# Education Sector Support Programme in Nigeria (ESSPIN)

## Assignment Report

## In-Depth Capacity Assessment of Civil Society Organisations in Kano State

## Report Number: ESSPIN KN 404

**Sarah Mkeryi Amahson and Iliya Ambi**

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JG      Jigawa
KD      Kaduna
KN      Kano
KW      Kwara
LG      Lagos
EN      Enugu

# Contents

## Acronyms and Abbreviations

| | |
|---|---|
| AKCRDT | Aminu Kano Centre for Research and Democratic Training |
| A&E | Access and Equity |
| BEA | Basic Education Association |
| C&KM | Communication and Knowledge Management |
| CBO | Community Based Organisation |
| CCPE | Citizens Council for Public Education |
| CEO | Chief Executive Officer |
| CSO | Civil Society Organisation |
| CUBE | Capacity for Universal Basic Education |
| DFID | Department for International Development |
| EECE | Early Childhood Education |
| ESSPIN | Education Sector Support Programme in Nigeria |
| FOMWAN | Federation of Muslim Women Association of Nigeria |
| IGDI | Inter-generation Development Initiative |
| IQTE | Islamic, Quranic and Tsangaya Education |
| MDA | Ministry Department and Agency |
| MME | Magajin Mallam Education Services |
| NEC | Neighbourhood Environmental Committee |
| NGO | Non Governmental Organisation |
| PADEF | Partnership p Assessment and Development Framework |
| POSA | Participatory Organisational Self Assessment |
| PTA | Parent Teachers' Association |
| SAVI | State Accountability and Voice Initiative |
| SBMC | School Based Management Committee |
| SESP | State Education Sector Project |
| SMOE | State Ministry of Education |
| SUBEB | State Universal Basic Education |
| SWOT | Strength Weakness Opportunity Threat |
| TES | Turaki Education Services |
| TOT | Training of Trainers |
| TPD | Teachers' Professional Development |
| YEHDI | Youth Empowerment and Human Development Initiative |

## Abstract

1.  This report is about an in-depth capacity self assessment of ten (10) Civil Society Organisations (CSOs) in Kano state. The appraisal was a 'health-check' intended to determine CSO partnership potential as well as capacity issues that could be addressed to qualify them as partners with ESSPIN. This relationship will be geared towards the delivery of SBMCs training and facilitating state and community engagement for voice and accountability.

## Executive Summary

2.  The overall purpose of this consultancy was to conduct an in-depth partnership capacity assessment of 10 shortlisted CSOs in Kano, using agreed tools and criteria and to compile report of the assessment, along with recommendations (maximum 7) for which CSOs to select for engagement and capacity strengthening by ESSPIN. This report describes the process of carrying out a 10-day in-depth capacity assessment of 10 CSO already shortlisted for engagement by ESSPIN Kano.

3.  Two teams[1] visited and had discussions with management and staff of each organisation and conducted two rounds of workshop for 44 participants, 4 each from an organisation and representatives of ministry of education and State Universal Basic Education Board-SUBEB. Action Aid's PADEF and SAVI organisational capacity self assessment tools were adapted and used for conducting the assessment, analyzing and triangulating findings. Four key areas were investigated although scoring and ranking are based on the first three. These are (1) Internal Organisation, (2) Programme, (3) External Relations and (4) Technical Capacity Areas (knowledge of: education policy, Access & Equity issues, Quality issues & Stakeholder participation).

4.  Overall, all 10 organizations have potential for engagement with ESSPIN. Nonetheless, conclusions are based on the outcome of the entire process, while recommendations and next steps take into account specific roles that CSOs will play as well as implications for their engagement.

**Internal Organization**

5.  Most organisations indicated that their strength lies in their leadership (Boards) which comprise of either serving or retired senior public officers who provide the resources and direction on how they are run. Although nearly all Chief Executive Officers – CEOs of these organisations were present throughout the assessment process (by itself a show of

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[1] Team was made up of a consultant, Access and Equity Specialist, one Representative of Ministry of Education and SUBEB. Team B made up of one consultant, Communication and Knowledge Management Specialist and one Representative each of Ministry of Education and SUBEB.

commitment), further team building session by CSOs could be organized to increase shared understanding of organisations' vision and mission by all staff.

6. All 10 organisations have the potential to engage with ESSPIN because their profiles demonstrate previous experience on donor-funded programmes within the state. However, human resource availability and management is by far the biggest capacity issue across board except for Aminu Kano Centre for Democratic Research and Training (AKCDRT) which has over 55 staff. All the other NGOs, CBOs and consultancy firms depend heavily on volunteers. Except for FOMWAN which has branches in all 44 LGAs (see LGEA Intervention Matrix annex), the rest operate from their Kano office. Implication for ESSPIN is that contractual arrangements will make provision for staff engagement even on a temporary basis.

7. There is poor funding base for a majority while office infrastructure for some is limited. Financial management structures are in place only in a few cases with AKCDRT having permanent accounts staff.

**Programme**

8. The CSOs have been involved with education related activities however, there were perceived deficiencies in program design and development. Specifically, participants admitted limitation in M and E and feedback mechanisms, stakeholder involvement in program formulation and strategic planning.

**External Relations**

9. Overall, there is stakeholder awareness and networking amongst and between CSOs and this was identified as an area of strength. All of them have previous experiences of working with donor funded programmes in varying degrees, either as service providers at the organizational level or as individual consultants.

10. Close ties with government is seen as an indication of well being for CSOs. They recognize that overt antagonism could cost any organisation its very existence. Most Board members of these organisations and their key officials are either currently serving or retired Public/Civil servants have the good will of government in power. Whether accountability issues call to question, this arrangement, remains a matter to be determined.

11. Understanding of access and equity issues in education is low and community participation approaches are not popular with majority.

**Who Does what?**

12. *Trainees for SBMC TOT*

    - Aminu Kano Centre for Democratic Research and Training -AKCDRT

    - Magajin Malam Educational Services-MMES

    - Neighborhood Education Committee-NEC

    - Federation of Muslim Women Association of Nigeria-FOMWAN

13. *Community Mobilisation, Advocacy and Participatory Rural Appraisal*

    - FOMWAN

    - Youth Empowerment and Human Development Initiative-YEHDI

    - Basic Education Association-BEA

    - Inter-Generational Development Initiative-IGDI

14. *Research and Documentation*

    - AKCDRT

    - Samarib Ventures Ltd

    - Turaki Educational Services

    - Citizens Council for Public Education-CCPE

**Next steps**

15. Recent consultancy on CSO participation under output 4, produced strategy for engagement. This covers what CSOs will do, how and with whom. Three models were proposed. When circulated, that report will guide next steps. Recommendations at this point should focus on:

    - State team determining scope and scale of intervention in the next 2 years to finally agree on how many CSOs to engage in the first instance and what should be the nature of engagement;

    - Micro-level screening of each organisation to determine genuineness of claims and documentation. This mission did not concern itself with that level of detail, it might be worthwhile to do so in the contracting process;

    - Terms of Reference should be drafted and agreed with potential partners; training needs assessment done both for government counterparts and selected CSOs before commencement of training; and

    - Induction of partners, this could be integrated into the training programme.

## Introduction

16. The Education Sector Support Programme in Nigeria (ESSPIN) is a six-year DFID programme of education development assistance established to positively impact the way in which the Government of Nigeria delivers education services. It is also directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal education sector plans, and building capacity for sustainability. It is currently operating in five states (Kano, Kaduna, Kwara, Jigawa and Lagos).

17. A critical component of the community demand component of ESSPIN will be partnerships with Civil Society Organizations in each State to engage with communities and mobilize demand for quality education services, articulating demand for voice and accountability along with addressing issues of access and exclusion/equity. As there are a significant number of CSOs operating in each state, a mapping of CSOs was conducted in early 2009. The DFID programme SAVI conducted a general mapping of CSOs in the states of Kaduna, Jigawa, Kano, and Lagos as well as a general capacity assessment; while ESSPIN conducted a mapping and in – depth capacity audit of CSOs in Kwara State.

18. Taking forward the report of the CSO analysis commissioned by ESSPIN , next task was to select a number of potential CSOs from the general list engaged in education, and to conduct an in – depth capacity assessment of these CSOs to further select those that would serve as partners for the ESSPIN community demand work.

19. In Kano ESSPIN shortlisted 10 organisations that met state criteria for in-depth assessment. Four of these featured in the SAVI recommendation. For the state, in addition to technical and organization competencies, there were other strategic considerations behind the selection of these 10 CSOs to be assessed for engagement. They include:

    - Those which had a track record of work with DFID under CUBE and demonstrate compatibility with ESSPIN's objectives;

    - Those which membership cuts across educational professionals in tertiary institutions and have a focus on teacher professional development;

    - Those which by their social status are able to draw governments' attention to respond quickly to issues and get government buy-in;

    - Those which have wide acceptance by religious leaders at all levels and are able to advocate, create awareness and implement initiatives related to IQTE; and

    - Those which membership includes respected retired educationists who have unhindered access to education MDAs and top politicians in the state.

20. This assessment report was prepared as a 'health check' to provide an objective view of the status of these 10 organisations in relation to the roles that ESSPIN would like them to play in bringing about whole school improvement in Kano starting with 300 pilot schools in 3 LGAs in the first year and a planned gradual scale up each year. The exercise was commissioned by ESSPIN national office and conducted by 2 national consultants between September 27th and October 9[sth] 2009.

### *Conceptual Clarification (CSO, NGO, CBO)*

21. This consultancy recognizes the various shades of understanding of the concept-Civil Society Organisation CSO. Much as they all make sense, for the purpose of this mission, the term CSO is used loosely and refers to all non-state owned organisations registered as charity and those working for profit. It is in this context that those in the second category will be referred to as NGOs or CBOs depending on their legal status and geographic coverage, or both, while the first category will be referred to as consultancy firms.


## Purpose of the Consultancy

22. The overall purpose of this consultancy was to conduct an in-depth partnership capacity assessment of 10 shortlisted CSOs in Kano, using agreed tools and criteria and to compile report of each CSO assessed, along with recommendations (maximum 7) for which CSOs to select for engagement and capacity strengthening by ESSPIN. This report describes the process of carrying out a 10-day in-depth capacity assessment of 10 CSO already shortlisted for engagement by ESSPIN Kano.

23. The main tasks of the consultancy were to plan, coordinate and undertake specifically:

- An in – depth capacity assessment of 10 short listed CSOs based on agreed criteria with ESSPIN team in Kano and Jigawa states.
- Assess CSOs technical and managerial capacity for partnership under the ESSPIN output 4 component.
- Deepen the two organizations understanding (ESSPIN and CSOs) about each other's organizational identity, philosophy and focus.
- Assess the CSOs SWOT and capacity gaps for strengthening in the short to long term engagement for taking forward demand side activities at the school and community levels
- Validate CSOs community reach and linkages for wider community activities
- Recommend 5 - 7 CSOs to ESSPIN for partnership in educational service delivery, IQTE, Girl child education and voice and accountability.

## Methodology and main activities

24. There was initial briefing in Abuja by the Lead Specialist prior to commencement of the assignment. Subsequently meetings were held in Kano with two national consultants worked closely with the state focal persons for Access and Equity and IQTE within ESSPIN, also joined for the most part by the Communication and Knowledge Management Officer and counterparts from the Ministry of Education and SUBEB.  A programme of activities' for the period was agreed by all during a one-day planning meeting where invitation letters were finalized and dispatched to participating organisations.

25. Two tools were adapted; (1) Actionaid's Partnership Assessment and Development Framework (PADEF) and (2) SAVI Capacity Assessment were used in 3 key component activities: Familiarisation visits, In-depth Assessment workshops and External validation visits.  Details of these are contained in the relevant annex. Two visitation teams headed by each consultant interacted with 5 organisations each, before the in-depth assessment workshops which were also held in two batches.

26. In order to have a quick 'snapshot' of the organisations as a way of determining the status of their structure, functioning and focus, instruments were designed to 'triangulate' actual performance. This meant getting and comparing from different vantage points, the opinions and perceptions of the respondents themselves who are in a position to know how, why, and to what effect the organisations operate as they do.   To achieve this, as earlier stated, early on in the process the consultants and state focal persons met and developed a comprehensive strategy to collect, compile, analyze and summarize data during field visits and workshops, so that valid and significant conclusions could be drawn.

27. Although the usual constraints of time necessarily limited interaction and field visits, throughout the process, a variety of tools were administered and discussion with external constituents provided useful insight to the final picture.  In all, more than 40 individuals contributed their opinions to the assessment, including participants from the following groups:

    a.   Board members and CEOs;
    b.   Salaried staff;
    c.   Volunteer staff;
    d.   Head Teachers and  Teachers of primary schools; and
    e.   ESSPIN State Team Leader and  Focal Persons
    f.   Key officers of  state ministry of education and SUBEB

28. The first objective of this process was to intimate key institutional stakeholders with the purpose of this mission.  Visits were planned to the Permanent Secretary of Ministry of Education and executive secretary of SUBEB. None of these was actualized due to the

busy schedule of designated officers, but a brief meeting took place with the deputy director in SESP while the deputy director in charge of CSOs in MOE attended field visit debrief sessions and assessment workshops.

## Overview of Major Activities of the Consultancy

### Familiarisation Visits

29. Two teams, each led by a national consultant visited 5 organisations over a two-day period. Each team comprised 4 members made up of one each from the ministry of Education and SUBEB and as earlier mentioned, the A & E and IQTE Specialists split between the teams. A basic questionnaire was administered during the visit which afforded the team the opportunity to meet management and staff of those organisations in a non-threatening environment while also interacting with them on key organizational capacity areas like staff strength, equipment, and legal status, areas of focus, target groups and networks. All the organisations visited have offices within Kano city only, except FOMWAN which has affiliates in every local government area.

### In-depth Assessment Workshops

30. Two separate workshops were held for 40 participants drawn equally from the 10 organisations using a combination of approaches, PowerPoint presentations, Small group work and plenary discussion. The four representatives from each organization included both management and programme staff. Each workshop lasted 2 days and covered five technical sessions, Organisation Timeline, Onion Exercise, Technical Capacity Areas, SWOT Analysis and Baseline and Visioning Process.

31. All the sessions were designed to broadly assess the managerial capacity, programming skills and external relations of these organisations, while also affording the assessment team the opportunity for triangulating information, each of the sessions added value to the process in specific ways.

32. For instance, the Timeline exercise afforded the participants the opportunity to share their organisations' history in a chronological order, just as it served as a team-building exercise for participants. While this exercise lasted, it became clear that hitherto, most organisations had never taken time to reflect on issues as these. Particularly challenging for majority of the teams was the ability to relate key events of their organisations to organizations' outcomes and those of their beneficiaries. Nearly all participants could hardly correctly state key lessons learnt from their interventions. Outcomes/results were perceived as positive experiences only.

33. In an onion exercise participants were able to evaluate the relevance of their organisation's major activities to their mission statements. This session demonstrated that most mission statements were ambiguous, too long and ambitious.

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34. The Technical capacity questionnaire investigated key areas like organisation's understanding of key education policies in the state, access and equity issues in education. Others were; quality issues in public and private schools in Kano and their knowledge of major stakeholders in the sector. There was a clear demonstration of understanding in most of these areas but not so for access and equity issues.

35. SWOT analysis of each organization was an eye opener to most participants. This session provided opportunity for deep reflection and peer review. The least understood area overall was how participants perceived threats. On the whole, areas where most organisations indicated strength in are availability of a large pool of volunteers to carry out organizational activities as well as recognition for the work of these organisations by government and other donors. Most of the discussion during this session focused on how weaknesses could be converted to strengths by taking advantage of opportunities identified as well as how to minimize the risk factors threatening the organisations.

36. The Baseline and Visioning tool investigated organizational capacity, programming skills and external relations using the following indicators:

| Organisation | Vision |
|---|---|
| | Mission and values |
| | Leadership |
| | Management and Administration |
| | Budget and Fundraising |
| | Human Resources |
| | Physical resources / Infrastructure |
| | Financial management |
| | Planning |
| | Communication |
| Programme | Design and Development |
| | Staffing |
| | Operations |
| | Research |
| | Education |
| | Monitoring and Evaluation |
| External Relations | Stakeholder Awareness |
| | Community Participation |
| | Stakeholder Perception |
| | Stakeholder communication |
| | Relationship with Government |
| | Relationship with Donors |
| | Relationship with other CSOs |

*External Verification / Validation*

37. The purpose of this activity was to triangulate information about CSO external relations with beneficiaries of their services and other stakeholders. Again, due to logistic constraints, only the consultants and the access and equity specialist could embark on these visits, and even so, out of 10 organisations, only 2 could be checked out in two Municipal primary schools.[2] The team interacted one PTA chairman, one head teacher and one teacher. None of these people had heard about SBMC before. They paid glowing tribute to the intervention of CSOs and PTAs in areas of instructional materials, provision of uniforms and other requirements for indigent pupils, especially orphans and out-of-school girls.

## Structure of the report

38. As a guide to reading this report, the abstract and executive summary section presents the major highlights about the in –depth capacity assessment with recommendations. The introduction section set the context and purpose of the assessment as contained in the consultancy ToR. The methodology and main activities section detailed the approach followed and captured the main activities. The findings section provides detail outcomes as well as the capacity gaps identified for strengthening. The option and next steps are not meant to be exhaustive but could offer a starting point for ESSPIN to initiate practical steps to partnership engagement with the recommended CSOs. Pointers on what needs to be done and who to take the options forward are spelt out as next steps.

## Findings

39. This section presents findings about the historical and current operations of 10 organisations shown in table 1 below. Significant findings are grouped here primarily in terms of the methods chosen to elicit information and discussed under two broad headings, What *the CSOs will do in Kano* and *'Health Checking ' the CSOs.* Key concerns have been identified by testing consistency of responses of respondents using the adapted PADEF and SAVI's capacity assessment tools in order to establish some sense of their validity.

40. As earlier mentioned, a few of the CSOs assessed have been involved in one research work or the other for ESSPIN, and to a large extent, other donor programmes as well as government.  For this engagement, ESSPIN envisages their roles and responsibilities in 2 main parts as outlined below:

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[2] These schools are Kofar Nassarawa Special School and Hotoro North Primary School. There was evidence of Neighbourhood Education Committee work and that of Youth Empowerment and Human Development Initiative.

Part 1
- Conduct research and surveys
- Conduct Sensitization and Advocacy campaigns
- Conduct participatory planning and Rapid Rural Appraisal
- Supervise project implementation
- Do overall monitoring and evaluation

Part 2
- Train SBMCs on ESSPIN's output 4 objectives
- Train SBMCs on creating demand and Accountability
- Train SBMCs on community participation in Education
- Build SSBMC capacity to participate in school leadership and management issues
- Train SBMCs on how to function effectively with skills and expertise.

41. Below is a summary of the  profile of 10 organisations assessed at in Kano:

| Name | Type/Description | Focus | Target Groups |
|---|---|---|---|
| *Federation of Muslim Women Associations of Nigeria, Kano state branch.* | Registered with CAC as a national Association with branches in all states, in Kano, present in every LGA. | Health, Education and general Social development. | Women Youth and Children. |
| *Citizens Council for Public Education* | Registered with the state as an Association and has office in Kano city | Teacher training, Research in education & Education management capacity building | Education Officials, schools, Communities |
| *Youth Empowerment and Human Development Initiatives* | Registered with CAC as charity and has office in Kano city | Youth and Women Empowerment Enlightenment Policy issues | Youth and women |
| *Magajin Malam Educational Consultancy Services Kano* | Registered with CAC. Consultancy arm of a lager business concern and has office in Kano city | Education reform and development; research, training and policy support | Primary and secondary school pupils and teachers; Education Administrators |
| *Turaki  Educational Services LTD* | Registered with CAC and has office in Kano city | Awareness campaign on education; Research work; Networking education NGOs and | Primary and secondary school Pupils and teachers as well as education Administrators |

| | | supporting them and Community mobilization | |
|---|---|---|---|
| *Aminu Kano Centre for Democratic Research and Training (AKCDRT)* | Registered with National University Commission as consultancy arm of the university | Governance, Peace Education and Capacity building of Professionals such as Teachers, Administrators, Development Workers and seasoned civil servants | NGOs, CBOs, SBMCs, Civil Servants at State and LGA level, Politicians; the Executive and Legislators. AKCDRT engages all the target groups identified through conferences, seminars, workshops, trainings and capacity building programmes |
| *Samarib Ventures LTD.* | Registered business with CAC &operates from Kano office | This organization is into book publishing, research, education & management consultancy. | |
| *Inter-Generation Development Initiative* | Registered with CAC and operates from Kano office | Education, Environment and skills acquisition | Less Privileged Youth-Boys and Girls of school age |
| *Neighbourhood Education Committee* | Registered in 1998 with the community Department of Kano Municipal LGA as charity and has office in Kano city | Training of PTA and Community sensitization for the provision of quality education | Children of school age and their parents |
| *Basic Education Association* | Registered in 1998 as NGO with Agency for Mass education and has office in Kano city | Education | Adults and Youths (In – school & out – of – school) |

## 'Health checking' the CSOs

### Step One: Familiarisation Visit

42. This activity has produced a compendium of the ten organisations showing the subject areas on which discussion with management and staff focused .However, only staffing, Physical location/ equipment and leadership will be discussed here as subsequent discussions in this report will cover the other indicators.

### Staffing

43. The general picture is that nearly all the organisations depend on volunteers and temporary staff to execute projects. The well established AKCDRT is in a separate category. It boasts of staff strength of 55 including management. In addition to that it draws its researchers from all the tertiary institutions in the state.  None of the other organisations has a qualified accounts staff on a full time basis because they said it is too expensive and unsustainable.

