Forging Youth-Adult Partnership on the Board

IPPFAR induction guide for board members
September 2016

Photo Credit: Joseph Ayonga, IPPFARO

This guide is intended for use by the International Planned Parenthood Federation Africa Region

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Foreword

Promotion of youth leadership remains an important priority of International Planned Parenthood Federation (IPPF) because of their right to participate and contribute to policy and decision-making processes that affect their lives. In addition, young people can be effective agents of change to challenge and transform social norms and policies that constitute a barrier to sexual and reproductive health and rights.

IPPFAR implements a structured programme to attract, invest, and provide pathways for young leaders within the Federation. We further strengthen and resource our youth networks and strengthen youth-adult partnerships. In our work it is crucial to recognize that young people are not a homogenous group, and hence our approaches always take into consideration the variety of factors that contribute to their needs. We also work with other Civil Society Organizations (CSOs) to encourage them to adopt a youth-centred approach and influence government services to be more client and youth-centred.

IPPFAR also has placed a high priority on youth leadership and has a distinct and strong Youth Action Movement. Overtime we have witnessed a future generation of youth leaders championing and advocating for sexual and reproductive health and rights, both inside and outside of the Federation. These young leaders will function effectively, and young people will have equal voice in decision-making at all levels in the Federation.

Last but not least, thanks to the organizations who allowed us to adapt their materials for use in this manual, notably Toronto Centre of Excellence for Youth Engagement, UNICEF International Child Development Centre, Youth on Board, GrantCraft, Association of Small Foundations, Association of Alaska School Boards, University of Michigan School of Social Work, The W.K. Kellogg Foundation, BoardSource, USAID Global Health eLearning Center, University of Minnesota Extension Center for Community Vitality, Management Sciences for Health, U.S. Department of Health and Human Services, Toastmasters International, Government of Manitoba Indigenous and Northern Affairs Canada, Government of South Australia Office of Employment and Youth, and District of Columbia Bar Pro Bono Center. I also extend since thanks to Management Sciences for Health team and IPPFAR team whose invaluable contributions made this guide possible.

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Acronyms

CBO	Community Based Organization
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CSO	Civil Society Organization
ED	Executive Director
ILO	International Labour Organization
IPPF ARO	International Planned Parenthood Federation Africa Regional Office
IPPF	International Planned Parenthood Federation
IPPFAR	International Planned Parenthood Federation Africa Region
LC	Learning Centre
MA	Member Association
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNICEF	United Nations Children's Fund
WHO	World Health Organization

IPPF Africa Region

The International Planned Parenthood Federation (IPPF)

IPPF works in 170 countries to empower the most vulnerable women, men, and young people to access life-saving services and programmes and live with dignity. Supported by millions of volunteers and over 30,000 staff, IPPF Member Associations (MAs) or affiliates provide sexual and reproductive health and rights (SRHR) information, education, and services through 65,000 service points and beyond. Those services include family planning, abortion, maternal and child health, and sexually transmitted infections (STI), and HIV treatment, prevention, and care. Every year, IPPF MAs help millions of poor and vulnerable people avoid unsafe childbirth, unsafe sex, unsafe abortion, STI-related illness, and HIV-related stigma and discrimination. IPPF and its MAs advocate for local, national, and global policies which recognize the right to Sexual and Reproductive Health (SRH).

Vision, Mission, and Core Values

IPPF strives for a world in which all people are free to make choices about their sexuality and well-being without discrimination. IPPF leads a locally owned, globally connected, civil society movement that provides sexual and reproductive health services and champions SRHR for all, especially the under-served.

Our core values are our fundamental beliefs, the guiding principles that dictate our behaviour and actions at all levels of the Federation.

1. We believe in social inclusion with a demonstrated commitment to enable the rights of the most under-served
2. We believe in diversity, respecting all regardless of their age, gender, status, identity, sexual orientation, or expression
3. We believe our passion and determination inspire others to have the courage to challenge and seek social justice for all
4. We believe in the significant contribution our volunteerism delivers across a range of roles and as activists inspiring the Federation to advance its mission
5. We believe in accountability as a cornerstone of trust, which is demonstrated through high performance, ethical standards, and transparency

IPPF Africa Region

The IPPF Africa Region (IPPFAR) is one of six regions of IPPF. The MAs or affiliates in the region are leading non-government SRHR service delivery organizations and act as the SRHR advocacy voice in Africa, with the overarching goal of increasing access to SRHR services and support for sub-Saharan Africa's most vulnerable youth, men, and women.

Supported by thousands of volunteers, IPPFAR tackles the continent's growing SRH challenges through a network of MAs in 42 countries. IPPFAR builds the capacity of MAs to become efficient entities with the ability to deliver and sustain high quality, youth focused, and gender sensitive services.

IPPFAR works with the African Union, regional economic commissions, the Pan-African Parliament, and global UN bodies to expand political and financial commitments to SRHR in Africa.

Member Associations

The region has 33 full and 2 associate members, which are all autonomous, grassroots MAs, and 7 collaborative partners. To become a full member of IPPFAR, an association has to go through an accreditation process.

MAs deliver much needed SRH services to the poor, marginalized, and under-served men, women, adolescents, and young people; as well as SRHR advocacy work. The IPPF African Regional Office (IPPF ARO) provides technical support and guidance to the MAs.

IPPFAR's governance structure

IPPFAR is a volunteer led organization in sub-Saharan Africa with over 38,000 volunteers. These volunteers play different roles that include electing the MA's governing body and supporting SRHR service delivery. They form the National Executive Committee in each of the 35 countries that have MAs.

At the continental level, there is a Regional Council, which includes its Regional Executive Committee and represents all MAs. The Regional Council is the policy-making organ at the regional level and meets annually to deliberate on regional policy and strategic matters. Composed of nine members, the Regional Executive Committee is elected into office every three years to execute the mandate of oversight, policy formulation, and guidance delegated by the Regional Council.

Gender equity, participation, and involvement of young people are fundamental to IPPFAR's governance practices. IPPFAR firmly believes in the participation of women and youth in decision-making positions and processes which provide skills, confidence, and opportunities to promote SRHR of women and youth. The current affirmative action policy guarantees membership comprising at least 50 per cent women and 30 per cent youth in the elected councils, executive committees, and boards at all levels.

In general, there are well-designed governance structures at the subnational level, where the governance structure at the national level applies to and is mirrored at the Area or District Offices. Within these offices, the Area or District Executive Committee supports the Area or District Manager in each office's activities. For example, Planned Parenthood Federation of Nigeria (PPFN) has 24 State Associations; Family Guidance Association of Ethiopia has 8 Area Offices with 8 Area Office General Assemblies and Executive Committees; and Reproductive Health Uganda has 17 District Boards. Existing IPPF policies and regulations also guarantee membership of at least 50 per cent women and 20 per cent youth in these Subnational Elected Councils and Executive Committees.

Investing in young people

"There is virtually no limit to what young people can do, no social need they cannot at least do something about. With a broad enough perspective, it's hard to think of a positive social role teenagers have not at some time filled: from leading crusades, commanding armies, advising kings—being kings—to making scientific discoveries, composing symphonies, and exposing injustices. What youth can do is limited more by social and political convention than by capacity, energy, or willingness."

— Dan Conrad and Diane Hedin, 1991

Over half of the world's population is under the age of 25. Africa's population is estimated to be more than one billion people, of which 60 per cent are youth. According to the African Union Commission, about 65 per cent of the total population of Africa is below the age of 35 years, where over 35 per cent are between the ages of 15 and 35 years—making Africa the most youthful continent. By 2020, the Commission projects that three in every four people will be on average twenty years old. About ten-million African youth enter the labour market each year, therefore, it is critical to invest in young people, now and in the future, for the benefit of individuals, communities, and nations.

There are several definitions of youth.
- In various African countries, youth are defined as those aged 15 to 30, or up to 35 years
- The 2006 African Youth Charter defines youth as those aged 15–30 years
- The United Nations (UN) defines the youth as those aged 15–24 years
- The United Nations Children's Fund (UNICEF), the World Health Organization (WHO), the United Nations Children's Fund (UNAIDS) and the International Labour Organization (ILO) define young people as those aged 10–24 years
- For our purposes, IPPF defines youth as persons below 25 years

IPPF firmly believes in partnering with young people. This partnership helps IPPF understand their needs and preferences and make its services youth-friendly. Partnering with young people ensures that their voices are heard, valued, and acted upon. IPPF seeks an open and honest dialogue with young people to help meet their needs and desires. IPPF works with young people, empowers them, and makes them less vulnerable, making societies stronger. There are three ways of working with youth (working for youth as beneficiaries, engaging with youth as partners, and supporting youth as leaders) and IPPF has adopted all three modalities.

Participation of young people

Working for youth as beneficiaries	Engaging with youth as partners	Supporting youth as leaders
(for example, providing sexual and reproductive health services to youth)	(for example, youth action movement)	(for example, young members serving on the board)

Introduction to the guide

Purpose of the guide

The purpose of this guide is to help build the capacity of volunteers as they are elected to serve on the governing bodies at any level and individuals with an impressive track record in a particular area of work who may not have the competencies needed for governing an organization. IPPF Code of Good Governance and IPPF Handbook of Good Governance (*Welcome on Board: A handbook to help IPPF Member Associations improve their governance*) are the foundation and starting point for these individuals to become acquainted with governance.

The *IPPF Code of Good Governance* was developed and adopted by the IPPF Governing Council in 2007 to strengthen volunteering and governance. The seven principles included in the Code represent good practices in governance, and all individuals serving on governing bodies of IPPF MAs are expected to uphold and promote them. The Code sets out the standards expected in relation to the organization's strategic direction, appointing key personnel, monitoring and reviewing performance, and overseeing the organization's financial health. The code requires the governing bodies to be open, responsive, and accountable, and they are charged with ensuring their own review and renewal.

The *IPPF Governance Handbook* goes beyond the Code and gives practical guidance for improving governance in terms of the seven principles of good governance. It contains helpful how-to guidance, job descriptions, code of conduct, checklists, policies, flowcharts, glossary, forms, and questionnaires. The Code and Handbook together give basic guidance on what should be done to govern well, and to an extent, how to do it.

IPPF carries out a formal accreditation review of all national affiliates or MAs once every five years—this is one mechanism available for IPPF to enforce its 48 governance standards of membership among its member affiliates. The IPPF accreditation system involves not only the national level, but also branches/regions depending on the MA structure. Accreditation of MAs at the national level is not complete unless it includes an assessment of a sample of its subnational branches.

While the accreditation review happens every five years, there is a continued day-to-day responsibility to comply with governance standards. As a mitigation measure, every two years IPPFAR administers its continuous compliance assessment tool. Nevertheless, good governance requires commitment to continuous improvement; therefore, it is necessary to have systems at the national and subnational levels for periodic governance assessment and continuous governance education and improvement.

To ensure that the IPPFAR is in a position to pursue its mission, today and in the future, it is necessary to build the capacity of the MAs or affiliates to be able to govern well and comply with the IPPF's governance standards. IPPFAR is committed to supporting its MAs and affiliates in performing governance assessments, continuously improving governance, and enabling them to unleash the power of good governance and reap the benefits of better service delivery. To this purpose, the IPPF ARO encourages MAs to establish an orientation system of new board members upon induction and a system of continuous governance education for all existing board members.

IPPF is one of the few organizations that requires 20 per cent youth representation on the Boards of its MAs. This creates diversity in the governing body, helps keep IPPF services relevant to young people, and spurs innovation. However, young members have their specific governance challenges.

IPPFAR would like the MAs to have an orientation programme for board members that will focus on forging youth-adult partnerships on the board and overcoming governance challenges of young board members. This guide or manual provides both content for such an orientation and a suite of delivery methods. It should be noted that this orientation is in addition to the traditional governance orientation for all members, not a substitute, and should follow it in terms of delivery.

The guide is intended to be used during the new board orientation programme. It is best used in a facilitated workshop format for a group of board members -a mix of adult and young board members is ideal for such a workshop since both the parties are expected to adjust their attitude and behaviour to make the youth-adult partnership work. The guide contains instructions for the facilitators that will help them deliver the contents of the guide effectively and efficiently.

The guide is modular. Each module has two parts; the initial part is instructions for the facilitators and the latter part is actual learning content that the learners are expected to assimilate. The facilitators will use major part of this learning content as handouts during the learning activities. The rest is for self-study of the learners. The activities and handouts are cross-referenced to make it easy for the facilitators and learners.

Under the heading 'Instructions for facilitators', the facilitators will find the description of learning activities they are expected to conduct for delivery of the modules. Most activities are to be done in a group; the rest are individual reflection exercises. An individual who has general workshop facilitation skills will be able to deliver the modules, with some amount of self-study.

If for some reason conducting a facilitated workshop is not feasible (e.g. for want of resources), the guide can still be used by the young and adult board members. They will read the learning content of each module, and will reflect on it with the help of individual reflection exercises contained in the guide.

This guide will be made available in French for dissemination to MAs in the region where French is widely used.

Organization of the guide

The guide is organized into seven modules. Each module begins with the overall purpose of the module, learning objectives, and outline of the contents. It then discusses various delivery options, primarily using participatory methods. This is succeeded with the learning content for the module's subject matter.

Target audience

With adult and young members, IPPF Boards are truly intergenerational; therefore, this manual is intended for all new board members. For an intergenerational board to succeed, adult and young members must work as partners. Both must adopt behaviours that facilitate the establishment of such a partnership and know what behaviours promote or hinder the establishment of such a partnership.

Methodologies for delivery

The learning activities are based on experiential learning principles. The activities will open the participants' minds and spirits to the contents by demonstrating the value of establishing youth-adult partnerships on the board. The activities draw on the participants' life experiences and will contribute to

their own and their colleagues' learning. The participant board members will actively participate in the learning activities and the facilitators will guide them to discover how to apply the content of the modules in their work on the board.

At least 50 per cent of the learning time will be used for participatory activities, such as experience-sharing, brainstorming, discussions, hands-on exercises and assessments, response to scenarios, role play, and reflections. Facilitators will present the information in a meaningful, organized, and relevant way in the beginning of the session and then let the members take charge of their learning through structured activities and exercises. The facilitators should follow the *instructions for the facilitators* laid out at the beginning of the module.

It is recommended to use a PowerPoint presentation to introduce the modules and learning objectives, as well as organize the delivery of each module. An example of a PowerPoint presentation has been created and is appended at the end of this guide. It will also be shared with IPPF, who will be able to share it with this guide. The content in the PowerPoint does not have to be followed exactly, but can be used as a starting point for the facilitators.

Several of the modules include assigning homework. This is optional, but included to ensure that participants are offered a chance to formally review the content included in this guide. There is time allocated in the beginning of each module to review homework, but this is dependent on how the facilitator decides to give and review homework.

Scheduling options

The organization of the guide is modular. There are several options for the delivery of the contents of the guide. All content can be delivered in sessions spread over three full days as indicated in Table 1, or each of the seven modules can be delivered as a stand-alone module in about two and half to three hours. The boards may decide what is practical for them and what is least disruptive to the participant board members' daily activities. Module 2 should follow Module 1 and these two modules should be taken at the outset. For the rest, modules need not be delivered sequentially - the users of this guide may choose the modules and decide on sequencing of their delivery based on their learning needs. The users can opt out of some modules if they are fully familiar with the content of these modules.

Table 1: Governance Orientation Programme on Youth-Adult Partnership on the Board—Programme schedule

TIME	DAY 1	DAY 2	DAY 3
8.30-9.00	Opening: • Welcome remarks • Introductions • Review of agenda and learning objectives • Overview of IPPF	Recap of day 1 and review of homework	Recap of day 2 and review of homework
9.00-10.30	**Module 1 What can young members do?** • Activity 1: Introduce learning objectives and outline • Activity 2: Discussion on why to have young members on the governing body • Activity 3: Case scenarios about different forms of young member participation	**Module 3 Board and Board Member Responsibilities** • Activity 3: Card activity for classifying board and management responsibilities • Activity 4: Individual reflection and plenary • Activity 5: Assign homework	**Module 6 Building Young Members' Skills** • Activity 1: Introduce module • Activity 2: Individual reflection and peer exchange of "Building self-confidence" • Activity 3: News reports on "youth representation success story"
10.30-11.00	TEA/COFFEE BREAK		
11.00-12.00	**Module 1 What can young members do?** • Activity 4: Brainstorming on skills acquired and needed for board membership • Activity 5: Individual reflection • Activity 6: Assign homework	**Module 4 Board Governance Practices** • Activity 1: Introduce module • Activity 2: Governance practices reading	**Module 6 Building Young Members' Skills** • Activity 4: Speeches to obtain support from potential donors • Activity 5: Presentations • Activity 6: Assign homework
12.00-1.00	**Module 2 What can adult members do?** • Activity 1: Introduce module • Activity 2: Card activity to classify adultism	**Module 4 Board Governance Practices** • Activity 3: Governance practices "poster contest" • Activity 4: Assign homework	**Module 7 Specialized Topics** • Activity 1: Introduce module • Activity 2: Individual exercise, "Understanding financial statements"
1.00-2.00	LUNCH BREAK		
2.00-3.30	**Module 2 What can adult members do?** • Activity 3: Role play • Activity 4: Brainstorming on what adults can do to be allies to young people • Activity 5: Assign homework	**Module 5 Board Procedure** • Activity 1: Introduce module • Activity 2: Governance procedure steps and FAQ reading • Activity 3: Governance procedure contest	**Module 7 Specialized Topics** • Activity 3: Group work on "Risk Management"
3.30-3.45	TEA/COFFEE BREAK		
3.45-5.30	**Module 3 Board and Board Member Responsibilities** • Activity 1: Introduce module • Activity 2: Seven principles of governance presentations	**Module 5 Board Procedure** • Activity 4: Role play about board meeting • Activity 5: Assign homework	**Workshop Evaluation Formal closing**
5.30	End of day 1 evaluation	End of day 2 evaluation	Dispersal / Departure

Evaluation

The facilitators will give corrective and confirming feedback towards the end of each learning activity. While giving feedback, the facilitators should refrain from criticizing the learners. It will have a negative effect on the learning process and learning outcomes. Feedback should be constructive. Give positive feedback publicly, and at every opportunity. If negative feedback must be given, it should be balanced with positive feedback. The main purpose of the feedback is to motivate the learners, and facilitate the process of learning.

The knowledge and skills will be assessed in the beginning and at the conclusion of the seminar. See Annex 1 for a sample test. Reactions of the members to the content will be judged through their qualitative feedback. See Annex 2 for feedback form.

Post-orientation support

Follow-up and post-orientation support will be provided by the board chair working collectively with board members.

Facilitation materials

The following facilitation materials will aid the facilitators in delivering the content.

- PowerPoint presentation
- Tables, charts, and substantive content of the module
- LCD projector
- Flip charts and marker pens
- Ruled index cards
- Post-it notes

Annex 1

Pre-workshop and post-workshop knowledge assessment

Select the correct answer.
- I. Young people cannot be trusted to develop correctly.
- II. They must be disciplined, and guided into the adult world.

1. Both I and II are True
2. Both I and II are False
3. I is True and II is False
4. I is False and II is True

What is the IPPF's seventh principle of good governance?
1. The governing body ensures its own review and renewal
2. The governing body monitors and reviews the organization's performance
3. The governing body provides effective oversight of the organization's financial health
4. The governing body is open, responsive and accountable

Approving the association's policy is the responsibility of the _____.
1. Board
2. Senior Management
3. Both of the above
4. None of the above

The governing body has a role in
1. approving the choice of vendors
2. participating in staff hiring and defining job descriptions
3. approving individual staff salaries
4. contacting staff members directly for information
5. reviewing the performance of the executive director

In board procedure, a request for something to be done / introduction of a new piece of business / proposing a decision or action is called _____ .
1. Resolution
2. Agenda
3. Motion
4. Minutes

Fill in the blanks.
Young board members perform two roles: role of a delegate and role of a trustee. _____ follow their constituents' preferences whereas _____ follow their own judgment about the proper course of action.

1. Delegates
2. Trustees
3. Managers

Which of the following is not an ingredient in the definition of governance?
1. setting a shared strategic direction and objectives
2. making policies, laws, rules, regulations, or decisions
3. raising and deploying resources to accomplish strategic goals
4. implementing the decisions
5. oversight

The word "to govern" means
1. to steer
2. to execute
3. to manage
4. to operate

All the following are vital governing body actions for the review of the Executive Director's performance EXCEPT
1. Make performance evaluation an ongoing process, not just an annual ritual
2. Focus on things the Executive Director can actually control
3. Micro-manage the organization and its Executive Director
4. Involve the Executive Director in the process, ensuring that he or she understands the evaluation objectives
5. Make sure the performance criteria are agreed to by all parties

Conflict of interest
1. Is desirable
2. Is undesirable
3. Is rare
4. Does not matter
5. None of these

Annex 2

Qualitative feedback form

(Participants should not hesitate to give positive feedback and should not withhold negative feedback.)

1. *Did the module meet the learning objectives and your learning needs? Please explain.*

   _____

   _____

   _____

   _____

   _____

2. *What did you find was the most valuable part of the module? What part was not of much use? Please explain why. We appreciate any other specific comments on the* **content** *of the module.*

   _____

   _____

   _____

   _____

   _____

3. *Please provide specific comments on the structure of the module, mode of delivery, pace of delivery, structure of group exercises, quality of reference and reading materials /handouts/guide, etc.*

   _____

   _____

   _____

   _____

   _____

Forging Youth-Adult Partnership on the Board

Module 1: What Can Young Members Do?

Overall purpose of the module

To ensure that participants understand why there should be young members on the board and what young members could do in order to be successful in their board service.

Module objectives

By the end of the module participants will be able to:
1. Appreciate the rationale for having young members on the governing body and be able to explain it
2. Recognize different forms of participation of young members
3. Predict skills acquired by young people through board membership
4. List skills needed by young people to be successful board members
5. Illustrate what young board members could do to be successful in their board service
6. Classify different roles board members play and identify good fits for themselves
7. Self-assess their preparedness to be successful in their board service and provide meaningful youth representation

Module outline

1. Activity 2: Why have young members on the governing body?
2. Activity 2: Evidence
3. Activity 3: Case Scenarios
4. Activity 3: Ladder of youth participation on boards
5. Activity 3: Obstacles to participation of young members
6. Activity 4: Skills acquired by young people through board membership
7. Activity 4: Skills needed by young people to be successful board members
8. Activity 5: Individual reflection on what skills you want to improve to be successful in your board service
9. Activity 6: Tips for young board members
10. Activity 6: Young members find a role where they fit
    Self-Study: Checklist for young members

Illustrative structure of the module

Total time: 2 hours and 30 minutes

Activity #	Activity	Time
1	Introduce learning objectives and outline	10 minutes
2	Discussion on why have young members on the governing body	20 minutes
3	Case scenarios about different forms of young member participation	1 hour 15 minutes
4	Brainstorming on skills acquired and needed for board membership	30 minutes
5	Individual reflection	15 minutes
6	Close up	

Instructions for the facilitators

Activity 1. Introduce the learning objectives and outline of the module through a PowerPoint presentation (using either the appended PowerPoint or an adapted version). (10 minutes)

Activity 2. Discussion in pairs on why governing bodies should have young members, followed with a discussion in the plenary. (5 minutes in pairs and 15 minutes during plenary) Learners will refer to the following materials in the module - **Activity 1: Why have young members on the governing body** and **Activity 2: Evidence**.

Activity 3. Three case scenarios about different forms of participation of young members on the board; one scenario on the bottom three rungs (including adultism), one on the middle three rungs, and one final scenario on the top two rungs. Learners will refer to Activity **3: Obstacles to participation of young members, Activity 3: Case Scenarios, Activity 3: Ladder of youth participation on boards**.

    a. Have the group split up into teams and read the following sections on different levels of participation and obstacles for young members to participate on the board. (15 minutes)

    b. Have each team analyse the three scenarios, identifying which rung of the ladder of participation each scenario represents and discuss different methods on how to move up the ladder. (30 minutes to preparation)

    c. In plenary, each team presents their analysis. (30 minutes)

Activity 4. Brainstorm in plenary the skills acquired through board membership and skills needed (facilitator takes notes on two flipcharts—one for each discussion). (30 minutes) Learners will refer to **Activity 4**: **Skills acquired by young people through board membership** and **Activity 4: Skills needed by young people to be successful board members**.

Activity 5. Individual reflection on what skills you want to improve to be successful in your board service (page 32). (15 minutes) Learners will refer to **Activity 5: Skills needed by young people to be successful board members**.

Activity 6. Homework: The participants will read tips on page 33–34 and do the exercise on page 35 about which role the participants want to play.

Activity 2: Why have young members on the governing body?[1]

Young members benefit	Involving young people in decision-making provides them opportunities for: • Challenge • Cause-based action • Relevancy • Skill building • Voice • Affirmation As a result, young board members develop: • Mastery • Increased social awareness • Critical thinking skills • Compassion • Problem solving • Knowledge application
Adult members benefit	There are also vital benefits for adults in adult-youth partnerships: • Enhanced commitment and energy • Increased confidence in their abilities to work with youth • Better understanding of young people's concerns • Increased sharing of their new knowledge with others outside of the organization • Strengthened sense of being connected to their community • Changed perceptions and stereotypes of young people by experiencing youth as competent, legitimate, and crucial contributors
Interpersonal Benefits	• Supportive personal relationships • Expanded social networks • Opportunities to meet and develop relationships with youth from outside their original peer network • Opportunities to network with adults and learn about positive relationships through adult role models • Greater social capital • Greater peer attachment
Organization benefits	Organizations that include youth at all levels of decision-making demonstrate the most positive outcomes. Organizations benefit at the system level from: • Integrating principles and practices of youth involvement into the organizational culture at all levels • Clarifying and focusing the organization's mission • Increased responsiveness of the organization • Creating more effective youth programmes • Recognition of the benefits of diversity in decision-making • Fostering a greater value on community inclusivity and representation • Reaching out to the community in more diverse ways • Increasing credibility in terms of being committed to youth development and increased funding

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[1] Khanna, N., McCart, S. "Adult Allies in Action," *Toronto: Centre of Excellence for Youth Engagement, Students Commission of Canada,* (2006). Available online: http://archives.studentscommission.ca/pdf/alliesFINAL_eweb.pdf

Activity 2: Evidence[2]

Engaging young people in organizational governance promotes positive youth development and organizational effectiveness. To explore this prediction, Zeldin (2004) took interview data from 16 youth and 24 adult organizational leaders representing 8 organizations and mapped the developmental processes that occur when youth and adults share governance responsibilities. Zeldin found that engaging youth in decision-making processes secured the commitment of young people to their organizational communities and contributed positively to youth development. Further, the adult leaders reported that the experience of working with youth had a positive effect on their own development and contributed to the overall efficacy of their organization. These data indicate that organizational governance may offer a viable context through which youth can be active producers of their own development and of the communities in which they interact.

List from your personal experience three advantages of having young members on the board per level:	
Benefits to young members	1.
	2.
	3.
Benefits to the organization	1.
	2.
	3.
Benefits to the society	1.
	2.
	3.

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[2] Zeldin, S., "Youth as agents of adult and community development: Mapping the processes and outcomes of youth engaged in organizational governance," *Applied Developmental Science, 8(2) 75–90,* (2004).

Activity 3: Case Scenarios

Each of the following case scenarios highlights a group of rungs on the "ladder of youth participation" described in **Activity 3: Ladder of youth participation on boards**. Of the eight rungs, one case scenario envisions a board of representatives/governing body that is on one of the bottom three rungs (manipulation, decoration, or tokenism), another focuses on the middle three rungs (assigned and informed, consulted and informed, or adult-initiated), and the final showcases the top two (youth-initiated, shared decisions).

Carefully read each case scenario and determine which portion of the ladder the governing board is currently on. Highlight what is working well and what is being done incorrectly. What are some steps that the governing body can make to be more inclusive with young members and climb to a higher rung on the ladder? After you collect your ideas with your group, each group will present their decisions in plenary.

