Branch Organisational Capacity Assessment (BOCA)

2

Attachment X BOCA Training of Facilitators (ToF) Step by Step Guide
Attachment Y Guide for BOCA Facilitators

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How we work

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Strategy 2020 voices the collective determination of the IFRC to move forward in tackling the major challenges that confront humanity in the next decade. Informed by the needs and vulnerabilities of the diverse communities with whom we work, as well as the basic rights and freedoms to which all are entitled, this strategy seeks to benefit all who look to Red Cross Red Crescent to help to build a more humane, dignified, and peaceful world.

Over the next ten years, the collective focus of the IFRC will be on achieving the following strategic aims:

1. Save lives, protect livelihoods, and strengthen recovery from disasters and crises
2. Enable healthy and safe living
3. Promote social inclusion and a culture of non-violence and peace

Cover photo: Timor-Leste Red Cross Society

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Branch Organisational Capacity Assessment (BOCA)

Attachment X

BOCA Training of Facilitators (ToF) Step by Step Guide

Cambodian Red Cross Society

This Step by Step Guide is for use by both BOCA Trainers in conducting the 6-day Training of BOCA Facilitators and, Facilitators for the 2-day branch field exercise.

The Guide makes references to the Annexes which form part of the BOCA tools.

Introduction

This BOCA Training of Facilitators (ToF) Manual is to provide Trainers a practical step by step process in achieving quality training of candidates who aspire to be BOCA Facilitators at the end of this training.

The training will take 6 days of which, 2½ to 3 days will be dealt indoors in a conducive training venue and 2 days will be a practical field exercise to be conducted in a pre-selected Branch. The final day will be held in the original training venue for planning the BOCA implementation.

The Sample of the BOCA *Training of Facilitators* Program is in **Annex 2.**

As Trainers, you will need to prepare well with your co-Trainers, taking into account the resource and logistic support that you and your team may require. There should have been early communication with the National Society's OD/BOCA Focal Person.

Ensure an early arrival at the training venue and oversee the set-up of the training venue and other resources.

DAY 1 Introductions and practice

Step 1	The Opening Ceremony	
	1.1.	Start the training with the opening ceremony that your NS usually does but do not make it too long. At the minimum, a speech/message from the Secretary-General or his/her representative should be sufficient to set the tone for the training and conclude the formal opening ceremony.
	1.2.	Let the participants introduce themselves to the whole group.
	1.3.	Introduce yourself and your training team.
	1.4.	Share the objectives of the training.
	A quick session on Housekeeping details and participants' expectations. Emphasize this as routine for Facilitating BOCA Exercise.	

Step 2	BOCA Overview	
	2.1.	Immediately after the Opening Ceremony and introductions, you present an overview of BOCA. When you make this presentation, the Secretary-General and other guests would most likely be around. Therefore, this presentation should be done before the tea-break.
	2.2.	Use the presentation material made available at the back pocket of this toolkit – BOCA Introductory Slides in **Annex 16** and also online at FedNed.
	2.3.	After the questions are answered regarding your presentation, that will be time for coffee/tea break.

Step 3 Guide for BOCA Facilitators and BOCA Matrix

Provide each participant with the following:

- *Guide For BOCA Facilitators* **(Attachment Y)**
- *BOCA MATRIX* **(Attachment Z)**
- *BOCA Training of Facilitators Program* **(Annex 2)**
- *National Society Guide for BOCA Analysis* **(Attachment ZA)**

Step 4 Understanding the Guide for BOCA Facilitators

Present details of the Guide for BOCA Facilitators. Use the powerpoint presentation material available in this toolkit. Highlight the following:-

4.1.	Structure of the guide: “Facilitator to Know” & “Facilitator to Do” .
4.2.	For participants to follow strictly the “Facilitator to Do” guide for each section.

In your presentation of all the sections of the guide, you do not need to go into much detail as the participants will deal with that later on. Just highlight the objectives of that session.

4.3.	EMPHASIZE that preceding sessions’ output are used for the next following session. Therefore, all sessions should be done very well.

Step 5 Team Composition for Practice Session

5.1.	Divide the participants for practice sessions. If you intend to have 3 final teams, initially divide the participants into 6 teams.
5.2.	Ensure diversity in making the groups.

Step 6 BOCA Program Planning Practice (30 minutes)

6.1.	Ask each team to identify their Team Leader.
6.2.	Ask each team to develop their program of activities for a real 2-day BOCA exercise. They should also assign the responsible person for each session.

Step 7 Presentation of BOCA Program

Ask each team to present their program of activities. Make your comments and recommendations highlighting the following:-

- *Each session should only have 1 session lead;*
- *Writing should be big and readable;*
- *Use black or blue markers only. Other colors are not visible from a distance;*
- *Reasonable time distribution;*
- *All BOCA sessions as per guide should be included.*

Step 8 Team Practice 1 (2 hours)

8.1.	Ask each team to practice their specific assignments within the team.
8.2.	Each team member will need to demonstrate within their team how he/she will deliver his/her session.

Step 9 Practicing by the whole group

9.1	Ask all teams to gather in a plenary.
9.2	Explain to the participants that the first round of return demonstration will commence. The demonstration will follow the flow of the BOCA session in a branch assessment. All others not presenting shall assume the role as the assessment team members of the branch and are therefore encouraged to cooperate.

	9.3	Prepare 4 small pieces of paper. Write the number of the team. Put these rolled papers in a cup.
	9.4	Explain to the participants that the person who will facilitate a specific session will be picked at random from among the teams through those rolled papers in the cup.
	9.5	Announce the session, e.g. Day 1, session 1; Day 1 session 2; … Day 2 session 4.
	9.6	Pick the rolled paper from the cup. Announce the team that will facilitate.
	9.7	Ask the participant to start facilitating the session.
	9.8	After the session, ask the other groups for comments. If the session is so different as to how it should be done, you can stop it and request another team to facilitate. Remember, for every session, there would be several teams preparing for the same. Continue asking for another team to present if the initial demo is not satisfactory.
	9.9	If a participant does the session satisfactorily, encourage the other teams to follow how the session was conducted.
	9.10	Announce another session, e.g. Day 1 session 2; Day 2 session 4. Note that when you reach Day 1 session 3, on BOCA rating (BOCA Matrix), ask each group to facilitate at least 2 topics.
	9.11	Pick the rolled paper from the cup. Announce the group that will facilitate.
	9.12	Ask the participant to start facilitating the session.
	9.13	Repeat the process until you finish the last session.
	9.14	Do round 2.

Step 10 Team Practice 2 (one hour)

Ask everyone to go back to their respective teams and do the same demo-facilitation within their team.

Step 11 Team Composition & Planning for BOCA Field Exercise

Re-Grouping. If Day 1 session should end at 6pm, do this session at 5:30pm.

11.1	Divide the participants into the final 3 teams. Ask everyone to join with their final new teams.
11.2	Write the name of the pilot branches in a piece of paper. Roll it.
11.3	Ask a representative from each team to come forward and select a rolled paper. The name of the branch that he or she picks is the branch that their team will facilitate the BOCA.
11.4	Ask each of the teams to select their Lead Facilitator.
11.5	Present the roles and responsibilities of a Lead Facilitator and Facilitators (Refer to clause 1.5.1.3. and 1.5.1.4 of the BOCA: A Practical Guide).
11.6	Present the support roles of other members of the team e.g. team secretary, timekeeper, and logistics. Ask each team to assign these support roles.
11.7	Ask each team to prepare their final program of activities, with the identified responsible person. This should be ready for the first session tomorrow morning. Remind them to write nicely because if well written and approved, this is the same program that they can bring and show to the branch where they are assign for the field exercise.

Step 12 Red Cross Red Crescent BOCA Facilitators page on Facebook (FB)

Ask everyone to join the Red Cross Red Crescent BOCA Facilitators' page on FB. Inform them that this is the official reporting and monitoring page on the actual conduct of BOCA. Someone will approve their request for membership on FB.

