



CBO CAPACITY ANALYSIS

**A toolkit for assessing and building capacities
for high quality responses to HIV**

Civil society organisation capacity analysis series

Building the organisational, HIV technical, and policy capacity of civil society organisations is key to planning and delivering high quality responses to HIV. The International HIV/AIDS Alliance (the Alliance) works with its civil society partners to ensure that they have the skills and strategies needed to make effective contributions to national HIV efforts as implementers and supporters of community-based action.

The Alliance has developed a series of toolkits to support the capacity analysis and capacity development of the following types of civil society organisation:

- **community-based organisations (CBOs)**
- **non-governmental organisations (NGOs)**
- **networks**
- **intermediaries (organisations that support CBOs, NGOs and networks).**

These toolkits provide structured approaches to the participatory identification of capacity building needs and planning of responses. They allow users to generate both quantitative and qualitative baselines which can be used to track progress in organisational development.

The Alliance also publishes a range of complementary materials on organisational development, technical HIV issues, and policy and advocacy which can be used to support capacity development efforts subsequent to analysis. To view these resources, please visit the Alliance website: www.aidsalliance.org and the NGO support website www.ngosupport.net

Acknowledgements

This capacity analysis toolkit was developed to enable community-based organisations (CBOs) to analyse levels of capacity in different organisational and technical areas. The toolkit is based on an existing toolkit developed under the Communities Responding to the HIV/AIDS Epidemic (CORE) Initiative, where the International HIV/AIDS Alliance was the consortium partner providing expertise in organisational capacity building for HIV programming.

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The International HIV/AIDS Alliance has been working at the forefront of the civil society response to HIV since 1994. During this time we have witnessed many courageous efforts of community groups in over 40 countries worldwide to mitigate the impact of AIDS and slow the spread of HIV among the most marginalised and vulnerable in their community.

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1.1 What is this toolkit?

This toolkit can be used with community organisations to identify capacity building needs, plan any technical support required, and monitor and evaluate the impact of capacity building support.

1.2 How can this toolkit be used?

This toolkit is designed to facilitate group discussions between members of community organisations and external facilitators providing capacity building support. Or it can be self-administered by the implementing community organisation. The profile section has questions that can be asked to establish a basic description of the organisation. There are seven further sections relating to specific areas of capacity.

In each capacity section, one open-ended question is followed by specific questions that have corresponding possible responses. Each suggested response indicates a different level of capacity that might be found in the organisation. The facilitator uses the suggested responses to ask the group how they would score their organisation on a scale of 1 to 4. By this method, participants assess their own strengths, weaknesses and capacity building needs, but also develop their understanding of how they might strengthen their capacity or improve the way they work. Many groups would benefit from discussing each capacity area as a group prior to scoring, and on pages 4-5 there is guidance for facilitators for each capacity area with suggested questions and discussion areas to help groups understand how they work and organise themselves in each capacity area. We strongly recommend that the questions and suggested responses be adapted to suit the local context, with the participation of the community organisations involved, before using the toolkit.

The toolkit can be used to facilitate analysis with a group of community-based organisations (CBOs). In this scenario, it is suggested that all groups discuss the capacity areas and guidance questions in plenary, enabling the groups to discuss and compare with each other. This will potentially increase each group's understanding of how they could strengthen their capacity in different areas, and will support the development of their action plans. After the plenary session, groups can then discuss further as individual groups if they wish before rating their group's capacity.

1.3 How to organise a visit with a community organisation

If working as external facilitators, there should be a team of two people, with roles assigned from the beginning so that one person facilitates and the other documents

the analysis. A meeting should be arranged with five to ten members who represent different levels within the organisation and include a balanced gender mix.

The process should take about four hours. Arrange a convenient time and location for the meeting. Check how far members and volunteers will have to travel to attend and whether they need to be recompensed for this. Refreshments may also need to be provided, not only during the meeting but also to sustain people for their journey home.