Case Scenario One:

The governing body has a moderate representation of youth on their team. However, young members are not able to provide many inputs or make any decisions. The governing body promotes the idea that there are young members present, but young members feel like they do not have a valued voice among their adult partners. Some young members are given a role or responsibility, but their decisions are either never heard or frequently get overturned by their adult members. Young members promote causes of specific interest to their constituents, but adult members move past them and continue to support other causes not identified by youth. Overly, young members are invited and present, but face many obstacles to being heard and respected.

Case Scenario Two:

At this level young members are very involved in governing bodies' decision-making processes, but also are encouraged to provide their input and ideas. Adult members not only encourage engagement, but work with young members to implement their ideas by providing guidance and support. The adult members are comfortable with young members' ideas and grant full voting rights.

Case Scenario Three:

Youth are invited to be on governing bodies, but are also more encouraged to provide their opinions and input. Young members have specific roles and are informed on all issues, but are still sometimes stigmatized for their age. Adults at these levels propose and the youth follow with their input, rather than initiating the conversations. However, they are still involved in the decision-making process.

Answer Key:
case scenario one: lowest tier; case scenario two: highest tier; case scenario three: middle rung.

Activity 3: Ladder of youth participation on boards[3]

Sociologist Roger Hart in his book, *From Tokenism to Citizenship,* describes the ladder of youth participation as having eight rungs. This applies very well to the participation of young members on governing boards or governing bodies.

The Ladder of Youth Participation

8. Youth-Adult, shared decisions: The entire board works together, equally implementing young member and adult ideas.

7. Youth-initiated ideas, shared decisions with adults: The board sees it as the "youth idea" which is different from the "adult idea."

6. Adult-initiated, shared ideas with young members. This occurs when projects or programmes are initiated by adults but the decision-making is shared with the young members.

5. Consulted and informed: Adults propose and the young members provide reactions, revisions, and refinements.

4. Assigned and informed: The young members have a role on the board and are kept informed on all the issues.

3. Tokenism: This is when young members are given a role or responsibility, but they have little power or influence.

2. Decoration: The board feels the need to have young member representation, but does not have any desire to get anything more than insignificant input.

1. Manipulation: The board's image benefits by having young members, but the young members are only there to "rubber stamp" the actions of the board.

Please note that the use of a ladder is for illustrative purposes; all boards do not have to climb rung by rung. Boards can make a conscious decision to go to one of the top rungs.

1. Manipulation

This is the most basic level—where your board simply wants to be a part of the youth representation movement. This occurs when the board's image benefits by having youth representation, but young members are only there to "rubber stamp" the actions of the board. Adults use young members to support causes and pretend that the causes are inspired by young people. This rung of the ladder reflects adultism, which will be explained later.

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3 Hart, R.A., "Children's Participation: From tokenism to citizenship," *Innocenti Essays No. 4,* UNICEF International Child Development Centre, Florence, (1992).

2. Decoration

The board feels the need to have youth representation, but does not have any desire to get anything more than minimal input from the youth. Young members are not allowed to have a meaningful role. This happens when young people are used to help a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. This rung of the ladder also reflects adultism.

3. Tokenism

The board wants youth representation and puts the young members in the spotlight frequently, but does not have the time, skills, or culture to allow the young members to take an active role in the decision-making process. This is when young members are given a role or responsibility but have little power, either because they are outnumbered or their roles have little influence. Young members appear to have a voice, but in fact have little or no choice about what they do or how they participate. This rung of the ladder also reflects adultism.

4. Assigned and informed

Young members have a specific role on the board and are kept informed on all issues. Young members are informed about how and why they are being involved, but are treated as "kids" and not members.

5. Consulted and informed

This happens when young people give advice on projects or programmes designed and run by adults. The young members are informed about how their input will be used and the outcomes of the decisions made by adults. At least one board member asks young members for his/her opinion. On this rung, adults propose and the youth provide reactions, revisions, and refinements.

6. Adult-initiated, shared decisions with young people

This occurs when projects or programmes are initiated by adults but the decision-making is shared with young members.

7. Youth-initiated, shared decisions with adults

At this level the board is progressing and allows young members to act on their ideas. The board sees it as the "youth thing," which is different from the "adult thing," and, although the adults provide assistance, guidance, and support, it remains the "youth thing." Young people initiate and direct a project or programme, and adults are involved with a supportive role.

8. Youth-adult shared decisions

This is the goal. The board is comfortable with the competence and ideas of the youth representatives and grants them full voting rights. The entire board works together, equally implementing youth and adult ideas. These projects empower young people, while also enabling them to access and learn from the adult's life experiences and expertise.

What step of the ladder do you think your organization is at?

_____

_____

_____

What step on the ladder do you wish your board was at?

_____

_____

_____

What are some steps that can help your board move up the ladder?

_____

_____

_____

_____

_____

_____

_____

"No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline."

— Kofi Annan

Activity 3: Obstacles to participation of young members[4]

Obstacles that adult members should overcome	• Unwillingness to share power • Adults with condescending attitudes toward youth • Tokenistic involvement of young people for symbolic purposes only • Organizational culture • Adult concerns about legal liability arising out of youth participation • Unfair task delegation • Assuming one youth opinion represents all youth
Obstacles that young members should overcome	• Lack of youth preparation and structured skills development (for example, communication and negotiation skills) • Insufficient training in board or committee related roles and responsibilities • Insufficient training in budgetary issues • Insufficient knowledge of the SRH field and its associated jargon • Large amounts of documentation and papers requiring substantial reading and comment • Complicated agendas, overly formal meeting procedures and long and boring meetings • Lack of clarity about expectations and desired outcomes • Demanding study and work commitments • Transportation
Obstacles that both young and adult members should overcome	• Attitudinal barriers • Differing perceptions • Frustration • Lack of communication • Lack of familiarity with youth-adult partnerships

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[4] Text is excerpted from: Mueller, Wunrow, and Einspruch. "Providing Youth Services Through Youth/Adult Partnerships," *Reaching Today's Youth, 4(3),* (2000).

Match the correct obstacles for each category

1. *Obstacles that adult members should cross* ____

A Lack of communication

2. *Obstacles that adult members should cross* ____

B Insufficient training in committee related roles and responsibilities

3. *Obstacles that young members should cross* ____

C Lack of clarity about expectations and desired outcomes

4. *Obstacles that young members should cross* ____

D Unfair task delegation

5. *Obstacles that both young and adult members should cross* ____

E Unwillingness to share power

6. *Obstacles that both young and adult members should cross* ____

F Attitudinal barriers

Answer Key:
1 : D- Unfair task delegation
2 : E- Unwillingness to share power
3 : B- Insufficient training in committee related roles and responsibilities
4 : C- Lack of clarity about expectations and desired outcomes
5 : A- Lack of communication
6 : F- Attitudinal barriers

Activity 4: Skills acquired by young people through board membership[5]

Evaluation of the Young People on Management and Advisory Boards Pilot Project (1997) identified these skills as having been acquired by young people through their membership of boards and committees:

- Group decision-making
- Advocacy
- Prioritizing issues
- Public speaking
- Dealing with the media
- Self-confidence
- Understanding of formal meeting procedures
- Specific knowledge of the field (SRHR in the case of the IPPF MA's boards)

Brainstorm in plenary the skills acquired through board membership and skills needed (facilitator takes notes on two flipcharts—one for each discussion).

What skills are you looking to acquire from being on the board?

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[5] Youth participation handbook: a guide for organisations seeking to involve young people on boards and committees' by Government of South Australia, Department of for Education and Child Development, licensed under Creative Commons Attribution 4.0 International Licence

Activity 4: Skills needed by young people to be successful board members[6]

With regard to young people's board or committee membership, the following have been widely identified from research and documented experience as essential knowledge and skills.

- Formal meeting procedures
- The governance role played by boards, committees, and other formal structures for decision-making
- The duties and responsibilities of individual members within decision-making structures
- Legal issues related to membership
- Interpreting financial statements
- Risk management
- Strategic direction setting
- Monitoring and oversight functions
- Group decision-making conventions, rules, and strategies
- Dealing with the media
- Public speaking
- Confidence building
- Communication skills
- Demystification of acronyms and jargon
- Specific background information about the organization

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[6] Youth participation handbook: a guide for organisations seeking to involve young people on boards and committees' by Government of South Australia, Department for Education and Child Development, licensed under Creative Commons Attribution 4.0 International Licence

Activity 5: Individual reflection on what skills you want to improve to be successful in your board service

What are the top three skills you want to improve on? How will you work on them?
1. _____   _____   _____
2. _____   _____   _____
3. _____   _____

Activity 6: Tips for young board members[7]

Here are a few tips for young members to succeed in their role on the board:

1. Have confidence in yourself. By whatever means, you have been selected, appointed, or voted onto the board—you belong there. Sure, it will take you a few months to get comfortable in your position, but just listen, watch, ask questions, and learn.

2. Find allies. Find a guide, coach, or mentor with whom you feel comfortable; someone who has experience with the board and is willing to learn alongside you. Find people on the staff and the governing bodies who seem to take young people seriously. Sit next to them at meetings, have lunch with them, or talk to them during breaks. When you forget that your role in the group is important, they can help remind you.

3. Be a leader. You are now in a leadership role. People are watching you and you are now seen as a representative for all youth. You might feel inexperienced at first, or you may think that the adults don't want to hear what you have to say. Remember that your opinions are key to the work the group is doing. As a young person, you have a right and responsibility to be there. Get involved in the work that happens outside of committee meetings and make your presence known.

4. Stay interested and curious. Sometimes the issues that a board faces are not that interesting—to anyone. It is up to you to take responsibility for your learning and contribution. If you look bored, the adults will have a difficult time taking you seriously. If you're feeling bored, take responsibility for making the work interesting. Ask the questions you need to ask. Say at least two things at every meeting and always stay engaged in what's going on. If you feel that meetings need to be jazzed up, suggest something different to do, like brainstorming or small group activities. Chances are other people will also be more engaged if meetings are more interactive.

5. Show up. If you want the board to invest in you, take the time to invest in the organization and board. Attend all meetings and confirm the dates, times, and locations and mark them on your calendar. Be prepared for meetings; read the materials and learn about how things work, read information regarding committee agendas and minutes, and review the Board Meeting Schedule.

6. Use the power you have. Speak up if you feel like you have some ideas about how to improve the flow of the meeting, the dialogue between members, and the agenda topics. Use your politeness skills to not offend members and they will listen. It is also important to know that you are one of many people, don't expect the board to do everything you say. To be treated like an equal means that your ideas are considered to be as valuable as all the others, not more.

You are a member of the group. If you don't think the agenda is interactive enough, or you don't like your committee assignment, speak up and work with people to make changes. This may not be easy; you may have to talk it through with people a few times to win them over.

7. Do something. Of course you are busy, you have college, extracurricular activities, work, family obligations, and other service commitments—your schedule is packed. However, if you want to be a leader, you will have to take on some projects and deliver what you promise. Join a subcommittee, or do some in-depth analysis of an issue or two for the board. The bottom line is that you get respect by making contributions through action.

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7 Bates, Kelly and Karen Young, "Your Guide to Youth Board Involvement and the Law," *Youth on Board,* (2001). More information: www.youthonboard.org

8. If you have a question, it is likely that someone else has a similar one. Learning leaders ask questions. If you don't understand something, make sure to ask someone. In case you have so many questions that you would actually slow the meetings down to a crawl, jot your questions on a note pad and get your answers during the breaks. Your questions are important, you need to understand what's going on, and it won't help anyone if you sit quietly without understanding certain discussions. There will be times when you will feel shy or not interested in what's going on, but no matter how you're feeling, it's important to ask questions so you can stay involved.

9. Build a support base for yourself. Find three young friends who are interested in what you're doing on the board. Talk to them openly about what frustrates you, excites you, or bores you about your work. Choose good listeners who can help you think things through and get some of your feelings out.

There are many young people on boards, advisory boards, student councils, etc., working to make a difference in how things are done. You may sometimes feel that the work of your board isn't important; connecting with other youth leaders can help remind you that there is a youth voice movement going on and you're part of it.

10. Get the word out about your leadership. You have a responsibility to get the word out about the importance of youth leadership to as many young people as possible. It's not just about serving on your board or committee; it's about giving other young people information they can use to take charge. You're on a board where you can influence decisions and policies.

11. Don't get discouraged. Relax, have fun, and be yourself. If it feels like people aren't listening or are disrespectful, keep trying. Change usually takes time. Take notice when adults do listen and try to understand your thoughts. If you feel like someone is talking down to you, don't be quiet about it, bring it up, the board needs to deal with the issue.

If you are someone who tells a lot of jokes, then tell jokes. You are a member of the governing body, and you should show who you really are. Think of the other people in the group as your peers.

12. Appreciate adult allies. Recognize that adults are trying their best, even if things aren't going well. Resist the temptation to criticize.

Identify which of these tips are true and which are false:
Fill in the empty column with a T if the answer is true, or an F if the answer if false.

1. _____ Speak up when you have ideas that can better the meeting, board, agenda, and other activities.

2. _____ Work with others about things that are important to you. Discuss what frustrates you, what can be better, and how you can make a positive impact.

3. _____ Stop speaking up if you feel like people aren't listening or respecting your ideas.

4. _____ If you have a question, don't be afraid to ask.

5. _____ Ask advice only from other youth members who are doing the same things you are.

6. _____ If you are busy with social events, you don't need to attend board meetings.

7. _____ You should try and get as involved as possible; take on a project, investigate an issue, or interact with new board members.

8. _____ Wait for adult members to come to you for advice and guidance.

Answer Key:
1. True, 2. True, 3. False, 4. True, 5. False, 6. False, 7. True, 8. False

Think of another young member in your board. What tips would you give them to be a better board member?

_____

_____

_____

_____

_____

Activity 6: Young members find a role where they fit

Young people make great board members. Even though they may not have years of formal experience, youth offer intelligence, creative thinking, and a valuable outlook on the world that is seldom introduced into the governance of organizations. In addition to their role as a board member, young members should keep an eye for other opportunities to serve. Below are some of them:[8]

1. **Task Force:** Task Forces are short-term entities created for a specific purpose.
2. **Committee membership:** Young members can serve on one or more of the board committees. Usually boards have an executive committee, finance committee, audit committee, and governance committee. Some may have more; for instance, a fundraising committee, strategic planning committee, membership committee, or ethics committee. For short-term issues, the board may establish a group known as an ad hoc committee.
3. **Peer mentor:** Young members can mentor other young people to help them learn new skills, for example, how to be a member of a board for potential recruits.
4. **Advocate:** Young members can often be more powerful advocates for youth involvement.
5. **Youth speaker:** Young members can speak at conferences and make presentations at events.
6. **Trainer/Facilitator/Coordinator:** Young members can train other young people and/or adults; for instance, young people can organize orientation for new board members.
7. **Policy Maker:** Young members can contribute in making polices for the organization.
8. **Resource Mobilizer:** Young members can participate in campaigns or committees established for mobilizing resources.
9. **Strategic Planner:** Young members can bring youth perspectives to the strategic planning process of the organization.
10. **Overseer/Evaluator:** Young members can take the lead on oversight or monitoring function of the board.
11. **Boundary Scanner:** Young members can help scan the external environment for opportunities and threats for the organization and provide these inputs to the board.

In addition to the above, board members play many important roles for the organization. Young members should find a role where they fit in and take it. Some examples include:[9]

1. **Advisor:** Provide expertise and advice.
2. **Ambassador:** Strategically communicate the organization's story, vision, and values to the outside world and young people in particular.
3. **Analyst:** Evaluate strategies, plans, or situations with an objective and dispassionate eye.
4. **Brainstormer:** Participate in idea generation to solve problems and support strategy.
5. **Bridge Builder:** Make it possible for unlikely partners to work together.
6. **Champion:** Advocate for a point of view, an initiative, or proposal.
7. **Closer:** Bring deliberations to an end so that work can be accomplished.
8. **Compliance Officer:** Hold the organization accountable to its legal and ethical obligations.
9. **Facilitator:** Lead or coordinate the work of a group to get ideas on the table or to get things moving.
10. **Mediator:** Reconcile differences and aid communication between parties.
11. **Truth Teller:** Speak up about surprising or unwelcome ideas.
12. **Values Holder:** Remind board and staff of shared principles or standards.

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8 Jaffe, Jan, "Roles@Work: Are you playing with a full deck?" *GrantCraft,* (2003). Adapted from GrantCraft (www.grantcraft.org/tools/roles-at-work). Copyright 2003 GrantCraft. All rights reserved. Reprinted with permission.
9 Beggs, Sara and Kimberly Adkinson. "The Trustee Handbook: The Essentials for an Effective Board Member," *Association of Small Foundations*, (2007). © 2009, 2014 Trustee Handbook Published by Exponent Philanthropy, www.exponentphilanthropy.org

Which role, or roles, you think are more aligned with your strengths and interest you the most?

What are some steps you will take to fill this role?

Self-Study: Checklist for young members[10]

Young members can use this checklist to assess their ability to provide youth representation. This tool could help everyone involved comprehend the necessary adjustments and to measure their commitment.

Key

Yes: I do this already—no need for further action.
No: I think I need to consider this.

#	Checklist item	Yes	No
1	Do I have motivation, ability, and knowledge to put in the time to understand the issues of the board?		
2	Am I aware of my job description and what the board expects of me?		
3	Has the board communicated the specific objectives they have for me as a youth member?		
4	Have I either identified or been assigned a mentor for my board role?		
5	Do I have the motivation, ability, and knowledge needed to make a contribution to the board?		
6	Do I seek to know individual board members on a social level?		
7	Am I aware of the written and unwritten agenda and flow of the board meetings?		
8	Do I demonstrate my willingness to learn through my words and actions?		
9	Am I aware of the needs, public positions, and opinions of the youth I represent?		
10	Do I have the motivation, ability, and knowledge to correspond with my community and the groups I represent about my governance activities?		
11	Do I have the motivation, ability, and knowledge to take leadership roles on committees and/or the board when possible?		
12	Am I willing to ask questions that give me insight and understanding of the board's activities?		
13	Am I willing to give my time and attention to all board issues rather than just the ones that affect me and those I represent?		
14	Does the board show its appreciation for the good work that you are doing and have done?		
15	Am I mentoring other potential young people who may replace me?		

10 Bernard, Hans, "*The Power of an Untapped Resource: Exploring Youth Representation on your Board or* Committee," *produced in partnership with the Association of Alaska School Boards*, (2001).

What items from the checklist are you not currently doing?

_____

_____

_____

_____

_____

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_____

_____

_____

What are some ways to improve youth representation by addressing the points from the checklist?

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Suggested Optional Activities

1. Role play different forms of participation of young members on the board
2. Have effective young members share their experiences
3. Self-assessment checklist for young members
4. Quiet reading followed by participant reflections, questions, and answers
5. Use visual images, diagrams, and video exercises to highlight key learning objectives
6. Produce songs, posters, and/or poems to emphasize important skills
7. Use cards for ranking, sorting, and prioritizing; ask participants to individually write the skills needed and acquired on cards. Summarize the responses on a flip chart, noting the number of times a given skill is mentioned. Prioritize. Ask the participants to match the skill against the skills mentioned in the module
8. Personal action planning; ask the participants to jot down what they plan to do in next six months to enhance their preparedness and skills for effective board service
9. Agree on concrete actions that could be taken by young members, in plenary
10. Summarize using a PowerPoint presentation

Forging Youth-Adult Partnership on the Board

Module 2: What Can Adult Members Do?

Overall purpose of the module

To ensure that participants understand what the board chair, adult members, and board as a whole can do to facilitate the work of young board members.

Module objectives

By the end of the module participants will be able to:
1. Understand and explain the concepts of youth-adult partnerships and adultism
2. Identify adultist behaviours and how to avoid them
3. Illustrate and recommend how adult members can be allies of young members
4. Examine and recommend what the board chair and board could do to facilitate the contributions of young members
5. Self-assess the preparedness of adult-members to effectively work with young members

Module outline

1. Activity 2: Youth-adult partnership
2. Activity 3: Adults as allies
3. Activity 4: Tips for adult members
4. Activity 4: Tips for the board chair and the board
5. Activity 5: Checklist for adult members

Illustrative structure of the module

Total time 2 hours and 30 minutes

Activity #	Activity	Time
1	Review homework and introduce module	30 minutes
2	Card activity to classify adultism	30 minutes
3	Role play preparation	30 minutes
	Presentation on two role-play scenarios	30 minutes
4	Brainstorming on what adults can do to be allies to young people	30 minutes
5	Close up	

Instructions for the facilitators

Activity 1.   In pairs, review the homework given on the earlier day and introduce the learning objectives and outline of the module through a PowerPoint presentation (using either the appended PowerPoint or an adapted version). (30 minutes)

Activity 2.   As a group, participate in a card sorting activity to classify adultism behaviours versus those which are respectful to youth. Cards should be created before this activity, having at least as many cards as participants. Half of the cards should represent adultism statements/behaviours and the other half should have statements/behaviours promoting and respecting youth. (30 minutes) Learners will refer to **Activity 2**: **Youth-Adult Partnership**.
   a. Briefly explain the concept of adultism behaviours and why these behaviours are harmful to youth-adult partnerships.
   b. Put two flipcharts on the wall, one titled "adultism" and the other "respecting and promoting youth."

      c.   Distribute one card to each participant and ask them to individually read the statement and explain which flipchart they believe it should belong to. Have the group work together and decide if it really is an adultism statement/behaviour or one that is respectful to youth.

      d.   Close the session by reinforcing the importance of avoiding adultism and promoting youth-adult partnerships.

Activity 3.   Role play activity highlighting a board meeting in two scenes. (1 hour) Learners will refer to **Activity 3: Adults as Allies**.

      a.   Separate participants into two to three groups and have them create a five-minute presentation highlighting the items listed in the checklist on page 46 for assessing "adults as allies." Each presentation should give two scenarios: one reflecting a board meeting where adultism behaviour prevails, and a second where respect and promotion of youth prevails. (30 minutes to prepare)

      b.   For instance, the presentation showcasing adultism during board meetings (explained on page 44) can demonstrate adults not listening to or respecting youth's ideas, or responding with remarks such as: "You're too young to understand," and "I know better, I have been doing this longer." On the other hand, the second presentation can show adults and young members working really well together, collaborating and respecting each other's ideas and opinions.

      c.   Be creative, use experiences that you have faced and those that your peers have told you about. Try to think of supplemental examples not listed in this guide to stir up debate on how adults can be effective allies to young members serving on the board. There are many ways that adults can be allies with youth; we want to hear what you think will work best and what is the most harmful.

      d.   Have each group present their two scenarios and in plenary discuss what worked well, what truthfully highlighted adultism, and what can be done to better youth-adult partnerships as allies. (30 minutes to present and discuss)

Activity 4.   Brainstorm what adults could do to be allies of young people (30 minutes): Ask each group of learners to refer to **Activity 4: Tips for adult members and Activity 4: Tips for the Board chair and the board**. Review the tips and discuss them in group, and then give the groups an exercise to invent new tips, mention tips that they do not agree with, and make a short presentation giving reasons for their additions, subtractions, and modifications.

Activity 5.   Homework: Read Checklist for adult members on page 52 and have adult members complete the self-assessment on pages 52-53.

Activity 2: Youth-Adult Partnership[11]

Youth-Adult Partnership

Community programmes are better served when youth and adults work together in partnership to develop, implement, and evaluate programmes. Successful youth-adult partnership calls for balance of power between youth and adults in decision-making.

A youth-adult partnership comes together when young members and adults work together as a team to make decisions. Both adults and youth have the opportunity to make suggestions, decisions, and recommendations. One is not valued over the other; it is a collaborative and mutual relationship. Mutuality is all about a two-way street, where both youth and adults are teaching each other, learning from each other, and making decisions and acting together. Youth-adult partnerships focus on nurturing youth and emphasize their contributions.

Adultism

Adultism refers to all of the behaviours and attitudes that flow from the assumption that adults are better than young people and are entitled to act upon young people in many ways without their agreement.

The essence of adultism is that young people are not respected. Instead, young people are less important and, in a sense, inferior to adults. Young people cannot be trusted to develop correctly, so they must be taught, disciplined, harnessed, punished, and guided into the adult world.

Consider how the following statements are essentially disrespectful. What are the assumptions behind each of them? How would a young person hear them?
- "You're so smart for 18!"
- "When are you going to grow up?"
- "Don't touch that—you'll break it!"
- "As long as you are in my house, you'll do it!"
- "Go to your room!"
- "You are too old for that!"
- "You're too young to understand."
- "What do you know? You haven't experienced anything!"
- "Not now, I don't have time."
- "Do as I say, not as I do."
- "Don't talk back to me!"
- "Pay attention when I'm talking to you."
- "Act your age!"

A handy way to determine if a behaviour is "adultist" is to consider the following questions: "Would I treat an adult in this way? Would I talk to an adult in this tone of voice?"

Adultism is harmful for effective adult-youth partnerships and should be avoided at all costs. If adults express adultist behaviours, young members will be less inclined to devote time and dedication to the partnership, hindering any chance for effective collaboration.

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11 Checkoway, Barry, "Adults as Allies," *School of Social Work University of Michigan & The W.K. Kellogg Foundation (WKKF)*, (1995).

Have you ever heard one of the previous statements? Now, knowing that this is adultist behaviour, how would you respectfully address these comments?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity 3: Adults as allies[12]

An adult ally helps youth have their voice heard through meaningful engagement. With support of an adult ally, young people can be meaningfully involved in every stage of an initiative. Being an ally to young people involves a combination of positive attitudes, skills, and awareness to help advocate for youth leadership and empowerment.

An adult ally is the adult half of a youth-adult partnership. Adult allies:
- Acknowledge and push aside any biases that they may have so that they enter into a partnership with an open mind;
- Move from the traditional "adult-as-mentor" role to an "adult-as-partner" role;
- Do not impose their judgments or ideas;
- Are willing to take risks; and
- Share power and accountability for success and failure.

Assessing adults as allies

As an adult member, how would you assess your own present level in the following ways of working with young people?

Circle one number for each question (1 meaning *not at all* and 4 representing a *high level*).

1	**Truly respecting their ideas**	1	2	3	4
2	Giving encouragement / Mentoring	1	2	3	4
3	Providing resources for activities	1	2	3	4
4	Listening carefully	1	2	3	4
5	Promoting active participation	1	2	3	4
6	Building community support	1	2	3	4
7	Helping them get organized	1	2	3	4
8	Encouraging critical thinking	1	2	3	4

Add the numbers circled and make the total. Underline the items that need the most improvement. Identify an item you could start changing today. Compare your total with other adult members and discuss the results.

Here is a similar checklist, but with more items for you to evaluate yourself as an adult member and to provide a guideline for where you can improve. This is not meant for criticism, only improvement! Circle the appropriate number for each statement, with 1 being "not at all", and 4 being "I do this really well." Underline the items that need the most improvement.

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12 Checkoway, Barry, "Adults as Allies," *School of Social Work University of Michigan & The W.K. Kellogg Foundation (WKKF),* (1995).

Circle an item you could start changing today.

		1	2	3	4
1	**I listen carefully to the ideas of young members.**	1	2	3	4
2	I truly respect their ideas.	1	2	3	4
3	I continually give encouragement to young members / I mentor them.	1	2	3	4
4	I provide resources for their activities.	1	2	3	4
5	I promote active participation of young members.	1	2	3	4
6	I am active in building support for young members.	1	2	3	4
7	I help young members get organized and help them get started.	1	2	3	4
8	I encourage critical thinking in young members.	1	2	3	4
9	I include young members in all aspects of the decision-making process.	1	2	3	4
10	I share power with young members.	1	2	3	4
11	I share responsibility for successes as well as failures with young members.	1	2	3	4

How do you think you can improve the areas identified as low levels of engagement?

Activity 4: Tips for adult members[13]

1. Have a sense of humour. Laughter is a good way to dissolve tension and an even better way to build relationships quickly, so try to integrate a sense of humour into your interactions with young members.

2. Never believe that they don't have an opinion about something. When given time for reflection, young members come up with brilliant opinions and solutions for almost any situation.

3. Go to their space and turf. Enter into their worlds by joining them in their favourite activities or by going to their favourite places; for example, go visit a youth centre with them.

4. Speak to young members with utmost respect. Adults occasionally speak to young people in a condescending tone, and young people notice. If you can speak to them with respect and take what they have to say seriously, it will be empowering to you and the young people around you.

