WPI

REFLECTION, PLANNING, & APPLICATION

A Collaborative Project with the Imvula Music Program

Meghan Flynn
Lucas Gagne
Alazar Genene
Amanda Pennie
Cape Town Project Center 2017

REFLECTING, PLANNING AND APPLICATION:
A COLLABORATIVE PROJECT WITH THE IMVULA MUSIC PROGRAM

An Interactive Qualifying Project Report:
submitted to the Faculty
of the
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
Degree of Bachelor of Science

By:

Meghan Flynn
Lucas Gagne
Alazar Genene
Amanda Pennie

Date:
13 December 2017

Cape Town/South Africa Project Center
Report Submitted to

Professor Nicola Bulled
Professor Jeanine Skorinko
Worcester Polytechnic Institute

ABSTRACT

The Playing For Change Foundation (PFCF) is an international non-governmental organization (NGO) that unites under resourced communities through the power of music and arts education. The Imvula Music Program (IMP) is a growing satellite of PFCF in Cape Town, South Africa. For this project, we researched the common challenges faced by similar NGOs, and worked with IMP to collaboratively develop operational practices to directly address their challenges. We held workshops with staff and administration to find goals, evaluate the current capacity, and develop organizational strategies (i.e., communication, lesson plans, and staff meetings). Finally, everything collaboratively developed in the workshops was put together as a packet of tools, templates, and suggestions for future IMP use.

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Non-governmental organizations (NGOs) address societal issues that are not covered by the governmental or private sectors, with hopes of spreading their mission to as many people as possible (Peace Corps, 2003). NGOs are on the rise throughout the world, with the number of NGOs in South Africa alone doubling from 2010 to 2015 (Department: Social Development Republic of South Africa, 2015). While NGOs often originate with a strong passion, as they grow, they have a tendency to struggle due to difficulties in internal organizational structure, such as communication, complexity in defining roles, leadership, and motivation (Peace Corps, 2003).

The Imvula Music Program (IMP) is one such growing NGO. IMP was founded in 2015 to bring music and arts education to schools in the Gugulethu township on the outskirts of Cape Town, South Africa (Playing for Change Foundation, 2017). IMP is a satellite of the international NGO, Playing for Change Foundation, based in Los Angeles, California, USA. The Playing for Change Foundation was established in 2007 to bring the world together through music, and is made up of fifteen satellite locations in Bangladesh, Brazil, Ghana, Mali, Nepal, Rwanda, South Africa, Morocco, Mexico, Argentina and Thailand. Their mission is to "create positive change through music and arts education" (Playing for Change Foundation, 2017). IMP was originally operating under the name of Ntonga Music School, the first satellite location of the Playing For Change Foundation. Since its creation, the program has gone through restructuring to become the current IMP. The administrator of IMP, Maqophello "Poppy" Tsira, and her daughter Titi, have assembled very skilled local musicians to instruct children in vocal, wind instruments, piano, dance and marimba. IMP consists of eight instructors that teach approximately 250 students in four schools. However, the program is attempting to expand its efforts. Recently, IMP, like many growing NGOs and satellite locations of international NGOs, has encountered challenges with their internal organizational structure.

Our project aimed to assist IMP through collaboration with staff members to identify strengths and points of concern within the program by engaging in a process of reflection, planning, and application. A strong understanding of the program's day-to-day practices was needed. Through informal meetings with staff and administrators, as well as through observing music lessons conducted by the staff, we documented current program practices. To initiate conversations on organizational development, we adapted workshops used by Peace Corps volunteers in their engagements with NGOs globally (Peace Corps, 2003). Four workshops were conducted that aimed to collaboratively: understand the dreams of the staff members, evaluate the capacity of the program currently, build communication platforms between the staff and the administration, and formalize classrooms as spaces of learning through the creation of action (lesson) plans. From these workshops, we generated an informal packet that includes an overview of each workshop and templates, such as lesson plans, meeting agendas, meeting minutes, and classroom attendance sheets.

We identified key areas of focus for IMP including more consistent communication between staff and more structured teaching engagements. Communication is important to IMP staff members, but is a weak area in the current operational structure. For example, staff meetings are infrequent, unscheduled, and communication between the staff members is minimal. Formal lesson plans are seen as unnecessary by instructors with extensive experience and established teaching strategies. They perceive flexibility and responsiveness to students as an important component of their teaching and ultimately more successful than pushing formal agendas in the classroom.

From our conversations, observations, and workshops, it is clear that IMP is supported by passionate staff members who have ambitious dreams for the future of the program. However, it is also clear that IMP has key elements that need attention to help the program grow, such as communication and planning. We hope that the workshops provided IMP staff with tools and strategies that can help them address the challenges they face so they can continue to bring music and arts education to many more students in the coming years.

table of
contents.

INTRODUCTION

Non-governmental organizations (NGOs) were created to fill vital gaps in services left by governmental and private sectors (Peace Corps, 2003). These organizations have differing objectives: a government organization addresses the needs of the citizens, private organizations operate for the purpose of creating a profit, and NGOs assess gaps within the community needs and attempt to fill them. NGOs have become increasingly common around the world. In South Africa in particular, the number of NGOs has increased from 66,000 in 2010 to 136,000 in 2015 (Department: Social Development Republic of South Africa, 2015).

Even with the best intentions, many NGOs struggle with sustainability because of difficulties in internal organizational structure (Peace Corps, 2003). Problems with internal organizational structure can affect all aspects of an NGO, no matter the strength of the mission in place. Common challenges faced by NGOs include communication between staff and administration, leadership, role definitions and motivation. These universal problems often have the strongest effect on NGOs that are in a period of growth (Agarwal, 2011).

There have been numerous approaches implemented to address these common challenges. One tactic created by the Peace Corps was a training guide for their volunteers working with NGOs. The training guide provides recommendations and templates for the greatest success of Peace Corps volunteers (Peace Corps, 2003). The guide views an organization from many angles, and suggests approaches to identify and understand the values and assets of an organization, rather than seeing an NGO as a set of problems and solutions. By doing so, rapport is created between the volunteer and organization, while also giving the volunteer a greater under-standing of the organization's internal practices. To accomplish this, the guide lays out a set of activities to uncover the organization's current assets, help the organization realize its potential, and make future plans.

Our project was designed to assist IMP, a satellite location of the Playing for Change Foundation, with its operational practices by collaborating with members of the organization to identify strengths within the program through a process of reflection, planning, and application. Founded in 2015, IMP is a growing NGO focused on bringing music and arts education to children. IMP teaches after-school music education in primary schools in the Gugulethu and Philippi townships of Cape Town, South Africa (Playing for Change Foundation, 2017). Like many other growing satellite locations of international NGOs, IMP has encountered challenges of its own.

(Playing for Change Foundation, 2017)

BACKGROUND
THE IMPORTANCE OF NON-GOVERNMENTAL ORGANIZATIONS

hy do NGOs exist?

W Non-governmental organizations (NGOs) were created to fill the gap of service left by governmental (public) and private sectors. While government agencies have a strong focus on public policy (Agarwal, 2011), private organizations frame a majority of their decisions on profits. NGOs fill the void left by the other two types of organizations by focusing on the community they are located in, supporting human rights and providing civil services that are not being provided by the state (Peace Corps, 2003). NGOs are community-centric, and are often formed by community members when a need for additional services is identified. The differences between governmental organizations, non-governmental, and private organizations are further explained in more detail in Table 1 (Honey, 2017).

NGOs provide services for the community that both the government sector and the private sector cannot or are not willing to provide (Peace Corps, 2003). NGOs are instrumental in changing mindsets and attitudes (Keck and Sikkink, 1998) in addition to being efficient providers of goods and services (Edwards and Hulme, 1996). NGOs have been around for an ambiguous amount of time, generally developing when there is a perceived need in a society that is not being met through private business or government intervention, as evidenced by the founding of the Red Cross or Medicin Sans Frontiers.

In 1945, the United Nations needed to create a term to distinguish the difference between organizations that were directly involved in the government and those that were private organizations, establishing the term non-governmental organization (Willetts, 2000). As stated in the Non-Profits Organisations Act 71, in South Africa, NGOs fall under the umbrella term, non-profit organizations, defined as "a trust, company or other association of persons established for a public purpose and of which its income and property are not distributable to its members or office bearers except as reasonable compensation for services rendered" (All about nonprofit organisations, 2011, para. 3).

Table 1: Detailed Differences in Organization Types

Organization Differences			
	Governmental Organization	**Non-Governmental Organization**	**Private (For-profit) organization**
Service provided	Provide a public service decided upon the government.	Provide a public service or have a public purpose that goes beyond serving the personal interests of the members the NGO (such as the promotion of social welfare, economic development, religion, charity, education or research)	Operate for the purpose of making profits.
Tax status	Tax Exempt	Often tax exempt	Not tax exempt
Profit Distribution	Distributes profits back into government organizations, distributed by a budget created by that government.	May make a profit, but may not distribute their property or profits to their members. They use any profits they make to further their public interest objectives.	Distributes profits to their owners or members.
Funding	Gets funding from taxes, state or federal.	Frequently do not generate enough income to cover all their expenses, so they fundraise from the public or donors.	Frequently borrow money, at a specified interest rate. If they cannot self-finance all their capital and operating costs. They calculate that they will be able to pay back the loan plus interest from the profits they intend to make.
(Honey, 2017)			

As the South African definition indicates, there are specific characteristics that distinguish NGOs from other organizations. According to the Non-Governmental Organizations: Guidelines for Good Policy and Practice (Colin and Lieth, 1995), an organization may be labeled an NGO if it has four characteristics:

1. Not-for-profit although the organization may engage in revenue generating activities as long as these are not the sole pursuit of the organization;

2. Voluntary formation by citizens with an element of voluntary participation;

3. Operates independently but within the laws of society and controlled by those who have formed the organization;

4. Not self-serving in aims and related values

In an ideal situation, NGOs encourage grassroots participation, involve the local people in identifying local needs; build local capacity, and effectively use resources to provide their clients with needed services (Peace Corps, 2003, p. 1). As a secondary role, NGOs often operate as a facilitator of citizens' participation within their societies. NGOs contribute to a civil society by providing a means for expressing and actively addressing the varied and complex needs of society. NGOs can promote pluralism, diversity, and tolerance while protecting and strengthening cultural, ethnic, religious, linguistic, and other identities. The organization's role may be to advance science and thought, develop culture and art, or protect the environment. NGOs frequently support all activities and concerns that make a vibrant civil society. Given their reliance on community members and often volunteers, NGOs motivate citizens in all aspects of society to act, rather than depend on state power and beneficence thereby creating alternatives to centralized state agencies and providing services with greater independence and flexibility (Peace Corps, 2003, p. 21).

