental organization Individuell Männskohjälp (IM) and to Sara Fallström, coordinator for the Africa and Latin America department, who enabled this minor field study to be carried out.

To SOIR field office in Mutare, Zimbabwe, thank you all for your support and hospitality. Thank you for your openness and for sharing knowledge, not only for this study but invaluable knowledge that will have impact on our future career. We would also like to express our very great appreciation to Mr. and Mrs. Meki and their family who took us in and made us feel at home when we stayed in the rural area of Mutasa. And a special thanks to Mrs. Kaja for driving us around in Manicaland and for making our journey memorable.

We would also like to express our very great appreciation to the participants for taking the time to answer all our questions. We are inspired and impressed by your dedication and hard work. This dedication and hard work will take Mandeya 2 Development to great results.

We are deeply grateful for all the hospitality, help and guidance we got from everyone in the SOIR and Mandeya 2 Development organization. And we hope to see you soon again.

Finally a special thanks to Carl Lovekvist for his support during this study and a special thanks to our families and friends who all have been very supportive, you give us strength.

Cecilia Solis Lovekvist & Elin Topphem, March 2013
# ABBREVIATIONS AND TERMS

Here are some abbreviations and terms clarified that is used in this thesis.

## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organization</td>
</tr>
<tr>
<td>CEC</td>
<td>Child Environment Committee</td>
</tr>
<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
</tr>
<tr>
<td>CSC</td>
<td>Child Selection Committee</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
</tbody>
</table>
| IM           | Individuell Människohjälp  
(The Swedish name on the organization SOIR) |
| NGO          | Non-Governmental Organization |
| OVC          | Orphans and Vulnerable Children |
| SIDA         | Swedish International Development cooperation Agency |
| SOIR         | Swedish Organization for Individual Relief  
(The English name for IM) |
| UN           | United Nations |
| UNAIDS       | United Nations Program on HIV/AIDS |
| UNICEF       | United Nations Children Education Fund |
| USAID        | United Agency for International Development |

## Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief</td>
<td>A traditional leader that is above the village head</td>
</tr>
<tr>
<td>Guardian</td>
<td>A person who is legally responsible for the care of a child</td>
</tr>
<tr>
<td>Paramount chief</td>
<td>A traditional leader that has the highest power and is above the chiefs and village heads.</td>
</tr>
<tr>
<td>Rural area</td>
<td>Traditional countryside</td>
</tr>
<tr>
<td>Village Head</td>
<td>A traditional leader that works under the chief and Paramount chief.</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

1. INTRODUCTION ........................................................................................................... 6  
   1.2 Purpose and research question .............................................................................. 7  

2. BACKGROUND ............................................................................................................. 8  
   2.1 Individuell Männskohjälp (IM) /Swedish Organization for Individual Relief (SOIR) ................................................................. 8  
   2.2 SOIR office and work in Zimbabwe ................................................................. 9  
   2.3 Mandeya2Development and SOIR ................................................................. 10  
   2.4 The organization – Mandeya 2 Development ............................................... 11  
   2.5 Thematic area of education ............................................................................... 12  

3. PREVIOUS RESEARCH .............................................................................................. 14  
   3.1 NGOs - the learning organization and organizational learning .................. 14  
   3.2 Goal setting and the learning organization ..................................................... 15  
   3.3 The organizations three phases ....................................................................... 16  
   3.4 Summary ........................................................................................................... 17  
   3.5 Where can we go from here? ............................................................................ 17  

4. METHOD .................................................................................................................... 18  
   4.1 Qualitative approach ......................................................................................... 18  
   4.2 Collection of data ............................................................................................... 19  
      4.2.1 Interviews .................................................................................................. 19  
      4.2.2 Observations .............................................................................................. 19  
      4.2.3 Text analysis .............................................................................................. 19  
   4.3 Analyzing data .................................................................................................... 20  
   4.4 Informant selection and limitations .................................................................. 21  
   4.5 Validity and Reliability ..................................................................................... 22  
   4.6 How the work have been divided by the authors .......................................... 23  
   4.7 Ethical considerations ...................................................................................... 24  
   4.8 Ethical dilemmas ............................................................................................... 25  
   4.9 The achievement of the four ethical main requirements ............................ 26  
   4.10 Conduction of interviews, observations and ethical requirements .......... 26  

5. THEORETICAL FRAMEWORK ............................................................................... 28  
   5.1 Learning organization ....................................................................................... 28  
   5.2 Criticism of theories about the learning organization .................................. 33  
   5.3 The theoretical framework and this study ..................................................... 35
1. INTRODUCTION

NGOs today meet several challenges due to growing competition and shrinking aid budgets. These demands are something all NGOs need to find strategies to meet. Learning thereby becomes essential for the organizations survival, success and in the creation of a sustainable development.

The theory of the “learning organization” highlights preconditions for organizations to promote learning in the work process (Eriksson- Zetterquist, Kalling et al. 2008). The learning organization is described as an organization that builds and improves its own work and at the same time learns from its own experiences. Learning in an organization is essential for being able to meet external demands, motivate workers and develop as not only an organization, but as individuals (Senge 2006).

This Minor Field Study is performed through: The Swedish organization for Individual Relief (SOIR) and their partner organization, the community based organization (CBO) Mandeya 2 Development in Zimbabwe.

SOIR and Mandeya 2 Development are like most NGOs using goals and objectives in their work for evaluation purposes and to point out what the organizations strive to accomplish. This study intends to immerse in the level of knowledge and understanding for the objectives, in order to find ways for the organization to promote learning by using existing tools.

The study will immerse in the objectives: Reduce stigma and discrimination of orphaned and vulnerable children (OVC) whose parents passed on due to HIV related illness by December 2012. (Appendix 1: SOIR annual plan education 2012:9)
1.2 Purpose and research question
The purpose of the study is to analyze staff and volunteers’ knowledge, coherence and perception of the objective and the root causes the objective: Reduce stigma and discrimination of orphaned and vulnerable children (OVC) whose parents passed on due to HIV related illness by December 2012, aim to address in order to promote the building of a “learning organization”.

Research Questions

- What impact does understanding and knowledge of the objective and the root- causes the objective aim to address have on the building of a “learning organization”?  
  - How well is the objective communicated and implemented among volunteers and members of the organization?  
  - Do staff and volunteers in the organizations have a shared understanding of the root causes the objective aim to address?  
  - Is there a shared understanding for the root causes the objective aim to address between SOIR and Mandeya 2 Development?
2. BACKGROUND

This chapter will give an introduction to the organizations and the objective this study is focusing on. First, the Swedish non-governmental organization Individuell Människohjälp (IM) will be presented. Secondly, an introduction of IMs organization in Zimbabwe, named SOIR. SOIR has been supporting local structures and the building of community based organizations (CBO). The CBO Mandeya 2 Development is one of these partners and focus for this study. Thirdly Mandeya 2 development will be presented. Fourthly a presentation of the thematic area of education will be presented and finally the objective this study has chosen to focus on.

2.1 Individuell Människohjälp (IM) /Swedish Organization for Individual Relief (SOIR)

Individuell Människohjälp (IM) is a Swedish non-governmental organization (NGO) founded in 1938. The organization is operating in Sweden and four regions: Europe/Middle East, Central America, South Asia and Southern Africa. IM is performing work based on the organization’s vision: “to create a world where humanity can grow, a world of justice and compassion” (IM strategic platform 2011-2020:4). Three characteristics guide the work performed by the organization: compassion, empowerment and presence. The organization aims to develop models for sustainable development in collaboration with local partners and organizations. IM also aims to create opinion and interest for vulnerable groups, promote debates about preconditions for sustainable development and carry out mediate humanitarian assistance for people in catastrophes and vulnerable situations (IM strategic platform 2011-2020).

The international name for the organization is: Swedish Organization for Individual Relief (SOIR). The name SOIR will be used in this study when referring to the field office in Zimbabwe.

Zimbabwe is in a developing stage and the social sector with welfare services is struggling to cope with meeting the needs from its citizens. The economic crisis and situation is reinforced by the HIV/AIDS epidemic. Due to the HIV/AIDS epidemic many children are losing their parents and become orphaned. The situation in the country has implications particularly for children whose parents have passed away due to HIV/AIDS. These children may inherit their parent’s responsibility after they have passed on. They become vulnerable because of their responsibility for both themselves and their siblings. Due to their situation and lack of parental protection they also become vulnerable to different kinds of abuse which is common both within and outside their new family settings. There is also great risk of the children being infected by HIV themselves (Regeringskansliet 2010).

The Zimbabwean government haven’t had the resources to build a social welfare system that is able to support and protect the orphaned and vulnerable children. There is an estimated number of 1000 000 children between the ages of 0-17 that are orphans due to the HIV/AIDS epidemic in Zimbabwe (UNAIDS 2012-02-07). Zimbabwe is to a great extent reliant on help from outside the country to get resources to build up their welfare system and to be able
to support the orphaned and vulnerable children (OVC). Non-governmental organizations (NGOs) are important actors that help the communities to mobilize resources and to highlight vulnerable group’s issues and experiences. SOIR and their community based partners are working to give the vulnerable groups a voice and resources to be able to change their life situation (Ministry for foreign affairs 2011; IM annual report 2011:7).

2.2 SOIR office and work in Zimbabwe

SOIR has been active in Zimbabwe since 1983 (IM annual report 2011). SOIR country office is stationed in the city of Mutare, Manicaland. The organization is working within three different geographical areas in Manicaland, Zimbabwe: Chipinge, Mutasa and Nyanga. In these rural areas work is performed within three thematic areas: preventative health, income generating projects and education. This study is focusing on work performed within the thematic area of education in Mutasa district (SOIR 2012). Following is an organizational map of SOIR Zimbabwe.

In figure: 1. SOIR is presented (SOIR 2012). The thematic area of education that this study is focusing on is coordinated by a program officer and an assistant program officer. These are responsible for work and planning in the thematic area. All staff in the SOIR office Zimbabwe is local and has great knowledge about the country’s political, economic, social and traditional situation. The Swedish head office in Lund is acting as a supportive actor in economic and organizational issues.

Today there is a global platform for international aid work in developing countries and through this platform the “rights based approach” have been developed. IM/SOIR’s work is conducted from this right based approach (SIDA 2006; IM strategic platform 2011-2020).

The rights based approach is defined as a perspective that consists of democracy and respect for human rights. It highlights that recipients in developing countries isn’t regarded as recipients of aid but is seen as individuals with the power and capacity to create development in the civil society. It’s highlighted that
a “rights perspective” enables the vulnerable groups to be heard. Interventions and activities should be built from life experiences, capacity and the priorities of the vulnerable groups in developing countries (Swedish Gov. bill 2002/03:122).

The core principles in the rights based approach is non-discrimination, participation, transparency and accountability. In the discussion of development work in the civil society this approach emphasize on participation of targeted groups and work performed to address the root causes of a problem and not its symptoms. There is no universal recipe that is transferred to NGOs, it’s up to the organizations themselves to find the strategies to involve this approach in their development work. (SIDA 2006; Swedish Gov. bill 2002/03:122)

IM/SOIR has through their strategic platform for 2011-2020 implemented the “rights based approach”. Through the right based approach the target group is now referred to as the “right holders”. A strategy in the work performed by SOIR is supporting local structures, the right holders in the building of community based organizations (CBO). This is a way for IM/SOIR to work in line with global as well as Swedish governmental guidelines for development work in developing countries.

2.3 Mandeya2Development and SOIR

SOIR have for the past years been working together with volunteers in Mutasa district. Previous year 2011 there was four thematic areas; education, health, income generating project and social work. But in the year 2012 the thematic area of social work was integrated in the thematic area of education (IM annual report 2011). The volunteers working together and for the organization are local community members from Mutasa district. The volunteers have a double role as both “right holders”/ “target group” for work performed and the workforce of the organization.

In past years, SOIR together with its volunteers have been building local committees which today has become the base for a newly started community based organization (CBO). The organization is through the support of SOIR built by the local community i.e. the right holders, volunteers and community members. Volunteers who earlier worked for SOIR are now working for their own organization.

In the spring of 2012 this organization was registered as the community based organization (CBO): Mandeya 2 Development. This is a step in the processes to take over the responsibility for the development in their district. As a new organization with new management the organization has to find their own ways to make their strategies and their operational work to function. In the initial stages Mandeya 2 Development is implementing SOIRs objectives and work strategies. SOIR is working as supporters in this process and are still involved and perform work as before in the area but through the CBO. SOIR are at the moment the only source for funds for Mandeya 2 Development organization.

SOIR and Mandeya 2 Development are working with social mobilization within the three thematic areas. Social mobilization is when an organization is working at “grass root” level, with cross-sectorial initiatives in order to combat poverty, disease and discrimination (Denvall 2011). In the work within the thematic areas SOIR and Mandeya 2 Development are trying to capture
needs in the civil society that will guide and develop Mandeya 2 Development’s organizational work.

2.4 The organization – Mandeya 2 Development
Mandeya 2 Development is a newly built organization and is working to get their new structures running. This study is focusing on the thematic area of education. Following is a brief introduction to the organizational structure in the thematic area of education in Mandeya 2 Development organization. In figure 2, an organizational map developed from informants’ description of the organization is presented.

![Organizational Map](image)

As figure 2 shows, Mandeya 2 Development Organization consists of a board, an administrator, a capacity building team, Guardian Support groups (GSG), Child Environment Committee (CEC), Child Selection Committee (CSC), OVC Peer Groups and an Education Ward. SOIR and Mandeya 2 Development have through these different groups involved powerful traditional leaders, guardians of the orphaned children and the orphans and vulnerable children themselves. The idea is that these groups can forward their thoughts through their platforms and thereby affect the development and organizational work. Here follows a further explanation of Mandeya 2 Developments different groups and their purpose:

The Board consists of powerful members from the civil society. The board’s duties are to oversee the strategic planning and fundraising. All members in the Board are participating and work on a voluntarily basis.

The administrator is the person who coordinates all the information from the different groups within the organization. The Administrator handles day to day affairs and is the only person in Mandeya 2 Development Organization that is employed and gets a salary.

The Capacity building team consists of representatives from the local schools, volunteering village members, local teachers and representatives from the different thematic areas. In the thematic area of education the different
committees are represented. The capacity building team is a forum for exchanging knowledge about the needs in relation to the problems the organization is trying to solve. They are also functioning as a support to the administrator. All the groups and committees forward information to the capacity building team through their representatives, that in turn processes this information during their meetings and when needed forward it to the board.

The Guardian Support group (GSG) consists of guardians to the orphaned children and children who after their parent’s death are caring for siblings. A guardian is a person who is taking care of the orphaned child and takes the child in to their own family. The guardian is often a relative to the child. Approximately eight guardians participate in each group. Each group has a representative that participates in a central group where meetings are held to exchange information between the groups. There are approximately fifteen GSG that are scattered throughout Mutasa district.

The Child Environment Committee (CEC) is responsible for investigating and improving the environment in the community, the homes and in the schools so that children can improve both academically and socially. CEC organize workshops in among other subject’s child rights, parental care and psychosocial support. In this forum they can exchange knowledge about the double orphaned children that is participating in SOIRs and Mandeya 2 Developments school program. They do home visits and discuss how the children perform in school as well as how their home situation is today.

The Child Selection Committee (CSC) is responsible for once a year selecting children to the school fee program. CSC also identifies the needs of teaching and learning material as well as renovation needs in the six schools.

The Education Ward consists of headmasters and deputy head masters. They discuss the schools situation and how the different schools are working with issues like for example “stigma and discrimination of OVCs whose parents passed on due to HIV related illness”.

The OVC Peer Group is created for and consists of the orphaned and vulnerable children (OVC) on the school fee program. The OVC peer group teaches and informs other children about child rights, abuse, discrimination and raise issues concerning their situation, welfare and upbringing to the community. The peer group is a forum where OVC can support each other, share their experiences and together raise questions that will improve their lives.

*Orphans* are here defined as children under the age of eighteen who’s both parents passed on. *Vulnerable Children* can be defined as children whose welfare, well-being or development is threatened to a significant risk.

**2.5 Thematic area of education**

As stated earlier, this study is focusing on one out of three thematic areas; the thematic area of education. The key objective for the thematic area of education in Mutasa district is: Access to quality basic and secondary education, and performance of targeted OVC in ward 4 and 30 of Mutasa district improved by December 2012 (SOIR annual plan education 2012:9 Appendix 1).
In the thematic area of education Mandeya 2 Development’s target group is orphaned and vulnerable children (OVC). Within this thematic area the organization is working to increase the opportunity for these children to go to school and improve their academic performance by addressing local structures, paying their school fees, uniform and stationary. For these children and their guardians the organizations also carry out workshops in among other subjects: child rights, parental care and psychosocial support to create an environment that promotes life quality and learning. A Guardian is the person who is taking care of the orphaned child and takes the child into their own family. The guardian is often a relative to the child and due to the vulnerable situation these children are in, workshops also address these guardians. The school fee program thereby gives the organization an opening to start a dialogue with the guardians about issues that affect the children’s life situation. These workshops teach guardians about the convention of the Rights of the Child (CRC), the Human Rights convention (HR) and subjects relevant for their situation, such as parental skills. Guardians of the children also have the opportunity to be supported in small income generating projects that aim to increase the income and independence of the families.

To reach the key objective for the thematic area of education: access to quality basic and secondary education, and performance of targeted OVC in ward 4 and 30 of Mutasa district improved by December 2012, the organizations have formulated a set of objectives. See appendix 1. To improve academic performance in the target group the organization aims to achieve among others the objective: “Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illnesses by December 2012” (SOIR annual plan for Education 2012:9)

The strategies to reach this objective are in the annual plan (2012) described as: “participatory development and dissemination of information increasing awareness of and discouraging engagement in, HIV related stigma. And creating platforms for discussing and discouraging HIV related stigma and discrimination in the target communities” (SOIR annual plan for Education 2012:9 Appendix 1).

The objective: “Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illnesses by December 2012” (SOIR annual plan Education 2012:9) is the focus for this study. How knowledge and understanding about the objective, and the root causes to the objective aim to address, is among volunteers and staff in SOIR and Mandeya 2 Development.

The aim of this study is to analyze knowledge, understanding and perception of: an organizations objective and root causes the objective aim to address. This aim is taking in order to analyze how this has impact on the organizational learning. For this study the objective: “Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illnesses by December 2012” (SOIR annual plan Education 2012:9 Appendix 1) has been in focus as an example and to enable the study to immerse in the informants understanding of objectives. This objective has been chosen based on its abstract character. It is inhibited by attitudes and opinions and could thereby be perceived in different ways based on the individual’s knowledge frame.
3. PREVIOUS RESEARCH

In the background it’s presented that NGOs today meet different challenges in a changing and complex environment. There are international guidelines that the NGOs have to consider in their work with partner organizations in the civil society. This chapter will present previous research that can be related to this study’s purpose and research questions.

The first section will present research regarding NGOs and the learning organization and the complexity of being a learning NGO. The second section will present goal setting and the learning organization. The third section will present research regarding three phases a NGO goes through when it is built and the importance of a common understanding of vision, goals, objectives and ideology. The fourth section presents a summary of the chapter. The final section will present where we want to go in this study.