5. Let young members be in charge. Although you may want to take the lead and point young members in a certain direction, remember that they are usually both willing and able to take charge.

6. Allow young members to struggle. Since we care a lot about young people, we often want to solve their problems for them. Sometimes we forget that it is important for them to figure things out for themselves. Lend an ear and let them talk things out with you.

7. Appreciate young members. Rather than concentrating on the negative attributes of a person, tell the young member what you like about him or her. Simple appreciations make a huge difference.

8. Be open about yourself. Try to share things about your own life with young members, let them know good things that have happened to you and ask them for advice about some of your own problems.

9. Be consistent and committed. Make a regular commitment to spend quality time with a young member or a group of young members. Keep up the commitment, even when you get busy: young people have a lot of inconsistency in their lives and it will mean a lot to them if you follow through.

10. Be persistent. When a young member does not come through after you have arranged a time to do something, don't take it personally. Be persistent and let him or her know that he or she matters to you.

11. Crisis situations are opportunities to strengthen relationships. If a young member is having a personal crisis, you have an excellent opening to let him or her know that you care. Give them a place to talk about how they're feeling and help them think for themselves about what steps they need to take in the situation.

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13 Sazama, Jenny and The Resource Center for Youth and their Allies, "Tips from Young People on Good Youth/Adult Relationships," *Youth on Board,* (2001). More information: www.youthonboard.org

Would you give these tips to adult members on how to work with youth members? Answer yes if this is a good tip, or no if that action should be avoided.

1. _____ Believe that all youth members should have an opinion about something

2. _____ Don't let young members be in charge

3. _____ Never let a young member struggle

4. _____ Make regular commitments to spend quality time with young members

5. _____ Maintain a formal behaviour when speaking with young members at all times; humour should be avoided

6. _____ Share things with young members about your life and experiences

7. _____ Assist young members in times of crisis

8. _____ It is ok to speak to young members in a condescending tone

Answer key:

1-Yes	2-No	3-No	4-Yes
5-No	6-Yes	7-Yes	8-No

Activity 4: Tips for the board chair and the board[14]

Overcome organizational barriers

- Identify some of the scheduling challenges that young members face.
- Make young members' terms of office and voting rights similar or equal to those of adult members.
- Make the resources young members need to participate easily available and develop ways to pay for expenses in advance as opposed to reimbursing them.

Overcome personal barriers

- Involve young members in all issues, not just those affecting youth.
- Make the board understand that young members do not represent the voice of all young people or young people alone.
- Continually ask young members how you can assist them better and take their recommendations seriously.
- Consider your own negative assumptions and stereotypes about young people and how they affect working relationships and sharing authority.
- Consider adjusting your professional "adult" language to expressions that young people can relate to.

Create a strong orientation process

- Have a thorough orientation in place to assist young members in positioning themselves in their new role.

Develop young leaders

- Develop a system for young members to train new young members.
- Offer trainings for young members to develop new skills, such as presenting to groups or creating reports.
- Offer skills training for young members on topics such as team building, facilitating meetings, and reading budgets.
- Establish a youth resource group.

Provide intergenerational training

- Provide training for adults on understanding young people and being strong allies.
- Be innovative in your trainings and make them experiential and fun.

Facilitate successful meetings

- Make time for all members to speak at meetings.
- Use appreciations during meetings.

Foster youth-adult partnership

- Offer informal time for young members and adult members to build close relationships with each other.

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14 Sazama, Jenny and The Resource Center for Youth and their Allies, "Tips from Young People on Good Youth/Adult Relationships," *Youth on Board,* (2001). More information: www.youthonboard.org

- Make sure young members are given the opportunity to speak on every issue, not just youth issues.
- Actively elicit young members' opinions by providing more information or encouraging further discussion, especially when they do not seem interested.
- Give equal weight to the opinions of young members.

Develop a mentoring plan

- Put a mentor or "buddy" system in place.
- Encourage regular contact between young members and adult leaders (*e.g.,* executive director, board chair, and adult members).
- Make mentors responsible for ensuring that new members attend meetings, have the support they need, and become well oriented to the organization.

Sustain youth involvement

- Have the board regularly reflect on how the youth-adult partnership on the board is working.
- Provide times for the board to evaluate the success of youth involvement in the decision-making process.
- Celebrate and appreciate the accomplishments and efforts of young and adult members.
- As a board, go through a reinvention process to ensure continuous improvement efforts of the youth-adult partnerships.

Are these tips for the board chair and board True or False?

1. _____ Involve young members in all issues, not just those affecting youth

2. _____ Try to avoid regular contact between young members and adult leaders

3. _____ Young members should not train new young members

4. _____ Continually ask young members how you can assist them better, and take their recommendations seriously

5. _____ There is no need to regularly reflect on how the youth-adult partnership on the board is working

6. _____ Give equal weight to the opinions of young members

7. _____ A "buddy" system is a good opportunity for youth-adult collaboration

8. _____ Mentors are not responsible for making sure that new members attend meetings

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Answer Key:

1-True	2-False	3-False	4-True
5-False	6-True	7-True	8-False

Activity 5: Checklist for adult members[15]

Adult members can use this checklist to assess their board's ability to work well in partnership with young members. This tool could help everyone involved comprehend the necessary adjustments and to measure their commitment.

Key

Yes: We do this already—no need for further action.

No: I think we need to discuss and consider this.

#	Checklist item	Yes	No
1	Does the board have the time and resources to make a commitment to effective youth representation?		
2	Is the board clear about why it is involving young people in governance?		
3	Is the board willing to adjust its culture to make meetings youth-friendly?		
4	Has the board outlined recruitment criteria for new members? (*e.g.,* motivation, diversity, competence, quality of past experiences, etc.)		
5	Is there a mentoring or coaching system in place?		
6	Does the board have a system in place for youth members to train new youth members?		
7	Are young people included in all issues, not just those affecting their age group?		
8	Does the board's culture promote open discussion?		
9	Is there time for all members (including youth) to speak at meetings?		
10	Do young members substantially influence governance of your organization?		
11	Is there informal time to network and build relationships with other members?		
12	Are young members encouraged to keep in touch with their peers about their governance role?		
13	Is there a place where young members can voice their concerns outside the meeting environment?		
14	Do adults ask the youth members how they can better work together and take these recommendations seriously?		
15	If young members are confused about an issue, how does the board respond and guide them to the information they need?		
16	Is equal weight given to youth member opinions?		
17	Do board members take the initiative to get to know all the members (including youth) of your board on a personal level?		
18	Does the board provide training for young people on speaking up in adult groups?		
19	Do you offer training for young people and adults in general governance skills?		
20	Are youth members briefed ahead of time on how to read a financial statement?		

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15 Bernard, Hans, "*The Power of an Untapped Resource: Exploring Youth Representation on your Board or* Committee," *produced in partnership with the Association of Alaska School Boards*, (2001).

How do you think you can improve the areas marked *no*?

Suggested Optional Activities

1. Small group discussions on examples of adultist behaviours, followed with a full group discussion on how to avoid them
2. Brainstorm in plenary what adults could do to be allies of young people
3. Case studies of adult members who successfully worked with young members
4. Case studies of boards that have facilitated the work of young members
5. Experience sharing by adult and young members who have worked well together
6. Quiet reading followed by participant reflections, questions, and answers
7. Use visual images, diagrams, and video exercises to highlight key learning objectives
8. Produce songs, posters, and/or poems
9. Use cards for ranking, sorting, and prioritizing; ask participants to individually write the skills and attitudes adults need to work well with young people on cards. Summarize the responses on flip charts noting the number of times a given skill/attitude is mentioned. Prioritize. Ask the participants to match the skill/attitude against the skills mentioned in the checklists described in the module
10. Personal action planning; ask the adult members to jot down what they plan to do in next six months to enhance their preparedness and skills to work effectively with young people. Ask the young members to do the same with a focus on what they will do to effectively work with adult members
11. In plenary, agree on concrete actions that could be taken by adult members to further youth-adult partnerships
12. Summarize using a PowerPoint presentation

Forging Youth-Adult Partnership on the Board

Module 3: Board and Board Member Responsibilities

Overall purpose of the module

To ensure that participants understand, internalize, and apply the seven principles of board governance and ten basic responsibilities of the board.

Module objectives

By the end of the module participants will be able to:
1. Discover, interpret, and explain the seven principles of governance and provide examples on how they apply to the day to day functioning of the board
2. Discover, interpret, and explain the ten basic responsibilities of the board
3. Discover, interpret, and explain individual board member responsibilities
4. Delineate, compare, and contrast board responsibilities from those of management
5. Compare the advantages and disadvantages of different group decision-making methods
6. Self-assess the preparedness to be successful in member's board service and provide meaningful youth representation

Module outline

1. Activity 2: Seven principles of governance
2. Activity 3: Ten basic responsibilities of the board
3. Activity 3: Individual board member responsibilities
4. Activity 3: Board responsibilities and management responsibilities
5. Activity 4: Group decision-making methods
6. Activity 5: Self-assessment instruments

Illustrative structure of the module

Total time 2 hours and 30 minutes

Activity #	Activity	Time
1	Review homework and introduce module	20 minutes
2	Seven principles of governance presentations	40 minutes
3	Card activity for classifying board and management responsibilities	45 minutes
4	Individual reflection and plenary	45 minutes
5	Close up	

Instructions for the facilitators

Activity 1. Review homework in pairs and introduce the learning objectives and outline of the module through a PowerPoint presentation for the entire group (using either the appended PowerPoint or an adapted version). (20 minutes)

Activity 2. Exemplify the seven principles of governance in pairs or trios. (40 minutes; 10 in pairs and 30 in plenary) Learners will refer to **Activity 2: Seven principles of governance**.
  a. Organize the group in seven pairs or trios.
  b. Distribute one of the seven principles of governance to each pair or trio.
  c. Ask each group to find one example that illustrates adhering to their assigned principle and one that exemplifies transgressing the principle.
  d. In plenary, each pair/trio will explain the principle and present their examples.

Activity 3. Use cards for classifying board responsibilities versus management responsibilities. (45 minutes) Learners will refer to **Activity 3: Individual board member responsibilities, Activity 3: Board responsibilities versus management responsibilities,** and **Activity 3: Ten basic responsibilities of the board**.

a. Briefly explain the board's role in setting the strategic direction and providing oversight of the association's performance without interfering with the management of the association.

b. Post two flipcharts on the wall: one titled "board responsibilities" and the other "management responsibilities."

c. Randomly distribute twenty cards, ten presenting a board responsibility and ten with management responsibilities.

d. Ask participants to individually read the card they received and explain whether it is a board or management responsibility and post it into the corresponding flipchart.

e. Close the session by reinforcing the importance of avoiding adultism and promoting youth-adult partnerships.

Activity 4. Individual and group reflection on the advantages and disadvantages of different decision-making methods. (45 minutes) Learners will refer to **Activity 4: Group decision-making methods**.

a. Ask participants to individually read the decision-making methods on page 69 and answer the questionnaire on page 70.

b. Ask them to review their answers in pairs.

c. In plenary, discuss the advantages and disadvantages of the four decision-making methods.

Activity 5. Homework: Read **Activity 5: Self-assessment instruments** (pages 71–72) and answer the questionnaire on page 72

Activity 2: Seven principles of governance[16]

Governing body members have the ultimate responsibility of directing the affairs of their Association, ensuring that it is financially solvent and well-run so that it can deliver the intended outcomes.

To do that they need to ensure that:

1. Their Association complies with all legal requirements; internal as in the Association's constitution or governing document, and external as in national legislation
2. They act with integrity and avoid any personal conflicts of interest or misuse of the Association's funds or assets
3. They keep themselves informed of the Association's activities and financial position
4. Funds and assets are used wisely, and activities that may place them at risk are avoided
5. They exercise reasonable care and skill, using their personal knowledge and experience to run the Association effectively and efficiently
6. They understand and respect the differing roles and functions of the governing body and the staff as represented by the executive director

It is important that each governing body member is properly equipped to undertake their governance function.

Below are seven principles that cover particular areas of governance in detail, as set out in the IPPF Code of Good Governance.

1. The governing body ensures member integrity and collective responsibility

- It promotes and protects the organization's mission, values, and reputation and works to enhance its public standing through all activities carried out by members on behalf of the organization.
- It acts and makes decisions in the collective interest of the organization it governs and shares group responsibility for these decisions. Its members do not act or make decisions according to their own individual interests, or in the interests of any other organization or cause they may be involved in or have an interest in.
- It has a code of conduct that enables its members to identify and declare actual or potential conflicts of interest and provides an agreed process for dealing with such conflicts.
- It does not allow members to derive benefit from their position beyond what is allowed by the law and the rules of the organization.
- It ensures that members, when elected by a particular constituency (for example, by a MA, Regional Council, or by young people), act for the collective benefit of the whole, not just for that individual constituency.

2. The governing body determines the organization's strategic direction and policies

- It sets out the organization's strategic direction to be able to deliver its mission, goals, and objectives. With the executive director, it makes sure that the organization's programmes, activities, and services reflect the organization's strategic priorities.
- It concentrates on strategic thinking and does not involve itself with day to day operational and management matters.

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16 International Planned Parenthood Federation (IPPF), "IPPF Code of Good Governance." More information: http://www.ippf.org/resource/IPPF-Code-Good-Governance

- It creates policies and monitors the organization's activities in all areas.

3. The governing body appoints and supports the executive director

- It is responsible for the recruitment, support, professional development, appraisal, and remuneration of the executive director.
- It ensures, primarily through the chair/president, that the duties and responsibilities of the executive director (which includes the right to appoint the organization's staff) are clearly set, agreed, and carried out.
- It acts in partnership with the executive director to achieve the organization's mission.

4. The governing body monitors and reviews the organization's performance

- It monitors and reviews implementation of the annual programme and budget by receiving timely and objective performance reports that concentrate on the strategic implications of programme and budget outcomes.
- It ensures that the authority delegated to the organization's volunteers and staff is sufficient to reach the purpose and subject to appropriate budgetary restrictions and other limits; and that the use of such delegated authority is monitored and reviewed.
- It periodically reviews the organization's governance structure and its costs to ensure its continued relevance and effectiveness.
- It takes whatever steps are necessary to maintain the organization as an effective SRHR volunteer movement.

5. The governing body provides effective oversight of the organization's financial health

- It ensures that the organization is solvent and that its finances are managed ethically and according to law.
- It identifies and regularly reviews the risks faced by the organization; it creates policies and takes action to manage the risks identified.
- It ensures that adequate insurance is provided to protect the organization against potential liabilities.
- It establishes the organization's system of internal control and regularly reviews its operation.
- It approves the budget, monitors spending, and ensures that the organization's finances are managed in its best interests. It is responsible for the appointment of auditors and approves the audited annual accounts and financial statement.

6. The governing body is open, responsive, and accountable

- It is open and accountable for its governance of the organization.
- It encourages and enables the engagement of service users and beneficiaries in the organization's planning and decision-making.
- It is accountable to the performance of the organization; for ensuring that financial obligations are met, and for operating ethically and within all legal requirements. Accountability for these cannot be delegated by governing body members, but authority to achieve them can be delegated.
- It is able to show clearly how the organization contributes to the greater good of the society it serves.

7. The governing body ensures its own review and renewal

- It organizes its work to make the most effective and efficient use of the time, skills, and knowledge of its members, and ensures that their capabilities are enhanced through development and training activities.
- It engages in regular self-assessment of its own performance and that of individual governing body members.
- It identifies and develops potential members in order to maintain and increase the diverse range of skills, experience, and knowledge required.

What processes can governing boards establish to apply the seven principles of governance?

_____

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Activity 3: Ten basic responsibilities of the board[17]

1. **Determine mission and purposes.** It is the board's responsibility to create and review a statement of mission and purpose that articulates the organization's goals, means, and primary constituents served.

2. **Select the executive director/chief executive.** Boards must reach consensus on the executive director's responsibilities and undertake a careful search to find the most qualified individual for the position.

3. **Support and evaluate the executive director.** The board should ensure that the executive director has the moral and professional support he or she needs to further the goals of the organization.

4. **Ensure effective planning.** Boards must actively participate in an overall planning process and assist in implementing and monitoring the plan's goals.

5. **Monitor and strengthen programmes and services.** The board's responsibility is to determine which programmes are consistent with the organization's mission and monitor their effectiveness.

6. **Ensure adequate financial resources.** One of the board's foremost responsibilities is to provide adequate resources for the organization to fulfil its mission.

7. **Protect assets and provide financial oversight.** The board must assist in developing the annual budget and ensuring that proper financial controls are in place.

8. **Build a competent board.** All boards have a responsibility to articulate prerequisites for new membership, orient new members, and periodically and comprehensively evaluate their own performance. The board should institute motivation and recognition systems for the members, and build their capacity. The board should also ensure that its membership is diverse in terms of professionals, regional representation, and minorities.

9. **Ensure legal and ethical integrity.** The board is ultimately responsible for adherence to legal standards and ethical norms.

10. **Enhance the organization's public standing.** The board should clearly articulate the organization's mission, accomplishments, and goals to the public, and garner support from the community.

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True or False? Are these responsibilities of a governing board?

1. _____ Ensuring that transparent financial oversight procedures are in place

2. _____ Identify the vendor to use for printing an annual report

3. _____ Holding senior leadership accountable for their decisions and actions

4. _____ Garner community support for the organization's mission

5. _____ Write and edit press releases announcing the organization's newest initiatives

6. _____ Ensuring the organization has adequate ethics training for staff

7. _____ Selecting a Member Association peer coach

8. _____ Monitoring and evaluating programme performance data

Activity 3: Individual board member responsibilities[18]

General expectations

- Know the organization's mission, purpose, goals, policies, programmes, services, strengths, and needs.
- Serve in leadership positions and undertake special assignments willingly and enthusiastically.
- Avoid prejudiced judgments on the basis of information received from individuals; urge staff members with grievances to follow established policies and procedures through their supervisors. All significant matters coming to you should be called to the attention of the executive director and/or the board's chair as appropriate.
- Follow trends in the organization's field of interest and keep everyone informed.
- Bring goodwill and a sense of humour to the board's deliberations.

Meetings

- Prepare for and conscientiously participate in board and committee meetings, including appropriate organizational activities when possible.
- Ask timely and substantive questions at board and committee meetings, consistent with your conscience and convictions, while supporting the majority decision on issues decided by the board.
- Maintain confidentiality of the board's executive sessions and confidential information that is given to you. Never speak for the board or organization unless authorized to do so, but also remember that *all* remarks made or words spoken by board members carry great weight with those within and outside of the organization. Private opinion on any matter is often construed by others as the board's official posture whether it really is or isn't.
- Suggest board and committee meeting agenda items occasionally to board leaders and the chief executive to ensure that significant, policy-related, and strategic matters are discussed.

Relationship with staff

- Counsel the executive director as appropriate, providing support through often difficult relationships with groups or individuals.
- Avoid asking staff for favours, including special requests for extensive information that may take an extraordinary amount of time to gather and are not part of ongoing board or committee work—unless you have consulted with the executive director, board chair, or appropriate committee chair.
- Remember that it is the executive director who is responsible for assessing staff performance, not board members or the board. Most executive directors, however, welcome comments or opinions offered during private conversations that are complimentary or constructively critical of a senior officer.

Avoiding conflicts

- Serve the organization as a whole rather than any special interest group or constituency. Even if you were invited to fill a vacancy reserved for a certain constituency or organization, your first

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obligation is to avoid any preconception that you "represent" anything other than the overall organization's best interests.

- Avoid even the appearance of a conflict of interest that might embarrass the board or the organization; disclose any possible conflicts to the board in a timely fashion.
- Maintain independence and objectivity and act with a sense of fairness, ethics, and personal integrity, even though not necessarily obliged to do so by law, regulation, or custom.
- Never accept (or offer) favours or gifts from (or to) anyone who does business with the organization.

Fiduciary responsibilities

- At all times, exercise prudence with the board in the control and transfer of funds.
- Faithfully read and understand the organization's financial statements and otherwise help the board fulfil its fiduciary responsibility.

Fundraising

- Remember, giving one's time and expertise, as important as they are, are not substitutes for providing financial support according to one's capacity. As one experienced and exemplary director candidly said, "Non-profit organizations need money, and money simply has to come from those who have it. If board members don't support their own organization, why should anyone else?"
- Assist the development committee and staff by helping to identify potential givers and implement fundraising strategies through personal influence where you have it (corporations, individuals, foundations).

Ambassadorial service

- Serve your organization responsibly and diligently by telling the organization's story and presenting its accomplishments, as well as its needs and current challenges. You are your organization's logo.
- Represent your community to your organization. Bring back concerns, ideas, suggestions, compliments, and the like when you believe they may have merit. Remember, as a board member, you are at the nexus of two-way communication.

Match the correct responsibilities.

#				
1.	_____	*General expectations*	**A**	_____ Read and understand the organization's financial statements
2.	_____	*Meetings*	**B**	_____ Avoid asking staff for favours or extraordinary requests
3.	_____	*Relationship with Staff*	**C**	_____ Avoid preconceptions that you "represent" special interests
4.	_____	*Avoiding conflicts*	**D**	_____ Avoid prejudiced judgments, and be opportunistic
5.	_____	*Fiduciary responsibilities*	**E**	_____ Serve your organization responsibly and diligently
6.	_____	*Fundraising*	**F**	_____ Ask timely and substantive questions consistent with your conscience and convictions
7.	_____	*Ambassadorial service*	**G**	_____ Assist the development committee and staff by helping to identify potential donors

Answer Key:

1 : D- Avoid prejudiced judgements, and be opportunistic
2 : F- Ask timely and substantive questions consistent with your conscience and convictions
3 : B- Avoid asking staff for favours or extraordinary requests
4 : C- Avoid preconceptions that you "represent" special interests
5 : A- Read and understand the organization's financial statements
6 : G- Assist the development committee and staff by helping to identify potential donors
7 : E- Serve your organization responsibly and diligently

Activity 3: Board responsibilities versus management responsibilities[19]

Governance means setting policy and strategy. Management means implementing policy and strategy as set forth by the governing body or board. Managing is planning and using resources efficiently to produce intended results.

The distinction between governance and management varies from organization to organization, and from time to time within each organization. There is a trend among health systems to seek greater management participation in governance.

Working closely with a senior management team, the board sets policy, makes decisions, and oversees organizational performance. The board of directors has the ultimate authority and responsibility to guide the organization to achieve its mission and secure its viability over time. Because they are not part of management and receive no financial benefit, board members can exercise independent judgment.

The board hires and delegates authority to a chief executive officer (CEO), also called an executive director (ED), who is responsible for putting the board's decisions into action. The CEO heads the management team, which is responsible for planning, organizing, implementing, monitoring, and evaluating activities to achieve the organization's goals.

In general, the board governs and the management team supervises day-to-day operations; but keep in mind, governance is a partnership between the board and the executive management. Both have a shared responsibility to establish good governance. Nevertheless, the roles and responsibilities of each should be clear, with checks and balances that enable the board to provide a check and counterweight to management control. Enlightened management, supported by sound policies and an informed board, forms the foundation of good governance.

Governing Board's roles	Management's roles
Select, evaluate, and support the CEO	• Run the organization in line with board direction • Keep the board educated and informed • Seek the board's counsel
Approve high-level organizational goals and policies	• Recommend goals and policies, supported by background information
Make major decisions	• Frame decisions in the context of the mission and strategic vision, and bring the board well-documented recommendations
Oversee management and organizational performance	• Bring the board timely information in concise, contextual, or comparative formats • Communicate with candour and transparency • Be responsive to requests for additional information
Ask as external advocates and diplomats in public policy, fundraising, and stakeholder/ community relations	• Keep the board informed, bring recommendations, and mobilize directors to leverage their external connections to support the organization

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19 Shukla, Mahesh and James Arthur Rice, "eCourse Governance and Health," *USAID Global Health eLearning Center*, (2015).

The below table provides examples of responsibilities that can be characterized as governance or management responsibilities, the activities in green are shared responsibilities.

Table: Governance versus management responsibilities

√ Role of governing body	vs. Role of management √	
Overall Direction (Mission, Vision, Values)		
√	Revise mission, vision, values	
√	Determine annual goals	
√	Monitor progress on goals	
√	Determine strategies to achieve goals	√
	Recommend policy	√
√	Approve policy	
	Implement policy	√
√	Change laws, regulations, and rules	
	Ensure compliance with regulations	√
Strategic Planning		
	Prepare strategic plan	√
√	Approve strategic plan	
√	Approve budget for strategic plan	
√	Approve deviations from strategic plan and budget	
Finance		
√	Approve annual operating budget	
√	Approve capital budget	
√	Approve deviations from operating budget	
√	Approve deviations from capital budget	
	Approve senior management travel budget	√
Quality of Healthcare		
	Recommend quality indicators	√
√	Approve quality indicators	
√	Establish standards for quality of care	
√	Monitor quality improvement programme	√
Operations		
	Assess organizational problems and suggest solutions	√
	Hire staff	√
	Approve a raise for staff	√
	Approve personnel recruitment strategy	√
√	Approve expansion of a programme	√

Match the appropriate responsibilities and roles.

1. _____   *Communicate timely, concise, and contextual information with candour and transparency*

2. _____   *Approve deviations or changes to the organization's annual operating budget*

3. _____   *Identify and set annual goals that align with the organization's mission, vision, and values*

A _____   Role of the governing body

4. _____   *Hire, fire, and promote staff to ensure quality operations*

B _____   Role of management

5. _____   *Mobilize directors to leverage their external network to support the organization's mission*

6. _____   *Select, evaluate, and support the chief executive officer*

7. _____   *Recommend and implement organization's policies*

8. _____   *Make major decisions in the organization's best interest*

Answer Key:
1: B – Role of management
2: A – Role of the governing body
3: A – Role of the governing body
4: B – Role of management
5: B – Role of management
6: A – Role of the governing body
7: B – Role of management
8: A – Role of the governing body

Activity 4: Group decision-making methods[20]

Below are methods with a summary of their strengths and weaknesses.

	Description	Strengths	Weaknesses
Decision by authority	This method can be described as "one person decides." This might mean assigning the decision to the most expert person or to a person who decides after listening to the group discuss the problem. Often, the person making the decision is a positional leader.	This method is useful when the group lacks knowledge or skills, and has little time to make a decision. It works well when decisions are "routine" or when commitment to implementation is not a concern.	This method probably won't work well with more complex decisions because it doesn't use all available help or support from group members. As a result, the group might not support the final decision and group resentment may develop.
Minority control (small group decides)	This method uses the skills and resources of a small number of group members. Usually, the small group is made up of experts on the issue or a delegated subgroup that has the necessary information to make a decision.	This method is useful if the whole group cannot meet, if only a few members have information on or interest in the decision, or for routine types of decisions. This decision-making method may be appropriate when overall commitment to the decision is not necessary.	This method does not use the resources of most of the group and does not build group support for the final decision, nor does it yield the benefits of group interaction.
Majority control (voting)	Often mandated by rules or bylaws, voting allows all members to vote for or against an issue. Groups using this method typically adopt the idea that wins a majority of votes.	This may seem like the fairest method, and it is seen as a legitimate method in a democracy. It is effective when there is no time to build consensus. This is a good method to use when members of the group are equally informed.	Someone wins and someone loses in voting. This can result in a disgruntled minority within a group, or it can cause opposing factions to mobilize. Voting also cuts out the option of finding a compromise solution.
Consensus (all decide)	Consensus strives for the full empowerment and involvement of all group members when making a decision. Consensus is generally understood to mean that everyone involved has had a chance to participate, understand the decision, and is prepared to support it.	Consensus can produce a high-quality decision that has strong commitment to implementation. The future ability of the group to solve problems is enhanced. Consensus is useful for serious, important, complex decisions that affect a lot of people.	This method takes a great deal of time and energy. Consensus is hard to achieve in a large group and requires a rich exchange of ideas and information.

20 Spanier, T.A., "Engaging with the Public: A series of best practice tip sheets." *University of Minnesota Extension Center for Community Vitality,* (2009). Adapted from Bryson, J.M. and Carrol, A.R., "Public Participation Fieldbook," *University of Minnesota,* (2007).

