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### Editorial info

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### About this document

This document is the second part of the curricula developed under the above-mentioned project which aims to offer youth organisations in Europe the possibility to undertake a coherent process in order to assess their current practices related to organisational development and implement changes based on the assessment. This document integrates a toolbox of organisational development instruments. All the current and previous instruments can be found on our website in a more interactive and user friendly version: [www.odyotoolkit.eu](http://www.odyotoolkit.eu)

## Governance

### Innovation checklist

Please read the items from the list below and answer YES or NO based on what applies to your organization. If some of the items are answered with NO, you can consider addressing them in the future:

	YES	NO
Does the organisation constantly define problems and identify new and adapted solutions for its beneficiaries/ stakeholders/ community at large?		
When proposing a new and adapted solution, do you benchmark it? (E.g. compare your idea to other existing ideas).		
Does your organisation assess learning and revises current practices so that it integrates new manners in which things are done?		
Does your organisation have different funding sources compared to other organisations? (E.g. a social enterprise).		
The organisation provides recognition for innovative behaviour and encourages individual initiatives based on new approaches?		
Does leadership of the organisation organise internal resources to deliver impact as opposed to deliver operations?		
Is the organisation using new and/ or different methods in order to carry out projects/ programs? (E.g. using new technology)?		
Does the organisation approach new or unusual partners in order to carry out projects/ programs with more impact?		
Are you using your organisational branding in a novel way? (E.g. more than getting funding).		
Does the organisation use different and new channels to communicate to more than its usual target?		

## Vision and mission review

Please fill in the next chart with activities of your organisation in the last years and evaluate if they were in line with your vision, mission and values. You can also make the same exercise for current or future/ planned activities.

Activity	Does it fulfil organisation vision?	Does it fulfil the organisation mission?	Did it integrate all your organisation values?	If no, please say why
Project/ program 1				
Project/ program 2				
Governance (decision making, etc.)				
Recruitment of members/ staff/ volunteers				

\*add/ remove rows if necessary

## Governance reporting

In order for the governance body to fully function (E.g. facilitate decision-making, engage into tasks and responsibilities etc.), it needs to be properly informed about all activities of the organisation. Consider the following questions in order to write and send a semestrial/ annual report to your governance body:

**Short introduction** – in brief, description of the current context of the society/ community, overall activity, monitoring of vision and mission, implementation of the strategic plan

**Summary of recent accomplishments** – overview of the impact of current programs/ projects, what is going well and what is not, possible risks or problematic situations, feedback from stakeholders, etc.

**Organisational aspects** – overview of current organisational aspects (staff/ members/ volunteers and management), human resources issues, problematic situations and/ or current worries, hopes and concerns, etc.

**Summary of future plans** - overview of future programs/ projects or possible initiatives, issues that might impact the organisation positively or negatively, emerging issues/ trends and analysis of how this may impact the organisation, strategic/ tactical needs, etc.

**Financial aspects** - summarise the issues and highlight the overall income and expenditures

**Others** – any other concerns/ issues to be addressed to the governance body, if any

**Recommendations/ questions for the governance body**

## Governance body self-evaluation

The following survey can be used for the self-evaluation of the members of the governance body, which, upon completion, can discuss about the results:

<i>Item to be evaluated based on the given scale:</i>	Fully	More or less	Partially	Not at all
I understand my tasks and responsibilities within the governance body				
I constantly work towards improving my skills in order to fulfil the needs of the organisation				
I understand the organization's vision, mission and values				
I understand the organisational structure and its functioning				
I understand the strategic planning of the organisation				
I get actively involved in implementing, monitoring and evaluation of the strategic plan of the organisation				
I believe the necessary skills and diversity are represented in the governance body				
I feel involved and interested in the work undertaken by the governance body				
I get involved in evaluating and developing skills for the management of the organisation				
I actively participate in meetings and give constant feedback on reports/ information				
I proudly represent the organisation in different formal and/ or informal settings/ events				
I get actively involved in fundraising for the organisation				

Conclusions:

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## Conflict of interest

Use this example as a starting point for your organisation in developing your own conflict of interest policy, adapting what is suitable for your context and needs:

**Conflict of interest policy** – to be presented to all staff/ members/ volunteers, management and governance body members. The later will adopt the final version of it.

