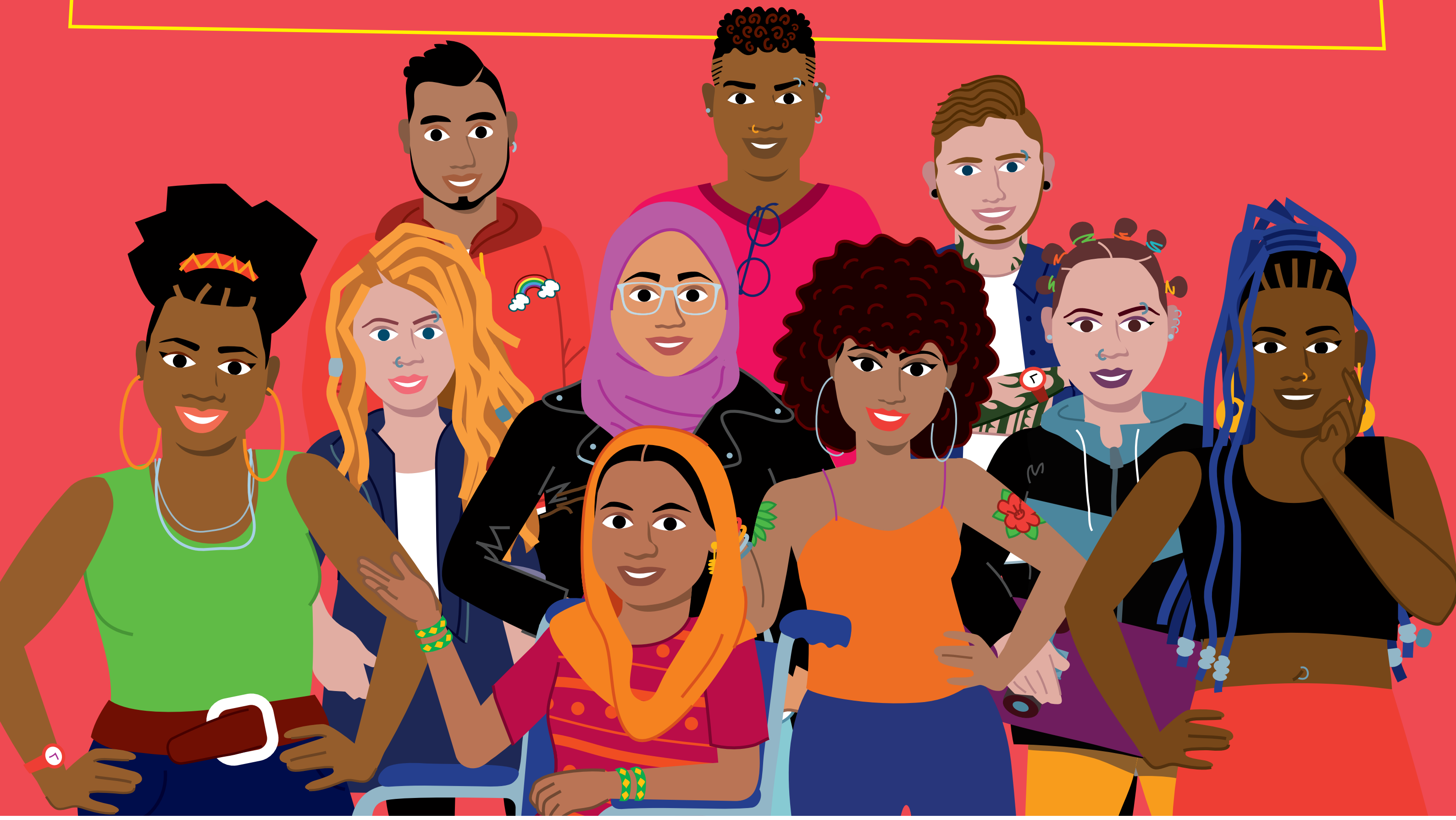
We Are The Change

Capacity-building curriculum for AGYW-serving and -led community organisations



GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

TABLE OF CONTENTS

FOREWORD

“We are the Change” reflects best practice in how to undertake a genuine participatory and authentic resource co-creation process.

The Global Network of Young People Living with HIV (Y+ Global) and Paediatric Adolescent Treatment Africa (PATA) have co-developed this much needed curriculum side by side with women and girls, in their diversity, to ensure the content and structure not only reflected technical needs but that it also appeals to youth by being engaging, fun, interactive, simple and easy to use.

As we look ahead to the work that needs to be done to achieve the 2030 UNAIDS targets and contribute to the Sustainable Development Goals (SDGs), it is clear that we will not do so without the critical engagement and leadership of women and girls. “We are the Change” includes an adolescent girl and young women (AGYW) community-based organisation (CBO) capacity assessment tool (AGYW-CAT) and covers 9 core components: governance; planning; finance; sustainability; human resources; monitoring and evaluation; networking and advocacy; community, human rights and gender and AGYW programmes - all key building blocks to strengthening CBO capacity towards meeting contracting eligibility criteria.

We look forward to more AGYW-serving and -led community organisations contributing to their national HIV responses, increasing equitable access to health, and improving health outcomes.

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INTRODUCTION

Welcome to the curriculum for community-based organisations (CBO's). This curriculum has been designed for CBOs led by or working with adolescent girls and young women (AGYW), especially those working on addressing HIV and other sexual and reproductive health issues.

The process of designing this curriculum was a participatory one, involving 37 AGYW-led and -serving organisations from 5 Southern African countries: Botswana, Eswatini, Lesotho, Malawi and Namibia.

It is important to know the difference between **community-based organisations** and **community-led organisations**.*

Community-based organisations operate in community settings or locations. Often they are organisations that have arisen from a community in response to particular needs or challenges.

Community-led organisations are organisations that are governed, led, and staffed by people who are experienced and affiliated with the communities being served or intended to benefit from the organisation's work.

Background

CBOs are an essential part of the HIV response. They represent communities; they understand their needs and challenges; they can respond quickly, and they have irreplaceable local knowledge.

However, CBO's often experience challenges with their capacity, which affects their ability to develop and be sustainable. These include challenges with organisational development, including governance, planning, finance, human resources, and monitoring and evaluation. CBOs also often struggle with funding, and need support to be able to mobilise resources to do their work. In addition, CBOs led by or serving AGYW sometimes lack the capacity to design and implement evidence-based interventions for AGYW. They may also need support to conduct advocacy and to integrate gender equity and human rights principles into their programmes.

* Global Fund (2022). Technical Brief: Community Systems Strengthening.

The **HER Voice Fund** is a fund created by the Global Fund and partners to support the meaningful engagement of adolescent girls and young women (AGYW) and youth-led community-based organizations into Global Fund and other related policy and program processes. The HER Voice Fund is supported by ViiV Healthcare Positive Action and implemented by the Global Network of Young People Living with HIV (Y+ Global).

In order to ensure that more CBOs led by or working with adolescent girls and young women (AGYW) contribute to addressing HIV and other sexual and reproductive health issues the CE SI supported PATA and Y+ Global to implement a process of co-creating a capacity strengthening curriculum.

What did we do?

From the start we agreed that AGYW organisations should be involved in determining their priority capacity needs, as well as what the curriculum should look like.

The Her Voice Country Lead organisations and the Her Voice Ambassadors supported the project in each country.

These are the steps we took:

1. Developed criteria for AGYW-led and serving organisations to be in Included in the process
2. Invited AGYW CBOs in Botswana, eSwatini, Lesotho, Malawi and Namibia to apply via word of mouth
3. Selected AGYW CBOs which met the criteria
4. Sent all the CBOs a capacity assessment tool (called the AGYW-CAT) to do a self-assessment. The following areas were assessed:
   - Governance
   - Planning
   - Finance
   - Sustainability
   - Human Resources
   - Monitoring and Evaluation
   - Networking and Advocacy
   - Community, Human Rights and Gender
   - AGYW Programmes

5. Came together at 2-day stakeholder workshop in all 5 countries where participants shared their capacity needs and we all dug deeper to understand what the common gaps were and how these could be addressed.
6. Based on these consultations, we developed a draft curriculum consisting of a module for each of the 9 identified capacity areas.
7. Piloted training using the draft curriculum with 3 of the 5 countries.
8. Based on participants feedback, finalised the curriculum

What kind of curriculum do AGYW organisations want?

AGYW organisations in the 5 countries told us what kind of curriculum would help them to grow

- It should appeal to youth: should be engaging, fun, interactive, simple and easy to use.
- The curriculum should not be a 'one size fits all': it should be relevant and useful to a range of different community-based organisations, whatever their starting point is.
- It should be able to be used online or offline.
- The curriculum should be relevant for AGYW in their diversity, including AGYW who are marginalised or vulnerable, such as, lesbian, bisexual or transgender, young people selling sex, drug users, young mothers, disabled or migrant youth.
- It should be visually appealing and should not just include text, but should include graphics, quizzes, call out boxes, links to videos etc.
- It should include stories, case studies and good practice examples from the CBOs which have participated in the pilot.
- It should include templates of organisational development documents (e.g. constitution, policies) which CBOs can customise.

In developing this curriculum, we have tried to bring in all of these elements.

How do AGYW community organisations learn and grow?

AGYW organisations shared that organisational learning and growth is a long-term process. Training workshops can be useful but when used as a standalone method, they observed that the results are often not sustained.

Ideas of ways of supporting lasting growth included:

- Increasing the length of time for capacity strengthening projects, ideally for at least 18 months
- Giving opportunities to practice new skills
- Experiential learning, which brings in life experience and emotions
- Including fun games
- Being able to share with other organisations who have struggled with similar challenges and figured out solutions
- Inviting local resource people to trainings who can provide support after the meeting has ended
- Having a mentor who can support the capacity strengthening process and check in on CBO's progress

About this curriculum

This curriculum consists of the AGYW-CAT, and then 9 capacity strengthening modules. The modules are

Module 1: Governance

Module 2: Planning

Module 3: Finance

Module 4: Sustainability

Module 5: Human Resources

Module 6: Monitoring and Evaluation

Module 7: Networking and Advocacy

Module 8: Community, Human Rights and Gender

Module 9: Programmes for Adolescent Girls and Young Women

Each module consists of a number of "components" which are the sub-areas in the AGYW-CAT.

Each module is simple and interactive, contain elements such as:

Stop & think! Questions to test your knowledge

Reflection: exercises asking what you think about a question which might not have an easy answer

Activities: Exercises to help you practice the skills taught in the module, as well as some quizzes

Resources and courses: interesting further reading or support, as well as free online courses and certificates in different topics

INTRODUCTION TO **POSITIVE YOUNG WOMEN**

- Meet Positive Young Women! A group of young women living with HIV are starting a new community-based organisation called Positive Young Women.
- They have a lot of energy and passion to support young women like themselves who are living with HIV. They want to help women living with HIV to live healthy and happy lives.
- They are just starting on their organisational journey, and are keen to learn how to set up a successful and effective community-based organisation.
- Throughout this curriculum, we will ask YOU, the reader, to advise and guide Positive Young Women as to how they can grow their organisation.
- You can do these exercises alone or in a group with some colleagues.

How to use this curriculum

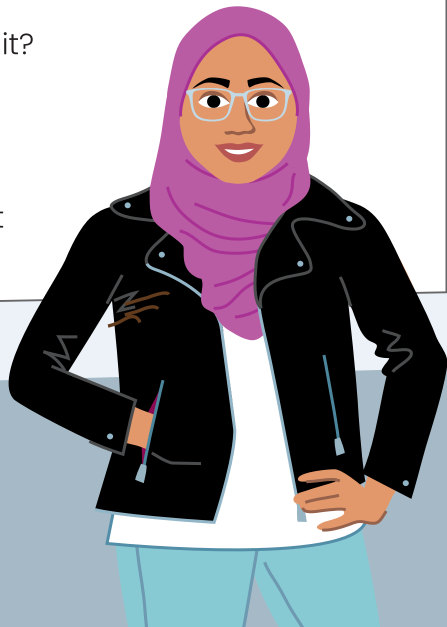
You can use this curriculum alone or in a group. However, some of the exercises work better in a group.

1. To start, assess your organisation's capacity in the 9 different areas, using the AGYW-CAT. More detailed instructions on how to complete the AGYW-CAT are on the first page of the CAT. There are two ways in which you can do the AGYW-CAT. The better way is to go to the Excel tool via this link. The Excel tool is better because it automatically calculates your scores and shows all your scores on a dashboard. The other way you can complete the AGYW-CAT is by completing the AGYW-CAT forms in the next chapter.

2. When you have finished going through the 9 different assessment areas, develop a Capacity Action Plan for your organisation. Prioritise which capacity areas you need to work on. Also think about which area you should work on first, second, third etc. For example, if some of the fundamental building blocks of an organisation are not in place, eg registration, a functioning board, you might want to work on the Governance Module first. Or if some of the activities you want to implement will need funding, you might want to do the Sustainability module first. Fill in the Capacity Action Plan part of the AGYW-CAT, either in the Excel version or the version in the next chapter of this curriculum.
3. Decide on a time frame for your Capacity Action Plan. Will it be 6 months, 1 year or more? This is up to you. Write the time frame in the relevant column in the Capacity Action Plan.
4. Make your Capacity Action Plan a living document. Share it with all your colleagues. Get their ideas on ways in which the organisation can access support besides that in the curriculum. Brainstorm organisations, partners, government departments or donors who can provide support.

   Tip: it might be a good idea to share your AGYW-CAT results and Capacity Action Plan with current or potential donors. That way they can see that you are being strategic and systematic about addressing your capacity gaps.

5. Your Capacity Action Plan can guide you as to which Module to work on first. Alternatively, you may want to start at Module 1 and work your way through each module. Its up to you.
6. The aim of each component is to support CBOs to develop the skills which will help them to develop from a low score (1 or 2) to a higher score (3 or 4). The curriculum gives you information on how to get to a higher level, but getting there will require implementing the guidance in the module.
7. Evaluate! After the period of your Capacity Action Plan has come to an end, come together again as an organisation and repeat the AGYW-CAT. Compare the results from before and after your capacity strengthening process. Ask yourself?
   - How have we improved and how did we achieve it?
   - Where have we not improved and why is that?
   - What have we learnt?
   - Based on our lessons learnt, what should our next steps be?



AGYW-CAT

Welcome to the AGYW CBO capacity assessment tool (AGYW-CAT)

How to complete the AGYW CBO capacity assessment

1. This capacity assessment tool is best completed by a small group of people from your organisation. Use the tool to stimulate what will hopefully be a productive and insightful discussion of your organisations capacity strengths, as well as areas which need further strengthening.
2. Set aside enough time to complete the tool. It is estimated that completing it will take an average of 3-4 hours. You may choose to do it over one or more sessions.
3. One person in the group should be responsible for completing the tool, making sure to save it, as your organisation will need to refer to the tool in future.
4. The tool consists of different sheets, each sheet dealing with a different capacity area of organisational functioning (Governance, Finance etc). Work through the tool sheet by sheet.
5. The first sheet is the Profile, consisting of general questions about your organisation. Please answer the questions in the relevant boxes.
7. The next 9 sheets deal with different capacity areas. The first 8 relate to different areas of organisational development. The 9th relates to Adolescent Girls and Young Women (AGYW) programming.
8. Each capacity area page has the same sequence:
    - Start with the open-ended question, which is designed to kick off the discussion.
    - Next, go to the series of questions about the different components under that capacity area. Discuss each question as it applies to your organisation. Decide which number best suits your organisation – 1, 2, 3 or 4. Put that number in the space provided.

- Be honest about your capacity gaps. You are doing this exercise to identify the areas where you need to improve.
- Add up your scores, and write these in the box provided.
- Next calculate your average score for each capacity area. To do this, take the total score, and divide this by the number of components in each capacity area. So, for example, if your total score is 15, and there are 5 components, your average score for that capacity area will be 3 (15 5 = 3)

Round your average score up or down to 1 decimal point. For example, if your score is 3.823, round it down to 3.8. If it is 3.875, round it up to 3.9.

- The next stage is very important, so do not skip it. At the bottom of each sheet, complete the following three fields:

Capacity needs: make a note of what your needs are in that capacity area

Actions to address needs: ideas on what you can do to address your needs

Resources needed: support which you think government, donors, development partners or civil society could offer you.

9. When you have completed all 9 capacity areas, put all your average scores in the summary table. This will help you to see where you are strong and where you need to focus on building your capacity.
10. Finally, go to the Capacity Action Plan table. Transfer the Capacity needs, Actions to address needs, and Resources needed from the 9 capacity area sheets. Now discuss which needs are the most important and critical to address. Rank all the needs from the most important (1), to the next most important (2), and so on.
11. Now that you have a plan for which capacity areas, and which components under those capacity areas, you wish to strengthen, you can navigate to the relevant Module and Component in this curriculum. This curriculum will provide you for an outline of what knowledge, skills and actions are necessary for your organisation to become stronger in that area.

ORGANISATION PROFILE		
1.	**Name of CBO**	
2.	When was it started?	
3.	**Contact Details**	
	Address:	
	Phone number	
	Email	
	Website	
	Social media addresses (e.g. facebook, twitter etc)	
4.	**Locations where CBO works**	
5.	**Staff**	
	Name and position of most senior staff member/s	
	Total Number of Staff	
	Number of full-time staff	
	Number of part-time staff	
	Number of volunteer	
	How many of the total number of staff are female?	
	How many of the total number of staff are under 30?	
	Is there a technical advisor? If so, who?	
6.	**Overview of organisation work**	
	Which populations does the organisation work with?	

	What activities does the organisation conduct?	
7.	**What do you consider to be your organisation's main highlights and successes?**	
8.	**What have been your main challenges?**	
9.	**Main source or sources of funding/resources**	

CAPACITY AREA A: GOVERNANCE

Open-ended question: How do you select leaders, make important decisions and resolve conflict within the organisation?

COMPONENT	QUESTION	DESCRIPTION OF SCORING				
		1	2	3	4	SCORE
1. Constitution	Do you have written rules and regulations accepted and approved by all the members of the organisation, in particular, a constitution?	No rules and regulations	Some rules/principles written down	Written rules and regulations exist but weren't widely approved	Written rules and regulations approved by representatives of the organisation and community	
2. Vision and mission	Do you have a vision and mission which are clearly understood, agreed and approved by all the members of the organisation?	No clear vision or mission.	Can describe the vision and mission, but they have never been agreed or written down.	Vision and/or mission written down long ago, but either few people were consulted or few people understand them now.	Vision and mission were agreed by all stakeholders and are regularly used to guide decisions about projects and activities.	
3. Board	Do you have a committee/board that meets and makes decisions that guide your organisation's development?	No board, no meetings.	Board established, but it never meets.	Occasional meetings, but role in guiding organisation not strong or useful.	Regular meetings (quarterly) with useful guidance and decisions made for the organisation.	
TOTAL SCORE						
AVERAGE SCORE					Total score 3	
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA B: PLANNING						
Open-ended question: How do we plan and conduct our activities?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				
		1	**2**	**3**	**4**	**SCORE**
1. Strategic planning	Does the organisation have a clearly written strategic plan in line with the vision and mission which guide the work?	There is no plan for strategic direction. Organisation works on whatever activities present themselves or for which there is donor funding.	The organisation has a vision and mission, but does not have goals and objectives for a particular time period OR There is only a strategic plan because of donor insistence but it has not been followed and is not relevant to their current work	There is a written strategic plan, but it is vague and not used to guide the organisation's work, or is not widely known by staff at various levels.	There is an up-to-date strategic plan with explicit links to the vision and mission which outlines the types of programmes to be implemented. The plan was developed in a participatory manner, in consultation with board members and staff at various levels and reflects beneficiaries' needs. The strategic plan guides programming and actions and implementation is monitored.	
2. Activity development and planning	Does the organisation plan the development of its activities, involving all people concerned?	Organisation responds to immediate needs with little planning.	Occasional short-term planning e.g. major events	All organisations ongoing activities are planned in advance with staff and volunteers.	Annual plans are developed and agreed upon with volunteers, staff and board (if it exists). Annual planning involves consultation with community members.	
TOTAL SCORE						
AVERAGE SCORE					Total score 2	
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA 3: FINANCE						
Open-ended question: How do we manage our funds?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				
		1	**2**	**3**	**4**	**SCORE**
1. Finance staff	What are the qualifications and experience of the senior finance staff members? Is there a suitably qualified and experienced treasurer (board member)?	There are no staff with financial experience or qualifications.	There are some staff with experience in basic accounting, but no formal qualifications.	There are some staff with experience in basic accounting and formal qualifications (certificates, diplomas).	There are staff with experience in accounting and have undergraduate or post graduate degrees.	
2. Bank Account	Does your organisation have a bank account to hold its funds?	No bank account. Manages all funds in cash	Someone's personal account is used for funds.	Bank account registered in organisation name, which requires authorised signatories.	A manual record of all payments is kept and compared with all bank statements	
3.Financial policy and procedures	Does your organisation have approved finance policies and procedures and adhere to them?	Organisation does not have any financial policies and procedures.	Organisation has informal financial policies and procedures but they are not in written format. OR Financial policies and procedures are outdated.	Organisation has written financial policies and procedures, but they are not entirely clear. Financial practice is often not in accordance with the policies and procedures.	Organisation has written financial policies and procedures in the form of a manual, which is readily available to staff.	
4. Budgets and cash flow planning	Does your organisation prepare, monitor and review a budget?	Budgets are prepared for every proposal, but not used for anything else.	Budgets are prepared to decide how much to spend on all project and organisation costs, to ensure there is enough money for all future plans.	Budgets are presented annually for approval to a board or representative group of members.	Every 6 months (at minimum), budgets are compared to money already spent, and planned cash flow, to make sure there will be enough cash to keep the organisation running.	
5. Financial records	Does your organisation keep accounts of its money, that can be presented at any time?	No accounts kept	Records kept of money received and spent, but difficult to know how much money is kept at any one time	Accounts kept up to date and balances and statements are prepared at the end of the financial year	Balances and statements prepared quarterly. At year end, presented to external stakeholders for approval.	
6. Supporting documents	Do you maintain supporting receipts and invoices for all expenditure?	No - receipts/ invoices are only asked for when claiming expenses.	Receipts /invoices are kept sometimes, but there isn't a proper filing system	Receipts/invoices are needed to justify any use of grant money, and are kept on file, but rarely reviewed.	All receipts/invoices and other supporting documents filed for 3 years, and reviewed by authorised person regularly.	
7. Reporting	Do you provide accurate financial reports on time to donors?	No experience of having to submit donor reports	Reports are submitted, but often late and/or incomplete	Some reports are submitted on time, but are often incomplete or queried by donor	Reports are always submitted on time and always meet donor requirements.	

8. Annual financial statements	Does the organisation prepare annual financial statements, and are these conducted by an independent auditor?	No annual financial statements.	Annual financial statements but not audited.	Annual financial statements conducted by an independent auditing firm but with an adverse finding or disclaimer.	Annual audited financial statements for at least the past three years, with either an unqualified or a qualified opinion.	
TOTAL SCORE						
AVERAGE SCORE					Total score	
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA 4: SUSTAINABILITY						
Open-ended question: How do we fund our activities?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				**SCORE**
		1	**2**	**3**	**4**	
1.Sustainability Planning	Have you discussed and developed a plan for the sustainability of your organisation?	The organisation has not given any thought to its sustainability.	The organisation has discussed sustainability in meetings, but does not have anything in writing.	The organisation has made some attempts to prepare a sustainability plan, usually in response to donor requests, however it needs some additional work e.g., timeframes, goals and objectives.	The organisation has a sustainability strategy in place that is being implemented and regularly revised with staff who are familiar with its goals and objectives.	
2. Resource mobilisation	How stable and secure is the organisation in terms of resources? What is the source of the organisation's resources?	Organisation has not yet received a grant. Relies on either member contributions or small fund-raising activities.	Organisation has received at least one grant, plus gets resources from other sources besides grants. Lack of resources limits the organisation's work.	Organisation has secured some multiyear grants, but there are still gaps in the organisation's resources, especially when it comes to administration and overheads.	Organisation has stable relationships with diverse donors, including multiyear funding with a good chance of renewal, and funding for administration and overheads. PLUS has secure sources of resources besides donor grants.	
3. Proposal development	Are you successful in developing proposals?	No proposals have been submitted.	Funding has been re-ceived for one success-ful proposal (mainly developed by someone outside the CBO)	Funding has been received for at least one successful proposal in past 3 years, written and developed within the organisation.	Funding received for at least 2 proposals developed internally, in the last three years, each with needs assessments, activity plans and budgets.	
3. Office and equipment	Does the organisation have its own office, meeting space, and equipment for handling admin and writing reports?	No office, no equipment.	Occasional access to another office and equipment. OR - has office but no equipment, OR equipment but no office.	Office and equipment (computer plus printer/ scanner) shared with another organisation.	The organisation has its own office, and sufficient equipment for handling admin and writing reports.	
TOTAL SCORE						0
AVERAGE SCORE						0,0
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA 5: HUMAN RESOURCES AND ADMINISTRATION						
Open-ended questions: How do we manage and support our people?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				**SCORE**
		1	**2**	**3**	**4**	
1. Organogram	Do you have an organogram of your organisational structure, including reporting lines? And Is your organogram appropriate to enable your organisation to deliver on its vision, mission and strategy?	The organisation has no defined organogram.	The organisation has an organo-gram, but it does not clearly define reporting structures and lines OR The organogram is out-dated.	The organisation has a current organogram with clear reporting structures and lines, but it is not reg-ularly reviewed, or else key positions are vacant.	The organisation has a current organogram with clearly defined reporting structures and lines, it is regularly reviewed and analysed to ensure that the staffing structure will enable the organisation to deliver on its vision, mission and strategy.	
2. Human resources policy and procedures	Do you have a Human Resources Policy? How was it developed? What does it contain? Do all staff know about it?	The organisation has no Human Resources Policy and procedures in place. No consistent ways of dealing with HR issues. Responses to problems are ad hoc.	The organisation has informal HR guidelines or policies. Some HR proce-dures are followed most of the time but not documented consistent-ly, but verbally. Staff are however not aware of all of these policies and do not have a clear understanding of the implication thereof.	The organisation has a formal written Human Resources Policy in place, but it is not comprehensive. It is not signed by all staff.	The organisation has a formal comprehensive HR Policy with an agreed review process. All staff have signed this policy document. The policy covers the following issues: recruitment and selection; performance appraisal; renumeration and benefits; basic conditions of employment; disciplinary and grievances; staff development; sexual harassment; employment equity; wellness.	
3. Staff and volunteer development	How do you ensure that staff and volunteers support and motivate each other and develop skills?	No meetings or trainings. Low skill levels, volunteers do basic work	Few meetings. Volunteers sent for training occasionally on an ad hoc basis	Occasional meetings to share lessons and support each other. Training is provided informally when opportunities arise from training providers.	Regular meetings (e.g. monthly), and training activities to keep staff and volunteers motivated. Organisation also sources learn-ing opportunities from partners and ensures all staff get an opportunity to develop.	
4. Staff wellness	Does your organisation implement any activities to support staff members' physical, mental, social, emotional or spiritual wellness?	There is no or minimal awareness of staff wellness within the organisation.	There is some awareness of staff wellness, and there are occasionally conversations about wellness, but the organisation rarely takes measures to support staff wellness.	Staff wellness is mentioned in key policies or strategies (e.g., the HR Policy) but it is not necessarily followed and linked to planned activities throughout the year.	The organisation is intentional about supporting the wellness of staff. The organisation There is a documented staff wellness strategy that is linked to planned activities and initiatives for the year. The staff wellness activities address wellness in a holistic way.	

TOTAL SCORE						0
AVERAGE SCORE						0,0
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA 6: MONITORING AND EVALUATION						
Open-ended question: How do we monitor our projects and see if they have impact ?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				**SCORE**
		1	**2**	**3**	**4**	
1. M&E Expertise	What is the level of monitoring and evaluation expertise in the organisation?	The organisation has no in-house expertise in monitoring and evaluation and has no access to external expertise.	The organisation has limited in-house expertise; irregular access to external expertise exists.	The organisation has limited in-house expertise, but there is regular access to external expertise.	The organisation has strong in- house expertise as well as regular access to external expertise.	
2. M&E Systems	Does your organisation have a functioning M&E system?	Organisation does not do any monitoring at all.	Organisation mainly responds to adhoc donor requests for monitoring data, with little planning.	Organisation has an M&E system, is collecting data on an ongoing basis and reporting to donors. Some staff members have monitoring included in their job descriptions.	M&E system is documented and data is used to inform management decisions, and provide feedback to community. The organisation has at least one dedicated M&E officer.	
3. Evaluation	In the past five years, have any of the organisation's programmes been subjected to an independent evaluation that made recommendations specifically for the organisation to follow up, and the organisation followed up on these recommendations?	None of the organisation's programmes were subjected to an independent evaluation process.	At least one programme was subjected to an independent evaluation process, but the evaluation did not make recommendations specifically for the organisation to follow up	At least one programme was subjected to independent evaluation, the evaluation made recommendations specifically for the organisation to follow up, but the organisation did not follow up on these recommendations.	At least one programme was subjected to independent evaluation, the evaluation made recommendations specifically for the organisation to follow up, and the organisation followed up on these recommendations.	
TOTAL SCORE						0
AVERAGE SCORE						0,0
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA 7: NETWORKING AND ADVOCACY						
Open-ended question: How do we understand and initiate networking? How do we advocate for change?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				**SCORE**
		1	**2**	**3**	**4**	
1. Networking	Are you part of a network?	No	Involved in a network in its district or province	Involved in a national network, and participates in decision-making	Involved in national, regional or global network as an active partner	
2. Partnerships	Do you work in partnership to achieve common advocacy targets/issues?	Work in isolation. No knowledge of local policies, strategies or work of others.	Some knowledge of local government policies and of other organisations.	Understand national and local policies and strategies; have personal contacts with a few relevant people/ organisations. Participate in some multi-sectoral platforms or networking platforms.	Participates in strategic multi-sectoral decision-making platforms at national, regional or global level. Participates in partnerships, alliances and coalitions.	
3. Advocacy skills	Do you carry out advocacy activities that address the barriers and challenges which your target group experiences?	Does not have skills to develop advocacy activities.	Has some skills but does not carry out any advocacy activities.	Has initiated small-scale activities with some, limited impact.	Has effective strategic mechanisms to work on advocacy and carries out activities which have made positive impacts.	
4. Advocacy targets	Do you carry out advocacy activities to influence decision makers to change conditions or policies that form barriers to your work?	Haven't thought about local policies or conditions. Little or no advocacy done in past.	Have only mobilised general public for support or awareness raising, but nothing targeted.	Have developed targeted activities towards decision- or policy-makers but have lacked either evidence, community voice or strength in numbers.	Have done convincing evidence-based advocacy, mobilising allies and using many different communication methods.	
5. Crafting advocacy messages	How do you create messages to raise awareness or change people's thinking around SRH/HIV especially as it relates to AGYW?	Do not use any materials, toolkits, OR activities.	Use some printed pictures or posters to illustrate messages.	Use materials or activities aimed at specific groups with specific messages, sometimes developed by organisation.	Develop and adapt own materials and ensure effectiveness by pretesting or involving target groups in development.	
TOTAL SCORE						0
AVERAGE SCORE						0,0
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA 8: COMMUNITY RIGHTS AND GENDER						
Open-ended question: How do we meaningfully engage AGYW in our work? How do we promote gender equality and human rights in our work?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				**SCORE**
		1	**2**	**3**	**4**	
1. Involvement of AGYW workers in the activities, work and major decisions of the organisation	Do AGYW participate fully in the activities, work and major decisions of the organisation?	No AGYW involved, except to receive services.	AGYWs act as volunteers/ peer educators but not in decision-making roles.	AGYW are fully repre-sented in decision-mak-ing and paid roles and are on the governing committee/board.	AGYW are fully involved through- out the organisation and are involved in designing projects and are widely consulted on major decisions.	
2. Gender	How does your organisation respect, encourage and promote equal participation from people of all genders?	Organisation has never actively considered this - more than 70% of members are from one gender.	While gender balance exists at some levels, over 70% of people at manage-ment and decision-making levels from one gender.	No more than 70% of one gender at all levels. Work practices are flexible to ensure childbirth and childcare are no obsta-cles to involvement.	Organisation develops and uses gender sensitive approaches in its work and promotes equal respect and rights for male, female and transgender identities.	
3. Rights-based approach to AGYW Programming	To what extent does your organisation address the human rights barriers to HIV amongst AGYW?	The organisation does not address human rights barriers to HIV at all, and has not thought about them.	The organisation has verbally indicated that they use a human rights-based approach in their programming, but this is informal and not systematic.	The organisation takes a human rights-based approach to AGYW programming, and has some activities which address human rights.	The organisation has documented a human rights-based approach in their programme design. Human rights considerations are fully integrated into the organisation's work. The organisation's staff and/or volunteers are competent in addressing human rights barriers.	
TOTAL SCORE						0
AVERAGE SCORE						0,0
Capacity needs						
Actions to address needs						
Resources needed						

CAPACITY AREA 9: TECHNICAL CAPACITY						
Open-ended question: What experience does the organisation already have in Sexual and Reproductive Health and Rights as it relates to AGYW?						
COMPONENT	**QUESTION**	**DESCRIPTION OF SCORING**				**SCORE**
		1	**2**	**3**	**4**	
1. HIV/SRH knowledge and skills with a focus on AGYW	Do staff and volunteers have the necessary HIV/SRH knowledge and skills (with a focus on AGYW) to do their duties well?	A few people know the basic facts about HIV/SRH.	Staff and volunteers know the skills needed to do their tasks	HIV/SRH issues are well understood, eg causes of vulnerability, stigma, treatment etc, but members get no regular training.	HIV/SRH issues well understood, staff and volunteers trained, and provide training and support to others.	
2. Access to new information specific to SRH/HIV and AGYW to guide programme planning and activities.	How do you as an organisation encourage and enable staff and volunteers to learn and develop their knowledge about HIV/SRH and issues affecting AGYW?	No mechanism - have sporadic access to information	Some leaflets and information is made available whenever found. Occasional informal discussions	Information regularly accessed through a variety of sources (news, social media, reports) and distributed among members	Regular internal discussions to learn and share knowledge; information regularly accessed through various means including participation in key national and regional platforms (conferences etc); access to internet and national and regional reports.	
3. Programme Planning of SRH/HIV interventions for specific AGYW population and their needs	How do you determine what SRH/HIV activities you will conduct?	Conduct activities sporadically.	Seen similar work in other areas/places and decided to do the same (did not do assessment or conduct stakeholder engagement).	Conducted basic assessment of the context (e.g used their understanding of the setting) and then created interventions tailored to that context.	Conduct assessments (community dialogues/meetings, review of available reports and data) to understand the local context, issues, then utilised various sources and evidence to determine the most appropriate interventions to conduct for our setting, including engaging AGYW and key stakeholders in the community.	
4. Evidence basis for SRH/HIV interventions for specific AGYW population and their needs	How do you determine the level of impact you intend to have with your SRH/HIV interventions for AGYW? What basis are you deciding this is a good intervention or not for AGYW?	Not sure of the kind of impact we will have or if appropriate for AGYW.	Can speak generally about the impact we will have on AGYW. We are not clear how it will work, but we think it will work, but can't elaborate clearly.	Our approach is new but we have created one based on evidence (local and global) and while we are not sure how much impact it will have, but we think it will have some of our intended outcomes.	We utilise local and global guidelines and prioritise high impact interventions (on HIV/SRH and AGYW) that have been shown to be effective, and contextualise to our setting and the specific population we are working with (including making necessary adjustments so it fits our target).	

5. Core programmatic activities	Do your SRH/HIV and AGYW projects and activities have a specific core priority - eg bio-medical interventions, behaviour change or policy/structural focus?	No clear focus in any one area, do random activities that don't specifically aim to achieve any specific outcome and are not aware that programs can be aligned this way.	Know of the various model and core programme focus areas but can't elucidate how or if the organisation activities and projects fit into any of these.	Some of the activities and projects have specific core focus in one or 2 areas but may not be tracking work towards set goals in this area and may have some projects/activities that are not clear where they fall.	Have multiple activities but each have specific core focus in one or 2 areas and we are tracking our work towards our set goals in this area and are clear how our projects/activities fit under each pillar.	
TOTAL SCORE						0
AVERAGE SCORE						0,0
Capacity needs						
Actions to address needs						
Resources needed						

SUMMARY OF SCORES

Capacity Area	Average Score (1-4)
Governance and Strategy	
Planning	
Finance	
Sustainability	
Human Resources & Administration	
Monitoring & Evaluation	
Networking and Advocacy	
Community, Rights and Gender	
AGYW Programmes	

CAPACITY ACTION PLAN

Capacity Needs	Actions to address need	Resources required (technical, financial)	RANK actions in order of importance

MODULE 1

GOVERNANCE

HOW ARE WE STRUCTURED?
HOW ARE WE STEERED?

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

ABOUT THIS MODULE

Introduction

The origin of the term governance means 'to steer'. Every organisation, whether they belong to the government, civil society or the private sector needs governance to function. Community organisations need good governance for smooth functioning, growth and sustainability.

Components of this Module

Learning outcomes of this module

When you have completed this module, you should be able to:

- Develop a Constitution for your CBO (community-based organisation)
- Develop a vision and mission for your CBO
- Know why it is important to register your CBO
- Know why it is important to have a well-functioning board
- Understand how to recruit, involve and retain board members
- Think about ways of meaningfully involving AGYW (adolescent girls and young women) in boards

Main Gaps experienced by AGYW-led and -serving CBOs

In every module, we look at the main gaps and challenges which CBOs told us they experience in that area. Here are the gaps and challenges which were raised around governance.

Constitution, vision and mission

- Most CBOs have a Constitution, and a written vision and mission statement. However, in some cases the Constitution is not a 'living' document, in that it has no bearing on the activities of the organisation.

Registration

- Registration is a priority for most CBOs, and most CBOs who participated in co-creating this curriculum are registered with their national statutory authorities.
- Key population organisations are more likely to experience challenges with registration, and often had to be less overt about the purpose of their organisations when it comes to completing registration documents.

- Registration requirements differ from country to country.
- Often registration at both national and sub-national (e.g., district) levels is advisable.
- There is a difference between registrations which are compulsory/statutory in order to function legally and those which are beneficial. Beneficial registrations, or affiliations, can include membership of national, regional or global bodies, platforms or associations, such as bodies of organisations representing HIV civil society organisations, or AGYW, or key populations, or human rights organisations. Many CBOs are not making optimal use of affiliations and are thus missing out on potential opportunities for networking, advocacy, learning and fund-raising.

