

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Assignment Report

**In-Depth Capacity Assessment of Civil Society
Organisations in Jigawa State**

Report Number JG 403

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November 2009

esspin

Education Sector
Support Programme
in Nigeria

DFID Department for
International
Development

A Programme funded by DFID

www.esspin.org

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 244333TA02

Report No.: JG 403

Report Title: In-Depth Capacity Assessment of Civil Society Organisations in Jigawa State

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	April 2010	Sarah Amahson and Iliya Ambi	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.

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Acronyms and Abbreviations

AHIP	Adolescent Health Information Project
HDC	Hadejia Development Circle
NUT	Nigerian Union of Teachers
FOMWAN	Federation of Muslim Women Association of Nigeria FOMWAN
CIPPAD	Community Information Project for Protection and Development
REF	Rural Education Foundation
CBO	Community Based Organisation
CEO	Chief Executive Officer
CSO	Civil Society Organisation
DFID	Department for International Development
EECE	Early Childhood Education
ESSPIN	Education Sector Support Programme in Nigeria
MDA	Ministry Department and Agency
NGO	Non Governmental Organisation
POSA	Participatory Organisational Self Assessment
PTA	Parent Teachers' Association
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SESP	State Education Sector Project
SMOE	State Ministry of Education
SUBEB	State Universal Basic Education
SWOT	Strength Weakness Opportunity Threat

Abstract

1. This report presents the outcomes of an in – depth organizational capacity assessment of 11 civil society organizations in Jigawa state. The assessment was a ‘health-check’ intended to determine CSOs potential as well as capacity gaps that could be addressed to qualify them as partners with ESSPIN in training SBMCs and facilitating state and community engagement for voice and accountability. Eight (8) organizations were recommended for partnerships.

Executive Summary

2. The overall purpose of this consultancy was to conduct an in-depth partnership capacity assessment of 11 shortlisted CSOs in Jigawa, using agreed tools and state criteria, to compile assessment report, along with recommendations (maximum 7) for which CSOs to select for engagement and capacity strengthening by ESSPIN. This report describes the process of carrying out a 10-day in-depth capacity assessment of 11 CSOs at the end of which 8 have been recommended.
3. Two teams¹ visited and had discussions with management and staff of each organisation except the NUT who were not available at the time of the visit, and conducted a 3-day workshop for 4 each from an organisation and representatives of ministry of Education and SUBEB. ActionAid’s Partnership Assessment and Development Framework (PADEF) and SAVI organisational capacity assessment tools were adapted for conducting the assessment, analysing and triangulating findings. Four key areas were investigated although scoring and ranking are based on the first three. These are (1) Internal Organisation, (2) Programme, (3) External Relations and (4) Technical Capacity Areas (knowledge of: education policy, Access & Equity issues, Quality issues & Stakeholder participation). Overall, conclusions are based on the outcome of the entire process, while recommendations and next steps take into account specific roles that CSOs will play as well as implications for their engagement.
4. Most of the shortlisted and assessed organisations have sufficient history of implementing community level activities even if not strictly education related. Many are diversified in their thematic focus although a few have done school related interventions. In general, capacity is limited in Organisational Development (OD) and management, reporting, analytical, strategic thinking and programming skills. Others are voice and accountability, issue/people based advocacy and educational policies.

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

CSOs to take forward and who does what

<i>SBMC Training</i>	<i>Community Mobilisation, Advocacy and Participatory Rural Appraisal</i>	<i>Research and Documentation</i>
<ul style="list-style-type: none"> • Adolescent Health Information Project – (Dutse) • Hadejia Development Circle –(Hadejia) • Gadawuri Youth Forum (Dutse) • Yakubu Memorial Youth Association (Birnin Kudu) • NUT (Dutse) 	<ul style="list-style-type: none"> • Yakubu Memorial Youth Association (Birnin Kudu) • Gadawuri Youth Forum (Dutse) • Kamala Community Health Development Initiative (Ringim) • FOMWAN (Dutse) • Miyetti Allah (Dutse) 	<p>Seek out Individuals and service providers who can do it.</p>

Implications for Engagement

5. There are implications for bringing on board CSO partners. Again, the CSO strategy report has outlined different options on what to do. Suffice it to say at this point that in order to maximize both long and short term gains, these CSOs will need to be trained and mentored over time to deliver ESSPIN community engagement activities. Decisions about the nature of engagement should benefit from previous experience of other donors and the CSOs themselves. The table above has tried to highlight what each of the shortlisted organisations will be bringing to the table, as well as what specific input will facilitate their delivery. This will hopefully assist especially is deciding which LGAs or Emirate council they should cover, depending on proximity to pilot LGAs.

Next steps

6. The recent consultancy undertaken to develop CSO strategy in ESSPIN programme has clearly outlined a strategy for engagement. The strategy covers what the CSOs will do, how they will do it and with whom. There are 3 models proposed. When that report gets circulated Jigawa state will be able to use the recommendations as a guide to take this forward. However, in specific terms, next steps should focus on:
 - State team determining scope and scale of intervention in the next 2 years to finally agree on how many CSOs to engage in the first instance and what should be the nature of engagement;
 - Capacity strengthening and mentoring plan be developed to support the recommended CSOs periodically on identified gaps;

- Micro-level screening of each organisation to determine genuineness of claims and documentation. This mission did not concern itself with that level of detail. It might be worthwhile to do so as part of the contracting process;
- Terms of reference should be drafted and agreed with potential partners;
- Quick training needs assessment done both for government counterparts and selected CSOs before commencement of training;² and
- Induction of partners, this could be integrated into the training programme.

Introduction

7. The Education Sector Support Programme in Nigeria (ESSPIN) is a six-year DFID programme of education development assistance established to positively impact the way in which the Government of Nigeria delivers education services. It is also directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal education sector plans, and building capacity for sustainability. It is currently operating in five states (Kano, Kaduna, Kwara, Jigawa and Lagos).
8. A critical component of the community demand component of ESSPIN will be partnerships with Civil Society Organizations (CSOs) in each State to engage with communities and mobilize demand for quality education services, articulating demand for voice and accountability along with addressing issues of access and exclusion/equity. As there are a significant number of CSOs operating in each state, a mapping of CSOs was conducted in early 2009. The DFID programme SAVI conducted a general mapping of CSOs in the states of Kaduna, Jigawa, Kano, and Lagos as well as a general capacity assessment; while ESSPIN conducted a mapping and in-depth capacity audit of CSOs in Kwara, Kaduna and Kano States.
9. Taking forward the report of the CSO analysis commissioned by ESSPIN, next task was to select a number of potential CSOs from the general list engaged in education, and to conduct an in – depth capacity assessment of these CSOs to further select those that would serve as partners for the ESSPIN community demand work.
10. In Jigawa state the Access and Equity Specialist in conjunction with CSACEFA leadership compiled a list of 17 organisations and this was pruned down to 11 for this assessment. They are:
 - i. Adolescent Health Information Project – (Dutse-Kano?)
 - ii. Hadejia Development Circle –(Hadeija)

² The purpose of this specific needs assessment will be to determine knowledge and skill gaps for individuals in those organisations who will do the job to be able to tailor curriculum to specific needs. It might be possible during this audit process to discover trainees who could join the central facilitation conducting TOT.

- iii. Gadawuri Youth Forum (Dutse)
 - iv. Yakubu Memorial Youth Association (Birnin Kudu)
 - v. NUT (Dutse)
 - vi. Kamala Community Health Development Initiative (Ringim)
 - vii. FOMWAN (Dutse)
 - viii. Miyetti Allah (Dutse)
 - ix. Rural Education Foundation – (Dutse)
 - x. Community Information Project for Protection and Development-CIPPAD (Dutse)
 - xi. Development Network (Hadeija)
11. This assessment report was prepared as a ‘health check’ to provide an objective view of the status of these 11 organisations in relation to the roles that ESSPIN would like them to play in bringing about whole school improvement in Jigawa starting with 200 pilot schools in 9 LGAs in the first year and a planned gradual scale up each year. The exercise was commissioned by ESSPIN national office and conducted by 2 national consultants from October 12th -23rd 2009.

Conceptual Clarification (CSO, NGO, CBO)

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

Purpose of the Consultancy

13. The overall purpose of this consultancy was to conduct an in-depth partnership capacity assessment of 10 shortlisted CSOs in Jigawa, using agreed tools and criteria and to compile report of each CSO assessed, along with recommendations (maximum 7) for which CSOs to select for engagement and capacity strengthening by ESSPIN. This report describes the process of carrying out a 10-day in-depth capacity assessment of 11 CSO shortlisted for possible engagement by ESSPIN Jigawa.
14. The main tasks of the consultancy were to plan, coordinate and undertake specifically:
- An in – depth capacity assessment of 10 short listed CSOs based on agreed criteria with ESSPIN team in Kano and Jigawa states.
 - Assess CSOs technical and managerial capacity for partnership under the ESSPIN output 4 component.

- Deepen the two organizations understanding (ESSPIN and CSOs) about each other's organizational identity, philosophy and focus.
- Assess the CSOs SWOT and capacity gaps for strengthening in the short to long term engagement for taking forward demand side activities at the school and community levels
- Validate CSOs community reach and linkages for wider community activities
- Recommend 5 - 7 CSOs to ESSPIN for partnership in educational service delivery, IQTE, girl child education and voice and accountability.

Structure of the report

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

Methodology and main activities

16. Two national consultants worked closely with the state focal persons for Access and Equity and Communication and Knowledge Management within ESSPIN, joined for the most part by the 2 male counterparts, one each from the Ministry of Education and SUBEB. A programme of activities' for the period was agreed by all during a one-day planning meeting where invitation letters were finalized and dispatched to participating organisations.
17. Adapted participatory tools were used in 3 key component activities: Familiarization visits, In-depth Assessment workshops and External validation visits. Details of these are contained in the relevant annex. Two visitation teams headed by each consultant interacted with the management and staff of 10 organizations, except NUT who were not available before the in-depth assessment workshop.³
18. In order to have a quick 'snapshot' of the organizations as a way of determining the status of their structure, functioning and focus, instruments were designed to 'triangulate' actual performance. This meant getting and comparing from different vantage points, the opinions and perceptions of the respondents themselves who are in a position to know

³ The Access and Equity Specialist advised that NUT be allowed to participate because of the strategic position they hold in the sector.

how, why, and to what effect the organisations operate as they do. To achieve this, as earlier stated, the consultants and state focal persons met and developed a comprehensive strategy to collect, compile, analyze and summarize data during field visits and workshops, so that valid and significant conclusions could be drawn.

19. Although the usual constraints of time necessarily limited interaction and field visits, throughout the process, a variety of tools were administered and discussion with external constituents provided useful insight to the final picture. In all, more than 40 individuals contributed their opinions to the assessment, including participants from the following groups:
 - a. Board members and CEOs;
 - b. Salaried staff;
 - c. Volunteer staff;
 - d. Beneficiaries; and
 - e. ESSPIN State Team Leader and Focal Persons
 - f. Key staff of state ministry of education and SUBEB
20. The first objective of this process was to intimate key institutional stakeholders with the purpose of this mission. The Permanent Secretary of Ministry of Education and executive secretary of SUBEB were intimated about this mission where request for release of counterpart staff was made.

Overview of Major Activities of the Consultancy

Familiarisation Visits

21. Two teams, each led by a national consultant visited 10 organisations over a two-day period. Each team comprised 4 members made up of one each from the ministry of Education and SUBEB and as earlier mentioned, the A & E and C & KM split between the teams. A basic questionnaire was administered during the visit which afforded the team the opportunity to meet management and staff of those organisations in a non-threatening environment while also interacting with them on key organizational capacity areas like staff strength, equipment, and legal status, areas of focus, target groups and networks. Seven of the 11 organisations have offices in Dutse while 2 are located in Hadejia, 1 in Ringim and 1 in Birning kudu.

In-depth Assessment Workshops

22. One workshop held for 3 days in Hadejia and participants comprised 4 members of each organisation and government counterparts. Workshop methods were a combination of approaches; PowerPoint presentations, Small group work and plenary discussion. The four representatives from each organization included both management and programme staff. The workshop covered five technical sessions, organisation timeline, onion exercise, technical capacity areas, SWOT analysis and baseline and visioning process. All the sessions were designed to broadly assess the managerial capacity, programming skills and external relations of these organisations, while also affording the assessment team the

opportunity for triangulating information, each of the sessions added value to the process in specific ways.

23. For instance, the timeline exercise afforded participants the opportunity to share their organisations’ history in a chronological order, just as it served as a team-building exercise for participants. While this exercise lasted, it became clear that hitherto, most organisations had never taken time to reflect on issues as these. Particularly challenging for majority of the teams was the ability to relate key events of their organisations to organizations’ outcomes and those of their and beneficiaries. Nearly all participants could hardly correctly state key lessons learnt from their interventions. Outcomes/results were perceived as positive experiences only.
24. In an onion exercise participants were able to evaluate the relevance of their organisation’s major activities to their mission statements. This session demonstrated that most mission statements were unclear, too long and ambitious.
25. The technical capacity questionnaire investigated key areas like organisation’s understanding of key education policies in the state, access and equity issues in education, quality issues in public and private schools in Jigawa and their knowledge of major stakeholders in the sector. There was a clear demonstration of understanding in most of these areas but not so for access and equity issues.
26. SWOT analysis of each organization was an eye opener to most participants. This session provided opportunity for deep reflection and peer review. The least understood area overall was how participants perceived threats. On the whole, areas where most organisations indicated strength in are availability of a large pool of volunteers to carry out organizational activities as well as recognition for the work of these organisations by government and other donors. Most of the discussion during this session focused on how weaknesses could be converted to strengths by taking advantage of opportunities identified as well as how to minimize the risk factors threatening the organisations.
27. The Baseline and Visioning tool investigated organizational capacity, Programming skills and External Relations using the following indicators:

Organisation	Vision Mission and values Leadership Management and Administration Budget and Fundraising Human Resources Physical resources / Infrastructure Financial management Planning Communication
---------------------	--

Programme	Design and Development Staffing Operations Research Education Monitoring and Evaluation
External Relations	Stakeholder Awareness Community Participation Stakeholder Perception Stakeholder communication Relationship with Government Relationship with Donors Relationship with other CSOs

External Verification / Validation

28. The purpose of this activity was to triangulate information about CSO external relations with beneficiaries of their services and other stakeholders. Only activities of Miyetti Allah and Hadejia Development Circle (HDC) could be ascertained due to time constraints. Team visited a Fulani settlement in Hadejia where Miyetti Allah reported it has mobilized the community to attend literacy classes. There was no makeshift class room as reported although we were shown a big tree under which the lessons are purported to hold and also a black board which was kept in one residence. Because it was a market day, it was difficult to track down any beneficiary to ascertain how much of Miyetti Allah they know. The visit to HDC revealed that they are delivery extras mural lessons to youths in an organized manner.

Findings

29. This section presents findings about the historical and current operations of 11 organisations shown in table 1 below. Significant findings are grouped here primarily in terms of the methods chosen to elicit information and discussed under 3 broad headings (1) 'Health Checking', (2) What the CSOs will do in Jigawa and (3) implications for CSO engagement. Key concerns have been identified by testing consistency of responses of respondents using Action Aid's and SAVI's organisation Assessment tools in order to establish some sense of their validity.

'Health checking' the CSOs

Step One: Familiarisation Visit

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

Staffing

28. It is only in a few cases that you find any permanent staff in any of the organisations⁴ safe for AHIP which has a state programme officer who oversees the Jigawa office and other support staff. There is a general dependence on volunteers each time the organisations have work to do and this is a general pattern and may not pose a serious challenge in developing partnership. But where general office infrastructure is lacking it might be difficult to even contemplate any support as even the capacity to supervise may not be there. Details of each organisation's staff profile are contained in the compendium in the annex.

Physical location /Equipment

29. The visiting teams met staff and management of 10 organisations. NUT was not available at the scheduled time. Hadejia Development Network met with the team in the residence of one of its leaders. It is not clear if CIPPAD really occupies the room space where the meeting held. This goes for Rural Education Foundation which has only recently moved its office for lack of funds to renew rent. In terms of equipment, if where a few desk top computers were cited, it did not look like they had been in use in recent times. However, AHIP and Hadejia Development circle stood out in this regard; while the latter owns and runs a business centre where computer training goes on, the latter for reason of a long history donor supported activity is fairly well equipped.

Leadership

30. There is leadership commitment to the extent that CEOs of the organisations were able to convene the meetings we requested quickly even though the notice was very short. As earlier stated in a majority of cases, there are no permanent staff and Board members and key officers of organisations are volunteers. Except for CIPPAD, REF and FOMWAN, there seemed to be a shared understanding of the vision and mission of the organisation by the 'staff' present during the meetings. Again detailed analyses of the issues under leadership have been presented in spider graphs as separate attachments to this report.

Step Two: In-depth Assessment Workshops

31. Several group exercises were done during the 3-day workshop. The tools used were organizational time line which gave each organisation the opportunity to reflect on their history over a 2-3 year period to facilitate a spot-check of what the key events have been, who the stakeholders were, what the results were at the organization and beneficiary levels, and what key lessons were learnt. Not many organisations could objectively report the outcome of their activities. This exercise demonstrated poor reporting, analytical, strategic thinking and programming skills.

32. The onion exercise facilitated discussion on the link between organisation's purpose/mission statements to core activities. As to be expected, most organisations

⁴ Predominantly both leadership and professional positions are on volunteer basis. There is hardly any one case where these are not civil or public servants.

spend a substantial amount of time pursuing causes where funding is available. There were honest confessions that not much reflection has happened over this on organisational level. Even AHIP which has a long history of implementing projects said they were doing this for the first time.

33. There was a Strengths Weaknesses Opportunity and Threats (SWOT) analysis also at organisational level. Both outputs from this and the onion exercise were pinned up to facilitate discussion during a gallery walk. Only a few organisations were unable to truly reflect their weaknesses objectively. The gallery walks encouraged peer review, and promoted understanding of one another's mission and activities in positive light for networking. There was a general lack of understanding of issues that constitute threat in the environment.
34. For strength, AHIP had impressive showing. They own their office building, have committed leadership, possess fund raising abilities and have access to a large pool of volunteers for its work. FOMWAN has a large membership and wide acceptance as a religious organisation. It also owns the building that houses its office. NUT also have a large membership /followership and presence in all LGAs and government school s. Kamala Health Development Initiative, Gadawur Youth Association and Yakubu Memorial Youth Association have active network links and support from traditional institutions and government recognition. REF was started by the former first lady of the state and purportedly has in its membership very busy members in high public office. Miyetti Allah was very honest in its personal assessment, placing it at the very bottom of the ranking exercise, however, it has a formidable vision and purpose and for its target groups, much gain has been recorded especially in community mobilisation and conflict recognition.
35. Perceived weaknesses for most organisations highlighted inadequate number of key permanent staff, lack of group cohesion, lack of monitoring and evaluation skills, poor funding base and office infrastructure.
36. Opportunities were identified in terms of presence of several donor-funded programmes in the state, recent grand launching of SBMC by the state Governor and willingness to partner with CSOs, as well as availability of Civil society network s and Associations like CSACEFA and NUT.
37. Only AHIP demonstrated understanding of what Threats meant in this context. All others mentioned challenges that were within their scope to deal with.
38. The Baseline and Visioning Exercise provided organisations the opportunity to actually rate themselves against set indicators which have been analysed under 3 broad headings, *internal organisation, programme and external relations*. The rating was on a scale of 1-5 (1- Poor, 2-Average, 3-Above Average, 4- Good, and 5-Excellent). The consulting team also rated each organisation based on triangulated information. The table below represents both ratings and ranking:

Ranking⁵

Organisation	Self Assessment & Ranking		Team Assessment & Ranking	
	Out of Total Score of 115	Ranking	Out of total Score of 115	Ranking
Adolescent Health Information Project (AHIP)	108	1st	85	1st
National Union of Teachers (NUT)	91	2nd	63	4 th
Gadawur Youth Forum (GYF)	86	3rd	59	5 th
Kamala Community Health Development Initiative (KAHDEV)	83	4th	51	6 th
Yakubu Memorial Youth Development Association	83	4th	68	2 nd
Hadejia Development Circle (HDC)	82	6th	67	3 rd
Community Information Project for Protection and Development (CIPPAD)	79	7th	34	11 th
Rural Education Foundation (REF)	78	8th	50	7th
Federation of Muslim Women Association of Nigeria (FOMWAN)	68	9th	50	7 th
Development Network Hadejia	63	10th	46	9 th
Miyetti Allah	37	11th	35	11th

Step Three: External Validation /Verification

39. The Team visited two project sites in Hadejia to see what Hadejia Development Circle is doing providing extra mural lessons for students who need to retake examinations. There were about 40 students in session as opposed to the 300 hundred who had registered. Dropout rate was attributed to last minute decision by government not to provide registration money for requisite examinations. HDC did not have a plan B to cushion this effect. The second site was in a Fulani settlement. The purpose of visit was to verify claims of provision of makeshift classrooms and other support by Miyetti Allah. It was a market day and attention was divided.