Match the strength or weakness with the correct decision-making method.

1. _____ *This group decision-making method is very effective when there is limited time to build consensus*

2. _____ *This decision-making method might lead the group to not support a final decision*

3. _____ This decision-making method often has a strong commitment to implementation

A _____ Decision by authority

4. _____ *This decision-making method does not build group support for a decision*

B _____ Minority control

5. _____ *This decision-making method can be appropriate when overall commitment to a decision is not necessary*

C _____ Majority control

6. _____ *This decision-making method can cause opposing factions to mobilize*

D _____ Consensus

7. _____ *This decision-making method takes a great deal of time and energy*

8. _____ *This decision-making method probably will not work well for a more complex decision*

The answer key is printed upside down.

Answer Key:
1: C- Majority control
2: A- Decision by authority
3: D- Consensus
4: B- Minority control
5: B- Minority control
6: C- Majority control
7: D- Consensus
8: A- Decision by authority

Activity 5: Self-assessment instruments

The board or its governance subcommittee should plan regular self-assessments of the board. These give the board an opportunity to step back from its everyday activity and address fundamental issues. The assessments can lead to a more engaged and higher-performing board. These are designed to be constructive sessions from which board members emerge with a better understanding of their roles and a clear set of action plans.

A variety of informal and formal processes can be used for self-assessment. A 10–15-minute item called "ideas for improving the board" can be added to each board agenda. The chair should be a supporter and advocate for board improvement. Below are examples of self-assessments used in the board governance context.

Example 1[21]

This self-assessment tool will help the Board of IPPFAR MAs assess the degree to which the board meets the essential requirements of effective governance. The questions are designed to be thinking points to help the board answer certain key questions and to spark a discussion within the board on what can be improved.

The questionnaire is divided into eight parts:
- Board knowledge and awareness
- Member integrity and collective responsibility
- Strategic direction and policies
- Relationship with the CEO
- Monitoring the organization's performance
- Ensuring financial health of the organization
- Accountability and transparency
- Board review and renewal

The questionnaire uses the following scoring framework:

Y   **Yes, we undertake this work/activity**
I   **Insufficient, in preparation, or being considered**
N   **No, we've not yet tackled this work/activity**

When considering how to rate your own work in response to each question the following criteria should be considered:

Y: It is supported by written documents and is followed in practice;
I: It is supported by written documents, but is not followed in practice, or vice versa;
N: Although board members may be aware of the importance of the issue, they have taken no action to address it.

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21 International Planned Parenthood Federation (IPPF), "IPPF Code of Good Governance." More information: http://www.ippf.org/resource/IPPF-Code-Good-Governance

When your board completes the self-assessment it is important that you apply a critical eye to your own practice. The self-assessment questionnaire should be completed every year and results therefrom used to inform the board's annual action plan and accreditation review of the MA.

Sample Assessment Questionnaire

1. **Board knowledge and awareness:** This section will help you to examine whether the individual board members receive the appropriate information regarding the organization and its area of work. It will help the board to be clear about what it is governing.

	Y	I	N
Are new board members given a basic understanding of how the organization is structured and how it operates?			
Has the board developed a plan for visits to project implementation sites and service delivery points?			
Are new board members given a basic understanding of the external SRHR environment in which the organization operates?			

Example 2[22]

The board members should review the list of the board responsibilities and indicate whether they think the board currently does a good job in an area or needs to improve its performance. A mini self-assessment survey might look like this:

	We do this well	We need to work on this	Actions / Next steps
[Describe responsibility]			
[Describe responsibility]			
[Describe responsibility]			

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Example 3[22]

Below is a sample board meeting evaluation form.

#	Issue	Yes	No	Suggestion
1	The meeting started and ended on time.			
2	The meeting followed the agenda.			
3	The agenda focused on real, important, and relevant issues.			
4	The agenda and papers were circulated prior to the meeting.			
5	The agenda and papers circulated helped me prepare for the meeting.			
6	A quorum was present at the meeting.			
7	The meeting room was well organized for the meeting.			
8	All members participated actively.			
9	The chair facilitated the meeting in a skilled way.			
10	The committee covered all agenda items thoroughly and objectively.			
11	I could contribute my skill and expertise in the meeting.			
12	I left the meeting knowing what I need to do next.			

Example 4

This self-assessment tool is intended for use by individual members and is based on practices of good governance.

Instruction for participants: Please take the test below and assess yourself on openness, transparency, and accountability. Read the measurement scale and circle the number that you think best expresses your attitudes and behaviour.

1.   I demonstrate consistency in my public and private behaviour.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

2.   I openly listen when people offer perspectives that are different from my own.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

3.   I explain the reasons for my decisions; for example, I explain to stakeholders why a particular action was or was not taken.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

4. I interact openly and candidly with stakeholders and I answer questions from stakeholders.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

5. I demonstrate a sense of obligation to stakeholders when making decisions.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

6. I avoid blaming others for mistakes and I openly admit my mistakes to stakeholders.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

7. I am willing to face the truth, even when it goes against me or what I think.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

8. I accept responsibility for the future direction and accomplishments of my organization.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

9. I accept ownership for the results of my decisions and actions.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

10. I welcome constructive feedback of my actions.

Never   Always

0	1	2	3	4	5	6	7	8	9	10

Scoring
- ❖ The maximum score that can be earned is 100.
- ❖ Score of 76 and above: indicates outstanding open, transparent, and accountable attitude and behaviours.
- ❖ Score of 51–75: indicates that you meet most requirements.
- ❖ Score of 26–50: indicates that you need to improve.
- ❖ Score of 25 or below: indicates unsatisfactory openness, transparency, and accountability.

Example 5[23]

This self-assessment tool is intended for use by individual members and is based on individual board member responsibilities.

Scoring guide

0%	1%–25%	26%–50%	51%–75%	76%–100%
No activity	**Minimal activity**	**Moderate activity**	**Significant activity**	**Optimal activity**
0%, or absolutely no activity	Greater than 0%, but no more than 25% of the activity is accomplished	Greater than 25%, but no more than 50% of the activity is accomplished	Greater than 50%, but no more than 75% of the activity is accomplished	Greater than 75% of the activity is accomplished

Instrument

#	Responsibility of individual members	0%	1%–25%	26%–50%	51%–75%	76%–100%
A	**General**					
1	Know the organization's mission, purpose, goals, policies, programmes, services, strengths, and needs.					
2	Serve in leadership positions and undertake special assignments willingly and enthusiastically.					
3	Follow trends in the organization's field of interest.					
B	**Meeting Related**					
1	Prepare for and conscientiously participate in board and committee meetings, including appropriate organizational activities when possible.					
2	Ask timely and substantive questions at board and committee meetings.					
3	Suggest board and committee meeting agenda items to board leaders and the chief executive to ensure that significant, policy-related and strategic matters are discussed.					

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#	Responsibility of individual members	0%	1%–25%	26%–50%	51%–75%	76%–100%
C	**Relationship with Staff**					
1	Avoid asking the staff for favours, including special requests for extensive information that may take extraordinary time to gather and are not part of ongoing board or committee work—unless you have consulted with the executive director, board chair, or appropriate committee chair.					
D	**Avoiding Conflicts**					
1	Serve the organization as a whole rather than any special interest group or constituency.					
2	Avoid even the appearance of a conflict of interest that might embarrass the board or the organization; disclose any possible conflicts to the board in a timely fashion.					
3	Maintain objectivity, fairness, ethics, and personal integrity.					
4	Never accept favours or gifts from anyone who does business with the provincial health system or any of its facilities.					
E	**Fiduciary Responsibilities**					
1	At all times, exercise prudence with the board in the control and transfer of funds.					
2	Faithfully read and understand the organization's financial statements and otherwise help the board fulfil its fiduciary responsibility.					
F	**Ambassadorial Service**					
1	Serve your organization responsibly and diligently by telling the organization's story and presenting its accomplishments, as well as its needs and current challenges.					
2	Represent your organization in the community. Bring back concerns, ideas, suggestions, compliments, and the like when you believe they may have merit. Remember, as a board member, you are at the nexus of two-way communication.					

Suggested Optional Activities

1. Small group discussions on the seven principles of governance, followed with a discussion in plenary
2. Role play the ten basic responsibilities of the board; participants could be split up into groups where each group would enact a good or bad example of each of the board member responsibilities
3. Brainstorm in small groups what action steps can be taken to fulfil several of the ten responsibilities of the board
4. Small group reflection on what action steps can be taken to apply one or more of the seven principles of governance
5. Case studies on boards that have been successful in applying one or more of the seven principles of governance
6. Experience sharing by board members who have been successful in fulfilling one or more of the ten responsibilities of the board
7. Review the self-assessment checklists for board and board members
8. Quiet reading followed by participant reflections, questions, and answers
9. Use visual images, diagrams, and video exercises to highlight key learning objectives
10. Produce songs, posters, and/or poems to highlight board responsibilities
11. Use cards for ranking, sorting, and prioritizing; ask participants to write their ideas of board or board member responsibilities on individual cards. Have each participant tell the group the responsibilities they have come up with and summarize the responses on a flip chart, noting the number of times a given responsibility is mentioned. Prioritize. Ask the participants to match the responsibilities envisioned with the responsibilities mentioned in this module
12. Personal action planning; ask the participants to jot down what they plan to do in next six months to apply one or more of the seven principles of governance
13. In plenary, agree on concrete actions that could be taken by the participants
14. Summarize using a PowerPoint presentation

Forging Youth-Adult Partnership on the Board

Module 4: Board Governance Practices

Overall purpose of the module

To ensure that participants understand and apply the practices of good governance

Module objectives

By the end of the module participants will be able to:
1. Describe the practices of good governance
2. Explain and provide examples of the practices of good governance and how they apply to participant's work on the board

Module outline

1. Activity 2: Practices of good governance
2. Activity 2: Cultivating accountability
3. Activity 2: Stakeholder engagement
4. Activity 2: Setting shared strategic direction
5. Activity 2: Stewarding resources
6. Activity 4: Monitoring and oversight functions

Illustrative structure of the module

Total time 2 hours and 30 minutes

Activity #	Activity	Time
1	Review homework and introduce module	20 minutes
2	Governance practices reading	40 minutes
3	Governance practices "poster contest"	90 minutes
4	Close up	

Instructions for the facilitators

Activity 1. Review homework in pairs and introduce the learning objectives and outline of the module through a PowerPoint presentation (using either the appended PowerPoint or an adapted version). (20 minutes)

Activity 2. Governance practices reading. (40 minutes) Learners will refer to materials labelled **Activity 2** in this module.
   a. Briefly mention the practices of good governance that the governing body should follow.
   b. Invite participants to read the practices aloud, having each participant read one paragraph.
   c. After each paragraph you can ask a question to the group to clarify that the concepts are being understood.

Activity 3. Governance practices "poster contest." (90 minutes)
   a. Organize the group in pairs or small groups.
   b. Invite them to participate in a "poster contest," where each team will create a poster on one of the practices of good governance. These posters will be presented to the larger group and scored on three criteria: content, innovation, and quality of verbal presentation.

c. Distribute a blank poster and drawing materials to each pair or trio and assign one of the practices of good governance: stakeholder engagement, setting shared strategic direction, and monitoring and oversight functions.

d. Ask each team to create a poster that explains the practice. The poster should include 90 per cent drawings and 10 per cent test.

e. In plenary, each pair or trio will present and explain their poster and the practice that they are representing. Facilitators and other participants should be able to ask each group questions after their presentations to further explain their poster if needed.

f. After all of the presentations are complete, distribute a score sheet to each individual to score every poster against the three criteria (content, innovation, and quality of verbal presentation). Scoring should be on a one to five-point scale, five being the highest rating a poster can receive for each criterion.

g. Collect all the score sheets and mark the score for each group on a flipchart. Sum all scores and give a prize to the winner!

Activity 4. Homework: Reading "Monitoring and Oversight Functions" on pages 90–91 and answer the questionnaire in page 92.

Activity 2: Practices of good governance[24]

There are five key practices of good governance.

1. Cultivating accountability
2. Engaging stakeholders
3. Setting shared strategic direction
4. Stewarding resources
5. Continuous governance improvement

These practices are highly interrelated and reinforce each other. The first four practices are reinforced through the fifth practice of continuous governance enhancement—which includes periodically assessing and continuously improving governance. Applying these practices will help the board and senior management achieve the organization's mission, improve the organization's performance and achieve better SRH outcomes.

The chart below lists the practices of good governance at the top; then highlights the enablers of each practice beneath them. The following enablers support all the five practices: leadership, ethical and moral integrity, performance measurement, and use of information, evidence, and technology. Governance will not work well without integrity and leadership.

Practice	Cultivating accountability	Engaging stakeholders	Setting a strategic direction	Stewarding resources
Enablers	• Openness and transparency • Trust	• Inclusion and participation • Gender-responsiveness • Intersectoral collaboration	• Effective leadership • Sound management	• Pursuit of efficiency and sustainability
	• Leadership skills • Ethical and moral integrity • Use of information, evidence, and technology • Performance measurement			

When competent people are serving on the board and consistently apply practices of good governance, we can say that the organization is being governed well. Good governance enables effective and efficient management of people, money, medicines, and information. Sound management in turn facilitates the work of doctors, nurses, clinicians, and other health workers, enabling them to provide

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24 Management Sciences for Health, "Governance Guides for Health Systems Strengthening," (2014).

safe, timely, effective, and efficient care and services that are respectful of and responsive to individual patient and client preferences, needs, and values.

In this module, we present two of these practices in greater detail—stakeholder engagement and setting shared strategic direction. We also present board monitoring and oversight which is part of cultivating accountability.

What are the five key practices of good governance?

How important are the enablers that support the five practices of good governance? What might happen to organizations that lack these enablers?

Activity 2: Cultivating accountability[25]

Accountability means that institutions—ministries, organizations, and health facilities—are responsible for meeting the needs of the people whom they were created to serve and protect. Accountability also means ensuring that officials in public, private, and voluntary sector organizations are answerable for their actions and that there is redress when duties and commitments are not met.

Cultivating accountability is taking actions that will
- Promote the culture of accountability in an organization;
- Make an organization accountable to its external and internal stakeholders; and
- Make people governing, managing, and providing services in an organization personally accountable.

Cultivating accountability fosters a facilitative decision-making environment based on systems and structures that support transparency and accountability. When accountability is strengthened, the opportunity for corruption is diminished, and health system outcomes—such as responsiveness, equity, and efficiency—are positively affected.

Integrity, transparency, accountability, trust, and engagement are all linked and deeply intertwined, and form the foundation for all five key practices of good governance. There are nine domains of cultivating accountability.
- Cultivate personal accountability
- Nurture accountability among stakeholders
- Foster internal accountability within the organization
- Support accountability of health providers and health workers
- Measure performance
- Share information
- Develop social accountability
- Use technology to support accountability
- Provide smart financial oversight

The governing body owes a duty to engage with, inform, and be accountable to a broad array of internal and external stakeholders. Effective governing bodies do not hide from public scrutiny; rather, they proactively design sensible engagement strategies and performance reporting with these groups.

Social accountability refers to a broad range of actions and mechanisms that citizens, communities, independent media, and civil society organizations may use to hold public officials and public servants accountable. It enables community members to express their assessment of the health services in terms of the accessibility and quality. Social accountability mechanisms have a potential to increase the responsiveness of the health workers and facility staff. Social accountability in the delivery of health services may be strengthened by using:
- Community radio
- Public hearings
- Community scorecards and citizen report cards
- Participatory budgeting and public expenditure tracking
- Citizen charters

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25 Management Sciences for Health, "Cultivating Accountability for Health Systems Strengthening," *the Leadership, Management, and Governance Project,* (2014).

Activity 2: Stakeholder engagement[26]

There are many reasons to engage with diverse stakeholders:

1. To get more and better insights to define current challenges more accurately.
2. Participation in identifying problems improves the quality of solutions and the willingness of stakeholders to help define practical ways to implement the solutions.
3. Stakeholder participation in defining solutions improves their willingness and ability to implement the solutions.
4. Engagement helps advance the awareness and ability of stakeholders to hold decision makers accountable for their decisions.
5. Engagement fosters ownership of the need and willingness to measure results.

Sincere stakeholder invitations

Those who govern need the ideas, insights, experiences, money, and political influence of many stakeholders. To secure these valuable resources, stakeholders must believe you have a real need for their participation and that your invitation to participate is significant and sincere; engagement requires an invitation that is not only sincere, but extended with enough time for that engagement to be fully realized.

Sincere engagement with stakeholders

The governing body, working with management, has a responsibility to engage stakeholders, which includes people in the community and health workers. It is also the governing body's role to support management in engaging stakeholders. There are five ways of working with stakeholders, beginning with informing and consulting them. Following, involve stakeholders in the governance decision-making process, collaborate with them in finding solutions, and finally, empower them.
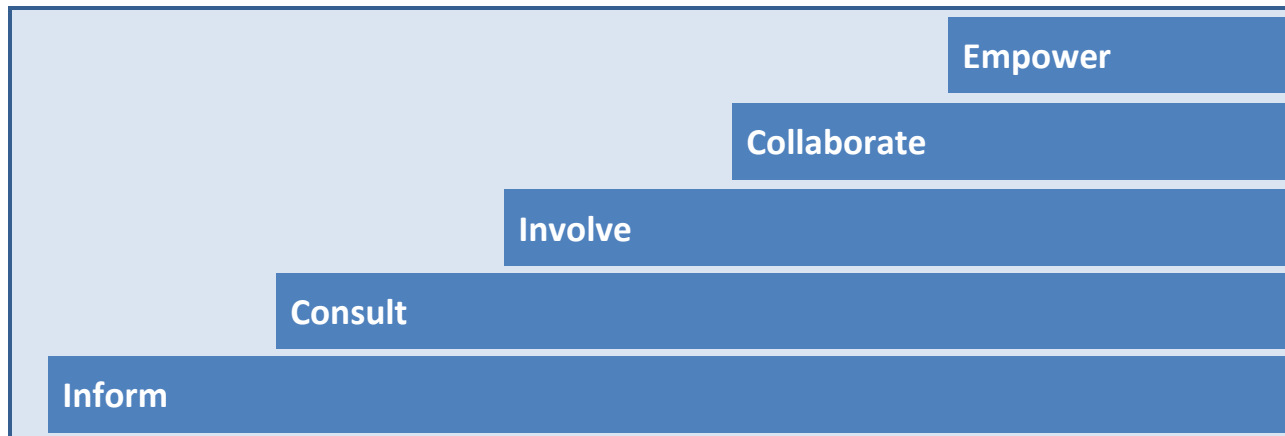
Inform
Keep stakeholders, community members, and health workers informed, and educate them on your organization's governance policies.

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26 Management Sciences for Health, "Engaging Stakeholders for Health Systems Strengthening," *the Leadership, Management, and Governance Project,* (2014).

Consult

Listen to people's and health workers' concerns and provide feedback.

Involve

Coordinate with stakeholders, community members, and health workers to make sure that their concerns are directly reflected in governance decisions.

Collaborate

Work with the people and the health workers to formulate solutions.

Empower

Give stakeholders the power to make decisions.

To effectively fulfil its responsibilities, the governing body should, as described above, engage with community representatives, health providers and health workers, and all relevant stakeholders—across gender, age, race and ethnic groups, socioeconomic status, health and disability status, and location—in the course of the decision-making process.

Build trust

Trust among stakeholders in governance decision-making processes is an essential but fragile commodity. Trust must be earned, is easily lost, and is difficult to regain. Board members must first be trustworthy, and then be prepared to trust others. Review the following actions; as they sound simple, they are hard to practice, but still should be taken to build trust with stakeholders.

- Begin with yourself. Tell the truth, even if it is difficult. Do what is right, sometimes even at personal risk. Maintain consistency in what you say and how you act. Practice what you preach. Do not seek personal gain.
- Make your promises and commitments carefully and keep them. Hold yourself accountable before holding others accountable.
- Take responsibility for the results and the decisions that go wrong. Admit your mistakes and explain your reasoning behind the decision. Learn from your mistakes.
- Be a patient listener. Listen to your colleagues, stakeholders, health workers, and community members. Be open-minded and consider ideas and points of views that are different from your own. Seek feedback from your colleagues, health workers, community members, and other stakeholders and establish mechanisms for seeking this feedback on a regular basis. Act on the feedback you receive from them.
- Be a learner. Broaden your knowledge and skills in public health.

Place the five ways to sincerely engage stakeholders in order from 1 to 5:

_____ *Involve stakeholders in governance decision-making*

_____ *Empower stakeholders to remain accountable to decisions*

_____ Inform stakeholders about the organization's transparent governance policies

_____ *Consult stakeholders for feedback on the board's decisions*

_____ *Collaborate with stakeholders to formulate solutions and decisions*

Identify some challenges when building trust. What can governing boards do to foster trust among a diverse set of stakeholders?

Activity 2: Setting shared strategic direction[27]

The governing body determines the organization's strategic direction and policies to deliver its mission, goals, and objectives. With the executive director, it makes certain that the organization's programmes, activities, and services reflect its strategic priorities. It concentrates on strategic thinking and does not involve itself with day-to-day operational and management matters. It creates policies and monitors the organization's activities in all areas.

One of the most important practices to protect the vitality and enhance the sustainability of a health service organization is to establish a "strategic road map" to guide the enterprise forward. Often this strategic roadmap or plan charts a path into a future that is uncertain, with rapidly growing demands for services from communities, patients, and citizens in vulnerable and marginalized populations, with a shortage of resources (human, financial, and technological). The decision-making process of designing and implementing this roadmap is referred to here as "setting strategic direction." The governing body sets the strategic direction in collaboration with organizational leadership and key stakeholders, and once the direction is set, management is primarily responsible of the management to realize it.

Shared direction comes from agreeing on which ideal state everyone is trying to get to. If there is no agreement on what or where the organization should move to, agreeing on approaches for how to get there will be much more difficult. If you know that you are all moving in the same direction, you will find it easier to gather support for the planning process, assess readiness, and define strategy to achieve this vision. You can then design a shared action plan with measurable goals for reaching the strategic direction and set up accountabilities to accomplish the plan.

Process of setting strategic direction

Ask	Analyse	
Where are we now?	Internal and external assessment	
Where do we want to be?	Vision Mission and principles	Goals and objectives
How will we get there?	Strategy	Action plan
How can we measure our progress?	Performance measures Monitoring and tracking	Evaluation

Steps in strategic planning process

1. Gather support for the planning process and create a planning team.
2. Conduct an organizational assessment (environment scan, situation assessment).
3. Review or create, discuss, and state the organization's mission and vision, and ensure that everyone is comfortable with them.
4. Develop goals, strategies, and objectives for next three to five years.
5. Draft and approve an action plan.
6. Implement the strategic plan, monitor its implementation, and repot progress to stakeholders.

If your organization already has a strategic plan in existence, you can use the processes listed above to update and implement the plan.

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27 Management Sciences for Health, "Setting a Shared Strategic Direction for Health Systems Strengthening," *the Leadership, Management, and Governance Project,* (2014).

How does the process of setting a strategic direction overlap with other key practices or broader values of good governance?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

How does your organization set its strategic plan? Does the current process embrace the questions and steps for setting a strategic direction?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity 2: Stewarding resources[28]

Stewardship is the ethical and efficient use of resources of the organization in pursuit of desired health outcomes.

Lack of ethical and moral integrity can occur in any area of the health sector; for example, in construction and renovation of facilities; purchase of equipment, supplies, and medicines; education of health professionals; and provision of services by medical personnel and other health workers. It can manifest itself through:

- Bribes
- Kickbacks
- Poor performance
- Refusal to uphold institutional policies
- Absenteeism
- Informal payments
- Theft of public resources

Waste, fraud, and abuse of resources in a health system result in higher costs and lower quality of care, disproportionately affecting the poor if services become biased towards a society's elite. For example, poor women may not receive critical health care services simply because they are unable to pay informal fees. There is also a risk of harm due to substandard medicines and equipment, inappropriate treatment, and inadequate training of personnel. Patients and citizens lose faith and trust in the health system.

The governing body should consider taking actions in these six domains:

- Wisely raise and use resources
- Practice ethical and moral integrity
- Build management capacity
- Measure performance
- Use information, evidence, and technology in governance
- Eradicate corruption

Governing bodies need to ask their managers if the organization is receiving good "value for money." Are the contracts to hire people, purchase pharmaceuticals and supplies, and invest in facilities and equipment being established in fair, competitive, and ethical terms? In addition, the following actions should be considered.

- Involve stakeholders and the public in the oversight of activities of your organization.
- Make policies, practices, expenditures, and performance information open to stakeholder scrutiny.
- Make all stages of plan and budget formulation, execution, and performance reporting fully accessible to the public and stakeholders.
- Make information about tender processes publicly available on the Internet.
- Introduce a code of conduct on ethics, conflict of interest rules, and whistle-blower protections.

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[28] Management Sciences for Health, "Stewarding Resources for Health Systems Strengthening," the Leadership, Management, and Governance Project, (2014).

Activity 4: Monitoring and oversight functions[29]

Effective governance oversight is to achieve the organization's mission and protect the assets entrusted to the governing body or people who govern. The governing body has a duty to monitor the organization's plans and performance. This oversight role includes:

1. Monitoring the financial health of the organization
2. Looking at its financial sustainability
3. Building the organization's long-term ability to mobilize and allocate sufficient and appropriate resources
4. Using actual financial and cost data for planning, oversight, and evaluation
5. Setting up and monitoring key financial and outcome indicators

Oversight of management, quality, and finances is one of the important governance functions, where it helps ensure accountability. The governing body conducts oversight by monitoring decisions and actions to ensure they conform to policy and produce intended results. The executive director is accountable to the governing body for the management decisions and actions.

Keep in mind that oversight is not micro-management. Examples of micro-management include approving the choice of vendors, participating in staff hiring and defining job descriptions (except the executive director's), approving individual staff salaries, verifying receipts and invoices, contacting staff members directly for information, creating committees that duplicate staff work, and sending a board representative to staff meetings. Those who govern should avoid the temptation to micro-manage. This can be addressed by developing and using "performance dashboards" or "balanced scorecards" that document how well the organization is doing to achieve a handful of key indicators of success or essential measures of progress.

Quality oversight

1. Review a "performance dashboard" or "balanced scorecard" of critical quality indicators on a regular basis to know significant variances requiring corrective action.
2. Seek opportunities for education regarding your quality responsibilities.
3. Check to see that management has a plan in place for tracking quality performance in all aspects of the organization.
4. Look for evidence that the plan to reach the strategic direction is working.
5. Ask for regular reports on quality results in your organization.
6. Read the reports, discuss them, and question the senior management team about them.
7. See that management is using the tools it needs (surveys, focus groups) to find out what your organization's beneficiaries, clients, and customers think of its service quality.
8. Keep your eyes and ears open for trends in service user complaints and periodically discuss the common complaints; for example, do they suggest that there may be a problem that needs attention?

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29 Management Sciences for Health, "Leaders who Govern," (2015).

Financial oversight

1. Seek opportunities for ongoing education on the financial management and health of your organization.
2. Approve long-range and annual capital and financial plans, and monitor results achieved against those plans.
3. Ask the senior management for corrective actions in response to under-performance on long-range and annual capital and financial plans.
4. Integrate the strategic, quality, and master facility plans with the financial plan.
5. The budget will be your key barometer; follow up on each big approval item to see how the project turned out a year or two later.
6. Look over the annual budget carefully before you approve it. Find out who writes the budget: is there input from many parts of the organization? What methods are used to be sure that it is realistic?
7. Scrutinize the organization's plans for capital expenditures, including land, buildings, and major equipment—are they sound investments? Will they burden the organization or add to its financial strength?
8. Demand regular reports that compare the year so far to the budget, and ask management about the differences between what is happening and what was planned.
9. Work out financial targets with your executive director: What level of cash and surplus do you expect? How much liquidity does the organization need? What is a reasonable goal for revenue growth? Ask how your organization compares to other good organizations in your community or region.
10. Make sure that you have strong ethical financial policies in place, that they are in writing, and that management understands and follows the code of ethics.