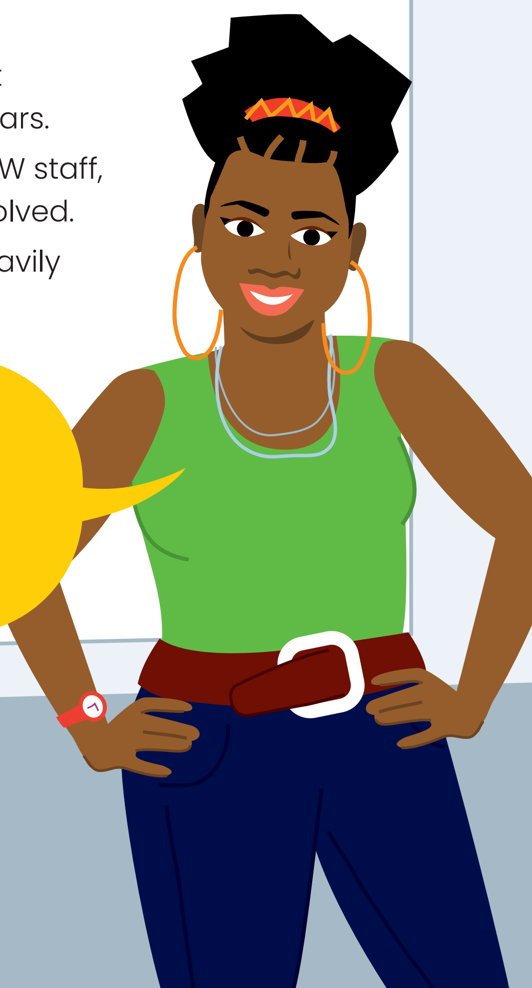
Boards

- Most of the CBOs who participated in developing this curriculum have boards, although a few do not. CBOs experience a common challenge with boards not being functional, in that they do not meet regularly enough and/or do not provide sufficient strategic direction and oversight.
- Some CBOs find that board members do not fully understand what their role is, and what it isn't. Sometimes board members overstep their mandate and become involved in operational issues.
- There is a lack of meaningful inclusion of AGYW in boards.

Strategy

- Many CBOs do not have strategic plans, and do not undergo strategic planning processes every few years.
- Sometimes strategic planning takes place, but AGYW staff, volunteers or beneficiaries are not consulted or involved.
- Most of the time project planning is ad-hoc and heavily dependent on available funding.

The lack of strategic planning processes is also linked to a lack of theories of change, and uncoordinated direction for work and plans.



COMPONENT 1: CONSTITUTION

Reminder: The AGYW-CAT is the tool for assessing your organisation's functioning across different areas (or modules). Each module consists of several components. You can find the components in the chapter on the AGYW-CAT or at this link. The self-assessment questions in each component are also printed in each module of the curriculum as a reminder. You can also write out comments and action required here.

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Constitution	Do you have written rules and regulations accepted and approved by all the members of the organisation, in particular a constitution?	No rules and regulations	Some rules/ principles written down	Written rules and regulations exist but were not widely approved	Written rules and regulations approved by representatives of the organisation and community

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

What is a constitution?

- In order to register with the national authority, and to operate as an organisation, community organisations need a constitution, also known as a founding document.
- The constitution sets out the vision, mission and objectives of the organisation, and regulates how the organisation is to be structured and how it is to be run.
- The most important thing to know about the constitution is that it is a legal document which defines the terms in which the organisation was established.
- Banks will ask for a copy of the constitution before allowing a bank account to be opened in the name of the organisation. In addition, donors almost always ask to see the constitution of the organisation.

Information in the constitution

- Name of the organisation
- Address of the organisation
- Mission (main purpose) of the organisation
- Vision (desired state of affairs in the development field of the organisation)
- Objectives of the organisation
- Board of trustees/Executive committee of the organisation including how many will they be; how will they be put into and out of office
- Management of the organisation and its functions
- Meetings and quorums (in other words, how many people have to be present for decisions to be made
- Management of financial resources
- Membership of the organisation (if relevant): including who shall be eligible for membership; duties/roles rights and responsibilities of members, acceptance and dismissal of membership etc
- Procedures for amendment of the constitution including who shall amend the constitution, what notice is required for an amendment, what majority of people should be allowed to amend the constitution etc

Dissolution. How will the organisation wind up should the need arise? Who should decide on a resolution to dissolve and by what majority? What happens to the funds and assets after dissolution?

A quorum means how many people have to be present at a meeting for decisions to be made.

COMPONENT 2:
VISION AND MISSION

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Vision and mission	Do you have a vision and mission which are clearly understood, agreed and approved by all the members of the organisation?	No clear vision or mission	Can describe the vision and mission, but they have never been agreed or written down	Vision and/ or mission written down long ago, but either few people were consulted, or few people understand them now	Vision and mission were agreed by all stakehold ers and are regularly used to guide decisions about projects and activities

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

INTRODUCTION TO
POSITIVE YOUNG WOMEN

In the Introduction, you met Positive Young Women, a new CBO led by a group of young women living with HIV.

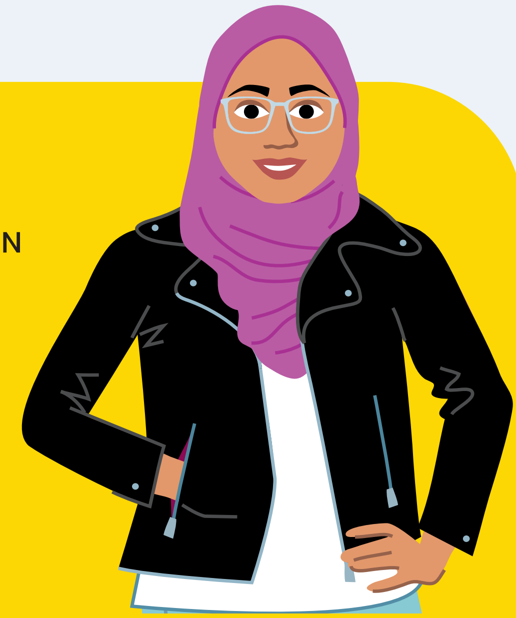
Throughout this curriculum, there are exercises involving Positive Young Women. These exercises give you the opportunity to practice the skills you are learning.

Lets start with helping Positive Young Women to develop their vision and mission.

You can do this exercise alone, but it is better to do it in a group. If you are working in a group, get some flipchart paper and fibre-tip pens. Get one person to write the group's ideas on the flipchart as you work through the exercise.

ACTIVITY:

DEVELOPING THE VISION AND MISSION



Vision

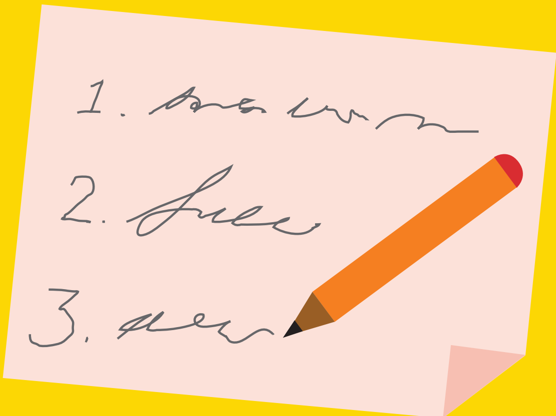
The vision is the ideal that the CBO has for its community, representing the impact of its work and the work of others.

The vision is long-term and will not be reached easily or quickly, but it serves to guide us. The CBO will not achieve the vision by itself, but it can make a contribution.

Developing a vision follows the steps outlined below:

STEP 1 Identifying the problem

Describe two or three key problems that Positive Young Women is trying to address as a CBO. Write these down.



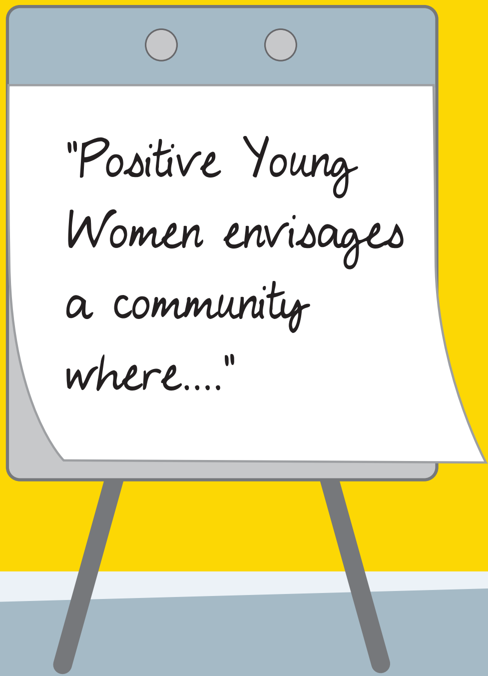
STEP 2 Drawing the vision

Imagine for a moment that you are a member of Positive Young Women.
You have been out of the country for five years. You have arrived back to find that your dreams of how the society should be, in terms of the problems they have identified, have been fulfilled – the problems are solved, and the community is functioning just as they had always hoped. Draw a picture of what the community looks like. Your drawing represents Positive Young Women's visions for their community. Use the ideas in the drawings as a basis for forming their own vision statement.

"Draw a picture of what the community looks like."

STEP 3 Writing the vision statement

Now draft a vision statement for Positive Young Women. Start with the words:



Mission

The mission is the practical way that the CBO will contribute to this vision, and answers the questions:

- Who are we?
- What are we doing?
- With whom or for whom are we working?
- How are we working?

STEP 1 Preparing for the President's visit

Imagine that the President of the country and a delegation are coming to visit the community, and want to see the work of Positive Young Women. During the tour, Positive Young Women will show the President all the various activities that the CBO is involved in. Categorise the different activities which Positive Young Women is conducting. For example, these may include community dialogues, counselling, HIV prevention messages, leadership training etc.

STEP 2 The radio interview

A radio journalist arrives with the President's delegation and asks to interview the members of Positive Young Women. The journalist tells you that you will have 5 minutes to summarise the work that Positive Young Women does in the community.

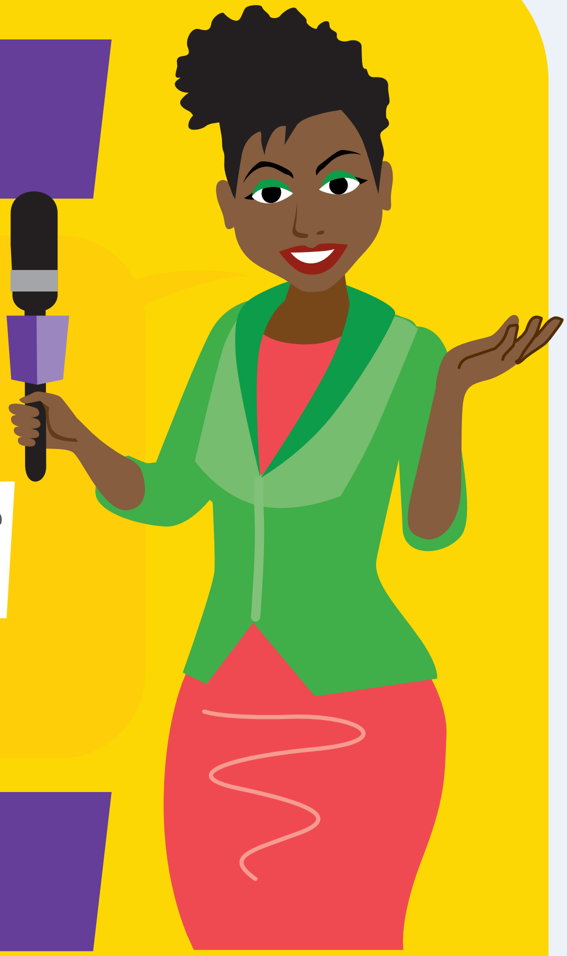
The journalist asks you the following questions:

Who are you?

What are you doing?

With whom or for whom are you working?

Why are you doing it?



How will you summarise and communicate what you do?

STEP 3 Writing the mission statement

Reflect on the exercise and the answers that you gave to the journalist's questions. Craft one to two paragraphs which highlight the key points that you would want to get across.

STEP 4 The final draft

Play around with the language until you have a concise but powerful mission statement.

COMPONENT 3: REGISTRATION

Is our organisation registered: Yes/No

DATE ....

COMMENTS	
ACTION REQUIRED	

Registering your organisation provides a legal basis for it, giving it official recognition and allowing you to interact with officials in a way that you may not otherwise be able to.

Once registered, you will be able to set up a bank account in the organisation's name and sign contracts on its behalf.

- *In some countries, organisations are only permitted to operate if they are registered. In most places, it is necessary to be registered in order to enter into partnerships with the government at the national or sub-national level*

- *Most donors require organisations to be eligible in order to be eligible for funding.*

- *Non-governmental organisations (NGOs) need to meet certain legal requirements, which vary by country. Registering an NGO makes it a legal entity. Research which government bodies register NGOs in your country. You'll have to compile various documents for the application and give information like the NGO's name, its purpose, and who is on the board. Take your time with this process to ensure you're getting everything right.*

COMPONENT 4:
BOARD

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Board	Do you have a board/ governing committee that meets and makes decisions that guide your organisation's development?	No board, no meetings	Board established, but it never meets	Occasional meetings, but role in guiding organisation not strong or useful	Regular meetings (quarterly) with useful guidance and decisions made for the organisation

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

DISCUSSION:

In line with legal requirements, Positive Young Women must establish a board. They are not about what the role of the board is. What advice can you give to Positive Young Women?

Why it is Important to have a Board*?

The governance of an NGO is critically important. Governance refers to how your organisation is guided or directed by its governing body, commonly referred to as a board. The purpose of the board is to:

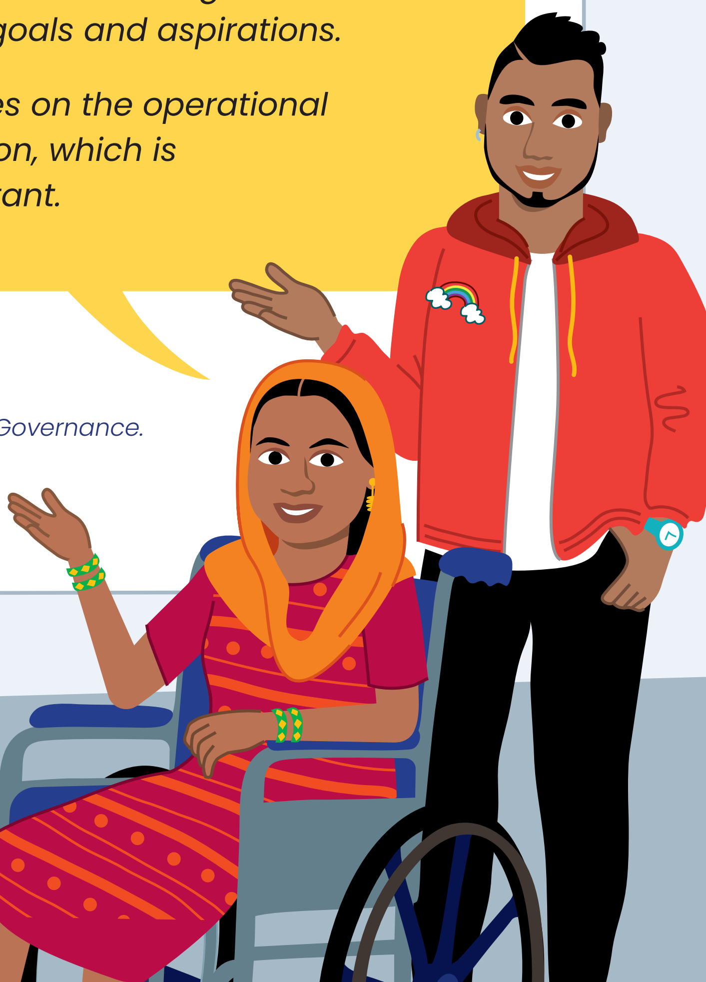
- give direction on the organisation's vision, policies and strategies for meeting its main goals, for example, what it hopes to achieve and how it will serve the specific need identified in a community;
- have broad oversight of the organisation through regular monitoring of activities and the spending of funds;
- give input on fundraising and other resources that may be used to ensure the organisation's future survival.

It is important not to confuse governance with management.

*A useful distinction is to think about governance as determining the **"what"** – what the organisation does and what it should be in the future.*

*Management controls the **"how"** – how the organisation will operate to reach its stated goals and aspirations.*

Management, therefore, focuses on the operational side of the organisation, which is equally important.



*Source: *DG Murray Trust. Ensuring Strong Organisational Governance.*

Role of an Organisation's Board

The role of an organisation's board is able to provide effective, collective oversight of the organisation's activities with respect to **three key areas:**

1 Ensuring legal compliance

As a legal structure, it is necessary for a CBO to adhere to relevant legislation The board is, therefore, responsible for establishing a legal compliance framework and for the ongoing review of legislation to ensure that the organisation is not in breach of current laws.

The board also holds responsibility for drawing up relevant governance documents for the organisation which outline how the organisation will operate, for example, the constitution. Included in these documents are the broad principles of basic internal structures as well as guidelines of how the finances and assets of the organisation will be dealt with.

2 Guiding strategic planning

The board plays a very important role in reviewing, guiding and endorsing the strategic goals of the NGO.

The board holds responsibility for ensuring that a strategic plan is developed that maps out the organisation's strategy for what it wants to achieve. Strategic planning should happen every three to five years.

3 Providing financial oversight

The responsibility for ensuring that the organisation has the resources and funds it requires to do its work effectively rests with the board. The board also holds responsibility for monitoring how the organisation uses its resources and how it spends its money. It is for this reason that the Board is required to establish a financial policy and budget guidelines, which is in keeping with the spirit and founding mission of the organisation, and to which the organisation must adhere.

The board also assesses whether the organisation's leadership is performing its management function efficiently; determines salary structures; and commissions, reviews and approves annual audited financial statements.

Recruiting Board Members

The composition of an organisation's board varies enormously across organisations depending on how the organisation was established, its structure, its number of members, and so forth.

But, there are generally four positions that exist in all boards:

The Chairperson, who oversees the functioning of the board

The Vice-Chairperson, who supports the chairperson

The Treasurer, who oversees the organisation's finances

The Secretary, who prepares and maintains all official board documents pertaining to the organisation

Often, the organisation will establish small sub-committees that will hold responsibility for specific tasks or projects.

Skills and Attributes of Board Members

When recruiting board members, it is important to think about the skills, attributes and expertise that people bring, and be clear about how this will add value to the work and/or functioning of the organisation.

Generally, board members should be trustworthy, respected, reliable, ethical, honest, wise, committed to the issues your organisation addresses, and prepared to put in the time that is required to fulfil the duties of a board member. This includes people from a mix of different professional backgrounds.

AGYW organisations should also have some board members who are AGYW themselves.

We asked people from AGYW-led and -serving community organisations:

"What is a good mix of people to have on a board?"

Induction

It is very important that new board members receive an induction (orientation) to the organisation. The Director should share with them the following information: the organisation's vision, goals and objectives:

- the legal and tax status of the organisation
- the financial systems and practices of the organisation, as well as the status of the organisation's finances, at the time of joining
- human resources and salary practices
- the organisation's donors and other key partners

What is required of Board Members?

Organisations need to be certain that they can rely on board members to:

- attend board meetings; as a general rule, these will happen four to six times per year;
- read all documents before the meeting. It is critically important that board members receive these documents well in advance to give them enough time to read it. Documents will usually include a management and financial report as well as background summary of any other important issue that needs to be discussed or agreed upon.
- be willing to use their time, skill, influence and contacts to bring in support for the organisation and its work, and thereby, ensure its long-term sustainability.

Remuneration of Board Members

Board members of NGOs are generally not paid for their services. In some instances, they receive a small stipend, but this is usually only intended to cover their travelling cost to and from board meetings.

Reflection

How can AGYW-led and -serving CBO's recruit and meaningfully engage AGYW in the governance of their organisations?

OPTIONS:

- AGYW as board members
- AGYW advisory committee
- Board consults with AGYW

RESOURCES AND COURSES

Here are four useful online courses on governance:

- **Non-profit Organizations, Non-profit Leadership and Governance**
  This course introduces you to the non-profit sector, non-profit organizations, and the concepts of leadership and governance.

- **Non-profit Board Member Essentials Certificate**
  This certificate program, co-developed with the Center for Non-profit Management, is designed for non-profit board members, anyone aspiring to be on a non-profit board or for anyone who wants to learn more about non-profit boards.

- **Governance and health**
  An overview of good governance in the health sector.

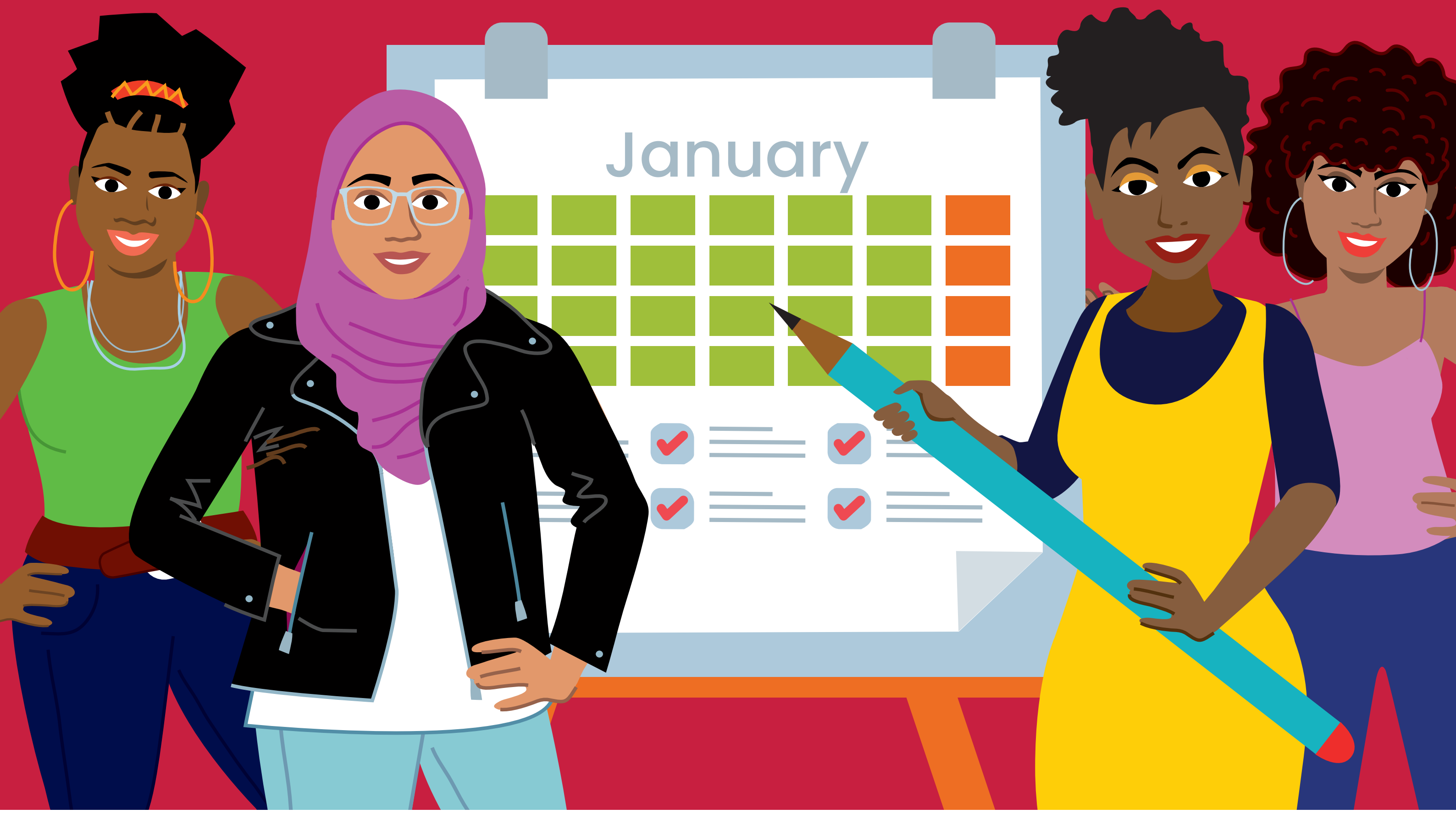
- **Key practices of good governance**
  This course explores the essential elements of good governance.

- **Infrastructure for good governance**
  Practical setup and activities to enable the work of governing bodies.

MODULE 2

PLANNING

HOW DO WE PLAN AND CONDUCT OUR ACTIVITIES?



GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

ABOUT THIS MODULE

Introduction

In Module 1: Governance, we covered how to develop your organisation's vision and mission. In this module we will continue by translating the vision and mission into specific goals and objectives. One of the key issues mentioned by the AGYW organisations who participated in developing this curriculum was that they were trying to deal with too many different issues in an attempt to get funding. It is better to do a few things well, than to try to do everything. It is important for an organisation to have a clear identity and to have a sense of what makes it different from other organisations. Once the vision, mission, goals and objectives are in place, your organisation will have a simple strategic plan.

After you have completed your strategic plan, you can go on the next phase: activity planning. Activity planning involves thinking about how to put your strategic plan into practice.

Components of this Module

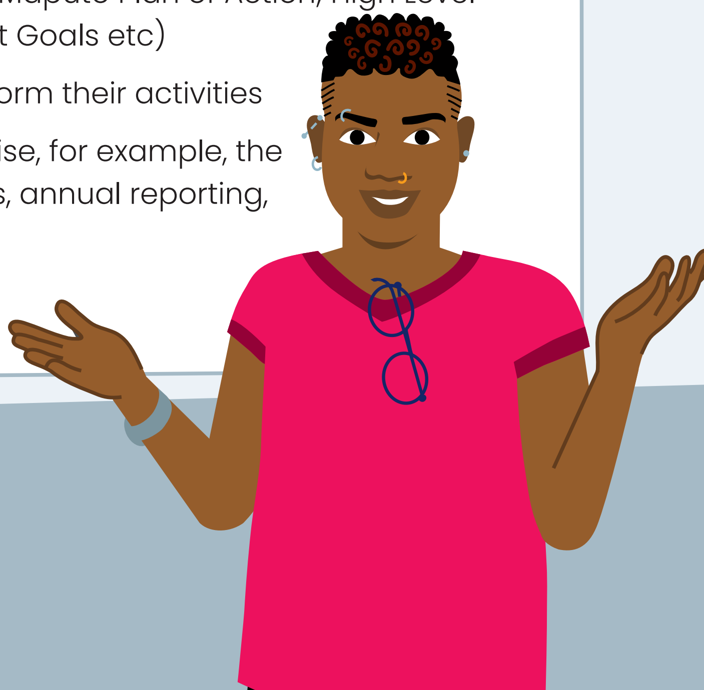
Learning outcomes of this module

By the end of this module, you should be able to:

- Craft goals and objectives in line with your organisation's vision and mission
- Complete a basic strategic plan
- Develop an annual, quarterly or monthly activity plan
- Understand how to develop a Gantt chart to plan and keep your project on track

Main Gaps experienced by AGYW-led and -serving CBOs

- With many CBOs, there is a weak link between strategy and implementation. Many CBOs are not able to articulate their goals and objectives, in other words: which goal they are working towards, the impact they intend to have, and how the activities they are implementing contribute to achieving that impact. Many CBOs simply present their activities in a long list.
- Often, CBOs strategies are not informed by national, regional or global plans or goals (e.g. National Strategic Plans for HIV; Maputo Plan of Action; High Level Meeting 2021 Goals; Sustainable Development Goals etc)
- CBOs also do not use evidence enough to inform their activities
- Many CBOs lack project management expertise, for example, the development of, and adherence to workplans, annual reporting, tracking progress against targets etc.



COMPONENT 1: STRATEGIC PLANNING

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Strategic Planning	Does the organisation have a clearly written strategic plan in line with the vision and mission, which guides work?	There is no plan for strategic direction. Organisation works on whatever activities present themselves or for which there is donor funding.	The organisation has a vision and mission, but does not have goals and objectives for a particular time period. OR There is only a strategic plan because of donor insistence but it has not been followed and is not relevant to their current work.	There is a written strategic plan, but it is vague and not used to guide the organisation's work, or is not widely known by staff at various levels.	There is an up-to-date strategic plan with explicit links to the vision and mission which outlines the types of programmes to be implemented. The plan was developed in a participatory manner, in consultation with board members and staff at various levels and reflects beneficiaries' needs. The strategic plan guides programming and actions and implementation is monitored.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Reflection

Think about planning in your organisation.

- How much time do you set aside for planning in your organisation?
- Who leads planning processes?
- Who else is involved in planning processes?
- Do people in your organisation see the value of planning?

Why Plan?

"If you fail to plan, you are planning to fail"
Benjamin Franklin

"A goal without a plan is just a wish"
Antoine de Saint-Exupery

ACTIVITY:

DEVELOPING YOUR GOALS AND OBJECTIVES

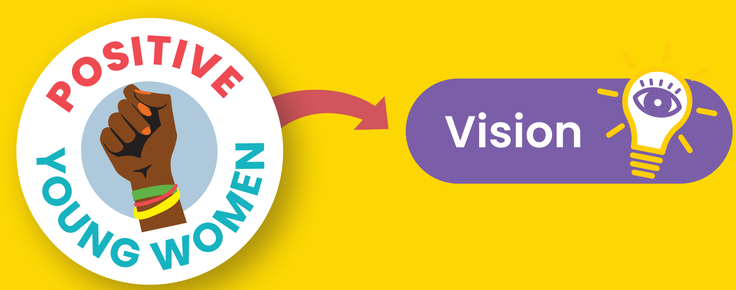
In Module 1, we looked at developing Positive Young Women's vision and mission. This activity continues with the process of becoming ever-more specific about what Positive Young Women's work will be.

The outcome of this activity will be a written goal, and objectives.

Here we are going to go through the steps involved with developing goals and objectives. Then we will show you an example of a goal and objectives for Positive Young Women.

STEP 1

Refer back to Positive Young Women's vision and mission which was developed in Module 1.



STEP 2

Develop a goal statement.
What is a Goal? The change in the lives of the target group(s) that the organisation expects to bring about during a certain period of time.

Whereas the vision is an ideal situation which the organisation is working towards, the goal should be realistic and achievable.

STEP 3

Write the goal statement.
Identify the main goal which Positive Young Women is striving to achieve.

STEP 4 Develop Objectives

Objectives represent the **specific accomplishments** of the CBO, and are usually related to the causes of the problem(s) that the CBO will contribute to solving.

Before starting to draft objectives, it is important to understand that the objectives must be **SMART**.

- **S** Specific
- **M** Measurable
- **A** Appropriate
- **R** Realistic
- **T** Time-Bound

Example of Goals and Objectives

To come up with its objectives, the CBO Positive Young Women first identified a major problem in the community and wrote a project goal stated as the solution to the problem.

After this, Positive Young Women analysed the causes of the problem and wrote project objectives to address the two main causes. The CBO made sure its objectives were SMART.

POSITIVE YOUNG WOMEN'S GOAL AND OBJECTIVES

Problem

Many young women who are diagnosed with HIV are reluctant to start or stay on anti-retroviral treatment, due to a combination of lack of information, stigma, and poor mental health, and as a result become sick, or even die if they come too sick with HIV.

Goal

To ensure that young HIV-positive women have the knowledge and self-confidence to start and stay on antiretroviral treatment, and to remain well.

Objective 1

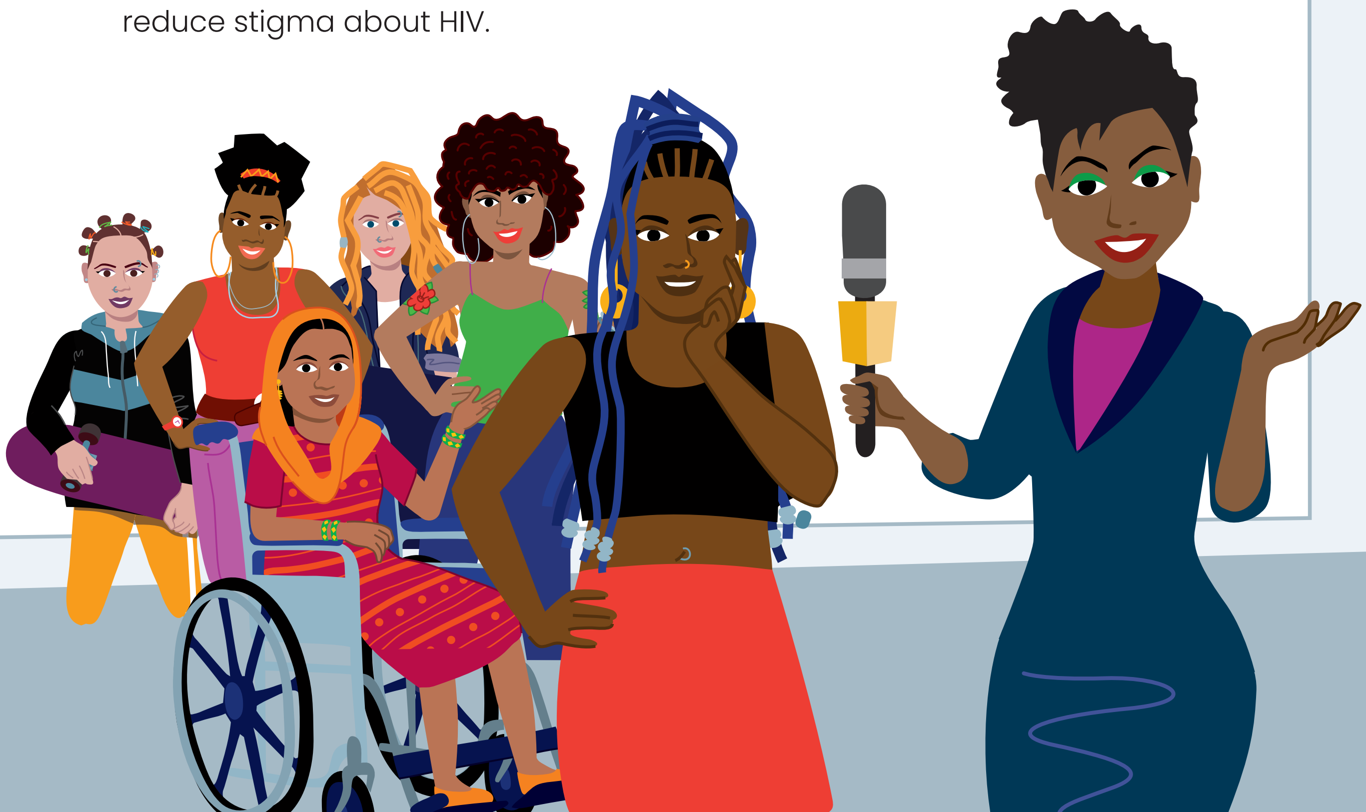
To hold public awareness events to disseminate basic HIV information and messages to decrease HIV stigma to 2,000 young women in churches, clubs, colleges and youth clubs by the end of 12 months.

Objective 2

To establish 6-session support groups to provide psychosocial support for an average of 10-15 young women newly diagnosed with HIV, and to hold at least 6 rounds of the support group in the next 12 months.

Objective 3

To train, mentor and support 6 young women as "Positive Ambassadors" who will speak out publicly and, in the media, to raise awareness and reduce stigma about HIV.



COMPONENT 2:
ACTIVITY DEVELOPMENT AND PLANNING

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Activity development and planning	Does the organisation plan the development of its activities, involving all people concerned?	Organisation responds to immediate needs with little planning.	Occasional short-term planning e.g., major events.	All organisations ongoing activities are planned in advance with staff and volunteers.	Annual plans are developed and agreed upon with volunteers, staff and board (if it exists). Annual planning involves consultation with community members.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

The final part of the planning process is turning the strategic framework into an action plan.

This section brings together the exercises you will have done around Vision and Mission in Module 1 and Goals and Objectives in the previous exercise.

In the diagram below, you can see that there should be a clear connection and flow from the CBO's vision, mission, goals, objectives and activity planning.

Diagram: From Strategic Framework to Action Planning

Vision
(The Ideal society; the work of many organisations)

Mission Statement
(Who we are, what we do, for whom we do it, and our contribution to the vision)

Goal
(The main outcome of our work; the solution to the main problem that we will address)

Objectives
(The specific accomplishments that will lead to the goal; addressing the causes of the main problem)

Activity Planning
(The specific activities that the CBO will carry out to lead to it's objectives)

ACTIVITY

Positive Young Women is planning its first big event. It is planning to host a one-day workshop for young women who are newly diagnosed with HIV. The aim of the workshop will be to inform the young women about living positively with HIV, and give them a safe space to ask questions or speak about challenges they are experiencing. The event will take place in 4 weeks' time.

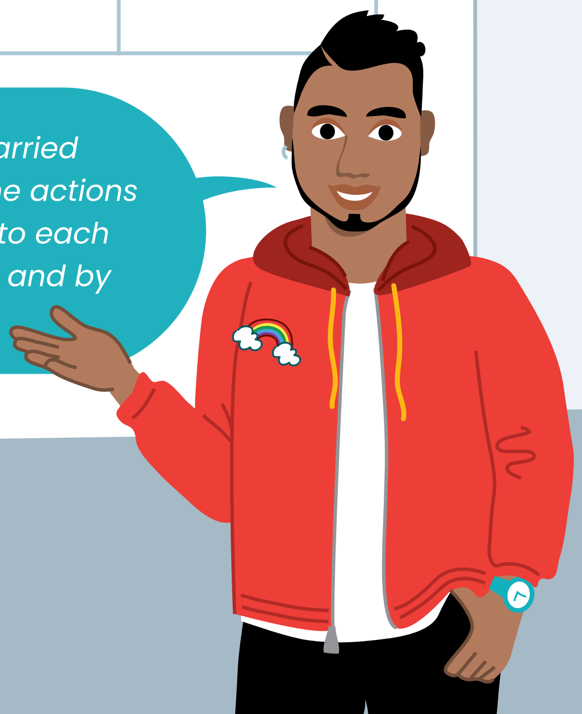
On a flip chart or piece of paper, make three columns:

1 Action **2** Who and **3** When

Alternatively, make a table which looks like this.

Action	*Who*	*When*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Make a list of the actions that need to be carried out in order to prepare for the event. Number the actions in the order in which they must happen. Next to each action, write who is responsible for the action, and by when it must happen.



What is a Gantt Chart?

- A Gantt chart is a visualisation tool that helps in scheduling, managing, and monitoring specific tasks in a project.
- It consists of a list of tasks, with bars depicting when each task is to be done.
- It's the most widely used chart in project management.

Here is an example of a completed Gantt Chart. In this example, Nelly, her husband Eli, and her sister, Beauty, are planning their daughter's birthday party.

Action	Who	When			
		Week 1: 1 Nov	Week 2: 8 Nov	Week 3: 15 Nov	Week 4: 22 Nov
Design the invitations	Nelly				
Send out the invitations	Nelly				
Book the jumping castle	Eli				
Buy the cake ingredients	Beauty				
Bake the cake	Beauty				
Buy balloons	Nelly				
Fetch the jumping castle	Eli				

ACTIVITY

Practice completing a Gantt chart

A Gantt chart can be used for planning a project, or for monthly, quarterly or annual planning. For this exercise, we will continue with the event which Positive Young Women is planning, which will happen in 4 weeks' time.

Take all the actions from the list in the previous activity, and put them in the Gantt chart below. Fill in who is responsible for each activity, and shade the week when the activity should be conducted.

ACTIVITY ACTION PLAN

Action	Who	When			
		Week 1:	Week 2:	Week 3:	Week 4:

Developing an Annual Action Plan

Finally, we are ready to develop an annual action plan for Positive Young Women.

A plan can be for any period of time: monthly, quarterly, annually or for periods of more than one year. For now, we will focus on a one-year plan for Positive Young Women.