Given that "NGOs increase 'social capital' by providing people with opportunities to build trust in each other and the capacity to work together toward common goals" (Peace Corps, 2003, p. 22), working with local NGOs has become increasingly popular in international development circles. NGOs are recognized as important players in the formulation, design, and application of development strategies. As noted by Professor Peter Willetts, in his documentation about international development of NGOS, "NGOs have come to be recognized as important actors on the landscape of development, from the reconstruction efforts in Indonesia, India, Thailand and Sri Lanka after the 2004 tsunami disaster, to international campaigns for aid and trade reform such as 'Make Poverty History'" (2000, p. 17). International development organizations are placing greater emphasis on working with national and local NGOs to emphasize local knowledge and participatory development. Consequently, the number of NGOs is growing at a tremendous rate around the world, especially in developing and emerging nations. In South Africa, NGOs are required to formally register under the NPO Act of 1997. By March 2015, 136,453 organizations were officially registered, an increase of 16.5% from the previous year (Department: Social Development Republic of South Africa, 2015).

NGOs cannot cure all the problems in society, but they do some things very well. NGOs are guided by ethical principles that include a desire to advance and improve the human condition (Peace Corps, 2003). This is evident in NGOs collective:

• respective for the rights, culture, and dignity of men and women served or affected by the organization's work;

• allocation of all available resources to the task at hand;

• commitment to an organizational mission and objectives;

• involvement, whenever possible, of beneficiaries as partners;

• willingness to collaborate and network with other agencies on issues of mutual concern and interest rather than compete with them; and,

• high ethical standards at both an organizational and personal level.

With well-aimed support, an NGO could do even more to help local groups move from powerlessness and isolation to self-help and mobilization.

What are common challenges faced by NGOs?

Despite high motivation levels of staff, many NGOs struggle to carry out the mission of the organization if there is not a solid administrative framework in place. Organizations may have the capacity to be successful, but many do not have the administrative expertise to succeed. Many NGOs, especially those going through a period of growth, struggle with communication, leadership, role definitions, and motivation (Argwal, 2011).

Communicating with individuals in an NGO is vital to the success of the organization. Communication is at the center of all relationships and without it, collaboration diminishes (Men and Jiang, 2016). A common challenge of growing NGOs is establishing an open and responsive conversation between parties of the organization. Trust, satisfaction, commitment, and control within an organization can only be achieved when there is strong communication between two parties. A recent study examined the importance of face-to-face interaction when communicating, and found that while words are important, without context and dialog, words can be misinterpreted (Men and Jiang, 2016). In addition, this study showed that facial expressions and body language convey a significant amount of information between parties. This can be difficult with organizations that collaborate with multiple offices around the world, especially because of the difference in time zones and geographic distances between satellite centers.

Along with communication, leadership within an NGO can be a challenging. NGOs usually operate with limited resources in unpredictable environments, making their roles complex (Hailey, 2006). The role of a leader can often be the deciding factor between empowering an organization or hindering its growth and sustainability. Successful leaders identify specific goals and objectives of an organization and make decisions on how to meet these goals, evaluate metrics of success, and manage and resolve problems as they arise (Uzonwanne, 2015). However, leadership in intergroup settings, such as a domestic satellite of an international NGO, can be particularly complicated and fraught with challenges. Exploring the interaction of domestic and international groups, researchers found that, while an NGO may have strong leadership skills in the areas of management and project change on the ground, these leadership skills may not translate well to financial management required by the head office, such as budgets and staff payments (Lecy, Schmitz, and Swedlund, 2012).

The smooth operations of global NGOs are further challenged by what is known as the 'resource curse' (Johnson and Prakash, 2007). In their assessment of non-governmental organizations, Johnson and Prakash (2007), political scientists out of the University of Washington, suggest that greater funding support received by the domestic satellites causes them to adopt the opinions and agendas of their international partners. This may hinder the abilities of domestic satellites to respond to unique contextual considerations, thus limiting satellites to operate at high capacities.

Furthermore, clear role definitions of NGO members are important to the NGO's success, but roles can be difficult to establish in a dynamic setting. When an organization expands, it can become difficult to understand changing roles, especially if those in leadership roles are taking on more responsibilities (Uzonwanne, 2015). Yet, defined roles give individuals a task identity (Renard and Snelgar, 2016), acting as a reward system for individuals in an organization to feel connected to the work they are doing. This motivates staff to produce good work in a cycle of work, reward, and motivation (Renard and Snelgar, 2016).

Reward structures are vital to ensure individual motivation within non-profit organizations (Arvidson, 2014). A study of 15 South African NGO employees exploring the difference between intrinsic (e.g., personal, interpersonal, and psychological) and extrinsic (e.g., salaries, bonuses, and benefits) rewards found that the performance of employees in human service organizations is driven by the satisfaction received from the work done, not the monetary compensation (Renard and Snelgar, 2016). The study indicated that 12 of the 15 employees felt that if they believed their work was meaningful, then it was more self-rewarding (Renard and Snelgar, 2016). In South Africa, NGO employees earn on average 40% less than those working in the private sector (as cited in Renard and Snelgar, 2016) suggesting that employees of NGOs are motivated by self-fulfillment and working towards a cause that they are passionate about.

Communication, leadership, role definition, and motivation are interconnected in an organization. If one component is strengthened, the other components are also strengthened. Conversely, if one element is lacking, it influences all other elements. The connections between elements can be seen in Figure 1.
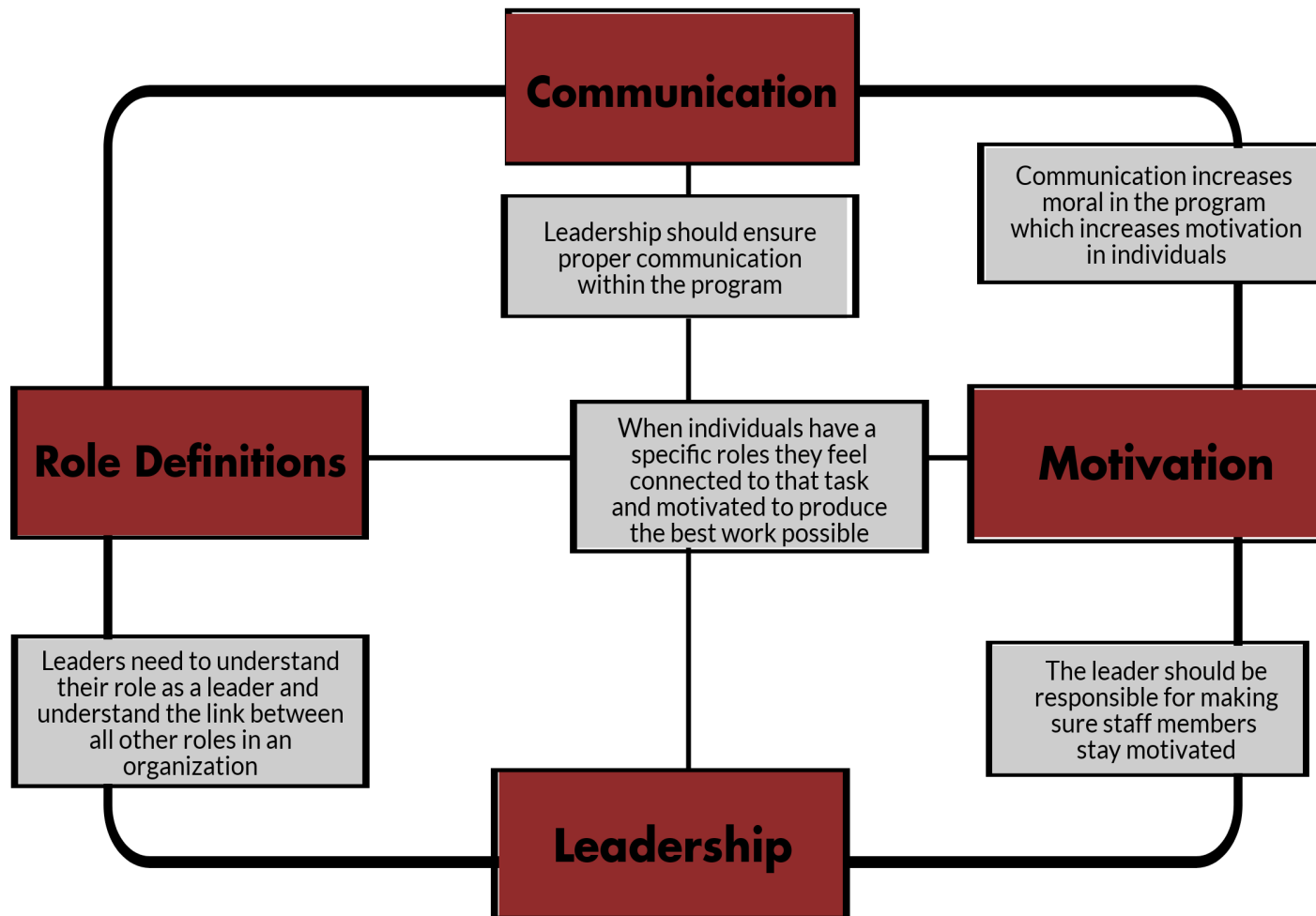

Figure 1: Key Connections Between Elements in Organizational Design

What challenges face the Playing for Change Foundation?