### Physical location /Equipment

44. The teams could access 9 out of 10 offices.  Basic Education Association staff (BEA) were not around when the team visited. Office space ranges from 1 to 5 rooms with basic furniture and equipment for most of them.  Two organisations were difficult to locate because they didn't have a clear sign board outside.  These are Citizens Council for Public Education (CCPE) and Magagin Malam Educational Services. It was easy to ascertain which organisations have been busy and are involved in community mobilization work, research and training just by talking with staff and management. However, more discussion on this will come up in the section on CSO LGA/community coverage and validation exercise.

### Leadership

45. Chief executives of most of the organisations were present during the visit despite the short notice and showed great zeal and enthusiasm.  They were on top of issues and discussed confidently about organizational goals. Although it could not be said that there was a great amount of shared understanding of the organisations' purpose by many 'staff' for majority of these organisations leadership still seems to command a lot of respect. There is a well-defined organizational structure in 75% of cases and this shows concentrated authority within the Boards.  Most teams could not clearly articulate how accountable they are to their target audiences but some mentioned that before embarking on projects they conduct baseline surveys and also write reports on completion of activities. It is no longer news that that the majority in the leadership positions of these CSOs are either serving civil servants or retired senior public officers.

#### *Step Two: In-depth Assessment Workshops*

46. Several exercises were done during the 2-day workshops in groups.  The first one is organizational time line which gave each organisation opportunity to reflect on their history over a 2-3 year period in order to spot-check what the key events have been, who the stakeholders were, what the results were at the organization and beneficiary levels, and what key lessons were learnt.  Not many organisations could objectively report the outcome of their activities. This exercise demonstrated the need for improving strategic thinking, programming and reporting skills

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47. The onion exercise facilitated discussion on the link between organisation's purpose/mission statements to its core activities. Most participants admitted that this was the first time they were pausing to critically make such an assessment. As to be expected, many organisations were taking a hard look at the way they do things for the first time and for all it was an opener. A peer review took place during a gallery walk where organisations made constructive criticisms of one another's group work.

48. Each organisation did their SWOT analysis which details can be seen later in this report, but overall certain attributes and perceptions seem to be reoccurring and bear mentioning here.

49. Under strengths, high up on AKCDRT's list is physical structure and facilities and for CCPE, functional organizational structure featured prominently. For FOMWAN large diverse professional membership tops the list. It has presence in all 44 LGAs. NEC on its part confident about its strong recognition at the community level. Samarib Ventures LTD has unhindered access to qualified personnel for its activities; while YEHDI has going for it, its own large office space and Resource centre. This is the same for Turaki Educational Services which has adequate office space and equipment. Magajin Malam identifies its key strengths in monitoring and evaluation and IGDI has legal backing for its activities having been registered with the CAC.

50. Most organisations highlighted the following weaknesses: Inadequate number of key permanent staff, inadequate programming, monitoring and evaluation skills, poor funding base and low patronage due to ineffective communication strategy.

51. Opportunities were identified in terms of presence of several donor-funded programmes in the state, goodwill and support of the government and communities, availability of Civil society networks-CSACEFA; Government policy in education and existence of many tertiary educational institutions in the state.

52. Threats mentioned included persistent industrial strike actions, ethnic/religious conflicts, unstable Government policy, dwindling donor funds and potential resistance on IQTE work by end users and wide-spread poverty.

53. The Baseline and Visioning Exercise provided organisations the opportunity to actually rate themselves against several indicators which have been analysed under 3 broad headings, *internal organisation, programme and external relations*. The rating was on a scale of 1-5 (1- Poor, 2-Average, 3-Above Average, 4- Good, and 5-Execellent). The consulting team also rated each organisation based on triangulated information. The table below represents both ratings and ranking:

| Organisation | LGA Coverage | Self Rating | | Consultants' Rating | |
|---|---|---|---|---|---|
| | | Score | Ranking | Score | Ranking |
| AKCDRT | 16 | 70 | 1st | 78 | 1st |
| NEC | 5 | 65 | 2nd | 75 | 2nd |
| YEDHI | 6 | 65 | 2nd | 69 | 5th |
| FOMWAN | 23 | 63 | 4th | 64 | 7th |
| MMECS | 6 | 62 | 5th | 70 | 4th |
| SAMARIB | 5 | 61 | 6th | 73 | 3rd |
| TECS | 3 | 58 | 7th | 67.5 | 6th |
| BEA | 10 | 52 | 8th | 64 | 7th |
| CCPE | 8 | 48 | 9th | 62 | 9th |
| IGDI | 10 | 48 | 9th | 58 | 10th |

54. The table shows that both self and team rating of overall organisational capacity place Aminu Kano Centre for Democratic Research and Training and Neighborhood Educational Committee top on the list; while also placing Intergenerational Development Initiative at the very bottom. Recommendation for the selection of these organisations is however tied to roles in which they have comparative advantage.

### *Step Three: External Validation /Verification*

55. Visits to two municipal primary schools verified claims of work done by Neighbourhood Educational Committee and Youth Empowerment and human Development Initiative.

## Conclusion

56. The assessment objectives were to a larger extent achieved and the self assessment process seen by all the CSOs as interactive and educative.  It afforded the participants the opportunity to learn and share from each other as stakeholder awareness and networking amongst and between CSOs was identified as an area of strength.  Close ties and working relationship with government is seen as an indication of well being for CSOs and an added value for the partnership.  Overall, all 10 organizations have potential for engagement with ESSPIN. Nonetheless, conclusions are based on the outcome of the entire process, while recommendations and next steps take into account specific roles that CSOs will play as well as implications for their engagement.

## Options and next steps

### Internal organisation

57. The 10 CSOs assessed have the capacity to engage with ESSPIN in promoting whole school improvement activities and facilitating community dialogue and advocacy. Their profiles sufficiently demonstrate that they have previous experience on donor-funded programmes within and sometimes beyond the state.

58. Internal organizational capacity and Technical skill gaps exist in varying degrees and the rating and ranking exercise reported earlier largely reflects this disparity. While ESSPIN may plan to address the generic issues[3], care should be paid to ascertain legal status of potential partners. Every credible organisation has a minimum of state level registration status, an office that stays open most days of the week and at least one permanent administrative staff. Where this is lacking, a compromise position would be to contract work to skilful individuals in those organisations rather than committing to work with them. Related to this are management issues.

59. Nearly in all cases, vision, mission and value statements were not clearly articulated, shared or understood by even key members of the organization and of course, not easily recalled. Internal measures that organisations themselves can take should include review of organizational profile once their understanding of their mission is enhanced. Similarly, capacity building on organizational foundations could facilitate well articulated values for these organisations as this has a direct link with organization identity.

60. Human resource availability and management is by far the biggest capacity issue across board except for AKCDRT. A variety of reasons explained this situation. They include inability to hire and retain permanent staff due to cost constraint; where staff are available there is unclear job description or lack of adherence to job description; absence of HR and insurance policy in addition to limited technical skills especially in monitoring and evaluation.

61. Some of the organisations have some accounting measures in place but there are no clear cut systems and there is no permanent accounting staff except for AKCDRT.

### *Programme*

62. All 10 CSOs have been intervening in education activities at different levels focusing on different issues. These activities include:

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[3] Such as financial accounting, reporting on monitoring and evaluation; 'innovative' strategies in advocacy and lobbying and facilitating community participation.

- School monitoring/supervision
- Integration of IQTE with western education; advocacy/campaign/community dialogue on girl – child enrolment & retention
- Teachers' Professional Development (TPD) and Adult literacy.
- Training of PTA members
- Mentoring/counseling of pupils/students on life skills and career choice
- Research on early childhood care education (ECCE),
- Provision of scholarship support for girls and provision of logistics support for the state education sector project (SESP).

63. Even though these organizations have been implementing educational activities program design and development remains a key challenge for most of them. Specifically, participants recognized limited skills in feedback mechanisms, stakeholder involvement in program formulation and strategic planning.

### External Relations

64. There is relatively sufficient stakeholder awareness, networking amongst and between CSOs for which many of the organisations acknowledge as area of strength. All of them have previous experiences of working with donor funded programmes in varying degrees, either as service providers at the organizational level or as individuals consulting.

65. Close ties with government is a revelation that came through very strongly as a panacea for survival not only in terms of patronage, but recognizing that overt antagonism could cost any organisation its very existence. It is no wonder that organisations here consider it a great asset where their Boards and key officials are either currently serving or retired Civil servants or have been endorsed by the government in power. How this could undermine advocacy role such CSOs where government needs to account to the community. Those notwithstanding some of these CSOs have found a way around this by initiating audience participation radio programmes.

### Technical Capacity Areas

66. Each organisation completed a two-page questionnaire eliciting information that would form part of a wider strategy for strengthening partnership for promoting demand voice and accountability activities at school and community levels for creating demand and promoting learning achievements in schools. The tool investigates four main areas: Knowledge of Education Policy; Understanding of Access and Equity issues in education; Knowledge of education quality issues; and Understanding of Voice and Accountability. As a matter of priority, understanding of access and equity issues in education and community participation approaches should form part of the training curriculum for CSOs.

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*Who Does what?*

67. Without meaning to be prescriptive, we believe from our interactions with the 10 CSOs that they will be suited for different activities in the context of community engagement for whole-school improvement. The categorization below is meant to be a guide.

### Trainees for SBMC TOT

- Aminu Kano Centre for Democratic Research and Training
- Magajin Malam Educational Services
- Neighborhood Education Committee
- FOMWAN

### Community Mobilisation, Advocacy and Participatory Rural Appraisal

- FOMWAN
- YEDHI
- Basic Education Association
- IGDI

### Research and Documentation

- Aminu Kano Centre for Democratic Research and Training
- Samarib Ventures Ltd
- Turaki Educational Services
- Citizens Council for Public Education

68. The recent consultancy undertaken by Caroline Enyi and Sarah Amahson on CSO participation in ESSPIN programme has clearly outlined a strategy for engagement. The strategy covers what the CSOs will do, how they will do it and with whom. There are 3 models proposed. When that report gets circulated Kano state will be able to use the recommendations as a guide to take this forward. However, in specific terms, next steps should focus on:

- State Team determining scope and scale of intervention in the next 2 years to finally agree on how many CSOs to engage in the first instance and what should be the nature of engagement;
- Micro-level screening of each organisation to determine genuineness of claims and documentation.  This mission did not concern itself with that level It might be worthwhile to do so in the contracting process;
- Terms of Reference should be drafted and agreed with potential partners;
-  Quick training needs assessment done both for government counterparts and selected CSOs before commencement of training; and
- Induction of partners, this could be integrated into the training programme.

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## Annex 1: Terms of Reference

**Title of Assignment:** In – Depth Capacity Assessment of Civil Society Organizations in Kano and Jigawa States
**Location of Assignment:** Kano and Jigawa States
**Duration:** 27th Sept to 29th/Oct 2009 (24 days)

**Background**

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state.  Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls.  Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of who are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals.   There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services.  ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability.  To achieve its goal, it has 4 key out puts targeting different level of governance, namely; federal level reforms, state level institutional reforms, education quality at the school level and community demand and accountability/access and equity.  It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level.  ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE).  ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

A critical component of the community demand component of ESSPIN will be partnerships with Civil Society Organizations in each State to engage with communities and mobilize demand for quality education services, articulating demand for voice and accountability along with addressing issues of access and exclusion/equity.  As there are a significant number of CSOs operating in each state, a mapping of CSOs was conducted in early 2009.  The DFID programme SAVI conducted a general mapping of CSOs in the states of Kaduna, Jigawa, Kano, and Lagos as well as a general capacity assessment; while ESSPIN conducted a mapping and in – depth capacity audit of CSOs in Kwara State.  The taking the report of the CSO analysis forward

commissioned by ESSPIN, next task is to select a number of potential CSOs from the general list engaged in education, and to conduct an in – depth capacity assessment of these CSOs to further select those that would serve as partners for the ESSPIN community demand work.

**Objective of the consultancy**

The main objectives of the consultancy are; to plan, coordinate and undertake specifically;

An in – depth capacity assessment of 10 short listed CSOs based on agreed criteria with ESSPIN team in Kano and Jigawa states.

Assess CSOs technical and managerial capacity for partnership under the ESSPIN output 4 component.

Deepen the two organizations understanding (ESSPIN and CSOs) about each other's organizational identity, philosophy and focus.

Assess the CSOs SWOT and capacity gaps for strengthening in the short to long term engagement for taking forward demand side activities at the school and community levels.

Validate CSOs community reach and linkages for wider community activities.

Recommend 5 - 7 CSOs to ESSPIN for partnership in educational service delivery, IQTE, Girl child education and voice and accountability.

The two consultants would work together and closely with the State Team Leaders; State Specialist for IQTE, Access & Equity. The Consultancy is expected to last 24 days on the field to include the following specific tasks;

**Specific Tasks of Consultancy**

Initial orientation for consultants by Save the Children, the Lead Specialist Community Demand and Accountability, Access & Equity Lead Specialist, State Team Leaders and finalize plans and work schedules for the remainder of the consultancy.

Adapt the tool for conducting the in - depth partnership capacity assessment, using resources from Save the Children, and building on other tools that are being used in Nigeria, such as Action Aid and SAVI.

Conduct the CSOs' in – depth partnership capacity assessment in Kano and Jigawa states, using the agreed tools and criteria. Compile reports of each CSO assessment, along with recommendations (maximum 7) for which CSOs to select for engagement in ESSPIN and capacity strengthening areas.

Facilitate a process of identifying technical, programming and institutional capacities within the CSOs/CBOs for community mobilization, IQTE, educational service delivery and voice & Accountability

Clarify the organizational focus, vision and mission and the contribution of activities to the organizational focus

Determine in a participatory way, the capacity needs of CSOs/CBOS, reviewing strengths, weaknesses and existing opportunities.

Facilitate the development of a plan to address the strategic issues needed for organizational growth, particularly in relation to educational service delivery and impact

Determine CSOs/CBOs understanding of Partnership and its implication of for Engaging with ESSPIN

Liaise and work with SUBEB - social mobilization unit during the capacity assessment process as impetus for future Government/CSO partnership for change

Prepare to debrief ESSPIN state teams on key findings and recommendations as to their strengths, weaknesses, potentials and capacity gaps; if strengthened could enhance their education service delivery.

Prepare each state report of the consultancy assignment to include key recommendations in the ESSPIN required format.

**Expected Outputs**

Tool is adapted and developed for the CSO assessment exercise in Kano and Jigawa states, and technical capacity areas reviewed and adapted as well as the recent report on analysis on states capacity assessment and mapping carried out by SAVI and compiled by ESSPIN.

Assessment of each CSO is completed in Kano and Jigawa states.

Liaise and review of ESSPIN compiled report on the analysis of CSO mapping and assessment conducted by SAVI in states.

Reports are prepared based on analysis of the capacity assessment, and recommendations are submitted for specific CSOs/CBOs to serve as partners in the community demand component of ESSPIN for Kaduna State.  A summary report is also presented in a meeting with ESSPIN state team.

 Two final reports of the consultancy assignment is prepared and submitted in ESSPIN format.

*Type of Consultant Required*

The two consultants She/He will have extensive experience in education management/social development or its equivalent, with particular experience in organizational capacity assessments and reviews, interventions related to community management of local education systems, and in issues pertaining to quality, access, exclusion, gender, and equity.  Save the Children and the Lead Specialist for Community Demand and Accountability will oversee the work plan, activities, and inputs from the Consultants, in consultation with the Technical Teams Coordinator.

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*Timing and management of the Consultancy*

This assignment is expected to last two weeks in each state (Kano and Jigawa) in Sept - Oct 2009, to be undertaken by the two consultants. This assumes a 24 contractual days over a 5-day work /week in each state. Provisionally for each state, see table 1. The overall coordination and responsibility for this assignment as well as reporting for the two states shall be with the lead consultants and be supported by He/she involved in the assignment. The consultants shall report to the state team leaders and the lead specialist - community demand and accountability during and at the end of the assignment.

Table:1 (Kano and Jigawa)

| Activities |
|---|
| **Details activities to be planned by consultants  at the state level** |
| Briefing with ESSPIN State team leader and Access and equity/IQTE specialists.  sharing of work plan and  tools to be used for this exercise for possibility of adaptation |
| CSO Assessment in Kano state<br><br>(Familiarization and self assessment) |
| *Validation exercise at community level* |
| Initial field level analysis of results, preparation of report and recommendations and debriefing |
| Final reporting by lead consultant for each state |

**Qualifications/experience**

A postgraduate qualification or its equivalent in education, social development or development management and experience of designing/implementing strategies to facilitate community mobilization, (inclusive of children and other marginalized groups) in social service delivery. Practical experience of CSO/CBOs assessment, reviews and community interactions with school management structures in Nigeria. Experience of providing professional and technical inputs in development assistance programmes/projects.

**Knowledge**

Practical knowledge of educational development issues in Nigeria and other countries. Knowledge of Nigerian Govt. and parastatal structures and systems Practical knowledge of community-level development structures/ CSOs/CBOs  and engagement in education, and school-based governance structures in developing countries
Knowledge of CSOs engagement and coordination in Nigeria for development  **programming.**

**Abilities**

Ability to communicate appropriately with clients/stakeholders and to elicit reliable information.

Ability to inspire colleagues and to act as member of a team.

Ability to develop and coordinate participatory activities and design strategies for implementation.

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## Annex 2: Work plan

| S/No | DATE | ACTIVITY | VENUE | RESPONSIBLE | RESOURCES |
|------|------|----------|-------|-------------|-----------|
| 1. | Mon 28/09 | Briefing by STL<br>Planning with A&E, KM and IQTE | ESSPIN Office | Consultants& ESSPIN | Tools printed by end of day |
| 2 | Tue 29/09 | Advocacy visits to:<br> MOE PS (9:30 AM)<br>SUBEB ES (10:30 AM) | MOE & SUBEB | | 2 vehicles<br>Tools ready for use |
| | | (PM) Familiarization visit:<br>• FOMWAN –Team A<br>• YEHDI | Field | | |
| | | • NEC-Team B<br>• AKCRDT | Field | | |
| 3. | Wed 30/09 | Familiarization visits:<br>• TES –Team A<br>• IDI<br>• BEA | Field | | |
| | | • Samarib Ventures-TEAM B<br>• CCPE<br>• MMES<br>DEBRIEFING | Field | | |
| 4. | Fri 2nd –Sat 3rd Oct | In-Depth Capacity Assessment-TEAM A CSOs | NIIMA Guest Palace | | |
| 5. | Mon 5th -6th Oct | In-depth-Capacity Assessment workshop | | | Flipchart, Markers, Stand, Jotters writing materials , masking tape, Projector<br>Idea cards (white, yellow, Pink, Blue, Green), Scissors |
| 6. | Wed 7th Oct | External Verification (2 teams) | Field | Consultant, ESSPIN, SUBEB SMOE | 2 vehicles |
| 7. | **Thurs. 8th – Fri. 9th Oct** | **Analysis of Findings** | **ESSPIN Office** | **Consultant, ESSPIN, SUBEB SMOE** | |

## Annex 3: Workshop programme

**Civil Society Organization Capacity Assessment Workshop Ni'imah Guest Palace Hotel Kano**

| DAY1 | ACTIVITY | LEAD PERSON |
|---|---|---|
| 10:00 -10:05 | Opening prayer | |
| 10:05 – 10: 35 | Introductions and Ice breaking | |
| 10: 35 – 10:50 | About ESSPIN & Output 4 | |
| 10: 50- 11:00 | Expectations and Fears | |
| | Purpose of Workshop & Overview of workshop Programme | |
| 11: 00 – 11:30 | Tea Break | |
| 11:30 – 1:00 | Session 1: Organisational Timeline | |
| 1:00- 1:30 | Session 2:  Introduction to Onion Exercise | |
| 1: 30 -2:30 | Lunch & Prayer | |
| 2:20 -3:00 | Onion Exercise Continued | |
| 3:00- 3:45 | Technical Capacity Areas | |
| 3:45-4:00 | Prayer & Closing | |
| | | |
| DAY 2 | ACTIVITY | LEAD PERSON |
| 10:00-10:05 | Opening  Prayer | |
| 10:05-10:30 | Recap of Day One | |
| 10:30-11:00 | Tea Break | |
| 11:00-12:30 | SWOT Analysis | |
| 12:30-1:30 | Baseline & Visioning | |
| 1:30-2:30 | Lunch & Prayer | |
| 2:30-3:45 | Baseline & Visioning Continued | |
| 3:45-4:00 | Evaluation, Final Closing Prayers & Departure | |

## Annex 4: Workshop Attendance List

| | Name | Organization | Phone | |
|---|---|---|---|---|
| | | **CSO Capacity Assessment Workshop @ Ni'imah Guest Palace, Kano**<br>**2nd – 3rd October 2009**<br>**List of Participants** | | |
| 1 | Muhammad Mahdi Abdullahii | Citizen Council for Public Education | 08062067396 | mahdid2004@yahoo.com |
| 2 | Tune A Jibrin | Citizen CPE | 08037051371 | usmanaliyg@yahoo.com |
| 3 | Mustapha A Isa | Centre for Research Documentation and Training | 08035860600 | ahmedmustapha@yahoo.com |
| 4 | Haruna Wakili | Centre for Research Documentation and Training | 08033176995 | harunawakili@yahoo.com |
| 5 | Ado A Maitama | Centre for Research Documentation and Training | 07038520343 | adomaitama61@yahoo.com |
| 6 | Muratala A.A R | Centre for Research Documentation and Training | 08039641473 | |
| 7 | Mukhtar Ado Jibril | CCPE | 08052646074 | majibril2001@yahoo.co.uk |
| 8 | Adamu M Dukawa | CCPE | 064976005 | adamudukawa@yahoo.co.uk |
| 9 | B I Sharifai | Neighbourhood Education Committee | 08034087858 | babshiribrahimsharifai@yahoo.com |
| 10 | Wada Ilu | NEC | 08028378269 | neckano99@yahoo.com |
| 11 | Usman  A Maaji | NEC | 07028157288 | |
| 12 | Abdulshakur A Nuhu | NEC | 07028664727 | abduabbanuhu@yahoo.com |
| 13 | Kabiru Abdullahi | Youth Empowerment and Human Development Initiative | 08098844931 | kabjah@yahoo.com |

