

ORGANIZATIONAL CAPACITY ASSESSMENT REPORT 2012

The current report presents a detailed analysis and evaluation of the data collected from the Organization Capacity Assessment (OCA) carried out with TIPA's different stakeholder groups in 2012, namely: executive committee, management and administrative team, facilitators, association members, sponsors, partners and clients. In total 94 people took part in the assessment, almost half of them (42) being our final beneficiaries – vulnerable children from the ZEP schools where our programme is implemented.¹

The report is divided in three sections, each one presenting the analysis and evaluation of one of the OCA versions, i.e.: regular version, simplified version and children version². For the regular and simplified versions, the data was analysed in two ways:

1. The percentage of questions rated "0", meaning "I don't know" or "non-applicable" which can reflect the knowledge of a stakeholder group on a certain organizational area or question related to the organization
2. The average rating of the questions and areas in general which reflect the level of organizational capacity that a certain stakeholder group believe that the organization possesses

It is important to note that questions rated "0" were not included in the calculation of the average rating of questions since this would distort the results.

Since the children version was composed of open-ended questions which were asked through interviews, a different approach for the analysis and evaluation of the data had to be adopted. While the valuation process required more time, a richer pool of data was obtained, as the answers provided were more elaborate. To help ease the data analysis process, the questions were divided into two categories: Knowledge of the NGO and Assessment of services provided by TIPA. Under the first category, the questions aimed to find out whether the children knew why the facilitators work with them; where TIPA get the money used to have the activities with them; and whether they knew other NGOs. The second category involved questions regarding the children's level of involvement in the choice of activities proposed; whether their demands and needs were taken into consideration; the level of competency of the art facilitators; the children's level of satisfaction with the activities proposed; and proposals for improvement.

Under each section some recommendations are given which aim at pointing out the way for TIPA to increase its organizational capacity by improving its practices, processes and action in general.

¹ This report is complementary to the common report produced in collaboration with the other four NGOs taking part in the Organizational Capacity Assessment exercise 2012.

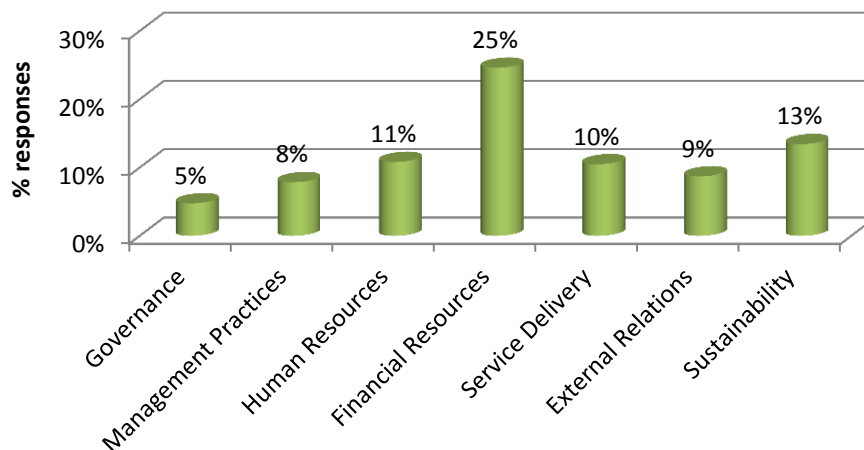
² All the versions can be found attached to the common report.

REGULAR VERSION

Eleven people in total took part in answering the regular version of the OCA: five members of the executive committee (board) and six members of the management and administrative team.

