

Education Sector Support Programme in Nigeria (ESSPIN)

Assignment Report

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

Report Number: ESSPIN 418

Uwem Sunday Umoh & Sambo Yakubu

March 2011

esspin
Education Sector
Support Programme
in Nigeria



UKaid
from the Department for
International Development

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 244333TA02

Report No.: ESSPIN 418

Report Title: In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	June 2011	Uwem Sunday Umoh & Sambo Yakubu	Fatima Aboki	Steve Baines	Formatting/ Checking

Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

Distribution List

Name	Position
DFID	
Jane Miller	Human Development Team Leader, DFID
Barbara Payne	Senior Education Adviser, DFID
Roseline Onyemachi	Education Project Officer, DFID
ESSPIN	
Ron Tuck	National Programme Manager
Kayode Sanni	Deputy Programme Manager
Steve Baines	Technical Team Coordinator
Gboyega Ilusanya	State Team Leader Lagos
Emma Williams	State Team Leader Kwara
Steve Bradley	State Team Leader Kaduna
Pius Elumeze	State Team Leader Enugu
Mustapha Ahmad	State Team Leader Jigawa
Pius Elumeze	State Team Leader Enugu
Jake Ross	State Team Leader Kano
Richard Hanson	Lead Specialist, Information Management
John Kay	Lead Specialist, Education Quality
Alero Ayida-Otobo	Lead Specialist, Policy and Planning –Federal Level
Fatima Aboki	Lead Specialist, Community Demand & Accountability
Nguyan Feese	Lead Specialist, Institutional Development
Musa Hadejia	Access and Equity Specialist, Jigawa
Hadiza Umar	Access and Equity Specialist, Kaduna
Nura Usman	Access and Equity Specialist, Kano
Olufunke Bolaji	Access and Equity Specialist, Kwara
Abiodun Fowomola	Access and Equity Specialist, Lagos

Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties

Note on Documentary Series

A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website <http://www.esspin.org/resources/reports>

The documentary series is arranged as follows:

ESSPIN 0--	Programme Reports and Documents
ESSPIN 1--	Support for Federal Level Governance (Reports and Documents for Output 1)
ESSPIN 2--	Support for State Level Governance (Reports and Documents for Output 2)
ESSPIN 3--	Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
ESSPIN 4--	Support for Communities (Reports and Documents for Output 4)
ESSPIN 5--	Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

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

Contents

Report Distribution and Revision Sheet	ii
Disclaimer	iii
Note on Documentary Series	iii
Acronyms and Abbreviations	v
Abstract	1
Executive Summary	1
Introduction	3
Purpose of the Consultancy	3
Specific Tasks of Consultancy	4
Structure of the report	5
Methodology and main activities	5
Findings and Issues	6
Organisational Capacity	7
Programmes	8
External Relations	12
Options and next steps	15
Conclusions	17
Annex 1: Terms of Reference	18
Annex 2: Consultancy Activity Work plan	21
Annex 3: Workshop Programme	23
Annex 4: Attendance List for First Workshop	24
Annex 5: Attendance List for Second Workshop	25
Annex 6: SWOT Analysis Summary for 11 Civil Service Organisations	26
Annex 7: Local Government/Community Intervention Matrix	29
Annex 8: Baseline and Visioning Matrix	30
Annex 9: Summary sheet on the Baseline and Visioning Matrix	44
Annex 10: CSO Selection Stage 2: Summary Assessment Form	54
Annex 11: Familiarisation Form	56

Acronyms and Abbreviations

A-CODE	Agents of Communication and Development
CAC	Corporate Affairs Commission
CBO	Community Based Organisation
CIDJAP	Catholic Institute for Development Justice and Peace
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
CUBE	Capacity for Universal Basic Education
DFID	Department for International Development
DFID	Department for International Development
EEDI	Economic Empowerment Development Initiative
ENSUBEB	Enugu State Universal Basic Education
ESSPIN	Education Sector Support Programme in Nigeria
INEC	Centre for Inclusive Education
LGEA	Local Government Education Authority
LSCDA	Lead Specialist Community Demand and Accountability
M&E	Monitoring and Evaluation
MEWOOD	Mediating for the less privileged
NGO	Non-Governmental Organisation
OVC	Orphan and Vulnerable Children
PADEF	Participatory Assessment and Organisational Development Framework
POVINAA	Poverty in Africa Alternative
RACTI	Raise a Child Today Initiative
RHCF	Royal Health Care Foundation
SAVI	State Accountability and Voice Initiative
SBMC	School Base Management Committee
SDD	South Saharan Development Organisation
SESP	State Education Sector Project
SIRP	Society for the improvement of Rural People
WARO	Women Action Research Organisation
YORDEL	Youth Resource Development Education and Leadership Centre

Abstract

1. This report describes the outcome of an in-depth participatory organisational capacity assessment of 11 civil society organizations (CSO) in Enugu State. The capacity audit was to determine in a participatory way, CSO potentials for viable partnership with ESSPIN with a view of recommending five CSOs (one as backup). At the end of the exercise, Youth Resource Development Education and Leadership Centre (YORDEL); Mediating for the less privileged (MEWOOD); Poverty in Africa Alternative (POVINAA); and Society for the improvement of Rural People (SIRP) were recommended and Women Action Research Organisation (WARO) as backup.

Executive Summary

2. The thrust of this consultancy was to carry out an in-depth participatory capacity assessment of 12 short listed CSOs in Enugu State using some predetermined and agreed tools with the view of making key findings and recommendations based on their capacity, community outreach and viability for partnership with Enugu state education sector and ESSPIN .
3. The team of consultants separately met with the Lead Specialist Community Demand and Accountability in Kaduna and the state teams in Enugu to finalize plans and work schedules for the consultancy period. Using SAVI's Organizational Capacity Self Assessment tools and Action Aid Nigeria (AAN) Partnership Assessment and Development Framework (PADEF), 4 tools and criteria were agreed and adapted for an in-depth partnership capacity assessment for the 11 CSOs. Areas assessed includes; (1) Internal Organisation, (2) Programme, (3) External Relations and (4) Technical capacity areas (knowledge of education policy, access, equity and quality issues and stakeholder participation).
4. The key assessment stages comprised of the following; Familiarization visits, in-depth capacity assessment workshop, and Field level validation visit at the community levels.
5. Findings revealed that:
 - All the CSOs are registered with the Corporate Affairs Commission (CAC), except YORDEL whose registration is still in progress.
 - All the CSOs have office space that are furnished with such equipment like; multiple machine for scanning, printing and photocopying, computers (lap and desk tops), chairs and tables. However, some of their offices would require a facelift. Of all the organizations assessed,, WARO and A-CODE appear to have adequate structure and facilities on ground.
 - The staff strength of the CSOs ranges from 3 of RACTI to 12. All the CSOs claim to have a pool of volunteers they could bring on board depending on the work demand. Only WARO reported some movement of its trained staff.

- Generally at program level, all the organisations had their Vision and Mission Statements but for a majority of the CSOs, it was noted to be too long, sometime ambiguous, thereby making easy internalisation and sharing very difficult. The timeline and onions¹ exercises revealed most activities of the CSOs to be multi-sectorial. This appears as survival strategy to help them keep afloat. MEWOOD and YORDEL had a well articulated Vision statement.
 - Except for INCEC and SSDO, with inconsistency in workshop attendance, others CSOs had maximum workshop attendance. Thirty-six (36) participants (i.e. an average of 3 participants from each CSO) attended the two staggered 2-day workshop. The workshop further X-rayed the organizations in terms of their relationship with stakeholders, their program activities, and the impact of the various interventions at the beneficiary levels, and the organisation itself. The participants were very appreciative of the workshop, especially the onion exercise as it provided them with an opportunity to take another look of their vision statements in the light of their current activities at the community level. These communities spread between 1 LGAs, as in the case of INCEC, and 7 LGAs, as in the case of MEWOOD.
 - The CSO's eagerness to learn and served was greatly displayed throughout the teams interactions. Given the participatory nature of the assessment, they demonstrated some level of understanding how to analyse their stakeholders who are their primary constituency and those with whom they can advocate to support their programmes.
 - Key areas that need capacity building includes; Advocacy skills, Participatory Monitoring and Evaluation, Human Resource management, Strategic Planning and Research, organizational development, gender mainstreaming, proposal and report writing, financial management and documentation. Others includes; technical educational issues such as inclusive education, key educational policies in the state, voice and accountability and the use of computer skills.
6. The four and one backup CSOs (YORDEL, MEWOOD, POVINAA, SIRP and WARO) recommended were based on their Organizational capacity, Spread in Enugu State, and Community impact, and the strategic positions they occupy in the State that could be tapped by ESSPIN. This is not to say that other CSOs are not potential partners. A-CODE, EEDI and RACTI are CSOs that also have very great potentials. Plans should be made to share this report and also link them with SAVI and other IDPs to help increase the pool of viable CSOs in Enugu State.

¹ Actionaid Nigeria Partnership Assessment and Development Framework (PADEF) Manual 2005 - Onion exercise aims to analyse the relative contribution of key programme activities towards achieving its vision and intended impacts.

Introduction

7. 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. As a support programme, it is attempting to work through existing government structures on the supply side of education and to effect change from within. It is also attempting to stimulate demand for higher quality education services. It is currently operating in six States (Kano, Kaduna, Kwara, Jigawa, Lagos and Enugu) 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 six of the States (the State Education Sector Project (SESP) in Kano, Kaduna, Kwara and Enugu, and SESP II in Lagos).
8. 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 and a general assessment of CSOs was conducted in early 2008 by the DFID programme SAVI in Enugu state. Taking the CSO report forward since 2008, 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.
9. This assignment was undertaken in Enugu State by two consultants and supported by ESSPIN State Teams. Eleven, out of the 12 originally shortlisted CSOs, were identified and invited for the assessment exercise. It was not clear why the Catholic Institute for Development Justice and Peace (CIDJAP) did not honour the invitation to participate in the exercise. These shortlisted CSOs were drawn from the list of CSOs previously identified and assessment by SAVI and Civil Society Action Coalition on Education for All (CSACEFA).

Purpose of the Consultancy

10. The main objectives of the consultancy are to plan, coordinate and undertake specifically:
 - an in-depth capacity assessment of 12 short listed CSOs based on agreed criteria with ESSPIN team in Enugu state;
 - validate CSOs community outreach
 - Recommend 5 CSOs (one as backup CSO) to ESSPIN for partnership in educational service delivery, voice and accountability.

Specific Tasks of Consultancy

11. Table 1 shows how the specific tasks of the consultancy were achieved for the 10-day consultancy exercise dated 7th – 18th March, 2011.

Table 1: How the specific tasks of the consultancy were achieved for the 10-day consultancy exercise

S/N	TOR Task	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1.	Hold initial briefing with the Lead Specialist Community Demand and Accountability and the State teams to finalize plans and work schedules for the consultancy period.	Achieved. Initial meeting was held with LS in Kaduna ESSPIN's office and the participatory tools and other working documents were indentified and agreed on. Another meeting took place in Enugu to finalise the workplan for the investigation (see annex 3 for work plan).	Two 2-days workshops with an average of six CSOs and two ENSUBEB officers, each, were scheduled. ESSPIN-Enugu agreed to contact and invite ENSUBEB for the workshop.
2.	Conduct familiarization visits on all the shortlisted CSOs.	Achieved. A total of 12 CSOs were visited.	CSOs were asked to send 3 of her key staff for a 2-day workshop on in-depth assessment workshop in ESSPIN's premises.
3.	Conduct the CSOs' in-depth partnership capacity assessment workshop, using the agreed tools and criteria.	Achieved. A total of 36 participants from 11 CSOs attended the workshop. Group work, Question and Answer, Plenary Presentations, and the agreed assessment tools were used to make the workshop effective and participatory.	Workshop facilitation was by the two ESSPIN's consultants.
4.	Validate CSOs extent of potential CSOs community outreach and intervention.	Achieved. A total of 11 communities where the 11 shortlisted CSOs were visited. All the CSOs were known in the communities where they operate. Impacts of CSOs activities also abound in the communities.	
5.	Prepare report of the consultancy assignment to include key recommendations in the ESSPIN required format.	Achieved. This report was written in-line with ESSPIN format. Four CSOs, and 1 as backup, were recommended for partnership with ESSPIN.	

Structure of the report

12. The structure of this report is based on ESSPIN report format as follows; an abstract which provide a glimpse into the entire report; executive summary which provides a synopsis of the organizational capacity assessment; the methodology adopted for the assessment; the body of the report presents main findings and issues. Last section of the report presents the conclusion, options and next step. The annexes provide detailed information which appeared in the main body of the report.

Methodology and main activities

13. The consultancy exercise was divided into the following stages:

- Planning Stage
- Familiarization Visits
- In-depth capacity assessment workshops
- Validation exercise
- Report writing

- 14. Planning Stage:** The consultants had an initial meeting with ESSPIN Lead Specialist Community Demand and Accountability at the ESSPIN's office in Kaduna to have an insight of the assignment. A follow-up meeting then took place with the Enugu State team in Enugu to finalise the work plan, and agree on tools to be adapted for the assessment exercise. Five tools were identified and agreed for use during a two 2-day staggered workshop for the 11 CSOs. These tools included; organizational Time-line, Onions Exercise, SWOT analysis, technical capacity areas, the Body map, Stakeholders Analysis and Base-line and Visioning Matrix

- 15. Familiarization Visits:** Familiarization visits were made by the consultants prior to the two staggered assessment workshops to all the 11 shortlisted CSOs. Using developed instrument as tools for observations and semi-structured interview, the visit afforded the consultants the opportunity to kick-start the assessment process of the CSOs under a cordial atmosphere. Initial attention was paid on observing and assessing areas such as; infrastructures, resources, Corporate Affairs Commission registration, staff, organizational culture, funding partners, their vision and mission as well as their management structure (see Annex 11 for tools used during the familiarization visit)

- 16. In-depth capacity Assessment Workshop:** The two staggered 2-day in-depth capacity assessment workshops were organised to further deepen the consultants' assessment of the CSOs viability for Partnership with ESSPIN, using the identified and agreed tools. The workshop provided the forum for further deepening and clarification of key focus capacity areas. A total of 35 participants from 11 CSOs and government officials participated in the assessment exercise.

17. The time-line afforded the participants the opportunity to reflect on the series of activities CSOs had been engaged in for the past two years. The understanding of this exercise was deepened during the proceeding session on vision exercise. It was generally observed that, though the CSOs had written vision and mission statements, they were not driven by them. Most of the CSOs appeared to be engaged in lots of consultancy activities that do not necessarily conform to their vision and mission. Most of the CSOs' vision statements, except for WARO, YORDEL and SSD were very long, unidirectional and obscure. This session aided the reflection in which EEDI demonstrated willingness to take action into changing its Vision statement during an emergency meeting with other members of staff after the workshop, with other having to plan towards it by notifying board members of the need to revisit their vision and mission statements. The session on SWOT analysis provided the participants with the opportunity of critically assess their organisational strength, weaknesses, opportunities and threats (see annex 6 showing participants assessment of their organisation during the workshop). The technical capacity assessment exercise revealed that the CSOs had a fairly good understanding of key education policies, access, quality and equity issues in education in Enugu State. Views of the CSOs tended to favour the higher quality of education service delivery in the Private Schools when compared to those of the Public.
18. The Baseline and Visioning exercise provided the CSOs with the forum to critically rate themselves in the light of criteria grouped under three broad headings namely; 1. Internal Organization; 2. Programme; 3. External Relationship. The ratings were on a scale of 1 – 5 (1 – Poor, 2 – Average, 3 – Just above Average, 4 – Good, 5 – Excellent). (see details Annex 8 and 9 for the Baseline and visioning matrixes)
19. **Validation Exercise:** To validate CSOs extent of potential as reflected in community outreach and intervention matrix, the consultants, in company of an officer from ENSUBEB visited at least, a community where each CSO indicated that they had worked (11 communities visited). This exercise also provided an opportunity for assessing the scale of their outreach and integrity of the CSOs based on the information they had provided during the familiarization visits and the Workshop.