1. The purpose of this policy is to help all staff/ members/ volunteers, members of the management or governance structure(s) of the organisation to manage any actual or potential conflicts of interest in order to protect the integrity of the organisation.
2. In the sense of the current document, a conflict of interest is regarded as “a situation where staff/ members/ volunteers, members of the management or governance structure(s) have personal interests that might influence the objective exercise of tasks and responsibilities within the organization”.
3. A conflict of interest occurs whenever staff/ members/ volunteers, members of the management or governance structure(s) are in a position to influence any organisational affairs, including policies, finances or other decisions in a manner that could lead to any form of gain or benefit, personal or for his or her spouse, relatives and friends.
4. Staff/ members/ volunteers, members of the management or governance structure(s) will refrain from engaging in any activity outside the organization that could give rise to a conflict of interest.
5. Any situation relating to a possible conflict of interest is to be immediately discussed with members of the management or governance structure(s).
6. It is the duty of all staff/ members/ volunteers, members of the management or governance structure(s) to declare any existing or potential conflict of interest. Failure to declare a conflict of interest may result in disciplinary measures being implemented, including termination of contract/ loss of membership/ volunteer status.
7. This policy is meant to supplement good judgment, and staff/ members/ volunteers, members of the management or governance structure(s) should respect its spirit as well as its wording.

## Financial aspects

### Project budget

Use this example as a starting point for your organisation in developing budgets for specific projects that can be used for internal purposes (e.g. proposal writing). In order to be fully functional it is recommended to be exported into an excel file with formulas:

No	Budget line	Unit	No of units	Cost of unit	Total
1.	Staff costs				
2.	Travel costs				
3.	Equipment costs				
4.	Activity / direct costs				
5.	Administrative/ indirect costs				

\*add/ remove rows if necessary

## Project forecast

Use this example as a starting point to create your forecast for project payments. In order to be fully functional it is recommended to be exported into an excel file with formulas:

No	Budget line	Month 1	Month 2	Month n	Total
1.	Staff costs				
2.	Travel costs				
3.	Equipment costs				
4.	Activity / direct costs				
5.	Administrative/ indirect costs				
	Total month				

\*add/ remove rows if necessary

## Donor database

Use the following template in order to constantly collect information on different call for proposals from donors in your country or worldwide:

Donor name	Contact/ web link	What does the donor support	Deadline call(s)	Is it in line with vision/ mission?	Person in charge from the organisation	Observations

\*add/ remove rows if necessary

## Timesheet

Fill in the next template in order to have a clear evidence of the hours of staff working in your organisation and specific activities they perform:

Name:

Position in the organisation/ project:

Month:

Day of the month	Number of hours	Activity	Description of the activity
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
...			
29			
30			
31			

\*add/ remove rows if necessary

## Knowledge management

### Events calendar

Fill in the next template in order to have a clear evidence of the events that members/ staff/ volunteers working in your organisation are attending:

Event name	Location/ address	When will it take place	Short description/ about	Link to the event (if available)	Who is attending

\*add/ remove rows if necessary

## Partner database

Fill in the next template in order to have a clear evidence of the partners with which your organisation was engaged in the past:

Name of the partner	Short description	Contact/ Web link	How was the partner involved	What is the importance of the partner	Contact person from the partner	Observations

\*add/ remove rows if necessary

## Beneficiary/ volunteers/ experts database

Fill in the next template in order to have a clear evidence of the beneficiaries/ volunteers/ experts with which your organisation was engaged in the past:

Name	Contact	In what project/ activity was the person involved	Tasks/ responsibilities	Evaluation	Observations

\*add/ remove rows if necessary

## GANTT

Fill in the next template in order to have a clear evidence of the time in which the activities of your projects/ actions need to be implemented:

Activity/ Week	Week 1	Week 2	Week 3	Week 4	Responsible	Observations
A1						
A2						
A3						
An						

\*add/ remove rows if necessary

## Monitoring & evaluation

### Survey for staff/ members/ volunteers

The following survey can be a starting point in order to get feedback on the level of satisfaction in working in/ for the organisation from staff/ members/ volunteers:

1. How long have you been involved with the organisation? \_\_\_\_\_

2. What was your primary reason for joining the organisation? \_\_\_\_\_

3. Please rate the following items as you perceive them:

	Disagree	Partially disagree	Agree	Fully agree
Working for the organisation fulfils my personal and professional needs				
I get support from the organisation in my personal and professional development				
The activities in which I participate are qualitatively high				
I am satisfied with the variety of activities that I am involved in the organisation				
There is a positive climate of work among staff/ members/ volunteers				
My coordinators make me feel that I am a valuable member of the team/ organisation				
My job/ involvement in the organisation give me a sense of accomplishment				
Overall, I am satisfied with my organisation				

Comments:

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4. What suggestions do you have to help improve the work in the organisation?

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## Quarterly evaluation of the organisation

You can consider the following questions in order to evaluate the activity of your organisation each quarter of the year and summarize the findings as to already have an evaluation by the end of each year:

Questions	Answers
How were the vision, mission, values followed in the reporting period?	
What were the major achievements of the reporting period?	
What were the major setbacks of the reporting period?	
How were the objectives from the strategic plan met during the reporting period?	
What lessons were learnt in the reporting period?	
What was the level of satisfaction from staff/ members/ volunteers and/ or stakeholder in the reporting period?	
Were there fundraising activities in reporting period? If yes, were they successful?	

*\*add/ remove questions if necessary*

Quarterly summary for the report:

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## To-do list learning

In order to create a constant learning environment, you can consider the following list and actions to be taken into consideration within the organisation:

---

Management/ executive communicate the importance of learning within the organisation

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Management/ executive convey learning as a value of the organisation

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Management/ executive is accountable for learning and constantly apply learning within the organization, in activities but also administration/ management of the organisation

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Management/ executive monitor and evaluate the learning progress of the organisation as well as its staff/ members/ volunteers

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Management/ executive provide opportunities to apply learning within the organisation for staff/ members/ volunteers (e.g. create the expectation that anyone who attends events will make presentations to others about the most important learning they took away from the event)

---

Management/ executive are accountable for results of learning

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Management/ executive coach staff/ members/ volunteers from the organisation in order to reflect on learning and integrate the findings into their work

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Management/ executive use their experience to advise/mentor new and less experienced staff/ members/ volunteers on how to work in the organisation

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Management/ executive facilitate any educational pursuit of staff/ members/ volunteers, not just those related exclusively to the individual's position

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Management/ executive together with staff/ members/ volunteers take the time to read, to think, to talk about new ideas and implement them

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Staff/ members/ volunteers understand how acquiring new competences will help the organization to be (more) successful

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Staff/ members/ volunteers have the desire for continuous learning integrated deeply in their belief system and they are dedicated to the process

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People within the organisation apply learning throughout their activities and continuously improve performance and achieve strategic goals

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The organisation provides a wide range of formal and less formal approaches to facilitate learning

In order to work on the needs of the people in your community, you can use the following steps/ process in order to identify the community needs:

### 1. What is the local context?

Describe the target community – e.g. number of inhabitants, ethnic structure, vulnerable groups identified, socio-economic development issues, other particularities of the community. Try to get informed from statistical/ official data available.

### 2. What does the community think?

In order to better understand the community use methods and research tools to collect information from the community such as: questionnaires, interviews, focus groups. In this stage propose a specific number and profile of people involved in the process so that the identification of needs is accurate/ representative.

### 3. What is the identified problem?

Describe the problems identified in the community by putting together the local context and the perception of the people from the community and explain what is the most relevant issue that needs to be addressed. Have in mind how this is a need/ problem, what causes this problem, to what extent people are concerned about this problem, describe how the community is affected by this problem and why the problem should be solved.

### 4. Who are the stakeholders involved?

Review the existing and potential stakeholders that can help solve the problem. Describe which of them are affected by the identified problem and what could be their involvement in solving this problem.

### 5. What is the goal?

After having identified and described the problem as well as the actors involved in it, describe the situation you want to reach if you solve the problem (positively) and what effect it will have in the community. From this stage on you can adapt your organisation interventions more clearly towards the identified problem(s).