Step 13 Introduce the Branch Organizational Capacity Assessment (BOCA) Reporting Template (Annex 12)

13.1.	This report has to be completed immediately after the completion of the BOCA Exercise.
13.2.	A signed copy is to be retained by the Branch, another signed copy is to be transmitted to Nat HQs OD/BOCA Focal Person.
13.3.	An online report should be made to the Resource Management System. Facilitators should ensure they have an account to log in to the RMS.

Step 14 Closure

14.1.	Ask participants how they feel for the day's program and clarify points/issues raised, if any or required.
14.2.	Remind participants on the time for the start of the next day program.
14.3.	Close Day 1 by thanking all participants for their hard work.

DAY 2 Practice, practice and more practice…

This day will focus on practice, practice, and more practice. Here are the things to do.

Step 1 Start at 8.30am

1.1.	Do a quick re-cap of the previous day session.
1.2.	Ask the three teams to mount on the wall their respective BOCA programs. Make your comments.
1.3.	Write the number of the teams on a small piece of paper for casting lots.
1.4.	Roll it up and place it in the cup.

Step 2 Demo-facilitation by whole group

2.1.	Explain that the demo-facilitation, shall follow the same process used yesterday.
2.2.	Announce the session to be demonstrated.
2.3.	Pick the team number from the cup.
2.4.	Ask the participant who is assigned to that session to demonstrate the facilitation of the session.

Step 3 Repeat demo-facilitation by whole group

3.1.	Announce the session to be demonstrated for this Round 2 Demo.
3.2.	When it is obvious that there is lack of understanding from anyone on a specific step as per BOCA Guide, you demonstrate how to do it properly.

Step 4 Demo-facilitation by individual team

Ask everyone to go back to their respective teams. They will do demo-facilitation within their teams, following their schedules.

Step 5	Observe team demo-facilitation
	Go around the different teams and observe and support if needed. Usually there are points of clarification during this time.

Have the tea and coffee just available for anyone to take. Have the lunch as well. Continue the team practice in the afternoon.

Step 6	Last plenary return demo-facilitation by group (at 4.00 pm)	
	6.1.	Have the participants re-convene as a group.
	6.2.	Repeat the same process for team's facilitation as in Step 2 (2.3) – (2.4) until all sessions are delivered for this round.

Step 7	Closure (at 6.00 pm)	
	7.1.	Thank everyone for their hard work.
	7.2.	Clarify any issues or doubts from the participants.
	7.3.	Remind all Lead Facilitators to start preparing what they need for their BOCA facilitation (stationeries, document, BOCA Matrix, etc), including personal needs as they are departing for their respective pilot branches tomorrow after lunch.

DAY 3 Final practice and travel time to branch

This day will basically be final preparations for the branch BOCA exercise.

Step 1	Start at 8.30 am
	Ask the three teams if they have any concerns with regards to facilitating the sessions.

Step 2	Demo-facilitate for clarification	
	2.1.	Demo-facilitate only those sessions where there are lingering questions.
	2.2.	Ask one of the participants to make the demonstrations and try to avoid doing it yourself.

Step 3	Team final preparation (at mid-morning)
	Ask participants to go back to their teams and make final preparations. This may mean ensuring they have all the materials or they may opt to practice more.

Step 4	Final Instructions before departures to pilot branches
	Instruct all participants who are Lead Facilitators that you shall monitor the performance of all teams through their FB posts per session. The posts should not just be pictures but should include their reflections and key issues in that particular session.

Lunch may be served earlier than usual, especially if there are teams needing to depart earlier than others.

Step 5	Departure for Branches	
	5.1.	Participants assembled at the appointed time and place for departure.
	5.2.	Safety and other briefings, if any.
	5.3.	Start to depart.
	5.4.	Ask them to post on FB when they arrived at their destination. This is one way of knowing that they have arrived safely.

Step 6	Trainer & Co-trainers joining teams
	Join one of the teams to observe as well. Your other two co-trainers should also join different teams.

Step 7	Arrival at branch	
	7.1.	On arrival at the Branch, Team should meet up with the branch BOCA Focal Person to make a brief visit to the site and plan the setting up of the venue for the BOCA exercise.
	7.2.	Arrange the time for opening up the venue for the following morning.

Step 8	Dinner & Team Review	
	8.1.	After dinner or if there is available free time, team to get together to refresh/re-cap all the processes.
	8.2.	The team should retire early to gain sufficient rest/sleep.

DAY 4

Branch BOCA exercise – Day 1

(BOCA Facilitators)

For Day 4 and 5, in conducting the field BOCA exercise in the branch, you have to follow the BOCA *Guide for BOCA Facilitators*, which is the **Attachment Y.**

1. Participants who are assigned as Lead Facilitators should assemble their teams for early departure to the venue for the BOCA exercise to avoid traffic jam and have time for final set-up of the venue.
2. Lead Facilitator should remind the team members of the respective roles they have been assigned e.g. taking notes for reporting, posting on FB, etc.
3. Lead Facilitator to meet with the team members during the lunch breaks. Provide those insights and constructive comments on how to facilitate properly. This can be done by video recording some of the facilitation sessions and use them for corrective feedback during the debriefing.
4. Usually by this time, the team have already bonded and would tend to provide more peer support to each other.
5. If any team member want to pass a message to the person facilitating, this should always be done through the Lead Facilitator. This will also enhance his/her image to his/her team.

Meet the whole team briefly after the day's session is over. Offer constructive criticisms. Make your meeting brief so that they will have the time to prepare for tomorrow.

For Trainer and or Co-trainers

Trainer and/or Co-trainers to support the team you are observing. However, avoid as much as possible to interrupt their facilitation unless it is getting critical e.g. the session is mishandled and no one in the team is able to correct it (that is unlikely though).

Trainer and Co-trainers to attend all team meetings to provide support where necessary.

DAY 5 Branch BOCA exercise Day 2 + travel back to main venue (for Trainers)

For the BOCA Facilitators, follow the schedule mentioned in the *Guide for BOCA Facilitators* **(Attachment Y)**

1. Continue supporting the team. While doing this, monitor what the other teams are doing through FB. Make comments as much as possible.
2. Before closing the exercise, get some feedback from the branch assessment team on the overall process and content of the matrix.
3. After the closing session, have a brief meeting with the team.
4. Congratulate them for a job well done.
5. Ensure team retrieve and collect all the materials, documents, stationeries, etc., to be brought back to the main venue.
6. Get ready to travel back to the main venue.
7. Travel back to your main venue.

DAY 6 Lessons Learned, Planning, and Wrap-up (for Trainers)

For this day, there are 3 objectives:-

1. To wrap up the Training of BOCA Facilitators with a lessons learned session;
2. To identify the National Society Lead Facilitators and create BOCA Facilitators Team;
3. To agree on a master schedule for BOCA exercises in the National Society.

To achieve objective 1, follow these steps:-

Step 1	In a plenary, inform the participants about the objectives of the day's session and the expected outputs.
Step 2	Ask the participants this question: "What 2 things can you say that you did well in your BOCA exercises like Processes, Contents delivery, Preparations". List the answers on a flip chart. When there are no more replies, proceed to next step. Document these out-put for final training report.
Step 3	Ask the participants this question: "What 2 things you would recommend to improve in your next BOCA exercises?" List the answers on a flip chart. You may need to ask them to explain further. Document these out-put for final report.
Step 4	Add in your observations and recommendations. Ask your co-trainers for their observations and recommendations.
Step 5	Close this session.

To achieve objective 2, follow these steps:-

Step 1	Review the roles and responsibilities of a Lead Facilitator, which are:- • *Ensure diversity in the BOCA assessment team of the branch;* • *Finalize the BOCA schedules assigned to the team;* • *Assign roles and responsibilities to the BOCA Facilitation team members;* • *Ensure safety and security of the team.* The detailed roles of BOCA Lead Facilitators can be found in para 1.5.1.3 of the BOCA Practical Guide.