Summary of Impressions

40. Most of the shortlisted and assessed organisations have sufficient history of implementing community level activities even if not strictly education related. Many are diversified in their thematic focus although a few have done school related interventions.

⁵ Self Assessment refers to the organisation's rating while Team assessment was done by the consultants. The ranked positions derive from both assessments and results reflect the similarities and differences as shown in the table below. For example, in both cases, Miyetti Allah comes at the bottom and AHIP maintains its position. But while CIPPAD by its own rating came 7th in the Self assessment, it is in the 11th position by Team rating.

In general, capacity is lacking in organisational management, reporting, analytical, strategic thinking and programming skills.

41. There is proof of establishment, i.e. they are registered, have a management in place, have a registered address and can easily be located. However, there seems to be evidence of weak management structures and team spirit.
42. Main Issues bother on poor office infrastructure, weak leadership (ineffective boards), poor funding base & financial management processes. Organisational purpose is poorly articulated. There is total dependence on volunteers who include members of management, except perhaps for AHIP and to a small extent, Gadawur Youth Forum, Hadejia Development Circle and Yakubu Memorial Youth Development Association. Inactivity of most of the CSOs has been attributed to over commitment of their leaders who also have their civil service jobs and also to the unsustainable nature of their intervention due to poor fund raising abilities.
43. Responses from a two-page questionnaire eliciting information on organization's Knowledge of existing Education Policy; Understanding of Access and Equity issues in education; Knowledge of education quality issues; and Voice and Accountability reveals that training design for CSOs must include these areas.

What CSOs will do in Jigawa

44. ESSPIN in Jigawa has no history of work with any of these CSOs. Like Kano state, CSO roles are understood in the broader context of SBMC training, Community Facilitation and advocacy. For Jigawa, the critical decision to make has to do with the model for engagement for which CSO strategy report on participation has already proposed options. There is no doubt about the added value that truly neutral CSOs can bring to the table in terms of pushing the voice and accountability agenda especially for the excluded. Again, there is a difficult one in that most of these organisations have government officials in their membership. The challenge is to work with what is there, recognizing that this provides ESSPIN the golden opportunity to develop viable CSOs working in the education sector.
45. Results of the CSO mapping and initial assessment by SAVI already revealed that capacity of NGOs and CBOs is grossly lacking in Jigawa, compared to other states. The picture is not that gruesome. The table below shows a summary of the profile of 11 organisations assessed in Jigawa.

11 Organisations at a glance

Name	Type/Description	Focus	Target Groups
Gadwur Youth Forum	Registered with CAC as NGO	Community Development- Education & Sanitation	Youth-school-dropouts and Girl Child, increasing school enrolment.
FOMWAN	National Association, 5 viable branches in the state	Discipline of the society and general education	Women, young girls and children
Miyetti Allah	National Association, has branches in all LGAs	To support the life of the Fulani for self-help	Fulani people and Farmers
AHIP	NGO with HQ in Kano has branch offices in 11 other states	Women, young adolescence, Traditional leaders and religious leaders.	HIV/AIDS, Training in life skills Education, reproductive health for out-of school youths in Northern Nigeria
Yakubu Memorial Youth Development	NGO registered with the state and LGA, CAC one in progress.	Public enlightenment, Health, education, good governance, water and sanitation.	Youth and community in general. Encourage school enrolment- physically challenges
Community Information Project for Protection and Development- CIPPAD	NGO CAC	Policy Advocacy, Training, Capacity (?)and Volunteerism Reproductive health & HIV/AIDS Prevention awareness campaign and Leadership Training	Youth & Adolescents
Rural Education Foundation	Corporate Affairs Commission (CAC)	Education, Health and Economic Empowerment	Women and Children
Kamala Community Health Development Initiative	Corporate Affairs Commission (CAC)	Focus is largely on health. The only education related intervention was provision of writing materials to children during a de-worming activity in a community.	Community children, women and adults
Hadejia Development Circle (HDC)	Registered with the Hadejia LGA and State Ministry of Youth & Information. CAC registration still on going	Education, health and skill acquisition	Children, youths (both male & female) and adults groups
Hadejia Development Network	State registration with the State Ministry of Information & Sport	The organization claims it focuses on community education, health, and security	Children & youths
Nigerian Union of Teachers			

CSOs to take forward and who does what

46. This consultancy recommends engagement of the following CSOs under specific task areas according to their skills and experience. Those that feature under training could also carry out community mobilisation and communication activities. This categorization is only a guide, for the purpose of strengthening capacity through training a quick training needs assessment should be done. It is important to note that for each category below recommendation about who does what is also ranked, first mention meaning strong consideration.

SBMC Training

- Adolescent Health Information Project – (Dutse-Kano?)
- Hadejia Development Circle –(Hadeija)
- Gadawuri Youth Forum (Dutse)
- Yakubu Memorial Youth Association (Birnin Kudu)
- NUT (Dutse)

Community Mobilisation, Advocacy and Participatory Rural Appraisal

- Yakubu Memorial Youth Association (Birnin Kudu)
- Gadawur Youth Forum (Dutse)
- Kamala Community Health Development Initiative (Ringim)
- FOMWAN (Dutse)
- Miyetti Allah (Dutse)

Research and Documentation

- Seek out Individuals and Service Providers who can do it.

*For the future*⁶

- Rural Education Foundation – (Dutse)
- Community Information Project for Protection and Development-CIPPAD (Dutse)
- Development Network (Hadeija)

Implications for Engagement

47. There are implications for bringing on board CSO partners. Suffice it to say at this point that in order to maximize both long and short term gains, these CSOs will need to be trained and mentored to deliver. Decisions about the nature of engagement should benefit from previous experience of other donors and the CSOs themselves. Kano has experience to share in this regard as it is already working with some CSOs. The table below has tried to highlight what each of the shortlisted organisations will be bringing to the table, as well as what specific input will facilitate their delivery. This will hopefully assist especially is deciding which LGAs or Emirate council they should cover, depending on proximity to pilot LGAs.

⁶ These three did not meet the criteria for selection as partners, however as part of wider CSO capacity development agenda in the state ESSPIN could begin by putting them on their mailing list.

Summary of Capacity Audit for Potential Partners

The table below tries to highlight strengths and gaps for the 8 organisations recommended for consideration.

Name of Organisation	Summary of Strengths and weaknesses	LGA /Community Coverage ⁷	Specifics in terms of support input
Adolescent Health Information Project – (Dutse)	Has a strong mission and focus and its leadership is committed. Owns its own office space and has track record in donor work at the community level. Minimal capacity strengthening requirement to get management structure up and running. However, staff attrition is key challenge.	Jahun, Miga, Kirikasamma, Birnin Kudu, Hadejia, Birniwa/Mallam Madori/Kafin , Hausa/Auyo/Guri/Birniwa/Kaugama Ringim/Garki/Taura/Babura Tankarkar/Maigatari Gumel/Gagarawa/Sule	Jigawa office is managed from Kano and if enlisted, much consideration will be made on volunteer recruitment and logistic support. Minimal mentoring support needed.
Hadejia Development Circle – (Hadejia)	It is focused, has a strong management team and networks. Education focused and has experience working with out of school populations even though they lack resource mobilisation skills to sustain their work. They have an office and enjoy good will from other stakeholders.	Hadejia, Auyo, Kafin Hausa, Birniwa,, Guri , Kirikasamma Malam Madori , Kaugama.	Resource mobilisation and project manager are key. Average mentoring support needed.
Yakubu Memorial Youth Association (Birnin Kudu)	Strong on community mobilisation and communications using a multi-media approach. Have strong networks and have received commendation from government for its activities. Have strong network of CBOs it works with. If equipment and general office infrastructure is a requirement, it may not be a first choice but it has implemented several donor projects and seems relevant.	Malamador miga, Ringim, Roni, Suletankarkar Taura, Yankwashi, Guri, Auyo, Babura, Birninkudu, Birniwa, Buji, Dutse, Gagarawa Garki, Gumel, Gwaram, Gwiwa, Hadejia, Jahun, Kafinhaus, Kaugama.	Will benefit from generic training in project management. Minimal mentoring support needed
Gadawuri Youth Forum (Dutse)	Advocacy and community mobilisation have produced measuring results in communities where it has intervened. Have strong links with other CSOs. It has strong concerns about political interference.	Malamador Miga, Ringim, Roni, Suletankarkar , Taura, Yankwashi, Guri, Auyo, Babura, Birninkudu, Birniwa, Buji, Dutse, Gagarawa Garki, Gumel, Gwaram, Gwiwa, Hadejia, Jahun, Kafinhaus, Kaugama	Rebranding to suggest mission and focus is not a hidden political agenda. Advocacy skills if strengthened they will feature well in taking up community concerns to policy makers. Mentoring support needed.

⁷ This means where they have worked/ are working and not necessary that they have offices or sustained presence in those places.

NUT (Dutse)	Have state machinery that is organized and professional. It has a strong followership that is easily mobilized. It does not have a niche in project management but where grass root mobilization is required; volunteers can come from its membership, including opportunity to train as trainers.	Have presence in all 27 LGAs.	NUT appears at the bottom and it is for strategic reasons not necessarily that it has strengths as an implementing body. Maximum support will be needed to get it to manage a project. Strong members from here can take part in conducting SBMC training once manuals are translated into local language. Strong mentoring TA support is required if they will implement activities.
Kamala Community Health Development Initiative (Ringim)	Have strong information Education and Communication skills. Very strong in community mobilisation activities evidenced by previous health related interventions.	Ringim, Garki and Birnin Kudu.	Involvement of female volunteers is low at the moment. Need team cohesion, resource mobilisation and strategic planning skills.
FOMWAN (Dutse)	Plans to hold fresh elections before year end. Current leadership is constrained by factional issues which has hampered an otherwise vibrant organisation and limited its activities to religious preaching in few LGAs. Conflict resolution and team building is critical at this point. Despite this, being a women’s organisation and working with the poor, it has credibility and wide acceptance. Office infrastructure and operations suggest gross inactivity on the part of leadership.		Team building and conflict resolution are key. Individual members can make up training, advocacy and community mobilisation teams. Strong mentoring TA support is required if they will implement activities.
Miyetti Allah (Dutse)	By far the most object in their self assessment. Have presence in all LGAs including leadership and target Nomadic Fulani populations. Very articulate in their mission and activities. Poor on strategies and documentation. Have great potential when supported to mobilize and conduct training in communities where they work.		For inclusive purposes, strong mentoring support and organisational development will result in a quick win down the line and may be a reference point/case study in working with marginalized groups.

Conclusion

48. The assessment objectives were to a larger extent achieved and the self assessment processes afforded the participants the opportunity to learn and share from each other. There is the need to develop a mechanism for working with existing CSO structures in Jigawa state and supported to through designed capacity building initiatives overtime. Overall, all 8 organizations have potential for engagement with ESSPIN. Nonetheless, conclusions are based on the outcome of the entire process, while recommendations and next steps take into account specific roles that CSOs will play as well as implications for their engagement.

Next steps

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

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

Annexe 1: Terms of Reference

Title of Assignment: In – Depth Capacity Assessment of Civil Society Organizations in Kano and Jigawa States

Location of Assignment: Kano and Jigawa States

Duration: 27th Sept to 29th/Oct 2009 (24 days)

Background

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

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

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

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

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

Objective of the consultancy

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

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

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

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

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

Validate CSOs community reach and linkages for wider community activities

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

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

Specific Tasks of Consultancy

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

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

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

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

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

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

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

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

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

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

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

Expected Outputs

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

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

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

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

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

Type of Consultant Required

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

Timing and management of the Consultancy

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

Table1: (Kano and Jigawa)

Activities
Details activities to be planned by consultants at the state level
Briefing with ESSPIN State team leader and Access and equity/IQTE specialists. sharing of work plan and tools to be used for this exercise for possibility of adaptation
CSO Assessment in Kano state (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 each state

Qualifications/experience

A postgraduate qualification or its equivalent in education, social development or development management and experience of designing/implementing strategies to facilitate community mobilization, (inclusive of children and other marginalized groups) in social service delivery.

Practical experience of CSO/CBOs assessment, reviews and community interactions with school management structures in Nigeria

Experience of providing professional and technical inputs in development assistance programmes/projects.

Knowledge

Practical knowledge of educational development issues in Nigeria and other countries.

Knowledge of Nigerian Govt. and parastatal structures and systems Practical knowledge of community-level development structures/ CSOs/CBOs and engagement in education, and school-based governance structures in developing countries

Knowledge of CSOs engagement and coordination in Nigeria for development programming.

Abilities

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

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

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

1. Activity Workplan

Draft programme for in-depth capacity assessment of CSOs in Jigawa 12th -23 October 2009

DATE	ACTIVITY	VENUE	Responsible / Involvement	ACTION
Mon 12/10	Briefing by STL Planning with A&E/IQTE and CKM	ESSPIN Office	Musa Iliya	Tools printed by end of day Notification letters dispatched Work plan finalized CSO shorlisting finalised
Tue 13/10 (AM)	Courtesy visits to: MOE PS (9:30 AM) SUBEB ES (10:30 AM)	MOE & SUBEB	Musa & Sanusi & Consultants	Arrange two vehicles
(PM)	Team A Familiarization visit to 6 CBOs Team B Familiarisation visit to 4 CBOs Teams Regroup for Debrief	Field Field ESSPIN Office	ESSPIN, Consultants & MOE + SUBEB Reps.	
Wed 14/10	Team A Familiarization visit to 3 CSOs Team B Familiarisation visit to 3 CSOs Teams regroup to debrief	Field ESSPIN Office	ESSPIN, Consultants & MOE + SUBEB Reps.	Arrange two Vehicles
Thursday 15 th Oct	External Validation in few selected sites	Field	Consultants & ESSPIN staff only	One Vehicle
Fri 16 th Oct	Preparation for Assessment workshop			Flipchart, Markers, Stand, Jotters writing materials , masking tape, Projector
Mon 19 ^h –	In-Depth Capacity Assessment workshop with	Susseina Millenium Park		

Wed 21st Oct	4 reps of each CSO (40 participants).	Hadejia		Idea cards (Pink & white), Scissors
Thurs 22 nd – Fri 23 rd	Analysis of findings and Debrief State Team	ESSPIN Office		
Sat. 24 th	Departure from Jigawa			Vehicle to Kano

Familiarization Visit Schedule

Team A: Sarah Amahson- Consultant Musa Hadejia- A& E /IQTE Specialist ESSPIN Gambo Umar Labbo- MOE Lami Danjani- SUBEB	Organizations	
	12/10/09	13/10/09
	FOMWAN (Dutse) Gadawuri Youth Forum (Dutse) Adolescent Health Information Project – (Dutse)	NUT (Dutse) Miyetti Allah (Dutse) Yakubu Memorial Youth Association (Birnin Kudu)
Team B Iliya Ambi- Consultant Sanusi Bature- Communication & Knowledge Mgt. Specialist ESSPIN Balarabe Yusuf- SUBEB Hauwa Sule- MOE	Organizations	
	12/10/09	13/10/09
	Rural Education Foundation – (Dutse) Kamala Development Association (Ringim)	Development Network (Hadejia) Hadejia Development Circle –(Hadejia)

2. Workshop programme

Civil Society Organization Capacity Assessment Workshop Venue: Hussaina Millenium Park

Hadejia

Date: 19th – 21st October 2009

DAY1	ACTIVITY	LEAD PERSON
8:00 - 10:00 am	Arrival & registration	Musa Mohammed Hadejia
10:00 – 10:10 am	Opening prayer & Remarks	Musa Mohammed Hadejia - Equity & Access Specialist- ESSPIN
10:10 – 11: 40 am	Introductions and Ice breaking	Sarah Mkeryi Amahson- Consultant
11:40 – 12:10 pm	Tea Break	
12: 10 – 12:30	Session 1: About ESSPIN & Output 4	Musa Mohammed Hadejia
12: 30 - 1:00 pm	Expectations and Fears	Sarah
	Purpose of Workshop & Overview of workshop Programme	Sarah
1:00 – 2:30 pm	Session 2: Organisational Timeline	Iliya Ambi- Consultant
2:30 – 3:30 pm	Lunch & Prayer	

3:30 - 4:00 pm	Organisational Timeline Presentation	
4:00 – 5:00 pm	Session 3: Technical Capacity Areas	Sarah
5:00 - 5:05 pm	Prayer & Closing	Musa Mohammed Hadejia
DAY 2	ACTIVITY	LEAD PERSON
8:00 - 8:05 am	Opening Prayer	Musa Mohammed Hadejia
8:05 - 8:30 am	Recap of Day One	Sarah
8:30 – 10:30 am	Session 4: Onion Exercise	
10:30 – 11:30 am	Group Presentation	
11:30 – 12:00 pm	Tea Break	
12:00 – 1:30 pm	Session 5: SWOT Analysis	
1:30 – 2:30 pm	Group Presentation	
2:30 – 3:30 pm	Lunch & Prayer	
3:30 - 4:45 pm	Group work	
4:45 – 5:00 pm	Closing Prayers	
DAY 3	ACTIVITY	LEAD PERSON
8:00 – 8:05 am	Opening Prayer	Musa Mohammed Hadejia
8:05 – 8:30 am	Recap of Day 2	
8:30 – 9:00 am	Session 6: Introduction to Baseline & Visioning Exercise	
9:00 – 11:00 am	Group work	
11:00 – 11:30 am	Tea Break	
11:30 – 12:30 pm	LGA Intervention Matrix	
12:30 – 1:30 pm	Group Work	
1:30 – 2:30 pm	Lunch & Prayer	
2:30 – 4:30 pm	Submission of Group Work	
4:30 – 5:00 pm	Workshop Evaluation & Closing Remarks	

Annex 2: Compendium of CSOs assessed in Jigawa⁸

S/N o	Capacity Areas	ORGANISATIONS				
		1. Gadwur Youth Forum	2. FOMWAN	3. Miyetti Allah	4. AHIP	5. Yakubu Memorial Youth Development
1	Physical Address	Aminu Kano WAY Behind Central market	Behind Abayawa Bread, Maranjawa quarters, Dutse	C/o Sani Abacha Way, near Divisional Police Office, Yadi Dutse		No. 23/24 Kantin Kwori Birnin Kudu
2	Contact Person	Baita Salihu Tel. 08036933338 Umar Faruk Wada	Uwani Yunusa, Flat 20, Takur Housing Estate, Dutse 08036529040	Malam Abdullahi Tashi- 0706832777 or 08034232106	Aisha Ahmed 08065716151	Lawal Isyaku (Finance Manager)- 08035993139 Chairman :Suleiman Sani
3	Year/Type of Registration	2005 NGO	1985, national NGO, 5 viable branches in the state	1985, national NGO, has branches in all LGAs	?? NGO with HQ in Kano has branch offices in 11 other states.	1988- NGO registered with the state and LGA, CAC one in progress.
4	Target Groups	Youth-school-dropouts and Girl Child, increasing school enrolment.	Women, young girls and children	Fulani people	Women, young adolescence, Traditional leaders and religious leaders.	Youth and community in general. Encourage school enrolment- physically challenges
5	Program Focus	Community Development-Education & Sanitation	Discipline of the society and general education	To support the life of the Fulani for self-help	HIV/AIDS, Training in life skills Education, reproductive health for out-of school youths in Northern Nigeria	Public enlightenment, Health, education, good governance, water and sanitation.
6	Vision	To have educated and enlightened populace		To educate and enlighten the Fulani people		Well enlightened and educated community in Jigawa and Nigeria.

⁸ NUT was not available during familiarisation visit when this data was obtained.