1.4 How to facilitate a discussion

The facilitator is central to the success of the session. This may be someone external, or someone from within the organisation that takes on the role of facilitator for the meeting. The facilitator holds a very powerful position. To impose her or his own views is to abuse that power. *Facilitators should only ever encourage, clarify or help expand other people's views.*

→ The facilitator's main responsibilities include:

- ensuring that **everyone** contributes to the discussion (including less confident or less experienced members, e.g. women or young people) and that not all questions are answered by the organisation's leaders
- ensuring that the discussion remains focused on the questions. Do not let people get distracted by side issues or become embroiled in details or an ongoing disagreement
- generating discussion and interaction, probing for further information and asking the group to respond to each other's views (using questions such as "What do the others feel about that?")
- encouraging critical reflections and guarding against the group tendency to provide only positive responses
- ensuring that everyone understands all language used. Participants may not be familiar with some terms like 'mission', 'technical skills', 'advocacy', etc.

1.5 Starting the discussion

- Introduce yourself and ask everyone to introduce themselves and their roles. Document people's roles to ensure that there is a variety of people from across the organisation.
- Explain that the main purpose of the meeting is not to find out information from them, but to enable participants to discuss and decide how to improve the way their organisation works, for their own benefit.
- Make a contract about time – the process should take about four hours. Plan regular breaks so that people stay engaged when participating in the discussions.

1.6 Conducting the analysis

The assessment is a toolkit for starting discussions, and for keeping them focused by returning back to the series of questions in the toolkit.

- If all participants have a high level of literacy in English, it may help to provide printed copies of the toolkit for participants to follow during the discussion. If some participants find the language difficult, they may be disadvantaged in comprehending the written toolkit, and oral translation and discussion may be better.
- The profile provides questions to help describe the organisation. To maximise time for discussion, this should be completed with the help of key members of the organisation **before** the group meeting. If time is limited, consider splitting participants up into two smaller groups and discussing different sets of questions with each.
- In each capacity section, ask the open-ended question first, followed by the discussion areas within the facilitator's guide. The group's responses may help answer some of the specific questions, but use the specific questions and suggested responses to ask the group where they would rate their organisation on a scale from 1 to 4.
- The suggested responses should be used in an informative way. Participants may ask for explanations and even challenge the assumptions in the toolkit. This encourages participants to reflect critically on the way they work and what needs to change.
- For organisations with very low or very high capacity, the answers to certain questions may be obvious (e.g. if it has its own office or computer). These questions could be completed by the facilitator without needing to ask participants, to avoid repetition or risk discouraging a group with low capacity. The facilitator's judgement is important in deciding which questions to ask and how to ask them.
- At the end of each section, ask the group if the discussion has made them think of any improvements or changes that could be made to the way they work. Try to agree on any specific actions or plans. Consider or suggest any external technical support that might be needed, such as additional resources, further advice or training materials and literature.

1.7 How to document the discussion

Start by getting consent for documentation and explain how the information will be used and by whom. If a report is to be written up, explain the process, and how copies will be shared with participants. Also remember to:

- record the main points of the discussion as they are made, on a flipchart if available or in a notebook
- summarise key actions agreed at the end of each section

- ask questions to clarify when necessary
- try to write up notes and flipcharts into a report as soon as possible after the meeting.

1.8 How to follow up the assessment

At the end of the meeting, go back to the objectives discussed, ask participants if they have found the process useful, and how it could be improved. Before finishing, discuss how the assessment will be followed up with next steps, including:

- From the notes collected at the end of each session try to come up with an action plan to summarise agreed actions. Emphasise the responsibility of participants themselves for any actions identified; external support should only be for technical or financial resources that cannot be found within the community organisation. A table such as the one below can be used.

Need Weakness identified	What? Action needed	When? Now / soon / later	Who? Who's responsible?	Resources required e.g. technical or financial

- Decide who will document and disseminate the final report. For example, would it be useful to share the report with other partners of the organisation (e.g. donors, support providers or community organisations facing similar challenges)?
- Agree how agreed actions and plans will be implemented. For example, who will take responsibility for them and how will they be monitored?
- Plan how technical support could be provided. For example, are there useful publications or training resources that can be obtained for the organisation? Are there organisations or people who could provide advice or share experiences with participants?

