INTEGRATED TECHNICAL AND ORGANIZATIONAL CAPACITY ASSESSMENT (ITOCA)

for MOMENTUM Country and Global Leadership Buy-ins: Facilitator's Guide

MOMENTUM Country and Global Leadership

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MOMENTUM works alongside governments, local and international private and civil society organizations, and other stakeholders to accelerate improvements in maternal, newborn, and child health services. Building on existing evidence and experience implementing global health programs and interventions, we help foster new ideas, partnerships, and approaches and strengthen the resiliency of health systems.

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ABBREVIATIONS

CAP	change action plan
ITOCA	Integrated Technical Organizational Capacity Assessment
ITOCA Facilitator’s Guide	*Integrated Technical Organizational Capacity Assessment (ITOCA) for MOMENTUM Country and Global Leadership Buy-ins: Facilitator’s Guide*
LGBTQI	lesbian, gay, bisexual, transgender, queer, and intersex
NGO	non-governmental organization
NUPAS	Non-US Pre-Award Survey
OCA	organizational capacity assessment
SOE	statement of excellence
USAID	United States Agency for International Development
WASH	water, sanitation, and hygiene

INTRODUCTION TO THE ITOCA

Integrated Technical Organizational Capacity Assessment (ITOCA) for MOMENTUM Country and Global Leadership Buy-Ins: Facilitator's Guide (hereafter ITOCA Facilitator's Guide) is designed to support MOMENTUM Country and Global Leadership teams to implement the ITOCA. The assessment consists of two types of capacity areas: organizational, or those associated with organizational administration, management, and operations, and technical, or those associated with the thematic areas related to the programs and services delivered. The activities presented in this guide are illustrative, and facilitators should adapt and adjust content to match the organizational thematic areas of program interventions and the contextual norms and culture.

MOMENTUM Country and Global Leadership partners adapted the ITOCA to meet the needs of this global project. The ITOCA methodology is founded in Pact's experience and research on organizational capacity assessments (OCAs), aligns with USAID's Non-US Pre-Award Survey (NUPAS)[1] to take regular measurements to support an organization's journey to self-reliance, and developed with recognition of global standards and best practices. Items adapted from the NUPAS are identified as such. Similarly, the standards in the youth health capacity area drew heavily on the Strengthening Civil Society Globally program's Youth Programming Assessment Tool.[2]

ITOCA is not a training; it is a participatory, facilitated self-assessment that results in a change action plan (CAP). Self-assessment scores, provided by each individual participant per statement of excellence (SOE), are on a four-point scale, with one being the lowest and four the highest. ITOCA scores are calculated according to two dimensions: capacity (strengths and weaknesses) and consensus (high and low agreement among scorers). An analysis of the scores allows organizations to identify "quick fixes" and longer-term capacity development investments in order to strengthen and ultimately transform capacities into improved performance.

The ITOCA is facilitated through a workshop that usually takes three days.

- Day One consists of interactive discussion activities and self-scoring.
- Day Two focuses on analyzing and debriefing the ITOCA results and prioritizing strengths and weaknesses.
- Day Three focuses on developing the CAP.

The **required capacity areas** in this tool are those that **cover organizational capacities**: governance and legal structure, program planning and management, financial management, procurement and agreement management, human resource management, strategic information, partnerships and communication, sustainability, and gender integration. Note that the gender integration is facilitated as part of other capacity areas. For example, aspects of gender integration are captured in governance and legal structure, program planning and management, financial management, and human resource management; specific gender integration SOEs are integrated into those capacity areas. However, when presenting ITOCA results, present the gender integration SOEs and scores as their own capacity area to highlight its importance and support planning for improvement in this area.

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[1] USAID. 2012. *Non-U.S. Organization Pre-Award Survey Guidelines and Support Additional Help for ADS Chapter 303*. Washington, DC: USAID. Available at https://www.usaid.gov/sites/default/files/documents/1868/303sam.pdf.

[2] Strengthening Civil Society Globally. 2019. *Assessment Form: Youth Programming Assessment Tool (YPAT)*. Washington, DC: FHI360. Available at https://ypat.fhi360.org/.

The remaining capacity areas cover **technical areas** and should be **chosen based on the organization's focus areas**. These are sexually based violence, WASH and infection prevention, sexual and reproductive health, family planning, nutrition, youth health, and gender transformative programming.

This guide is written from the facilitator's perspective and includes directives on how to facilitate the ITOCA, including the discussion activities, collection of scores, results analysis and debrief, and CAP development.

All capacity areas, including the four levels of SOEs, are included in the MS Excel spreadsheet annexed to this guide. Once the capacity areas are determined, the facilitators should print enough copies of the individual capacity areas so that each participant has one. To learn more about ITOCA workshop preparation and facilitation skills please review Pact's OCA facilitator's guide[3] and event facilitation handbook.[4]

Facilitation for Youth Organizations

When facilitating the ITOCA with youth-led or youth-serving organizations, include all youth-led/youth-serving SOEs, which can be found and are called out under the governance and legal structure, program planning and management, and human resource management. These youth-specific statements should not be included when facilitating the ITOCA with organizations that are not designated as youth-led or youth-serving.

Facilitation Adaptations

Many of the facilitation activities presented in this guide present situations in which multiple participants are in a room together, working in close contact. If, because of health concerns, such as the spread of COVID-19, or cultural limitations, the facilitation activities are not optimal, they can be adjusted to allow for virtual synchronous and asynchronous review, scoring, and planning. Similarly, workshops can be adapted for smaller groups happening simultaneously, but in separate locations. MOMENTUM Country and Global Leadership's Capacity Development Manager is available to support adaptations as needed. Examples of adaptations include:

- Facilitating large groups (20 or more participants) in "pods" of 5 or fewer participants, who complete all activities as a unit while remaining in a large conference space together
- Facilitating Day One activities over several days, where each day includes 10 or fewer participants, then pre-identify a small group (10 or fewer participants) to engage in Days Two and Three activities
- Using conferencing software with "breakout" rooms to facilitate virtual events and scheduling capacity area discussion activities and scoring in 30–45 minute sessions (one per day) to avoid screen fatigue

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[3] Pact. 2018. *Organizational Capacity Assessment (OCA) and Action Planning: A Facilitator's Guide*. Washington, DC: Pact. Available at https://www.pactworld.org/library/pact's-organizational-capacity-assessment-facilitator's-guide.

[4] Pact. 2019. *How to Facilitate Participatory, Contextualized, and Impactful Events: A Pact Handbook*. Washington, DC: Pact. Available at https://www.pactworld.org/library/how-facilitate-participatory-contextualized-and-impactful-events.

DAY ONE

WORKSHOP SET-UP

PURPOSE: To ensure that the workshop space is adequate and arranged in a way that reinforces the participatory nature of ITOCA, and to prepare and arrange all Day One facilitation materials

TIME: 90 minutes

MATERIALS: flip charts, multi-color markers, tape, sign-up sheets, table (for stationing workshop materials), score sheets, envelopes, pens

ADVANCED PREPARATION: Read through the entire ITOCA Facilitator's Guide, and create and organize all Day One workshop facilitation materials.

Upon arriving at the workshop venue, facilitators should organize the seating arrangement, preferably small groups around small tables, and attach the flip charts with score sheets, objectives, and other activities to the wall.

