Integrated Technical Organizational Capacity Assessment (ITOCA) and Action Planning: Facilitator's Guide

LINKAGES Sri Lanka

April 2018

LINKAGES, a five-year cooperative agreement funded by the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) and the U.S. Agency for International Development (USAID), is the largest global projected dedicated to key populations—sex workers, men who have sex with men, people who inject drugs, and transgender people. The project is led by FHI 360 in partnership with IntraHealth International, Pact, and the University of North Carolina at Chapel Hill.

May 2016

Foreword

The National STD & AIDS Control Program (NSACP) of the Government of Sri Lanka is well positioned to **End AIDS in Sri Lanka** by 2025, ahead of the global target of 2030. For this goal to be achieved, NSACP collaborates with several agencies and partners including - local civil society organizations; communities; United Nations (UN) agencies; and donor organizations including the Global Fund for AIDS, TB and Malaria (GFATM). With GFATM support, the NSACP has been implementing a nation-wide peer-led community outreach program in Sri Lanka in partnership with the Family Planning Association of Sri Lanka, other local CSOs, KP-led organizations and STD clinics. The community outreach interventions cover different key population groups i.e. female sex workers (FSW), men who have sex with men (MSM), injecting drug user (IDU) and transgender (TG) populations.

Since December 2017, FHI 360, the US-based NGO has been extending technical assistance to NSACP and the local CSO partners to build their technical and program implementation capacity in key population programming. FHI 360 has introduced several global good practices, tools and innovations to address emerging challenges to achieve optimal coverage and HIV testing among different key population groups. This technical assistance is supported by the United States Agency for International Development (USAID) India and USAID Sri Lanka and Maldives Missions as part of a two-year collaborative partnership with the Ministry of Health, Nutrition and Indigenous Medicine (MoH), Government of Sri Lanka.

Every successful program requires organizations with strong systems of management, accountability and leadership to manage dedicated and well-trained team of professionals. Key population program management requires local CSOs to have minimum standards of programmatic, technical and organizational capacity to implement key population program effectively and efficiently. FHI 360 under the LINKAGES project with support from Pact, USA adapted the **Integrated Technical and Organisation Capacity Assessment (ITOCA)** guide and tools for Sri Lanka and supported nine CSO partners working with key populations to administer the tool to assess gaps in their organizational systems and capacities. Based on individual Institutional Strengthening Plans (ISP), LINKAGES supported the CSO partners in strengthening their internal systems of human resources (HR) management, financial management, procurement policies; skills to mobilize external resources through proposal writing; as well as strategies of community mobilization and building local champions to sustain the program activities.

On behalf of NSACP, I extend my deep appreciation to USAID, FHI 360 and Pact for their contribution in introducing the ITOCA tool to the local CSOs, seeking technical advice from experts and guidance from Pact global office staff, and for working collaboratively with FPASL as well my colleagues from NSACP.

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Director, National STD & AIDS Control Programme
Ministry of Health, Nutrition & Indigenous Medicine
Sri Lanka
December 2019

Acknowledgement

FHI 360 has been providing technical assistance in key population programming in the sub-continent for the last two decades working collaboratively with local governments and civil society organizations (CSO) to support innovations at-scale and capacity strengthening in technical and program management areas with a focus on key populations (KP). The United States Agency for International for International Development (USAID)-funded LINKAGES Project was implemented by FHI 360-led consortium in Sri Lanka from December 2017-December 2019.

We wish to appreciate and acknowledge the leadership, support and guidance extended to FHI 360 LINKAGES Project by Director, National STD & AIDS Control Program (NSACP), Sri Lanka and other members of the senior management team especially Dr. G. Weerasinghe, Senior Consultant-Venereologist and Coordinator-Key Population Program in NSACP, who coordinated the different areas technical assistance seamlessly at the national level. As part of LINKAGES, FHI 360 developed three civil society partners as learning sites for HIV prevention for female sex workers (FSW), men who have sex with men (MSM) and people who use/inject drugs (PWU/ID). The CSO partners adopted tools and technical guidelines in KP programming to enhance coverage and quality of their HIV interventions. Further, their organizational systems were strengthened to improve program delivery at-scale. We acknowledge the leadership and collaborative partnership demonstrated by the three learning site partner organizations namely - Alcohol Drug Information Center (ADIC); Community Strength for Development Foundation (CSDF); and Saviya Development Foundation (SDF). Further, we appreciate and thank contributions made by the community champions and community members, peer educators and field staff, Global Fund for AIDS, Tuberculosis and Malaria (GFATM) supported CSOs implementing KP program in the country, peripheral STD clinics and all those who contributed in adapting the LINKAGES tools and guidelines.
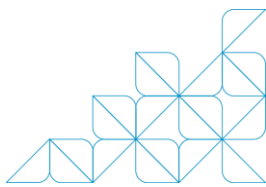
We acknowledge the Ministry of Health (MoH), Government of Sri Lanka and the USAID India and USAID Sri Lanka and Maldives Missions for giving FHI 360 the opportunity to work in Sri Lanka and to contribute towards the national mission of Ending AIDS in Sri Lanka by 2025. FHI 360 received unstinting support and cooperation from other local stakeholders including – GFATM Country Coordination Mechanism (CCM); GFATM local fund agent; UN agencies; Family Planning Association of Sri Lanka. Last but not the least, the FHI 360 teams in headquarters, regional office, India Country Office and the local team of consultants and vendors for their tireless effort and exemplary commitment towards achieving the LINKAGES program results in Sri Lanka.

Dr. Bitra George
Country Director
FHI 360 India and Sri Lanka Offices

Contents

Abbreviations and Acronyms

AIDS	acquired immune deficiency syndrome
ART	antiretroviral therapy
CBO	community-based organization
CSO	civil society organization
CSP	Pact's Capacity Solutions Platform
FSW	female sex worker
HIV	human immunodeficiency virus
HR	human resources
ISP	institutional strengthening plan
ITOCA	integrated technical organizational capacity assessment
LINKAGES	Linkages Across the Continuum of HIV Services for Key Populations Affected by HIV
MEL	monitoring, evaluation, and learning
MSM	men who have sex with men
OCA	organizational capacity assessment
OPI	organizational performance index
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PHDP	positive health, dignity, and prevention
PLHIV	people living with HIV
PWID	people who inject drugs
SBCC	social and behavioral change communication
STI	sexually transmitted infection
SW	sex worker
TG	transgendered people
WHO	World Health Organisation
USAID	U.S. Agency for International Development

Acknowledgments

The methodology documented in this facilitator's guide was developed out of Pact's field experience in organizational capacity assessments (OCA) across over 30 countries and on collaborative work between Pact and the Education Development Center beginning in the 1990s.The LINKAGES Integrated Technical Organizational Capacity Assessment (ITOCA) builds on Pact's previous publications, including *Pact's Organizational Capacity Assessment (OCA) Facilitator's Handbook* (2007) and *Pact Organizational Capacity Assessment Handbook: A Practical Guide to the OCA Tool for Practitioners and Development Professionals* (2012).

Photographs throughout this guide were taken by LINKAGES staff during ITOCA workshops in Sri Lanka.

Introduction

LINKAGES Integrated Technical Organizational Capacity Assessment (ITOCA) and Action Planning: Facilitator's Guide is designed to train LINKAGES 'teams to implement ITOCA. The activities are illustrative, and every facilitator should adapt and adjust his/her content to match the organizational culture and collaboration style, as well as his/her personal preferences for working with groups.

The ITOCA was adapted by LINKAGES partners Pact and FHI 360 to meet the needs of this global project and this adaptation is based on Pact's experience conducting ITOCA workshops with three partners in Sri Lanka in December 2017. The methodology draws heavily from Pact's experience and previous publications on organizational capacity assessments (OCAs), while FHI 360 developed the technical or health capacity areas and statements of excellence. ITOCA is not a training, but is a participatory self-assessment resulting in an institutional strengthening plan (ISP). ITOCA scores are calculated based on two dimensions: capacity (strengths and weaknesses) and consensus (high and low agreement among scorers).

This guide covers 14 ITOCA capacity areas. The areas were identified using previous Pact capacity assessments, a review of similar assessments, and with consideration to the work specific to LINKAGES. Each partner assessment should tailor the ITOCA tool to the work of the particular partner. **The recommended number of capacity areas for an assessment is between seven and 10.** The capacity areas and statements of excellence[1] should be reviewed carefully by LINKAGES team members who can together decide which capacity areas to maintain, delete, or reduce in size based on their knowledge of the local partners with whom the ITOCA will be facilitated.

The ITOCA is facilitated through a workshop that usually takes three days. Day one consists of interactive discussion activities and self-scoring. Scores, provided by each individual participant per statement of excellence, are on a four-point scale, with one being the lowest and four the highest. Day two focuses on debriefing the ITOCA results and prioritizing strengths and weaknesses. And, day three focuses on developing the ISP and concludes with an introduction to the organizational performance index (OPI).Organizational self-scoring and LINKAGES verification of OPI scores take place after the workshop.

This guide is written from the facilitator's/workshop planner's perspective and includes directives on how to facilitate the ITOCA, including the discussion activities, collection of scores, results analysis and debrief, and development of the ISP. Information on entering ITOCA data into Pact's Capacity Solutions Platform (CSP) to prepare the results package and the OPI can be found in other materials and in the appendices to this guide. Any text that is in sans serif, italicized font is suggested script for the facilitator. Feel free to customize the text at any time.

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[1] Statements of excellence describe the ideal state and serve as an indicator. Capacity areas are made up of several, usually between four and eight, statements of excellence.