We hope to learn from lessons as this toolkit is used, and incorporate any suggestions or improvements in future versions of the toolkit. Any comments or feedback from users should be sent to publications@aimsalliance.org

2 Facilitator's guidance

These suggested questions and discussion areas can be used by the facilitator to help the groups do two things: first, to understand what capacity area the session is focusing upon; and second, look at how they work and organise themselves in each capacity area. We strongly recommend that the questions be adapted to suit the local context, with the participation of the community organisations involved, before using the toolkit.

A: Governance and strategy

This session aims to help the organisation assess how it governs itself and how it plans for the future. Before asking the participants to rate their organisation's capacity, ask them the following open-ended questions to find out what they understand by key phrases or words:

- What is a constitution?
- What is an organisational mission and what are organisational values?

Ask if there is a board and if so, what role does it play in leading the organisation and making decisions. It is also helpful to discuss how the constitution or rules and regulations were developed (for instance, were they developed by the organisation themselves with input from community members, by the board, or by external groups?). Similarly, ask how the organisation developed its mission and values. It may also be useful to ask how useful they find the mission statement and values in guiding their work.

B: Finance

This session aims to help the organisation assess its financial management skills. Before rating the group's capacity, it may be helpful to ask participants to discuss the following:

- How they plan their finances, including how they budget?
- How they monitor and support financial activities, including how they record transactions and keep supporting documents?
- How they do financial reporting?

C: Administration and human resources

Administration and human resources aims to help the organisation assess how it organises staff and administrative functions. Firstly, ask participants to define what they understand by human resources management, and what it covers. Useful questions include:

- How are staff and volunteers developed within the organisation?
- How are group/organisation members recruited and selected?

Secondly, ask participants what they understand as the difference between a staff member **and** a volunteer. Lastly, ask participants to consider to what extent both staff and volunteers are mobilised and developed to carry out their duties, before asking them to rate their capacity against the suggested responses.

D: Project design and management

This session aims to help the organisation assess how it develops, manages and evaluates its projects. Firstly, ask participants to think about how they develop project proposals, how they design projects, and how they implement and evaluate them. It may help to ask what they understand by 'the project cycle'.

Next, discuss whether project management is done in isolation (just within the organisation) or in conjunction with external stakeholders, for example, with community members. If external stakeholders are involved, ask when and how they provide input. Lastly, ask the group to rate their organisational capacity.

E: Technical capacity

This session aims to help the organisation assess its knowledge of HIV and other areas necessary for carrying out its projects. Ask participants to discuss what kind of services their organisation provides. Ask them how they access information about HIV and AIDS and how they update their knowledge about the services they provide.

Then, have a discussion on what participants understand by gender and how they think it relates to HIV or to their projects.

Lastly, have a group discussion about stigma and discrimination. Ask participants how they think it impacts upon target groups, upon them or upon their work. Ask them to discuss what knowledge they have about people's rights and how such rights relate to people living with HIV.

F: Networking and advocacy

This session aims to help the organisation assess how it forms partnerships with other groups and how it advocates for the rights of the people it works with. Use open-ended questions to check what participants understand by 'advocacy'. Ask them what they understand by the word and what they think 'doing advocacy' means for their organisation. Discuss different layers of advocacy aiming at target groups, local communities and decision-makers. In particular, ask what they understand by advocacy directed at decision-makers. Who do they consider to be decision-makers in their environment?

Then ask the same question of 'networking' to gauge what people understand by the terminology. Ask them what relationship their organisation has with other local, national and international organisations or groups working on HIV and how they work together to influence others.

G: Community ownership and accountability

This final session aims to help the organisation assess how it involves members of its community and how it communicates with them. Firstly, ask participants to think about the make-up of their organisation. Are people living with HIV, or other vulnerable groups the organisation works with, fully involved? Secondly, explore how the organisation defines and understands vulnerability within its context, to ensure a common understanding of the 'involvement of vulnerable people'.

Lastly, ask participants how their organisation aims for equal gender participation. Ensure that people understand that the question is focusing on how they encourage gender equality internally **within** their own structures, as opposed to the question in session E which focuses on how organisations integrate gender within their projects and programmes.