Findings and Issues

20. This section provides a summary of findings based on the familiarisation visits, capacity assessment and validation exercise. The findings is presented under the following sub-headings:
 - Organizational Capacity.
 - Programmes
 - External Relations
 - External Validation
 - Baseline and Visioning

Organisational Capacity

21. The organisational capacity investigated included; vision and mission, organizational values, leadership and board, management and administration, budget and fundraising, human resources, physical resources and infrastructure, financial management, planning and communication (see annex 8 and 9 for summary analysis by organization).
22. Since most of the vision statements of the CSOs were not well articulated and shared by members of staff, there is the tendency of a big compromise regarding the objectives and goals of the organisation. This is manifested by their engagements in several activities that are not related to their vision. Most commonly, these CSOs tended to operate as consultants rather than CSOs. A good number of the CSOs, thus needs to revisit their vision and mission, clearly articulate their core values and shared with management, staff and beneficiaries.
23. During the familiarization visit, the CSOs showed the team a framework of their organisational structure. The framework revealed an organisational structure showing the positions of Board Members and programme staff. The structure did not seem to reflect the position of the community or any other key stakeholders of their organisations. This arrangement suggests an information flow from top to bottom (staff) excluding the communities on the structure, though the CSOs claimed otherwise. This has implications on who they represent and whose interest they project. In terms of reports and documentation, reports including the financial statements are said to be quarterly, twice yearly, and annually produced and distributed to stakeholders/donor agencies. CSOs claimed that stakeholders were involved right from the project design to the point of implementation although not reflected on their organizational structure. This process was indeed confirmed by the consultants during the validation exercise in the communities. There seems to be some level of inconsistency between what is on record and what the practice is really. CSOs going forward would require capacity strengthening especially in the areas of strategic thinking and planning, programming skills, resource mobilization skill and proposal writing. This will help them to be more self-reliant with less dependency on donor funding. It must be stated here that only YORDEL and MEWOOD have their key activities in Education in terms of programming and support to their communities (see Annex 8 item for more information).
24. The staff strength of the participating CSOs appeared to be from 3 to 9. Although WARO complained of losing her trained staff to international organisations where the pay seems better, she claimed that she has staff strength of 9. To make up for this challenge in all the CSOs, a high proportion of staff are on voluntary services. These volunteers however provide a pool of employable staff for the organisation. Since the volunteers have some idea on their different organisational activities, a little bit on capacity building should put them on a good footing to helping their different organisations succeed in their partnership with ESSPIN.

25. The office structures and space of all the CSOs, except WARO, relatively would need some upgrading. The organisations, as part of their contribution, should be ready to carry out such office uplifting as office painting, placement of good sign post, re-organisation of office furniture and personnel motivation. On our visit POVINAA, was planning to move to a better office space. Nevertheless, most of the CSOs offices are well furnished with such office equipment as computers, photocopying machines, scanners, printers and, projectors. They need to improve on their record keeping and documentation of impact at their community intervention sites.

Programmes

26. Areas of assessment under this capacity area included; project design and development, staffing, operations, research, education and monitoring and evaluation. The findings categorized the CSOs into the following four distinct areas of operation, though they sometimes are engage in other sectors of service delivery such as Health, Economic Empowerment and Advocacy, as the situation arises CSOs (see annex 8 and 9 for summary analysis by organization).
- a) Education; YORDEL, MEWOOD, RACTI, INCEC
 - b) Health; RHF, WARO,
 - c) Economic Empowerment; POVINAA, SSDO, SIRP
 - d) Advocacy; EDDI, A-CODE

Education

- i. **Youth Resource Development Education and Leadership Centre (YORDEL):** The organization's key area of operation is in Education where intervention is in the area of Orphan and Vulnerable Children (OVC) through its formal and non-formal education empowerment programmes in 4 LGAs of the state. YORDEL's operational records over the years, especially in OVC gives an impression of their genuine interest and potentials in providing support in education. The Principal of the Deaf and Dumb School in Coal City, Enugu recognised and appreciated the activities of YORDEL, especially in the provision of scholarship to eight of her students. The Principal, however, highlighted more areas that needed more of assistance to include the provision of toilet facilities, portable water and hostel facilities for the teeming population of boys and girls of the school. This lamentation seems to suggest that YORDEL's interaction with this community needs to be more intensified, especially at the project design and development level. A good M&E systems in place would also help douse the frustrations expressed by the Principal. YORDEL has a total of 10 permanent staff and many volunteers. YORDEL runs a model school located at Eha-amafu in Isi-uzo, for the promotion of education and Youth Economic Support Programmes.
- ii. **Mediating for the less privileged (MEWOOD):** Key area of operation is also in Education. It has a school known as Regina Caeli High School, Emene, in Enugu East LGA. They are also in collaboration with the state government in the coordination of adult education

programmes. MEWOOD is very optimistic in her course of ensuring improved formal and non-formal education, taking into cognizance the issue of inclusive education. Though MEWOOD has a very strong and articulated leadership, the team was only opportune to meet with only 3, out of the 6 members of staff. Though MEWOOD's office space seems to be located within the residential building of its founder, it is fairly furnished and could serve ESSPIN purpose. Like other CSOs, MEWOOD only need to give it a face lift. As the desk office of CSACEFA, MEWOOD also could provide ESSPIN with a platform for the mobilization of other CSOs not captured in this initial exercise and advocacy purposes on quality education delivery in the state. It could also serve as a custodian of vital information that could be easily shared among CSOs within and outside the State. During the validation visit to a Umulumge-abor community of MEWOOD in Udi LGA, members of the community sang praises of the activities of MEWOOD (see paragraph 38 for details). MEWOOD has a total of 12 permanent staff and 150 volunteers. However, capacity building in the area of Advocacy, M&E, project design and development will help enhance the different operations of MEWOOD as an entity and as a partner with ESSPIN.

- iii. **Raise a Child Today Initiative (RACTI):** Has a strong focus in the promoting of good reading culture among children and teachers. This, RACTI has done among the Primary schools pupils in Obe and Ozala. The schools involved include St. Anthony Primary School Obe in Nkanu West Local Government Area. She has also been involved in the donation of story books to WTC School 3. Programmes are believed to promote interest in schooling and access to quality basic education. RACTI has a small library in her office which she uses for promoting her vision. Running the affairs of RACTI are 3 young and passionate staff and a volunteer. The organisation also has a board that helps the organisation with funds and advice. RACTI is a registered organisation with CAC in 2009. As a young organisation, RACTI needs capacity building in all the areas highlighted in paragraph 27, above. RACTI could prove to be a very useful partner of ESSPIN in future.
- iv. **Centre for Inclusive Education (INCEC):** The team was not able to physically assess the facility of INCEC during the familiarization visit. The property was under lock and key since it was located in a school environment and was closed for the day as of the time of the team's arrival. However, the validation visit revealed that INCEC focus is on achieving her dream of "No Child Left Out". Its operations are mostly in schools where they fish out to assist children with difficulty in learning, reading, tendency to drop out of school, deviant behaviours, and the likes. These children are counselled and mentored into education excellence. INCEC is also involved in introducing teachers to different learning styles and teaching skills that could help bring out the best in students. Specific cases of these activities were confirmed during our visit to Pine Crest College, Enugu, a private Secondary School where INCEC intervention was praised. Intervention is done largely through the consent of parents, as parents are also involved in the effective identification of children with learning difficulties towards addressing them. Areas for capacity building would include M&E, project design and development, and research. INCEC, like RACTI is a young CSOs registered in 2008 with 4 permanent staff.

Health

- i. **Royal Health Care Foundation (RHF):** It's activities are mostly in the health sector. Their main thrust is in the area of HIV/Aids. In schools, they are involved in such programmes as "In-school PEER Education Program", formation of school based clubs – quiz, debate and essay writing and community sensitization and mobilization on education. They are also involved in building the capacity of teachers to deliver. Though registered in 2003, the team was not able to validate its activities. Their contact community, Udi Comprehensive School, could not recall having any interaction with the organization. RHF has staff strength of 5. The team was only able to meet with only 3 of her staff. RHF, indeed need training in Advocacy, M&E and project design and development. These will make RHF to be more effective and easily remembered by its community.
- ii. **Women Action Research Organisation (WARO):** its focused area is in health. Through this point of entry into her community, WARO has been able to affect her community positively through the provision of both formal/non-formal educations. Due to their effort in community Development, they have been able to support through the scholarship, the education of some children, especially the girl child. Though in health, WARO hopes to do more in this area. It has a staff strength of 9. The team was only opportune to meet with two of WARO's staff as we were told that they were in the field. To be effective as partner with ESSPIN, WARO will need capacity building in the technical capacity areas of Education, Visioning, M&E, Project design and development. This is very important as WARO's present focus in health, although it also had been involved on some aspect of education (see summary sheet for more information on WARO).

Economic Empowerment

- i. **Poverty in Africa Alternative (POVINAA):** Going by the organization's vision and activities in the communities, POVINAA's impacts in the community is by empowering them through the provision of easy access to micro credits through the formation of cooperatives. A visit to one of its community in Ukana, Udi LGA, reveals a positive testimony of POVINAA's activities. One of its beneficiaries was very happy to show the team her goat rearing and poultry venture that was made possible through POVINAA's intervention. Ukana serves a base to POVINAA for reaching out to other neighbouring communities. Apart from the provision of micro-credits, POVINAA was associated with vocational skills training in soap making, tailoring, knitting and weaving. POVINAA has a staff strength of 5, 20 volunteers and 3 Associates. Though POVINAA's report by its intervention community appears impressive, it needs capacity in M&E, project design and development, Advocacy and Visioning, to be able to work effectively with ESSPIN.
- ii. **South Saharan Development Organisation (SSDO):** The organization is primarily into economic empowerment where they facilitate the process of cooperatives formation for easy implementation of micro-credits. Potential beneficiaries and those who have already accessed the funds are usually provided with specialized skills on Budgeting and vocational activities. They claimed to have 7 permanent staff although the team was opportune to meet with 3. The activities of its participants on the workshop were not coherent and impressive. They need to be more focused and to cultivate the culture of team building.

- iii. **Society for the improvement of Rural People (SIRP):** is a young organisation whose operations spread across very few communities. A visit to one of its community in Enugu South revealed its advisory role for the Anglican Church in terms of needs assessment and project implementation especially in the area of economic empowerment. The Secretary of the Anglican Diocese was filled with much praise for SIRP during our validation visit at his office. SIRP has a staff strength of 7, with 2 partners and some volunteers. Its leader is the former Head of Service of the State who demonstrated lots of humility during the workshop. The team hopes that SIRP would help ESSPIN partner well with the Enugu state government. This should help sustain ESSPIN programme long after the end of the programme. SIRP, though very knowledgeable in the technical capacity areas of Education, needs capacity building in M&E, strategic planning, project design and development, Advocacy, and community mobilization to enable it partner effectively with ESSPIN.

Advocacy

- i. **Economic Empowerment Development Initiative (EEDI)** programmes are mostly delivered through the television, radio and churches. It does not have specific communities like most of the other CSOs. EEDI would be required to have a community it could mobilise to demand for good service delivery as required in the partnership arrangement with ESSPIN. Much of its activities are concentrated within Enugu Metropolis. They have been involved in Radio program on HIV/AIDS awareness and the campaign on “Anti-Discrimination Law” in Enugu Town. In line with community activity, EEDI provided free computer training to “in and out of school youths” selected from some churches located in Enugu North LGA. These churches included St. Mary’s church Uwani, Sacred heart Parish Uwani, St Bridgette Assata, St. Patrick’s Church, Coal Camp and St. Peter’s Parish Garrick. EEDI is a very promising CSO whose capacity could be built in the area of project design and development, Advocacy and M&E. It has staff strength of 7, 4 volunteers and 3 Associates.
- ii. **Agents of Communication and Development (A-CODE):** Although all the CSOs in this report are also engaged in advocacy, A-CODE is very unique in this area. It is staffed with 4 vibrant youths whose advocacy activities cut across all the sectors of service delivery. It also claimed to have 250 volunteers. A-CODE has a communication outfit whose focus is on the education of the Enugu society in various areas of human endeavours. Specific areas of mention are HIV/Aids, Roll Back Malaria, and educational/TV programmes related to child rights and exam malpractices. A-CODE also runs a media school where young and interested persons are trained in the field on the use of drama in projecting the good, bad and ugly of the society for the purpose of reflection and change. A-CODE hopes to use this approach in enlightening the society, especially the youths, with the aim of creating such awareness that could bring about positive change. Thus, it be said that the whole of Enugu State is A-CODE’s constituency. A-CODE would be very useful to ESSPIN, especially in the area of projecting ESSPIN’s programme. Partnership with ESSPIN therefore may not be total, but partially in the form of consultancy services. A-CODE would therefore need capacity building in project design and development, Advocacy and M&E to enable them be of assistance to ESSPIN.

External Relations

27. Findings under this capacity area, the team sort to assess the extent and depth of CSOs relationships with diverse stakeholders in it programme work. Areas assessed were; stakeholders' awareness, community participation, stakeholder perception, stakeholder communication, relationship with Government, relationship with donors and relationship with other CSOs (see annex 8 and 9 for summary analysis by organization).
28. All the CSOs are registered with one government agency or the other. These include the Corporate Affairs Commission, State Welfare Council, State Ministry of Women Affairs, and Ministry of Youths and Sport. The CSOs are thus, recognised in the state as a result of this association. However, CSOs expressed concerns on government bureaucracy and changes in government policies.
29. Most of the CSOs have effective collaboration with Non-governmental organisations, and Donor Agencies such as; DFID, USAID, EU, UNICEF, SAVI, PATHS 2, UNDP, CISHAN, among others. This indicates an already existing capacity within the CSOs which could be harnessed and tailored towards the envisaged partnership with ESSPIN's programme to enhance their capacity in the demand for quality services in education delivery.

All the CSOs claimed to have very healthy relationship with their operating communities as was established during the team's external validation visits to 11 intervention communities in the state that cut cross majority of Local Government Areas..

30. There appear to be no networking among existing CSOs in Enugu although a branch of an umbrella body known as the Coalition of Civil Society Organisation (CSACEFA) exists in the state. This was clearly shown during the In-depth capacity assessment workshop. Most of the CSOs though located within the Metropolis and having similar vision, did not seem to be aware of the existence and activities of one another.

External Validation

31. The external validation exercise afforded the consultants the opportunity to authenticate the findings on both the familiarization visits and issues from the workshop. Two good examples are the cases associated with the activities of WARO and MEWOOD.
32. WARO works in a community through the Owelli Health Centre in Awgu LGA of Enugu State. A visit to this community further revealed WARO's capacity in relation to its programmes' relevance and impact. Based on initial needs assessment conducted together by WARO and some representatives of the Owelli Health Centre, a capacity building workshop was conducted for some selected health workers of the Health Centre. This consummated in the formation of a committee of 9 women and 6 men to monitor the activities of the hospital. Through this intervention, more people are now aware of the potentials and benefits of the hospital. This has led to more hospital patronage by the community and improved service delivery by the centre. The activities of the committee

led also to the employment of two additional staff to the centre by the LGA to further boost its strength.

33. In the case of MEWOOD, the Abor community in Udi LGA of Enugu State greatly commended their activities. They listed MEWOOD's activities to include capacity building on awareness creation on HIV/Aids and other sexually transmitted diseases, award of scholarship to 157 identified, well documented Orphan and Vulnerable Children (OVC) records, and the supply of books to schools. MEWOOD helped to establish a formidable group arrangement for the selection of OVC's beneficiaries and the distribution of relieved items in the communities. Each of the groups is headed by a trusted community leader called the caretaker. These leaders are normally selected by member of the community and they are also members of the Obi's cabinet.

Baseline and Visioning

34. The table below provides a summary of the ratings of both the different CSOs against the ratings of the consultants. The ratings of the consultants were based on all the instruments and activities employed during the assessment exercise. These included observations, secondary data, outputs from workshop discussions and activities, and semi-structured interviews at the organisational and community level. Table 2 gives (see Annex 8 and 9 on the summary on the Baseline and visioning matrix and the spider chart for each of the CSOs).
35. As indicated in paragraph 19, the strength of the CSOs as ranked by the team is generally as follows: Mission and values, Leadership, Education, Community Participation, Relationship with Government, Vision, Physical Resources, Communication, Design and Development, Operations, Stakeholders Awareness, Relationship with Donors, Staffing, Stakeholder Communication, Stakeholder Perception, Management and Administration, Human Recourses, Financial Management, Budget and Funding, Planning, Relationship , Research and Monitoring and Evaluation. The spider chart for each of the CSOs in annex viii indicates generally lower rating values of the team when compared to those of the CSOs. Table 2 provides summary of the baseline and visioning matrix chart of Annex 9.