Growing NGOs face challenges, and IMP, a Playing for Change Foundation satellite, is no exception. The Playing for Change Foundation is a global music education NGO that started in 2005 and is empowered by the belief that music is a universal language. The organization's mission is "to create positive change through music and arts education" in under-resourced communities (Playing for Change Foundation, 2017, para. 3). The Playing for Change Foundation has reached over 16,000 children and community members in 12 different countries including Bangladesh, Brazil, Ghana, Mali, Nepal, Rwanda, Morocco, Mexico, Argentina, Thailand, and South Africa.

The mission of the Playing for Change Foundation draws on extensive literature that indicates the positive power of music in the development of children. Playing instruments and engaging with other musical outlets such as singing and dancing increase children's self-resilience, sense of achievement, and positive attitudes (Hallam, 2010). Increases in confidence often result in increased social involvement. Increased confidence encourages students to understand their own social identity and allow a safe environment to express themselves (Hallam and Prince, 2000). The effect of music on emotions was further assessed in a study of 193 South African adolescents aged 12 to 17 (Getz, Chamorro-Premuzic, Roy, and Devroop, 2012). Participants listened to music, played various instruments, and then ranked the strength of their positive emotions before the listening to the music, after listening to the music, before playing the instrument, and after playing the instrument. The results indicated that students' moods were elevated when engaging with music. Getz and colleagues (2012) concluded that exposing children to music in a casual setting guides the formation of identity and higher levels of social activity.

The South African satellite of the Playing for Change Foundation – IMP – currently engages with students in at least four schools, hosting classes for dance, vocals, marimba, piano, and several wind instruments. The South African satellite has taken steps to expand to reach more children within the Gugulethu community of Cape Town. However, the program has faced several challenges in its effort to do so. Operating out of various institutions globally, the Director of Programs and Operations, Thea Karki (2017), located at the headquarters of the Playing for Change Foundation in California, United States, described the factors necessary for program success, including consistent communication, and frequent progress reports on students' skill and program development. These factors contribute to building a strong sense of trust between headquarters and the satellites. According to Thea Karki, IMP needs to hiring more staff members, acquire more instruments, and have a space to store these instruments. The Playing for Change Foundation is able to provide some funding to cover the cost of this program expansion, but they need proper documentation about the status of the program, including lesson plans, attendance sheets, and consistent progress reports. However, obtaining such documentation from IMP has been difficult. As such, the Playing for Change Foundation is trying to understand the operations and measure the effectiveness of IMP. This project is designed to assist in the collaborative development of organizational skills and documentation for IMP in order to provide documentation necessary to prove its positive effect on children in Gugulethu.

METHODS

The project was designed to assist IMP with its operational practices by facilitating an asset-based approach that aimed to collaboratively identify resources and strengths through a process of reflection, planning, and application.

The project is broken down into the following objectives:

| Develop an understanding of current operations and practices | Develop strategies to enhance the organizational practices of IMP through weekly workshops with staff members | Create a packet of templates and organizational tools developed during the workshops for IMP's routine use |

An overview of this approach is shown in Figure 2.

Overview of Methods

INFORMAL MEETINGS

01

Held informal meetings with *staff and administrators* to understand current operations and practices as well as expectations.

ACTIVE PARTICIPATION

02

Participated and observed at least once a week to see the *day-to-day practices* and interaction between students and teachers.

WORKSHOPS

03

Workshop 1
Appreciative Inquiry

Workshop 2
Capacity Profile

Workshop 3
Communication

Workshop 4
Plan of Action

PACKET OF TOOLS & TEMPLATES

04

From all workshops, we created a packet of tools and templates that can be implemented by the staff in the future.

Figure 2: Overview of Methods

BACKGROUND ON METHODS

To accomplish these objectives, we drew inspiration from the Peace Corps. The Peace Corps, established with the universal goal of "promoting world peace and friendship," was signed into United States Legislation by President John F. Kennedy in 1961. Since its creation, more than 230,000 volunteers have served in 141 countries (Fast Facts, 2017). In an effort to promote positive global engagements, the Peace Corps designed a guide for volunteers to assist NGOs to prosper by analyzing and addressing common challenges (Peace Corps, 2003). The guide created in 2003, and was written and tested in the field in collaboration with Peace Corps staff, volunteers, and various NGO community members. The guide uses multiple cooperative activities in a step-by-step approach between volunteer and NGO. The approach is to focus on identifying values and assets rather than problems and solutions. These activities center around three topics: appreciative inquiry, capacity profile, and strategic planning. These activities are designed to aid NGO's in realizing their potential through positive exploration (Peace Corps, 2003).

(Peace Corps, 2003)

OBJECTIVE 1

DEVELOP AN UNDERSTANDING OF CURRENT OPERATIONS AND PRACTICES

In order to accomplish Objective 1, we conducted a series of unstructured meetings and observations. Participant observation first required establishing trust with the program staff, officials, and students at the schools in which IMP operates. We gained this trust through two approaches: (1) informal meetings, and (2) actively participating in the lessons that IMP staff members conduct.

Informal Meetings

First, we met with the field sponsor, Sibusiso Nyamakazi (Sbu), who had been asked by the African Regional Director of the Playing For Change Foundation, François Viguié, to assist in the expansion of IMP. Sbu acted as the liaison between our group and IMP for the duration of our project. During our first meeting with the field sponsor, we gained more insight on the logistics of the program. We then met with the administrator of IMP, Poppy Tsira, to gain a better understanding of how the staff communicates and operates. We asked the administrator

if we could gather the staff weekly to build a relationship with the staff and to conduct four workshops.

Actively Participate in the Program

We actively participated in the program within the primary schools of Gugulethu, building trust with both the participants (the students) and those running the program (the staff). Throughout the course of our project, we observed and participated as students in the class. After each class we attended, we documented the experience in a private Google Form.

OBJECTIVE 2

DEVELOP STRATEGIES TO ENHANCE ORGANIZATIONAL PRACTICES OF IMVULA MUSIC PROGRAM THROUGH WEEKLY WORKSHOPS WITH STAFF MEMBERS

We conducted a series of weekly workshops utilizing the information provided in the *NGO Training Guide for Peace Corps Volunteers* (2003). These workshops were divided into four subsections: appreciative inquiry, capacity profile, communication, and lesson planning. The workshops were held in the open studio of the Philippi Music Project and were attended by IMP administrator, staff advisor, and staff. We analyzed the success of these workshops through a review of detailed minutes.

Workshop 1: Appreciative Inquiry - Discovery through Positive Conversation

When working with an NGO, it is important to approach situations with an appreciative mindset. Appreciative inquiry (AI) is a technique that aims to discover the strengths of individuals and the program in an effort to create an ideal future for the organization (Peace Corps, 2003). This can be done through the "4-D cycle," which includes discovery, dream, design, and delivery. This differs from the problem-solving approach which suggests that the organization has problems and is a problem to be solved (Peace Corps, 2003, p. 41), see Table 2.

Table 2: Contrast Between Problem-Solving and Appreciative Inquiry Approaches
(Cooperrider, Whitney, Holman, and Devane, 1999)

Problem-Solving Approach	Appreciative-Inquiry Approach
Felt Need: Identification of the Problem	Appreciating and Valuing: the Best of "What Is" (Discovery)
Analysis of Causes	Envisioning "What Might Be" (Dream)
Analysis of Possible Solutions	Dialoguing "What Should Be" (Design)
Action Planning (Treatment)	Innovating "What Will Be" (Delivery)
Basic Assumption: An organization is a problem to be solved	Basic Assumption: An organization is a mystery to be embraced.

Workshop one was attended by four staff members and the administrator. The purpose of the workshop was to provide a platform to develop a vision for the future of IMP. Throughout workshop one, we facilitated discussions in small groups with the staff members. We began with the idea of 'discovery,' prompting staff members to concentrate on the program's positive assets. Through this, the staff members were able to analyze what has worked well in the program in the past, with the goal of understanding that those successes are why the program continues to operate. This facilitated discussion attempted to extract core affirmative values, building on the vision of the organization. Next, we discussed 'dreams,' asking staff members to envision a future for their program. For this exercise, participants used examples of good experiences with the program to develop verbally affirmative 'dream statements' describing their ideal future with IMP. The dream statements were used to reflect and encourage power, drama, and excitement in the group. The staff kept the dream statements creative, while grounded in past experiences. From these dream statements, we found common ideas to create a vision for future implementation. Although we had planned to work on the design and delivery portions of the cycle, due to time constraints, we were only able to accomplish discovery and dream. We had planned out an array of activities and modules in great detail so that it just fit into our two hour time slot. However, we were unable to do most of the pieces on the agenda because most participants were tardy by at least 45 minutes.

Workshop 2: Capacity Profile - Measuring the Capacity of an NGO

The second step in assessing an NGOs organizational structure, according to the Peace Corps guide (2003), is to evaluate the potential of an organization using an instrument called 'the capacity profile' (the coded capacity profile rubric can be seen in Appendix A). The capacity profile touches upon the different systems within an organization, including programs, governance, management, human resources, financial resources, and external relations (Peace Corps, 2003, p. 63). To gauge an NGO's capacity, a series of questions and evaluation criteria corresponding to each category is used. The Peace Corps Capacity Profile has been tested and modified with over 200 NGOs all over the world. When done correctly, this profile can show leaders of an NGO how a high capacity organization is run, unveil areas where staff and volunteers may be able to assist the NGO, and can also be used as a way to report back to donors on the current status of the organization.

We worked with the administrator (Maqophello "Poppy" Tsira), the staff advisor (John Ntshibilikwana), and a staff member (Duke Norman) to complete a capacity profile. After completing semi-structured interviews to gather the necessary information, we developed a capacity profile specific for IMP. The results were discussed with those involved in developing the profile and IMP staff in later workshops.

Workshop 3: Communication - Communication platforms and staff meetings

The third workshop aimed to discuss the importance of governance procedures, such as communication strategies, staff meetings, and attendance sheets (Peace Corps, 2003, p. 146). The purpose of this workshop was to discuss aspects of IMP's governance structures, including staff meetings, recording attendance, and communication strategies. Workshop 3 focused on this because it was an area of limited to growing capacity during the capacity profile, and it is an area that has been shown to help NGOs grow (Peace Corps, 2003). This workshop was attended by the six music instructors of IMP, without the administrator and staff advisor. We discussed what forms of communication are best for the staff members and how current staff meetings were run. We also brainstormed the importance of holding staff meetings as well as venues and meeting times for future staff meetings. Lastly, we discussed the value of having of attendance sheets and what attendance registers were in place currently. Information on communication platforms, staff meeting venues and dates was relayed to the administrator and staff advisor.