Best Practices for Preparing to Conduct an ITOCA

- Prepare for the workshop well in advance.
- Review this guide with your co-facilitator and clearly define roles.
- Develop the budget for the workshop and coordinate with procurement staff to ensure materials are purchased in time.
- Identify dates for the ITOCA, ensuring that the organization secures participation of either all staff members (for small organizations of 20 staff or less) or a strong representative group from all departments (for larger organizations more than 20 staff).
- Develop the agenda and invitation letters, and distribute the invitation letters to the target audience in coordination with the organization.
- Select the appropriate capacity areas and statements of excellence for the organization. This process can be done through interactive meetings with the partner organizations or through email to narrow the list of capacity areas and statements of excellence.
- Adapt the activities recommended in this facilitation guide to meet the needs of the organizations and the capacity areas that are selected. The activities have been adjusted based on initial experiences with the ITOCA process in Sri Lanka, but should be continuously adapted to best fit the needs of local partners.
- Prepare to facilitate in the dominant language of the organization's staff. Translate the appropriate sections of the guide into local languages if needed.
- Prepare flip charts and index cards in advance, as listed in Appendix 1, individual activities, and a participant sign-in sheet.
- Remember to bring your camera to document interesting group activities.
- Before and during the workshop, keep reviewing the guide to ensure effective delivery of the agenda and flexibility based on changing circumstances.

- If you do not plan to use the Organizational Performance Index (OPI) with the local partner, you can eliminate that session from the agenda and activity plans included in this guide.

Sample Agenda

Note that this agenda assumes the facilitators have edited the ITOCA to include up to seven capacity areas. If you decide to use more than seven capacity areas, consider limiting each capacity area discussion and scoring to 30 minutes.

Time Frame	Duration	Topic
Day One: ITOCA		
8:30 to 9:30 a.m.	60minutes	Sign in, welcome, and introductions
9:30 to 10:00a.m.	30minutes	What is ITOCA?
10:00 to 10:45 a.m.	45 minutes	Capacity Area 1
10:45 to 11:00 a.m.	15 minutes	Morning break
11:00 to 11:45 a.m.	45 minutes	Capacity Area 2
11:45 a.m. to 12:30 p.m.	45 minutes	Capacity Area 3

Time Frame	Duration	Topic
12:30 to 1:15 p.m.	45 minutes	Lunch
1:15 to 2:00 p.m.	45 minutes	Capacity Area 4
2:00 to 2:45 p.m.	45 minutes	Capacity Area 5
2:45 to 3:00 p.m.	15 minutes	Afternoon break
3:00 to 3:45 p.m.	45 minutes	Capacity Area 6
3:45 to 4:30 p.m.	45 minutes	Capacity Area 7
4:30 to 5:00 p.m.	30 minutes	Wrap-up day one
Day Two: Results Debrief and Analysis		
8:30 to 9:00 a.m.	30 minutes	Introduction to day two and recap of day one
9:00 to 10:00a.m.	60 minutes	Capacity and consensus explanation
10:00to 10:15a.m.	15 minutes	Morning break
10:15a.m. to 12:15 p.m.	120minutes	ITOCA results
12:15 to 1:00 p.m.	45 minutes	Lunch
1:00 to 2:30 p.m.	90 minutes	Organization strengths and weaknesses
2:30 to 2:45 p.m.	15 minutes	Afternoon break
2:45 to 3:30 p.m.	45 minutes	Organization strengths and weaknesses (continued)
3:30 to 4:00 p.m.	30 minutes	Wrap-up of day two and the ITOCA process
Day Three: ISP and OPI		
8:30 to 9:00 a.m.	30 minutes	Introduction to day three and recap of the ITOCA process
9:00 to 10:30 a.m.	90 minutes	Action planning brainstorming
10:30 to 10:45 a.m.	15 minutes	Morning break
10:45 to 11:30 a.m.	45 minutes	Prioritizing actions
11:30 a.m. to 12:15 p.m.	45 minutes	Institutional strengthening plan
12:15 to 1:00 p.m.	45 minutes	Lunch
1:00 to 2:15 p.m.	75 minutes	Institutional strengthening plan (continued)
2:15 to 2:30 p.m.	15 minutes	Afternoon break
2:30 to 3:30 p.m.	60 minutes	Organizational performance index
3:30 to 4:00 p.m.	30 minutes	Wrap-up of day three and close of workshop

Day One

Participant Introduction

Materials: Flip chart, markers, sign-up sheets

Advance preparation: Create 3 separate flip charts for:
- ITOCA workshop agenda
- Workshop expectations
- Workshop ground rules

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 flip charts when it is time to introduce their content. Organize all of 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.

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

Good morning everyone! Thank you so much for giving Pact this opportunity to visit [name of organization], and thank you for your time to 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, and 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.

Now that we are through with our introduction, it's important that you share your expectations for this training. Please share with us one expectation.

Proceed with a round robin of participants' expectations and write them on a flip chart entitled "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 use during the workshop. Brainstorm with participants and write their responses on a flip chart entitled "Workshop Ground Rules"; hang it on the wall next to the expectations flip chart. Ground rules should include:
- Active participation from all participants
- Good listening and respect for all
- Limited movement in and out of the room
- Mobile phones turned off
- Full attendance for all three days

Display the flip chart entitled "Workshop Agenda." 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 covers the development of the ISP and an introduction to the OPI. The workshop provides space to begin developing the ISP, but full ISP development and implementation is an ongoing process that participants' organizations and LINKAGES do together over the course of one or more years.

What is ITOCA?

Materials: Flip chart paper, markers, color paper in 2 colors (i.e., red and green)

Advance preparation: Create 2 flip charts:
- ITOCA capacity area names
- ITOCA scoring scheme

Prepare color paper with the following statements written on individual sheets:

- Audit (red)
- Facilitator Scored (red)
- Training (red)
- Participatory (green)
- Self-Scored (green)
- Highlights Strengths and Weaknesses (green)

Discussion activity: Definition of ITOCA

Let me explain what we mean by the integrated technical and organizational capacity assessment. ITOCA looks at both technical and organizational capacities of an organization without separating the two into two assessments. ITOCA is not only more efficient, but also helps our partners understand how technical excellence can be supported by stronger organizational systems, processes, and skills.

The ITOCA we complete during this workshop is composed of 7 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. 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.

Engage participants in a brainstorm on what the ITOCA is and is not. Use the colored paper to help guide participants in understanding the ITOCA. Define and discuss the following ITOCA-related terms.

- **Integrate:** to merge or assimilate/join/add/combine two things together
- **Technical:** those areas directly related to the cascade
- **Organizational:** those areas related to the management or functionality of the organization
- **Capacity:** skills, abilities, and knowledge to perform any given task
- **Assessment:** scrutinizing/analyzing something to get results, both positive and negative

- **Strengthening:** support or reinforcing/adding value to organization functioning
- **Plan:** proposal/ideas or strategy put in place to achieve better results

Display the flip chart with the ITOCA capacity areas. Read it aloud to participants, briefly explaining each capacity area. Tell participants that they will become more familiar with the capacity areas during the scoring exercise.

Next, display the flip chart with the scoring key, as in the text box at right, and explain the scoring system.

Reaffirm that LINKAGES is NOT EVALUATING, but that we are facilitating, listening, and learning.

ITOCA Scoring		
4	☺☺	Agree
3	☺	Partially agree
2	😐	Partially disagree
1	☹	Disagree

Today LINKAGES only will be facilitating the process, and you will be sharing information and opinions with each other. We are here to help you learn from each other.

Note: the activities outlined for Capacity Areas 1 to 7 were used in the ITOCA process with LINKAGES Sri Lanka partners in December 2017. The activities for Capacity Areas 8 to 14 are additional sessions that can be used in place of activities 1 to 7 if they better meet the needs of the organization being assessed.

Capacity Area 1: Community Empowerment and Mobilization

Materials: Index cards, masking tape, markers

Discussion activity: Ideal or Real?

Ask several warm-up questions. For instance:
- *What does community empowerment mean?*
- *What does mobilization mean?*
- *What processes does your organization use to mobilize community members?*

Divide into smaller groups (three to five people in each). Ask the groups to brainstorm components of an ideal community empowerment and mobilization program. Instruct the groups to list the components on index cards, one idea per card. After the groups are done with the task, place their cards in random order on the wall using tape, one group after another. Then merge all group cards into one set by having several volunteers work at the wall for several minutes. Congregate cards of a similar theme together so that by the end of the merging process there are between three and five groupings. Have a brief conversation about the results.

Let's think about the reality of your own organization's community empowerment and mobilization programming. What are some of the key components of your programs? Which of the "ideal" areas you identified in the first part of the activity have actually been practiced in your organization in the last year, and how?

Highlight differences between what the programs could be doing and what they have actually done over the last year. Put a mark on the index cards next to each of the ideal areas present in the organization.

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 1. collect the forms and place them in an envelope labeled "Capacity Area 1."

Capacity Area 2: Social and Behavioral Change Communication/Demand Creation

Materials: Sticky dots, flip chart paper, markers

Advance preparation: On a piece of flip chart paper, draw a graph with a vertical line to show effective social and behavioral change communication (SBCC)/demand creation activities at the top and non-effective at the bottom, and a horizontal line to show clear/well-defined SBCC/demand creation systems on the right and unclear/not well-defined systems on the left; see the figure below for how this should look. Label the flip chart with the following question at the top.

- How effective and well-defined is your SBCC/demand creation work?

Discussion activity: Evaluation Matrix

Ask several warm-up questions. For instance:

- *What are the services that your organization seeks to generate demand for?*
- *Can you provide an example of a type of demand-generation activity your organization has conducted in the last six months?*
- *What is social and behavioral change communication, or SBCC?*
- *Why do you think it may be important in reaching key populations with the HIV cascade of services?*

Ask participants to move their chairs into in a circle for the discussion on the SBCC/demand creation capacity area. Post the flip chart and explain the four categories and quadrants.

You are all going to discuss SBCC and demand creation using the four categories above, making your individual judgment on what is effective, non-effective, clear, or unclear.

Lead participants through the following discussion questions. Using the sticky dots, map their responses to the last question on the quadrants based on their personal opinions. For example, participants should first identify where they would rate the organization on the horizontal line. Then the participants should identify where on the vertical line they would rate themselves and either move up or down to give a score for that specific question. Place the dot at the point where the vertical and horizontal converge.

SBCC and demand creation work can be divided into 3 key areas – the organization's strategy, the activities that are a part of that strategy, and the way your organization tracks referrals to services. We will now discuss each of these 3 areas of your work.