3.1 NGOs - the learning organization and organizational learning
Bruce Britton (2005) emphasize that NGOs work today meet several challenges with a demanding environment i.e. growing competition and shrinking aid budgets. The consequences that come out of this is that the NGOs become more action-oriented. Britton (2005:6) states that many NGOs have shifted focus: “Many NGOs have also shifted their focus away from direct project implementation and towards advocacy and policy influencing with civil society strengthening and partnership-working.” Britton (2005) argues that this shifted focus put new demands on the NGOs and these demands with: re-structuring, decentralization and decision-making in turn create more demands on the partnership work. The partnership work forces technological changes regarding development of information and communication technologies towards the people in the partnership organization. This has forced many NGOs towards the concepts of organizational learning and the learning organization.

Britton (2005) argues that this organizational learning creates a new demand for the NGOs to handle. They need to learn from their own experiences and to be a learning NGO they need to take an approach towards organizational learning. The researchers Laura Roper & Jethro Pettit (2002) also highlight that NGOs, because of new international demands, have tried to transform themselves so they can go in line with new realities by working with organizational learning as learning organizations. Britton (2005) highlight that NGOs work with organizational learning demands a high level of planning and management, which involves intensive individual and private processes of the individual mind.

Britton (2005:56) defines the learning organization as: “an organization which builds and improves its own practice, consciously and continually devising and developing the means to draw learning from its own and others experiences”. The learning organization is being defined as an organization that builds and improves its own work and at the same time learns from its own experiences. Roper & Pettit (2002) emphasize and refer to the theory of the learning organization by Peter Senge (1990). Senge theory recognizes the organization as a part of a complex social system and to this social system the organization has to adjust. It is therefore important to examining patterns of behavior within the organization and the transformative thinking the organization is engaged in.
Roper & Pettit (2002) emphasize that Peter Senge’s theory about the learning organization is pragmatic because it focuses on how organizations successfully acquire, share and use knowledge to achieve organizational goals. The theory emphasize on creating “knowledge for action” (Roper & Pettit 2002). Roper & Pettit (2002) highlights that no organization can realize all the “ideal types” Peter Senge presents in his theory, but they help the organization to create new knowledge and to unlearn dysfunctional behaviors and thereby able the organization to achieve their goals.

The term organizational learning also has another focus according to Britton (2005). Britton (2005:56) define organizational learning as “individual and collective learning in an organizational context that contributes to changed organizational behavior”. Here the focus becomes more concentrated to the individuals and the groups learning within the organization and how this effects the organization as a whole.

Britton (2005) emphasize that in order to promote organizational learning in the NGO there has to be an organizational memory. This is something many NGOs have to start building up in their work with partner organizations. NGOs that successfully build up their organizational memory also need to focus on the people who are a central part in the organization and its processes. These processes can help people share and use their collective knowledge. The complexity of storing information comes when the NGO has to evaluate people’s knowledge about the information the NGO is producing and storing. That people can reflect over and utilize the knowledge, understand the knowledge and that the information in combination with increased knowledge gives a common sense and insight, Britton (2005) calls this “knowledge management”. Olsson (1998) argues that a collective identity is important in an NGO because without a collective identity there is no social movement. Britton (2005) emphasize that the organizational memory is important when the organization is to shape a collective identity, an organizational identity. And this identity is depending on knowledge management i.e. organizational learning.

Roper & Pettit (2002) emphasize that monitoring and evaluation are a form of learning systems. The authors also argue that the conventional monitoring and evaluation approaches (M&E) to advocacy work need to find new approaches and tools, because the conventional approaches may be counterproductive in the new demanding environment in relation to the learning organization. That this can be counterproductive, specifically in relation to advocacy work and the strengthening of the peoples voice in the partner organization.

3.2 Goal setting and the learning organization
Gary P. Latham & Gary A. Yukl (1975:824) defines a goal as: “what the individual is consciously trying to do”. Latham & Yukl (1975) argue that the individual’s conscious intentions control the individual’s actions. And that goal setting deals with the link between conscious goals and intentions or task performance.
Gary P. Latham & Edwin A. Lock (2006) emphasize that goals are key tools in the work with self-regulation. Latham & Lock (2006) highlights that there must be a shared understanding of the groups goals in the organization to be able to enhance group performance. By discussing organizational and personal goals, the group also expand their knowledge about the work performed. Lock & Latham (2006) emphasize that the exchange of knowledge is important in the work to achieve both personal and organizational goals.

The researchers Bobby Medlin and Kenneth W. Jr (2009) are focusing on “employee engagement” and how optimism among employees is increasing the employee’s performance. In their research Medlin and W.Jr (2009) examine the effect from development of programs that facilitate goal setting, employee engagement, optimism and performance. Factors that management practitioners strive to improve among their individual employees. Medlin and W.Jr (2009) refers to Locke (1968), Latham and Yukl (1975), Matsui (1987), Tubbs (1993;1986) Knight (2001), Dweck (1993). These authors also emphasize that goals have a motivational impact on the employee and improve performance. The authors find that employee engagement can be associated with improved employee performance. Goals should therefore be a central part of management systems and processes that are designed to improve performance.

Medlin and W.Jr (2009) emphasize that involving organizational members in goal setting informs them about their responsibilities and help them to ensure that the essential resources are identified and provided. Medlin and W. Jr (2009) argues that goal setting engages the employees in their organization and enhances the employees belief that they successfully will reach their goals. According to the authors this improves individual performance in the organization. Furnham (1997) emphasize that employees optimism is related to self-efficacy in terms of confidence in task accomplishment. Furnham (1997) also states that optimism has a positive impact on learning and work success.

3.3 The organizations three phases

Here research about the importance of a common understanding of vision, goals, objectives and ideology in relation to three building phases a new built NGO goes through is presented.

In the NGOs pre-phase project planning and context analysis is emphasized to bring in knowledge regarding the specific issue the NGO aim to address. This phase will be the base for operational work in the NGO (Olsson 1998).

In the becoming phase it is important that management and volunteers has a common view on vision, goals, objectives and the NGOs ideology (Olsson 1998). Olsson (1998) highlights that to allocate resources to the NGO, it’s important that the NGO has the ability to present idea and vision with a coherent view. The organization need to be able to explain to its volunteers why this work and vision is important. The NGO have to be able to connect volunteers own values, interests and conceptions with the becoming NGOs activities, goals, objectives, visions and ideology. The organization need to convince volunteers that their time, engagement and money is worth investing in the organization (Olsson 1998).
In the maturing phase when the NGO has been established it starts interact with other organizations in the civil society. Forces from both outside and inside the NGO will now have impact and shape the organization (Olsson 1998).

Olsson (1998) highlights that in this phase the organizational structures are becoming more important. The NGO has to become more flexible in its structure to be able to meet the surrounding world’s demands and be able to survive. In stage NGOs need to engage in planning and routines have to be settled in the organizations. Olsson (1998) refers to Udehn (1996) and Thörn (1997) that emphasize the importance of a collective identity, that without this collective identity there won’t be any social movement. Ideology now becomes a mobilizing force. The ideology in a NGO can now be seen as a guideline and a control instrument that affect the NGO members and their actions.

3.4 Summary
In this previous mentioned research by Bruce Britton (2005), Laura Roper & Jethro Pettit (2002), Bobby Medlin & Kenneth W. Jr (2009); Lars-Erik Olsson (1998) and John Lofland (2009) it is found that NGOs work today meet several challenges with a demanding environment, with growing competition and shrinking aid budgets. This is some of the new demands that forces NGOs to shift focus from project implementation towards advocacy and policy influencing with civil society strengthening and partnership-work. This new focus towards advocacy and strengthening of the civil society creates new demands on handling the re-structuring and decentralization of the main NGO to partner organization in the civil society. This has forced many NGOs towards the concepts of organizational learning and the learning organization.

Previous research points out that the learning organization sees itself as a part in the complex social system. Therefore it is important to examine patterns that affect the organization and its members in various ways. It’s highlighted that the building of the organizational memory in the learning organization is important because this organizational memory affect the collective’s knowledge and the building of the organizational identity. The previous research has also shown that through the NGOs three building phases there is a need of a collective identity because this promotes a mobilizing force. Therefore the production of knowledge and learning is essential.

3.5 Where can we go from here?
In this previous research it’s emphasize that knowledge management i.e. organizational learning is important if a NGO is ought to be successful in creating knowledge and understanding for the organizational memory and the organizations work in the learning organization.

What this study intends to bring to the subject is a discussion on how a coherent view of an objective and the root causes behind the objective can affect learning processes in the learning organization. This study intends to investigate this with an approach inspired by the goal – process evaluation model but is performed from a learning organization theory perspective. This approach can highlight opportunities and obstacles in the work to reach goals and objectives.
4. METHOD

This chapter will present how the study has been carried out. Firstly a presentation will be made of the chosen research approach. Secondly a description of how the empiric data has been collected. Thirdly it will be presented how the collected data has been analyzed. Fourthly a presentation will be made on how the selection of informants has been carried out and finally this chapter will present how the work and responsibility has been divided by the authors of the study.

4.1 Qualitative approach
Collecting data is normally carried out through a qualitative or a quantitative approach, but one does not exclude the other. With a quantitative design for the collection of data the researcher aims for measurable results through a structured measuring instrument. The quantitative approach can be described to seek causality, determination, prediction and generalization of findings while the qualitative approach sets out to understand and illuminate the phenomenon in the situation (Olsson & Sörensen 2011).

The collection of empiric data for this study is carried out with a qualitative approach. The purpose of the qualitative approach is, according to Henny Olsson & Stefan Sörensen (2011) to strive for an overall picture of alleged conditions by using research procedures that provide descriptive data such as the informants written or spoken words and observable behavior. According to the authors qualitative studies can be categorized as holistic as the experience of an informant is dependent on the social context, just as parts of a phenomenon is understood by analyzing the overall picture. The qualitative approach is therefor used in the study for the purpose to interpret not only the informant’s experience of the phenomenon and the work performed but to analyze the experiences and the phenomenon in relation to the context in which it exists (Olsson & Sörensen 2011).

This study is influenced by the goal- process evaluation model. The goal- process evaluation model searches the process for obstacles and opportunities in the work to reach a set out goal (Vedung 2009). For this study the key findings from evaluating parts of the process have then been analyzed with a theory selected based on its relation to the empiric data. Due to the impossibility of knowing the process in advance and to reduce preconception, the field study is based on Grounded theory (GT) (Kvale & Brinkman 2009).

The core in GT is to let the empiric data lead to a suitable theory. GT reduces preconceptions and focus is instead on analyzing the empiric data for clues in the purpose of finding direction for continuous gathering. Coding and gathering data is done parallel for the purpose of identifying relations and key- factors. The process creates opportunities for developing ideas for further data gathering and can lead to reconstruction of the interview guide and is an ongoing process (Kvale & Brinkman 2009).
GT is used in the study because of the possible difference between the context in Zimbabwe and Sweden, and the difficulties in knowing the obstacles and opportunities that could be found in the process to reach the objective. For the theory to go in line with the “context” and the empiric data, the study therefore aims to let the collected data lead to suitable theories and instead present the factors that has led to this choice. By using GT the gathering of data will be done with limited preconception which enables the study to seek knowledge without the restriction from a predetermined focus (Kvale & Brinkman 2009).

4.2 Collection of data
A qualitative approach with its methods for collecting data is according to Olsson & Sörensen (2011) suitable for categorizing, seeking key categories and descriptions for a phenomenon. The study is using both primary data in form of interviews and observation and secondary data in form of documents such as reports from the organization (Kvale & Brinkman 2009). The collection of data is therefore carried out through interviews, observations and text analysis.

4.2.1 Interviews
Interviews can be described as structured, half-structured or unstructured. The purpose of a structured interview is to secure that questions are perceived in the same way for all informants, while the unstructured interview leave more room for interpretation based on values and experience. For the interviews in this study a half structured interview-guide was constructed. This approach aims to capture the informant's own experience while structure ensures that informants respond and reflect on the same issues. The interviews were recorded with informant's consent. Recordings were transcribed letter-perfect to ensure that all material was to be included in the analysis (Olsson & Sörensen 2011).

4.2.2 Observations
Observations can be carried out both openly and hidden. The open observation is carried out with consent from the observation objects participants. The awareness of the researcher’s agenda (presence) can have impact on the observed participators behavior. Due to this impact, researchers can chose to carry out observations without participators knowledge and consent. The hidden observation can therefore come in conflict with ethical considerations (Olsson & Sörensen 2011). For this study observations are carried out openly by introducing the reason of presents. An observation guide has been used for seeking answers to predetermined questions.

4.2.3 Text analysis
Content text analysis is used for analyzing secondary data such as organizational documents and reports. The content text analysis is descriptive and quantitative in its procedure. The content analysis is analyzing the meaning of the text and the interpersonal relationship between the author, the phenomena and the subject. A content text analysis clarifies the text’s logical structure and provides a connection between the different arguments and opinions. These are subsequently measured as negative or positive in relation to the phenomenon, in relation to the empirical conceptualities and the theories surrounding the phenomena. This tool in the discourse analysis is important for the research process as it affect the study’s validity and reliability. If the key aspects of the texts that relate to the phenomenon isn’t found, the study risk getting the wrong empirical definitions.
This can lead to empirical definitions and the theories to mismatch, which in turn lead to low validity (Svensson & Starrin 2011).

4.3 Analyzing data

The interviews with various professionals and volunteers who work with orphans and vulnerable children are characterized with latent variables. Latent variables are variables that can’t be directly observed. The term is an explanation for a hypothetical underlying causal factor that without itself being observable is used to describe the observed variables. Latent variables and their characteristics can be seen in attitudes. The interviews capture the attitudes of the informants; attitudes formed around the phenomena of stigma and discrimination in the practical work. The latent variables are complex when attitudes are subjective and not directly observable. Attitudes include verbal reactions to a phenomenon, which in this study is; the objective of reduced stigma and discrimination (Rosengren & Arvidsson 2010).

Manifest variables are directly observable. It’s an attribute or set of attributes that can be directly measured and observed when charted in a diagram. Therefore observations are helpful when to analyze the body language and actions (doing) in different situations. These observations can help this study to capture manifest variables which in turn can help to interpret the collected data. The informants’ inner voice and belief is one factor that this study must take into account. These manifest and latent variables are important because they affect dependent and independent variables (Rosengren & Arvidsson 2010).

With this the conclusion can be drawn; that it’s important in interview situations to meet people face to face so both manifest and latent variables are included in the collected data. There must be manifest variables in order to measure the latent variables. The manifest variables in the documents, such as goals and visions from the strategic platform and the collected data with latent variables, can be examined and measured to understand in what way they relate with the documents and the organizations visions.

The gathered data have been analyzed with data and theory-triangulation. When data is gathered within a specific timeframe, from different social situations, at different times within this timeframe, a variation will be found in the selection of informants and the gathered information. By using this approach it is possible to find parallels between different phenomena and it will reduce uncertainties in the analysis of the gathered data. For this study data triangulation has been used to categorize and analyze the interviews for answering the questions about knowledge and understanding of the objective and shared perceptions of the issues the objective aim to address (Olsson & Sörensen 2011).

Theory- triangulation means that the analysis of gathered data will be performed from different theoretical perspectives. This means that factors and phenomena can be explained with different scientific theories which relates to the social phenomena. Theory- triangulation has in this study been used to answer how knowledge and understanding of the objective and shared perceptions of the root causes the objective aim to address, have impact on the building of a learning organization (Olsson & Sörensson 2011).
4.4 Informant selection and limitations

Informant selection is important for planning a study. Selections are made in order to understand who or what the result is generalizable to. According to Olsson & Sörensson (2011) it is therefore important to use criteria for which informants should be included in the research. The including criteria has been integrated in a two-stage selection. SOIR (IM Zimbabwe) is working in three different rural areas in Manicaland: Mutasa, Chipinge and Nyanga. Due to time limitations the study is focusing on Mutasa district where work is performed in cooperation with and by strengthening the CBO (community based organization), Mandeya 2 Development. First criteria is thereby the informant being connected to the organizations and work performed in Mutasa District. The organization is performing work in the thematic area of Education, preventative health and IGP (income generating projects). The objective chosen for this study is part of the goals for the thematic area of education. The second criteria are informants working in the thematic area of education. For the result to be representative for the thematic area of education informants have been chosen from all the different groups and committees within the thematic area of education (Olsson & Sörensen 2011).

Due to difficulties in contacting informants in the rural area, SOIR has been helping with finding key informants for the study after the wished informants have been communicated to the organization. Informants have been wished based on their belonging to the schools in the area and to the different committees in the organization. The involvement of SOIR means a possible risk for the collected information to be controlled by the organization. By being involved in the process of contacting informants the organization can chose the informants it believe will share information that will be in the interest of the organization. All involved have been informed that the result of the study will be presented to IM head office in Lund, to SOIR field office and to Mndeya 2 Development administrator in Zimbabwe. The head office in Lund is at the moment the only source for founds for both the field office and the CBO. Knowing where the result will be presented, the organizations as well as the informants may have issues they want to raise and information they don’t want to share. The study may be perceived as controlling instead of being promoting and the involvement can thereby have impact on the end result. To decrease this risk the organization has presented a wide range of possible informants. Most informants have been chosen on the basis of their roles in the organization, volunteers from all schools in the area have been interviewed and the rest are based on their voluntary participation. It should also be stated that the researchers for this study perceived the organizations as open in this subject and felt no restrictions or control from the organizations in the selection of informants.

There are six schools in Mutasa district, four primary- and two secondary schools. In every school there are two teachers also volunteering for the organization in the school. These volunteers are members of different committees within the CBO. Interviews with the two teachers working in each school have been carried out as group interviews. The headmaster and the two volunteers from each school have been selected as informants. From CBO Mandeya 2 development the administrator of the organization and two members of the board have been interviewed. From SOIR field office, interviews have been carried out with director, program officers for education, program officer for preventative health, capacity building specialist, the officer for communication department,
finance and administrator. Interviews have also been carried out with two village heads and the chief of the area due to their involvement in the organization. All informants stated above have been selected based on position or profession.

Further, volunteers from the Capacity building team, GSG (Guardian Support Group), CEC (Child Environment Committee) and CSC (Child Selection Committee) that aren’t connected to the schools through their daytime job, has been interviewed. These informants have been selected based on their voluntary participation in connection to relevant workshops and them being able to spare time.

A total of 40 informants have been interviewed in a total of 30 interviews. 6 out of 30 interviews were carried out as group interviews. Following is a list of what group or organization the informants are representing. As seen on the numbers, one informant can represent more than one group.

- SOIR= 6 informants
- Mandeya 2 Development= 34 informants
- CEC=12 informants
- GSG= 7 informants
- CSC= 8 informants
- Education ward= 7 informants
- Board=1 informant
- Village head= 2 informants
- Chief= 1 informant
- Teachers connected to Mandeya 2 development but also work in the schools= 12 informants
- Headmasters= 6 informants
- Capacity building team= 3 informants

### 4.5 Validity and Reliability

According to Olsson & Sörensen (2011) there is validity where harmony between reality and interpretation is available. Validity comes when the researcher measure what is relevant in the context, while reliability in the quantitative study refers to measurements being made in a reliable manner, for example with a reliable measurement tool (Olsson & Sörensen 2011).