3 Organisation's profile

1. Name/title of the CBO

2. When established

When was the CBO set up?

3. Contact details of the network

Include mailing address, telephone, fax numbers and email, if available.

Is there access to: email ☐ internet ☐ CD-ROM ☐ telephone ☐ postal mail

What is the preferred way of receiving information?

4. Locations where the CBO works

5. Staff and structure

Who manages the CBO?

How many full-time staff, part-time staff, and volunteers?

What are their roles?

Does it have a technical advisor? If so, who?

6. Overview of the CBO's work

With whom does the CBO work? What activities does it conduct?
Estimate how many people it reaches with different activities.

7. Key achievements and main challenges

Key highlights/successes of the CBO's work; main problems/issues it faces.

3 Organisation's profile

8. Sources of funding

Financial, material, or in-kind support received from a) within the community; b) outside the community.

9. Future plans

What are the immediate needs/priorities? Does the CBO have any plans to scale up? If so, how?
If the CBO received more funding, how would they use it?

10. Date and name of person completing profile

/

/

4 Areas of capacity

There are seven areas covered in this toolkit. They are called 'areas of capacity'.

- A Governance and strategy
- B Finance
- C Administration and human resources
- D Project design and management
- E Technical capacity
- F Networking and advocacy
- G Community ownership and advocacy

Each area of capacity begins by asking an open-ended question, followed by a number of more detailed questions. Participants are asked to give their organisation a capacity score based on the listed indicators – 1 being a weak area and 4 a strong area. At the end of each area of capacity there are three discussion areas to help the organisations prioritise needs, plan for action and identify areas of technical support they could benefit from.

How to work through the area of capacity

1. Ask the open-ended question

How do you select leaders, make important decisions and resolve conflict within the organisation?

2. Ask the detailed question

	Question	Capacity score			
		1	2	3	4
1. Rules and regulations	Do you have written rules and regulations accepted and approved by all the members of the organisation?	No rules and regulations	Some rules/principles written down	Written rules and regulations exist but weren't widely approved	Written rules and regulations approved by representatives of the community and organisation

3. Choose the most relevant indicator and make a note of the score

4. When you have finished all the questions and scores, discuss the three planning questions and note recommendations

Capacity-building needs

Plans for action or change

Suggestions for technical support

How do you select leaders, make important decisions and resolve conflict within the organisation?

	Question	Capacity score			
		1	2	3	4
1. Rules and regulations	Do you have written rules and regulations accepted and approved by all the members of the organisation?	No rules and regulations	Some rules/principles written down	Written rules and regulations exist but weren't widely approved	Written rules and regulations approved by representatives of the community and organisation
2. Governing committee/board	Do you have a committee/board that meets and makes decisions that guide your organisation's development?	No committee, no meetings	Committee established, but it never meets	Occasional meetings, but rarely agree on any decisions	Regular meetings (quarterly), with useful guidance and decisions made for the organisation

	Question	Capacity score			
		1	2	3	4
3. Mission and values	Do you have a mission and set of values which are clearly understood, agreed and approved by all the members of the organisation?	No clear mission and values	Can describe the mission and values of the organisation, but they have never been agreed or written down	Mission and/or values written down long ago, but few people were consulted or understand them now	Mission and values were agreed by all stakeholders and are regularly used to guide decisions about projects and activities
Capacity-building needs					
Plans for action or change					
Suggestions for technical support					

4 Areas of capacity B: Finance

How does the organisation plan and manage its finances and budget?