## Organisational structure

### Efficient organisational structure

Please read the items from the list below and answer YES or NO based on what applies to your organization. If some of the items are answered with NO, you can consider addressing them in the future:

	YES	NO
Your organisational structure minimizes the cost of resources needed to carry out essential operations		
Your organisational structure adapts to changes in the external environment and is not incremental in traditional practices		
Your organisational structure adapts to changes in the external environment and has the ability to execute change		
Board/ managers/ members/ staff/ volunteers of the organization have the skills and motivation needed to work effectively		
Even if your organisational structure is built to improve efficiency it does not reduce innovative adaptation		
Board/ managers/ members/ staff/ volunteers coordinate and work well together across organizational boundaries		
Board/ managers/ members/ staff/ volunteers feel that their work is well aligned to the priorities of the organization		
The organisation is prepared adequately for leadership transitions and succession		
Your organisational structure enables people to make decisions, not only board/ leadership		
Your organisational structure enables people to learn, change, adopt, try and fail on different levels (organisational management and activities)		
Your organisational structure enables self-organizing systems and networked systems (not hierarchical)		

## Enhance organisational structure

In order to create a more effective and adaptable organisational structure, you can take into consideration the following to be implemented within the organisation:

Evaluate your current organisational structure and decide if it (still) suits your organization needs and of the people working in the organisation

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Consider a different structure that still provides functionality within the organisation

---

De-layer the hierarchy of the organisation and try to make it as flat as possible. Also make the span of control more narrow

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Combine or split functions of different departments/ structures of the organisation. Allow staff to apply their skills in different roles

---

Shift from the traditional “boxed” mind set and embrace the systemic approach

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Allow members/ staff/ volunteers at all levels of the organization to have control and autonomy over their work

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Decentralize the decision-making process

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Enhance communication among all people/ departments and a sense of community within the organisation. Create networked teams

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Decrease bureaucracy. Even if it might be hard complying with national/ European legislation, there certainly are less documents you can do

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Empower creativity. Trial and failure can be accepted as a process for learning

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Take into consideration that new generations have new or different values that need to be integrated within the organisation

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Be available and react fast to change. Together

## Job description

Fill in the next template in order to have a clear evidence of the tasks and responsibilities of staff/ volunteers working in your organisation:

Title of the job:	
Name and surname of the person:	
Department/ committee/ project:	
Coordinator/ supervisor:	
Staff (paid) or volunteer:	
Summary of the job description:	

Qualifications needed:

Tasks and responsibilities:

## Decision making process

Considering the decision making process in your organisation, read the following four statements and decide where you fit better. Then, try to see if there are any changes in the decision making process that you can make. You can reflect on this by answering the last two questions:

### Autocratic decision making:

The board and/or executive team of the organisation have total control over the decision making process. They do not generally ask for suggestions from staff/ members/ volunteers

### Democratic/ participatory decision making:

The board and/or executive team of the organisation involve staff/ members/ volunteers in the decision and to decide, usually by vote (majority or simple majority vote).

### Consensus decision making:

The board and/or executive team of the organisation give up total control of the decision. The entire organisation is involved in the decision, must agree and be responsible for the outcome.

### Delegated by expertise decision making:

The board and/or executive team of the organisation delegate full or partial responsibility of the decision for a particular area of concern, to experts.

How is the general decision making process in my organisation? How can the decision making process be improved in order to be more inclusive and/ or effective?

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## Leadership

### Time management

Talking about time management, this is an easy to use instrument that you can implement/ adapt in your daily work in order to have a more clear view on your tasks and prioritize your work:

To do/ task	Alone or in team	Importance	Urgency	What part of the day it can be done? When I am most productive	Deadline	Reward upon completion of the task

*\*add/ remove rows if necessary*

## Personal branding/ personal bio

Follow the steps of the exercise below in order to create a personal short bio of yourself to use in different settings and for different purposes:

1. **What are your “super powers”?** What do you do extremely well? What do people acknowledge you for?

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Based on your responses to the previous question, state your top three strengths—your super competences:

- 1.
- 2.
- 3.

2. **What are your values?** Identify and define your top three values:

- 1.
- 2.
- 3.