Validity and reliability has a long tradition in the quantitative research approach but has now been considered necessary for the qualitative approach as well. With terms deriving from a positivistic perspective researchers find need for a translation appropriate for the qualitative approach but based on a naturalistic perspective. Nahid Golafshani (2003) find that the term validity isn’t seen as applicable to qualitative research by many authors in the field. On the other hand researchers find need for some kind of translation to the term in order to have a common measurement for quality on their research. Golafshani (2003) discusses the need for translation of the terms to go in line with the qualitative approach to research:
“To ensure reliability in qualitative research, examination of trustworthiness is crucial, while establishing good quality studies through reliability and validity in qualitative research, states that the trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability” (Golafshani 2003:601).

In this quotation Golafshani (2003) highlight trustworthiness and quality in qualitative studies possibly can be equivalent to validity and reliability in the quantitative approach. With validity and reliability deriving from a positivistic perspective Golafshani (2003) find from a naturalistic perspective, that due to the need of measurement in the qualitative approach researchers have developed and adopted terms such as quality, rigor and trustworthiness (Golafshani 2003).

Taking in the origin of the terms as Olsson and Sörensen (2011) describe or the new considerations of translating validity and reliability to the qualitative approach as argued by Golafshani (2003) is not critical for the study. But there is a need to in all research, one way or another, to state some sort of quality measurement.

In this study a half structured interview and observation guide has been constructed to reassure quality, rigor and trustworthiness by informants answering the same questions. Using half structured interview guides means that the interviewer have room to use follow up questions to understand the informants perception of chosen phenomenon or situation. This leads to the measurement tool i.e. the interview guide not being completely rigor and similar for all informants. Therefore, to ensure quality and trustworthiness as well as taking in the informant’s perception of the phenomena, the study emphasize connecting informants to the same core in the interviews with the half structured interview guide as a tool. To ensure quality all informants connected to the schools have been interviewed. Another measurement taken to reassure quality, rigor and trustworthiness is the use of triangulation when analyzing data. The triangulation helps to ensure the study to eliminate preconceptions by instead focusing on categorizing the coherence in gathered data. Theory- triangulation is used to view the categories of the gathered data from different theoretical perspectives. This approach has been taken to enhance the quality, generalizability and trustworthiness of the study by not explaining but viewing the result from different perspectives.

4.6 How the work have been divided by the authors
This study has been carried out with shared responsibility between the authors Cecilia Solis Lovekvist and Elin Topphem. In the writing process there have been an open dialogue and an exchange of feedback on the different chapters. Both authors have in the writing process been adding to each other’s text. Interviews and observations have been carried out as a team.

This approach was taken to ensure trustworthiness and quality of the result. Two interviewers can take in more impressions than one and ensures that informants are perceived in a correct way. For the same reason data- and theory triangulation has been carried out by both authors together. Transcribing has been shared equally.
All parts of the study have been designed, written and composed in cooperation between both authors. For time effectiveness the writing of chapters and some sections have been divided between the both authors. The overall responsibility for introduction, background, previous research and ethical considerations has been taken by Cecilia Solis Lovekvist. And the overall responsibility for method and theoretical framework has been taken by Elin Topphem. The writing of result, analysis and discussion has been shared by both authors.

4.7 Ethical considerations
In the field of humanities- and social science and research there are four main criteria that have to be considered. The Swedish Research Council, a governmental agency that was legalized 2001, has issued ethical research guidelines that were ratified by the “humanistic- social science research council” in March 1990 (www.vr.se:20121213). These ethical research guidelines have to be considered to protect individual’s integrity when participating in this research through interviews and observations.

The four main criteria’s within the ethical research guidelines are; the information requirement, the consent requirement, the confidentiality requirement and the utilization requirement.

The authors Steinar Kvale and Svend Brinkmann (2009) address ethical issues in relation to the qualitative research interviews. They emphasize that these ethical guidelines have to be taken into account during the whole procedure of the study. The authors describe studies carried out through the procedures of: planning, carrying out interviews, writing down information, analyzing the compiled information, verifying compiled information and the finished report. In these various procedures it’s important to reflect over the consequences the finished report can give for all involved in the research and the researcher’s role in this. During this study this has been reflected upon in relation to the four main criteria’s of the ethical research guidelines.

The information requirement means that the researcher is obligated to inform informants about the research and its purpose. The informants must be informed about their role in the research and that the participation is voluntary. Informants must be given enough relevant information to make the decision if they want to participate or not (Vetenskapsrådet 1990).

The consent requirement means that the researcher is obligated to obtain the informants’ consent to participation and consent to use the information the informant have shared with the researcher (Vetenskapsrådet 1990).

The confidentiality requirement means that the researcher is obligated to handle the informant’s personal data with care so no one else besides the researcher could have access to the data material of the informants. The researcher is obligated to give the informant confidentiality. All data collected from informants should be coded so that no one outside the research could identify individuals as informants (Vetenskapsrådet 1990).

The utilization requirement means that the collected information only can be used in research purposes. The information should not be used for commercial or non-scientific purpose (Vetenskapsrådet 1990).
4.8 Ethical dilemmas

During this field study five ethical dilemmas have been encountered. These dilemmas have been considered in all the procedures of this study, when interviewing, observing, compiling information and analyzing the results.

The first ethical dilemma considered was the need for SOIR office in Mutare to contact and arrange interviews with informants in the CBO: Mandeya2Development. Due to the requirement in the application for MFS (Minor field study) scholarship, key informants needed to be presented before the visit to Zimbabwe. In the rural area where the field study is carried out there is limited phone and internet access. Limited phone and internet access and lack of knowledge about the structures in Mandeya 2 Development meant difficulties in contacting informants in the rural area. Due to these difficulties SOIR office in Mutare has been assisting with recommending and contacting key informants for the study.

The second ethical dilemma is that through this involvement the organization can choose the informants they believe will share information that will be in the interest of the organization. The involvement of SOIR in the process could thereby mean a subtle pressure on the informants to participate in the study. The paradox is that without the help from SOIR it wouldn’t be possible to meet any informants from Mandeya 2 Development. So the informants’ word that their participation was voluntarily had to be taken.

The third ethical dilemma is that all involved have been informed that the result of the study will be presented to IM head office in Lund, to SOIR field office and to Mandeya 2 Development. The head office in Lund is at the moment the only source for funds for both SOIR field office and Mandeya 2 Development. Knowing where the result will be presented, the organizations as well as the informants may have issues they want to raise and information they don’t want to share. The study may be perceived as controlling instead of being promoting and the involvement can thereby have impact on the end result.

The fourth ethical dilemma emerged when conducting interviews with informants from Mandeya 2 Development in the rural area. Interviews were carried out through a personal meeting with the informant or informants in a room. Due to the heat windows and doors were open or the interview carried out outdoors. This environment needed to be considered to protect the informant’s integrity, anonymity and for informants to feel secure when sharing information. As described before there could be power structure in and between the organizations in this study. Due to these power structures, if present, staff from SOIR were informed that they had to walk away and sit somewhere else on the premises so they won’t hear what is said. Ethical issues were explained and staff from SOIR accepted the request when interviews were carried out.

The fifth ethical dilemma is connected not knowing how the presence of SOIR staff is interpreted by informants. Due to need of being accompanied by and helped with transport from SOIR, staff from the organization was always present and presented. This presence need to be reflected upon due to the risk of being a subtle power factor.
4.9 The achievement of the four ethical main requirements

In this study an information sheet (appendix 2) was handed out to informants in the organizations: SOIR in Mutare and to Mandeya 2 Development Organization in Mutasa district. All interviews were conducted in a personal meeting where information was given to the informant about the interviewers, the study and the aim and purpose of the study. When information was given to the informants it was emphasized that the participation was voluntary and that the informant at any time could stop the interview without any justification. It was also emphasized that if the informant didn’t want to answer a question they can say no without explaining why.

When conducting open observations at workshops in Mutasa district and in the city Mutare, a presentation of reason for presence and the study’s aim and purpose was given. In this way the information requirement was considered to be achieved.

Written consent forms were brought to Zimbabwe. These forms were a requirement from Malmö University’s ethical board, see appendix 3. These forms couldn’t be used because the informants weren’t comfortable with signing this consent form. Instead a verbal consent from every informant was collected. Informants shouldn’t feel uncomfortable with signing the consent form and therefore the conclusion was made that a verbal consent is valid. Being persuasive and forcing informants to sign this form would violate the informants’ integrity. In this way the consent- and confidentiality requirement is considered to be achieved.

The information presented in relation to interviews and observations highlighted that everyone in this study is unidentified through coding, to protect the informant’s integrity. Interviews were recorded with a dictaphone: After the interviews the recording was transferred to a usb-stick, and not accessible for anyone unauthorized. When transcribing interviews, the interviews and informants were coded so that no one could identify the informants as individuals. The interviews were given randomly picked numbers. In this way the confidentiality requirement is considered to be achieved.

All involved were informed about how the information may be used in this Master of Science study. Information was given that their answers won’t be used for any commercial or non-scientific purpose and that the study will be open for everyone to read when it’s done. In this way the utilization requirement is consider to be achieved.

4.10 Conduction of interviews, observations and ethical requirements

Here it will be further explained how considerations were made during interviews and observations.

In the individual interviews all informants could speak English so no interpreter was needed. The only ones present were the interviewers and the informant in the room. But when in a few group interviews, some informants here and there, couldn´t speak English very well. When this situation appeared other informants in the group helped this person to forward their thoughts. This made it possible for everyone in the group- interviews to express their thoughts. No outside interpreter was needed. Not using an outside interpreter means that privacy and integrity could be guarantee.
Open observations were conducted at two different workshops; each workshop-period was one week. The workshops were held in the village Makwara and in the city Mutare. A presentation of the study’s purpose and aim was given. Workshop participators were ensured that everything that was said would be coded and that no one should be pointed out by name.

Observations were made at one workshop where SOIR and Mandeya 2 Development worked with double orphaned children. In this workshop observation focused on what was brought up by the children and what they talked about. Interviews wasn’t carried out with any children because of ethical consideration. The children were between the ages of 6 to 18 years old. This observation was carried out to provide a deeper understanding for the problem Mandeya 2 Development and SOIR are trying to solve within the thematic area of education. This observation would without having impact on the children provide knowledge about the problem that is behind the objective: *To reduce stigma and discrimination of OVCs (orphaned and vulnerable children) whose parents passed on due to HIV related illness.*

The other workshops were held in the city Mutare and it was education for volunteers and administrators from all three CBOs in Manicaland. All participants in these workshops during the week were all adults. This observation aimed to provide more knowledge about how CBO members in Mandeya 2 Development talked and perceived different issues.

The ethical guidelines for researchers: information, consent, confidentiality, consequences for the informants and the researcher’s role has in this way been considered during this study’s various procedures.
5. THEORETICAL FRAMEWORK

This chapter will present the theoretical framework for this study. First the theory of the learning organization by Peter Senge will be presented. Second, a presentation of criticism of the theory will be made and finally the chapter will present the relation between this study and the theoretical framework.

IM states in their strategic platform that they are a learning organization. (IM strategic platform 2011-2020:10) For the study to go in line with the organizations work, the concept and theory of the learning organization by Peter Senge (2006) has been chosen for the theoretical framework. Senge´s theory will be used to answer the question: What impact does understanding and knowledge of the objective and the root- causes the objective aim to address have on the building of a “learning organization”?

5.1 Learning organization
Senge (2006) describes in his book the “Fifth discipline” Learning organizations as:

...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. (Senge 2006:3)

According to Senge (2006) most organizations have development and learning difficulties due to traditional ways of organizing and thinking. To overcome these learning disabilities and to become a “learning organization” Senge (2006) describes five disciplines: Personal mastery, shared vision, mental models, team learning and system thinking. Each discipline provides for its own aspect of the organization but should be viewed and carried out in relation to each other for the organization to be able to learn. The disciplines are according to Senge (2006) essential for becoming a learning organization. Senge (2006) emphasize that these five disciplines are “learning disciplines” that will facilitate the learning processes within the organization.

System thinking. This discipline is the cornerstone of Senge’s theory. System thinking integrates the other disciplines. It comprehends and addresses the big picture as well as analyses the relationship between parts in the system. Senge argues that a common problem in management is the tendency to divide and focus on parts and forgetting the relation between these parts, the complexity of the whole. This discipline is here to teach us about two kinds of complexity- the complexity built on details, where many variables have impact on the end result and the complexity of the dynamic process, where cause and effect is separated in time and space (Senge 2006).

Personal mastery. This discipline emphasize on individual learning and development as necessary for the organizational development. Personal mastery integrates but goes beyond competence and skills. It can be described as a proficiency where our ability to focus on our vision goes parallel with our ability to analyze as well as use the context of the reality we exist. The discipline entails
recognizing structural constrains and tension. The personal vision is in focus and comes from inside the individual. The discipline seeks to continually clarify and deepen our personal vision as well as train us in seeing the reality objectively. By doing this you find what Senge (2006) call creative tension, the tension between vision and reality. This tension makes the individual strive, induce a genuine interest for work, creates commitment and an understanding and will to live in a continuous learning mode (Senge 2006).

According to Senge people have a tendency to identify themselves with their work and their task instead of identifying and describing themselves and the purpose of their tasks, and how they affect the organization. This identification is according to Senge having impact on the organizational learning. This impact that creates a learning disability Senge (2006) calls the disability of “I am my position”. The learning disability is the result of deficiencies in “system thinking” and lack of dedication to “personal mastery” in the organization. Within this disability the worker often focus on its own working area and doesn’t obtain a sense for the working process within the whole organization. This makes the workers lose their relation to the end result and will be having problems overlooking the process (Senge 2006).

Another common learning disability is what Senge call the “The enemy is out there”. This learning disability is a product of “I am my position” and not being able to see the overall picture, how the individual work affects this picture and the processes within the organization. When things go wrong we have a tendency to blame someone else due to lack of knowledge and understanding of the process and overall picture. When evaluating and analyzing the end result this will lead to difficulties in finding key and trigger factors to this result. If the end result isn’t satisfying this can lead to difficulties in finding the root cause to the problem. Not being able to overlook the process and our own contribution to the end result, can according to Senge (2006) lead to assumptions being made about the problem being someone else’s fault. Blaming others Senge (2006) believe is based on lack of knowledge and understanding about the whole process and how the different components involved affect this process and the end result. To overcome this learning disability Senge (2006) emphasize on promoting “personal mastery” and “system thinking” in the organization. Management should function as role models and help workers to highlight their personal visions. It is according to Senge (2006) important that management contributes to structures that increase knowledge about the entire work process that leads to the end results. It is also important that management helps to increase an understanding for reality and the context the organization exists in. This means that the organization needs to foster an environment where openness and transparency can grow. The benefits of the discipline “personal mastery” are many but can be summarized in to increased motivation, strive and knowledge for the worker. In an organization where personal visions sprawl in different directions the discipline of “personal mastery” can become problematic for the organizational work. Senge (2006) therefore emphasize that the discipline needs to be complemented with the discipline of “shared visions” in order to promote learning in the organization (Senge 2006).

**Building shared vision.** A vision according to Senge (2006) should be shared by most members of an organization and engage to action. A shared vision not only engages people but develops the organization as well as the individuals in it. A vision Senge (2006) believes spreads through a reinforcing
process. A process built on continuous clarity, increased enthusiasm, communication and commitment. When the vision is shared it creates a genuine interest and people will work to realize this vision. This discipline is about structuring pictures of the future that engage involved individuals and groups. It is also important that the organization encourage participation in the formulation of this vision. A vision set by the management can often be seen as a dictation and therefore act in the opposite way (Senge 2006).

A common problem according to Senge (2006) is for organizations to inform about and dedicate time to long term planning. Senge (2006) describe this learning disability as “The fixation on events”. This learning disability emphasize on the need for long term thinking. Senge (2006) means that the threats to an organizations survival are the processes that slowly creep up on us and not the urgent everyday issues organizations have a tendency to focus on. To develop we need to engage in long term planning and not only tackle the short term problems we face by focusing on events in our pass our near future. To identify these threats organizations need to know where they are going. What picture of the future work aim to reach. In relation to system thinking this means that if the organization is to identify these threats all members need to share this picture. Otherwise the lack of shared vision becomes the threat itself. A shared vision indicates what end results are wished by the organization. It gives a purpose and an aim to the road of getting there and an opportunity for members to analyze obstacles and opportunities in this process. The benefit of a shared vision is that members of an organization aim and work in the same direction. It also enables learning through allowing members to analyze their work in in relation to the vision. By analyzing and experimenting as well as learning from experience members can come up with new solutions and methods for reaching the vision. But to do so the organization needs to create an environment where this analyze is possible and to engage members in the organizational vision (Senge 2006).

**Mental models.** This discipline makes us open our eyes for the mental pictures, assumptions and generalizations that influence our behavior and how we understand the world. These mental models play a big part in how we interact with people, behave, think, act and have impact on the decisions we make. Mental models not only have impact on decisions individuals make but also how organizations plan strategies and carry out their work. Senge (2006) exemplifies through the assumption made by the American car industry that the American consumer preferred design before quality when buying cars. When losing large shares of the market to Japanese car industry that highlighted quality in their cars, the automakers had to consider their assumptions. By the time quality had been taken in to the end product, competition had grown and already developed their construction process (Senge 2006).

Many of our decisions are based on our mental models i.e. the assumptions we have on the context we exist. According to Senge (2006) it is therefore important for individuals as well as organizations to look inside and analyze these mental models. It is not so much finding out if these models are a correct picture of the reality but more being aware of what assumptions and generalizations it is that affect us. For an organization to enhance their skills to work with mental models and to come around the hierarchy in the traditional organization, Senge (2006) believe it is necessary to foster openness and to make decisions based on factuality. Dialogue is the key, but has to be taken with an
assigned purpose. Many organizations today don’t feel they have time to engage in these kinds of reflections. Senge (2006) therefore emphasize on reflection being a part of the working process but also complemented by reflection meetings where members can immerse in the subject. Senge (2006) experienced members being negative to this forum when being asked to join but leaving the room with a positive attitude and already planning for the next meeting. Today new effective ideas go to waste because of assumptions based on our mental models. There is therefore a need to learn from each other, create an environment where we encourage transparency as well as make sure we are aware of our mental models and how they control us (Senge 2006).

**Team learning.** Teams and especially management team often consists of experts from different areas whose role is to solve issues concerning the whole organization. Teams can also be put together for the responsibility of a certain area in the organization. A common problem according to Senge (2006) is for teams to pull in the same direction. Members are fighting for territory, differences are silenced and decisions are often based on compromises. Referring to Chris Argyris from Harvard who has studied management teams abilities to learn and develop, Senge (2006) highlight that teams may function in a satisfying way when the organization is stable but tend to lose the team spirit and functionality when crisis arise (Senge 2006).

For a team to develop and be successful it is necessary for team members to pull in the same direction. A “shared vision” and competent team members who handle their “personal mastery” as described in the disciplines stated above is according to Senge (2006) key ingredients to a successful team. But Senge (2006) also emphasize that this is not enough. For a team to be successful there is a need to learn together through dialog. Senge (2006) describes two types of conversations that are necessary for a team to develop, discussion and dialog. In discussion the purpose for every member is to win or at least come to an end result that is as close to their own opinion as possible, a discussion can therefore lead to new knowledge but doesn’t increase team learning. Dialog on the other hand promotes openness and learning. The purpose of dialog is to build a new awareness, to take in all members opinions and thereby reach further than any member could do on its own. The benefit of team learning is that a team through dialogue can reach further and create solutions that no individual could do own its own. But to do so Senge (2006) emphasize that teams must just like the organization promote “personal mastery”, clarify “the shared vision” and increase their knowledge about the “mental models” that effect their decisions and actions. “System thinking” is essential for the team learning in order for the team to understand how the organization effect what the team produce, how the team have impact on other parts of the organization and how the team contribute to the end result (Senge 2006).