Table 2: Baseline and visioning matrix Summary table

ORGANISATION	ORGANISATIONAL CAPACITY		PROGRAMMES		EXTERNAL RELATION		AVERAGE SCORES	
	Self Assessment	Team Assessment	Self Assessment	Team Assessment	Self Assessment	Team Assessment	Self Assessment	Team Assessment
YORDEL	3.9	3.0	4.17	3.17	4.43	3.57	4.17	3.25
MEWOOD	3.8	2.8	3.83	2.5	3.71	2.71	3.78	2.67
POVINAA	4.0	2.4	4.5	2.17	5.00	3.00	4.50	2.52
SIRP	2.9	2.3	3.17	2.33	3.71	2.86	3.26	2.50
WARO	3.8	2.6	3.17	2.17	3.86	2.71	3.61	2.49
A-CODE	3.3	2.6	3.67	2.33	3.86	2.00	3.61	2.31
EEDI	4.3	2.4	4.33	2.33	5.00	2.00	4.54	2.24
RACTI	2.6	1.9	3.67	2.33	4.14	2.43	3.47	2.22
SDD	3.8	2.2	4.67	2.17	4.71	2.29	4.39	2.22
RHCF	4.6	2.3	4.83	2.33	4.86	2.00	4.76	2.21
INEC	3.6	2.0	4.17	2.00	4.00	1.86	3.92	1.95
Average Scores	3.69	2.41	4.02	2.35	4.30	2.49	4.00	2.42

NOTE: The scores were based on a rating of 5.

36. Table 2 indicates the cumulative scores of the CSOs based on criteria on capacity issues, programmes and their external relationship. Though the CSOs rated themselves higher in all the issue, the consultant thought otherwise, especially in programme related issues. Based on the results on Table 2, the ranking of the CSOs were arrived at as reflected in table 3. As indicated in table 2, YORDEL appears to be on top of the group in all the assessed criteria. MEWOOD and WARO also showed strong scores in Organisational Capacity Assessment. SIRP and POVINAA indicated their strength in the area of External Relations as well as issues related to programmes. INCEC was the CSO with the overall least scores.
37. This result does not, however suggest that INCEC and others at the bottom of the ladder are inferior and of low capacity and can not be engaged by ESSPIN. With capacity building on identified gaps, the entire shortlisted CSOs can provide ESSPIN with a pool of potent CSOs for partnership.

Options and next steps

38. This section of the report will now specifically consider the profile of all the CSOs with the view further clarifying the options so far made, and to prefer actions that would make the selected CSOs capable of partnering with ESSPIN in the enhancement of quality service delivery in the Educational sector of Enugu State.

S/N	ORGANISATION	SPREAD IN ENUGU STATE	PRESENT PINCIPAL AREA OF FOCUS	KEY IDENTIFIED GAPS	COMMENT
1.	YORDEL	In 4 LGAs	Education	Need to be registered with CAC. Needs capacity building in M&E, Advocacy and project design and development.	YODEL has very experienced and skilled staff. It has been in the business of community development for about 16 years with a strong community links, spread and coverage. YORDEL also has good links with government and other NGOs. The organization works with many schools through their Youth intervention programmes called OVCs.
2.	MEWOOD	In 7 LGAs	Education	Need to improve on its office space and staff strength. Needs capacity building in Advocacy, M&E, project design and development.	Its leader is the present coordinator of CEACAFA. Should be able to use her wealth of knowledge in the coordination of other CSOs in the educational sector long after the exit of ESSPIN. MEWOOD has a strong experience in formal and non formal education. This has been demonstrated in the establishment and running of a secondary school in one of community in Enugu East LGA. Enugu State.
3.	POVINAA	In 4 LGAs	Economic Empowerment	Need to improve on its staff strength. Needs capacity building in M&E, project design and development, Advocacy technical capacity, and Visioning.	POVINAA's has many years of experience as a CSO operating in communities towards eradicating poverty. It appears familiar with good approach to community work and cordial relationships in communities they work in. Though it has made considerable progress by empowering its communities through the facilitation of micro-credits, POVINAA can extend such experience into its partnership with ESSPIN. POVINAA's activities are spread round several communities, using Ukana community in UDI LGA, as a pivot centre to other neighbouring communities.
4.	SIRP	In 2 LGAs	Economic Empowerment	Need to improve on its office space and staff strength. Needs capacity building in M&E, project design and development, Advocacy, and community mobilization.	Though SIRP has a very limited community base, it was selected based on its close link with the Government. Its Executive Director was the Former Head of Service of Enugu State. The team sees this organisation as a strong link that could be explore as ESSPIN partner with the Government of Enugu state. During the validation visit, SIRP role in its community is still at the advisory stage, though being used mostly in the implementation of projects that positively impact on its community. Though, a former high ranking officer in the state civil service, Mr Chris Agwu, the Executive Director of SIRP demonstrate a great deal of humility and willingness to learn and move on to another level of live transforming activities through SIRP. However, to be able to fit properly into ESSPIN partnership, SIRP organisational capacity must be greatly enhanced.
5.	WARO	In 3 LGAs	Health	Needs to improve on its staff strength. Needs capacity building in the technical capacity areas of Education, Visioning, M&E, Project design and development.	Has a Strong community linkages/relationship that could be useful for promoting community demand especially for the girl-child education. If supported, could be vibrant at both the State/LGA level to strengthen governance and management of State level education. However, it must be noted here that WARO's interventions are mostly in the health sector, though a considerable work can also be seen in the Educational sector. Has very good office environment

39. As indicated earlier, it will be an error to say that the other CSOs not selected are inferior. Table 1, indicates a much closed ranking of all the shortlisted CSOs. Table 2 indicates some of the key reasons why the 6 CSOs were not selected to partner with ESSPIN.

S/N	ORGANISATION	SPREAD IN ENUGU STATE	PRESENT PRINCIPAL AREA OF FOCUS	KEY IDENTIFIED GAPS	COMMENT
1.	A-CODE	In 6 LGAs	Advocacy through the use of the mass media	Its activities cover all sectors, so is its focus. There might be the problem of limiting A-CODE interest to one sector alone. Needs capacity building in project design and development, Advocacy and M&E.	Though not selected as a key partner with ESSPIN, A-CODE could be of help in the area of expressing ESSPIN's drive in pictorial and dramatic form that could be easily understood by the society at large.
2.	RHF	In 6 LGAs	Health	Lacks a good office space. RHF uses a car garage as its office. Most of its activities at the communities' couldn't be verified. Needs capacity building in Advocacy, M&E and project design and development.	The team's visit to one of its communities was fruitless. The team was not able to validate RHF claims.
3.	SSDO	In 6 LGAs	Economic Empowerment	Need to improve on its staff quality. They demonstrated a lack of team spirit during the workshop. Needs capacity building in team building, M&E and community mobilization and participation.	Though they have a very good spread, they need to work together. Only one of its staff was on ground when the team made a familiarization visit to the organisation.
4.	EEDI	In 2 LGAs	Economic Empowerment	In the view of the team, though EEDI very skilled personnel, their activities are not specifically community base. The general society seems to be its constituency. Needs capacity building in project design and development, Advocacy and M&E.	To work with ESSPIN, EEDI will require a specific community that it could mobilise to demand quality service delivery in Education. Nevertheless, EEDI could help ESSPIN in carrying out some research activities.
5.	RACTI	In 3 LGAs	Education	RACTI is a very young organisation. It will require capacity building in M&E, project design and implementation, report writing and finance.	Its role in the encouragement of a good reading culture among children must be commended. ESSPIN should find a way of encouraging this organisation.
6.	INCEC	In 1 LGA	Education	INCEC is also a young organisation in its activities. It needs capacity building in M&E, project design and development, and research.	INCEC's activities in fighting the issue of "drop out" in schools must be commended. A fruitless familiarization visit.

40. As a first step in building the capacity, all the CSOs should be provided with relevant information as it affects them. Copies of this report should also be given to ENSUBEB as a way of enhancing good partnership with the State Government. All the CSOs, especially the selected ones should give a face lift to their office space. Capacity building should also be made in the area of writing good vision and mission statement and technical capacity areas of Education since all the CSOs are hitherto be involved in other sector of the economic and need to be realigned to the Educational sector.

Conclusions

41. This consultancy has recommended four (4) CSOs and one (1) backup CSO in Enugu State namely; YORDEL, MEWOOD, POVINAA and SIRP, and WARO as backup amidst 12 originally shortlisted potential CSOs operating in Enugu State. The five CSOs were selected based on their Organizational capacity, programmes, external relations; Spread in Enugu State and their Community impact, especially in education related activities and their strategic experience that could be of benefit to the partnership. While MEWOOD serves as the current desk office for the collision of all the CSOs in Enugu State, SIRP has a strong governmental link. SIRP Executive Director was the immediate past Head of Service to the Enugu State government. With SIRP on board, it is hoped that government attention and participation would be a lot easier. This should help sustain the programme long after ESSPIN would have wound down.
42. The participatory nature of the assessment provide an opportunity for both the CSO and government officials freely interact and get to know each other better at this initial stages.
43. To be able to partner effectively with ESSPIN, the capacity of all the CSOs should be strengthened to meet the expected objectives whilst also harnessing existing experience of the CSOs. Main capacity gaps identified that both the CSOs and the ESSPIN should consider supporting are in the areas suck like but not limited to; Advocacy skills, Participatory Monitoring and Evaluation, Human Resource management, strategic Planning, Research, proposal and report writing and documentation, financial record keeping, concept of voice and accountability, gender mainstreaming and analysis as well as school based management models and its contribution to school improvement in the state.

Annex 1: Terms of Reference

Title of the Input Visit: In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

Duration of Assignment: 07/03/11 – 18/03/11 (10 Days)

Background

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. As a support programme, it is attempting to work through existing government structures on the supply side of education and to effect change from within. It is also attempting to stimulate demand for higher quality education services. It is currently operating in six States (Kano, Kaduna, Kwara, Jigawa, Lagos and Enugu) 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 and a general assessment of CSOs was conducted in early 2008 by the DFID programme SAVI in Enugu state. Taking the CSO report forward since 2008, 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.

Purpose of the consultancy

The main objectives of the consultancy are; to plan, coordinate and undertake specifically; (1) conduct an in – depth capacity assessment of 7 short listed CSOs based on agreed criteria with ESSPIN team in Enugu state; (2) validate CSOs community outreach and (3) Recommend 4 – 5 CSOs to ESSPIN for partnership in educational service delivery and voice and accountability.

Specific Tasks of Consultancy

- Hold initial briefing with the Lead Specialist Community Demand and Accountability (LSCDA) and the state teams to finalize plans and work schedules for the consultancy period.

- Adapt the tool for conducting the in - depth partnership capacity assessment, using SAVI as well as Action Aid resource guides;
- Conduct the CSOs' in – depth partnership capacity assessment in Enugu state, using the agreed tools and criteria. Compile reports of each CSO assessment, along with recommendations (maximum 5) for which CSOs to select for engagement;
- Validate CSOs extent of potential CSOs community outreach and intervention;
- Clarify the organizational focus, vision and mission and the contribution of activities to the organizational focus
- Determine CSOs/CBOs understanding of Partnership and its implication of for engaging with ESSPIN
- Liaise and work with ENSUBEB - social mobilization department during the capacity assessment process as impetus for future Government/CSO partnership collaboration;
- Hold a meeting with SAVI to identify areas for more collaboration in Enugu state;
- Determine in a participatory way, their strengths, weaknesses, opportunities and extent of community outreach which strongly indicates ESSPIN pilot LGEAs
- Further assess the capacity needs of CSOs/CBOS for future organizational support;
- 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 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 Enugu state with technical capacity areas assessed for potential partnership in community engagement for voice and accountability
- Assessment report carried out by SAVI and CSO short listing compiled by ESSPIN reviewed and agreed.
- Criteria for the assessment developed with state teams;
- CSO assessment completed in Enugu state
- Prepare and submit consultancy report in ESSPIN format.

Activities (including itinerary)

Table1:

Activities
Details activities to be planned by consultants at the state level
Briefing with ESSPIN State team
CSO Assessment in Lagos state (Familiarization and self assessment)
<i>Validation exercise at community level</i>
Initial field level analysis of results, preparation of report and recommendations and debriefing
Final reporting by lead consultant for Enugu state and departure

Management Arrangements

This assignment is expected to be undertaken by two consultants supported by state specialist. This assumes a **10 contractual days over a 5-day work /week**. The outputs of this assignment shall be the responsibility of the lead consultant and with overall coordination and to be supported by he/she involved in this assignment. The consultant will work with the lead consultant and together will report to the ESSPIN Lead Specialist and the state team leader in Enugu state. The consultant will be based in Enugu state with travels as agreed with state teams.

Reporting

A consultancy report is due immediately on completion of the assignment all reports must use the prescribed ESSPIN reporting template and formatting styles. (NB all ESSPIN reports are potentially public documents for wide circulation and should be written with due sensitivity).

Competencies

Qualifications/experience

1. A postgraduate qualification in education, social development or its equivalent in research development.
2. Extensive practical experience of community interactions and school development management structures in developing countries.
3. Experience of providing professional and technical inputs in development assistance programmes/projects.

Knowledge

1. Practical knowledge of educational development issues in Nigeria and other countries.
2. In-depth knowledge and experience of current international literature on school Based management and governance.
3. Knowledge of Nigerian Government and parastatal structures and systems.
4. Experience of School Based Management Committees initiatives in resource poor environments in developing countries (essential), preferably in Nigeria (desirable)

Abilities

1. Ability to communicate appropriately with clients and stakeholders and to elicit reliable information.
2. Ability to inspire colleagues and to act as member of a team.
3. Ability to design and facilitate/implement an investigation into the outcomes and effectiveness of school based management committees.
4. Ability to design and facilitate participative and interactive workshops

Annex 2: Consultancy Activity Work plan

S/N	DATE	ACTIVITY	PARTICIPANTS/VENUE	RESOURCES	OUTCOME
1.	7 th March, 2011	Hold meeting with State teams to finalize plans and work schedules for the consultancy period.	State team and Consultants		<ul style="list-style-type: none"> Agreed Workplan for CSOs Assessment and Selection Familiarization and Technical Capacity forms printed
2.	7 th March, 2011	Conduct familiarization visits to 2 shortlisted CSOs: <ol style="list-style-type: none"> PROVINAA YORDEL 	Consultants and CSOs	A Motor Vehicle	<ul style="list-style-type: none"> CSOs identified and briefed Familiarization and Technical Capacity forms distributed for submission by CSOs on the 8th of March, 2011. CSOs and ENSUBEB invited for CBOs Assessment Workshop.
3.	8 th March, 2011	<ul style="list-style-type: none"> Familiarization visits with CSOs continues; <ol style="list-style-type: none"> ACODE RHCF INCEC MEWOOD EEDI SDD RACTI WARO CIDJP SIRP Make contact with ENSUBEB 	Consultants and CSOs	A Motor Vehicle	CSOs identified, briefed and invited for CBOs Assessment Workshop with ENSUBEB in attendant
4.	8 th March, 2011	Hold meeting with SAVI to identify areas for more collaboration in Enugu State.	Consultants and SAVI	A Motor Vehicle	Identify further areas for SAVI/ESSPIN Collaboration

5.	9 th to 10 th March, 2011	Conduct the CSOs' in-depth partnership capacity assessment workshop for 6 CSOs in Enugu state, using the agreed tools and criteria, with 2 ENSUBEB officers in attendant.	CSOs, ENSUBEB and Consultants	Flipchart, Markers, Stand, Jotters writing materials , masking tape, Projector Idea cards (white, yellow, Pink, Blue, Green), Scissors	CSOs Capacities Assessed Technically
6.	11 th and 14 th March, 2011	Conduct another CSOs' in-depth partnership capacity assessment workshop for 6 CSOs in Enugu state, using the agreed tools and criteria, with 2 ENSUBEB officers in attendant.	CSOs, ENSUBEB and Consultants	Flipchart, Markers, Stand, Jotters writing materials , masking tape, Projector Idea cards (white, yellow, Pink, Blue, Green), Scissors	CSOs Capacities Assessed Technically
7.	15 th to 16 th March, 2011	Validate CSOs extent of potential CSOs community outreach and intervention.	Consultants and ENSUBEB	A Motor Vehicle	CBOs submissions and claims validated at the community level
8.	17 th March, 2011	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	State team, ENSUBEB and Consultants		ESSPIN state teams debriefed on key findings and recommendations
9.	17 th to 18 th March, 2011	Prepare report on the consultancy assignment to include key recommendations in the ESSPIN required format.	Consultants		Draft report prepared for submission to ESSPIN

Annex 3: Workshop Programme

Civil Society Organization In-depth Capacity Assessment Workshop at ESSPIN Enugu Office