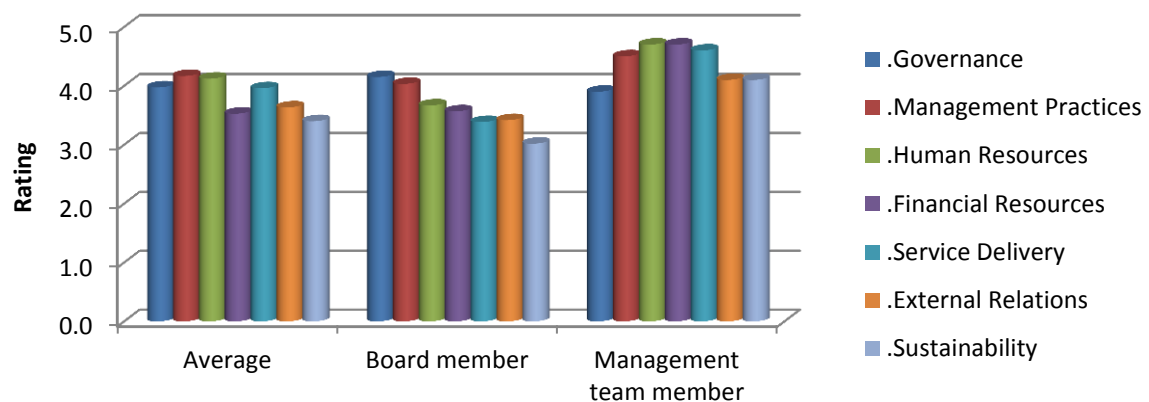
In average, around 12% of the questions were rated “0”, meaning that people didn’t have the answer to it or rated it as “non-applicable”. As seen in figure 1, the area of *Financial Resources* was the one which most of the participants didn’t know the answer to. This reflects the fact that financial procedures are mainly managed by the project manager and treasurer and therefore not everybody is aware of the details in this area.

Figure 1: Questions rated "0" (regular version)



The overall rating for TIPA’s organizational capacity was of 4.3 out of 6, with the minimum rating being 2.1 for question 49, regarding the realization of external audits on management practises, and the maximum of 5.9 for question 12, regarding the registration of the organization with the concerned authorities.

Figure 2: Ratings per Area (regular version)



The average rating showed in figure 2 points out that attention should be given mainly to *Financial Resources*, *External Relations* and *Sustainability*. Analysing the ratings given by the two different groups, we observe that managing committee (board) members have highly rated *Governance* and *Management* practices showing

that they consider that the organization has good practices and process in place in these two areas; while *Sustainability* obtained the lowest rating, demonstrating that, according to them, attention should be paid to the overall sustainability of the organization's action.

The management team, on the other hand, consider that good process and practices are in place in the area of *Management Practises, Human Resources, Financial Resources* and *Service Delivery* as opposed to *Governance, External Relations* and *Sustainability* as it reflected in lower ratings for these last three areas.

This difference in ratings can be explained by different knowledge level between board and management team on different areas and overall. Therefore, in order to have a more accurate analysis, questions rated below 3 were individually analysed. The following questions were identified:

- Question 1, 4, 6 and 43 concerning the role of the board in providing overall policy direction and oversight and the involvement and commitment of the board in the work of the organization.
- Questions 49 and 50 concerning the existence of audits on management practises and revision of management practises based on audit recommendations.
- Questions 120 and 121 concerning the networking power of the organization and its capability to share resources with national and international organizations
- Question 126 concerning the capability of the NGO to have its opinion taken into consideration by government institutions
- Question 135 concerning the relation and connection of the NGO with the private sector for technical expertise and material and human resources mobilization
- Question 140 evaluating whether media consult the NGO in relevant issues
- Question 150 evaluating whether NGO participates in advocacy to influence the direction of change
- Question 156 evaluating whether NGO has a fee for services and/or other cost recovery mechanisms built into service delivery

From the analysis and evaluation of these questions, the following five recommendations can be made:

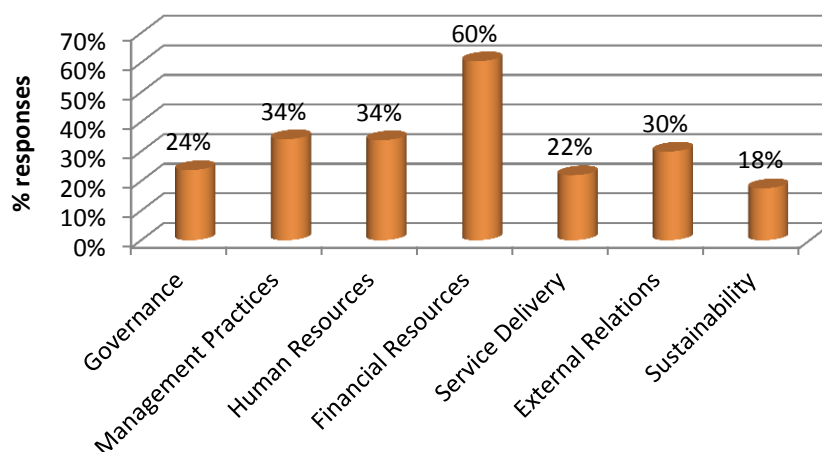
1. The board should strengthen its role as providers of overall policy direction and oversight to the organization
2. External advice and audit on management practises should be sought
3. TIPA should continue investing in its networking capabilities in order to improve its relations with other organizations, governmental bodies and the private sector
4. TIPA should engage in more advocacy activities in order to become a stronger agent of change
5. TIPA should look into possibilities to establish cost recovery mechanisms