**Back to “system thinking”**. As described before the discipline of “system thinking” ties together Senge’s theory about the learning organization. Without this discipline Senge (2006) emphasize that the organization will risk falling in to different learning disabilities that would threat the survival of the organization. To learn according to Senge (2006) is not about gaining more information but to experience, experiment and learn from what we do.
To gather staff and lecture about the disciplines is according to Senge (2006) not the way to become a “learning organization”. Best way to learn is by doing and by being coached. Workers have to experience and experiment to be able to learn. In the same subject, Senge (2006) describe a common problem in organizations which he calls: “The delusion of learning from experience”. It’s often said “we all learn from experience”, the problem in organizations is that we often don’t experience the consequences of a decision. The consequences of a decision may not be seen for several years, a decision made in one department may have consequences in another without further understanding of the relation between decision and effect. Organizations often divide themselves in specialized departments which become their own hierarchy systems. Within these departments consequences are easier to solve but instead there is often found lack of cooperation. Complex processes, affecting several departments, become harder to analyze (Senge 2006).

As a worker not being able to understand the relation to the end result, could according to Senge (2006) lead to the learning disability of “being my position”. When only able to identify herself with a specific task, the organization member becomes distanced from the full work process and the end result. Learning then becomes impossible because the member can’t see the effects of her work or how it integrates with other parts of the system (Senge 2006).

Not being aware of how work in one area integrates with other parts of the organization can according Senge (2006) lead to the learning disability of blaming “the enemy who is out there”. When things go wrong we tend to blame someone else. Blaming someone else is according to Senge (2006) related to lack of knowledge and understanding for the whole work process and the overall picture.

When organizations are fighting “the enemy who is out there”, they stop looking inside for its contribution to the problem. This can, according to Senge (2006), lead to the “illusion of taking charge”. A problem for organizations today is to be proactive and continuously prevent impact from external demands. Today it is important for organizations to be pro-active, to take action before there is a need to be reactive to an upcoming problem. But according to Senge (2006) this pro-activeness is too often reactiveness in disguise. Organizations and companies are often trying to fight “the enemy that is out there” when instead being pro-active is to first of all look at the organizations own contribution to the problem, and try to solve that (Senge 2006).

System thinking also encourages long term thinking leading the organization away from “the fixation of events”, i.e. the urgent everyday issues organizations have a tendency to focus on. By doing that and meantime slowing down and understanding how our mental models affect our actions we might be able to identify the slowly growing threats that in the end can be devastating for the organizations survival. Senge (2006) refers to the metaphor:

“If you place a frog in a pot of boiling water, it will immediately try to scramble out. But if you place the frog in room temperature water and don’t scare him, he’ll stay put, as the temperature gradually increases, the frog will become goggier and goggier, until he is unable to climb out of the pot.” (Senge 2006:22)
With this Senge wants to tell us that if we are to be able to see those slow subtle changes that can become threats to our organizations, we need to slow down and open our eyes. To do this Senge (2006) emphasize the need of reflecting and analyzing the environment around us, both inside and outside the organization. There is a need for not only management to reflect on the dynamic process in the organization but also create an environment where it is possible for everyone in the organization to do so. Integrating the disciplines in the organization Senge (2006) believes will lead to the possibility to truly learn from our experiences and will contribute to a management who are effective solving everyday issues as handling upcoming crisis threatening the organization. It is essential for organizations to not only dedicate time to engage in the different disciplines but to always integrate structures and communication that enables “system thinking” (Senge 2006).

5.2 Criticism of theories about the learning organization

Senge and his book “the fifth discipline” has become well known around the world and is often used and quoted in the genre. But his theory has been criticized for its vagueness and of being informal and thereby difficult to implement in an organization. A request of clarification of the theory and how it is implemented is a common feature in the discussion about theories of the “learning organization” (Örtenblad 2009).

Anders Örtenblad (2009) found by analyzing Senge’s theory and criticism of it, that it’s unclear what Senge mean with a learning organization. The author states that there are several different interpretations of Senge definition of the learning organization. In a study of literature in the subject Örtenblad (2009) found 12 different interpretations of Senge’s theory. He also through his own interpretation of the theory found that for Senge, the five disciplines aren’t in itself the “learning organization” but a precondition for building the “learning organization” he praise. This Örtenblad (2009) believe ads to the discussion of what a learning organization really is (Örtenblad 2009).

Örtenblad (2009) further discuss vagueness of a theory in relation to trends in the field of management-methods. A management trend Örtenblad (2009) describes is something that suddenly comes in to the field, attracts attention and then disappears as sudden as it came. Another characteristic for a management trend is the vagueness of the theory, which Örtenblad (2009) find often is a precondition for a trend to become popular. A vague theory is easier to modify and thereby easier to adapt and apply to all kind of different organizations. This enables increased popularity of the theory. The consequence of the vague theory though is that no learning organization will look the same and no recipe will show how it is done (Örtenblad 2009). Another problem with a vague theory is the issue of knowing what we should critically review. How do we know right from wrong when there is no manual? On the positive side a theory that is vague may increase creative thinking when implemented, but on the other hand a vague theory may discourage management from implementing or worse lead to loss of creative energy and invested resources in the middle of the implementation process (Örtenblad 2009).
Finally Örtenblad (2009) summarize that if the characteristics for a management trend is vagueness and short lividness the theory of the learning organization certainly meet the requirements for for the first characteristic: vagueness. But looking at the surviving time for the theory, Örtenblad (2009) find that theories about the learning organization still after more than 15 years attracts researchers and organizational management, which make him question if the theory should still be viewed as a trend (Örtenblad 2009).

Another author in the field Michaela Driver (2002) is in her article discussing the learning organization through analyzing interpretations from two perspectives, pro and con. The pro- perspective finds the theory about the learning organization important for organizational science. It finds the theory a base for a dreamlike ideal where employees prosper and the organization increases its performance. And the con- perspective is arguing that the learning organization will become a nightmare for the employees. Demands will increase and employees will need to carry the organization to competitive success and serve the interest of its management, while the organization hides behind the utopian picture the theory states to be (Driver 2002).

Critics argue the dangers of emphasizing shared vision within the organization. If employees accept that their personal vision goes in line with the organization, they can be led to believe that whatever the organization asks of them is in their own interest and for their own benefit. There is a risk to be deprived of an own opinion, and as far as critics has seen there isn’t an organization where management doesn’t have either monopoly or the upper hand in creation of meaning and organizational structures (Driver 2002).

The theory has also been criticized for being more of an ideology than a scientific method, which goes in line with what Örtenblad (2009) describe when highlighting the vagueness of Senge theory. In the light of criticism, literature about the learning organization often starts with promises about a utopian organization and the impossibility of organizations surviving without embracing the wisdom of the theory, and Senge is no different. Driver (2002) in her article is, by presenting both sides trying to find the “golden middle” way where factors from criticism is used as a part of the theory instead of engaging uncritical in the theory or reject it completely (Driver 2002).

The theory about the learning organization as shown has been both praised and widely criticized. But even though the golden years of the theory are found in the 1990s, the theory in comparison to other “trends” still engages researchers and organizations (Örtenblad 2009). IM states being a learning organization in its strategic platform 2011-2020, but doesn’t go further in to describing what the organization mean and do in this subject. This study doesn´t aim to analyze whether the organization is or not, either what the organization put in to the term. The purpose is to analyze the result with a theory connected to the organization and use a management perspective that focus on learning for both the organization and the individuals in it.
5.3 The theoretical framework and this study
This theoretical framework will be used to analyze the gathered data in order to answer the research question: What impact does understanding and knowledge of the objective and the root- causes the objective aim to address, have on the building of a “learning organization”?

The five disciplines will be analyzed in relation to the empiric data. The empiric data shows the present knowledge and understanding of the objective. The theory of the “learning organization” has as described before been criticized for its vagueness. The theoretical framework will therefore be complemented with authors and theories relevant for the specific subject in question.

The authors that the theoretical framework will be complemented with are:

- Edwin A. Locke & Gary P. Latham (2002) with focus on goal theory related to performance and motivation.
- Prasad Devandra Pandey (2008) focus on rural project management, project programming in relation to goals and learning.
- The authors Ken Blanchard, John P. Carlos and Alan Randolph (1999) focus on empowerment in organizations.
- Ingela Thylefors (2009) focus on leadership in human service organizations and the organizations vision, goals and objectives in relation to workers learning and actions.
- The author Kjell Granström (2010) focuses on dynamic processes in working groups and how it affects the workers, the organization and learning.
- The author Örtenblad (2004:133 focuses on organizational learning and the learning organization.
- The author Sven Hamrefors (2011) focus on how organizational structures and processes in the organization affect collaboration and learning.

This perspective has been taken to promote learning by using tools i.e. goals and objectives that already exist in the organization.
6. RESULT

This chapter will present the results of this minor field study. In light of the purpose of this minor field study the first section will present: what goals are we aiming to reach? Here a focus at the informants view on goals and objectives is presented. The second section will present who formulates the objective? The third section will present the informants understanding of the definitions stigma and discrimination. These are key definitions in the organizations objective: “Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illness by December 2012”. The fourth section will present the informants’ understanding and perception of root causes to the discrimination the objective aim to address. The fifth section will present a summary of this chapter. The overall picture that is given in this chapter with results will later on be analyzed in the next chapter.

6.1 What goals are we aiming to reach?
When analyzing the empiric data for this study the issue of communicating goals and objectives is raised. In the empiric data it is found that from Mandeya 2 Development very few informants involved in the thematic area of education are really sure about, or can tell the goals and objectives of the thematic area by heart. Common answers are: “I don’t want to lie, I haven’t got the opportunity to look at what the goals are currently” (Interview 2) and “Goals and objectives. I don’t know anything about that” (Interview 3)

Approximately twenty out of forty informants in this study recognized the objectives when told about them while the other half says they never have heard about the objectives at all. In the annual plan for 2012 it can be seen that the first main goal in the thematic area of education is; “improved access to basic and secondary education for 710 extremely poor double orphans and children with disabilities”. Answers indicate that many informants know this first out of three main goals in the thematic area of education: “the major goal in education is access to basic education and secondary education to vulnerable children especially double orphans” /.../ (Interview 4) "eehh...they...they help the children...school fees... a bit of books” (Interview 6)

These answers indicates that even when informants are unsure of what the goals are, they associate SOIR and Mandeya 2 Development’s work with the goal to improve access to basic and secondary education:

Further the compiled data shows that informants refer the second main goal “Quality of education at schools improved by making school environments more conducive to learning” to the help SOIR provide trough teaching materials and renovation of school buildings. The third main goal: “Improved academic performance for 710 targeted OVC” is not mentioned. This is the goal the objective of reduced stigma and discrimination is connected to. In general, not any of the objectives beneath the main goals are mention by the informants from Mandeya 2 Development.

A conclusion can thereby be drawn that informants from Mandeya 2 Development mainly draw parallels between the organization and the payment of school- fees, uniforms, stationary and the facilitation of seed and fertilizer to the
orphan’s family, when discussing goals and objectives for the thematic area of education. The empiric data shows that no informants from Mandeya 2 Development mention any of the objectives in the thematic area of education. This is in this study interpreted as the informants’ aren’t aware of the objectives. However, there is an informal vision described by most informants: to improve the orphan’s lives. To increase the equality for the orphans, make sure they have the same opportunities to go to school and that they get support from their new homes and the community.

When the same questions about knowledge of goals, objectives and vision were asked to SOIR office, a big difference could be seen. All the staff at the SOIR office could name the goals and most of its objectives.

6.2 Who formulates the objective?
Among the interviewed informants in Mandeya 2 Development very few knew under what arrangements goals and objectives were set. Most informants said that this was carried out by the administrator and SOIR alone. Some wished to be more involved in this process while others felt they didn’t have the time anyway. Some informants highlight: “The problem here is that the administrator normally does this work alone. The situation that is in present are, we are not involved enough.” (Interview 19).

This informant highlighted that volunteers from Mandeya 2 Development would like to be more involved in the organizations planning process. Another informant highlights this in another way:

“But now we think we need some motivation. Especially the volunteers and that the interventions, they integrate, not isolate themselves. These office bearers they have to give much room to the people on the ground so that each and every person has to feel at home when they have to come to activities.” (Interview 30).

Here it is emphasized that informants wish to be more involved and have more responsibility for the operational work on the ground when Mandeya 2 Development perform different activities. In line with this another informant answers.

“I think that the structures, that there is, actually needs to be functional. We have to be functional you need to know the structures that exist and how we are supposed to go with different things. The structures are at the moment not very clear to me. I’m trying to emphasize is that planning is very, very important” (Interview 3)

Informants from Mandeya 2 Development highlighted in different ways that the organizational structures weren’t clear to them. Some informants think that they could get a clearer understanding for the organization and the various goals and objectives if they were more involved in the planning. Another informant answers following regarding planning:

”I am a part of it, we also have our board members, they are a part of it, deciding these plans and also we collect information from our volunteers, so that we really tackle what is a need for us” (Interview 4).
This informant describes that everyone as individuals are part of the organizational work and planning in Mandeya 2 Development. That through the work with collecting information in the civil society they are a part of deciding and planning interventions. What they bring forward are the needs that the organization should aim at in their work within the civil society.

SOIR is working from a rights based approach and one aspect in this approach is empowerment of actors in the civil society. The volunteers in Mandeya2Development are both performers of the work and receivers of various interventions that SOIR and Mandeya2Development are arranging. When the volunteers in Mandeya2development isn’t familiar with how the goals and objectives are set or why SOIR have implemented these goals and objectives into the organization it could make the empowerment aspect of volunteers/civil society complex.

Informants in the study highlighted the lack of dialogue in the organization regarding planning and the development of various interventions in relation to goals and objectives, and a wish to be more involved. These informants describe during a discussion about workshops what they feel is a general wishing of change among volunteers:

“We are normally told to handle them (the workshops), yet we are not involved in the planning. So how can you foresee something if you are not in the planning. We are just listening one, two. Learning and we do food distribution. We are preparing the breakfast. So we have the information. We got the information at hand and got the notes at hand. So we feel that one of our members should be pointed to be the lecturer for the day. And next time somebody else, it will be a different person and she will be sitting. We think that’s the way it should be done, but now ...ahhh... it’s different.”(Interview 19)

There is no general understanding in how the members are being involved in the organizations development work regarding goals, objectives and structures surrounding this. In interviews with SOIR office it’s emphasized that the volunteers from Mandeya2Development will be involved in the strategic work with goals and objectives when the structures are more set in the organization. SOIR emphasize that volunteers from Mandeya 2 Development are involved in the organizations development work through the various interventions. Volunteers in the civil society are also involved through sharing information to the administrator and the capacity building team. In the empiric data it becomes clear that most informants from Mandeya2Development doesn’t feel involved enough in this development work i.e. the planning and facilitation of interventions. There is a general wish among the organizational members to be more involved, to have more insight and information of what the plans are and how the work is going to proceed.

6.3 Definitions of the terms stigma and discrimination

When discussing the objective this minor field study is focusing on; “Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illness by December 2012”, the compiled data shows that informants aren’t sure about the definition of stigma and discrimination.
This study is not looking for a correct universal definition of the terms; stigma and discrimination; but for a coherent definition among members in the organizations. The knowledge of what stigma and discrimination is varies among members in Mandeya 2 development. The knowledge is higher among members who are connected to the organization through their daytime job in the schools and is significantly lower or non among other members who are participating and volunteering in the organizations different interventions and committees.

The term discrimination is overall more known by members than the term stigma. Many informants did not know what stigma and discrimination was. Among members that knows the terms stigma and discrimination and could describe it, stigma and discrimination is defined by informants in a few different ways: “Discrimination is when the child knows what is right and forced to do what she don’t like.” (Interview 23)

This informant highlight that a person is being discriminated if he or she is forced to do something they don’t want to do. Another informant defines discrimination in another way: “Discrimination is whereby a person is always being on his/her own side to be looked as away from others.” (Interview 19)

Here it’s highlighted that being discriminated is being excluded from the group. Following informant defines discrimination as: “Discrimination is segregation, you are banned from something. So I say to this one you are not wanted, you cannot come!” (Interview 3)

This empirical data shows that the informants from Mandeya 2 Development don’t have a coherent view in how to define the term discrimination. The perception of the term discrimination is given different meanings: that the child is forced to do something they don’t want to or being excluded from the group or defined as physical actions that have distressing impact on the child.

The compiled data from the interviews show that the term stigma isn’t very well known among the informants from Mandeya 2 Development. Many informants didn’t know the meaning of the term at all but by those who knew, stigma was defined in a few different but similar ways, although without a coherent definition. The term stigma could be described as: “Stigma is when you look down at somebody depending on status, race and the level of wealth. Knowledge. I don’t know” (Interview 19).

Another informant describe stigma through the effects it brings:” I think stigma brings an inner feeling, a feeling of hurt, a feeling of (adequacy). They don’t feel adequate as everyone else.” (Interview 2)

This shows that stigma is seen as something that affect the child’s inner feelings, that it has a psychological effect. Some of the informants aren’t really sure about how they should define the term stigma. One informant describes the term stigma as: “it is a condition made by somebody, you are not allowed, a sort of discrimination, who isn’t liked for one reason or another” (Interview 3)
Here it can be seen that stigma is seen as something that is caused by other people’s attitudes towards the exposed person. Another informant defines the term stigma in a similar way: “stigma is when people are putting other people in to classes. They are put in classes, with isolating others, taking others.”

The result shows that the informants in Mandeya 2 Development that do have knowledge of the term stigma, has an underlying coherent understanding for the term. This coherence is found in that informants see stigma as something caused by other people’s attitudes.

When the interviewer asks if the informants in Mandeya 2 Development could define the difference between stigma and discrimination few could answer this question. One informant described the difference like this:

“The difference? You correct me. I thought maybe stigma would really affect the OVC because when they feel that people are discriminating me, inside he will be having the feelings of inferiority, very quiet, feel very sad. I feel maybe this is stigma. Now discrimination would now be from the outside, this one wants to play with you, to talk to you, wants to ask you something. But you don’t listen, you don’t apply cause you just feel; stay away from me because you are an orphan.” (Interview 4)

Another informant answers: “The discrimination it is really physical. Someone perhaps ends up starving because they are not able to get what they are supposed to get. Discrimination could have short term effects, while stigma can be continuous for a long period. That is getting to the mind is bound to last for a very long period, in the persons mind.” (Interview 2)

When analyzing the empiric data a big number of informants in Mandeya 2 Development were not aware of the terms at all. Most informants were unsure about if their definition is correct and the informants´ definitions of stigma and discrimination sprawl. The conclusion has been drawn when analyzing the result that there is some understanding of the terms stigma and discrimination but not a coherent definition for the terms related to the objective: Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illness by December 2012. It is emphasized once again that this study is not looking for a correct universal definition of the terms; stigma and discrimination; but for a coherent definition among members in the organizations.