Look at the Gantt template on the next page. In this template, we have one block for each month, to keep it simple. But you can also divide each month into weeks on your Gantt chart.

STEP 1 Review your objectives

Review your organisation's objectives which you have developed as part of your strategic plan.

STEP 2 Develop actions for each objective

On a piece of paper, write objectives, and, under each objective, write all the actions which will be necessary to carry out that objective. For each objective, write the actions out in the sequence in which they must happen.

STEP 3 Decide who will be responsible

Next to each action, write all the people who will be responsible for carrying out that specific action.

STEP 4 Decide when the action will be done

For the purposes of this exercise, decide in which month the action should be completed. It is possible that some activities will take place not just once, but on a regular basis, such as every month or every quarter.

STEP 5 Review

Review your plan. Make changes if necessary.

STEP 6 Complete the Gantt chart

Now put all the information in the relevant spaces in the Gantt chart on the next page.

STEP 7 Comments

There is a "comments" column in case there is a need for any notes or explanations. This is optional.

STEP 8 Share

An annual plan is meant to be shared. Share the plan with all the people who have tasks allocated to them in the Gantt chart. Share the plan with any other people.

ANNUAL PLAN TEMPLATE

Objective	Action	Who	When												Comments
			Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	

MODULE 3

FINANCE

HOW DO WE MANAGE OUR FUNDS?

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

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ABOUT THIS MODULE

Introduction

Sound financial management is key to an organisation's survival. Without it, an organisation cannot achieve its goals, and cannot develop and grow. However, financial management is one of the weakest of all the capacity areas for many CBOs. This module covers the basics of financial management which all CBOs should have in place.

Components of this Module

Learning outcomes of this module

By the end of this module, you should be able to:

- Understand why financial management is so important for CBOs
- Have ideas for managing finances when the CBO cannot yet afford full-time qualified finance staff
- Understand why it is necessary for CBOs to have a bank account
- Develop your own financial policies and procedures manual
- Develop a basic income and expenditure budget for your organisation
- Know how to maintain a cashbook
- Understand the importance of filing and reporting accurately and on time

Main Gaps experienced by AGYW-led and -serving CBOs

In every module, we look at the main gaps and challenges which CBOs told us they experience in that area. Here are the gaps and challenges which were raised around managing their finances.

- **Staffing:** Many CBOs do not have enough funding to recruit and retain qualified finance staff, who have an educational and work background in accounting and/or financial management.
- **Financial management for non-finance staff:** Non-finance staff (i.e., programme staff) also lack enough training or understanding of their responsibilities regarding expenditure and documentation.
- **Policies and Procedures:** Many CBOs also lack formal and board-approved financial management and procurement policies and procedures, as well as formal financial management systems, such as accounting software.
- **Budgets:** Organisational budgets, and budgeting systems, are often non-existent or weak, or not understood by the relevant staff.
- **Audited Financial Statements:** Although CBOs are aware that donors need audited financial statements, many cannot afford to pay for audited financial statements, and donors are often unwilling to pay for them.

STOP & THINK!

What is financial management and why is it important?

In practical terms, financial management is about taking action to look after the financial health of organisations.

Financial management is a continuous process of planning, organising, controlling, and monitoring the financial resources of an organisation to achieve desired objectives, impact and outcomes.

Financial management is not just about keeping accounting records. It is a critical part of programme management and must not be seen as a separate activity left to specialist staff or only the finance officers.

Top Ten Reasons for Good Financial Management:

1

To be accountable to the people who give us money

With good financial reporting systems, it is easier to show donors and supporters that we are using their money for the purpose intended.

2

To be accountable to the communities we work with

We have a moral obligation to show that funds raised in the beneficiary community's name are being used correctly.

3

To be able to produce financial statements for regulatory bodies

As part of the registration process, NGOs are required to be accountable for the money they raise and spend.

4

To minimise fraud, theft and abuse of resources

Good financial management includes internal controls. When these are in place, they help to stop fraud and protect the staff as well as the assets.

5

To plan for the future and become more financially secure

We have to plan to make sure we have enough money to carry out our objectives now and in the future. Budgets help us plan for projects and manage cash. Financial information helps us to identify potential financial risks. We need financial information about where we are now and where we want to be in the future, to help identify our long-term financing needs.

6 To enable staff to make better decisions on the use of funds

Complete and up-to-date financial reports enable project managers to plan their activities according to the budget available and take decisions to fulfil objectives. Good cashflow management enables activities to be planned, items purchased when needed and staff paid on time.

7 To achieve the objectives of the organisation

Good financial management will give the management team and the Board the information they need to ensure they are fulfilling the objectives of the organisation and following the strategic plan.

8 To enhance the credibility of the organisation

CBOs that keep good accounts, create realistic budgets and produce accurate and timely financial reports, inspire confidence and trust in their stakeholders.

9 To strengthen fundraising efforts

CBOs that present good budgets and audited financial statements with funding proposals are more likely to receive a favourable response.

10 To get better value for our money

Financial information allows us to compare and assess spending plans to make sure we make efficient, effective and economic use of financial resources.

Q & A with Derrick from LEGABIBO

*We interviewed **Derrick Maatla** Gadiutlwe from LEGABIBO, Botswana for his thoughts on CBO financial management.*

Q

Hi Derrick. Firstly, would you like to introduce yourself, and tell us about your background.

A

I work with Lesbians, Gays and Bisexuals of Botswana (LEGABIBO) in a funding and resource mobilisation role. I am a Bachelor of Finance graduate from the University of Botswana, and currently progressing towards attainment of Botswana Institute of Chartered Accountancy (BICA) professional qualification. I have over 4 years' experience in the private sector in Botswana, in various roles in auditing, business advisory, business analytics, risk management as well as management information and planning analysis.

Q

What are some of the challenges with financial management that you have observed in CBOs?.

A

There have been a few issues which I have identified and observed in the CBOs sector throughout my professional career.

*Fundamentally, CBOs lack capacity in **documenting their financial processes** and controls which severely affects their ability to keep correct and accurate records. This affects the ability of the organisation to keep track of their income and expenditures which translates into poor financial reporting.*

*Given these inherent characteristics with CBOs, these organisations find it difficult to prepare fully accurate financial records and statements which make it relatively difficult to perform audits and to produce **audited financial statements** which are often required by donors.*

Also, most CBOs are funded by one or too few donors which focus on programming activities over institutional support; hence these organisation often lack the financial resources to adequately staff their finance department. In such a case then, the necessary financial management processes have to be undertaken by staff members with minimal finance and accounting skills.

Lastly, most CBOs still extensively rely on manual record keeping which is highly susceptible to human interventions and manipulation, which in some cases results in inaccuracies in financial reporting. This is often mitigated by the use of ERP systems which are specifically designed based on the needs of the CBOs, however, there is generally low willingness among these organisations to migrate to such systems.*

ERP stands for Enterprise resource systems. This refers to computer software which organisations can use to manage day-to-day business activities.

Q

Let's pick up on the issue you raise about audits. Funders normally require audited financial statements but often CBOs can't afford these, and so they get stuck. What can you advise?

A

Partnership building and strengthening is one of the most important core competencies for CBOs which can also be extended to this area. It is important that CBOs view audit firms as potential partners who are in most cases keen on performing certain functions and roles on a pro bono basis. There are also independent Professional Chartered Accountant firms who are progressive when it comes to social change, hence are more open to performing these functions and roles free of charge. Alternatively, CBOs can opt for more inexpensive and less time-consuming processes such as Financial Reviews and Financial Compilations if there are severe financial constraints and donors are more receptive of such processes in place of a required audit.

Thanks Derrick!

We will continue our interview with Derrick in Module 4: Resource Mobilisation

STOP & THINK!

1. WHAT ARE INTERNAL CONTROLS?
2. WHY ARE INTERNAL CONTROLS IMPORTANT?

Internal controls *are financial management practices that are systematically used to prevent misuse of funds, for example, through theft or fraud. Internal controls are usually described in written policies that set forth the procedures that the organisation will follow, as well as who is responsible. The goal of internal controls is to create procedures that serve as "checks and balances" on staff (and sometimes board members) and/or service providers outside the organisation, in order to reduce the risk of the misuse of funds.*

An example of a basic internal control *is a policy that requires two signatures to release a payment. This practice is designed to prevent one person from having sole authority for issuing payments using the organisation's funds.*

Segregation of duties *is a system of checks and balances in which no financial transaction is handled by only one person from beginning to end. This principle is central to an effective internal controls system. Even in a small organisation, duties may be divided up between paid staff and volunteers to reduce the opportunity for error and wrongdoing. For example, in a small organisation, the Director might approve payments and sign checks prepared by the bookkeeper or office manager. The Board treasurer might then review disbursements with accompanying documentation each month and prepare the bank reconciliation.*

COMPONENT 1:
FINANCE STAFF

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Finance staff	What are the qualifications and experience of the senior finance staff members? Is there a suitably qualified and experienced treasurer (board member)?	There are no staff with financial experience or qualification.	There are some staff with experience in basic accounting, but no formal qualifications.	There are some staff with experience in basic accounting and formal qualifications (certificates, diplomas).	There are staff with experience in accounting and have undergraduate or post graduate degrees.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Having finance staff who are adequately qualified and experienced is key to having efficient, smooth financial management in your CBO. It is also important to have at least one board member who is qualified in accounting or financial management to play the role of treasurer and oversee the organisation's finances. Unfortunately, many CBOs struggle to recruit and keep people with finance expertise. Such staff are expensive to employ, and CBOs are usually not able to offer the attractive salaries which qualified finance staff are able to get in the private sector.

POSITIVE YOUNG WOMEN

ACTIVITY:

In previous Modules, you were introduced to Positive Young Women, a CBO led by young women living with HIV. Because Positive Young Women is new, and still does not have much funding, they cannot afford to employ qualified full-time finance staff. What advice do you have for them?

IDEAS FROM CBOs WHO PARTICIPATED IN DEVELOPING THIS CURRICULUM

Approach international volunteer organisations like Peace Corps for volunteers with finance training

Approach the Corporate Social Responsibility departments of the big auditing firms

Enter into partnerships or work shadow arrangements with larger organisations with qualified staff and established finance systems

Identify any civil society organisations in your country which provide training on financial management

Market yourself well and people with skills will be attracted to you

Identify staff members with interest and aptitude in accounting and support them to attend courses

Employ a finance officer part-time

Offer attractive working conditions, such as flexible working hours or the ability to work from home, which may appeal to some potential employees

Approach the Commerce Faculty at a university and ask if they can provide students to be placed at your organisation

COMPONENT 2: BANK ACCOUNT

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Bank Account	Does your organisation have a bank account to hold its funds?	No bank account. Manages all funds in cash.	Someone's personal account is used for funds.	Bank account registered in organisation name, which requires authorised signatories.	A manual record of all payments is kept and compared with all bank statements.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

DISCUSSION:

Positive Young Women do not have a bank account in the name of the organisation.
Would you advise them to open a bank account in the name of the organisation? Why?

Bank Accounts

Registered NGOs should have a bank account in the name of the organisation. It is not good practice to use an individual organisation member's bank account to transact on behalf of the organisation. All of the organisation's financial transactions should go via the organisation's bank accounts.

Multiple bank accounts

Some donors require a specific separate bank account for receiving funds and dispensing funds for projects funded by that donor. They require this for easier and more transparent financial accounting of their grants.

Authorised Signatories

It is good practice to have at least two signatories for every financial transaction to prevent fraud. The finance policy and procedure manual should clearly spell out who are the authorised signatories for all financial transactions (We'll be talking about finance policy and procedure manuals later in this module). Many organisations have around four signatories, for example two board members, and two management team members, and require transactions to be authorised by one board member and one management team member.

COMPONENT 3:

FINANCIAL POLICY AND PROCEDURES

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Financial policy and procedures	Does your organisation have approved finance policies and procedures and adhere to them?	Organisation does not have any financial policies and procedures.	Organisation has informal financial policies and procedures but they are not in written format OR financial policies and procedures are outdated.	Organisation has written financial policies and procedures, but they are not entirely clear. Financial practice is often not in accordance with the policies and procedures.	Organisation has written financial policies and procedures in the form of a manual, which is readily available to staff.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

DISCUSSION:

Why does Positive Young Women need a financial policy and procedures manual?

Why do CBOs need financial policy and procedures?

Regardless of a CBO's size and no matter what types of services it offers, it's essential to have financial policies and procedures. There are great risks in failing to establish them. Without the benefit of having financial policies, an organisation operates off **assumptions**. Assumptions aren't accurate or productive, and they can be a source of conflict.

Having good financial policies and procedures helps to show that a CBO is handling its finances responsibly. This is one of the main things that donors are looking for when they choose to support an organisation—or not.

Donor funds must be used for the good of the organisation, and its beneficiaries. Without the benefit of financial policies and procedures, an organisation's money could be stolen or misused. This in turn causes legal problems, harms the reputation of the organisation, affects its credibility with donors, and ultimately impacts negatively on the sustainability of the organisation.

With detailed financial policies and procedures in place, an organisation reduces the risks associated with financial management. If there's ever a question about a financial issue, the policies and procedures stand as a guide for how things should be done.

What Is a finance policy?

A finance policy is a formal description of how your organisation handles issues like who can handle money, and how you deposit and withdraw funds. A finance policy clarifies the roles, authority, and responsibilities for essential financial management activities and decisions.

It removes any questions about how important resources are used. Once approved, a policy is binding on everyone in the organisation and failure to do so could result in disciplinary action.

What are financial procedures?

Financial procedures describe the steps for carrying out the guidelines in a policy. While financial policies are the "what" of financial management, financial procedures are the "how." Financial procedures are a collection of statements that describe how to handle funds.

SAMPLE POLICY

A sample policy for Positive Young Women can be found at the end of this module. Use it as inspiration for your CBO but remember that no example will be an exact fit for your organisation. Never adopt a policy without a thorough review and consideration of the risks, operations, and structure of your organisation.

Essentials for Financial Policy and Procedures Manuals

Many CBOs combine their financial policies and procedures into one manual, and that's perfectly fine.

The purpose of a financial policy and procedures manual is to describe and document how financial management activities are to be carried out.

A financial policy and procedures manual might include sections on:

- Financial accounting routines
- Delegated authority rules (i.e., who can do what)
- The budget planning and management process
- Procurement procedures
- Bank and cash handling procedures
- Financial reporting routines and deadlines
- Management and control of fixed assets
- Staff travel expenses amounts and procedures
- Annual audit arrangements
- How to deal with fraud and other irregularities
- Training staff and volunteers on following financial policies

Step-by-step guide to developing a financial policy and procedures manual

There are some helpful steps to take to make the policy as helpful as possible:

- Discuss policy needs with the board.
- Look at examples of different financial policy and procedures manuals, and consider which elements are relevant to the organisation.
- Think about, and make a list of, all the areas of the organisation's functions which are vulnerable to financial mismanagement, fraud or theft.
- Draft the financial policy, followed by review and discussion by staff and board leadership.
- Present to board for adoption.
- Train staff on the policy.
- Review at least every two years.

COMPONENT 4:

BUDGETS AND CASH FLOW PLANNING

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Budgets and cash flow planning	Does your organisation prepare, monitor and review a budget?	Budgets are prepared for every proposal, but not used for anything else.	Budgets are prepared to decide how much to spend on all project and organisation costs, to ensure there is enough money for all future plans.	Budgets are presented annually for approval to a board or representative group of members.	Every 6 months (at minimum), budgets are compared to money already spent, and planned cash flow, to make sure there will be enough cash to keep the organisation running.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Once an organisation has developed an Action Plan (See Planning Module) that details the activities that it hopes to carry out, the organisation will then need to estimate how much these activities, and related administrative functions, will cost.

STOP & THINK!

What is a budget?
Why is it necessary to budget?
What are some good practices in budgeting?

WHAT IS A BUDGET?

A budget describes the amount of money that an organisation plans to get in and spend for a set purpose over a given period of time. A budget is your project plan expressed in money.

WHY BUDGET?

A budget is essential for a CBO for the following reasons:

Planning

A budget is necessary for planning a new project, so that the organisation can understand what the project is going to cost. If there is a set amount of money available, it enables the organisation to come up with a realistic implementation plan.

Fundraising

A budget is a critical part of any negotiation with donors. The budget sets out in detail what the organisation will do with a grant, including what the money will be spent on, and what results will be achieved.

Project implementation

An accurate budget is needed to oversee implementation of the project once it has started. It is essential to compare what is actually spent with what is in the budget.

Monitoring and Evaluation

The budget is a tool for evaluating the success of a project when it is finished. It helps to answer the question: 'Did the project achieve what it set out to achieve?'

GOOD PRACTICE IN BUDGETING

Clarity

Different people will be involved in using and referring to the budget, including managers, the board, donors, finance staff and programme staff. It is therefore important that the budget can be clearly understood by anyone who views it.

Budget Headings

Typically, a CBO's expenses fall into different categories. Having budget headings helps to keep track of spending in different categories.

Estimating Costs

While the budget is an estimate, it is important to be as accurate as possible when making cost estimates. Prices should be researched ahead of preparing the budget, and the CBO should always be able to explain how it arrived at any particular estimate.

Forgotten costs

Often CBOs underestimate the true costs of running a project for fear of not getting the project funded. If these are not included in the budget, it can result in failure to reach objectives and/or over-spending. Here are some of the most often overlooked costs:

- Core costs (e.g., rental, insurance, utilities)
- Staff-related costs (e.g., recruitment, training, benefits and taxes)
- Travel costs for both staff and beneficiaries
- Equipment maintenance and repairs (e.g., for photocopiers and computers)
- Governance costs (e.g., board meetings, annual general meetings (AGMs))
- Audit fees.

ACTIVITY:

Create a simple budget step-by-step. In Module 2: Planning, recall Positive Young Women is planning to host a one-day workshop for young women who are newly diagnosed with HIV.

STEP 1

You developed an Action Plan which outlined the actions needed to prepare for and carry out the event, WHO was responsible, and by WHEN the action had to be done.

Now it is time to plan a budget for the event.

Positive Young Women has a budget of US$1000 for the event. Make a list of all the items needed for the event, and how much each item will cost.

STEP 2

Write each type of item into the “item” column in the simple budget template below, and the cost of each item in the “total” column.

Leave the ‘category’, ‘unity cost’ and ‘number of units’ columns clear for now.

STEP 3

Calculate the combined cost of all the items and write in the highlighted space at the bottom of the “total” column.

BUDGET TEMPLATE

Category	Item	Unit cost	Number of Units	Total
	Total			

STEP 4

If Positive Young Women plans to purchase more than one of a particular item, they should first determine the price to purchase one (the 'unit cost') and multiply this unit cost by the number of units they plan to purchase, to arrive at the total cost.

Go back to the simple budget and see if the budget includes items where more than one will be purchased (e.g., a T-shirt for every member = 20 T-shirts). Write the cost for one item in the unit cost column, and how many of those items are needed in the "number of units" column.

STEP 5

Add categories. It is important for any organisation to keep track of where its money is going. For this reason, budgets are usually organised by categories. The categories can also be given codes to replace numbers. This allows the organisation to carefully track exactly what the money is being spent on.

For this exercise, use the following two categories to keep it simple:

01: Administrative costs: refers to all money spent for the CBO's internal functions. The CBO will need stationary, calculators and other supplies in order to do its work. Administrative costs also include rental, phone bills and salaries.

02: Project costs: refers to the costs of doing work in the community, e.g., the costs of holding a meeting, paying for transport, printing brochures, buying HIV self-test kits etc.

Next to the Items in the budget, add whether they are Administrative Costs (01) or Project Costs (02)

ACTIVITY:

PREPARE AN INCOME STATEMENT

STEP 1

It is important to also show on the budget the source, or sources, of money coming in. Let's say there are three possible sources of income for Positive Young Women, as follows:

03: Member contributions

04: External funds (i.e., fund raising or grants)

05: Income-generating activities

STEP 2

You can use the same template for the income statement as you did for the budget in the previous activity.

Now transfer the following income to an income statement, completing all the columns.

- Sale of 26 T-shirts at $10 each
- Annual membership contributions of $10 per member for 17 members
- Grant from the National AIDS Council of $200
- Grant from Youth Philanthropy Foundation of $400

INCOME STATEMENT				
Category	Item	Unit cost	No. of Units	Total
	Total			

COMPONENT 5: FINANCIAL RECORDS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Financial records	Does your organisation keep accounts of its money, that can be presented at any time?	No accounts kept.	Records kept of money received and spent, but difficult to know how much money is kept at any one time.	Accounts kept up to date and balances and statements are prepared at the end of the financial year.	Balances and statements prepared quarterly or monthly. At year end, presented to external stakeholders for approval.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Financial record-keeping is an essential part of financial management. It is critically important that a CBO is able to keep track of all money coming in and going out. This is important for internal reasons, as many community-based organisations fail because of problems with controlling money. It is also important for attracting and keeping donors. No donor will give money to a CBO unless the organisation can show that it has an effective system for keeping track of the money!

In this section you will learn how to set up a simple bookkeeping system, with a cashbook (or bank book) to record all transactions (money coming in or going out).

CASHBOOK

The cashbook (or bank book) is the single most important bookkeeping record! If the organisation keeps no other records (apart from receipts), it should at minimum keep an accurate cashbook.

The following details must be entered into the cashbook for each transaction

- The date
- A code for the type of income or expenditure
- A description
- The amount
- Whether the money is coming in (credit) or going out (debit)
- The resulting balance

There is one column for money coming in (debit), and one column for money going out (credit). The person responsible for financial record-keeping must always take great care to either add or subtract the amount from the balance accordingly!

STEP-BY-STEP GUIDE TO COMPLETING THE CASHBOOK

A cashbook is a summary of all the money received and paid by the organisation each month. The cashbook also shows the balance of money that the organisation should have available.

A separate cashbook must be kept for different types of transactions, for example: cash transactions and transactions in the bank account should each have two separate cashbooks. The below example is only for cash transactions.

Steps for completing the monthly cashbook:

1 **Add the month on the top of the cashbook.**

2 **Copy the closing balance from the previous month's cashbook and write it in the first line of the new month as the opening balance.**

3 **For each transaction:**

a. Include the date on a new line.

b. Write the reference number (Ref) starting with 1 for the first transaction of the month. Write the same reference number on the receipt, slip or invoice, so that you can match the document to the cashbook entry.

c. Enter the name of the person or company that paid the organisation or that you paid.

d. Include a description explaining what the money was received for or what was paid for.

e. Using the budget list, look up the budget code for that type of income or expense and insert the code into the cashbook.

f. If the transaction is income write the amount in the Amount IN column. If the transaction is a payment write the amount in the Amount OUT column.

g. Calculate the balance after the transaction by using the following formula:

Balance (after previous transaction)
+
Amount IN
–
Amount OUT
=
Balance

4 **At the end of the month:**

a. Add all the Amount IN transactions to get a TOTAL for Amount IN.

b. Add all the Amount OUT transactions to get a TOTAL for Amount OUT.

c. Staple all the slips, receipts or other documents to the cashbook summary so that all the information is together in one place.

CASHBOOK

Date	Ref	Donor/Supplier	Description	Code	Amount IN	Amount OUT	Balance
		Opening balance					3000.00
		TOTALS/ Closing balance					

ACTIVITY:

TIME TO PRACTICE

Practice putting Positive Young Women's income and expenditure for March 2023 into the cash book. Take the information from each item in the list below and use it to complete the cashbook using the template from page 99.

3-03-2023	Sale of 26 T-shirts at $10 each
4-03-2023	4 members pay their $10 annual membership fees
4-03-2023	$20 in data purchased for the "Positive Ambassadors"
6-03-2023	Grant from the National AIDS Council of $200
6-03-2023	$4 purchase of stationery
13-03-2023	Grant from Youth Philanthropy Foundation of $400
14-03-2023	Positive Ambassador $5 to travel to District AIDS Council meeting
28-03-2023	7 members pay their annual membership fees
30-03-2023	Food purchased for the AGYW attending a support group - $18

The correct answer is at the end of this module on page 112.

COMPONENT 6: SUPPORTING DOCUMENTS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Supporting documents	Do you maintain supporting receipts and invoices for all expenditure?	No receipts/ invoices are only asked for when claiming expenses.	Receipts/ invoices are kept sometimes, but there isnt a proper filing system.	Receipts/ invoices are needed to justify any use of grant money, and are kept on file, but rarely reviewed.	All receipts/ invoices and other supporting documents filed for 3 years, and reviewed by authorised person regularly.

OUR SCORE .... **DATE** ....

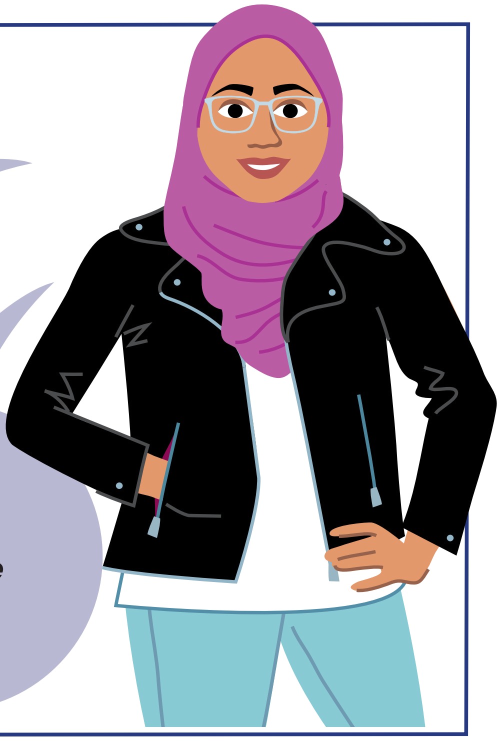
COMMENTS	
ACTION REQUIRED	

Recording all transactions in the cashbook is a necessary first step in keeping track of the CBO's finances. However, in order to make sure that what the treasurer or finance officer records is true, it is necessary that all transactions are backed up with supporting documents.

Reflection

Why do you think it is necessary to keep supporting documents for every transaction?

The answer is that without supporting documents, we don't know if the treasurer or finance officer spent the money as they wrote in the cashbook or if, they put the money in their pocket!



Step-by-step guide to keeping supporting documentation

STEP 1 Receipts for cash In

When money comes into the CBO, there is only one supporting document that is needed. Whoever gave the money to the CBO needs a receipt in order to prove that they did in fact pay. This receipt is mainly for the protection of the person or organisation paying the money, to avoid situations of the CBO claiming that the person or organisation never paid. However, the receipt also protects the CBO from fraudulent action by the treasurer or finance officer or other individual with access to the CBO's money.

The receipt is proof that the amount recorded by the treasurer or finance officer in the cashbook is in fact the amount of money paid into the CBO.

Receipts must always be filled out in duplicate, with one copy for the person or organisation who paid the money, and the other copy for the CBO's files.

STEP 2 Payment vouchers and cash out receipts

When money is paid out of the CBO's fund, two supporting documents are needed:

1. The payment voucher
(also known as a purchase order or authorisation order)

The payment voucher is signed by two or three selected members of the CBO, authorising the payment. This will ensure that the treasurer or finance officer will never pay out money by themselves, without anyone else in the CBO knowing about the payment. All payments must be authorised! This is true even if the expenditure has already been planned in the budget.

2. Receipts

Every time the CBO makes a payment, they should get a receipt from the supplier or store. This receipt should then be stapled to the payment voucher. The two documents together make up the supporting documentation required for any cash going out.

In some cases, receipts are not available. This may be true, for example, when the CBO makes purchases from a market, or uses local transport. Market vendors and minibus drivers may not have receipts to give to the CBO. In this case, the CBO should use its own receipt book, and ask the vendor to fill it in.

Again, these receipts should be filled out in duplicate, with one copy for the vendor, and one copy for the CBO's files.

Reflection

Sometimes when working in community settings, obtaining receipts can be tricky. What are your organisation's current practices with regard to obtaining receipts? Have you experienced any challenges in obtaining receipts and, if so, how did you overcome them?

STOP & THINK!

Filing and storage of documents

1. ***Why is filing of financial records and supporting documents important?***

2. ***What are some good practices with regards to filing?***

Filing means storing information for future reference.
This will ensure a system built where information can be quickly located for audits, reports and future donor funding applications.

Purpose of filing:

- *Allows easy access to information*
- *Facilitates preparation of financial statements and reports*
- *Provides a paper trail to enable smooth auditing*
- *Complies with legal requirements*

Good practice on filing:

- *Dedicate a time daily/weekly for filing.*
- *File in sequence, whether it is by number, or by date, or whatever system works for you.*
- *Label files accurately.*
- *Maintain a register or logbook of all files.*
- *Keep files for a period of time, as defined in the financial policy and procedures manual.*

COMPONENT 7: REPORTING

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Reporting	Do you provide accurate financial reports on time to donors?	No experience of having to submit donor reports.	Reports are submitted, but often late and/ or incomplete.	Some reports are submitted on time, but are often incomplete or queried by donor.	Reports are always submitted on time and always meet donor requirements.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

ACTIVITY:

EXERCISE

Positive Young Women has received its first grant from the National AIDS Council and needs to start submitting financial reports. What advice would you give them?

DONOR REPORTING

Donors usually release funds to an organisation only when they are certain about the financial health of the institution. This is why donor reports are critical to every organisation.

The report should include the project expenses, showing how much of the project's budget has been spent. The report should also include a narrative report, describing what was achieved during the reporting period, as well as any challenges experienced. When an organisation has several donors, it is important to set up an accounting system so that the data required by each donor can be easily accessed.

When putting together reports for donors make sure that;

- Reporting deadlines are met
- Extension requests are made ahead of time
- Figures are accurate and verifiable, and supported with documentation
- Transparency in under-expenditure or over- expenditure
- Significant variances are explained with

COMPONENT 8:

ANNUAL FINANCIAL STATEMENTS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Annual financial statements	Does the organisation prepare annual financial statements, and are these conducted by an independent auditor?	No annual financial statements.	Annual financial statements but not audited.	Annual financial statements conducted by an independent auditing firm but with an adverse finding or disclaimer.	Annual audited financial statements for at least the past three years, with either an unqualified or a qualified opinion.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

What is an audit?

An audit is the term for a formal examination of an organisation's accounts and financial situation.

What is the difference between an internal audit and an independent audit?

The main difference between internal and independent audits is that internal audits are conducted by employees of the entity being audited; and, independent audits are conducted by individuals that are not in the employ of the entity being audited.

Internal audits for CBOs

At the end of each year, CBOs should prepare a financial statement which gives a complete picture of the income, expenditure and balance for that year.

As was discussed in Component 3 (Budgets), income should be broken down into donations, fund-raising, and membership.

At the very least, expenditure should be broken down into administration costs and project costs.

Independent audits

Many donors require that an annual audit is conducted by a qualified and independent accountant. An independent audit inspires trust because it demonstrates that the organisation is committed to accountability and transparency.

The role of the independent auditor is to make sure that you are doing everything correctly and so that you can prove that none of the organisation's money has been misused. An independent auditor reviews your financial records, accounts, business transactions, accounting practices, and internal controls, and then provides an opinion on the financial health of your organisation. The auditor then prepares an audited financial statement (AFS).

Types of audit outcomes

There are four types of reports that an auditor could issue:

An **"unqualified opinion"** means that the auditor has found that the organisation's financial record-keeping and practices are in line with what is known as generally accepted accounting principles (GAAP). This is the type of audit you hope for.

A **"qualified opinion"** signals that the auditors found one or two situations where the organisation is not following GAAP, but that overall, the organisation's financial position is presented accurately and appropriately.

An **"adverse opinion"** which signals that the auditors found major errors in the financial records, or that overall, the organisation is not conforming to GAAP.

A **"disclaimer of opinion"** report means that the auditors are saying, "Something prevented us from forming an opinion, therefore we refuse to do so."

Annual general meeting

It is good practice for CBOs to hold annual general meetings (AGMs) where the board, staff members, beneficiaries, partners and stakeholders come together to review the status of the organisation. An important part of the agenda at an AGM is to present and get approval for the annual financial statement.

Receiving an Adverse Opinion or Disclaimer of Opinion can have a serious negative impact on efforts to obtain funding for your organisation.

ANNEX:
SAMPLE SIMPLE FINANCIAL POLICY: POSITIVE YOUNG WOMEN

Purpose

The purpose of financial management in the operation of all Positive Young Women activities is to fulfil the organisation's mission in the most effective and efficient manner and to remain accountable to stakeholders, including beneficiaries, donors, partners, employees, and the community. In order to accomplish this, Positive Young Women commits to providing accurate and complete financial data for internal and external use by the Director and the Board.

Authority

The Board is ultimately responsible for the financial management of all activities. The Treasurer is authorised to act on the Board's behalf on financial matters when action is required in advance of a meeting of the Board.

- The Director is responsible for the day-today financial management of the organisation. The Board authorises the Director to hire and supervise staff, pay bills, receive funds, and maintain bank accounts.
- The Director is authorised to make payments up to the amount of $2,000. Payments for amounts greater than $2,500 shall require the signature of the Treasurer or Board Chair.
- The Director is authorised to enter into contracts for activities that have been approved by the Board as a part of budgets or plans. The Board must authorise any contracts outside of these parameters and all contracts with a financial value greater than $5,000.
- The Director is authorised to manage expenses within the parameters of the overall approved budget, reporting to the Finance Committee on variances and the reason for these variances.

Responsibilities

The Director shall:

- Report the financial accounts of Positive Young Women operations according to the schedule established by the Finance Committee, but at least quarterly.

- Pay all obligations and file required reports in a timely manner.
- Make no contractual commitment for bank loans, corporate credit cards, or for real estate leases or purchases without specific approval of the Board.
- Maintain a register of fixed assets with purchase prices greater than $500 as capital assets in accounting records.
- Limit vendor credit accounts to prudent and necessary levels.
- Obtain competitive bids for when procuring items or services costing in excess of $2,000 per unit. Selection will be based on cost, service, and other elements of the contract.

Positive Young Women may award the bid to any provider and is not required to accept the lowest cost proposal.

The Board of Directors shall:
- Review financial reports at each board meeting.
- Provide adequate training to members to enable each member to fulfil his or her financial oversight role.
- Review the Finance Policy every two years

Financial Transactions with Staff and Board Members
No advances of funds to employees are authorised. Direct and necessary expenses including travel for meetings and other activities related to carrying out responsibilities shall be reimbursed.

In no case shall Positive Young Women borrow funds from any employee of the organisation without specific authorisation from the Board.

Budget
In order to ensure that planned activities are consistent with board-approved vision, mission, goals and objective, the Director shall:

- Submit a budget to the Board at least two weeks before the last Board meeting of each financial year.
- Use responsible assumptions and projections as to guide the budget.

Gift Acceptance
Positive Young Women may accept non-financial resources as a means for donors to make donations to the organisation. Transfer and recording the value of the asset shall be done in a consistent manner and in compliance with accounting standards.

Assets
In order to ensure that the assets of Positive Young Women are adequately protected and maintained, the Director shall:

- Insure against theft and casualty losses to the organisation and against liability losses to Board members, staff, or the organisation itself to levels indicated in consultation with suitable professional advisors.
- Plan and carry out suitable protection and maintenance of property, building, and equipment.
- Avoid actions that would expose the organisation, its board, or its staff to claims of liability.
- Protect intellectual property, information, and files from unauthorised access, tampering, loss, or significant damage.
- Receive, process, and disburse funds under controls that are sufficient to maintain basic segregation of duties to protect bank accounts, income receipts, and payments.

CASHBOOK

Date	Ref	Donor/Supplier	Description	Code	Amount IN	Amount OUT	Balance
		Opening balance					3000.00
3.11	001	Thandile	26 T-shirts sale @$10 each	INC01	260.00		3260.00
4.11	002	Jane, Ziyanda, Mary, Ntando	Membership fees for 2022	INC02	40.00		3300.00
4.11	003	Telecom	Data for Positive Ambassadors	EXP01		20.00	3280.00
6.11	004	National Aids Council	Grant	INC03	200.00		3480.00
6.11	005	Write Shop Stationers	Stationery	EXP03		4.00	3476.00
13.11	006	Youth Philanthropy Foundation	Grant	EXP03	400.00		3876.00
14.11	007	Vuyokazi	Taxi for District Aids Council meeting	EXP04		5.00	3871.00
28.11	008	Susan, Tammy, Luleka, Arehone, Amanda, Naomi & Anathi	Membership fees for 2022	INC02	70.00		3941.00
30.11	009	Spar Grocers	Food for AGYW support group	EXP05		18.00	3923.00
		TOTALS/ Closing balance			**970.00**	**47.00**	**3923.00**

RESOURCES AND COURSES

This module covers basic information on financial management. These guides provide more information if you want to find out more. Click on the links to access the resources.

- **FundsforNGOs:**
  African Women Development Fund: A Practical Handbook on Financial Management

- **MANGO (Management Accounting for Non-governmental Organisations):**
  Financial Management Handbook for NGOs. This guide from Namibia goes into detail about the essential elements of NGOs financial management.

- **This guide from Namibia goes into detail about the essential elements of NGOs financial management.**

- **Free online courses, with certificate**
  Financial Management Essentials Certificate

MODULE 4
SUSTAINABILITY

HOW DO WE FUND OUR ACTIVITIES?

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA PATA PATA

ABOUT THIS MODULE

Introduction

Money. Staff. Offices. Computers. Equipment. These are just some of the resources a CBO needs to do its work. Without them, doing the work to support your beneficiaries is impossible.

You could use the metaphor of organisation being on a long road trip. Imagine you are going on a journey. You need a plan, a car, a map, petrol, someone to drive your car, and some food for the road. If you don't have these things, you may not get very far. You may have a break down, or an accident, or run out of fuel before you reach your destination.

An organisation's journey is the same: you need to plan carefully to ensure that you have everything you need to get you going in the direction you want to go.

In this module, we will look at the concepts of sustainability and resource mobilisation. We will also explore tips for writing proposals and obtaining office space and equipment for your organisation.