Workshop 4: Plan of Action - Syllabi and Lesson Plans

Workshop 4 involved collaboratively creating lesson plans. This workshop included the administrator and four staff members of IMP. We began with explaining the purpose of having a syllabus and lesson plan. Then, we asked whether the staff have syllabi and/or lesson plans. We showed the staff members a sample lesson plan and asked them how they would design their own lesson plan. Finally, we collaboratively designed a lesson plan for the first day of a music class with a focus on the objectives for this first class and the activities that could be conducted to meet these objectives.

OBJECTIVE 3

CREATE A PACKET OF TEMPLATES OF ORGANIZATIONAL TOOLS DEVELOPED DURING THE WORKSHOPS FOR IMVULA MUSIC PROGRAM'S ROUTINE USE

Packet of Templates and Tools

In order to assist IMP to expand its operations in a successful and sustainable way, we helped them create a packet of templates and tools. We used the data that we collected in each of the workshops to formulate elements of the packet. This packet included a summary of all of the workshops including discussions held, conclusions drawn, and any strategies and instruments used during these workshops. We also included templates of meeting minutes, agendas, attendance sheets, and lesson plans.

ORGANIZATIONAL DEVELOPMENT TOOLS
For the Imvula Music Education Program

Meghan Flynn, Lucas Gagne, Alazar Genene and Amanda Pennie
Worcester Polytechnic Institute
Cape Town Project Center 2017
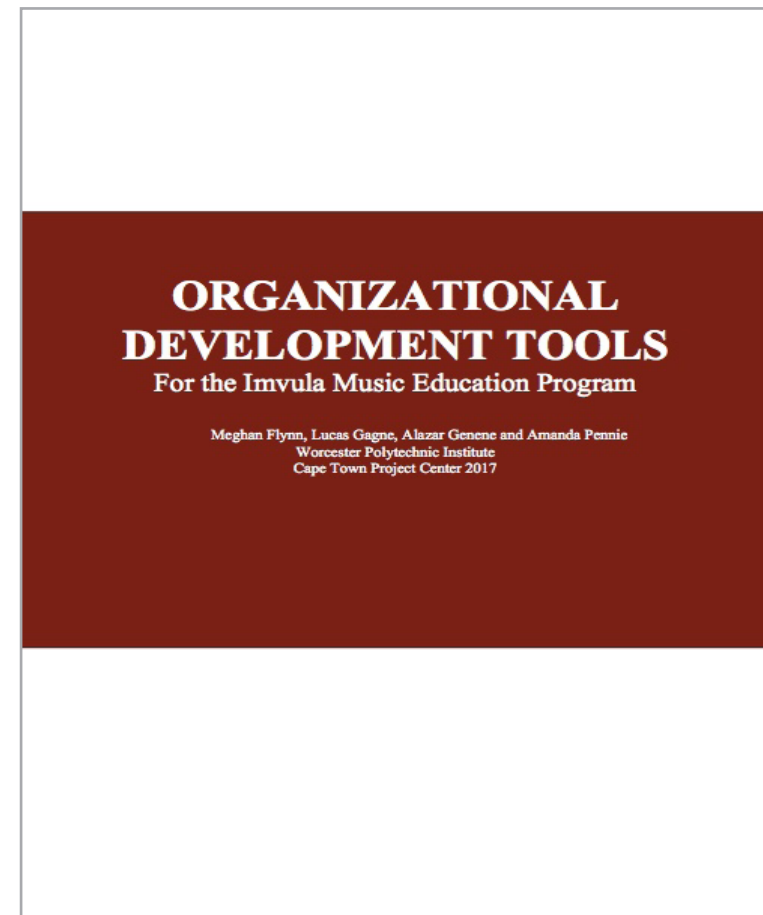
RESULTS AND DISCUSSION

OBJECTIVE 1: DEVELOP AN UNDERSTANDING OF CURRENT OPERATIONS AND PRACTICES

Through informal meetings with the Playing for Change Foundation directors (program director and regional director), IMP administrators, and IMP staff members along with observations of the classrooms, we developed a clearer understanding of the current organization and practices. IMP consists of a general administrator, a staff advisor, eight instructors, and one equipment driver (see Figure 3). While there was a disconnect between the Playing for Change Foundation and IMP administration on the number of schools involved in IMP, our observations confirmed that IMP offers after-school programs at four primary schools.

We estimate that there are about 250 students that participate in the program across all four schools. Classes are dispersed throughout the schools but are taught two to five days a week for an hour each. We observed one vocal lesson and five performances that included marimba, wind instruments, vocal, and piano classes. We assessed the number of students in the classroom, teacher-student engagement,

and collaboration among students. We observed classes with anywhere from 5 to 40 children, depending on the class and the school. Teachers were always accommodating; if a student was struggling or falling behind the teachers would help to keep the class at a steady pace. Students were

willing to help each other learn while practicing and performing together. Based on these metrics, classes are, for the most part, well attended, students are actively engaged in the lessons, and they enjoy performing and showing others the skills they have learned. Table 3 shows the details of each class that we attended.
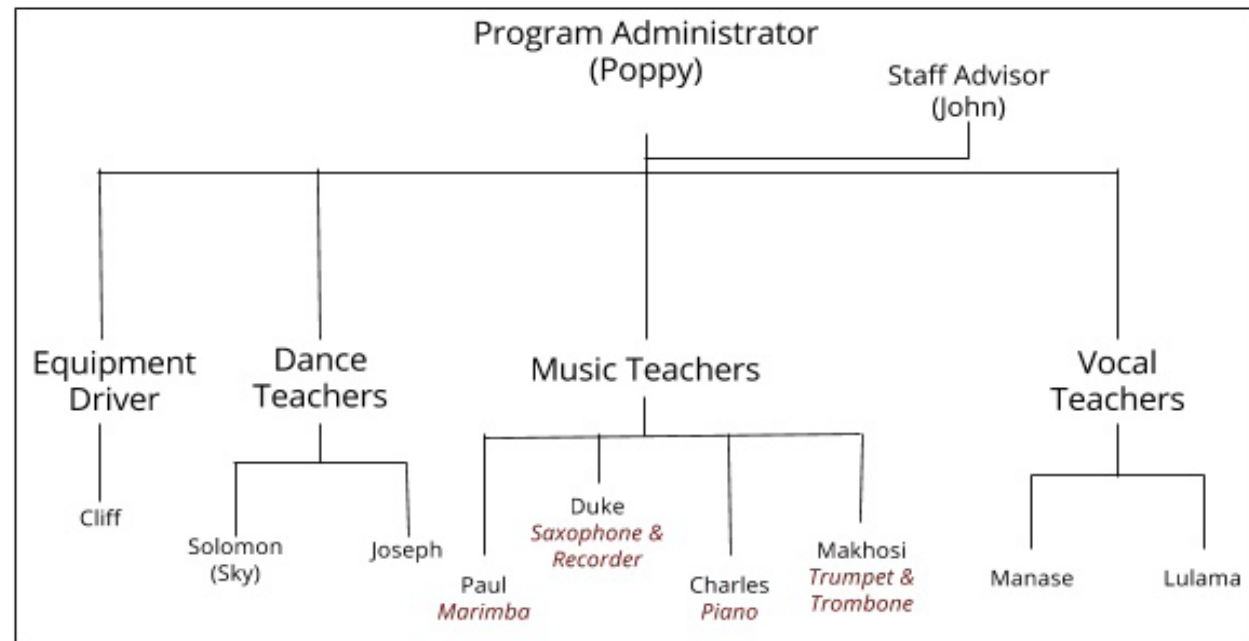
Figure 3: Imvula Music Program Organizational Chart of Staff

Table 3: Information on Classroom Observations

Type of Observation	Type of Class	Instructor(s)	School	Number of Students	Day of the Week	Date	Time
Performance	Marimba, Dance, Vocals	Paul, Joseph	Sonwabo Primary	29	Tuesday	10/24/2017	14:00
Performance	Dance, Saxophone	Sky, Duke	Vuyani Primary	20	Friday	10/27/2017	12:30
Performance	Vocals	Lulama	Mseki Primary	17	Tuesday	10/31/2017	15:00
Performance	Marimba, Vocals	Paul, Lulama	Sokhanyo Primary	22	Tuesday	11/7/2017	15:00
Performance	Marimba, Vocals, Saxophone, Piano	Paul, Manase	Vuyani Primary	9	Thursday	11/9/2017	15:00
Lesson	Vocals	Manase	Vuyani Primary	40	Tuesday	11/14/2017	13:30

While our observations of engagements in the classroom were all very positive, we hoped to have seen more lessons taking place rather than performances. We originally asked the program administrator if we could see a lesson, she accompanied us to Sonwabo Primary School to see a class. When we arrived, there were multiple groups of students ready to perform marimba, vocals, and dance. All of the students were proficient in their performances. Whether it was keeping rhythm with the marimbas, having a high energy during a dance, or maintaining harmony with vocals, all of the students excelled. However, it was not a formal music lesson that we expected and asked to see. Because this was our first time seeing the program in action, we assumed that the administrator wanted to show us how talented the students were. We hoped that our following classroom visits would be lessons in action instead of performances. However, we saw far more performances similar to the our first visit at Sonwabo Primary School. After seeing a dance and saxophone performance at Vuyani Primary School (our second classroom visit), we asked the administrator directly if we could see a standard lesson at our next visit. Yet, the next visit at Mseki Primary school was also a performance with no formal lesson being taught. We then contacted staff directly over the phone to make sure our intentions were not misconstrued. We were told by the teaching staff that the administrator informed them to put on a show for us.