When analyzing the empiric data it has also shown that there are a more coherent definition of the terms stigma and discrimination among SOIR staff. The result indicates that these terms have been more discussed among SOIR staff than Mandeya 2 Development volunteers. What they have in common is that they see discrimination as something physical, which shows itself through different kinds of physical abuse and stigma as something psychological, which shows itself through different kinds of psychological abuse.

It becomes clear in the empiric data that most informants in Mandeya 2 development don’t know how to describe and define the terms stigma and discrimination. Among those informants in Mandeya 2 Development who
have an understanding of the terms stigma and discrimination there are no coherent way of describing and defining it.

6.4. Why are children stigmatized and discriminated?
This section will describe the informants’ perceptions of root causes to the stigma and discrimination the objective: *reduced stigma and discrimination of OVC whose parents passed on due to HIV related illness by December 2012* aim to address. The impact and meaning of the volunteer’s perception of the problem as well as obstacles and opportunities for the organization in this subject will later be analyzed in relation to Senge’s theory about the learning organization. The reader should have in mind that this paragraph is not describing a complete analysis of what the root to and problems around stigma and discrimination are, but is describing the informant’s perceptions and thoughts about these issues.

Authors in project management literature such as Locke and Latham (2002) not only emphasize on the importance of clear, well formulated and communicated goals, but also on an understanding for the problem and the root cause of the problem, which the goals and objectives are built on. IM in their strategic platform for 2011-2020 also highlights that work should aim to have impact on the root causes to a problem and not it’s symptoms.

As described before informants from Mandeya 2 Development organization are not clear about the objectives, the work performed in the thematic area of education is focusing on reaching. The objective: *reduced stigma and discrimination of OVC whose parents passed on due to HIV related illness by December 2012* is according to the strategies in the annual plan focusing on interventions with the purpose of disseminating information about, and discouraging HIV related stigma. During the interviews informants mainly focused and described stigma and discrimination related to the child being an orphan and not related to HIV/AIDS. Taking a second look at the objective (appendix 1), one will notice that without further explanation through the stated strategies it is not clear what stigma and discrimination the objective aims to address. Due to the HIV epidemic children are losing their parents and the big number of orphans has become a problem in Zimbabwe. The context in which these children live is by informants highlighted to mean a greater risk for the children being stigmatized and discriminated both in their homes, in school and in the community at large. Through interviews it is found that neither SOIR nor Mandeya2Development are in their answers separating the different kinds of discrimination the children risk to meet when relating to the objective of: reduce stigma and discrimination of OVC whose parents passed on due to HIV/AIDS related illness, in the annual plan. Not knowing what stigma and discrimination the objective target, adds another perspective to informants not knowing, understanding or sharing a coherent view on the objective. Reducing stigma and discrimination in relation to being an orphan is not directly expressed as an objective in SOIRs or Mandeya 2 Developments annual plan, but through the interviews it is found that according to management and staff in both Mandeya2Development and SOIR it is viewed as a part of among other objectives, the objective: *Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illness by December 2012*. The different perspectives of stigma and discrimination show not only the difficult situation for the children but the complexity of the objectives and its interpretations. Interpretations of the objective sprawl which can be related to informants not
knowing the objective, but also show that there are several factors in the orphan’s life that needs to be highlighted. The result thereby shows that there is not a coherent understanding of what the objective aims to address. Due to the different kinds of perceptions and the informant’s uncertainties in what the objective really aims to address, both stigma and discrimination related to HIV/AIDS and the child being an orphan have been taken in to account in order to analyze coherence in perception of root causes between volunteers in Mandeya 2 Development and between SOIR staff and Mandeya 2 Development as organizations. Perceptions of root causes to stigma and discrimination related to HIV/AIDS will be presented first, followed by perception of root causes to stigma and discrimination related to the child being an orphan.

6.4.1 Perceptions of root causes to stigma and discrimination related to HIV/AIDS

The cause to stigma and discrimination in relation to HIV is, when compiling the empiric data, shared by most informants in both SOIR and Mandeya2Development. The informants describe mainly three factors as the root causes to stigma and discrimination in this subject: 1) the fear of contracting the disease, 2) impact from traditional and cultural beliefs and 3) the conclusion that the HIV infected person is promiscuous.

When discussing with informants from Mandeya 2 Development factor number 1 and 2: fear of contracting the disease and cultural beliefs, it is easy to see that the discussion has been taken within the community before. Unlike factor number 3: the conclusion that the HIV infected person is promiscuous where informants show hesitations discussing the subject.

The analysis of the empirical data from interviews and observations show that the informants are using the same words and similar descriptions in this subject. Following quote is a typical answer when asking why children get stigmatized and how it shows. “In the past like I said, suppose people are playing and it’s time to go home. One child would say to another. Eyy you, we don’t want to play with you because your mother died of AIDS. You might spread AIDS to us. When they were playing it used to be seen or heard” (Interview 4).

As the quote says, this stigma was found when children were playing. Children were scared of contracting the disease. The death of a parent could mean that the child may be infected as well. As an example another informant have a similar description but describe more in detail what the children are scared of. “They think that even when they handshake that they will also be infected. They share even food, they even won’t share food, not to play with them. They’ll even say some names and that your parents died of this, and so and so, which means they become stigmatized now” (Interview 19).

This informant describe the problem as present but is in the interview also highlighting a change in the community and reduced stigma and discrimination related to HIV/AIDS. These quotes are examples for a typical answer in the study for describing why children get stigmatized and how it shows. As seen in these quotes informants have similar descriptions. All informants describe and exemplify stigma through what happens when children are playing, that children are scared of contracting the disease and are relating this to that their peer have lost its parents to AIDS.
Further the result shows that all informants have a shared perception of positive changes in the community as a result of work carried out by SOIR and today Mandeya2Development. The informants witness reduction in stigma and discrimination of the OVC as a result of increased knowledge in the community about HIV/AIDS, but also a need to continue raising awareness. The most common factor to HIV/AIDS related stigma and discrimination perceived among informants have been related to the fear of contracting the disease. The fear of contracting the disease through sharing food, contact and so on has been a problem in the community for a long time. It is according to the informants slowly disappearing through the information campaigns and awareness sessions arranged over the years, but there is consensus among informants that it still exists.

That the problem still exists can be related to factor number 2 in this study: cultural beliefs. The result shows that there is coherence among informants that information related to HIV/AIDS is harder for the older generation to take in due to traditional and cultural beliefs. This can be explained by the following quote:

"according to Shona tradition anybody who get sick or somebody who dies even if at an age of 120 years they have to go to the witchdoctor to find out who caused this. So that whenever when sickness and death is related to a bad omen, somebody should have caused it. So they always think that if somebody gets sick, then somebody should have caused that sickness. So it is something that, where it is taken long time for them to accept that they got this HIV and that no one caused this sickness. So it takes them long to understand. Especially other generations of the grandfathers or whatever, it takes them long to understand because there been a need; they relied too much on these traditional healers; they relied so much on the sorcerers. So to accept that there is this scientific discover that diseases are caused by germs or whatever, they’ve said” we have seen it all”. When we grew up we never heard of that, there was no medicine but we lived. People were dying and somebody should have caused it. So it takes long for them to understand” (Interview 17).

This informants words show the difficulties with changing attitudes in the area. The belief that the HIV infected person is being bewitched or cursed by someone is seen as one of the root causes to stigma and discrimination related to HIV. Information campaigns have provided the community with new knowledge, but tradition is strong and some community members aren’t yet willing to let go of these traditional beliefs.

The factors (1 and 2) traditional beliefs and fear of contracting the disease are easy to discuss during the interviews. But when talking about factor number 3: HIV infected individuals being labeled as promiscuous, it becomes harder for the informants from Mandeya 2 Development to express themselves. There are uncertainties in the answers and attitudes that agree with, as well as disagree with the relation between HIV and promiscuity are expressed.
When answering the question: Why are people mocking them? Why is it bad to have the disease? Informant numbers 6 describe it through: “they just say; that’s why you got this disease, because of this and that. The way they can contract it. They could say; that’s what you are, you are just like your mother” (interview 6).

Typical for all interviews are that informants find other words for describing promiscuity. As seen in the quote stated above, the informant use the description “this and that”. The quote also describes one of the symptoms of stigma and discrimination namely the child being labeled due to their parents HIV status. Some informants find this label being caused by people not knowing how the disease spreads. One informant says:

“yes the issue may come of that they do not have full knowledge on how this HIV spreads. They normally think eeehh it only happens with those who have the, who are prostitutes. So the child is then a daughter of a prostitute. That’s why they don’t know the expanded knowledge of the disease.” (Interview 19)

This informant highlight that there is still lack of knowledge about the disease. People have knowledge about how the disease spreads, but that people think only promiscuous behavior leads to HIV. In opposite some informants still feel that there is some truth in the relation between promiscuity and HIV:

“You really feel down if you are told you are born out of parents that are who are HIV and AIDS infected, it’s promiscuous, it is not something we really value in our society. People who are promiscuous eventually end up with eeee you know, HIV/AIDS. So being a son or a daughter of a parent who died out of HIV/AIDS, would really have you feel low in your society and even in school“ (Interview 2).

This quote shows the attitude the other informants describe as a root cause to stigma and discrimination. This attitude, belief of HIV infected being promiscuous is recurring in several interviews. When analyzing the empiric data from interviews and observations there is a complexity in this subject. Informants from SOIR communicate a shared front on disagreeing with the relation between HIV infection and promiscuity. Informants working as volunteers in Mandeya2Devlopment sprawl in their answers regarding this subject. The complexity can be drawn into parallel with the double role the informants from Mandeya 2 Development have as both volunteers and “target group” for SOIR’s information projects. This shows on the complexity in building a new organization with shared values and the complexity in finding the root cause to a problem.

In the subject of root causes to HIV/AIDS related stigma and discrimination there is a coherent perception between the informants from both organizations regarding the fear of contracting the disease and impact from cultural and traditional beliefs. But the perception of the root cause described as attitudes and beliefs of HIV infected being promiscuous shows on an incoherence between the organizations. The general perception of the root causes to stigma and discrimination related to HIV is shared by both Mandey2Development and
SOIR but analyzing interviews and observations one find informants from Mandeya 2 Development emphasize on different factors as the key factor to the problem.

6.4.2 Perceptions of root causes to stigma and discrimination related to being an orphan

The issue of stigma and discrimination related to being an orphan can be described through this informant’s words:

“Those children who have HIV and are double orphans; they are asked more of the work, compared to the children who has their parents at home. So you see them do most of the work, you see them not be given enough food, they are not being given the same sort of portion as the other children have. You see that they suffer from emotional abuse by the words that are said to them. And kind words and cruel words, hush words, they are not shown any love. And I think that most of the things that are done is just to remind them of the loss that they have experienced that they’ve no parents alive any more. So you see that most of these words that are said to them are just to destroy their happiness, to destroy their peace. When it comes from the older people in the homes and in the communities I think it’s even worse” (interview 21).

Stigma and discrimination in relation to being an orphan shows a slightly different result in the compilation of the collected data, than the result about perceptions of stigma and discrimination related to HIV/AIDS. The cause to orphans becoming stigmatized and discriminated is mainly described as a result of poverty. Due to poverty the child’s new guardians can’t afford sending the child to school, care with food and shelter. A child living in a child-headed household becomes the breadwinner, sometimes caring for younger siblings and has to take on the responsibility normally taken on by a parent. All informants in the study described this factor as the main cause, either standing alone causing the problem or in combination with one or several other factors. This is also where a difference between SOIR and Mandeya 2 Development can be found. Informants from Mandeya 2 Development have a tendency to isolate and highlight mainly poverty as the root factor to stigma and discrimination related to the child being an orphan, and the child being denied access to education as the symptom of this stigma and discrimination. Informants from SOIR are in a greater extent integrating several factors as root causes to stigma and discrimination related to the child being an orphan. Informants from SOIR also describe a more multifaceted picture of the situation these children risk to meet, the symptoms of this stigma and discrimination.

The analysis of the compiled data and the perception from the interviewers show that the subject of children being stigmatized, discriminated and victims of mistreatment seems to be difficult to talk about in the society. Some informants show uncertainties on answering questions related to mistreatment of orphans in the homes and in the community in general. In this subject the informants from SOIR don’t show this hesitation while informants in Mandeya2Development do.
Informants from Mandeya2Development are as described before mainly focusing on the factor of poverty as the root cause to the problem. Many children end up in child headed households or with new guardians that can’t afford to pay the school fees. A common description of the situation in these new homes is what the following informant says when describing the relation between poverty and families in first hand caring for their biological children:

“It’s like the guardian or someone who will be there, will be having own children and then double orphan living with that family. Then this family or a member from this family will see to their own children coming to school. Then the double orphan, you don’t have money to pay for the fees. So it is some sort of discrimination there. So this child has the right to go to school” (Interview 3).

The informant highlights a common issue in the rural area, the issue of guardians not being able to afford paying school fees. In these homes the families first see to their own children and the orphan second. This issue is according to most informants the main factor to children being discriminated and not going to school. There is coherence among informants that poverty is a root cause to stigma and discrimination related to the child being an orphan

In the following when discussing the subject further the answers differ more. Informants here describe discrimination in the child’s new home caused by either orphans being mischievous or discrimination caused by the child being unwanted because of becoming a burden to an already difficult situation. These two attitudes are found in the following two quotes. First quote show the attitude of the child’s behavior being the cause to stigma and discrimination: “I think the main cause is, is the children. Some of them also behave very mischievous. Some of them, they don’t have, don’t listen. They do whatever they think is correct which is wrong.” (Interview 6)

In this quote the informant describe the child’s behavior the root cause to the child being discriminated. This relation was described by several informants from Mandeya 2 development.

The second quote of the two describe the child being discriminated due to guardians not being willing to care for the child: "they are forced to take the kids because there is no one to cater for the kids so they are forced but not willing. They are not really willing. So they don’t treat them the way they treat their own children" (Interview 18)

This informant describe the issue of discrimination caused by the orphaned child’s new guardians not being willing to take them in to their families. When the parents of a child pass away the child is often placed with relatives. These relatives become the child’s guardians but isn’t always taking the child in on a voluntary basis. What this informant and many others highlight is the issue of guardians not wanting the child and therefore the child risk being discriminated in their new homes.

These different perspectives show two types of attitudes towards the children being stigmatized and discriminated. One, being the behavior of the child, the other caused by the people around the child.
Finally there is one common description of the root cause to discrimination and children being mistreated in their new homes. This perspective can be described by following answer to the question why children are being mistreated: “Some end up being child headed. Some may perhaps be having guardians who by nature is cruel. “ (Interview 14)

Finding guardians, other children and community members just cruel as the cause to children being stigmatized and discriminated in their homes and in the community is also a common description to the root cause. This description is often related to the informant finding one group of people that never will change their behavior, the group that never will change no matter how much knowledge they gain.

Compiling the answers from informants the overall picture of discrimination towards the child can be described as stigma based on the appearance of the child due to lack of clothes, food or other resources and a long lived belief that orphans are misbehaved. After the death of parents the children end up living with relatives or in a child-headed household. In their new setting they meet a greater risk of mistreatment showed through lack of food, shelter, love, care and risk of physical, psychological and sexual abuse.

In the analysis of the compiled data from interviews and observations the result show difference in the informant’s perception about the extent of the problem with stigma and discrimination related to the child being an orphan. The compiled data from SOIR describe the problem more common than the compiled information from informants connected to Mandeya 2 Development. Informants from both organizations however agree on noticeable improvement within the target group as a result of SOIRs school program and volunteers work within the thematic area of education. Informants from both organizations describe the difficulty in coming in to turns with the extent of the problem. One reason is highlighted:

“That is a major problem that the children they do not speak. Normally people or neighbors may observe and see that this child is being ill-treated. But they may also be afraid inform other responsible others that there is abuse taking place. It takes a very brave person to deal with that situation. But many problems that we are facing in our community around is that the community around the children does not speak up” (Interview 18).

This informant highlights the difficulties of coming in to turns with the problem when people are afraid to speak up. Both children and people in the community are afraid of consequences and therefore don’t point out the issues these children meet. When the community don’t dare to confront or report the person mistreating the child, the child lose an important protection factor and are more likely to be exposed to abuse.
The organizations therefore need to find other ways to identify this abuse. One way to notice this abuse and mistreatment is highlighted by one informant:

“And again we had reports for internal household shores, these ones at times the double orphan come to school late, and the same children under the same roof would come early. And at times, even in times of feeding, although we are not there in these families but we can really see that children from the same family coming to school, we have a double orphan and their own children coming to school. These ones would look better fed. So you can tell that they are not properly fed.” (Interview 3)

This quote highlights the possibility of observing the children to understand their situation. Even though there isn’t a common understanding of the extent of the problem, there is a common understanding of the difficulties in coming into turns with the extent of the problem. Informants from both organizations also share and highlight that because of this difficulty, it is important to interact with the children to see if their behavior or appearance could indicate on any mistreatment or discrimination in their lives.

The compiled picture of the problems orphans risk to meet in their lives from informants connected to Mandeya 2 Development goes well in line with the answers from staff members in SOIR. But when looking into individual answers from informants connected to Mandeya 2 Development they sprawl. In comparison to the overall complied description, individual answers from Mandeya 2 Development differ from SOIR staffs individual answers concerning factors causing stigma and discrimination and the symptoms of them. Informants from Mandeya2Development have a tendency to isolate mainly one factor and one symptom of stigma and discrimination related to the child being an orphan. The child being denied access to education due to lack of recourses which is seen caused by poverty. Informants from SOIR are in a greater extent integrating several factors as root causes to stigma and discrimination related to the child being an orphan. Informants from SOIR also describe a more multifaceted picture of the situation these children risk to meet, the symptoms of this stigma and discrimination.

6.5 Summary
The result shows that the objective: reduced stigma and discrimination of OVC whose parents passed on due to HIV related illness by December 2012 haven’t been fully communicated to and implemented among volunteers and staff in the thematic area of education. The results show that there is a lack of knowledge about the objective and lack of knowledge and incoherence in the definition of the terms stigma and discrimination. The objective is according to the strategies in the annual plan focusing on interventions with the purpose of disseminating information about, and discouraging HIV related stigma. The informants from both SOIR and Mandeya 2 Development describe stigma and discrimination in relation to both being an orphan and to HIV/AIDS when discussing the root causes the objective aim to address. In other words two types of stigma and discrimination is interpreted to fall under the same objective. This not only shows that there are deficiencies in the communication of the objective but it also problematize the analysis of what root causes the objective aims to address and
the organizations evaluation of the program. Informants mainly describe poverty as the root cause to stigma and discrimination of OVC. Further the result shows that there are several factors described as contributing to the problem. The compiled data from informants connected to Mandeya 2 Development describes when answers are put together the same root causes to the issues of stigma and discrimination as the informants from SOIR. But the individual answers from informants from Mandeya 2 Development show diversity regarding some of the contributing factors and thereby an incoherent perception of root causes both to stigma and discrimination related HIV/AIDS and being an orphan. This incoherence is also seen when informants discuss attitudes such as promiscuity related to HIV and the label of orphans being mischievous. Incoherence in trigger factors related to attitudes can be traced to the double role volunteers have as both workers and target group in the civil society.
7. ANALYZE

This chapter will present the performed analyze of the result that was presented in the previous chapter. The first section will present: Where am I today and where do I want to be tomorrow. The personal visions effect on the individual learning and the learning organization. The second section will present: engaging pictures of the future for development, both the individual and organizational development. The third section will present: assumptions that control us. The fourth section will present: raising awareness through dialogue. The fifth section will present: interpretations and coherence to facilitate learning.