1. Discuss the organization's SBCC strategy.
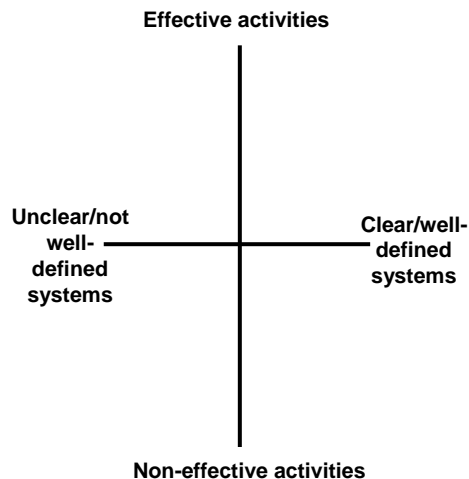
- *Does your organization have a strategy to reach carefully segmented audiences with tailored SBCC messages? Give a few examples.*
- *To what extent is the strategy clear and well understood by your team members?*
- *To what extent is the strategy effective in creating demand for services among your target population?*
- Map the answers to this last question: *How effective and well-defined is your SBCC/demand creation strategy?*

2. Discuss coordination of SBCC/demand creation activities.
- *Does your organization coordinate your SBCC and demand creation activities with other programs in your area? How?*
- *To what extent does such coordination have clear guidelines within your organization and a shared understanding among your team members? Explain.*
- *To what extent is such coordination effective?*
- Map the answers to this last question: *How effective and well defined is your SBCC and demand creation work?*

3. Discuss the referral tracking system.
- *Do you have a referral tracking system? Please explain how it works.*
- *To what extent is your referral tracking system well defined and well understood by your team members and clients?*
- *To what extent is this referral system effective?*
- Map the answers to this last question: *How effective and clearly structured is your referral tracking system?*

Wrap up this activity by discussing the following question: *What are the groups of dots on the flip chart telling you about your SBCC and demand creation work overall?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 2. Collect the forms and place them in an envelope labeled "Capacity Area 2."

Capacity Area 3: Stigma and Discrimination

Materials: A large heap of individually wrapped candy, markers, flip chart divided into 4 quadrants (or four pieces of colored paper)

Advance preparation: Create 4 separate flip charts (or 4 pieces of colored paper) with the following 4 components of stigma and discrimination written on them:
- Involvement of SWs/MSM/PWID in stigma and discrimination programming
- stigma and discrimination education for health care workers and law enforcement
- Internal policy and standards on stigma and discrimination
- Staff and volunteer training on stigma and discrimination

Discussion activity: Candy Mapping

Ask several warm-up questions. For instance:

- *Who can share their definition of stigma and discrimination?*
- *Are there others who would like to contribute to this definition?*
- *What work does your organization do to address stigma and discrimination?*

Place the divided flip chart paper or four pieces of colored paper at various points on the floor, as in the photograph at right, and a single large pile of individually wrapped candy at the center point of the four quadrants or color paper.

Warm up the group by asking participants to share some specific examples of their stigma and discrimination work from programs during the last year.
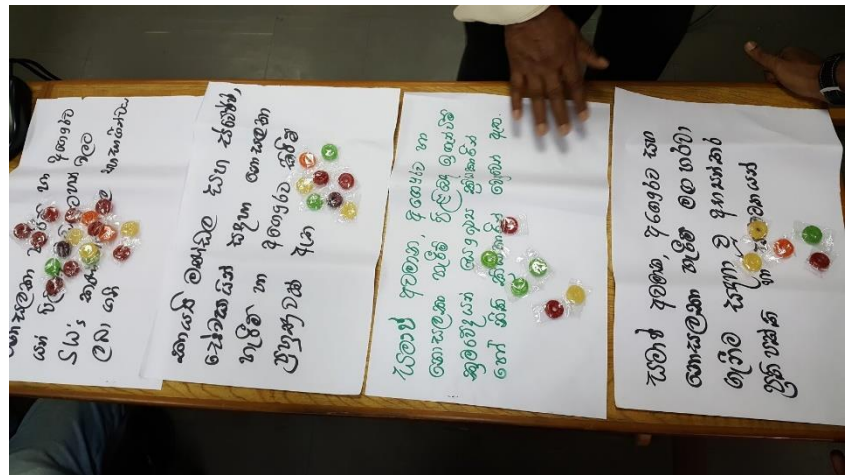
Tell participants that they will be working together, but without speaking. Ask participants to redistribute the candy in piles between the four components according to where they feel their organization's strengths lie. For example, four equally distributed piles would suggest that the organization is equally skilled in the four areas. A participant who places all candy in one pile would be suggesting that all the organization's capacity lies in one of the four areas. Clarify that this is not a "vote," but a silent conversation, and that it is OK for participants to move all candy even after another participant moves them. It may be helpful to give a short demonstration.

Watch the group closely as they work; notice any debates or patterns. As soon as you notice that the "conversation" is either winding down or reaches a deadlock, ask the group to stop and stand back. Then, ask follow-up questions about the debates or patterns you noticed. For example, you may ask about instances in which a lot of movement occurred between topics or where a particularly high or low amount of candy was placed. Ask participants to explain their reasoning. Be sure to have enough participants comment so that all perspectives are given. Other discussion questions could include the following.

- *What do you notice about the distribution of candy? For example, where are the most or least?*
- *Can someone discuss how your organization addresses stigma and discrimination with health care workers or law enforcement?*
- *What policies or standards does your organization have related to stigma and discrimination?*
- *How does your organization engage the target population or community members in stigma and discrimination programming?*
- *What support does your organization provide to community members about stigma and discrimination and what to do when they experience it?*
- *What does quality stigma and discrimination programming look like? Or, how do you know you are delivering high-quality programming?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 3. Collect the forms and place them in an envelope labeled "Capacity Area 3."

Capacity Area 4: Management

Materials: Paper prepared with a grid for brainstorming, 1 per participant; see example below

Advance preparation: Create the sheets ahead of time, each having 3 columns and 6 rows for aspects you want to discuss

Discussion activity: Brainstorm Chain

1			
2			
3			
4			
5			
6			

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

- *Who can define management?*
- *Who here is part of the management structure?*
- *Who here has been engaged in a decision-making process or in communicating an organizational decision?*

Distribute the handouts to participants. Explain that you will ask questions and that each row on the sheet of paper corresponds to one question, moving from top to bottom on the page. Participants will write a word or phrase in response to the question in one of the boxes in the appropriate row. Then, they will pass the paper to their right, and the next participant adds a new word or phrase to the row, different from the one he/she wrote on the previous piece of paper. Repeat this process a third time, then say "stop!" Ask the next question, instructing participants to begin writing their words or phrases in the next row. Repeat the process until all questions are answered. Try to make sure that participants do not fill out the same sheet of paper twice.

1. Row 1: *What words would you use to describe decision-making practices in your organization?*

2. Row 2: *What words would you use to describe internal communication in your organization?*

3. Row 3: *What words would you use to describe your organization's overall effectiveness?*

4. Row 4: *What words would you use to describe employee satisfaction with how the organization is run?*

5. Row 5: *What words would you use to describe your organizational structure?*

6. Row 6: *What words would you use to describe your organization's job descriptions?*

Once all questions are asked and answered, ask participants to read responses to each question from the paper they are holding. Remember to repeat the question before reviewing the responses. Discuss the comments by asking the following questions.

- *Are the responses similar or very different?*
- *Can anyone give examples to support the words or phrases they chose?*
- *Any surprises?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 4. Collect the forms and place them in an envelope labeled "Capacity Area 4."

Capacity Area 5: Human Resources

Materials: Green, yellow, and red stickers; flip chart
Advance preparation: Write the information in the text box at right on a flip chart
Discussion activity: Color-coded Voting

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

- *What do we mean by "human resources and HR policy"? What are some key aspects in human resources and HR policy?*
- *How is recruitment done in your organization? Does your organization consider equal opportunity for the entire population?*
- *How is staff development done?*
- *Why do human resources and HR policy remain important to your organization?*
- *To what extent is staff appraisal or assessment beneficial to your organization?*

> **Aspects of human resources**
> - Transparent operating system
> - Staff professional development
> - Performance assessment (appraisal)
> - Qualified staff
> - High-quality services
> - Recruitment
> - Equal opportunity for all populations
>
> **Colored stickers**
> - Green = Excellent
> - Yellow = Satisfactory/average
> - Red = Needs improvement

Next display the flip chart on the wall.

This flip chart displays several aspects of human resources. Each of you will receive green, yellow, and red stickers. Green represents excellent, yellow, satisfactory or average, and red, 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. Sample questions:

- *What is the overall picture of your organization in the area of HR?*
- *What trends do you see?*
- *To what extent is there agreement in scoring among participants? Why?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 5. Collect the forms and place them in an envelope labeled "Capacity Area 5."

Capacity Area 6: Financial and Material Resources

Materials: 12 index cards

Advance preparation: Prepare 2 sets of 6index cards, with each card in each set labeled with 1 of the following:

- Fundraising Strategy
- Financial Monitoring System (internal and external)
- Financial Records/Reports
- Assets and Office
- Skilled Financial Personnel
- Maintaining Financial Transparency

Discussion activity: Card Order Ranking

Before we start discussing this capacity area, let's understand what we mean by financial and material resources.

Ask participants the following questions and facilitate discussion.

- *Does your organization have a resource mobilization plan in place?*
- *Who is responsible for fundraising within your organization?*
- *Does your organization have an asset management manual?*
- *How is financial transparency maintained?*
- *How do staff learn about your organization's financial policies?*
- *Does your organization have a financial monitoring system in place?*
- *Are roles and responsibilities of finance personnel clearly defined?*
- *How important is record-keeping and documentation to your organization?*

Now we have another activity to do. We are going to split into two groups, and each group will have six cards. Arrange the set of cards in ranked order according to how well you feel your organization performs in each area. Rank from highest to lowest. To arrange the ordering within your group, ensure each member understands the meaning of the words listed on the cards and discuss what your organization does or does not do related to this financial and material resource.