	Question	Capacity score			
		1	2	3	4
1. Finances	Does your organisation keep accounts of money that can be presented on demand?	No accounts kept	Records kept of money received and spent, but difficult to know how much money is held at any one time	Accounts kept up to date and balances and statements are prepared at the end of the year	Balances and statements prepared quarterly. At year end, presented to external stakeholders for approval
2. Bank account	Does your organisation have a bank account to hold its funds?	Organisation has no bank account but manages all funds in cash	Someone's personal account used for any funds	Bank account registered in organisation's name, which requires dual (or specific authorised) check signatories	A manual record of all payments (cashbook) is kept and compared with all bank statements
3. Supporting documents	Do you maintain supporting receipts and invoices for every expenditure from the grant?	No – receipts/invoices are only asked for when claiming or using money to justify expenses	Receipts/invoices are needed to justify expenses sometimes, but rarely kept on file	Receipts/invoices are needed to justify any use of grant money and these are kept on file, but rarely reviewed by anyone	All receipts/invoices and other supporting documents filed for three years, and regularly reviewed by authorised person

4 Areas of capacity B: Finance

	Question	Capacity score			
		1	2	3	4
4. Budgets and cash flow planning	Does your organisation prepare, monitor and review a budget?	Budgets are prepared for every proposal but not used for anything else	Budgets are prepared to decide how much to spend on all project and organisation costs, to ensure there is enough money for all future plans	Budgets are presented annually for approval to a board or representative group of members	Every six months budgets are compared to money already spent and planned cash flow, to make sure there will be enough cash to keep the organisation running
5. Reporting requirement	Do you provide accurate financial reports on time to donors?	No experience of having to submit donor reports	Reports are submitted, but always late and with incomplete information	Some reports get submitted on time but are often incomplete or get queried by the donor	Reports always submitted on time and always meet all donor requirements
Capacity-building needs					
Plans for action or change					
Suggestions for technical support					

How do you organise for your work?

	Question	Capacity score			
		1	2	3	4
1. Staff/volunteer organisation	Does your organisation involve a number of salaried staff and volunteers who have different areas of responsibility?	Fewer than five volunteers run the entire organisation	Five to fifteen volunteers with different roles, some who lead/manage the organisation	One full-time staff person is paid a salary and organises all the other volunteers	One to two full-time staff are paid salaries, and volunteers all have different, fixed areas of responsibility
2. Staff and volunteer development	How do you ensure that staff and volunteers support and motivate each other and have sufficient skills?	No meetings or trainings. Low skill levels, as volunteers only do basic work	Few meetings. Volunteers sent for training only occasionally	Occasional meetings to share lessons and support each other. Training is provided informally and externally	Regular meetings (monthly), training and team-building activities to keep staff and volunteers motivated

	Question	Capacity score			
		1	2	3	4
3. Office and equipment	Does the organisation have its own office, meeting space and equipment for handling administration and writing reports? What equipment does the organisation have?	No office, no equipment	Occasional access to another office and equipment	Office and equipment (computer plus printer) shared with another organisation or individual	Own office and equipment (computer plus printer)
Capacity-building needs					
Plans for action or change					
Suggestions for technical support					

How do you develop, manage, and evaluate your projects?

	Question	Capacity score			
		1	2	3	4
1. Activity development and planning	Does the organisation plan the development of its activities, involving all people concerned?	Organisation mainly responds to immediate needs, with little planning	Occasional short-term planning, e.g. major events or monthly activities	All the organisation's ongoing activities are normally planned in advance with all staff and volunteers	Annual plans are always developed and agreed with community members, volunteers, staff, and board (if one exists)
2. Project and proposal development	Are you successful in developing proposals?	Organisation responds to immediate needs, with no project framework or funded proposal	Funding has been received for one successful proposal mainly developed by an outsider	Funding has been received for at least one successful proposal in the last three years written and developed within the organisation	Funding received for at least two proposals developed internally in the last three years, each with needs assessments, activity plans, and budgets
3. Targeting	What type of people do you try to reach with your HIV activities?	Always try to reach the entire community	Work with whomever we can, but try to take care of the more vulnerable people	Work with specific groups of vulnerable people (e.g. orphans, or women-headed households)	We seek out people who are especially vulnerable or affected by HIV and together with them design our work relevant to their needs

	Question	Capacity score			
		1	2	3	4
4. Monitoring and evaluation (M&E)	Does your organisation have a functioning M&E system?	Organisation does not do monitoring and evaluation for any of its activities	Organisation mainly responds to immediate donor requests for M&E data, ad hoc, with little planning	Organisation has an M&E system, is collecting data on an on-going basis and is reporting to donors	M&E system is documented and data is used to inform management decisions, and to provide feedback to the community
Capacity-building needs					
Plans for action or change					
Suggestions for technical support					

What experience does the organisation already have in HIV work?