After seeing a performance at our fifth classroom visit, we were able to speak to one of IMP's vocal instructors, face-to-face, about seeing one of his lessons in action. He was excited to show

us his class and invited us to see his next lesson. He seemed to be much more relaxed after realizing our intentions to see lessons in action instead of performances. At the observed lesson at Vuyani Primary School, Manase, an IMP vocal instructor, taught 40 students, ranging from six to nine years old. Manase taught the lesson by beginning each song with a solfege exercise (do re mi), and although the students were young they followed the music proficiently. Manase not only taught music skills, he was also able to direct and maintain discipline in the students. When a student would get distracted, Manase would acknowledge their behavior and encourage them to focus, rewarding them for good behavior by letting them sing specific songs in front of the class.

Unfortunately, given time limitations, we were only able to observe this one formal lesson. As the end of the year drew closer, fewer classes were held. Out of the nine attempts we made to observe lessons, only six were observed. During the project (late October - early December) the schools are busy with end of year exams. The schools officially closed December 6th. Once their exams concluded, students no longer had to be at school. Consequently, there were three times we attempted to observe a class and there were no students present.

Although we observed more performances than classroom lessons, key teaching practices were apparent in all classroom visits. For instance, during the dance performance we observed at Vuyani Primary School, the instructor added another dance component to the routine. He proceeded to teach the students the new

choreography by starting slowly, then gradually increasing the tempo. The instructors of IMP create a collaborative and enthusiastic learning environment for their students. Many staff members have years of experience in their respective musical fields and this is apparent through their lessons. IMP classes are run in a fun and engaging manner rooted in the enthusiasm of the instructor. We found that oftentimes students would help teach other students. In between songs during the marimba performances, the instructor encouraged students to help other students prepare for the next song by showing them the notes.

OBJECTIVE 2: DEVELOP STRATEGIES TO ENHANCE ORGANIZATIONAL PRACTICES OF IMVULA MUSIC PROGRAM THROUGH WEEKLY WORKSHOPS WITH STAFF MEMBERS

Through our informal conversations with staff members during classroom observations, and more formal and directed conversations with staff during the hosted workshops, we were able to identify areas within the organization that need further development and offer strategies to enhance these. Table 4 shows the areas of limited, growing, or high capacity following the completion of the capacity profile (see Appendix A for a more detailed capacity profile rubric).

From the capacity profile, we found that IMP is supported by passionate staff members. Many staff members took the time to meet with us and participate in our workshops to discuss their concerns about the program and their hopes for the program's future. They repeatedly talked about the program being for the children, understanding that the children come first when looking at areas of limited capacity within the program. Rather than wanting to expand the current program, they wanted to focus on making the current program efficient and self-sustaining. The staff also aspired to increase student retention, parent engagement, outreach to more children in the Gugulethu area, and obtain more instruments.

In addition, we found that IMP provides programs to meet the community and students' needs. Music education is not part of the current school system in the areas in which IMP operates; thus, it is providing oppor-

Table 4: Condensed Capacity Profile Evaluation of Imvula Music Program

		Capacity		
		Limited	Growing	High
Programs	General		Growing	
	Technical Sector	Limited		
	Program Evaluation	(inconclusive)		
Governance	Vision/Mission	Limited		
	Leadership		Growing	
Management	Information Management	Limited		
	Planning		Growing	
	Communication	Limited		
	Personnel	Limited		
Human Resources	Staff		Growing	
Financial Resources	Financial Management	Limited		
	Funding Base	Limited		
External Relations	Public Relations	(Inconclusive)		
	NGO Cooperation	Limited		

tunities for students in the community that would not otherwise exist. In addition, the program encourages students to use their after-school time in a constructive way with the hope of keeping students out of trouble (Socio-Economic Profile: City of Cape Town, 2016). IMP has adopted their mission statement from the Playing for Change Foundation, but has plans to create its own constitution with its own mission statement.

While IMP has passionate staff and provides programs to meet community and student needs, the development and implementation of the programs is an area that needs attention. There is no set strategic plan for future program development at this time. In addition, the current implementation of the program is not running at full capacity due to limited resources. IMP does not have a set location or field office to hold meetings, lessons, or store instruments. There is also a need for more instruments and equipment in the program to enable students more hands-on opportunities to learn.

In addition to the development and implementation of the program, there are areas within the management of the program that need attention and refinement. For example, the roles and job descriptions within IMP are unclear, which causes organizational issues. IMP also does not have a written organizational chart showing staff roles, a schedule, an employee manual, or written job descriptions. From our observations, there is one main administrator of IMP who reports to the Playing for Change Foundation and collaborates with the staff advisor on day-to-day operations (see Figure 3). There is one staff advisor who works closely with the staff

and is in charge of setting up staff meetings, and there are eight staff members who teach music lessons. However, in our discussions with the administrator, staff advisor, and the staff, it became clear that the exact roles for both the administrator and staff advisor are ill-defined. Clearer role definitions and evaluations could allow staff members to voice their opinions to the appropriate person.

Information management is also an area needing attention. IMP currently has no system in place for storing program data, including program evaluations, student rosters, and budgets. The staff advisor indicates that IMP conducts student assessments to measure the effectiveness of the program on students. It was reported that every three months, the staff advisor has IMP students take an exam covering the material learned in their respective classes. Results of the assessments are reviewed by the staff advisor and adjustments are made to classes accordingly. Although requested, records of these assessments were not forthcoming. In terms of student rosters, there is no standard procedure in place and staff use different methods. Three out of six staff members at the workshop use classroom registers that are provided by the school where they teach. One staff member keeps attendance in a personal notebook, and one staff member keeps attendance by memory. Although student attendance is taken, the records are not maintained by the administrator. Also, there is currently no budget in place for IMP and funds are only received from the Playing for Change Foundation. The funds received are perceived by IMP as insufficient for current operations as well as expansion. Yet, there are

no plans to establish a budget or to consider future options for developing more financial resources.

Communication between administration, the staff advisor, and the staff is something that the staff members also valued and wanted to see move forward. As indicated by staff during our third workshop, staff meetings were held infrequently with the last staff meeting being held two months prior to the workshop. Due to the fact that staff meetings are infrequent, many of the staff members had not met each other prior to our workshops. In these workshops, we noticed staff members introducing themselves to each other, showing that there has been minimal communication between staff members especially those hired more recently. As we discussed methods of communication that would work best for everyone, staff members concluded that SMS and voice calls were the best ways to contact each other. When discussing how staff meetings operated, the discussion indicated that there was typically no set agenda for staff meetings. Attendees believed that an agenda would help keep conversations on track. In addition, a chair of the meeting could not be readily identified. Meeting minutes are typically taken by the administrator, but staff indicated that the minutes were not distributed after the meeting or at the next staff meeting. In addition, the staff indicated it can be difficult to get a hold of the program administrator and sometimes information is communicated at the last minute. At times, the communication gaps can result in staff members not knowing whether they are supposed to be at a particular school on a particular day. These key areas of communica-

tion could be enhanced with more consistent communication platforms such as holding more frequent staff meetings with a set and circulated agendas and an identifiable chair, and having mechanisms to circulate and store meeting minutes.

Finally, while IMP is well known in the immediate community, it is not as well known to the general public. Families and school teachers know the program well because of the numerous IMP school events. IMP staff also wear customized t-shirts when teaching to identify them as being part of IMP and to market the program. Moving forward, IMP needs to consider ways to extend its reach beyond the immediate community. In addition, there is no communication or partnerships with other NGOs in the area which could help IMP grow and be better known. While no existing partnerships exist, IMP administration and staff expressed interest in having more connections with other NGOs.

OBJECTIVE 3: CREATE A PACKET OF TEMPLATES OF ORGANIZATIONAL TOOLS DEVELOPED DURING THE WORKSHOPS FOR IMVULA MUSIC PROGRAM'S ROUTINE USE

Based on our observations and the information gathered at the workshops held, we created a packet of organizational tools for IMP. In this packet, we included the results of the capacity profile with a focus on the areas that were found to be in low capacity. Along with the results, we provided suggestions for ways to move forward in these areas. The packet also included templates from the different workshops to help with some of the managerial aspects that were limited, such as agendas, meeting minutes, class rosters, and lesson plans.

Suggestions for Areas of Low Capacity

The following are areas that presented themselves as limited capacity in the capacity profile exercise based on the responses of Poppy, John, and Duke. In the right-hand column are suggestions to move these areas from low to growing capacity.

Table 5: Suggestions for Areas of Limited Capacity

Areas of Limited Capacity	Suggestion for Growth
General communication	• Establish a shared mode of communication (e.g., group WhatsApp) • Provide all staff weekly updates on schedule and program related activities • Share a monthly class schedule • Schedule and hold monthly in-person meetings • Encourage staff members to share their opinions and ideas for the advancement of the program • Set a meeting agenda • Keep meeting minutes, that are shared with PFCF • Schedule a monthly update meeting with IMP administrator to discuss outcomes of staff meetings
Development and implementation of programs	• Explore new school opportunities to expand the program • Hold performances to engage with the community • Keep a dialog between the program and headquarters as an evaluation metric on the progression of the program.
Use of vision/mission when making program decisions	• Establish a shared mission statement for IMP and refer to it frequently in making programming plans • Ensure IMP mission statement aligns with PFCF goals and that the program develops in compliance with this mission

Storing and use of program information	• Staff members must maintain:
	  o Class attendance records
	  o Lesson plans for one complete term of lessons
	  o Student assessments of classes
	• Program administrator:
	  o Should collect classroom records weekly, compile these and share these with PFCF monthly prior to monthly meetings
	• A shared platform, such as the photographing of handwritten registers. This can then be sent via SMS message or emailed to the headquarters or administrator.
	