Components of this Module

1 Sustainability planning

2 Resource mobilisation

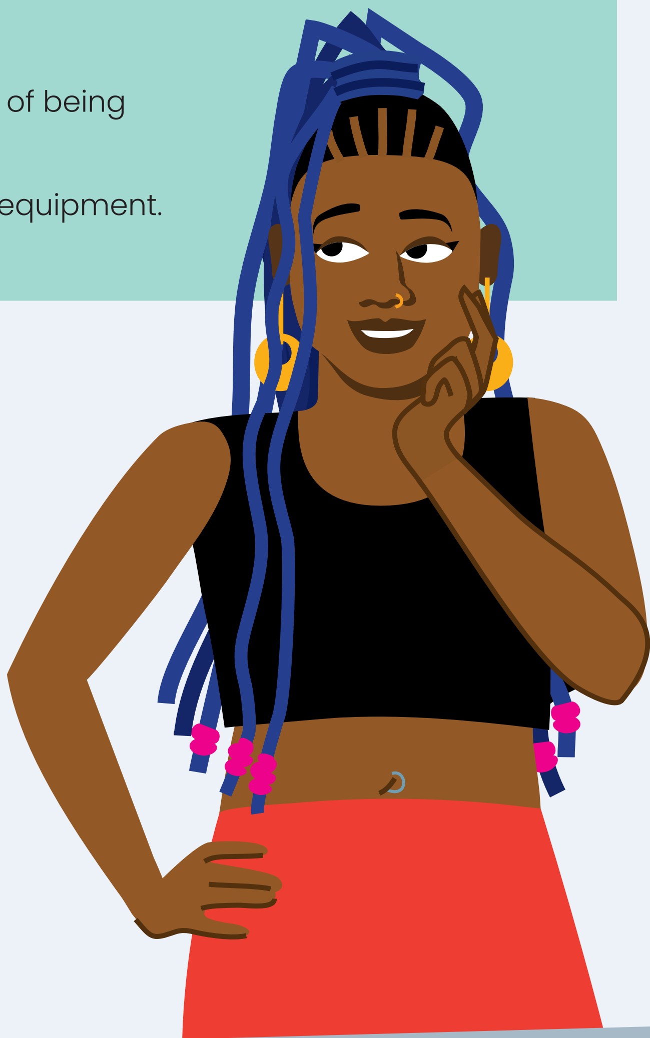
3 Proposal development

4 Office and equipment

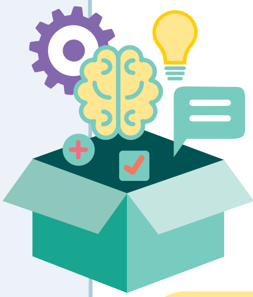
Learning outcomes of this module

By the end of this module, you should be able to:

- Understand what sustainability means
- Develop a sustainability plan for your CBO
- Understand how improving your profile can benefit your CBO
- Understand the different sources of funding for your CBO
- Find and identify appropriate donors
- Write persuasive funding proposals
- Understand how to improve your chances of being successful in fundraising
- Get ideas on how to get office space and equipment.



Main Gaps experienced by AGYW-led and -serving CBOs



Resource mobilisation

For the CBOs who participated in developing this curriculum, 'lack of funding' is one of their main concerns. When we dig deeper, we find that there are a lot of areas related to resource mobilisation which could be strengthened, including:

Increasing the CBO's visibility through communications

Networking with potential donors

Finding and identifying appropriate donors

Writing persuasive funding proposals

Forming or joining coalitions or consortia to raise funds

Identifying non-financial sources of support (e.g., donations of equipment, office space, or technical assistance)

Online fundraising

- The majority of CBOs who participated in the consultations have unstable funding or do not receive funding from donors at all but rather rely on small fundraising activities (e.g., car washes, sales of second-hand clothing) or member contributions.
- During the consultations, we found that the CBOs who were funded by diverse donors were often those which had a clear mandate and mission that they were able to articulate.
- In most countries, CBOs do not access funding from their governments: Botswana was a commendable exception.
- However, in the course of the stakeholder consultation, we discovered that there are sources of government support which were available, even if it is not direct funding. This includes provision of free office or meeting spaces, provision of training, as well as the fact that in some of the countries, the national or district authorities coordinate with donors, and link them to relevant CBOs.
- Some of the CBOs who participated in this project did not have office space, but operated their CBOs from their homes.
- In addition, some of the CBOs did not have enough equipment (e.g., computers, furniture, vehicles). It was observed that many donors are reluctant to fund office space and equipment, preferring to fund activities. Participants voiced that they often have to use their own personal equipment or spend their personal funds for organisational equipment and overheads.

COMPONENT 1:
SUSTAINABILITY PLANNING

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Sustainability Planning	Have you discussed and developed a plan for the sustainability of your organisation?	The organisation has not given any thought to its sustainability.	The organisation has discussed sustainability in meetings, but does not have anything in writing.	The organisation has made some attempts to prepare a sustainability plan, usually in response to donor requests, however it needs some additional work e.g., timeframes, goals and objectives.	The organisation has a sustainability strategy in place that is being implemented and regularly revised with staff who are familiar with its goals and objectives.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

ACTIVITY:

In previous modules, we met Positive Young Women, a new CBO. Positive Young Women have been lucky enough to get a small grant from the District AIDS Council. The District AIDS Council has asked Positive Young Women to develop a Sustainability Plan. Can you advise Positive Young Women what sustainability means for a CBO?

What is Sustainability?

In the context of civil society and community organisations, sustainability simply means how the organisation will survive and be able to continue to carry out its work .

Ensuring a steady flow of funds for implementing an organisation's activities can be challenging. Integrating sustainability principles in their ongoing projects can be an effective way to ensure long term impact.

Sustainability requires long term planning to facilitate diverse sources of funding and for ensuring that the benefits of a project can last, even after a project's funding has come to an end Most donors are concerned about the sustainability aspect of a project and often fund projects which have a well-thought-out sustainability plan in place.

But even if it is not required, it makes a lot of sense to think about the sustainability of your organisation and write a plan for this. This way, it becomes much clearer for everybody, what the long-term perspective is and where you want to go with your organisation.

Aspects of Sustainability

There are different aspects of sustainability. These are:

Financial sustainability

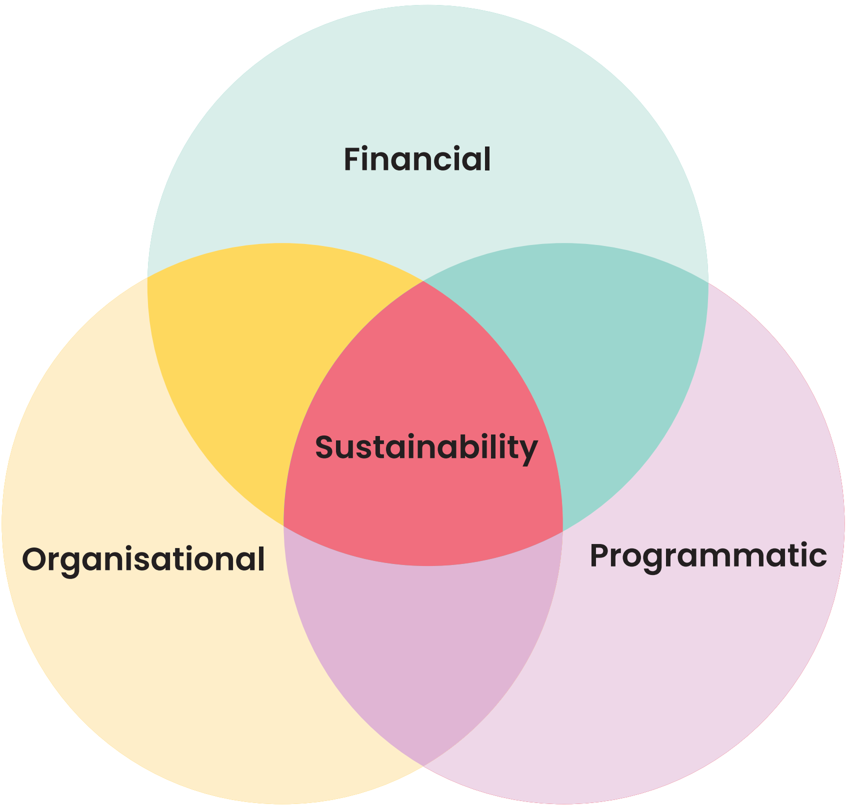
Ensuring a steady flow of funds and generating revenue for maintaining and continuing the organisation's work.

Organisational Sustainability

Ensuring proper governance and functioning of your organisation.

Programmatic Sustainability

The benefits and impact of the organisation's work are not lost if and when funding for a project or programme comes to an end.



Factors which Enhance Sustainability

Research into civil society and community organisation sustainability* has found that the following factors are key to improving sustainability:

- Having a coherent strategic framework (vision, mission, goals, objectives) for the organisation
- A good monitoring and evaluation system
- The adaptability of the approach
- Having good governance systems
- Having multiple sources of funding
- Integration with existing government systems
- Political support
- Community support

* Source

ACTIVITY:

Positive Young Women is now ready to develop their Sustainability Plan. Can you advise them what information they could include in their Sustainability Plan under the following headings.

- Financial Sustainability
- Organisational Sustainability
- Programmatic Sustainability

Financial Sustainability

Planning for financial sustainability involves outlining the various options available for expanding your resource stream. We will deal with this subject in more depth in the next section, but for now, here is a list of some different funding sources:

- Sale of products
- Diverse donors
- Service fees
- Membership fees
- Online fundraising
- Non-monetary donations

Organisational Sustainability

Organisational sustainability means ensuring proper governance and functioning of your organisation. Ways of achieving this include:

- **Exploring new opportunities:** Keep a flexible approach while looking for new opportunities - modify your priorities to adapt to changes.
- **Nurturing existing relationships** with donors, stakeholders and beneficiaries
- **Developing new partnerships**
- Having a strong **communication strategy** that can help you in showcasing your project results to a large audience.
- **Engage volunteers** for your organisation

Programmatic Sustainability

Ways of ensuring the benefits and impact of the work are not lost when the project comes to an end include:

- **Community involvement:** Make sure that your project involves community participation, this will give them ownership of the project and there are high chances that they may continue with some project aspects even after the project duration. (This is addressed in more detail in Module 8 (Community, Rights and Gender))
- **Shift attitudes:** Sensitisation and training, for example of key stakeholders and gatekeepers, like health care workers and police, can change the way in which community institutions are experienced by members of the community. Research has shown that training which involves shifting attitudes can have a profound and sustained impact.
- **Involve government at all levels:** As these agencies are permanent, they will help in sustaining the project activities beyond the project duration.

Q & A

with Ado from Inspired Horizons Association, Botswana

Q

Hi Ado. Can you first tell us a little more about yourself?

A

My full name is Thatayaone Ado Makabanyane, Ado for short. I am a young social worker. I currently work at Inspired Horizons Association as a Partnership and Programme Manager.

Q

When CBOs apply for grants, they are often asked about their sustainability strategies, and are not sure how to respond. Firstly, what does this term “sustainability” mean to you?

A

Sustainability to me means what to do to maintain the resources I have so that they may last me a little bit longer.

Q

What advice do you have for other CBOs for developing sustainability strategies?

A

It is vital to think & draft how one will sustain the CBO before one can start thinking about having a CBO. Based on our experience at Inspired Horizons Association, the advice which I would give is to firstly develop strong coalitions with stakeholders. That way, when funds finish you still have partners on the ground that support you.

It's also important to document or package the project well in such a way that donors will look for you, not the other way round.

Develop a clear long-term vision. In that way you can have long-term donors. Develop long partnerships with donors and have a donor database. Keep in touch with them so they are aware of you.

We also engage a lot of volunteers. Not only do they help us to fulfill our mandate, but they often go on to become supporters and ambassadors for our work.

Call out for donations and support. Conduct fundraising activities like car washes, holding events etc.

Finally, taking care of and safe-keeping your tangible resources like chairs & cameras for future use, is also part of sustainability.

Q

Thank you Ado!

More top tips for sustaining your CBO

1. BE VISIBLE

- If you are visible, then people know about your CBO. The more people know about your CBO, and the better your reputation, the easier it is to be funded.
- Attend meetings, seminars, conferences. Be vocal in representing your organisation at those meetings. Make sure your uniqueness is remembered.
- Participate in events or platforms organised by donors, government and development partners, civil society networks etc, to meet donors who are aligned with your priorities.
- Understand what makes you unique (Think back on the activities in Modules 1 and 2) and develop an **"elevator pitch"** on your organisation.
- Develop IEC (information, education and communication) materials, one-pagers, brochures which describe your organisation and the work you do.

An **elevator pitch** is a brief (think 30 seconds!) way of introducing yourself and your organisation, and making a connection with someone. Its called an elevator pitch because its about making an impression in the same amount of time as if you met someone in an elevator.

- Create a simple website. Websites are increasingly cheap and easier than ever before to design and host. By launching a simple website, you can quickly and easily spread the word, attract volunteers and donors and provide information to potential beneficiaries who you hope to support.
- Combine your digital outreach through online networking in the form of social media. Whether it is Facebook, Twitter, LinkedIn or a local language equivalent, you will find a massive audience who are interested in your work.
- Identify online groups, websites, and associations where you can exchange ideas with similar NGOs and professionals and develop your network.
- Continue to network in person in your local and regional communities. Try to meet people who work in similar circles, not just NGOs but local government, funding organisations, social services, religious organisations and any others that relate closely to your NGOs work.

2. PARTNERSHIPS

- Competitiveness can be counterproductive. The needs of AGYW are complex and cannot be solved by one organisation. Working in partnerships means that we can address the needs of AGYW more holistically, we can reduce gaps, and we can avoid duplication. This is where understanding your unique strengths comes in again.
- Seek to enter into partnerships with more established organisations. Leverage your specific expertise and reach. For example, let's say a large organisation wants to apply for a grant to provide services to young key populations. Sometimes large organisations have the systems in place, but they don't have roots in the community, so they may be looking for an organisation to partner with to help them achieve their goals. When you are an emerging CBO, this kind of partnership is one way of getting funding without having a large burden of administration.

> *"Opportunities lie in getting better at working together in consortia, at national and regional levels, come up with a coordinated plan of work. Everyone has a strength and undertakes a different aspect of it, rather than competing."*

3. ALIGN WITH NATIONAL, REGIONAL AND GLOBAL GOALS

Many donors, especially the larger ones, support the need to work in a coordinated way towards achieving goals that have been agreed upon at national, regional and global level. They realise that their funding will be more impactful if they support goals which governments have made a commitment to. If your organisation's mission, vision, goals and objectives are aligned with national, regional or global goals, this will be noticed and appreciated by many donors.

4. MAKE SURE YOUR HOUSE IS IN ORDERS

- The stronger your organisational systems, the better your chances are of getting funded.
- Ensure all the fundamental building blocks of an organisation are in place. These building blocks include all the components we are addressing in this curriculum:
  - **Governance systems:** registration, board, constitution, strategy
  - **Finance Systems:** bank account, budgets, finance policies and procedures, bookkeeping system
  - **Human Resources:** an organogram, human resource policy, other policies such as Safeguarding policies
  - **Monitoring and Evaluation:** a monitoring and evaluation framework, even if it's a simple one
  - **Community:** clear mandate from the communities you represent

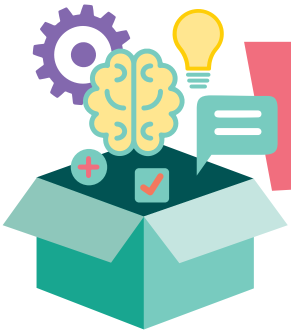
5. TELL DONORS WHAT COMMUNITIES NEED

- The relationship between donors and community organisations is often seen as one in which donors have all the power. But in fact, donors can and should learn from community organisations, who are the ones with the knowledge of the context and the experience with implementation.
- Many donors are keen to learn more about what the needs are and how their funding can be more effective.

6. DEMAND ACCOUNTABILITY FROM GOVERNMENTS

- Domestic governments should be supporting community-based organisations to a much greater extent than they are now. Most of the large HIV donors plan to reduce and eventually end their funding - this is referred to as transition. As donors and countries plan for transition, civil society needs to stay informed and involved in the establishment of **social contracting** mechanisms, to ensure that the value of community responses are recognised.
- In addition, organisations need to educate themselves about governments' health budgets, and ensure that governments meet the targets they have committed to a regional, continental and global platforms.
- In addition, they need to track expenditure, and ensure that funds are spent properly and efficiently.

Social contracting is when governments provide funding to CBOs to carry out work.



COMPONENT 2: RESOURCE MOBILISATION

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Resource mobilisation	How stable and secure is the organisation in terms of resources? What is the source of the organisations resources?	Organisation has not yet received a grant. Relies on either member contribution or small fund-raising activities.	Organisation has received at least one grant, plus gets resources from other sources besides grants. Lack of resources limits the organisation's work.	Organisation has secured some multi-year grants, but there are still gaps in the organisation's resources, especially when it comes to administration and overheads.	Organisation has stable relationships with diverse donors, including multi-year funding with a good chance of renewal, and funding for administration and overheads. PLUS has secure sources of resources besides donor grants.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Reflection

What do you understand by the term 'resource mobilisation'?

What is resource mobilisation?

Resource mobilisation is often considered to be an alternative for fundraising and in many cases is used interchangeably. Resource mobilisation, however, is much more than just fundraising because it includes:

- **Accessing a range of resources (rather than just money/financial)**
- **Building a network from a wide range of resource- providers**
- **Using a variety of mobilisation mechanisms**

Resource mobilisation is therefore the process of securing the cash and non-cash inputs required to accomplish an organisation's desired and planned projects and objectives.

ACTIVITY:

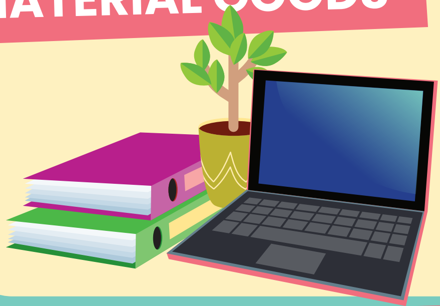
Besides applying for grants, how else can Positive Young Women mobilise resources?

Types of resources

There are many types of resources that can be mobilised. These include:

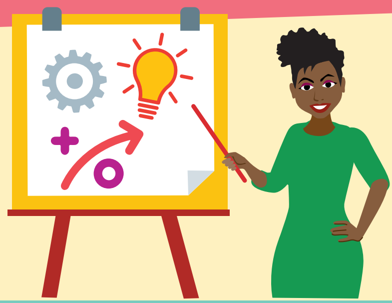
- Material goods
- Technical assistance
- Free services and facilities
- Money
- Human resources

MATERIAL GOODS



- Office or service equipment
- Condoms & lubricants
- Needles & syringes
- Training materials
- Vehicles

TECHNICAL ASSISTANCE



- Training
- Programmatic technical input
- Organisational technical input
- Ad hoc support from experts (trainer/facilitators)
- Study visits • Scholarships

FREE SERVICES & FACILITIES

- Office space & utilities
- Use of equipment
- Training venues & facilities
- Transportation
- Publishing & printing

MONEY

- Project money
- Core money

HUMAN RESOURCES

- Regular volunteers
- Free consultancy services, e.g. accountant, lawyer

Resource Mobilisation Mechanisms

When it comes to WAYS or MECHANISMS of mobilising resources, most people immediately think of submitting grant proposals. This is of course an important way of mobilising resources, but it is not the only way. Have a look below at some of the processes of requesting or getting resources from resource providers.

Submitting grant proposals

Responding to requests for proposals as an individual CSO as a CSO consortium as a multisectoral

Unsolicited proposals

Concept notes

Income-generating activities

Selling services or running a small business

Renting out assets e.g. workshop venue

Selling products

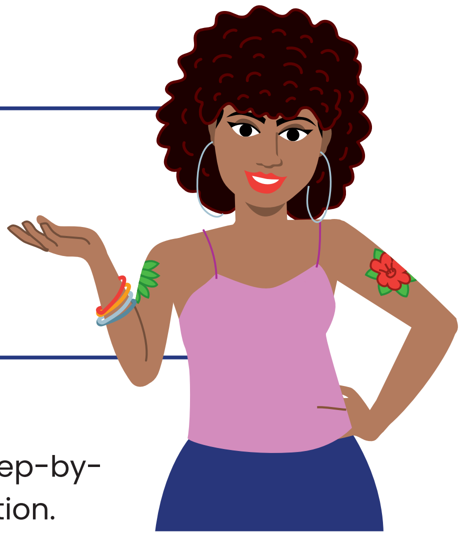
Face to face meetings

Securing meetings with leaders, or potential donors or sponsors

Donations

Corporate sponsorships

Having a link on your website or social media pages to enable people to donate online



Reflection

What are your top tips to increase your chance of being funded?

A step-by-step approach to resource mobilisation
In this section, we will take you through a systematic step-by-step approach to mobilise resources for your organisation.

STEP 1 Assess how ready your organisation is to mobilise resources

TAKE THE QUIZ: HOW FUNDABLE ARE YOU?

Take this quick quiz to assess whether your organisation has the building blocks in place that funders look for.

1. Governance: Do you have a functional board?

☐ Yes

☐ No

☐ N/a

2. Governance: Does your Board meet at least 3 times per year?

☐ Yes

☐ No

☐ N/a

3. Governance: Does your board guide the development of the organisation's strategy?

☐ Yes

☐ No

☐ N/a

4. Governance: Is the Board fully aware of the financial status of the organisation?

☐ Yes

☐ No

☐ N/a

5. Donor relations: Do you regularly communicate with your current donors?

- [ ] Yes
- [ ] No
- [ ] N/a

6. Donor relations: Do you always/almost always submit your reports on time?

- [ ] Yes
- [ ] No
- [ ] N/a

7. Donor relations: Do you believe your current donors will be willing to continue funding you (if they can)?

- [ ] Yes
- [ ] No
- [ ] N/a

8. Finances: Do you have a clear and realistic budget?

- [ ] Yes
- [ ] No
- [ ] N/a

9. Finances: Do you generate monthly finance reports?

- [ ] Yes
- [ ] No
- [ ] N/a

10. Finance: Does your organisation have enough funds to cover expenses for the next 6 months?

- [ ] Yes
- [ ] No
- [ ] N/a

11. Finance: Do you have approved Audited Financial Statements for the last financial year?

- [ ] Yes
- [ ] No
- [ ] N/a

12. Programme implementation: Do you have an organisational strategy or strategic plan?

- [ ] Yes
- [ ] No
- [ ] N/a

13. Programme implementation: Do you have the necessary Human Resources to implement your programmes?

- [ ] Yes
- [ ] No
- [ ] N/a

14. Programme implementation: Do you measure and document the impact of your programmes?

- [ ] Yes
- [ ] No
- [ ] N/a

15. Programme Implementation: Do you collaborate with strategic partners to deliver your programmes?

- [ ] Yes
- [ ] No
- [ ] N/a

16. Fundraising: Do you have a staff member dedicated to fundraising?

- [ ] Yes
- [ ] No
- [ ] N/a

17. Fundraising: Do you have a fundraising strategy or plan?

- [ ] Yes
- [ ] No
- [ ] N/a

18. Fundraising: Does your organisation discuss funding at all relevant meetings (management, staff, Board etc.)?

- [ ] Yes
- [ ] No
- [ ] N/a

19. Fundraising: Does your board actively fundraise or support fundraising for the organisation?

- [ ] Yes
- [ ] No
- [ ] N/a

20. Branding and Marketing: Do you have a logo?

- [ ] Yes
- [ ] No
- [ ] N/a

21. Branding and Marketing: Do you have a website that is regularly updated?

- [ ] Yes
- [ ] No
- [ ] N/a

22. Branding and Marketing: Do you have active social media pages (Facebook, Twitter, LinkedIn, etc.)?

- [ ] Yes
- [ ] No
- [ ] N/a

If you answer yes to any of the questions, well done!

If you answer no to any of the questions, these are areas which your organisation can look at strengthening in order to increase your chances of being funded.

STEP 2

Review your current resource situation and identify resource gaps

It is useful for CBOs to review their current resource situation to be able to plan their resource mobilisation work better.

To start, looking at what resources you currently have, and how long they will last.

You can put your current resources in a simple table like the one below for Positive Young Women:

Positive Young Women current resource situation.

Resource Provider	2023	2024	2025
Membership contributions*	$1700	$1785	$1874,25
National AIDS Council	$5000	$5000	-
Youth Philanthropy Foundation	$10000	-	-
Local government	Use of workshop and office space	Use of workshop and office space	Use of workshop and office space
Integrity Bank	Donation of 5 computers	-	-

**Note: 17 members at $100 each per year. Membership contributions will increase by 5% every year.*

Next, identify your resource gaps. Make a table with the following columns:

Column 1: Start with your objectives (take these from Module 2 - Planning).

Column 2: List the resources you need for each objective. This can be in the form of money or other types of resources

Column 3: In the next column, write the resources which you already know you will receive. Allocate them to the relevant objective.

Column 4: The final column is the column for your resource gaps. This is the difference between what you need to fulfil your objectives and what you currently know you will receive. In other words, the resource gap is the resources that you still need to obtain.

ACTIVITY:

Using the objectives which Positive Young Women have developed, and their analysis of their current resource situation, complete the table below.

Table: Positive Young Women current resource situation.

Objective	Resources needed	Resources secured	Resource gap
Objective 1 To hold public events to disseminate basic HIV information and messages to decrease HIV stigma to 2,000 young women in churches, clubs, colleges and youth clubs by the end of 12 months.			
Objective 2 To establish 6-session support groups to provide psychosocial support for an average of 10-15 young women newly diagnosed with HIV, and to hold at least 6 rounds of the support group in the next 12 months.			
Objective 3 To train, mentor and support 6 young women as "Positive Ambassadors" who will speak out publicly and in the media to raise awareness and reduce stigma about HIV.			

STEP 3

Research appropriate resource mobilisation mechanisms

Next, think about the different ways of mobilising resources.

The table below shows some examples of different resource mobilisation mechanisms. Take the time to consider the pros and cons of each one, and whether it is suitable to your organisation, and whether you have the skills to take it on, before investing time, money and energy on trying to implement any of the mechanisms.

MECHANISM ASSESSMENT TABLE			
Mechanism	**Specific Skills Required**	**Pros**	**Cons**
Selling services (translation, training...)	The skills that are being sold as a service, i.e., language skills	Generates flexible income; promotes the organisation	Increased workload; key staff skills being used for non-work-related purposes
One-off resource mobilisation events	Organisational skills; initiative; communication skills	Can raise a lot of resources with little on-going commitment; flexible resources	Resources raised depend on marketing and good attendance of event
Running a small business (café, accommodation...)	General business management skills; skills relating to the business produce (cooking, etc)	Constant income	Not related to programmatic work; requires human resources and capital; returns depend on market, competition, and other liabilities
Rent out equipment and other assets (computers, office space, vehicles...)	Writing legally binding contracts; reviewing insurance policies; marketing	Requires limited human resources; generates flexible income	Equipment may get damaged; security risks; administration needs
Writing proposals for resources (proactively, or in response to requests for proposals...)	Ability to articulate a project design; 'pitching' skills; writing skills	Initial effort followed by ability to focus on work; reporting requirements ensure documentation of work	Distracting reporting requirements and external interference in work planning and design
Unsolicted contributions (gifts...)	Demonstrate transparency, and good external relations	No effort in itself; flexible money; no reporting requirements	Very infrequent and unreliable sources of resources

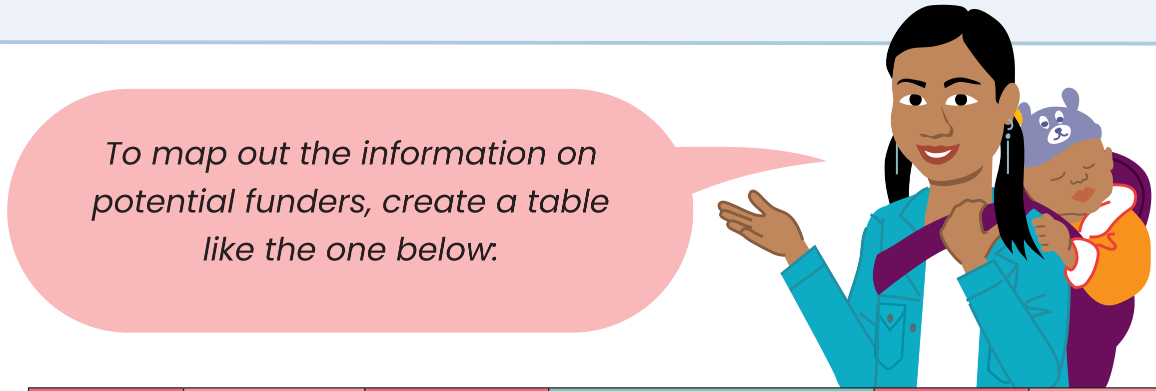
STEP 4 Identify and get information on different donors

How do you get the information?

- Search for resource providers websites.
- Contact people who know about resource providers or would be good contacts when researching new ideas.
- Read articles and reports about other organisations doing similar work to you, to keep up to date on how other organisations are funded. Reports and presentations by others will usually acknowledge resource providers.
- Ask partner organisations and other NGOs (working both within and outside your field) to suggest organisations to contact for support.
- Identify opportunities to meet resource providers in person.
- Subscribe to newsletters, mailing lists or WhatsApp groups which post opportunities.

What information about donors should you find out?

- Their main programmatic areas of interest ie what they fund.
- Their geographical areas of interest, ie where they fund.
- Their funding cycles, ie do they fund for one year, three years etc, and when do they usually put out calls for proposals
- The range of resources that they provide, for example, equipment, technical support.
- The process of requesting resources (proposal formats, visiting projects, etc.)
- The key person in the institution to contact and how to contact them.
- Who else they have supported (are the donors other grantees similar to yours in any way?).



Resource Provider by Category	Resource Provider by Area of Geographical Interest	Resource Provider Programmatic Priorites	Possible Level of Support	Application Deadline/ Funding Cycle	Resource Provider Contact
Government					
City of Windhoek	Windhoek	Access to HIV services	Computers	April	
UN Agencies					
UNAIDS	East and Southern Africa	Stigma reduction for key populations	Training	1 December	
Bilateral Donors					
SIDA	East and Southern Africa	Advocacy for law reform	Funding	15 January	
International Organisations					
Frontline AIDS	East and Southern Africa	Stigma reduction	Technical assistance	30 March	
Corporate					
MTC	Namibia	Access to HIV services for AGYW	Provision of free airtime	August	

STEP 5 Develop a resource mobilisation action plan

Now, bring the information you have gathered together. Identify your top priorities and develop a resource mobilisation plan.

Make a table with the following information:

- The resource gaps you have identified
- Specific resources needed to address the gaps (monetary or non-monetary)
- Resource provider to be contacted
- What resource mobilisation mechanism will be used?
- The deadline for getting the resources
- Any costs associated with resource mobilisation
- The person responsible

PRIORITY BASED RESOURCE MOBILISATION ACTION PLAN						
Resource Gaps	**Specific Resources Needed to Address the Gaps**	**Research Provider to be Researched/ Contacted**	**What Resource Mobilisation Mechanism Will be Used?**	**Deadline for Getting Resources**	**Cost of Resource Mobilisation**	**Person Responsible**
Resource Gap 1: multisectoral media campaigns on human rights messages related to HIV	USD 50 000 to conduct campaign	UNAIDS	Meet and write proposal to UNAIDS	1 January	Zero	Maggie
	Free TV slots for campaign	NBC	Organise meeting with NBC and request free TV slots	1 February	Zero	Simon
Resource Gap 2:						
Resource Gap 3:						

COMPONENT 3:
PROPOSAL DEVELOPMENT

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Proposal development	Are you successful in developing proposals?	No proposals have been submitted OR Proposals have been submitted but none have been successful yet.	Funding has been received for one successful proposal (mainly developed by someone outside of the CBO).	Funding has been received for at least one successful proposal in past 3 years, written and developed within the organisation.	Funding received for at least 2 proposals developed internally, in the last three years, each with needs assessments, activity plans and budgets.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Responding to a call for proposals

1. Be proactive

Regularly check the internet for calls for proposals. These are sometimes referred to as Requests for Proposals (RFPs) or requests for Expressions of Interest (EOIs). Different donors have different terminology and different processes.

As part of your networking, join groups or mailing lists, or follow Facebook or twitter groups which post requests for proposals

Some donors put out open calls for proposals, whereby any organisation can apply if they meet the criteria. Other donors prefer to learn about grantees through word of mouth, or introduction by another organisation which they trust. This is another reason to increase your visibility.

2. Do your homework

- If you are responding to a call for proposals, read it thoroughly several times, to try to understand exactly what it is the donor is looking to fund.
- Get to know more about the donor: who are they, what kind of donor are they? Foreign or local? Foreign government? Private foundation? Corporate donor?
- On most websites, you can see who and what the donor has funded before. Dig deeper. What kind of organisations and what kind of projects has the donor funded. Are you at the same level?
- Some donors also publish their strategy or theory of change on their websites. Look carefully at these and see if your work aligns with their strategy and/or theory of change.
- Consider how well aligned the donor's missions, goals and values are with yours and vice versa.

3. Check if you are eligible

- Most donors do a first round of eligibility checks before they even consider proposals. If you do not meet the eligibility requirements, it is likely that your proposal will be excluded from the start. Do not waste your precious time on proposals if you are not eligible.

4. Think strategically

- Most donors have their own strategies, including populations they like to support, countries they prioritise, and activities which they do (and do not) fund.
- Think about whether the amount of effort required to complete the application, implement of the activities and report to the donor is something your organisation wants to invest in, given your priorities, staffing levels, and other resources.

5. Put yourself in the shoes of the donor

- The people who work for donors need to manage risks. They need to ensure that their money they are tasked with overseeing, on behalf of a donor government or a private foundation, will not wasted or mismanaged. They need to be reassured that the funds will be spent on the activities which are agreed upon.
- Donors will look at your track record. They might be prepared to take a small risk with you, but are unlikely to take a massive risk if they don't know you.

Build up your track record bit by bit. Start off with getting experience managing small grants. If you can manage those well, start to apply for larger and larger grants in a gradual way.

CASE STUDY

Tawina Jane Kopa-Kamanga of TAWINA, Malawi, speaks about how they overcame rejection of their funding applications* (Interview courtesy of Amplify Change)

What fundraising problem did your organisation face?

When we started off fundraising through grants, 4 in 5 of our applications would be rejected. This was very frustrating considering the amount of effort and time spent. We realised however that we were not investing much in understanding the donors and their expectations. For instance, when we made our first application to one donor, we adopted a detailed budgeting framework. Although the donor did not explain why we were not successful, we considered using a simple budget in our second application with a successful outcome.

How did you overcome this problem?

Our main problem was a lack of knowledge of the donors and their expectations. A review of our successful and unsuccessful grant applications showed that where we had invested time and effort in the application process, we mostly succeeded. Conversely, where we didn't adequately work on a proposal, we missed some basic details with a frustrating outcome. For example, one donor indicated that applicants should be registered with audited accounts, and although we did not have these at the time we proceeded with our application, with failed results. As a solution, we developed and implemented a checklist, which we call our Organisation Eligibility Check. Now, all of our calls for proposals must be reviewed against this checklist before we decide on whether to pursue a funding application or not.

* This interview is shared courtesy of the donor Amplify Change - a fund to break the silence on sexual and reproductive health and rights. Amplify Change's website has excellent capacity strengthening tools for CBOs. Click here

What did you achieve and what changes were made?

Understanding the donors and making sure that we address and meet their requirements and expectations in our grant applications increased our success rate fourfold. It also improved our overall grant-application process with a considerable reduction in time and resources needed for and spent on each application. We now ensure that our grant applications pass the Organisation Eligibility Check or we won't proceed. We invest quality time working on the proposals, thoroughly going through all required sections and documentation as well as getting reviews on the proposal from team members or peers.

What did you learn from this experience?

This experience has taught us that successful grant applications start with excellent donor identification. You need to be confident that your organisation is well aligned with the donor's expectations and guidelines, but also that the donor's priorities speak to your strategic objectives - don't change your organisation's mission to fit the guidelines of a funder. You also need to give the application process sufficient time and writing - quality applications will make it to the top.

What are your top tips for an organisation facing the same issue?

Knowledge is power
Take time to get to know and understand the donor, not just the grant application requirements.

Make a checklist
Adopt an application checklist, or Organisation Eligibility Check, to ensure your application will always align with the donor requirements. Time spent developing this checklist will be saved later.

Invest wisely
Invest time and resources in the grant application process to ensure your application is of the highest possible quality.

SAMPLE PROPOSALS

The website, fundsforngos.org, has a repository of sample funding proposals which have been submitted by other organisations. We are sharing them here to give you an idea of the different form which funding proposals can take.

- Sample proposal on defending the rights and privileges of women and girls
- Sample proposal for Safe Spaces for LGBT Youth in Korea
- Sample proposal for Promotion and Protection of Human Rights
- Sample proposal for economic empowerment of women, girls and youth through vocational training and skills development

COMPONENT 4:
OFFICE AND EQUIPMENT

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Office and equipment	Does the organisation have its own office, meeting space, and equipment for handling admin and writing reports?	No office, no equipment.	Occasional access to another office and equipment. OR has office but no equipment, OR equipment but no office.	Office and equipment (computer plus printer/ scanner) shared with another organisation.	The organisation has its own office, and sufficient equipment for handling admin and writing reports.

OUR SCORE .... **DATE** ....

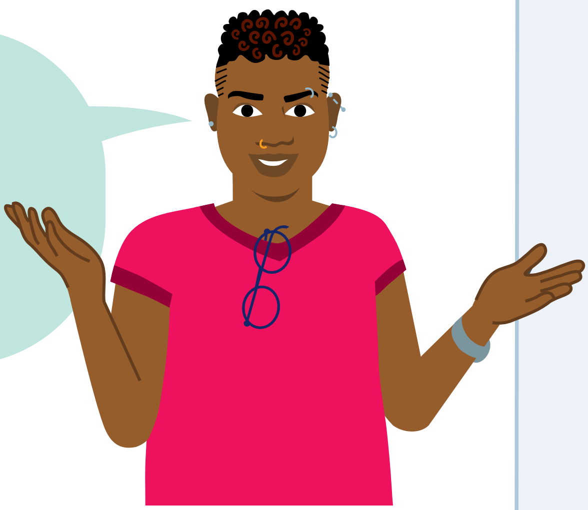
COMMENTS	
ACTION REQUIRED	

Ideas for acquiring office equipment and computer equipment:

As we continuously struggle to find and apply for new grants, we often overlook the significance of another type of support that can be easier to mobilise and manage.

In this case, there are usually no lengthy project proposals, no Requests for Proposals (RFPs) and in some cases, not even project reports demanded by donors. We are talking about in-kind support in the form of computers, furniture, equipment, food, clothing and others that are equally important for your mission.[3]

Watch this video about raising non-financial resources for CBOs:



Ideas for raising non-financial resources

1. Ask

Put the word out about the resources that you need. Throughout this curriculum, we emphasise the need to have a social media presence. Let people know on your social media and website about the equipment you need. Use your networks.

2. Businesses

Approach businesses in your country with a request for office equipment. Big businesses like banks, insurance companies, mobile phone service providers, restaurant chains, hotels etc often renew their furniture on a regular basis to update their branding. These businesses then have office furniture which they have to dispose of.

3. Government support

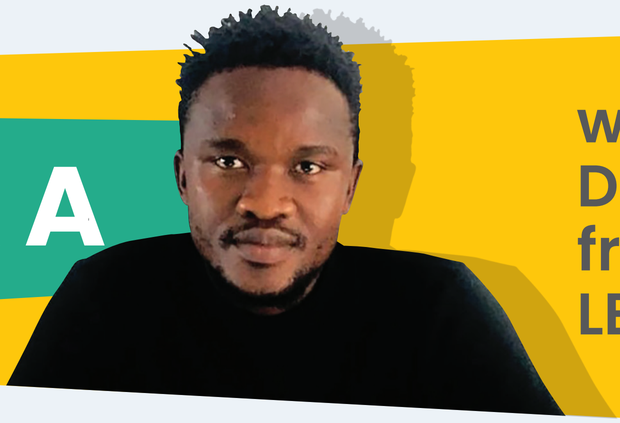
In many countries, government ministries/departments have office space which they are prepared to let NGOs use free of charge or at a very reduced rate. Examples of government ministries/departments are Social Development, Local Government, and Sport and Recreation.