Tape the flips charts on the wall in such a way as to not display the contents; this helps keep participants engaged in the discussion or activity at hand, rather than speculating about future activities. Only un-tape or show flip charts when it is time to introduce their content.

Organize all your activity materials in one place toward the side or back of the room so they are easily accessible for each new capacity area discussion.

PARTICIPANT INTRODUCTIONS

PURPOSE: To set a participatory and engaging tone for the workshop

TIME: 60 minutes

MATERIALS: pens; sign-up sheets; three flip charts titled "Workshop Expectations", "Workshop Ground Rules", and "Workshop Agenda

ADVANCED PREPARATION: Hang the three flip charts.

When participants arrive, welcome them and ask them to sign the sign-up sheet. Say:

> *Good morning everyone! Thank you so much for giving MOMENTUM this opportunity to visit [name of organization], and thank you for your time as we facilitate this process over the next three days. In that time, we will discuss your organization's capacity and plan its capacity strengthening activities. Let's start with a general introduction of everyone. Please share your name, your position in your organization, your favorite fruit, and the reason you like it.*

Start by introducing yourselves, the facilitators, then go around the room. Once everyone has introduced himself/herself, continue by saying:

> *Now that we are through with our introductions, it's important that you share your expectations for this workshop. Please share with us one expectation.*

Proceed with a round robin of participants' expectations and write them on a flip chart titled "Workshop Expectations". Also, explain to participants that they can and should ask questions whenever they need clarification of anything in the workshop.

Before moving forward, it is important to create shared ground rules and guidelines for working together during the workshop. Ask participants what rules they would like to abide by. Brainstorm with participants, and write their responses on a flip chart titled "Workshop Ground Rules". Ground rules should include:

- Active participation from all participants
- Active listening
- Respect for all
- Limited movement in and out of the room
- Mobile phones on silent
- Full attendance for all three days

Explain that the agenda covers a three-day process, so everything will not be completed on this first day. Day One covers an introduction to ITOCA, capacity areas, and scoring. Day Two covers the ITOCA results and prioritization of strengths and weaknesses. Day Three is set aside to begin developing the CAP, but full CAP development and implementation is an ongoing process that participants' organizations and MOMENTUM do together.

UNDERSTAND THE ITOCA

PURPOSE: To ensure participants understand the purpose and process of ITOCA

TIME: 20 minutes

MATERIALS: capacity area score sheet

ADVANCED PREPARATION: Hang the ITOCA Capacity Area Names and Scoring.

Explain to participants the meaning and purpose ITOCA as a tool and process.

> *Let me explain what we mean by the Integrated Technical and Organizational Capacity Assessment, which is abbreviated as "ITOCA". ITOCA looks at an organization's technical and organizational capacities. It helps organizations understand how technical excellence can be supported by stronger organizational systems, processes, and skills.*
>
> *The ITOCA is framed around capacity areas. Capacity areas are simply the administrative and technical functions that your organization carries out. The ITOCA we complete during this workshop is composed of* [number] *capacity areas, namely* [introduce the areas in your adapted ITOCA tool].
>
> *We will explore every capacity area via in-depth facilitated discussion of the meaning and status of this area in your organization. We encourage active and honest sharing of opinions so that all people can be heard* [remind participants about the rule to respect all opinions]. *These discussions take place on Day One.*

We also will conduct individual and anonymous scoring of statements of excellence under each capacity area on Day One. Statements of excellence describe how your organization might currently function or skills and knowledge your organization currently has. Each person will choose a score for each statement between level one to four. Here is an example of a score sheet [show participants an example score sheet]. *You can mark your score in this column. This will all become more clear as we go through the day.*

Scores are calculated by taking the average of each person's individual score. This calculates the capacity score. The second score we look at is consensus. Consensus is determined by applying the standard deviation equation and helps us to understand the level of agreement or disagreement between individual scorers. The calculations and their meanings will become clearer on Day Two.

On Day Three, we'll use our analysis of your organization's scores to begin prioritizing capacity strengthening activities you want to undertake. Eventually this will result in a fully developed capacity action plan.

CAPACITY AREA DISCUSSION AND SCORING OVERVIEW

The next two sections outline each of the *required* organizational capacity areas and the potential technical capacity areas based on the organization's technical scope. Each capacity area includes a discussion activity with instructions for how to facilitate it in a way that engages participants across the organization regardless of their expertise and experience with the area. Following the discussion activity, participants individually score their organization using the provided score sheets in the accompanying MS Excel spreadsheet.

Before scoring the capacity areas, review the score methodology with all participants, as necessary. For example, explain what each number represents, that all participants should score each individual SOE, and that ultimate scores are determined through a combination of averaging scores (capacity) and an equation known as standard deviation (consensus).

Activities can be adapted or exchanged for other participatory discussion processes; however, using a variety of exercises is recommended to keep participants engaged and motivated.

ORGANIZATIONAL CAPACITY AREAS

The organizational capacity areas below are required. They represent administrative and management functions typically found in all formally established organizations. Many of the SOEs in these areas are drawn from the NUPAS and, thus, will be reviewed by and help to determine an organization's readiness to directly partner with USAID. The facilitator may decide the order in which to facilitate these capacity areas.

ORGANIZATIONAL CAPACITY AREA: GOVERNANCE AND LEGAL STRUCTURE

DISCUSSION ACTIVITY: Criteria Analysis

TIME: 60 minutes

MATERIALS: 1 piece of blank paper per participant, 1 pen per participant, flip chart paper, multi-colored markers, tape, 1 score sheet per participant, envelop labeled "Governance and Legal Structure"

ADVANCED PREPARATION: none

Ask participants to think about the meaning of organizational governance and organizational legal structures. Use general open-ended questions to ensure that participants understand the capacity area meaning. For example:

- What types of issues might you identify with organizational governance and legal structure?
- What types of issues do you associate with strong organizational leadership?

Distribute paper and pens to all participants. Ask that they take several minutes to reflect on how they know that an organization has strong governance, leadership, and structures. Participants should first reflect, then make a list of clear and directly observable criteria. Participants do not need to make relations between the criteria they identify and their organization at this point.

After participants develop their individual lists, ask for volunteers to share their lists. As participants list criteria, note them on the flip charge using colorful markers. For example, a participant might suggest a criterion is “fully registered with the appropriate government agency”, so the facilitator would write on the flip chart “registered with appropriate agency”. As additional participants share their listed criteria, request that they only share ideas not previously expressed.

Once everyone has shared, use the Standard Title section of the score sheet to review the list and see if any criteria are missing. If something is missing, raise it as a potential criterion. For example, ensure that issues captured and scored under the Gender Integration capacity area are raised. These include a culture of equity, leadership parity, leadership’s role and actions in promoting gender integration, family-friendly culture, and gender integration awareness among organizational leaders.

Ask participants to review the listed criteria on the flip chart and to reflect on their organization’s strengths and weaknesses as compared to this list. Consider using the following questions for further reflection and analysis.

- In what ways do you feel your organization already fully meets this criterion?
- In what ways do you feel that your organization partially or is working towards meeting this criterion?
- Upon reflection, are there criteria that you feel your organization has yet to develop strategies to meet? Which?