After the two groups finish their ranking, ask them to explain how they ranked their organization and why they chose that particular order. Ask them to share how they feel their organization is doing in each area.

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 6.Collect the forms and place them in an envelope labeled "Capacity Area 6."

Capacity Area 7: Monitoring, Evaluation, and Learning

Materials: Flip charts, markers

Discussion activity: System's Map

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

- *What is monitoring, evaluation, and learning, or MEL?*
- *How important is MEL to your organization? Explain.*
- *When was the last time you used MEL data to revise your programs and activities?*

Divide the group into smaller ones. Give each group a flip chart and markers. Ask each group to spend 10 minutes drawing the map of their organization's MEL system. When finished, each group will present its map and answer clarifying questions from the rest of the participants. After completing the presentations, lead a discussion on what all these different maps tell. Discussion questions may include:

- *What similarities did we find in each of the drawings/presentations?*
- *What differences did you note between the groups?*
- *What guides or job aids do you have in place for MEL?*
- *How frequently are these reviewed and updated?*
- *Who is responsible for conducting data quality audits or checks? Can you describe how this is done?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 7.Collect the forms and place them in an envelope labeled "Capacity Area 7."

Capacity Area 8: Strategy and Operational Plan

Materials:3red cards and 3green cards for each participant,1 large envelope
Discussion activity: Red and Green Card Voting

Ask several warm-up questions. For instance:
- *What do we mean by "strategy and operational plan"?* Lead a quick discussion with the group, including the purpose of the organization, such as its mission and goals, and a strategic plan to outline how this mission will be achieved.
- *When was the last time your strategic and operational plan was reviewed?*
- *Who was part of the process?*
- *How is your strategic and operational plan used at your organization?*

Next, introduce the activity.

We're giving each of you three red cards and three green cards. I'll read a statement, then pass around this envelope. If you agree with the statement you vote by placing a green card in the envelope. If you disagree with the statement you vote by placing a red card in the envelope. Remember that we're voting, and votes are always secret, and we shouldn't tamper with results. We will then tally the votes and discuss.

Read one of the statements aloud. Give participants time to vote, then collect the envelope, which can be placed at the back of the room or around a corner to allow for more secretive voting. Tally the results, then review and discuss with the entire group. If there are any red cards, ask participants why they think some people disagree with the statement. If there are green cards, ask participants why they think some people agree with the statement. Then use the discussion questions below each statement to lead participants through further reflection and analysis. Remember, at this point the focus is on analysis and not on strengthening or problem-

solving. Once this process is complete for the first statement, repeat again for statements two and three.

1. *All our staff members can describe our organization's mission and purpose.*

   Discussion: How can staff learn about your organization's mission and goals?

2. *We have a strategic plan that is developed with staff input and used frequently.*

   Discussion: Were the target groups, including workers (SWs), men who have sex with men (MSM), people who inject drugs (PWID), and transgendered people (TG), involved in the design process? If yes, how? How do staff members learn about the plan?

3. *We have a clear operational plan that guides our project implementation in a timely manner.*

   Discussion: How relevant is this operational plan to your organization? How is the plan used to measure your organization's performance? Who within the organization is engaged in the plan's development and oversight?

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 8.Collect the forms and place them in an envelopelabeled "Capacity Area 8."

Capacity Area 9: Client Needs

Materials: Color stickers, markers, flip charts

Advance preparation: Draw 1 bull's-eye on each of 3 flip charts, and add one of these three statements to each, as in the photograph below:

- Our organization understands and takes into account our clients' needs while planning our work.
- Our target audience is actively involved in designing, planning, and implementing our activities.
- We regularly evaluate our knowledge of clients' needs and adjust our work to reflect this learning.
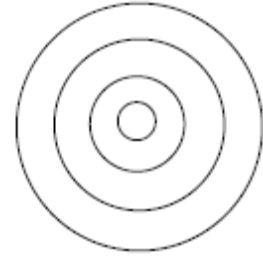
Discussion activity: Bull's-Eye

Ask several warm-up questions. For instance:

- *What are "key populations "and who are the key populations when we think of our activities?*
- *Who are the beneficiaries of your organization?*

We're going to do an activity called "bull's-eye. "Does anyone know what a bull's-eye is?

Get some input from the group. Then, display the flip charts with the bull's-eyes on them, as in the photograph above.

The point of this activity is for us to understand:

1. *The extent to which actual target populations' needs are taken into account by your organization when planning and implementing your work,*
2. *How effective your organization is in decision-making and planning.*
3. *And, how efficient your organization is in providing services to your target populations.*

You will be given [colored stickers or markers, specify which] to make [a dot or an X, specify which].I will read a statement, and it's your job to evaluate the answer. If you think the answer is "perfect," put the [dot or X] in the center. If you think the answer is not good, place the [dot or X] at the outside of the bull's-eye. If you think it's somewhat true or not true, place the [dot or X] somewhere in between the center and the outside right, depending on how true or untrue you find the sentence. We have three bull's-eyes and three statements.

- *Our organization understands and takes into account our client's needs while planning our work.*
- *Our target audience is actively involved in designing, planning, and implementing our activities.*
- *We regularly evaluate our knowledge of clients' needs and adjust our work to reflect this learning.*

Once the bull's-eye activity is complete, lead discussion using the following questions.

- *What do your bull's-eye responses tell you?*
- *How are client needs identified?*
- *Does our organization use updated information to determine key population needs? How?*
- *How does the organization involve key populations in project design, planning and implementation?*
- *What challenges are faced in reaching key populations and providing services?*
- *Can you provide an example of how your organization has changed its activities to meet client needs?*
- *Do staff receive gender mainstreaming and gender-based violence training?*
- *How effective are services provided by your organization in addressing the defined needs of your target population?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 9. Collect the forms and place them in an envelope labeled "Capacity Area 9."

Capacity Area 10: Service Quality

Materials: 10 beans (or similar small and readily available item) per participant
Advanced preparation: None
Discussion Activity: Voting Beans

My organization's financial projections over the past 12 months have been very accurate.

Hand out 10 beans to each participant. Participants will use the beans to represent their level of agreement with each statement, with 0 beans equivalent to no agreement with 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.

Ask several warm-up questions. For instance:

- *Who can share their definition of service quality?*
- *Are there others who would like to contribute to this definition?*
- *What services does your organization provide?*

Remind them to move the amount of beans that corresponds with their level of agreement to the center of the table.

Ask the following questions:

- Our organization has a strong Service Quality Management System that ensures our clients receive the best care possible.
- Our organization seeks out and uses Client Feedback on a regular basis.
- Our organization has set and regularly meets quality Standards,
- Our organization makes sure that we provide care according to the HIV Services Cascade.

Stop after each question to allow time to vote. Once all participants vote, discuss the results to find out why they voted the way they did and why they agree or disagree.

After you have completed the 4 rounds of voting, discuss the overall results using 2-3 of the following questions.

- *What do you notice about the distribution of beans? For example, where are the most or least?*
- *Can someone discuss how your organization collects client feedback?*
- *What standards does your organization set for its service delivery?*
- *What services does your organization provide within the HIV cascade? What services do you not provide?*
- *What systems do you have in place to help ensure you deliver quality services?*
- *What does quality service look like? Or, how do you know you are delivering high-quality services?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 10. Collect the forms and place them in an envelope labeled "Capacity Area 10."

Capacity Area 11: Peer Approaches: Educators/Counselors/Navigators

Materials: Three index cards

Advance preparation: Write "Agree" on 1 card, "Disagree" on the second card, and "Neither Agree nor Disagree" on the third card.

Discussion activity: Opinionnaire

Ask several warm-up questions. For instance:
- *Who here is a peer educator/counselor/navigator?*
- *How many peer educators/counselors/navigators does your organization employ?*
- *Can you describe your role in the organization?*

Place the three index cards in three corners of the room. Explain to the group that you will be asking four questions, and after each question participants can move to the corner that indicates their opinion about the subject of the question. Then, ask volunteers in each corner to explain why they chose their corner. Have a few back-and-forth questions and arguments between groups, as below, and allow participants to change their opinions and move to different corners if they like. Ask anyone who moved why they decided to change their opinion.

1. Activity question: *Our organization has a well-planned peer education program.*
   Follow-up questions:
   - *What do you notice about where participants are standing?*
   - *Why might some be standing in agree/disagree/neither agree nor disagree?*
   - *Who can describe the peer education plan?*
   - *Who was involved in developing it? Monitoring it? Using it?*

2. Activity question: *Our organization frequently provides mentoring to peer educators/counselors/navigators to strengthen their skills and knowledge.*

   Follow-up questions:
   - *What do you observe about where participants are standing?*
   - *Why might some be standing in agree/disagree/neither agree nor disagree?*
   - *Who can describe a typical mentoring visit to peer educators/counselors/navigators?*

3. Activity question: *Our organization provides up-to-date "job aids," including condoms, and lubricants, and other supplies that peer educators provide to their peers or otherwise use during the course of their work and trains them in their use so they can successfully pass along that information to their peers.*

   Follow-up questions:
   - *What do you observe about where participants are standing?*
   - *Why might some be standing in agree/disagree/neither agree nor disagree?*
   - *What type of job aids do you use?*
   - *Do you always have condoms and lubricants in stock?*

4. Activity question: *Our organization regularly provides outreach and information to clients on HIV and AIDS, human rights, sexual diversity, and stigma.*

   Follow-up questions:
   - *What do you observe about where participants are standing?*
   - *Why might some be standing in agree/disagree/neither agree nor disagree?*
   - *Can someone describe the types of information you share regarding sexual diversity or stigma? With whom do you share this information?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 11. Collect the forms and place them in an envelope labeled "Capacity Area 11."