Management oversight

1. Establish a written policy statement that formally describes a process for setting the executive director's goals and evaluating his or her performance.
2. The executive director should have written performance goals that are mutually agreed upon with the board prior to the evaluation period.
3. The executive director evaluation process should include a session between the executive director and the board chair or evaluation committee to discuss the evaluation and next year's goals.
4. Executive director performance evaluation should be a determinant of the executive director's compensation.
5. Maintain a current, written succession plan for the executive director.

True or false? These tasks are part of the governing body's oversight function:

1. _____ Hire young staff to ensure the organization's sustainability

2. _____ Establish a formal process for selecting CEO goals and evaluating performance

3. _____ Read performance reports and discuss findings amongst management team

4. _____ Approve long-range capital and financial plans

5. _____ Recommend goals and policies that are supported by information

6. _____ Demand regular reports on the organization's financial standing

Suggested Optional Activities

1. Small group discussions on why have young members on the governing body, followed with a discussion in the plenary
2. Role play the practices of good governance, where participants could split into two groups, one enacting a board that does not apply the practices of good governance and another group where the board portrays good practices of governance
3. Brainstorm different ways to engage with the organization's stakeholders
4. Small group reflection on what steps could be taken to set a shared strategic direction of the organization
5. Analyse case studies of boards that have been successful in applying one or more of the practices of good governance
6. Experience sharing by board members who have been successful in applying one or more of the practices of good governance
7. Have individuals complete the self-assessment checklists and discuss their results in groups
8. Quiet reading followed by participant reflections, questions, and answers
9. Use visual images, diagrams, and video exercises to highlight key learning objectives
10. Produce songs, posters, and/or poems to emphasize practices of good governance
11. Use cards for ranking, sorting, and prioritizing; ask participants to write the organization's stakeholders on cards and present their ideas to the group. Write each response on flip charts, noting the number of times a given stakeholder is mentioned. Prioritize. Ask the participants to suggest illustrative actions on how to engage with these stakeholders
12. Personal action planning; ask participants to jot down what they plan to do in next six months to enhance their preparedness to apply the practices of good governance
13. In plenary, agree on concrete actions that could be taken by young members to build on the practices of good governance
14. Summarize using a PowerPoint presentation

Forging Youth-Adult Partnership on the Board

Module 5: Board Procedures

Overall purpose of the module

To ensure that participants understand board procedures and are able to apply them in their day-to-day board activities.

Module objectives

By the end of the module participants will be able to:
1. Appreciate the rationale for having board procedures and explain why in their own words
2. Recognize the order of business in board meetings
3. Identify steps in making a decision in a board meeting
4. Understand the basic board procedures and describe them
5. Explain the basic board procedure terms
6. Enact and illustrate at least one board procedure

Module outline

1. Activity 2: Board procedures
2. Activity 2: Board procedure FAQs
3. Activity 4: Tips in board procedure
4. Activity 4: Board meeting role play
5. Self-Study: Glossary of board procedure terms

Illustrative structure of the module

Total time 3 hours

Activity #	Activity	Time
1	Review homework and introduce module	30 minutes
2	Governance procedure steps and FAQ reading	30 minutes
3	Governance procedure contest	30 minutes
4	Role play about board meeting	90 minutes
5	Close up	

Instructions for the facilitators

Activity 1. Review homework in pairs and introduce the learning objectives and outline of the module through a PowerPoint presentation (using either the appended PowerPoint or an adapted version). (30 minutes)

Activity 2. Governance procedure steps and FAQ reading. (30 minutes) Learners will refer to **Activity 2: Board Procedures** and **Activity 2: Board Procedure FAQs**.
   a. Briefly introduce the two concepts of board procedure: order of business and making a decision.
   b. Invite participants to read aloud the order of business, decision-making steps, and board procedures FAQs on pages 99-100 each reading one paragraph.
   c. After each paragraph you can ask a question to further clarify concepts.

Activity 3. Governance procedure contest. (30 minutes)
   a. Write each of the most frequent board procedure questions on a flash card or piece of paper and put them all in a small box or envelope (do not include the answers).

b. Divide the participants in two teams, each creating a name for themselves, and separate them in the room.

c. Make two columns on a flipchart and put the team's name above the columns, one column per team.

d. Begin the contest by pulling out one question at a time, alternating between teams, allowing the first team to attempt to answer the question without consulting their guide.

e. If the first team answers the question correctly, give them one point in their column on the flip chart. If they answer incorrectly, the other team has a chance to answer and receive the point. If the second team also answers incorrectly, read the answer from the guide aloud and neither team wins the point.

f. When all the questions in the box have been answered, sum up the number of points each team has won and declare the winner.

g. Close the session by inviting them to become familiar with the board vocabulary by referencing the glossary on pages 105-108.

Activity 4. Role play board meeting in a fish bowl. (90 minutes) Learners will refer to **Activity 4: Tips in Board Procedure.**

a. Divide the group in two teams.

b. Provide the teams with a board meeting scenario that includes the context of the meeting, brief minutes from the previous meeting, and agenda items. Sample scenarios are given immediately after these instructions in **Activity 4: Board meeting role play**.

c. Explain to the participants that each team will role play the meeting scenario they have been given and give them 15 minutes to prepare the meeting scene (who will be the chair, the secretary, what they will discuss, etc.).

d. Ask the teams to make two circles, one inside the other.

e. Team 1 will be in the inner circle conducting their board meeting during their 15 minutes. When they act out their meeting, team 2 will be seated in the outsider circle observing the meeting, taking notes on their reflections.

f. After team 1 presents, team 2 will have 10 minutes to provide feedback to about how team 1 conducted their meeting.

g. After the feedback, teams change roles. Team 2 will conduct their meeting and team 1 will observe and provide another 10 minutes of feedback.

h. The facilitator will take 15 minutes to provide feedback as needed and make a conclusion about the main points to consider to have a good board meeting.

Activity 5. Homework: Read pages 118–120 "Public speaking tips" and prepare a three to five-minute speech to present their organization to a group of potential donors (they can select the audience members as donors). The speech will contain: Who are we? What we do? Why you should invest in us? What specific request I have for you?

Activity 2: Board procedures[30]

Board procedure is an effective means by which individual members can take orderly action as a group. It is an organized system where the smallest minority (even just one person) can be heard, while preserving the right of the majority to prevail. Board procedure helps make meetings easier, shorter, and more productive. Remember, these processes are designed to ensure that everyone has a chance to participate and share ideas in an orderly fashion. Board procedure should not be used to prevent discussion of important issues.

Order of business in board meetings

1. Call to order (the chair formally opens the meeting)
2. Roll call (the process of calling out a list of names to establish who is present)
3. Presenting the agenda (motion is moved to approve the agenda)
4. Reading minutes (from the last meeting)
5. Approving minutes of the last meeting (motion is moved to approve the minutes)
6. Committee reports (discussion on short reports made to the board chair by board committee containing details of its activities and recommendations for further action)
7. Accepting the committee reports (after motion is moved to accept reports or proposals)
8. Unfinished business (from the last meeting)
9. New business (of the current meeting according to the agenda; motions are moved to approve or disapprove the proposal and decisions are made after each item of business is discussed by the board)
10. Adjourn (to end the meeting)

Steps in making a decision in a board meeting

1. Motion—A motion is a request for something to be done, which can also be the opinion or wish of the group. Only one motion should be placed before the group at a time. It can be debated and amended. When making a motion, one should say "I move that…"
2. Second—Someone from the board must "second" the motion, or agree to the motion, for it to be discussed.
3. Discussion—The motion "on the floor" is discussed by all members, addressing the pros and cons of the issue.
4. Re-state the motion—The chair re-states the motion before the board votes.
5. Vote—The group votes by saying "yes" for approval or "no" for disapproval.

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[30] Robert, Henry M., "Robert's Rules of Order, First Edition," (1915). Note: There is a more recent version available at http://www.robertsrules.com/.

What is the rationale behind established board procedure?

_____
_____
_____
_____
_____
_____
_____
_____

What role do board procedures play in ensuring good governance practices?

_____
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_____

Activity 2: Board procedure FAQs[31]

What is an agenda?
An agenda is a list of the issues—usually called items—that will be discussed at a meeting. It includes the time, date, and place for the meeting. The agenda for each meeting, along with any other information the committee needs, should be sent out to all members before the meeting.

What does the chairperson do in a meeting?
The chairperson (sometimes called the "chair" for short) keeps the meeting running smoothly. They make sure that what is talked about is related to each agenda item and that everyone has a fair chance to give their input.

In a meeting, what is "general business"?
General business—sometimes called "other business"—is the time set aside at the end of a meeting where members can discuss other issues not included in the agenda items. It is a good idea for members who want to raise anything during general business to tell the chair at the beginning of the meeting so there is enough time to discuss everything on the agenda.

What are minutes?
Minutes are the official recordings of a meeting. They are important so that each committee member knows what was said during the meeting. The minutes are not a word for word report of what was said in the meeting, but a record of the main points and any decision items. They include the names of members who are at the meeting and who could not attend (usually called "apologies").

What does the Secretary do in a meeting?
The Secretary writes the minutes during the minutes. It is their role to listen to what is being said and clearly write down the main points and any decisions that the committee makes.

What motions are used in the board meeting?
In a board meeting, often four motions are used:

- To introduce (motion)
- To adopt (accept a report without discussion)
- To change a motion (amend)
- To adjourn (end the meeting)

What is a motion?
To introduce a new piece of business or propose a decision or action; a motion must be made by a group member: "I move that..." A second motion must then be made: raise your hand and say, "I second." After limited discussion, the group then votes on the motion. Either a majority vote or a quorum is required for the motion to pass, as specified in the bylaws.

What is amending a motion?
The process used to change a motion under consideration. For instance, perhaps you like the idea proposed but not exactly as offered, raise your hand and make the following motion: "I move to amend the motion on the floor." This also requires a second. After the motion to amend is seconded, a majority vote is needed to decide whether the amendment is accepted. Then a vote is taken on the amended motion. In some organizations, a "friendly amendment" is made; this means that if the person who

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[31] Robert, Henry M., "Robert's Rules of Order, First Edition," (1915). Note: There is a more recent version available at http://www.robertsrules.com/.

made the original motion agrees with the suggested changes, the amended motion may be voted on without a separate vote to approve the amendment.

What is committing of a motion?

This is used to place a motion in the committee. It also requires a second. A majority vote must rule to carry it forward. At the next meeting the committee is required to prepare a report on the motion committed. If an appropriate committee exists, the motion goes to that committee. If not, a new committee is established.

What is tabling of a motion?

To table a discussion means to lay aside the business at hand in such a manner that it will be considered later in the meeting or at another time. To table a motion, say: "I make a motion to table this discussion until the next meeting. In the meantime, we will get more information so we can better discuss the issue." A seconder is needed and a majority vote required to *table* the item being discussed.

What is an adjournment motion?

A motion is made to end the meeting. A second motion is required. A majority vote is then required for the meeting to be adjourned (ended).

How do individual steps in board procedure reflect the five key practices of good governance?

Activity 4: Tips in board procedure[32]

1. A main motion must be moved, seconded, and stated by the chair before it can be discussed.
2. If you want to move, second, or speak to a motion, stand and address the chair.
3. If you approve the motion as is, vote for it. If you disapprove the motion, vote against it.
4. If you approve the idea of the motion but want to change it, amend it, or submit a substitute for it.
5. If you want advice or information to help you make your decision, move to refer the motion to an appropriate quorum or committee with instructions to report back.
6. If you feel they can handle it better than the board, move to refer the motion to a committee with power to act.
7. If you feel that the pending question(s) should be delayed so more urgent business can be considered, move to lay the motion on the table.
8. If you want time to think the motion over, move that consideration be deferred to a certain time.
9. If you think that further discussion is unnecessary, move the previous question.
10. If you think that the board should give further consideration to a motion referred to a committee, move the motion be recalled.
11. If you think that the assembly should give further consideration to a matter already voted upon, move that it be reconsidered.
12. If you do not agree with a decision rendered by the chair, appeal the decision to the board.
13. If you think that a matter introduced is not relevant to the matter at hand, a point of order may be raised.
14. If you think that too much time is being consumed by speakers, you can move a time limit on such speeches.
15. If a motion has several parts, and you wish to vote differently on these parts, move to divide the motion.

In the meeting

To introduce a motion

- Stand when no one else has the floor.
- Address the chair by the proper title.
- Wait until the chair recognizes you.
- Now that you have the floor and can proceed with your motion say, "I move that...," then state your motion clearly and sit down.
- Another member may second your motion. A second merely implies that the seconder agrees that the motion should come before the board and not that he/she is in favour of the motion.
- If there is no seconder, the chair says, "The motion is not before you at this time." The motion is not lost, as there has been no vote taken.
- If there is a seconder, the chair states the question by saying, "It has been moved and seconded that ... (state the motion), is there any discussion?"

Debate or discussing the motion

- The member who made the motion is entitled to speak first.
- Every member has the right to speak in a debate.
- The chair should alternate between those "for" the motion and those "against" the motion.

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[32] Robert, Henry M., "Robert's Rules of Order, First Edition," (1915). Note: There is a more recent version available at http://www.robertsrules.com/.

- The discussion should be related to the pending motion.
- Avoid using a person's name in a debate.
- All questions should be directed to the chair.
- Unless there is a special rule providing otherwise, a member is limited to speak once to a motion.
- Asking a question or a brief suggestion is not counted in debate.
- A person may speak a second time in debate with the assembly's permission.

Voting on a motion

- Before a vote is taken, the chair puts the question by saying, "Those in favour of the motion that ... (repeat the motion)... say 'Yes', those opposed say 'No.' " Wait, then say "The motion is carried," or "The motion is lost."
- Some motions require a 2/3 vote. A 2/3 vote is obtained by standing.
- If a member is in doubt about the vote, he may call out "division." A division is a demand for a standing vote.
- A majority vote is more than half of the votes cast by persons legally entitled to vote.
- A 2/3 vote means at least 2/3 of the votes cast by persons legally entitled to vote.
- A tie vote is a lost vote, since it is not a majority.

Place the board procedure in the proper order, from 1 through 9.

_____ New business

_____ Approving minutes

_____ Accepting the committee reports

_____ Call to order

_____ Unfinished business

_____ Roll call

_____ Adjourn

_____ Reading minutes

_____ Committee reports

Answer Key:
1. Call to order
2. Roll call
3. Reading minutes
4. Approving minutes
5. Committee reports
6. Accepting the committee reports
7. Unfinished business
8. New business
9. Adjourn

Activity 4: Board meeting role play

Scenario:

Over the last five years, Health and Family Planning Agency has successfully expanded services in rural areas. They now operate ten clinics in five districts, and the strategic plan for the next five years calls for extending two clinics a year. Each new clinic would have a community-based distribution programme as well. The organization has also been contacted by the government to design a collaborative effort to reach more clients in rural areas. Overall, the board of directors is excited about these new opportunities, but recent staff turnover and vacancies in two senior positions make them very concerned about the agency's ability to meet these new challenges. The position for director of field programmes has been vacant for the past four months and they haven't had a medical director for the past two months.

A month ago in the last board meeting, the executive director told them that their salary structure isn't competitive to other organizations. The field programmes and medical director left because they found comparable positions with higher salaries and more attractive benefits.

In the current board meeting, they approved the previous board minutes, in which they reviewed and approved the financial statements that were more or less within the budget, approved some investments in the new clinics, and delegated a commission to study the salary issue and propose a solution.

Today the board was called for an extraordinary meeting. There were just two points on the agenda: approve the minutes from the previous meeting and discuss and propose a solution to the salary scale.

Role play instructions:

- You are invited to roleplay the board meeting to discuss the salary scale proposal brought to the meeting by the commission.
- Define who will be the chair, secretary, members of the committee, and other members.
- Let the members of the committee figure out what are they going to propose.
- Discuss how you are going to conduct the meeting.
- Be sure you follow the steps of a good board meeting "order of business" described in your guide on page 97.

Self-Study: Glossary of board procedure terms[33]

Address the chair
To rise and say "Mr./Ms. Chair"

Ad hoc committee
Committee is established for a specific limited purpose and ceases to exist when its job is done

Adjourn
To end the meeting

Agenda
The items of business to be considered at a meeting

Addendum
The same as "appendix" or "attachment"

Amend
Change or modify a motion

Apologies for absence
Members who are unable to attend a meeting are normally expected to send in advance their apologies to the chair

Appendix (plural: appendices)
Subsidiary matter at the end of a book or document

By invitation
A person who is not a committee member, but has been invited because she/he has some contribution to make to the meeting

Chair
The presiding officer

Constitution
Document that sets out functions, reporting line, membership, chair, quorum, and frequency of meetings of the governing body or its committee

Casting vote
Chair has an extra vote, which he/she uses if there are equal numbers "for" and "against"

Co-opted members
Members who are invited by the other members to join the committee, usually to provide expertise missing in the other members, or who balance the membership in some way (gender, academic discipline, and the like)

Decision
A conclusion or resolution reached by the board in the given subject matter after its due consideration

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[33] Robert, Henry M., "Robert's Rules of Order, First Edition," (1915). Note: There is a more recent version available at http://www.robertsrules.com/.

Executive power
Authority to make decisions and take action in a particular area

Ex-officio member
Membership by virtue of his/her position or office

In attendance
A person who is "in attendance" at a meeting attends because of the position he/she holds, normally to be kept informed and/or to provide information

Inquorate
The board is unable to proceed effectively because not enough members are present to make up a quorum. If a meeting is inquorate, it cannot make decisions on behalf of the committee. It can hold discussions and make recommendations for later confirmation or rejection by the committee

Majority vote
The vote of more than half of the members

Minutes
Minutes are the record of report of each meeting's work or the written record of what took place at a meeting. They are final only when they have been confirmed at a subsequent meeting

Modus operandi
Method of operation

Motion
A motion is a formal proposal for discussion and action

Motion on notice
A motion on notice is an important item of business, which requires prior notice before being moved at a meeting. The actual wording of the motion is given in the agenda and allows members to prepare and inform themselves about the issue

Mover
The person who proposes a formal motion is referred to as "the mover"

Other business
Item at the end of the agenda to allow members to raise matters not otherwise included on the agenda

Point of information
A member may call out "point of information" to the chair, if he/she wants to clarify a question of fact relevant to the debate

Point of order
A member may call out "point of order" to the chair if it appears there has been a breach of procedure or an irregularity in the proceedings. The chair then rules on the matter

Observers

They are various categories of people who attend committee meetings but are not members of those committees. Observers may be at a meeting "in attendance," or "by invitation," or may be "visitors" simply learning about a committee's procedures. As they are not committee members, observers do not have voting rights and do not normally have speaking rights (though the chair may invite them to speak in appropriate circumstances)

Proposer

The proposer of a motion moves the motion and puts forward arguments for it; also known as "the mover"

Proxy vote

A proxy is a person formally authorized to act on behalf of another person, and some organizations provide for "proxy" votes at meetings

Quorum

It is the number of members necessary to carry on business. The quorum for a committee meeting is the minimum number of members required to make the meeting valid

Resolution

A resolution is a decision reached through a vote at formal meetings; that is, when a motion is passed. It is a motion that follows a set format and is formally adopted by the board. Resolutions may enact rules and regulations or formalize other types of board decisions. Resolution in other words is a firm decision to do or not do something. Board resolution is a way of documenting a decision made by the board of Directors on behalf of the organization

Seconder

The committee member who formally seconds (supports) a motion moved by another member is referred to as "the seconder." While there is no absolute requirement to have a seconder for a motion, it is a useful device for ensuring that there is at least some support for a motion before debate begins

Sine die

"Sine die" means "with no appointed date." Business adjourned "sine die" is adjourned for an indefinite period

Standing committee

A "standing committee" is one which has an indefinite term of existence

Sub-committee

A sub-committee is one appointed by a larger committee to undertake a specified task. Some committees have standing sub-committees which deal with specific tasks which arise annually

Terms of reference

"Terms of reference" define the specific task of a working party, or ad hoc committee

To obtain the floor

 Receive from the chair the right to speak. No one speaks unless recognized by the chair

Match the correct definition with the identified terms :

1. _____ *Agenda*

A _____ The record of report of each meeting's work or the written record of what took place at a meeting

2. _____ *Casting vote*

B _____ A formal document that sets out functions, reporting line, membership, chair, quorum and frequency of meetings of the governing body or its committee

3. _____ *Constitution*

C _____ An important item of business, which requires prior notice before being moved at a meeting

4. _____ *Executive power*

D _____ A formal proposal for a discussion or action

5. _____ *Minutes*

E _____ The committee member who formally agrees that a motion set by another member should be moved forward

6. _____ *Motion*

F _____ When a person is formally authorized to act on behalf of another person

7. _____ *Motion on notice*

G _____ Authority to make decisions and take action in a particular area

8. _____ *Proxy vote*

H _____ The right to speak when recognized by the chair

9. _____ *Quorum*

I _____ The items of business to be considered at a meeting

10. _____ *Seconder*

J _____ The chair has an extra vote, which he/she uses if there are equal numbers "for" and "against"

11. _____ *To obtain the floor*

K _____ The number of members necessary to carry on business. If a meeting does not have the required number of members, it cannot make decisions on behalf of the committee

Answer Key:

1-I   2-J   3-B   4-G   5-A   6-D

7-C   8-F   9-K   10-E   11-H

Suggested Optional Activities

1. Small group discussions on why have board procedures, followed with a discussion in the plenary
2. Role play exercise reflecting different board procedures. For instance, one group could enact orderly board procedure in a meeting with another representing disorderly board procedure. Another option could be having groups act out how to introduce a motion, discussion on it, and voting
3. Brainstorm steps in the decision-making process that occur during board meetings
4. Small group reflections on basic board procedure terms
5. Case studies of boards which consistently apply proper board procedures
6. Experience sharing by the board chair of a board on how they consistently apply board procedures
7. Quiet reading followed by participant reflections, questions, and answers
8. Use visual images, diagrams, and video exercises to highlight key learning objectives
9. Produce songs, posters, and/or poems
10. Use cards for ranking, sorting, and prioritizing; ask participants to individually write which board procedures they would like to learn on cards. Write the responses on a flip chart, noting the number of times a given procedure is mentioned and then prioritize
11. Personal action planning; ask the participants to jot down what they plan to do in next six months to enhance their preparedness for the application of the board procedures
12. In plenary, agree on concrete actions that could be taken by board members to enhance board procedure within their boards
13. Summarize using a PowerPoint presentation

Forging Youth-Adult Partnership on the Board

Module 6: Building Young Members' Skills

Overall purpose of the module

To ensure that participants become aware of the basic skills needed to be successful in their board service and how best to acquire them.

Module objectives

By the end of the module participants will be able to:
1. Enumerate the basic skills needed to be successful as a board member
2. Explain what goes into building self-confidence
3. Recognize the difference between delegate and trustee, and describe behaviours that will make youths better representatives of their constituencies
4. Name the social media platforms locally popular among youth and propose ways to make use of these platforms to better connect with youth in their area and/or more broadly
5. Illustrate what goes into developing a good speech
6. Examine and define public speaking in the context of a board member
7. Explain the dos and don'ts of communications and media relations for board members
8. Explain why mentoring is important in the context of a board, how to be a good mentor, and how to be a good mentee
9. Become aware of the learning resources for enhancing governance knowledge and governing skills

Module outline

1. Activity 2: Building self-confidence
2. Activity 4: Public speaking tips
3. Activity 6: Mentoring
4. Self-Study: Additional resources for self-esteem building
5. Self-Study: Representing young people
6. Self-Study: Connecting with young people
7. Self-Study: Communication tips
8. Self-Study: Media relations tips
9. Self-Study: Learning resources

Illustrative structure of the module

Total time 3 hours and 20 minutes

Activity #	Activity	Time
1	Review homework and introduce module	15 minutes
2	Individual reflection and peer exchange of "Building self-confidence"	45 minutes
3	News reports on "youth representation success story"	60 minutes
4	Speeches to obtain support from potential donors	60 minutes
5	Presentations	20 minutes
6	Close up	

Instructions for the facilitators

Activity 1. Review homework in pairs and introduce the learning objectives and outline of the module through a PowerPoint presentation (using either the appended PowerPoint or an adapted version). (15 minutes)

Activity 2. Individual reflection and peer exchange of "building self-confidence." (45 minutes) Learners will refer to **Activity 2: Building self-confidence**.

    a. Ask participants to individually read "building self-confidence" on pages 114–117 and answer the questionnaire on page 117. (30 minutes)

    b. In pairs, share what they expect to achieve in life and what steps they are taking now to start. (10 minutes)

    c. In plenary, take some responses to the questions: "what was your experience with this exercise?" "How important is it to have this kind of self-reflection?" (5 minutes)

Activity 3. News reports on "youth representation success story." (60 minutes)

    a. Divide the participants in two or three teams of three to five.

    b. Explain each team is a news company; they can be BBC, Al Jazeera, or any local news company they want.

    c. Have the teams produce a news report; it can be an interview, news report, portrait of success, etc. Through their reportage or interview they should portray a success story of a young person that describes:

        i. This young person's trajectory from humble origin to board member

        ii. How this person became a leader among the youth in their community

        iii. How he or she was appointed to the board

        iv. How this person maintains connection with the youth (using both mass and social media) and how he/she fought for their rights (specific issue)

        v. What result he/she obtained that put him/her into the news

    d. Give the teams 40 minutes to produce their report and five minutes to present in plenary.

    e. Close the session by explaining the trustee and delegate roles the young members should play on the board. (5 to 10 minutes)

Activity 4. Speeches to obtain support from potential donors (using the homework assigned from the previous day). (60 minutes total) Learners will refer to **Activity 4: Public speaking tips**.

    a. Explain to participants that they will deliver a speech in front of their peers in order to practice and receive feedback for improvements.

    b. Explain that in order to be constructive, feedback should be specific. Participants can follow a simple formula with examples: (10 minutes)

        i. What specific actions you should continue doing; for instance, continue with this beautiful smile, tone of your voice, emphasis you create by raising your voice and hands, etc.

        ii. What specific action you can do, those you are not doing now; for instance, try to give us examples of the good work you are doing, not just saying you are good working with youth, but how?

        iii. What specific action you should stop doing; for instance, you should stop balancing yourself from one side to the other, fidgeting, looking away from the audience, speaking too softly, etc.

    c. Divide the participants in trios and have them assign a letter to each member of the trio (person A, person B, and person C).

d. Person A will present his/her speech in no more than five minutes. Person B and person C will listen attentively without interrupting and provide feedback in no more than five minutes.

e. After person A presents their speech and receives feedback, they alternate roles until all three team members have the chance to present their speech and receive feedback. (30 minutes total for the 3 team members to present and receive feedback)

Activity 5. In plenary, invite three volunteers to present their speech for the entire group and close the session by providing general feedback on how to improve their speeches. (20 minutes)

Activity 6. Homework: Read "Mentoring" on pages 121–123 and answer the questionnaire on page 124.

Activity 2: Building self-confidence[34]

Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-efficacy is one's belief in their ability to succeed in specific situations or accomplish a task. Both self-esteem and self-efficacy contribute to self-confidence, our judgment of whether or not we can do something.

Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection. Positive self-esteem shows in self-direction, non-blaming behaviour, awareness of personal strengths, ability to make and learn from mistakes, ability to accept mistakes from others, optimism, feeling comfortable with a wide range of emotions, ability to trust others, and good sense of personal limitations.

Low self-esteem keeps you from enjoying life, doing the things you want to do, and working toward personal goals. You have a right to feel good about yourself; however, at times it can be very difficult to feel good about yourself. For instance, when you are under the stress of having symptoms that are hard to manage, when you are dealing with a disability, when you are having a difficult time, or when others are treating you badly. At these times, it is easy to be drawn into a downward spiral of lower and lower self-esteem. By using the ideas and activities in this module, you can avoid doing things that make you feel even worse and do those things that will make you feel better about yourself.

Building self-esteem

Pay attention to your own needs and wants
Listen to what your body, your mind, and your heart are telling you. For instance, if your body is telling you that you have been sitting down too long, stand up and stretch. If your heart is longing to spend more time with a special friend, do it. If your mind is telling you to clean up your room, listen to your favourite music, or stop thinking bad thoughts about yourself, take those thoughts seriously.