In Lesotho, the capacity assessment workshop was attended by two representatives from Ministry of Gender. When the representatives heard that one of the CBOs did not have office space, they encouraged the CBO to apply for a rent-free office in one of the Ministry's buildings.

4. International charities

Some international organisations focus on providing non-financial support. Sometimes they provide resources for free; other times the resources are at a greatly reduced price. For example, https://www.computeraid.org and https://www.close-the-gap.org both collect donated computers, mainly from corporates, refurbish them, and ship them to NGOs in developing countries (including in Botswana, Malawi, Eswatini, Lesotho and Namibia)

Q & A



with Derrick from LEGABIBO

In Module 3, we spoke to Derrick Maatla Gadiutlwe from LEGABIBO, Botswana about his observations about challenges CBOs face with financial management. Here Derrick speaks about how CBOs can mobilise monetary and non-monetary resources.

Q

Hello again, Derrick. Can you tell us, what does resource mobilisation mean to you?

A

CBOs need to understand resource mobilization as a series of activities not just a single isolated activity. Resource mobilisation is centred around 3 core components; namely, organisational management and development; communication and prospecting, as well as relationship building. The first component builds on the point raised above in terms of organisational strengthening and capacity building. The second component speaks to visibility and awareness raising through timely and accurate communication about the organization and its core activities to key stakeholders in the CSOs (civil society organisations) space as a way of generating potential funding leads. The last component is concerned with networking and engagements with these potential funding leads and other key stakeholders to drive connections to funding opportunities.

Q

What are your tips for maintaining relationships with current donors?

A

Well, firstly, CBOs need to start viewing donors as their strategic partners in achieving their common sustainable social change ambitions and goals. This actually means a change in the way of engaging with current donors to being more open about their gaps and shortcomings. The donor is then able to assist to close the gaps through a blend of programming and institutional support.

Secondly, CBOs need to strengthen their organisational capacities. It is important that CBOs clearly communicate their core needs so that they not only increase their chance of funding but attract funding which is dedicated to strategic aspects of their organisations.

Q

Resources for CBOs does not just mean money. Do you have any other advice for how CBOs can get donations of equipment or furniture?

A

It is important for these organisations to identify local and multinational businesses as well as other public and private entities with a strong corporate social responsibility (CSR) policy or which have aligned social change goals so that they can obtain equipment or furniture which are being phased out by these businesses and entities as they migrate to newer ones or deem them to be surplus to requirements.

Thanks Derrick for these great suggestions!

RESOURCES AND COURSES

There are lots of good guides on how to mobilise resources out there. Here are a few:

- ARASA Resource mobilisation toolkit

  Resource Mobilisation for social enablers in a climate of Expanding Needs Diminishing Means

  The toolkit provides a collection of information and skills-building activities which can help you to:

  - Think imaginatively about different approaches to resource mobilisation
  - Learn how to plan resource mobilisation work so that it is needs driven rather than donor driven.
  - Develop key skills, such as proposal writing and meeting and maintaining relationships with resource providers

Useful courses and certificates on fundraising:

- Fundraising essentials
- Grant-seeking essentials

MODULE 5

HUMAN RESOURCES & ADMINISTRATION

HOW DO WE MANAGE & SUPPORT OUR PEOPLE?

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

ABOUT THIS MODULE

Introduction

This module deals with a CBO's most important asset: its people. AGYW CBOs strive to achieve health, human rights, empowerment and well-being for AGYW. It is important, therefore, that AGYW CBOs lead by example, and create places where the staff and volunteers are supported to achieve their own health, human rights, empowerment and well-being.

This module addresses some of the key issues relating to managing and supporting the people in your CBO, including the roles which staff and volunteers play in the structure of your CBO, developing a human resource policy, and promoting staff and volunteer learning, development and wellness.

Components of this Module

1

Organogram

2

Human resources policy

3

Staff and volunteer development

4

Staff wellness

Learning outcomes of this module

By the end of this module, you should be able to:

- Create an organogram for your organisation
- Think critically about the way your organisation is structured
- Understand what goes into a human resource policy
- Understand the importance of learning and development for your staff and volunteers
- Understand the impact of stress on staff and volunteers
- Implement practices to reduce stress and support staff and volunteers

Main Gaps experienced by AGYW-led and -serving CBOs

These are the main gaps and challenges that the CBOs which participated in developing this manual experience.

Human Resources

- In general, the average number of staff in the CBOs who co-created this curriculum ranged from 1 to 20. Amongst the smaller CBOs, there was a high reliance on volunteers.
- Many CBOs have rather loose, informal human resource structures, with a lack of human resources policies, or systems, such as organograms, job descriptions, disciplinary procedures etc.
- While the willingness of young people to volunteer is commendable, it can in many cases be understood, in the context of high youth unemployment, as a stepping stone activity until a more formal, paying opportunity becomes available. As a result, CBO's commonly complain that they have challenges in recruiting and retaining skilled staff. Many speak about the high turnover of staff which youth organisations experience.
- In emerging organisations, there is often a lack of differentiation of roles; in other words, everyone does everything. Alternatively, especially in CBOs where the director was also the founder, it was common to have the director at the top, and everyone else on the next level.
- Some organisations which were founded by determined, charismatic individuals sometimes experience "founder's syndrome" – that is, the skills, expertise, contacts and knowledge are overly controlled by the leader. Founder's syndrome can be detrimental to the growth and maturity of an organisation.

COMPONENT 1: ORGANOGRAM

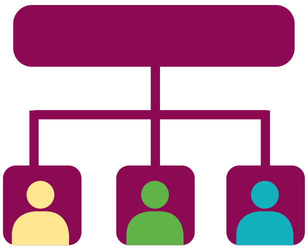
COMPONENT	QUESTION	SCORE			
		1	2	3	4
Organogram	Do you have an organogram of your organisational structure, including reporting lines? And Is your organogram appropriate to enable your organisation to deliver on its vision, mission and strategy?	The organisation has no defined organogram.	The organisation has an organogram, but it does not clearly define reporting structures and lines OR The organogram is outdated.	The organisation has a current organogram with clear reporting structures and lines, but it is not regularly reviewed, or else key positions are vacant.	The organisation has a current organogram with clearly defined reporting structures and lines, it is regularly reviewed and analysed to ensure that the staffing structure will enable the organisation to deliver on its vision, mission and strategy.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

STOP & THINK!

What is an organogram?
Why is an organogram useful?



Organogram

An organogram is an organisational chart which shows the structure of an organisation as well as lines of reporting.

Why is an organogram useful?

An organogram is a simple way of showing in visual form how your organisation is structured, and what the relationships are between different staff members or volunteers. An organogram can be used to communicate the structure of your organisation to donors, stakeholders or the community.

Different types of organisation structure

Community-based organisations can have different types of structures.

In Module 1 (Governance), we discussed the basic governance structures of your CBO, including registration status, the founding document or constitution, and the governing board.

In this section, we take these ideas further by discussing how organisations are staffed, according to how they are structured.

We also look at how different organograms will look, according to how organisations are structured.

Membership organisations or associations

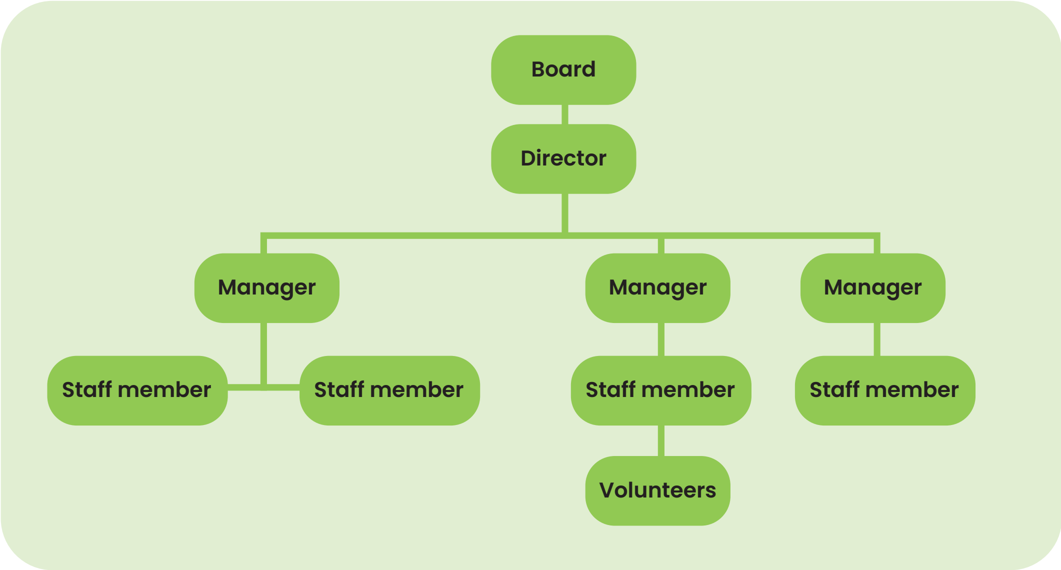
Some community organisations are made up of members. In membership-type structures, members are usually voluntary, and sometimes members pay membership fees to join the organisation.

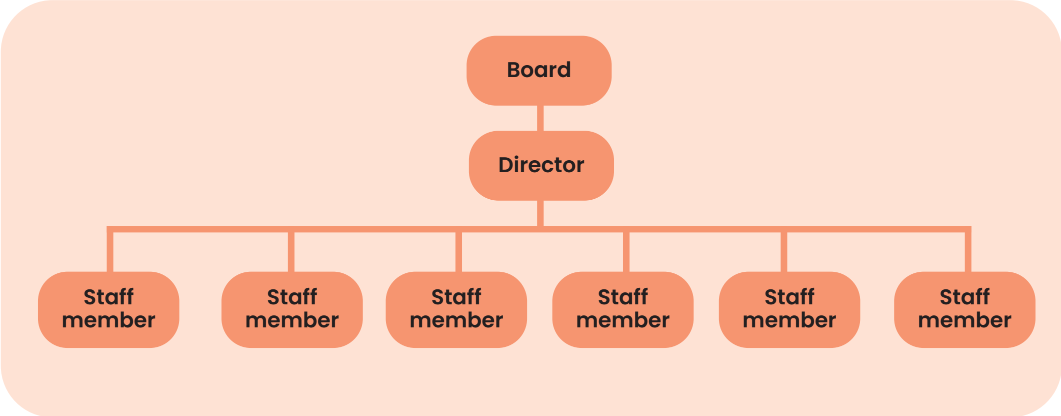
Often the leadership of such organisations is elected, and the leadership committee serves for a period of time which is laid down in the constitution of the organisation. The leadership committee may consist of a chairperson, a vice-chairperson, a treasurer, a secretary and other "ordinary members."

Hierarchical organisation structure

As community organisations develop and grow, they often seek to provide paid employment so that the work of the organisation can be implemented on a full-time basis. As the work of the organisation becomes more complex, maturing organisations usually seek to employ staff with the appropriate training, skills and experience to take on different roles in the organisation, which enable it to function effectively.

Look at the two organograms below. In the first one, there are five different levels. In the second one there are only three. The first one is more hierarchical and more complex, while the second one is flatter.





Reflection

Which of the above structures best describes your organisation?

ACTIVITY:

DEVELOPING AN ORGANOGRAM FOR POSITIVE YOUNG WOMEN

STEP 1 Preparing cards for the organogram

Decide how many people there are in Positive Young Women. Give each person a name and a position in the organisation. If Positive Young Women has a Board, don't forget the Board members.

On each card, write the name of the person and their position in Positive Young Women.

STEP 2 Arranging cards into an organisational structure

Now arrange the cards on a table or on the floor in a way that represents the organisational arrangement. There are various possibilities for the way the cards can be arranged.

If it is possible to arrange to take photographs of each member and to use the photographs in the organisational chart, this is even better!

STEP 3 Copying the organogram

When you have finalised the organisational arrangement, copy the diagram onto paper, or type it up. Positive Young Women could enlarge it and put it on the wall in the office.

COMPONENT 2:
HUMAN RESOURCES POLICY AND PROCEDURES

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Human Resource Policy and Procedures	Do you have a Human Resources Policy? How was it developed? What does it contain? Do all staff know about it?	The organisation has no Human Resources Policy and procedures in place. No consistent ways of dealing with HR issues. Responses to problems are ad hoc.	The organisation has informal Human Resources guidelines or policies. Some HR procedures are followed most of the time but not documented consistently, but verbally. Staff are however not aware of all of these policies and do not have a clear understanding of the implication thereof.	The organisation has a formal written Human Resources Policy in place, but it is not.comprehensive. It is not signed by all staff.	The organisation has a formal comprehensive Human Resources Policy with an agreed review process. All staff have signed this policy document. The policy covers the following issues: recruitment and selection; performance appraisal; renumeration and benefits; basic conditions of employment; disciplinary and grievances; staff development; sexual harassment; employment equity; wellness.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

What is Human Resources?

Human Resources (HR) is the function that deals with managing an organisation's most important asset - the people who do its work.

Human resources include a range of activities such as deciding what kind of skills and expertise are needed to enable the organisation to implement its strategic plan (See Module 2: Planning). It also includes developing job descriptions, recruiting new staff, orientating them, managing them, reviewing their performance, creating appropriate pay scales and conditions of employment, dealing with grievances and disciplinary issues, and creating a fair, safe workplace which promotes wellness.

Human Resources Policies

Whatever the size of your organisation, it is a good idea to have a human resources (HR) policy. HR policies and rules are designed to guide and protect staff and volunteers so they can contribute to the best of their abilities. HR policies must follow local law as well as donor requirements. They should also reflect an NGO's own mission, vision and values

POSITIVE YOUNG WOMEN

ACTIVITY:

POSITIVE YOUNG WOMEN WANTS TO DEVELOP A HUMAN RESOURCES POLICY.

Brainstorm the elements you would advise them to include in their policy.

Some issues to consider when developing a human resources policy*

1. The **mission, vision, goals and objectives of the CBO:** the main programmes that (it is hoped) the CBO will be putting in place in three to five years; the people/personnel that will be needed.

2. The current **number of staff** and the estimated number that should be recruited over the next three to five years to implement these programmes and to provide necessary support services; the current number of volunteers from the community/user groups and the estimated number that should be recruited.

3. The **Board**, its makeup, functions and responsibilities now and as envisioned in three to five years' time.

4. The principles of **diversity and equality** within its personnel to which the NGO is committed - in recruitment, training, selection etc. This would cover gender, sexual orientation, ethnic origin, religion, disability, health status (e.g., HIV status), age mix etc. It could also cover any commitment to get members of the beneficiary group trained for higher functioning; to what extent these principles are currently put into practice and, if they are not yet in practice, a plan to make it happen.

5. The **knowledge, attitudes and skills** that CBO staff and volunteers will need in three to five years' time and the extent that these are present at the moment. A resource list of people and institutions that could provide training, including on-the-job training within the CBO. A plan of who, where, how and when training should happen.

6. A **Code of Conduc**t –including consensus on the attitudes and behaviour shown by staff towards each other and towards beneficiaries.

7. The **Employment laws and policies of the country.**

*This section courtesty of networklearning.org

8 **Working conditions** at present and any changes planned for the next three to five years:

- pay structure and whether this is comparable to organisations similar to yours; working times and days; transport, holidays;
- how each employee is managed - led, - is consulted - can give feedback to the NGO; the role of individuals in decision-making;
- promotion and career-pathing
- reporting, supervision, training and management of individuals;
- procedures for discipline;
- procedures for grievances
- health and safety – care of sick staff, care of families; security plans for fire, accidents, terrorism;
- the extent to which employees feel valued and feel that they belong to the CBO and feel that their skills are being used;
- whether job descriptions and contracts are clear, cover all these factors and reflect what employees are really doing. Whether employees have the skills to carry out their job and, if not, have the chance of further training.

9 **Recruitment policy** – who, where, when and how and what kind of qualifications.

COMPONENT 3:
STAFF AND VOLUNTEER DEVELOPMENT

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Staff and volunteer development	How do you ensure that staff and volunteers support and motivate each other and develop skills?	No meetings or trainings. Low skill levels, volunteers do basic work.	Few meetings. Volunteers sent for training occasionally on an ad hoc basis.	Occasional meetings to share lessons and support each other. Training is provided informally when opportunities arise from training providers.	Regular meetings (e.g., monthly), and training activities to keep staff and volunteers motivated. Organisation also sources learning opportunities from partners and ensures all staff get an opportunity to develop.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

ACTIVITY:

POSITIVE YOUNG WOMEN WANTS TO SUPPORT ITS STAFF AND VOLUNTEERS TO LEARN, DEVELOP AND GROW.

Discuss what advise you would give them about good practices to establish.

Nurturing learning and development in your organisation

Leaders have a particular responsibility in making sure that the CBO plans regular opportunities to learn. This responsibility consists of:

1. **Making information available to all members, and**
2. **Structuring organisational learning processes**

Below we will discuss each of these actions in more detail.

1. Making information available to all members

In order for all members to participate in organisational learning, they must have access to relevant information. In many organisations, however, essential information and records such as action plans, monitoring data and financial reports are often available only to the leaders. The leaders produce the plans, statistics and financial reports but they never convey this information to other members of the organisation.

It is very difficult for ordinary members to participate in organisational learning in any meaningful way in these cases, as they are unable to stay up to date with what is actually happening within the organisation. It is the leaders' responsibility to make sure that information of this sort is shared with all members and is understood by them. It is only in this way that everybody can participate in the learning.

What information should be shared? Information can include:

- Action plans/Operational Plans/Strategic Plans
- Policies
- Budgets
- Reports
- Monitoring information
- Evaluation report
- Financial position

Reflection

Should ALL staff members have access to ALL information? Or should SOME staff members only have access to SOME information? What do you think?

2. Structuring organisational learning processes

Information by itself is not sufficient to ensure that the organisation will, in fact, learn. It is up to the leaders to ensure that opportunities for learning processes are scheduled so that the CBO can reflect, analyse, and act on the information.

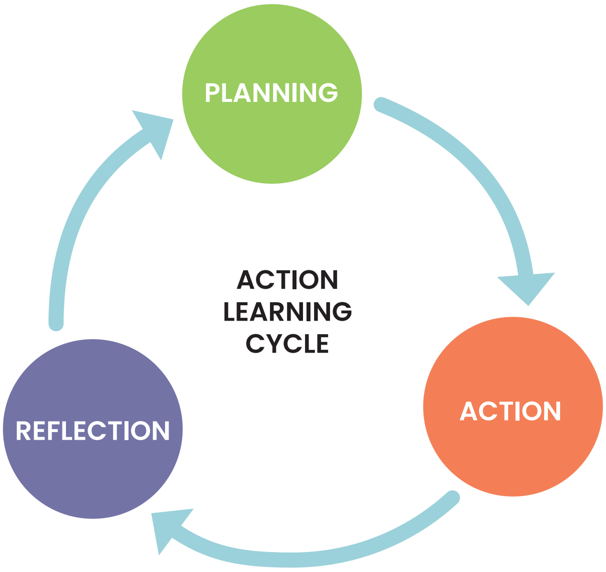
Examples of the types of organisational learning processes that leaders should set up include:

Action Learning

Action Learning is explained as a process of Planning, Action, and Reflection. Almost all organisations plan and then move on to action based on their plans. But not all organisations deliberately reflect on what is actually happening as they carry out their plans. However, it is only by reflecting on its work that an organisation can decide if things are going well or not, and whether or not changes to plans are needed.

No organisation should get so busy carrying out its activities that it fails to build in time for reflection!

It is the responsibility of the leaders to make sure that time is set aside for this. This is usually best done during monthly meetings when all members come together. If reflection happens regularly, this will ensure that the CBO continues to learn as it goes along!



Storytelling

A lot of learning can result when CBO members take a close look, through storytelling, at what is actually happening in the communities as they carry out their work. Staff members can be encouraged to share their achievements and challenges through telling stories. This can happen at any staff or team meeting if time is made for it. Leaders have an important role to play in encouraging this activity!

Dialogue

Different people in organisations have different experiences, perspectives and opinions. This is normal and healthy. Organisations must be open to new ideas if learning and growth is to take place.

Dialogue differs from debate. With a debate, each person tries to prove that they are right, and win the argument. With dialogue, there are no individual winners or losers: instead, it is the organisation as a whole that wins.

Whenever the organisation is struggling with an important issue, it needs everyone's ideas, and it needs to learn as a team, in order to move forward and continue to act effectively.

Remember that the point of dialogue is to contribute to group learning – where the group learns better and faster than any one individual is capable of on his or her own.

Tips for Participating in a Dialogue

- Imagine the other person's point of view.
- Try to picture yourself in that person's shoes; doing that person's work, living that person's life, facing that person's problems, sharing that person's values. Try to fully understand the person's point of view.
- Look, act, and be interested!
- Keep your mind open to new ideas.
- Don't interrupt.
- Try to speak only positively. Resist the temptation to judge or criticise what the other person has said.
- Rephrase what the other person has just said to be sure you understood correctly
- **Listen, listen, listen!!!**

COMPONENT 4:
STAFF WELLNESS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Staff Wellness	Does your organisation implement any activities to support staff members' physical, mental, social, emotional or spiritual wellness?	There is no or minimal awareness of staff wellness within the organisation.	There is some awareness of staff wellness, and there are occasionally conversations about wellness, but the organisation rarely takes measures to support staff wellness.	Staff wellness is mentioned in key policies or strategies (e.g., the HR Policy) but it is not necessarily followed and linked to planned activities throughout the year.	The organisation is intentional about supporting the wellness of staff. The organisation There is a documented staff wellness strategy that is linked to planned activities and initiatives for the year. The staff wellness activities address wellness in a holistic way.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

The work which AGYW-led and -serving community organisations do can be incredibly demanding. Staff come face to face with difficult - and even traumatic – situations on a regular basis.

As such, it is critical that community organisations acknowledge this, and make a plan to support the physical, mental, social, emotional and spiritual wellness of staff. It is also important that the organisation creates safe spaces where staff members can feel free to talk about the impact that their work is having on them, without fear of being shamed or blamed.

If organisations do not support the wellness of their staff, there is a good chance that staff will become stressed and burnt out. Stress and burnout can lead to multiple problems for organisations, including staff becoming ill, losing motivation, becoming unproductive, arguing, and ultimately, leaving the organisation.

Burnout

It's Monday morning, and Marcia has a heavy feeling as she travels to work.

For the past few months, she's been feeling this way more and more, and she's not quite sure why. For instance, she's always tired, she feels unmotivated most days, and she's constantly checking how long it is until she can go home.

Marcia is also feeling more and more irritated with her colleagues. There is so much work to do, and she feels that there's never enough time to get everything done. Last month, the Director reprimanded her because Marcia submitted her monthly report late. Marcia is showing signs of burnout.

Let's look at what burnout is, what its consequences are, and how you can avoid burnout in your career.

What is Burnout?

Two important definitions of burnout are:

> *"A state of physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations." – Ayala Pines and Elliot Aronson.*

> *"A state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward." – Herbert J. Freudenberger.*

Between them, these definitions embrace the essence of burnout, with the first stressing the part that exhaustion plays in it, and the second focusing on the sense of disillusionment that is at its core.

Anyone can become exhausted and can overcome it with rest. However, burnout mainly affects people who are highly committed to their work: you can only "burn out" if you have been "alight" in the first place.

What's the difference between stress and burnout?

Stress and burnout are similar, but there are distinct differences. Stress in the workplace is often short-term, and it is often caused by intense work pressure. However, once the situation changes, stress often lessens or disappears entirely. However, stress can also be long-term, when the demands and pressures are constant.

On the other hand, burnout is a process which always takes place over a longer period, and relates to a deeper feeling of disillusionment, when work which was once fulfilling and meaningful is no longer so.

CHECKLIST:

ARE YOU AT RISK OF BURNOUT?

Take this quiz to assess whether you may be at risk of burnout*.

	15 STATEMENTS TO ANSWER	Not at all	Rarely	Sometimes	Often	Very often
1	I feel run down and drained of physical or emotional energy.					
2	I have negative thoughts about my job.					
3	I am harder and less sympathetic with people than perhaps they deserve.					
4	I am easily irritated by small problems, or by my colleagues and team.					
5	I feel misunderstood or unappreciated by my colleagues.					
6	I feel that I have no one to talk to.					
7	I feel that I am achieving less than I should.					

* This quiz is courtesy of **Mindtools.**

15 STATEMENTS TO ANSWER		Not at all	Rarely	Sometimes	Often	Very often
8	I feel under an unpleasant level of pressure at work					
9	I feel that I am not getting what I want out of my job.					
10	I feel that I am in the wrong organisation or the wrong line of work.					
11	I am frustrated with parts of my job.					
12	I feel that organisational politics or practices prevent me from doing good job.					
13	I feel that the workload is more than I can cope with.					
14	I feel that I do not have time to do my job properly.					
15	I find that I do not have time to plan as much as I would like to.					

Add up your scores
Every answer of 'Not at all' is worth 1 point.
Every answer of 'Rarely' is worth 2 points.
Every answer of 'Sometimes' is worth 3 points.
Every answer of 'Often' is worth 4 points.
Every answer of 'Very often' is worth 5 points.

SCORE	COMMENT
15–18	No sign of burnout here.
19–32	Little sign of burnout here, unless some factors are particularly severe.
33–49	Be careful – you may be at risk of burnout, particularly if several scores are high.
50–59	You are at severe risk of burnout – do something about this urgently.
60–75	You are at very severe risk of burnout – do something about this urgently

CAUTIONARY NOTE

If you are experiencing any of these symptoms, it does not mean that something is wrong with you. Burnout is caused by organisational and structural factors rather than individual attributes. Your body and mind are simply doing you a service by asking you to slow down.

ABCD[1] of self-care for activists

Become **Aware** of what's getting to you and how those issues are affecting you

- ✔ The first and most important step here is to PAUSE.
- ✔ Breathe.
- ✔ Take a moment to notice your physical and emotional state.
- ✔ Be honest with yourself.

Seek **Balance** among work, rest, time with family & play; time alone & time with others; giving & receiving; psychical, intellectual & spiritual; walking & sitting

- ✔ Listen to your body. Ask yourself – 'If my body were in charge, what would it do?' Then do exactly that.
- ✔ Introduce walking[2] meetings in your everyday routine.
- ✔ Switch off from communications and have untouchable days for strategising, writing, researching and general creative thinking.
- ✔ Say "no" or "not at the moment" to requests, set your boundaries.
- ✔ Forgive yourself for not finding the balance.

Connect with your resources – places and people (friends, family, co-workers) you trust, respect, care about (inside and outside of activism), who are fulfilling you with resources/energy and who inspire

- ✔ We recommend connecting with colleagues during this workshop so you can be in touch and support each other during and after the conference.
- ✔ Find someone who will ensure that you take enough rest and don't overwork.
- ✔ Dedicate time to hobbies that have nothing to do with work. If you don't have any hobbies, find one.

Personal **Development** is important and can be a way out of stagnation

- ✔ Find a mentor who you look up to professionally and personally.
- ✔ Think about areas of technical expertise that you want to maintain and develop new skills that you think will be relevant for your future.
- ✔ Ensure your work and your colleagues' work is also personally fulfilling and intellectually engaging.

[1] ABC framework has been developed by Headington Institute (2012) http://www.headington-institute.org/files/what-to-do-about-burnout_edited_82038.pdf Workshop organisers added 'D' element to the framework and altered some elements of the framework with useful contribution from Bakita Kasadha and Vuyiseka Dubula, speakers of the workshop.

[2] Stanford researchers found a person's creative output increased by an average of 60 percent when walking. https://news.stanford.edu/2014/04/24/walking-vs-sitting-042414/

Source: *Frontline AIDS*

Self-care

TARSHI is an Indian organisation which addresses sexual and reproductive health and rights. The organisation recognises that working as activists or in community organisations can take a heavy emotional toll.

They have developed excellent resources and tools for activists and organisations to understand stress and burnout, and to establish individual and organisational practices to support wellbeing.

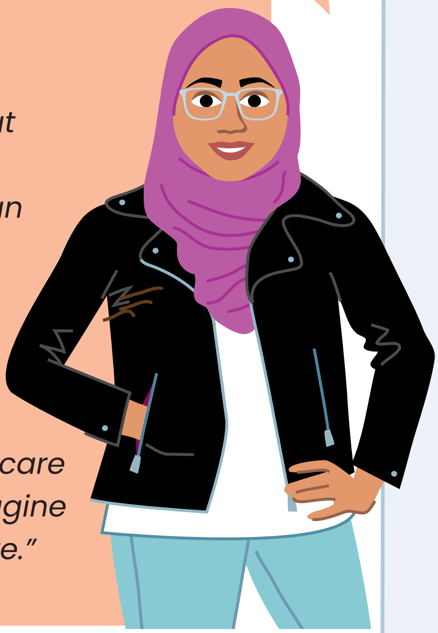
Self-care Essentials: **tarshi.net/selfcare** - full of resources and ideas on self-care and collective care.

Some ideas for individuals or team members to practise self-care and collective care: **tarshi.net/ideas-for-you**

"Self-care is not selfish, and it is not a sign of incompetence. It is a human concern and a part of an individual's right to wellbeing that goes beyond one's 'ability to do work'. That said, it is also important because it keeps those doing people-work 'tuned in' to their jobs – stress or burnout have been proven to reduce one's ability to stay engaged in their work.

However, the wellbeing of those doing people-work doesn't rest with them alone. Collective care is about seeing wellbeing as beyond just an individual's responsibility but as something that all members can contribute to and shape together. Collective care contributes to the growth and sustainability of the individual members and of the movement itself.

Self-care and collective care are closely linked, because self-care cannot be sustained if collective care is not maintained. And collective care is hard to imagine when one doesn't prioritise and understand self-care."



Q & A

with Rouzeh Eghtessadi from SAfAIDS

Rouzeh Eghtessadi, Executive Director, SAfAIDS

Q

Hi Rouzeh. Can you tell us how SAfAIDS went about establishing a staff wellness programme?

A

For many years SAfAIDS have been, like many organisations, aware of the essential need to address wellness for employees. We established a Wellness Policy over a decade ago, whose purpose at the time was to address needs of employees who disclosed living with HIV. The Policy was operationalised through holding periodic events with staff, to raise awareness and consult on wellness issues for positive living. Over the years, our wellness approach extended to issues related to non-communicable diseases, nutrition and other health matters; often with invited external experts.

Q

How did you start to focus on the self-care element?

A

In most recent two to three years, we have become more conscious on 'self-care", and understanding it better in the context of our external work (in other words, our programmes). This led us to realise that we also needed to integrate 'self-care' internally. If we are to deliver on our mandate in a healthy manner and motivate others towards better health practices through our work across the region, then we need to start by applying the same for ourselves - first!

Q

Did the COVID-19 pandemic have any effect on your thinking about self-care?

A

The emergence of COVID-19 pandemic magnified the need to be conscious of mental health and psychosocial wellbeing in the organisation, in more practical ways. During the peak of the pandemic and lockdowns, which presented emerging and peculiar challenges to mental health, we provided links and covered basic costs for employees who needed psychosocial support.

By the 2nd year of the pandemic, we introduced the Wellness & Selfcare Recess, held every 4 months over 2-3 days, for staff to completely disconnect from work, peers and colleagues, and purposefully select two or three self-care areas to work on for themselves, as individuals. The recesses, of course, aren't always possible for every staff member, simultaneously. Finding a period where every single employee across the region can completely disconnect from work tasks isn't easy. However, this has not stalled us from holding them. We began in September 2021 and had three recesses to date (Sept 2022). Those who are unable to take recess, due to various factors, can take time-off as needed (not leave, just time-off).

We also introduced Mental Health Days. This is 3 days in a month, which can be taken at any time when an employee feels they really need to be 'away from work', as long as it is communicated and agreed with their supervisor. These are in addition to leave days, by organisational policy, provided for full-time employees. Of course, while these measures are good and essential 'breathing' space for employees and the organisation, they also mean that our culture of working needs to be as efficient as possible. In other words, the Recess and Mental Health days, combined with public holidays and leave; should not adversely impact delivery and performance.

Q

Do you have special funding for these wellness and self-care activities?

A

We have not actively raised external resources to support internal self-care practices, and it may be something we do in the near future, albeit we are conscious of the already strained funding environment.

Q

How has awareness of self-care evolved within the organisation since you started the initiative?

A

Well, there are some specific self-care and mental health dynamics which we are becoming more conscious about, related to the diversity of our employees, beyond the original consideration of employees living with HIV, but also age, gender equity, and specific employee populations e.g., those who identify as LGBTQI+, those who have experienced trauma in personal lives etc.

Q

How else does the culture of the organisation support staff wellness?

A

Continuous efforts to instil a culture of work that is respectful, minimising strain from one employee on another due to the everyday pressures of the workplace and allowing expression of concerns without fear of 'shut-down' or victimisation; also contributes to workplace wellness. We have other policies in place which also impact determinants of wellness e.g., Sexual Abuse and Exploitation (SEA) Policy, Occupational Health and Wellbeing Policy, Gender EDI (equity, diversity and inclusion) Policy etc. Of course, we still have more to learn and more to do, to strengthen self-care practice among employees; and preferably in an organic manner.

Q

What advice can you give to AGYW community organisations to support the wellness of their staff, members, or volunteers.

A

AGYW community organisations are tremendous social assets. Therefore, I encourage CBOs that work with, are led by, and serve AGYW; to make self-care and wellness central to their strategy, principles and values, culture of work, and part of their routine, and to actively access information and tips which they can adopt to their CBO context, in their community and environment.

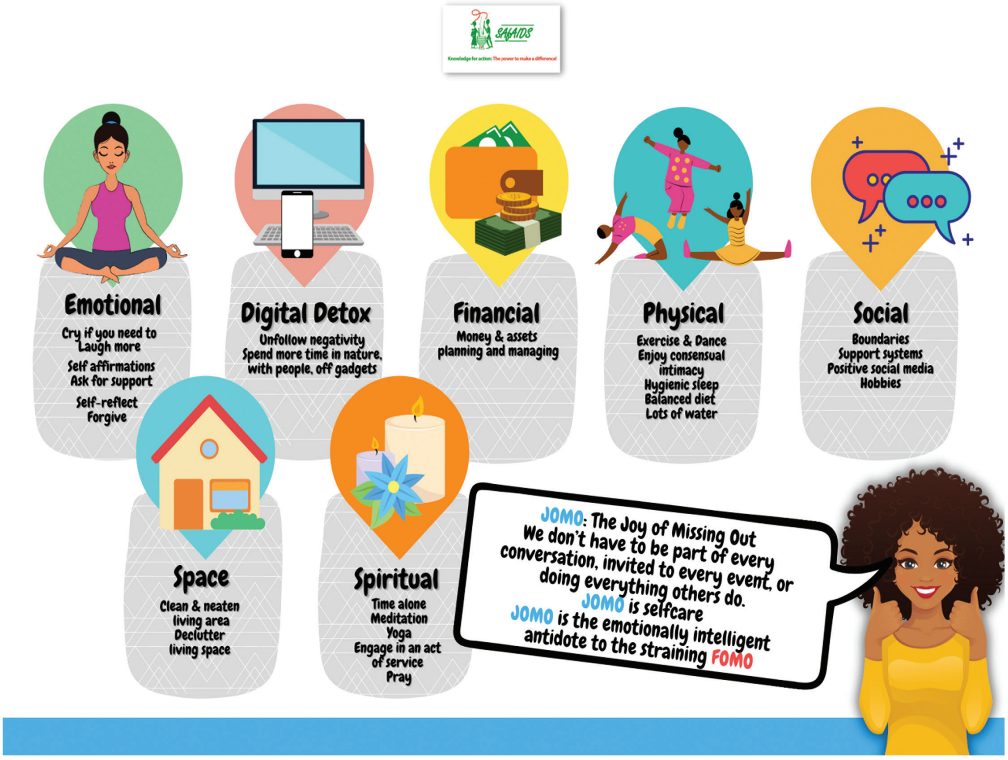
Some of you may feel hesitant and that you 'don't understand' self-care and not know where to start, that is okay. You probably understand it better than you think, but perhaps the 'term' is new; as we all practice some form or degree of self-care since birth. Reach out to others who you think may know more on self-care and wellness, maybe larger organisations, or your funders, or other partners; and explore if they can provide support to your leadership and team to strengthen weaving self-care into your work culture.

Consult with AGYW, they often have practical ideas on how self-care can be applied better, with minimal costs. And find out what support they need to apply self-care, develop positive lifestyle habits, and build their agency and confidence to remove or avoid toxic external influences on their mental and emotional health. Finally, as you - an AGYW - enjoy the vastness of the internet, cyberspace and social media platforms; please also be aware that these can be a threat to well-being, levels of anxiety and even self-confidence and sense of self-worth. AGYW-serving CBOs do need to raise issues of digital detoxing, and how to do this practically - balancing access, and knowing what to unfollow, not respond to, block, remove; and what to follow, respond to, etc; this is digital self-care :)

Q

Thank you Rouzeh!

During SAfAIDS 2–3-day staff Recesses, staff are invited to select two or three of the following wellness and self-care areas to focus on.



Credit: SAfAIDS

RESOURCES AND COURSES

Free Courses:

- The Importance of Interpersonal Skills
  To succeed in management, you need good interpersonal skills, you need to understand how to deal with other people. The importance of interpersonal skills, will help you gain an awareness of your own skills and understand that an awareness of the interpersonal skills of others can help us enormously in dealing with the work tasks we are responsible for.

- **Free course for people in Leadership: Collaborative leadership in Voluntary organisations**
  This course, Collaborative leadership in voluntary organisations, will help you to reflect on and develop collaborative leadership practices that will make a difference.
  Click on this link to access the course.

Further reading:

- **Bakita Kasadha. Activists don't feel guilty about self-care and setting boundaries. 2018.**

- **Dr. Gabor Maté. Video lecture – 'Self-care for caregivers: When the body says no...' 2013.**

- **NGO Connect: Human Resources**

- **Funds for NGOs: Human Resource Management**

MODULE 6

MONITORING AND EVALUATION

HOW DO WE MONITOR OUR ACTIVITIES AND SEE IF THEY HAVE IMPACT?

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

ABOUT THIS MODULE

Introduction

You might have heard the expression, “If its’ not documented, it didn’t happen”.

In order to be accountable – to our donors, our beneficiaries, and the broader community – we need to keep evidence that we are doing the work we say we are going to do. Once we have gathered this evidence, we should also use it to learn whether what we are doing is working, or not, and to help us to decide how we can make our work better.

In this module, we will introduce you to the basics of monitoring and evaluation for AGYW-led and serving organisations.