Step 2	Inform the participants that just like what they have done, facilitating a BOCA exercise will require at most 3 and at least 2 Facilitators.
Step 3	Ask the participants how many BOCA Facilitators Teams will be created out of their group. Let them explain their recommendations. Through consensus, let them agree on the final number of teams.
Step 4	Ask the participants who should be the Lead Facilitators in those teams. Ask for nominations. You can remind them again about the roles and responsibilities of the Lead Facilitators. Let them agree amongst themselves who should be the Lead Facilitators. List the names on the Flip Chart.
Step 5	Ask the participants how they would divide themselves into the teams. Remind them at least on the following considerations:- • Diversity; • Geographical distribution; • Cost implications; • Compatibility of working/week-end days among facilitators & assessment teams.

To achieve objective 3, follow these steps:-

Step 1	Ask all Lead Facilitators to sit together with their teams.
Step 2	Show on screen the list of the NS branches.
Step 3	Ask the Teams how they will divide equally amongst themselves to facilitate the BOCA exercises in all the branches of the National Society. Consider the following:- • *Access* • *Cost implications* • *Proximity in relation to where the facilitators are coming from*
Step 4	Write on flip chart which teams are assigned to specific branches.
Step 5	Ask the Lead Facilitators to discuss with their team members when they would intend to conduct the BOCA exercise at a specific branch. While this schedule is tentative, they must agree on a schedule where the facilitators are already sure they can make themselves available. Participants have to work towards the preliminary agreed dates. Unless unavoidable, changes to be agreed with the Branch concern over new dates. This would expedite the roll out national implementation of the BOCA exercise.
Step 6	The Lead Facilitators should come up with a tentative budget to conduct the BOCA and submit to National OD/BOCA Focal Person. (Refer to Template for Working Budget of BOCA Exercise in Branches in Annex 10).
Step 7	Ask all Lead Facilitators to present to the plenary their schedule of BOCA exercises. Ask clarifications, if necessary.
Step 8	Close the session.

Closing Ceremony

- The closing ceremony should be brief. By this time, everyone would be tired and wanting to go home. Ask your Secretary-General (or anyone with the highest position present) to give his/her closing message to the team.
- Certificates for the Facilitators shall be awarded after the teams have undertaken their committed BOCA exercises and subsequent analysis is done.
- You may ask participants to fill in a Training of Facilitators (ToF) Evaluation Form in Annex 9.
- Training officially ends after the closing ceremony.
- You may have one group photo and share in the FB as well.
- All training participants return to their respective offices/branches/countries.

Training Report

Immediately after the BOCA facilitators training, the National OD/BOCA Focal Person, appointed by your Secretary General to lead the branch development processes, should submit a summary training report (BOCA Training of Facilitators (ToF) Reporting Template is in Annex 8) to the National Society's leadership for their information (as well as their own National Society if they have come from another National Society). This should include a list of newly trained BOCA facilitators, and their contact details. The reporting template may continually be updated to capture future BOCA actions.

Bangladesh Red Crescent Society.

Branch Organisational Capacity Assessment (BOCA)

Attachment Y

Guide for BOCA Facilitators

Maldivian Red Crescent

Guide for BOCA Facilitators

This Guide for BOCA Facilitators is the key guiding material for any facilitator to follow when conducting BOCA exercises. It explains the preparations and steps on how to conduct the BOCA in branches. It includes the agenda for both days, and detailed guidance on how to facilitate sessions.

BOCA has 3 objectives:-

a. To refresh local vulnerability analysis and a complementary appreciation of the organizational capacities of the branch and how it is currently performing;
b. To reach a consensus on priorities for branch enhancement;
c. To develop an operational plan to strengthen and sustain its services delivery capacity and resilience of the communities.

The guide has two major sub-sections that show the approach:-

1. **Facilitator to do,** which guides the facilitator on the practical steps to follow in conducting the session through instructions;
2. **Facilitator to know,** which provides the facilitator with the information necessary for him/her to confidently discuss both the process of BOCA as well as the details of the topics of that particular session and responding to any questions or issues that arise.

It is strongly recommended that the proposed schedule be followed as written in Day 1 and Day 2 of all BOCA exercise he/she undertakes.

Although the schedule recommends two days for a BOCA exercise, an experienced facilitator, familiar with the whole BOCA exercise and process, may suggest to spend one or two additional days to further detail the concrete plans for action for the branch.

The facilitators may be involved in post BOCA follow up, monitoring and progress tracking of Plan Of Action (POA).

DAY 1

Agenda Day 1

Time	Sessions	Responsibility	Duration
0900 – 1000	Session 1: Introduction to the exercise		60 min
1000 – 1045	Session 2: Introduction to the branch		45 min
1045 – 1100	Coffee/tea break		15 min
1100 – 1300	Session 3: BOCA scoring and consensus building		120 min
1300 - 1400	Lunch		60 min
1400 – 1600	continuation of Session 3		120 min
1600 – 1615	Coffee/tea break		15 min
1615 – 1655	Session 4: Case study "Cabo Red Cross (RC) Branch"		40 min
1655 – 1700	Session 5: Closure		5 min
(Facilitators' reflection of Day 1 and preparation for Day 2)		*Not part of the official agenda*	

You can adjust the start/end time and negotiate the break and lunch time in agreement with the participants and according to the branch practice.

Preparations needed for Day 1

Flip charts that must be prepared at least a day before the BOCA workshop

✓	Flipchart 1	Day 1 agenda
✓	Flipchart 2	Day 2 agenda
✓	Flipchart 3	BOCA Matrix listing 34 topics with blank columns for Indicators, Consensus Score and Priorities (see example 2 on page 19). Preferably to have vinyl printed BOCA Matrix.
✓	Flipchart 4	Expectations and Ground Rules, 1 blank sheet for each
✓	Flipchart 5	Objectives of the BOCA exercise (see page 16)
✓	Flipchart 6	Branch introduction (based on Annex 7a, 7b and 7c) to include an overview of activities; income and expenditure (showing admin and development costs)
✓	Flipchart 7	Outline of the NS Strategic Plan
✓	Flipchart 8	BOCA Scoring introduction (see page 19)
✓	Flipchart 9	Questions for Session 4: Case study (see page 21)
✓	Setting up of the room and ensure that all necessary equipment are available • 3 copies of Annex 12 (BOCA Reporting Template) • Empty flip charts (at least 1 roll) • Marker pens (different colors) • Post-it (at least 2 pads per group) • Few sheets of writing material for participants • Stationery – Color paper, A4 paper, Ruler, Pins, Masking tape or blue tack • In addition, arrange Printer and Multimedia Projector from HQ if available (optional)	

Remember: You need to start preparing of the report from Day 1 and complete it before closure of Day 2 with uploading to RMS (if applicable), Facebook post.

Session 1: Introduction to the Exercise

Objectives	At the end of this session, participants • Know each other • Agree on their ground rules/norms for the duration of the workshop • Are able to explain what BOCA is and its objectives
Outputs	• Agreed ground rules • Participants' expectations for the exercise
Time required	60 minutes

Facilitator to do

a. Welcome participants. Introduce yourself and your co-facilitator.

b. Conduct a simple opening ceremony, for example Opening remarks by Branch Chairperson/Manager.

c. Ask participants to introduce themselves to the whole group.

d. In a plenary, ask participants to propose and agree on the ground rules/norms that shall be observed during the exercise. Write the agreed rules (e.g. all will participate actively, mobile phones switched off or in silent mode etc.) on the flipchart and hang it on a wall for everyone to see.

e. Ask participants about their expectations with regards to the BOCA exercise and write down in the flipchart (in black color). While listening, if any expectations are not aligned with the exercise, consult with them for a revision or removal (e.g. expecting an allowance or breakfast that you can't handle, inform them that these will not be provided). Explain the need for them to be curious, participatory, constructive and reflective.

f. Explain the objectives of the BOCA exercise from the flipchart hanging on the wall;

   a. To refresh local vulnerability analysis and a complementary appreciation of the organizational capacities of the branch and how it is currently performing;

   b. To reach a consensus on priorities for branch enhancement;

   c. To develop an operational plan to strengthen and sustain its services delivery capacity and resilience of the communities.

g. Explain the agenda of Day 1 by showing the flipchart you have prepared earlier and link with their expectations and objectives.

h. Explain and clarify the role of the facilitators and if there is anything else to note that would help them make the most of the exercise (link back to ground rules).

i. Ask each participant to take out their own copy of the BOCA matrix (if sent in advance already) or give each participant a copy.