7	Mission	To achieve good results through collaboration, advocacy & training	Training and re-training of communities and children eg through preachings	To educate, enlighten and protect the Fulani people		Working hand in hand with stakeholders at various levels from different areas- reproductive health, poverty and education, etc.
8	Goals/Objectives	Consistent training, Rights consciousness and formidable unity	To ensure stable and peaceful society by establishing linkages	To establish schools and learning centres		See pamphlet
9	Staff Strength	2 full-time staff- Secretary and Watchman/cleaner	volunteers	Volunteers only	5: State Programme Officer, Asst. SPO, Youth Corper, Watchman and Instructor	2- Finance Clerk, Admin Officer
10	Physical Structure (office equipments, communication)	One-room office space, basic furniture, 1 desk-top computer, 1 printer, DVD player and TV set.	Office/classroom space that is almost bare in furniture and equipment	Temporary office, un equipped-not certain of this because the room looks unkempt	Own office- large meeting room, 2 Vocational Training Offices, 2 other offices, 2 Desk top computers, 1 Generator, Sewing machines & furniture	3 room office, 4 benches, 1 desk top computer, TV set, VCD, Satellite Dish and PA system
11	Management Structure	State executive committee, Coordinator, sub-Committees (6) & floor members	Head-Amira, Vice, Secretary, Treasurer & PRO.	State chairman + 3 Vice+ Sectrary , Treasurer, Asst Sec., PROs 1& 11 Auditors 1 & 11, Organising Sec. Youth leader, Women's leader	BOT, Director/ Programme Coordinator,	BOT, 6 Executives, Executive Chairman and general membership.
12	Leadership Commitment	Technical Advisory committee, Networks with exco.	Amira seems to be on top of things despite inherited organizational issues with former leadership. Fresh	Ledership is suffieciently obilised evidenced by the large turn out to this meeting. The chairman	Director gives room for contribution-there is monthly staff meetings in Kano.	Follow due process and there is delegation of authority. Exco reports regularly to the executive chairman.

			election planned before 2011.	seems on top of things and commands respect from members.		
13	All Activities related to education	Promoting vocational & Technical Education and also Juniror and Senior sec. school.	D'a'awa lectures, Radio programmes & classes	Have established 108 schools, Provide instructional materials to schools	In-school programmes; Talks in Life Skills leading to setting up of AHIP Clubs, Teacher Training, integrating Life Education skills in Social Studies & Basic Science in Gumel, Ringim and Brinin Kudu. Four schools in each location with support from SUBEB in terms of grnating approval for the work and adaptation of national curriculum for local use.	Currently training students who failed exams to retake the exams. Used drama in promoting girl child education & Child enrolment in primary and secondary school (DFID, SUBEB UNICEF). Organize children's Day with support from local government and state –worked with 10 primary schools. In 2006 advocated for the establishment of 230 junior secondary schools.
14	Accountability (Participation by target group and other stakeholders)	Relate with key education stakeholders in many areas.	Liaise with council of Ulama & Islamic Scholars	Not clear	Carry out Baseline surveys and conduct advocacy visits to traditional leaders.	
15	Relationship with SMOE	Good relationship with MOE, SUBEB and plans to strengthen that.	Recently paid advocacy visit to the leadership to be allowed embark on mentoring visits to girls' schools in the state.	Cordial relationship with Minisrty and SUBEB	Liaising over training in schools-censorship by SOME	
16	Collaboration/Networking/Linkage	Linkages with CSACEFA, NGOs and others like	Collaboration with state Council of Ulamas,	Collaborate with SBMCs and PTAs	Have linkages with CBOs in committees where they	Village Development Initiative-Dutse

	s with sister organizations on education	HDC in Hadeija.	Directorate of Shariah...		work. Collaborate with other CSOs in health as needs arises eg NNGO mentoring, Organisation Development, Strategic planning.	Gumel Youth Movement SOCHAM-Hadjia Red Cross –Dutse Rural Education, have links with several CBOs that they work with in communities. Some of the CBOs are affiliate members
17	Which CSOs will you like to work with on education?	Kazaure Development Forum Circle	Concil of Ulama and othe Faith –based organisations	COMPASS and Traditional Institutions	SOCON Hadejia and PROTHE Dutse-involved in popular theatre and health education.	Samamiya Development Association- Birnin Kudu Zumunt Youth Development Association Yelwan Damai Development Association
18	Relationship between activities and mission	Good linkage	Good linkage	Strong	Strong	Linked
19	Recommendation	Recommended for in-depth assessment.	Recommended for in-depth assessment.	Recommended for in-depth assessment.	Recommended	Recommended

S/N	Capacity Areas	ORGANISATIONS				
		6. Community Information Project for Protection and Development-CIPPAD	7. Rural Education Foundation	8. Kamala Community Health Development Initiative	9. Hadejia Development Circle (HDC)	10. Hadejia Development Network
1	Physical Address	Jigawa State Students' Union Office Building, Along Deputy Governor's Office Rd., Shop 1 Dutse	Dasina Village, Dutse – RGF Nursery/Primary School. The organization relocated to this address due to its inability to pay its rent. The familiarization visit/interaction was held in the office of the Permanent Secretary, State Ministry of Information, who is currently the Secretary General of the foundation	No 81 A Red Bock, Opposite Stadium, Ringim. Kamala Community Health Development Initiative has a clear signpost pointing to its office. The familiarization team did not encounter difficulties locating the office. The organization is known in the community	1 st floor, Na Mallam Zangi Shopping Complex Centre, Hadejia	Officials of the organization told the familiarization team that the physical address is "No. 77 Kofar Arewa Hadejia". This would be difficult for any newcomer to determine as there is no signpost indicating the address given above. It was also discovered that the organization operates from a personal apartment. It is unclear which of the officials present during familiarization owns the apartment
2	Contact Person	Surajo Mohammed Usaini-08035946638	Habiba Isa Dutse – Secretary General, Phone Number: 08026672142, 08036423794	Nasiru Bala, Phone number: 08067044677, 08078065591, E-mail: kdevprog@yahoo.com	Ibrahim Bayi Hadejia, Phone number: 08022662030, 08066007716	Garba Ahmed Sahal, Phone number – 07033755178, E-mail: devnet_2005@yahoo.com
3	Year/Type of Registration	2003 NGO CAC	2002/Corporate Affairs Commission (CAC)	2008/ Corporate Affairs Commission (CAC)	1997/ with the Hadejia LGA and State Ministry of Youth & Information. CAC registration still on going	2005/State registration with the State Ministry of Information & Sport
4	Target Groups	Youth & Adolescents	Women and Children	Community children, women and adults	Children, youths (both male & female) and adults groups	Children & youths

5	Program Focus	Policy Advocacy, Training, Capacity (?)and Volunteerism Reproductive health & HIV/AIDS Prevention awareness campaign and Leadership Training	Education, Health and Economic Empowerment	Kamala program focus is largely health focus. This finding was drawn after the team interacted with 2 representatives and reviewed its institutional profile. The only educational intervention made reference to by the representatives was not initially planned for – The organization provided writing materials for children in a certain community during a de – worming activity after it discovered lack of writing materials was a challenge for children in that community	Education, health and skill acquisition	The organization claims it focuses on community education, health, and security
6	Vision	To be among the biggest NGOs spearheading leadership, reproductive health, maternal and child mortality & sustainable Development in communities.	Although the organization claims to have a documented vision statement, the respondent could not articulate what it is. She however promised the familiarization team that she would get the document articulating it across to the team	<i>“To promote the health status of the people; ensuring them to be free from misery, social squalor and discrimination”</i> . The familiarization team found out that the vision statement is not clearly articulated and unshared. This conclusion was drawn from observation and review of Kamala institutional profile	Although no representative could articulate the vision statement, HDC claim to have it documented and promised to furnish the team with it	No documented vision statement
7	Mission	To enable communities make contribution in the activities that concern them so as to become self reliant and economically	Same as above	<i>“Promotion of health to all through maintenance of good moral values which is acceptable to the people specifically on positive health approach,</i>	Same as above	<i>“To inform our community that has a vital role in the development of our community at global, regional, sub – regional and local level”</i> .

		empowered.		<i>rendering help to those in need, removing myth and prejudice on matters that affect their health socially, economically and politically". Same as above</i>		A review of the aforementioned shows that the mission statement is not clearly articulated
8	Goals/Objectives	To strengthen the capacity of the local community: To awaken the community on issues related to reproductive health; to provide support for safe motherhood; to provide youths of the local communities with volunteering opportunities; to re-orient local communities on the benefits of communal and self-help efforts; to provide a platform for collaborative efforts towards a relentless crusade against environmental destruction; to mentor youths and help them realize their goals; and foster close and enduring relationships among the communities	Same as above	Not available (NA)	<ul style="list-style-type: none"> • To assist in promoting laudable government policies and to encourage the pursuit of knowledge among indigenes. • Promote understanding and peaceful coexistence • Watchdog of the community 	<ul style="list-style-type: none"> • To foster unity, understanding and create a sense of belonging among of the society • To create awareness, understanding, cooperation and initiative • To work closely and cooperate with government & NGOs at both local, state, national and international level • To facilitate and enhance sustainable development <p>The objectives stated above are unclear and hence do not meet the SMART criteria</p>
9	Staff Strength	4 (?) Chairman (Teacher) SPO-(Applicant), Admin Officer (Student).	REF is largely a membership based organization although its membership strength could not be determined. The	Kamala Community Health Development Initiative is a membership based organization with 23 members drawn from	HDC is also a membership based organization. It has a membership of over a thousand people drawn from	The organization has 56 registered members

			<p>organization was said to have been founded by the wife of the former Governor of Jigawa State. It drew a lot of membership at that time. Its current crop of membership are high powered/profile women civil servants in the state with a lot of political influence. However, this strength has not made the organization vibrant as its Secretary General who is the current Permanent Secretary of the State Ministry Information confirmed that they have not been active in the recent past due to financial difficulties/challenges.</p> <p>Similarly, the wife of the past governor of the State no longer provides financial support as she use to. This scenario has hitherto limited the foundation's activities</p>	<p>Ringim and other surrounding communities. This CBO's membership is multi – disciplinary with professionals drawn across Medicine, Public & Community Health, Nursing, Law, Education, Sociology, Economics, Accounting and Environmental Health & Science. Kamala presently has a present serving Corp Member</p>	<p>Hadejia town and its environs. A full time desk officer work for HDC. However, it is important to note that virtually all the officials of the organization are civil servant, retired civil servants, educationist and businessmen</p>	
10	Physical Structure (office equipments, communicati	One room space, no sign that it is an office, a mat on the floor, one bench and 2 plastic chairs.	The organization relocated to the physical address given above due to its inability to pay its rent. It currently occupies a classroom at the	The organization occupies one (1) room office apartment sparsely furnished. The team also sighted a flipchart stand and a cupboard. However, the	HDC occupies a well furnished office. Computers and its accessories are said to be in the Cyber Café owned by the organisation	In addition to what was said in No. 1, no office equipment was sighted in the apartment

	on)		<p>present address where all its office equipments are kept. Similarly, the respondent claims that the foundation has about 2 desktop computers and pieces of office furniture. This could not be determined as the team was unable to visit the school. Hence, the familiarization visit/interaction was held in the office of the Permanent Secretary, State Ministry of Information, who is currently the Secretary General of the foundation.</p>	<p>representatives of Kamala claimed that they have a generator, 2 laptops computers, a desktop computer, printer, and digital camera kept in a member's house since the office is not too secure</p>		
11	Management Structure	National Board of Trustees, State Executives.	<p>The team found out that a Board of Trustee (BOT) exists but has not been quite active in the recent past. Similarly, the management of the organization is made up of the President, Vice President, Secretary, PRO, Da'awah focal officer as well as a Welfare/Medical Officer</p>	<p>The representatives that attended to the team said that the management of the organization comprise of the project manager, patron, secretary, legal adviser and public relations officer (PRO). Also, they were unclear about the functions of the management.</p>	<p>The management of HDC is made up of the chairman, vice chairman, secretary general, PRO, treasurer, assistant secretary, and women coordinator. Others include the auditor, financial secretary, program coordinator and legal adviser. The management seems quite active. This is because nearly all of them were present during the familiarization visit</p>	<p>The familiarization team was informed that the management of the organization comprise of the chairman, vice chairman, secretary general, assistant secretary, financial secretary, treasurer, auditor and PRO</p>

12	Leadership Commitment	Board supports in advisory role.	Since the end of the past administration, the leadership of the foundation has not been on the forefront of driving its activities. The respondent (Permanent Secretary) said that the foundation once in a while makes contact with its chairperson (wife of the former governor) whenever crucial decisions concerning the foundation and its activities need to be taken	The familiarization team found out that the BOT of Kamala Community Health Development Initiative is made up of some elites/prominent sons & daughters of Ringim who either civil servants in the state or holding influential political appointment in the current administration and therefore been busy. This could be the reason why representatives of the organization attended to the familiarization team other than its key officials	The Chairman of HDC was present throughout the period of familiarization. This could signal his leadership commitment to the organisation	
13	All Activities related to education	Health education on HIV/AIDS and environment and also form school clubs.	Education related activities identified by the respondent range from scholarship award, establishment of adult literacy classes in communities where REF works and community sensitization on the importance of education. Its coverage, according to the respondent reaches over 40 communities spread across all the 5 emirate councils of the state. The foundation uses to run a scholarship scheme funded by the wife of the	Mostly carry out health education activities like deworming and adolescent HIV/AIDS awareness etc. in community primary & secondary schools	HDC organizes school quiz, debates, Children's Day Celebration, coaching of pupils as well as has an already established Remedial Studies Programs owned and managed by it. In addition, HDC has also established an Arabic College, a Technical College as well as education committee that deliberates and forge the way forward for all its education related intervention.	Hadejia Development Network did not clearly articulate any education activity except that it provided students who came to write WAEC examination in May 2009? With pure water and biscuit. No recent activity related to education was mentioned. The organization seems to be more engaged in creating awareness among community people on the importance of immunization and polio

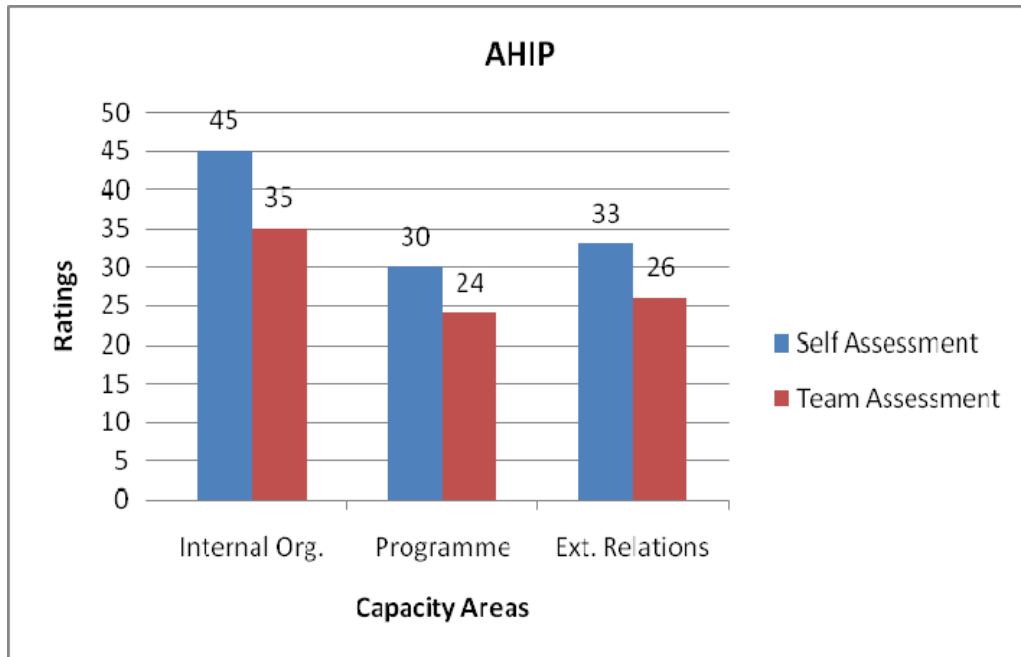
			former governor of Jigawa State		Furthermore, HDC has commenced arrangement/open discussion with SMoE to establish a girl's secondary school in Hadejia.	
14	Accountability (Participation by target group and other stakeholders)	???	The foundation claims to engage community women through consultation and Dawah. This approach led to the establishment of adult literacy/Islamic classes for community women in the past	Kamala claims it engages traditional and religious leaders through advocacy to ensure their buy – in to facilitate community acceptance	HDC informed the familiarization team that from time to time, it organizes/hold meetings with representatives from various communities, tribes and settlers towards identifying and finding collective solutions to community problems	The representatives were unclear about this issue. This could be traceable to the fact that it has not been active for a while or in the recent past
15	Relationship with SMOE	No direct work with SOME	The team found out that SUBEB built the school own by the organization through the efforts of the wife of the former governor and provided teachers as well. However, the teachers provided in the past have been withdrawn from the school. The prompted the foundation to employ teachers on their own	Could not substantiate what constitutes the relationship in the past and present	Refer to number 13, second paragraph	None
16	Collaboration/Networking/Linkages	None	International Islamic Relief Organization, Kaduna for the distribution of relief	The collaboration made reference to with sister organization in the past was not	HDC claim that it has close working relationship with over 60 CBOs under its	Nothing specific was mentioned by the representative

	with sister organizations on education		materials, FOMWAN – on Dawa’ah and Gadawur Youth Movement/CSACEFA – for girl access/retention and completion of good quality education	on education but rather health. This include Ringim Committee of Friends – safe motherhood, TB, diarrhea and malaria, Ringim Drama Association – HIV prevention & Gumel Youth Movement – HIV prevention	auspices. The chairman also inform the team that it works with NURTW, Tailors’ Association and District Development Association among others	
17	Which CSOs will you like to work with on education?	Village Development and Information Project	Gadawur Youth Movement	In CSOs/organisations identified by Kamala in this regard include Ringim Forum & Ringim Committee of Friend. This choice was based on the fact that the forum & committee of friends are an elite group who are educated and know the value of education	Hadejia Development Network, NUT and National Union of Hadejia Students’ Association. This organizations were identified by HDC because of their genuine interest in the development of education in Hadejia as a whole	Hadejia Development Circle (HDC)
18	Relationship between activities and mission	Some relationship.				This seemed to be unclear

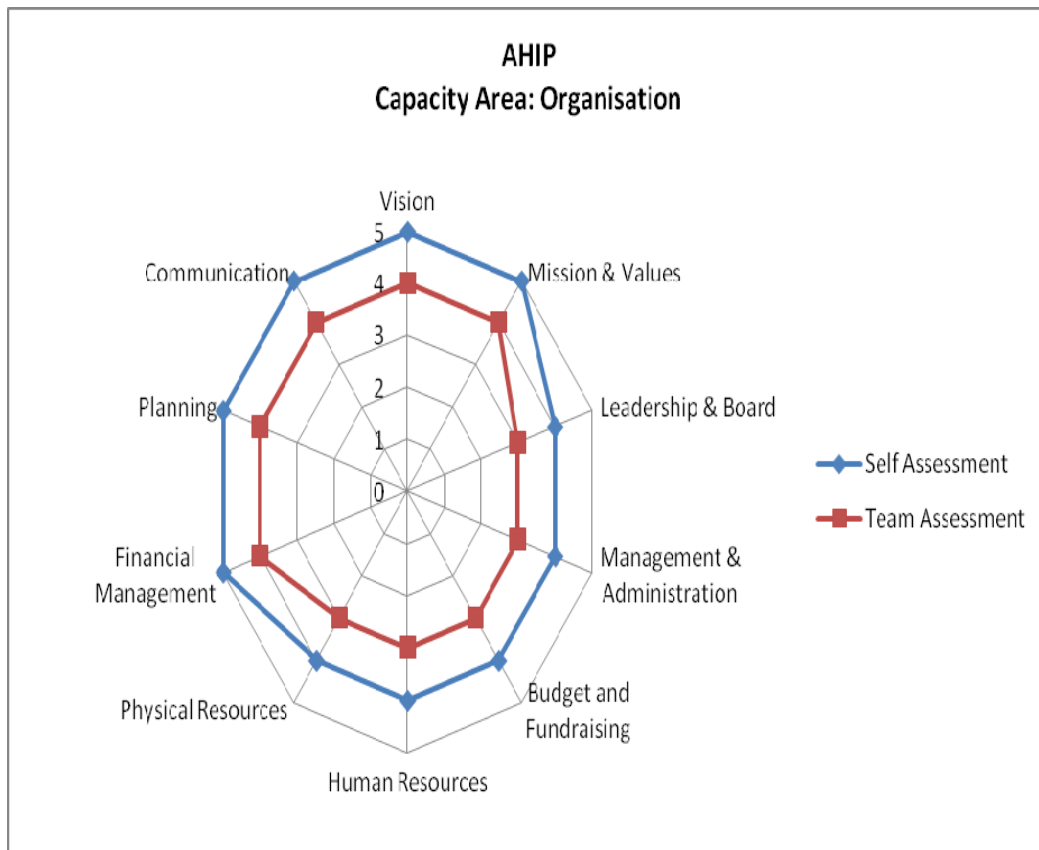
		Adolescent Health Information Project (AHIP)	Community Information Project for Protection and Development (CIPPAD)	Development Network Hadejia	Federation of Muslim Women Association of Nigeria (FOMWAN)	Gadawur Youth Forum	Hadejia Development Circle (HDC)	Kamala Community Health Development Initiative	Miyetti - Allah	National Union of Teachers (NUT)	Rural Education Foundation (REF)	Yakubu Memorial Youth Development Association											
Capacity Ranking																							
Capacity areas		Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass	Self Ass	Team Ass		
Organisation	score out of 50	45	35	31	15	24	19	23	20	33	23	33	28	38	24	16	16	37	25	33	19	28	26
Vision		5	4	4	3	2	2	2	4	4	3	4	3	4	2	3	2	2	2	3	1	2	2
Mission, Values		5	4	4	3	2	2	4	3	5	3	2	2	3	2	2	2	3	3	4	2	3	3
Leadership & Board		4	3	3	1	3	2	3	2	5	3	4	4	5	2	2	2	1	1	4	2	3	3
Management & Administration		4	3	2	1	3	2	3	2	2	2	3	3	4	3	1	1	1	1	2	2	3	3
Budget and Fundraising		4	3	2	1	1	1	1	1	3	2	2	2	3	2	1	1	5	3	3	2	2	2
Human Resources		4	3	3	2	3	1	3	2	2	2	4	3	4	3	1	1	5	3	3	2	4	3
Physical resources, Infrastructure		4	3	2	1	2	2	3	2	5	3	4	3	2	2	2	2	5	3	4	2	4	3
Financial management		5	4	2	1	2	2	2	2	2	2	2	2	4	2	1	2	5	3	3	2	2	2
Planning		5	4	4	1	2	2	1	1	1	1	3	2	5	3	1	1	5	3	3	2	2	2
Communication		5	4	5	1	4	3	1	1	4	2	5	4	4	3	2	2	5	3	4	2	3	3