SIMPLIFIED VERSION

Facilitators, sponsors, clients (teachers), association members and partners (ZEP Unit, volunteers, supporters and other NGOs) took part in the simplified version of the OCA – 41 participants in total.

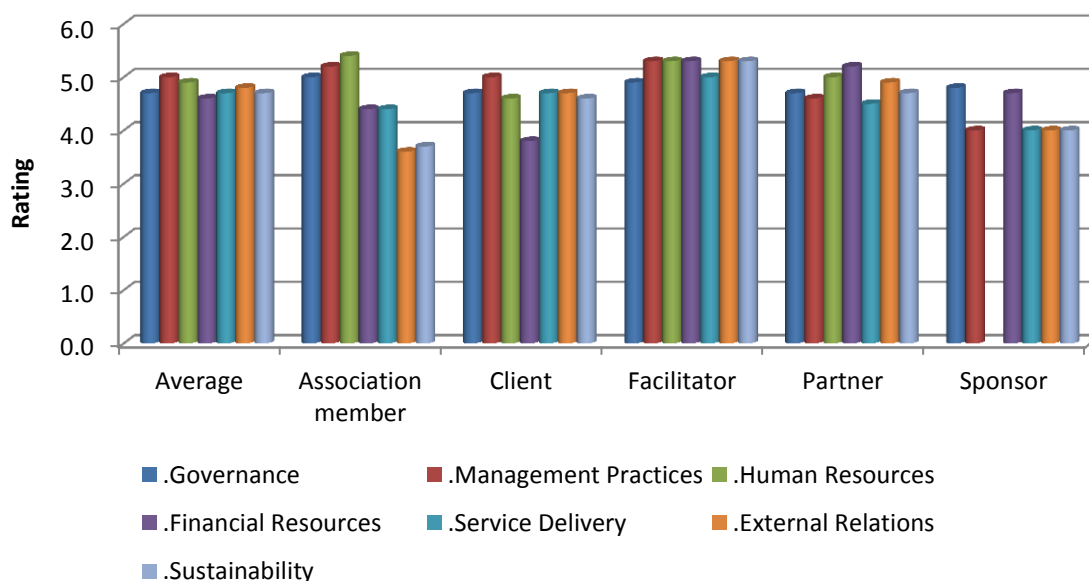
In average, the participants didn't know the answer to more than 30% of the questions. As expected, internal stakeholders (facilitators) had more knowledge of the organization than external stakeholders – only 8% of the questions answered by the facilitators were rated "0". The area with the highest percentage of "0" as answers was again *Financial Resources* as showed in figure 3.

Figure 3: Questions rated "0" (simplified version)



The overall rating for TIPA's organizational capacity according to the simplified version is 4.8 (out of 6), with 3.3 being the lowest rate for question 6 concerning the involvement of all stakeholders in the management of the organization and the highest rating, 5.6, being given to question 3, concerning the registration of the organization with the concerned authorities.

Figure 4: Ratings per Area (simplified version)



When analysing the overall ratings per area and the differences from group to group, the following can be observed:

- In general, higher ratings were given by facilitators
- Association members rated lower *External Relations* and *Sustainability*, while rating higher *Governance* and *Management*
- Clients rated *Financial Resources* relatively lower than other areas
- There is no rating from sponsors for the *Human Resources* area which is explained by the fact that all the questions in this area were rated “0” by the participant

A lower rating means that a certain group considers that the organizational capacity of the organization in that area is weak, while a high rating reflects the belief of a high organizational capacity. It can be inferred that the different ratings given by different groups reflect their different level of knowledge on the areas of the organization – as it can also be observed with the regular version of the OCA. Moreover, as mentioned in the common report, it’s important to note that some people might think to have the knowledge of a certain area while in reality they don’t. As a result, their answer doesn’t reflect the real capacity of the organization for the concerned question or area.