7.1 Where am I today and where do I want to be tomorrow

This discipline “the personal mastery” emphasize on individual learning and development as necessary for organizations to develop. “Personal mastery” integrates but goes beyond competence and skill. It can be described as a proficiency where our ability to focus on our vision goes parallel with our ability to analyze as well as use the context of the reality we exist in. The discipline involves recognizing structural constrains and tension. The personal vision is in focus, which comes from inside the individual. The discipline seeks to continually clarify and deepen our personal vision as well as train us in seeing the reality objectively. By doing this you find what Senge (2006) call creative tension, the tension between vision and reality. This tension makes the individual strive, induce a genuine interest for work, creates commitment and an understanding or will to live in a continuous learning mode (Senge 2006).

Mandeya2 Development and SOIR are depending on volunteers to dedicate their time and knowledge in order to carry out their work. The volunteers have a double role in the organization as both the work force and the target group for the different interventions. The participation of right bearers, the people in the local community is an important aspect in the right based approach and in the work with the organizations SOIR and Mandeya 2 Developments strategies. This means that the organization Mandeya 2 Development has to motivate the volunteers as well as reassure their participation in the whole process.

Senge (2006) emphasize on this participation and the importance of individual development in order to develop a learning organization. Talking about the discipline of “personal mastery” Senge (2006) highlight that the active force in organizations are the “people”. These people have their own way of thinking and their own desires. If there isn’t motivation to challenge the goals among employees there will not be productivity and development in the organization. Senge (2006) state that there is a creative force in us which means that we need to view people as creative and not reactive. Creative tension is what Senge (2006) call the tension created between; where we are and what we want. When a person lives with a high level of “personal mastery” they also according to Senge (2006) live in a continuous learning mode. Learning in this context is about enhancing our capability to produce the results we desire, not to take in more information. This means that there is a need to foster “personal mastery” in the organization. In order to develop, volunteers need an environment where they can clarify their personal vision. How this personal vision can go in line with the organizational work and how this personal vision can support the ability to view reality
objectively. The “creative tension” is dependent on vision and the individual being able to objectively analyze the context in which she exists. This tension makes the individual strive, induce a genuine interest for work, creates commitment and an understanding or will to live in a continuous learning mode (Senge 2006). The volunteers from Mandeya 2 development is the majority of both organizations workforce. The lack of knowledge and understanding of the objective and the root causes the organizations work address would in parallel with Senge’s theory mean that volunteers are being distanced from the full work-process. Goals and objectives as well as planning for these goals have impact on the context the individual exists. Not knowing the organizations goals and objectives or knowing what root causes the work aims to address, not only distance the individual from the process but takes away the possibility to objectively analyze the context. All informants as stated above see positive results of the work performed but have difficulties in pointing out objectives and the root causes to the issues the objective aim to address. According to Senge (2006) it is not only the end result that is important but how the process involves the individual, increase motivation and learning and thereby promotes effectiveness. Knowledge about goals and objectives are therefore an important aspect in creating an environment that fosters “personal mastery”.

Edwin A. Locke & Gary P. Latham (2002) state in their goal theory a similar perspective on effectiveness, motivation and increased performance. The authors find it important for management to use feedback as a moderator in order to enhance performance. Knowing where you are in relation to the goal has impact on your efforts. According to Locke & Latham (2002) people normally increase effort when knowing they are below target. When not knowing their relation to the goal it is impossible to adjust the level of performance. For goals to be motivating as well as increase performance the authors therefore argue the need of feedback, in the same way Senge (2006) argue for an environment where individuals can objectively analyze the context in which they exist.

To develop a personal vision Senge (2006) argues that it is important for organizations to create room for the individuals to develop. This means, integrating and creating knowledge for the five disciplines in his theory and create an organization that fosters openness. But most importantly to create an organization that fosters opportunities for people to learn and advance in their roles. The result of the gathered data shows that volunteers a lot of the time don’t feel involved in the planning of the work carried out. They have troubles with overseeing the work process and feel their role as volunteers being limited to low cognitive tasks such as food distribution and wish to develop and do more planning, lecturing and high cognitive tasks.

The result of gathered data also shows that there is no coherent understanding on what kind of stigma and discrimination work intend to address or what root factor this work is focusing on. Accept for the annual plan and context analysis document there was no further documentation found in the subject. Authors in the field of project management emphasize on the importance of problem analysis in relation to project planning in the same way Senge (2006) emphasize on analyzing the context from an objective perspective. Prasad Devandra Pandey (2008) the author of “Rural Project Management” state in her book that the first steps in project programming always is the most important. Since the purpose of a project is to find solutions to a problem or to improve a
situation there is need to learn more and analyze what the cause or causes for the problem is. What should we address in order for our work to have impact on root causes creating the problem? (Pandey 2008). According to Senge (2006) the key to both personal as well as organizational mastery lays in understanding the context in which we exist and knowing where we aim.

The absence of a problem analysis document should according to Pandey (2008) and Senge (2006) in that meaning problematize efforts for evaluation and learning. Without a problem analysis, assessments of the programs impact on the children’s situation will be hard to determine. According to Senge (2006) and Pandey (2008) it is therefore essential that the discussion of root causes is taken with volunteers as well as management. This discussion is according to both authors having direct impact on the work performed, the evaluations and personal as well as organizational learning. But it is also important to allow different perceptions due to that difference creates a more holistic and objective picture of the reality.

“Personal mastery” is according to Senge (2006) dependent on an organization that fosters openness, dialog and possibility to advance so that the individual can continually clarify and deepen it’s personal vision. It is also dependent on an environment that enables the individual to analyze opportunities and obstacles in the context the individual exists. Goals and objectives play an important role in this development through clarifying the structures, aim and root causes intended to address. Not knowing where we are and where we aim is according to Locke and Latham (2002) having impact on our performance. It would also in the light of the theory about the “learning organization” problematize efforts in objectively analyzing the organizational context in which we exist. The result of the gathered data collected through this study shows on a general low knowledge about goals, objectives and shows differences in the perception of the specific root causes work aim to address. This would in translation to Senge´s theory problematize individuals possibility to enhance their “personal mastery” and for organizations to generate knowledge as a “learning organization”.

7.2 Engaging pictures of the future for development

A vision according to Senge (2006) should be shared by most members of an organization and engage to action. A shared vision not only engages people but develops the organization as well as the individuals in it. A vision Senge (2006) believes spreads through a reinforcing process. A process built on continuous clarity, increased enthusiasm, communication and commitment. When the vision is shared it creates a genuine interest and people will work to realize this vision. This discipline is about structuring pictures of the future that engage involved individuals and groups. It is important that the organization encourage participation in the formulation of this vision and the structured goals and objectives for it. Vision and goals set by the management can often be seen as a dictation and therefore act in the opposite way. (Senge 2006)

An informal but shared vision among informants of improving the lives of the OVC is clear in the analysis of the empiric data. But as described before there is uncertainties and low knowledge about the objectives set out to reach this vision.
Senge (2006) believe that a shared vision creates a common identity that provides focus and energy for learning. The author emphasize that the development of a shared vision is an important aspect in creating motivating to learn as well as increase performance among organizational members. To create a successful vision Senge (2006) emphasize that it should be built on the individual visions of members at all levels of the organization. The individual vision described in the discipline of “personal mastery”. A hierarchic organizational structure can hinder this creation as well as learning in a learning organization and should therefore according to Senge (2006) be restructured.

The authors Ken Blanchard, John P. Carlos and Alan Randolph (1999) describes the difference between a hierarchy culture and an empowerment culture as vision instead of planning, participation instead of control, self- control instead of surveillance, trainers and group leaders instead of bosses and self-controlling groups instead of codetermination. In this empowerment culture goals and objectives can function as structures for work to be performed. To be a guideline for how, where, when and what, should be performed. Just like Senge (2006), the authors emphasize that in the empowerment culture the vision, goals and objectives should be created in a dialog between management and workers/participants. An order never motivates work as much as an agreement. This dialogue should also lead to an agreement of the leaders and managements role in the work.

The participation in formulating vision, goals and objectives is emphasized not only by Senge (2006) but also by Blanchard, Carlos & Rudolph (1999) and by most researchers in the field and authors for project and management literature. Locke and Latham (2002) on contrary argue by looking at a number of studies carried out by Latham, that when goal difficulty is held constant they couldn’t find any significant difference between performance by those who participated in setting the goals and those who didn’t. On the other hand Lock and Latham (2002) also refers to their colleagues Erez and Kanfer (1983) who came to the opposite result. To explain their contradictory results Eres and Latham carried out further studies and found that from a motivational perspective it is not the participation per se, but the knowledge of purpose and rationale of the goal that has impact on the performance of participators. So providing that purpose and rationale for an assigned goal or organizational vision is given it should be as effective as one set in participation between management and performer. So participation is not necessary for motivation to perform, but the authors find another benefit with participation in decision making that is cognitive instead of motivational. Locke and Latham (2002) states, based on their findings, that participation in decision making and strategy formulation stimulates information exchange and leads to improved performance and higher self-efficacy. Even though Senge (2006) also emphasize on the vision set in participation with organizational members he also emphasize on the importance of dialogue.

Participation in formulation can thereby be said not to be necessary for performance but a tool for management to involve participators and to open a dialogue to increase understanding around the goals and objectives and the attractiveness of a vision. It can in other words be said that if members aren’t involved in the formulation it is even more important to highlight these issues in dialogue between management and members.
In an organization like Mandeya 2 development which is depending on volunteers dedicating their time, “personal mastery” and an attractive shared vision can be more important in a motivational aspect than many other organizations. Involvement in formulation, planning strategies and means for goals and objectives as well as establishing roles for management and volunteers enables the individual to promote personal visions in relation to the organization and establish a clear picture of where they are today. The personal visions of members are as stated above an important aspect in the creation of the shared vision of the organization. The personal vision is what Senge (2006) describe as one of the key factors to “creative tension” in the discipline of “personal mastery”. The participation in formulation of vision, goals and objectives thereby not only generates the possibility of what Senge mean with a “shared vision” but allows volunteers to submit and integrate their personal vision and to affect their roles and involvement in the work. Senge (2006) and Lock and Latham (2002) believes that the key is; dialogue. Senge (2006) believes that traditional hierarchic organizations aren’t built to provide for the workers personal needs and visions. To become a learning organization we need to address these needs.

The participation in formulation of vision, goals and objectives as emphasized by Senge (2006) and Blanchard, Carlos & Rudolph (1999) or clarification of purpose and rationale for an assigned goal, vision or objective as described by Lock and Latham (2002) is up to the organizations to decide. But a perspective shared by the different authors is the impact of enhanced motivation; effort and effectiveness a common shared understanding of vision, goals and objectives have on individuals, groups and organizations performing work.

Further Senge (2006) says that a shared vision and a common understanding for vision and goals are vital for the learning organization. The vision bounds people to common aspirations. These aspirations promote a personal caring for the vision. This shared vision also provides focus and channels energy for learning. Senge (2006) means that if people are able to adapt and take in knowledge and information from different situations and at the same time be able to put this knowledge into practice in their own organization, their own group, it will increase the capacity to create and develop within the organization. Ingela Thylefors (2009) an author with focus at leadership in human service organizations adds another perspective to Senge’s discussion about common understanding of vision, goals and objectives. Thylefors (2009) emphasize that when members in an organization have a shared vision and common understanding for goals and objectives this common understanding can give room for parallel interpretations of what resources to use, to reach the goal or what kind of objectives to create or use to reach the vision. Thylefors (2009) explains that this can give room to the creation of different methods that can help the organization reach its goals and objectives. A common understanding can help members in the organization to see solutions in their work from different perspectives i.e. that many roads can lead to the same result.

Senge (2006) emphasize that generative learning only can be accomplished when people are striving to achieve something that really concern them, the shared vision. With this Senge mean that knowing and understanding the vision is not enough but the individuals need to truly desire the reality of this vision. To truly desire the result of work performed by an organization can be difficult and problematic. Critics to the theory about the learning organization...
question if this even is possible when an organization inhibit a large variety of people. A shared vision and understanding for goals and objectives is according to Senge (2006) an essential cornerstone in the learning organization. The benefits of a shared vision in Senge’s theory about the learning organization are generally also shared and highlighted by other authors in management literature. Mainly highlighted is the need of a well-communicated vision by authors in management literature. The argument is that a well-communicated vision benefits the organization with people working in the same direction.

The result shows lack of knowledge about; the objective, root causes the objective aims to address and volunteers perception of not participating in the formulation process. This result would according to Senge’s theory, problematize learning and effective performance by volunteers and have impact on the volunteers motivation to perform and work.

7.3 Assumptions that control us

The discipline “mental models” makes us open our eyes for the mental pictures, assumptions and generalizations that influence our behavior and how we understand the world. These mental models play a big part in how we interact with people, behave, think, act and have impact on the decisions we make. Many of our decisions are based on our “mental models” i.e. the assumptions we have on the context we exist in. According to Senge (2006) it is therefore important for individuals as well as organizations to look inside and analyze these mental models. It is not so much finding out if these models are a correct picture of the reality but more being aware of what assumptions and generalizations it is that affect us. For an organization to enhance their skills to work with mental models and to come around the hierarchy in the traditional organization, Senge (2006) believe it is necessary to foster openness and to make decisions based on factuality. Today new effective ideas go to waste because of assumptions based on our mental models. There is therefore a need to learn from each other, create an environment where we encourage transparency as well as make sure we are aware of our mental models and how they control us (Senge 2006).

In the two previous result sections it becomes clear that there are different perceptions of what kind of objectives there are in the thematic area of education. There are also different perceptions of; key definitions and the root causes of the problem with stigma and discrimination. A conclusion can here be drawn that these different perceptions creates different individual mental models.

Senge (2006) emphasize that the mental models control our way of thinking and perceiving things, that this in turn also control our actions. Senge (2006) and Thylefors (2009) also emphasize that it’s important to consider that two people can have two different kinds of mental models and therefore can describe the same phenomena in two different ways. Senge (2006) argues for the importance to make these mental models that exist in an organization visible to be able to challenge and explore these mental models and to see in what way they are contributing with positive or negative influences into the organization.

From the arguments of Senge (2006) and Thylefors (2009) it can be understood that there can be good with two different interpretations of i.e. the root causes of the problem, due this can enrich the perspective among the volunteers in their development work to find new solutions in their work to reduce stigma and discrimination. It can also bring knowledge to the organization about the
complexity of the problem with stigma and discrimination. Knowledge about several factors that triggers the phenomena of stigma and discrimination of the OVC. But this requires an open forum where a discussion is held about different interpretations regarding the root cause of the problem with stigma and discrimination. If there aren’t open discussions about these interpretations of the root causes, this can contribute to that staff and volunteers in the organization create different mental models of what the work aims to do.

In the creation of mental models the volunteer’s knowledge and the organizations structure and strategies is equally important. The member’s knowledge is important in the organizations work to expose various assumptions and interpretations in relation to specific situations i.e. the root causes of the problem stigma and discrimination. The organizations structure and strategies is important due they help the members find key persons and key factors that help the organization to build its mental models. It is also important that the members have knowledge of the mental models that exist in the organization, due the strongest mental models is shared by several key persons (Senge 2006). Senge (2006) emphasize that for long-term success in the organizations development work there has to be knowledge about the common mental models that exist in the organization. Knowledge about the mental models explains why we act as we do. Senge (2006) also emphasize the need of the creation of a shared mental model so that the organizational team work in the same direction, on the same basis and share understanding for what is performed and why. In relation to this shared mental model, parallel interpretations can be discussed to make the planning process a learning process.

Thylefors (2009) emphasize that an organization is controlled by the established comprehensive guidelines, visions and general priorities. The author also finds it important to create social integration within the organization to support the development of common goals, objectives and values for the purpose to shape a collective and common organizational identity. Berth Danermark (2004) an author with focus on interaction and communication, in and between organizations and actors emphasize that an individual person can’t think without thinking about something; that our actions are always aimed towards something specific. Gary P. Latham & Gary A. Yukl (1975:824) defines a goal as: “what the individual is consciously trying to do”. Latham & Yukl (1975) argue that the individual’s conscious intentions control the individual’s actions. The authors emphasize that the work with goal setting deals with the link concerning conscious goals, intentions and task performance. It is therefore important to work with and understand our own mental model and the organizations shared vision to create a specific aimed performance.

In the process of understanding and creating a mental model within the organization; dialogue is the key. Senge (2006) emphasize that dialogue and the exchange of thoughts, experiences and ideas which will bring forward different perspectives is one of the cornerstones in the learning organization. Thylefors (2009) also highlights the importance of dialogue and how this can enrich the members with new perspectives, diverse and parallel interpretations.

This dialogue can lead to that volunteers within the organization have a mutual effect on each other’s mental models. This shaping of each other’s mental model can change the reality each member think they exist in. Critics to
The theory about the learning organization often emphasize that the creation of “shared visions”, “mental models”, “personal mastery” and “team learning” is impossible without depriving the individual of its own opinion. The critics believe that especially when an organization grow and inhibit a large number of people it becomes harder for the minority to express their thoughts and their visions are oppressed. Critics find that the learning organization with its disciplines risk eliminating diversity of individual thought, which can have negative impact on the entrepreneurial thinking. (Driver 2002)

The work with creating a common understanding for vision, goal and objectives can be complex. The question is: how much an organization can implement and work with reaching a common understanding for vision, goals, objectives and the root causes the work aim to address, without creating a negative environment for parallel and diverse interpretations.

Thylefors (2009) highlights that organizations often produce pictures of its members; being dynamic, enterprising and proactive. The situation becomes complex when the organization has created an environment where diverse and parallel interpretations and alternative thinking is oppressed. As emphasized earlier Thylefors (2009) argues that the acceptance for diverse and parallel interpretations can lead to a broader thinking, which in turn can lead to different perspectives and solutions in the work towards the objective. If diverse and parallel interpretations is oppressed this creates a double message to the volunteers and can be confusing for the involved. Those who wants to question the organizations messages is then often seen as troublemakers and threats, this could in the long run make volunteers keep quiet about new ideas and new perspectives.

Critics of the learning organization often blame the theory of creating “groupthink” within the organization and its teams. Turner and Pratkanis (1998:106) define the term groupthink as: conformity to group values and ethics. The author Kjell Granström (2010) focuses at dynamic in working groups, clarifies the term groupthink; that it´s often related to a destructive way of thinking within a group. The conception of groupthink focus on how information is processed, what kind of information is allowed to reach the group and how this may affect the groups work and performance. Negative groupthink oppresses different and alternative thinking in relation to decision making in a group. The focus in groupthink theories is to look at factors within the organization that can prevent negative groupthink; here open dialogue is the key.

The result of the empiric data shows differences in interpretations of the objective and differences in the perception of root causes to the objective. As described before Thylefors (2009) highlight that in dialogue this enriches the organization with possible new perspectives and methods in reaching the objective. If members in the organization isn’t allowed having diverse or paralleling interpretations of the phenomena stigma and discrimination they do risk creating a negative kind of groupthink. Symptoms of groupthink is a tendency to justify the groups action and together the group is building a common view of the surrounding world and this common view of the world is often painted in black and white, right and wrong, no grey zones is included, that will say no acceptance for alternative interpretations of the world. So if combining Senge’s theory and the critics thoughts, it is important when working with understanding
and rebuilding our mental models to be aware and foster an environment where
diversity and parallel thinking is allowed.