Distribute the capacity area’s score sheets to each participant. Read each level for each Standard Title aloud, giving participants enough time to mark their scores. Reassure participants that scores are anonymous and that their names will not be associated with the scoring sheets, so remind them NOT to write their names on the scoring sheets. Collect the scoring sheets, and place them in the labelled envelop after all participants have completed scoring.

Facilitator Tip

Reading aloud is not usually necessary after the first capacity area, unless participants have low literacy levels or ask for the facilitator to do so.

ORGANIZATIONAL CAPACITY AREA: PROGRAM PLANNING AND MANAGEMENT

DISCUSSION ACTIVITY: Four Square

TIME: 60 minutes

MATERIALS: 4 sheets of A4 paper, markers, tape, 1 score sheet per participant, envelop labelled “Program Planning and Management”

ADVANCED PREPARATION: Using the A4 paper and markers, make 4 signs: “Strongly Agree”, “Agree”, “Strongly Disagree”, and “Disagree”. Hang one sign in each corner of the room.

Facilitation Adaptation

To ensure that participants of all physical abilities are included, you could put the four signs in a row on the floor, distribute pebbles or beans to participants, and ask them to throw one onto the sign that represents their level of agreement.

Ask participants to stand. Explain that you will read a series of statements and that participants should reflect on the statement’s meaning, then stand in the corner that best represents their opinion of the statement. After participants stand in their respective corners, ask objective, reflective, or interpretative questions to support group analysis. Examples of statements and questions are presented below. General questions about participant positioning under the four signs that you could disperse among the statement-specific questions include the following.

- What do you observe about where people are standing?
- Why do you think participants may be standing in different places?
- What do you observe about where people are positioned?

Statements	Questions
Our organization has procedures in place to monitor our project’s progress.	Can you provide examples of the procedures your organization follows?
Our organization hires staff who hold qualifications in project management.	What type of experiences, education, and certifications do you feel are necessary for project management?
Our organization has annual work and project plans and budgets that are aligned with our strategic plan.	How is your work plan developed? Who is involved? What type of information is included in your work plan?
Our organization has written standards it follows for ensuring accountability and quality services for our beneficiaries.	How do you think standards could/do help your programs? What resources did you rely on to help develop the standards?
Our beneficiaries are engaged in project design, implementation, and monitoring.	How are different stakeholders, like beneficiaries, involved in your projects?
Our organization’s staff, who support project implementation, are trained in award management.	What type of training have your staff received in award management? What types of policies, regulations, and rules does the training cover?
Our organization has in place written policies for protecting children and other beneficiaries.	What have you observed from other organizations in the way of policies for protecting vulnerable people? How does your organization ensure protection of all its beneficiaries?

ORGANIZATIONAL CAPACITY AREA: PROCUREMENT AND AGREEMENT MANAGEMENT

DISCUSSION ACTIVITY: Voting Beans

TIME: 50 minutes

MATERIALS: 10 beans (or equivalent) per participant, 1 score sheet per participant, envelop labelled "Procurement and Agreement Management"

ADVANCED PREPARATION: none

Hand out 10 beans to each participant. Explain that participants will use the beans to represent their level of agreement with each statement, with 0 beans equaling no agreement and increasing beans equaling greater agreement until 10 beans, which is complete agreement. They will push the appropriate number of beans into the center of the table after each statement. Consider using the statements on the next page and asking the questions next to the statements after the beans have been placed.

Statements	Questions
Our organization has procurement policies, procedures, and practices that are complete and adequate.	Who can describe the types of procurement policies, procedures, and practices in place? What makes these complete/incomplete and adequate/inadequate?
Our organization's procurement policies, procedures, and practices are well known to staff and are consistently followed.	Who can share how they were made aware of the policies, procedures, and practices? Did other people have the same experience or not? Do you know of instances where these were not consistently followed? How was this managed?
Our organization has adequate policies and procedures that cover competitive procurement, how determinations of reasonableness are to be made, and who is responsible for purchases.	How are procurement decisions made? Who is involved/not involved in procurement decisions?
Our organization has complete and accurate supporting documentation to verify compliance.	What types of documentation does your organization maintain? How is compliance verified?
Our organization has sub-award management policies that staff follow and that sub-awardees are made aware of.	How are staff made aware of sub-awardee policies? How are sub-awardees made aware of these policies?
Our organization's policies, procedures and practices for conflict of interest reflect arm's length bargaining principles.	Who can tell me about your organization's conflict of interest policy? Do all staff know of the policy? How?

After the discussion, collect the beans and distribute the score sheets. Once participants have completed scoring, collect the sheets and place them in the labelled envelop.

ORGANIZATIONAL CAPACITY AREA: HUMAN RESOURCE MANAGEMENT

DISCUSSION ACTIVITY: Color-Coded Voting

TIME: 45 minutes

MATERIALS: flip chart; markers; 1 each green, yellow, and red stickers for each participant; 1 score sheet per participant; envelop labelled “Human Resource Management”

ADVANCED PREPARATION: On a flip chart, create a table with human resource functions and outputs and space for placing stickers, as shown on the next page.

To introduce the next capacity area, lead a group discussion using the following questions.

- What are key human resource functions?
- What are examples of policies that your organization maintains that support legitimate and transparent human resource management?
- How is recruitment managed in your organization?
- What types of practices does your organization use to support an inclusive work environment?
- How is time worked tracked, and what type of system does your organization use for payroll?
- To what extent is staff appraisal or assessment beneficial to your organization?
- How does your organization’s human resources policies and processes support gender equity and integration across the organization?

Next, display the following flip chart on the wall.

Statements	**Scores**
Comprehensive, clear human resource policies	
Comprehensive and widely accessible gender integration and non-discrimination training and policy	
Accurate labor activity reports	
Gender pay equity	
Aligned employee payments with labor activity reports	
Procedures for reporting, investigating, and addressing harassment, exclusion, and violence in the workplace	
Consistently followed travel procedures	
Gender accountability reporting	
Consistent and complete travel records	
Complete and up-to-date job descriptions, including issues of gender integration	

Say to participants:

Each of you will receive green, yellow, and red stickers. Green represents excellent, yellow represents satisfactory or average, and red represents needs improvement. Using the stickers, I want each of you to score the aspects on the flip chart for how well you feel your organization performs in each of these categories.

Once voting is over, lead a discussion on the results using questions such as the following.

- What trends do you see?
- To what extent is there agreement in scoring among participants? Why?
- What are some examples of your policies and how they are comprehensive/uncomprehensive?
- How is labor documented and reported?
- What are some examples of strengthens/challenges your organization faces with travel policies and records?

After the discussion, distribute the score sheets. After participants have completed scoring, collect the score sheets and place in the labelled envelop.

ORGANIZATIONAL CAPACITY AREA: STRATEGIC INFORMATION

DISCUSSION ACTIVITY: Graffiti Wall

TIME: 60 minutes

MATERIALS: flip charts, multi-colored markers, 1 score sheet per participant, envelop labelled "Strategic Information"

ADVANCED PREPARATION: Write questions on flip charts, as explained below, and hang them on the wall.

Introduce the capacity area to the group by asking the following questions.

- What are examples of the types of strategic information organizations collection and distribute?
- What are the different ways that data can be collected?
- What types of internal data supports organizations to develop policies, procedures, and a culture that is gender equitable?
- What are feedback loops or cycles?