By analysing the questions individually, we can observe that facilitators and partners rated question 10 (which concerns the participation of stakeholders and staff in the conception, implementation, control and evaluation of programmes) relatively low, 3.8 and 3.6 respectively. Moreover, partners rated 4 questions 28, 29 & 30. These questions also concern the participation of stakeholders in the setting up of priorities and services of the programme and in the development of indicators. The most important recommendation that can be made from the above is that TIPA should give more attention to the involvement of all stakeholders in the planning, preparation, implementation and evaluation of its Programme.

Considering the issues with different levels of knowledge of the different stakeholder groups, it’s difficult to draw more recommendations from the simplified version of the OCA. Instead, it can be said that more communication should be made on the different organizational areas of TIPA and that specific sets of questions should be tailored to each one of the stakeholder groups next time that the OCA is conducted. In this way, their feedback and views will be better evaluated and will help analyse areas of strengths and weaknesses with regards to aspects by which they are directly concerned.

CHILDREN VERSION

A total of 42 children were randomly picked from the four schools where TIPA intervenes, with 2-3 children from each class. Only students from STD 3 to STD 6 were invited to participate in the OCA as a means to facilitate the interview process, since they would possess a better understanding of the questions. The children were interviewed one by one. Beforehand, the facilitators were briefed on the questions and the way the interview should be carried out and each question was clarified. The questions were all asked in Creole to facilitate the kids' understanding.

Two different rating scales were used to analyse the data obtained. To evaluate the kids' knowledge of the NGO, answers were rated in terms of:

- 0 - I don't know
- 1 - No knowledge: the answer provided is not accurate
- 2 - Average Knowledge: Only part of the answer is accurate
- 3 - Good Knowledge: Answer is accurate

The second category of questions was rated using the following scale:

- 0 - I don't know /no opinion
- 1 - Disagree
- 2 - Slightly agree
- 3 - Agree

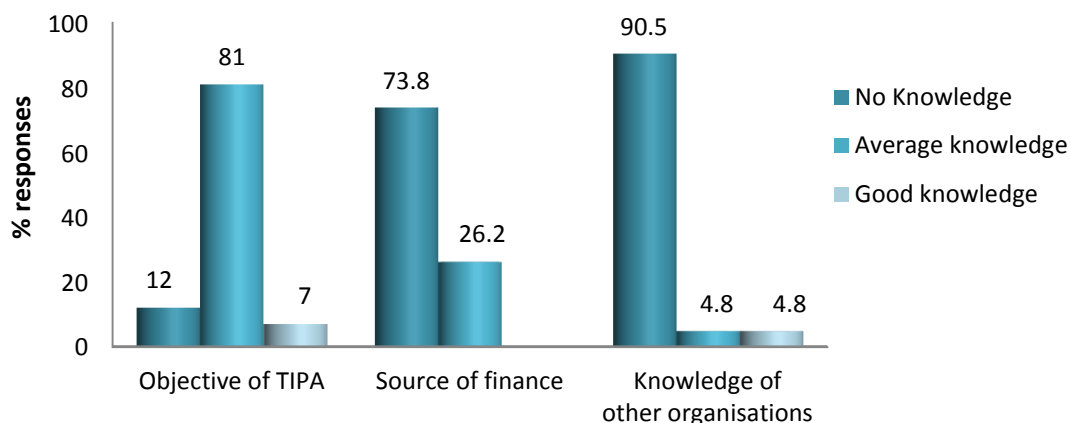
All questions being open-ended questions, children were required to provide justifications to their yes or no responses. The answers provided by the kids then categorised to help identify areas of success of the NGO as well as proposals for improvements, as suggested by the beneficiaries.

Overall, data shows that children's knowledge about the NGO is limited, with a mean of 1.5 (see table 1). Governance shows the highest mean, 2, showing that most children provided a partly accurate answer to the question. External relations scored the lowest mean with 1.1 and financial resources scored a mean of 1.3.