Day 1	Activity	Facilitator	Method
09 – 09:05	Opening Prayer	Participant	
09:05 – 09:35	Introductions and ice breaking	Uwem	
09:35 – 09:50	Overview of ESSPIN and output 4	Agu	Presentation
09:50 – 10:10	Expectations and fears	Uwem	Presentation/group work
10:20 – 10:50	Tea Break	All	
10:50 – 11:30	Organizational Time Line	Sambo	Presentation/group work
11:30 – 1:30	Onions Exercise	Uwem	Presentation/group work
1:30 – 2:30	Lunch/Break	All	
2:30 – 4.00	Review of Technical Capacity Areas	Sambo	Q&A
Day 2			
09 – 09:05	Opening Prayer	Participants	
09:05 – 09:35	Recap of Day 1 activities	Uwem/participants	Reflections (phone calls)
09:35 – 11:00	Body Map/Stages of organizational development	Uwem	Group work and plenary presentations
11:00 – 11:30	Tea Break	All	
11:30 – 1:30	Overview and concept of Stakeholders Analysis	Sambo	Group work and plenary presentations
1:30 – 2.30	Lunch/Break	All	
2:30 – 3:30	SWOT Analysis	Uwem	Group work and plenary presentations
3:30 – 4.45	Introduction to Base line and Visioning Group work	Sambo	Group work and plenary presentations
4:45 – 5:00	Post workshop Evaluation and closing	All	

Annex 4: Attendance List for First Workshop

**First Workshop on Civil Society Organization In-depth Capacity Assessment at ESSPIN
Enugu Office, dated 9th to 10th of March, 2011**

S/N	Name	Gender	Organisation	Designation	Phone No.	E-Mail
1.	Chris N. Ugwu	M	SIRP	Executive Director	07034161674	sirp@rocketmail.com
2.	Sunday Nweke	M	SIRP	Programme Officer	08037398796	sirp@rocketmail.com
3.	Ehiowere Odindka Jr.	M	SIRP	Programme Officer	08037501437	sirp@rocketmail.com
4.	Utaka, Chibuike	M	A-CODE	Programme Officer	08037839061	Juchil2003@yahoo.com
5.	Chnonso Okono	F	A-CODE	Admin. Staff	08160259208	abbeyokoro@yahoo.com
6.	Obetta Bethel	F	A-CODE	Programme Officer	08008540097	ladybethels@yahoo.com
7.	Eze Deborah	F	YODEL Africa	Director of Programme	08036690776	yordelafrica@yahoo.com
8.	Ogenyi G. C	F	YODEL Africa	Executive Director	08062666448	yordelafrica@yahoo.com
9.	Ozioko Grace	F	YODEL Africa	Programme Officer	08034534392	yordelafrica@yahoo.com
10.	Dr. Nkechi Onah	M	WARO	Executive Director	08033640077	waro.2000@yahoo.com
11.	Ogbozor Kate	F	WARO	Secretary	07037139966	Ckate.2004@yahoo.com
12.	Onu, Mary N	M	WARO	Project Officer	08063961155	waro.2000@yahoo.com
13.	Okeke Florence	F	RACTI	Unit Head	08032760339	florencechukwu@yahoo.com
14.	Ucheoma Alagbo	F	RACTI	Unit Supervisor	08068091213	Myuche4real@yahoo.com
15.	Ifeyinwa Okoh	F	RACTI	Project Coordinator	08036760129	mairacti@yahoo.com
16.	Paul Ugwu	M	SMO	ENSUBEB	08068630855	Paulugwu41@yahoo.com
17.	Uwem Umoh	M	Independent	Lead Consultant	08023739184	umohuwem@ymail.com , umohuwem@yahoo.com
18.	Sambo Yakubu	M	Independent	Consultant	08033577131	Sambo4christ@yahoo.com

Annex 5: Attendance List for Second Workshop

**Second Workshop on Civil Society Organization In-depth Capacity Assessment at
ESSPIN Enugu Office, dated 9th to 10th of March, 2011**

S/N	Name	Gender	Organisation	Designation	Phone No.	E-Mail
1.	Ifeoma Ezi	F	INCEC	Executive Director	08062222959	ifeomaeu@gmail.com
2.	Chinyere Okolo	F	INCEC	Managing Director	08132674276	
3.	Adaeze Onyekwena	F	EEDI	Director	0806806846	
4.	Louisa Egiwu	F	EEDI	Programme Manager	08061173343	
5.	Nkiru Nwobodo	F	EEDI	Executive Director	08064098970	econoempower@yahoo.com
6.	Uzochukwu Uchenna	F	MEWOOD	Member of Staff	08064426305	Mewood2006@yahoo.com
7.	Betty Agujiobi	F	MEWOOD	Director	08035005488	Mewood2006@yahoo.com
8.	Tobe Ugwu	M	MEWOOD	Manager	08033481522	Mewood2006@yahoo.com
9.	Nebechi Ugunozor	M	POVINAA	Executive Director	08037720375	
10.	Nwafor Aguke	F	POVINAA	Office Manager	0803653503	
11.	Achife Anthony	M	POVINAA	Programme Manager	09037720375	
12.	Akueme Mary Jane	F	RHF	Behaviour Change Specialist	07062347600	cityamalu@yahoo.com
13.	Chritopher Amalu	M	RHF	Programme Director	08037240369	cityamalu@yahoo.com
14.	Anselm Okonkwo	M	RHF	Program Officer	08032621794	Rosansbo@yahoo.com
15.	Chima Agba	M	SSDO	Member of Staff	0803509137	
16.	Franca Nwoye	F	SSDO	Programme Officer	07039381579	franca@southsaharan.org
17.	Ejike Ozioko	M	SSDO	Programme Manager	08033609347	Ejike@southsaharan.org
18.	Ewo C.E	M	ENSUBEB	PEAO	08062512734	

Annex 6: SWOT Analysis Summary for 11 Civil Service Organisations

(Assessment was by participants during the workshop)

Organisations	Strengths	Weaknesses	Opportunities	Threats
SIRP	<ul style="list-style-type: none"> • Resource availability • Good office accommodation with equipments • Adequate human resources • Skilled personnel • Adequate capacity in PRA and project management • Govern and communities acceptance 	<ul style="list-style-type: none"> • Inadequate office space • Insufficient trained staff, especially in M&E • Inadequate motor cycles/vehicles 	<ul style="list-style-type: none"> • Government policies on SBMC • Indispensability of CSOs as veritable partners • Workshops for capacity building 	<ul style="list-style-type: none"> • Frequent changes in government policies regarding CSOs • Lack of funds • Constant competition among NGOs • Problems of accountability and management of schools
A-CODE	<ul style="list-style-type: none"> • Efficient equipments for project execution • Adequate office space with modern facilities like internet, projector etc • Dedicated and committed staff • Good knowledge control of the media in terms legal implications • Adequate knowledge of their target audience • Cordial relationship with the media • Adequate capacity in terms of skills and overall performances 	<ul style="list-style-type: none"> • Inadequate financial resources • Absence of M&E department 	<ul style="list-style-type: none"> • Networking with donor partners/funders • Linkages with other CSOs • Societal trend e.g. examination malpractice, cholera for intervention • Availability of freedom of information bill 	<ul style="list-style-type: none"> • Inadequate funds for project implementation • Organizational high overhead costs • Dwindling man power
YORDEL	<ul style="list-style-type: none"> • Trained and Committed Staff • Office Space • Office Equipment (Computers, Printers, Projector, Generator, Flip chat Stand • Police guidelines (Job description,) • Managerial Skill • Program design and implementation • ICT (computer, Internet Skill) • Manage project • Good relationship other NGOS • Most viable/responsive target group (the Youths) • Volunteers 	<ul style="list-style-type: none"> • Lack of proper documentation • Low M&E management skills 	<ul style="list-style-type: none"> • Board members • Government • Donor Agencies • Other NGOs • Media 	<ul style="list-style-type: none"> • Competition from other NGOs • Inadequate fund

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

WARO	<ul style="list-style-type: none"> • Ability to conduct research in various areas • Spacious office and adequate working environment • Viable resource centre • Adequate knowledge by staff • Transparency • Adequate equipment such as computer, projector, photocopier, cameras etc • Functional board members • Convenience conference hall • Existing of competent volunteers in various areas of programmes focus • Engagement of consultants in technical related areas • Good networking with reputable NGOs/CSOs 	<ul style="list-style-type: none"> • Broken down alternative source of power (generator) • Low capacity of some staff • Irregular water supply • Lack of funding/grants • Difficulties in paying rent for office • Lack of project vehicle • Absence of internet facility (services) 	<ul style="list-style-type: none"> • Writing of journals articles and books to show case works already carried out • Developing proposal to source for funding • Staff capacity building 	<ul style="list-style-type: none"> • Inability to pay rent • Regular loss of already trained and experienced staff to donors and other organizations who can pay more
RACFI	<ul style="list-style-type: none"> • Human resources in terms of passion and commitment by staff • Availability of working equipments 	<ul style="list-style-type: none"> • Fear of acceptance by the generality of the populace • Poor publicity strategies • Lack of funds for project execution • Inadequate basic working equipments such as cameras, projectors etc • Insufficient personnel • Lack of relevant skills in M&E and department 	<ul style="list-style-type: none"> • Increased awareness on the place of quality basic education in national development • Availability of donor agencies to collaborate with • Schools and communities for carried out various projects 	<ul style="list-style-type: none"> • Poor funding for project sustainability
RHCF	<ul style="list-style-type: none"> • Office, space and equipments • Trained staff volunteers • Proposal writing and communicating skills • Internet facility/services • Training/facilitating skills • International revolving funds mobilization skills • Effective leadership and management skills • Team spirit and networking abilities 	<ul style="list-style-type: none"> • Poor funding 	<ul style="list-style-type: none"> • Cordial relationship with donors and government agencies • Accessibility to internet information • Educational capacity building by ESSPIN, SAVI, SMOE etc • Collaboration with the media 	<ul style="list-style-type: none"> • Inability to access funds • Possibility of negative political influence in development work • Political instability
INCEC	<ul style="list-style-type: none"> • Fully developed programmes • Dedicated staff • Background and substantial knowledge in the focus area 	<ul style="list-style-type: none"> • Insufficient funding • Need to expand infrastructural materials e.g. office, space and therapeutic space 	<ul style="list-style-type: none"> • Working/Collaborate with DFID • Funding from donor agencies (DFID, UNICEF & Ford foundation) • Focus on inclusive development by 	<ul style="list-style-type: none"> • Lack of interest from the government

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

	<ul style="list-style-type: none"> • Well articulated vision and mission statement • Regular access to research based funding and development in the focus areas 		<ul style="list-style-type: none"> the united nations • Collaboration with SMOE 	
POVINA A	<ul style="list-style-type: none"> • Strong team, sound and well articulate programmes • Good guiding values • Numerous technical experts 	<ul style="list-style-type: none"> • Weak financial based • Inability to leverage the government in some projects • Lack of enough office space 	<ul style="list-style-type: none"> • Nigerian population • Existence of donor agencies • Developmental stage of the country • Some level of consistency in government policies and programs 	<ul style="list-style-type: none"> • Other CSOs/NGOs • Inadequate security • Inconsistency in government policies
EEDI	<ul style="list-style-type: none"> • Clear vision and mission statement • Passion for the work • Team spirit • Expertise • Qualified staff • Staff commitment to work • Staff development and retention strategies • Adequate equipments • Internet facility (Services) 	<ul style="list-style-type: none"> • Inadequate funding • Staff turn over (Trained) 	<ul style="list-style-type: none"> • Presence of donor agencies • Government willingness to work with CSOs/NGOs • Vast areas of human development • Existing areas of intervention by organization due to unhealthy schools system, Youth restiveness and poor health facilities in the country • Urgent need for improvement of educators capacity 	<ul style="list-style-type: none"> • High Level of corruption in the society • Lack of government commitment • Insecurity • Inconsistent power supply
SSDD	<ul style="list-style-type: none"> • Skilled and experience management staff • Strong and dedicated board of trustees • Existence of income generation outfit • Skilful in proposal writing and monitoring and evaluation 	<ul style="list-style-type: none"> • Inadequate funding • Inadequate staff • Staff turn over 	<ul style="list-style-type: none"> • Donor agencies for fund raising • Collaboration with government agencies for project funding • Donor agencies for capacity building • Networking for sharing of knowledge and experiences • Good working relationship with communities across 17 LGAs within the state towards youths economic empowerment 	<ul style="list-style-type: none"> • Existing competition with other organization in terms of fund raising • Lack of cooperation from the government agencies
MEWOOD	<ul style="list-style-type: none"> • Qualified staff • Team work • Good working environment and equipment • Transparency and Accountability • Comfortable office space • Good relationship with partners • Reporting abilities skills • Good policies, sustainability and strategies 	<ul style="list-style-type: none"> • Dread of staff • Poor funding • Poor capacity in proposal writing • Inadequate project vehicle 	<ul style="list-style-type: none"> • Collaboration and networking • Availability of funders • Collaboration with government agencies • Opportunities for capacity building • People willing to work with organization 	<ul style="list-style-type: none"> • Cultural barriers • Political instability • Irregular supply of water and electricity • Unfavourable government policies • Global economic crisis • Change in funders policies

Annex 7: Local Government/Community Intervention Matrix

		SIRP	A-CODE	YORDEL	WARO	RACTI	RHCF	INEC	POVINAA	EEDI	SDD	MEWOOD
1.	Aninri											
2.	Awgu											
3.	Enugu East											
4.	Enugu North											
5.	Enugu South											
6.	Enugu West											
7.	Ezeagu											
8.	Igbo-Etiti											
9.	Igbo-Eze North											
10.	Igbo-Eze South											
11.	Isi-Uzor											
12.	Nkanu East											
13.	Nkanu West											
14.	Nsukka											
15.	Udenu											
16.	Udi											
17.	Uzo-Uwani											

Annex 8: Baseline and Visioning Matrix

S/N	OGANISATION																						Average Assessments	
	SIRP		A-CODE		YORDEL		WARO		RACTI		RHCF		INEC		POVINAA		EEDI		SDD		MEWOOD			
	Capacity Ranking																							
Capacity Area	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.	Self Ass	Team Ass.	Self Ass	Team Ass
Organisational Capacity																								
Vision	3	3	3	2	4	3	5	4	4	2	5	3	4	2	3	3	5	1	5	2	4	3	4.09	2.55
Mission and values	2	2	3	2	4	3	4	3	3	3	5	3	4	2	4	3	5	2	4	2	4	3	3.82	2.55
Leadership	3	3	4	4	4	3	5	3	3	2	4	2	4	2	5	3	5	3	3	2	4	3	4.00	2.73
Management and Administration	3	2	3	2	3	3	3	2	2	2	5	3	3	2	4	2	4	3	3	2	4	3	3.36	2.36
Budget and Funding	3	2	3	3	3	2	3	2	2	1	4	2	3	2	3	2	4	2	3	2	3	3	3.09	2.09
Human Recourses	3	2	3	3	4	4	3	2	2	1	4	2	4	2	3	2	4	3	4	2	4	3	3.45	2.36
Physical Resources	3	3	4	3	4	3	5	4	4	2	5	1	3	2	4	2	4	3	4	3	4	2	4.00	2.55
Financial Management	3	2	3	2	5	3	4	2	2	2	5	2	3	2	4	2	4	2	4	3	4	3	3.73	2.27
Planning	3	2	3	2	3	3	3	2	2	2	4	2	4	2	5	2	3	2	3	2	3	2	3.27	2.09
Communication	3	2	4	3	5	3	3	2	2	2	5	3	4	2	5	3	5	3	5	2	4	3	4.09	2.55
SUB-TOTAL	2.90	2.30	3.30	2.60	3.90	3.00	3.80	2.60	2.60	1.90	4.60	2.30	3.60	2.00	4.00	2.40	4.30	2.40	3.80	2.20	3.80	2.80	3.69	2.41
Programmes																								
Design and Development	3	2	4	2	4	3	3	2	3	2	5	3	4	2	4	3	4	2	5	3	4	3	3.91	2.45
Staffing	3	2	4	3	4	4	2	2	4	2	4	3	4	2	5	3	4	3	4	2	3	2	3.73	2.45
Operations	4	3	4	3	4	3	4	2	3	2	5	3	5	2	5	3	5	2	5	3	4	2	4.36	2.55
Research	3	2	3	2	4	3	2	2	4	2	5	2	5	2	5	2	4	3	5	2	4	2	4.00	2.09
Education	4	3	4	2	5	3	4	2	5	4	5	2	4	3	3	1	4	2	5	2	4	4	4.27	2.55
Monitoring and Evaluation	2	2	3	2	4	3	4	3	3	2	5	1	3	1	5	1	5	2	4	1	4	2	3.82	1.82
SUB-TOTAL	3.17	2.33	3.67	2.33	4.17	3.17	3.17	2.17	3.67	2.33	4.83	2.33	4.17	2.00	4.50	2.17	4.33	2.33	4.67	2.17	3.83	2.50	4.02	2.32