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| 14 | Zainab Muhammed | YEHDI | 08056869686 | znfbonomi@yahoo.com |
|----|-----------------|-------|-------------|---------------------|
| 15 | Muhammed Yahaya | YEHDI | 08053469514 | yehdiorg@yahoo.co.uk |
| 16 | Rabiu Y Alhaji | SMOE | 08023340425 | rabiuya@yahoo.com |
| 17 | Yardada Maikano | ESSPIN | 08033173825 | Yaradadda@yahoo.com |
| 18 | Abdulrahman Abdu | YEHDI | 08023748621 | yehdiorg@yahoo.co.uk |
| 19 | Sadiya Adamu | FOMWAN | 08037022566 | sadiyaadamu2yahoo.com |
| 20 | Mohd Nura Usman | ESSPIN | 08062114925 | muhd_nura_@yahoo.com |
| 21 | Aisha Ahmed Hassan | FOMWAN | 08037870035 | aishaahmedhassan@yahoo.com |
| 22 | Habiba Mijinyawa | FOMWAN | 08065823147 | habibamijinyawa@yahoo.com |
| 23 | Shubatu A Baba | FOMWAN | 08065531311 | shubathalima@yahoo.com |
| 24 | Victoria Crawford | CSACEFA | 07057857089 | victoriaemcrawford@gmail.com |
| 25 | Moses T Alaigba | Centre for Research Documentation and Training | 08032829234 | alaigba@yahoo.com |
| 26 | Kailu Umar Said | Centre for Research Documentation and Training | 08032424556 | mikaildj@yahoo.com |
| 27 | Ibrahim Adamu Bisirka | Centre for Research Documentation and Training | 08065574160 | basitkaj@yahoo.com |

## Attendance List 2<sup>nd</sup> workshop 5-6<sup>th</sup> October 2009

| S/N | NAME | ORGANISATION/L.G.A. | DESIGNATION | PHONE NUMBER |
|-----|------|---------------------|-------------|--------------|
| 1 | Dr. Adamu Turaki | Turaki Educational Consultancy Services | Managing Director | 08035537860 |
| 2 | Ado MUHD SANI | Turaki Educational Services | A/Director | 08058456100 |
| 3 | Hussaini Abdullahi | Turaki Educational Services | Member | 08069612426 |
| 4 | Ibrahim Bello | Samarib Ventures | Treasurer | 08036079349 |
| 5 | Saidu Sulaiman | Samarib Ventures | Chairman | 08026509200 |
| 6 | Auwalu Sule Yakasai | Samarib Ventures | P.R.O. | 08065025789 |
| 7 | Yakubu Adamu | Magajin Malam Educational Services | Chairman & Chief Executive | 08065379536 08036650383 |
| 8 | Bello Ibrahim | Magajin Malam | Project Coordinator | 08037020907 |
| 9 | Mustapha M Ibrahim | Magaji Malam | Member | 08088296733 |
| 10 | Hamisu Maifada | Magaji Malam | Secretary | 08065585222 |
| 11 | Baba Daud | Inter Generation Development Initiative | Prog. Officer | 08023633628 |
| 12 | Garba Haruna Idris | I.G.D.I | Chairman | 08069585363 |
| 13 | Maryam Zakari Bichi | Basic Education Association. | Programme Coordinator. | 08036283909 |
| 14 | Mohd Shehu Hussain | B.E.A. | Prog. Officer | 08065532646 |
| 15 | Umar Abdullahi | B.E.A. | Secretary | 07029397029 |
| 16 | Baturia Wada | SUBEB Kano | Cpta/Ngo | 08036410685 |
| 17 | Salisu Inuwa Giginyu | Turaki Educational Services | Member | 08035946222 |
| 18 | Abdullahi Yunasa | Turaki Educational Services | D/D T.E.C | 08036032061 |
| 19 | Sunusi M Kani | Samarib Ventures | Sec/Coordinator | 08023272111 |
| 20 | Haruna T Sharif | SUBEB Kano | C.S.B.M.C. | 08029138111 |
| 21 | Muhd Nura Usman | SUBEB Kano | A&E Specialist | 08062114925 |
| 22 | Umar Zakari | S.M.O.E. Kano | S.M.O.E. | 07035882181 |
| 23 | Yardada Maikano | Esspin Kano | I.Q.T.E Specialist | 08033173825 |
| 24 | Aminu Umar Garzo | I.G.D.I | Project Coordinator | 08065953280 |
| 25 | Umar Farouq Nuhu | I.G.D.I | Fin Secretary | 08036433179 |
| 26 | Mukhtar Salisu | B.E.A. | P.R.O. | 08033360594 |

## Annex 5: Compendium of CSOs Assessed

Compendium of 10 Civil Society Organisations Assessed in Kano

| S/No | | Organizations | | | | |
|---|---|---|---|---|---|---|
| | | 1.<br>Federation Of Muslim Women Associations of Nigeria (Fomwan) Kano State Branch | 2.<br>Citizens Council for Public Education | 3.<br>Youth Empowerment And Human Development Initiatives (YEHDI) | 4.<br>Magajin Malam Educational Services Kano | 5.<br>Turaki Educational Services |
| 1 | Physical Address | Tsamiyar Boka Bus Stop, Hotoron Kudu Quarters, Nassarawa Local Government area Kano State. | 1st Floor, 3rd Apartment, GIDAN BABAN GWARI. Airport road, kano. | Tsamiyar Boka Quarters, Hotoron kudu, Nassarwa LGA kano state. | 3r Floor Zainab House, No.2 Murtala Mohammed Way Kano | No 40 Opposite BUK main Gate (old site). |
| 2 | Contact Person | Hajiya Aisha Ahmad Hassan | Alhaji Adamu Mohammed Dukawa | Abdul A Abdul | Alhaji Yakubu Adamu | Dr. Adamu Mohammed Turaki. |
| 3 | Year/Type of Registration | 1984 / 85 by Corporate Affairs Commission, Abuja. | Registered with kano State Government in 2003. Papers with CAC Abuja awaiting formal registration. | Started in 2003 and got CAC registration in 2007, also has kano state registration. | Registered with CAC 1997 | July 2008 by Corporate Affairs Commission Abuja. |
| 4 | Target Groups | Women Youth and Children | Education Officials, schools, Communities | Youth and Women | Primary and secondary school pupils and teachers; Education Administrators. | Primary and secondary school Pupils and teachers as well as education Administrators. |
| 5 | Program Focus | Health, Education and general Social development | • Teacher training.<br>• Research in education<br>• Education management capacity building | Youth and Women Empowerment Enlightenment Policy issues | Education reform and development; research, training and policy support. | Awareness campaign on education; .Research work Networking education NGOs and supporting them. Community mobilization |

| 6 | **Vision** | Empowered Women who would serve as role – model for in fostering social development. | An effective education system that would produce better citizens. | Youth and Women becoming educated and enlightened on health and education importance | Quality education delivery at basic level. | Reform and systematic development in education delivery |
|---|---|---|---|---|---|---|
| 7 | **Mission** | Raising the standard of living of our target group, propagation of Religion. | Supporting education initiatives, conducting capacity building. | Advocacy, sensitization workshops, research | Working with all education stakeholders for education reform and development. | Assisting education stakeholders at all levels to effect a functional education delivery |
| 8 | **Goals/Objectives** | • Economic empowerment programmes.<br>• Literacy and Numeracy centres.<br>• Religious propagation.<br>• Awareness on current social issues. | • Conducting trainings.<br>• Seminars.<br>• Research work<br>• Introducing innovative ideas in education | Enrolment campaign, Advocacy visits, demand for accountability | Research and planning support<br>Teacher professional training.<br>Community sensitization<br>Support Access and equity in education<br>Encourage and support model school development | Research in current education issues<br>Supporting Curriculum development<br>Training school Administrators.<br>Up grading teacher quality in schools |
| 9 | **Staff Strength** | • 5 Executive committee members who serve on voluntary basis.<br>• 2,000 registered members who participate in activities voluntarily.<br>• Nursing officer, cleaner and 2 drivers on pay roll of FOMWAN. | 9 exco members of the CSO who do voluntary service | 5 Management Staff, 10 volunteer members | 10 Staff out of which 5 are permanent, and 5 voluntary | Has a Board of Directors with 10 members and a Management team. 5 standing committees with seasoned educationists look after key education areas. |
| 10 | **Physical Structure (office equipments, communication)** | • Office complex with 5 offices and a clinic.<br>• Sub secretariat in kano city. | Two room Office with some equipments but no signs and inscription of the CSO | Good Office complex; 4 Admin Offices; Conference hall; Vocational Class, Standby Gen; 6 computers; | Has an Office complex with equipments | Has a large Office complex with 5 offices and 5 daily working personnel with computer, stand by |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Has working equipments , more acquired recently as donation from COMPASS | | Flip chart board. No Vehicle. | | generators |
| 11 | **Management Structure** | • Board of Trustees<br>• State Executive committee.<br>• Standing committee. | President leads the CSO and there is a secretary, treasurer, PRO and 5 other Executive committee members | Has an Organogram of management, has a board of trustees as well as list of Admin and leadership | Has a board of directors and a Management team plus 4 sub committees members | 5 member management team see to the day to day running of the organization. |
| 12 | **Leadership Commitment** | • The 5 exco members conduct weekly meetings and carry out visits to places on their goals.<br>• Led by prominent women in kano who are recognized by the political, religious and Business class. | All 9 come together to decide on issues but it seems they don't meet frequently. | Has people who are serious and committed | Has retired educationists as its leaders who plan and support its activities. | All board members are popular educationists in kano and are committed to the affairs of the organization from the information gathered. |
| 13 | **All Activities related to education** | • Education<br>• Health<br>• Social development | Yes all its activities are related to education only. | Education as one aspect but also skills acquisition an Health issues. | Yes. | Yes. |
| 14 | **Accountability (Participation by target group and other stakeholders)** | All members given opportunity to participate in the set activities. Has documentation and records on all its engagements. | No specific records seen but there are evidence of working with Donor agencies and SUBEB. | All stakeholders fully involved and all its activities done in participatory approach. | Maintain records and documentation and also operate open door policy with its stakeholders. | Board of directors and management team keep records and all concerned briefed on happenings and events performed by the organization. |
| 15 | **Relationship with SMOE** | Members are co opted into ad hoc committees being set up by the SMoE and SUBEB. They also conduct research | Works for ESSPIN which is giving technical support to SMoE | Registered with Office of DD NGO matters at the SMoE.<br>Deals with SMoE as rep of | SOME invites it to help in all monitoring and planning activities.<br>Also helps SUBEB in | Invited by SMoE and SUBEB for organizing seminars and monitoring programmes and is also |

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| | | | | | | |
|---|---|---|---|---|---|---|
| | | on education and present to the SMoE. | | CSACEFA Participate in SMoE monitoring activities | organizing workshops and seminars for Classroom Teachers. | included in advisory committees being set up by the education authorities in kano. |
| 16 | **Collaboration/ Networking/Lin kages with sister organizations on education** | Collaborate with Islamiyya Schools and cooperate with other Muslim organizations in conducting programmes that are in line with its goals. | Does not have any contact with other CSOs working in same area | Yes, KANET, COFTAB, CSAN | CSACEFA, UNICEF, UNDP, USAID | Works with federal and state education monitoring bodies but is not affiliated to CSACEFA. |
| 17 | **Which CSOs will you like to work with on education?** | CSACEFA, Muslim sisters Organization, HIZBA, Jama'atu Nasril Islam | Any CSO that is working for Education reform | All CSACEFA members. | Inuwar jama'ar kano; Neighbourhood Education association. | Save the children and all education NGOs / CSOs in kano. |
| 18 | **Relationship between activities and mission** | All their activities are in line with their 4 cardinal goals and objectives / mission. | They go in line | Ready to adapt to need Create demand at community level | All its activities are related to its mission, though its registration by CAC is tied to a limited Liability company as a subsidiary. | All its activities are inclined towards supporting education development |

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| S/No | | Organization | | | | |
|---|---|---|---|---|---|---|
| | Physical Address | **6**<br>**Aminu Kano Centre For Democratic Research And Training (AKCDRT)** | **7**<br>**SAMARIB VENTURES LTD.** | **8**<br>**Inter-Generation Development Initiative** | **9**<br>**Neighborhood Education Committee** | **10**<br>**Basic Education Association** |
| 1 | Contact Person | 57/58 Gwammaja, Kano City The familiarization did not encounter any difficulty in locating the organization. Has a clear sign post that is easily recognised | Project Secretariat, rear side of Abinsa House, No. 4 Zaria Road, Kano | No 1 Dukawuya Gate, Bayero University Kano. P O Box 14224 | Kofar Nassarawa Primary School Adjacent to Sani Abacha Sports Complex | No. 3 Mohammed Mohammed Avenue, Hotoro GRA, Tarauni LGA, P. O. Box 6684, Kano State |
| 2 | Year/Type of Registration | Murtala Abubakar Ringim – 08039641473 | Saidu Sulayman, 08026509200, 0802327111, e-mail: saisulayman@yahoo.com | Aliyu Isma'il Diso-08065496178-aliyudiso @yahoo.com/kadepnet@excite.com | Wada Ilu-08028378269, Abdulshakur-08099793421/08034087858 neckano99@yahoo.com | Hajiya Hadiza Ibrahim Imam, 08037141165, 07029397029 |
| 3 | Target Groups | Established 2000, Registered with National University Commission (NUC) in 2002 | Registered business name in 1995. Secured CAC registration in 2005 | Established in 2005 Registered with the State at the Department of Youth Development of the Ministry of Information and CAC | Registered in 1998 with the Community Department of Kano Municipal LGA | Registered in 1998 as a Non – governmental organization with Agency for Mass Education |
| 4 | Program Focus | NGOs, CBOs, SBMCs, Civil Servants at State and LGA level, Politicians; the Executive and Legislators. AKCDRT engages all the target groups identified through conferences, seminars, workshops, trainings and capacity building programmes | | Less Privileged Youth-Boys and Girls of school age | Children of school age and their parents | Adults and Youths (In – school & out – of – school) |

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| 5 | Vision | Governance, Peace Education and Capacity building of Professionals such as Teachers, Administrators, Development Workers and seasoned civil servants | This organization is into book publishing, research, education & management consultancy. | Education, Environment and skills acquisition | Training of PTA and Community sensitization for the provision of quality education | Education |
| --- | --- | --- | --- | --- | --- | --- |
| 6 | Mission | AKCDRT does not have a documented vision | To realize a society that has people who are competent in providing educational services and also managing affairs they are entrusted with for the betterment of the society | Not articulated and documented | *"To improve access for basic education, equity and good health practices in schools."* The vision of NEC is not clearly articulated | To produce enlighten and dynamic citizens |
| 7 | Goals/Objectives | *'It involves, among others, a contribution to the consolidation of Nigeria's growing democratic heritage through the promotion of theoretical and applied research. In this, the Centre aims at finding practical solutions to especially national problems created by the undemocratic vestiges by the past. The centre shall strive also to contribute in the training of the cadre of efficient and patriotic public officers and citizens morally and politically prepared for the noble business of democracy and good governance'.* From the above, the mission not clearly articulated and too lengthy | To contribute to the educational development of humanity through book publishing, consultancy services in the area of education and management | Not articulated and documented | *"To sensitize and mobilize the community to partake in activities that will facilitate the provision of quality basic education and health practices in our schools".* Same as 6 above. | To provide better education services for purposeful skills development |

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| 8 | Staff Strength | Has a long list of 16 objectives as contained in their brochure of January, 2005, pages 5-7 | NA | To empower youths so that they become self reliant | Not available | To provide voluntary support services for the promotion of basic education amongst children, youths and adults |
|---|---|---|---|---|---|---|
| 9 | Physical Structure (office equipments, communication) | The organization has staff strength of 55. This number is made up of 8 management staff. The others are research assistants/officers, support staff and a pool of experts drawn from various institutions of higher learning. Also has a governing board with Directors, Academic Advisory Committee and Assistant Directors Training Research and Documentation. | Being a consultancy firm, the organization relies on its associate members in executing contracts & consultancy services. There is a total number of 15 associates. Skills possessed by these associates include but not limited to TPD, SDS, practical skills teaching and curriculum development | A 7 member Organization – 2 Directors, Project Coordinator, Program Officer, PRO, Media Consultant and I/C Education | NEC has a total of eight members constituting both the management and the board of trustees | The organization has staff strength of 10. This number comprises 4 executive committee members and 6 floor members. The executive committee is made up of the president, secretary, financial secretary and a treasurer. The floor members consist of an administration officer, public relations officer. Program officer and a programs coordinator |
| 10 | *Management Structure* | *AKCDRT has all the necessary facilities and equipments required of a standard office.* It is house in a complex built/provided by the university - BUK | The office is situated in a rented apartment. The following are office equipments Samarib has 1 desktop computer, 1 printer, 1 C – Way Water Dispenser, a generator and office furniture. | One room with 2 benches, a personal Laptop and desk top said to be in the house of one of the members | Has office accommodation provided by the LGA – A conference room and 1 office equipped furniture, desk top computer, and printer for facilitating reporting and documentation | Although BEA has office accommodation, the familiarization team could not ascertain what is inside because all staff of the organization travelled to Abuja for a meeting. |
| 11 | Leadership Commitment | *AKCDRT has an 8 member management team. This comprises of the ED, 2research Fellows, 2 Research Assistants, an Accountant & 2 admin staff.* All members of the team were present during familiarization, an indication of seriousness and commitment to the process | Samarib is headed by a Chairman (contact person) who collaborates with 15 associates as highlighted above. No formal organization structure exists. Decision in the organization is usually collective | *The list of people in item 9 constitute the Management* | Refer to 9 above | The management team of the organization is the same as the executive committee |

**Education Sector Support Programme in Nigeria**

| 12 | All Activities related to education | The leadership is commendable. This is evident from the immediate response of the ED whom we were informed that will not be available for the meeting due to his tight schedule, but with explanation on the need for him to be present, he sat throughout the process of familiarisation | The team interviewed the chairman but unclear about its commitment. However, it is hoped that the capacity assessment would implication for possible partnership with ESSPIN | It appeared as if the leader whom the team assume is one of the directors was not at the meeting and no explanation was given for his absence | Based on the observation of the familiarization team, there seem to be high level commitment such that even with little support from the government the committee is not deterred but keeps on working for the to ensure education development | This could be determine though due to comments in 10 above |
|---|---|---|---|---|---|---|
| 13 | Accountability (Participation by target group and other stakeholders) | • Teacher Professional Development(TPD)<br>• Community Mobilization for SBMCs and training for the established Committees<br>• Member of the Sub-Committee that developed the Education Agenda of the State | Under the State Education Sector Project (SESP), Samarib Ventures has undertaking Teachers' Professional Development (TPD) program in Rimi Gado LGA and managing the School Development Scheme (SDS) project in Garun Mallam LGA | • Trained Supervisors on monitoring strategies<br>• Trained Librarians on Library Management<br>• Trained Head teachers on school Management<br>• Conducted School Survey on Infrastructure, Personnel and Budget sponsored by BBC World Trust and Integrity, Abuja in Dawakin Kudu LGA | Trained PTA Executives<br><br>Conduct community sensitization on the need to provide their quota towards the enhancement of the educational standard<br><br>Generates funds for addressing education issues especially at the school level<br><br>Conducted baseline study on Women's participation in education | Activities related to education undertaken by BEA range from i) organizing PTA trainings in 3 LGAs (Ajingi, Tsantyawa Gaiya, and Kano Munincipal; ii) organized literacy programs for adults in Sumaila, Minjibir and Tudun Wada LGAs; iii) implementation of Ambassador Girls Scholarship program (currently a 5 year program – this program is aimed at providing to the less privileged girls from 10 schools in 2 LGAs (Tsanyawa and Kano Munincipal). Has been able to reach 105 girls and 92 boys both in primary & secondary schools; iv) also involved in sensitization and awareness creation to target communities & LGEAs 34 |

| 14 | Relationship with SMoE | Depends on the nature of the program-sometimes involve at planning stage and or both at planning and implementation. | Refer to 12 above | Stakeholders are being informed and involved at the level of implementation | Conducts advocacy visit to stakeholders and inform them of plans and the need for support in terms of their inputs and participation. NEC also encourage community contribution (cash or kind) toward education development for the purpose of sustainability | As a result of their involvement with stakeholders, 5 girls from Kofar Nasarawa Primary Schools have been supported by the communities |
|---|---|---|---|---|---|---|
| 15 | Collaboration/Networking/Linkages with sister organizations on education | Cordial one as in point 3 item13. Their participation in SESP is yet another bench mark of positive relationship with the SMoE through which SESP activities are being implemented | The relationship is only limited to implementing TPD and SDS facilitated by SAMARIB | They organization said that it is mutual stressing the fact that whenever they plan an activity the Ministry buys into it especially when it understands that traditional institution & leaders are strongly behind it | The State Ministry of Education (SMoE) recognizes NEC as an organization with focus on education. Also, NEC has a director from the ministry of education as one of its board members. This member provides feedback to the government on the activities of the committee. | Recognized by the State Ministry of Education (SMoE). This relationship is in the form of contacting/informing/writing the ministry/SUBEB of all their activities. The ministry has been actively participating in their scholarship program |
| 16 | Which CSOs will you like to work with on education? | High level of collaboration exists with other organizations. For example, AKCDRT has mentioned that it built the capacity of 17 CSOs in Kano State. This CSOs were mentioned as partners in undertaking projects, some of which are education bias in nature | None | They made mention of Safinatul Khair Foundation, YOSFIS, GDA, GGI, PASDI among others. Some of the things they do include sharing of ideas especially on best practices and writing joint proposals. They went further to say that this is being done because of similarities in goal, transparency and the good working relationship being enjoyed. | NEC has relationship with some CSOs and NGOs for expertise such as capacity building of PTAs with BEA and Child Growth Youth and Women Empowerment Initiative | BEA is a member of CSACEFA and has collaborated with YEHDI on HIV information program |

| 17 | Relationship between activities and mission | CRD, Kano Forum, Sumarib Ventures, YOSPIS, AHIP and DAG | Identified Kano Forum (Inuwar Jama'ar Kano) | Willing to work with all the institutions mentioned above in 16 | Explained that they enjoyed collaboration with the two organizations above and would not hesitate continuous collaboration with them | BEA identified NEC – Neighbourhood Education Committee and Child Growth & Women Empowerment as CSOs it will like to work with on education |
|---|---|---|---|---|---|---|
| 18 | Recommendation | Although AKCDRT has a broader mission transcending education intervention, its relationship with State Education Sector Project (SESP) in facilitating the SDS and TPD program couple with strongly established institutional presence in the state is commendable for partnership with ESSPIN | Refer to 13 | Although the organization does not have a documented vision and mission, a review of its activity reports for 2006, 2007 and 2008 clearly reflects its commitment towards education development and access at the community level | Activities in line with organizational focus | Activities in line focus |
| 19 | | Recommend for capacity assessment | Unclear | Recommended for capacity assessment | Recommended for capacity assessment | Recommended for capacity assessment |