Table 1: Knowledge of the NGO		
Governance	Financial Resources	External Relations
Objectives of TIPA	Sources of finance	Knowledge of similar organisations
2	1.3	1.1
Total Average mean : 1.5		

Figure 1 presents the percentages of responses as rated using a 'knowledge level' scale. For the first question regarding the children's knowledge of TIPA's objectives, responses were rated 2 (average knowledge) when the kids talked either of activities done by TIPA or of values. On the other hand, answers where the children talked of both art and values were rated 3 (good knowledge). Data shows that 81% (34 kids) of the children showed average knowledge of TIPA's work purpose against only 7% demonstrating good knowledge (3 kids).

Figure 5: Children's knowledge of the NGO



All the 42 children interviewed were also asked to justify their answers, and to ease data analysis and comprehension, the responses were categorised. For the first questions, in the majority of responses provided, the children talked mainly about the activities that TIPA do with them, that is, painting, drawing and theatre, as can be seen in the quotes below.

"Pou peintire, pou donn nou paz pou fer desin tousala." ("To paint, to give us paper so that we can draw and all.")

"A nous apprendre à pratiquer le théâtre." ("To teach us drama techniques.")

"A nous aider à participer aux activités artistiques." ("To help us participate in artistic activities.")

The second most given response related to the facilitators coming to teach new skills, knowledge and values, with 16 of the children mentioning such things as:

"Pou fer nou pa zoure, aprann bon manier, pou fer nou gayn enn travay." ("To make us not swear, to learn good manners, to help us get a job.")

"Pou explik nou kouma nou kav respekte bann dimoun kan nou vinn gran." ("To explain to us how to respect people when we grow up.")

"Apprendre à se respecter. Apprendre à être un bon citoyen." ("To learn to respect each other. To learn how to be a good citizen.")

Among other responses obtained we also retain:

"Pour mon développement et mon épanouissement personnel." ("For my personal growth and development.")

"Pour valoriser mes aptitudes." ("To enhance my skills")

"Pour mon propre plaisir. J'aime bien faire du théâtre." ("For my personal pleasure. I love doing drama.")

Thus, it appears that most children associate TIPA with the learning of artistic activities. This suggests the need to review with them the purpose of the creativity classes, not only in terms of teaching arts but as using arts to help them develop life skills.

Regarding sources of finance of the association, the majority of children, that is, 73.8% of those interviewed had no knowledge of where TIPA got the funds that helped carry out the activities with them. Responses ranged from TIPA staff to the school and head master or the bank. Interestingly, 26.2% managed to provide a partly accurate response. The closest answers to reality were "ministry" and "government". As a matter of fact, TIPA happens to receive money from the Government, more specifically the Ministry of Gender. While we

can question the necessity of sharing such information with children, we can also see this as an opportunity to make children realise all the work put behind to give them access to the creativity classes. This could help further enhance their responsibility in the process.

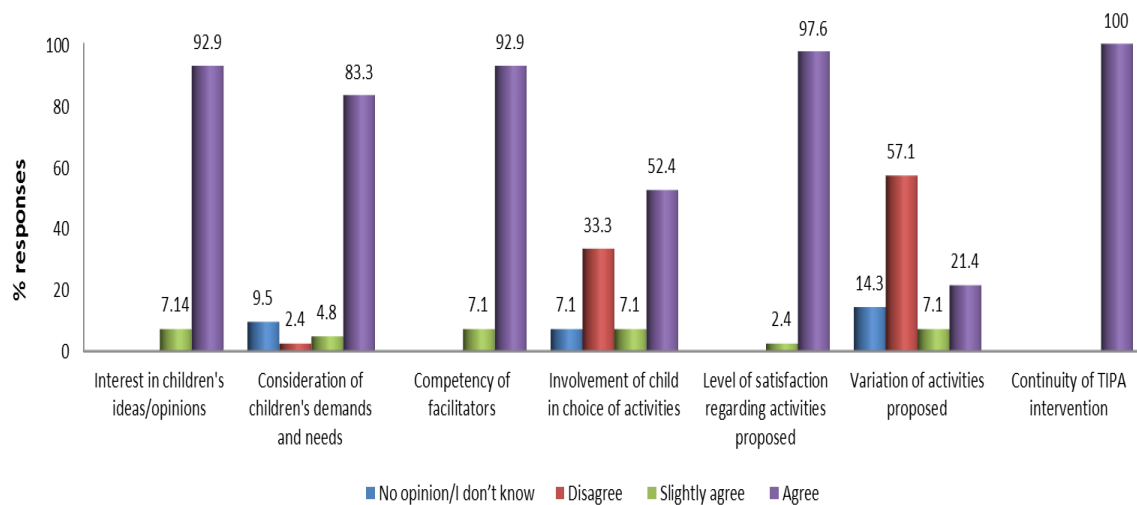
And when asked whether they knew any other organisations like TIPA, 90.5% had no knowledge of such organisations. However, 4.8 % of the children provided partly accurate, that is, they could mention the type of organisations but not actually name them. On the other hand, accurate answers included organisations that the children could actually name. In fact only two children could name such organisations, which they identified as SOS Bambous and VERO.