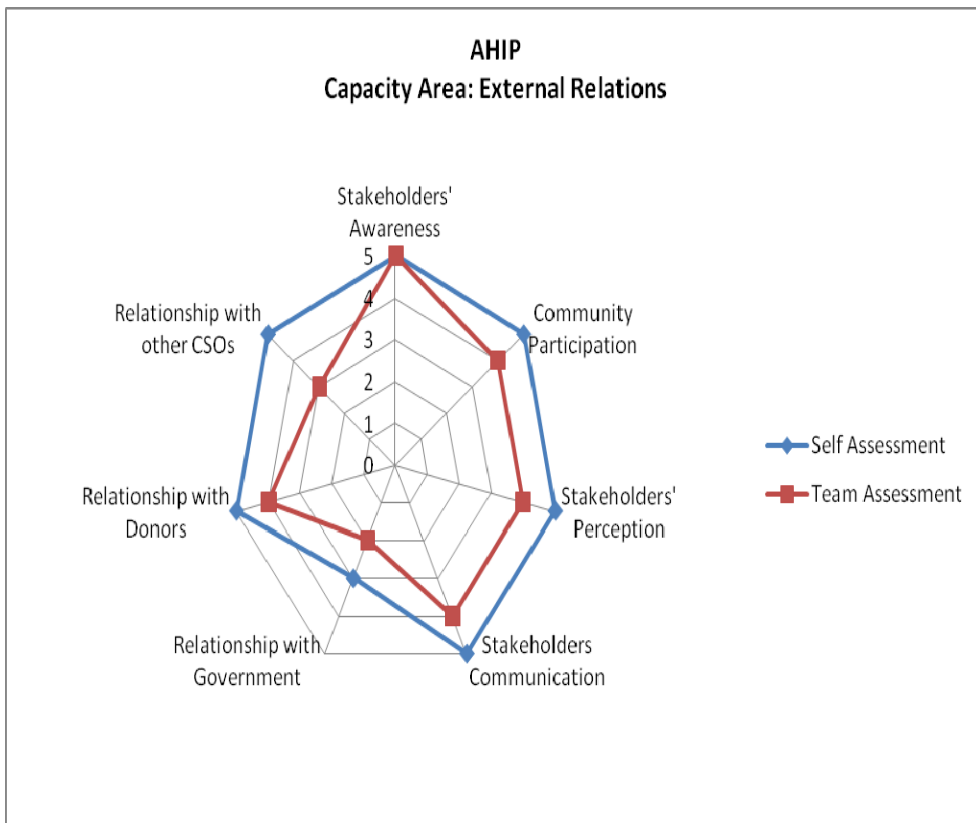
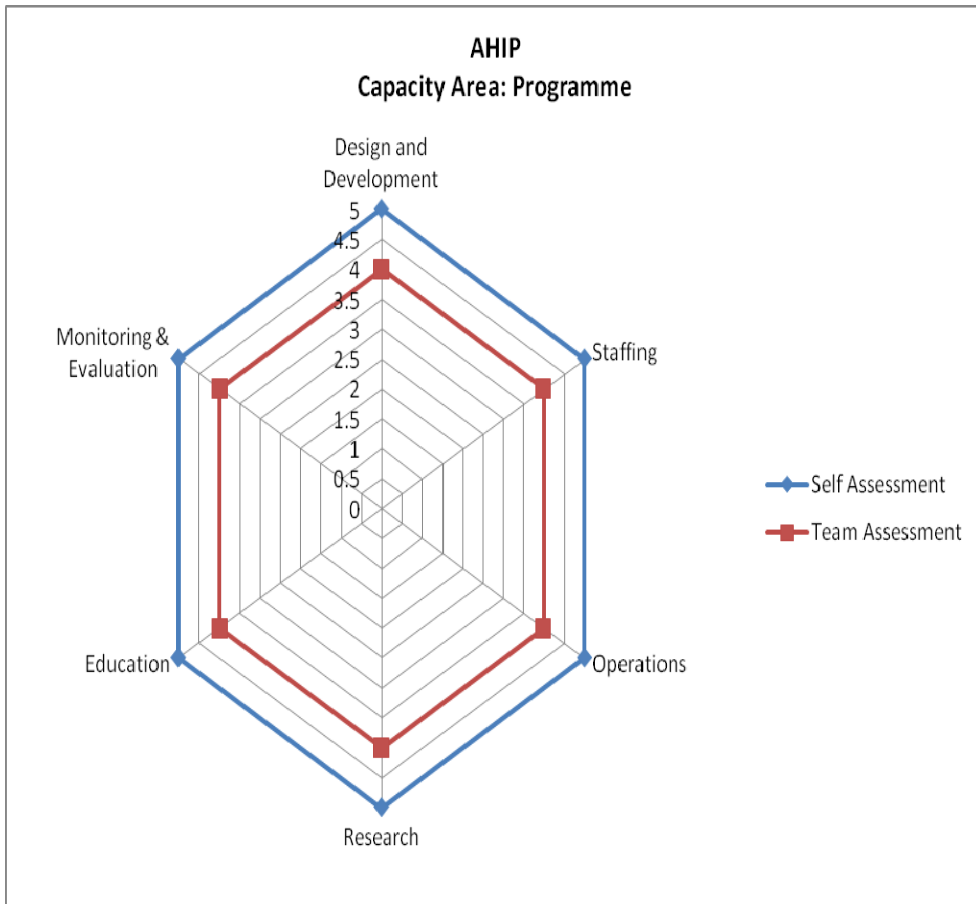
Programme	score out of 30	30	24	23	7	20	12	18	12	20	15	25	18	20	12	7	7	20	16	20	13	21	16
Design and Development		5	4	3	1	4	2	2	2	3	3	3	3	2	2	1	1	3	2	4	2	3	3
Staffing		5	4	3	1	4	2	2	2	2	2	3	2	3	2	1	1	4	3	4	2	4	3
Operations		5	4	4	1	2	2	2	2	5	3	5	4	3	2	1	1	3	3	3	2	5	3
Research		5	4	5	1	4	2	4	2	3	2	4	3	4	3	1	1	4	2	2	2	3	3
Education		5	4	4	2	2	2	5	3	5	3	5	4	5	2	2	2	4	4	4	4	5	3
Monitoring & Evaluation		5	4	4	1	4	2	3	1	2	2	5	2	3	1	1	1	2	2	3	1	1	1
EXTERNAL RELATIONS	score out of 35	33	26	25	12	19	15	27	18	33	21	24	21	25	19	14	12	34	22	25	18	34	26
Stakeholder Awareness		5	5	5	2	3	2	2	2	5	3	4	3	5	3	1	1	5	4	3	3	5	4
Community Participation		5	4	3	1	5	3	4	2	4	3	3	3	4	3	2	2	5	3	4	3	4	4
Stakeholder Perception		5	4	3	1	2	2	5	3	5	3	3	3	4	3	1	1	5	3	3	3	5	3
Stakeholder communication		5	4	3	2	1	1	5	3	5	3	3	3	2	2	1	1	5	4	3	2	5	3
Relationship with Government		3	2	3	2	4	2	5	3	5	3	3	3	2	2	3	3	4	3	4	2	5	4
Relationship with Donors		5	4	4	2	2	2	2	2	4	3	4	3	5	3	1	1	5	3	4	2	5	3
Relationship with other CSOs		5	3	4	2	2	3	4	3	5	3	4	3	3	3	5	3	5	2	4	3	5	5

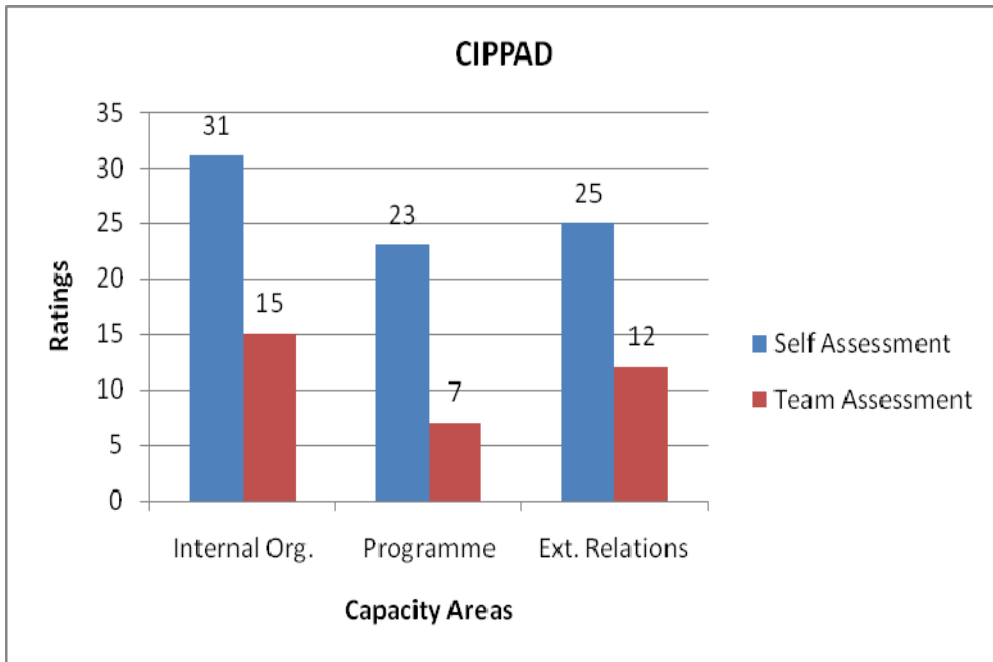
Jigawa Capacity Area Charts



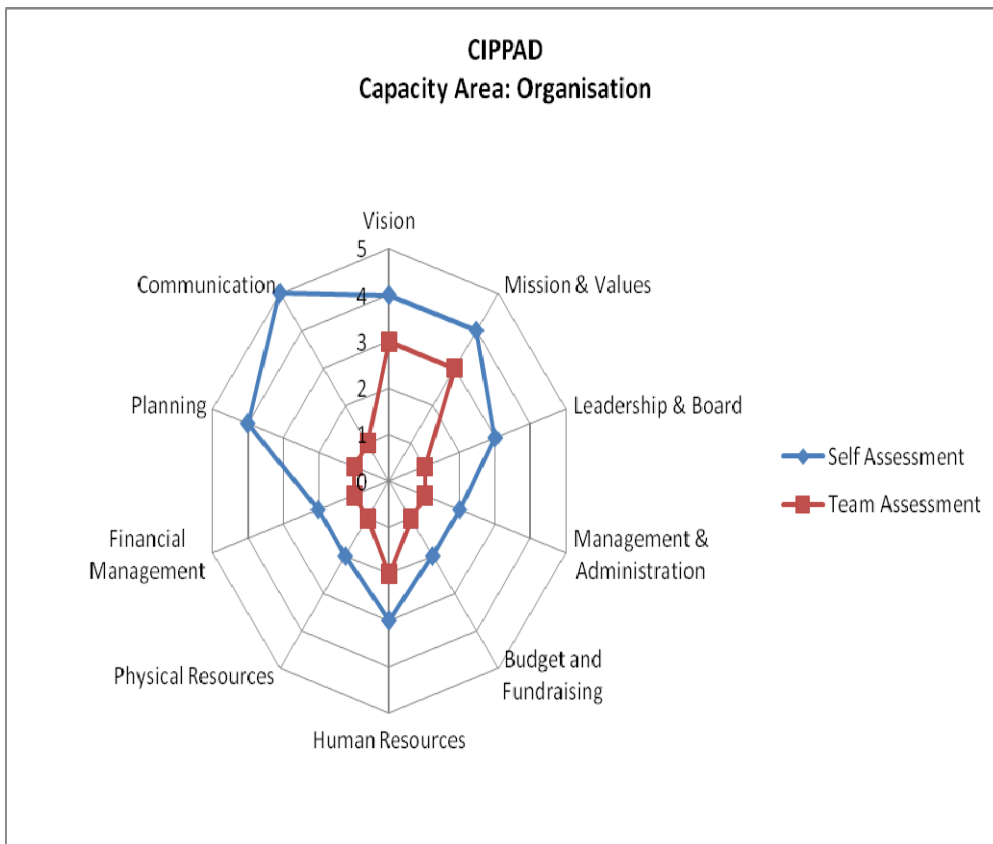
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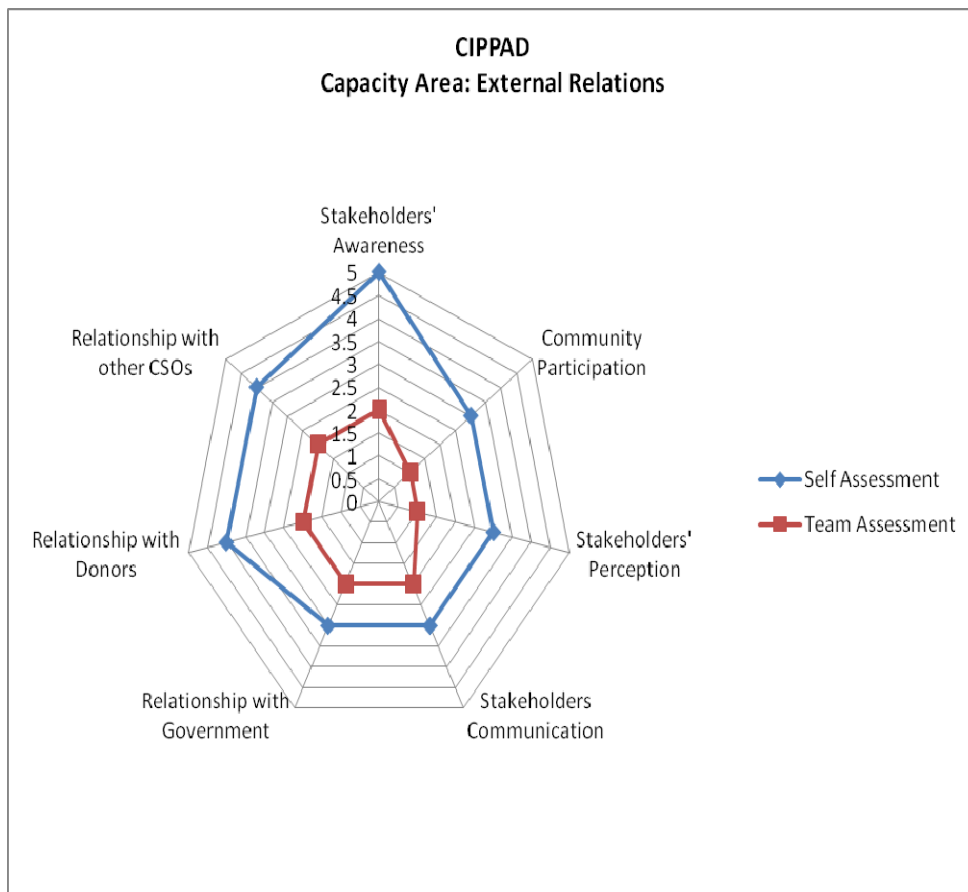
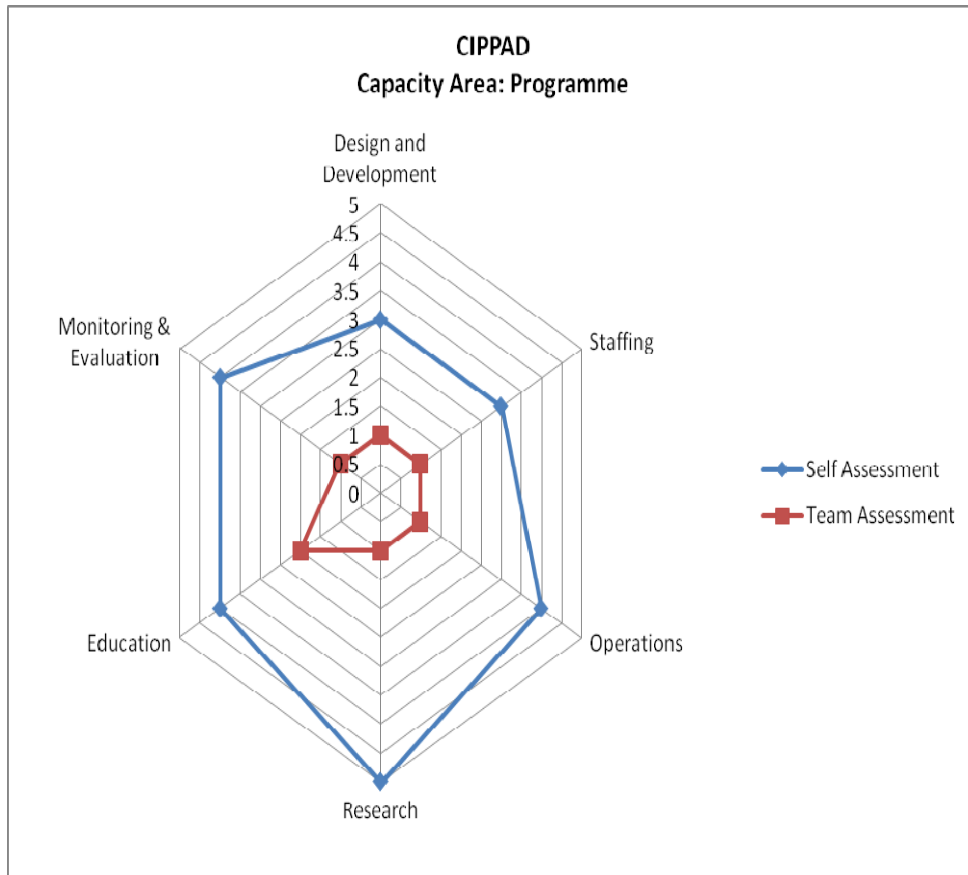