## Annex 6: SWOT Analysis Summary 10 Organisations

**SWOT Analysis Summary for 10 Organisations**

| Organisation | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| CDRT | **A  Physical Structures/Facilities**<br>• Auditorium<br>• Administrative Block<br>• Guest Suites<br>• Restaurant<br>• Internet Connection<br>• Museum<br>• 3 Generators (350, 150, 140 KVAs)<br>• 6 functional vehicles<br>• Independent Water Supply<br><br>**B  Resources (Human)**<br>• Governing Board<br>• Strong Management Team<br>• 45 Standing Staff<br>• A Pool of University Staff   and other Affiliates<br><br>**C  Resources (Financial)**<br>• Funding from the university<br>• Internal revenue sources<br>• Donations/grants<br><br>**D  Institutional Nature of the Centre**<br>• Credibility acquired through partnership<br>• Transparency<br>• Prudence<br>• Accountability<br>• Annual audited accounts | • Financial constraints<br>• Low patronage form government at all levels<br>• Staff attitude to work due to frequent industrial actions (strikes)<br>• Lack of monitoring and evaluation mechanism | • Patronage from international agencies  due good track records of achievement<br>• Good will and support of the local communities<br>• Vast experience in organizing seminars, workshops and conferences<br>• Prevailing democratic order<br>• Extensive network with local NGOs/CBOs and CSACEFA<br>• Legacies of late Malam Aminu Kano<br>• Opportunities of attending workshop and seminars within and outside Nigeria | • Under funding<br>• Prevalence of corruption in Nigeria<br>• Military coup de'tat<br>• None implementation of research and policy recommendations by the government<br>• Persistent industrial actions (strikes)<br>•  Ethnic/religious conflicts |

|  | | | | |
|---|---|---|---|---|
|  | • Annual reports<br>• Track of records of achievements<br>**E Skills**<br>• Well trained and qualified professionals<br>• Access to foreign experts | | | |
| **CCPE** | • Functional organizational structure<br>• Human resource,committed team, experience members<br>• Capabilities<br>• Societal/government/community recognition<br>• Administrative support staff | • Limited funds | • SUBEB –PTDP<br>• CSACEFA Networking opportunities<br>• Other donors agencies | • Changes in policies/ leadership<br>• Limited funding |
| **FOMWAN** | • Larger diverse professional membership<br>• Wide coverage in all 44 local government areas in Kano State<br>• Supportive individual members<br>• Supportive board members<br>• Support from the Ulamas<br>• Community support | • No enough permanent staff<br>• Inadequate founding | • Government support<br>• Presence of donor willing to fund dev elopement programmes activities<br>• Opportunities to engage and donor agencies capacity building/ workshop | • In ability /lack of willingness for beneficiaries to pay for services<br>• Negative attitudes of people towards positive healthy behaviours<br>• Increased competition among other organisation |
| **NEC** | • Legal Backing<br>• Qualified personnel<br>• Owned office accommodation<br>• Funds<br>• Community recognition<br>• Representation of major stake-holders on the Board of Trustees | • Inadequate funds<br>• Inadequate ICT materials<br>• Inadequate resource persons | • The Law establishing the SBMC enables us to explore means of improving our strength.<br>• CSACEFA membership<br>• Kano Network of NGOs(membership)<br>• Collaboration with international development partners. (UNICEF, World Education,) | • Unstable Government Policy<br>• Inflation<br>• Difficulty in Funds generation<br>• Problem of sustainablity of projects<br>• Social and political riots which may distrupt project |

| | | | | |
|---|---|---|---|---|
| | | | • Contribution of local community groups and Individuals | implementation |
| **Samarib Ventures LTD** | • Legal backing i.e. registration with the Cooperative Affairs Commission.<br>• Accessibility/availability to qualified personnel.<br>• Ownership of an equipped office.<br>• Financial capability.<br>• Recognition through publications.<br><br>• **Main cause:** Ten years experience in training and publications | • Poor monitoring and evaluation culture.<br>• Inadequate number of full time staff<br>• Lack of office vehicle.<br><br>• **Main cause:** Consultancy services require occasional use of resource persons ie when there is a project at hand. | • Existence of many educational institutions that can patronise our services.<br>• Existence of development partners interested in education.<br>• Existence of a law establishing SBMC in school provides more training opportunities.<br>• Promotion policy for lecturers in tertiary institutions of learning in regards to publications provides additional opportunities.<br>• **Main causes:** Large size of the Nigerian community and existence of many educational institutions | • Price instability affecting organisational income.<br>• Increased competition in the publication industry.<br>• Unstable government policy on training of primary and junior secondry teachers.<br><br>• **Main cause:** Inefficiency of the public sector in Nigeria |
| **YEDHI** | • **OFFICE FACILITIES**:-<br>• *OFFICE SPACE*:- Conference room, 3no Offices space, kitchen, Reception hall, Youth friendly centre, 4nos. toilet rooms, Women development centre,<br>• *OFFICE EQUIPMENT*:- Generator, 7 nos. Computers, shelve, Desks & Chairs, executives chairs, 10 nos. ceiling Fans, policy documents Radio recorder, 2 nos. television set, DVD, Video cupboard, Photocopy machine, printer, kitchen utensils etc.<br>• *HUMAN RESOURCES*:- We have qualified | • **FINANCIAL**:- In adequate financial resource<br>• **SKILLS:-** In adequate Financial Management staff<br>• **CAPABILITIES"**- Need more knowledge in Budget tracking, & financial Management<br>• **DISADVANTAGE**:- In adequate funding<br>• **MAIN COUSES**:- Lack of | • *CHANCES:-*<br>• Available Policies<br>• Enabling Environment<br>• Newly Inception of Founders Projects to support our activities and stake holders<br>• Community and stakeholders backing | • Resistance from the community when carrying some project like Reproductive Health program (RH), IQTE implementation etc.<br>• Exit of some donor Agencies<br>• Financial sustainability/under funding<br>• Economic Meltdown |

| | | | |
|---|---|---|---|
| | availability of staffs<br>• **SOURCES OF INCOME**:- Donation from wealthy communities, board of trustees and membership fees.<br>• **SKILLS**:- Qualified experienced professional staffs as follows<br>  – Administrator with masters in Developmental studies<br>  – Program officer Health with Bsc Biochemistry<br>  – ICT Coordinator, educationist with master in Computer Science<br>  – Environmental officer wih Bsc, PGD Environmental Mgt.<br>  – Snr. Pogramm officer with PGDM<br>  – Medical partner with MBBS<br>  – Office secretary Diploma in secretariate studies.<br>• **CAPABILITIES**:-Presence of competent staffs executed many projects/program related to both education and Health issues such as Monitoring, Mobilization, Research and Survey, Peer Health education (PHE) training, skills acquisition etc.<br>• **OTHER ADVANTAGES:-** Registration with CAC,<br>• Knowledge about the communities we a living with,<br>• Networking with other NGO's through CSACEFA,<br>• Enabling Policy Environment<br>• **MAIN COUSES**:- Members commitment<br>• Community acceptance | project at Hand. | | |

| | | | |
|---|---|---|---|
| **Turaki Educational Services** | • Adequate office space and resource personnel, office facilities, e.g. Resources e.g. computer, printer, generator, office vehicle for services, internet facilities.<br>• Cordial relationship with clients, state holders in education e.g. LGA, state government, SUBEB, KSSSMB and private education organizations NGOs (FOMWAN, AHIP, save the children, SMEDAN)<br>• Fully registered with cooperate affairs commission (CAC) ,with the registration number RC:758603 | • Inadequate supporting staffs e.g. clerks, massages, finance officers, technicians<br>• Newly established<br>• Insufficient operational facilities e.g. lack of guidance and counseling facilities like audiovisual equipment<br>• Insufficient financial resources | • Well established linkages with other professional organization such as WAEC, NECO, NABTEB, NUT, COEASU, ANCOPSS, CHASS of Ghana, Kenya Educational Associations, MASS of Uganda etc.<br>• Establishment of relationship with some neighboring state e.g. Jigawa, Kaduna, Bauchi and Katsina state | • Poor patronage e.g. By community and society<br>• Low level of awareness of the services |
| **Magajin Malam** | • Effective monitoring and evaluation skills<br>• Capable management and Delegation of responsibilities<br>• A functional Board<br>• Experienced and committed staff<br>• Legal backing (registration with CAC) | • Inadequate number of staff<br>• Lack of permanent office<br>• Inadequate office facilities e.g. Computer, Internet connection<br>• Inadequate vehicles<br>• Insufficient operational funds<br>• Lack of proper documentation of resource materials | • Stable political environment<br>• Developing partners involvement in projects/programmes<br>• Liberal Government policies<br>• International and national NGOs collaboration and support | • High competition<br>• Lack of adequate funding<br>• Frequent change of Government policy<br>• Delay and non-implementation of Budget by Government |

## Annex 7: LGA/Community Intervention

**LGA/Community Intervention**

| S/No. | LGA | Organization | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AKCDRT | CCPE | FOMWAN | NEC | Samarib Ventures | YEHDI | TEC | MME | IGDI | BEA |
| 1 | Ajingi | | ⬜ | 🟧 | | | ⬜ | | 🟪 | | 🟥 |
| 2 | Albasu | ⬜ | ⬜ | | | | | | | | |
| 3 | Bagwai | | | | | | | | | | |
| 4 | Bebeji | ⬜ | | | 🟩 | | | | | | |
| 5 | Bichi | | | 🟧 | 🟩 | | | | | | 🟥 |
| 6 | Bunkure | | | 🟧 | | | | | | | |
| 7 | Dala | ⬜ | | 🟧 | | | | | | | |
| 8 | Dambatta | ⬜ | | | | | | 🟥 | | | |
| 9 | Dawakin Kudu | | | | | | | | | | |
| 10 | Dawakin Tofa | | | 🟧 | | | | | | ⬛ | |
| 11 | Doguwa | | | | | | | | | | |
| 12 | Fagge | ⬜ | ⬜ | | | | | | | | |
| 13 | Gabasawa | | | 🟧 | | | | | | | |
| 14 | Garko | | ⬜ | | | | | | 🟪 | | |
| 15 | Garun Malam | ⬜ | | 🟧 | | 🟦 | ⬜ | | | | |
| 16 | Gaya | | | 🟧 | | | | | | | 🟥 |
| 17 | Gezawa | | | 🟧 | | | | | | | |
| 18 | Gwale | ⬜ | | 🟧 | | | | | | ⬛ | |
| 19 | Gwarzo | | | 🟧 | 🟩 | | | | 🟪 | | |
| 20 | Kabo | | | | | | | | | | 🟥 |

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| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 21 | Kano Municipal Council | | | | | | In-Depth Capacity Assessment of Civil Society Organisation | | | | |
| 22 | Karaye | | | | | | | | | | |
| 23 | Kibiya | | | | | | | | | | |
| 24 | Kiru | | | | | | | | | | |
| 25 | Kombotso | | | | | | | | | | |
| 26 | Kunchi | | | | | | | | | | |
| 27 | Kura | | | | | | | | | | |
| 28 | Madobi | | | | | | | | | | |
| 29 | Makoda | | | | | | | | | | |
| 30 | Minjibir | | | | | | | | | | |
| 31 | Nassarawa | | | | | | | | | | |
| 32 | Rano | | | | | | | | | | |
| 33 | Rimin Gado | | | | | | | | | | |
| 34 | Rogo | | | | | | | | | | |
| 35 | Shanono | | | | | | | | | | |
| 36 | Sumaila | | | | | | | | | | |
| 37 | Takai | | | | | | | | | | |
| 38 | Tarauni | | | | | | | | | | |
| 39 | Tofa | | | | | | | | | | |
| 40 | Tsanyawa | | | | | | | | | | |
| 41 | Tundun Wada | | | | | | | | | | |
| 42 | Ungogo | | | | | | | | | | |
| 43 | Warawa | | | | | | | | | | |
| 44 | Wudil | | | | | | | | | | |

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## ANNEX 8: Summary of Organizational Capacity Areas

**Figure 1: Summary of major capacity Areas**
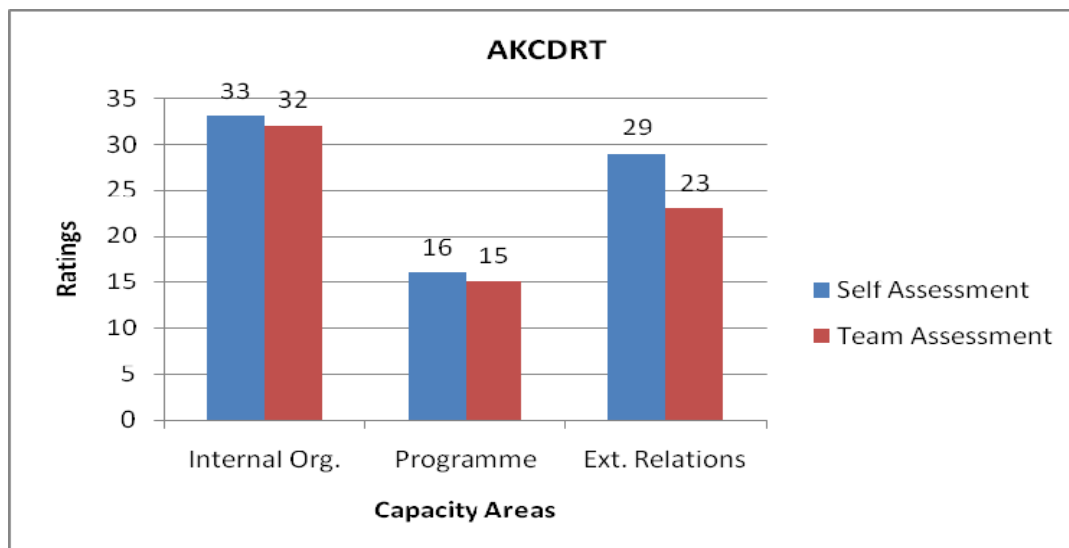


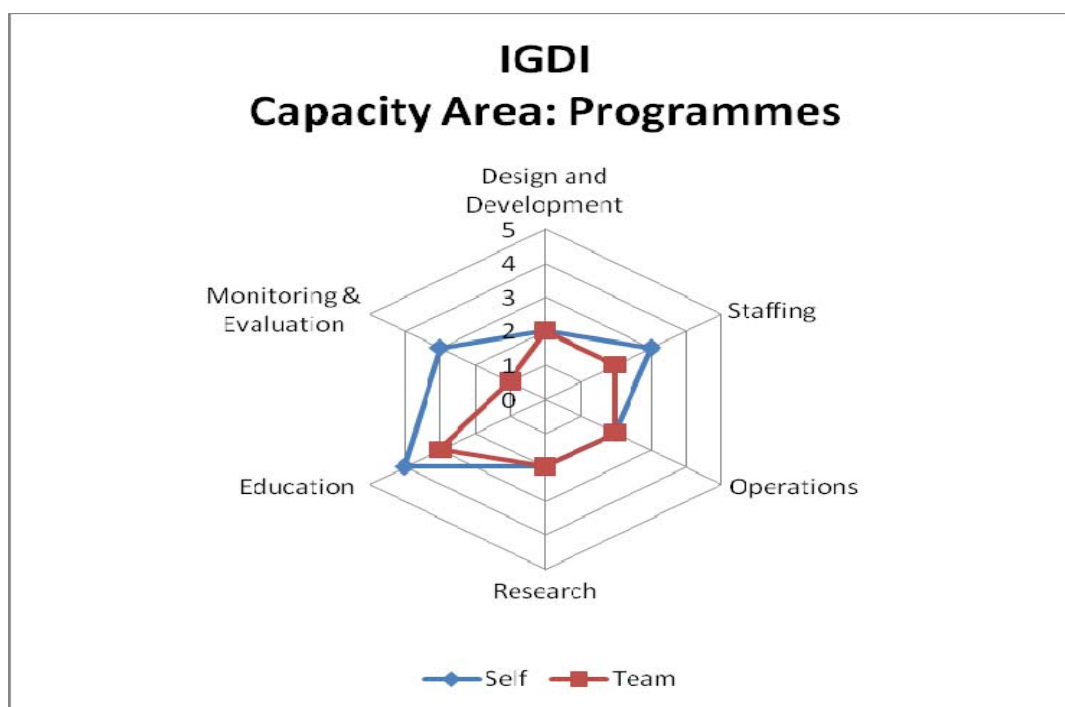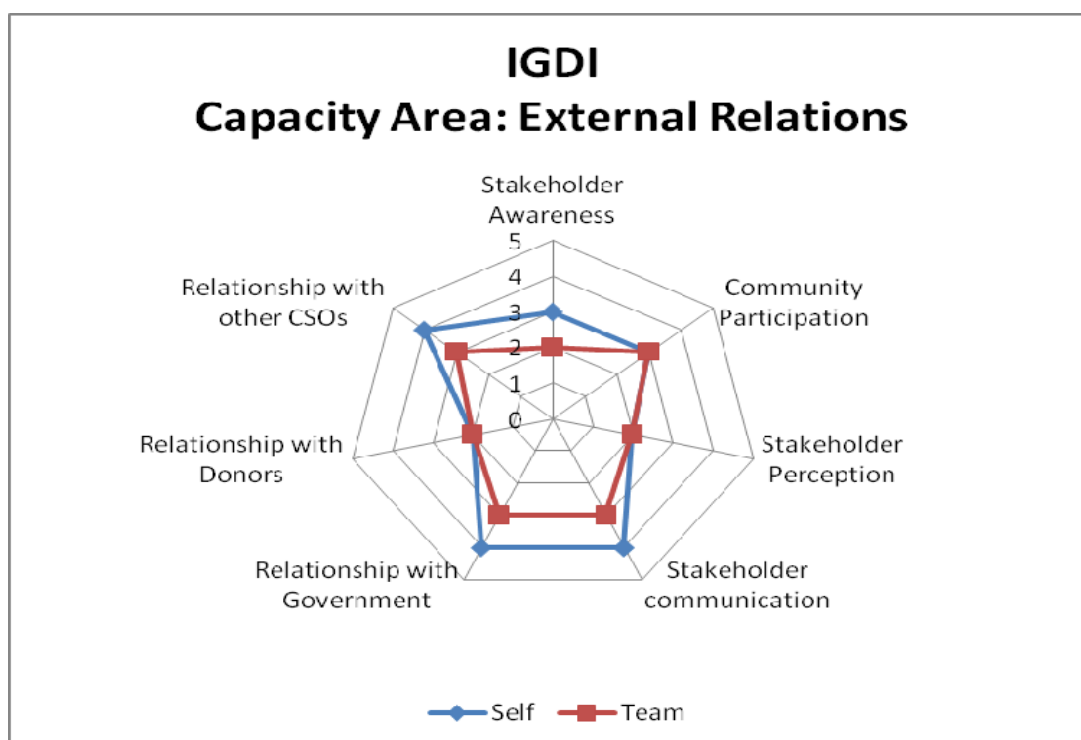**Figure 2: Internal organisation**