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

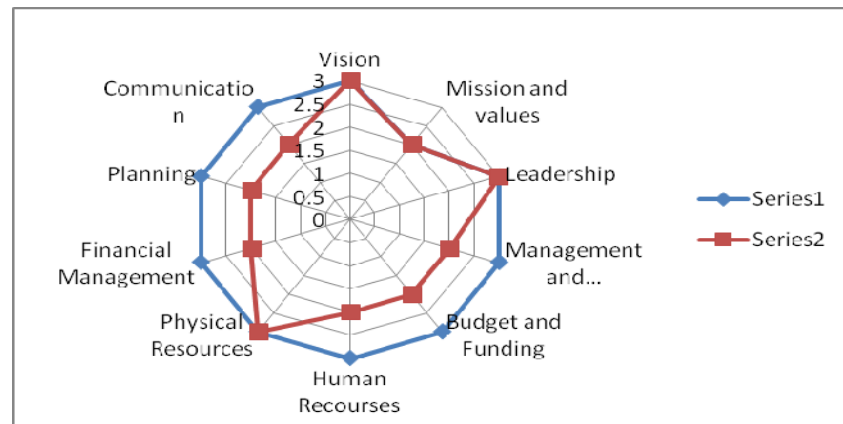
External Relations																								
Stakeholders Awareness	3	3	4	2	5	4	4	2	5	3	5	2	5	2	5	3	5	2	5	2	4	3	4.55	2.55
Community Participation	3	3	4	2	4	4	3	3	3	2	4	2	3	2	5	4	5	1	5	3	4	4	3.91	2.73
Stakeholder Perception	4	2	3	2	4	3	2	2	5	3	5	2	4	3	5	3	5	2	5	2	3	3	4.09	2.45
Stakeholder Communication	4	3	4	2	4	3	5	3	3	2	5	2	5	2	5	3	5	2	5	2	4	2	4.45	2.36
Relationship with Government	4	4	4	3	4	4	3	3	3	2	5	2	4	1	5	3	5	3	4	2	3	3	4.00	2.73
Relationship with Donors	4	2	4	2	5	4	5	3	5	3	5	3	4	2	5	2	5	3	4	2	4	2	4.55	2.55
Relationship with other CSOs	4	3	4	1	5	3	5	3	5	2	5	1	3	1	5	3	5	1	5	3	4	2	4.55	2.09
SUB-TOTAL	3.71	2.86	3.86	2.00	4.43	3.57	3.86	2.71	4.14	2.43	4.86	2.00	4.00	1.86	5.00	3.00	5.00	2.00	4.71	2.29	3.71	2.71	4.30	2.49
GRAND TOTAL	74	57	82	54	95	74	84	58	77	50	109	51	89	45	102	58	104	52	99	51	87	62		

The team's assessment is based on the analysis of findings of all the instruments used in the assessment exercise.

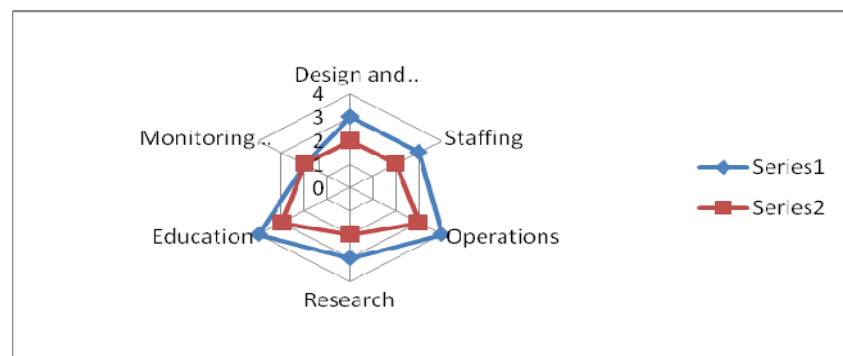
Summary Spider Analysis of 11 Organisational baseline and Visioning Matrix of the CSOs