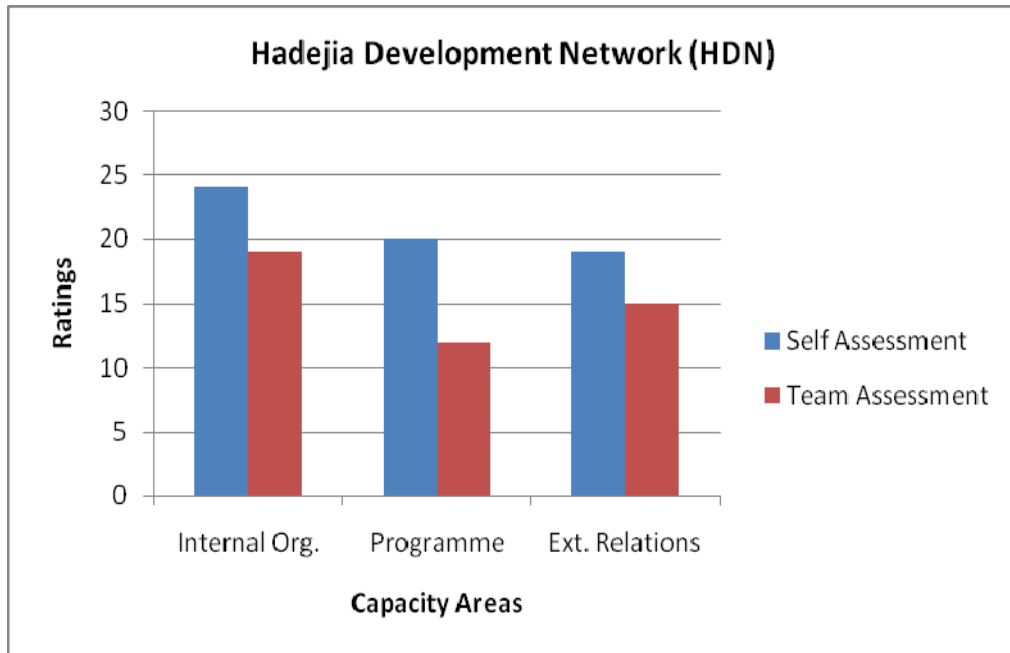




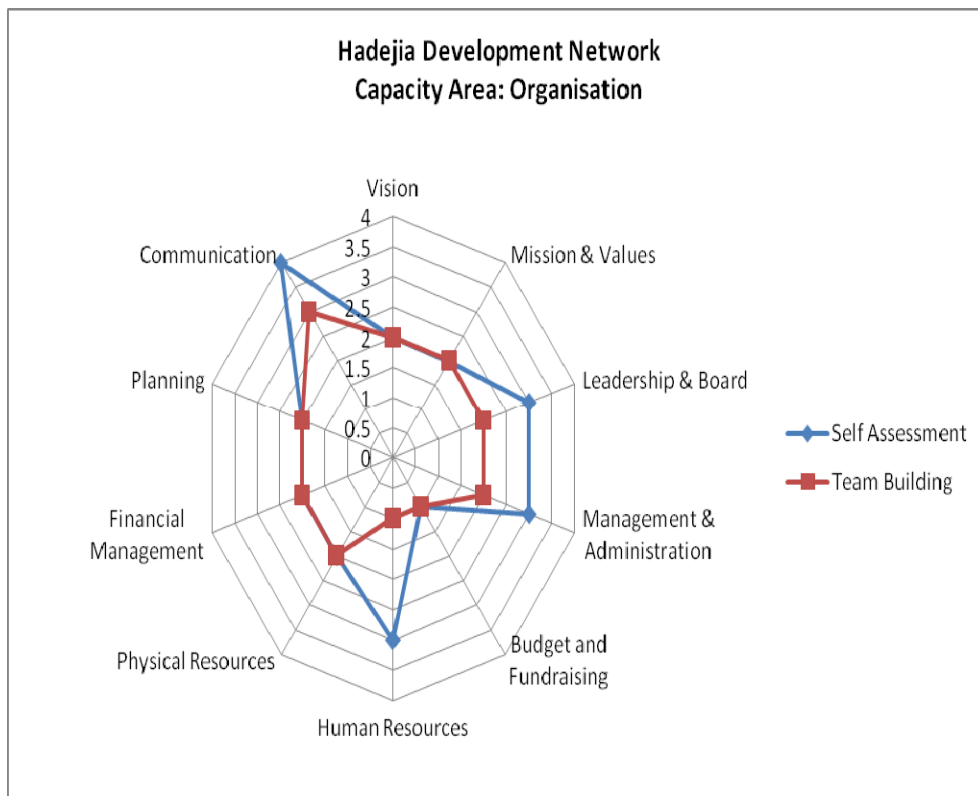
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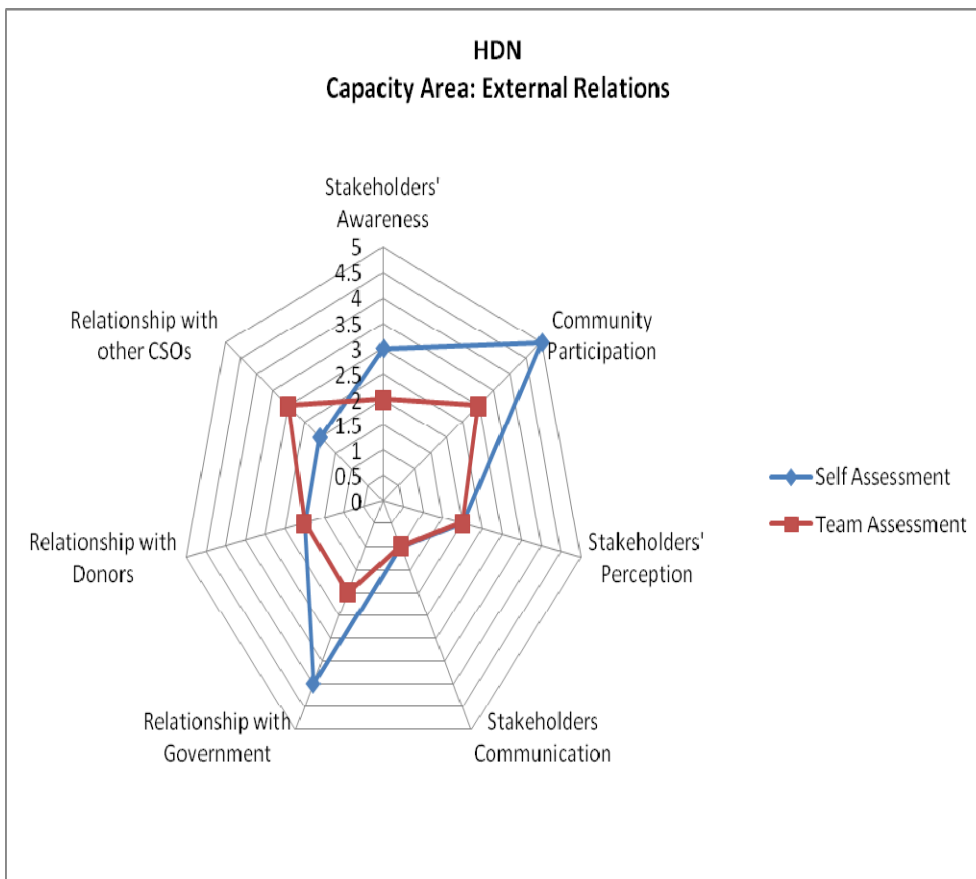
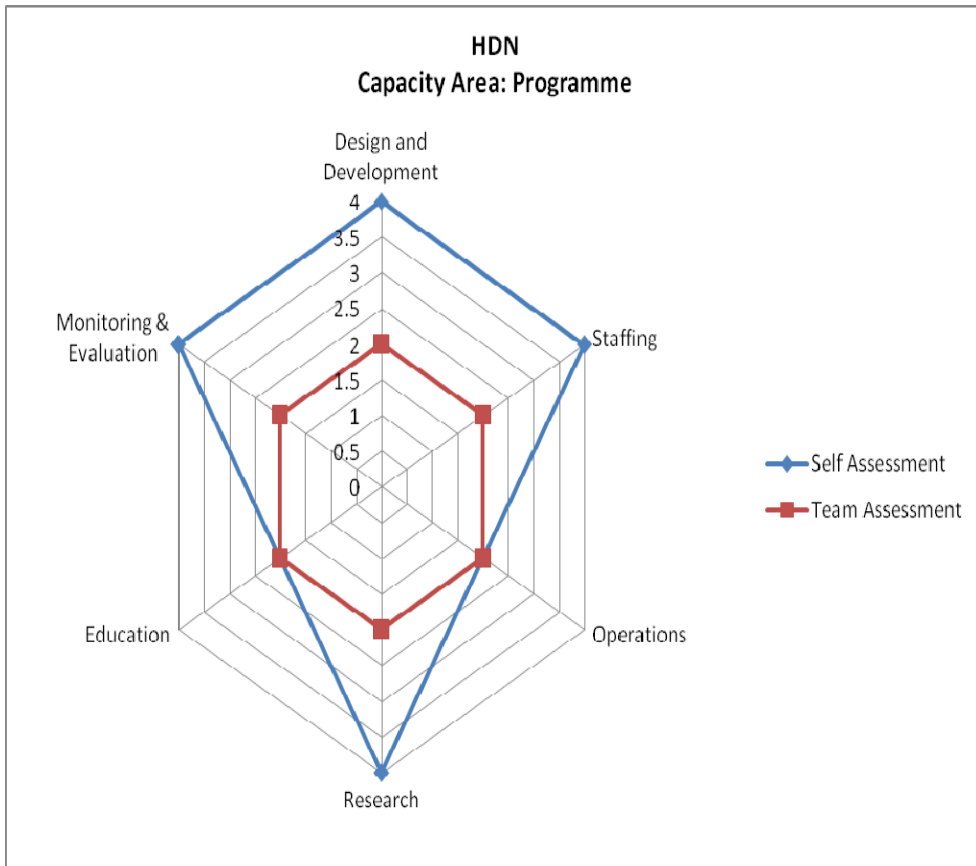


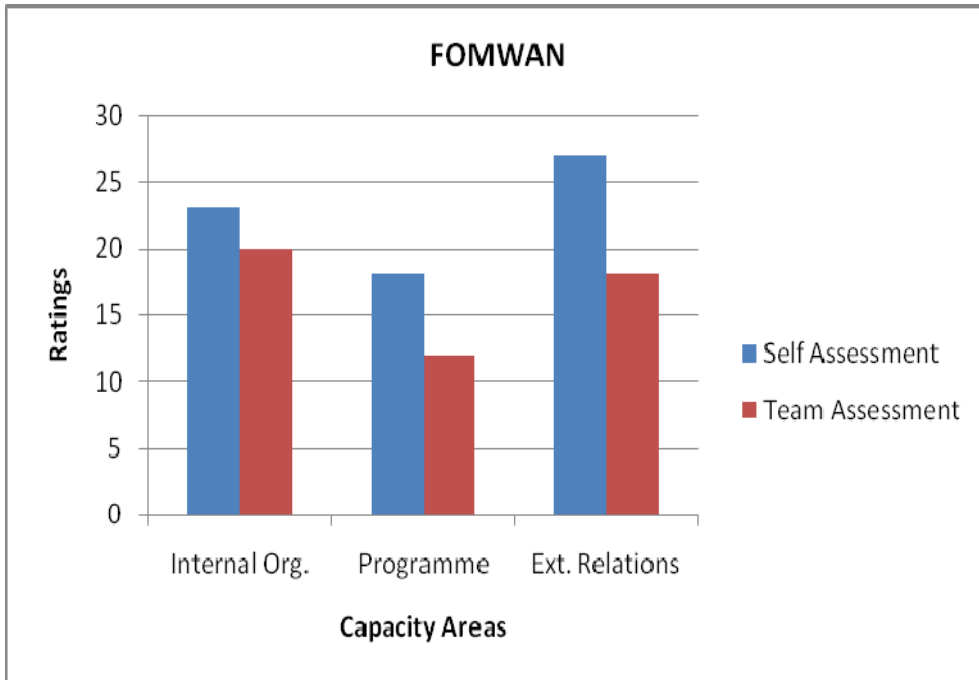




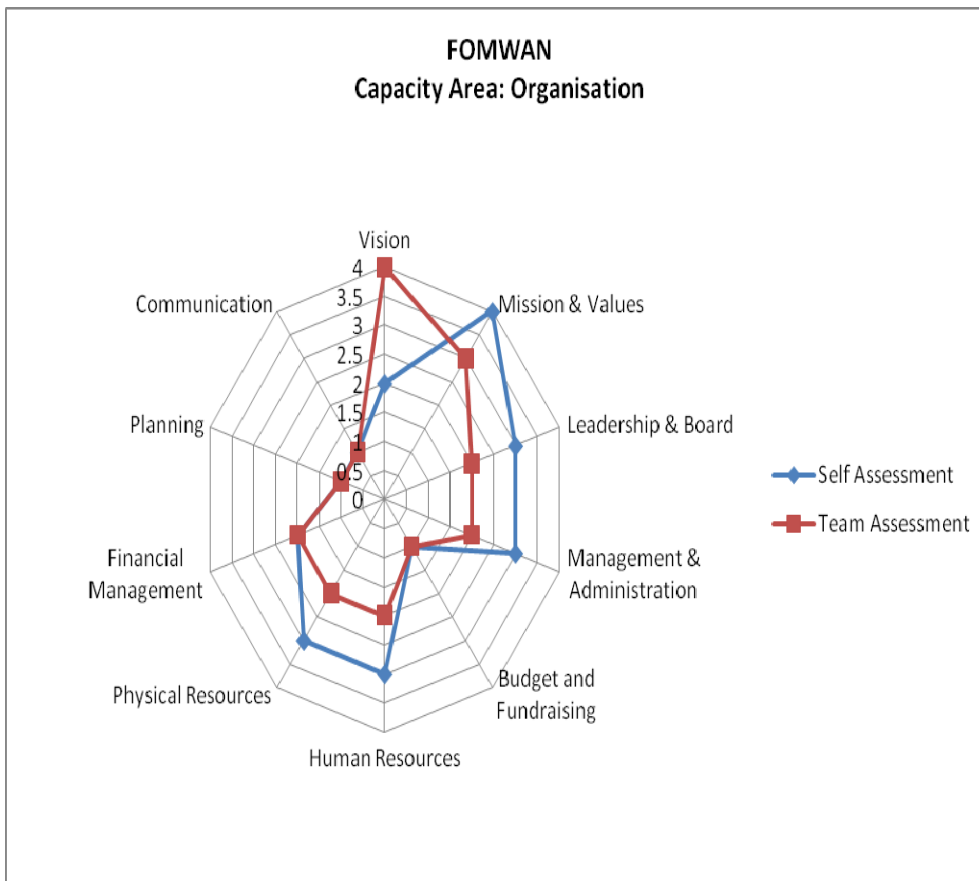
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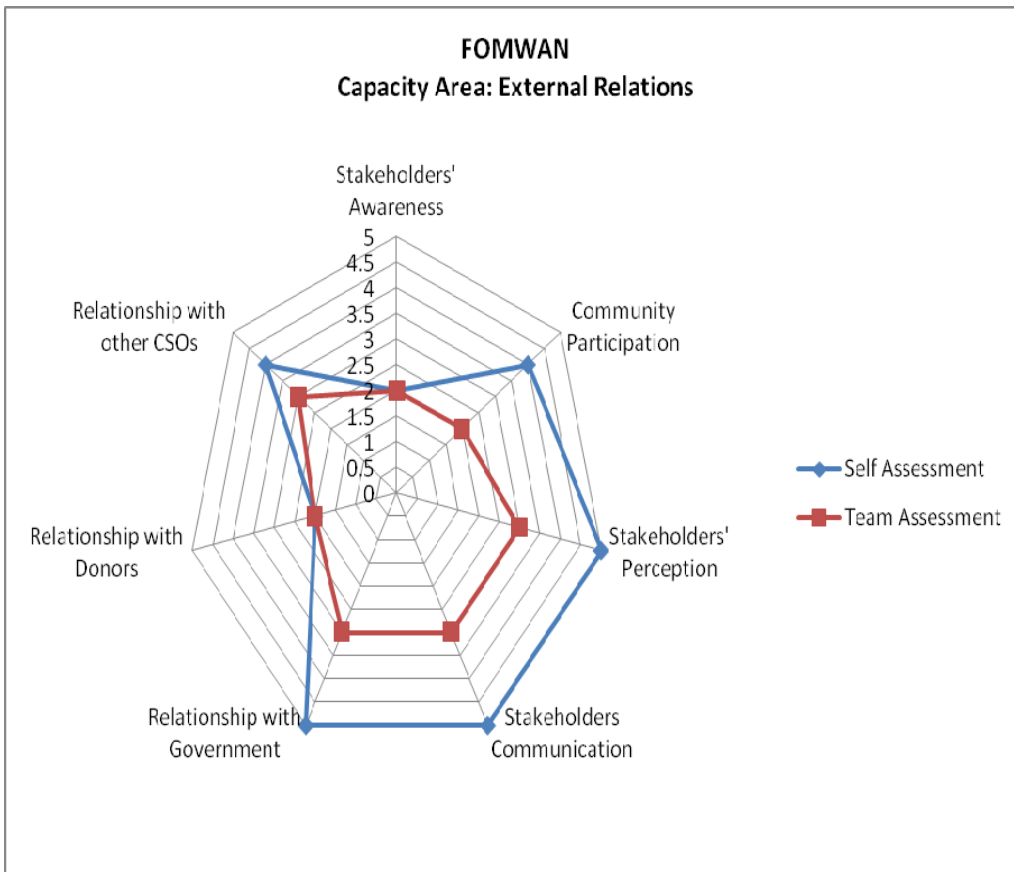
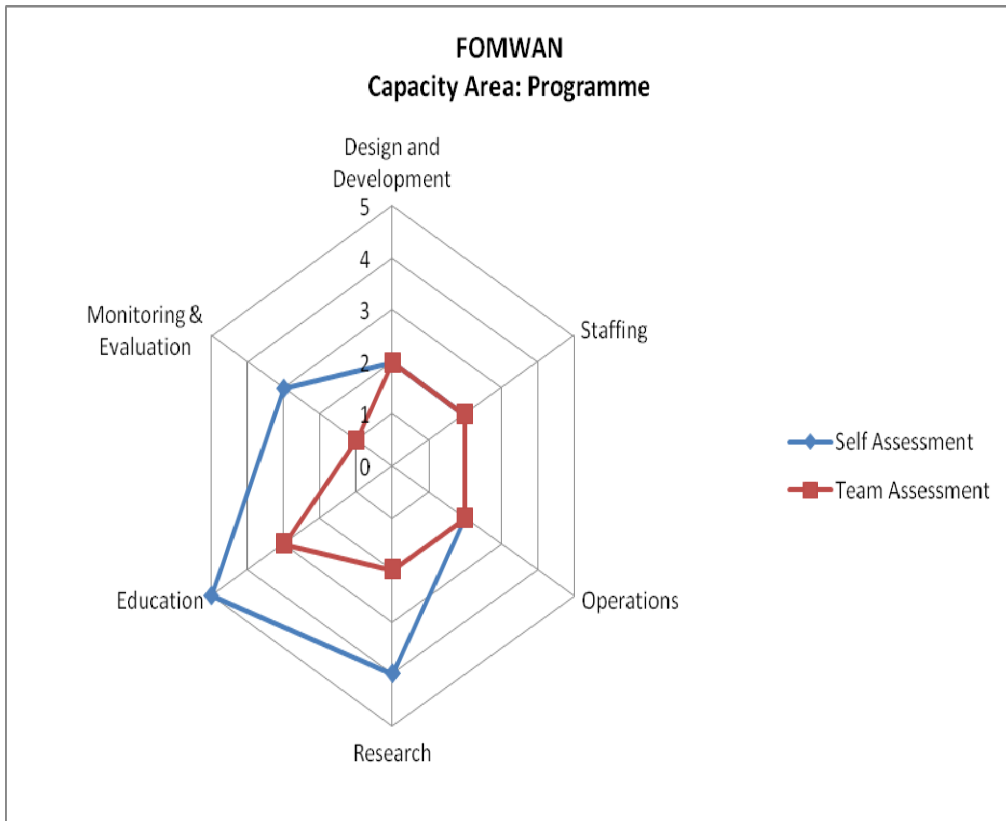