Verify and validate if these values are coherent by asking family and friends, other people:

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3. **What is your destination?** Visualize and write your preferred future. Consider what you want to accomplish in your life and the impact it will have on those around you:

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Based on the answers above, write a short bio:

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## Carta “say NO to micromanagement”

As a lot of studies show, micromanagement can kill motivation, staff/ members/ volunteers creativity and work satisfaction. As a manager/ leader, have these invitations in mind when the tendencies for micromanagement in your organisation are high:

<b>Reflect on your behaviour</b>	<b>Build trust and show it</b>	<b>Talk to your team</b>
<b>Let people be accountable</b>	<b>Focus On Results</b>	<b>Let people make mistakes</b>
<b>Discuss progress on a regular basis</b>	<b>Get feedback</b>	<b>Make a good balance between being a Manager and being a Leader</b>
<b>Prioritize what matters—and what doesn't</b>	<b>Have honest dialogue</b>	<b>Step back slowly</b>

## Coaching questions

ICF defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." We believe that leaders of youth organisations need to take the time to work on the development of young people and enhance a coaching process in the organisation. Even if the process can differ according to the organisation and leader needs, anyone can use the following questions in guiding the conversation:

What would you feel, see, hear if you get into a time machine and arrive in your ideal future? How do you look, what do you do?

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What would be your current problem or challenge to prevent you to arrive in that future situation?

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Can you think about a goal for the near future that can help you arrive in that future situation?

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What would be a next goal after you achieve the first one?

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Do you feel something is missing from your life right now?

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What would be the impact on your life if things stay the same?

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What do you not want me to ask you?

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What would you do to achieve your goal if you had unlimited resources?

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What is the easiest step you could take right now to move forward your goal?

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What concrete resources would you need to make this step?

---

What obstacles do you think you will encounter? How do you plan to handle them?

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How will you know you have reached your goal and how will you celebrate?

## Human resource management

### Appraisal

Please use and/or modify according to the specific tasks within your organisation the following appraisal format for management/ staff/ members/ volunteers:

Name:

Position in the organisation:

Period of the evaluation:

Aspects to rate on the work of management/ staff/ members/ volunteers in the period of the appraisal:	Unsatisfactory	Satisfactory	Excellent
Overall quality of the work			
Quality of the content			
Openness to learn and progress			
Attitude towards colleagues and stakeholders			
Availability to work in a team			
Availability to work individually			
Openness towards innovation			
Readiness for problem solving			
Closeness to the organisation vision and mission			
Availability to represent the organisation			
Availability to lead and inspire/ motivate			

Comments:

Based on the observations above, please write areas of improvement that need to be taken into consideration and agree them with each person after the appraisal:

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## Self-evaluation/ self-reflection

You can use the following template to use and/ or create a self-evaluation template for management/ staff/ members/ volunteers working in your organisation:

Name:

Position in the organisation:

Period of the evaluation:

What were the major accomplishments for me in this period?

---

What did I learn?

---

Did I have any challenges that impacted my work? If yes, which:

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Did I fulfil my personal and/or professional goals? If yes/ no, how/ why:

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Which are my strengths?

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What could I have done better in this period?

---

How was my work inside the team? How did I do tasks individually?

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Did I assume leadership positions in different circumstances? If yes/ no, how/ why:

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Conclusions, area(s) of improvement, add-ons to the personal development plan:

## Volunteer database

Fill in and/ or adapt the next template in order to have a clear evidence of the volunteers working in/ for your organisation:

Name and surname	Year, month, day of birth	Contract no. and date	Competences/ skills	Availability to get involved	Contact and emergency contact	Appraisal/ evaluation/ observations

\*add/ remove rows if necessary

## Legal requirements

Make a list of legal documents that you need to have according to your national legislation for working with full time staff/ part time staff/ experts and volunteers:

Staff – labour contract:

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Part time/ experts:

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Volunteers:

## Beneficiary involvement (young people with fewer opportunities)

### Parental consent form

Use and/ or adapt the following consent form for young people aged under 18 involved in your organisation activities:

#### Consent form

I (name of parent/ guardian):

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give my permission for (name of young person):

---

to participate in the projects and programmes of the organisation:

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I understand that I will receive written notifications of the days and times of programmes. In particular where activities/programmes will take place outside the organisation headquarters, I will receive a notification in advance. Also, I will give special permission to any participation in projects that need travel outside the locality of residence.