Components of this Module

1

Monitoring and Evaluation Expertise

2

Monitoring and Evaluation Systems

3

Evaluation

Learning outcomes of this module

By the end of this module, you should be able to:

- ✔ Develop a simple monitoring and evaluation framework, consisting of :
  - goals
  - objectives
  - indicators
  - targets
- ✔ Create a simple indicator tracking table
- ✔ Plan a basic project evaluation

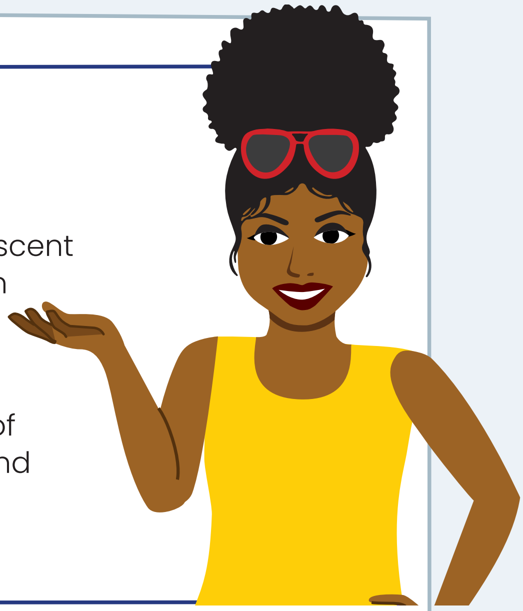
Main Gaps experienced by AGYW-led and -serving CBOs

The CBOs who participated in developing this curriculum told us that they experience the following gaps and challenges when it comes to monitoring and evaluation:

Monitoring and evaluation

- Monitoring and evaluation is a key gap for AGYW-led and serving CBOs. Qualified monitoring and evaluation staff are often too expensive for CBO level, and thus monitoring and evaluation responsibilities are taken on by staff who may not have training in monitoring and evaluation.
- There is also limited ongoing reflection on whether activities are leading to the desired outcomes and impact.
- Monitoring and evaluation are often added as an afterthought to meet donor requirements. The value of monitoring and evaluation for organisational learning is often not recognised

Reflection



When you hear that 85% of HIV positive adolescent girls and young women in your country are on antiretroviral treatment,

OR

When you hear that only one in seven cases of gender-based violence which are reported end up in a successful prosecution,

where do you think this data comes from?

These types of statistics and other similar information result from "monitoring and evaluation" or "M&E".

M&E is the process by which data are collected and analysed in order to provide information to organisations, donors, government and others for use in planning, management and continual improvement of programmes.

What is Monitoring?

- Monitoring is the systematic collection and analysis of information as a project progresses.
- Monitoring is based on targets set and activities planned during the planning phases of work.
- Monitoring helps keep the work on track, and lets leaders know when things are going wrong.
- Monitoring lets you know if you are doing what you planned to do.
- Monitoring is aimed at improving the efficiency and effectiveness of the organisation's work.

What is Evaluation?

Evaluation measures how well the programme activities have met expected objectives and the extent to which outcomes have occurred as a result of an intervention. Evaluation helps decision-makers understand how, and to what extent, an intervention is responsible for particular, measured results.

Why Monitor and Evaluate?

- The primary use of monitoring and evaluation is for the organisation to see how it is doing against objectives and whether it is having an impact.
- While plans are essential, they are not totally fixed, and if they are not working, or if the circumstances change, then plans need to change.
- Monitoring and evaluation is a tool that helps a project to know when plans are not working.
- Monitoring and evaluation gives the project information it needs to make decisions about changes that are necessary.
- Often projects do not go as planned. However, monitoring and evaluation helps us to learn from our mistakes and get on the right track.

Examples of questions that M&E can answer

COMPONENT 1:

MONITORING AND EVALUATION EXPERTISE

COMPONENT	QUESTION	SCORE			
		1	2	3	4
M&E Expertise	What is the level of monitoring and evaluation expertise in the organisation?	The organisation has no in-house expertise in monitoring and evaluation and has no access to external expertise.	The organisation has limited in-house expertise; irregular access to external expertise exists.	The organisation has limited in-house expertise, but there is regular access to external expertise.	The organisation has strong in-house expertise as well as regular access to external expertise.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

ACTIVITY:

Monitoring is a critical part of the project cycle. In addition, there is a trend that donors require more and more monitoring information about the activities which they fund.

However, Positive Young Women, like many other emerging CBOs, cannot afford to employ full-time, qualified monitoring and evaluation staff.

What ideas do you have for how organisations like this can strengthen their capacity in monitoring?

COMPONENT 2:

MONITORING AND EVALUATION SYSTEMS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Monitoring and Evaluation (M&E) systems	Does your organisation have a functioning M&E system?	Organisation does not do any monitoring at all.	Organisation mainly responds to adhoc donor requests for monitoring data, with little planning.	Organisation has an M&E system, is collecting data on an ongoing basis and reporting to donors. Some staff members have monitoring included in their job descriptions.	M&E system is documented and data is used to inform management decisions, and provide feedback to community. The organisation has at least one dedicated M&E officer.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

ACTIVITY:

NOTE:
This activity is designed to follow the activity in Module 2 (Planning), where you developed goals and objectives for Positive Young Women. In this exercise, you will develop a basic monitoring framework for Positive Young Women.

STEP 1 Recap Goal and Objectives

Go back to Module 2 and recap Positive Young Women's goals and objectives. Write these in the table below.

GOAL AND OBJECTIVES	INDICATOR	TARGET
Goal		
Objective 1		
Objective 2		
Objective 3		

STEP 2 Indicators

What is an indicator?

An Indicator is a measurable or observable sign that something has been done or that something has been achieved.

There is not much use in having Objectives if there is no way of knowing whether or not they are being achieved!

Focus on the objectives and identify indicators for each one. Since the objectives are already SMART, it should not be difficult to identify what it is they need to measure!

Here are some examples of indicators for AGYW programmes. Which of these indicators do you think are suitable for Positive Young Women's Objectives. Choose from the ones below, or develop your own.

Remember, in Module 2, we said that objectives must be **SMART**

- **S** Specific
- **M** Measurable
- **A** Appropriate
- **R** Realistic
- **T** Time-Bound

Examples of indicators in AGYW programmes

\# of support groups held
\# of AGYW who attended support groups
\# of HTS (HIV Testing Services) conducted
\# of AGYW living with HIV
\# of awareness events held
\# of AGYW living with HIV enrolled in treatment support
% of AGYW living with HIV who are virally suppressed
\# of AGYW who attended awareness events
\# of survivors of GBV supported
\# of AGYW trained as "Positive Ambassadors"
\# of public engagements attended by "Positive Ambassadors"
\# of human rights violations documented

means 'number of'

STEP 3 Targets

The final step is to decide on the numbers and/or percentages that Positive Young Women wants to reach for all the different objectives. These targets should be realistic and achievable.

Put a target next to each indicator in the table at the beginning of this activity.

CONGRATULATIONS!
You have now created a basic monitoring framework!

COMPONENT 3: EVALUATION

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Periodical Evaluation	In the past five years, have any of the organisation's programmes been subjected to an independent evaluation that made recommendations specifically for the organisation to follow up, and the organisation followed up on these recommendations?	None of the organisation's programmes were subjected to an independent evaluation process.	At least one programme was subjected to an independent evaluation process, but the evaluation did not make recommendations specifically for the organisation to follow up.	At least one programme was subjected to independent evaluation, the evaluation made recommendations specifically for the organisation to follow up, but the organisation did not follow up on these recommendations.	At least one programme was subjected to independent evaluation, the evaluation made recommendations specifically for the organisation to follow up, and the organisation followed up on these recommendations.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

What is Evaluation?

We have learnt that evaluation measures how well the programme activities have met expected objectives and the extent to which outcomes have occurred as a result of an intervention. Put simply, It can highlight whether your project is moving steadily and successfully towards achieving what it set out to do, or whether it is moving in a different direction. You can then celebrate and build on successes as well as learn from what has not worked so well.

Why Evaluate?

Although evaluation may seem like an unnecessary additional task if you are already short of time and resources, it can save you both time and resources by keeping participants focused on, and working towards, the ultimate goal of the project. If necessary, it can refocus activity away from unproductive or unnecessary work.

Evaluation can help you to:

- *learn from your experience*
- *record what you have learnt, and share it with other stakeholders*
- *check whether what you are doing is still what the community want or need*
- *identify strengths and weaknesses in your project*
- *create a basis for future planning*
- *demonstrate whether you have used your resources – time and money – effectively*
- *explain to funders, and others involved in your work, what you have achieved and how successful it is*

Key Principles of Evaluation

Evaluation is most effective when:

- it is a continuous (not just one-off) process, informing planning and delivery as the project develops;
- it involves all those with an interest in the project in defining the questions they want answered;
- it uses imaginative and creative approaches, which engage those involved;
- it helps projects to be more accountable to the wider community;
- it is used to challenge discriminatory and oppressive policies and practice, and to overcome inequality and disadvantage;
- it highlights and celebrates successes and achievements;
- it encourages an honest appraisal of progress, so that you can learn from what hasn't worked as well as what has.

Step-by-step guide to doing your own evaluation

Often evaluation is conducted by someone outside of the organisation who is neutral and independent. Some donors who request that a project be evaluated expect that it is conducted by an independent consultant or agency. However, did you know it is also possible to do your own evaluation? Here is a step-by-step guide to conduct your own evaluation.

1. Plan the evaluation

Prepare for the evaluation by asking the following questions:

- How will we know when we have met our vision, mission, goals and objectives? In other words, what does success look like? In most cases, the vision is a far-off future goal, whereas the goal is achievable during the lifetime of the project
- What are the goals of our evaluation? What do we want to learn?
- What are the evaluation questions we want to answer? Why do we want to answer these questions?

2. Gather evidence for the evaluation

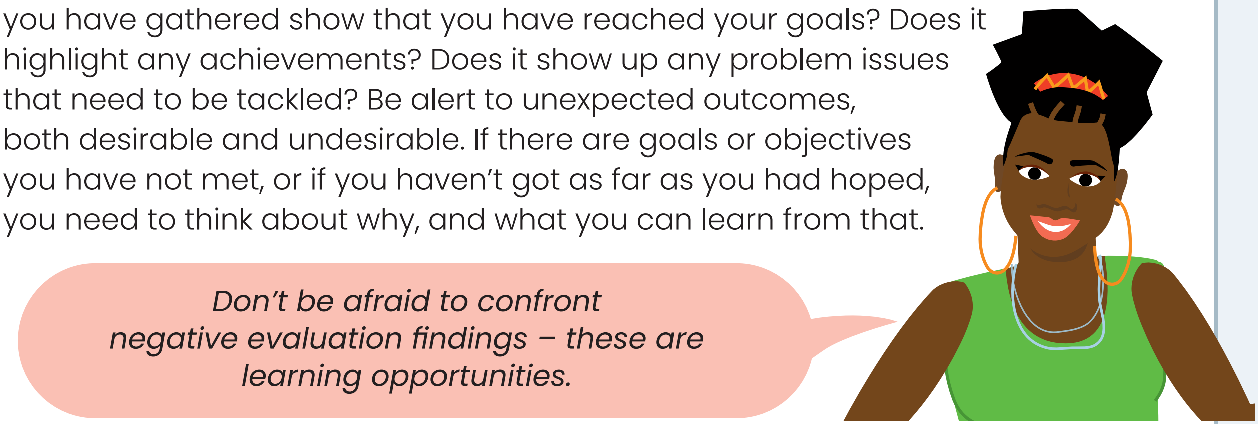
- What is the baseline for your evaluation? Do you have any information on what the situation was before you started your project?

  E.g., Do you know what percentage of AGYW used condoms during last sex? Do you know how many adolescents had received Comprehensive Sexuality Education before the project?
- Analyse your routine monitoring data. Does this data help to answer some of your evaluation questions?
- Decide on additional information you would like to gather.
- Decide how you will gather this information.
  - **Surveys:** Surveys use questionnaires to obtain information from people. Survey questions usually elicit short answers, like multiple choice questions or yes/no answers. Surveys questionnaires can be printed on paper, but nowadays, a lot of surveys are conducted online using tools like surveymonkey or google forms.
  - **Indepth interviews:** interviews can explore people's opinions and experiences. Interviews could be with beneficiaries of the project, implementers of the project, or other people who are interested or involved in the project.
  - **Focus groups** or round tables: Focus groups are similar to in-depth interviews, except that they gather together a group of people who have similar experiences. Again, these could be beneficiaries, implementers or partners.
  - **Feedback forms:** You can ask your beneficiaries to give you feedback on forms which ask, for example, what they appreciate about an intervention, and suggestions for improvement.
  - **Media reports:** You can gather media reports about your project, or the issue which your organisation focuses on, to gather information about what others are saying about you, or your issue.
  - **Observation:** Sometimes it might be relevant to take photographs of your area over time, to see if you can observe any changes. For example, if you have conducted sensitisation training of the police on responding to GBV, and you see that, after your training the local police station has put up posters in support of survivors of GBV, you could take photos of this as part of the evaluation.

- **Case studies:** You might want to select particular stories which illustrate the impact that your project has had. For example, if you are implementing economic empowerment for AGYW, you might highlight a story of one young woman, describing the challenges that she faced before she was involved in the project, how she became involved in the project, and what the outcomes are for her. The case study can also discuss what some of the strengths and weaknesses of the project were, from the point of view of the young woman.
- **Evaluation workshops and review meetings:** Hold special workshops/ review meetings of people who are involved in your project and use presentations, pictures and photographs etc, to get feedback from participants.

3. Analyse the evidence

You will now have gathered together quite a lot of information. Working out what it is telling you is the next stage. Does the information you have gathered show that you have reached your goals? Does it highlight any achievements? Does it show up any problem issues that need to be tackled? Be alert to unexpected outcomes, both desirable and undesirable. If there are goals or objectives you have not met, or if you haven't got as far as you had hoped, you need to think about why, and what you can learn from that.



Common problems which come up during evaluations can be broken down into three categories: problems with external circumstances; problems with carrying out your plans; and problems with the ideas behind what you want to achieve.

Problems with external circumstances

- The environment in which you are working has changed or worked against you (for example, local or national policies have changed, or a major employer has closed down).

Problems with carrying out your plans

- You have departed from your original aims.
- You didn't allow enough time or resources.
- Changes in your organisation have meant that you have not been able to do what you said you would do (for example, a key worker left).
- The quality of performance of your organisation has been lower than expected (for example, workers or members have not completed tasks they said they would do).

Problems with the ideas behind what you want to achieve

- The plans you came up with initially to make things happen have not been successful.
- Your original aims were inappropriate (perhaps they turned out to be not what people wanted).
- Different people involved in the project were working against each other and towards different goals.

4. Share your findings with others

Sharing your findings with others is important because it can help other people in the project, or associated with it, to recognise any problems or issues that are preventing the project from making progress. It can help everyone to learn from any mistakes that have been made, or pick up on any successful ideas that have been put into action. Remember that sharing findings can provide an opportunity to celebrate success as much as to learn from difficulties.

- Think about who you are sharing your findings with, and how best to communicate with them.
- Is there going to be a written report and/or other ways of reporting the findings of the evaluation? Try to ensure that any report uses clear, plain language, and follows a logical order.
- Will you need to report the findings to different audiences using different formats? It may be necessary to produce both a comprehensive report of the evaluation exercise and a much briefer report or summary of key findings.
- How will you ensure that the findings inform practical changes in your project's work plan? For example, you could hold a special meeting or workshop for those involved in the project at which you both feed back key findings and also collectively consider future action plans in the light of these findings.

RESOURCES AND COURSES

- **Useful course on evaluation:**
  "How to create a program evaluation for your non-profit"

- **Online free certificate in M&E**
  If you can't currently afford to employ M&E staff, one idea is for one of your staff members to build up their capacity, for example, by doing short courses in M&E.

  Global Health e-learning is an online knowledge portal which contains many free courses which have to do with public health programming. Combinations of courses add up to various certificates. One of the certificates is in Monitoring and Evaluation.
  Click **here** to access the knowledge portal.

MODULE 7

NETWORKING AND ADVOCACY

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

ABOUT THIS MODULE

Introduction

Networking is a critical aspect of CBOs' existence. Connection with others can create opportunities for collaboration, funding, learning, sharing as well as potentially increase the impact and reach of a CBO's work. This module will explore the importance of networking and additionally and will also look at how - by strengthening its networks - a CBO can create more impactful advocacy work.

Components of this Module

1 Networking

2 Partnerships

3 Advocacy Skills

4 Advocacy Targets

5 Crafting Advocacy Messages

Learning outcomes of this module

By the end of this module, you should be able to:

- ✔ Understand the importance of networking
- ✔ Understand the importance of collaborating and partnering with different organisations
- ✔ Understand what advocacy is and the various types of advocacy
- ✔ Understand stakeholder mapping and power analysis to understand priority targets for advocacy
- ✔ Understand how to set an advocacy agenda and create advocacy messages

Main Gaps experienced by AGYW-led and -serving CBOs

When we asked the CBOs who participated in developing this curriculum how they conducted their networking and advocacy, these were the main gaps and challenges which emerged:

Networking

- Many CBOs focus mostly on 'vertical' networking with organisations 'above' them, such as donors, government and large international NGOs, as opposed to 'horizontal' networking with CBOs at the same level.
- In an environment where resources are perceived to be scarce, there is an element of competition in the CBO environment which can lead to insufficient collaboration and coordination.
- During the consultations to develop this curriculum, it emerged that key stakeholders such as government departments were not aware of the CBOs, where they were working, and what they were doing. Conversely, the CBOs were also not aware of critical government policies, platforms, and initiatives – highlighting a gap in coordination.

Advocacy

- While most of the CBOs engaged in developing this curriculum conduct advocacy and are able to articulate the challenges in their external environments which they aim to address, there is room for improvement in the planning and execution of advocacy. For example, advocacy activities sometimes tend to be ad-hoc, disjointed and not conducted in coordination with other CBOs with similar advocacy agendas.
- There is also scope for improving access to and use of data to inform advocacy campaigns (this challenge is addressed in this module as well as in **Module 9 (Programming for AGYW)**

COMPONENT 1: NETWORKING

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Networking	Are you part of the network?	No	Involved in a network in the local district.	Involved in a national network and participates in decision-making.	Involved in national, regional, or global network as an active partner.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Reflection

- **What does networking mean to you?**
- **What is the importance of networking?**
- **What are the different kinds of networks that exist?**
- **List the networks which your CBO is part of**

Key points

- The definition of networking is "to interact with others to share information and develop professional or social contacts".
- To develop a strong and sustainable organisation, relationships with external stakeholders are important.
- No organisation can exist in a vacuum. More can be achieved when organisations join together in a network than when they do it alone.
- Networks can differ in the extent to which they are formal or informal. For example, a CBO may be a registered member of a national network of people living with HIV, and may, for example, pay membership fees, and participate in the governance committee of the network. On the other hand, a CBO may attend a once-off donor engagement meeting, and during the meeting, participate in one-to-one conversations with representatives from the donors.

Networking can be thought of as being "vertical" in the sense that a CBO can engage with a donor or government which are seen as having more resources, power or authority, or it can be horizontal in that the CBO networks with its peers – that is, organisations which are operating on the same level.

- **Networking is important for several purposes. Here are a few examples:**
    - Getting to know donors, and learn about funding opportunities
    - Understanding new developments in the field of HIV and SRHR
    - Being able to share and gain knowledge with organisations who do similar work to you
    - Getting to hear about global, regional, national and local plans and goals, and understanding how you can align your work with those plans and goals.
    - Networking is the first step towards establishing partnerships and collaborations
    - Hearing about support which is available for your organisation, including training, technical assistance, workshops
    - Being able to participate in influencing and setting agendas at local, national regional and/or global level
    - Being able to identify targets for your organisation's advocacy

Top tips for building and strengthening networks.

1. Take initiative
2. Participate in events like conferences, seminars, and meetings
3. Create a database of contacts
4. Share information
5. Show interest and remember the principle of reciprocity
6. Network online and offline
7. Lastly, remember that it is 'humans' you are dealing with

COMPONENT 2: PARTNERSHIPS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Partnerships	Do you work in partnership to achieve common goals?	Work in isolation. No knowledge of local policies, strategies, or work of others	Some knowledge of local government policies and of other organisations	Understand national and local policies and strategies; have personal contacts with a few relevant people/ organisations. Participate in some multi-sectoral platforms	Participates in strategic multi-sectoral decision-making platforms at national, regional, or global level. Participates in partnerships, alliances, and coalitions.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

What are partnerships?

Partnerships take networking one step further. Partnerships happen when organisations decide to collaborate to do work together to achieve a certain goal. Often organisations may formalise their partnership by signing a Memorandum of Understanding (MOU). Formal partnerships may also entail a financial partnership in which one partner receives funding from a donor, and/or provides a sub-grant to the partner organisation.

Why are partnerships valuable?

As a CBO, you cannot do everything. You do not have to. In this curriculum, we have looked at how CBOs develop their vision, mission, goals, objectives and activity plans. In the course of doing so, you will have identified your CBOs unique offering: your mandate. You will have come to understand the skills and experience you have as a CBO which enable you to carry out your plan of action. Hopefully, you should also recognise where you lack skills and experiences.

The factors which make AGYW vulnerable to HIV are complicated. They exist at different levels: biological, behavioural, social and structural. To address HIV amongst AGYW , interventions are needed which work at all these different levels.

This work is complex! When organisations enter into partnerships where each partner is playing to their particular strengths, our work can be much more impactful. It is like the different pieces of the puzzle fitting together to make a complete picture.

Things to consider when entering into partnerships

- Does your organisation have a procedure for identifying suitable potential partners to work with on donor-funded projects?

- This process may take a little time and effort and should involve at least a couple of face-to-face meetings, but it will be worth it. It will help ensure that your organisation chooses the right partner/s to work with, which will save time in the long run and help to avoid any problems or misunderstandings arising in the future during the course of the project

- In addition to giving you assurance about your partners it will give donors assurance, too.

- **Potential partners should be chosen by going through a due-diligence process to ensure that they:**
  - are financially sound (look at their recent and past accounts)
  - are a good fit with your organisation
  - have the same high standards and deliver work of the same quality to your organisation.
  - share the same ethos.
  - have a good reputation.

- Make sure you sign a memorandum of understanding (MOU) as soon as possible after an agreement has been made. This ensures there is an agreed understanding in place and that all partners, roles and responsibilities are defined, so work can begin as soon as possible.

COMPONENT 3: ADVOCACY SKILLS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Advocacy skills	Do you carry out advocacy activities that address the barriers and challenges which your target group experiences?	Does not have skills to develop advocacy activities.	Have some skills but does not carry out any advocacy activities.	Have initiated small-scale activities with some limited impact.	Has effective strategic mechanisms to work on advocacy and carries out activities which have made positive impact.

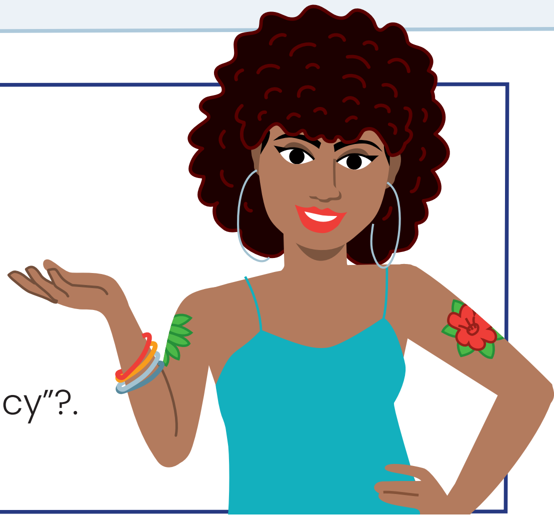
OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Reflection

What is advocacy?

What comes to mind when you hear the word "advocacy"?. *Write down your ideas.*



Definition of Advocacy

Advocacy means working for change. It encompasses is a broad range of activities including speaking out, drawing the community's attention to important issues, and influencing change in policies, behaviours, practice, and public perceptions.

The Aims of Advocacy

Advocacy aims to ensure that people, particularly those disadvantaged and vulnerable in society (including AGYW), can:

- Have their voice heard on issues that matter to them
- Defend and safeguard their rights
- Have their views and wishes considered when decisions are being made on matters that are important to them and/or affect their lives.

Advocacy is seen as a core process to address inequalities and injustice. Advocacy can build awareness of, and higlight issues of, disadvantaged or vulnerable populations to bring them to the agenda of decision-makers and people in power

- Ultimately, advocacy activities aim to bring about change benefitting the target population

ACTIVITY

What different types (methods) of advocacy have you seen, heard of or been part of at local, national, and even international level?

Types of Advocacy

Advocacy involves a wide range of different methods. Have a look at the list below, before moving onto the next activity.

Advocacy Tools and Tactics

Sensitisation and training
Sensitisation means literally making people “sensitive” to an issue, in this case the human rights and health of key population. Sensitisation involves making people aware, through training, of who key Component Question Scoring populations are, and what issues they face. It also aims to shift peoples’ negative attitudes towards key populations, so that they are more inclusive, empathic and understanding. We are going to be unpacking sensitisation training in Part 2 of this toolkit.

Collaboration
Collaboration involves partnerships between your organisation and other community or civil society toarrggaentiisnagtions, aonudt agodveorcnmaceynt agaendcvioescatocyworkoctocgaestihoenraoln atcaorgmemteond goal to imprcoovenvpionlciciniegs and services.

Mass media
A powerful tool used to influence public attitudes and perceptions. Media campaigns bring issues and possible policy solutions to the attention of the community and policymakers. This can be done through submitting articles to the media, issuing press releases, holding press conferences, approaching journalists with ideas for stories, or inviting journalists to cover an event.

Social media
Social media can dramatically boost the number of people reached with your advocacy message, as combat stigma or strength in communication well as reaching people all over the world. If you want to build support for your movement, especially amongst young people, it is vital to harness social media platforms such as Facebook, twitter and YouTube. You can share creative messages using music, videos and songs build public support and may influence policymakers.

Petitions
Best used when you are convinced that the policy and decision makers would likely be pressurised by the number of people and organisations represented in the petition.

Strategic campaigns
Intensive campaigns which are often timed to coincide with big events when there is a lot of media coverage, such as visits by foreign leaders, or the opening of parliament, or big global meetings such as the High Level Meeting on AIDS, or large sporting events.

Political lobbying
Seeks to win the support of politicians with power or influence. When targeting politicians, it’s important that your messaging persuades the politician that making the change can benefit them.

Protest demonstrations and marches
These rely on numbers and creative messages to attract attention and support. Vigils and hunger strikes are less confrontational expressions of protest. Protest is sometimes used as a last resort where more conventional strategies of influence have failed to facilitate dialogue on policy.

Litigation:
n a well-publicised court case, this tactic helps draw public attention to a problem and may lead to legal

ACTIVITY

Looking at the list of different types of advocacy activities, discuss:

- Which of the advocacy types would you find easier to do and why?
- Which of the advocacy types would you consider trying to do in the near future?
- Which of the advocacy types do you think would be challenging in your setting and why?

COMPONENT 4: ADVOCACY TARGETS

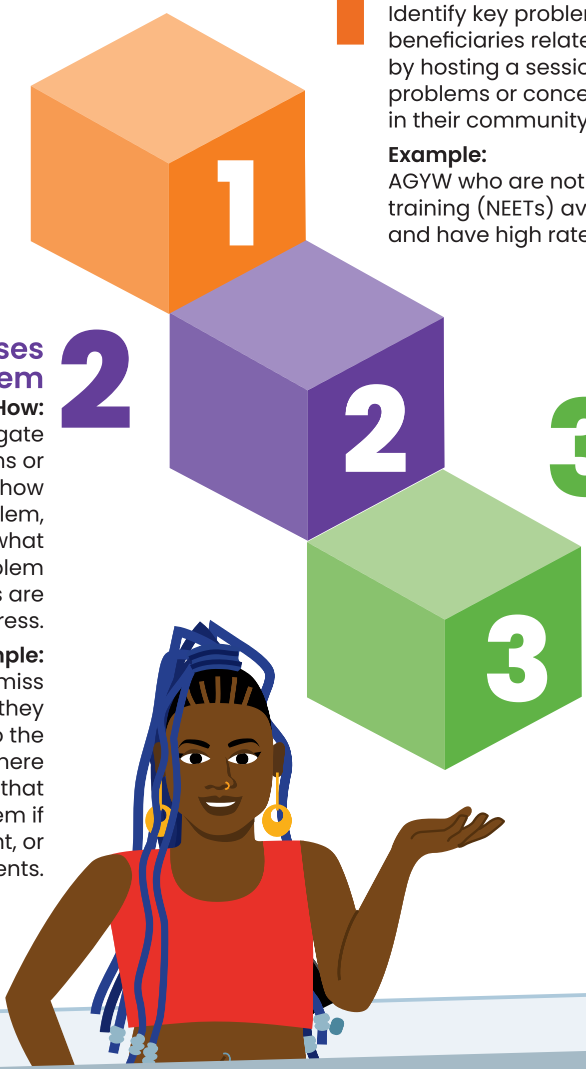
COMPONENT	QUESTION	SCORE			
		1	2	3	4
Advocacy targets	Do you carry out advocacy activities to influence decision-makers to change conditions or policies that form barriers to your work?	Haven't thought about local policies or conditions. Little or no advocacy done in the past.	Have only mobilised general public for support or awareness raising, but nothing targeted.	Have developed targeted activities towards decision or policy makers, but have lacked either evidence community voice or strength in numbers.	Have convincing evidence-based advocacy, mobilising allies and using many different communication methods.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Developing your advocacy strategy

- At the start of planning your advocacy efforts, it is important to identify what exactly is it that you are trying to change.
- It is important to define the desired change with input from as many involved stakeholders as possible, especially with the beneficiaries themselves.
- Meaningful inclusion of AGYW involves organising sessions with AGYW to identify the desired change together.
- There are three important steps to developing an advocacy strategy:
  1. Identify the problem.
  2. Understand the causes of the problem.
  3. Decide what needs to change to address the identified problem.



1 Identify the problem.

How:
Identify key problems or concerns of the beneficiaries related to a specific topic, e.g., by hosting a session with AGYW to identify key problems or concerns in accessing healthcare in their community.

Example:
AGYW who are not in employment, education or training (NEETs) avoid accessing SRH services and have high rates of loss-to-follow-up.

2 Understand the causes of the problem

How:
Gather information to investigate the causes of these problems or concerns, e.g., investigate how AGYW are affected by the problem, what the consequences are, what factors contribute to the problem and which of these causes are most important to address.

Example:
AGYW who are NEETS miss appointments because they cannot afford the transport to the clinic which is far away from where they stay. They also complain that the nurses scold or judge them if they have STIs, or fall pregnant, or miss their appointments.

3 Decide what needs to change

How:
Define exactly what needs to change to solve the problems and causes identified.

Example:
Community-based outreach services, including adherence support from peer supporters should be offered to AGYW who are NEETs.
Health facilities and health providers should ensure that services are provided in a friendly manner.

Stakeholder Mapping and Power Analysis

What are stakeholders?

- Stakeholders are individuals, organisations, institutions, and groups that have a 'stake' in the advocacy goal you try to achieve, in that they can either gain or lose through the advocacy efforts. There are four types of key stakeholders: opponents, beneficiaries, allies, and decision-makers.
- Stakeholder mapping is a tool to map all the actors involved in your advocacy issue.
- A power mapping grid is a tool to map the key actors that you need to target to achieve the changes desired by your advocacy objectives, and the actors who can influence your key actors.

Stakeholders fall into various categories as outlined below:

Opponents	Organisations and/or individuals who oppose your position However, they are not in decision-making positions.
Beneficiaries	The people whose issue you are representing may be able to help you and/or the beneficiaries achieve.
Allies	Organisations and/or individuals that support your position.
Decision makers	The individuals that can make or influence decisions. These are your main advocacy target. Can include global, national, regional, district or community-level stakeholders.

What is stakeholder mapping?

Stakeholder mapping is used to understand who you all the key people are that you need to consider when planning your advocacy.

Step-by-step guide to stakeholder mapping and power analysis

STEP 1 Conduct a stakeholder mapping exercise

Who do you think your stakeholders are?

List the stakeholders under the following categories:

- Allies (your potential advocacy partners)
- Opponents
- Decision makers (your potential advocacy targets), and
- Beneficiaries

STEP 2 Determine who has the power

The next step after doing the stakeholder analysis is to do a power analysis. A power analysis focus on two dimensions.

- The key actors that you need to target to achieve the changes you desire, and
- The actors who can influence your key actors

Questions to ask when doing a power analysis

1. Who are the decision-makers identified in your stakeholder mapping that 'influence the policy, process, and budget changes that you desire?
2. Where are key decisions made (local governments, health providers, schools, parents, women's groups, religious leaders etc.)?

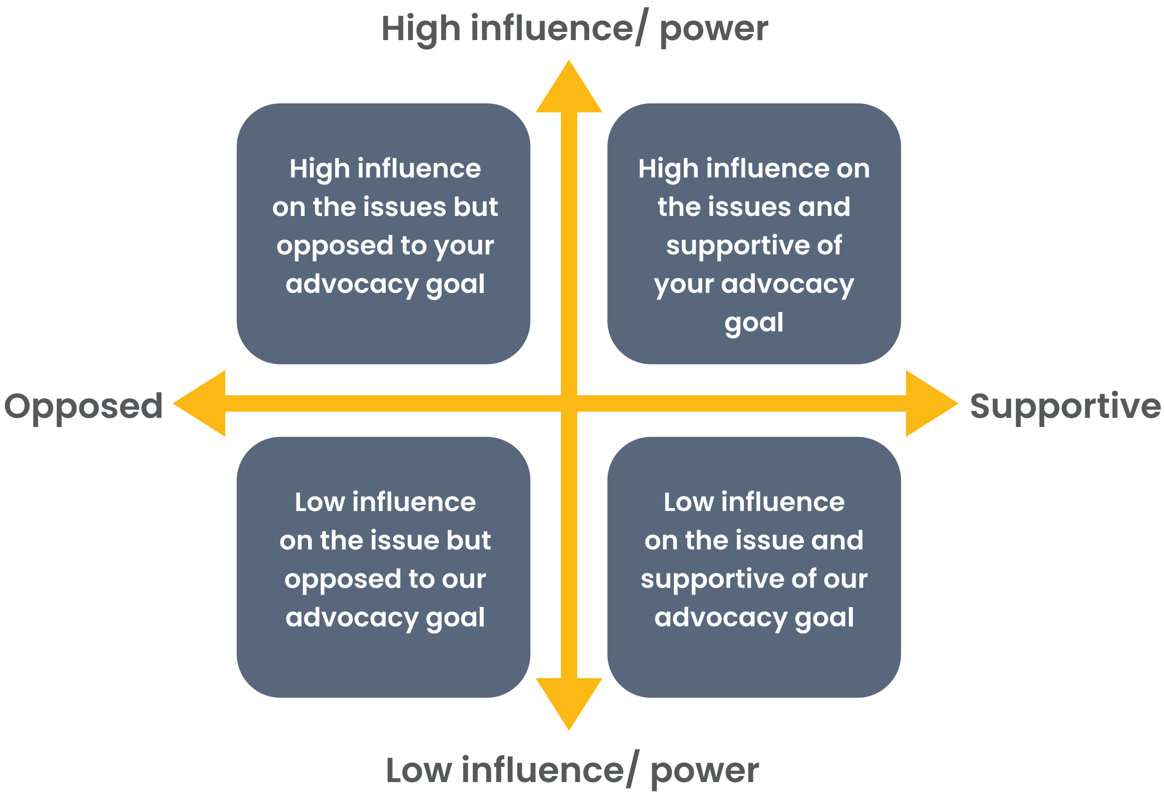
3. What is the decision-making process? Who has formal and/or informal power within the decision-making process?

4. Amongst the various identified decision-makers, who have the power of the final say (**decisive influence**), and who are consulted in the decision-making process but are not the ultimate decision-makers themselves (**secondary targets**)?

5. Which of the identified targets are supportive of your desired change? Which are opposed to the desired change? Who are the actors that are yet undecided but may be persuaded to support your desired change (**swingers**)?

STEP 3 Map potential advocacy targets

- After reflecting on and answering the guiding questions, it is time to map your potential advocacy targets in a power mapping grid.
- Completing the power mapping grid will help you to identify your advocacy targets and their influencers, understand their power and whether they support or oppose your advocacy objective.



Power Mapping assists you to determine your approach to various stakeholders.

The position that is allocated to a stakeholder shows the action that needs to be taken with them:

- **High power, supportive:** Engage these extensively and leverage off their influence to increase your advocacy reach
- **High power, opposed:** Aim to neutralise their influence and be prepared with useful counterarguments on their stance
- **Low power, supportive:** build their capacity on the issue and ideally build their influence
- **Low power opposed:** these stakeholders will need to be monitored, as their position in the power grid can change, but for now they will require minimum time and energy.

ACTIVITY:

Let's help Positive Young Women to do a stakeholder mapping exercise.

In the course of their work, Positive Young Women have noticed that young HIV-positive women who are not in employment, education or training (so-called NEETs) experience many barriers which have a negative effect on them starting and staying on HIV treatment and staying well. They have noticed that many of these young women default on their treatment. In their context, Positive Young Women have noticed that barriers include extreme poverty, gender-based violence, more likely to be single mothers, and more likely to be involved in transactional sex with older men. They have also heard reports from NEETs that they sometimes cannot get to the clinic on their appointment days, and that if they go late, the nurses scold them and refuse to give them their medication, instead of asking why they are having challenges. Positive Young Women have also noticed that most AGYW programmes in their district seem to focus on those who are either in school, university or those who have jobs. Things come to a head when a young 23-year-old unemployed mother called Didi dies from AIDS.

Positive Young Women holds a meeting and decides that they need to advocate for more funding for community-based programmes for AGYW who are "NEETs".

Create an advocacy power grid.

Remember that Positive Young Women want to conduct an advocacy campaign around better programmes to provide community-based HIV support for young women who are not in employment, education or training.

Following on from the exercise where you listed their stakeholders, now create an advocacy power grid.

Decide which of the stakeholders belong in which of the squares below

HIGH INFLUENCE/ OPPOSED	HIGH INFLUENCE/ SUPPORTIVE
LOW INFLUENCE/ OPPOSED	**LOW INFLUENCE/ SUPPORTIVE**

COMPONENT 5:

CRAFTING ADVOCACY MESSAGES

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Crafting advocacy messages	How do you create messages to raise awareness or change people's thinking around SRH/ HIV especially as it relates to AGYW?	Do not use any materials, toolkits, or activities.	Use some printed pictures or posters to illustrate messages.	Use materials or activities aimed at specific groups with specific messages, sometimes developed by organisation.	Develop and adapt own materials and ensure effectiveness by pretesting or involving target groups in development.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

In this component, we will explore how to convey our advocacy messages in effective and appropriate ways to our various advocacy targets and stakeholders.

Creating Advocacy Messages

Advocacy messages are short and persuasive statements about your advocacy objectives. The purpose of advocacy messages is to initiate change or action.

Each message should answer three questions:

1. What should be done/changed? What is the desired change?

2. Why?

3. How?

The Key elements of an Advocacy Message

DESIRED CHANGE + **WHY** + **HOW**

Advocacy messages should appeal to the "heart', "head" and "hands"

Head: What do your advocacy targets want to know?
- Think of facts and statistics to be included in your advocacy messages.

Heart: Why should your advocacy targets care?
- Think about how you want your targets to feel about your advocacy messages.
- Appeal to their specific interests and emotions.

Hands: What do you want your advocacy targets to do?
- Think of what is within the power of your advocacy targets to do.

POSITIVE YOUNG WOMEN

ACTIVITY:

Build on Positive Young Women's advocacy campaign by drafting some advocacy messages that will prompt action and change.

Each message created should answer the three questions

- What should be done/changed? What is the desired change?
- Why?
- How?