Next, hang the flip charts on the wall and hand out markers to participants. Ask that participants take time to read each question posed and to respond with their understanding. The participants respond by using "graffiti" to write key ideas in the empty space on the flip charts. Flip chart questions may include the following.

- Who in your organization is responsible for collecting, cleaning, organizing, and analyzing strategic data?
- What types of training and support do those who support strategic information receive in your organization?
- What is the process used for data collection and reporting in your organization?
- On a scale of 1 (low) to 5 (high), how aligned are your organization's budgets and plans for strategic information needs and processes?

- On a scale of 1 (low) to 5 (high), how confident are you that your organization is using adequate data quality processes?
- What is your organization interested in learning and capturing through strategic information processes?

Once everyone has responded, ask that participants silently review what was captured on each flip chart. Follow the silent review with a discussion using questions such as the following.

- What similarities/differences do you observe in the answers?
- What are some ways that you believe your strategic information systems are strong/weak?
- What types of procedures or policies support your strategic information processes?
- Does your organization use a formal learning agenda to support those items listed under the question "What is your organization interested in learning and capturing through strategic information processes?"
- How does your organization incorporate technology into its strategic information system?

Distribute the score sheets. After participants have completed scoring, collect them and place them in the labelled envelop.

ORGANIZATIONAL CAPACITY AREA: PARTNERSHIPS AND COMMUNICATIONS

DISCUSSION ACTIVITY: Six Square

TIME: 40 minutes

MATERIALS: 1 Six Square card per team, markers, 1 score sheet per participant, envelop labelled "Partnerships and Communication"

ADVANCED PREPARATION: Prepare the Six Square cards.

Divide participants into 2–4 groups, depending on the total number of participants. Hand out Six Square cards to each team, and read aloud each of the statements on the cards, one by one. For each statement, draw the teams' attention to that box on their Six Square card. Allow the team about 3 minutes per statement to discuss and respond to the statement by answering yes or no.

We develop and consistently disseminate messages that communicate our mission and goals to a variety of audiences. **YES** **NO**	We consult extensively with other NGOs and government when planning programs and activities to ensure that there is no duplication and to share best practices. **YES** **NO**	Members of the community, including women and vulnerable groups, are actively and constructively involved in our organization. **YES** **NO**
We have a comprehensive communication strategy that segments audiences. **YES** **NO**	We regularly update our printed and web-based documents. **YES** **NO**	We have communications, advocacy, and outreach approaches and campaigns that are informed by a gender equality perspective. **YES** **NO**

After you have gone through all the statements, post all the cards on the wall. Proceed with discussion questions.

- What do you observe about the similarities and differences in answers?
- Who can describe key aspects of your communications strategy?
- Who can share who your primary and secondary audiences are?
- Who can share the types of materials you have available and how they are shared with your stakeholders?

Distribute the score sheets. After participants have completed scoring, collect them and place them in the labelled envelop.

ORGANIZATIONAL CAPACITY AREA: SUSTAINABILITY

DISCUSSION ACTIVITY: Agree/Disagree Statements

TIME: 35 minutes

MATERIALS: 2 pieces of paper, marker, tape, 1 score sheet per participant, envelop labelled "Sustainability"

ADVANCED PREPARATION: Write "AGREE" on one piece of paper and "DISAGREE" on the other.

Place the "AGREE" paper on one side of the room and the "DISAGREE" paper on the other. Using the tape, create a horizontal line between them.

Read the following statements. After each statement, ask participants to decide if they agree or disagree, then move to the side of the room that matches their decision. The facilitator should ask participants to observe how many people stood in each location and if there are trends in the types of individuals who stand in specific places (e.g., management vs. junior staff, women vs. men, administrative staff vs. program staff) before moving on to the next question. The facilitator should make notes to assist with the follow-up questions.

- We have adequate capacity and resources to take on more project/program activities.
- We have support from a wide variety of stakeholders in our community.
- We have a resource mobilization plan that outlines where we will seek funding from to support our mission.
- We have several sources of funding.
- We have a strategic plan that is used to guide program implementation.
- We use a variety of cost sharing strategies to help manage our costs.
- We leverage the support of volunteers in a variety of functions.

Next, engage participants in a discussion using questions similar to these.

- What surprises did you find in where your peers stood? Why?
- What types of information are included in your resource mobilization plan?
- Where does your organization seek funds from? From who have you received funds?
- What are examples of cost management and sharing strategies your organization uses?
- How does your organization leverage volunteers?

Distribute the score sheets. After participants have completed scoring, collect them and place them in the labelled envelop.

TECHNICAL CAPACITY AREAS

The following section captures MOMENTUM's technical capacity areas. When planning and preparing for the ITOCA workshop, select the technical capacity areas that are most appropriate to facilitate with the organizations you are working with. Some organizations may only require one technical capacity area, while others may need to integrate several into their ITOCAs.

TECHNICAL CAPACITY AREA: SEXUALLY BASED VIOLENCE

DISCUSSION ACTIVITY: Peer Interviews

TIME: 40 minutes

MATERIALS: flip charts, markers, tape, 1 score sheet per participant, envelop labelled "Sexually Based Violence"

ADVANCED PREPARATION: Write Draft the peer interview questions listed below on flip charts, no more than 2 questions per chart.

Ask participants to move into pairs, either of their choice or through facilitator direction. Hang the flip chart of interview questions, and direct participants' attention to the chart. Explain that pairs should take turns asking each other the questions and actively listening to their peer's opinion and experiences.

The questions include:

- What policies and procedures does our organization have in place that support post-violence care?
- What types of training and information does our organization provide to staff to support them to screen for and provide care to sexually based violence survivors?
- What types of communication materials and education tools does our organization have available to staff?
- How are staff who support sexually based violence survivors supported and cared for within the organization?
- How effective and accessible are our organizations policies, procedures, training, and tools that address issues of sexually based violence?

Once pairs have had time to address all of the questions, ask that they return to their seats. Distribute the score sheets and ask that participants proceed with scoring. Collect the completed score sheets, and place them in the labelled envelop.

TECHNICAL CAPACITY AREA: WATER, SANITATION, AND HYGIENE (WASH) AND INFECTION PREVENTION CONTROL

DISCUSSION ACTIVITY: Match Game

TIME: 40 minutes

MATERIALS: matches, cup with water, note cards, markers, 1 score sheet per participant, envelop labelled "WASH and Infection Protection Control"

ADVANCED PREPARATION: Prepare cards with the questions below, 1 question per card.

Ask participants to stand or sit in a large circle, whichever makes sense for the particular workshop. Distribute one card to each participant.

- What qualifications should staff have to work in WASH and infection protection?
- What are our organization's objectives related to WASH and IP?
- What do we know about the national WASH and IP strategy?
- How do we support the national WASH and IP strategy?
- What are our standards for hygiene and facility cleaning?
- How are staff trained in hand hygiene, facility cleaning, and waste management?
- How do we dispose of human, medical, and environmental waste?
- How do we ensure sanitation in our facility?

Ask participants to read their card and spend one minute thinking about their response.

Walk among the participants with a book of matches in hand. Each respondent lights a match and gives their response while the match burns down. When the match goes out, the respondent must stop talking. As participants do this, stand near them with the cup of water so they can discard their matches directly into the cup. Continue until all cards have been answered. If all participants did not have the chance to respond to a card, be sure to give those who did not respond the opportunity to add their opinions, if they would like.