Parent/guardian name in full and signature:

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Date:

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## Learning process

Usually, in youth work we aim to enhance learning for the young people we work with/ for. For this, we propose a simple process to approach a better learning context for the young people you work with that are involved in any of the organisation activities:

1. Identify the learning needs: in this stage the easiest way to approach learning is by having individual or group meetings in which you discuss the topic upfront. You can guide the conversation in order to identify learning needs of the young people you work with through specific questions (see training curricula part 1).

2. Make a plan to develop learning: after or during the meeting, everyone can be invited to have a plan for the learning needs identified on how to enhance them. You can use the following template in order to collect and store the information:

Learning need	How it will be enhanced/ in what activities will the person engage in the organisation	With support from who	Timeframe

*\*add/ remove rows if necessary*

3. Evaluate the plan: without having necessarily strict indicators for the learning plan, periodically or at the end of the timeframe proposed you can have another individual or group meeting in order to have the perception of the young people you work with on their learning outcomes. You can use this meeting also to improve the learning process they are engaged in the organisation.

In order to get young people more engaged into the organisation, you can implement with them participatory methods of nonformal learning. For instance Photovoice:

The main idea of the Photovoice method is telling stories through photos. The word itself is a combination of two different words „photo“ and „voice“ – as in speaking through images. **Photovoice** means that a small group of people is taking pictures on a particular theme important for them or for the community. They meet regularly and present to each other their photos, discuss about them, share their opinions and develop a common message that can be transmitted towards a certain audience. Next to each picture appears a message from the author. Then, the group makes a selection of the photos and they present them to the public and the authorities, in order to send a strong message to them.

### How does it happen?

First you build the aim of the Photovoice process with the group of young people. What do you want to show through the photos and stories? What problem of your community or of the young people? After you have the central theme of the process, each young person receives (or has) a camera/ smartphone and uses it in order to document/ photograph the problem from their own perspective. They are working with deadlines. The group meets and discusses photos by using facilitators who also take notes and help young people to write down the stories of the pictures. The duration of this step may vary from 2-3 weeks to several months. Then the Photovoice results are presented to the public and public authorities through an exhibition that depicts the selected photos and their stories. Photos and messages that appear in the exhibition are selected by young people themselves.

The Photo Exhibition is the most common result of a Photovoice process, but in fact, the photos and accompanied stories can be the support for many types of activities:

- Postcards to send to the public authorities you want to convince to take a decision;
- Films/ videos on online media;
- The exhibition itself can travel around your town or country;
- You can make bookmarks with photos from the exhibition;
- The exhibition can be accompanied by other side events - a round table, a performance, a fundraising auction etc.;

## Participatory approach test

Please answer yes or no to the following statements when thinking about the manner in which young people are involved in your organisation. Each question has a certain amount of points. If you answer with “YES” to any of the question you get the number of points indicated. At the end make a total of the points and read the results based on this scoring:

	YES	NO
1 point: Young people involved in the organisation are informed about activities and other business of the organisation and are mainly assigned tasks to be performed.		
2 points: Young people involved in the organisation are informed about activities and other business of the organisation and are consulted on what assigns they want to perform.		
3 points: Adults involved in the organisation as board/ management/ members/ staff/ volunteers initiate decisions and they share it with the young people.		
4 points: Young people involved in the organisation can initiate decisions related to the organisation/ activities but are still directed by adults.		
5 points: Young people involved in the organisation initiate decisions related to the organisation/ activities and the decision is shared with the adults.		
Total:		

Results:

Between 0 – 3 points: Your organisation is making a minimal effort to really integrate young people and enhance their participation. You can think about providing them the space to develop and implement their own ideas.

Between 3 – 4 points: Young people are participating in the organisation but still are directed in their tasks and decisions. Give them more space to be creative, try and fail, participate. If you give them more space to develop, they will become more empowered.

At least and above 5 points: Young people are engaged in the affairs of your organisation. They can initiate and take decisions and, thus, participate actively. Try to keep up the good work and, even more, try to identify modalities in which you can bring young people even closer to the affairs of the organisation (e.g. participate as board members etc.).