Baseline and Visioning Matrix for SIRP

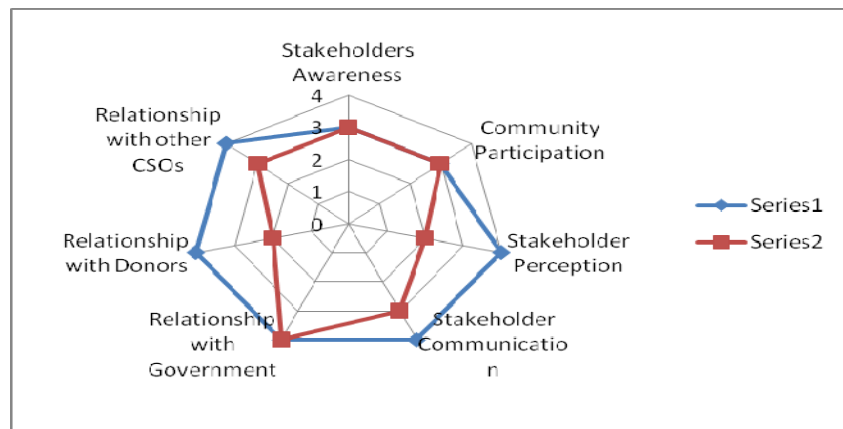
Organisational Capacity



Programmes

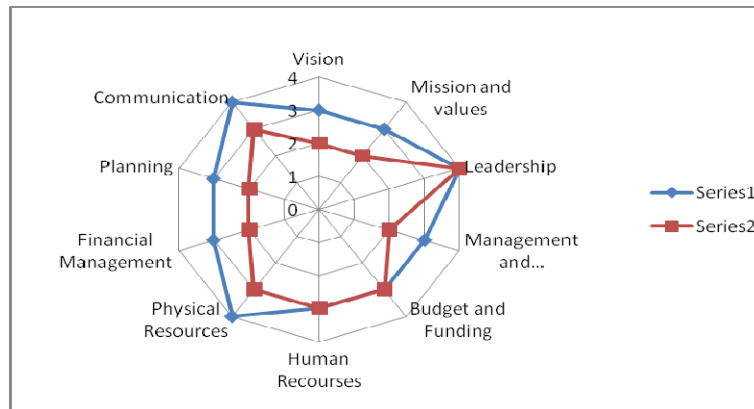


External Relationship

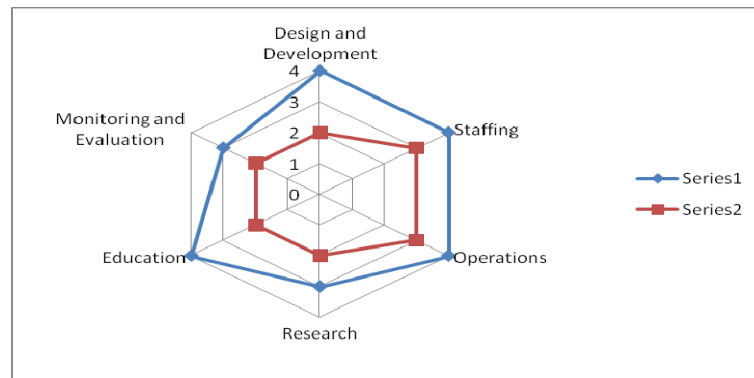


Baseline and Visioning Matrix for A-CODE

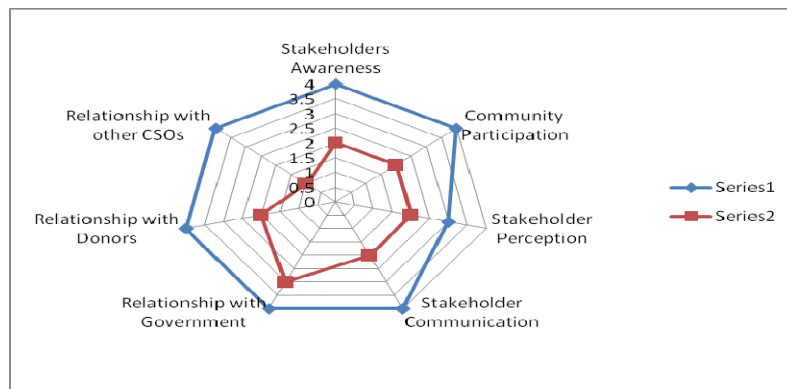
Organisational Capacity



Programmes

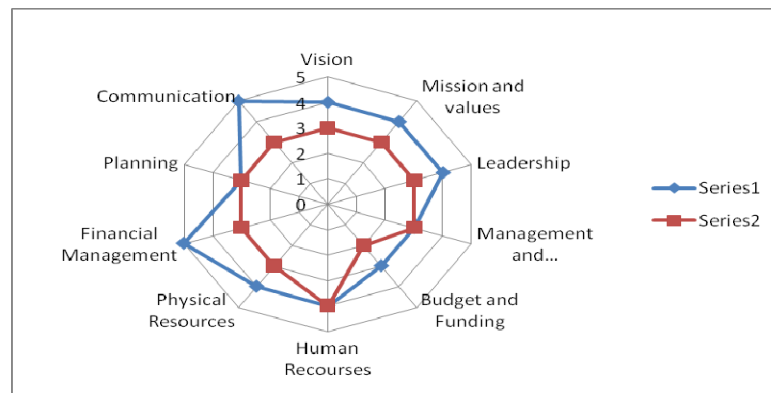


External Relationships

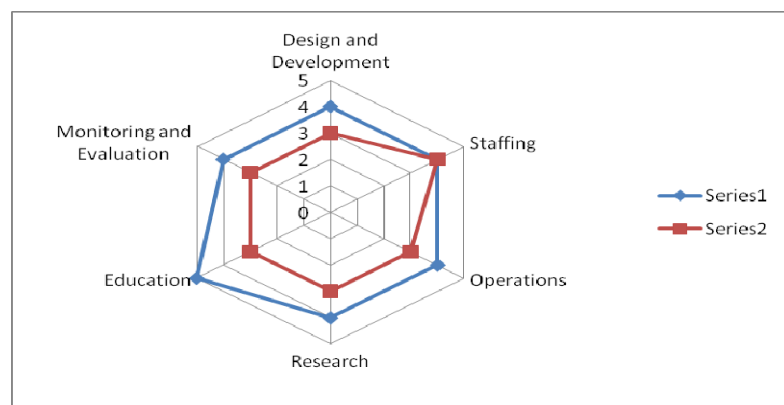


Baseline and Visioning Matrix for YORDEL

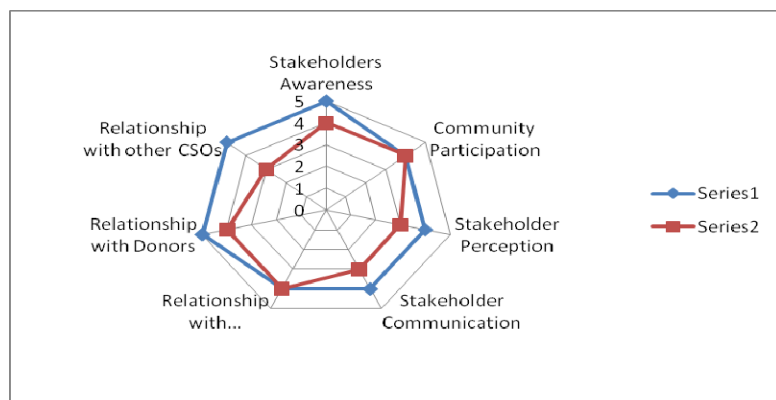
Organisational Capacity



Programmes

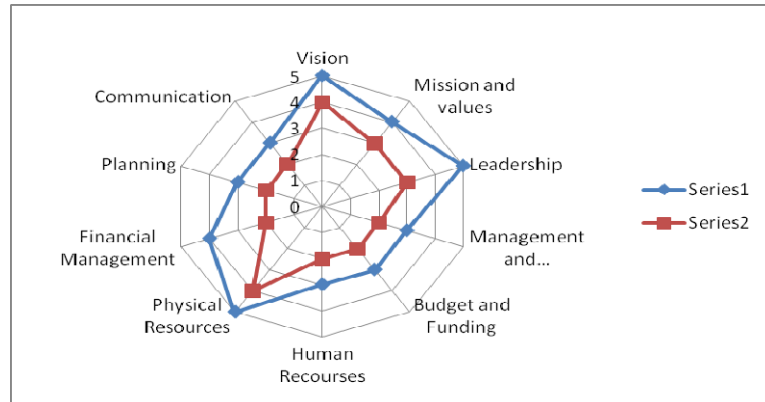


External Relationships

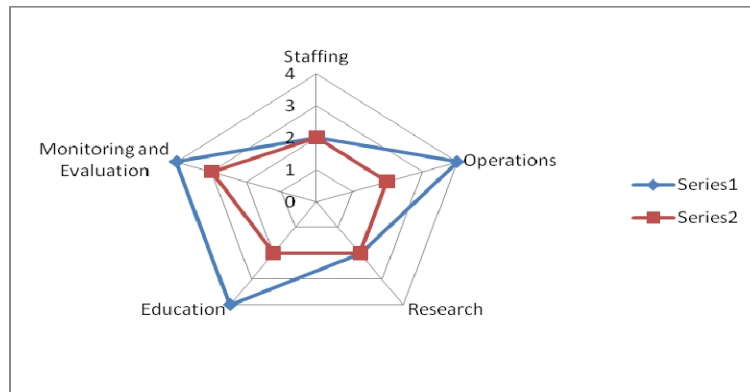


Baseline and Visioning Matrix for WARO

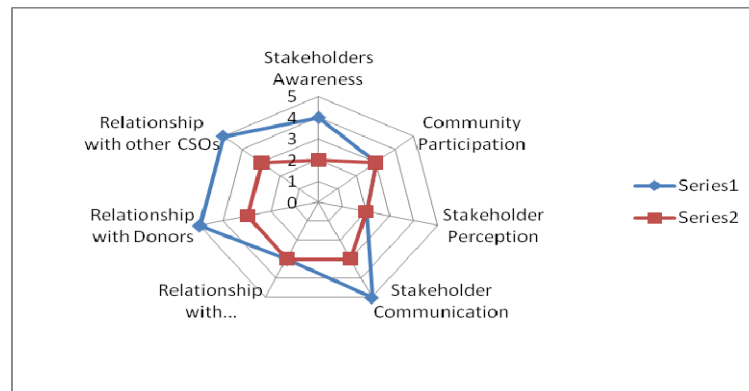
Organisational Capacity



Programme

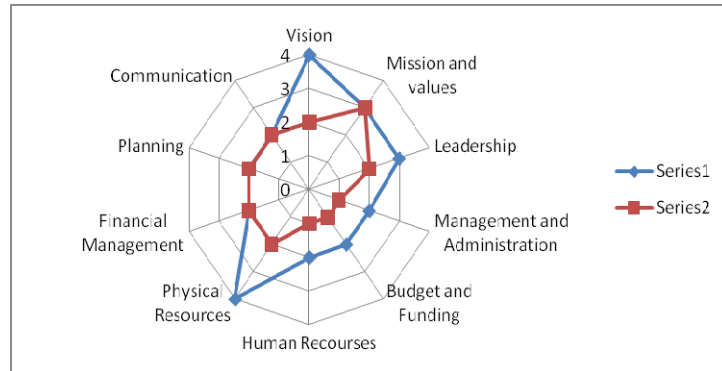


External Relationship

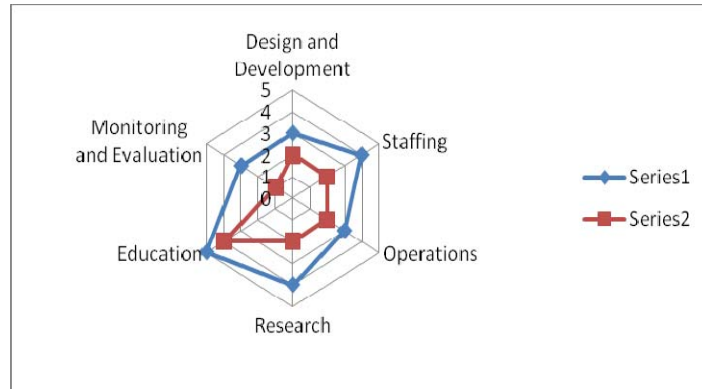


Baseline and Visioning Matrix for RACTI

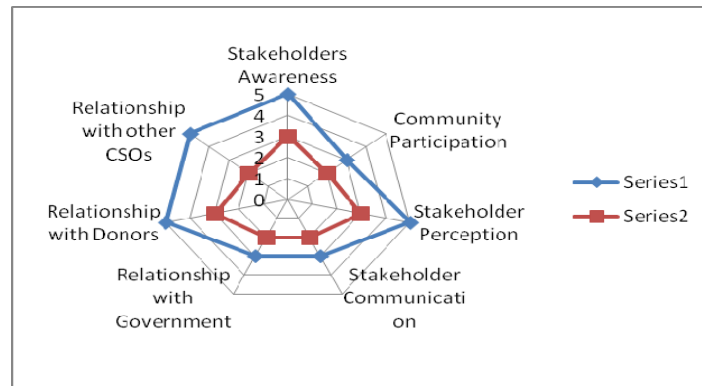
Organisational Capacity



Programme

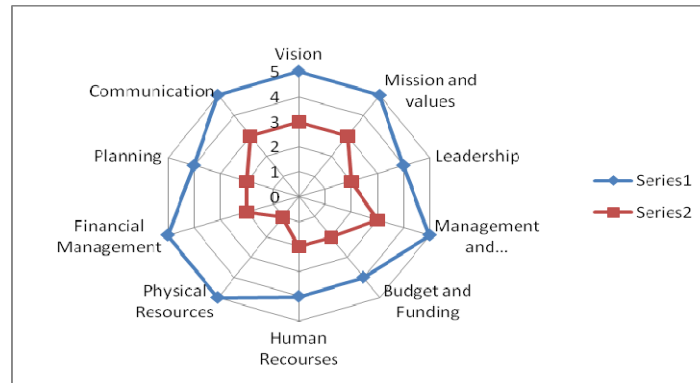


External Relationship

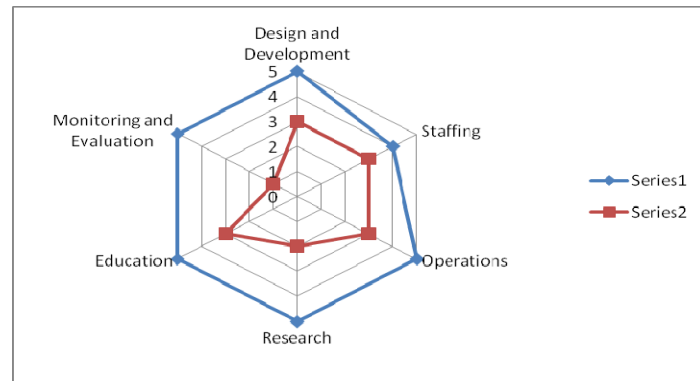


Baseline and Visioning Matrix for RHCF

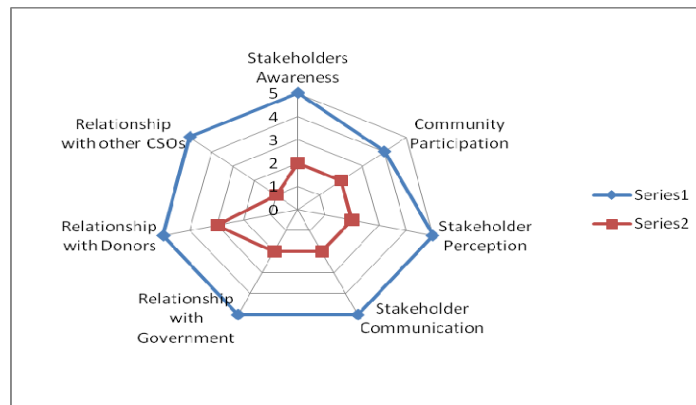
Organisational Capacity



Programmes

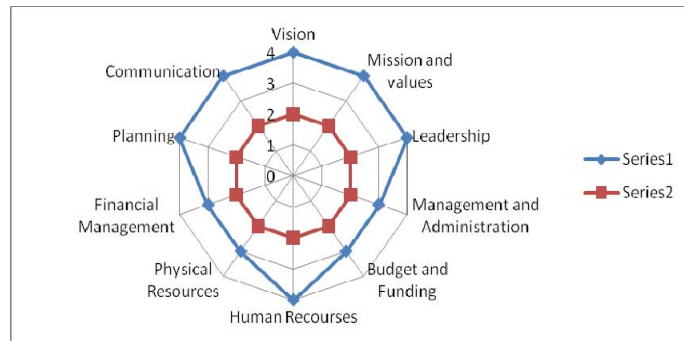


External Relationship

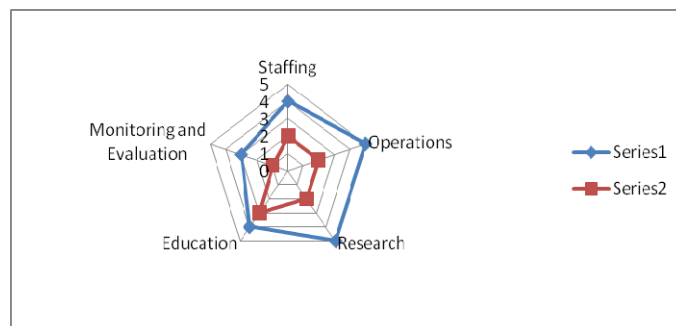


Baseline and Visioning Matrix for INCEC

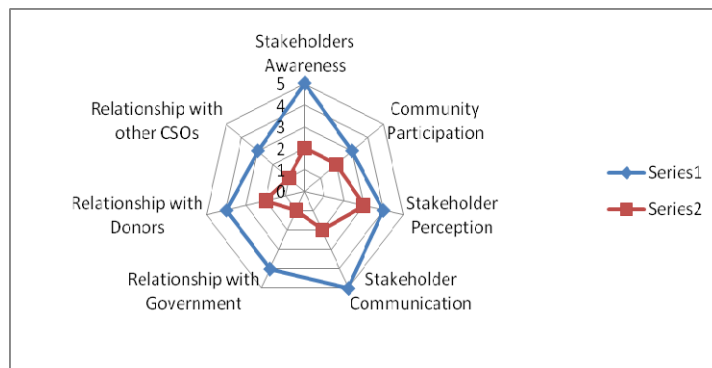
Organisational Capacity



Programme

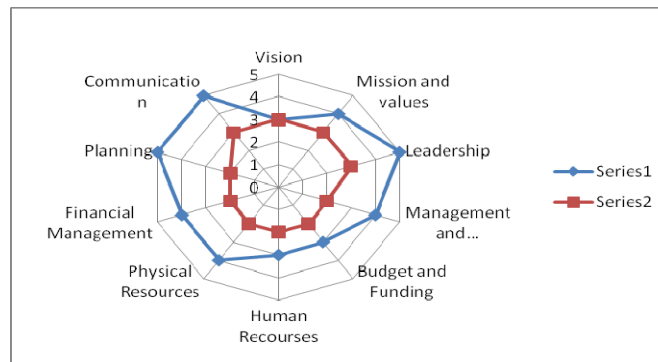


External Relationship

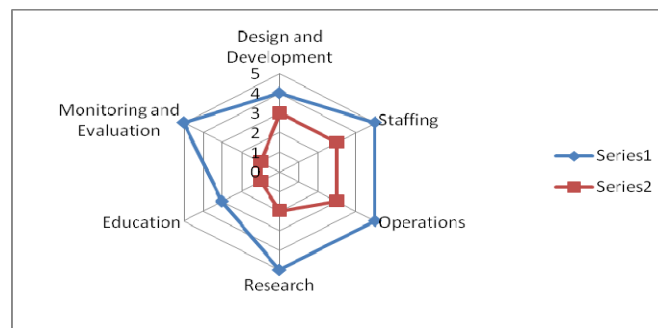


Baseline and Visioning Matrix for POVINAA

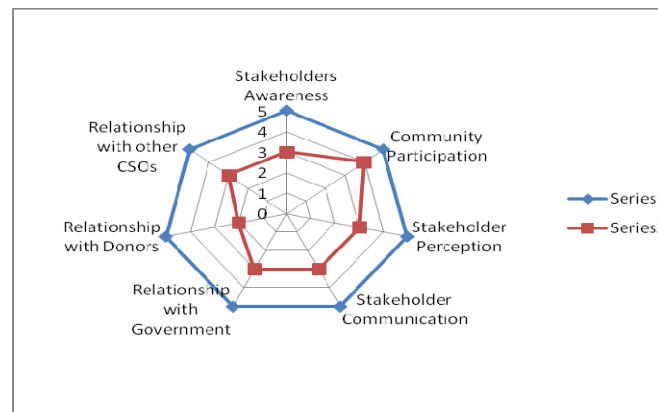
Organisational Capacity



Programmes

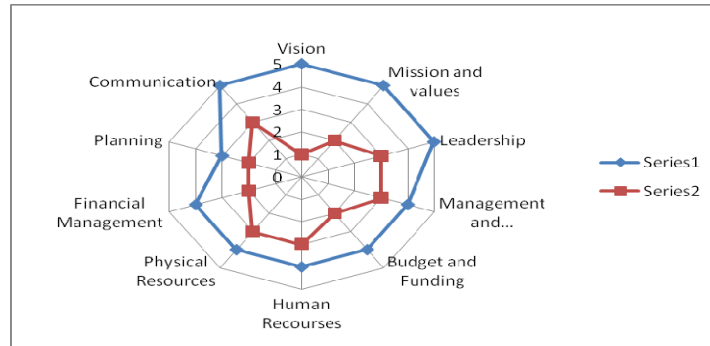


External Relationship

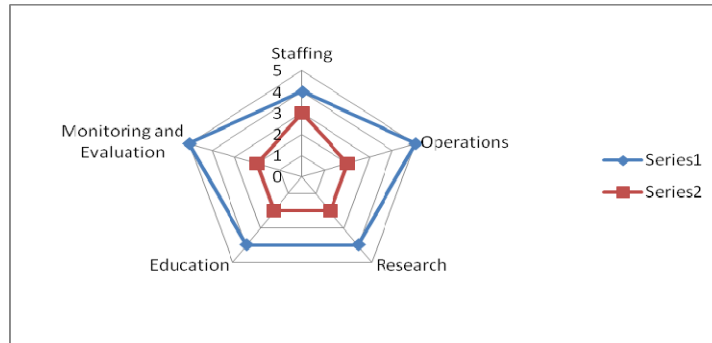


Baseline and Visioning Matrix for EEDI

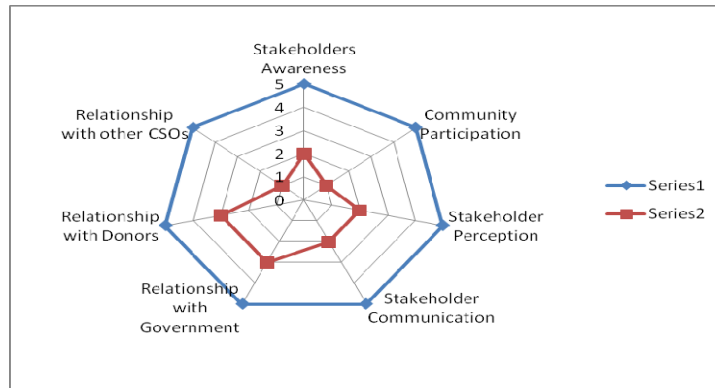
Organisational Capacity



Programme

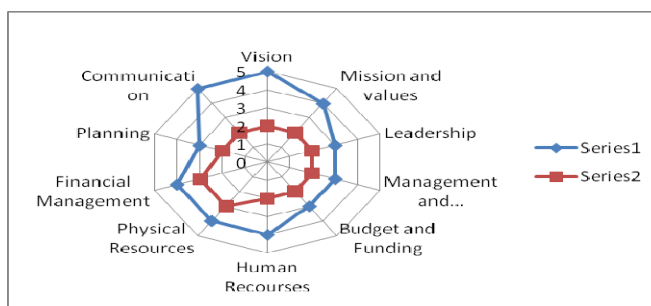


External Relationship

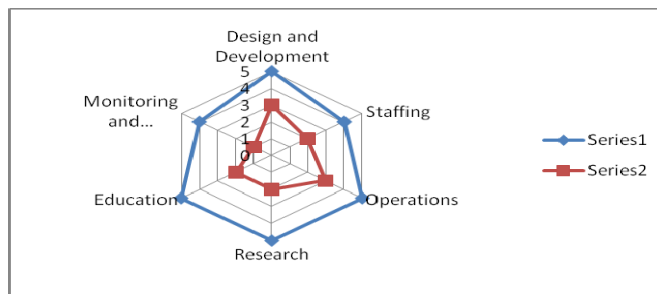


Baseline and Visioning Matrix for SDD

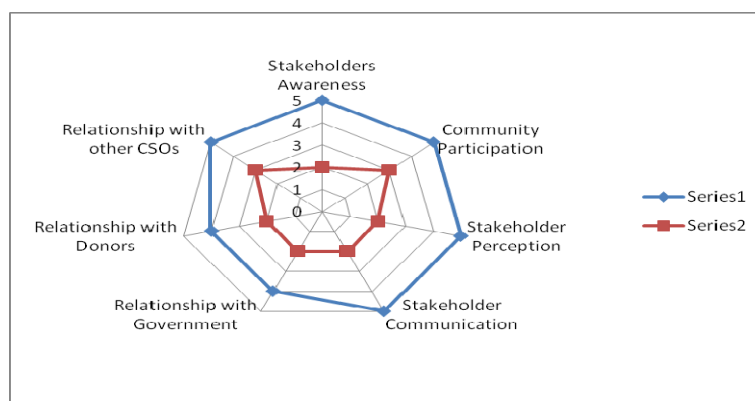
Organisational Capacity



Programme

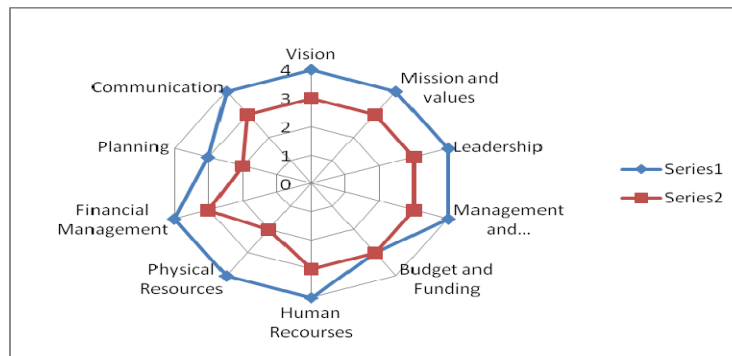


External Relationship

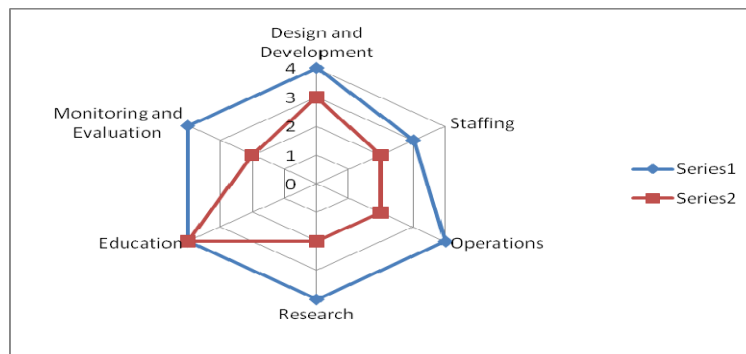


Baseline and Visioning Matrix for MEWOOD

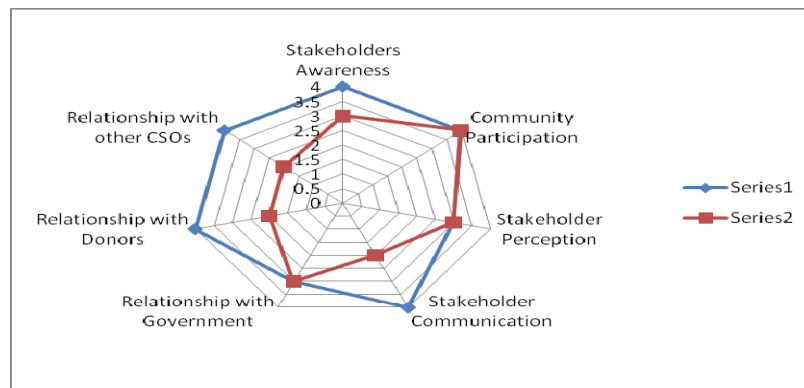
Organisational Capacity



Programme

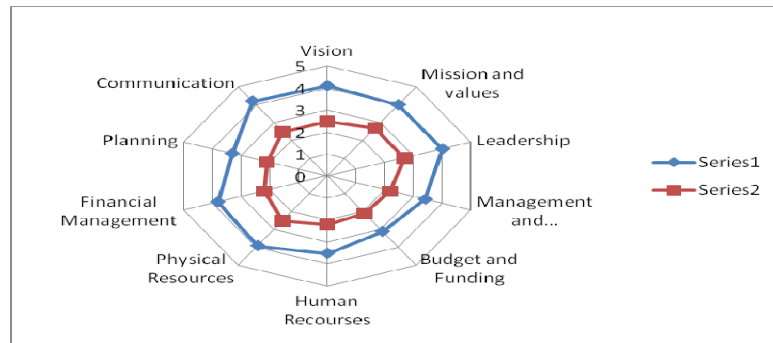


External Relationship

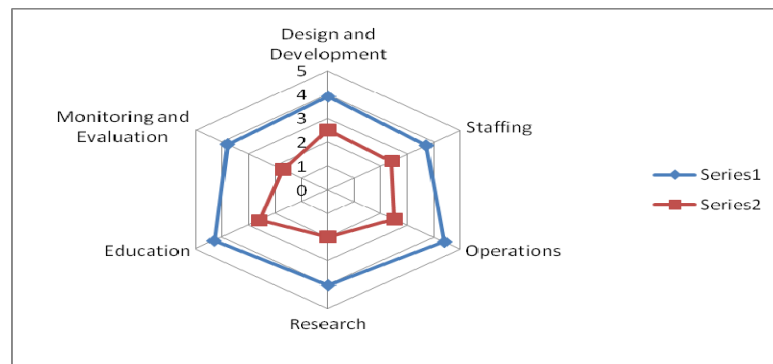


Baseline and Visioning Matrix for Team's Summary

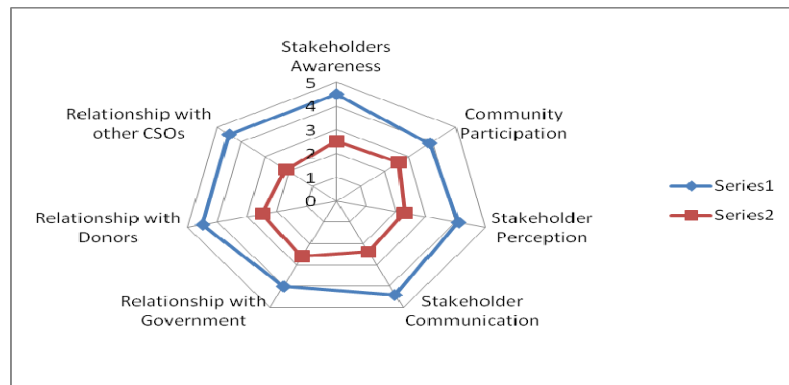
Organisational Capacity



Programme



External Relationship



Annex 9: Summary sheet on the Baseline and Visioning Matrix

ITEM	South Saharan Social Development Organization (SSDO)	MEDIATING FOR THE LESS PRIVILEGE & WOMEN DEVELOPMET (MEWOOD)	RAISE A CHILD TODAY INITIATIVE (RACTI)	POVERTY IN AFRICAN ALTERNATIVE (POVINA)
Legal S Status	Organization is registered both with CAC and State Gender Affairs and Social Development in 2001.	Registered 1996 with the State welfare Council 2001 and 2004 with CAC	Registered with CAC in 2009	2000 register with Corporate Affairs Commission (CAC) and with State Ministry of women Affairs Commission
Organizational Focus	The mission and vision are properly articulated and organizational goals and objectives are in conformity with their mission statement. Main focus is entrepreneurship and business development among youths, women and men.	<ul style="list-style-type: none"> • Vision, mission or objectives not very well-articulated • Most activities are in line with the broad vision of “A society free from illiteracy, poverty, discrimination, violence and diseases” • Goals and objectives in line with mission towards Empowering individuals and institutions to improve the health and education status of women and vulnerable children • Demonstrated strong passion for education, health, rights to good governance related activities especially with the women Orphans and vulnerable children 	<ul style="list-style-type: none"> • Vision not properly articulated, but brief and good mission statement with focus mainly Primary school children. • Vision statement is not shared nor internalised. • Goals and objectives are not clearly stated 	<ul style="list-style-type: none"> • Vision and mission too long as a result staff could internalized, hence lack shared understanding • Most of the activities stated in line with vision & mission • Organizational goals and objectives properly articulated, though very long to commit to memory
Organizational Capacity	<ul style="list-style-type: none"> • The management structure is well-defined with organogram clearly depicting its flows. • 7 permanent staff with over 10 volunteers • A Well-equipped office with budgetary and vocational/Technical related areas resource centre 	<ul style="list-style-type: none"> • A permanent and functional office, with 7 seven Desktop computers, 2 Laptops, a photocopier, a printer, scanner, Video, Bus and cameras all functional for effective implementation of programmes. • Has 12 permanent staff (only 3 staff were seen at the team’s familiarization visit) and 150 volunteers. • Operate a secondary school with relative affordable fees been charge to students 	<ul style="list-style-type: none"> • A fairly good office for a young Organization like RACTI which is just about 3 years in operation. • Has a laptop computer, 2 desktop computers, 3 in 1 equipment for printing, scanning, and photocopying machine, children related posters and flyers to make the environment attractive for learning • 3 permanent Staff and 1 volunteer • RACTI has a small space where about 10 children can seat comfortable to read at a time. 	<ul style="list-style-type: none"> • An office with a functional desktop, 2 Laptops, 2 Printers, Hand set and 2 non-functional printers and a photocopier machine. • The capacity of the staff and equipment are sufficient for program work, but just moved into the new office and intent to relocate.
Organization Activity	<ul style="list-style-type: none"> • Mainly on budgetary, vocational/technical and skills acquisition related programmes activities 	<ul style="list-style-type: none"> • Experienced at what they do • Have strong experience in formal and non formal education. This has been demonstrated in the establishment and 	<ul style="list-style-type: none"> • Have experience and key involvement in activities geared towards improving access to basic education in rural areas through promoting 1) good reading culture e, 2) 	<ul style="list-style-type: none"> • Support to OVCs in terms of provision books, ICT training in rural communities e.g. Ebe Community ICT Project

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

	<ul style="list-style-type: none"> Educating people on how to get involved in budget processes both at all levels of government Vocational skills e.g. making of Deltol, Liquid soap, fashion design. 	<p>running of a secondary school in one of community in Enugu East LGA</p> <ul style="list-style-type: none"> Have a wider collaboration and networking in educational related organization 	<p>healthy and clean friendly environment conducive for learning in school, 3) in encouraging communities, especially the well-to-do individuals to participate in supporting in improving the standard of teaching and learning e.g. this has been achieved in Obe in Ikana West LGA</p>	<ul style="list-style-type: none"> Construction of classrooms and materials Appear to be quite active and have done much to aid teaching and learning in schools Have a Library in order to encourage learning culture among the youths, though the space is too small for conducive studies
Leadership / Management	<ul style="list-style-type: none"> A functional board, Director and management staff responsible for policy formulation, designing of programmes and resource mobilisation Works both with local government, state and even outside Enugu State 	<ul style="list-style-type: none"> The board of Trustees and Director seems very committed which always go extra miles in trying to keep the organization moving 	<ul style="list-style-type: none"> Organization has a management board, coordinator, and Unit heads of Library and field leader in place. Although staff has well defined roles and responsibilities, there is no organogram in place clearly portraying the flow of authority from top to bottom in managing the organization. Hence viability and succession could not be determined 	<ul style="list-style-type: none"> The team were reliably informed of the active role play by board and the management in support and resource mobilization Though the staff are empowered for the viability of the organization, but the Director seems to be the motivating force Maintained that are capable of running their designated roles in terms of stepping down trainings at the community level