Bring the group back into plenary, and ask questions to get further analysis and interpretation from the participants. Questions could include:

- Where there any trends in people's responses that you noticed?
- Which question were most challenging to answer? Why?

Distribute the score sheets, and ask that participants proceed with scoring. Collect the completed score sheets, and place them in the labelled envelop.

TECHNICAL CAPACITY AREA: SEXUAL AND REPRODUCTIVE HEALTH

DISCUSSION ACTIVITY: Reflection Stations

TIME: 40 minutes

MATERIALS: flip charts, multi-colored markers, 1 score sheet per participant, envelop labelled "Sexual and Reproductive Health"

ADVANCED PREPARATION: Create 4 flip charts with titles and 4 flip charts with titles and questions, as described below.

Create four stations in the room with markers in a variety of colors. Each station should be set up with two flip charts that are titled with one of the titles of the four boxes: "Mission and Theory of Change", "Standards", "Targeted Activities", or "Sexually Based Violence Care". One flip chart should only have the title, and the other should have the title and associated questions.

Mission and Theory of Change

- How does our organization's mission and theory of change align with and reflect our work in sexual and reproductive health?
- How does our organization monitor program implementation to ensure that it's achieving our mission and theory of change?
- How clear and effective is our organization's mission and theory of change?

Standards

- What standards or policies does our organization have that relate to privacy and confidentiality and standard operating procedures?
- How do our staff become aware of these standards or policies?
- How clear and effective are our organization's standards and policies?

Targeted Activities

- What approaches and tools does our organization use to understand the norms and culture of the community in which we work?
- How do our packages of care and approaches differ for adolescent, male, female, and LGBTQI clients?
- How clear and effective are our approaches and activities?

Sexually Based Violence Care

- How does our organization screen clients for sexually based violence?
- How does our organization provide care to survivors of sexually based violence?

Divide participants into four groups and assign them a station. Ask that they review the station's title and corresponding questions hanging on the flip chart. Groups should discuss the questions and make notes on the flip chart with the title only that capture their experiences and knowledge, which can be single words or phrases. After about five minutes, ask groups rotate to a new station. Continue rotating groups in approximately five minute intervals so that they get an opportunity to review their peers' contributions and make their own to each station. Afterwards, give participants another five minutes to rotate and review each flip chart in silent reflection.

Reconvene the groups and distribute the score sheets. Once participants have scored the capacity area, collect the sheets and place them in the labelled envelop.

TECHNICAL CAPACITY AREA: FAMILY PLANNING

DISCUSSION ACTIVITY: Speed Dating

TIME: 35 minutes

MATERIALS: 1 score sheet per participant, envelop labelled "Family Planning"

ADVANCED PREPARATION: Set up two rows of chairs facing each other.

Ensure that there are two rows of chairs facing one other, but with enough space between pairs to allow for private conversations. Ask participants to take a seat facing a colleague. Explain that participants will use a speed dating approach to explore family planning topics, as listed in the bullets below.

Introduce the first topic, and give participant approximately 5 minutes to discuss. After five minutes, ask that one row stand, and move down the line two space to form a new pair. Follow this same process until all topics have been covered.

- U.S. Government policies and our family planning activities
- Family planning standards and our activities
- Family planning qualifications, experience, and training and our staff
- Family planning individual and couple's counseling and our approaches
- Family planning integration and our activities

Once the topics have been discussed, distribute the scoring sheets. After participants have completed scoring, collect the sheets and place them in the labelled envelop.

TECHNICAL CAPACITY AREA: NUTRITION

DISCUSSION ACTIVITY: Think Pair Share

TIME: 35 minutes

MATERIALS: 1 score sheet per participant, envelop labelled "Nutrition"

ADVANCED PREPARATION: none

Explain that this facilitation activity will move quickly. The facilitator will pose a question, participants will have about a minute to reflect on the question, then they'll form pairs and share their ideas. After a few minutes, the participants will form a new pair and share what they discussed in their previous pair. Participants will repeat this process and form several pairs over the course of the activity as they go through the following five questions.

1. How and around which issues does your organization currently engage in advocacy with the government, donors, and networks?
2. How does your organization use the Global Nutrition Monitoring Framework to support its internal monitoring and evaluation and external reporting?
3. How does your organization support and monitor implementation of the Baby-Friendly Hospital Initiative?
4. Does your organization actively use the Integrated Management of Childhood Illness approach, and if so, how?
5. How does your organization integrate nutrition into its Integrated Community Case Management approach?

Ask that participants take their seats. Distribute the score sheets. After participants have completed scoring, collect the sheets and place them in the labelled envelope.

TECHNICAL CAPACITY AREA: YOUTH HEALTH

DISCUSSION ACTIVITY: That's How We Roll

TIME: 35 minutes

MATERIALS: flip chart paper, dice, 1 score sheet per participant, envelop labelled "Youth Health"

ADVANCED PREPARATION: Write the questions below on flip chart paper and number them.

Hang the flip chart with the following questions and a few pieces of flip chart paper to take notes.

1. How does your organization engage youth in designing, planning, implementing, and monitoring its programs?
2. What types of information, issues, or demographics does your organization use to tailor its interventions?
3. Who do you engage in your programs, and how do you decide whom to engage?
4. How do you learn about and apply what you know about local social and gender norms that could affect your programs?
5. What types of standards does your organization use to design and implement its programs?
6. How are referrals determined, and who is engaged locally, regionally, and nationally in supporting your referral networks?

Read each question aloud. Distribute the dice so that every few people have easy access to one. Explain that participants will take turns rolling the dice. The number that they land on is the question that they answer. Continue the pattern until each question is answered at least once, but longer if needed to collect enough information for a full picture.

Distribute the score sheets. Once participants are finished, collect them and place them in the labelled envelope.

TECHNICAL CAPACITY AREA: GENDER TRANSFORMATION

DISCUSSION ACTIVITY: Affinity Mapping

TIME: 45 minutes

MATERIALS: stick-it notes, 1 score sheets per participant, envelop labelled "Gender Transformation"

ADVANCED PREPARATION: none

Start by distributing the stick-it notes so that each table or every couple of participants have access to a stack.

Raise a broad question, such as: *"What aspects must be in place for effective and responsive gender transformative programming in [country or community name]?"* Allow participants time to reflect on the question, then generate responses and write these on the stick-it notes, one per note. Once ideas are generated, ask that participants bring their notes forward and place them in no particular order on the wall/white board.

Next, participants should quickly begin to move the notes into similar categories. Participants also can assign names to the categories. If issues within the Gender Transformation category are missing, raise these and write them on stick-it notes to add to the others. You can assess what may be missing by referring to the Gender Transformation tab in the MS Excel file.

Ask that participants reflect on the variety of groups and issues within groups and to consider which their organization currently is outstanding at doing and which they struggle with or are not yet addressing. After some reflection time, ask participants to share their thoughts on the organization's strengths and weaknesses.

Ask participants to return to their seats. Distribute the score sheets, and have participants complete the scoring for the category. After scoring is complete, collect the sheets and place them in the labelled envelope.