Take good care of yourself
As you were growing up you may not have learned how to take good care of yourself. In fact, much of your attention may have been on taking care of others, on just getting by, or on "behaving well." Begin today to take good care of yourself. Treat yourself as a wonderful parent would treat a small child, or as one very best friend might treat another. If you work at taking good care of yourself, you will find that you feel better about yourself. Here are some ways to take good care of yourself.

- Eat healthy foods and avoid junk foods (foods containing a lot of sugar, salt, or fat).
- Exercise.
- Maintain your personal hygiene. Have a physical examination every year to make sure you are in good health.
- Take time to do things you enjoy.
- Get something done that you have been putting off.
- Do things that make use of your own special talents and abilities.
- Dress in clothes that make you feel good about yourself.
- Give yourself rewards for when you do good things.
- Spend time with people who make you feel good about yourself.

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[34] Copeland, Mary Ellen, "Building Self-Esteem: A Self-Help Guide. Recovering Your Mental Health Series," *U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services,* (2002)

- Make your living space a place that honours the person you are.
- Display items that you find attractive or that remind you of your achievements or of special times or people in your life.
- Make your meals a special time.
- Take advantage of opportunities to learn something new or improve your skills.
- Begin doing those things that you know will make you feel better about yourself.
- Do something nice for another person.

Change negative thoughts into positive ones
You may be giving yourself negative messages about yourself. These are messages that you learned when you were young from many different sources, including other children, your teachers, family members, caregivers, even from the media, and from prejudice and stigma in our society. Once you have learned them, you may have repeated these negative messages over and over to yourself and may have come to believe them. You may have even worsened the problem by making up some negative messages or thoughts of your own. These negative thoughts or messages make you feel bad about yourself and lower your self-esteem.

Some examples of common negative messages include: "I am a loser," "I never do anything right," "No one would ever like me." Most people believe these messages, no matter how untrue or unreal they are. It helps to take a closer look at your negative thought patterns to check out whether or not they are true. You may want a close friend or counsellor to help you with this. Try when you are in a good mood and when you have a positive attitude about yourself to ask yourself the following questions about each negative thought you have noticed.

- Is this message really true?
- What do I get out of thinking this thought? If it makes me feel badly about myself, why not stop thinking it?

When answering these questions try making every negative statement a positive one. For instance, use positive words like happy, peaceful, loving, enthusiastic, and warm and avoid using negative words such as worried, frightened, upset, tired, bored, not, never, can't. To do this, fold a piece of paper in half and make two columns. In one column write your negative thought and in the other column write a positive thought that contradicts the negative thought. Here are a few examples:

	Negative Thought	Positive Thought
1	I am not worth anything.	I am a valuable person.
2	I have never accomplished anything.	I have accomplished many things, for instance.....
3	I always make mistakes.	I do certain things well, for instance......
4	I don't deserve a good life.	I deserve to be happy and healthy.

Keep these positive thoughts in mind whenever you start to think negatively. Remember, the negative thoughts are your own and you are in charge of making them positive.

Affirmative lists
Another method to build self-esteem is making affirming lists. To do this you can make a list of some of the following examples:
- At least five of your strengths, for example, persistence, courage, friendliness, creativity

- At least five things you admire about yourself; for example the way you have raised your children, your good relationship with your brother, or your spirituality
- The five greatest achievements in your life so far, like recovering from a serious illness, graduating from high school, or learning to use a computer
- At least twenty accomplishments—they can be as simple as learning to tie your shoes, all the way to getting an advanced college degree
- Ten ways you can reward yourself that don't include food and that don't cost anything, such as walking in woods, window-shopping, or chatting with a friend
- Ten things you can do to make yourself laugh
- Ten things you could do to help someone else
- Ten things you do that make you feel good about yourself

When you start to feel down or negative, take a look at this list and remember all of the good things that you have accomplished and the good things about yourself.

Building your self-confidence[35]

The next step is to boost your self-confidence. It will help you significantly improve your performance. Hollenbeck and Hall (2004) helped pull together some key aspects of self-confidence that are important to keep in mind.

1. Self-confidence is a subjective judgment—the result of our thinking. Like any other judgment, it can be accurate or inaccurate.
2. Self-confidence is task specific. It is in relation to some task.
3. Self-confidence is based on perceptions, both of our capabilities and of what the task or challenge requires, not on the underlying skills themselves or the task requirements. Our self-confidence is concerned with what we believe we can do with what we think we have, and what we think we have to do. Self-confidence equals perceived capability minus perceived task requirements.
4. Self-confidence is something that can be changed.
5. Self-confidence is not the same as self-esteem. Self-confidence is a judgment of our capability, how much we think we can do something. Self-esteem is a judgment of self-worth; how much we like ourselves. We need more than high self-esteem to do well in a specific task.
6. Self-confidence develops in self-reinforcing, positive cycles. Self-confidence grows and feeds upon itself.
7. Self-confidence impacts our motivation, our perceptions, and our thought patterns.
8. Overall, self-confidence is a quality over which the person can have considerable control. Our level of confidence results from our specific experiences, and it develops through a sense-making process that we can influence.
9. When you take a small risk and make a step toward some important goal, and succeed in that, you become more confident in your abilities. As a result, you set higher goals, and with success gain more self-confidence, leading to a higher level of aspiration, and so on, and so on.
10. You can build your self-confidence by taking actions such as placing yourself in situations or seeking out assignments that will stretch your capabilities; breaking down the situation into tasks that you have done before, analysing your capabilities versus those tasks, and finding where you need new knowledge or skills; and watching and learning from other confident people, talking to others about how they developed confidence, and reviewing your experiences.

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[35] Hollenbeck, George P., and Douglas T. Hall, "Self-confidence and leader performance." *Organizational Dynamics 33, no. 3* (2004).

The key is to take stock of your achievements and strengths, decide what you want to achieve, make a commitment to succeed in it, build knowledge and skills to succeed, defeat negative thought processes and stay positive, set small goals and achieve them, and stretch yourself by making the goals a bit higher and the challenges a bit tougher.

Which steps will you take to boost your self-esteem?

Which actions will you take to increase your self-confidence?

Activity 4: Public speaking tips[36]

Preparing a speech

Preparing for a speech is one of the best ways to ensure you give an effective presentation. Try these tips to help you properly prepare:

- Organize your speech in a logical sequence: opening, main points, summary.
- Practice and rehearse a speech frequently prior to delivering it. Ask friends to be your audience, or practice in front of a mirror. Be sure to use a timer to help you pace your speech.
- Become familiar with the stage or setting where the speech will take place. Get a sense of the size of the stage, where any steps or obstacles might be and where to enter and exit.
- Choose comfortable clothes to wear when delivering your speech, but always maintain a professional appearance.
- Visual aids should fit a speech, whether they are funny, serious, or technical. The main goal of visual aids is to help the audience understand what is being said and reinforce the points of a speech in unique and interesting ways.

Speaking to diverse audiences

Giving a speech or presentation to an audience of people who speak various languages or have differing cultural backgrounds requires special tact. Here are some tips and techniques on how to effectively engage a diverse audience:

- Enunciate clearly. If possible, try to speak with a neutral accent.
- Don't speak too fast. Remember that the normal pace of speech in one language might become incomprehensible for people relatively new to that language.
- Know the meanings of words outside your native language. Unless you are absolutely sure of the meaning and pronunciation of a word you are using in a given language, do not use it. In some languages, slight variations of a vowel will completely alter the meaning of a word.
- Avoid slang, jargon, and idiomatic expressions. Diverse audiences may not understand slang from a given country.
- Be mindful of body language, eye contact, and personal space, each speak volumes and what is taken for granted in one culture might be considered offensive in another.

Visual aids and props

Visual aids and props are an effective way of supporting and supplementing any speech or presentation; they should be colourful and unique, but not so dazzling that they detract from the speaker's presence. Never use visual aids and props as a way of avoiding eye contact or interaction with an audience, such as reading directly from slides. Here is a list of common visual aids and props and quick tips for using them effectively:

- Diagrams, graphs, and charts should always coincide with what is being said in the speech; always stand to the side of the visual while facing the audience.
- Maps should be simple and easy to understand, with key places or points clearly plotted or marked.

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36 "Public Speaking Tips," *Toastmasters International.* For more information on Toastmasters International and available resources please visit: http://www.toastmasters.org

- PowerPoint slides should present main points as short sentences and bullet points, and should never be read verbatim by the speaker or presenter.
- Lists should be kept to a minimum. Five or six listed items are usually enough.
- Handouts should be passed out to an audience before or after a presentation to avoid wasting time and causing a distraction.
- Photographs or sketches can be powerful visual aids as long as a speaker maintains consistency between what is being said and what is being shown.
- Physical objects and props should not be too large or too small, nor too few or too many. They should always be relevant to the presentation or speech and should always be checked prior to taking the stage to make sure they are working properly.

Gestures and body language

Speakers generate a great amount of emotion and interest through the use of non-verbal communication, often called gestures or body language. A speaker's body can be an effective tool for emphasizing and clarifying the words they use, while reinforcing their sincerity and enthusiasm. Here are a few tips on how to use gestures effectively:

- Eye contact establishes an immediate bond with an audience, especially when a speaker focuses on individual listeners rather than just gazing over the audience as a whole.
- Control mannerisms. Mannerisms are the nervous expressions a speaker might not be aware of, such as putting their hands in their pockets or nodding their head excessively.
- Put verbs into action when speaking to an audience by physically acting them out with your hands, face, or entire body, but make sure not to move your hands too much or too drastically so as to not distract the audience from what you are saying.
- Avoid insincere gestures by involving the entire body in movements and matching facial expressions to them.
- Move around the stage as topics change and move toward the audience when asking questions, making critical connections, or offering a revelation.

Key to successful speeches

Whether you're talking to a small group of people or speaking to a large audience, you want to be sure your speech is memorable and enjoyable. Follow these five easy tips to help ensure your speech delivers:

- Be prepared. Your audience is giving you their time and consideration, so rehearse enough to be confident and you'll leave a good impression.
- Start strong. Begin your speech with a powerful opening that will grab your audience's attention, such as a startling fact, statistic, or an interesting story.
- Be conversational. Avoid reading your speech word for word. Instead, refer to notes or points from an outline to help your speech have a more free-flowing, conversational tone.
- Speak with passion. If you're truly invested in what you're saying, you'll be better able to keep your audience's attention.
- Be patient. It's easy to get frustrated if you make a mistake. But remember that public speaking is not easy and it takes time to hone your skills. Keep practicing and you will reach your goals.

Speaking tips for board member role[37]

Keep two points in mind: What is the message I want to leave with the audience? What are two facts I want them to remember? The intent is to explain what the organization stands for, the people or cause that it serves, and the link between the organization and the audience. The following guidelines can help board members shape effective presentations:

- Understand the audience, the strategic goal for the speech, and the logistics for the event.
- Work with staff on the key talking points and ensure that there is a specific request for the audience to support the organization in some way.
- In the speech, describe why the organization is important to you, why you joined the board, and what personal commitment you have made to help the organization fulfil its mission.
- Always include time at the end of the presentation for questions and answers.
- Determine whether the press will be present at the event, and assume that the event is being recorded.
- Leave behind brochures and other basic information that encourage the attendees to follow up with the organization.
- After the presentation, report to staff about the speech, the outcomes of the meeting, and any contacts that may require follow-up.

How can you apply these six public speaking tips to benefit your organization?

Activity 6: Mentoring[38]

Mentoring is learning in a relationship designed to provide an interactive process between individuals of differing levels of experience and expertise. For new young members in particular, mentors can serve as a catalyst to improve skills and prepare them to navigate the complexities of board governance. Mentors facilitate growth and development of the mentee as a board member.

The governing body or board should establish a peer-to-peer mentoring programme. In such a programme, an experienced board member is given the responsibility of mentoring a new member. Mentors identified are well-experienced, senior members of the board. Mentor should be identified and paired with his/her mentee by assessing the skills and expertise of both. The mentor should be sensitive to the new member or mentee's governance education needs; specifically, what governance competencies he/she needs in order to be effective on the board. The mentor can accomplish a great deal in educating the mentee by providing a context for most issues.

The mentor helps the mentee get to know his or her board colleagues by reviewing their individual strengths, personalities, contributions, and idiosyncrasies. The mentor also guards against inserting his or her personal bias into discussions about colleagues.

The mentee informs the board chair if the mentoring process is not working. Sometimes, the relationship with the mentor may not meet the new member's needs and he/she should seek support from the chair. When mentoring is complete, both the mentor and the mentee should evaluate the process.

For the Mentees

Mentors inspire, encourage, support, and contribute to your professional and personal development. You can expect to strengthen and build your professional network, and gain the skills and confidence necessary to excel in leadership positions.

The ideal mentee should:

- Take responsibility
- Commit time
- Be self-driven
- Ask questions
- Solicit feedback
- Be action oriented

Questions frequently asked by mentees

- ***How do I choose a Mentor?*** First review what support you are looking for (it can be as specific or general as desired). Then go through the list of board members and create a mentoring request to the ones you would choose.
- ***How long will the mentors be available?*** The chair should ask the mentor board members to make a commitment of one year in order to ensure that the mentee is able to fully benefit from the relationship. If a mentor must leave the relationship early, the chair should request at least one month's notice in order to search for a replacement mentor.
- ***I am concerned about my membership or mentoring relationship, what to do?*** If you have questions or concerns throughout your mentoring relationship, contact the board chair and the chair will provide support to resolve the situation in a positive and satisfactory manner.

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[38] Management Sciences for Health, "The Leadership, Management, and Governance Project Mentoring Network."

- **What do I get out of the relationship?** Mentees gain much from a mentoring relationship including: a positive role model, a source of guidance and perspective, a safe space to try out ideas, an opportunity for personal reflective space, access to learning sources, increased motivation and achievement, and enhanced existing skills and learning new skills.

Mentee DOs

1. Take a proactive role in shaping the relationship.
2. Understand what you want from the mentoring relationship and communicate your goals and aspirations to your mentor. Balance both a personal and professional relationship with your mentor.
3. Set aside time for the mentoring process and keep all scheduled appointments with your mentor and display professional behaviour.
4. Put the time with your mentor to best use. Come to meetings with your mentor prepared with planned topics, ideas, and questions.
5. Respond in a timely manner to your mentor's feedback. Respond to emails from your mentor within two days of receipt.
6. Be open and honest with your mentor about your challenges and weaknesses.
7. If something concerning the mentor needs to be discussed with others, it should first be discussed within the mentoring relationship.

Mentee DON'Ts

1. Blame the mentor if his or her advice doesn't work out.
2. Expect the mentor to know all the answers.
3. Commit yourself to obligations you cannot keep.
4. Cancel meetings or visits with your mentor at the last minute.

For the Mentors

A mentor is a guide, a colleague, and a resource who paves the way to success and enjoys helping others succeed. Your role as mentor is to inspire, encourage, and support your mentee and to contribute to their professional and personal development.

The ideal mentor should be:

- A friend
- A colleague
- A teacher

- A role model
- A story teller
- An advocate

- An ally
- A sounding board
- A listener

Questions frequently asked by mentors

- **What am I expected to do?** Mentors are expected to provide their mentee with at least one hour of support and interaction every two weeks. Some of this interaction may take place via email, Skype, instant messaging, or other web-related platforms. Mentors should work with their mentee to determine what kind of support will be most useful—specific feedback related to board work, general advice, information on governance topics, personal encouragement, and so on.
- **How long will the commitment be?** The chair should ask the mentor board members to make commitment of one year in order to ensure that the mentee is able to fully benefit from the relationship. If a mentor must leave the relationship early, the chair should request at least one month's notice in order to search for a replacement mentor.

- *Are there any potential risks to me or my board?* No, the mentoring relationship is completely confidential. Also you and your mentee have access to your discussions and interactions.
- *I am concerned about my mentoring relationship, what to do?* If you have questions or concerns throughout your mentoring relationship, contact the board chair and the chair will provide support to resolve situations in a positive and satisfactory manner.
- *What do I get out of the relationship as a mentor?* A mentor can gain much from a mentoring relationship including: refined interpersonal skills, extended influence, satisfaction of seeing someone else grow, opportunity to take time to reflect, improved understanding of different generations, and fulfilment of own development needs.
- *What should I expect from the experience of being a mentor?*
  - To leave a legacy
  - To support young board leaders
  - To develop board leadership
  - To establish a friendship

Mentor DOs

1. Commit at least one interaction/hour of support every two weeks.
2. Take responsibility to initiate the relationship.
3. Set aside time for the mentoring process and honour all appointments.
4. Invite the mentee to meetings or activities, as appropriate. Plan topics for scheduled meetings.
5. Be flexible on meeting times and places.
6. Arrange frequent contacts through Skype, telephone, email, etc., as appropriate.
7. Respond to emails from your mentee within two days of receipt.
8. Keep information that your mentee has shared with you confidential. If something concerning the mentee needs to be discussed with others, it should first be discussed within the mentoring relationship.
9. Establish open and honest communication and a forum for idea exchange.
10. Foster creativity and independence. Help build self-confidence and offer encouragement.
11. Provide honest and timely feedback to your mentee.
12. Provide opportunities for the mentee to talk about concerns and ask questions.
13. Listen!

Mentor DON'Ts

1. Try to give advice on everything or topics you do not feel comfortable with.
2. Encourage mentee to be totally dependent upon you.
3. Provide your personal history, problems, successes, failures, etc., unless they are constructive contributions.
4. Be too busy when the mentee needs your friendship or your support. If you do not have time, give the mentee a heads up, so that they know when they can reach you.
5. Criticize

For each of the following, which are the actions that a mentee should practice?
Answer true if a mentee should follow the practice, or false if it is something a mentee should not do.

1. _____ Set aside time for the mentoring process and keep all scheduled appointments with your mentor and display professional behaviour.

2. _____ If something concerning the mentor needs to be discussed with others, it should first be discussed within the mentoring relationship.

3. _____ Commit yourself to any obligation, even if you cannot keep it.

4. _____ Cancel meetings or visits with your mentor at the last minute.

Answer Key: 1. True   2. True   3. False   4. False

For each of the following, which are the actions that a mentee should practice?
Answer true if a mentee should follow the practice, or false if it is something a mentee should not do.

1. _____ Try to give advice on everything or topics you do not feel comfortable.

2. _____ Provide your personal history, problems, successes, failures, etc. unless they are constructive contributions.

3. _____ Arrange frequent contacts through Skype, telephone, email, etc., as appropriate.

4. _____ Establish open and honest communication and a forum for idea exchange.

5. _____ Provide opportunities for the mentee to talk about concerns and ask questions.

Answer Key: 1. False   2. False   3. True   4. True   5. True

Self-Study: Additional resources for self-esteem building

On your own time and as a homework exercise, watch these TED videos available online on the TED website and draw inspiration from them. See if what speakers are saying resonates with you. In case it does, begin practicing some of it in your daily life if you are not practicing it already.

1. Meet yourself: a user's guide to building self-esteem. Available at
   http://tedxtalks.ted.com/video/Meet-Yourself-A-Users-Guide-to
2. The skill of self-confidence. Available at http://ed.ted.com/on/otWe6oXv
3. The Optimism Bias. https://www.ted.com/talks/tali_sharot_the_optimism_bias?language=en
4. Do what you love (no excuses!). Available at
   https://www.ted.com/talks/gary_vaynerchuk_do_what_you_love_no_excuses
5. Your body language shapes who you are. Available at
   https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en
6. How to build your creative confidence. Available at
   https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence?language=en

Download the free app "Self Esteem Building Guide" (offered by ZaleBox) on your mobile phone. This app goes through four different chapters to focus on building your self-esteem. Available at
https://play.google.com/store/apps/details?id=com.zalebox.self.esteem.building.guide&hl=en

Chapter 1: Be optimistic for a happier life	Chapter 2: It's all in our mind
1. A positive outlook for a positive life 2. Know your self-worth 3. The benefits of using positive self-talk 4. How positive affirmations can change your life	1. Focusing the mind on the positive 2. The sky is your limit 3. How to develop your creative side 4. Creativity tips and resources 5. Listen to your inner thoughts 6. Mental imagery works 7. Taking care of your mental health
Chapter 3: Overcoming negative thinking	**Chapter 4: Becoming an optimistic individual**
1. Dispelling fears for a more positive outlook 2. Overcoming dissociation 3. Overcoming doubt 4. Overcoming feelings of helplessness 5. Overcoming inner conflicts 6. Overcoming intimidation 7. Overcoming the need to be in control 8. Overcoming Trauma	1. Developing your self-image 2. Change the shape of your self-image 3. How keeping a journal can help you succeed 4. Develop your intuition 5. Start early to combat low self-esteem 6. Stop underestimating your worth 7. Developing your full potential 8. Boost your self-esteem by running

Self-Study: Representing young people[39]

Delegate versus trustee role

According to IPPF mandate and philosophy, youth are an important constituency because of their specific SRH needs. The constituency by definition is a body of voters in a specified area who elect a representative to a legislative body, or a group of persons associated by some common tie or occupation and regarded as an entity. Representation is the action of speaking or acting on behalf of someone or some group.

You represent youth when you speak, advocate, symbolize, and act on behalf of youth and when you bring voices, opinions, and perspectives to the boardroom discussions and decision-making processes.

As a young member of the board of directors you have been selected as a representative of the youth constituency, and as such you have been selected to act and speak on behalf of young people in your area. You might think young board members are not supposed to speak their mind (*i.e.,* speak based on their own enlightened conscience and mature judgment), but merely bring to bear the ideas, needs, and preferences of their constituents on the board decision-making process. There is a finer point here which you must appreciate.

You perform two roles: role of a **delegate** and role of a **trustee**. Delegates follow their constituents' preferences whereas trustees follow their own judgment about the proper course of action. Trustees are representatives who follow their own understanding of the best action to pursue. There is inherent contradiction in the two roles.

As a trustee, IPPF's code of governance expects that members, when elected by a particular constituency (for example, by young people), act for the collective benefit of the whole group, not just for that individual constituency. On the other hand, as a youth representative, you are expected to champion the needs and preferences of young people.

This role contradiction is age old. Parliamentarians and legislators also face a similar dilemma. On one hand their constituents want them to agitate their preferences, whereas they are also expected to be guided by the nation as a whole. Political theorist, philosopher, and orator Edmund Burke has argued in favour of the trustee conception of representation.

> *It ought to be the happiness and glory of a representative to live in the strictest union, the closest correspondence, and the most unreserved communication with his constituents. Their wishes ought to have great weight with him; their opinion, high respect; their business, unremitted attention. It is his duty to sacrifice his repose, his pleasures, his satisfactions, to theirs; and above all, ever, and in all cases, to prefer their interest to his own. But his unbiased opinion, his mature judgment, his enlightened conscience, he ought not to sacrifice to you, to any man, or to any set of men living. These he does not derive from your pleasure; no, nor from the law and the constitution. They are a trust from Providence, for the abuse of which he is deeply answerable. Your representative owes you, not his industry only, but his judgment; and he betrays, instead of serving you, if he sacrifices it to your opinion.*

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[39] Burke, Edmund, "Speech to the Electros of Bristol, in the Founders' Constitution," *University of Chicago Press, (1),* (1987). Available at http://press-pubs.uchicago.edu/founders/documents/v1ch13s7.html

Parliament is not a congress of ambassadors from different and hostile interests; which interests each must maintain, as an agent and advocate, against other agents and advocates; but parliament is a deliberative assembly of one nation, with one interest, that of the whole; where, not local purposes, not local prejudices, ought to guide, but the general good, resulting from the general reason of the whole.

Both the delegate and the trustee conception of representation place competing and contradictory demands on the behaviour of representatives. Delegate conception of representation requires representatives to follow their constituents' preferences, while trustee conception requires representatives to follow their own judgment about the proper course of action.

You should consider resolving these contradictory demands in the following way.
1. Be in close communication with young people. Know their needs, preferences, ideas, and opinions. Form your own judgment about the course of action to follow pursuant to these ideas. Bring the ideas and opinions of young people along with your considered opinion the boardroom discussions.
2. Know that collective interest of the organization as a whole and mission of the organization are paramount. It takes precedence over the interest of any one section of the population the organization serves.

What kind of person makes a good youth representative?
- Approachable
- Good listener—Young people feel comfortable talking to you.
- Organized—It is your responsibility to make sure you are fully prepared to actively participate in board meetings on a regular basis.
- Assertive—The opinions of youth are important and you bring them to the decision-making table.
- Efficient—Board meetings must cover a lot of issues in a short period of time and you need to be efficient in making your points.
- Good communicator—You need to be able to work with other board members and the senior management team of the organization.

As a youth representative, you have three main jobs:
- Collecting the views of youth and bringing them in to boardroom discussions.
- Taking an active part in meetings.
- Letting youth know the decisions taken in the board meetings you attend and the reasons for taking the decisions.

To do these jobs well you should have regular meetings with groups of young people in your area, either face-to-face or on social media platforms, where you will listen to their concerns and issues and note them down. You will then need to put forward young peoples' views and perspectives at board meetings and your considered opinion on them. You are the link between the board and young people in the area. You also need to let the youth know the decisions taken during board meetings, in particular decisions that relate to young people. It is particularly important to let them know that their ideas are being taken seriously.

How can you learn about young people's reproductive health needs and expectations?

How can you bring their voice to the board? How can you truly represent them?

Self-Study: Connecting with young people

There are many ways to connect with peers online and through social media. Some forms are more interactive and personal, while others are great tools to connect with a large group of people. Social media allows you to connect with peers in your city, but also those who live in an entirely different country. You are offered a chance to exchange knowledge and experience to people you may not have the chance to interact with in person or frequently.

Here are some common forms to connect with peers online:

LinkedIn	LinkedIn is a business orientated social networking service. It allows the user to customize their page with information and a picture, but it focuses more on job experience, professional interest, and skills. Users can "link" with fellow classmates, colleagues, or friends and can follow groups such as organizations and companies. Users can use LinkedIn to create their own professional network to connect with people with similar interests.
Twitter	Twitter is a very common online social networking service. Users can send "tweets," which are short 140-character messages. Twitter users can view anyone's tweets, but the best way to use Twitter is to "follow" people, where their tweets show up on your homepage. Users can select who to follow, for instance celebrities, athletes, politicians, companies, organizations, and their friends. People can link to videos, blogs, and websites to share information. It is a great place to find relevant information to you in a very concise message.
Facebook	Facebook is another social networking service that connects people across the world. Users have their own Facebook page where they can post messages, videos, pictures, or link to websites. Users can "friend" people so that they can see what they share on their Facebook page. Users customize their own page with information about themselves, including name, occupation, birthday, where they live, their interests, etc. Users can also join groups organized by workplaces, schools, and companies or other customized groups to meet a specific need (such as a group for board members) to share information specifically to the users in that group.
Facebook Messenger	Facebook Messenger is an instant messaging service that provides text and voice communication from the Facebook site and mobile application. Users can use Facebook Messenger to chat with an individual or a group. It allows for a more private form of communication than other uses on Facebook, which are public.
WhatsApp Group Chat	WhatsApp is another instant messaging service that users can download on their mobile phone. It uses the Internet to send text messages, images, videos, user location, and audio media messages. Users can send messages to an individual, or create a group to contact multiple people at the same time. It is a great way to communicate via cell phone when Internet access is available.

Skype	Skype is an application that allows users to send video chats, voice calls, text and video messages, files and images, and create conference calls. Skype can be downloaded on mobile phones and computers. It offers a great way to talk with people from all over the world. The application is free and there is no charge to send messages and skype-to-skype calls online, but making calls worldwide to phone numbers varies per country.
YouTube	YouTube is a video-sharing website, where people can upload, view, and share videos. People can watch video clips, TV clips, music videos, video blogging, and educational videos. Most of the content is independently uploaded, but some companies have their own YouTube page where they share videos specifically relevant to them. You don't need an account to watch videos, but an account is needed to upload videos to your channel.
Google+	Google+ (or Google Plus) is an Internet-based social network that is connected to an individual's Google account. Google+ allows users to connect with friends, co-workers, and family and explore personal interests. You can write blogs, share photos, send messages, and stay in touch with people through the online platform. Google+ also allows you to create "circles" for particular interests, entertainment, news, sports, etc.
Snapchat	Snapchat is a video messaging application where users can take photos ("snaps"), record videos, add text and drawings, and send them to an individual or selected group of recipients. Snapchat varies from other forms of video and photo sharing because the snaps are only available for a certain amount of seconds (normally 1 to 10 seconds); afterwards the snaps are deleted and not stored on the recipient's phone. Snapchat is a fun way to send photos and videos to friends in a more informal manner.
Instagram	Instagram is another mobile photo-sharing and social networking service that allows users to take pictures and videos and share them across a variety of social networking platforms, including Facebook and Twitter. Instagram is unique because it allows you to edit your photos in the application before sharing them to a wider audience. Users can connect with friends where each can see what the other is posting. Users can also search for certain interests and see pictures posted by other individuals worldwide.