Facilitator to know

Facilitators should link the BOCA exercise objectives and the expectations of participants and keep reminding them this exercise is not an exam or audit but for their self-assessment. Facilitators should explain that the assessment team will use the BOCA Matrix as a key instrument in the whole process of the BOCA exercise during the next couple of days and encourage their active participation in the exercise from the beginning.

Objectives of BOCA

a. To refresh local vulnerability analysis and a complementary appreciation of the organizational capacities of the branch and how it is currently performing;

b. To reach a consensus on priorities for branch enhancement;

c. To develop an operational plan to strengthen and sustain its services delivery capacity and resilience of the communities.

Flip chart 5

Session 2: Introduction to the branch

Objectives	At the end of this session, participants are able to describe the current operating context and the situation of their branch.
Output/s	A detailed description of the branch in terms of activities, expenditures on service delivery and administrative costs, and detailed income and its sources.
Time required	45 minutes

Facilitator to do

a. As part of the introduction, ask the branch chairperson/branch manager to make a brief presentation using **Annexes (7a, 7b & 7c)** call the Branch Information Sheet put on flip chart 6.

b. Ask the participants if they have questions, clarifications, or comments on the presentation.

c. Ask participants to analyze the current situation of their branch, looking at the activities, expenditures and income presented earlier by the branch. Explain why it is crucial that the branch works with a balanced budget, where income is covering its expenditures.

d. Ask participants to agree on at least two priorities that they think should be addressed after learning about their branch financial status. Record these priorities on a flip chart and put up on the wall for display and later use in Branch Development Planning session.

e. Ask someone to present the highlights of the strategic plan of the National Society. Be prepared to do this yourself if no one from the branch volunteers. It is suggested that you have this already written in a flipchart 7.

f. Ask the branch chairperson/manager to briefly present the highlights of their branch plan, if the branch has one, and to illustrate linkages/gaps with the National Society strategic plan.

g. Have a short brainstorming session on particular issues on the humanitarian context (Political, Economic, Social, Technological, Legislative, and Environmental) on the regional or local level that have an impact on the operating environment of the branch. Make sure that it is actually related to or affects the branch. If something has already been done at national level or other branches then this can be used. This is optional.

h. Express thanks to the branch chairperson/presenter.

Facilitator to know

Ensure that the branch chairperson/manager are able and confident to present information about their branch. As facilitator, you should have received the information two weeks before the actual BOCA exercise. Emphasize that the aim of the exercise is not to evaluate the performance of the branch, but to understand the current situation of the branch finances and the choices it has made so far.

If the BOCA is being done at an intermediate level, the information that will be presented in this session should include all that of the lower levels.

If there is already a format used by the branch for income and expenditure, use it so that the participants do not have to do the same thing which is already available.

It is important to highlight in the discussion:-

- that income and expenditures should match or at least not exceed resulting in a deficit;
- that activities undertaken are aligned to NS strategic plan and relate to local priorities and recognize the realities on the ground;

- that the branch tries to be financially independent and capable to cover its administrative expenditures, if possible from various local resources;
- that the branch continues to strengthen its capacity whilst recognizing and linking relevant external factors to the branch situation.

Tips and Techniques

Make sure that as a facilitator, you should prepare sheets and discuss with the presenter of the session above so that he/she will be prepared. This session should be brief and should not go beyond 45 minutes.

Session 3: BOCA scoring and consensus building

Objectives	At the end of this session, participants have reached a consensus regarding the level of branch development per given topic.
Outputs	Accomplished BOCA matrix containing the group consensus.
Time required	240 minutes (4 hours)

Facilitator to do

Explain to the participants how the assessment will be done by scoring and consensus building.

First Step (Matrix Introduction)

a. Hang the flip chart/vinyl printed BOCA Matrix and 'flipchart 8 (BOCA Scoring Introduction)' on the wall.

b. Explain that all participants will undertake a self-assessment of their branch by using the BOCA Matrix.

c. A flip chart/vinyl printed BOCA Matrix is on the wall and hard copy of Matrix is in their hands.

d. There are 34 topics and 6 levels of indicators ranging from A to F (as shown in the matrix). Level A is weakest and Level F is strongest.

e. Level B, D, F in the matrix (the filled columns) have 2-4 sentences of description and each one is called an element. Level A, C, E are empty columns.

f. They will score each of the 34 topics by considering these elements at each indicator level and agreeing to a score by consensus.

g. Ask participants whether they are clear with this explanation.

It is important to stress that the assessment process is based on a combination of trust and evidence. Topics which are scored from A-C will be taken on trust. However, topics scoring D and above will require the Branch to provide written evidence to demonstrate how they meet that level (e.g. in the form of a copy of written policies, notes from meetings etc).

Second Step (Scoring and Consensus Building)

h. Ask the participants to start reading from Indicator Level B to F for each topic and to quickly reflect on their understanding of the elements described in those indicators.

i. Read the first element of B and ask the participants whether the branch has fulfilled the particular element of the indicator. To ascertain accuracy and validation in the scoring at level D and above of any element or indicator, you may ask for evidence. Refer to Section 2 of Attachment Z for the Explanatory Notes to the BOCA Matrix to guide you in this session to explain the elements of the indicators to the topics.

j. Mark the answers with Check (√) or Cross (X). Check (√) means "YES", the branch has fully comply with the element and Cross (X) means there is "NO" compliance with the element.

k. Do the same for the rest of the levels of indicators.

l. If all elements are marked as Check (√) in Level B, then ask the participants to read Level D. If all elements in Level D are marked as Check (√), then ask them to read Level F. If all elements in Level F are marked as Check (√), the final score in that topic becomes "F".

m. If **any single element** is marked as Cross (X) by answering "No", they have to go down to the previous **Level A** or C or E.

n. If all elements are marked as Cross (X) by answering "No", they have to **go back two levels** down.

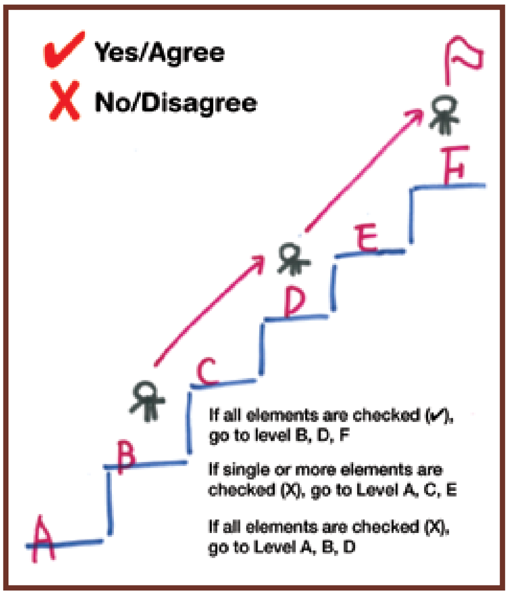
o. If the score is A, C, E (empty column), ask the participants to note down the reason.

p. Ask the assessment team or another facilitator to assign someone to note down the rating of each topic (with checks or crosses) in one of the hard copy of BOCA matrix so that the Branch can keep this copy as a reference document.

q. Start on the discussion to build consensus on an agreed response. If everybody has given the same marking, no further discussion is needed.

r. Repeat this process for for each of the 34 topics.