## Advocacy

### Framing

In order to frame your advocacy campaign to the identified stakeholders/ audience, you can answer the following questions in order to construct a more coherent message:

Questions	Answers
What are stakeholders/ audience interested in (related to your advocacy campaign)?	
What do stakeholders/ audience already know about the theme of your campaign?	
What are stakeholders/ audience willing to find out about the theme of your campaign?	
What side do stakeholders/ audience take related to the theme of your campaign?	
What could stakeholders/ audience do for your campaign?	
What do you want stakeholders/ audience to know about your campaign?	
What do you want stakeholders/ audience to do for your campaign?	

Conclusions:

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## Campaign message

In order to construct a coherent message, based on your stakeholder analysis and framing process, you can use the following guidelines:

Explain the cause/ solution of your campaign in a clear, simple and inspiring manner

Underline the importance of the campaign and/ or the solution

Tell people what could happen if the problem persists

Motivate people to get engaged by telling them something new/ out of the ordinary about the issue

Make a call for action by providing a concrete way to be engaged (e.g. signing a petition)

Key message of your advocacy campaign:

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## Policy paper

As part of your advocacy campaign you might need to draft/ create policy papers on the specific theme/ issue you work on. Here is an outline of information that you can include in such a paper:

Who you are and who supports you:

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What is the problem, how it affects people (young people), what effects it has:

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What is the proposed solution for the problem:

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Long-term and short-term impact of the solution:

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Costs, possible savings and other benefits of the solution:

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Who will benefit from the solution and in which manner:

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## Campaign evaluation

In order to see if your campaign was successful and had impact, as well as to make learning points from the experience, you can use and/ or adapt the following questions that can help you evaluate your advocacy campaign:

Questions	YES	NO
Have you achieved your campaign objectives?		

If yes, explain how. If no, explain why:

Have you engaged with stakeholders that can positively affect your campaign?		
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If yes, explain what actions were taken by them to solve the problem and/ or implement the solution. If no, explain why:

Is the situation better than before?		
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If yes, explain how:

If there is no change or little change, how could you better a future campaign? What would you do differently next time?

Are the people involved in the advocacy campaign content with the outcomes? Are they still involved?		
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If yes, explain how. If no, explain why:

Conclusions:

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## External communication

### Media database

Please fill in the following table in order to have a cohesive database for different communication channels:

Name (media outlet, social media, media influencer)	Short description/ what it publishes	Web link	Contact/ contact person

*\*add/ remove rows if necessary*

## Newsletter

Fill in the e-mail newsletter template fellow and use it for your audience:

Name of the newsletter

Synopsis text 1	Photo (optional) and link to the main article
Synopsis text 2	Photo (optional) and link to the main article

Call to action (e.g. register for an event, send feedback, watch a video, download, etc.) + link

Privacy policy (link)

Unsubscribe from this (link)

Contact of the organisation

\*add/ remove rows if necessary

## Targeted messages

Make the following exercise and use the outcomes for specific projects/ campaign undertook by the organisation in order to have clear messages towards specific target groups:

Name of the project/ campaign: \_\_\_\_\_

What is the <b>primarily</b> target group?	What is the main message adapted for this particular target group?	What are the specific methods/ instruments to get the message towards this target group?	Which specific communication channels will be used?	Evaluation:  How did the message/ methods/ instruments and specific channels worked for the target group?
What is the <b>secondary</b> target group?	What is the main message adapted for this particular target group?	What are the specific methods/ instruments to get the message towards this target group?	Which specific communication channels will be used?	Evaluation:  How did the message/ methods/ instruments and specific channels worked for the target group?

\*add/ remove rows for more target groups envisaged

## Stakeholder survey

Use the following sample open questions to make periodical inquiries towards your stakeholders in order to measure perception of the organisation's work:

What do you know about the organisation and its activities? How do you perceive them/ the organisation?

Do you usually interact with the organisation? Is it easy to communicate with the organisation? If no, why?

Can you articulate the need that the organisation meets in the community? How does the organisation fulfil this need?

What is good about the organisation? Can you point to some of its achievements? What needs to be improved?

What would happen if the organisation ceased to exist?

Do you have anything else that you would like to add?

Lessons learnt from the answers received:

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