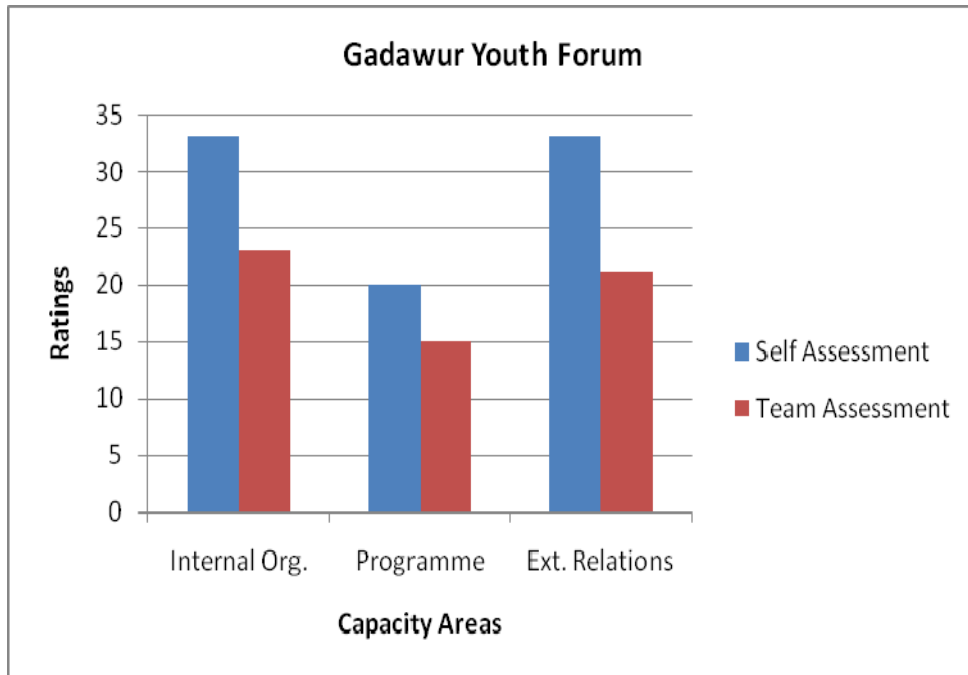




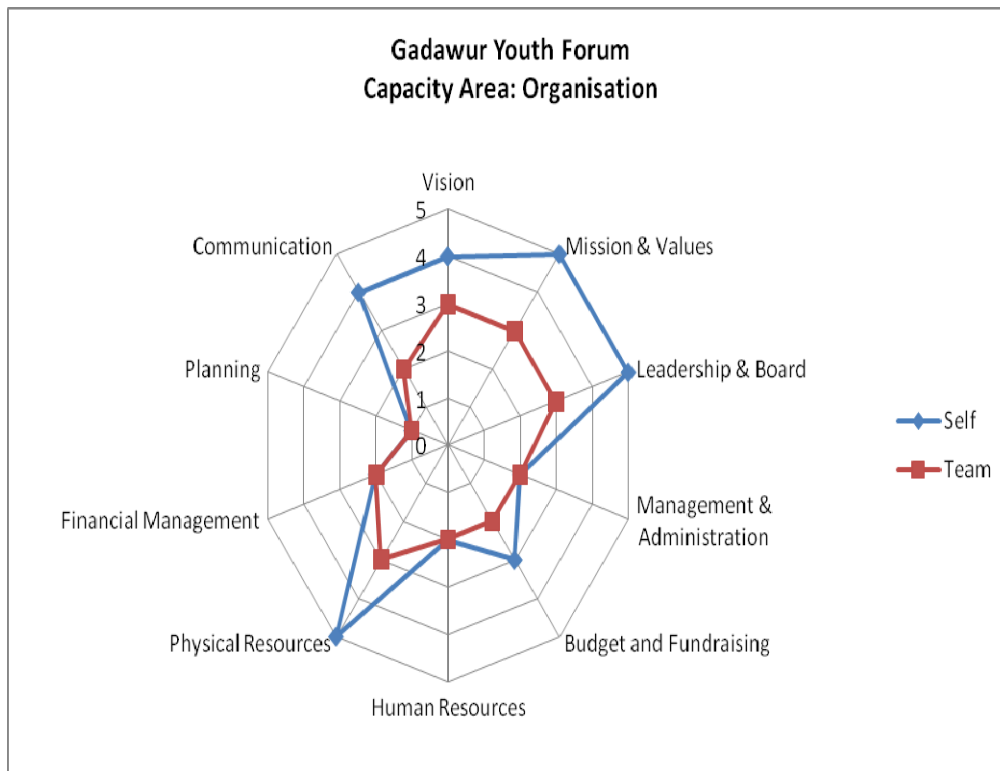
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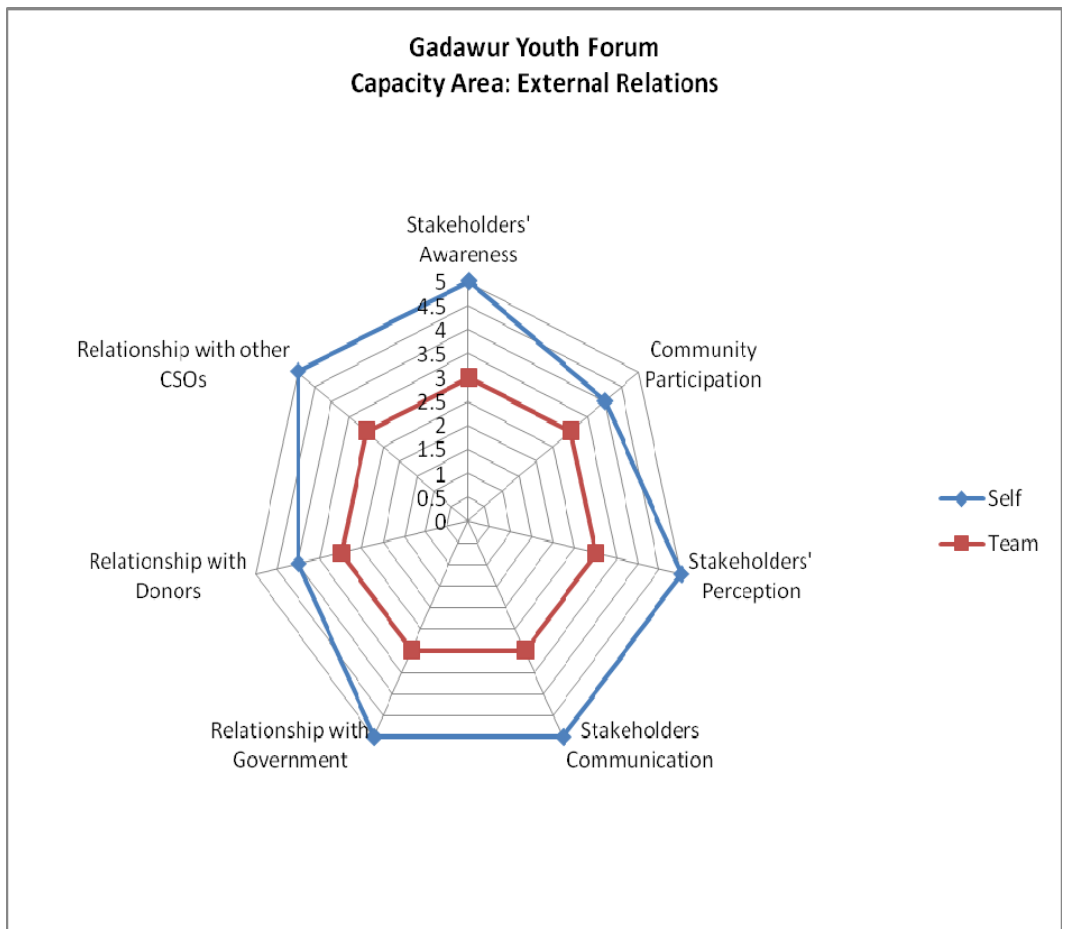
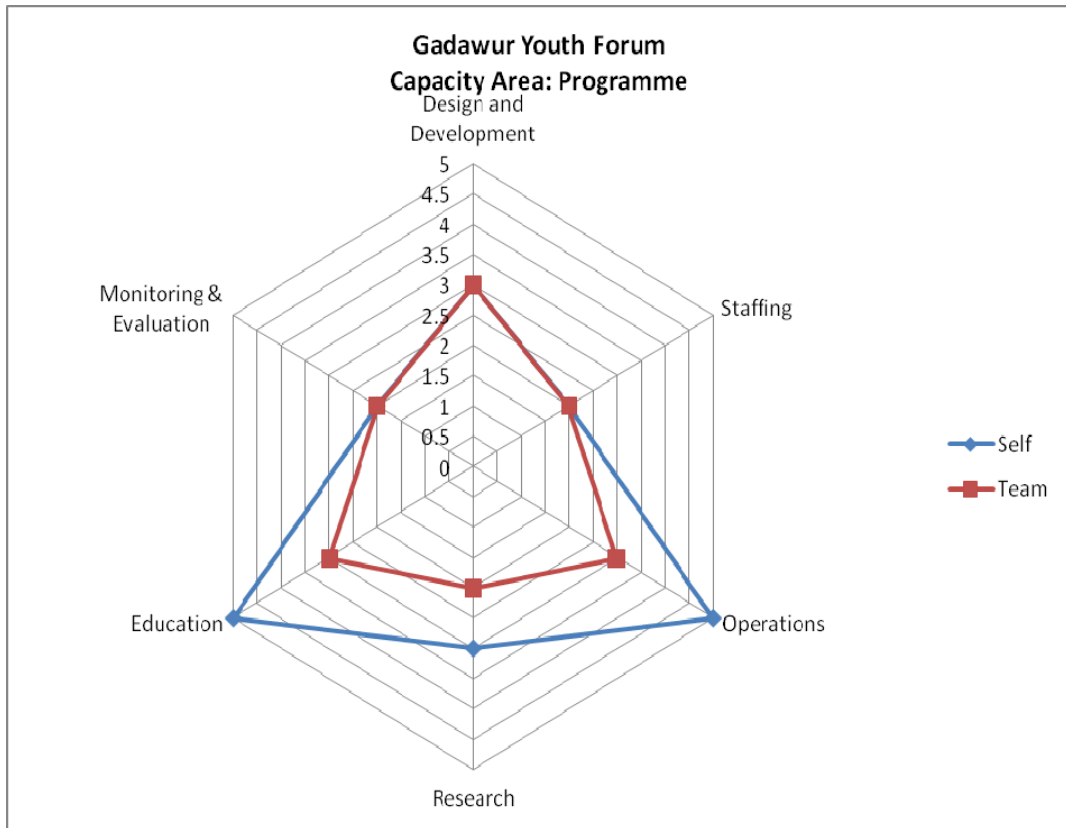


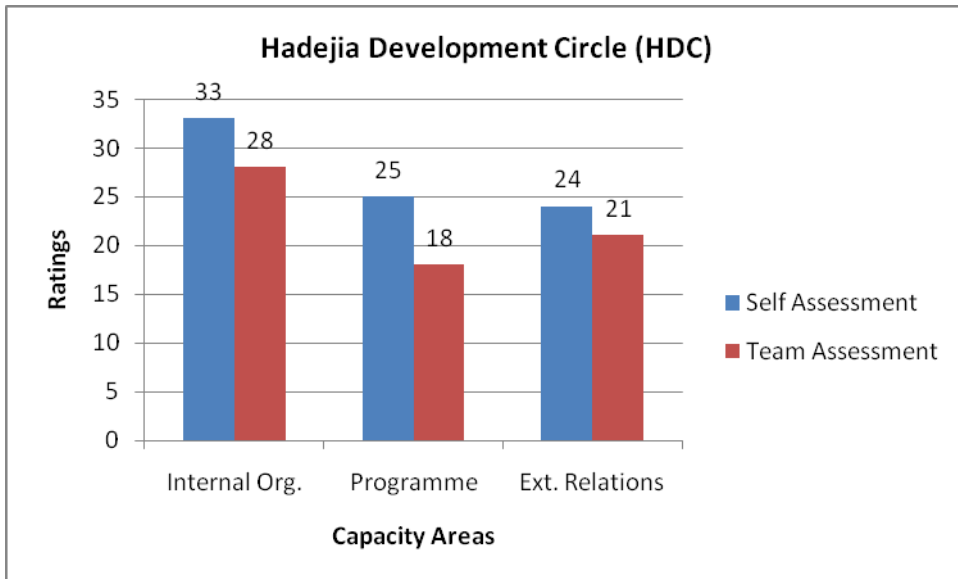




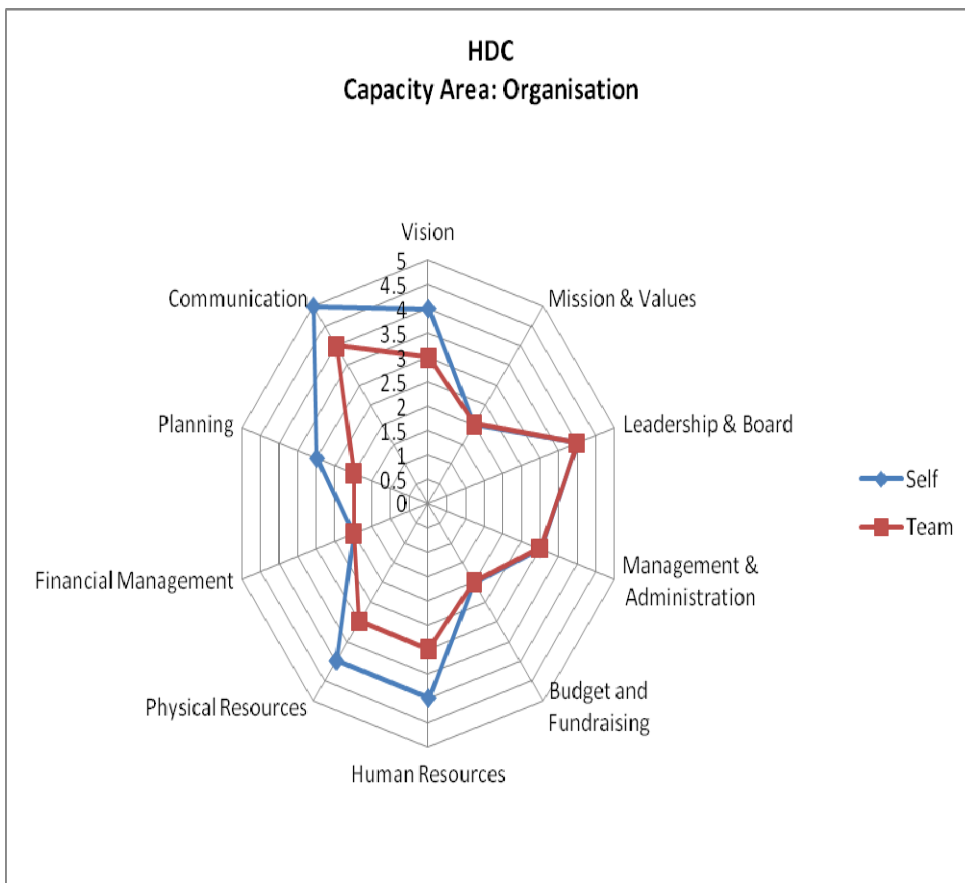
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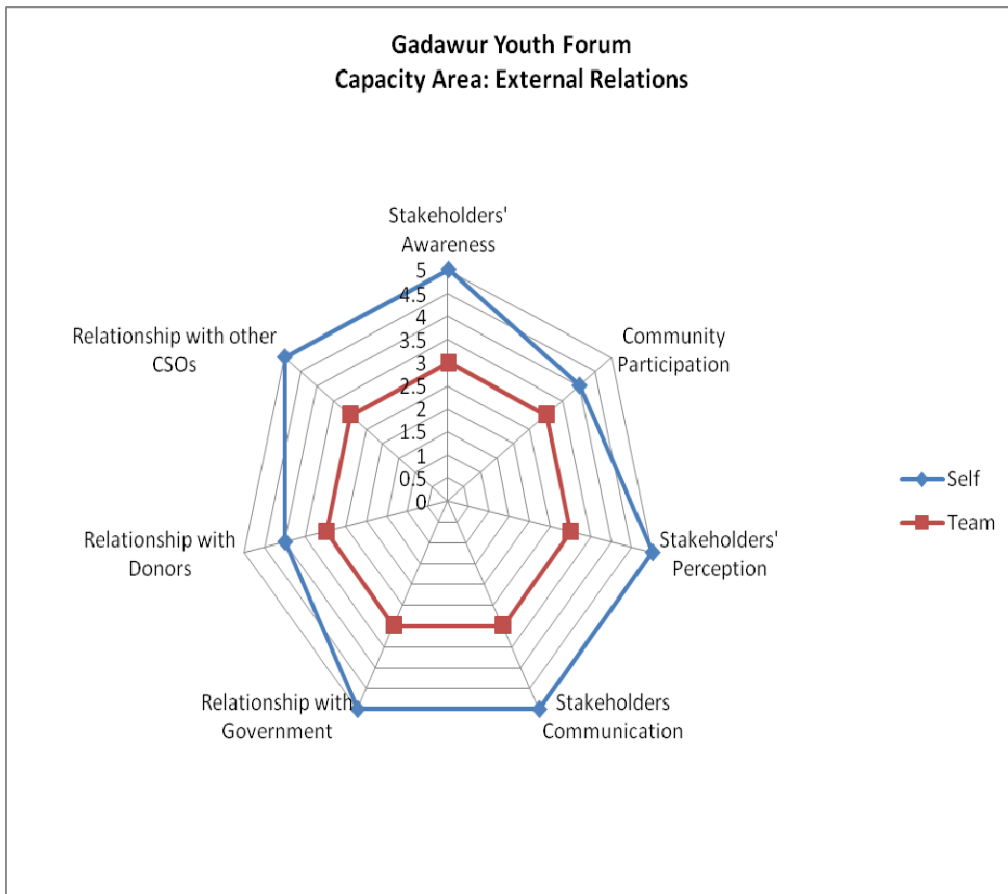
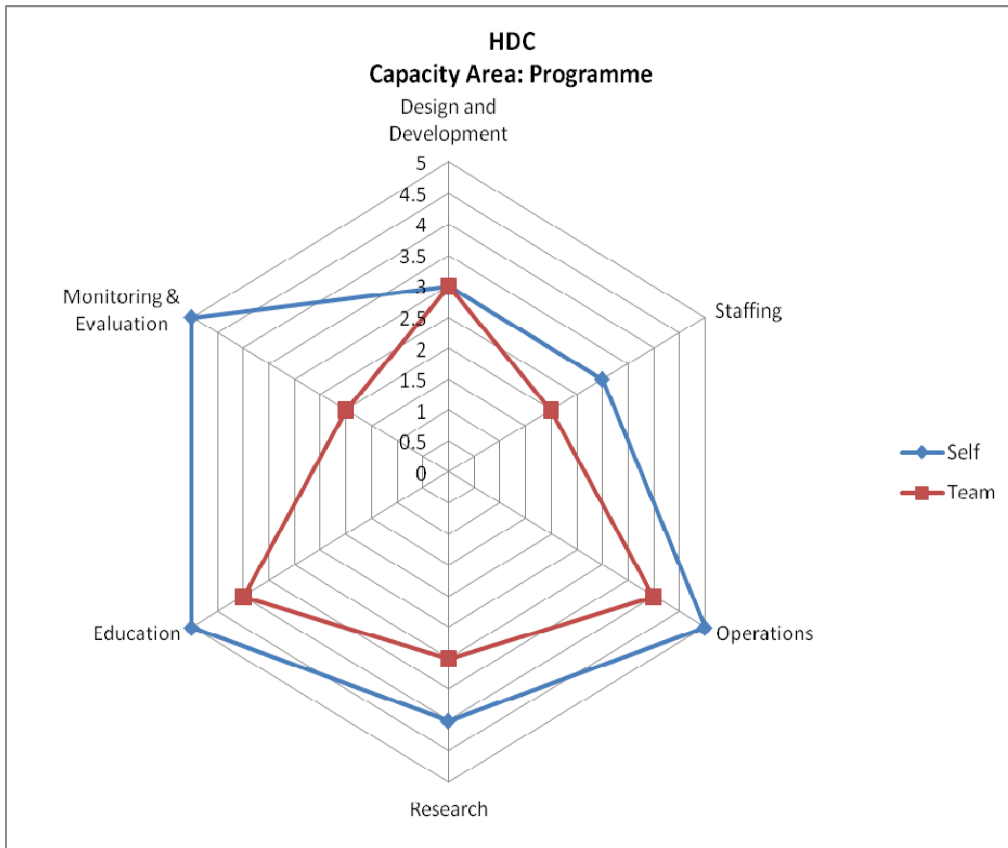