BOCA Scoring Introduction



Example 1: Scoring introduction (Flipchart 8)

Example 2: BOCA Scoring and Consensus

	Topics	A	B	C	D	E	F	Consensus	Priority votes	Ranking
1	Seven RC Fundamental Principles		√		X √			C		
2	Emblem		√		X X			B		
	…		√ √		√ X X			C		
34	Support to NS growth		X					A		

Facilitator to know

BOCA matrix scoring

Each participant should determine which indicator is correctly capturing the capacity level of the branch with regards to the relevant topic. As mentioned, the level goes up from a weak situation (Level A) to a stronger situation (Level F). The empty column A can be selected if one feels that the branch doesn't comply 100% with the elements in Level B.

Before starting the BOCA scoring exercise, explain the following points to the participants:

a. If your branch fulfills all the elements of Level B, start reading the next level which is 'D'.
   - If the branch fulfills some of the elements of level 'D', score your branch in between 'D' and 'B' which is with 'C' and describe the situation.
   - If the branches does not fulfill any of the elements of level 'D', go two steps back and score your branch with 'B'.
   - If your branch fulfills all the elements of Level 'D', start reading the next Level 'F'.
   - If the branch fulfills some of the elements of Level F, score your branch in between 'F' and 'D' which is with 'E' and describe the situation.
   - If the branches does not fulfill any of the elements of level 'F', go two steps back and score your branch with 'D'

b. If you feel the branch is not doing well with regard to an topic, give it a related low score. Don't be afraid to do so. This is not an audit or examination but a self-assessment of strengths and weaknesses which will assist the branch to know what to improve on in the (near) future.

c. If you are in doubt concerning two scores, choose the lower score of the two.

d. If there is a lack of clarity about the topic please ask the participants what their understanding is, you can also add your own examples but if there is still uncertainty then do refer to the Explanatory Notes to the BOCA Matrix at Attachment Z for the explanation which should help in making the final score.

Achieving consensus

Consensus building is generally the act of arriving at a common opinion or decision by a group.

If the scores from participants differ, try to get agreement on one consensus score and focus on arguments and ask for examples to support the scoring. After some discussion, the group would normally develop an idea where the consensus score lies. Care should be taken not to direct participants to a certain score. That is something they have to decide by themselves.

If consensus is difficult to reach, you could ask a participant to read the element of Level B of the topic, proceeding to the next element , and asking these questions:-

1. Do we really fulfill this part of the element? Please give an example.
2. When was the last time that was done? Please explain.

Continue the discussion until consensus is reached with convincing arguments that the branch is at that particular indicator.

Give participants time to deliberate on these questions.

You should also be aware that some participants might be afraid of voicing an opinion which differs from the rating of the branch leadership. This will have to be handled delicately to get everyone's opinion out and considered on equal terms without creating conflict in the branch or negative consequences for participants disagreeing with their leadership.

Tips and Techniques

Make sure that as a facilitator:

- you should divide scoring process among team members to avoid boredom
- if possible, a small energizer is recommended during the process, please see Annex 18 of this toolkit
- ask the participants to read out the topics

This session should be a platform for the participants to reflect about their existing performance in an honest way.

Session 4: "Cabo RC branch" case study

Objectives	At the end of this session, participants are able to explain how a branch can relate to communities, its members and volunteers in different ways, which has consequences for how service delivery is done.
Outputs	1. A list of lesson learnt from Cabo branch. 2. A list of actions which could be applied for Cabo branch.
Time required	40 Minutes

Facilitator to do

a. Explain that we will have a 30-minute case study session (Please refer to **Annex 11a**) and deliver the following contents:-
   - Divide the participants into groups of 3-5 people and provide a hard copy of the Cabo case study (without the case study summary guide). Explain that they will read through the case study first and if there is question or clarification in this case study, the facilitators will go round to the groups to explain or clarify further. They will respond to following questions (pre-written on the Flipchart 9) and feedback to the group.
     - **What did you learn from the case study?**
     - **How would you do it in a different way if you were in that branch?**
   - Instruct them that they can start reading and to discuss the problems and challenges faced by community and branch level and what they did to overcome them. Also they need to discuss their responses to the above two questions.
   - Ask them to write down their summarized responses to the questions on a flipchart.
   - Explain that each group will be given 5 minutes to present their findings. Try to avoid repetition or overlap and for following groups to only add new dimensions that has not been covered.

b. Facilitators should go through with each group and ensure they understand the case study and have considered issues of branch sustainability and relevance of services and ownership of action. Address the following questions in reference to answer the issues in Flipchart 9:-
   - *How are the branch services sustainable?*
   - *How are the branch services relevant (meeting community needs, linking to NS mandate)?*
   - *What is the relationship between HQ and Branches?*

c. After all the presentations are made, debrief the case study using the Case Study Summary Guide in **Annex 11a.**

d. Thank participants for their active participation.

Remember: you might want to change the case study. Please refer to **Annexes 11b or 11c** or if there is any suitable case within their own NS, they can use it only if it can be prepared in advance.

Facilitator to know

The introduction of Cabo case will bring out many opinions, comments and ideas especially against the two questions. Try to relate to the branch's current activities, expenditure and income/ resources (from session 2 of today).

Remind them of the definition of a strong branch: **"One that is able to deliver relevant and sustainable services to the most vulnerable through a network of volunteer-based units for as long as needed".**

Help them to consider broader concept of Sustainability. It means not just in terms of financial self-sufficiency, but:
- Sustaining the quality and relevance of the service, not just sustaining activities
- Sustaining the impact of the work through community ownership and engagement
- Sustaining leadership (handover process, institutional memory)
- Maintaining positive image and perception of RC
- Continuous learning and adaptation

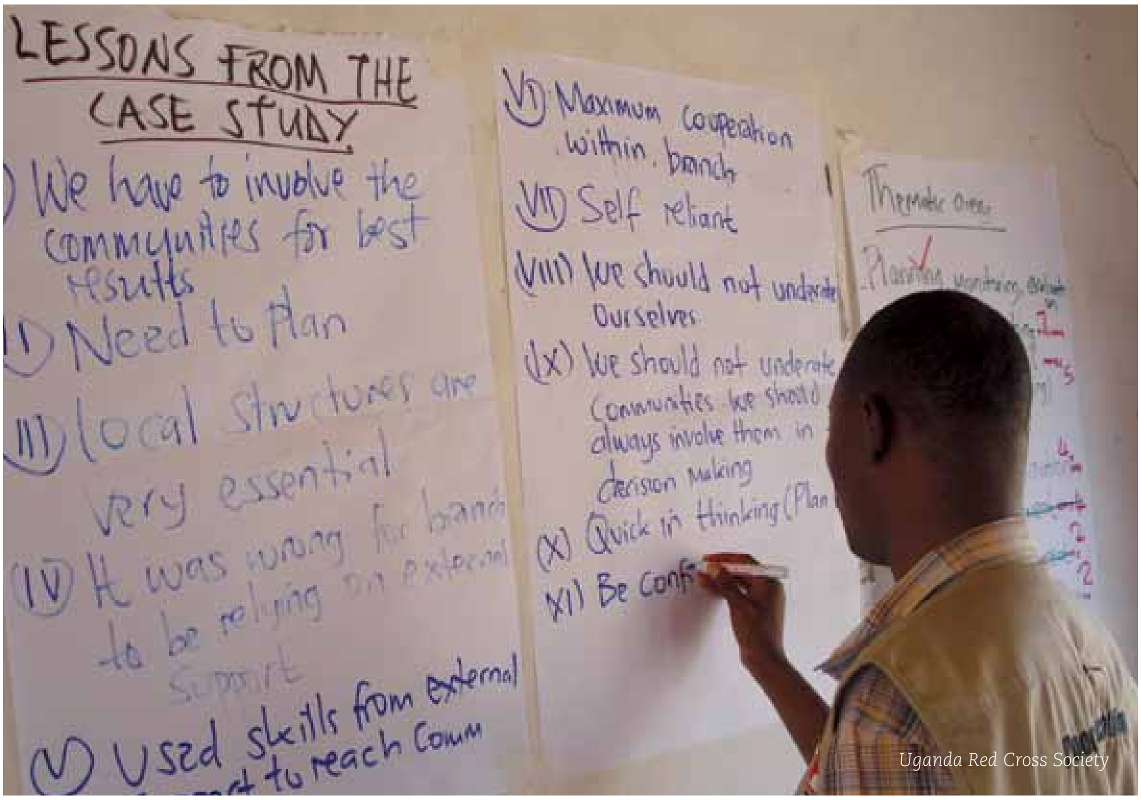
Please refer to NSD Framework in the accompanying CD of this toolkit