Think about their target audience – e.g., the language to use (e.g., if target is AYP use of relevant slang may be appropriate), what do the audiences care about, what information will appeal to their head and heart, what action can they feasibly do i.e., hands.

MODULE 8

COMMUNITY, HUMAN RIGHTS AND GENDER

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

ABOUT THIS MODULE

Introduction

The Global AIDS Strategy 2021-2026 has highlighted the fact that HIV is a disease of inequality. We will not be able to fully eradicate HIV as a public health threat unless we address the barriers of inequality, exclusion, harmful gender norms, stigma, discrimination and other human rights barriers.

For AGYW to fully benefit from programmes which are designed to help them, they must be involved in designing, implementing and giving feedback on those programmes. Meaningful inclusion of AGYW does not only benefit AGYW themselves: it makes for more effective, more relevant and more impactful programmes.

Components of this Module

1

Meaningful involvement of AGYW

2

Gender

3

Human Rights

Learning outcomes of this module

By the end of this module, you should be able to:

- Understand the benefits of meaningful engagement of AGYW
- Engage meaningfully with AGYW
- Understand how gender inequality drives HIV
- Understand the key concepts relating to sexual orientation and gender identity and expression (SOGIE)
- Understand the main human rights barriers to HIV prevention and treatment
- Understand how to address human rights barriers to HIV prevention and treatment, especially for AGYW

Main Gaps experienced by AGYW-led and -serving CBOs

These are the main gaps and challenges which the CBOs who participated in developing this curriculum experience relating to commmunity, human rights and gender issues:

Community

- Most organisations which participated in co-creating this curriculum are community-based, with the majority of staff members and volunteers coming from and living in the geographical communities served by the organisations.
- In addition, many organisations are predominantly staffed by adolescent girls and young women.
- There are also organisations (usually larger organisations) which tend to be larger with a range of different projects, including a specific project targeting AGYW. The latter type of organisation is less effective at meaningfully and genuinely including AGYW at all levels of organisational decision-making and influence.

Human Rights & Gender

- All participating organisations profess that they uphold human rights and gender equality. Some of the CBOs are indeed guided by a deep level of feminist analysis, and work with AGYW in a gender transformative way.
- Most organisations recognise the social and structural drivers of HIV amongst AGYW (gender-based violence, teenage pregnancy, school dropouts, age-disparate relationships),
- For quite a few organisations, their gender analysis is rather superficial, and sometimes even enforce gender stereotypes. For example, a CBO that provides vocational training offers weaving and sewing to the girls, and carpentry to the boys.

COMPONENT 1: MEANINGFUL INVOLVEMENT OF AGYW

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Involvement of AGYW in the activities, work and major decisions of the organisation	Do AGYW participate fully in the activities, work and major decisions of the organisation?	No AGYW involved, except to receive services.	AGYW act as volunteers/ peer educators but not in decision-making roles.	AGYW are fully represented in decision-making and paid roles and are on the governing committee/ board.	AGYW are fully involved throughout the organisation and are involved in designing projects and are widely consulted on major decisions.

OUR SCORE ....   **DATE** ....

COMMENTS	
ACTION REQUIRED	

STOP & THINK!

“NOTHING ABOUT US, WITHOUT US”

When you hear this saying: “Nothing about us, without us”, what does it mean for you when it comes to AGYW HIV Programmes?

Think about what this principle actually means in practice. In other words, how can AGYW CBOs make this principle a reality.

GIPA Principles

Meaning of GIPA

GIPA stands for Greater Involvement of People Living with HIV/AIDS.

GIPA principles aim to realise the rights and responsibilities of people living with HIV, including their right to self-determination and participation in decision-making processes that affect their lives.

GIPA principles can in fact be applied to any community we work with. In the context of the HIV response, when we use the term "community", we are referring to a group of people who have something in common, such as communities of sex workers, men who have sex with men, transgender people, people who use drugs etc. GIPA principles are very applicable to work with the community of AGYW.

Why GIPA?

In short, applying GIPA principles results in stronger programmes and better results. Here are some of the benefits of embracing GIPA principles in AGYW programmes:

- Involvement of the community in programme development and implementation and policymaking will improve the relevance, acceptability and effectiveness of programmes.
- GIPA seeks to ensure that communities are equal partners and breaks down simplistic (and false) assumptions of "service providers" and "service receivers".
- At the individual level, community involvement in programmes can improve self-esteem and boost morale, decrease isolation and depression, and improve health through access to better information about care and prevention.
- Within organisations, the participation of the community can provide valuable experiences and knowledge, and help programmes to be relevant and appropriate.
- GIPA principles embed an approach or intervention in the AGYW community, and involve them at every step. This leads to the strengthening of capacity, which in turn promotes the likelihood that the positive outcomes of the intervention will be sustained.

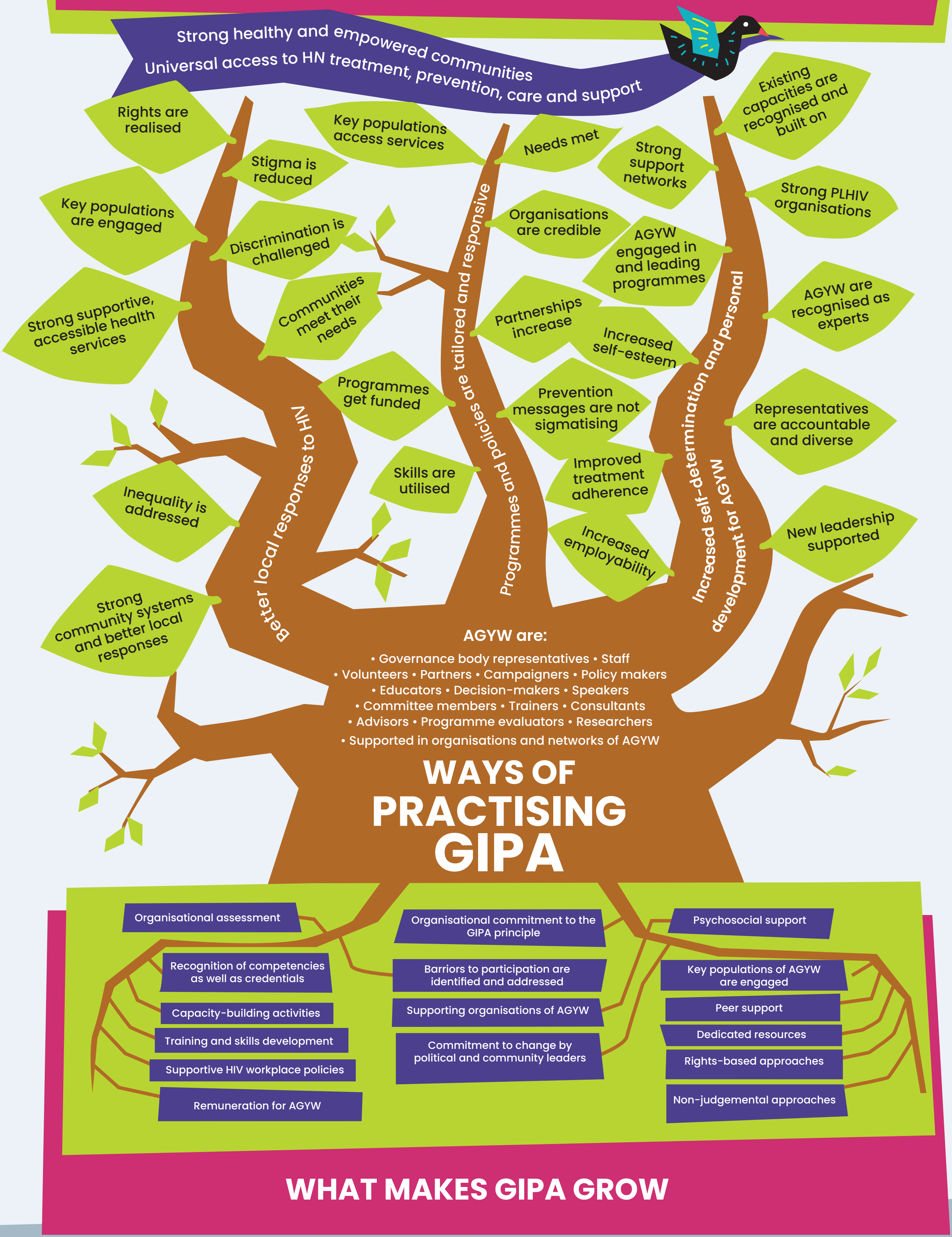
ACTIVITY

Write down as many ways as you can think of as to how Positive Young Women can ensure the meaningful involvement of AGYW throughout their organisation.

When you have done so, look at the GIPA tree of involvement for AGYW below, and see how many of the GIPA actions you thought of.

Thanks to Frontline AIDS and GNP+ for the GIPA tree

THE GIPA TREE OF INVOLVEMENT



CHECKLIST:

Meaningful involvement of AGYW

Meaningful involvement is about much more than AGYW being invited to a meeting or invited to tell their story.

Look at the list below to assess whether your CBO is engaging in a truly meaningful way with AGYW.

1. Are AGYW listened to and respected at meetings?
2. Do AGYW play a role in influencing decision-making?
3. Are AGYW in leadership positions?
4. Can AGYW access the support they need to participate fully, e.g. transport, training, information, mentorship?
5. Can AGYW maintain their independence and speak truthfully?
6. Are there structures in place to coordinate and support AGYW involvement?
7. Are AGYW representatives given the support to consult with their community members so that they genuinely represent their communities?
8. Can AGYW select their own representatives to participate in key processes or meetings?
9. Are there measures in place to ensure that AGYW are kept safe and that their human rights are respected while they are participating?

Reflection

Which of your CBO's activities involve AGYW, and how?
Think about AGYW involvement in the following processes and activities:

- Strategic planning
- Your board
- Your management committee or other leadership positions
- Developing programmes
- Implementing programmes
- Representing your organisation at meetings, or in the media
- Policy-making processes
- Advocacy
- Learning and development
- Evaluation

Despite many organisations making commitments to 'meaningful youth engagement', there is still work to be done to ensure organisations are working in ways to ensure young people can participate fully.

The Global Network of Young People Living with HIV has brought out guidelines for working with young people in a way which not only supports them, but also does no harm. These guidelines ***"We Matter, Value Us"*** *were developed in consultation with young people, and include their experiences and recommendations.*

CHECKLIST

- Consider your duty of care and issues of safety and security of the young person.
- Put in place identified actions to safeguard each young person to ensure they are secure, and not vulnerable to risk, exploitation or abuse while working with your organisation.
- Have a safeguarding policy, and if you already have one, ensure it directly references work with young people and it is reviewed annually and updated.
- Ensure staff working directly with young people are vetted-carry out background checks, police checks, references.
- Train staff on working with young people and safeguarding-introduce the safeguarding policy, reporting procedures, staff responsibilities.
- Carry out a risk assessment that looks at safe working practices, travel, accompaniment, safe accommodation, financial and personal support. You con look at a sample risk assessment **here**
- Provide information to young people as you would for staff on travelling and representing the organisation. This should include the safeguarding policy and a named person responsible for safeguarding and how they should report any concern.
- Ensure you request full consent around the participation of young people. Be clear about the use of material, who might see it, what they are being invited to do and the information they are expected to share. Continue to ensure consent over time for the use of a young person's words or images as their circumstances may change.
- Provide information about personal support and advice that they can access, Information on mentors, counselling and other support.
- Ensure practical support provided to young people travelling on communication, insurance, finances, logistics, visos, accommodation to ensure they can carry out their work safely.
- Offer mentoring to ensure young people can make the most of the learning opportunity.

COMPONENT 2: GENDER

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

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Reflection

1. Why do you think adolescent girls and young women are more vulnerable to HIV infections?
2. What is the link between HIV and gender inequality?

What links HIV and gender inequality?

Gender inequality is one of the things that drives the HIV epidemic. HIV also fuels gender inequality because women and girls in countries with large HIV epidemics are more affected by HIV than (heterosexual) men and boys.

Also, people who do not conform to gender norms face harsh laws, stigma and discrimination that increases their HIV risk while keeping them away from services.

HIV and gender inequality are linked through:

Gender norms and stereotypes

Some commonly-held views of feminine gender roles encourage women to be passive when dealing with men, including in decisions relating to their sexual and reproductive health. The view that younger people should obey older people also means that young women have even less say over their bodies.

What is a gender norm?

- Gender norms are informal rules and shared social expectations based on gender. Typically, gender norms are harmful in that they can empower some groups of people based on their gender (men) while marginalising others (women).
- As such, they limit women and girls' development opportunities and undermine their wellbeing. Harmful gender norms include beliefs that a woman's place is in the home, that education is wasted on girls, that violence against girls and women is justified, or the shaming of women who express their sexuality.

Restrictions on access to services

In some countries women need their family or partner's permission to access sexual and reproductive health (SRH) services, which means they often miss out. While laws that criminalise people who do not conform to gender roles, such as LGBTI people or women who sell sex, make it hard for them to access services.

LGBTI stands for lesbian, gay, bisexual, transgender and intersex

Child marriage

Girls who marry as children (under 18) are more likely to experience intimate partner violence, including rape, than girls who marry later. They are also less likely to have access to information about HIV and sexually transmitted infections (STIs) and SRH services.

Education and poverty

In some settings, girls have less access to education than boys. Girls may also lose out on education when they are menstruating, or miss school or drop out of school if they become pregnant. In the long-term, this results in women being more likely to be poorer than men. This means women are more likely to be dependent on men and have less decision-making power within relationships, families and societies.

A combination of lack of education and poverty has many consequences that increase the risk of HIV. Women who are less educated are more likely to get married at a young age, exchange sex for money or gifts or rely on a partner for money. They may have less of a say over their sexual health choices (like using a condom), and have limited knowledge on HIV and sexual health.

STOP & THINK!

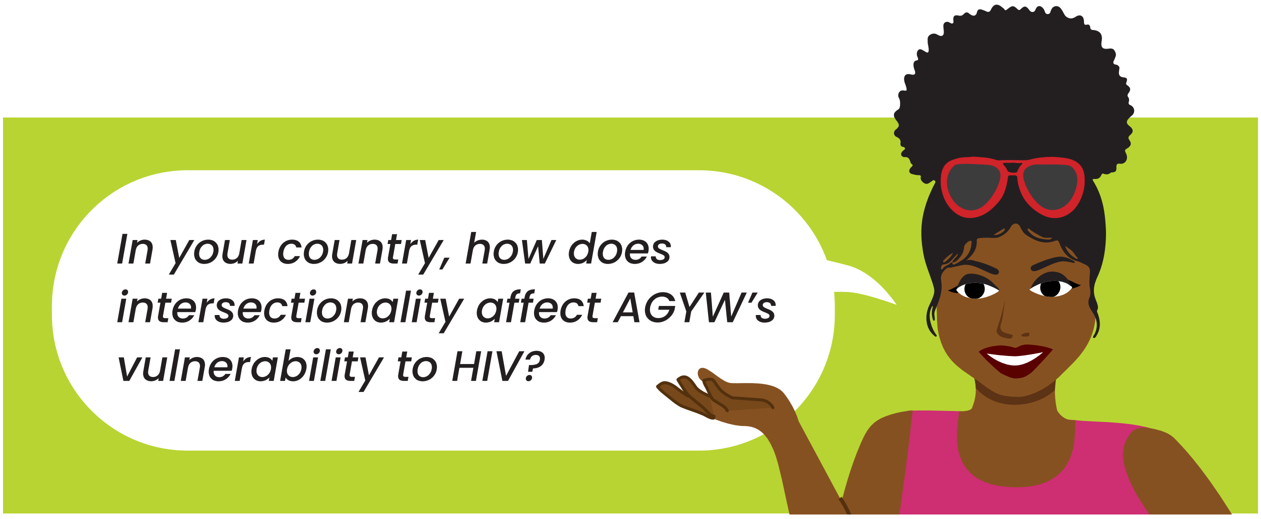
What do you understand by the term 'intersectionality'?

Gender inequality does not increase HIV vulnerability for ALL women, girls and gender non-conforming people to the same extent.

Gender inequality interacts with other elements of a person's identity or circumstances to increase or decrease their vulnerability

Intersectionality is a way of understanding how aspects of a person's identity combine to create different modes of discrimination and privilege. There are multiple factors which confer advantage or disadvantage including gender, sex, race, class, sexual orientation, religion, appearance, and disability.

Watch this video for a simple explanation about intersectionality.


In your country, how does intersectionality affect AGYW's vulnerability to HIV?


Personality
Religion
Ability
Nationality
Appearance
Occupation
Language
Location
Sexual Orientation
Education
Age
Culture
Gender Identity
Mental Health
Class
Fertility
Race
Hobbies
Political Affiliation
Ethnicity
Physical Health
Marital Status
Gender Expression

Introduction to Concepts of Human Sexuality and Gender Identity

Table below shows the elements of human sexuality and gender identity.

Biological sex	Our physical status of being either male or female
Gender identity	Whether we feel our identity, inner self, is male or female
Gender roles	Society's expectations of us, based on our sex
Sexual orientation	The sex to which we are sexually and romantically attracted
Sexual behaviour	Who we have sex with, or the kind of sex we have

The first element is BIOLOGICAL SEX.

Most children are born male or female, but some people are born with full or partial genitalia of both sexes, or with underdeveloped genitalia, or with unusual hormone combinations. We say these people are 'intersex.'

The second element is GENDER IDENTITY.

A person's GENDER IDENTITY is not always the same as their biological sex. When a person feels that their personality, their inner self, is different from their biological sex, we say that the person is "transgender." A transgender person may decide to wear clothing of another gender, decide to change his or her biological sex (called "gender re-assignment surgery"), or do nothing at all. A "transwoman" is a person whose biological sex is male, but who feels that she is a woman; a "transman" is a person whose biological sex is female, but who feels that he is a man. If people do not feel that their identity is strongly either male or female, they are non-binary.

The third element is GENDER ROLES.

GENDER ROLES are society's expectations of how men and women should act. Think of examples for society's expectations for women, and for men. Often, when a man acts in a feminine manner, he is assumed to be homosexual, but this may not be true because gender roles and sexual orientation are different. A person's gender roles can also move across the continuum over time or change in a given situation.

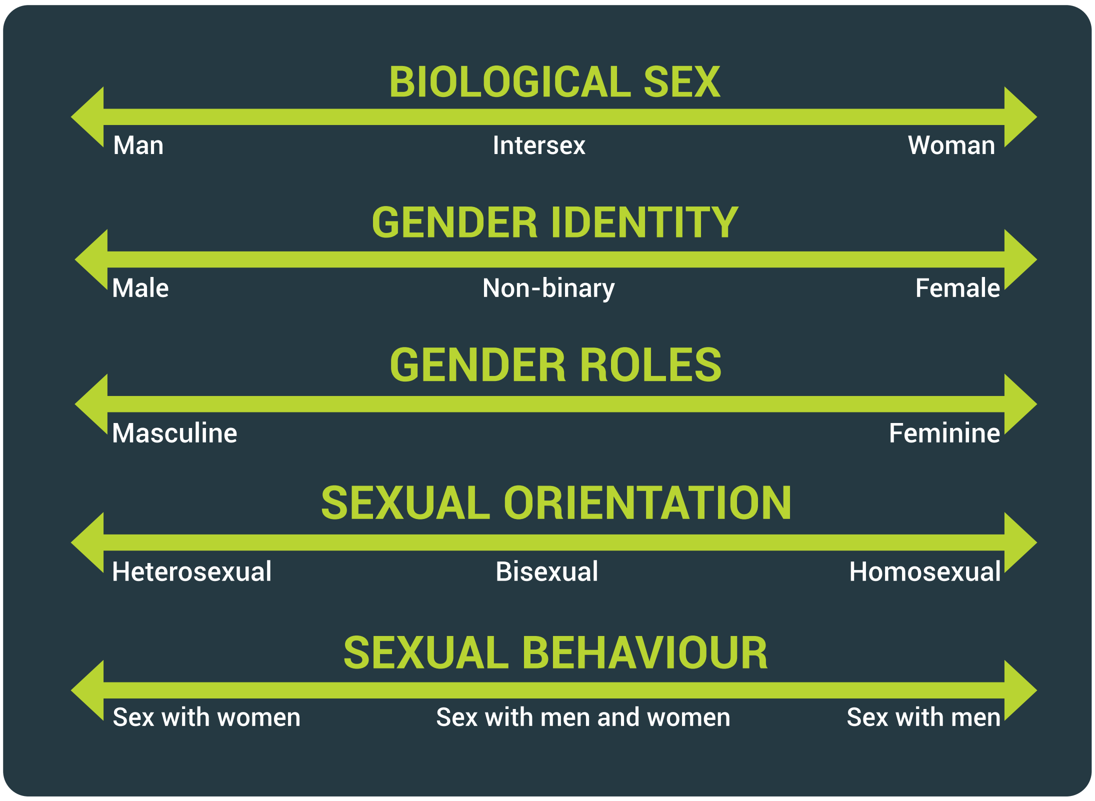
The fourth element is SEXUAL ORIENTATION.

SEXUAL ORIENTATION means who you feel attracted to. Sexual orientation can be seen as a continuum, from homosexuality to heterosexuality, and that most individuals' sexual orientation falls somewhere along this continuum. Although individuals cannot change their sexual orientation at will, sexual orientation might change throughout a person's lifetime, so a person's orientation can move along the continuum as time passes. Most people, however, do not change much during their lifetimes.

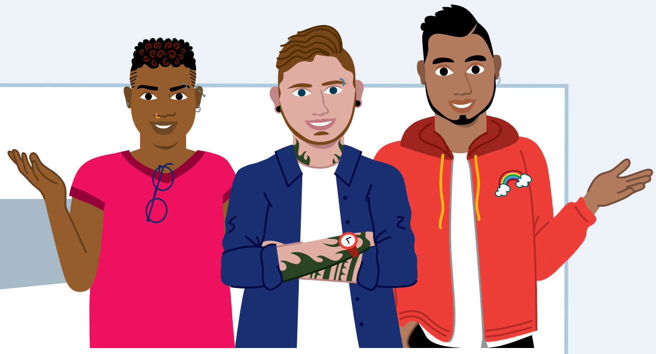
The fifth element is SEXUAL BEHAVIOUR.

A person's sexual behaviour does not always indicate his or her sexual orientation. Not all individuals who have had sexual experiences with members of their own sex define themselves as homosexual. For example, some men who have sex with other men in isolated settings, e.g., prisons, do not consider themselves to be homosexual. In addition, individuals who engage in same-sex sexual activity might not be exclusively attracted to members of their own sex and might not wish to engage in sex only with members of their own sex. Some married persons, for example, engage in same-sex sexual activity outside of marriage and still consider themselves to be heterosexual.

The lines below represent different spectrums of gender and sexuality.



ACTIVITY



Practice Using the Concepts

Look at the people who are described below. Think about where each person falls on each of the lines/continuums.

CASE STUDY 1: JO

Jo is a 25-year-old transman. He was born in a woman's body but from an early age began to think of himself as a male and would dress in boys' clothing. After trying to change Jo, his parents gave up and kicked him out of the house. Jo saved up enough money to go to another country, where he had a sex change operation. He lives in the capital city and has a girlfriend. Most people who meet him would assume he was born a man.

CASE STUDY 2: BHEKI

Bheki is a gay man who works as a mechanic. He loves to play football and drink with the boys, and no one has ever suspected that he is gay or has sex with men.

CASE STUDY 3: ERIC

Eric is a 30-year-old who works as a nurse. Since he was a child, most of his friends have been girls. He used to prefer playing the games the girls played to those of the boys. When he was a young adult, he had lots of short-term relationships with other men until he met Benjamin, whom he has been seeing for two years.

CASE STUDY 4: HASSAN

Hassan is a 44-year-old married businessman. He uses a few effeminate gestures, but everyone sees him as a happily married man. He loves his wife and they still have sex. He also loves to have sex with men; when he travels on business to South Africa, he purchases sex with male sex workers.

CASE STUDY 5: PETRUS

Petrus makes his living as a sex worker. Petrus only has sex with men for money. He is sexually attracted to women and in the future hopes to marry his girlfriend.

COMPONENT 3: HUMAN RIGHTS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Rights-based Approach to AGYW Programming	To what extent does your organisation address the human rights barriers to HIV amongst AGYW?	The organisation does not address human rights barriers to HIV at all, and has not thought about them.	The organisation has verbally indicated that they use a human rights-based approach in their programming, but this is informal and not systematic.	The organisation takes a human rights-based approach to AGYW programming, and has some activities which address human rights.	The organisation has documented a human rights-based approach in their programme design. Human rights considerations are fully integrated into the organisation's work. The organisation's staff and/or volunteers are competent in addressing human rights barriers.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

STOP & THINK!

What do you think the term ‘human rights’ means?

What are human rights?

Human rights are basic entitlements that all people have by virtue of being human.
They are based on the idea that every person is equal and entitled to be treated with dignity and respect, regardless of their race, sex, gender, age, disability or any other characteristic. They are universal and inalienable, and therefore cannot be transferred or lost.

What are the characteristics of human rights?

The table below shows the main characteristics of human rights

Human	Human beings are entitled to human rights.
Universal	Human rights apply to all people throughout the world at all times.
Fundamental	Human rights are essential to human dignity, survival and development, and should be given special protection by the law.
Treat everyone equally	Human rights recognise that all humans are born free and equal in dignity and rights.
Protect individuals from the state and non-state political actors such as rebel groups	Human rights protect people from abuse by the state or political power. The state must respect, protect, promote and fulfil human rights.
Inalienable	Human rights cannot be forfeited, transferred or lost. Some rights, such as the right to life, are absolute and can never be taken away, while others can only be restricted in specified circumstances.
Inter-related and inter-dependent	Human rights are linked to and dependent on each other; for example, the improvement of your use and enjoyment of one human right advances the enjoyment of other rights.
Recognise the principle of humanity	Human rights treat everyone with respect for their human dignity.

The Global Fund has named three main categories of human rights-related barriers to HIV.

1. Stigma and discrimination
2. Gender inequality and gender based-violence
3. Punitive laws, policies and practices.

ACTIVITY

1. Brainstorm examples of human rights barriers which affect HIV prevention and treatment amongst AGYW.

2. Look at the examples of human rights barriers named below. Which category of human rights barriers do they belong to?
   A. Stigma and discrimination
   B. Gender inequality and gender based-violence OR
   C. Punitive laws, policies and practices?

Possession of drugs for personal use is illegal

Laws against same-sex relationships

Stigmatising attitudes by health care workers towards AGYW who are sexually active

Adolescents not permitted by law to access SRH services

Police violence towards young sex workers

Adolescent girl bullied for being HIV positive

Laws against cross-dressing

Nurses refuse to give young people condoms

Violations of the right to confidentiality

Intimate partner violence

Stigma and discrimination

"The issue of stigma and discrimination, related to attitudes towards youth sexuality remains a key barrier in many countries.

Judgmental or punitive attitudes of health care workers towards young people (based, for example, on the notion that adolescents and young adults should abstain from sex), is a deterrent to accessing services.

Young key populations face even greater stigma and discrimination" *

*Quote from Issue brief on Combination Prevention for AGYW by ARASA.

STOP & THINK!

What do think the word "stigma" means?

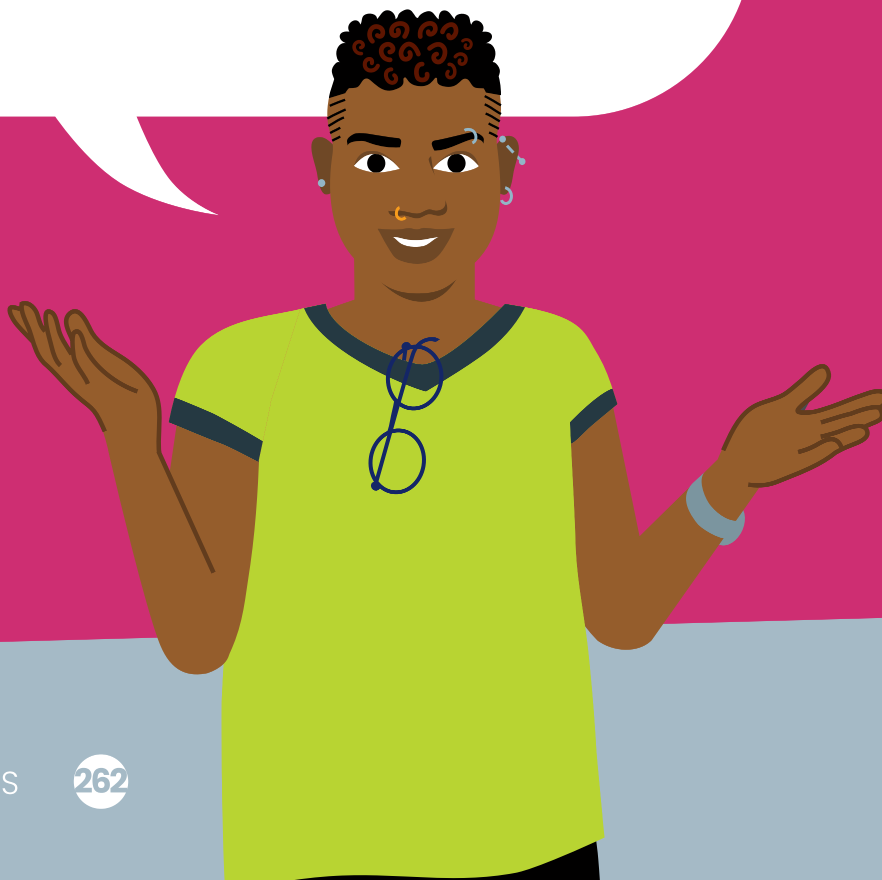
What do you think the word "discrimination" means?

Stigma

- Stigma refers to strong negative feelings or disapproval of a person, group, or trait. Stigma can be both internal and external.
- External stigma is stigma which is directed towards a person by others
- Internal stigma is experienced by the person who is being stigmatised; they internalise the stigma and believe the negative things that others say about them. It can result in low self-esteem and shame.

Discrimination

- Discrimination can be understood as 'stigma in action'. It means treating people differently and unfairly, because they are different, for example, in terms of their race, sex, ability, age, nationality, sexual orientation, occupation etc.



ACTIVITY

IMPACT OF STIGMA AND DISCRIMINATION.

Each of the case studies below illustrate how stigma and discrimination affect the lives of AGYW. Review each of the case studies and answer the questions about the case study.

CASE STUDY 1: FLORENCE

Florence is 23 years old. She went to the capital city three years ago to look for work. Florence left her daughter, who was two years old at the time, with her mother and father in the village. She stayed with a distant relative, Mary, while she looked for work. Florence applied for many jobs, but jobs were scarce. After six months, Florence was becoming depressed. Mary was becoming annoyed that Florence was not contributing to the rent. Florence's mother kept phoning her and asking her if she had a job yet, because there were many mouths to feed at home.

Mary always dressed beautifully in fashionable clothes and had the latest cell phone. Florence admired the fact that Mary was an independent woman who was able to support herself. One night, Mary told Florence that she worked as a sex worker. She picked up her clients at a bar in a tourist hotel. Florence was desperate for money, and asked Mary if she could come with her. This is how Florence started to do sex work.

Mary told Florence about HIV and STIs, and how to protect herself by always using condoms with her clients. Once a month, an organisation set up an HIV testing station at the taxi rank near the hotel. Florence would get tested for HIV every six months,

For Florence, being a sex worker was her job. But she knew that people would judge her if they found out. She told her parents that she worked as a waitress. Her mother was happy because now Florence sent money home.

One night, Florence was drunk while she was with a client, and the client removed the condom while they were having sex. Although Florence had heard there was a pill you could take after having unprotected sex, she did not want to go to the clinic and explain what had happened. Her friend told her that the nurses always ask a lot of questions about why you had unprotected sex, and Florence did not want anyone to know she was a sex worker.

When the COVID-19 pandemic started, the hotel bar closed down, and Florence went back to her home village to stay with her parents. It was now six months since the incident when the client removed the condom, and Florence knew she should have an HIV test. But the nurses at the village clinic had known Florence since she was a child, and they all knew her mother. She was too embarrassed to go.

DISCUSSION

What happened in the story? Why is Florence behaving this way?

How does stigma affect Florence's access to health care?

CASE STUDY 2: THABISA

Thabisa is a 16-year-old girl. She was born in a rural village. She is the oldest of three siblings. When she was 12 her father died, and then, tragically, her mother died two years later when she was 14.

Immediately after her parents passed away, the family decided that the children should stay with their grandfather, in another village. Thabisa and her siblings moved to their grandfather's small maize farm. They had to leave their school when they moved, and even though their grandfather said he planned to enrol them in the local school, he kept making excuses and he didn't get around to it. He said he was too poor and alone and needed help on his farm. The children had to work every day on the farm. Thabisa's grandfather was very strict and old-fashioned. The work was very hard, and sometimes there was not enough food to eat for the whole family.

After some time, Thabisa asked her grandfather if she could go back to school, and he said that it would be a waste of money for her to go back to school, as she was just a girl. Thabisa felt sad most of the time, and really missed her mother. Yet she felt like she had to be brave for her brothers and sisters.

Every year after the maize harvest, Thabisa's grandfather used the services of a driver, Sfiso, who was 29 years old, to take the maize to town. He sent Thabisa along with the driver, and then asked her to help sell the maize in the market.

Soon Thabisa started having sex with Sfiso in exchange for some pocket money, airtime and snacks. She found herself falling in love with the truck driver. She didn't tell anyone about it because Sfiso said no-one would understand their love. They also agreed that her grandfather would be very disapproving, and she should never tell him.

Within a short period of time, she started having a discharge and a rash, but she didn't seek health care, due to embarrassment, the lack of time, and the fact that there wasn't a health facility near her village. After a few months, Sfiso passed on due to unknown reasons. To her shock, Thabisa discovered that Sfiso was married with 2 children. This left Thabisa devastated, and she started indulging in alcohol. When she was in town, she spent more and more time drinking in bars, and having sex with more men in exchange for money or gifts.

DISCUSSION

What happened in the story? Why is Thabisa behaving this way?

How does stigma affect Thabisa's access to health care?

CASE STUDY 3: SERINA

Serina is a 20-year-old transgender woman. Growing up as a transgender person wasn't easy. Serina remembers always being interested in female clothing, but her parents didn't accept it, and her mother often beat her after catching Serina trying on her sister's clothes.

When Serina turned 16, she confided in a friend about her gender identity. However, instead of supporting her, the friend told Serina's parents. 'My father disowned me immediately and excommunicated me from home and my village entirely', said Serina.

Banished from her home, Serina was forced to fend for herself and found a job as a bartender in the capital city. Here she was able to present as a woman, and this was how the community knew her. Still, Serina's situation presented several challenges. Men in the bar often made advances towards her, but she knew this could put her in danger. 'I knew I couldn't get so close to anyone, because if they found out [my sex], they would hurt me instead', she said.

Serina met an older transgender woman, Mia, and they became friends. Mia told Serina that once she went to the clinic because she suspected she had an anal sexually transmitted infection. When Mia undressed in front of the nurse, the nurse gasped and rapidly left the room. Mia heard laughing in the passage, and then the nurse returned with two colleagues, and they all spoke about Mia in a demeaning way, saying 'What is this thing? Is it male or female?' Mia said she was so humiliated, she quickly dressed and left the clinic, and swore she would never go back.

For years Serina lived in constant fear of being 'found out' as transgender. One day her mother, with whom she had not had contact since leaving home, came looking for her, using Serina's male birth name. As a result, Serina's transgender identity was disclosed to her colleagues and community, who then turned against her. She suffered stigma, discrimination, and rape. However, remembering Mia's story, Serina did not report the rape or seek health care afterwards.

DISCUSSION

What happened in the story? Why is Serina behaving this way?

How does stigma affect Serina's access to health care?

POLICY BARRIERS

STOP & THINK!

Can you think of any policies or laws in your country which act as barriers to AGYW accessing HIV and SRH services?

Below are some of the main policy and legal barriers to Adolescent Sexual and Reproductive Health and Rights in Sub-Saharan Africa.

Age of consent to sexual activity	Many countries in East and Southern Africa do not have the minimum age of consent to sexual activity clearly set out in their bodies of legislation. There is a need for the enactment of unambiguous legislation that provides for the recognised age of consent to sexual activity.
Age of consent to marriage	All 23 countries have set the age of consent to marriage. However, there is disharmony between the national provisions and international standards, as well as between statutory and customary law provisions. The age of consent to marriage should be set at 18 years, without exception.
Age of consent to medical treatment	In many countries, the age of consent to receive medical treatment, including access to contraceptives and HIV counselling and testing, is not provided for in laws and policies. Lack of legal and policy provision can lead to confusion as to when young people can consent to receive health services, including medical treatment. This uncertainty creates a barrier to accessing sexual and reproductive health services and allows health-care providers to enforce their own belief systems regarding an appropriate age of consent.

Criminalization of consensual sexual activity between adolescents	The criminalization of consensual sexual acts between adolescents appears to be minimal across the region. However, criminalization can result in the stigmatizing of adolescent sexual development and prohibit adolescents from accessing services in fear of prosecution.
Criminalization of HIV transmission	Some countries in the region criminalise infecting others with HIV, be it intentionally or negligently. Countries need to be encouraged to revise these laws and do away with this criminalization.
Harmful cultural practices	The criminalisation of harmful cultural practices (such as female genital mutilation) is a promising start but there is a need to ensure that the legislative provisions translate into practice and are enforced against those who commit these offences. Legislation should explicitly prohibit cultural, religious or traditional practices that are harmful to the health of women, children, adolescents and young people.
Sexual and reproductive health and rights of vulnerable adolescents	Vulnerable adolescents include those, with disabilities, those who are living with HIV, who are sex workers, who are out of school, and/or who belong to the LGBTI community. The lack of provisions for vulnerable adolescents creates a barrier to accessing sexual and reproductive health. Policies should set up strategies that help to eliminate discrimination
Learner pregnancy and re-entry laws and policies	The majority of policies on the management of learner pregnancy approach the issue from a punitive perspective. Excluding learners who fall pregnant on account of their pregnancy limits the potential of young people and perpetuates gender inequality.
Provision of comprehensive sexuality education (CSE)	Every country is diverse and has religious, moral and traditional nuances that may influence how CSE is taught in its schools. However, these should not prevent the revision of existing curricula to incorporate core topics that are essential to maintaining quality and are in line with the East and Southern African Ministerial Commitment.[6]

The Seven Key Programmes that can Reduce or Remove Human Rights-Related Barriers to HIV Services.

Based on evidence, country experiences and best practice, governments have committed to, seven key programme areas to remove human rights-related barriers to HIV services are recommended. These programme areas are recognised as 'critical enablers' by the Global Fund, UNAIDS, WHO and other technical partners.

They are critical because they improve access, uptake and retention in health services by those living with, affected by and most at risk of HIV.

BRINGING IT ALL TOGETHER:
HOW DO WE ADDRESS THE GENDER AND HUMAN RIGHTS BARRIERS TO HIV PREVENTION AND TREATMENT FOR AGYW?

Reducing HIV incidence amongst AGYW requires a gender-responsive and evidence-informed approach that is grounded in human rights principles.