	Question	Capacity score			
		1	2	3	4
1. HIV knowledge and skills	Do staff and volunteers have the necessary HIV knowledge and technical skills to do their duties well?	A few people know basic facts about HIV such as methods of transmission, prevention, care and support	Staff and volunteers know the skills needed for their tasks	HIV issues well understood such as causes of vulnerability, effects of stigma, availability of treatment, but members get no regular training	HIV issues well understood, staff and volunteers trained for the work they do and often provide training and support to others
2. Information, education and communication (IEC) development and utilisation	How do you create messages to raise awareness or change people's thinking?	Do not use any materials, toolkits or activities	Use some printed pictures or posters to illustrate messages and keep the attention of a group	Use materials or activities aimed at specific groups with specific messages, sometimes developed within the organisation	Develop or adapt own materials and ensure their effectiveness by pre-testing or involving targeted groups in the production process
3. Gender and HIV	What do staff and members understand about the relationship between gender and HIV?	No understanding	Know that women are more vulnerable but do not know what to do about it	Have changed the way the organisation works to ensure women get equal participation, and benefit from its activities	Always analyze how gender is affecting vulnerability to HIV and access to services within the community, and respond with appropriate strategies
4. Human rights and HIV	What do staff and members understand about the relationship between people's rights, legal protection and HIV?	No understanding	Understand people living with HIV are often discriminated against and have rights that should be protected	Understand how abuses of human rights can make people more vulnerable to discrimination and risk of infection, but not sure how to use rights in the work or to help others	Actively use explanations of the law and people's rights to help inform, defend or protect vulnerable people, or to advocate to others e.g. the police

Question	Capacity score			
	1	2	3	4
5. (For non-HIV service organisations) integrating HIV into core activities	How do you identify and respond to the challenges of HIV in your core activities (or non-HIV specific work)?	Have added some HIV specific activities to existing work (e.g. HIV awareness sessions, condom distribution, etc.)	Have identified how core activities can be changed to help minimise risk of infections or address the extra impact of HIV on community, but still mainly just do add-on HIV work	Have modified all core programmes with strategies to help minimise risk of infections or reduce impact. We might also do some add-on HIV specific activities
6. Access to new HIV information	How do you encourage and enable members to learn and develop their knowledge about HIV?	No mechanisms for improving HIV knowledge	Some leaflets and information is made available. Occasional informal discussions	Regular internal discussions to learn and share knowledge; information regularly accessed from a variety of sources; and access to an internet/email connection
Capacity-building needs				
Plans for action or change				
Suggestions for technical support				

4 Areas of capacity F: Networking and advocacy

How do you understand and initiate networking? How does your group do advocacy work?

	Question	Capacity score			
		1	2	3	4
1. Networking	Are you a part of a network?	Organisation is not involved in any network	Organisation is involved in a network in its area/province	Organisation is involved in a network with other provinces, and participates in decision making	Organisation is involved in a national network as an active partner
2. Advocacy awareness	Do you carry out advocacy activities to address barriers that prevent target groups accessing services or enjoying their rights?	Organisation does not have the skills to develop any advocacy activities	Organisation has some skills but does not carry out any advocacy activities	Organisation has initiated small scale advocacy activities with limited impact	Organisation has effective strategic mechanisms to work on advocacy and carries out advocacy activities which have made positive impacts.
3. Advocacy targeting decision makers	Do you carry out advocacy activities to influence decision makers to change conditions or policies that form barriers to your work in HIV?	Haven't thought about local policies or conditions. Little or no targeted advocacy work done in the past	Have only mobilised general public for support or awareness raising, but nothing targeted at key people or institutions in power	Have developed targeted activities towards decision makers or policies but have lacked evidence, community voice, or strength of numbers	Have done convincing evidence or consultation -based advocacy, mobilising allies and using many different communication methods
4. Advocacy targeting the general population	Do you carry out advocacy activities to influence the general population to change opinions and combat stigma and discrimination?	No advocacy work targeting the general public done in the past	Involved in occasional advocacy work targeting the general public in the past	Have developed targeted activities towards general population but have lacked evidence, community voice, or strength of numbers	Have done convincing evidence or consultation -based advocacy, mobilising allies and using many different communication methods