	• Provide list of desired program documentation that is updated routinely, along with templates
	• Provide a platform that can be used by program administrator/staff for file sharing
	• Discuss program documents during monthly meetings with program administrator

Key:
Areas of attention for Imvula Music Program (IMP)
Areas of attention for Playing for Change Foundation (PFCF)
Considerations for both

Communication of financial needs	• Establish a yearly program budget • Communicate programming needs to PFCF during monthly meetings • Provide clear statements on funding restrictions • Review yearly budget • Address program funding issues during monthly meetings with program administrator
Personnel Management	• Create an organizational chart of the staff including roles and responsibilities • Develop staff contracts annually
Public relations	• Encourage a social media presence • Engage with parents so they gain an understanding on the program and how their children are progressing in the program • Assist with social media presence • Provide technical and funding assistance for student performances with the funds that have been allotted for the program • If funds or services cannot be provided, explain that to the program and have a conversation about finding an alternative
Cooperation with similar NGOs	• Identify and connect with similar local NGOs/NPOs • Assist with collaborations with other local NGOs, including identifying contacts and negotiating relationships
Local funding base	• Identify other opportunities for funding (e.g., NGOs that provide additional food for school-age children) • Consider fundraising sources such as crowdfunding or a funding web-page for routine private funds • Consider community outreach, including student performances to raise funds for program expansion, including more instruments and other program related resources • Assist the program administrator in exploring additional funding resources • Offer additional ideas that may be working in other PFCF programs

Key:
Areas of attention for Imvula Music Program (IMP)
Areas of attention for Playing for Change Foundation (PFCF)
Considerations for both

Communication

As identified in our capacity profile and workshops, one area needing attention is communication. Specifically, staff members of IMP have expressed concerns with communication within the program. One way to help maintain open communication between staff members and administrators is to hold staff meetings. However, in our capacity profile evaluation, we found that staff meetings were irregular, with no written agenda and no discussion of meeting minutes from previous meetings. A basic meeting agenda provides a way to keep order and structure to the discussion during a meeting, and it allows participants to remain on the same page (McDade, 2013). The circulation of an agenda prior to a staff meeting enables staff members to prepare themselves on what will be discussed and if there is anything specific they want to make sure they contribute during the discussion. A sample agenda and template are offered in Appendix B and Appendix C.

One benefit to keeping meeting minutes is that they allow meetings to stay on topic because participants know that what they say will be recorded (Silver, 2017). In addition, circulating meeting minutes after a meeting and at the start of the next meeting help keep all staff members informed about what has been discussed. If someone missed a previous meeting, reviewing meeting minutes allows this person to update themselves on discussions within the organization. Meeting minutes also provide a record for the organization to refer to when implementing future plans. Appendix D and Appendix E offers sample meeting minutes along with a template, conveying how to structure organized and thorough meeting minutes.

In the packet we created for the Imvula Music Program, we also included an attendance sheet template that can be used by IMP staff as seen in Appendix F. The recording of attendance of the students was requested by the program director.

Lesson Plans

From our observations, we learned that the staff members are passionate, talented, and well equipped to teach students with proficiency. We learned in workshop four that the staff were always prepared to teach class, had objectives for the class they were teaching. However, very few staff members had formal, written out, lessons plans that extended for the entire class term. Creating formal lesson plans would help the teachers of IMP stay organized and on pace. Lesson plans give teachers more confidence to know what needs to get done, when it is going to get done, and how it will be done (The Importance of Planning, 2017). Students can thus reach set objectives and progression is more assured. Since students learn at different rates and in different ways, lesson plans can be catered to the students' speed, ensuring that they learn what they need to by the end of the class session or class term. Lesson plans can also benefit administrators as they can be aware of what is happening in each of the classrooms in IMP. Through a collaborative process, a formal lesson plan was created in workshop four to promote lesson plan development in the future. Appendix G offers a sample lesson plan and sample syllabus objectives, respectively. See Appendix H For a lesson plan.

CONCLUSION

In conclusion, we found that IMP is supported by passionate staff, and the program aims to meet community and student needs. As the program grows, IMP should focus on some of the managerial aspects that can help limit organizational issues. For instance, as the program grows, the roles within the program need to be redefined and thought out. In addition, developing an information management system (i.e., student rosters, program evaluations, lesson plans, and budgets) will help the organization keep track of where they are and how they can move forward. Likewise, setting up formal communication strategies, such as regular and well-documented staff meetings, will make sure that all parties of IMP are on the same page. In addition, as IMP grows, it needs to think about extending its reach beyond the immediate community while potentially collaborating with other NGOs.

Throughout the process of our project, we developed relationships with the staff members while also giving them the opportunity to get to know one another. We found that prior to our workshops, due to the infrequent staff meetings, the staff did not interact regularly. The workshops helped to create an open environment for the staff members to discuss their opinions and thoughts on the topics we presented. In the discussions at the workshops, the staff showed their passion for the program and expressed that they want the program to be as effective as it can be for the betterment of the children. Following the workshops, we developed a packet of templates and organizational tools for IMP to use in future implementation. This packet will make it easier for the program to use what we discussed and co-developed in our workshops.

REFLECTIONS
MEGHAN FLYNN

This project has presented me with challenges that I would have never expected. Looking back on this process, I really did start with a lot of hope that we would make a real difference in a small NGO in South Africa. I can't think of a moment where that was more epitomized than the first time we went to a school. Four WPI students, from halfway across the world, sitting in tiny elementary schools seats, listening to children play marimba, dance, sing and clearly loving every moment of it. In my eyes, this program was making a difference in the lives of children, and that is one thing that has not changed over the course of this term. That being said, it was one of the very few things.

There were many times throughout this process that I felt discouraged about what we were doing. I felt as though we were doing our best to assist this program but the execution of the whole thing was extremely difficult. We ran into problems with people being late, lying to us, and even not showing up entirely. I couldn't shake the attitude that if they weren't coming in it was because they didn't care. It took me several weeks to understand that it was merely a difference between our cultures. Over the course of this project, I had to learn that I could not only have a "WPI" way of thinking. This wasn't the type of environment where there were a defined set of problems and solutions. We were working with real people, and people rarely act how you would expect them to.

Growing up in a small town, I never really considered where I was from to be a determining factor of anything I did. I was from the United States, but to me that was the same as saying "I'm short" or "I'm the oldest child in my family." It was a fact that was true, but definitely not something that I thought about on a daily basis. Coming here, I was challenged to understand exactly what it meant to be from the United States. The administrator of the program often introduced us to the classes and staff as "the funders" and staff clearly treated us differently because of that. We were often challenged by our professors to ask ourselves if we would be able to accomplish what we had if we, "were Cape Town students." I remember clearly after one meeting being furious at this. Not the question itself but the implication that followed it. My entire life I have operated with the attitude that if something needs to change to solve a problem, then change it, but with this there was absolutely nothing I could change. I couldn't change that the staff members saw us as Americans.

This was the moment that the project changed for me. It took a conversation in a coffee shop with my group partners to see it, but I finally realized that there was nothing I could change about the situation, so I might as well change my attitude towards it. I genuinely thank my team for allowing me to have this moment, even if looking back it wasn't not one of my finest. It was this moment that the project changed for me, I found that I stopped trying to force the project that I thought this was going to be, and just take all the unexpected moments as they arose. It was also a moment we became closer as a team. Everyone involved in this program (staff, students, administration, WPI students) truly wanted the best for it. It doesn't matter where we are from or what we looked like because we all embraced our differences for the betterment of the program.

LUCAS GAGNE

My impression of our project has changed significantly throughout the course of this project. When I first signed up for the Playing for Change project, I could almost see myself helping these South African children through IMP. Our whole group was determined to help change the day-to-day operations of IMP, but this was not as easy as it seemed. Before arriving in South Africa, I thought our project was just going to entail assessing the program, finding solutions to the problems, and presenting our suggestions to the program. Although, our project was much more than that. Originally, I was only considering the logistical aspect of our project; however, I did not consider the sensitive, more personal elements.

I encountered many unexpected difficulties in our project, leaving me discouraged at times. Tardiness occurred frequently for most of our meetings. This was not necessarily a bad thing; I was just not used to tardiness, which is why I got easily discouraged by it. Visiting the classrooms also was not the easiest task. Numerous times we wanted to see lessons in action rather than performances, but no matter what we tried, we struggled to see a lesson. Once we started to see lessons, the school year was nearing the end so there were no more students in the classes. Although I encountered these challenges, the classroom visits acted as constant reassurance to me that the IMP was much more than an organization, and that they were working for the betterment of the children. It was truly heartwarming to see all of children happily cooperating through music, and I was extremely lucky to be able to have this as part of our project.

After about three weeks into our time in Cape Town, I saw the role of our group in a much different way. Originally, I had the mindset that our group was going to help IMP by giving them all the tools they need to succeed. I was ready to complete any task that IMP wanted us to complete, including searching for instruments that the program could use and setting up times and locations for staff meetings to occur. Then I started to realize that it was not our place to do these tasks. Although these tasks are important, I viewed them as very temporary for the success of the program. For the most part, we found that the program is capable of completing any task necessary for success. We then realized that our role was to show the program they had this capability. This change in our interpretation of our role affected how we viewed the rest of our project. Instead of viewing our workshops as places where we give the staff information on organizational techniques, we viewed them as places where the staff could exchange thoughts and information to one another, while also building relationships between each other. Some staff members did not meet until our workshops. I felt that being able to bring the staff members together to talk about the program was a very productive step in creating a successful program. Hopefully they can build off of this step in the future.

ALAZAR GENENE

Throughout our time attending and participating in classrooms it was amazing witnessing how talented many of the students were and how dedicated the staff were to seeing the program succeed. That being said all of the classroom visits weren't always a positive experience. When we were heading to another IMP class held in Vuyani, Sbu overheard some school teachers, not a member of IMP, speaking in isiXhosa about our group. According to Sbu they were speaking negatively about us, and that we "didn't want to know what they were saying about us." This was the first time that I had ever been prejudiced because I am American and really put into perspective that sometimes South Africans view Americans negatively. On the other hand, I personally felt a closer connection with the instructors of IMP, given my Ethiopian heritage. I felt this way, because when I opened up and told Duke about my experiences visiting my family in Ethiopia and seeing firsthand the hardships that they endure, he reciprocated and told me about his life story, showing he was comfortable talking to me even though it was the first workshop. That being said, I also felt that the workshop process was very informative for both parties. I became a better facilitator of conversation engaging everyone to the best of my ability. I also learned how the IMP's operations were run, while attempting to give a different perspective on the talking points during our workshops.