Alternative suggestion:

There might be a situation of the session for scoring of all 34 topics taking longer time than the schedule. Hence, it can be difficult for facilitator/s to continue with the case study session as per session guide. In that case, you may improvise the case study session a bit in the following way:
- Divide the participants into groups
- Distribute the hard copy of the case study
- Share the two questions they need to respond to gain the learning from the case study
- Have a consensus that the session will be continued next morning and for that they will have to read the story in the evening and prepare their responses to those two questions
- In the morning of 2nd day, ask the groups to present their responses and facilitate discussions on that

- After presentation, debrief the case study using case study summary guide
- Follow other relevant instructions from the session guide

Note that, while circulating the hard copy of the case study, don't share the case study summary guide, share only the story (first page). The Summary guide is for facilitators to debrief the case study.



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Session 5: Closure

Objectives	To summarize the work of Day 1
Outputs	Participants have: • a good understanding of the process and outcome of Day 1 • summary result of BOCA matrix in (A4 paper)
Time required	10 minutes

Facilitator to do

a. Thank the participants for their active participation during the day.

b. Ask the participants if they have anything to clarify about Day 1, in relation to their expectations of the workshop. Check if any expectations are met already during the first day.

c. Remind participants to be on time for the next morning. Emphasize that it is important that the same participants should come again. You may request Branch Chairperson/ manager/ most senior participant to conclude the day with the reminder to the participants for attending tomorrow's session.

After Day 1 closing, recommend to have a facilitators' team meeting to prepare Day 2.

- Sort out and assemble the topic cards (see Annex 21) that have the scoring of A, B and C as written in the Consensus column of the BOCA Matrix.
- Mark the topics with the scores of D, E, F from the consensus column with red color in the flip chart/vinyl BOCA matrix or have this on printed cards (to do this either before retiring the day or in the morning before the exercise to save time).

Facilitator to know

Keep in mind that if Day 1 is closed well, the participants will be motivated to attend Day 2. You may want to undertake a simple evaluation of the day with the highlights on the BOCA score findings (e.g. number of topics rated below or above benchmark).

DAY 2

Agenda Day 2

Time	Sessions	Responsibility	Duration
0830 – 0900	Session 1: Recap and introduction to Day 2		30 min
0900 – 0930	Session 2: Prioritization 1		30 min
0930 - 1015	Session 3: Prioritization 2		45 min
1015 – 1030	Coffee/tea break		15 min
1030 – 1130	Session 4: Branch Development Game		60 min
1130 – 1230	Session 5: Branch development planning		60 min
1230 – 1330	Lunch Break		60 min
1330 – 1500	Continuation of session 5		90 min
1500 – 1515	Coffee/tea break		15 min
1515 – 1545	*Continuation of session 5*		30 min
1545 – 1630	Session 6. Way forward		45 min
1630 – 1700	Session 8: Closure		30 min

You can adjust the start/end time and negotiate the break and lunch time in agreement with the participants, according to the branch practice and if you need longer for some sessions.

** You may have the Branch Development Game played before the prioritization sessions.*

Preparations needed for Day 2

Flipcharts used in the previous day

✓	Flipchart 1	Day 1 agenda
✓	Flipchart 2	Day 2 agenda
✓	Flipchart3	BOCA Matrix listing 34 topics with blank columns for Indicators, Consensus Score and Priorities (see example 2 on page 19). Preferably to have vinyl printed BOCA Matrix.
✓	Flipchart 4	Expectations and Ground Rules
✓	Flipchart 5	Objectives of the BOCA exercise (see page 16)
✓	Flipchart 6	Branch introduction (based on Annex 7a, b and c) to include an overview of activities; income and expenditure (showing admin and development costs)
✓	Flipchart 7	Outline of the NS Strategic Plan
✓	Flipchart 8	BOCA Scoring introduction (see page 19)

For day 2 please prepare

✓	Flipchart 10	Priority Activity Planning (Branch PoA) Template **(see Annex 15a)**
✓	Setting up of the room and ensure that all necessary equipment and forms are available • Setting up of the room and ensure that all necessary equipment and forms are available • # of Topics (cards) on A, B, C scores • Indicating the topics at/above benchmark • Empty flip charts (at least 1 roll) • Stationery – ensure you have enough post-it stickers for the prioritization exercise • Prioritized Activity Plan (Branch PoA) – Annex 15a (10 copies) • Examples Prioritized Activity Plan (Branch PoA) – Annex 15b (10 copies) • 2 priorities identified from the branch presentation on Day 1 captured on flip chart • Branch Development Game Sets (2 – 3 sets)	

Session 1: Recap and introduction to Day 2

Objectives	At the end of this session, participants are able to: • recall the BOCA process and the outcomes achieved in Day 1; agree to the agenda of Day 2
Outputs	Refresher of Day 1
Time required	30 minutes

Facilitator to do

a. Welcome participants.

b. Go to the BOCA matrix flip chart and review and clarify the summary of findings from day 1 (Optional).

c. For a recap ask participants to briefly describe the different sessions and the outputs from each session. Refer to the different flipcharts on the wall.

- What have you done/what did you learn on Day 1?

You can use the suggested Ideas for Re-cap in **Annex 19** as an alternative.

d. Explain the agenda of Day 2.

Facilitator to know

Agree on final outputs of Day 2

If needed during the recap, emphasize that the branch undertook a self-assessment of its organizational capacity, arrived at a consensus of identified strengths and weaknesses, and identified topics for immediate action to improve its overall functioning.

Remind them also of the branch presentations made earlier.

Session 2: Prioritization 1

Objectives	At the end of the session, participants have: • Selected the most critical issues to improve on. • Discussed the underlying causes of the critical issues.
Outputs	Critical issues for branch development are prioritized and their underlying causes discussed.
Time required	30 minutes

Facilitator to do

a. Ask them to come forward to better view the topics that are below the benchmark.

b. Explain that the topic with scores of A, B & C are perceived to have low capacity which are to be considered for this Prioritization 1 session.

   Topic with score of D and above are marked with red dots and are regarded as above the benchmark should not be voted.

c. You may ask participants to re-visit the scoring of any particular topic to bring that into the prioritization as they might have a different perception about it after hearing the case study.

d. Ask participants to choose at least three topics that he/she feels are the most important issues for the branch to improve from among those **topics rated as A, B, C.** Remind participants that this is an individual exercise and therefore they should not talk to each other. Depending on the number of the participants you may increase the voting number up to five per participant.

e. Give each participant three post-it stickers (or 4/5 depending on the agreed voting number) of the same color.