Education Focus	<ul style="list-style-type: none"> Engage primarily in Budget education, vocational and technical education Hopes to begin youth education towards enlightening them on economic, political and sustainable development 	<ul style="list-style-type: none"> Established a school in Enugu East LGA for formal education and in collaboration with the state government coordinate adult education programmes Very optimistic in engaging in pursuing the course of ensuring improved formal and no-formal, education, information dissemination and inclusive education 	<ul style="list-style-type: none"> RACTI is has a strong focus in her educational related activities for example, have been involved in the implementing of project in promoting good reading culture among teachers at Mbu community in collaboration with UNICEF Provided supported also in good reading culture in Primary schools pupils in Obe and Ozala Conducted documentary and need assessment on community participation in school development at Community Primary School Obe and St. Anthony Primary School Obe in Nkanu West Local Government Area Carried out reading campaign at WTC Primary School 3, 4 & 5 and donation of story books to WTC School 3. Carried out reading campaign in 4 Nursery/primary school, 5 Day Care in some LGAs and special needs centre for the 	<ul style="list-style-type: none"> Going by the organization vision, it is obvious that much has not been down in terms of education apart from the ICT and the Library Hopes to do more in the area of OVCs by giving it a new approach towards in empowering boys and girls

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

			<p>physically challenge persons (Child). These programmes are believed will promote schooling interest and access to quality basic education.</p> <ul style="list-style-type: none"> • Training of teachers on reading at Community Primary School Mbu in Isiuor Local Government Area. • Hopes to begin a more all embracing campaign in promoting healthy school environment encouraging good reading culture among children and teachers 	
Government Relations	<ul style="list-style-type: none"> • A very cordial working relationship with both the State and the Local government Areas 	<ul style="list-style-type: none"> • Partner with the state government in education and health related areas • Strong and cordial relationship with the government in all its education and health related programmes 	<ul style="list-style-type: none"> • Has a cordial working relation with Ministry of education (SMoE), SMOs and ENSUBEB. 	<ul style="list-style-type: none"> • Have a positive working relationship with the state government, especially the programmes organized by the Ministry of Commerce, Ministry of environment development. • Draft the policy for waste management policy for the state government in the previous administration
Active Communities	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Strong in health, education and good governance across the communities in the following LGAs; Enugu East, Udi, Uzouwani, Igbo Etiti, Igbo Eze North, Udeni and Isizo 	<ul style="list-style-type: none"> • Community Primary School Obe in Nkanu West LGA • Group School Agbami and WTC School 2,3 and 5 In Enugu North LGA • Central School Mbu in Siuzor LGA 	<ul style="list-style-type: none"> •
Community Relations	<ul style="list-style-type: none"> • Claimed to have contact persons in all LGAs. 	<ul style="list-style-type: none"> • Well recognized across the communities where the are implementing one program or the other 	<ul style="list-style-type: none"> • See section 7 and 8 	<ul style="list-style-type: none"> • Cordial relationship with the communities and has impacted much on them • The contact person, gate keepers and communities leaders serve are our first point of call and entering point. Thus, we are well recognized by the communities.
Accountability	<ul style="list-style-type: none"> • Report to partners and donors all related projects/programmes 	<ul style="list-style-type: none"> • Appears to have good accounting procedures in place that allows adequate representations in running the organization towards ensuring transparency and accountability • Annual report, quarterly and monthly reports are prepared and submitted as requested and stipulated by partners and donors 	<ul style="list-style-type: none"> • Board members are involved in fund raising/resource mobilization • Submission of reports to Board members and donors 	<ul style="list-style-type: none"> • Those who have contributed either at the level of donor, partner and active involvement have access to project reports. • Report was giving to donor e.g. Global Fund on OVC project. • All projects/activities have their various files for proper documentations.

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

Partnerships	<ul style="list-style-type: none"> • IMT, ESUT, College of Education (Technical), Enugu • Partner with European Union (EU) 	<ul style="list-style-type: none"> • Ministry of Education, ENSUBEB, CSACEFA, ESSPIN, UNDP, UNICEF, SAVI, Agency for Mass Literacy • Will like to work with Black Jagua Reading Club in Agbani, 	<ul style="list-style-type: none"> • Enugu State library, ENSUBEB, State Ministry of Education, UNICEF, ENSUBEB, State Ministry of Education 	<ul style="list-style-type: none"> • Collaborate with the state ministry of Education (SMoE) • DAPAD, FBOs & CSACEFA
Other Comments	Have requisite skills mainly in budgetary, vocational/Technical education and skills acquisition.			<ul style="list-style-type: none"> • Appears familiar with good approach to community work and cordial relationships in communities they work in • Though have made considerable efforts to working towards empowering communities e.g. OVCs and Library for encouraging reading culture among youths. Much is yet to be seen in specific area of educational involvement. for instant, girl child education or vice versa as the case may be • Have many years of experience as an NGO operating in communities towards eradicating poverty
Potential				
Limitations	Focuses less on formal education, especially basic education and most of the work force are predominantly volunteers			
Risk	Less emphasis on basic education			

ITEM	AGENTS OF COMMUNICATION AND DEVELOPMENT (A-CODE)	SOCIETY FOR THE IMPROVEMENT OF RURALPEOPLE (SIRP)	YOUTH RESOURCE DEVELOPMENT, EDUCATION & LEADERSHIP CENTRE FOR AFRICA (YORDEL)	ECONOMIC EMPOWERMENT AND DEVELOPMENT INITIATIVE (EEDI)
Legal Status	Registered with CAC in 2007 and the Enugu State Ministry of Women Affairs in 2005.	Registered with CAC in 1999 and Women Affairs Commission in 1998.	Registered 1996 with the Enugu Women Affairs Commission. The registration with the CAC is yet to be completed due similarity in name with another registered organisation.	Registered with CAC in 2003
Organizational Focus	<ul style="list-style-type: none"> • Vision well articulated, mission statement is very long and this has in a way hampered shared understanding by all staff. • Communication centred CSO and program activities in consonant with vision and mission 	<ul style="list-style-type: none"> • Clearly spelt out vision, mission and goals • Passionate on empowerment of women and Youths with skills for poverty alleviation through innovative and knowledge transfer schemes. • Empowerment of women and youths through education and health. 	<ul style="list-style-type: none"> • The vision is properly articulated and there is shared understanding by staff. • Most of the activities are in conformity with their mission. • Focus is on Youths, Children and Women. 	<ul style="list-style-type: none"> • The vision, mission, goals and objectives are well articulated. With shared understanding among all staff. • Their activities appear to be in compliance with the vision, mission and mission which focuses on economic development, good governance, education and human Rights • Focus on youths (in and out of school)and vocational skills for men and women.