AMANDA PENNIE

I applied to the Cape Town project center over a year ago with the intention of challenging my values and priorities and to participate in a culture that is different from my own. However, what I gained from this experience is much more than that. I may have been challenged, I may have been shocked by the culture here, but overall, my perspective has changed.

Our first day driving to Philippi, I was in awe. We passed shacks, children wandering the streets, and the community that IMP reaches. I didn't know what to expect from the next seven weeks and I was nervous but I was instantly grateful for the opportunity given to me to be a part of such a great project.

When I chose IMP as a project, I never thought I would have complications with the color of my skin or the area I was travelling from. I knew that a majority of Cape Town was black, but I did not think this would be an obstacle to overcome during our time here. I thought I would simply be playing music with children from the local area and learning about the program. This all changed when we went to observe one of the schools that IMP reaches two weeks into our project. When we arrived at the school, there were two young students leaving the school, Sbu asked them "where are you going?" and they responded that they were told to leave because "white people were coming." From here, my perspective of the project changed and I knew that this would have to be a consideration for the next five weeks. This allowed me to think of the bigger picture moving forward and not just about our project.

Coming from the same country as the Playing for Change Foundation was also not an easy obstacle to overcome. We got introduced as "the funders" to the staff members by the administrator. We had to build the understanding that we would be viewed as the 20 year olds evaluating and funding the project from that moment on instead of the WPI students that we were. This was hard for me because I went into this project with a plan that our project wasn't going to have any challenges or social complications. We are in Cape Town for seven short weeks and we can only take so much away from it. I personally learned a lot from this whole experience and will not forget any of it.

APPENDICES
APPENDIX A: CODED CAPACITY PROFILE RUBRIC

1. Programs

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
Does IMP's programs reflect the real needs of the community or students it serves? Who is involved in designing, implementing, and monitoring program activities? Is there a demand for expansion of IMP?	Program development is largely donor driven A singular person designs, implements, and monitors program activities. The demand for programs has not been determined.	Programs are developed within an overall strategic plan. Certain influential members may be consulted and/or invited to participate in some programming discussions. Demand for programs is increasing	Others are regularly involved in program design, implementation, and evaluation. Lessons learned are applied to future programming activities. Organization strives for continuous quality improvement of programs.

Technical Sector

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
How well does IMP adjust to change? How well is IMP performing as a music education service in comparison to similar programs?	Organization has a limited track record in area of service delivery but has some good ideas for meeting the needs of target constituencies.	Improved targeting of clients and redefined service delivery. Organization has ability to access music education expertise when required.	Organization is able to adapt programs to changing needs of constituency, extending service delivery as needed.

Key:
Statements relating to the program
Area running at limited capacity
Area running at growing capacity
Area running at high capacity

Program Evaluation/Assessment

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
What changes in people's lives have occurred as a result of IMP? How is IMP's impact and performance measured? What information has been gathered (like progress reports) to verify that IMP is meeting the community's/student's needs?	Organization has not determined impact indicators or established baseline measurements. Members of the organization can recount stories of how individuals have been helped by their programs.	Organization is aware of the value of evaluating its programs and is exploring how to measure impact. Program objectives may or may not be measurable; they may be tangible or intangible.	Measurable indicators of success and impact have been determined for each goal. Monitoring and evaluation system are in place; conducted by staff on regular basis. Organization shares lessons learned and programming evaluation practices with other organizations.

2. Governance
Vision/Mission

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
What is the mission statement of IMP? Does IMP's mission statement accurately reflect its vision/mission? If so, how? How was the vision/mission determined?	The vision/mission is generally understood by the organization. Staff may perform functions that support the mission, but there is no systematic design of job functions based on the mission. There may be activities conducted by staff that seem unrelated to the mission.	The mission is clear to staff; strategies, goals, and objectives are based on the mission. Operational planning is conducted by management and linked to vision/mission but without staff input. Projects that don't relate to organization's mission are sometimes undertaken to secure funding.	The mission is clear to organization, staff, constituents, and interested outside parties. Operating plan grows out of the mission and translates into a set of clear program objectives supported by a realistic budget.

Key:
Statements relating to the program
Area running at limited capacity
Area running at growing capacity
Area running at high capacity

Leadership

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
Who takes leadership responsibility in IMP?	Within the organization there are one or a few dynamic individual(s) controlling most functions.	Most decisions are made by the management, with some input from select staff.	Management has a clear understanding of their leadership roles and actively encourage new members to take on leadership roles. Staff is routinely involved in policy development and not just consulted on occasion.

3. Management
Information Management

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
How does IMP gather, disseminate, save, and retrieve client, program, and financial information? How is collected information used for planning and decision making?	No organized system(s) exists for the collection, analysis, or dissemination of data in the NGO. Information is usually collected randomly and manually.	A database is in place to manage information. Staff members understand the database capability.	Database and management are integrated into operational planning and decision making. There is improved project planning based on analysis of information provided through the system. Information is readily available to staff and management.

Key:
Statements relating to the program
Area running at limited capacity
Area running at growing capacity
Area running at high capacity

Planning

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
Does IMP have a long-term strategic plan? Does IMP do short-term operational planning? How are the staff involved in the planning process?	Planning is done for a particular purpose with limited participation from staff. Decisions and plans are made without reference to the mission or the agreed-on strategies to achieve the mission. No assessment of needed resources is included in planning.	There may be input from staff but they are not involved in decision making. Annual operating plans are developed and reviewed throughout the year primarily by management but without connection to review of previous year or analysis of resource availability.	Organization's leadership conducts short-term strategic planning. Management decides on program priorities and the use of available resources. Organization has an annual operating plan that reflects the mission and is developed with staff input. There is a regular review of long-term plans based on previous achievements.

Communication

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
How often are staff meetings held? Do staff meetings have an agenda? Are minutes taken at staff meetings and available for future reference?	Meetings are irregular and dominated by interests of a few. There is no predetermined agenda at staff meetings, and staff often does not reach concrete conclusions. Staff provides technical input only and is not involved in or informed of decisions. No systematic procedure recording or storage of minutes of staff meetings.	Staff knows how to participate in meetings and is aware of how decisions are made. Mechanisms exist for vertical and horizontal communication. A meeting agenda and minute record keeping are standard operating procedures.	Staff is increasingly able to shape the way they participate in decision making. Communications are open and transparent. Stakeholder input is included at staff meetings when appropriate.

Key:
Statements relating to the program
Area running at limited capacity
Area running at growing capacity
Area running at high capacity

Personnel Management

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
Is there an organizational chart that shows the functions of staff members of IMP? Are job tasks and job descriptions consistent with the mission of IMP? Is there a written employee manual? Is hiring a systematic, open process?	Supervisors organize work. There is little understanding of the necessity to organize work beyond issuing directives. Focus is on individual achievement; there is little understanding of need (or what it means) to work as a team. Hiring is based more on personal connections than applicant's job skills. Some essential tasks are not carried out because they are not assigned or because the tasks are beyond the expertise of the staff.	An organizational chart exists to explain relationships of work units. There is recognition of the need to create a collaborative work environment. Work plans are developed but not coordinated across positions, functions, or expertise. Staff is able to make suggestions about how their own work should be organized. Basic personnel administration systems exist, but informal employment practices persist.	There is a formal mechanism in place for inter-team links and intra-team planning, coordination, and work review. Teams are self-directed in that they organize their own work around clear understanding of the organization's mission and the team's role in achieving the mission. All personnel systems are formalized and understood by staff, and staff members opinions are part of policies and procedures. Written employment practices are used and reviewed so they support the organization's mission, strategies, and policies. Hiring procedures are transparent.

Key:
Statements relating to the program
Area running at limited capacity
Area running at growing capacity
Area running at high capacity

4. Human Resources
Staff

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
Are staff members motivated and committed to the mission of IMP? Do staff members have the skills and competencies required to support the achievement of IMP's mission? What are the training opportunities for staff to develop job-related skills? Is there a system in place that evaluates the performance of staff members?	Staff is motivated and committed, but may lack knowledge and skills to implement appropriate programs to achieve the organization's mission. Staff development opportunities are not yet available. No system in place for performance evaluation.	Some gaps exist between job skills required and of existing staff. Staff morale is sometimes affected by lack of clarity of their jobs or too much work for available staff. Performance evaluations are for a particular purpose, mostly when problems surface.	Skill areas are competently covered and capacity exists to contract out for other skills as needed. Interpersonal skills and group training are provided as needed. Staff have opportunities to contribute to the organization to the fullest extent of their abilities. Staff performance evaluation done on a regular basis; evaluation criteria are understood by staff. Staff morale is high.

5. Financial Resources
Budgeting and Financial Management

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
Does IMP have a regular budget-planning process? Are payroll, petty cash, and basic supply costs paid on time?	Budgets are inadequate and infrequent; if they are produced it's because donors require them. Using budgets as a management tool is not understood, and the reliability of the projections is questionable.	The administrator and/or executive director is the only staff member who know and understand budget information and do not delegate responsibility. Donors do not get notice of budget adjustments.	Budget is integrated with annual operating plan. Staff members are responsible for preparation, justification, and management of project budgets. Donors are notified when budget adjustments are needed.

Key:
Statements relating to the program
Area running at limited capacity
Area running at growing capacity
Area running at high capacity

Funding Base

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
What are the existing sources of IMP's funding? Is there a long-term plan for developing financial resources? What alternative sources of funding might be available for IMP?	Funds are solicited for one short-term project and only from one source. Local fundraising for any income is untried and/or unsuccessful. Project funding is insufficient to meet plans or provide services.	Funding is from two or more sources with no one exceeding 60 percent. There is a developing awareness of local resources, but few resources are actually mobilized. Funding is available for short-term projects, and medium-term funding strategies exist within a funding plan.	Organization has funding from three or more sources with no source providing more than 40 percent. A long-term funding plan exists that results in the organization's self-sufficiency. All projects have funding plans, and current funds meet project needs. Basic program delivery can continue even if there is a funding shortfall.