	Question	Capacity score			
		1	2	3	4
5. Broader context and networking	Do you work in partnership to achieve common advocacy targets/issues?	Work in isolation. No knowledge of local policies, strategies or work of others	Some knowledge of local government policies and of other local organisations	Understand national and local policy and strategies of other organisations working in HIV; have personal contacts with a few other relevant people/organisations	Have effective networks working together, sharing resources or referring clients with local government, private or community organisations
Capacity building needs					
Plans for action or change					
Suggestions for technical support					

What roles do members of the community play in the organisation and how does the organisation communicate with the community?

	Question	Capacity score			
		1	2	3	4
1. Involvement of people living with HIV in the activities, work, and major decisions of the organisation	Do people living with HIV participate fully in the activities, work, and major decisions of the organisation?	No positive people involved, except to receive services	Positive people act as volunteers but in no paid/decision-making roles	Positive people fully represented in decisionmaking/paid roles and are on the governing board/committee	Some training and policies exist to prevent discrimination, and to provide support and benefits for positive members of the organisation
2. Involvement of vulnerable people in the activities, work, and major decisions of the organisation	Do vulnerable people (e.g. sex workers, men who have sex with men, injecting drug users, poor women, young people) that you work with participate fully in the activities, work, and major decisions of the organisation?	Don't identify particular vulnerable people	Work with particular vulnerable people as volunteers but none are in paid/decision-making roles	People from specific vulnerable groups are involved throughout the organisation as paid staff and on the governing board/committee	Vulnerable people are fully involved throughout organisation; vulnerable groups of people are involved in designing projects and are widely consulted on major decisions

4 Areas of capacity G: Community ownership and accountability

	Question	Capacity score			
		1	2	3	4
3. Gender	How does your organisation respect, encourage, and promote equal participation from people of all genders?	Organisation has never actively considered this – more than 70% of members are from one gender	While gender balance exists at some levels, over 70% of people at management and decision-making levels from one gender	No more than 70% of one gender at all levels. Work practices are flexible to ensure childbirth and childcare are no obstacle to involvement	Organisation develops and uses gender sensitive approaches in its work and promotes equal respect and rights for male, female, and transgender identities
Capacity building needs					
Plans for action or change					
Suggestions for technical support					

Need	What?	When?	Who?	Resources required
Weakness identified	Action needed	Now/soon/later	Who's responsible?	e.g. technical or financial
	What activities are necessary to address this weakness? (there may be more than one)	How much of a priority is this?	Who should be responsible within the organisation to ensure that this happens?	Does the group require external technical skills; will this need significant funding?
Different groups of volunteers get different incentives/stipends and this causes arguments	Even though different donors have different budgets/allowances, the organisation needs to establish one policy for all projects.	In the next three months	Admin manager to suggest a policy, all staff will review and agree at next staff meeting.	Are there any standard procedures for volunteers that other NGOs use?

Example



Need	What?	When?	Who?	Resources required
Weakness identified	Action needed	Now/soon/later	Who's responsible?	e.g. technical or financial

Need Weakness identified	What? Action needed	When? Now/soon/later	Who? Who's responsible?	Resources required e.g. technical or financial



A global partnership:
International HIV/AIDS Alliance
Supporting community action on AIDS in developing countries

Civil society organisation capacity analysis series

The Alliance has developed a series of toolkits to support the capacity analysis and capacity development of the following types of civil society organisation:

- **community-based organisations (CBOs)**
- **non-governmental organisations (NGOs)**
- **networks**
- **intermediaries (organisations that support CBOs, NGOs and networks).**

The Alliance also publishes a range of complementary materials on organisational development, technical HIV issues, and policy and advocacy which can be used to support capacity development efforts subsequent to analysis. To view these resources, please visit the Alliance website: www.aidsalliance.org and the NGO support website www.ngosupport.net

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