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f. Ask the participants to write on each post-it the numbering of the topic that they feel must be improved. Each post-it must have only one number.

g. After all participants have written on their post-it, ask the participants to stick their post-it sticker to the flip chart/vinyl BOCA matrix containing the topics from #1 to #34. Make sure the post-it numbers correspond to the right topic number on the matrix.

h. Once they are done, ask them to return to their seats.

i. Count how many post-it stickers there are for each topic and write the number of votes in the 'priority votes' column. Rank the ones that have the highest number of votes. Any votes on topics marked with a red dot should be re-visited by the participants. That is the end of the session.

j. Explain that this exercise will reflect the areas which are the highest priority in that branch and the findings would be integrated in the planning consideration of the National Society Development Framework.

Facilitator to know

This is a critical session as a branch will certainly have plenty of challenges. By now, you may have a flipchart containing a lot of As, Bs and Cs. Bring the attention to the low scoring topics and reflect on these before selecting which should be addressed by the branch.

Ensure each participant has chosen three priority (or 4-5 in certain case) topics to address.

As participants do not work at the same pace, be patient until all have completed their choices during this process, ensure that participants are not influenced by the dominant/active participants or observe where others are placing their priorities before selecting theirs. If this is an issue a facilitator can collect the scores and put these up directly so it is not clear who chose which topics.

Ensure that the post-it have the numbers before placing them on the flip chart. In case the post-it are misplaced, you can ask participants to revisit it and place in the right place.

Tips and Techniques

- Mark the D, E, F topics with red dots (●) beforehand.
- Prepare # of post-it before the session according to number of participants.
- Be clear in the explanation and observe if participants have understood.
- You can ask if participants are satisfied with the voted topics and if there is a request or proposal to adjust the prioritization, let it be discussed by all.
- Quickly prepare for the next session by sorting out which topic card received the highest votes.
- Co-facilitators can start the data input in the RMS.

Session 3: Prioritization 2

Objectives	At the end of the session, participants are able to develop themes from prioritized topics.
Outputs	Themes are developed from prioritized topics.
Time required	45 minutes

Facilitator to do

a. Explain that the next step in the prioritization process is more comprehensive, called identifying themes and clusters.

b. Distribute the topic cards (with A, B, C score that were voted in Prioritization 1 session – see Annex 21 for sample of topic cards) to the participants and ask them to look and know the topics on the cards.

c. Ask the participants to mingle around to find the match or similar grouping of the topics under the same category or theme.

d. The participants can discuss and share justifications to be in a group.

e. Once they are able to link the topics into groups, ask the participants to make thematic sentences, as specific as possible reflecting their topics. The topics under each grouping are then placed on the wall/softboard.

f. Facilitate a discussion/justification if any irrelevant topics come up and ask "why are they under that theme".

g. If all are clear, congratulate the participants for finishing the session.

h. If there is any remaining topic not listed under any group or theme, let the group decide and listen to their justification, where it should go.

i. Facilitate the discussion, but do not hurry to make conclusions or solutions for them. Let them decide themselves.

Facilitator to know

Having a few themes that capture the issues raised by the topics with low scores will help in the planning later. It's better not to have too many themes as this may complicate the planning process. So try to facilitate the groups in thematic divisions and probe the participants to come up with theme names.

Facilitators can refer to the table below to assist the participants in arriving at possible common themes.

Possible thematic Areas in BOCA Prioritization 2 Exercise

	Thematic area	Thematic area	Thematic area
Theme	Enhancing PMER	Staff, Youth, Volunteers, Members Development and Management (HR)	Finance Development and Management
Topic Names	6. Branch planning	8. Safety & security	16. Financial management
	21. Activity identification	9. staff management (if Applicable)	17. Budgeting and cost efficiency
	22. Planning, monitoring and Evaluation	10. Volunteer recruitment	18. Financial info system & reporting
	23. Reporting	11. Volunteer recognition and retention	
	27. Community involvement	12. Volunteers record	
	31. Adapting to different needs and priorities	13. Youth Engagement	
	32. Learning and adaptation	14. Diversity	

	Thematic area	Thematic area	Thematic area
Theme	Branch Management and Sustainability	Communication & Coordination	Enhancing Branch Governance
Topic Names	3. Membership base	1. Seven Fundamental principles	4. Branch general assembly
	15. infrastructure	2. Emblem usage	5. Branch governance board
	19. Record management	24. Information sharing and decision making	7. Autonomy
	20. Logistics	25. External coordination	33. Conflict resolution
	28. Diversity in Resource Mobilization	26. External communication and humanitarian diplomacy	
	29. Sustainability of activities	29. RC network at grass root level	
	30. Support to NS growth		

Tips and Techniques

Identifying relevant themes is one of the most critical parts of the BOCA exercise and is used in the following session on Branch Development Planning

- Try to focus on the discussion on themes and clarify by asking questions.
- Facilitate the participants to come up with 2-3 simple but relevant themes.

Session 4: Branch Development Game

Objectives	At the end of this session, participants will improve their understanding of possible strategies for their branch.
Outputs	Participants will have:- • greater analysis of issues and current practices; • better position to openly talk about realistic strategies, planning and programmes.
Time required	60 Minutes

Facilitator to do

Refer to the Session Guide on Branch Development Game in Annex 17 and use the guide to explain and facilitate this session.

1. **Before the game starts**

a. Explain the game objectives, purpose and general overview of the game.

b. Divide the participants into groups of 4 – 6 persons in each group.

c. Explain the contents of the game material kits (inside & outside).

d. Explain the game instructions and rules clearly.

e. Inform them that the groups have to present what they have built up through the game afterward and the current situation of the branch.

f. Also inform them that you will share your observations on how they were playing the game at the end of the group presentation.

2. During the game

a. Facilitator to observe the groups while the games are being played and note:-

   i. Participation and discussion of the groups

   ii. Group dynamics, attitudes and their soundness of planning & decision making

   iii. Performance in building & developing their branch

b. Assist in mediating and facilitating discussion and articulating justifications over the choice of activities.

3. When the game is over

a. Once the group completes the game, ask them to present. They can bring their own boards to show everyone.

b. A designated person from the group will report on their final branch set up: how they have come up with such set up, any special attention or challenges they faced in their team and how these are overcome.

c. Allocate maximum 5 minutes for each group to present.

d. Provide your feedback on each presentation.

e. Close the session thanking the participants.

Facilitator to know

The Branch Development Game plays very vital role in stimulating discussions and thinking about current practice of the branch and developing a realistic plan. Morover, this is a very good exercise for team building.

Go around and observe different groups on their discussion, performances, attitude and group dynamics.

How will the facilitator provide feedback?

- Ask questions regarding participants' choices if it is helpful or not;
- Who is the accountant? Who recorded the expenditure?;
- If the purchase is well balanced or not for activities and fixed items;
- Relate it to the current situation of their branch (e.g not concerned about committee meetings, cooperation with authority as an opportunity for fundrasing etc).

Facilitator(s) should take notes to remember and provide short, clear feedback. Specific issues such as finance development, volunteer management can be the focus of discussion after general discussion (depending on presentation of each group).

Tips and Techniques

The name of the Branch Development Game could also otherwise be introduced to the assessment team as “Branch Development Simulation Exercise”.

Facilitators should familarise themselves with the Session Guide for Branch Development Game in **Annex 17** so as to be able to explain the processes and facilitate the session well.

Facilitators should facilitate the teams to articulate their justifications in the activities and programs from this game and also to reflect closely with the current activity and financial context to bring out any substantial variations and why this is so.

It is also important to highlight the administration cost against the overall expenditure which should not exceed 30% ideally.