6. External Relations
Public Relations

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
To what extent is IMP known to the public? What materials does IMP have that describe its mission, programs, and achievements? What documents does IMP have to give to the Playing for Change Headquarters?	Organization is little known outside of its direct collaborators. There is no clear image of the organization articulated and presented to the public. There are no documents or prepared statements available that provide information about the organization.	Organization is known in its own community, but does little to promote its activities with the general public. There is understanding that public relations are a function of NGOs but little understanding of how to implement public relations. The organization has an annual report.	Organization mission, programs, and accomplishments are clear and documented. Organization's work is well known to public and policy makers and used to attract support when necessary. A public relations plan is implemented.

NGO Cooperation

Questions	Limited Capacity	Growing Capacity	High Level of Capacity
Does IMP cooperate or partner with other local programs?	Organization does not have experience working with other NGOs - local, national, or international.	Organization is increasingly known and trusted by the NGO community but has little experience collaborating with other NGOs.	Organization takes the lead in promoting project coalitions and in sponsoring and participating in a formal NGO association.

Key:
Statements relating to the program
Area running at limited capacity
Area running at growing capacity
Area running at high capacity

APPENDIX B: SAMPLE AGENDA

Start Time: 9:15 AM

End Time: 11:15 - 11:30 AM

Sample Agenda

Meeting Chaired: WPI Students

Minutes Recorded by: Amanda Pennie (WPI Student)

Meeting Objectives

In this workshop we plan to:

- Understand the importance of communication and documentation needed to strengthen an organization to move them forward
- Discuss current organizational practices of Imvula Music Program

Meeting Schedule

1. Introductions/Ice Breaker (10 min)
2. Debriefing the purpose of the workshop (5 min)
3. Staff Meeting Conversation (1 hr)
   a. Internal program communication
      i. Discussion about current staff meetings
      ii. Importance of communication between staff and administration
      iii. Discuss agendas for staff meetings
      iv. Discuss meeting minutes for staff meetings
      v. Finding a location and time for staff meetings
      vi. Schedule staff meetings for the next 3 months
4. Break for refreshments (5 min)
5. Discussion on Classroom Registers (20 min)
   a. Attendance sheets for classes
   b. Roles and responsibilities of staff members
6. Group Discussion about the future implementation of these practices (15 min)
7. Questions/Concerns (10 min)
8. Conclusion/Goodbyes (2 min)

APPENDIX C: AGENDA TEMPLATE

Agenda Template

Meeting Chaired by:

Minutes Recorded by:

Meeting Objectives

Meeting Schedule

APPENDIX D: SAMPLE MINUTES

Date: *TBA*

Sample Minutes

The *italicised* text is an example.

Meeting called to order at *(insert time)* by *Poppy Tsira*.

Meeting Chaired: *WPI Students*
Minutes Recorded by: *WPI Students*
Members present: *Amanda, Meghan*
Members not present: *Alazar, Lucas*

Announcements
List of announcements for all staff members to know.
Change of schedule, new staff members, etc.

Open Issues
Summarize discussion for each existing concern, state the outcome and assign any action item.
Vuyani is not available for our next staff meeting
John - Book different classroom for staff meeting

New Business
Summarize the discussion for new issues, state the next steps and assign any action item.
Sonwabo wants a performance at their school on Tuesday.

Agenda for Next Meeting
List the items to be discussed at the next meeting

Meeting adjourned at *(insert time)*.

APPENDIX E: MINUTES TEMPLATE

Date:

Minutes Template

Meeting called to order at _____ by *Poppy Tsira.*

Meeting Chaired by:
Minutes Recorded by:
Members present:
Members not present:

Announcements

Open Issues

New Business

Agenda for Next Meeting

Meeting adjourned at _____.

APPENDIX F: ATTENDANCE SHEET TEMPLATE

Instructor	School

(under the date of class, mark with 'P' for present, 'T' for tardy, or leave blank if absent)

	Last Name	First Name	(Date)	(Date)	(Date)	(Date)	(Date)	Additional Notes
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

Sample Lesson Plan

Day One

Objectives:
- Create an understanding of disciplinary expectations
- Assess skill level (vocal range) of students
- Create an atmosphere of trust and respect
- Develop basic skills for instrument (or vocals)

1. Warm up and Icebreakers
   a. Breathing technique
   b. Introduction game
   c. Trust developing activity

2. Ground rules activity
   i. Set ground rules for students

3. Skills
   a. Basic skill assessment
      i. Example: Sing scales as a group to find out what range students belong in
   b. Technique review
      i. Go over fundamentals of instrument (techniques, what to avoid, and common misconceptions)

4. Perform
   a. Sing or play a song as a class

Post-assessment of class:

_____

_____

_____

APPENDIX H: LESSON PLAN TEMPLATE

Lesson Plan

Class:

Overview

	Time	Teacher Guide
Objectives		
Information		
Activities		

REFERENCES

Agarwal, S. (2011). Why do NGOs exist, and where are they headed? Retrieved from https://www.fairobserver.com/region/north_america/why-do-ngos-exist-and-where-are-they-headed/

All about nonprofit organisations. (2011). Retrieved from http://www.dsd.gov.za/npo/

Arvidson, M. (2014). Disputing development discourses. Understanding the motivation and performance of local NGO staff. Occasional Paper, (24), 227-262.

Cooperrider, D. L. and Suresh, S. (2000). Collaboration for Change: Appreciative Inquiry. San Francisco: Berrett-Koehler Communications

Colin, B. and Lieth, D. (1995). Non governmental organisations: guidelines for good policy and practice. Retrieved from http://www.3sektorius.lt/docs/NGOGuidelinesforGoodPolicyandPractice_2013-01-17_15_21_00.pdf

Department: Social Development Republic of South Africa. (2015). Retrieved from http://www.dsd.gov.za/npo/index2.php?option=com_docmanand task=doc_viewandgid=183andItemid=39

Edwards, M. and Hulme, D. (1996). Too close for comfort? The impact of official aid on non-governmental organizations. World Development, 24(6), 961. Retrieved from https://search.proquest.com/docview/1750901878

Fast Facts. (2017). Retrieved from https://www.peacecorps.gov/news/fast-facts/

Getz, L. M., Chamorro-Premuzic, T., Roy, M. M., and Devroop, K. (2012). The relationship between affect, uses of music, and music preferences in a sample of South African adolescents. Psychology of Music, 40(2), 164-178.

Hailey, J. (2006). NGO Leadership Development. Praxis Paper, 10 Retrieved from http://www.asocam.org/biblioteca/files/original/01d07daf d88a708617525d6c13876e3e.pdf

Hallam, S. (2010). The power of music: its impact on the intellectual, social and personal development of children and young people. International Journal of Music Education, 28(3), 269-289. doi:10.1177/0255761410370658

Hallam, S. and Prince, V. (2000). Research into instrumental music services. Department for Education and Employment London. Retrieved from http://dera.ioe.ac.uk/4458/1/RR229.pdf

Honey, M. (2017). Legal structures commonly used by non-profit organisations. Retrieved from http://www.etu.org.za/toolbox/docs/building/lrc.html

Johnson, E. and Prakash, A. (2007). NGO Research Program: A Collective Action Perspective. Policy Sciences, 40(3), 221-240. doi:10.1007/s11077-007-9043-x

Karki, T. (2017). In Gagne L., Flynn M., Pennie A. and Genene A.(Eds.), Meeting With Director of Programs and Operations of The Playing For Change Foundation

Keck, M. E. and Sikkink, K. (1998). Activists beyond borders. Retrieved from https://web.stanford.edu/class/polisci243b/readings/v0002555.pdf

Lecy, J. D., Schmitz, H. P., and Swedlund, H. (2012). Non-governmental and not-for-profit organizational effectiveness: a modern synthesis. Voluntas: International Journal of Voluntary and Nonprofit Organizations, 23(2), 434-457.

McDade, C. (2013). Staff Meetings: A Means for Effective Communication in the Workplace. Retrieved from https://toughnickel.com/business/Staff-Meetings-The-Importance-of-Having-Regular-Staff-Meetings

Men, L. R. and Jiang, H. (2016). Cultivating quality employee-organization relationships: the interplay among organizational leadership, culture, and communication. International Journal of Strategic Communication, 10(5), 462-479. doi:10.1080/1553118X.2016.1226172

Peace Corps. (2003). An NGO Training Guide for Peace Corps Volunteers. Peace Corps:
    Washington, DC. Retrieved from http://files.peacecorps.gov/multimedia/pdf/library/M0070_all.pdf

Playing for Change Foundation. (2017). Playing for Change Foundation, Retrieved from https://playingforchange.org/imvula-music-program/

Renard, M. and Snelgar, R. J. (2016). How can work be designed to be intrinsically rewarding? Qualitative insights from South African non-profit
    employees. SA Journal of Industrial Psychology, 42(1), e12. doi:10.4102/sajip.v42i1.1346

Russell, R. D. and Russell, C. J. (1992). An examination of the effects of organizational norms, organizational structure, and environmental uncer
    tainty on entrepreneurial strategy. Journal of Management, 18(4), 639-656.

Silver, F. (2017). The Importance of Recording a Meeting. Retrieved from http://work.chron.com/importance-recording-meeting-3853.html

Socio-Economic Profile: City of Cape Town. (2016). Retrieved from https://www.westerncape.gov.za/assets/departments/treasury/Documents/
    Socio-economic-profiles/2016/City-of-Cape-Town/city_of_cape_town_2016_socio-economic_profile_sep-lg.pdf

The Importance of Planning. (2017). Retrieved from http://www.tesol.org/docs/default-source/books/14002_lesson-planning_ch-1.pdf?sfvrsn=2

Uzonwanne, F. (2015). Leadership styles and decision-making models among corporate leaders
    in non-profit organizations in North America: Leadership styles and decision-making models. Journal of Public Affairs, 15(3), 287-299.
    doi:10.1002/pa.1530

Werker, A. (2007). What Do Non-Governmental Organizations Do? Retrieved from http://www.hbs.edu/faculty/Publication%20Files/08-041.pdf

Willetts, P. (2000). What is a non-governmental organization. Retrieved from
    https://www.gdrc.org/ngo/peter-willets.html