Capacity Area 12: Adherence/Positive Health, Dignity, and Prevention

Materials: Flip chart paper, markers

Advance preparation: Write at the top of 4separate flip charts the following titles:
- Comprehensive Services
- Comprehensive Community-Based Care
- Standard Operating Procedures
- STI and Contraception

Discussion activity: Small Group Work

Introduce the adherence/positive health, dignity, and prevention (PHDP) capacity area to the group by asking some of the following questions.
- *Who can define adherence?*
- *Who has heard of positive health, dignity, and prevention?*
- *Can you share what you think it means?*
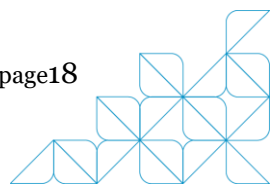
Break the group into three smaller ones. Give each group one element of the adherence/PDHP capacity area, as listed in the table below. For smaller organizations, give each group at least two elements. Ask each group to spend time discussing the element and sub-areas within each element, how their organization does or does not currently work in this element, and who within their organization is engaged in the element's work. Groups should take brief notes on their flip chart paper and prepare to present to the whole group.

Adherence/PDHP element	Element sub-areas
Comprehensive services	Risk reduction counseling Condom provision Adherence counseling Partner HIV testing and counseling
Comprehensive community-based care	Support for retention for pre-antiretroviral therapy (ART) and ART patients Adherence support Basic client assessments Documenting clinical and psychosocial needs with linkages/referral to other services, as appropriate Adherence support materials and (digital) reminders
Standard operating procedures	Referral and linkages to health facilities providing comprehensive HIV care Support for retention for pre-ART and ART patients Adherence support Basic client assessments Documenting clinical and psychosocial needs with linkages/referral to other services, as appropriate
Sexually transmitted infection (STI)testing and contraception	STI diagnosis STI treatment Contraception provision onsite Safer pregnancy counseling

Each group will present their findings to the rest of the participants. Lead a brief discussion of each presentation.

Wrap up this activity with discussion questions.
- *Were there any surprises in the presentations?*
- *Does anyone have anything to add?*

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 12. Collect the forms and place them in an envelope labeled "Capacity Area 12."

Capacity Area 13: Violence Prevention and Response

Materials: 4 chairs
Advance preparation: 3 of 4 chairs arranged at the front of the room

Discussion activity: Expert Interview Panel

Introduce the violence prevention and response capacity area to the group by asking some of the following questions.

- *Does your organization currently provide services to support violence prevention? Can someone describe some of those services?*
- *Does your organization currently provide services to respond to violence against your clients or target beneficiaries? Can someone describe some of those services?*

Ask several volunteers to act as experts for an interview panel. Ideally, they will be based in different departments in their organizations. Seat them at the front of the room.

Act as an interviewer and ask the expert panel the following questions. After each question, ask the rest of the participants to ask the experts clarifying questions or to make a statement to contribute to what the experts are saying.

- *What does your organization do to prevent violence?*
  - *Do you have any mechanisms in place that protect female sex workers (FSWs) and/or other target groups?*
  - *How are staff and volunteers engaged in those mechanisms?*
  - *What makes the strategy responsive? Not responsive?*

- *How does your organization work with legal aid clinics to provide space for target groups to access justice?*
  - *When is the last time you worked collaboratively with a legal aid clinic?*
  - *What clinic(s) do you work with? What services do these clinics provide your target groups?*
  - *Who here collaborates with legal clinics and can describe how and when your organization engages the clinics?*

- *How does your organization offer services and/or programs for sex workers (SWs) without pressuring them to leave sex work (for partners who work with SWs)?*
  - *How do you work with the police to focus on services?*

Once the interview is over, lead a closing discussion on what the group thinks about their organization's performance in this area.

Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 12. Collect the forms and place them in an envelope labeled "Capacity Area 13."

Capacity Area 14: Image, Networking, and Partnerships

Materials: Flipchart, markers

Advance preparation: Draw a circle on a flipchart and divide it into six "slices." Beside each slice, write the labels "Other CBOs/CSOs," "HIV Service Organizations, "Government Institutions," "Target Groups (SWs/MSM/PWID/TG)," "Donors," and "Networks." See the figure on the next page for an example.

Discussion activity: Radar Mapping

Introduce the next capacity area by engaging the group in a quick question-and-answer session.
- *What is networking?*
- *What are partnerships?*
- *Can you give a quick example of how you may know the view that people external to your organization have of your work?*
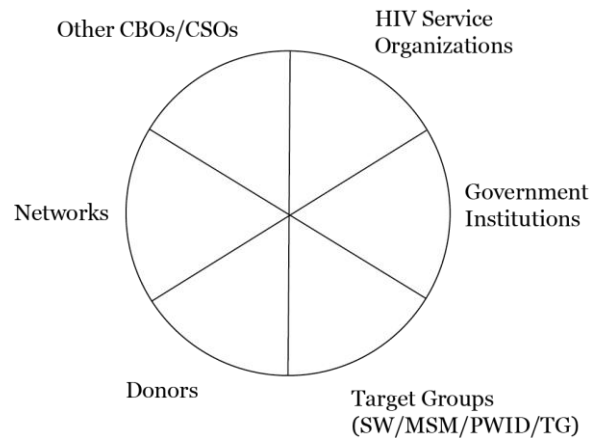
Lead participants through the following discussion questions and activity steps.

1. *What are some of the key government agencies you have worked with—either received funding from, conducted projects or activities with, or collaborated closely with—over the last six months? What are some other key civil society organizations or community-based organizations? HIV service organizations? Target groups? Donors? Networks?*

   As participants provide you with names of entities, write the names next to the appropriate slice on the map.

2. *How productive has your relationship with each of these entities been in supporting your mission or program objectives?*

   As participants explain the nature of their organizations' relationships with each entity, use the marker to place dots within the slices to indicate the nature of that relationship: dots closer to the center of the circle indicate a weaker/worse relationship, and dots closer to the outer edge of the circle indicate a stronger/more-productive relationship.

3. *Considering the categories mentioned, to what extent do you have a defined strategy for outreach to these groups? What is your usual approach for reaching out to these groups?*

4. To what extent do you have the appropriate resources, such as the right skills, sufficient funds,and enough staff, needed for outreach to these groups?
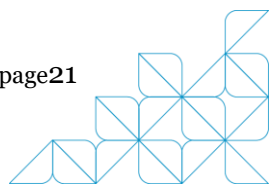
5. Connect the dots to make a radar as in the sample map at right.

6. Ask participants to look at the map and discuss the following questions.
   - *What do you notice?*
   - *Any surprises?*
   - *Where have your outreach and partnering efforts been most effective? Where have they been least effective?*
   - *Are there great variations even among the same cohort? Can you give an example?*
   - *What types of networking does your organization prioritize and why?*
   - *What lessons have you learned from partnership and networking with the categories of partners we listed around the circle?*
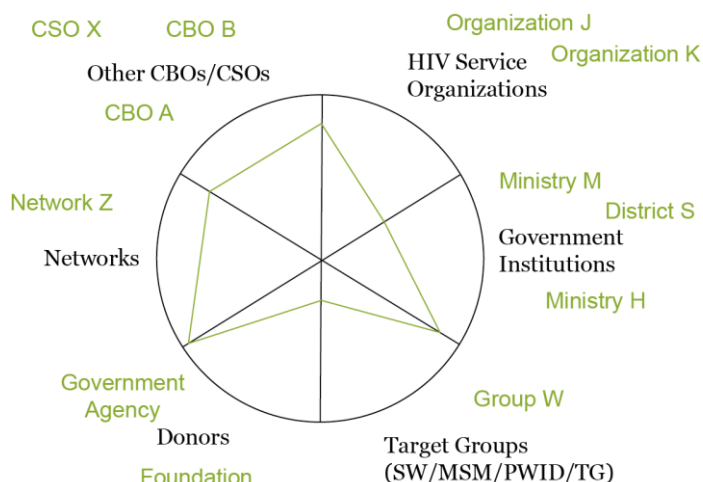
Now that we have discussed this area in such depth, let's score another section of the ITOCA.

Complete the scoring process for Capacity Area 12. Collect the forms and place them in an envelope labeled "Capacity Area 12."

Wrap-Up/Close of Day One

Thank the participants for their participation and the time they dedicated to the day's important exercises. Agree on a starting time for Day Two in case all Day One exercises were not completed and you need to carry over some to Day Two. Share your excitement about the next day's activities.

Thanks, everyone, for this wonderful day! We appreciate your contribution in discussing all the capacity areas today. The LINKAGES team will take all your individual scores and compute them in order to have the results sheets ready for tomorrow. Tomorrow, we will share the results, then discuss your organization's strengths and weaknesses. Together we will develop an institutional strengthening plan that can be used to help your organization grow.

Note to the facilitators: Please remember that your work is not done for today!

The ITOCA facilitators have to enter the information from the ITOCA scoring sheets into the ITOCA results sheet and upload the results using the Capacity Solutions Platform (CSP)[2] for the next day. This includes printing the results. Therefore, make sure you have access to power and a printer after the first workshop day.

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[2]In 2013, Pact developed the CSP to address issues of data ownership, transparency, and use for local partners wanting to improve their capacity. See www.capacitysolutionsplatform.com for more information.
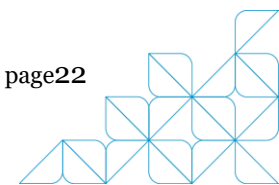
Day Two

Introduction and Agenda

Advance preparation: Display the Day Two agenda on a flip chart.

Day Two consists of a results debrief and prioritization following the integrated technical organizational capacity assessment (ITOCA) discussion activities and scoring from Day One.

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.

Day One was very exciting and we already feel like we know so much more about your organization. Looking at the agenda, you can see that today we'll focus on results debrief and analysis and on action planning.