DAY ONE CELEBRATION

PURPOSE: To close Day One on a high note and address logistics for Day Two

TIME: 10 minutes

MATERIALS: sticky notes

ADVANCED PREPARATION: none

Distribute two sticky notes to each participant, and ask that on one they write one thing that they appreciated or thought went well during the day. On the second note, they should write one thing that is unclear or did not go well. Explain that the facilitators will use the information to prepare for Day Two and make adjustments to their own facilitation.

Review any remaining logistics for Day One and preparations for Day Two. Thank participants for their dedication to the process throughout the day and adjourn the workshop.

DAY TWO

Day Two consists of a results debrief and prioritization following the ITOCA discussion activities and scoring from Day One. Participants primarily will be working with a copy of their organization's results packet, created by the facilitator from Day One inputs. The packet contains a matrix for the entire set of scores and individual sheets for each capacity area that include graphs, numeric averages, and standard deviation scores.

ADVANCE PREPARATION

PURPOSE: To prepare for Day Two

TIME: 60 minutes

MATERIALS: Markers, staging table

ADVANCED PREPARATION: Create all Day Two facilitation materials using each session's advanced preparation notes.

Ensure that the room is tidy. Remove facilitation materials from Day One to create space for Day Two materials, especially any hanging materials. Clear a large space of chairs and tables to make room for the initial sessions involving the capacity consensus matrix and results analysis.

Create all facilitation materials. Prepare the staging table so that all facilitation materials are easily accessible. Also, confirm with vendors when refreshments will be available.

WELCOME

PURPOSE: To register participants and set the tone of the day

TIME: 15 minutes

MATERIALS: Registration sheets, pens, flip chart, masking tape, markers

ADVANCED PREPARATION: Create and display the Day Two agenda flip chart.

Start by welcoming participants to Day Two. Share the day's agenda, and take some time to briefly review/recap Day One. Let participants give you feedback for about 10 minutes before switching on to the Day Two topics.

Say to participants:

Day One was very exciting, and we already feel like we know so much more about your organization. Maybe you also feel like you now know more about your organization, too!

Looking at the agenda, you can see that today we'll focus on results and analysis, then on action planning. We have the following things to cover today:

- *Review results from the ITOCA scoring and understand how they are reached,*
- *Identify your organization's strengths and weaknesses, and*
- Prioritize weaknesses for further focused capacity development.

CAPACITY AND CONSENSUS

PURPOSE: To prepare participants to interpret organizational results packets

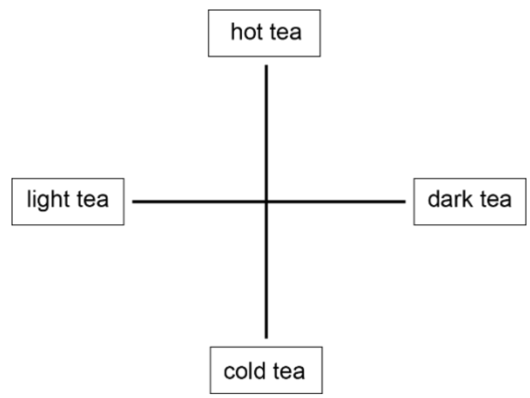
TIME: 40 minutes

MATERIALS: 8 index cards, masking tape

ADVANCED PREPARATION: Write the following on 8 separate index cards:

- High Capacity
- Low Capacity
- Strong Consensus
- Weak Consensus
- Hot Tea
- Cold Tea
- Light Tea
- Dark Tea

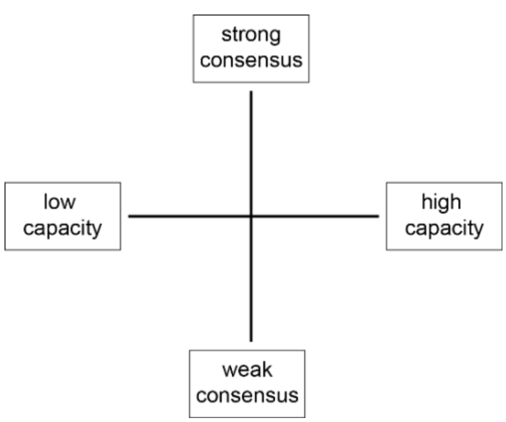
Use the masking tape to create a long, large cross on the floor. Make sure it is visible to all participants. Place the index cards for hot tea at the top and cold tea at the bottom of the cross. Place the index cards for light tea on the left and dark tea on the right. See the graphic at right for an example.



Have participants form a circle around the matrix. Ask participants to first explain what they see. Ask one participant which type of tea they prefer. Say:

> Can someone describe the type of tea you prefer? Is it very hot to the point of boiling and burning your tongue? Or is it so cold it has ice floating in it? Do you drink it very black or with so much cream it is nearly white?

Based on the type of tea he/she describes, help the participant stand in the spot on the matrix representing his/her preferences for tea. Ask for another participant to describe his/her preference, only this time have the group help place the participant instead of the facilitator. Continue this process several more rounds, ensuring that all four quadrants of the matrix are described and that participants understand the variation of meaning between the locations.



Next, exchange the tea index cards for the capacity and consensus index cards. Place the index card for low capacity on the left and high capacity on the right, horizontally. Place the index card for strong consensus on the top and weak consensus on the bottom, vertically. See the example matrix at left.

Have participants form a circle around the matrix. Ask them to first explain the meaning of capacity, then of consensus. Wait for examples before moving from one term to the next.

Use the questions below and the same movement of people as in the tea example to help illustrate the definitions of capacity and consensus and guide participants in becoming comfortable with the matrix. Use additional questions as needed to ensure that every participant is comfortable with the matrix.

- If something is extremely low capacity but perfect consensus, where would it be in this matrix?
- If something is extremely low consensus but perfect capacity, where would be it located in this matrix?
- If something is middle capacity and high consensus, where would it be located?
- If something is relatively low capacity and relatively high consensus, where would it be located?
- If something is middle consensus and relatively high capacity, where would it be located?

ITOCA RESULTS

PURPOSE: To use observation and reaction skills to read and interpret organizational results packets

TIME: 1 hour 30 minutes

MATERIALS: Markers, colored paper, 1 results packets per participant

ADVANCED PREPARATION: On the colored paper, write the names of the capacity areas covered in the ITOCA, 1 capacity area per piece of paper.

Keep the capacity and consensus matrix from the previous activity. Place the colored paper with the names of the capacity areas on the matrix according to the results shown in the results packet. Say:

We have just reviewed the matrix showing capacity and consensus. Now, I have placed the results of your ITOCA on the matrix.

Have a discussion around the results using the following questions.

- What do you see?
- Which capacity area is your highest capacity?
- Which capacity area is your lowest capacity?
- Which capacity area has the highest consensus?
- And, the weakest consensus?
- Does any result surprise you? Which one? Why?

Then, say:

These are your high-level results, but we also will spend time today reviewing the ITOCA results in more detail per capacity area.

Distribute to participants the results packets you created from the Capacity Solutions Platform. Explain to the participants an overview of what the packets contain.