Websites:
www.linkedin.com
www.Twitter.com
www.Facebook.com
www.skype.com
www.whatsapp.com
www.youtube.com
www.plus.google.com
www.snapchat.com
www.instagram.com

How will you use some of these methods to connect with your peers and build on relationships?

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Self-Study: Communication tips[40]

Board members need to be knowledgeable about the organization's core messages and comfortable with delivering those messages to constituents, stakeholders, and the public. This means being able to:

- Describe the mission, vision, and goals
- Explain what the organization does and for whom
- Give a concise sketch of the organizational structure and overall financial situation
- Provide information about basic programmes and services
- Articulate their personal commitment to the organization and their reasons for joining the board

Board members can act as ambassadors by speaking about the organization in formal settings and by sharing information about its successes and needs in their everyday business and personal lives. They are expected to convey their enthusiasm for the organization, promote its achievements, support fundraising programmes, and recruit new board members.

No matter how effective and influential your governing board is, you cannot achieve your organization's mission without effectively communicating: (1) who you are as an organization, (2) what you plan as an organization to do to improve the health of the populations you exist to serve, and (3) how you plan to strengthen your organization in order to contribute to health gains. Communications matter to your success, whether it is communicating with internal stakeholders, such as health workers, suppliers and managers, or with external stakeholders, such as clients, beneficiaries, politicians, and funders.

Listen to volunteers who are on the ground in order to gain context. Set up channels to make sure that you are connected with the organization's volunteers and staff.

Here are some of the tools in your communications and public relations toolbox.

#	Purpose	Tools
1	To inform	Fact sheets, press releases, press conferences, or town hall meetings
2	To persuade and inspire	Speeches, letters to the editor, guest columns, radio talk show appearances, newspaper editorial board meetings
3	To draw attention	Multimedia: photos, charts, websites, blogs, film clips, radio public service announcements and social media such as Facebook or Twitter

Make sure that the promotional materials are approved by the board chair and executive director prior to dissemination. Take board chair and executive director into confidence before you make a public speech.

Check the media policy of your organization. In crisis situations, only the executive director, board president, board chair, or other individuals designated by the board may be authorized to speak with the media. In such a situation, the executive director and the board designated individuals collaborate on message development and handling press inquiries. They speak publicly on behalf of the organization.

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40 Management Sciences for Health, "Leaders who Govern," (2015).

Map your organization's audiences based on their level of interest in your messages, and their power/influence to support (*e.g., donate money or advocate on your behalf*):

	Level of Interest	
	Low	**High**
High (Power/Influence)		
Low (Power/Influence)		

Self-Study: Media relations tips

The role of the media is crucial. It can be a critical enabler of your association's mission if you are able to harness its power. The power of the media to influence public opinion and social norms is huge.

IPPF standards and responsibilities of membership require your association to be a leading sexual and reproductive health rights organization and lead the sexual and reproductive health rights movement in the country. To achieve this goal, these standards expect your association to positively influence the sexual and reproductive health and rights agenda by engaging with the public, the media, government departments and other bodies. For this to happen, the board members should strive to become skilled in media relations. In addition to working with the traditional media, it will be a plus if you are able to use social media tools such as blogging, microblogging (Twitter), and Facebook.

Communication skills, writing ability, research skills, understanding of social media, multimedia skills, and creative thinking will enable you to harness the power of traditional and social media to advance the mission of your organization.

For your messaging to be effective in either media, be clear about these five questions as they relate to your story or message.
- Who is your target audience? Who do you want to hear your story? (Know your audience)
- What message are you trying to communicate? (Know your message)
- When is the best time to communicate the message? (Know the timing)
- Where would you like the message to appear? (Know your media)
- What is your call to action, or what exactly do you want your audience to do after they hear your message? (Know your objective)

IPPF has several resources that can be helpful to you in your media relations. We mention three below. At this time, these resources are available only in English language.

Youth messaging checklist

This checklist (http://www.ippf.org/sites/default/files/youth_messaging_checklist.pdf)
1. Reminds you of dos and don'ts in developing information, education, and communication materials,
2. Encourages consistent use of positive, accurate, and effective messaging for young people,
3. Raises awareness of language that is stigmatizing and undermines youth-friendly messages,
4. Provides examples of language which reflect IPPF's core principles,
5. Explains the reasons why some words and phrases should not be used, and
6. Suggests simple rules for accessible, attractive visual design.

Using this checklist will bring a degree of consistency in your messaging across the association and over time. The topics covered in the check list are abortion, diversity, gender, HIV and AIDS, pleasure, relationships, sexual rights and sexual citizenship messages, messages on violence, and sexual and reproductive health and rights and young people. There is also a list of dos and don'ts when selecting and using images, including links to online image libraries, and general dos and don'ts to consider when developing information, education, and communication materials.

HIV and Stigma: The Media Challenge

http://www.ippf.org/sites/default/files/ippf_ibt_hivstigma__final_060814.pdf

Despite the progress being made in the global response to HIV, stigma continues to be a major factor hindering HIV prevention, treatment, care and support, and affecting the overall health and wellbeing of people living with HIV.

The media plays an important role in influencing people's attitudes towards HIV, yet it is far from reaching its full potential. Many governments and funders prefer to focus on service delivery, which has measurable results, whereas it's much harder to measure the impact of media initiatives that aim to bring about societal change.

IPPF has published this research report "HIV and Stigma: The Media Challenge," which aims to provide an overview of media initiatives seeking the reduction of HIV-related stigma, while highlighting the case study of Swaziland.

From advocacy to access: targeted political action for change

http://www.ippf.org/sites/default/files/from_advocacy_to_access_targeted_political_action_for_change.pdf

This advocacy toolkit illustrates actions that you can take to find political solutions to practical problems—obstacles that may prevent your association from delivering sexual and reproductive health services and upholding sexual rights. It is an introduction to advocacy, offering tips and tools to help create change at policy level in effective partnership with media.

You may also check the following resources and case studies in the same series at http://www.ippf.org/resources/publications/Advocacy-Access

From Advocacy to Access: The power of networks
- Generating Political Change
- Generating Political Change from Advocacy to Access: Bangladesh (strengthening a weak supply chain)
- From Advocacy to Access: Ghana Partnerships for choice
- From Advocacy to Access: Tanzania. How do you raise political priority for family planning?

Self-Study: Learning resources

IPPF

IPPF has an array of resources on its website for young people and adolescents that include 32 videos, 27 publications, 11 reports, 7 guides and toolkits. We recommend you begin with watching two videos (***Youth lead the way! Advocating for sexual and reproductive rights*** and ***IPPF youth advocacy: Parliamentary presentation)*** available at the site, and reading these three publications that will be relevant to your work on the board.

1. Want to change the world? Here's how... Young people as advocates
2. Participate: The voice of young people in programmes and policies
3. Springboard: A hands-on guide to developing youth-friendly centres

As you get time, make an effort to read as many of them as possible. These deal with sexual rights, contraception, advocacy, gender equality, women's health, abortion, humanitarian work, and HIV/AIDS—all as they relate to young people and adolescents.

Another set of IPPF resources directly relevant to your work are IPPF's governance-related publications. We recommend you keep them handy and refer to them as frequently as needed. These will stand you in good stead in your role as a new board member.

1. IPPF code of good governance
2. IPPF handbook of good governance
3. IPPF standards and responsibilities of membership
4. IPPF strategic framework 2016–2022
5. IPPF monitoring and evaluation handbook

LMG Project

LMG Project (http://www.lmgforhealth.org/) has published resources that are useful to the people who perform governing or managing roles in health service delivery organizations. These resources can be downloaded for free from the LMG's website. We recommend the Leaders Who Govern book and the governance guides for your reference.

Leaders Who Govern Book

This book is designed to help you explore, adapt, develop, master, support, and apply the practices of good governance in the context of health. The principles and practices you will find in this book apply well to IPPF Member Associations. By applying these practices and principles, you will be able to support better delivery of SRH services and greater health impact. You can download it from www.leaderswhogovern.org or at http://www.msh.org/resources/leaders-who-govern

Governance Guides

1. ***Continuous Governance Enhancement for health systems strengthening***
   Good governance involves constantly striving for better results and improved effectiveness. It requires an interest in and commitment to continuous improvement. In this guide, you will learn what actions you could take in your organization to improve its governance on continuing and long-lasting basis.

2. **Cultivating Accountability for health systems strengthening**
   When accountability is strengthened, the opportunity for corruption diminishes, and beneficial outcomes of the health system, such as responsiveness, equity, and efficiency surge. This Cultivating Accountability for Health Systems Strengthening guide explores the nine domains of cultivating accountability, and also presents a variety of tools and resources to support the activities in these nine domains.

3. **Engaging Stakeholders for health systems strengthening**
   There are many reasons to engage with diverse stakeholders. They can offer better insights to define current challenges more accurately. Participation in problem definition improves the quality of solutions and the willingness of stakeholders to help define practical ways to implement the solutions. Stakeholder participation to define solutions in turn improves the willingness and ability of stakeholders to implement the solutions. It also fosters ownership of the decision and willingness to measure and improve the results. In this guide, you will explore the actions that the governing bodies and leaders who govern can adapt to their unique realities and take to engage stakeholders of their organization.

4. **Stewarding Resources for health systems strengthening**
   Stewardship is the ethical use of common resources in pursuit of financially efficient outcomes. This guide explores the nature of the practice of stewarding scarce resources (human, financial, political, and technological), and principles and activities that will strengthen your organization's capacity for such stewardship.

5. **Setting a Shared Strategic Direction for health systems strengthening**
   The leaders who govern determine the organization's strategic direction and policies. They set out the organization's strategic direction to deliver its mission, goals, and objectives. In this guide, you will learn how to set shared strategic direction for your organization working with your stakeholders and more importantly how to realize it again working with the stakeholders.

BoardSource

BoardSource (https://www.boardsource.org/) is an organization in the US that has more than 25 years of hands-on experience working with non-profit boards and supports a community of more than 100,000 non-profit leaders. They have a suite of tools and resources for non-profit organizations looking to strengthen the effectiveness and impact of their leadership at the level of the board of directors. We recommend the following PDFs for your reading as you begin your board service.

Ten Basic Responsibilities of Non-profit Boards
Explores the board's ten core responsibilities

Board Fundamentals: Understanding Roles in Non-profit Governance
Discussion of the concept of governance, and an in-depth look at the roles and responsibilities of the board and the individuals involved in governance

Financial Responsibilities of Non-profit Boards
Uses nontechnical language to help board members understand their financial oversight responsibilities and comprehend key financial data

Boardroom Chemistry: Getting Your Board to Govern as a Team: A BoardSource Toolkit
Every board struggles with group dynamics. This toolkit contains 24 tools designed to help your board function more effectively by focusing on board composition, board structure, cultural, and behavioural barriers, and ways to engage detached board members

Meeting, and Exceeding Expectations: A Guide to Successful Non-profit Board Meetings
Helps you analyse your meetings and improve them. It poses critical questions, provides easy-to-implement answers, and suggests tools

Culture of Inquiry: Healthy Debate in the Boardroom
Discussion of how to create a culture of inquiry within the boardroom—one marked by mutual respect and constructive debate that leads to sound and shared decision-making

Driving Strategic Planning: A Non-profit Executive's Guide
Essential information on the definitions and benefits of strategic planning, the steps to successful strategic planning, the roles of the participants, and what the plan should look like when completed

Strategic Planning Understanding the Process: A BoardSource Toolkit
The 21 tools in this downloadable PDF guide you through the strategic planning process and help you define the right approach to planning for your organization. You'll find proven advice and practical tips and techniques

New Voices at the Table: Welcoming the Next Generation of Board Leaders: A BoardSource Toolkit
Describes the challenges and opportunities inherent in recruiting younger board members

Identify the resource that focuses on these topics?

1. _____ How to explore, adapt, develop, master, support, and apply the practices of good governance in the context of health.

2. _____ To learn how to help board members understand their financial oversight responsibilities and comprehend key financial data

3. _____ How to mobilize resources to pursue financially efficient outcomes and strengthen your organization's human, financial, political, and technological resources.

4. _____ Help analyse meetings and improve them with easy-to-implement answers and tools.

Answer Key:

1. Leaders who Manage
2. Financial Responsibilities of Nonprofit Boards
3. Stewarding Resources for health systems strengthening
4. Meeting, and Exceeding Expectations: A Guide to Successful Nonprofit Board Meetings

Suggested Optional Activities

1. Brainstorm the skills needed to be a successful board member
2. Role play about board member's desirable and undesirable behaviours as a youth representative, from a communications and media relations point of view, and as a mentor or mentee
3. Small group reflections on what social media platforms young members should use to connect with youth and the methods how
4. Case studies of successful young members
5. Experience sharing by board members who have been effective in public speaking, use of social media, mentoring, etc.
6. Quiet reading followed by participant reflections, questions, and answers
7. Use visual images, diagrams, and video exercises to highlight key learning objectives
8. Producing songs, posters, and/or poems
9. Use cards for ranking, sorting, and prioritizing; ask participants to individually write on cards which learning resources they would like to have access to. Write the responses on a flip chart, noting the number of times a given resource is mentioned. Prioritize.
10. Personal action planning; ask the participants to jot down what they plan to do in next six months to enhance their preparedness and skills for effective board service
11. In plenary, agree on concrete actions that could be taken by young members
12. Summarize using a PowerPoint presentation

Forging Youth-Adult Partnership on the Board

Module 7: Specialized Topics

Overall purpose of the module

To ensure that participants understand how to interpret financial statements and manage risk in an organization.

Module objectives

By the end of the module participants will be able to:

1. Understand and describe four different types of financial statements and what types of information they contain
2. List the contents of an auditor's report
3. Exemplify risks to the organization and assess and prioritize these risks based on the probability of occurrence and cost to the organization
4. Appreciate and describe different methods available to mitigate and manage risks

Module outline

1. Activity 3: Interpreting financial statements
2. Activity 3: FAQs on interpretation of financial statements
3. Activity 4: Risk management

Illustrative structure of the module

Total time: 2 hours and 15 minutes

Activity #	Activity	Time
1	Review homework and introduce module	30 minutes
2	Individual exercise "Understanding financial statements"	60 minutes
3	Group work on "Risk Management"	45 minutes
4	Close up	

Instructions for the facilitators

Activity 1. Review homework on mentoring and introduce the learning objectives and outline of the module through a PowerPoint presentation or other means (using either the appended PowerPoint or an adapted version). (30 minutes)

   a. Introduce the session by facilitating a dialogue by asking: who is a mentor and why it can be useful to assign mentors to new board members?
   b. Summarize the answers and invite the group to brainstorm about what to do and what not to do in a mentorship relationship.
   c. Make two flipcharts one with the title "Mentor" and the other with the title "Mentee." Put two columns in each flipchart. In the first column write "To do" and in the second column "Not to do."
   d. Facilitate the brainstorming in plenary about what mentors and mentees should do and not do and take notes on the two flipcharts accordingly.

Activity 2. Individual exercise "Understanding financial statements" (60 minutes) Learners will refer to **Activity 2: Interpreting financial statements** and **Activity 2: FAQs on interpretation of the financial statements**.

   a. Read aloud in plenary "Interpreting Financial Statements" on pages 144–146 having each participant read a paragraph. (15 minutes)

b. Ask questions to verify that the participants understand and explain doubts as needed. (15 minutes)
c. Give participants 10 minutes to individually complete the matching and balance sheet exercises at the end of **Activity 2** on pages 145-146.
d. Ask them to discuss their responses in pairs. (10 min)
e. Allow them to share their responses in plenary and correct as needed. (10 minutes)

Activity 3. Group work "Risk Management." (45 minutes) Learners will refer to **Activity 3: Risk management**.
a. Divide the group in four teams and give each of them one category of risk the organization can face: financial risk, strategic risk, hazard risk, and operational risk.
b. Ask them to read "Risk Management" on pages 149-150.
c. After understanding the different kinds of risk, each team should identify three examples of risk in the category that was given to them, explain the risk, and propose actions to prevent the risk from occurring or how to mitigate it.
d. Give participants 30 minutes to identify the examples and actions to be taken and write them on a flipchart with the category of risk they are representing.
e. Place the four flipcharts on the wall and have each team to briefly present the risks and actions they have identified.
f. Close the session by explaining the importance of analysing potential risk and taking preventive actions instead of waiting for a crisis to occur.

Activity 2: Interpreting financial statements[41]

Financial statements are the key to understanding the financial position of your organization. They help determine where money comes from and how it was spent.

The objective of financial statements is to communicate information to users. They provide users with information about the allocation and use of funds, the source and type of revenues, and to what extent revenues were sufficient to meet expenditures. They also provide a snapshot of how much money was spent and for what purposes, as well as how cash needs were met. Financial statements assist the board in decision-making.

Typically, financial statements are produced monthly for review by decision makers. Financial statements are prepared using the accrual basis of accounting. This is the most commonly used accounting method, which reports income when earned and expenses when incurred. To be of value the financial information must accurately represent the financial position of the organization at any point in time.

Like all governments and businesses, your organization must prepare annual financial statements and have them audited by an independent professional auditor. The auditing process ensures that standard methods are used in accounting for revenues, expenditures, assets, and liabilities. Like governments, your organization should make their financial information publicly available.

You have a responsibility to inform yourself and support constructive discussions about the use of available funds, which involves reading and understanding financial statements.

Financial Statements include the following:
1. Statement of Financial Position (Balance Sheet)
2. Statement of Activities (Income Statement)
3. Statement of Change in Financial Position (Statement of Cash Flows)
4. Notes to Financial Statements

The Balance Sheet provides a snapshot of an organization's financial position at any point in time, but particularly at a month-end or year-end. It is called the balance sheet because the Assets must equal (balance) the Liabilities and Owner's Equity (A=L+OE). Assets are items owned by an organization. Liabilities are monies owed by the organization. Equity is the difference between the assets and liabilities. Equity has two parts, the current earnings or loss, and the accumulated earnings or loss from previous periods.

The Statement of Cash Flows or **Cash Flow Statement** is part of the financial statements issued by a business and describes the cash flows into and out of the organization. It reflects the organization's liquidity. Its particular focus is on the types of activities that create and use cash, which are operations, investments, and financing. Though the statement of cash flows is generally considered less critical than the income statement and balance sheet, it can be used to discern trends in financial performance that are not readily apparent in the rest of the financial statements.

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[41] Indigenous and Northern Affairs Canada, "Understanding and Interpreting Financial Statements," *Government of Manitoba,* (2015). http://www.gov.mb.ca/ana/publications/community/pubs/understanding_fin_stmts.pdf

The Income Statement presents information that allows readers to compare actual revenues and expenses to budgeted revenues and expenses. This statement shows the surplus or deficit for the current fiscal year.

The notes to financial statements are very important in understanding the financial statements and provide more information beyond what is shown in the financial numbers of the statements. The notes explain significant accounting practices and provide additional information on other matters that will affect the financial position of your community.

Match the correct financial document with each description.

1. _____ A snapshot of the organization's financial position at any point in time.

Balance Sheet
Income Statement
Statement of Cash Flows
Notes to the Financial Statement

2. _____ Describes the organization's change in financial position.

3. _____ Provides more information to explain the financial numbers within statements.

4. _____ Presents information comparing actual revenues and expenses with budgets.

Answer Key:
1. Balance Sheet
2. Statement of Cash Flows
3. Notes to the Financial Statement
4. Income Statement

Balance sheet

As you know, in the balance sheet the organization has assets and liabilities and funds at some point in time. Assets are items or monies currently owned by an organization. Liabilities are monies owed by the organization and funds are donations given to the organization in money or in-kind. It is called the balance sheet because the assets must equal (balance) the sum of funds and liabilities. In other words, funds and liabilities are the source of money and assets are the places where the money is currently applied.

Classify the following concepts in the appropriate column:

- Fund balances
- Accounts payable
- Accounts receivable
- Inventory fund

- Inventories
- Accrued expenses
- Short term investments
- Cash

Assets	Funds and Liabilities

Answer Key:

Assets	**Fund and Liabilities**
Accounts receivable	Fund balances
Inventories	Inventory fund
Short term Investment	Accounts payable
Cash	Accrued expenses

Activity 2: FAQs on interpretation of the financial statements[42]

What information do the financial statements provide?

Financial statements will indicate or provide:
- A surplus or deficit that is being carried from year to year and how it changes.
- Whether programmes are being operated within budgets and/or funding levels.
- Two years of information in order to compare changes from one year to the next.

How do I know if our organization is able to pay its bills?

To find out, look at the Balance Sheet and compare current assets to current liabilities.

Current assets are those assets on hand (*i.e.,* bank deposits, accounts receivable, etc.), which represent a source of funds to cover existing liabilities or finance future operations. Current liabilities are debts the organization must pay in the near future (*i.e.,* one year or less).

If the current assets are greater than liabilities, cash is likely to be available to pay bills assuming that outstanding accounts receivables are collected. If current liabilities are greater, there may be problems paying bills on time.

The Balance Sheet is a statement detailing what assets and debts the organization has on a particular date—*i.e.,* at the end of the accounting period to which the financial statements refer. It is historical information. In the case of the annual financial statement, for example, other transactions will have occurred between the time of the completion of the audit and when the audit findings were released— transactions which may significantly alter the financial situation of the organization.

How do I know if our organization has a deficit or surplus; and where it is coming from?

You will want to look at the Income Statement and compare total revenues to total expenditures. When revenues are greater than expenditures there is a surplus, if revenue is less than expenditures there is a deficit. The accumulated total of more than one year will be either a surplus or a deficit. This amount will appear in the "equity" section of the Balance Sheet.

How can I improve my understanding of financial statements?

If you do not fully understand your financial statements, ask questions. The first person to ask about your financial position is your ED or Chief Financial Officer (CFO). Second, contact your board chair or the chair of the finance and audit committee. Third, contact your auditor. Finally, you may wish to seek training to assist you with your areas of concern. You should know the status of your finances at any given time.

What do I look for when reviewing an income statement?

Normally, differences occur between budget figures and actual figures. The CFO should be able to explain any differences between the amount of revenue expected (budgeted) and the actual amount received, or between the expenses budgeted and the actual expenses incurred.

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[42] Indigenous and Northern Affairs Canada, "Understanding and Interpreting Financial Statements," *Government of Manitoba,* (2015). http://www.gov.mb.ca/ana/publications/community/pubs/understanding_fin_stmts.pdf

Differences may exist because:
- A transaction occurs later than expected.
- An accounting error was made where a transaction has been allocated to the wrong account.
- An unexpected event took place that was not included in the budget.
- The budget underestimates or overestimates an expected amount.

Small differences are not unusual—budgets are estimates after all, but it is a good idea to question large variances to understand if circumstances have changed or errors have occurred that should be corrected.

Other things to look for are large changes in a revenue or expense category from one year to the next. Again, the CFO should be able to explain the variance which could be due to changes in operations or funding, or indicate that an accounting error has occurred and should be corrected.

When are the financial statements audited and what does the auditor's report contain?

If your organization's fiscal year is from April 1 of one calendar year to March 31 of the next, audits should be completed normally no later than August 31. The audit opinion, which is near the front of the audited financial statements, advises readers whether the statements provide an accurate financial picture.

The auditor's job is to determine the completeness and fairness of the financial statements, in all significant respects. Obviously, the auditors cannot review each and every financial transaction. The auditors perform such tests of the financial records, as they deem necessary, in order for them to provide a written professional opinion on the financial statements. The auditor will provide either an unqualified opinion or a reserved opinion when information cannot be verified, the financial statements are not presented fairly, or records are not provided for the audit.

An unqualified opinion means the financial statements are fairly presented in all significant respects; the financial statements are presented fairly, but are not, in itself, an indicator that the organization is well managed. This can only be determined by an analysis of the financial statements to determine what financial resources the organization has and how well they are being utilized to meet the organization's priorities.

The covering report by the independent auditor that accompanies the audited financial statements includes important information. The report details the scope of the audit—what the auditor examined, for what period, and in accordance with what standards. It also includes the auditor's opinion on the accuracy of the financial statements. The auditor will provide an unqualified, qualified or adverse opinion, or a denial of opinion.

Activity 3: Risk management[43]

Risk management is a tool to help organizations like yours deal with uncertainty. Through the risk management discipline, an organization reviews its susceptibility to unexpected losses, and then develops strategies either to prevent losses from happening, or to reduce damage and expenses when they do. Good risk management ensures that the organization will have enough assets to carry out its mission. It also ensures that the organization's actions will not harm the client population it is trying to serve, the general public, or the organization's employees and volunteers. Good risk management also prevents the organization from violating the laws of the land and regulations of the donors. Organizations without risk management plans leave themselves vulnerable to events that could impose staggering costs upon or entirely shut down their operations.

Every organization needs to create a risk management plan and review it annually. The organization should also review its plan after making a significant change to the types of activities it engages in, or when acquiring a piece of property, or other significant asset.

The risk landscape of your organization

These are some of the risks that your organization might face at some point in time.

Financial Risk	Strategic Risk
• Reduced donor funding	• Legal challenges to non-profit status
• Declining charitable contributions	• Loss of reputation
• Cost of funds—interest rate risk	• Macroeconomic risks
• Investment market risk	• Stakeholder/donor relations and others
• Use of restricted funds for purpose other than original intent	
Hazard Risk	**Operational Risk**
• Professional errors and omissions	• Business resiliency
• Injury or harm to third parties	• Regulatory compliance
• Workplace injuries	• Management decisions
• Property damage	• Inadequacy of internal controls
• Environmental liability	• Information security
• Employee dishonesty	• Insurer insolvency
• Foodborne pathogens	• Media liability
• Travel and security risk	• Sexual misconduct liability
• Terrorism	• Staff turnover
• Use of personal or rented vehicles	• Succession planning
• Special event liabilities	• Use of outside contractors/vendors

Three fundamental steps that every organization should take in order to create a risk management plan.
1. Assess the organization's risks.
2. Develop and implement a plan to mitigate those risks to the greatest extent practicable.
3. Obtain insurance to help pay the costs in the event a loss occurs.

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43 Adapted from A Nonprofit's Guide to Risk Management and Insurance and What Your Organization Needs to Know about Insurance and Risk Management in a publication titled Forging Youth-Adult Partnerships on the Board. (D.C. Bar Pro Bono Program (now D.C. Bar Pro Bono Center) (revised 2013, 2015)

Assessing Risk

The first step in managing risk is to identify it. The basic task of risk assessment is to identify all the actions and relationships of an organization that could possibly go wrong. Begin by considering all of the actions that your organization must perform in order to carry out its mission. Within all of your organization's actions, there exists the possibility that an unplanned event or error may occur that could put your resources and assets in jeopardy. Physical injury, business risks, and harm to the patient during the course of health care delivery are a few examples.

Mitigating Risk

Risk mitigation is a strategy that allows an organization to focus on the actions it can take to prevent accidents from happening and to diminish the potential of future losses. A risk mitigation strategy should include both physical precautions and administrative procedures that an organization can take to reduce its exposure to risk.

A key mitigation starting point is for both board and management to become better educated about all the rules that regulate the non-profit organization and its activities. Such rules or regulations can be found in contracts, lease agreements, licensing and accreditation requirements, criminal and tax law and state laws governing non-profits. This process of education will help identify areas of risk that the organization may not have known existed, as well as improve the organization's compliance with the law.