We have the following things to cover today:

1. *Review results from the ITOCA scoring and understand how they are reached,*
2. *Identify your organization's strengths and weaknesses,*
3. *And, prioritize weaknesses for further focused capacity development.*

Capacity and Consensus Explanation

Materials: 8 index cards, masking tape

Advance preparation: Write the following terms on the index cards, 1 term per card:

- 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 participants.
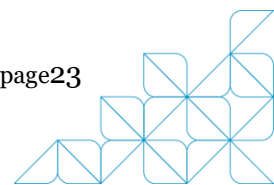
Place the index cards for hot tea at the top and cold tea at the bottom of the cross. Place the index cards for light tea on the left and dark tea on the right. See the graphic at right for an example.
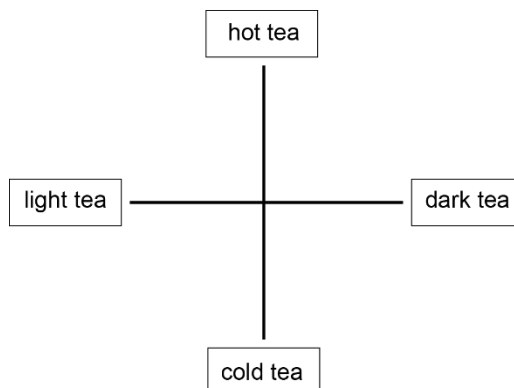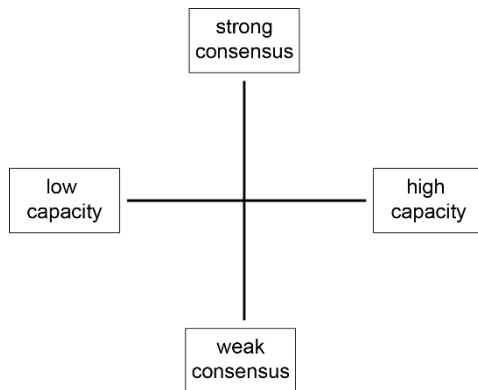

Have participants form a circle around the grid. Ask participants to first explain what they see. Ask one participant which type of tea they prefer.

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 volunteer to describe his/her preference, only this time have the group help place the participant instead of the facilitator.

```
              strong
            consensus


   low                        high
 capacity                   capacity


              weak
            consensus
```

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.

Exchange the tea index cards for capacity and consensus. 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 grid. Ask them to first explain the meaning of capacity, then of consensus.

What is the meaning of capacity? [Wait for examples before moving to the next question] What is the meaning of consensus?

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

- *If something is extremely low capacity but perfect consensus, where would it be located 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

Materials: Markers, colored paper, results packets

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

Place the colored paper with the names of the capacity areas on the matrix according to the results shown in the results packet. Have a discussion around the results.

We have just reviewed the matrix showing capacity and consensus. Now I have placed the results of your ITOCA on the matrix. 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? These are your high-level results, but we will also 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 (CSP). If possible, give copies to everyone to ensure that the most staff possible can review the results.

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. Per statement of excellence you will see 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 statements-of-excellence 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 volunteers to read aloud the individual statements of excellence and the 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?
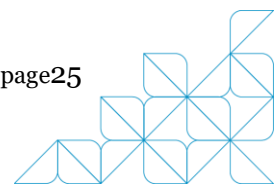
- How do you feel about the results?
- Are you surprised about any specific statement of excellence? Which ones?

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, but likely more, capacity areas for a similar discussion.

Organization Strengths and Weaknesses

Materials: Flip charts, markers, masking tape, stickers

Management	
Strengths	Weaknesses

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. See the examples in the chart and photograph. The key to this exercise is to move beyond restating the statement of excellence and to drill down into the exact issues within the statement of excellence that are weaknesses or strengths of the organization.

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.*
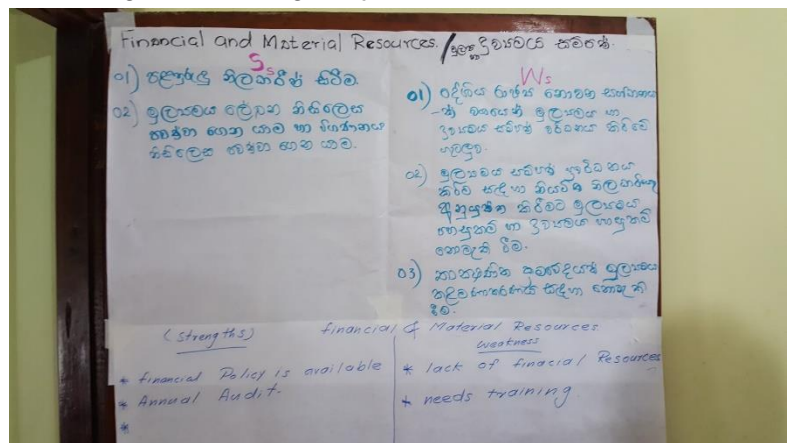
After all capacity areas have been analyzed and strengths and weaknesses drafted, hang up the flip charts for a gallery walk. Ensure flip charts are properly labeled with the capacity area name and that strengths and weaknesses also are labeled. Provide enough time, at least 20 minutes but perhaps up to 45 minutes, for staff to walk around the room, review the flip charts, and raise questions with their colleagues.

Now facilitators need to help participants prioritize strengths and weaknesses for greater development. Distribute 5-8 stickers to each participant.

Instruct the participants to use their stickers to prioritize strengths and weaknesses 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. The point of this exercise is to develop a more-narrowed list of high priorities that will be developed into actions for their organization's institutional strengthening plan (ISP).
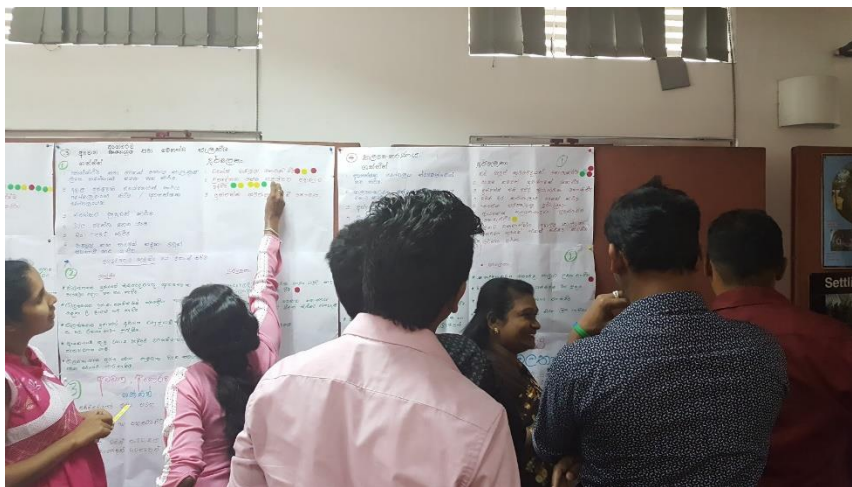

At this point in the exercise, take note of the strengths and weaknesses with no stickers and ensure these are documented for possible consideration in future rounds of ISP development. For those with stickers, identify the top 10-15 items, consolidating any that overlap or are similar. These top priorities will be used on Day 3 to develop an ISP.

Wrap-Up/Close of Day Two

Depending on how fast the day's activities proceeded, the activity above may be a good stopping point for Day Two. However, if you found that the organization moved fast through the day's activities, continue onward into Day Three's activities.

If you are wrapping up the day, remember to thank the participants for their participation and the time they dedicated to the day's important exercises. Agree on a starting time for Day Three. Share your excitement about the next day's activities.

Thanks, everyone, for this wonderful day! We appreciate your contribution in discussing your ITOCA results and analyzing the results so thoroughly. Tomorrow, we will begin the process of developing your customized ISP.
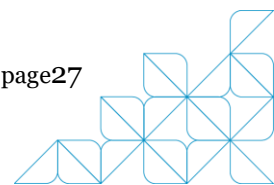
Day Three

Introduction and Agenda

Advance preparation: Display the Day Three agenda on a flip chart.

Day Three moves participants from problem analysis to developing an institutional strengthening plan (ISP). This final workshop day also introduces participants to the organizational performance index (OPI), which they will complete on their own and submit to LINKAGES for review and verification.

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.

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 thing new you learned about your own organization?

Looking at the agenda, you can see that today we'll focus on developing an institutional strengthening plan and introducing the organizational performance index.

Action Planning Brainstorming

Materials: Markers, index cards

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."

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. If they cannot easily recall the strengths and weaknesses, refer to the flip charts hanging from the previous day. Instruct participants to write one action per card to solve the problems identified. 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. Piles should be labeled with the capacity area name, and, if possible, actions should be linked to individual statements of excellence. 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. At the end, participants should have about 20 actions for organizations with one or
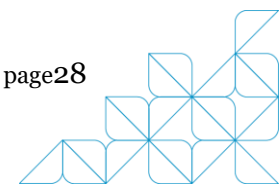
less years of funding from LINKAGES, but much more for organizations with additional funding.

Once participants complete the activity, appreciate them for the good work done.

Prioritizing Actions

Materials: Index cards with actions from the previous activity**,** masking tape, 8 stickers per participant

Advance preparation: Create the planning pyramid, per the example at right, on the floor or a flip chart, including the categories below:

- Short Term (100 days)
- Long Term
- Things we can do ourselves
- Things we can do with help from the community
- Things we need external assistance to achieve

Things we need external assistance to acheive

Things we can do with help from the community

Things we can do ourselves

Short Term (100 days)   **Long Term**
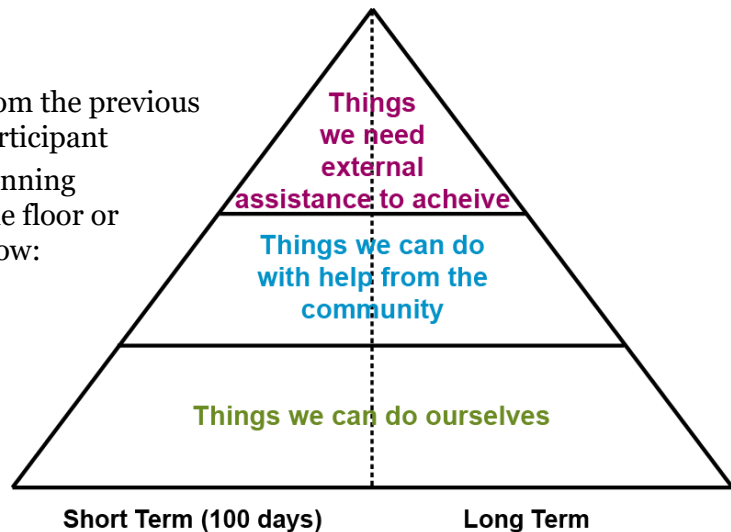
Ask participants to move close to the pyramid and explain the reason for doing this activity: to help prioritize actions that the organization can implement both in the short term and long term. Prioritizing helps organizations understand things that they can do and things that require community and 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 that they should be placed.