What you see on the first page of the results packet is exactly what is shown on our matrix here with the colored pieces of paper. But, the pages afterward show the results of each capacity area. In fact, we can see the results per statement of excellence. On each page, you will see a matrix for that specific capacity area; two bar graphs, one for capacity and another for consensus; and each statement of excellence. Each statement of excellence has a capacity score. You also will see the percentages of participants who scored a *level 1, level 2, level 3, and level 4. The capacity scores are calculated by taking the average of all scores per statement of excellence. The consensus scores are calculated by taking the standard deviation of the scores across each individual statement of excellence.*

Together as a large group, review the results for the first capacity area. Review individual SOEs' capacity scores, range of scores between levels results, and the meaning of the results to help participants better understand how to interpret and use the results. Be sure to explain the graph at the top of the page and how to read the results. Explain that the results are based on participants' scoring from the previous day and that nothing has been added to the scores.

To complete this group activity, ask for participants to read aloud the individual SOEs and their scores. Then, engage the participants in a discussion using these questions as a guide.

- Which statement of excellence in this area has the highest capacity?
- Which has the lowest?
- Which few statements have the strongest level of consensus?
- Which few statements have the weakest level of consensus?
- How do you feel about the results?
- Are you surprised about any specific statement of excellence? Which ones?

After completing the discussion of the first capacity area together as a large group, divide into smaller groups of three to five participants each. Then, distribute the capacity areas between the groups so that each group has at least two capacity areas, and direct them to conduct a similar discussion for their specific capacity areas.

ORGANIZATION STRENGTHS AND WEAKNESSES

PURPOSE: To use observations and reactions to results to analyze organizational strengths and weaknesses and their root causes

TIME: 2 hour 30 minutes

MATERIALS: 2 flip charts per capacity area, markers, masking tape

ADVANCED PREPARATION: none

Using the same groups from the previous exercise, move from discussion of results into greater analysis around strengths and weaknesses.

Distribute flip charts to each group. Ask that they use two flip charts per capacity area, one for strengths and one for weaknesses, and that they write the name of the capacity area at the top of the flip charts. The key to this exercise is to move beyond restating the SOEs and scores to drill down into the exact issues within the SOE that are weaknesses or strengths of the organization and to analyze why it is a weakness and strength. Explain this to participants by saying:

Great work so far reviewing and analyzing your results packets. We will now go even further and identify specific strengths and weaknesses for each capacity area. Using your results packets, identify specific statements of excellence where your organization is strong and weak. Then, identify what exactly within that statement of excellence leads to those strengths or weaknesses. Do not simply restate the statement of excellence. For example, if the statement of excellence is "our organization regularly uses feedback from *clients to adjust activities" and we are strong in this statement, we would identify the points that make us strong. We might see things like:*

- *We hold semi-annual client meetings to share project progress and receive client inputs,*
- *We have an advisory board that consists of clients, and*
- *Client feedback is documented and reviewed during funding cycles and project design.*

After all capacity areas have been analyzed and strengths and weaknesses drafted, hang up the flip charts for a gallery walk. Ensure flip charts are properly labeled with the capacity area name and that strengths and weaknesses also are labeled as such. Provide enough time, up to 45 minutes, for staff to walk around the room, review the flip charts, and raise questions with their colleagues.

PRIORITIZATION

PURPOSE: To identify a narrowed list of high priorities that will be developed into actions for their organization's CAP

TIME: 30 minutes

MATERIALS: stickers, flip charts from the previous activity

ADVANCED PREPARATION: none

Help participants prioritize strengths and weaknesses for greater development. Distribute stickers to each participant.

- For small organizations (less than 20 staff) with only one year of funding from MOMENTUM, give 5–8 stickers per participant.
- For larger organizations (more than 20 staff) with only one year of funding from MOMENTUM, give 10–12 stickers per participant.
- For organizations with longer-term funding or support from MOMENTUM and 20 or less staff, give 10 stickers per participant.
- For organizations with longer-term funding or support from MOMENTUM and more than 20 staff, give 12–14 stickers per participant.

Instruct the participants to use their stickers to prioritize strengths and weaknesses listed on the flip charts they reviewed in the last activity for future development. Participants can distribute their stickers across strengths and weaknesses or place all or several stickers on one point that they feel should be prioritized.

At this point in the exercise, take note of the strengths and weaknesses with no stickers and ensure these are documented for possible consideration in future rounds of CAP development.

For those strengths and weaknesses with stickers, you must now make a judgment about how many should be included in the next activity. For organizations with only one year of funding or support from MOMENTUM , consider limiting the priorities to the top 10–15. Consider up to 35 for those organizations with longer-term support.

DAY TWO CELEBRATION

PURPOSE: To celebrate the organization's strengths and identify opportunities for growth

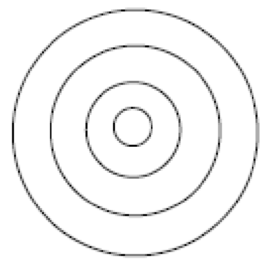
TIME: 10 minutes

MATERIALS: flip charts, markers, stickers

ADVANCED PREPARATION: On two flip charts, draw one bulls' eye on each (as in the graphic below) and write one of the following question on each.

- How well did we work together to achieve our objectives for today?
- How confident do you feel that you know enough about your organization's strengths and weaknesses to now develop an action plan for change?

Hang the two sessions flip charts on the wall, and read aloud the questions. Distribute the stickers, and ask that participants take time to reflect on the questions, then place their sticker to represent their answer. Nearest the bull's eye's center represents "perfect" or "100% confident". As the rings move outward, the placement represents less perfect or less confident. Based on the answers, probe the participants for areas in which you can improve or support them more on the final day.



Review any Day Two issues and preparation for Day Three logistics. Thank participants for their ongoing work, and adjourn the workshop.

DAY THREE

ADVANCED PREPARATION

PURPOSE: To ensure the workshop space is tidy and materials are prepared for the final day

TIME: 60 minutes

MATERIALS: none

ADVANCED PREPARATION: Create all Day Three facilitation materials using each session's advanced preparation notes.

Ensure the workshop space is tidy, including all tables that will be needed for small group work throughout the day. Make space on walls for the continued display of flip charts. Remove any Day Two facilitation materials to make space for Day Three materials. Organize the materials needed for the day on the facilitator's staging table.

WELCOME

PURPOSE: To set the tone for the day

TIME: 10 minutes

MATERIALS: registration form, pens, flip chart, marker

ADVANCED PREPARATION: Write the Day Three agenda on a flip chart and hang it on the wall.

As participants arrive, have them register.

Start by welcoming participants to Day Three. Share the day's agenda, and take some time to briefly review/recap Day One and Day Two. Say:

> *Days One and Two were very exciting, and we already feel like we know so much more about your organization. What about you? What is one new thing you learned about your own organization? Looking at the agenda, you can see that today we'll focus on developing an institutional strengthening plan.*

ACTION PLANNING BRAINSTORMING

PURPOSE: To identify actions to improve the organization's capacity

TIME: 1 hour 15 minutes

MATERIALS: markers, index cards, list of strengths and weaknesses, colored paper

ADVANCED PREPARATION: Organize prioritized strengths and weaknesses on colored pieces of paper with the capacity area clearly noted.