Table 2 presents the mean of the different items assessed by the beneficiaries, regarding the services provided by TIPA.

Overall, the total average mean is 2.54, demonstrating average satisfaction with the services provided. We note that the means for each item assessed range between 2 and 3, with sustainability scoring the maximum, and service delivery the minimum; a score which appears to show the children’s low satisfaction with respect to their involvement in the choice of activities and the variation of activities proposed.

Table 2: Assessment of services provided by TIPA						
Governance	Management Practices	Human Resources	Service Delivery (Total average mean: 2.13)			Sustainability
Interest in children’s ideas/opinions	Consideration of demands and needs	Competency of the facilitators	Involvement of the children in choice of activities	Satisfaction regarding the activities proposed	Variation of activities proposed	Continuity of TIPA intervention
2.93	2.6	2.86	2.05	2.98	1.357	3
Total Average mean : 2.54						

Figure 6: Children's assessment of TIPA services



More specifically, as shown in figure 2, the most highly rated question related to whether the children wanted the facilitators to continue working with them. 100% agreed to it. In classifying their responses, it was noted that the main reason is because they like the classes and the activities proposed, with 17 such responses:

"Parski mo kontan fer latelie tipa." ("Because I like participating in the TIPA workshops")
"Parski nou desine enn ta. Mo aprann desine." ("Because we draw a lot. I learn to draw.")
"J'aime bien continuer à pratiquer l'art théâtral." ("I would love to keep practicing drama.")

Among the other responses provided, 9 were about the kids learning new things in class; 5 were regarding the competencies of the art facilitators and their teaching style. 1 of the responses regarded the fact that the facilitators proposed different activities. Examples of the responses are given below.

"Sak zour zot fer nou fer enn zafer diferan. Nou pou tris." ("Everyday you make us learn something different. We would be sad.")
"Parski mo kontan ou ek ou manier travay. Mo kontan kan ou koz koze." ("Because I like you and the way you work. I like it when you talk with us.")
"Nou konsider klas teat kouma enn letan pou nou. Sa ed mwa kan nou ena bann souci (stress etc)." ("We consider the drama classes like a special time for us. This helps us when we are going through hardships (stress, etc.)")
"Pour continuer à nous apprendre beaucoup de choses." ("To keep on teaching us many things.")

The second most highly rated question was regarding the children's level of satisfaction with the activities proposed. 97.6 % of the children agreed to say that the facilitators proposed a variety of activities, against 2.4% which claimed that it was not always the case, responding « *Sometimes yes. Sometimes no.* » (« *Ena zour wi. Ena zour non.* »)

It is worth noting that the children were especially satisfied with the activities because the activities proposed were activities they generally liked doing (8 responses). Others claimed that they liked the class atmosphere and the teaching method proposed by the facilitators, as well as the fact that they developed new knowledge and skills during the creativity classes, which to them was very interesting.

"Parski mo kontan desine." ("Because I like to draw.")

"Mo byin kontan bann aktivite, mo kontan desine, mo kontan penn." ("I really like the activities, I like to draw, I like to paint.")

"Mo kontan fer lapintir, travay ek pentel, kole." ("I like painting, working with felt pens, glue.")

"J'ai un intérêt aigu dans ma classe. Parski sa pou ed nou aprann enn zafer." ("I have high interest in my class. Because it will help us learn something.")

With this question, children were also asked whether the facilitators proposed the same activities all the time. Data shows that 57.1% of the children find that the activities proposed are usually diverse in nature. However 21.4% tend to say that the activities are the same.

"Tou letan li diferan." ("Everytime we do something different.")

"Ena fwa nou fer inpe tro mem mem zafer wi." ("Sometimes we do too much of the same things.")