**Figure 3: Programming**



**AKCDRT**
**Capacity Area: Programmes**
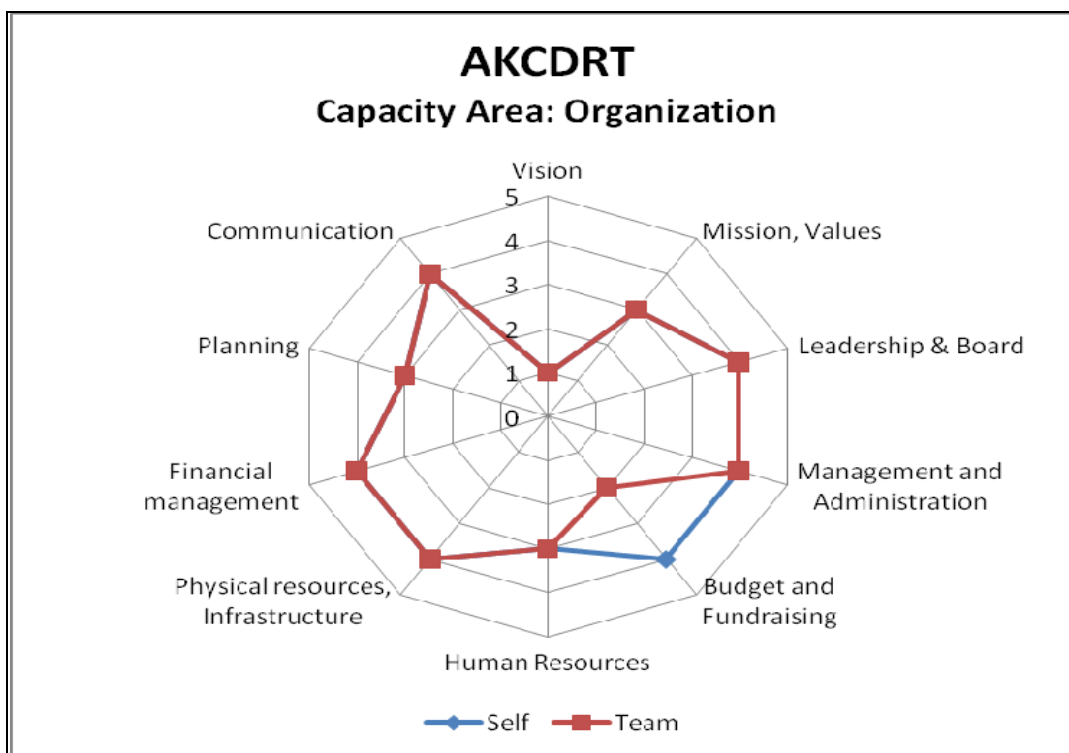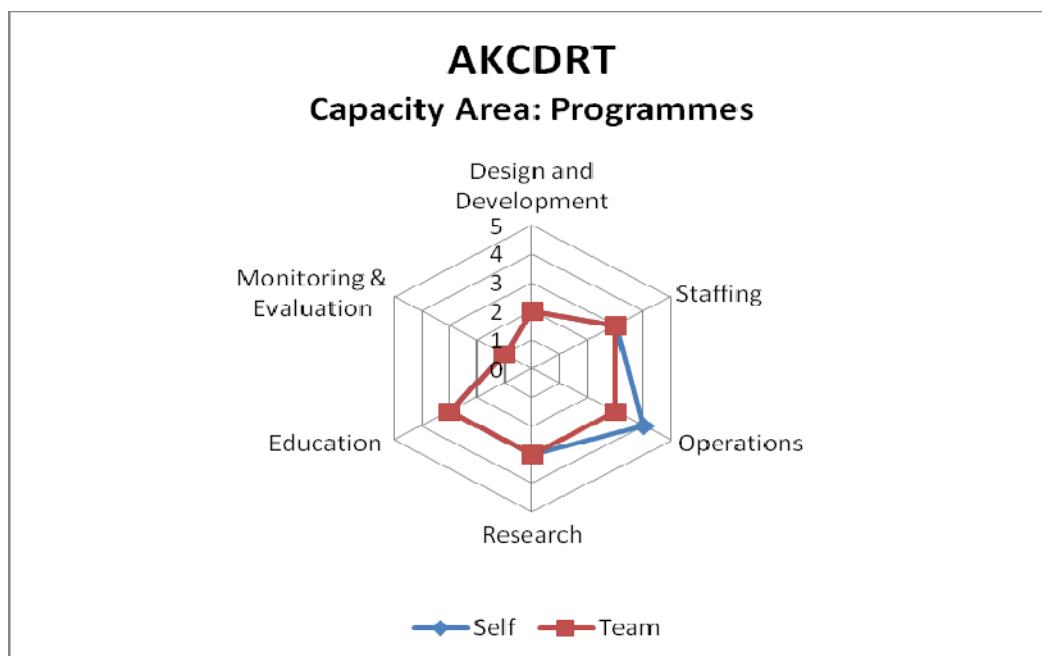
**Figure 4: External Relations**



**AKCDRT**
**Capacity Area: External Relations**
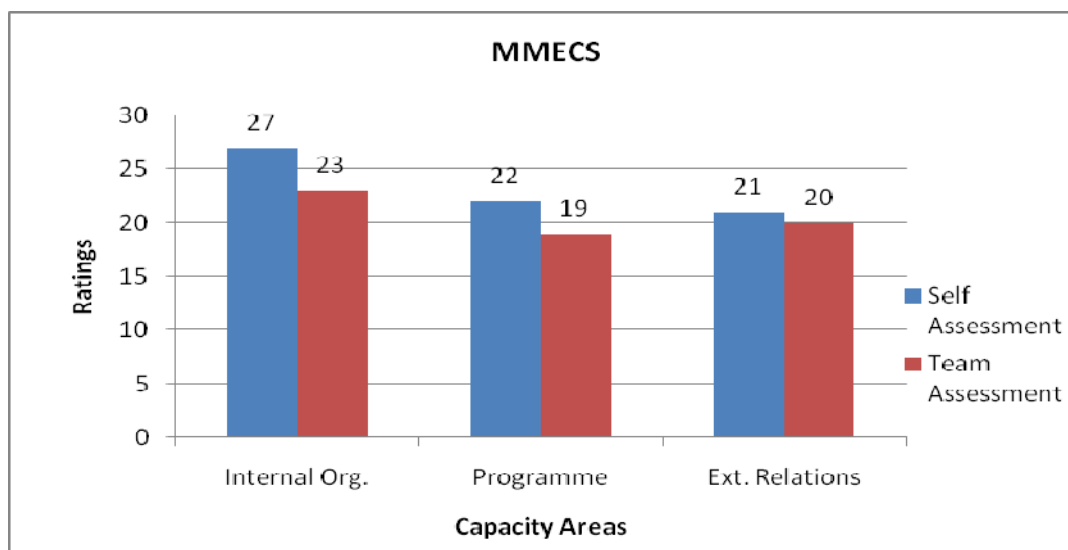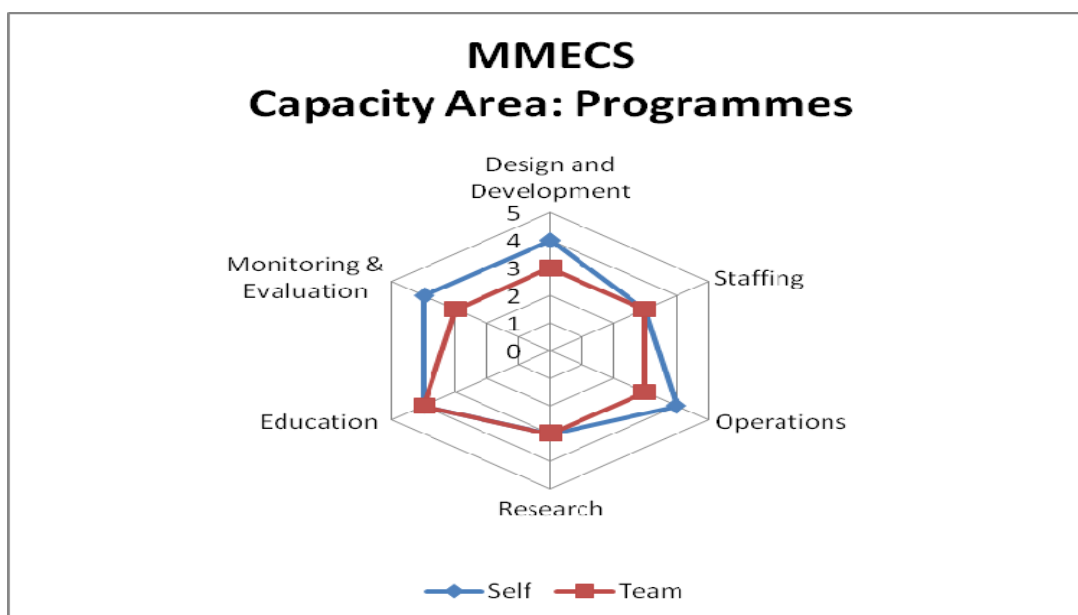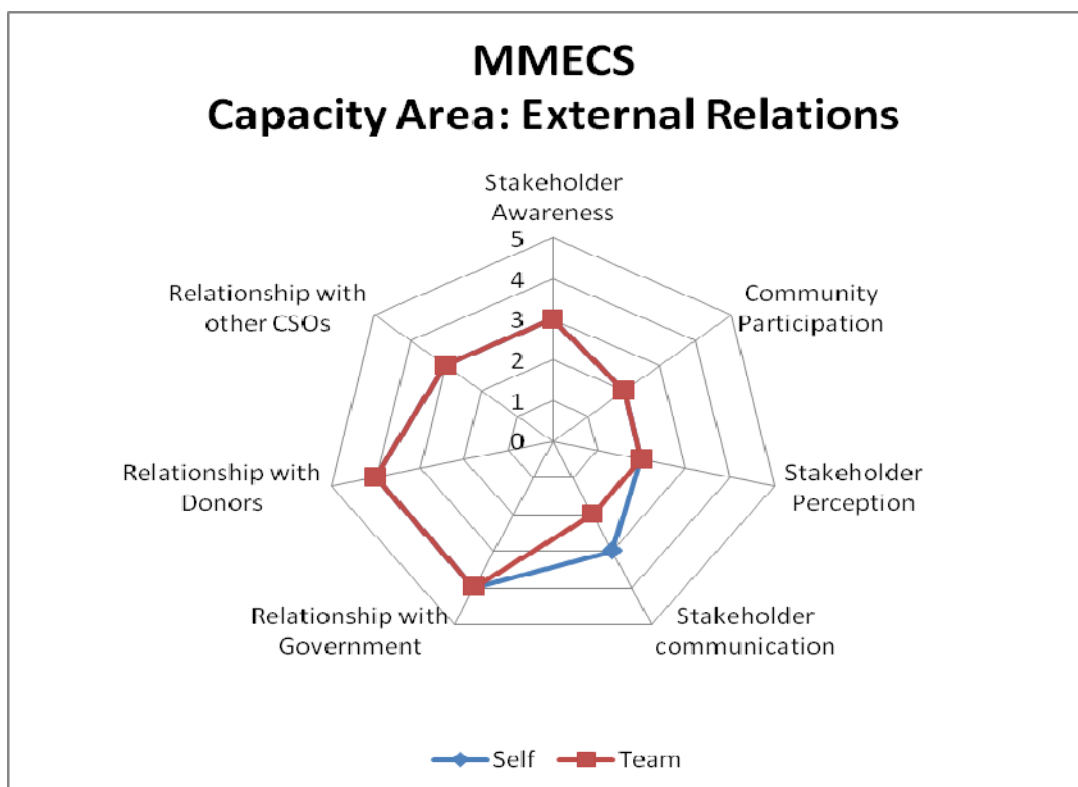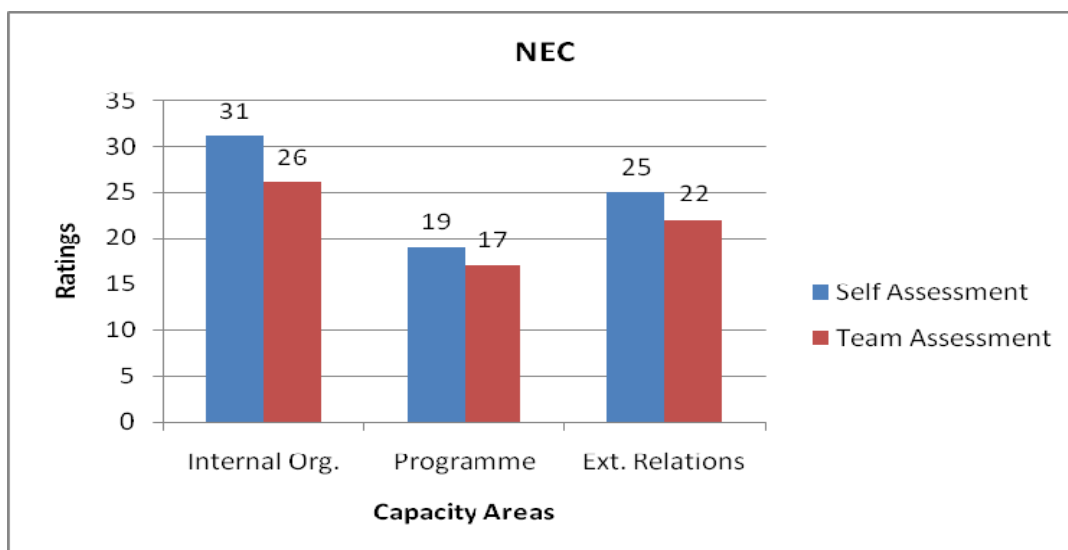
45
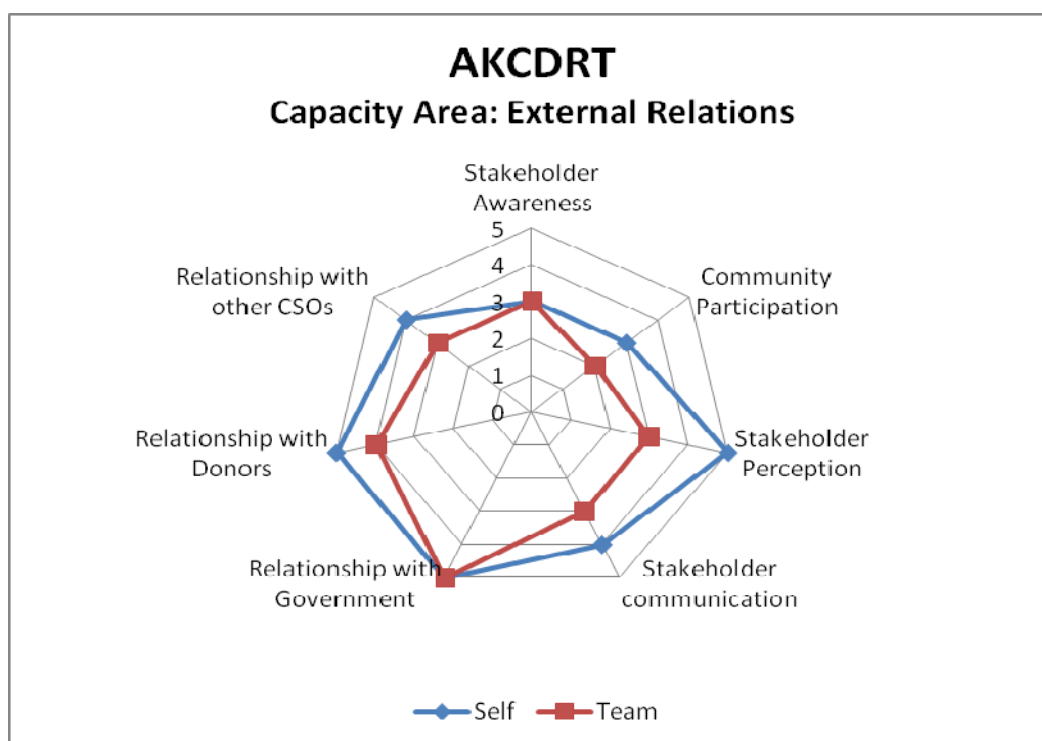
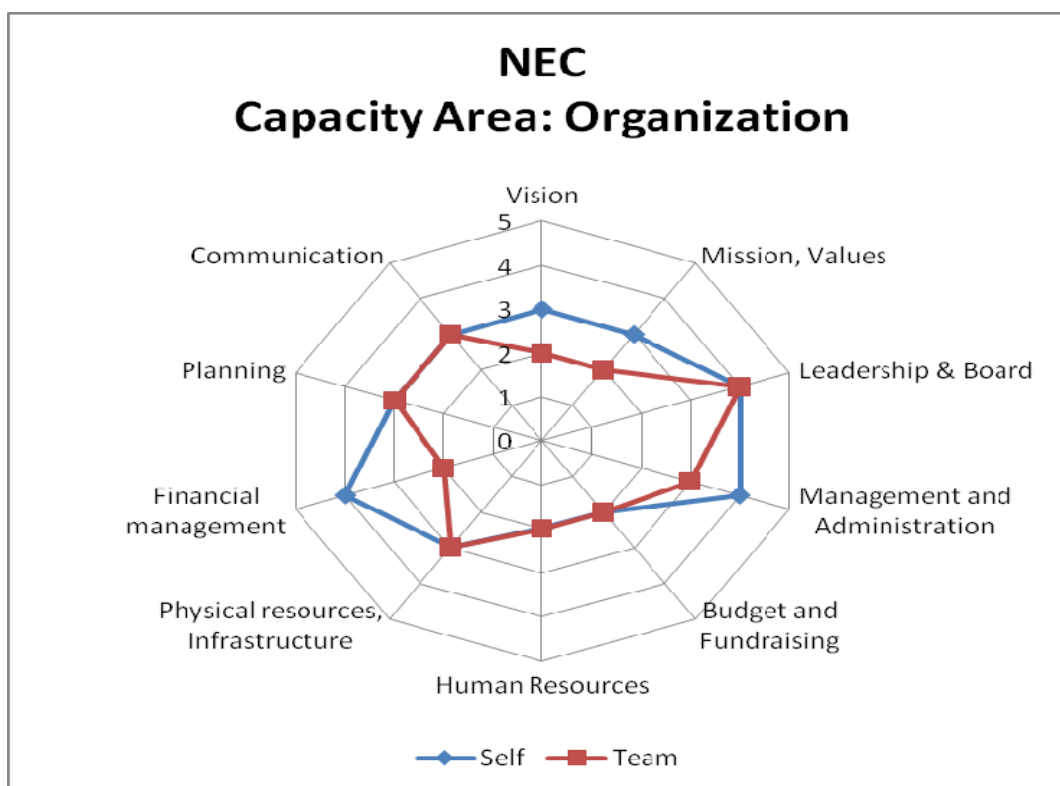**Figure 5: Major capacity Areas**
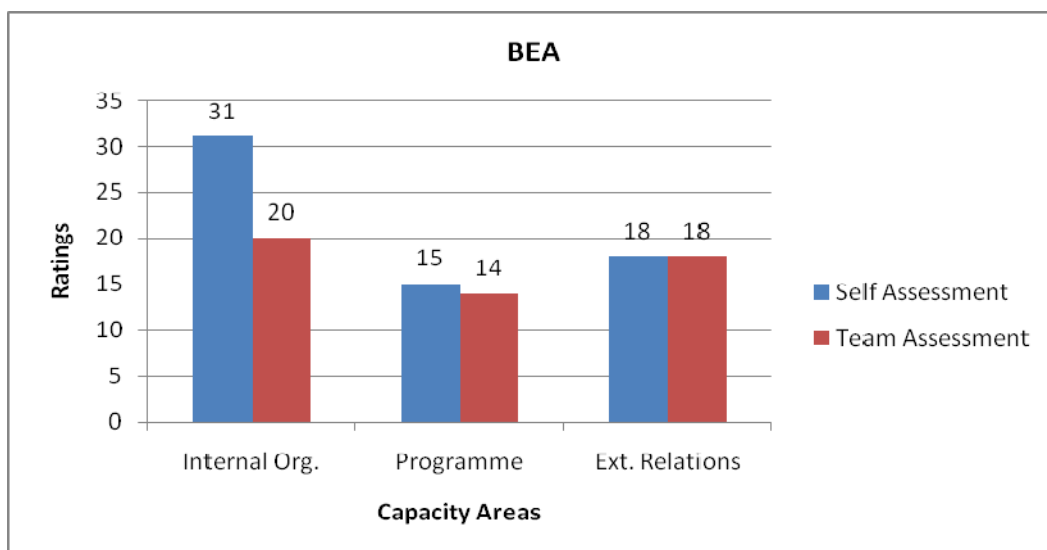