Trying to persuade youth age 15-29 to have less sexual partners has not worked. Often judgmental attitudes towards youth sexuality deter young people from voicing their questions and concerns with adults. This makes it very difficult for them to access health care. The focus of HIV prevention programmes targeting young people should rather be on providing them with the skills and support to protect themselves, and to develop confidence and self-esteem.

Effective prevention of HIV and sexually transmitted infections and advancement of broader sexual and reproductive health in young people needs tailored, flexible, and client-centred approached to sexual harm reduction and comprehensive sexual education.

HIV programs should be integrated with interventions to prevent and respond to gender-based violence, including intimate partner violence.

Programmes should aim to empower AGYW with socially protective assets - such as confidence, negotiating power, knowledge of sexual health and income - that will help them to navigate the HIV risks they face, and to thrive in their lives.

Secondary school attendance can be protective of HIV, for various reasons, including reducing financial vulnerability and dependence in the future, and in the short-term increasing access to information through age-appropriate comprehensive sexuality, gender, and HIV education. Thus interventions which have been proven to support girls staying in school should be scaled up and sustained.

Community mobilisation efforts should aim to challenge and transform harmful social and gender norms. Community leaders can play a critical role in these efforts. The inclusion of men and boys is paramount for transforming harmful masculinities.

Removal of legal and policy barriers to young people accessing reproductive health services— such as restrictive age of consent laws governing access to family planning, HIV testing, condoms, and pre-exposure prophylaxis (PrEP) services - can enhance use of prevention services.

Notwithstanding the focus on keeping girls in school, young women and girls who are not in schools or colleges should not be neglected. Not only are they often at higher risk, they are also harder to reach. An example of HIV prevention targeting this group is from Angola, where slots on every radio and TV channel, providing non-stigmatising, youth-friendly HIV prevention messaging, and a mobile phone company has partnered with the Ministry of Health to create an app with which young people can engage with HIV prevention services.

Source: Issue Brief on Combination Prevention for AGYW, ARASA

RESOURCES AND COURSES

- For more information to understand the human rights barriers to HIV services, and how to implement programmes to break down the barriers, see this **toolkit** by Global Fund, Frontline AIDS and GIZ BACK UP.

There are many resources on the internet that explain gender identity and expression.

- Click **here** to view one useful video.
- **Free certificate** on gender and health

MODULE 9

PROGRAMMES FOR ADOLESCENT GIRLS AND YOUNG WOMEN

GLOBAL NETWORK OF YOUNG PEOPLE LIVING WITH HIV

HER VOICE

PATA PATA

ABOUT THIS MODULE

Introduction

In order to deliver results, programmes for AGYW should be based on a combination of an understanding of the local context, and evidence of what works.

This module will help CBOs enhance their knowledge about HIV, Sexual and Reproductive Health (SRH) issues affecting AGYW. In addition, it will provide guidance on where CBOs can access vital information to use in planning their programmes. It will also highlight the key steps in building an effective AGYW programmes.

Components of this Module

1. HIV/SRH knowledge specific to AGYW
2. Access to new information specific to HIV/SRH and AGYW
3. Programme planning of HIV/SRH interventions for specific AGYW populations
4. Evidence basis for HIV/SRH interventions including combination prevention interventions for specific AGYW population and their needs
5. Alignment and organisation of core programmatic activities

Learning outcomes of this module

By the end of this module, you should be able to:

- Understand the key definitions for HIV/SRH and AGYW programming
- Understand the basics of the HIV epidemic, especially as it relates to AGYW
- Understand and know how to access up-to-date information on HIV/SRH/AGYW
- Know the basics for planning programmes targeted at AGYW
- Understand some of the evidence-based approaches for AGYW programming
- Understand the need to create targeted programming for specific groups of AGYW
- Know resources for additional support and capacity strengthening in relation to AGYW Programming

Main Gaps experienced by AGYW-led and -serving CBOs

- Few AGYW-led and AGYW-serving CBOs have conducted structured needs assessments or other assessments before starting implementation to fully understand the situation of AGYW in their context.
- Many CBOs have a limited understanding of guidance on planning, targeting and prioritisation of activities for AGYW.
- Often, the work conducted by CBOs has limited alignment to key district, national, regional or global goals, targets, strategies, as well as a limited understanding of how their activities contribute to these.
- Most CBOs who participated in developing this curriculum work with the general AGYW population. Although they indicated that their programmes were open to 'all AGYW', inclusive of those who are marginalised, they rarely had specific strategies to reach and engage marginalised AGYW (such as recruiting peer educators from that group).
- However, CBOS want to develop their ability to reach AGYW who are most vulnerable and understand how to provide differentiated services for different groups.

COMPONENT 1:

HIV/SRH KNOWLEDGE AND SKILLS WITH A FOCUS ON AGYW

COMPONENT	QUESTION	SCORE			
		1	2	3	4
HIV/SRH knowledge and skills with a focus on AGYW	Do staff and the volunteers have the necessary HIV/SRH knowledge and skills (with a focus on AGYW) to do their duties well?	A few people know the basic facts about HIV/ SRH.	Staff and volunteers know the basic skills needed to do their tasks.	HIV issues are well understood, e.g., causes of vulnerability, stigma, treatment etc., but members get no regular training.	HIV issues well understood, staff and volunteers trained, and provide training and support to others.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

KEY DEFINITIONS

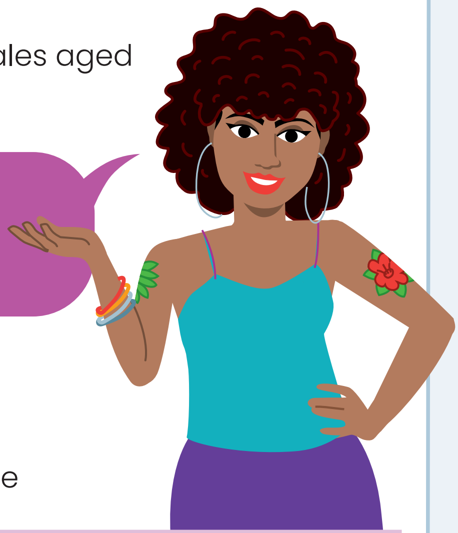
Adolescent: A person between the ages of 10 and 19 years (WHO*)

Child: An individual aged below 18 years (UNCRC**)
Young person: An individual aged between 10 - 24 years (WHO).

Youth: A person aged 15 - 24 years (WHO).

AGYW: Adolescent girls and Young Women i.e., females aged between 10 – 24 years

NB: Some programmes and interventions define AGYW within the age range of ages 15 – 24, so check on the definitions used in your context.



Adolescence: This is a gradual process/phase when a child grows and develops into an adult

Puberty: Growth and development of secondary sexual characteristics that occur during adolescence

Understanding AGYW, adolescents and young people

- Adolescence is a gradual process/phase when a child grows and develops into an adult. It is not a fixed age band and is perceived differently in different societies.
- While the WHO defines an adolescent as a person between the ages of 10 and 19 years and a young person as a person aged between 10 - 24 years, there are other international age-related definitions of adolescents and young people.
- There are also cultural constructs, as well as religious and political definitions of these groups, and these can vary from place to place.
- Generally, adolescence is considered a normal transitional period of life when an individual grows and develops (physically, psychologically, and socially) to his/her full potential, in preparation for adulthood.
- During this time, adolescents become more experimental, with opportunities for new relationships, experiences, autonomy. They may also display risk-taking behaviour, with peer pressure experienced in this phase further.
- They may experiment with alcohol, smoking, recreational/illicit drugs, and sex, and this may put adolescents at risk of substance abuse, unplanned pregnancies, and STIs including HIV.

*WHO stands for World Health Organization
**UNCRC stands for the United Nations Convention on the Rights of the Child

Understanding AGYW in their Diversity

It is important to recognise that AGYW are not a homogenous group (in other words, they are not all the same).

ACTIVITY:

Positive Young Women is conducting an exercise to understand the different types of AGYW in their community, so that they can strategise how to reach AGYW in all their diversity.

On a flip chart, brainstorm all the various ways in which we can categorise AGYW. Share as many they can think of.

When you have finished, check the list below and see if you have left any out.

AGYW in their Diversity

- Based on Age (Adolescence can be further categorised in brackets 10 - 13 years, 14-15 years, 16-19 years and early adulthood from 20 – 24 years)
- Level of development – e.g., has gone through puberty or not etc
- Race or ethnicity – these may be specific to the country and region
- Sexual activity - sexually active or not
- Living with HIV – living with HIV or not, status known or unknown, on antiretroviral treatment or not etc
- Relationship status – married, single, divorced, engaged etc; including relationship status e.g., has a romantic partner or love interest
- Currently pregnant or not
- Has children or not

- AGYW with disabilities – including the various forms of disabilities
- Where they live – urban/rural, living alone or with parents or others, being homeless, specific areas
- In or out of school – including the different levels of highest education (primary, secondary, tertiary)
- Working or not – type of work
- AGYW affected by conflict situations (refugees, migrants etc)
- Orphans
- AGYW with different sexual orientations
- AGYW with different gender identities
- AGYW who sell sex
- AGYW who use, abuse or are dependent on alcohol or drugs
- Exposed to or experiencing various form of gender-based violence
- Socio economic status – e.g., from a poor, middle class, or wealthy family

Because of the differences we have identified, the issues and challenges the specific AGYW may be facing will be different. Therefore, our approaches to engaging them should be tailored to their specific situation.

ACTIVITY

BRAINSTORM: AGYW & HIV/SRH

Brainstorm the specific issues which face AGYW which make them vulnerable to HIV, STIs or other sexual and reproductive health challenges. Then check your answers against the list below.

Issues faced by AGYW which make them vulnerable to HIV and SRH challenges:

- Teen pregnancy
- Unsafe abortion
- Maternal mortality
- Child marriage
- High rates of STI, HIV
- Substance abuse
- Risky sexual behaviour
- Poor adherence to ART and other treatments
- Psychosocial issues including mental health conditions
- Gender-based violence

Key points about AGYW and HIV*

- In 2021, an estimated 250 000 [150 000–360 000] adolescent girls and young women (aged 15 to 24 years) were newly infected with HIV—five times more than the 2025 target
- This translates into 4900 new HIV infections among adolescent girls and young women every week.
- 82% of adolescent girls and young women newly infected with HIV in 2021 live in sub-Saharan Africa, including two thirds in eastern and southern Africa
- In 2019 - HIV infections among young women aged 15-24 years globally were 60% higher than among young men of the same age
- In sub-Saharan Africa, AGYW aged 15-24 years represent 10% of the total population, but account for about 25% of all HIV infections.
- In eastern and southern Africa, the sub-region most greatly affected by the epidemic, there were 2.4 HIV infections among young women 15-24 years for every one infection among young men of the same age.
- AIDS related illnesses are the leading cause of death among 15 – 49-year-old females globally (Global Health Outcomes 2016)
- In SSA out of every 5 new HIV infections among those aged 15 – 19, 3 are among girls (UNAIDS 2019)

Reflection

What do you find surprising or interesting about this data? How does this data correspond with what you know about the situation in your own community?

***CAUTION:** it is important not to blame AGYW for the high rates of HIV or other SRH challenges they face.*

This information comes from the UNAIDS 2022 report

Reflection

Understanding why AGYW are vulnerable
What do you understand by these terms?

RISK **RISKY BEHAVIOUR**

VULNERABILITY

RISKY SEXUAL BEHAVIOUR

DEFINITIONS

Risk: is the probability or likelihood that something bad will happen. In relation to HIV, risk refers to the probability that a person may acquire HIV infection, usually as a result of specific behaviours that enable HIV transmission to occur.

Vulnerability: refers to the range of factors that reduce a person's ability to avoid risk. In relation to HIV, vulnerability is when one's ability to avoid infection is diminished by inadequate personal knowledge or skills, or by circumstances that make risk reduction difficult or impossible.

Risky behaviour: is behaviour which exposes one to potential negative outcomes or harm.

Risky sexual behaviour: Behaviour that increases the likelihood of negative sexual and reproductive health issues, such as unintended pregnancies, unsafe abortion, and STIs, including HIV.

STOP & THINK!

What are some risky sexual practices that you are aware of that AGYW may engage in?

Risky sexual practices may include:

- *Frequently changing sexual partners*
- *Having multiple sexual partners*
- *Type of sexual intercourse*
- *Having sex without a condom*
- *Having intergenerational sexual relationships (ie sex with older men)*
- *Transactional sexual relationships (ie having sex in exchange for money, gifts or opportunities)*
- *Using unreliable methods of birth control or using birth control inconsistently*

Vulnerabilities and Challenges that AGYW face in relation to SRH and HIV, and how they can be addressed

Key Vulnerabilities/Challenges	Interventions to address vulnerabilities/challenges
• Lack of comprehensive sexuality or life skills education.	• Implement comprehensive sexuality and life skills education.
• Poor access to quality SRH and HIV prevention, treatment, and care services.	• Provision of quality comprehensive SRH and HIV prevention, treatment, and care services for AGYW.
• Negative cultural attitudes to young people's sexuality, resulting in stigma and discrimination	• Scale up AGYW responsive service delivery systems that cater for their specific needs.
• Poverty and lack of employment for young people who have completed/terminated their education.	• Promote completion of education and skilling of AGYW to improve their opportunities for economic independence.
• Some gender norms and practices increase HIV risk and sexual health problems.	• Enforce laws and provide protection of AGYW from sexual abuse and exploitation.
• Violations of rights, including a lack of participation in decisions that affect them.	• Training on preventing, screening, and recognising abuse and exploitation.

COMPONENT 2:

ACCESS TO NEW INFORMATION TO GUIDE PROGRAMME PLANNING AND ACTIVITIES

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Access to new information specific to HIV/SRH and AGYW to guide program planning and activities.	How do you as an organisation encourage and enable staff and volunteers to learn and develop their knowledge about HIV/ SRH and issues affecting AGYW?	No mechanism – have sporadic access to information.	Some leaflets and information is made available whenever found. Occasional informal discussions.	Information regularly accessed through a variety of sources (News, social media, reports) and distributed among members.	Regular internal discussions to learn and share knowledge; information regularly accessed through various means including participation in key national and regional platforms access to internet, national and regional reports.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Understanding HIV/SRH Data

It is important to understand and know key terms that are often used when engaging with data and statistics around HIV and AGYW.

STOP & THINK!

What do you understand by the following terms?

- *Epidemiology*
- *Prevalence*
- *Incidence,*
- *Determinants*
- *Morbidity*
- *Mortality*

KEY DEFINITIONS

Epidemiology: is the study of how often diseases occur in different groups of people and why. It also studies what works to prevent, treat, and manage diseases.

Morbidity: Morbidity is used in epidemiology to describe illness, disease, or disability. Morbidity in a society can be expressed either as prevalence or incidence.

Prevalence and incidence: These are terms which are often used, and often confused. In fact, the difference between prevalence and incidence is quite simple.

Prevalence: is the percentage of people who are currently infected at a point in time (in a particular population). So, for example, if we a country has an HIV prevalence of 6% of the population of adolescent girls and young women aged 15-24, we simply mean that 6% of that group is living with HIV.

Incidence: is the proportion of people who are newly infected during a specific time (usually a year). Incidence is not always stated as a percentage, sometimes it can be stated as the number per 1000 or 100,000 people, depending on how common or rare new cases are. So, if we say the incidence rate for adolescent girls and young women aged 15-24 is 3 per 1000 people for the past year, this means that 3 in every 1000 AGYW became infected with HIV during the past year.

Mortality is the rate of deaths in a population during a certain period.*

* *Adapted from ARASA* Epidemiology for Activists Brief

QUIZ

Review the following data and statistics and determine whether they are referring to mortality, prevalence, or Incidence:

A In 2021, an estimated 250 000 adolescent girls and young women (aged 15 to 24 years) were newly infected with HIV.

B In 2021, 650 000 people died of AIDS-related causes — one every minute.

C In 2019, HIV infections among young women aged 15-24 years globally were 60% higher than among young men of the same age.

D AIDS-related illnesses are the leading cause of death among 15 – 49-year-old females globally.

E In several countries in Southern Africa, more than 50% of sex workers are living with HIV.

ANSWERS

A Incidence **B** Mortality **C** Prevalence
D Mortality **E** Prevalence

ACTIVITY:

Where do we get the data?

Positive Young Women would like to access all relevant HIV data for their area as well as for the Sub-Saharan Africa region and globally.

Discuss where Positive Young Women can access epidemiological data:

1. For their specific area/neighbourhood/district
2. For the country
3. For the Sub-Saharan Africa region and globally

Sources of Data

1. **District/neighbourhood:** data available from District Health Information Systems (DHIS), meetings, study findings, hospital data, updates from district meetings or authorities, local NGOs working in the area,
2. **Country:** demographic health surveys; populations-based HIV Impact Assessments (PHIAs), Ministry of Health data, research studies and publications, HIV program data and reports, NGOs, and stakeholders
3. **Regional/Global:** UNAIDS reports, other global stakeholder reports and updates e.g., Global Fund; UNICEF etc.

NOTE:

- Data can be sourced in person, from printed publication via media or downloaded online from official websites or pages of the relevant authorities.
- Data is constantly being updated with new reports and information being released regularly, so it is important to stay within networks and groups where you can remain updated on the latest information and data.
- It is important to source and utilise credible sources of health information, data, and statistics.
- Caution should be taken when utilising data from social media or other online platforms: verify the source and data is legitimate before utilising the data for planning etc.
- Additionally, not all data is of the same level in terms of quality and reliability – for example a nationally constituted study by the Ministry of Health may have been done in a way that is better than a small study in a small section of the country. It is often important to also understand if the data you have is of good quality before you use it. Cross check with experts or authorities to verify if possible.
- At times the data you need may not always be available: for example in many countries there is very little data on transgender people. When there is a lack of data, CBOs may need to advocate for studies to be done, or indeed the CBO itself could conduct the research to get better information on the situation.

COMPONENT 3:

PROGRAMME PLANNING OF SRH/HIV INTERVENTIONS FOR SPECIFIC AGYW POPULATION AND THEIR NEEDS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Programme planning of SRH/HIV interventions for specific AGYW population and their needs	How do you determine what SRH/ HIV activities you will conduct?	Conduct activities sporadically.	Seen similar work in other areas/places and decided to do the same (did not do assessment or conduct stakeholder engagement).	Conduct basic assessment of the context (e.g., used their understand-ing of the setting) and then created interventions tailored to that context.	Conduct assessments (community dialogues/ meetings, review of avail-able reports and data) to understand the local context, issues, then utilised various sources and ev-idence to deter-mine the most appropriate interventions to conduct for our setting includ-ing engaging AGYW and key stakeholders.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Aligning to global targets and policies.

Apart from knowing the statistics and data in relation to HIV and SRH, it is important to understand the overarching global guidance and goals.

STOP & THINK!

What global guiding documents and targets are you aware of?

Global HIV targets

- *The goal of current global HIV targets is to end AIDS as a public health threat by 2030.*
- *Global HIV targets come from the Sustainable Development Goals, UNAIDS' 2025 targets, and the 2021 UN Political Declaration on HIV and AIDS.*
- *Huge progress has been made towards global targets, particularly in relation to HIV treatment and care.*

A.The Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a broad range of goals which countries in the United Nations (called UN Member States) have committed to reaching by 2030.

There are 17 goals, and each is made up of a set of targets.

The goal that includes HIV targets is SDG 3: Ensure healthy lives and promote wellbeing for all at all ages.

SDG 3 contains the following targets:

- **Target 3.3:** end AIDS as a public health threat by 2030.
- **Target 3.8:** achieve universal health coverage, access to quality healthcare services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all. This includes HIV services, sexual and reproductive health services, and harm reduction services.

The other SDGs that relate to HIV are:

- **SDG 4:** Quality education: includes targets on comprehensive sexual and reproductive health education and life-skills.
- **SDG 5:** Gender equality: includes targets on sexual and reproductive health and rights, and the elimination of violence, harmful gender norms and practices.
- **SDG 10:** Reduced inequalities: includes targets on protecting people from discrimination, empowering people to claim their rights, and enhancing access to HIV services.
- **SDG 16:** Peace, justice, and strong institutions: includes targets to reduce violence against people with HIV and people most at risk of HIV.

B. UNAIDS 2025 target

UNAIDS' current targets set out what needs to be achieved by 2025 to end AIDS as a public health threat by 2030.

UNAIDS 2025 targets state that, by 2025:

- **95%** of people with HIV will know their status.
- **95%** of people with HIV who know their status will be on treatment.
- **95%** of people with HIV on treatment will be virally suppressed.

The 2025 targets replace the previous 2020 Fast-Track 90-90-90 targets. Now the coverage for each target is 95% instead of 90%.

The other 2025 targets are:

- **95%** of people most at risk of HIV will have access to combination prevention services.
- **95%** of women of reproductive age will have their sexual reproductive health needs met.
- **95%** of people will be able to access services to eliminate parent to child transmission of HIV.
- **90%** of people with HIV and most at risk of HIV have access to services to support their overall health, such as for sexual and gender-based violence, mental health, tuberculosis, and other health conditions.
- **fewer than 10%** of countries will have punitive laws and policies that deny people access to justice.
- **fewer than 10%** of people with HIV and most at risk of HIV will experience stigma and discrimination.
- **fewer than 10%** of women, girls, people with HIV and people most at risk of HIV will experience gender inequality or violence.

UNAIDS' current strategy (2021-2026) provides a framework to support countries to reach the 2025 targets. In it, UNAIDS is clear that at-risk communities and people with HIV must be prioritised. UNAIDS' targets are designed to meet the HIV-related targets in the Sustainable Development Goals (SDGs).

C. 2021 Political Declaration on HIV/AIDS

The Political Declaration on HIV and AIDS is adopted by UN Member States to commit to reaching the global HIV targets. The declarations are made around every five years. The most recent declaration – the fifth – happened in 2021.

By 2025, UN Member States have agreed to:

- reach the UNAIDS 2025 targets
- provide life-saving HIV treatment to 34 million people
- reduce the annual number of new HIV infections to below 370,000, including fewer than 50,000 new HIV infections among adolescent girls and young women
- reduce the annual number of AIDS-related deaths to under 250,000
- end AIDS among children and stop any children getting HIV
- eliminate all forms of HIV-related discrimination
- ensure that 90% of people with HIV receive preventive treatment for tuberculosis
- reduce AIDS-related TB deaths by 80%
- ensure that 95% of people with HIV and people most at risk of HIV are protected against other pandemics, including COVID-19
- invest US$ 29 billion annually to respond to HIV in low- and middle-income countries. This includes investing at least US$ 3.1 billion towards 'societal enablers', which seek to protect human rights, reduce stigma and discrimination, and reform unjust laws.

Reaching these targets by 2030 will prevent 3.6 million people from getting HIV and 1.7 million people from dying due to an AIDS-related illness.

Reflection

1. What do you find surprising or interesting about the targets?
2. Were you aware of the various targets and where they came from?
3. Are there any aspects that are challenging to understand in the targets?
4. Do people in their CBOs, communities and other stakeholders know these targets?
5. How can you share this information with:
    a. Other team members of the CBO – in what form, where, when and how?
    b. AGYW in their communities - in what form, where, when and how?
    c. Other stakeholders - in what form, where, when and how?

Aligning with National and Local Targets and Policies

- The global targets set the direction and pace for the whole world. Based on this, each country, district, province, and Ministries of Health etc will create local targets through which they aim to contribute to meeting the global targets.
- Most targets will follow a similar format e.g., 95/95/95 etc.
- They will however have locally specific strategies and figures that explain in detail what exactly are the plans for that country, province, region, district etc.
- It is critical for CBOS to be conversant with these LOCAL targets as these will be where their work and impact will be most evident and relevant.

ACTIVITY:

We will return to our CBO Positive Young Women. Now that members of Positive Young Women understand the global targets and goals, it is important for them to understand the local targets so they can plan their programmes and advocacy to align well with what is planned for the country.

Where can Positive Young Women access locally relevant HIV/SRH targets and goals, including those relating to general HIV/SRH targets but also specific ones that are relevant for AGYW.

1. For their specific area neighbourhood/district
2. For the country

Sources of Information on National and District Targets

1. **Country:** national HIV strategic plans; overarching health strategic plans; AGYW or youth strategic documents; documents from donors or other partners e.g., country Global Fund or PEPFAR documents.
2. **District:** district HIV plan; health plans; HIV/AGYW coordinator or other HIV/AGYW staff, meetings. If available any awareness documents at district or local level often made by other NGOs or CBOS.

ACTIVITY:

Many of these documents can be long and very technical with language and jargon that can be complicated. Discuss on ways in which Positive Young Women can find ways or support to better understand the data they are reading from these documents.

Making Information Accessible for CBOs

1. Review simplified documents/summaries created by other NGOs/CBOs or Government themselves.
2. Request or participate in meetings with other CBOS/NGOs or Government to become conversant with the details.
3. Have a training session by a technical person who can train them to understand the data.
4. Be open to asking a lot of questions if some of the numbers, abbreviations are not clear.

ACTIVITY:

Finally reflect on the following questions:

1. How can Positive Young Women share the local HIV/SRH targets to
   a. Other members of Positive Young Women – in what form, where, when and how?
   b. AGYW in their communities - in what form, where, when and how?
   c. Other stakeholders - in what form, where, when and how?

Principles for AGYW Programming

Now that we understand HIV/SRH data, the global and local targets, we can now begin to think about what type of plans we want to implement especially in relation to AGYW.

Overall, there are 6 guiding principles in creating AGYW Programmes:

1. AGYW-centred
Programmes must meet AGYW's needs. We must create programmes that puts the beneficiary i.e., AGYW at the centre and actively and meaningfully involves them in the design, planning and implementation of the project.

2. Gender-responsive and Rights-based
Our programmes must identify and address gender inequalities and human rights barriers which put AGYW at higher risk (see Module 8: Community Rights and Gender for more details). Our programmes must identify and address these inequalities and barriers.

3. Country-led and Community-driven
When creating our programme, we must ensure that it aligns to the existing local goals and plans. We must also ensure we meaningfully & actively work with the communities where we intend to do our work.

4. Partnership-based
No CBO can do everything alone and there is a need to understand what you as a CBO can do and then identify others whom you can refer or link clients to. For example, you may be doing demand creation activities for HIV testing among AGYW but will not be doing the actual testing and counselling so you may need to refer the AGYW either to the nearest facility or work with another CBO or NGO who does testing.

5. Evidence-informed and accountable
The programme should be based on a detailed analysis of the data in the country, region, and area where the programme is to be carried out. The programme should be document, monitor and evaluated to ensure that it achieves what it sets out to do.

6. Sustainable
It is important to also think of how the gains made during implementation can be sustained – essentially to make sure that the situation doesn't revert to what it was as soon as the programme ends.

ACTIVITY:

How can Positive Young Women create an AGYW program that meets the 6 guiding principles of AGYW Programming.

Think up a specific example of a proposed project Positive Young Women can work on. Discuss how Positive Young Women can go about meeting the 6 guiding principles as they create their AGYW project. Discuss practical ways in which the team at Positive Young Women can do this.

COMPONENT 4:

EVIDENCE BASIS FOR SRH/HIV INTERVENTIONS FOR SPECIFIC AGYW POPULATION AND THEIR NEEDS

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Evidence basis for SRH/HIV interventions for specific AGYW population and their needs	How do you determine the level of impact you intend to have with your SRH/HIV interventions for AGYW? What basis are you deciding this is a good intervention or not for AGYW?	Not sure the kind of impact we will have or if appropriate for AGYW.	Can speak generally about the impact we will have on AGYW. We are not clear how it will work but we think it will work but cannot elaborate clearly.	Our approach is new, but we have created one based on evidence (local and global) and while we are not sure how much impact it will have, but we think it will have some of our intended outcomes.	We utilise local and global guidelines and prioritise high impact interventions (on HIV/SRH and AGYW) that have been shown to be effective. We contextualise to our setting and the specific population we are working with (including making necessary adjustments so it fits our target).

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

ACTIVITY:

Using the example that you have just created for a potential project for Positive Young Women, the next step is to think about how the project can meet the needs of different AGYW. There are 5 steps altogether. Work through the 3 steps below. The last 2 steps will be dealt with under the next component in this module. At the end of each step, think about how Positive Young Women should implement this step..

STEP 1 Determine the target AGYW group

When setting up your AGYW project, it is important to understand which AGYW you want to engage and participate in. While the problem may affect all AGYW, it is important to be clear about who exactly your beneficiaries/constituents are. It is possible to target multiple groups of AGYW; however it is important to recognise that one strategy will not meet all their needs and you may need to employ a variety of strategies to ensure that all AGYW are reached.

Question:
Who is Positive Young Women's target group?

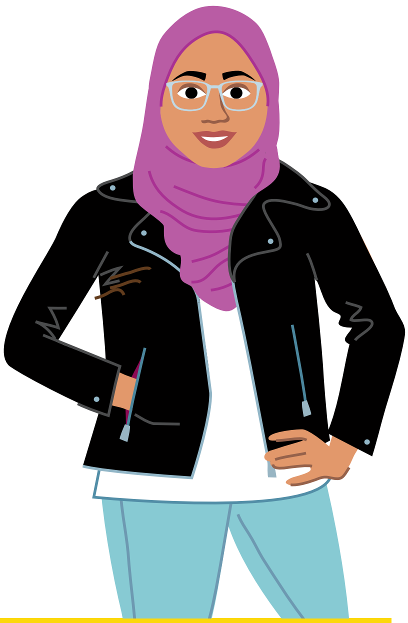
STEP 2 Identify where the AGYW are

Now that a specific AGYW Target group has been identified, work on identifying how they will be reached.

Questions to consider:

1. What activities are the AGYW target group involved in? (e.g., school going AGYW will likely be in school for a significant part of their day, rural out of school girls may spend a significant part of their day doing farming or other chores)
2. Do you know where they are?
3. Do you know how to find them? (also consider timing, locations etc).
4. Are there permissions that need to be considered? (e.g., from parents, the school etc).

NB!
With some young key populations, it may not be very obvious where they may be found and thus it will require innovative approaches.



Question:
Where will Positive Young Women find the AGYW they have decided to target?

STEP 3 Build Trust

Building trust with the specific AGYW community is crucial. It is important to invest time in building trust with the target group you want to reach.

Things to consider:

1. Who will be involved in building rapport and trust with AGYW target? Ideally, these people need to be familiar with the issues of that specific group so they can engage in a meaningful and appropriate way.

2. If you have some members of the AGYW target group in your organisation, it may be possible to request them to connect you to relevant other members to support the planning and design of the program and provide guidance on approaches (Principle 1: AGYW-centred).

3. You may want to engage relevant authorities to support the planning and design of the programme and provide guidance on approaches (Principle 3: Community-driven).

Question:
How can Positive Young Women go about building trust with their specific target group?

COMPONENT 5:

CORE PROGRAMME ACTIVITIES

COMPONENT	QUESTION	SCORE			
		1	2	3	4
Core Programmatic activities	Do your SRH/HIV and AGYW projects and activities have a specific core priority e.g., biomedical interven-tions, behaviour change or policy/structural focus.	No clear focus in any one area, do random activities that don't specifical-ly aim to achieve any specific outcome and are not aware that pro-grammes can be aligned this way.	Know of the various model and core programme focus areas but cannot elucidate how or if the organisation activities and projects fit into any of these.	Some of the activities and projects have specific core focus in one or two areas but may not be tracking work towards set goals in this area and may have some projects/activities that are not clear where they fall.	Have multiple activities but each have specific core focus in one or two areas, and we are tracking our work towards our set goals in this area and are clear how our projects/activities fit under each pillar.

OUR SCORE .... **DATE** ....

COMMENTS	
ACTION REQUIRED	

Developing Programmes to Address HIV amongst AGYW

Now that you are clear about the AGYW target populations, the places where you can potentially engage them and have a plan in place of how you will build trust, it is important to think about which services should be provided to AGYW. In the process of designing your programme, it is important to develop a mix of interventions which will achieve the greatest impact.

ACTIVITY

Brainstorm which interventions (services) are provided to address HIV amongst AGYW in your country and community?

Interventions to Address HIV amongst AGYW

- There are a large range of possible interventions for AGYW to address their different needs and vulnerabilities. Not all AGYW require the same mix and intensity of services.
- HIV prevention for AGYW must always be considered as part of their overall health needs, including broader sexual and reproductive health, mental health, and other needs.
- It will be important to understand the locally defined ‘core’ interventions that the country, province or district has determined all AGYW need to access.
- Interventions which are not part of the **CORE** package, but which can be added depending on the local context or specific AGYW target group are known as **LAYERED** interventions.
- Which interventions are considered as **CORE or LAYERED** are very specific to each country and setting. It is critical as a CBO to be aware of how your country/province/district has defined these!

Below is an example of how a country with a generalised epidemic and a high burden among AGYW can define their CORE vs LAYER interventions.

TYPE OF INTERVENTION	CORE INTERVENTIONS	LAYERED INTERVENTIONS
Description	A core or minimum standard package of interventions that all AGYW should have access to.	Additional interventions for AGYW based on specific circumstances, needs and risk intensity of the interventions may also differ for different groups
Examples of interventions	• HIV prevention, testing, treatment, and care • STI prevention and treatment • Gender-based violence prevention and post-violence care through community setting or health care setting • AGYW have access to reproductive health services, including family planning	• Social protection for the most vulnerable AGYW • Addressing the needs of adolescent boys and young men e.g., voluntary medical male circumcision (VMMC)

Some of the examples above relate to interventions that government or big organisations may be doing. As a CBO it is important to determine where your work could fit in to complement this work. It is also important as done in the earlier exercise to understand the key gaps and how your work could contribute to improving the situation.

ACTIVITY

STEP 4 Designing the Programme

We return to the project that our CBO, Positive Young Women, is developing, and continue on from the steps we completed under the previous component.

Review the potential interventions and, based on your understanding of the local context, identify 2 or 3 core interventions they can conduct and 1 additional intervention to layer that meets the need of some of the AGYW. Make a list of the core interventions and the layered intervention/s.

STEP 5 Final review

Once you have prioritised the interventions you will work on it is key to reflect on how you will deliver the intervention.

Questions to consider:

1. Can the intervention be provided where the AGYW are located? If not, how will it be provided? Do you need to create dedicated AGYW safe spaces for example, or are there other spaces that already exist that can be leveraged?
2. Will you reach the AGYW face-to-face (in real life) or will you reach them virtually (online)?
3. How will the AGYW target group know about your interventions? Posters? Brochures? Signage? Information session? Media (e.g. radio, TV or newspaper? Social media (e.g. Facebook, Twitter, Instagram?)
4. Will you have to make special dates, sessions or trips to meet the AGYW where they are, e.g. outreach ?
5. How do you ensure your interventions do not unnecessarily inconvenience AGYW or put them at any safety risks e.g., ensuring privacy and confidentiality especially for key population AGYW?
6. What training if any will be required so the team delivers the intervention?
7. Review any barriers that may limit access by your AGYW target – e.g., costs for travel or data, or time of meeting, if they can't read or write etc and have ways to mitigate these barriers.
8. Determine the intensity of interventions for the AGYW target group e.g., the frequency of behaviour change interventions (such as girls club meetings or counselling sessions) and community-led outreach or referrals (such as mobile or school-based HIV prevention services or HIV testing); or the quantities of commodities provided (such as condoms or dignity packs) and how often.

RESOURCES AND COURSES

RESOURCES FOR ASSESSING THE RISKS AND VULNERABILITIES OF AGYW

- UNICEF: Adolescent Girls Toolkit
- UNICEF: Assessing the Vulnerabilties and Risks of Adolescent Girls and Young Women in East and Southern Africa: A Review of the Tools in Use

- **UNICEF** promotes girl-centred design by incorporating girls into every step of the program planning and implementation process. There are open-source social media tools such as "U-Report" to gather information from girls on the real challenges faced by them in relation to common issues such as menstrual hygiene to seek their inputs for program design and delivery. U-Report | UNICEF Office of Innovation.
- **IDEO.org's tool on "Designing for and with Girls"** provides extensive practical tips to engage adolescent girls effectively in designing sexual and reproductive health programs across five main factors – 'relevance' (understanding what matters to the girls), 'acceptance' (building support among parents, teachers, peers and others around them); 'confidence' (equipping girls with information to understand their options); 'guidance' (building empathy among providers) and 'access' (ensuring that services respond to girls' needs and lifestyle). Designing for and with Girls | IDEO.org.
- **The Adolescents 360 initiative implemented by Population Services International (PSI)** provides a range of open-source tools for programs to "Get Girl-Centered" throughout the four stages of a program – 'inquiry' (conducting formative research in partnership with young people), 'insight synthesis' (translating insights into meaningful interventions), 'prototyping' (testing ideas with young people), and 'adaptive implementation' (using data and feedback from young people to continuously improve programs as they scale). Adolescents 360 Project Brochure : PSI.

- **The Population Council provides a Toolkit on Girl-Centred Program Design,** with practical suggestions on how to undertake needs assessments, determine program structure and content using the 'safe spaces' model, recruit the girls into the program, and monitor and implement programs Girl-cantered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs | Population Council (popcouncil.org)
- **Be Girl** is a social marketing and design approach being used to support menstrual hygiene education and another approach being used in several countries for menstrual hygiene education and products that support, enhance, and enable women's autonomy and confidence. Education | Be Girl.
- **Let Girls Lead: Guide to Girl-centred Advocacy** is a full capacity-building curriculum that engages girls and their allies in strategic advocacy to improve girls' lives around the world. Let Girls Lead believes that girls have Let Girls Lead Guide to Girl-centred Advocacy | Save the Children's Resource Centre have Let Girls Lead Guide to Girl-centred Advocacy | Save the Children's Resource Centre.

RESOURCES ON GLOBAL HIV GOALS AND TARGETS

For more detailed information on the above global targets, consult the resources outlined below.

- Global HIV targets | Be in the KNOW
- UNAIDS '2025 AIDS targets - putting people living with HIV and communities at risk at the centre' [web page accessed February 2022]
- UNAIDS (2021) 'Global AIDS Strategy 2021-2026 — End Inequalities. End AIDS'
- UNAIDS (2020) 'Prevailing against pandemics by putting people at the centre'
- UN's website on the SDGs
- UNAIDS (2017) 'The Sustainable Development Goals the HIV response'
- WHO (2017) 'HIV: fact sheet on Sustainable Development Goals: health targets'
- UN General Assembly (2021) 'Political Declaration on HIV and AIDS: Ending Inequalities and Getting on Track to End AIDS by 2030'

ACRONYMS

AGYW	Adolescent girls and young women
AGYW-CAT	Adolescent girls and young women–Capacity assessment tool
CBO	Community-based organisation
CSO	Civil society organisation
DHIS	District health information systems
GBV	Gender-based violence
HIV	Human immunodeficiency virus
LGBTI	Lesbian, gay, bisexual, transgender and intersex
MOU	Memorandum of understanding
NEET	Not in employment, education or training
NGO	Non-governmental organisation
PATA	Paediatric-adolescent Treatment Africa
SDG	Sustainable Development Goals
SOGIE	Sexual orientation, gender identity and expression
SRH	Sexual and reproductive health
SHRH	Sexual and reproductive health and rights
STI	Sexually transmitted infection
UNAIDS	United Nations Joint Programme on AIDS
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
WHO	World Health Organization
Y+ Global	Global Network of Young People Living with HIV