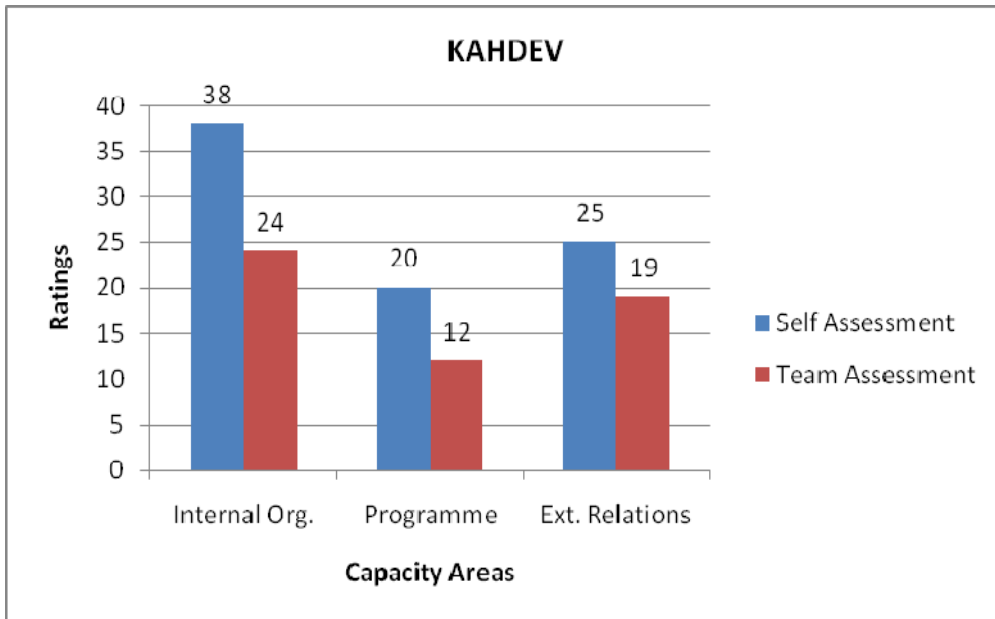




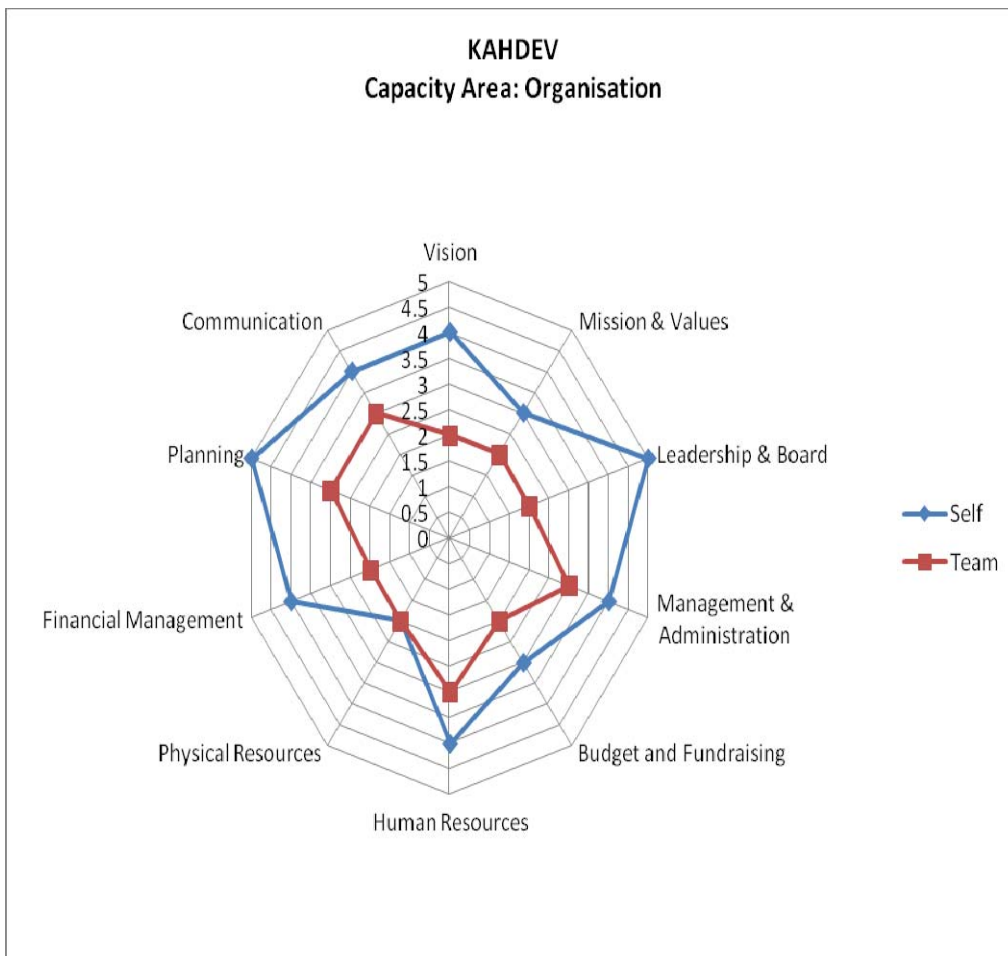
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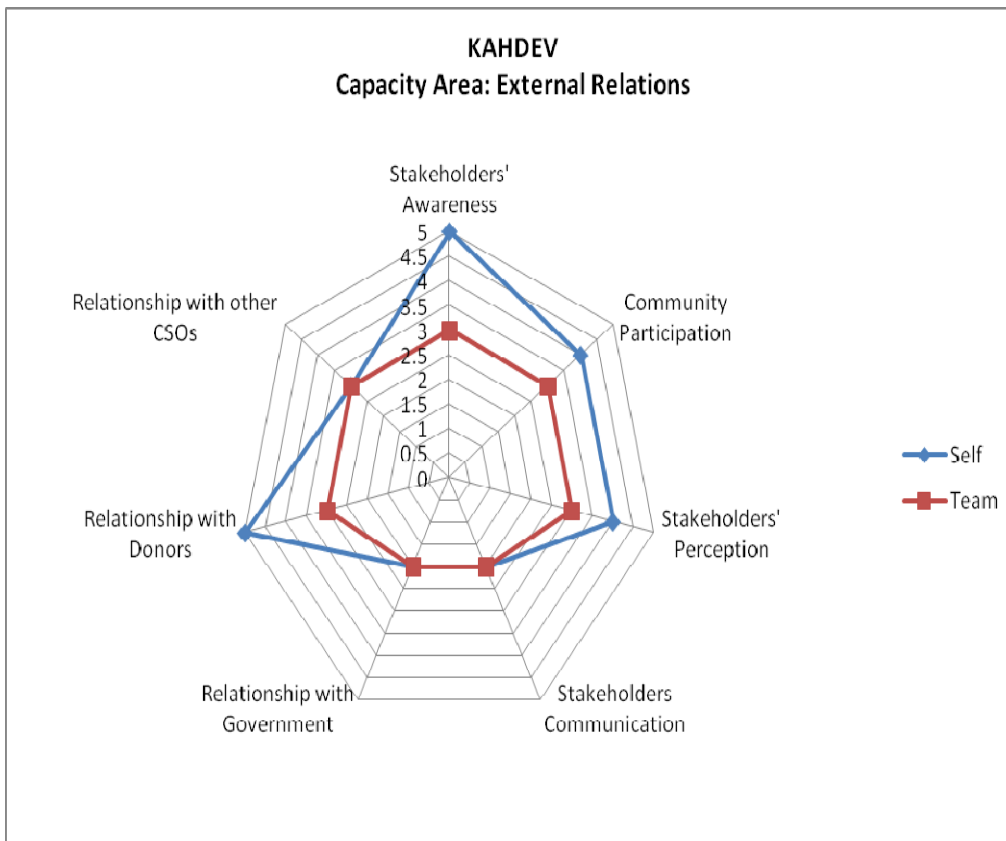
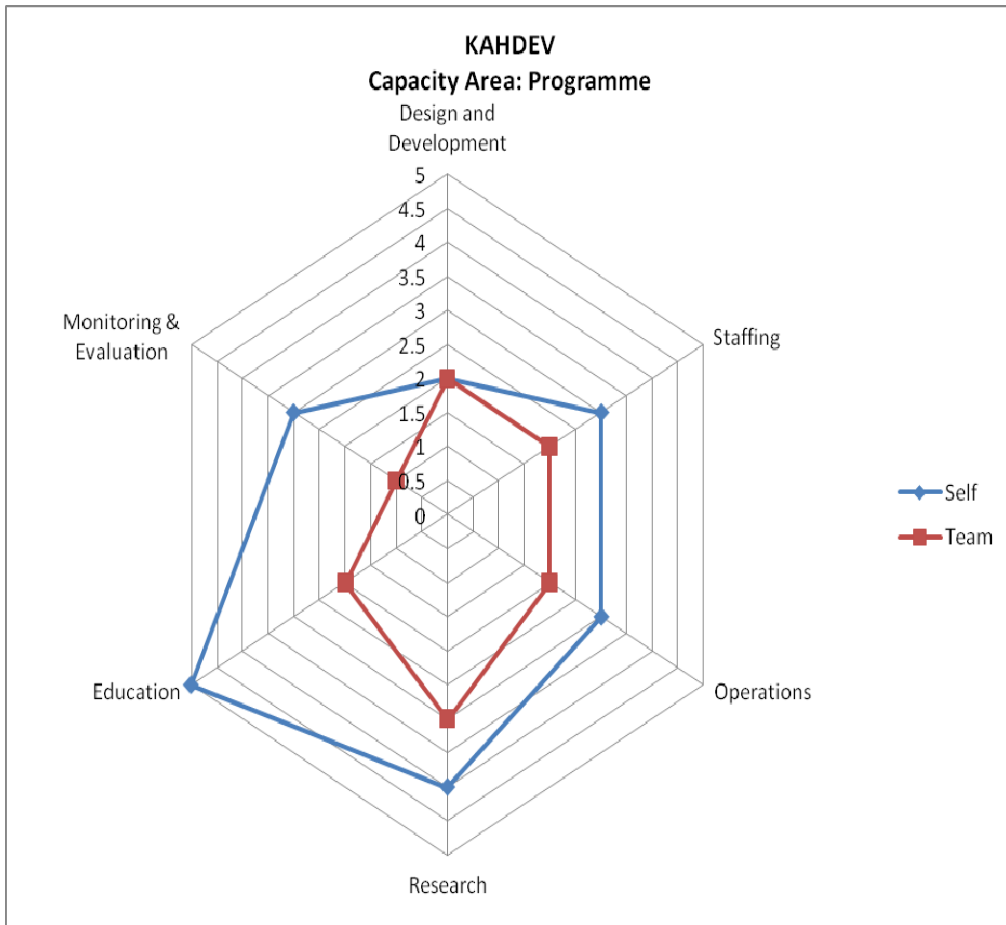


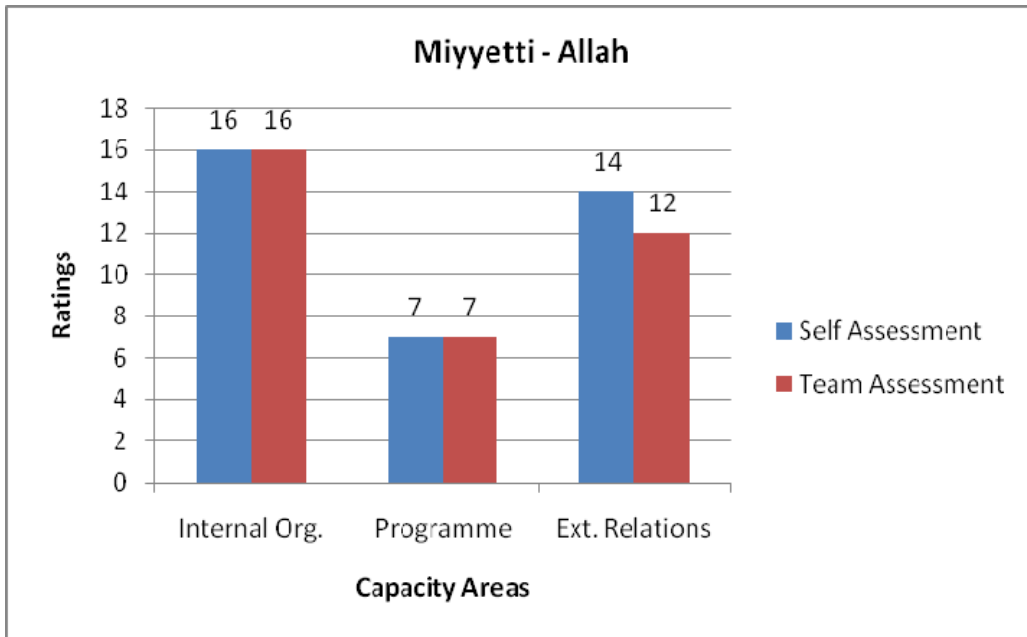




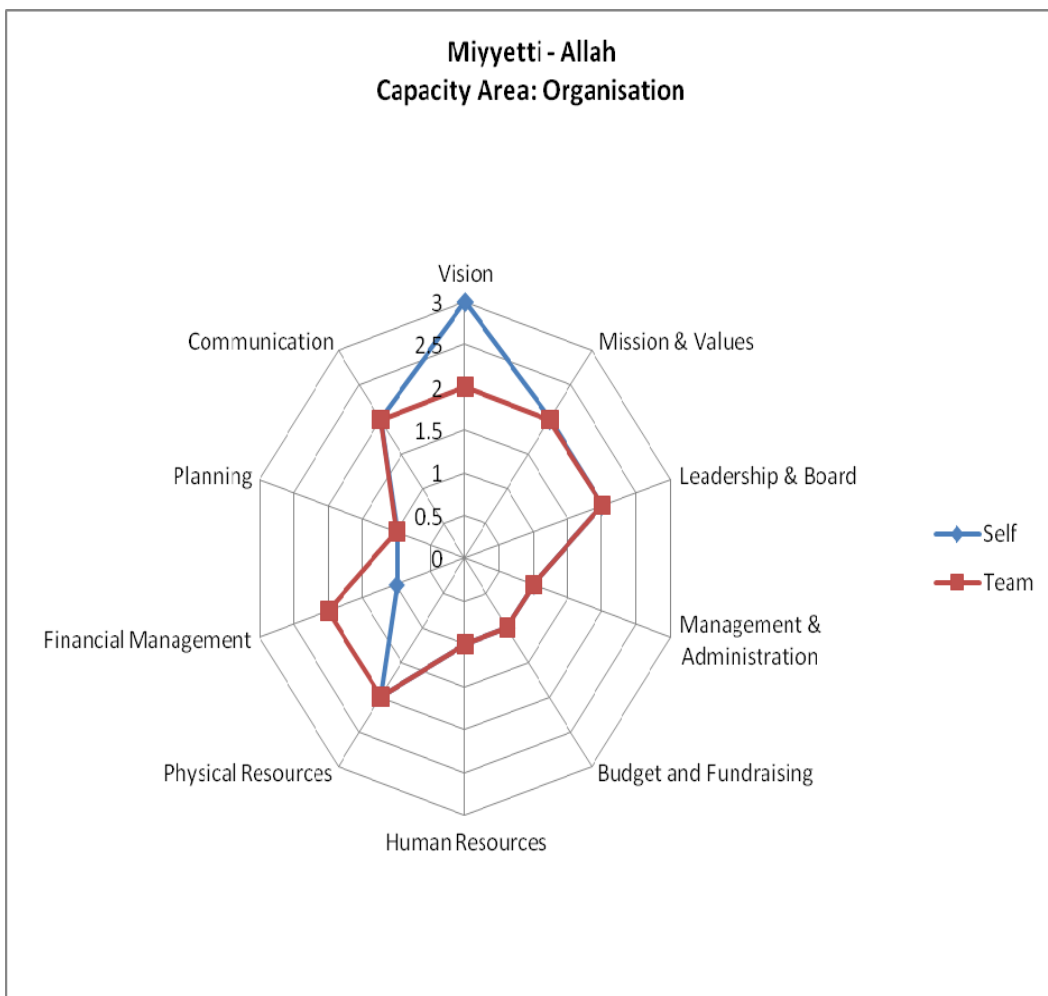
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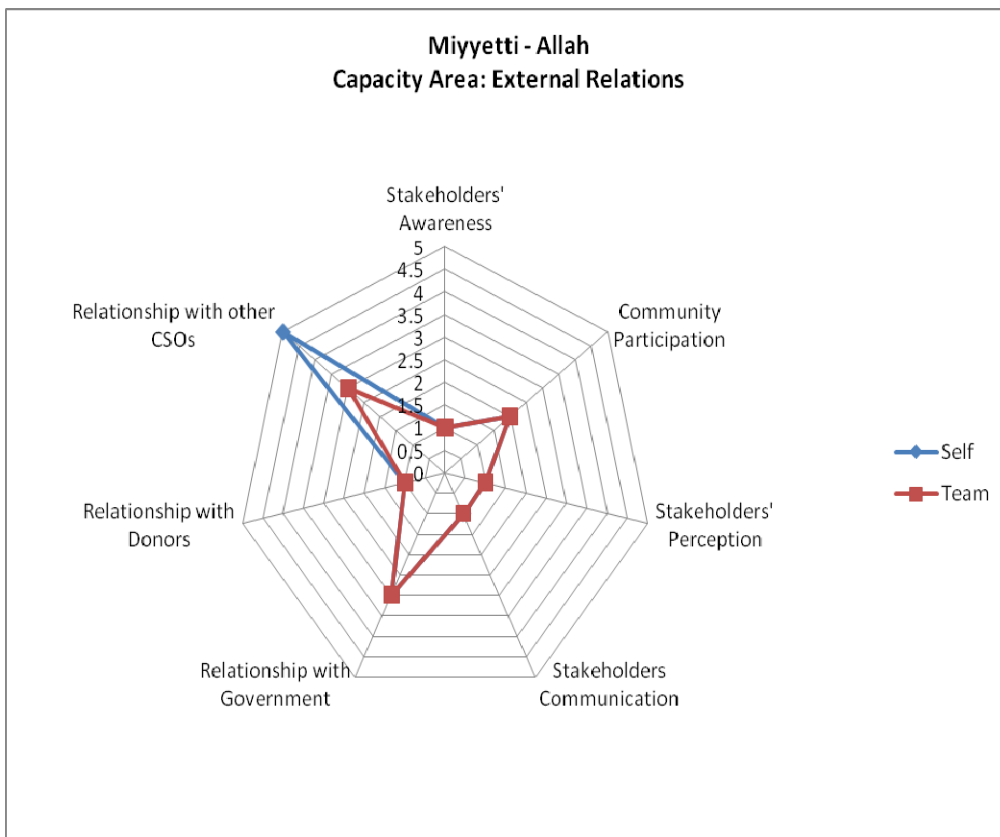
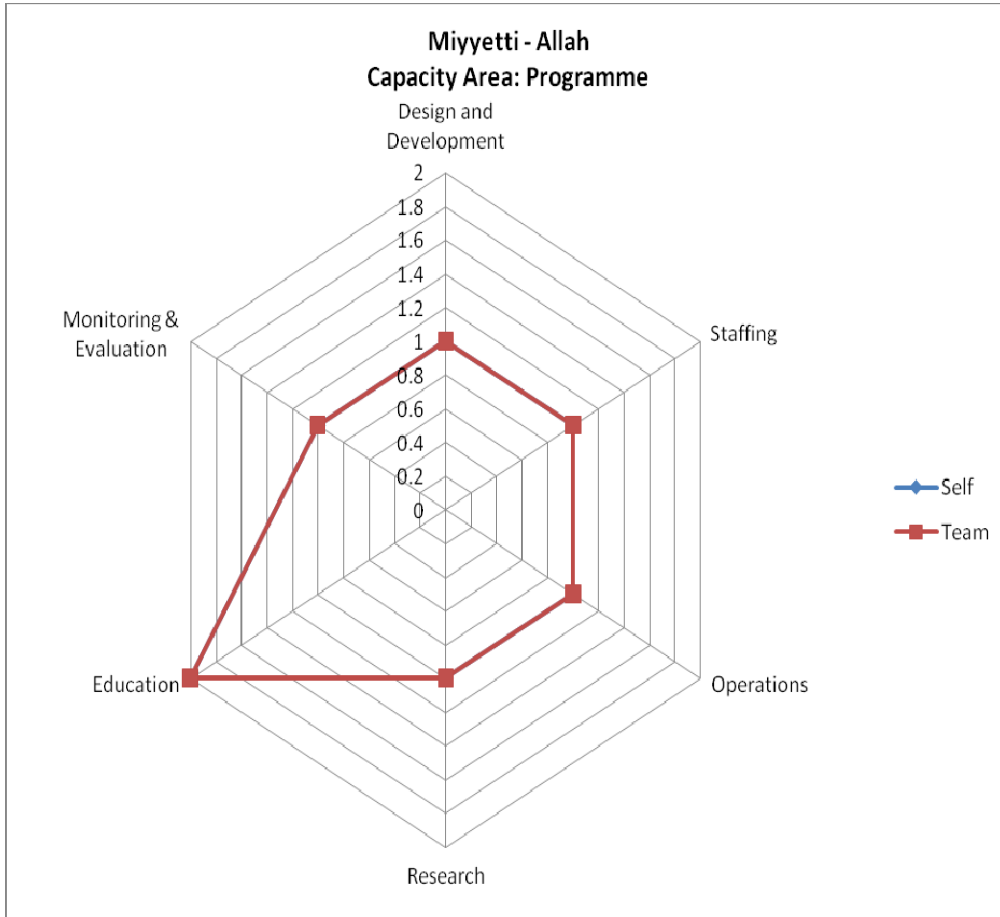