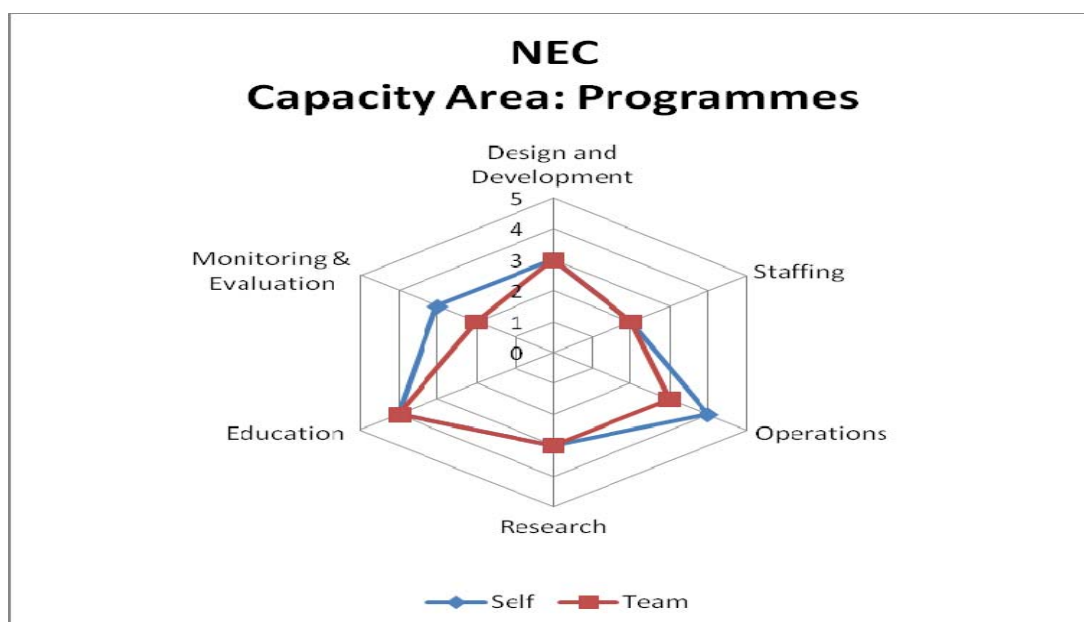**Figure 6: Internal organisation**

**Figure 7: Programming**
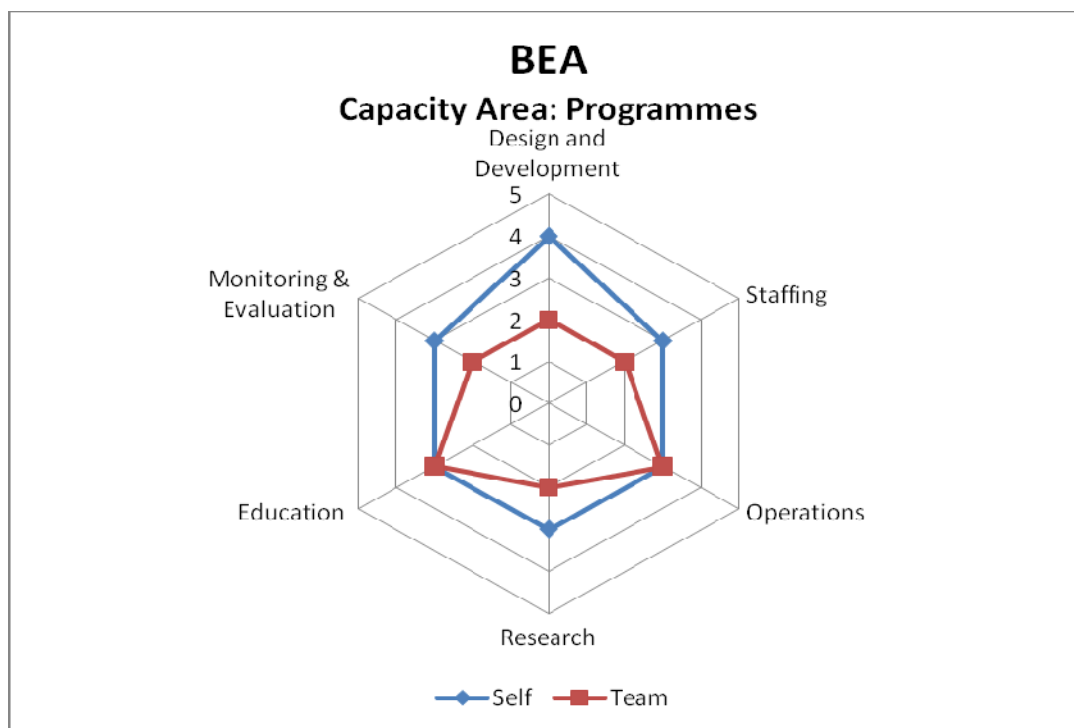


**Figure 8: External Relations**
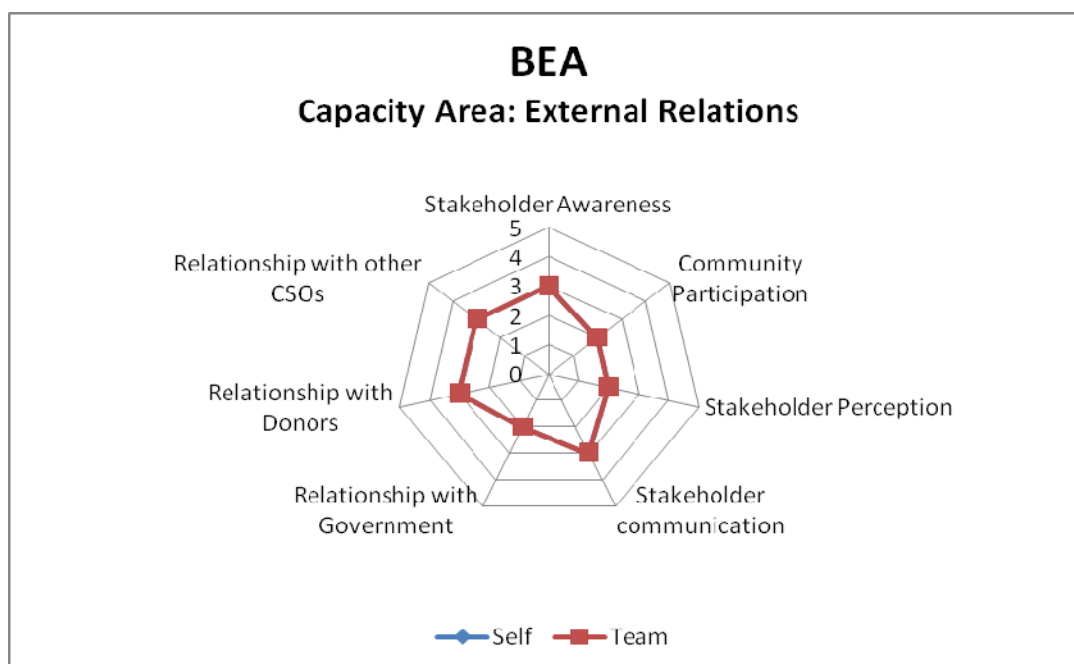
**Figure 9: Major capacity Areas**
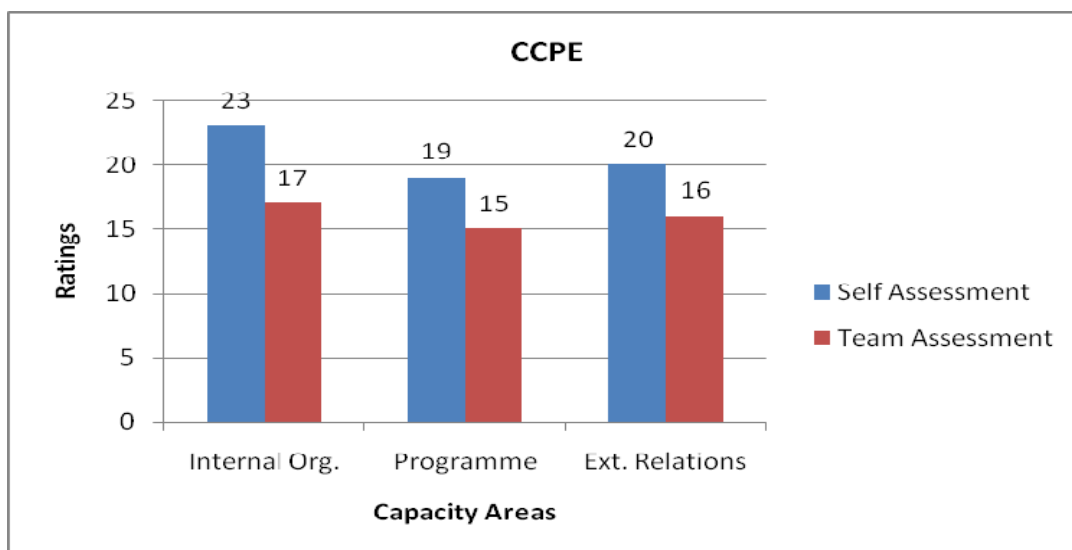


**Figure 10: Internal organisation**
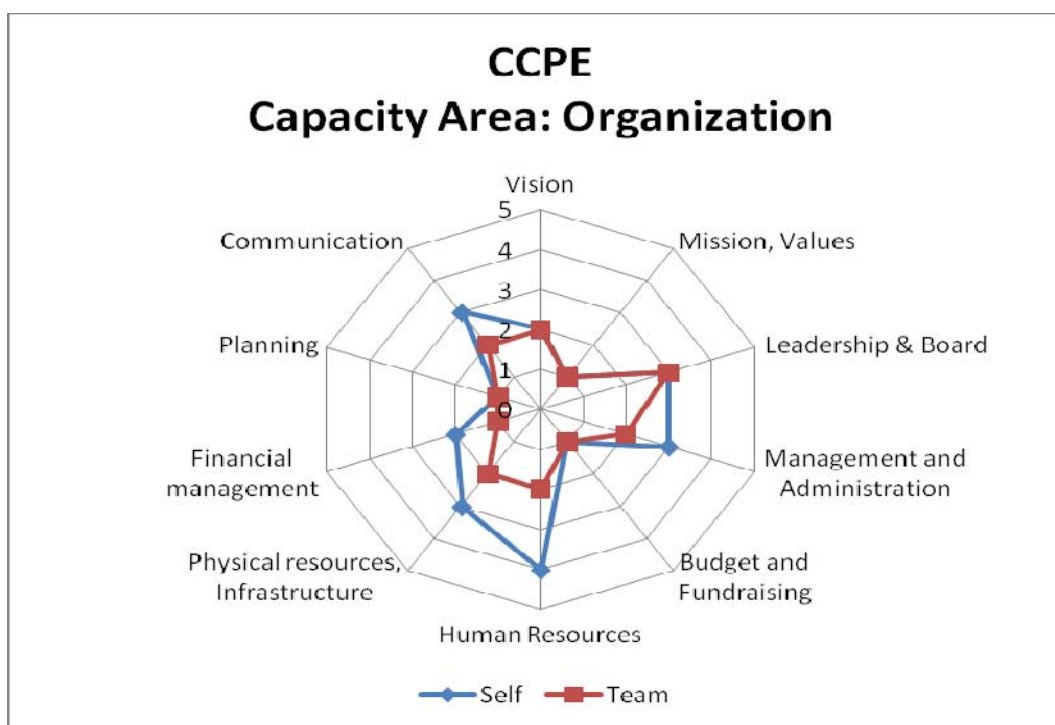
**Figure 11: Programming**
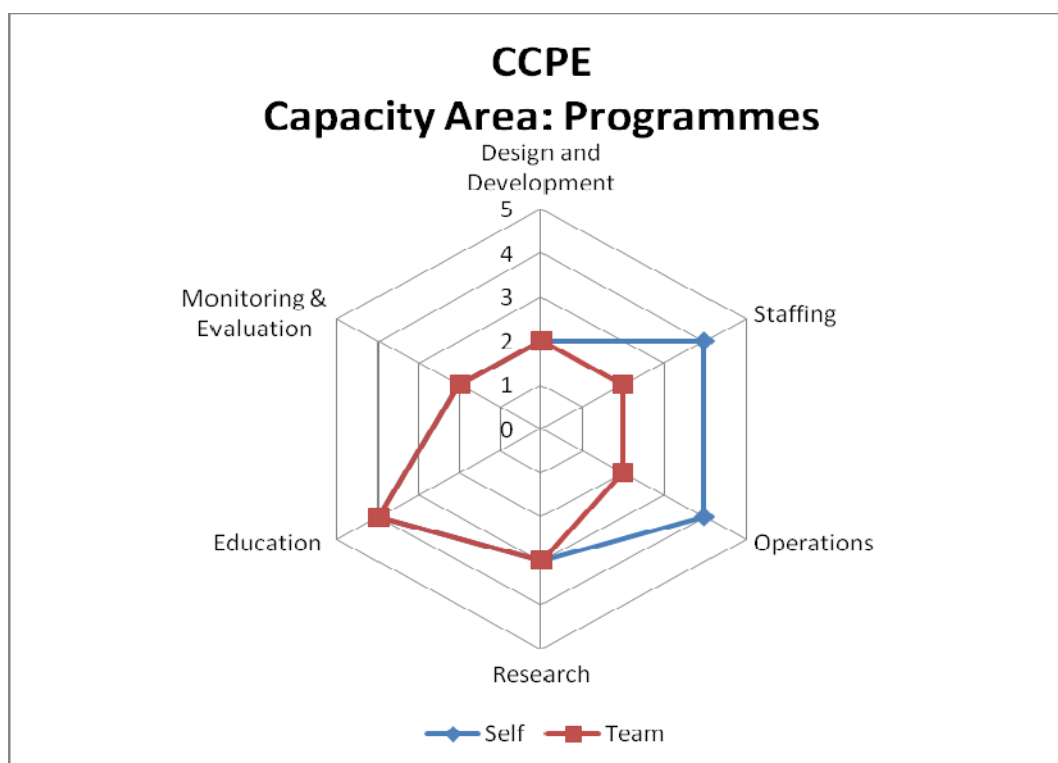


**Figure 12: External Relations**



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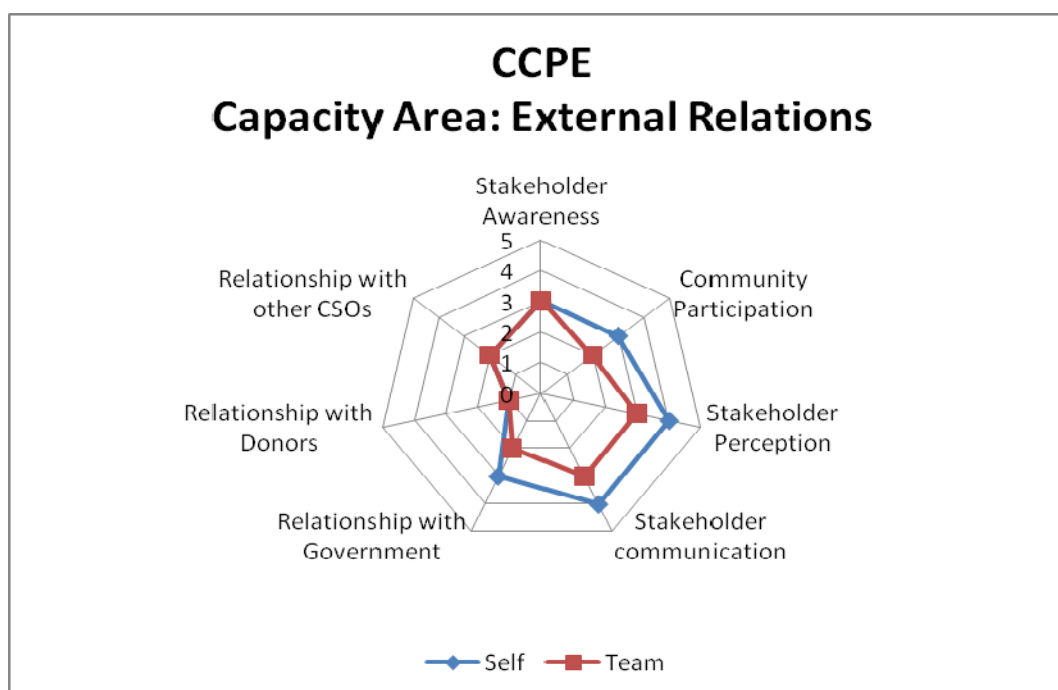
**Figure 13: Summary of major capacity Areas**
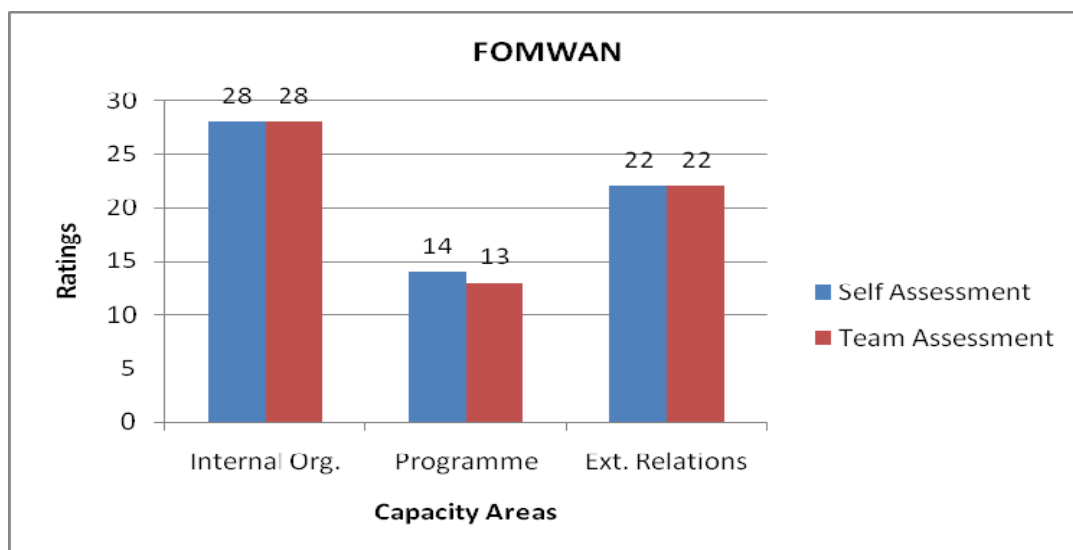


**Figure 14: Internal organisation**
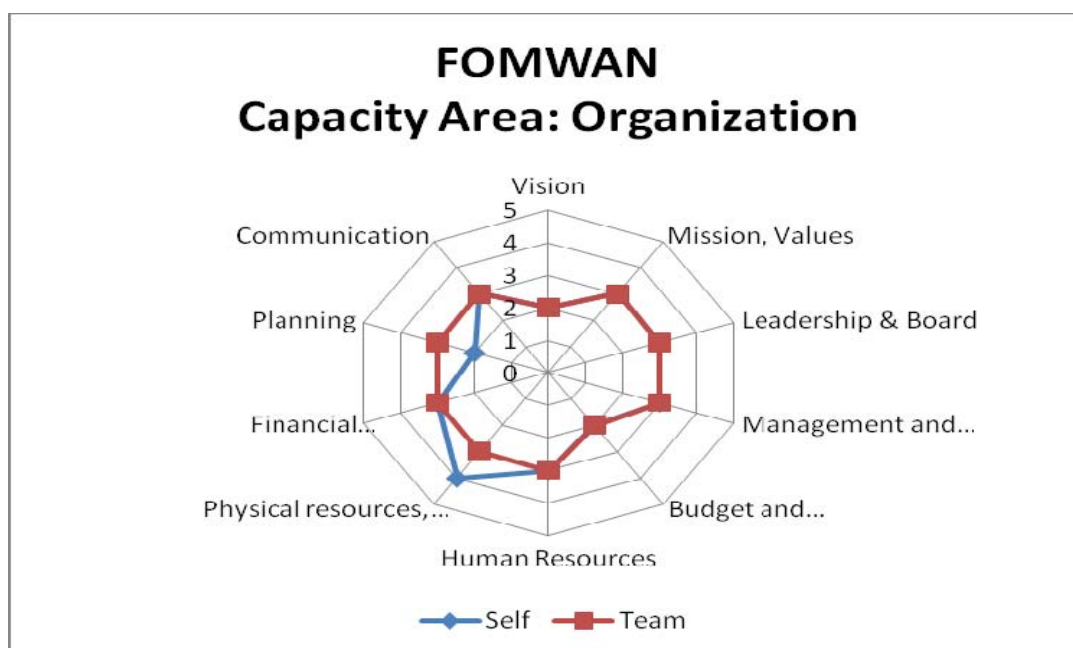
**Figure 15: Programming**
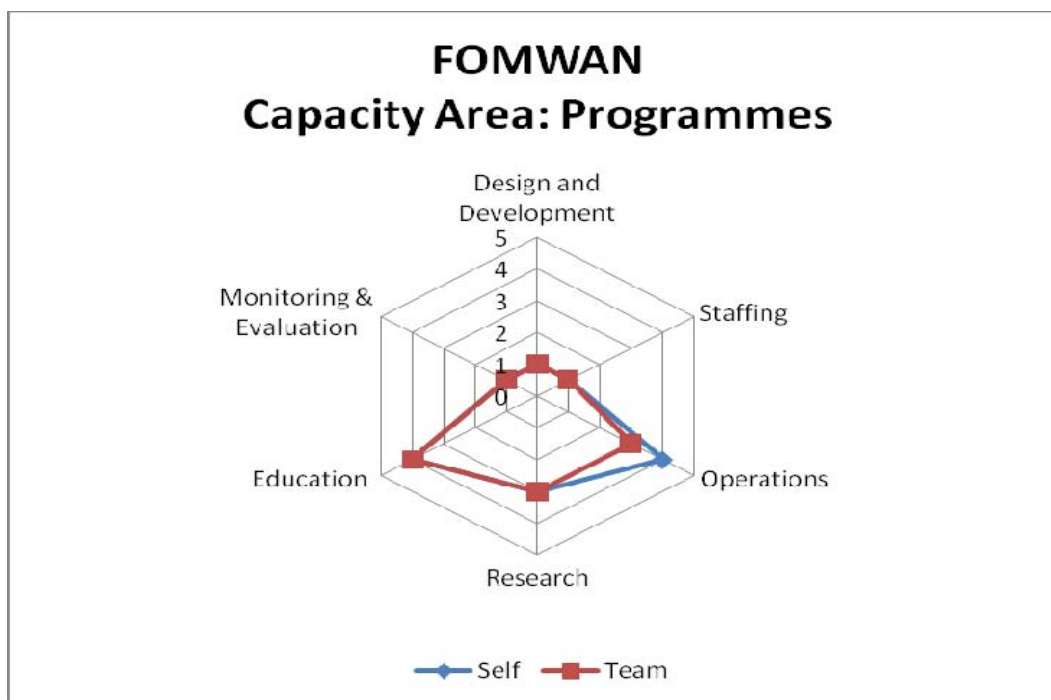