**7.4 Raising awareness through dialogue**

For a team to develop and be successful it is necessary for team members to pull
in the same direction. A shared vision and competent team members who handle
their “personal mastery” as described in the disciplines stated above is according
to Senge (2006) key ingredients to a successful team. But Senge (2006) also
emphasize that this is not enough. For a team to be successful there is a need to
learn together through dialogue. The purpose of dialogue is to build a new
awareness, to take in all members opinions and thereby reach further than any
member could do on its own (Senge 2006).

That goals direct attention to activities relevant to achieving the
goals is not only pointed out by Locke and Latham (2002). Blanchard, Carlos and
Randolph (1999) as described before find goals and objectives functioning as
structures for work to be performed in an empowerment culture. Goals and
objectives highlight for organizational members what kind of direction the works
intend to take. Senge (2006) emphasize on the benefit of shared visions, goals and
clear objectives not only for the individuals but for team learning. Senge (2006)
find that teams working in different directions are characterized by their waste of
energy. It doesn’t make any difference how hard group members work if they
don’t share the same vision and strive towards the same goal as well as understand
how to complement each other.

Too come to a common understanding of purpose, and shared
understanding for each individual’s perception of goals and objectives in a team;
Senge (2006) find communication as an important tool. When it comes to
communication Senge (2006) describes two types, both important for team
learning. One is dialogue and the other discussion. Dialogue comes rarely and can
be described to have a life on its own. Dialogue can generate a common
understanding and greater results that wouldn’t have been possible for an
individual to find alone. Dialogue is a flow of information and meaning between
team members. Dialogue creates a shared perception and understanding of an
issue or possibility, the purpose is to find incoherence in our thoughts. Discussion
on the other hand has a subject traveling back and forwards between members,
possibly analyzed from different perspectives but normally with the purpose of
someone “winning” the discussion in comparison to dialogue where a new shared
perspective is found. Senge (2006) refers to an argument about dialogue
difficulties to Bohm and his doubts about how possible an equal dialogue can be
when held in a hierarchal organization. Bohm asks the question; if organizational
members on an “authority level” really can level with organizational members at a
“subordinate level”? Bohm argues that this can have implications for the
organization and its teams. This argument and question that Bohm brings forward
could be worth to look into some more; especially when it comes to the building
of a new learning organization and when the organization is built in a cultural
environment where patriarchal structures are strong in the civil society.

The collection of data for this study has not been focusing on the
knowledge of the objective and the coherence in perception of root causes for
each and every committee in the organization, but for the thematic area of
education in large. The result shows deficiencies in coherence and knowledge in
these subjects based on a selection of informants from the thematic area of education. The differences in perception of root causes are according to Senge (2006) putting the organization in risk of wasting energy through people working in different directions. The differences in perception of root causes are also according to Senge (2006) a sign of need to increase dialog in the thematic area. What Senge and authors in project management doesn’t discuss is the double role volunteers in Mandeya 2 Development have as both target group and workers for the organization. A common setup for NGOs and a factor that has impact on the differences in perception of root causes and thereby need reflection from the organization.

7.5 Interpretations and coherence to facilitate learning
This discipline is the cornerstone of Senge’s theory. System thinking integrates the other disciplines. It comprehends and addresses the big picture as well as analyzes the relationship between parts in the system. Senge (2006) argues that a common problem in management is the tendency to divide and focus on parts and forgetting the relation between these parts and the complexity of the whole. This discipline is here to teach us about two kinds of complexity; the complexity built on details, where many variables have impact on the end result and the complexity of the dynamic process, where cause and effect is separated in time and space (Senge 2006).

The discipline “system thinking” is a tool to analyze how the disciplines; “personal mastery”, “mental models”, “shared visions”, “team learning” relates to one another. The three disciplines; “system thinking”, “personal mastery” and “mental models” are the three learning disciplines. These disciplines, the “systems archetypes” are used in order to perceive and understand underlying structures that is effecting complex situations.

The question is; in what way does the degree of a coherent understanding for; the objective, key definitions and the root causes affect the learning organization and its members? This will here be analyzed through the “system thinking” perspective. Through this “system thinking” the organizational member is seen as an active participant who is active with creating its own reality and can here look at its own reality and the surrounding world and how the five disciplines is interacting and creating the reality.

The result shows that there are no coherent understandings for the key definitions and the root causes behind the problem stigma and discrimination. These non-coherent views problematize the staff and volunteers possibility to enhance their own “personal mastery” and this hinders Mandeya 2 Development organization to develop a shared organizational identity that goes in line with the individuals own mental models. These non-coherent views will also affect the “team learning” in the various teams and committees in Mandeya 2 Development. In the discipline “team learning” Senge (2006) states that if a team is ought to be successful it is important that the team members pull in the same direction. To make a team able to pull in the same direction a shared vision and a shared organizational identity that goes in line with the individuals own mental models is needed. This means that the staff and volunteers have to be able to handle their own “personal mastery” in order to be able to handle the disciplines “shared vision” and “team learning”. To be able to handle these three disciplines; dialogue is key. Through the dialogue the staff and volunteers can build awareness about
each other’s mental models that will shape the organizational identity within the different teams and committees in the whole organization.

Developing “personal mastery” is an ongoing process and in the Mandeya 2 Development, this could be complex due to the member’s double role as worker and as recipient for various interventions. To see and analyze information and knowledge objectively could be a challenge due to this double role and especially when there are non-coherent views for the key definitions and the root causes behind the problem stigma and discrimination.

If the staff and volunteers don’t create a coherent understanding for the objective, key definitions and the root causes of the problem, there might be a problem with taking in the right kind of knowledge so that threats can be discovered and the environment inside and outside the organization can be reflected upon.

This could lead to the learning disability that Senge (2006) calls “the boiling frog” where it is hard to discover threats in the organization due to difficulties in analyzing the environment inside and outside the organization.

This would affect the disciplines “personal mastery” and “shared visions”, because through these disciplines old assumptions meet the creation of new assumptions of the world the staff and volunteers think they exist in. Assumptions within the “mental models” can hold us back if we feel that new ideas don’t go in line with our personal “mental models”. With skills from the “personal mastery” we can review our “mental models” in the learning process. This effect the individuals, the teams and committees and its “team learning” in Mandeya 2 development. If there aren’t any room for creating new assumptions of the world the staff and volunteers exist in, they risk falling into the disability “I am my position” where the individual only can see what is important to the own work and have trouble with seeing the whole working process that occurs within the organization. This wouldn’t generate any learning, for the individual and the organization. The “personal mastery” only becomes an integrated part in our way of living when we know what’s important to focus on in the reality we exist in and when we don’t block ourselves in our mental models (Senge 2006).

The two different interpretations of the root cause to the problem with stigma and discrimination among the staff and volunteers may be confusing. These two different interpretations send out two different guidelines in the organization. These two interpretations are shaping two different kinds of mental models. An open dialogue regarding these two interpretations of stigma and discrimination will contribute with an exchange of knowledge that will be passed through the organization and the different “system archetypes”. The author Örtenblad (2004:133) emphasize on sharing and storing knowledge as key factors to create an active organizational learning. Örtenblad (2004) argues that the term organizational learning is an older term that defines the same aspects as the term; learning organization. Örtenblad (2004:133) emphasize that the knowledge each member learn is stored into the organizational memory. That this organizational memory consists of; “routines, standard operating procedures, shared mental models, documents etc.” That the members’ actions and behavior as well as where the members should pay attention to what they should learn; is regulated through the organizational memory. The exchanging of thoughts, experiences and ideas is one of the cornerstones in the learning organization and used to facilitate learning.
An open dialogue could help the members in Mandeya 2 Development organization to create a more coherent view and understanding for the key definitions and root causes. This dialogue could also help the members to get a deeper knowledge for the goals and objectives. Lock and Latham (2002) also emphasize that dialogue is a key factor for a positive development in the member’s performance and self – efficiency; which can be related to member’s business intelligence and motivation. Business intelligence refers to the individuals attention on the internal- and external environment of the organization but also an awareness about the individuals own thoughts and actions. Business intelligence is also often referred to as entrepreneurship. The author Sven Hamrefors (2011) emphasize that the sharing of knowledge is important among the organizational members. To successfully exchange knowledge an open dialogue is key, this dialogue will help the members to open their mind for new interpretations of the reality they exist in. This would in turn affect the “personal mastery” with facilitating the process of creating new knowledge and facilitate learning. This would in turn affect the “mental models” that is present within the organization. And altogether this would affect the “team learning”.

Dialogue is a key factor in “team learning” to combine individual learning and team learning this is necessary. The dialogue can make the team come together in a common understanding regarding the organizations and the teams purpose, a shared vision can be built and an understanding for how to complement each other in the team.

In summary, if the members doesn’t have a shared understanding for the objective, the key definitions stigma and discrimination and the root causes of the problem behind the objective; this could make it difficult to make everyone to feel togetherness with; the individual vision and mental model in relation to the organizations shared vision. This could make the members feel detached and could also affect how the members relate to the goals and objectives. The mental models of the organization, the individual mental model and the shared vision are highly important. A learning climate where an open dialogue can be held is important for the organizational learning and the exchange of mental models that are the base for; action, performance and learning. “Mental models” will also affect the building of; “personal mastery”, “shared vision” and “team learning” through the organizational memory. If the organization don’t create an open climate for discussions and exchanging of thoughts, ideas and knowledge there won’t be any high level of learning and no sharing of mental models. A shared vision and a common understanding for vision and goals are vital for the learning organization; due the vision bounds people to common aspirations which connect with the personal caring for the vision. The shared vision also provides focus and channels energy for learning. The personal vision is essential for the individual to know where to aim in their performed work. This may be especially important for an organization as Mandeya 2 Development that relies on the performance of volunteers.
8. CONCLUSION AND DISCUSSION

Here a conclusion and discussion of the previous analyzed result will here be presented. Topics that have been highlighted in the analyze chapter will here be discussed. Firstly the construction of “learning organization” will be presented. Here a discussion related to the purpose and research questions will be discussed. Secondly, reconstructing “Learning organization” will be presented. Here a discussion about future research and a theoretical development of the concept “the learning organization” will be presented.

8.1 The construction of “Learning organization”
The purpose of this study was to analyze staff and volunteer’s knowledge, coherence and perception of the objective and the root causes the objective aim to address, in order to promote the building of a “learning organization”.

The result shows that the objective: reduced stigma and discrimination of OVC whose parents passed on due to HIV related illness by December 2012 haven’t been fully communicated to and implemented among volunteers and staff in the thematic area of education. The results show that there is a lack of knowledge about the objective and lack of knowledge and incoherence in the definition of the terms stigma and discrimination. The objective is according to the strategies in the annual plan focusing on interventions with the purpose of disseminating information about, and discouraging HIV related stigma. The informants from both SOIR and Mandeya 2 Development describe stigma and discrimination in relation to both being an orphan and to HIV/AIDS when discussing the root causes the objective aim to address. In other words two types of stigma and discrimination is interpreted to fall under the same objective. This not only shows that there are deficiencies in the communication of the objective but it also problematize the analysis of what root causes the objective aims to address. This could also problematize the organizations evaluation of the program. Informants mainly describe poverty as the root cause to stigma and discrimination of OVC. Further the result shows that there are several factors described as contributing to the problem. The compiled data from informants connected to Mandeya 2 Development describes when answers are put together the same root causes to the issues of stigma and discrimination as the informants from SOIR. But the individual answers from informants in the organization Mandeya 2 Development show diversity regarding some of the contributing factors and thereby an incoherent perception of root causes both to stigma and discrimination related HIV/AIDS and being an orphan. This incoherence is also seen when informants discuss attitudes such as promiscuity related to HIV and the label of orphans being mischievous. Incoherence in trigger factors related to attitudes can be traced to the double role volunteers have as both workers and target group in the civil society.

This result does according to Senge (2006) have impact on the generative learning in the organization i.e. that the creation and facilitation of new knowledge is affected by the incoherence in perceptions and attitudes. Not knowing or understanding the objective problematize individual development and learning through not being able to objectively analyze the context or paint a
realistic desirable picture of the future. These are essential factors for the
disciplines of “personal mastery” and “shared vision”. Not knowing or
understanding the objective also distance the individuals from the development
process of the work performed, which means that the individual can’t learn from
experience, the decision and result becomes separated in time and space without a
“system thinking” to tie them together. Knowing and understanding the objectives
is in parallel to Senge’s theory about the learning organization essential for not
only learning, but for motivating and increasing performance. Goals and
objectives points out the direction the work should aim at and helps individuals
and teams to analyze where they are in relation to these goals and objectives.
Knowing where we are and where we aim are according to Senge (2006) and
Locke and Latham (2002) factors that increase performance and promotes
motivation in an organization. Objectives are formulated based on facts and
assumptions in an organization and therefore becomes a part of the “Mental
models” that are inhibited in the organizations culture. When not participating in
the formulation of these objectives or having access to another forum where these
assumptions and generalizations i.e. mental models are analyzed, the organization
distance the volunteers from the knowing what it is that have impact and control
over the work carried out. In the same way the organization lose the opportunity
to understand what factors, generalizations and assumptions control the
volunteer’s actions. Knowledge according to Senge (2006) is essential for
building a learning organization and for promoting an entrepreneurial
environment with organizational learning.

While performing this study, there are several other factors that may
have had an impact on the result that has been presented in the previous chapter 6.
One thing that may have had impact on the result is the selection of informants
and their perceived purpose of the study. Due to difficulties in contacting
informants in the rural area, SOIR has been helping with finding key informants
for the study after the wished informants have been communicated to the
organization. The involvement of SOIR means a possible risk for the collected
information to be controlled by the organization. By being involved in the process
of contacting informants the organization can chose the informants it believe will
share information that will be in the interest of the organization. All involved have
been informed that the result of the study will be presented to IM head office in
Lund, to SOIR field office and to Mandeya 2 Development administrator in
Zimbabwe. The head office in Lund is at the moment the only source for founds
for both the field office and the CBO. Knowing where the result will be
presented, the organizations as well as the informants may have issues they want
to raise and information they don’t want to share. The study may be perceived as
controlling instead of being promoting and the involvement can thereby have
impact on the end result. To decrease this risk the organization has presented a
wide range of possible informants. Most informants have been chosen on the basis
of their roles in the organization, volunteers from all schools in the area have been
interviewed and the rest based on their voluntary participation. It should also be
stated that the researchers for this study perceived the organization as open in this
subject and felt no restrictions or control from the organization in the selection of
informants.
The theory of the learning organization has by critics been viewed as vague. The vagueness of a theory is according to Örtenblad (2009) a precondition for a theory to become popular. A vague theory is easier to modify and thereby easier to adapt and apply to all kinds of different organizations. The consequence of a vague theory though is that no learning organization will look the same and there is no general recipe or manual for how to apply the theory to the organization. For this study the vagueness of the theory may have impact on the end result through how the theory has been interpreted. If the theory can be interpreted in several ways it means that a similar study can come to different result. On the positive side the vagueness of the theory means that SOIR and Mandeya 2 Development can adapt the theory to the context in which the organizations exist in.

A vague theory or not, there are factors in an organization that always need reflection in order for the organization to develop. But most importantly an organization is dependent on the engagement of involved and especially when the majority of the work force is participating on a voluntary basis. Through interviews and observations it has become very clear that SOIR and Mandeya 2 Development have a competent workforce that is eager to learn, eager to develop and is truly engaged in the work and in changing the situation for orphans and vulnerable children in the rural area of Manicaland, Zimbabwe. Mandeya 2 Development has the perfect base for a learning organization.

8.2 Reconstructing “Learning organization”
According to Senge´s theory Mandeya and SOIR need to enhance the communication in the organization to increase and facilitate active learning and to use the organizational memory that is stored in staff and in each one of the involved volunteers to facilitate the work with organizational learning. Dialogue that promotes “personal mastery”, “shared visions”, “team learning” and dialogue that helps analyzing the “mental models” inhibited in the organization, will according to Senge (2006) increase learning in the organization and enables staff and volunteers to engage in “system thinking”. Dialogue will also enable clarification of roles and possibilities for volunteers to advance in the organization and thereby promote motivation. Knowledge and understanding of objectives and the root causes objectives aim to address is only one of many aspects an organization needs to address. But due to goals and objectives being a common feature in the NGO sector these are central for organizations to highlight.

Senge (2006) emphasize that a learning organization can´t be built on hierarchic structures due to the power structure this organization inhibit. Referring to Bohm, Senge (2006) questions the possibility of an equal dialogue held in a hierarchal organization. Bohm asks the question; if organizational members on an “authority level” really can level with organizational members at a “subordinate level”? Bohm argues that this can have implications for the organizational learning. This argument and the question that Bohm brings forward could be worth to look into some more, especially when it comes to the building of a new learning organization that is built in a cultural environment where patriarchal structures are strong in the civil society.
For further research it would also be relevant to analyze the double role volunteers have as both workforce and target group and how this double role affect the organization and a sustainable development in the civil society.

Participation by volunteers and target group has been a recurring topic in both the interviews and the study. This study has not intended to analyze the definition of participation in the organization but the result shows that informants have different perceptions of the term in relation to the work performed. The difference in how informants define participation in the various stages of the work process may have impact on the result of the study through questions of informants participation in the formulation of the objective have been asked. The result indicates that the term participation can be viewed from informal collection of thoughts from members in the community to physical participation in the formulation meeting. Participation in the entire process is not only emphasized by IM in their strategic plan but also emphasized in among other universal guidelines i.e. the Paris Declaration and the rights based approach. Being a common feature and strategy in the NGO sector the definition of participation is therefore essential in the work for a sustainable development and an interesting subject for further research.
9. REFERENCES


Blanchard Ken, Carlos P. John & Randolph Alan (1999) *Nycklar till empowerment*; Fälth & Hässlér, Smedjebacken; Svenska Förlaget, Stockholm


Denvall Verner, Heule Cecilia & Kristiansen Arne (2011) *Social mobilisering – en utmaning för social arbete*; Författarna och Gleerups Utbildning AB; Korotan, Slovenien

The Tavistock Institute , SAGE Publications, London


University of Toronto, Toronto, Ontario, Canada
http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf

Granström Kjell (2010) *Dynamik i arbetsgrupper – Om grupp processer på arbetet*; OZGraf, Poland; Studentlitteratur

Hamrefors Sven (2011) *Den uppmärksamma organisationen – Från Business Intelligence till Intelligent Business*, Studentlitteratur AB, Lund


International Monetary Fund (2010) *Zimbabwe: Challenges and Policy Options after Hyperinflation – Africa Department*; International Monetary Fund Publication Services, Washington DC, USA
Kvale Steinar & Brinkmann Svend (2009) *Den kvalitativa forskningsintervjun*; Elanders Beijing Printing CO.Ltd, China, Studentlitteratur


Nationalencyklopedin; [http://www.ne.se.proxy.mah.se/kort/m%C3%A4nskliga-r%C3%A4ttigheter](http://www.ne.se.proxy.mah.se/kort/m%C3%A4nskliga-r%C3%A4ttigheter) [2013-01-15]

Nationalencyklopedin; [http://www.ne.se.proxy.mah.se/kort/barnkonventionen](http://www.ne.se.proxy.mah.se/kort/barnkonventionen) [2013-01-16]


Regeringskansliet (2006) *Ett effektivare utvecklingssamarbete*; Foreign Ministry; Edita, Stockholm


SIDA (2006) *Current Thinking on the Two Perspectives of the PGD*; Article number: SIDA31256en; Edita Communication AB

Svensson Per-Gunnar & Starrin Bengt (2011) *Kvalitativa studier i teori och praktik*, Holmbergs in Malmö AB, Studentlitteratur


Vedung Evert (2009) *Utvärdering i politik och förvaltning*, Studentlitteratur AB

Vetenskapsrådet (1990) *Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning*, Elanders Gotab

# 2012 Annual Plan

## Education

### Key Expected Result 1: Improved Access to Basic and Secondary Education for 710 extremely poor double orphans and children with disabilities.