Ask participants to prioritize three actions/index cards for the short term and five actions/index cards for the long term. Give each participant three stickers for short-term actions and five stickers for long-term actions and ask them to vote by placing a sticker on the index card of the action they choose. Make sure to take a photo of the completed planning pyramid. The top 10 actions, calculated by the number of votes received, will be used by the organization to develop an ISP. Larger organizations, with more than 20 staff/volunteers, and those that have more than one year of funding, should prioritize a greater proportion of actions for the long term. Ideally, they will have 20–30 actions to complete. Those

organizations with fewer staff or more restricted funding should have between 10 and 20 actions.

Institutional Strengthening Plan

Materials: Prioritized action cards from the previous exercise, flip chart paper, markers

Advance preparation: Create an ISP on flip chart paper using the example below.

Capacity Area/ Statement of Excellence	Capacity Weakness	Action (2)	Expected Results	Person/ Organization Responsible	Time Frame	Budget Cost/Inputs

Thank you all! 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 LINKAGES. Now it is time to begin the process of drafting your institutional strengthening plan, or ISP.

ISPs are developed to help you and LINKAGES 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 or actions, such as a series of actions, we intend to 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 LINKAGES, and perhaps other donor-funded programming,*
- *And, an outline of the associated costs or inputs needed to accomplish the actions listed.*
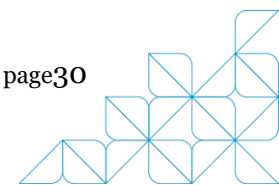
Divide the participants into two to three groups and provide each group with a copy of the ISP on flip chart paper. Each group should be assigned a set of actions from the action index cards. Allow at least two hours of concentrated work on this activity. As the facilitator(s), you can provide ongoing input and direction to the groups.

Make sure that participants are aware that they likely will not fully complete their organization's ISP 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 ISP to completion. This may include 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 ISP needs to be converted from paper to an electronic format, preferably Microsoft Excel.

Once the organization completes the ISP, it needs to notify its LINKAGES counterpart. LINKAGES staff will review the ISP, provide feedback or simply approve it, and use it for ongoing monitoring and mentoring visits with the organization.

Organizational Performance Index

The final activity of the day and workshop is to introduce the OPI. Pact's OPI[3] supports measurement of change in organizational performance and clarifies the link between capacity development inputs and community-level impact. It is a revolutionary yet user-friendly approach that looks beyond the development of organizational systems or skills and analyzes the actual value added through capacity development efforts.

The OPI captures an organization's performance across four domains: effectiveness, efficiency, relevance, and sustainability. Each of these domains includes benchmarks that describe a progression of four levels of increasing performance. Partner organizations self-identify their current level in each domain and provide tangible evidence to support their conclusions. LINKAGES staff review the evidence provided, verify achievements, and agree on final scores together with each organization. The partner organization is re-assessed annually, and the results are used to track changes in organizational performance.

The final exercise of the workshop is to introduce the organizational performance index or OPI and provide you time to ask questions related to the OPI. To help us introduce the OPI, we will go through this PowerPoint presentation, which provides a background to why and how the OPI was developed, how we use the OPI, and what the OPI measures.

Note: Facilitators should ensure that they have access to an up-to-date OPI PowerPoint presentation. You also can use the OPI two-pager as a handout for participants. Participants should receive a copy of the OPI table and data entry form, which they will take back to their office, review the eight sub-domains, score themselves, and prepare evidence to share with

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[3] The OPI is a Creative Commons Licensed tool of Pact's available on its website for free at http://www.pactworld.org/our-approach/capacity.
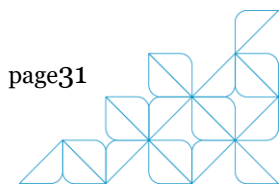
LINKAGES for verification and uploading into the Capacity Solutions Platform (CSP). After the presentation, agree with the organizational leadership on a timeframe for them to complete the self-scoring and secure the evidence. Also arrange a time for an OPI verification visit by LINKAGES staff.

Like the ITOCA, the organization will receive a simple OPI report following the verification of scores and uploading of the scores to the CSP.

Wrap-Up/Close of Day Three

Materials: Red sticky cards or index cards and green sticky cards or index cards, 2 envelopes marked "Needs Improvement" and "Excellence"

Thank you so much for your great participation, for completing the ITOCA, and for starting your ISP and OPI successfully! The LINKAGES team will continue to follow up with your organization on the completion and implementation of the ISP over the coming months. Likewise, we will shortly visit your office to collect your OPI scores and evidence.

Before we end the workshop, I hope that we can complete one more quick exercise. The point of this exercise is to provide feedback to LINKAGES on our performance over the last three days. On the tables you will see red and green cards. Please take a few moments to reflect on the three days. Please identify two things that we need to improve and write this on the red cards. Please write one item per card. Also identify two things that you really liked or thought were excellent. Write one per green card. Place the red cards in the envelope labeled "Needs Improvement" and the green cards in the envelope labeled "Excellence." Thank you so much for your participation!
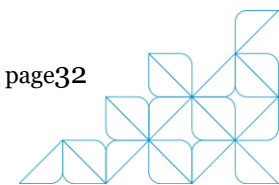
Appendices

Appendix 1: Checklist of Materials for ITOCA Workshop

Stationery:
- Index cards preferably in different colors including red (pink) and green
- Boxes of colored markers
- Colored stickers and sticky dots
- Extra pens
- Flip charts
- Masking tape, preferably blue painters' tape
- Large envelopes
- Ream of colored paper
- Reams of printing paper or cash for printing results

Day One materials:
- Enough printed copies of the ITOCA scoring sheets for each participant
- ITOCA Facilitator's Guide
- Activity flip charts:
    - Day One agenda
    - Workshop expectations
    - Workshop ground rules
    - ITOCA definition and objectives
    - ITOCA scoring scheme
    - Others according to the activities chosen for prioritized Capacity Areas
- Index cards:
    - Labeled according to activities chosen for prioritized Capacity Areas
- Paper prepared with a grid for brainstorming, one per participant
- Extra flip chart paper and index cards
- Colored stickers and sticky dots, especially in green, yellow, and red
- Large pile of beans or bag of individually wrapped candy
- Masking tape
- Colored markers
- 15 large envelopes
- Results analysis on computer and access to power and printer services at end of Day One

Day Two materials:
- ITOCA Facilitator's Guide
- Results packets
- Flip charts:
    - Day Two agenda
    - Graph with capacity areas, "Strengths," and "Weaknesses"
    - Planning pyramid
- Index cards:
    - High capacity, low capacity, high consensus, and low consensus
    - Hot tea, cold tea, light tea, and dark tea
- Extra flip charts and lots of index cards
- ISP sheets of paper
- Colored markers
- Colored stickers or dots
- Masking tape

Day Three materials:
- Index cards or sticky cards
- Flip chart paper
- Markers
- OPI two-pager handout
- OPI PowerPoint slide deck
- Projector and laptop
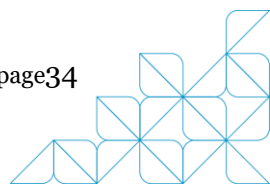
Appendix 2: Instructions for Creating ITOCA Results via Pact's Capacity Solutions Platform

Step 1

a. Click on the "Settings" wheel in upper-right-hand side of page and select "Manage Partner."

b. Type in the search bar the name of the partner to see if it already has an account in the CSP.

c. If does not, add the partner. Click the green "Add Partner" button for every new partner, complete the form, then click "Create."

Step 2

a. On the left-hand side select "Organizational Capacity Assessment (OCA) > Import."

b. Scroll to the bottom of the page and click "OCA import template" to download the template.

c. Complete both tabs in the template with your OCA tools.

Step 3

a. On the "OCA > Import" tab on the CSP, set the scale (4 or 5 usually) and the date of the OCA.

b. Search for, then click the check box next to the partner you're uploading the OCA scores for.

c. Click the "Drop files to upload" square on the right-hand side of the screen and select the completed OCA template with scores.

d. Click the "Upload" button; the button will turn blue once the file is successfully uploaded.

e. The CSP will process your request and, when finished, a blue bar will appear at the top of the screen that says "Upload was successful."

Step 4

a. Click on the "OCA > Dashboard" tab on the left side, then type to search for the name of the organization name for which you uploaded data.

b. Click on the organization name to view OCA results.

c. Scroll upward to see the matrix scores and down to see the scores in bar graph form.

d. Click on the bar graph or on the sub-category acronyms on the left-hand side to go to any of the sub-categories.

e. Click on any of the statements of excellence to see how participants voted.

f. On the "OCA>Overview" page with the matrix and bar graph, on top of the OCA matrix, click "export" to download the results and save as a PDF to your computer.

g. Print out copies of the PDF as a results packet.

Appendix 3: ITOCA Score Sheets by Capacity Area

Capacity Area 1: Community Empowerment/Mobilization

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
24	Our organization supports SWs/MSM/PWID/TG-led design and implementation of programs for SWs/MSM/PWID/TG.	
25	Our organization supports collective action of SWs/MSM/PWID/TG.	
26	Our organization supports the creation of safe spaces for SWs/MSM/PWID/TG to meet, conduct trainings, socialize, discuss common issues and problems, and develop and exchange solutions.	
27	Our organization sensitizes SWs/MSM/PWID/TG on the services available to them.	