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

				<ul style="list-style-type: none"> • Focuses on economic empowerment, education and health.
Organizational Capacity	<ul style="list-style-type: none"> • A good existing excellent structure consisting of Board of Trustees, Executive Director as clearly described in the organogram. • 4 permanent staff, 30 and 10 as students and community volunteers, respectively. • A fairly good equipped communication office in a duplex. • Has 3 desktop and 2 laptops, 1 audio studio and cameras 	<ul style="list-style-type: none"> • A fairly functional office equipped with 2 desk top, 1 Lap top, 1 Printer, 1 Office phone and 1 Photocopy machine. • 7 paid staff, 20 volunteers, 3 Associates. The organization seems to be relying on volunteers and associates 	<ul style="list-style-type: none"> • The Physical structure is good, and they have well-equipped office with 10 desktop and 2 laptops computers, 1 photocopier and 1 printer. • Their organogram is well-defined showing clearly defined roles and responsibilities • 10 permanent staff strength with 40 volunteers and 4 functional CBOs. 	<ul style="list-style-type: none"> • Located in a good environment with physical structure well-equipped office, 12 desktop computers, 3 printers, 1 photocopier, 1 video camera, 1 office phone • Adequate staff strength of 7 permanent staff, 4 volunteers with apparent capacity in education related areas across various communities well equipped for the work.
Organization Activity	<ul style="list-style-type: none"> • Centred round creating a society where information is easily assessable to everyone, regardless of tribe, class, status or gender. • Public dialogue on Exam malpractices • Development of training materials for children • Development and use of films/movies for projecting societal ills. 	<ul style="list-style-type: none"> • Baseline for Infrastructural Development for the World Bank (ongoing) • Health and child rights programmes 	<ul style="list-style-type: none"> • Appears very active - have establish and run a school, have several activities one ongoing. For example, award of scholarship to students, teachers training etc • Have a lot of experience 	<ul style="list-style-type: none"> • Focuses on economic empowerment, education (with the Executive director as a retired educationist) and health. • Strong and active participation in community education related activities, especially in and out of school youths, women and men inclusive.
Leadership / Management	<ul style="list-style-type: none"> • See section 3: organisation capacity 	<ul style="list-style-type: none"> • A good management structure with an organogram comprising Board of Trustees and Governors, Executive Directors, Programme Officers etc. 	<ul style="list-style-type: none"> • Though its Organogram described the flow of authority from top to bottom, on ground, information appears to be keenly shared. • Staff are enthusiastic and work as a team, especially during the workshop. 	<ul style="list-style-type: none"> • The roles of both the Board and director is evident in the organogram in a hierarchical order • EEDI seems to be engaged in a broad range of sectors with good management of staff viability and succession plan in place.
Education Focus	<ul style="list-style-type: none"> • A communication centred CSO with majority of their staff made up of committed Youths full of energy and strong focus in educating men, women, children on their rights in terms of health and education. • Run a school, has a current AIT/TV series on exam malpractices • Hopes to begin monitoring and advocacy against exam malpractices and development of 	<ul style="list-style-type: none"> • In 2005, involved in a World Bank support investigation programme on the assessment of access of children to education in rural areas of Enugu State. • Involved in the assessment of the role of PTA in Enugu State. Its report led to the proscription of PTA in Enugu State by the state Government. • strong education focus on out of school children (primary and 	<ul style="list-style-type: none"> • The organization worked with schools through their Youth intervention programmes in 4 LGAs • Worked with the OVCs through its formal and non-formal education empowerment programmes in most of the LGAs and outside the state • Youth formation support programmes across in the 4 LGAs its operates in.. • Their mode of operations over the years gives an impression of their genuine 	<ul style="list-style-type: none"> • Runs vocational training and promote youth empowerment

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

	materials for the training of children using local materials.	secondary, pre-tertiary) – service provider <ul style="list-style-type: none"> Interested in beginning to promote good reading culture among students, enrolment and completion of education by the girl child. Also, engage in providing educational materials like books to schools in the communities where the will work. Advocacy on Child Rights to education in collaboration with UNICEF and UNDP. 	interest and potentials in providing support in education through partnering with ESSPIN. <ul style="list-style-type: none"> Has a model Secondary School at Eha-amafu in Isi-uzo, Enugu. Conduct informal evening classes for working class youths. Promotes sport activities in Secondary Schools. 	
Government Relations	<ul style="list-style-type: none"> Recognized by Enugu state government Have been involved with government key areas such as project defence without any interference from government agencies 	<ul style="list-style-type: none"> Developmental partners with the Government have existing cordial relationship. Its Executive Officer was the former Enugu Head of Service. Its role with the Government include advisory and project implementation. 	<ul style="list-style-type: none"> A Consultants to the SMOE on issues related to good governance Active involvement in programmes organized by both the Ministry of Education (SMoE) and Ministry of Women Affairs 	<ul style="list-style-type: none"> Relationship is cordial with government
Active Communities	<ul style="list-style-type: none"> Ogunite community in Igboeze North LGA Ovoko community in Igboeze South LGA Isiagu, Amandim, Iwoko, Awele and Eenma-Olo all from Ezeagu LGA Opi-Agu, Idi-Opi, Ogbozan-Opi and Ibeku-OPI communities in Nsuka LGA Ogbede and Ohoddo in Igbo-Etiti LGA Akiyi Umulokpa and Eziora communities of Uzo-Uwani LGA 	<ul style="list-style-type: none"> Umlokpa, Adaba, Ukpata and Ukwume communities all from Uzo LGA Okpaku and Oduma communities in Aniri LGA Edem-Ani in Nsuka LGA Anglican Education Diocesan office (Union Boys Secondary School Awhunanan in Enugu north LGA 	<ul style="list-style-type: none"> Enugu North LGA (Queens School III, Metro Girls Secondary School and Coal camp). Enugu East LGA (Abakpa and Emene) Nkanu East (Umoude), Isi-Uzo (Eha Amufu), Udenu (Obollo Afor) and Nkanu West (Agbani) LGAs and communities respectively 	<ul style="list-style-type: none"> Free computer training to in and out of school Youths across communities in some selected churches in Enugu North LGA such as St. Mary's church Uwani, Sacred heart Parish Uwani, St Bridgette Assata, St. Patrick Coal Camp, St. Peter's Parish Garrick and Enugu State house of Assembly. Radio program Enugu on HIV/AIDS awareness campaign "Anti-Discrimination Law" and distribution of the Anti-discrimination Law abridge version in Enugu Town. Has a model secondary School.
Community Relations	<ul style="list-style-type: none"> The recognized in these communities since they implemented one activity or the other 	<ul style="list-style-type: none"> Stated that the organization is recognised and appreciated but not financially supported Does not directly relate with specific community or community bodies; relates more with out of school children in the areas of proximity, rather than focusing on specific 	<ul style="list-style-type: none"> There is active participation of stakeholders in right from designing, planning and implementation of organizational activities. Good relationship with Edu, Kaiama & Patagi LGAs 	<ul style="list-style-type: none"> Relationship with government is cordial especial in the metropolis where carry most of their activities

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

		community <ul style="list-style-type: none"> Does not have a big presence in other LGAs outside Ilorin 		
Accountability	<ul style="list-style-type: none"> Stakeholders take part in our programme design and execution Report writing and information is shared by all. 	<ul style="list-style-type: none"> Stakeholders have free access to all areas and documents of the organisation. Sends reports to all stakeholders. 	<ul style="list-style-type: none"> The involvement of stakeholders such as community leaders, contact persons in the designing, planning and implementations) The report the organization send to USAID and other partners are signs of positive relationship 	<ul style="list-style-type: none"> Produces annual project reports which is end to key stakeholders including donors Report writing and information is shared by all on the well being and activities of the organization to ensure accountability and less internal crisis.
Partnerships	<ul style="list-style-type: none"> SAVI, DFID, Coalition of organizations working on Democracy and Good Governance (CODEG), Association of Civil Organisation (ACO) working with Malaria, Coalition of Civil Society organization working on HIV (CISHAN) and Ministry of Education, Neighbourhood Care Initiative (NECI). 	<ul style="list-style-type: none"> Voice of Children (VOC), Catholic Institute for Development Justice and Peace (CIDJP). UNICEF, Ministry of Gender Affairs, State Advisory Board on SAVI, DFID, SPAK and PART II. Will like to work with MEWOOD, POVINAA and CIDJP 	<ul style="list-style-type: none"> Have been involved with the State Ministry of Education (SMoE) Donor organizations such as USAID, CECAFA and Transition Minisry Group (MG). Will like to work with POVINAA, Global Health Awareness Foundation and WARO. 	<ul style="list-style-type: none"> Has a positive working relation with both local and international organization such as First International Learning Consult Inc, SJGP, DFID and SAVI
Comment	A-CODE strong communication focus in communities could be explore by ESSPIN in improving demand for quality education if given the required support.	Though does not have much track record in education relate activities, but have good links with government and other agencies. This position could be harnessed to promote demand improved quality education services at the community level	<ul style="list-style-type: none"> Experience and skilful in engaging communities for increasing their participation towards making schools more effective, and to leverage resources through bottom up school transformation processes. YORDEL has Strong organisational capacity and has been in the business of community development for about 16 years with a strong community links, spread and coverage Have good links with government and other NGOs. This position is strategic and could be harnessed to promote demand for better education services at the community level 	<ul style="list-style-type: none"> EEDI has highly qualified and experienced personnel. Although their area of focus seem to be in many sectors apart from education, they could be very useful to ESSPIN. They are involved community driven projects with wider linkages and coverage Strong organisational capacity with focus, experience and passion in education related programmes

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

ITEM	WARO ACTION RESEARCH ORGANIZATION (WARO)	ROYAL HEALTH CARE FOUNDATION (RHCF)	CENTRE FOR INCLUSIVE EDUCATION (INCEC)
Legal S Status	1996 register with State and Corporate Affairs Commission.	Registered 2003 with the Department of Youth & Communication Relations, Cross Rivers State. 2005 with the Ministry of Youth & Sports, Enugu State and 2010 with CAC	<ul style="list-style-type: none"> Registered 2008 with CAC
Organizational Focus	<ul style="list-style-type: none"> WARO's vision and mission is well articulated and exists. However, the team observation met by the team was it is not well shared and understood by staff. Focus area is in health 	<ul style="list-style-type: none"> The organization has a vision and mission which are well articulated, but there shared understanding by all staff Objectives exist and centred on advocacy, sensitization for the demand of quality education. Especially in the areas of formation of school clubs, and essay writing 	<ul style="list-style-type: none"> Their goals and objectives are clearly stated and in conformity with their mission statement
Organizational Capacity	<ul style="list-style-type: none"> The Organization operate in a functional spacious office with well equipped resource centre, separate offices for program staff, office for consultant, 3 laptops, 1 Desk top, 1 photocopier Machine a stand by Generator. 9 full time staff made up of Executive Director, Program officer and Assistant, M&E officer, Finance officer, Health administrator, secretary doubling as receptionist and a number of volunteers A strong community linkages as a result of its health related involvement that could be utilize/harness by ESSPIN Existent of an organisational structure/organogram that guides their operations 	<ul style="list-style-type: none"> Have a functional basic office equipment such as 1 desktop computer, 2 Laptops, 2 printers a photocopier and internet service There is structure on ground which consists of Board of directors, Program Director, Program officer, Secretary, Project Accountant, Program Officer Youth and Children, Monitoring and Evaluation and Volunteers. Most of these staff are specialized in health related discipline 	<ul style="list-style-type: none"> Management structure is not well defined. Office furniture a functional Desktop Computer, Laptop, printer, cell phone, photocopier, and internet services
Organization Activity	<ul style="list-style-type: none"> WARO indicated that they have carried series of awareness and training in schools and communities on Rural Health (RH)related issues in communities across the LGAs where the operate 	<ul style="list-style-type: none"> As already mentioned above, RHCF institutional capacity is mostly on health related. However, RHCF integrates forming of clubs in schools, essay writing, advocacy, sensitization and communication and mobilization for quality education. 	<ul style="list-style-type: none"> The executive Director demonstrated sufficient knowledge of their programs and activities especially on how to discover those with learning difficulties impair vision and physically challenge.
Leadership / Management	<ul style="list-style-type: none"> Existent of Board of Directors, Executive Director, who are responsible for policy formulation, fund raising/resource mobilization and implementation through the program staff. 	<ul style="list-style-type: none"> RHCF Organogram and management structure apparently in place. Nevertheless, as at the time the visited the organization only the executive Director, program officer for behavioural change and a secretary were 	<ul style="list-style-type: none"> There is no existing organogram clearly describing roles and functionality of a board in terms of policy formulation, resource mobilization and successful project implementation Nevertheless, there is Executive director, Directors of different programmes, Accountant and a Secretary smooth

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

	<ul style="list-style-type: none"> The staff are up and doing, even while the team were in the organization for the familiarization visit, most of the staff were on field work in one of the community the operate in. 	<p>available during the time visit, only the president, program coordinator and secretary were available. Therefore, issues like viability and succession could not determined</p>	<p>running of the organization</p> <ul style="list-style-type: none"> Works largely through parents' sensitization towards effective identification of children with learning difficulties towards addressing it.
Education Focus	<ul style="list-style-type: none"> Has educational focus activities via health related as a medium of reaching the communities for both formal/non-formal education mentioned above. Due to their effort in community Development, they have provided supported to a girl in one of the community by name Agatha who eventually came out as the second best in Nigeria School of Nursing Clearly hopes by indicating their interest in girl-child education and providing support in terms of scholarships to students towards furthering their studies In spite of their hopes and interest, their capacity needs to be build in the area of the girl-child education 	<ul style="list-style-type: none"> In-school PEER education program, formation of school based clubs – quiz, debate and essay writing and community sensitization and mobilization on education Hopes to strengthen their focus on education-related programmes such as Advocacy, sensitization, communication, Mobilization for quality education, capacity building for teachers and school support officers on management and education 	<ul style="list-style-type: none"> Workshops for parents and Teachers, vision and haring screening for students, development of individual education programme for the state ministry of Education, sensitization and development of individualized educational program Seem interested in education – especially inclusive education for children with impairs vision, hearing, slow learning abilities and physically challenged.
Government Relations	<ul style="list-style-type: none"> Has a cordial working relationship with the State Ministry of Health (SMoH) through maternal/rural Health and HIV/AIDS related issues WARO Executive Director represents the State Chapter of the CSO in the (SMoH) A resource persons to the SMoH due their experience in community related activities. 	<ul style="list-style-type: none"> Have signed a binding agreement for school based mobilization and training on Health, Aids and awareness education with the state government through the ministry of health. 	<ul style="list-style-type: none"> Recognised and ccollaborate with government through the ministry of education
Active Communities	<ul style="list-style-type: none"> Owelli, Ituku and Ezere communities in Awgu LGA Ameke Uduma, Mpu, Ekoli and Nenwe communities in Aninri LGA Owerre-Eze Orba Girls Secondary School and Ogbodu-Aba communities in Udenu LGA 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> As a young organization just about 3 years of existence works more in the Enugu metropolis/Enugu north LGA
Community Relations	<ul style="list-style-type: none"> According to the organization, communities are always involved in planning and implementation of programmes since the have to be contacted before any further 	<ul style="list-style-type: none"> Stake holders participate in planning and overseeing all activities carried out by the organization. 	<ul style="list-style-type: none"> Stakeholders are recognized as key partners in development especially engaging parents in both sensitization workshops towards identifying and proffering solutions to their learning difficulties

In-Depth Organizational Capacity Assessment for Civil Society in Enugu State

	action at the initial stage.		
Accountability	<ul style="list-style-type: none"> Through report in terms of reporting to both donors and the communities and proper documentation and maintaining. This was confirmed by the team when taken to the resource centre where a lot reports of previous activities are kept. 	<ul style="list-style-type: none"> Submit quarterly report to donors who have partner with the in one project or the other 	<ul style="list-style-type: none"> Write report to Donor Agencies and other stakeholders of activities carried out
Partnerships	<ul style="list-style-type: none"> WARO collaborates with CBOs, CSACEFA, UNICEF, JHU/CCP, OSIWA and GSHAN 	<ul style="list-style-type: none"> Enugu State Ministry of Education (SMoH)- HIV&AIDS Unit, SMoH and UNICEF 	<ul style="list-style-type: none"> CSACEFA, UBEC, Council for Exceptional Children (CEC-USA), DFID, UNICEF, FMoE, some and Ministry of Gender and Youth Development
Comment	<ul style="list-style-type: none"> Have a Strong community linkages/relationship that could be useful for promoting community demand especially for the girl-child education If supported, could be vibrant at both the State/LGA level to strengthen governance and management of State level education 	<ul style="list-style-type: none"> seems strong in health related areas with little community links which ESSPIN would could explore in promoting demand for education quality by communities 	<ul style="list-style-type: none"> Effective skills in education activities especially in the area where children have learning difficulties. For example, impair vision

Annex 10: CSO Selection Stage 2: Summary Assessment Form

Organization:	
Address:	
Contact Person:	
Decision:	Keep <input type="checkbox"/> Drop <input type="checkbox"/>

Selection Criteria

Criterion	Comments
1. Legal Status <i>Registration with CAC? State?</i>	
2. Organizational Focus <i>Strength of mission and vision. Are programs in alignment with mission and vision? Do they have well articulated goals and objectives?</i>	
3. Organizational Capacity <i>Do they have the right structure required for their programs? Capacity of staff? Sufficient equipment?</i>	
4. Organization Activity <i>How much experience do they have in their programs? How active have they been?</i>	
5. Leadership / Management <i>What is the role of the Board? Role of the Director? Are the staff empowered?</i>	
6. Education Focus <i>What education activities are they engaged in? What do they hope to begin?</i>	

7. Government Relations <i>Are relations with government positive or negative?</i>	
8. Active Communities <i>Which communities / Local Government Areas are they active?</i>	
9. Community Relations <i>Are they well recognized in that community?</i>	
10. Accountability <i>Who are they accountable to? Do they have reports?</i>	
11. Partnerships <i>Do they partner with local / international organizations? Are these partnerships positive?</i>	
12. Other Comments	

Summary

Potentials	
Limitations	
Risks	

Annex 11: Familiarisation Form**Date:****LGA:****State:****Organization:****Team Members:**

S/No	Capacity Areas	Response	Comments
1	Physical Address		
2	Contact Person		
3	Year/Type of Registration		
4	Legal Status		
5	Target Groups		
6	Program Focus		
7	Vision		
8	Mission		<i>Think about relationship between activities and mission</i>
9	Goals/Objectives		
10	Staff Strength		
11	Physical Structure (office equipments, communication)		
12	Management Structure		
13	Leadership Commitment		
14	List Stakeholders		
15	Accountability (Participation of stakeholders)		
16	Accountability (reporting)		
17	Relationship with State Government		
18	Activities related to education		
19	Education Issue area of interest		
20	Collaboration/ Network/ Linkages/ partner organizations on education		.
21	Which CSOs will you like to work with / recommend for education activities?		
<u>Overall Comments</u>			