One approach for developing a mitigation plan to address each identified risk is to categorize and prioritize the danger each risk poses. Consider these four risk categories.
1. Low risk incident will occur/Low cost if incident does occur
2. High risk incident will occur/Low cost if incident does occur
3. Low risk incident will occur/High cost if incident does occur
4. High risk incident will occur/High cost if incident does occur

Insuring Against Risk

Risks can be mitigated, but never eliminated. Despite the best efforts of an organization to prevent them, accidents will happen. For this reason, an organization should obtain insurance to transfer its risk of loss to the insurance carrier. However, not all risks can be insured, and all insurance policies will have some gaps. Accordingly, understanding the terms of your insurance coverage is important. Your organization should always read its insurance policies in light of its risks and obtain the insurance that adequately, efficiently, and economically addresses its risks.

Commercial insurance is a valuable risk financing tool best employed in combination with other practical risk management strategies including:
1. Avoidance & Reduction—to avert and mitigate sources of loss.
2. Transfer—through insurance that deflects risk to other parties.
3. Retention—absorbing a level of loss which is reasonably predictable and affordable.

Within the context of holistic risk management, insurance effectively becomes a court of last resort used to finance risk that cannot be fully avoided, reduced, transferred, or retained.

What are some risks that your organization faces? How will you assess, mitigate, and insure against these types of risks?

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Suggested Optional Activities

1. Small group discussions on four basic types of financial statements and what types of information they contain
2. Role play about a board that is adept in interpreting financial statements and a board that is not clear about how to interpret financial statements
3. Brainstorm what to look for in the four basic financial statements
4. Small group reflections on what to look for in an auditor's report
5. Case studies of a board that has successfully managed risks
6. Experience sharing by a finance-savvy board member
7. Quiet reading followed by participant reflections, questions, and answers
8. Use visual images and diagrams and video exercises to highlight key learning objectives
9. Produce songs, posters, and/or poems
10. Use cards for ranking, sorting, and prioritizing; ask participants to individually write on cards what risks their organization may face. Summarize the responses on a flip chart, noting the number of times a given risk is mentioned. Prioritize. Ask the participants to identify the mitigation measures
11. Personal action planning; ask the participants to jot down what they plan to do in next six months to enhance their preparedness and skills for financial oversight and risk management
12. In plenary, agree on concrete actions that could be taken by board members
13. Summarize using a PowerPoint presentation

Slide 1

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Forging Youth-Adult Partnership on the Board

IPPF International Planned Parenthood Federation

IPPFAR induction guide for board members

Slide 2

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Module 1:
Forging Youth-Adult Partnership on the Board - *What can young members do?*

1.1 Learning objectives
1.2 Agenda
Topics to be covered through activities
1.3 Why have young people on the board
1.4 Different forms of participation
1.5 Skills needed to be a successful board member
1.6 Tips for young board members
1.7 Find your niche
1.8 Assess your preparedness

Slide 3

Module 1: Forging Youth-Adult Partnership on the Board - Learning Objectives

By the end of the orientation, participants should be able to:

1. Appreciate the rationale for having young members on the governing body and explain it
2. Recognize different forms of participation of young members
3. Describe skills acquired by young people through board membership
4. List skills needed by young people to be a successful board member

Slide 4

Module 1: Forging Youth-Adult Partnership on the Board - Learning Objectives

By the end of the orientation, participants should be able to:

5. Illustrate what young board members could to do be successful in their board service
6. Classify different roles board members play and identify good fit for themselves
7. Self-assess their preparedness to be successful in their board service and provide meaningful youth representation

Slide 5

Module 1: Forging Youth-Adult Partnership on the Board – Agenda

Total Time: 2 hours and 30 minutes	
Activity	**Time**
1 Introduce learning objectives and outline	10 minutes
2 Discussion on why have young members on the governing body	20 minutes
3 Case scenarios about different forms of young member participation	1 hour 15 minutes
4 Brainstorming on skills acquired and needed for board membership	30 minutes
5 Individual reflection	15 minutes
6 Close up	

Slide 6

Why have young people on the board?

- Young members benefit
- Adult members benefit
- Organization benefits
- Society benefits

What do you think?
Can you give an example?

Ladder of youth participation on boards

Youth-Adult, shared decisions
Youth-initiated ideas, shared decisions with adults
Adult-initiated, shared ideas with young members
Consulted and informed
Assigned and informed
Tokenism
Decoration
Manipulation

Skills acquired by young people through board membership

- Group decision making
- Advocacy
- Prioritizing issues
- Understanding of formal meeting procedures
- Knowledge of the field (Sexual and Reproductive Health)
- Dealing with the media
- Self confidence
- Public speaking

Knowledge and skills needed by young people to be successful board members

1. Specific background information about the organization
2. Formal meeting procedures
3. Group decision-making conventions, rules, and strategies
4. The decision-making role played by boards, and its committees
5. Interpreting financial statements

Knowledge and skills needed by young people to be successful board members

6. Risk management
7. Strategic direction setting
8. Monitoring and oversight functions
9. Dealing with the media
10. Public speaking

Tips for young board members

- Have confidence in yourself
- Find allies
- Be a leader
- Stay interested and curious
- Show up
- Use the power you have

Tips for young board members

- Do something for the board
- Build a support base for yourself
- Get the word out about your leadership
- Relax, have fun, and be yourself
- Appreciate adult allies
- Ask questions

Find your niche

Assess your preparedness

#	Checklist item	Yes	No
1	Do I have motivation, ability and knowledge to put in the time to understand the issues of the board?		
2	Am I aware of my job description and what the board expects of me?		
3	Has the board communicated the specific objectives they have for me as a youth member?		
4	Have I either identified or been assigned a mentor for my board role?		
5	Do I have the motivation, ability and knowledge needed to make a contribution to the board?		
6	Do I work to know individual board members on a social level?		
7	Am I aware of the written and unwritten agenda and flow of the board meetings?		

Assess your preparedness

#	Checklist item	Yes	No
8	Do I demonstrate my willingness to learn through my words and actions?		
9	Am I aware of the needs, public positions and opinions of the youth I represent?		
10	Do I have the motivation, ability and knowledge to correspond with my community and the groups I represent about my governance activities?		
11	Do I have the motivation, ability and knowledge to take leadership roles on committees and/or the board when possible?		
12	Am I willing to ask questions that give me insight and understanding of the board's activities?		
13	Am I willing to give my time and attention to all board issues rather than just the ones that affect me and those I represent?		
14	Does the board show its appreciation for the good work that you are doing and have done?		
15	Am I mentoring other potential young people who may replace me?		

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Module 2:
Forging Youth-Adult Partnership on the Board - *What can adult members do?*

1.1 Learning objectives
1.2 Agenda
Topics to be covered through activities
1.3 Youth-Adult Partnership
1.4 Adultism
1.5 Adults as allies
1.6 Tips for adult board members
1.7 Checklist for adult members

Module 2: Forging Youth-Adult Partnership on the Board - Learning Objectives

By the end of the orientation, participants should be able to:

1. Understand and explain the concepts of youth-adult partnerships and adultism

2. Identify adultist behaviors and how to avoid them

3. Illustrate and recommend how adult members can be allies of young members

Module 2: Forging Youth-Adult Partnership on the Board - Learning Objectives

By the end of the orientation, participants should be able to:

4. Examine and recommend what the board chair and board could do to facilitate the contributions of young members

5. Self-assess the preparedness of adult members to effectively work with young members

Module 2: Forging Youth-Adult Partnership on the Board – Agenda

Total time: 2 hours and 30 minutes

	Activity	Time
1	Review homework and introduce module	30 minutes
2	Card activity to classify adultism	30 minutes
3	Role play preparation	30 minutes
	Presentation on two role play scenarios	30 minutes
4	Brainstorming on what adults can do to be allies to young people	30 minutes
5	Close up	

Youth-Adult Partnership

- Youth and adults work together in partnership to develop, implement, and evaluate programs

- It is a two-way street, where both youth and adults learn from each other

Adultism

Behaviors and attitudes that flow from the assumption that:

- Adults are better than young people

- Adults are entitled to act upon young people in many ways without their agreement

- Young people are not respected

Adultism

Behaviors and attitudes that flow from the assumption that:

- Young people are less important and, in a sense, inferior to adults

- Young people cannot be trusted to develop correctly, so they must be taught, disciplined, harnessed, punished, and guided into the adult world

Adults as allies

- Truly respect ideas coming from youth
- Give encouragement and mentorship
- Provide resources for activities
- Listen carefully to what youth have to say
- Promote active participation of youth
- Help youth get organized
- Encourage critical thinking

Tips for adult members

1. Have a sense of humor
2. Never believe that they don't have an opinion about something
3. Go to the space and turf of young people
4. Speak to young members with utmost respect
5. Let young members be in charge
6. Allow young members to struggle

Tips for adult members

7. Appreciate young members

8. Be open about yourself

9. Be consistent and committed

10. Be persistent

11. Use crisis situations as opportunities to strengthen relationships

Tips for the board chair and the board

- Overcome organizational barriers
- Overcome personal barriers
- Create a strong orientation process
- Develop young leaders
- Provide intergenerational training

Tips for the board chair and the board

- Facilitate successful meetings
- Foster youth-adult partnership
- Develop a mentoring plan
- Sustain youth involvement

Checklist for adult members

#	Checklist item	Yes	No
1	Does the board have the time and resources to make a commitment to effective youth representation?		
2	Is the board clear about why it is involving young people in governance?		
3	Is the board willing to adjust its culture to make meetings youth-friendly?		
4	Has the board outlined recruitment criteria for new members? (e.g. motivation, diversity, competence, quality of past experiences, etc.)		
5	Is there a mentor or coaching system in place?		

Checklist for adult members

#	Checklist item	Yes	No
6	Does the board have a system in place for youth members to train new youth members?		
7	Are young people included in all issues, not just those affecting their age group?		
8	Does the board's culture promote open discussion?		
9	Is there time for all members (including youth) to speak at meetings?		
10	Do young members substantially influence governance of your organization?		

Checklist for adult members

#	Checklist item	Yes	No
11	Is there informal time to network and build relationships with other members?		
12	Are young members encouraged to keep in touch with their peers about their governance role?		
13	Is there a place where young members can voice their concerns outside the meeting environment?		
14	Do adults ask the youth members how they can better work together and take these recommendations seriously?		
15	If young members are confused about an issue, how does the board respond and guide them to the information they need?		

Checklist for adult members

#	Checklist item	Yes	No
16	Is equal weight given to youth member opinions?		
17	Do board members take the initiative to get to know all the members (including youth) of your board on a personal level?		
18	Does the board provide training for young people on speaking up in adult groups?		
19	Do you offer training for young people and adults in general governance skills?		
20	Are youth members briefed ahead of time on how to read a financial statement?		

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Module 3:
Board and Board Member Responsibilities

1.1 Learning objectives

1.2 Agenda

Topics to be covered through activities

1.3 Seven principles of governance

1.4 Ten basic responsibilities of the board

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Module 3:
Board and Board Member Responsibilities

1.5 Individual board member responsibilities

1.6 Board responsibilities versus management responsibilities

1.7 Group decision-making methods

1.8 Board self-assessment instruments

Module 3: Board and Board Member Responsibilities- Learning Objectives

By the end of the orientation, participants should be able to:

1. Discover, interpret, and explain the seven principles of governance and provide examples of how they apply to the day to day functioning of the board

2. Discover, interpret, and explain the ten basic responsibilities of the board

3. Discover, interpret, and explain individual board member responsibilities

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Module 3: Board and Board Member Responsibilities- Learning Objectives

By the end of the orientation, participants should be able to:

4. Delineate, compare, and contrast board responsibilities from those of management

5. Compare the advantages and disadvantages of different group decision-making methods

6. Self-assess the preparedness to be successful in board service

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Module 3: Board and Board Member Responsibilities - Agenda

Total time: 2 hours and 30 minutes	
Activity	**Time**
1 Review homework and introduce module	20 minutes
2 Seven principles of governance presentations	40 minutes
3 Card activity for classifying board and management responsibilities	45 minutes
4 Individual reflection and plenary	45 minutes
5 Close up	

Seven principles of governance

1. The governing body ensures member integrity and collective responsibility
2. The governing body determines the organization's strategic direction and policies
3. The governing body appoints and supports the executive director

Seven principles of governance

4. The governing body monitors and reviews the organization's performance
5. The governing body provides effective oversight of the organization's financial health
6. The governing body is open, responsive, and accountable
7. The governing body ensures its own review and renewal

Ten basic responsibilities of the board

1. Determine mission and purpose
2. Select the executive director/chief executive
3. Support and evaluate the executive director
4. Ensure effective planning
5. Monitor and strengthen programs and services

Ten basic responsibilities of the board

6. Ensure adequate financial resources
7. Protect assets and provide financial oversight
8. Build a competent board
9. Ensure legal and ethical integrity
10. Enhance the organization's public standing

Individual board member responsibilities

- General expectations
- Meeting-related activities
- Relationships with staff
- Avoid conflicts of interest
- Fiduciary responsibilities
- Fundraising
- Ambassadorial service

Board responsibilities versus management responsibilities

- Governance means making policy and strategy.
- Management means implementing policy and strategy.

The governing body-management relationship

Group decision-making methods

- Decision by authority
- Minority control (small group decides)
- Majority control (voting)
- Consensus (all decide)

Reflect on their strengths and weaknesses

Board self-assessment instruments

- Example 1:
  Source: IPPF Code of Good Governance
- The questionnaire uses the following scoring framework:
  - **Y** Yes, we undertake this work/activity
  - **I** Insufficient, in preparation, or being considered
  - **N** No, we've not yet tackled this work/activity

	Y	I	N
Are new board members given a basic understanding of how the organisation is structured and how it operates?			
Has the board developed a plan for visits to project implementation sites and service delivery points?			
Are new board members given a basic understanding of the external SRHR environment in which the organisation operates?			

Board self-assessment instruments

Example 2:
- A mini self-assessment survey might look like this:

Responsibility	We do this well	We need to work on this	Actions / Next steps
Determine mission and purpose			
Select the executive director			
Support and evaluate the executive director			
Ensure effective planning			
Monitor and strengthen programs and services			
Mobilize adequate financial resources			
Protect assets and provide financial oversight			
Build a competent board			
Ensure legal and ethical integrity			
Enhance the organization's public standing			

Board self-assessment instruments

Example 3:
- Below is a sample board meeting evaluation form.

#	Issue	Yes	No	Suggestion
1	The meeting started and ended on time.			
2	The meeting followed the agenda.			
3	The agenda focused on real, important, and relevant issues.			
4	The agenda and papers were circulated prior to the meeting.			
5	The agenda and papers circulated helped me prepare for the meeting.			
6	A quorum was present at the meeting.			
7	The meeting room was well organized for the meeting.			
8	All members participated actively.			
9	The chair facilitated the meeting in a skilled way.			
10	The committee covered all agenda items thoroughly and objectively.			
11	I could contribute my skill and expertise in the meeting.			
12	I left the meeting knowing what I need to do next.			

Module 4:
Board Governance Practices

1.1 Learning objectives

1.2 Agenda

Topics to be covered through activities

1.3 Practices of good governance

1.4 Cultivating accountability

Module 4:
Board Governance Practices

1.5 Stakeholder engagement

1.6 Setting shared strategic direction

1.7 Stewarding resources

1.8 Monitoring and oversight function

Module 4: Board Governance Practices - Learning Objectives

By the end of the orientation, participants should be able to:

1. Describe the practices of good governance

2. Explain and provide examples of the practices of good governance and how they apply to participant's work on the board

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Module 4: Board Governance Practices- Agenda

Total time: 2 hours and 30 minutes	
Activity	Time
1 Review homework and introduce module	20 minutes
2 Governance practices reading	40 minutes
3 Governance practices "poster contest"	90 minutes
4 Close up	

Key practices of good governance

1. Cultivating accountability
2. Engaging stakeholders
3. Setting shared strategic direction
4. Stewarding resources
5. Continuous governance improvement

Enablers of good governance

Cultivating accountability

- Cultivate personal accountability
- Nurture accountability among stakeholders
- Foster internal accountability within the organization
- Support accountability of health providers and health workers

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Cultivating accountability

- Measure performance
- Share information
- Develop social accountability
- Use technology to support accountability
- Provide smart financial oversight

Stakeholder engagement

Inform
- Keep stakeholders, community members, and health workers informed, and educate them on your organization's governance policies

Consult
- Listen to people's and health worker's concerns and provide feedback

Involve
- Coordinate with stakeholders, community members, and health workers to make sure that their concerns are directly reflected in governance decisions

Collaborate
- Work with the people and the health workers to formulate solutions

Empower
- Give stakeholders the power to make decisions

Setting shared strategic direction

Process of setting strategic direction		
Ask	**Analyze**	
Where are we now?	-Internal and external assessment	
Where do we want to be?	-Vision -Mission and principles	-Goals and objectives
How will we get there?	-Strategy	-Action plan
How can we measure our progress?	-Performance measures -Monitoring and tracking	-Evaluation

Setting shared strategic direction

Steps in strategic planning process:

1. Gather support for the planning process and create a planning team

2. Conduct an organizational assessment (environment scan, situation assessment)

3. Review or create, discuss, and state the organization's mission and vision, and ensure that everyone is comfortable with them

Setting shared strategic direction

Steps in strategic planning process:

4. Develop goals, strategies, and objectives for next three to five years

5. Draft and approve an action plan

6. Implement the strategic plan, monitor its implementation, and repot progress to stakeholders

Stewarding resources

The governing body should consider taking actions in these six domains:

- Wisely raise and use resources
- Practice ethical and moral integrity
- Build management capacity
- Measure performance
- Use information, evidence, and technology in governance
- Eradicate corruption

Monitoring and oversight functions

- The governing body has a duty to monitor the organization's plans and performance

- This oversight role includes:
  - Financial oversight
  - Management oversight
  - Quality oversight

Module 5:
Board Procedures

1.1 Learning objectives
1.2 Agenda
Topics to be covered through activities
1.3 Board procedures
1.4 Board procedure FAQs
1.5 Tips in Board procedure
1.6 Glossary of board procedure terms

Module 5: Board Governance Practices - Learning Objectives

By the end of the orientation, participants should be able to:

- Appreciate the rationale for having board procedures and explain why in their own words
- Recognize the order of business in board meetings
- Identify steps in making a decision in a board meeting

Module 5: Board Governance Practices - Learning Objectives

By the end of the orientation, participants should be able to:

- Understand the basic board procedures and describe them
- Explain the basic board procedure terms
- Enact and illustrate at least one board procedure

Module 5: Board Governance Practices - Agenda

Total time: 3 hours	
Activity	**Time**
1 Review homework and introduce module	30 minutes
2 Governance procedure steps and FAQ reading	30 minutes
3 Governance procedure contest	30 minutes
4 Role play about board meeting	90 minutes
5 Close up	

Board procedures

Order of business in board meetings:

1. Call to order (the chair formally opens the meeting)
2. Roll call (the process of calling out a list of names to establish who is present)
3. Presenting the agenda (motion is moved to approve the agenda)
4. Reading minutes (from the last meeting)
5. Approving minutes of the last meeting (motion is moved to approve the minutes)

Board procedures

Order of business in board meetings:

6. Committee reports (discussion on short reports made to the board chair by board committee containing details of its activities and recommendations for further action)
7. Accepting the committee reports (after motion is moved to accept reports or proposals)
8. Unfinished business (from the last meeting)
9. New business (of the current meeting according to the agenda; motions are moved to approve or disapprove the proposal and decisions are made after each item of business is discussed by the board)
10. Adjourn (to end the meeting)

Steps in making a decision in a board meeting

- Motion
- Seconding of the motion
- Discussion
- Re-stating the motion
- Vote

Board procedure FAQs

- What is an agenda?
- What does the Chairperson do in a meeting?
- In a meeting, what is "general business"?
- What are minutes?
- What does the Secretary do in a meeting?
- What motions are used in the board meeting?

Board procedure FAQs

- What is a motion?
- What is amending a motion?
- What is committing of a motion?
- What is tabling of a motion?
- What is an adjournment motion?

Read **Glossary** of board procedure terms

Tips in board procedure

- To introduce a motion
- Debate or discussing the motion
- Voting on a motion

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Module 6:
Building Young Member's Skills

1.1 Learning objectives
1.2 Agenda
Topics to be covered through activities
1.3 Building self-confidence
1.4 Representing young people
1.5 Connecting with young people
1.6 Public speaking
1.7 Mentoring
1.8 Learning resources

Module 6: Building Young Member's Skills- Learning Objectives

By the end of the orientation, participants should be able to:

- Enumerate the basic skills needed to be successful as a board member
- Explain what goes into building self-confidence
- Recognize the difference between delegate and trustee, and describe behaviors that will make youths better representatives of their constituencies
- Name the social media platforms locally popular among youth and propose ways to make use of these platforms to better connect with youth in their area and/or more broad

Module 6: Building Young Member's Skills- Learning Objectives

By the end of the orientation, participants should be able to:

- Illustrate what goes into developing a good speech
- Examine and define public speaking in the context of a board member
- Explain the dos and don'ts of communications and media relations for board members
- Explain why mentoring is important in the context of a board, how to be a good mentor, and how to be a good mentee
- Become aware of the learning resources for enhancing governance knowledge and governing skills

Module 6: Building Young Member's Skills- Agenda

Total time: 3 hours and 20 minutes	
Activity	**Time**
1 Review homework and introduce module	15 minutes
2 Individual reflection and peer exchange of "Building self-confidence"	45 minutes
3 News reports on "youth representation success story"	60 minutes
4 Speeches to obtain support from potential donors	60 minutes
5 Presentations	20 minutes
6 Close up	

Building self-confidence

Prepare for your journey

- Look at what you've already achieved
- Think about your strengths
- Think about what's important to you and where you want to go
- Start managing your mind
- Commit yourself to success!

Building self-confidence

Set out on your journey

- Build the knowledge you need to succeed
- Focus on the basics
- Set small goals and achieve them
- Keep managing your mind

Accelerate towards success

- Make the goals a bit bigger and the challenges a bit tougher

Representing young people

Delegate versus trustee role:

- Delegates follow their constituent's preferences
- Trustees follow their own judgment about the proper course of action

Be in close communication with young people. Know their needs, preferences, ideas, and opinions. Form your own judgment about the course of action to follow pursuant to these ideas. Bring the ideas and opinions of young people along with your considered opinion to the boardroom discussions.

Representing young people

Know that collective interest of the organization as a whole and mission of the organization are paramount. It takes precedence over the interest of any one section of the population the organization serves.

What kind of person makes a good youth representative?

Connecting with young people

- LinkedIn
- Twitter
- Facebook
- Facebook Messenger
- WhatsApp Group Chat
- Skype
- YouTube
- Google+
- Snapchat
- Instagram
- Other social media

Public speaking tips

Key to successful speeches:

- Be prepared
- Start strong; begin your speech with a powerful opening, such as a startling fact, statistic, or an interesting story
- Speak with passion

Public speaking tips

Key to successful speeches:

- Be conversational; avoid reading your speech word for word. Instead, refer to notes or points from an outline
- Be patient; it's easy to get frustrated if you make a mistake. It takes time to hone your skills. Keep practicing and you will reach your goals

Public speaking tips

Speaking tips for board member role:

- The intent is to explain what the organization stands for, the people or cause that it serves, and the link between the organization and the audience
- Understand the audience, the strategic goal for the speech, and the logistics for the event
- Ensure that there is a specific request for the audience to support the organization in some way

Public speaking tips

Speaking tips for board member role:

- In the speech, describe why the organization is important to you and why you joined the board
- Always include time at the end of the presentation for questions and answers
- Leave behind brochures and other basic information that encourage the attendees to follow up with the organization

Mentoring

- Mentoring is learning in a relationship designed to provide an interactive process between individuals of differing levels of experience and expertise
- An experienced board member is given the responsibility of mentoring a new member
- Mentors facilitate growth and development of the mentee as a board member

Mentoring

The ideal mentee should:

- Take responsibility
- Commit time
- Be self-driven
- Ask questions
- Solicit feedback
- Be action oriented

Mentoring

The ideal mentor should be:

- A friend and colleague
- A teacher and role model
- A story teller
- An advocate
- An ally
- A sounding board and listener

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Module 7:
Specialized Topics

1.1 Learning objectives

1.2 Agenda

1.3 Interpreting financial statements

1.4 Risk management

Module 7: Specialized Topics - Learning Objectives

By the end of the orientation, participants should be able to:

- Understand and describe four different types of financial statements and what types of information they contain
- List the contents of an auditor's report
- Exemplify risks to the organization and assess and prioritize these risks based on the probability of occurrence and cost to the organization
- Appreciate and describe different methods available to mitigate and manage risks

Module 7: Specialized Topics - Agenda

Total time: 3 hours	
Activity	Time
1	Review homework and introduce module	30 minutes
2	Individual exercise "Understanding financial statements."	60 minutes
3	Group work on "Risk Management"	45 minutes
4	Close up	

Interpreting financial statements

- Financial statements are the key to understanding the financial position of your organization
- Financial Statements include the following:
    - Statement of Financial Position (Balance Sheet)
    - Statement of Activities (Income Statement)
    - Statement of Change in Financial Position (Statement of Cash Flows)
    - Notes to Financial Statements

Risk management

Financial Risk	Strategic Risk
• Reduced donor funding • Declining charitable contributions • Cost of funds – interest rate risk • Investment market risk • Use of restricted funds for purpose other than original intent	• Legal challenges to nonprofit status • Loss of reputation • Macroeconomic risks • Stakeholder/donor relations

Risk management

Hazard Risk	Operational Risk
• Professional errors and omissions • Injury or harm to patients • Workplace injuries • Property damage • Environmental liability • Employee dishonesty • Foodborne pathogens • Travel and security risk • Terrorism • Use of personal or rented vehicles • Special event liabilities	• Business resiliency • Regulatory compliance • Management decisions • Inadequacy of internal controls • Information security • Insurer insolvency • Media liability • Sexual misconduct liability • Staff turnover • Succession planning • Use of outside contractors/vendors

How to create a risk management plan

- Assess the organization's risks
- Develop and implement a plan to mitigate those risks to the greatest extent practicable
- Obtain insurance to help pay the costs in the event a loss occurs

IPPF learning resources

- 32 videos, 27 publications, 11 reports, 7 guides and toolkits especially for young people and adolescents on the IPPF website
- We recommend:
    - Want to change the world? Here's how... Young people as advocates
    - Participate: The voice of young people in programmes and policies
    - Springboard: A hands-on guide to developing youth-friendly centers

IPPF learning resources

- IPPF's governance-related publications:
    - IPPF code of good governance
    - IPPF handbook of good governance
    - IPPF standards and responsibilities of membership
    - IPPF strategic framework 2016-2022
    - IPPF monitoring and evaluation handbook

LMG's learning resources

- Leaders Who Govern Book:
    - This book is designed to help you explore, adapt, develop, master, support, and apply the practices of good governance in the context of health
    - You will be able to support better delivery of SRH services and greater health impact
    - Download it from www.leaderswhogovern.org or at http://www.msh.org/resources/leaders-who-govern

LMG's learning resources

LMG's Governance Guides:

- Cultivating Accountability
- Engaging Stakeholders
- Stewarding Resources
- Setting a Shared Strategic Direction
- Continuous Governance Enhancement

LMG's learning resources

eLearning Certificate Track at USAID's Global Health eLearning Center

https://www.globalhealthlearning.org/program/governance-and-health

- Governance and health
- Practices of good governance
- Infrastructure for good governance

BoardSource learning resources

BoardSource (https://www.boardsource.org/) is an organization in the US that has tools and resources for nonprofit organizations looking to strengthen the effectiveness and impact at the board of directors level

- We recommend:
  - Ten Basic Responsibilities of Nonprofit Boards
  - Board Fundamentals: Understanding Roles in Nonprofit Governance
  - Financial Responsibilities of Nonprofit Boards

BoardSource learning resources

- We recommend:
  - Meeting and Exceeding Expectations: A Guide to Successful Nonprofit Board Meetings
  - Culture of Inquiry: Healthy Debate in the Boardroom
  - Driving Strategic Planning: A Nonprofit Executive's Guide
  - Strategic Planning Understanding the Process: A BoardSource Toolkit
  - New Voices at the Table: Welcoming the Next Generation of Board Leaders: A BoardSource Toolkit