**Indicators:** Net Attendance Ratios at target schools (gender disaggregated)
- Percentage Primary and Secondary school completion rates

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Strategies/Activities</th>
<th>Indicators</th>
<th>Sources of Verification</th>
</tr>
</thead>
</table>
| a) Increased access to quality primary and secondary education for children with disabilities promoted by 2012 | - Participatory identification and documentation of children with special needs by community-based education committees.  
- Procurement and distribution of specialized equipment to selected children with disabilities.  
- Educational sponsorship for 36 children with disabilities covering tuition fees, uniforms and transport fares in cases where special schools are far away.  
- Identifying and documenting institutions offering education for children with special needs and conducting needs assessments at the schools.  
- Procurement, delivery and installation of special equipment at 1 targeted institution.  
- Advocacy to fight stigmas and discrimination perpetrated by parents, other children and teachers against children with disabilities. | **Output Indicators**  
- Number of disabled children assisted disaggregated by gender, educational level and district  
- Percentage of disabled children who drop out of school by gender, educational level and district  
- Number of schools assisted with specialized equipment  
- Number of children with access to specialized equipment  | ✓ Baseline survey report.  
✓ Evaluation report  
✓ Monthly, quarterly and annual reports  
✓ School reports  
✓ Public examination results |

**Outcome Indicators**  
- Proportion of children with disabilities supported and retained in school (by gender)  
- Percentage of children with disabilities supported who complete primary education  
- Percentage of children with disabilities supported who complete secondary education
- Strengthening of community based education committees.

**NB The number of disabled children receiving support will not be increased because of budget restrictions**

- Number of schools providing special needs education reporting improvements that they attribute partly or wholly to support by SORI-Zimbabwe’s partners.
- Percentage increase in pass rates and increase in literacy levels by disabled children

<table>
<thead>
<tr>
<th>b) School enrollment and retention for double orphans increased by December 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Creating a database of double orphans in target communities.</td>
</tr>
<tr>
<td>- Provision of Educational Support to 680 girls and boys</td>
</tr>
<tr>
<td>- Procurement and provision of uniforms for 166 children and stationery for 680 children.</td>
</tr>
<tr>
<td>- Payment of school fees for 680</td>
</tr>
<tr>
<td>- Organizing prize giving days for girls and boys who excel in their studies.</td>
</tr>
</tbody>
</table>

**NB There will be no new enrolments onto the educational support programme because of budget limitations notwithstanding the very high genuine demand for support**

- **Output Indicators**
  - Number of beneficiaries who remain in school by gender, educational level and district
  - Percentage of beneficiaries who attend school by gender, educational level and district
  - Number of beneficiaries who drop out of school by gender, education level and district

- **Outcome Indicators**
  - Number and proportion of supported OVC retained in school each school term disaggregated by gender, educational level and district
  - Number of supported OVC completing primary and secondary education disaggregated by educational level, gender and district
  - Proportion of OVC

- School attendance registers
- M and E reports
- Follow up visits
- Participant lists
e) Increased girl child retention in primary and secondary school through advocating against traditional, religious and other factors that prejudice girl children by December 2012

- Undertaking Baseline study to determine the ratio of girls to boys completing (i) primary and (ii) secondary education in schools in target communities and the reasons why girls drop out of school.
- Creating platforms for participatory identification and discussion of traditional and religious stereotypes and other factors that give boys and men unfair advantage over women and girls.
- Creating platforms for dissemination of information on the legal provisions for the protection of girls from abuse
- Undertaking advocacy for consideration of the rights of girls and women as human rights by all community members
- Establishment and strengthening of

<table>
<thead>
<tr>
<th>Output Indicators</th>
<th>Outcome Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Number of public discussion forums held</td>
<td>✓ Gender disaggregated data on primary school completion rates. Gender disaggregated data on secondary education.</td>
</tr>
<tr>
<td>✓ Number of child protection committees established and/or strengthened</td>
<td>✓ Changes in the proportion of girls dropping out of school due to early marriage.</td>
</tr>
<tr>
<td>✓ Number of reported cases of girl child abuse</td>
<td>✓ Changes in the proportion of girls dropping out of school</td>
</tr>
</tbody>
</table>

- supported who complete primary education, disaggregated by gender and district
- Proportion of OVC supported who complete primary education, disaggregated by gender and district
- Percentage reduction in school drop-out rates
- Number of OVC reporting improvement in numeracy and literacy

- M and E Reports
- Anecdotal evidence from participants
- Statistics from Police
- Victim Friendly units
- Testimonies
community structures for protection of
girl children and prosecution of
perpetrators of violence (abuse) against
girls and boys.
- Participatory development and
dissemination of gender advocacy
messages in local languages tailored to
the gender issues raised at democratic
platforms and the needs of individuals
in the target communities
- Using Creative Arts (Drama, Poetry
and Music) competitions on gender
issues that affect access to education to
inculcate an awareness of gender issues
among girls and boys

NB Efforts will be made to integrate
these key advocacy issues in most
school and community based child
protection workshops

to care for sick relatives
✓ Number and proportion of
cases of girl child abuse
(including rape and statutory
rape) reported to the police.
✓ Changes in community
perceptions about the girl
child’s societal role

Key Result 2: Quality of education at schools improved by making school environments more conducive to learning,

**Indicators:**
(i) Pupil - textbook ratio at target schools
(ii) number of pupils, teachers and community members at target schools testifying
dthat support by INCS partners helped improve the quality of education at their schools

a) Infrastructure at 1
   selected school improved
   by 2012

   • Renovating 2 classroom blocks for 1
     school
   • Procurement of building materials to
     support construction of 2'10 multi-
     compartment Blair toilets at 1 school

   **NB Only one school can be supported
by the 2012 budget**

**Output Indicators**
✓ Number of classroom blocks
   renovated disaggregated by
districts
✓ Number of sanitary units
   constructed at beneficiary
   school disaggregated by
district

**Outcome Indicators**
✓ Changes in the quality of

✓ Monitoring and Evaluation Reports
✓ Programme Reports
<table>
<thead>
<tr>
<th>Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Changes in sanitation related diseases in supported school</td>
<td></td>
</tr>
<tr>
<td>✔ Percentage increase in school enrolment</td>
<td></td>
</tr>
</tbody>
</table>

**b) Availability of teaching / learning materials at selected schools increased by December 2012**

- Assessment of teaching / learning material needs for 8 selected schools
- Procurement and delivery of textbooks, stationery, manila sheets and other teaching learning materials that match identified needs.
- Procurement and delivery of furniture to 4 beneficiary schools.
- Performance of annual stock take of furniture and textbooks provided to promote careful handling and accountability

<table>
<thead>
<tr>
<th>Output Indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Number of textbooks provided by type, by level (primary or secondary), by district.</td>
<td></td>
</tr>
<tr>
<td>✔ Number of schools provided with furniture</td>
<td></td>
</tr>
<tr>
<td>✔ Pupil-textbook ratio at beneficiary schools</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Percentage reduction in pupil-textbook ratio</td>
<td></td>
</tr>
<tr>
<td>✔ Percentage reduction in pupil desk ratio</td>
<td></td>
</tr>
<tr>
<td>✔ Percentage increase in school pass rates</td>
<td></td>
</tr>
<tr>
<td>✔ Changes in the quality of education in the supported schools</td>
<td></td>
</tr>
</tbody>
</table>

- ✔ Follow up visits
- ✔ Quarterly and Annual reports
- ✔ Procurement and distribution lists
- ✔ School inspection reports
- ✔ Testimonies
- Empowerment of pupils to 'say no' to emotional, physical (corporal punishment), verbal and sexual abuse through child rights awareness raising for children (rights information dissemination, rights education and advocacy skills training to enable children to resist abuse of all forms).
- Organisation of child rights and child protection workshops for teachers.
- Establishment and capacity building of school based child protection committees for monitoring of abuses and being a referral link for treatment of survivors of abuse and prosecution of perpetrators.
- Facilitation of child-led campaigns against school based abuse.
- Lobbying ward councillors, members of parliament and other duty bearers to advocate for improvement in teacher-pupil relationships.

**NB Given limitations these initiatives will be integrated into other workshops**

### Key Expected Result 3: Improved Academic Performance for 710 targeted OVC

**Indicator:** (i) Ratio of percentage pass rate for SOIR-supported children to the overall percentage pass rate for the school for all IM supported schools, disaggregated by district (and where possible gender). (ii) Ratio of percentage pass rate at SOIR (Zimbabwe) supported schools to pass rate at selected schools in a control group.

**Targets:** (i) 5% higher pass rate among SOIR (Zimbabwe) supported children than the rest of the children at supported schools by 2012. (ii) 5% higher pass rate at SOIR (Zimbabwe) supported schools than schools in a control group.

### Output Indicators
- Number of abuse cases reported (by type, district and education level)
- Number of schools with active school based child protection committees
- Number of school children and teachers demonstrating sound knowledge of child rights

### Outcome Indicators
- Percentage changes in reported cases of child abuse
- Changes in children's confidence, self-esteem and assertiveness attributable to advocacy against child abuse
- Minutes of school based child protection committees
- Programme reports
- Reports of child abuse cases
<table>
<thead>
<tr>
<th>a) Improved self esteem, assertiveness and other life skills for participant OVC by December 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organising psychosocial support camping for orphans and other vulnerable children benefiting under educational support.</td>
</tr>
<tr>
<td>• Facilitating memory work for selected OVC.</td>
</tr>
<tr>
<td>• Organising refresher training for teachers on the psychological and social issues impacting on OVC academic performance and social adjustment and provision of psychosocial support to OVC in the school context.</td>
</tr>
<tr>
<td>• Performing Arts competitions with themes on good practice in OVC psychosocial support.</td>
</tr>
<tr>
<td>• Organisation of regular stress management, systemic and bereavement workshops for 710 OVC and 600 guardians, local leaders, schools psychological services representatives and other relevant stakeholders</td>
</tr>
<tr>
<td>• Facilitation of life skills workshops for 710 OVC and 600 relevant stakeholders</td>
</tr>
<tr>
<td><strong>Output Indicators</strong></td>
</tr>
<tr>
<td>✓ Number of children participating in psychosocial camping.</td>
</tr>
<tr>
<td>✓ Number of teachers participating in psychosocial support training workshops.</td>
</tr>
<tr>
<td>✓ Number of children reported (by teachers who are SOHR-Zimbabwe given the task to track changes in assertiveness) to be more assertive six months after participation in psychosocial support activities</td>
</tr>
<tr>
<td>✓ Number of children reporting positive social interaction with other children at school, at home with other family members and the community at large because of sound parenting and guidance skills.</td>
</tr>
<tr>
<td>✓ Number of OVC reporting improvement in handling psychosocial/emotional problems such as stigmatization, bereavement and abuse</td>
</tr>
<tr>
<td><strong>Outcome Indicators</strong></td>
</tr>
<tr>
<td>✓ Proportion of children able to handle psychosocial problems</td>
</tr>
<tr>
<td>✓ Changes in the self-confidence, self-esteem and</td>
</tr>
</tbody>
</table>
### b) Supportive home and community environments for OVC created by December 2012

- Strengthening guardian support groups to enhance support for in-school OVC.
- Organization of child guidance and counseling workshops for guardians.
- Facilitation of child rights awareness raising and child rights advocacy.
- Capacity strengthening for guardians and local leaders to enable them to influence fulfillment of children’s rights to education and health.
- Development and dissemination of information, education and communication materials on children’s education and health rights targeting 1600 people.
- Creating democratic platforms for NGOs whose mandates have a strong advocacy bias. Ministry of Education representatives, community leadership and child representatives for discussion of educational and health rights of children.
- Contribution of articles on promotion of child rights in columns of local newspapers.
- Provision of support to SOIR (Zimbabwe) Child Environment Committees (CEC) in the form of identification regalia for 300 volunteers, 10 bicycles for each of the 11 targets.

### assertiveness of participants
- Percentage changes in pass rates of participants.

### Output Indicators
- Number of guardians, local leaders, and girls and boys who can identify at least 3 child rights.
- Number of children reporting improvement in home environment supportiveness associated with interventions of SOIR (Zimbabwe’s) partners.
- Number of OVC guardians demonstrating knowledge of and protecting the rights of child under their custody.

### Outcome Indicators
- Percentage changes in households reporting improvements in the quality of psychosocial support and child rights awareness, promotion and protection.

### M and E Reports
- Stories of impact.
- Cuttings of Articles on child rights promotion that were published in local newspapers.
- Programme Reports.
<table>
<thead>
<tr>
<th><strong>c) Reduced stigma and discrimination for OVC whose parents passed on due to HIV related illnesses by December 2012</strong></th>
</tr>
</thead>
</table>
| - Participatory development and dissemination of information increasing awareness of and discouraging engagement in, HIV related stigma.  
- Creating platforms for discussing and discouraging HIV related stigma and discrimination in the target communities |
| **Output Indicators** |
| - Number of awareness sessions  
- Number of children reporting stigmatization and discrimination |
| **Outcome Indicators** |
| - Number of children reporting reduced stigma and discrimination |
| ✓ Follow up visits |
| ✓ Quarterly and Annual reports |
| ✓ Testimonies |

<table>
<thead>
<tr>
<th><strong>d) Increased environmental protection promotions by 31 December 2012</strong></th>
</tr>
</thead>
</table>
| - Supporting environmental campaigns against deforestation, salination, erosion, pollution by schools, spearheaded by SOIR (Zimbabwe) partners working in collaboration with other NGOs and the Environmental Management Agency.  
- Sponsoring tree planting day activities at targeted schools  
- Promoting development of woodlots and orchards at schools and OVC households |
| **Output Indicators** |
| - Number of orchards and woodlots planted  
- Number of trees planted  
- Number of target community members reporting increased environmental consciousness associated with campaigns spearheaded by SOIR (Zimbabwe) partners |
| **Outcome Indicators** |
| - Changes in environmental conservation/degradation in supported communities |
| ✓ Follow up visits |
| ✓ Observation of the orchards and plantations planted. |
| ✓ Monitoring and evaluation reports |

*NB No financial support will be provided to purchase and allocate seedlings but encouragement of statutory bodies to do so.*
# APPENDIX 2

<table>
<thead>
<tr>
<th>Form</th>
<th>Information</th>
<th>Appendix 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project title:</strong> Reduce Stigma!</td>
<td>Date: 31/5-2012</td>
<td></td>
</tr>
<tr>
<td>A field study on interventions addressing to</td>
<td></td>
<td>Studying at Malmö University, Faculty</td>
</tr>
<tr>
<td>reduce HIV/AIDS related stigma and</td>
<td></td>
<td>of Health and Society, 206 05 Malmö,</td>
</tr>
<tr>
<td>discrimination of orphaned and</td>
<td></td>
<td>Tfn 040- 6657009</td>
</tr>
<tr>
<td>vulnerable children in Zimbabwe</td>
<td></td>
<td>Education: Social work- organizational</td>
</tr>
<tr>
<td>Study managers:</td>
<td></td>
<td>development</td>
</tr>
<tr>
<td>Cecilia Solis Lovekvist:</td>
<td></td>
<td>Level: Bachelor/ Magister</td>
</tr>
<tr>
<td><a href="mailto:M09p0708@student.mah.se">M09p0708@student.mah.se</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elin Topphem:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:M09p1685@student.mah.se">M09p1685@student.mah.se</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reduce Stigma!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A field study on interventions addressing to reduce HIV/AIDS related stigma and discrimination of orphaned and vulnerable children in Zimbabwe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Information**

We are two students Elin Topphem and Cecilia Solis Lovekvist, from Malmö University in Sweden. We are studying a four year program in social work focusing on organizational development. The information we are collecting through this interview is going to be used in our magister thesis. The report we put together will be sent to SOIR Zimbabwe, IM Sweden and Mandeya 2 development.

The purpose of the minor field study is to examine how the Swedish organization for Individual Relief (SIR), a Swedish non-governmental organization are working and interacting with local community based organization and schools within the thematic area of education to break HIV/AIDS related myths, misconceptions and stigma that is surrounding orphaned and vulnerable children and youths in Mutsasa, Zimbabwe.

The aim is to identify opportunities and obstacles in this work for the purpose of organizational and intervention development.

The material for this study is going to be collected through interviews and observations. All collected data and material will be handled with care. No non-authorized person will have access to the material. The material will be stored so that it’s only accessible to us. No names will be used in the report. Every respondent will be named with a code so that individuals can be identified in our material and report.

Your participation in this study is entirely voluntary. You can always cancel your participation without further justification.

If you have questions or wish to have further information about the study don’t hesitate to contact us.

You can reach us at:

Elin Topphem  
M09p1685@student.mah.se

Cecilia Solis Lovekvist  
M09p0708@student.mah.se

Hereby, are you willing to participate in this study?

---
This information sheet was at first submitted with the MFS Scholarship application to SIDA. Therefore it’s named Appendix 1 in this copy.


**APPENDIX 3**

---

**Form**

**Informed consent**

(submitted along with Appendix 1 to the participant joining the project for signature)

<table>
<thead>
<tr>
<th>Projektets titel:</th>
<th>Datum: 2012-06-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce Stigma!</td>
<td></td>
</tr>
<tr>
<td>A filed study on interventions addressing to reduce HIV/AIDS related stigma and discrimination of orphaned and vulnerable children in Zimbabwe</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible of the study:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elin Topphem</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Stora Södergatan 67</strong></td>
<td></td>
</tr>
<tr>
<td><strong>222 23 Lund</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:m09p1685@student.mah.se">m09p1685@student.mah.se</a></td>
<td></td>
</tr>
<tr>
<td><strong>Cecilia Solis Lovekvist (fd Erlandsson)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ginstvägen 9</strong></td>
<td></td>
</tr>
<tr>
<td><strong>312 40 Genvad</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:m09p0708@student.mah.se">m09p0708@student.mah.se</a></td>
<td></td>
</tr>
<tr>
<td><strong>Studying at Malmö University, Health and Society Department, 206 05 Malmö, Sweden. Phone: 040-6657000</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Utbildning: Social Work with focus on Organizational development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Nivå: Master (magister)</strong></td>
<td></td>
</tr>
</tbody>
</table>

I have been verbally informed about the study and read the accompanying written information. I am aware that my participation is voluntary and that I, at any time and without explanation, can withdraw my participation.

I hereby submit my consent to participate in the above survey:

Date: ........................................................................................................

Participant’s signature: .............................................................................

---

This information consent sheet was at first submitted with the MFS Scholarship application to SIDA. Therefore it’s named Appendix 2 in this copy.