Capacity Area 2: Social and Behavioral Change Communication/Demand Creation

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
28	Our organization conducts a social and behavioral barrier analysis with SWs/MSM/PWID/TG before designing our outreach, mobilization, SBCC, or advocacy programs.	
29	Our organization has a communication strategy to effectively segment each audience with relevant information, motivation, and skills-building that targets those barriers.	
30	Our organization has a communication strategy to effectively reach each audience with relevant information, motivation, and skills-building that targets those barriers.	
31	Our organization develops and tests support materials/job aids with SWs/MSM/PWID/TG and incorporates their feedback.	
32	Our organization coordinates implementation of demand-creation activities with other programs (e.g., referral for products and services).	
33	Our organization has a system in place with standard tools to track referrals of clients/beneficiaries.	
34	Our organization has a referral tracking system that is designed so that no personal health information is collected.	

Capacity Area 3: Stigma and Discrimination

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
54	Our organization involves SWs/MSM/PWID/TG in the design, delivery, and evaluation of programs designed to address stigma and discrimination.	
55	Our organization provides SWs/MSM/PWID/TG with advice and support to take action to respond to discrimination through education, peer support, counseling, discussion groups, or effective referrals.	
56	Our organization has interventions to address internalized stigma related to being part of a key population (how SWs/MSM/PWID/TGfeel about themselves and specifically feel a sense of shame about being SWs/MSM/PWID/TG).	
57	Our organization enhances health worker knowledge about the forms, causes, and effects of SWs/MSM/PWID/TG-related stigma and discrimination.	
58	Our organization enhances law enforcement knowledge about the forms, causes, and effects of SWs/MSM/PWID/TG-related stigma and discrimination.	
59	Our organization has a written policy on stigma and discrimination addressing PLHIV and key populations (MSM/SWs/PWID/TG) that applies to all staff.	
60	Our organization's staff (clinical, management, outreach, and support staff) are trained on this policy at least annually.	
61	Our organization has an anonymous reporting mechanism for beneficiaries to report that they have been stigmatized or discriminated against.	

Capacity Area 4: Management

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
71	Our method for making decisions within the organization is transparent.	
72	Our organizational structure contributes to efficient implementation of our objectives.	
73	Each employee knows his/her job responsibilities.	
74	A clear and understandable internal communication system ensures the organization's team coordinates its activities.	
75	Detailed and clear internal procedures and policies increase the effectiveness of the organization's activities.	
76	SWs/MSM/PWID/TG are represented on our management team.	

Capacity Area 5: Human Resources

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
77	Our organization has a transparent operational system for managing human resources.	
78	Our organization has a system for the professional development of our employees that meets the needs of our organization and employees.	
79	Performance assessment of team members contributes to the efficient performance of our employees.	
80	Our employees have sufficient experience, knowledge, and skills to provide high quality services to SWs/MSM/PWID/TG.	
81	Our organizational human resources policy fully takes into account an equal opportunities principle for all population groups and encourages the hiring and promotion of SWs/MSM/PWID/TG.	

Capacity Area 6: Financial and Material Resources

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
87	Our fundraising system allows us to fully implement the mission of our organization.	
88	Our organization's diversified budget (which comes from various sources) contributes to the financial sustainability and continuity of our activities.	
89	Our resource mobilization specialists' professional skills are sufficient to ensure the stable income of funds for our organization.	
90	The organization's premises fully meet the needs for implementing all strategic activity areas.	
91	Our organization has up-to-date office equipment in the amount that is sufficient to implement the organization's activities.	
92	Our organization's financial management is based on clearly defined procedures.	
93	Our organization's financial management procedures ensure adherence to ethical principles when conducting activities.	
94	Our organization's financial files are documented and audit-ready.	
95	Our organization has a well-developed financial monitoring system (both internal and external).	

Capacity Area 7: Monitoring, Evaluation, and Learning

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
62	We have staff dedicated to MEL.	
63	If client-level personal information is collected, identification cards or documents are used to protect the confidentiality of clients.	
64	Our programs have MEL plans.	
65	Our organization conducts regular internal data quality audits.	
66	Volunteers and staff have clear guidance on filling in data collection tools/forms.	
67	Our organization always takes into account the results of project MEL to refine programming.	
68	Our organization always conducts client satisfaction surveys or scorecards.	
69	Our organization always uses the results of client satisfaction surveys or score cards to improve the quality of our services.	
70	Staff use data on key project indicators to assess progress on implementation objectives.	

Capacity Area 8: Strategy and Operational Plan

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
1	Our organization has a well-specified strategic development plan that helps us to efficiently achieve our goals.	
2	All members and employees of our organization are actively involved in the strategic planning process.	
3	Our organization always involves SWs/MSM/PWID/TG in strategic planning of the organization's programs and services.	
4	All members and employees of our organization fully understand and share the mission and values of our organization.	
5	Our organization has a clear operational plan of our activities that helps implement the identified strategy to full extent.	
6	Our operational planning is guided by the principle of keeping reasonable deadlines/allowing reasonable time periods to implement tasks.	

Capacity Area 9: Client Needs

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
7	Our organization regularly updates information about the characteristics of SWs/MSM/PWID/TG (such as behavioral characteristics, overlapping risks, social and gender norms, structural barriers, specific needs).	
8	All our organization's services/programs are based on evidence and results of assessment of specific clients' needs.	
9	Our organization regularly studies/analyzes which SWs/MSM/PWID/TG/sub-group is most vulnerable to a risk of HIV infection, taking into account the local context.	
10	Our organization is able to identify the gender-related barriers faced by those we serve (for example, violence directed against TG for not conforming to gendered expectations of dress and behavior).	
11	Our organization promotes the participation and leadership of SWs/MSM/PWID/TG in the design, implementation, monitoring, and evaluation of its programs.	
12	Working hours and location of service provision sites are convenient and accessible for our target group, including those of diverse genders and ages, contributing to better coverage for our clients.	

Capacity Area 10: Service Quality (General)

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
13	Our organization's existing service standards contribute to our provision of quality services.	
14	Service standards were discussed and approved by the employees in consultation with SWs/MSM/PWID/TG.	
15	Services provided by our organization correspond to a continuum of care approach, including prevention, treatment, and care.	
16	Service providers have received training on providing gender-sensitive services.	
17	Services always are tailored according to a client's gender and age.	
18	Our organization offers stigma-free and confidential services to SWs/MSM/PWID/TG.	
19	Our organization has enough disposable materials to ensure uninterrupted service provision.	
20	Our organization has a clear system for service quality management, which includes defining the functions, duties, and responsibilities of employees involved in service provision.	
21	Timely and adequate responses to client feedback help to quickly resolve the gaps in service provision and improve service quality.	
22	Our organization applies key national and international guidelines for working with SWs/MSM/PWID/TG to our programs, including the WHO consolidated guidelines for key populations and the implementation tools for key populations.	
23	Our organization supports services across the HIV cascade, including reaching and testing key populations, diagnosing PLHIV, enrolling them in care, and initiating and sustaining them on ART.	

Capacity Area 11: Peer Approaches: Educators/Counselors/Navigators

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
35	Our organization promotes peer-led approaches (peer education, peer counselors, peer navigators) and ensures that SWs/MSM/PWID/TG are at the forefront of outreach to clients.	
36	Our peer outreach program includes information and skills around HIV and AIDS, human rights, stigma and discrimination, gender, and sexual diversity.	
37	Our organization provides up-to-date communication materials or job aids to workers or peers who conduct outreach.	
38	Our organization's outreach staff have been trained (either initial or refresher) in the past year.	
39	Facilitators have received a mentoring/support visit about the quality of their work from their supervisors at least once in the last three months.	
40	Our organization conducts micro-planning to plan for peer outreach, including validating hotspots and mapping to develop outreach plans.	
41	Our organization has clear guidelines and standards for its peer outreach program, including standard tools to conduct outreach supervision.	
42	Our organization has not had any stock outs of condoms and/or lubricant in the past three months.	
43	Our organization has tools available for condom and lube promotion.	
44	Informed consent procedures are used when SWs/MSM/PWID/TG are registered for outreach services using unique identified codes.	
45	Our organization has workplans in place that include peer-led outreach activities, objectives, and targets.	

Capacity Area 12: Adherence/Positive Health, Dignity, and Prevention

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
46	Our organization provides comprehensive services to HIV-infected SWs/MSM/PWID/TG, including: • Risk reduction counseling • Condom provision • Adherence counseling • Partner HIV testing and counseling (for regular partners of SWs)	
47	Our organization provides comprehensive community-based care and support services, including: • Support for retention for pre-ART and ART patients • Adherence support • Basic client assessments, documenting clinical and psychosocial needs with linkages/referral to other services as appropriate • Adherence support materials and (digital) reminders	
48	Our organization has written standard operating procedures addressing: • Referral and linkages to health facilities providing comprehensive HIV care • Support for retention for pre-ART and ART patients • Adherence support • Basic client assessments, documenting clinical and psychosocial needs with linkages/referral to other services as appropriate	
49	Our organization provides STI diagnosis/treatment and contraception/safer pregnancy counseling and provision on-site.	

Capacity Area 13: Violence Prevention and Response

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
50	Our organization supports community-led models to mitigating violence, such as 24-hour crisis lines, paralegals, and medical support.	
51	Our organization facilitates SWs/MSM/PWID/TG access to justice through legal services.	
52	SWs only: Our organization offers services and/or programs for SWs without pressuring them to leave sex work.	
53	SWs only: Our organization recognizes that selling sex under the age of 18 constitutes child exploitation.	

Capacity Area 14: Image, Networking and Partnerships

Score your organization according to the scale below. Mark with an "X" the most important statement, in your estimation, related to your organization's development, but not more than two (2) per capacity area.

Scale:

Score	Value
4	Agree
3	Partially agree
2	Partially disagree
1	Disagree

No.	Statement of Excellence for Scoring	Score
82	A clearly defined strategy for developing external relations contributes to the achievement of the organization's mission.	
83	Our organization is viewed by HIV-service organizations working with key populations as a good referral site in the key technical areas for HIV prevention, diagnosis, treatment, and care for key populations.	
84	Our organization actively establishes and maintains links with other civil society organizations working with SWs/MSM/PWID/TG.	
85	Our organization actively establishes and maintains links with governmental institutions working with SWs/MSM/PWID/TG.	
86	Our organization's partnerships and network connections contribute to full implementation of our strategic objectives.	