**Figure 16: External Relations**
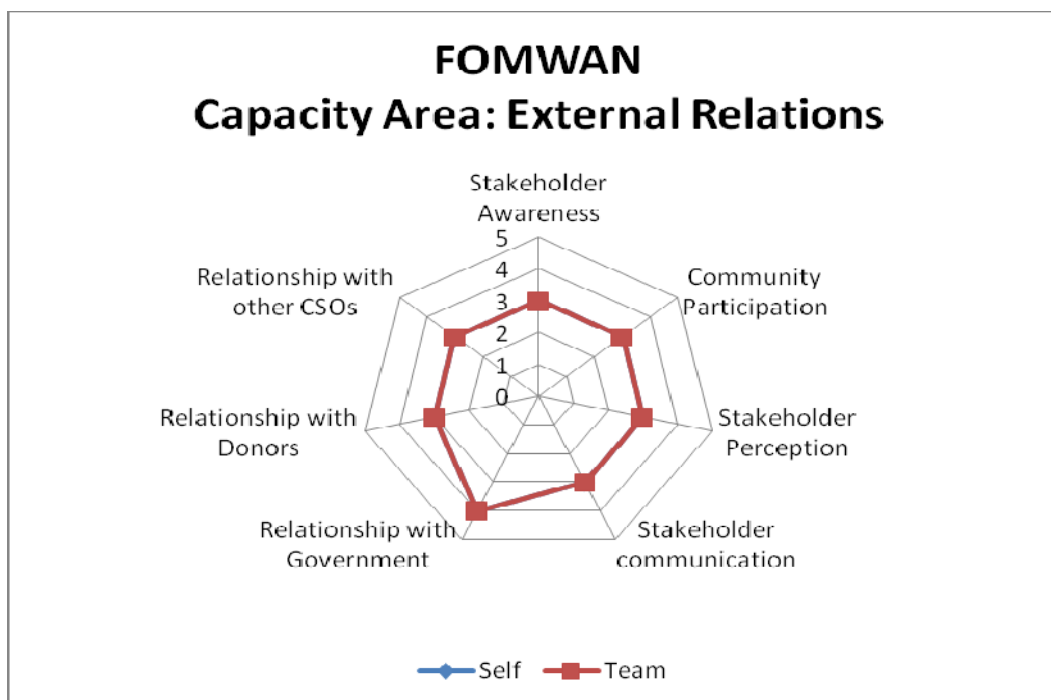
**Figure 17: Summary of major capacity Areas**
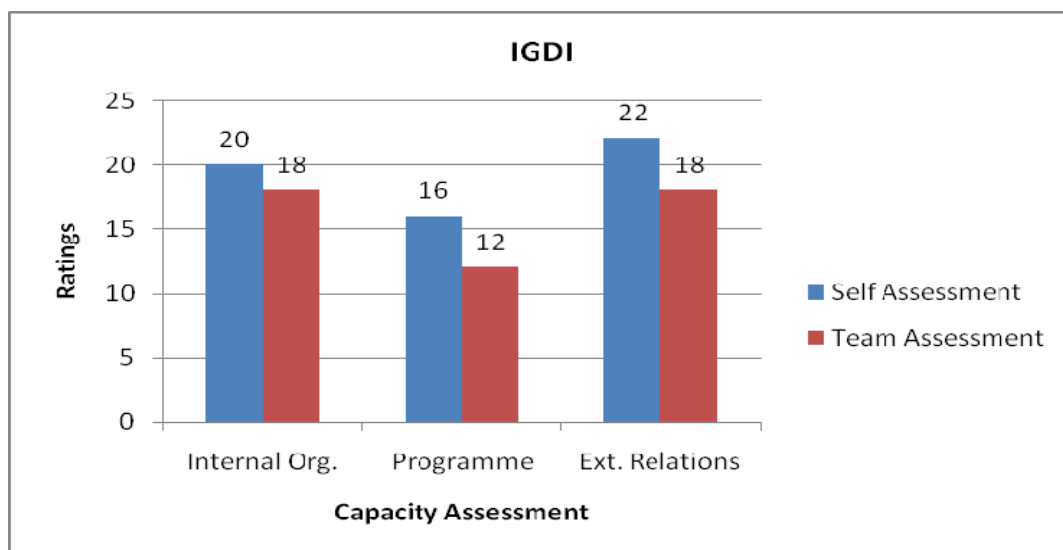


**Figure 18: Internal organisation**
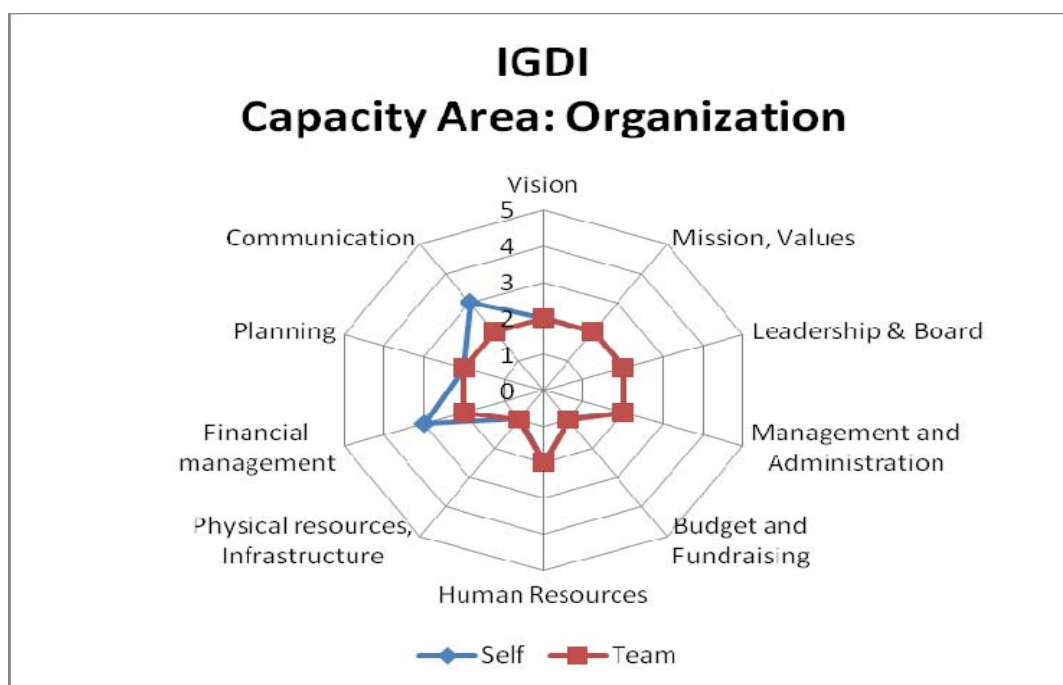
**Figure 19: Programming**



**Figure 20: External Relations**

**Figure 21: Summary of major capacity Areas**



**Figure 22: Internal organisation**
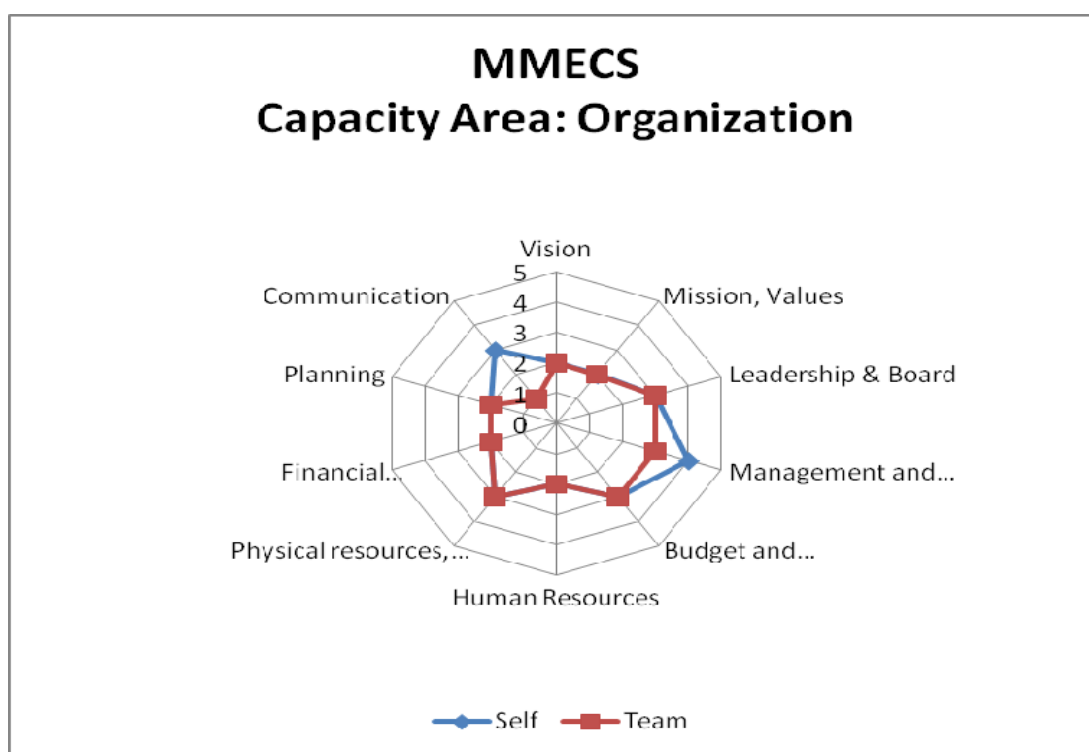
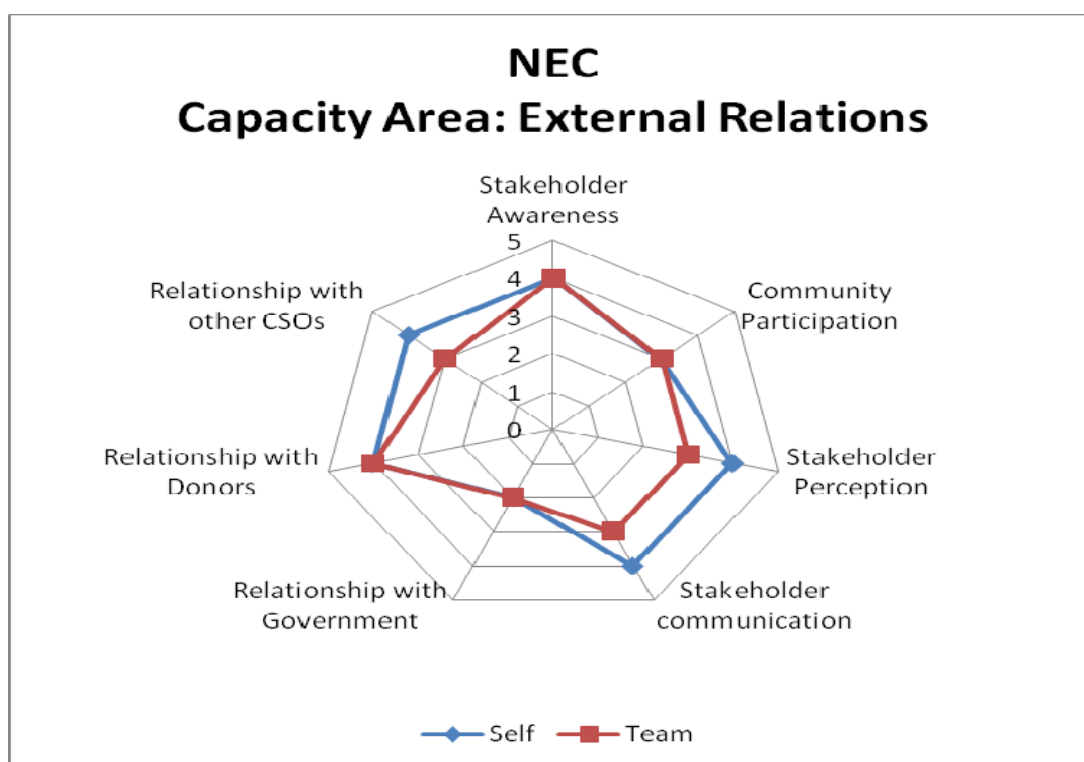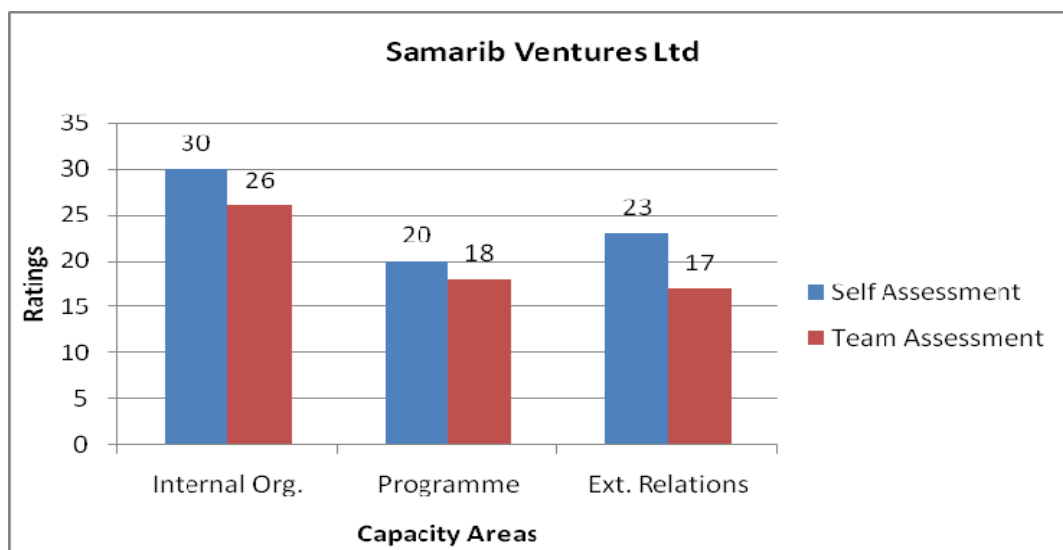**Figure 23: Programming**



**Figure 24: External Relations**



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**Figure 25: Summary of major capacity Areas**



**Figure 26: Internal organisation**

**Figure 27: Programming**



**Figure 28: External Relations**

**Figure 29: Summary of major capacity Areas**
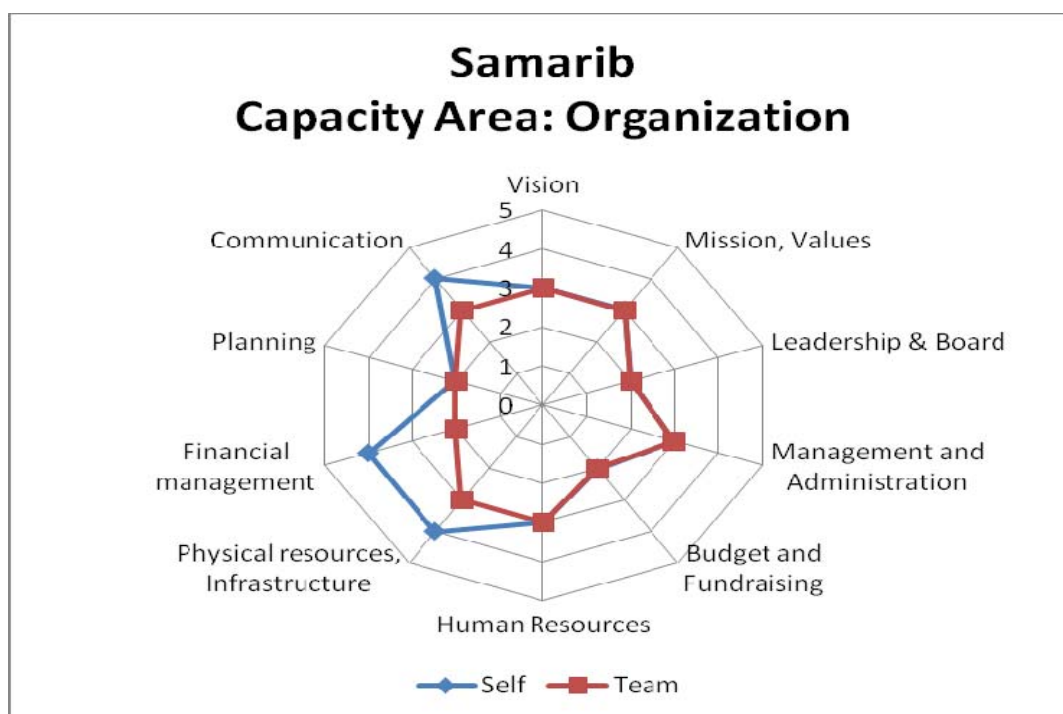


**Figure 30: Internal organisations**
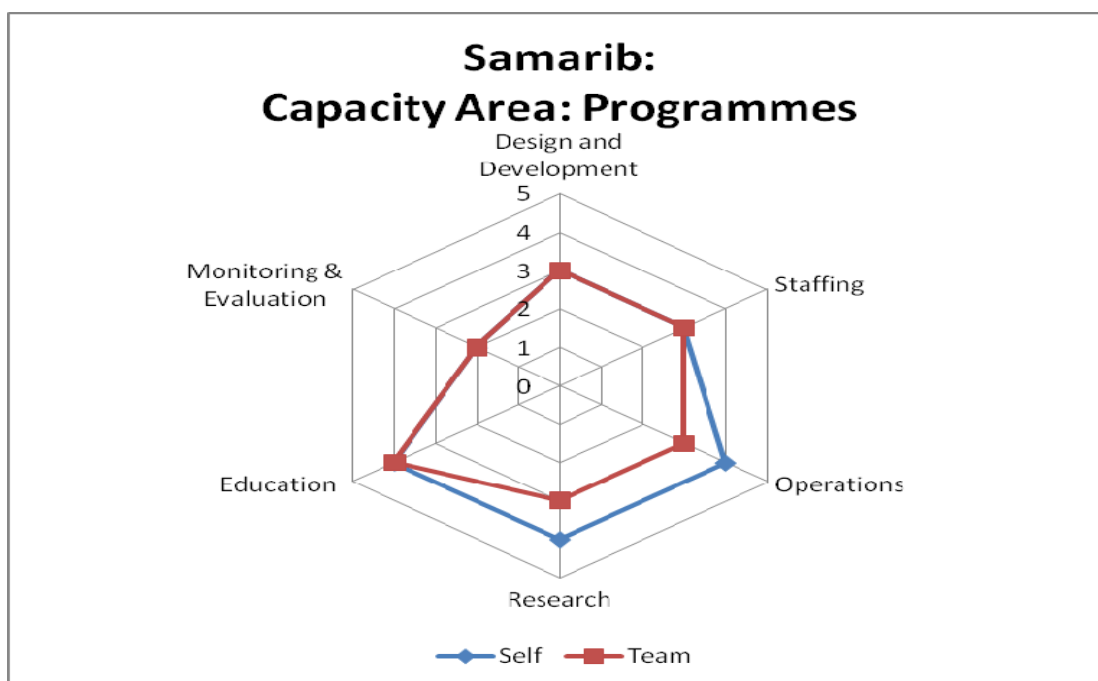
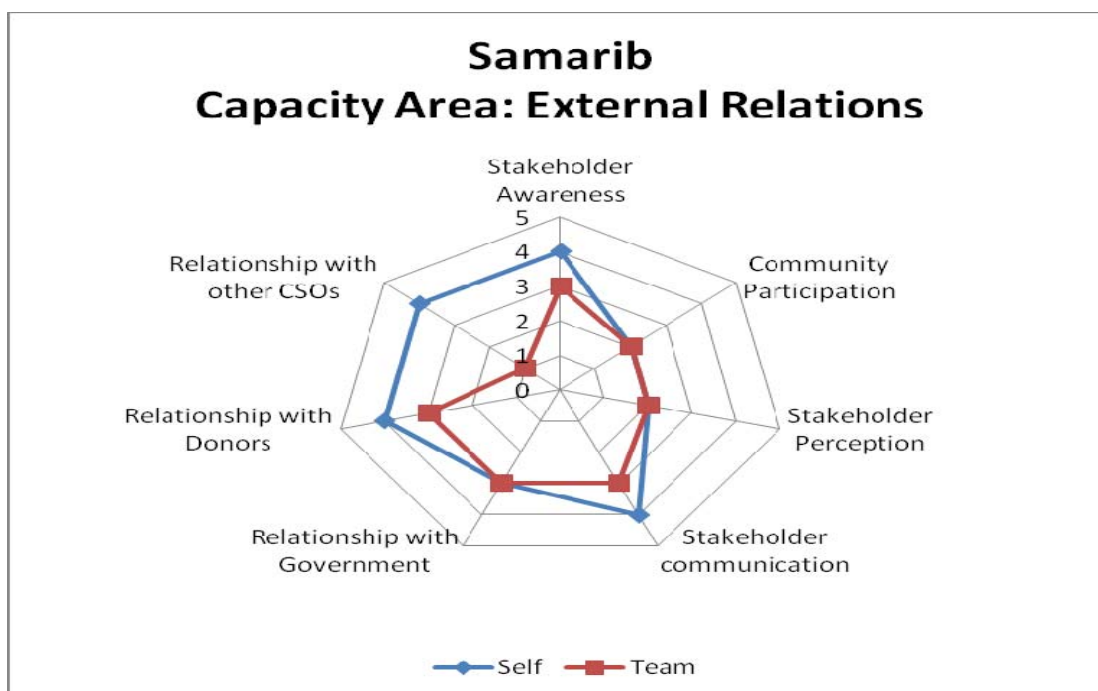**Figure 31: Programming**