Session 5: Branch development planning

Objectives	At the end of this session, participants are able to develop an action plan addressing the prioritized themes.
Outputs	A realistic branch action plan that clearly addresses the identified gaps.
Time required	180 minutes (3 Hours)

Facilitator to do

a. Briefly remind them of:
   - Current branch services, activities and financial situation;
   - National Society’s strategic plan ensuring alignment;
   - Case study lessons applicable to their situation;
   - Learning gathered from the Branch Development Game.

b. 2 priorities identified from the Branch presentation on Day 1. Recall the prioritized thematic areas they have agreed.

c. Ask participants if they have any experiences of planning and why they think it is important.

d. By linking importance of planning, present the Priority Activity Planning (Branch PoA) template (refer to **Annex 15a**) and explain how the template should be used (refer to **Annex 15b** for example).
   - Explain the difference between ***activity*** (what do you want to do, e.g. Promotion of 7 Fundamental Principles), ***task*** (specific action related to the activity, e.g. Organize Fundamental Principles orientation session for branch committee members) and input (resources required such as finance, materials, human resources, technical resources). ***Targets*** refer to fixed goals or objectives that are to be achieved, express in quantity, quality or other mensurable variables (e.g. 100 committee members in 5 sessions)
   - Explain what is intended for each of the column, including those section related to branch ongoing activities.
   - Explain if the developed activities are related with service delivery, please make notes or check (√) in that column “service delivery”.

e. First, ask them to identify which of the ongoing activities is addressed in the themes they prioritized and fill into the relevant part of the template.

f. Ask them to develop activities related to addressing the themes and ensure this plan is for one year and is achievable and realistic.

g. In plenary, if participants are struggling, choose one activity under any thematic area and facilitate the activity planning and filling out of the template.

h. After going through one example with them, divide the participants into groups (depending on number of participants and number of thematic areas, with a good mix of experience, power and gender).

i. Assign each group to work on different thematic areas. Emphasize that the groups need to identify ongoing activities and incorporate into themes, and develop new activities that enhance capacities and services which are realistic, concrete and specific.

j. Ask the group to develop activities for each thematic area and encourage them to think through the causes of the issues by adopting the 'Why, Why, Why' approach.

k. Option: Two facilitators can do a role play in the plenary.

For example, if they have prioritized "strengthen the volunteer base" as a thematic area.

Facilitator 1: What are the challenges with your volunteer base?
Facilitator 2: We do not have enough volunteers
Facilitator 1: **Why** is it not enough?
Facilitator 2: Because we have many services and activities in comparison of number of volunteers
Facilitator 1: **Why** is there a low number of volunteers?
Facilitator 2: Because we struggle to recruit
Facilitator 1: Why do you find it hard to recruit volunteers?
Facilitator 2: Because people are not interested in volunteering in the Red Cross.
Facilitator 1: **Why** are they not interested?
Facilitator 2: Because they don't have time to engage
Facilitator 1: **Why** do they not have time?
Facilitator 2: Because they are busy with two jobs or more
Facilitator 1: Are there any other type of activities volunteers do which takes less time?
Facilitator 2: Yes. Let me think and I can revisit the types of activities we ask them. Can be short term; online volunteering…

The activity therefore is aimed at reviewing the volunteer activity or targeting different volunteers not just on recruiting more volunteers, as we used the "WHY" approach to understand the underlying reasons.

Remind them to link the prioritized topics that scored A, B, C to the thematic areas. When identifying activities, they may find it useful to look at the other indicators of those topics (one step higher than the current scoring) to show progress.

l. Explain that this is a one year plan and they should not try to overload by identifying too many activities under one thematic area.

m. Ensure you have 30-40 minutes before the end of the session to allow presentation by the groups.

n. Once the groups are done ask each group to present their work. Ask the other groups for clarification and comments. Encourage debate especially on whether the planned activities are realistic.

o. Ask whether proposed activities will actually tackle the causes of the weak priority area to create a positive effect at the capacity level.

Facilitator to know

The plan should be for one year and the branch should not rely on external donors/partners to be able to implement it. Ensure the participants have identified activities that can be done with available resources of the branch.

It is likely that participants may not have the experience of activity planning. This may be the first time they have been involved in developing a formal plan. Try to give them some idea on how an activity statement is formed when you do the first thematic area planning. You can also refer to the Example of Priority Activity Plan (Branch PoA) in Annex 15b if appropriate.

Facilitators going round to each group while they are preparing the Prioritized Activity Plan should remind the participants on the following:-

- Can these activities be done with current resources?
- Can most of these activities be completed within 12 months? If not and they feel it is still important, plan for them in the following year.
- Do these activities align with the NS strategic plan?
- Do these activities closely link to or enhance service delivery? If not, is it relevant?

Following their BOCA process, they have priority activities and capacity building areas identified from the Priority Activity Plan (*Branch PoA*) in **Annex 15a**). These should be reflected in their new Plan and Budget (see **Annex 15b** – *Priority Activity Plan (Branch PoA) – Example)*

The budget for the Priority Activity Plan (Branch PoA) should be reflected in **Annex 7b** for the current and following year. See **Annexes 15b and 7b/1** for examples.

IFRC

Session 6: Next steps after the BOCA exercise

Objectives	At the end of this session, participants are able to discuss what steps they will take immediately after the BOCA exercise
Outputs	Few agreed points detailing the immediate steps of the branch for implementing he BOCA PoA
Time required	45 minutes

Facilitator to do

Next steps means certain actions should be taken **within 3 months** at the maximum after the BOCA exercise.

The following questions can be used:-

- What can you do immediately after this exercise to activate the plan?
- By when will this be done?
- Who will lead this step?
- How can you take action to activate the plan?

a. Distribute color paper to each participants to write down one step of action on each paper in clear large writing and stick to the wall.

b. Facilitator can review and cluster similar ones together with participants.

c. Ask participants to agree on their next steps.

d. Conclude this session.

Session 7: Closure

Objectives	At the end of this session, participants are able to share their thoughts on the usefulness and areas for improvement of the BOCA process.
Outputs	Participant evaluation
Time required	30 minutes

Facilitator to do

a Briefly review the expectations shared by the participants in Day 1. Ask if they feel the expectations were met or not.

b. In plenary, ask participants to share:
- What they found useful in the BOCA exercise?
- What could be improved in the whole BOCA process?

This can be noted down on a flipchart or put on post it notes and stuck on the wall if there is a large group of participants.

c. Ask the leader of the branch to give his/her closing remarks.

d. As a facilitator to:
- Thank the branch and congratulate them for their taking up the BOCA and wishing them success with implementing their plans.
- Thank the organizers and the support teams as well.

d. Hand over a copy of the completed report to the Branch and keep 2 copies to be sent to the NHQs within one week.

e. Explain that the report is a compilation of the branch operational context, consensus matrix, priorities, and branch plan of action and next steps.

f . Close the session.

For the extra mile

Invite the Chairman/Director/senior representative from the group to video record of 2 – 3 minutes on his/her reactions to this BOCA exercise.

Seek his/her consent for the video recording and inform that that this video recording may be posted in the Red Cross Red Crescent BOCA Facilitators Facebook page restricted to BOCA Facilitators and the IFRC only.

Possible interview questions you may ask (any one):-

1. What is your view on BOCA to your Branch Development Planning?
2. Do you feel the benefits of BOCA supporting your Branch development planning?
3. What are your challenges to implement the output of this BOCA exercise?

Thank the senior representative for his/her time to do the video recording.

Post the video recording in FB, if audio visual of the recording is clear.

Facilitator to know

After closure, have a debrief session with your co-facilitators and discuss how the BOCA session went, using the feedback given at the end of the session. Discuss the suggestions presented for improvement of future BOCA sessions.

– how was the division of work during the two days?
– what, where and how could the BOCA process be improved?
– what are issues for national HQ to follow-up upon?
– did the BOCA process bring out all the relevant issues?
– what were the challenges encountered before and during the BOCA exercise?

Responsibility of Lead Facilitators

* Prepare a short report incorporating the debriefing notes of the discussion among the Facilitators at the end of the BOCA exercise;

* This report is to be sent to National OD/BOCA Focal Person.

Lead Facilitators are reminded to complete the updating of the BOCA Report in the RMS as soon as possible.

MyanmarRed Cross Society

The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

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