Present the final prioritized strengths and weaknesses from Day Two. Draw participants' attention to the non-prioritized strengths and weaknesses in the event they are needed during the day's sessions. Then, say:

> *Now we are going to do an activity in which each of you will propose actions to improve the organization under each of the prioritized strengths and weaknesses identified yesterday.*

Warm up participants by asking them about the differences between an "action" and a "problem." Say:

> *Great! Now I want to give you an example of action and a problem. "I am hungry" is a problem, and my action to solve this problem may be "shop for food", "cook dinner", or "eat something". Does this make sense?*

Distribute stacks of index cards to each participant, and tell them to work on their own. Instruct participants to think about the organization's strengths and weaknesses from the previous activity, then write one action per card to address the prioritized strengthen or weakness identified. Make sure they write down or otherwise keep track of which action belongs to which strength/weakness. Actions should be brief, not long sentences, and easily understood by all.

Once participants are done, divide them into two groups and ask them to pool their index cards into piles for each capacity area and strength/weakness. Have participants review the index cards, identify common ideas, and remove any duplicates.

Give each group more cards, and have them discuss and write down on the cards action points that they think can help improve their organization's performance. This may include additional actions building on the ones in the pile or actions to address strengths and weaknesses not yet addressed.

PRIORITIZING ACTIONS

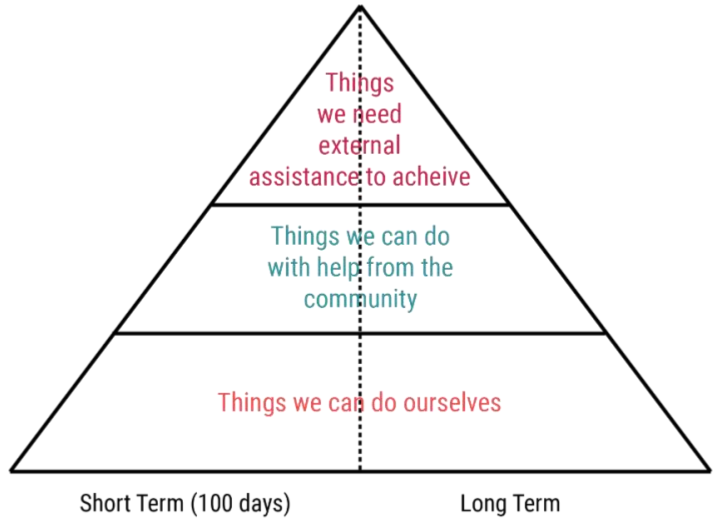
PURPOSE: To identify priority actions that will be developed into organizational plans

TIME: 45 minutes

MATERIALS: Index cards with actions from the previous activity, masking tape, stickers

ADVANCED PREPARATION: Create the planning pyramid, like the graphic below, on the floor or a large space on the wall.

Ask participants to move close to the pyramid and explain the reason for doing this activity: to help prioritize actions that the organization can implement both in the short term and long term. Prioritizing helps organizations understand things that they can do on their own and things that require community and external support for them to achieve.



Read aloud the action point cards from the previous activity, and ask participants to suggest where on the pyramid the index cards should be placed. Use the masking tape to stick the index cards where the participants decide they should be placed.

Ask participants to prioritize short-term and long-term actions. Give each participant 5–10 stickers to mark their personal preference for priorities. After all stickers have been placed, pull the 20–50 actions with the most votes; in the next session, participants will use these actions to build a time-bound CAP. When deciding on how many actions to prioritize, choose more actions if MGCL is willing and able to support the organization and its capacity is weak. Choose less if MOMENTUM is unwilling and unable to provide support or the organization is relatively strong.

CHANGE ACTION PLAN

PURPOSE: To create a draft CAP incorporating the prioritized actions identified by staff after carefully analyzing their organizational strengths and weaknesses

TIME: 3 hours

MATERIALS: Prioritized action cards, flip chart paper, markers

ADVANCED PREPARATION: Create a CAP template on flip chart paper.

Introduce the activity by telling participants:

In the last exercise, we prioritized actions to take to strengthen your organization's capacity. Some of these you can do yourselves, while others require inputs from your community or external actors, like MOMENTUM. Now it is time to begin the process of drafting your change action plan, or CAP. CAPs are developed to help you and MOMENTUM staff keep track of what you are planning to achieve over a specific period of time.

Usually they include specific categories of information, such as:

- *The capacity area and statement of excellence we aim to address,*
- *A brief description of the weakness or problem we identified,*
- *The specific action, actions, or series of actions we will take to address the weakness,*

- *The change we expect to see or the result,*
- *The specific person within your organization or the external organization responsible for this action who may not be responsible for all the inputs and work related to the action, but may be the champion who oversees and motivates movement toward its achievement,*
- *A specific timeframe in which the actions will be completed, usually including realistic start and stop dates, recognizing you have other capacity strengthening activities that need to happen, ongoing work under MCGL, and perhaps other donor-funded programming, and*
- *An outline of the associated costs or inputs needed to accomplish the actions listed.*

Facilitator Tip

Organizations with higher capacity in planning and strategy and that have access to computers may prefer to create their plans directly in a software like MS Excel or Access. This is a great way to make planning more efficient. As you support the small groups, ensure that each is using the same software and template to make merging the documents easier.

Divide the participants into two to three groups, and provide each group with a copy of the CAP template on flip chart paper. Each group should be assigned a set of actions from the action index cards. Allow at least two hours of concentrated work on this activity. As the facilitator(s), you can provide ongoing input and direction to the groups.

Make sure that participants are aware that they will not fully complete their organization's CAP during this timeframe and that this is normal and acceptable.

Before the end of this exercise, work with the participants to nominate one staff person from the organization who will be responsible for moving the CAP to completion. This may include transcribing and combining information on the flip chart CAP templates, filling in information around missing actions, verifying information within the plan, and ensuring that the timeframes established across the plan are realistic but aggressive.

Finally, the CAP needs to be converted from paper to an electronic format, preferably MS Excel. Once the organization completes the CAP, it needs to notify its MOMENTUM counterpart. MOMENTUM staff will review the CAP, provide feedback or simply approve it, and use it for ongoing monitoring and mentoring visits with the organization.

CLOSE OF WORKSHOP

PURPOSE: To address remaining logistics related to developing plans, and to understand what went well and what needs improving

TIME: 30 minutes

MATERIALS: 1 workshop evaluation per participant, envelop labelled "Evaluations"

ADVANCED PREPARATION: none

Congratulate participants for their work over the three days. Arrange with organizational leadership when MCGL staff will follow up on the first full draft of the CAP.

Distribute the ITOCA workshop evaluations, and explain that the team uses the feedback to better understand their own strengths and weaknesses and areas for continued improvement. Once participants complete the evaluations, collect these and place in the envelop.

Ask participants to come together in a standing circle and to take a moment of silence as they reflect on the three days. Ask participants to share one thing that they learned about their organization or themselves.

Once everyone has shared, thank participants and adjourn the workshop.

WORKSHOP EVALUATION

Please share the post-ITOCA workshop survey link with all participants to gather feedback on the workshop. This survey also includes MOMENTUM's human-centered design (HCD) questions to determine if the CAP was created with HCD principles.

https://forms.office.com/Pages/ResponsePage.aspx?id=lupzOZBtv0aGBUNFTWkF_B2DPCA-DvJNsmvnTQ5dWsBUMDMxV0RMT1lJMVZGU1RDSFkxRFdTRTc4Ty4u www.usaidmomentum.org

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