**Figure 32: External Relations**

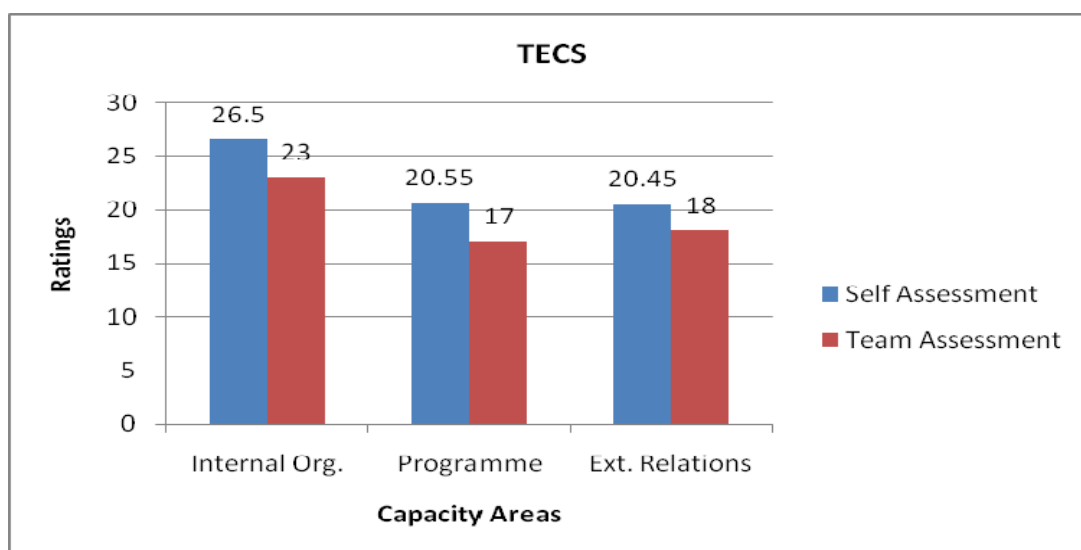**Figure 33: Summary of major capacity Areas**
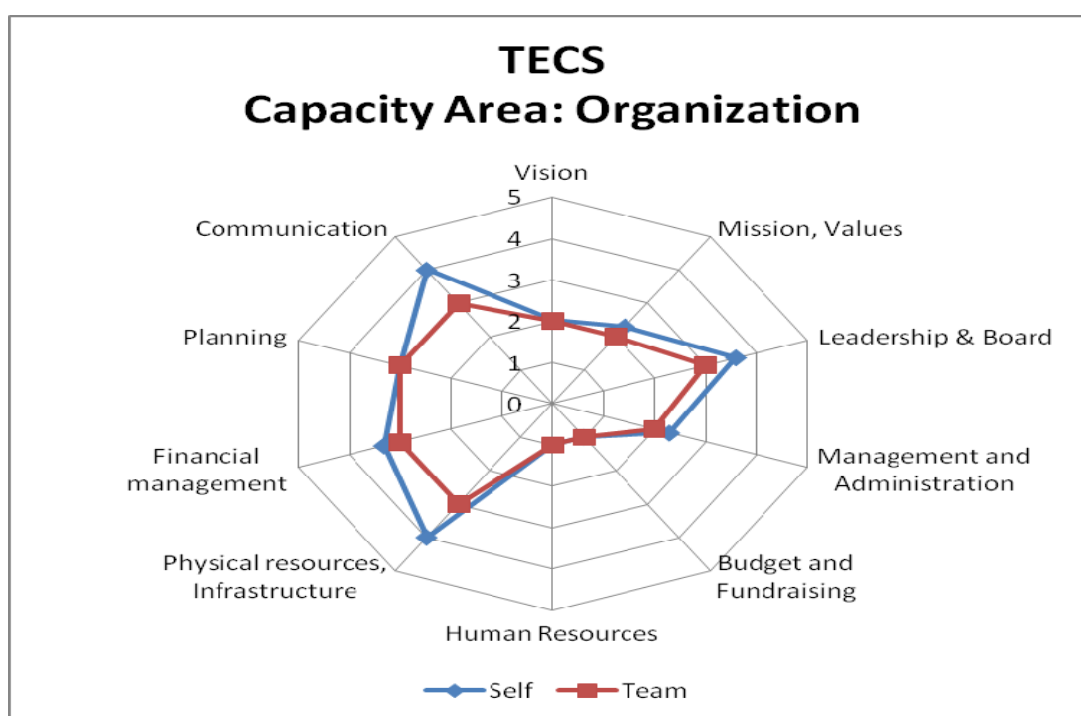


**Figure 34: Internal organisation**
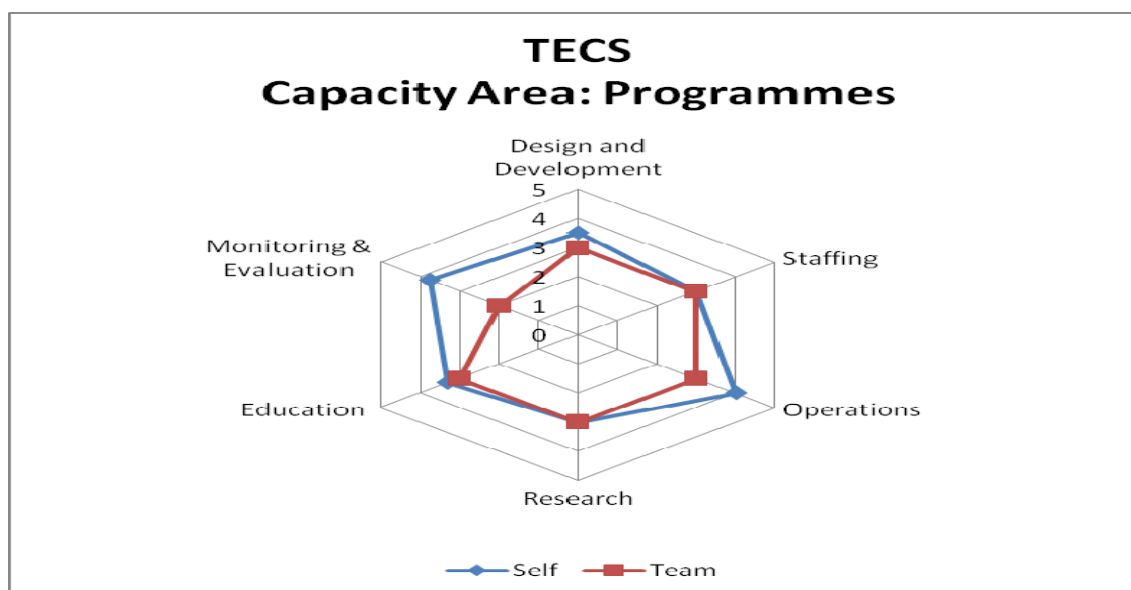
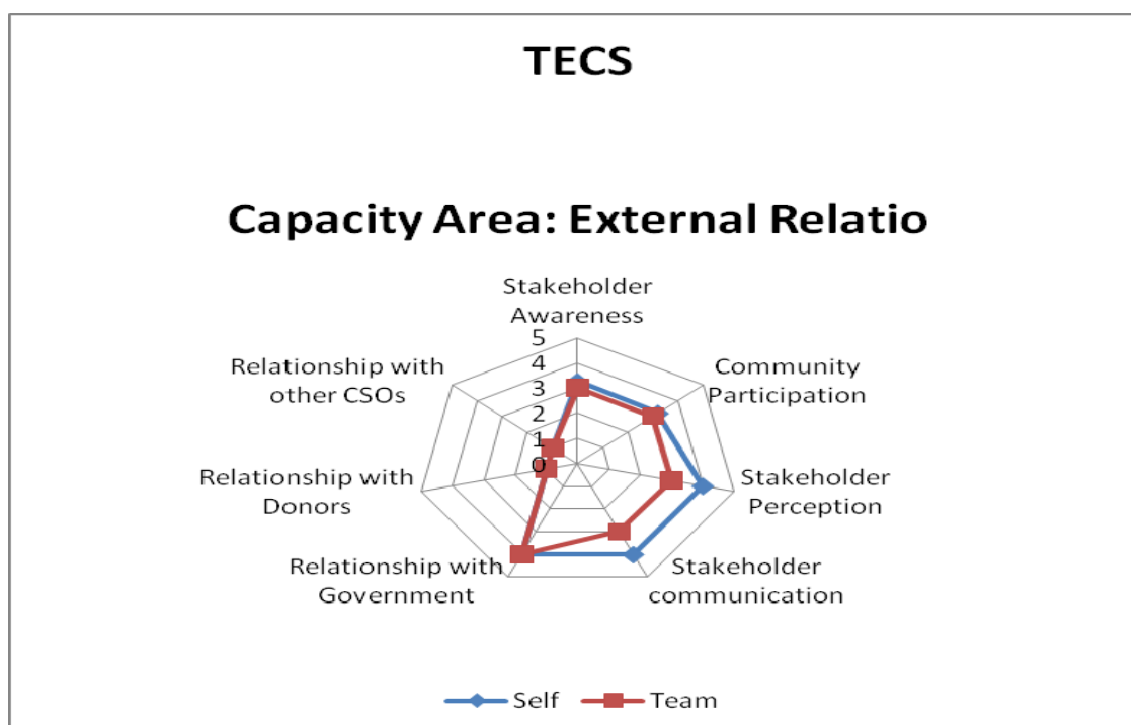**Figure 35: Programming**



**Figure 36: External Relations**
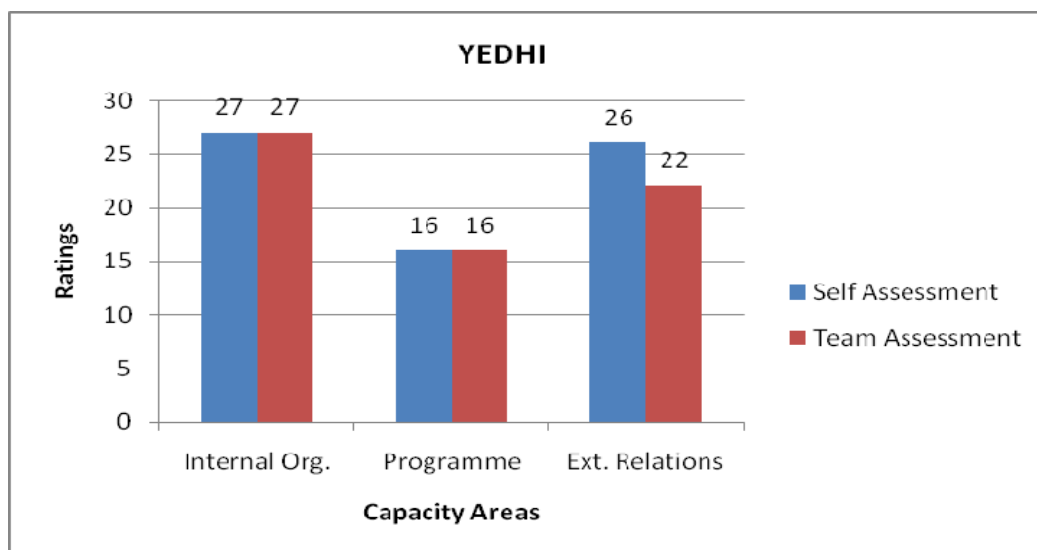
**Figure 37: Summary of major capacity Areas**
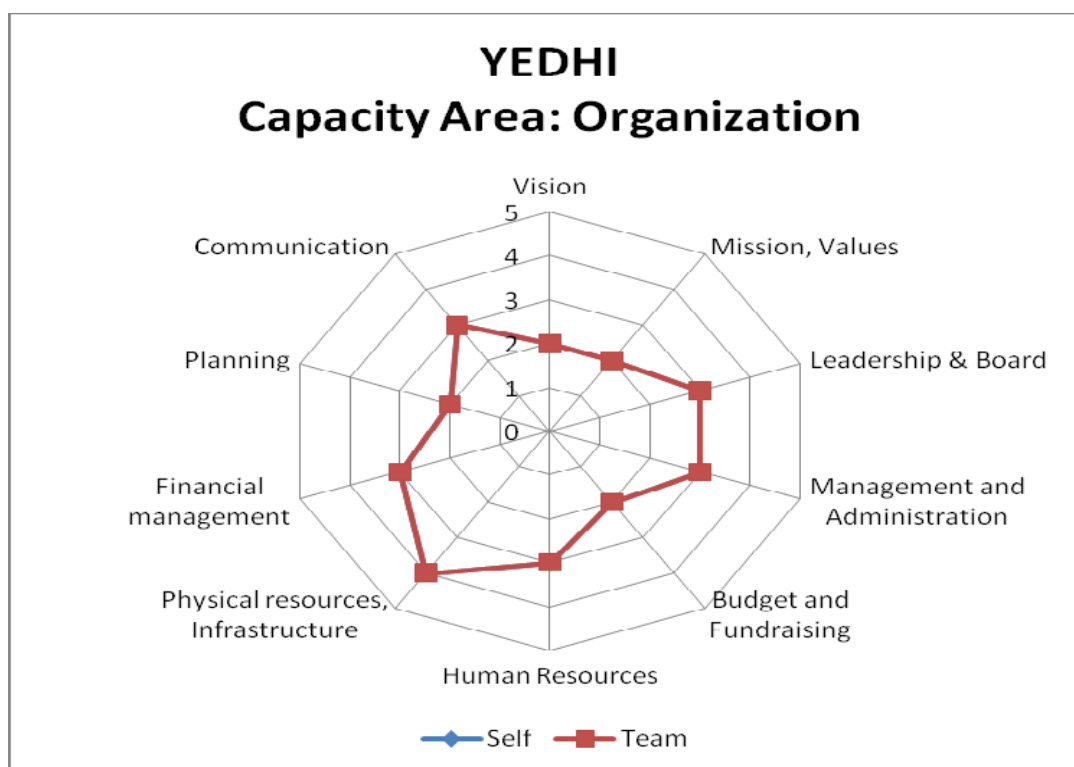


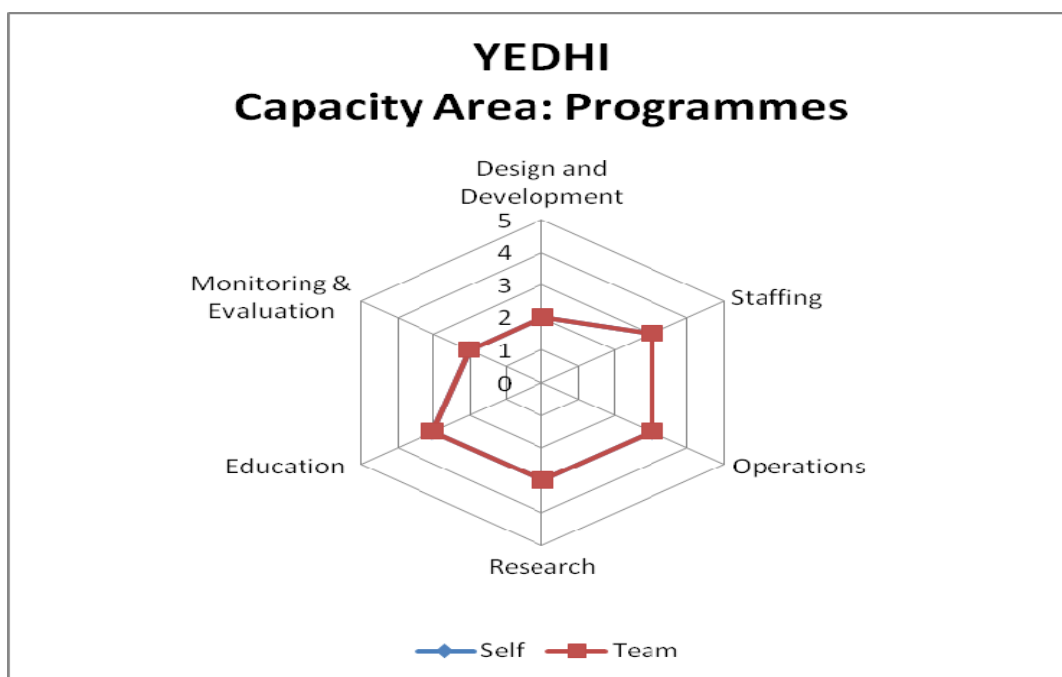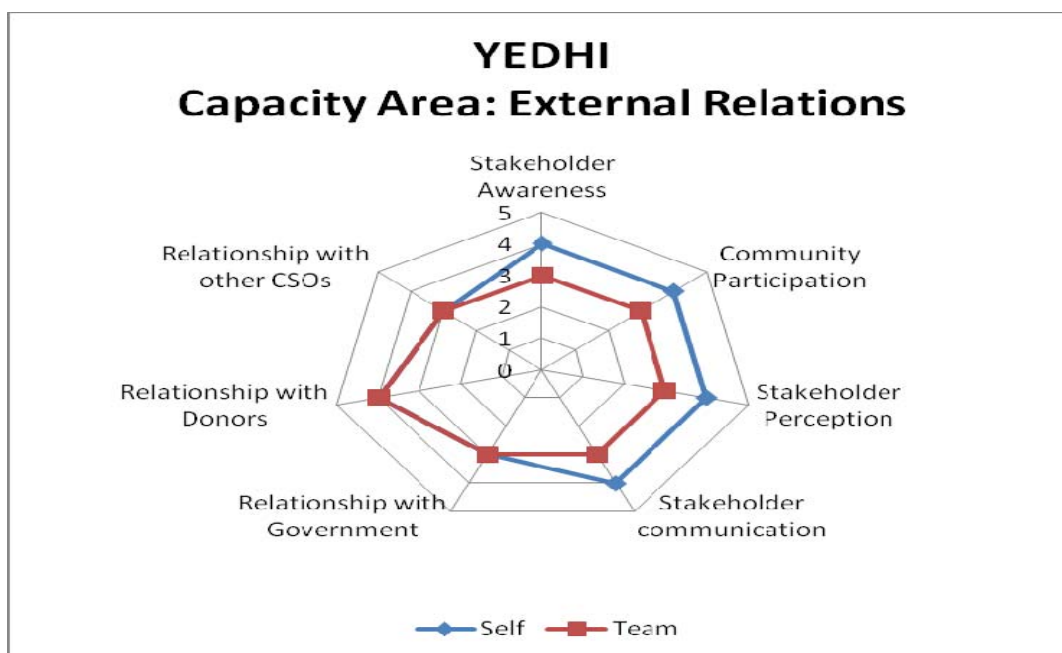**Figure 38: Internal organisation**

**Figure 39: Programming**



**Figure 40: External Relations**

**ORGANIZATIONAL CAPACITY ASSESSMENT BASELINE AND VISIONING MARTIX**

| Capacity areas | | Aminu Kano Centre for Democratic Research & Training (AKCDRT) | | Basic Education Association (BEA) | | Citizens Council for Public Education (CCPE) | | Federation of Muslim Women Association of Nigeria (FOMWAN) | | Intergeneration Development Initiative (IGDI) | | Magajin Malam Educational Consultancy Services (MMECS) | | Neighbourhood Education Committee (NEC) | | Samarib Ventures Ltd | | Turaki Educational Consultancy Services (TECS) | | Youth Empowerment & Human Development Initiative (YEDHI) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Capacity Ranking** | | | | | | | | | | | | | | | | | | | |
| | | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass | Self Ass | Team Ass |
| Organisation | score out of 50 | 33 | 32 | 31 | 20 | 23 | 17 | 28 | 28 | 20 | 18 | 27 | 23 | 31 | 26 | 30 | 26 | 26.5 | 23 | 27 | 27 |
| Vision | | 1 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| Mission, Values | | 3 | 3 | 4 | 2 | 1 | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2.3 | 2 | 2 | 2 |
| Leadership & Board | | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 2 | 2 | 3.6 | 3 | 3 | 3 |
| Management and Admin | | 4 | 4 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 3 | 3 | 2.3 | 2 | 3 | 3 |
| Budget and Fundraising | | 4 | 2 | 4 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| Human Resources | | 3 | 3 | 4 | 2 | 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 3 | 3 |
| Physical resources, Infrastructure | | 4 | 4 | 2 | 2 | 3 | 2 | 4 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 4 |
| Financial management | | 4 | 4 | 3 | 2 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 4 | 2 | 4 | 2 | 3.3 | 3 | 3 | 3 |
| Planning | | 3 | 3 | 3 | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| Communication | | 4 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 |

| PROGRAMME | score out of 30 | 16 | 15 | 15 | 14 | 19 | 15 | 14 | 13 | 16 | 12 | 22 | 19 | 19 | 17 | 20 | 18 | 20.55 | 17 | 16 | 16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Design and Development | | 2 | 2 | 4 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3.5 | 3 | 2 | 2 |
| Staffing | | 3 | 3 | 3 | 2 | 4 | 2 | 1 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Operations | | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 |
| Research | | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 |
| Education | | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3.3 | 3 | 3 | 3 |
| Monitoring & Evaluation | | 1 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 3 | 1 | 4 | 3 | 3 | 2 | 2 | 2 | 3.75 | 2 | 2 | 2 |
| EXTERNAL RELATIONS | score out of 35 | 29 | 23 | 18 | 18 | 20 | 16 | 22 | 22 | 22 | 18 | 21 | 20 | 25 | 22 | 23 | 17 | 20.45 | 18 | 26 | 22 |
| Stakeholder Awareness | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 3.25 | 3 | 4 | 3 |
| Community Participation | | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3.2 | 3 | 4 | 3 |
| Stakeholder Perception | | 5 | 3 | 2 | 2 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 3 |
| Stakeholder communication | | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |
| Relationship with Government | | 5 | 5 | 2 | 2 | 3 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 2 | 3 | 3 | 4 | 4 | 3 | 3 |
| Relationship with Donors | | 5 | 4 | 3 | 3 | 1 | 1 | 3 | 3 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 3 | 1 | 1 | 4 | 4 |
| Relationship with other CSOs | | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 1 | 1 | 1 | 3 | 3 | |

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