The two other most highly rated questions are *"Does the TIPA staff listen to what you have to say? In what way?"* and *"Do you think the facilitators know their work well? Why do you say so?"* respectively. Both present 92.9% of agreements. For the first question mentioned, the majority of responses (19) collected show that, to the children, the facilitators respect their ideas and opinions and listen to their needs.

"Kan papie desire, ouswa mo pa gagn pentel ouswa crayon zot donn mwa. Kan mo pa konn kitsoz mo dimann mis camille, li reponn." ("When paper is torn, or I don't have felt pens and pencils, they give them to me. When I don't know something I ask Miss Camille and she answers.")

"Kan mo demann enn zafer ouswa mo poz enn kestion, zot reponn mwa." ("When I ask for something or ask a question, they answer me.")

"Kan bann lezot koz an mem tan ki mwa, ou demann bann la arete." ("When the others talk at the same time as I, you ask them to stop.")

The second most given responses (14) were regarding the provision of guidance by the facilitators. Indeed, the children find that facilitators listen to what they have to say so that they can guide them in their work. Some children also mentioned the facilitators' response to their need for materials.

"Kan nou ena enn zafer pou fer, ou ekout nou, si li bon ou dir wi, si li pas bon ou dir non, ou dir li apepre sa ek ou dir nou repons la." ("When we have something to do, you listen to us; if it is good, you say so, if it is not, you say no, or that it is almost it, and you tell us the answer.")

"On nous aide, on nous apprend a mieux nous exprimer." ("We are helped; we are taught how to express ourselves better.")

It is also worth mentioning that 7.1 % slightly agreed saying that it was not always the case: « Not always » (*«Pa touletan»*); «Not enough» (*«Pa ase*). « Sometimes we speak and you do not answer. » (*Ena fwa nou koze ou pa reponn»*)

Regarding the facilitators' ability to do their work, here again 92.9% of the kids agree that the facilitators are competent in their work against 7.1 % who only slightly agree. Data shows that most of the children find the TIPA facilitators knowledgeable and skilful, with 15 responses. 13 responses concerned the teaching style of the facilitators and the atmosphere of the classes. Those interviewed also find the facilitators organised and well prepared, proposing different activities to them. A few examples of the responses are:

"Kan ou vini ou fini kone ki travay ou pou fer." ("When you come, you already know what work you have to do.")

"Parski ou konn fer enn ta zafer ek bann zafer nouvo." ("Because you know how to do a lot of things as well as new things.")

"Parski ou pa gaga, ou explik nou byin seki nou bizin fer ek travay letap par letap. Ou reflesi byin" ("Because you don't hesitate when you speak, you explain well to us what we have to do and do the work step by step. You think well.")

"Kan ou vini pou fer teat ar nou ou pa vinn pou nanye. Ou ena enn zafer pou fer ek nou." ("When you come for the drama classes with us, you don't come for nothing. You have something to do with us.")

"Vous êtes tous sérieux dans le travail que vous faites." ("You are all serious in the work you do")

The children were also asked if they thought the TIPA staff takes into consideration their demands and needs and how they did it. 83.3 % of the children agreed that it is the case, against 2.4% who disagreed and 4.8% only slightly agreed. Among the responses provided by the children, the most noted one was regarding the guidance provided by the facilitators. To the children, the facilitators help them when they do not know something and answer the questions they have. Among the responses, we can notably mention:

"Si li pa pe konn enn zafer ou montre li fer sa ouswa dimann so bann kamarad donn li enn koudme." ("If he does not know something you show him how to do it; you as his friends to help him.")

"Lorsque je demande on me donne pas tout de suite mais on m'apprend à faire un effort." ("When I ask for something, they give it to me, not immediately but they show me that I have to put in my efforts.")

"Ou aprann nou fer teat. Ou partaz sa ki ou kone ek nou." ("You show us how to do drama. You share with us what you know.")

According to them, the TIPA staff also took into consideration their needs and demands by giving them art materials, providing them guidance in their work and teaching them new knowledge:

"Sanz papie kan papie desire, donn gom kan enn zanfan rey lor nou papie. Atann nou refer nou travay." ("Change paper when it is torn, give erasers, when a kid scribbles on our paper. You wait for us to redo our work")

"Kan nou bizin akseswar ou donn nou." ("When we need accessories, you give to us.")