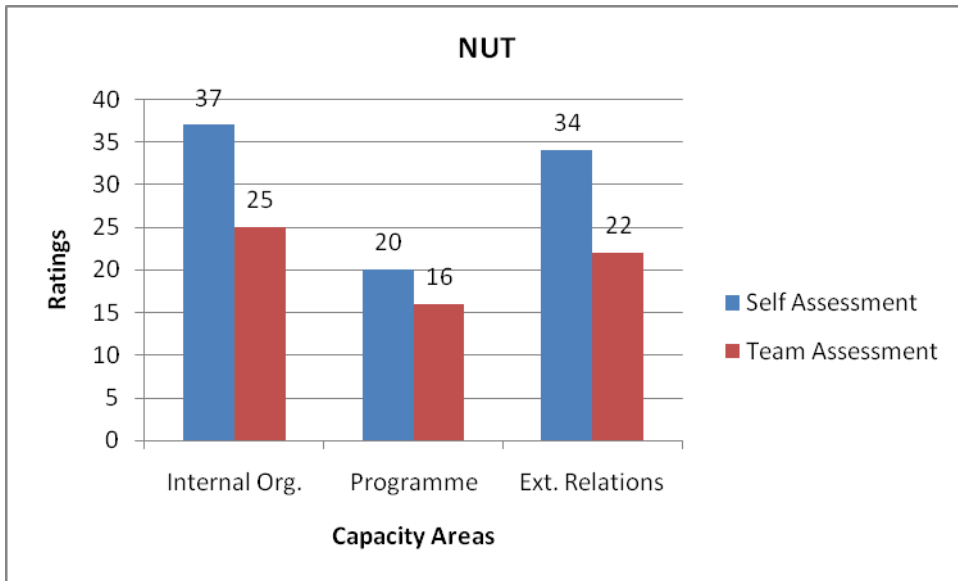




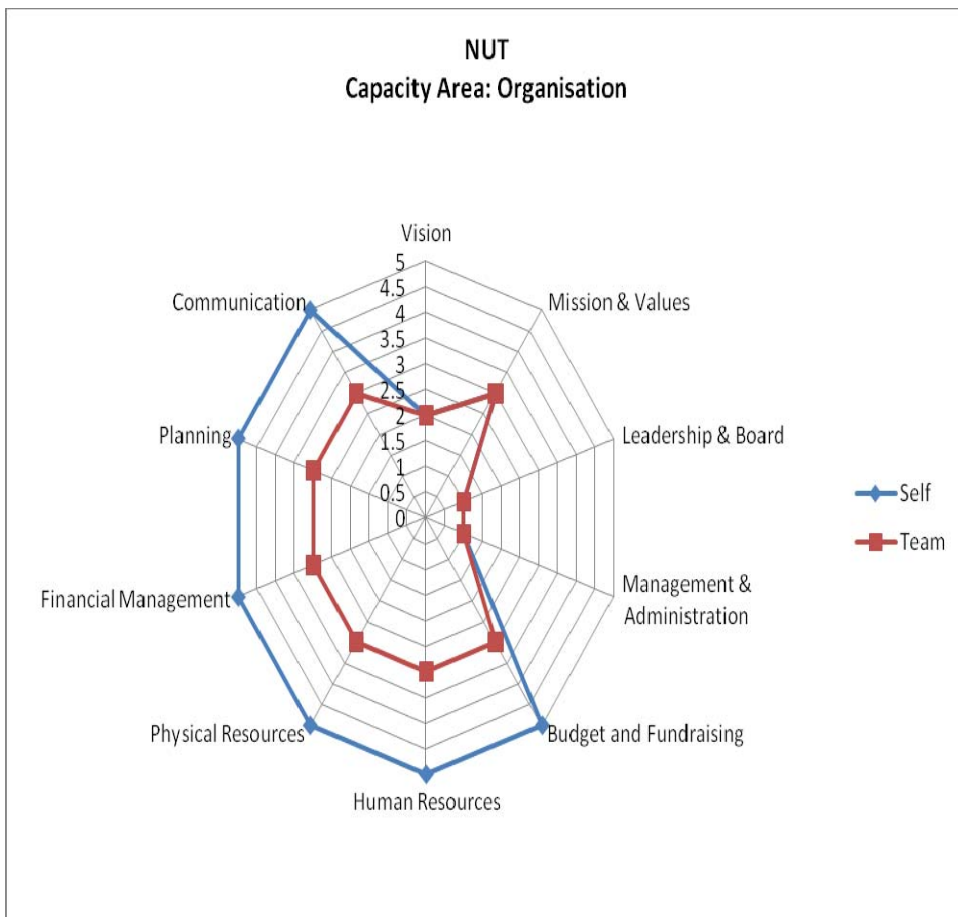
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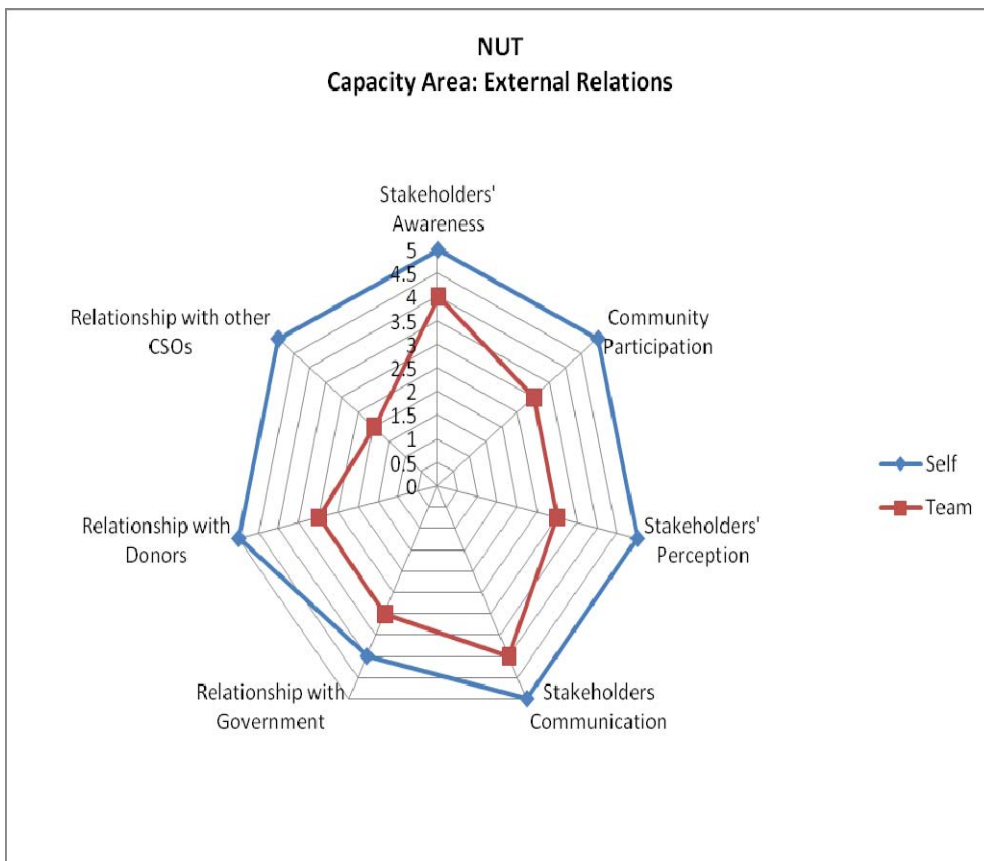
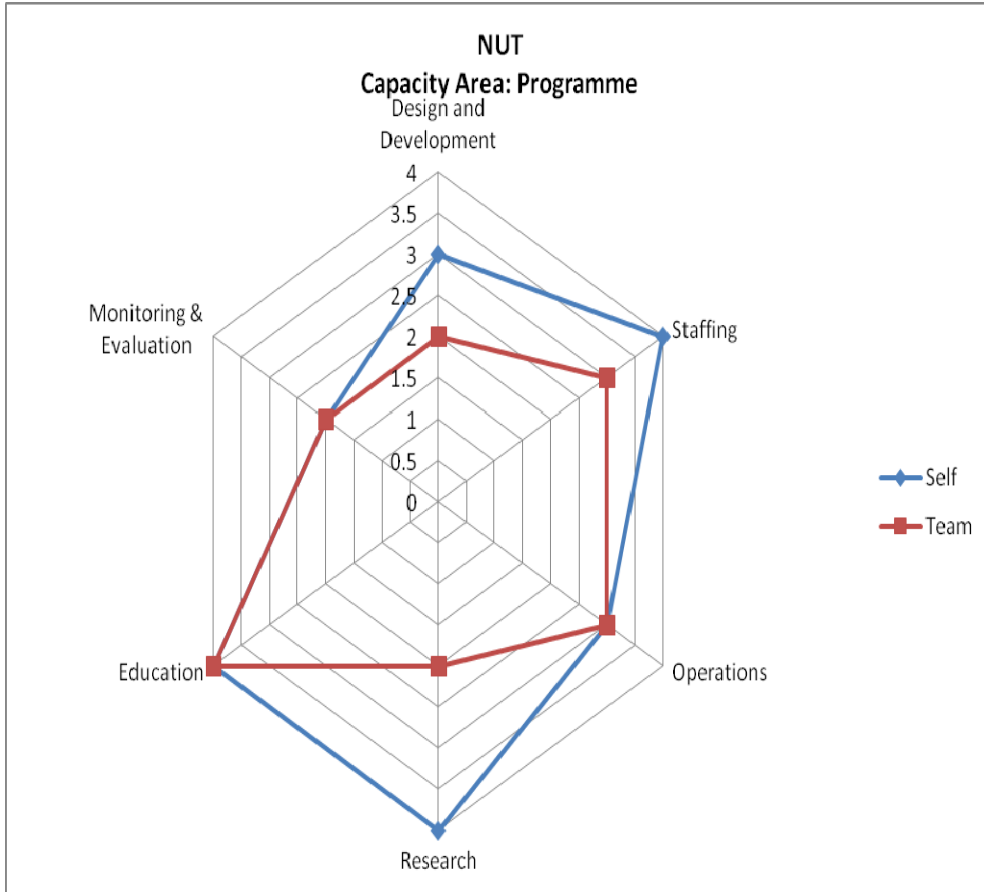


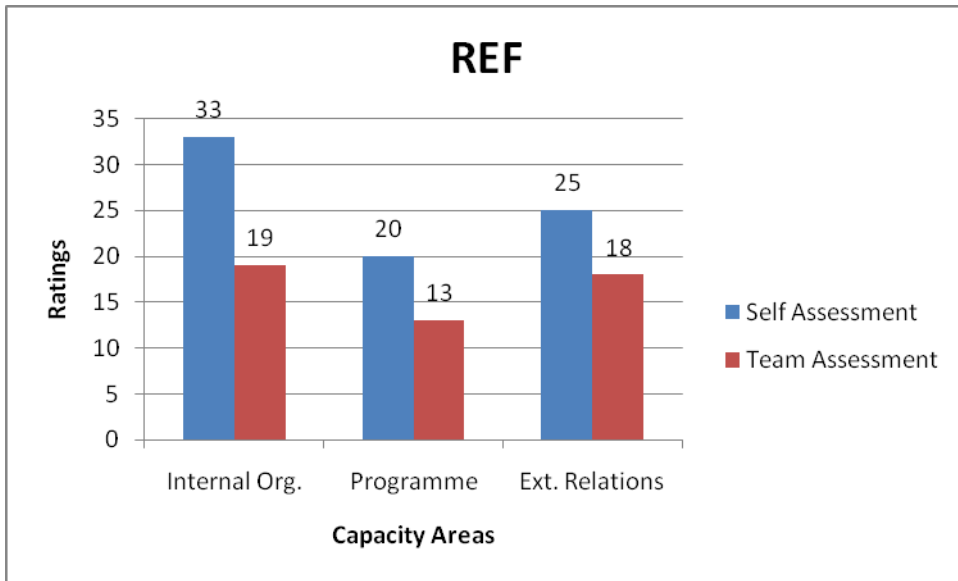




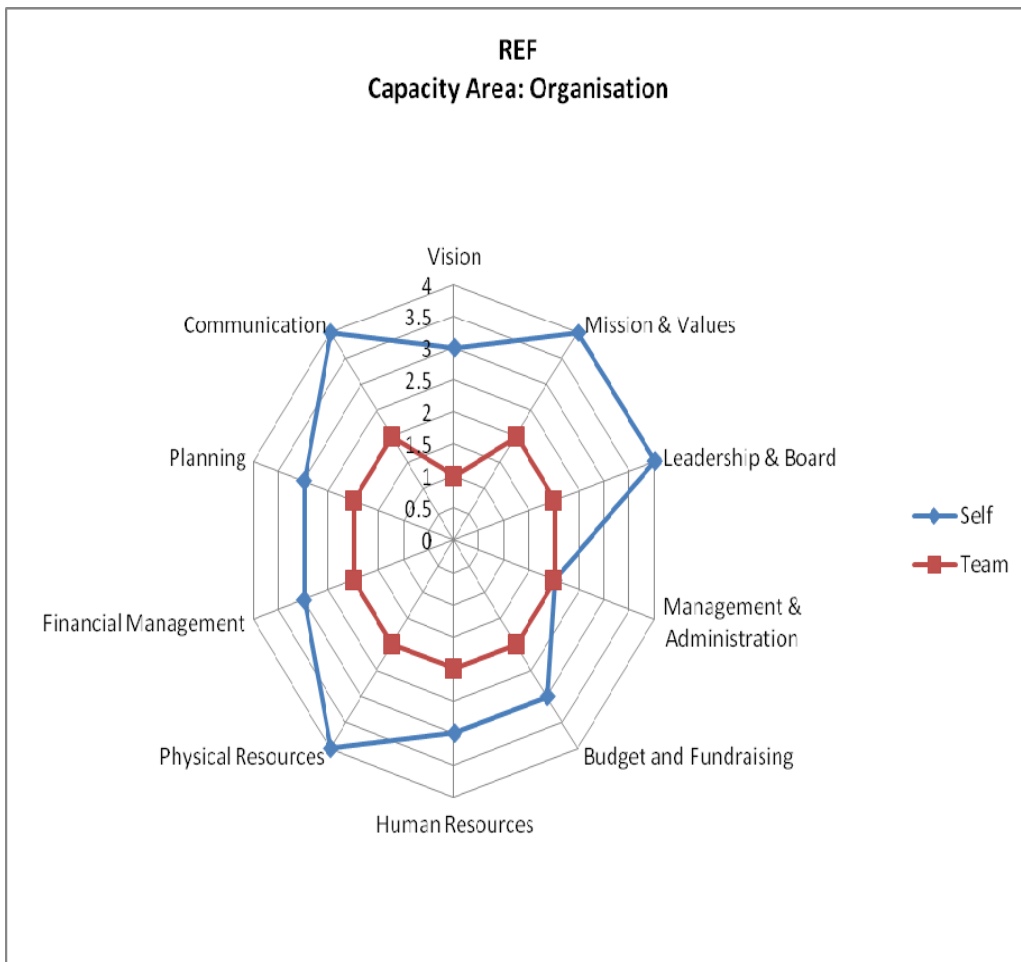
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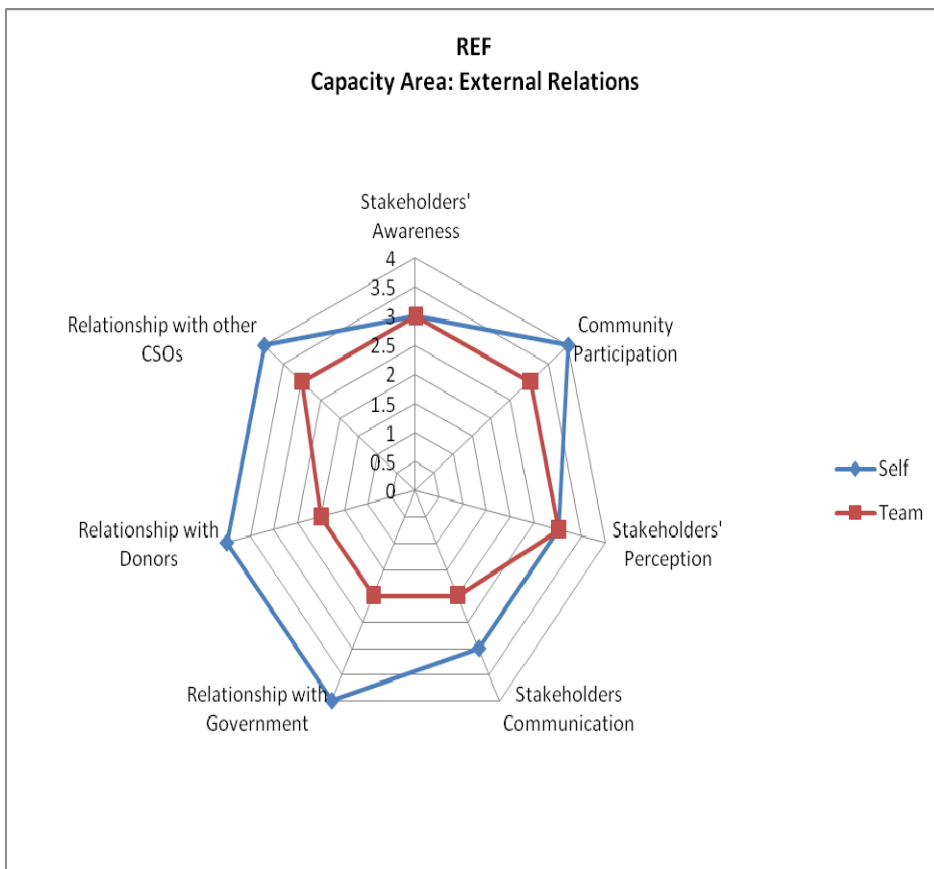
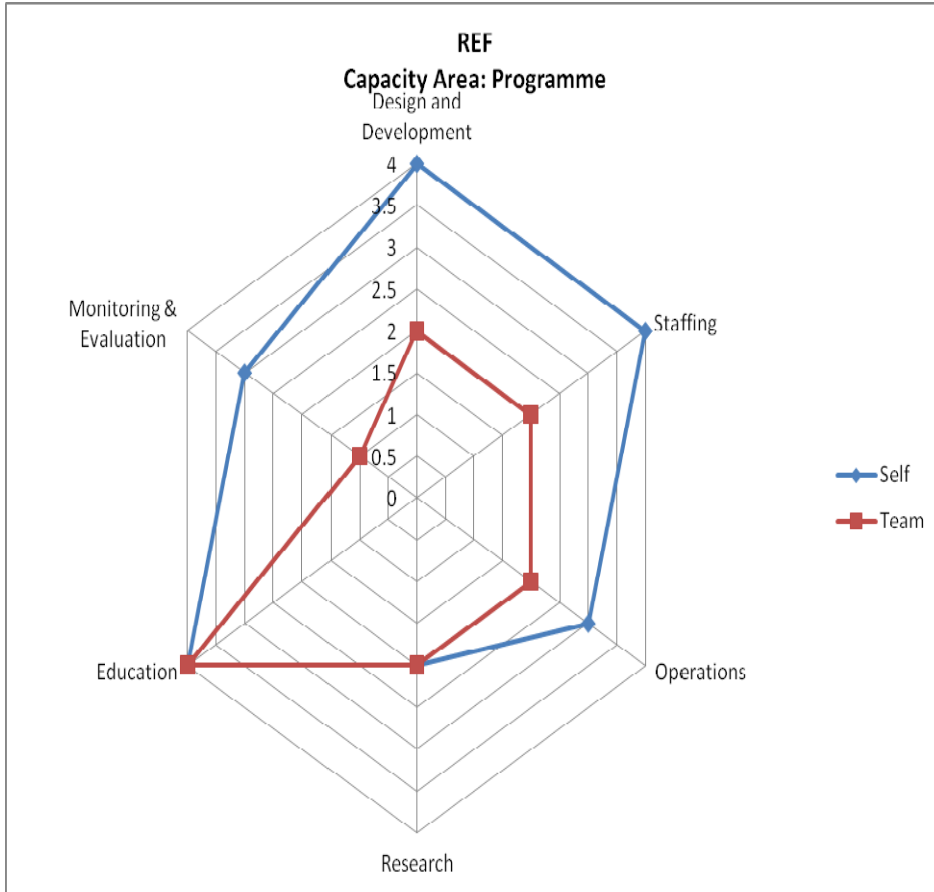


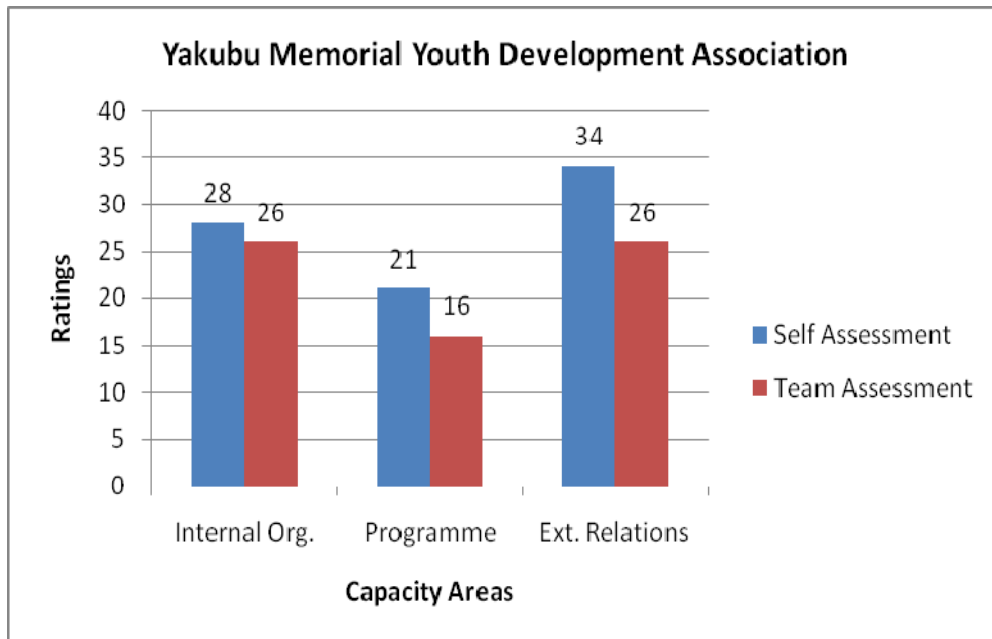




Capacity Area Assessment Charts







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