Another aspect addressed in the OCA questionnaire for the children and relative to service delivery, was whether the facilitators involved the children in the choice of activities to be done in class. Only 52.4 % of the children said yes. In addition to the type of activities they want to do, some children also mentioned that the facilitators often ask them what they like or not, what difficulties they have in doing their work, or guide them on how to improve it.

"Eski nou envi fer lapintir." ("If we want to paint")

"Ena fwa mo envi desinn fler ek bann lakaz ou dir mwa wi." ("Sometimes I want to draw flowers and houses and you tell me I can.")

"Kan ou ti demann nou ki rol nou anvi zwe dan pies teat pou festival." ("When you asked us what part we would like to have in the play for the festival.")

With regards to this question, it is worth mentioning that a relatively high percentage of children (as compared to other questions asked) disagreed. 7.1% only slightly agreed and another 7.1% had no opinion.

Children's proposals for the improvement of the TIPA Programme

While 12% of the kids interrogated believed no improvement was needed, the remaining 88% made different suggestions regarding the programme. The proposals were classified into three main categories, namely: activity proposal, teaching style, changing work environment and other.

For instance, those pupils doing drama activities only proposed to have drawing and painting classes as well. Those already doing plastic arts activities, proposed to have more of one technique, like working more with soft pastels and doing more painting activities. Some proposed storytelling story-drawing activities. Among other proposals, kids mentioned posting their work on the wall in their class, doing sports, or learning new things. A few examples of the suggestions provided are given below:

- *"Nou fer koloriaz. Nou kolorie nou mem ek nou bann fami."* ("We do coloring activities. We colour ourselves and our family.") (STD 3)
- *"Amenn pastel ek fer plis lapintir."* ("Bring pastel and do more painting activities.") (STD 3)
- *"Souvan fer lapintir, fer enn tigit tou zafer."* ("We often do painting activities, do a little of everything.") (STD 3)
- *"Plis desin"* ("More drawing.") (STD 4)
- *"Raconter des histoires et des contes intéressants."* ("Tell interesting stories and tales.") (STD 4)
- *"Ti pou kontan sante"* ("I would like to sing.") (STD 6)
- *"Ti kapav fer inpe travay lar plastik."* ("We could to plastic art activities.") (STD 6)
- *"kree enn sketch lor zelev, profeser, paran."* ("Create a play about students, teachers, parents.") (STD 5)
- *"Ki nou fer inpe plis rakont enn zistwar apre fer so desin."* ("That we do more activities where we tell stories and then draw.") (STD 3)
- *"Si nou fer enn desin lor papie, ki nou kapav kol li dan klas."* ("If we do a drawing on paper, that we get to stick it in class") (STD 3)
- *"La façon de faire du théâtre."* ("The way we do drama.") (STD 6)
- *"Sanz Klas."* ("Change room") (STD 3)
- *"Fer inpe plis aktivite deor. Pa res dan klas."* ("Do more outdoor activities. Not stay in class.") (STD 6)

In general, we found that the 42 children interviewed all seemed very satisfied with the services provided by TIPA. However, data also seems to show that the children possess limited knowledge of the organisation. That said, it is necessary here to take into account the children's level of development. Indeed, between 7 and 12 years children go through what has been coined the concrete operational stage. Children begin to think logically about concrete events but find it difficult to understand abstract concepts. Applied in our current context and based on the answers provided, we can assume that is why their answers revolve around the activities they *do* rather than *why* they do it and what is being developed through them doing it, which are more abstract thoughts.

The findings above can be addressed on two levels. Firstly, despite a generally high level of satisfaction with the programme, the children have nevertheless raised interesting ideas on which the association could build on. For instance, diversifying the activities proposed already to the children, doing a little of everything like some children have said. Though issues like time restraints, lack of specialised human resources might be an obstacle to this proposition, considering diversification of activities would nevertheless be another footstep ahead in the association's ongoing evolution and innovation process.

This assessment has also greatly helped in finding out what the children know of the association and what they think of the services provided by it. It is surely an exercise that TIPA should consider carrying out on a regular basis with the children. While it would be a difficult task to carry out individual interviews with all the 950 kids with whom the facilitators work, carrying out the survey with the whole-class could be less time consuming and as interesting and beneficial. After all, it is yet another way of making the children take part in their learning process, and somehow contribute to the TIPA staff's learning process as well.