EVS volunteers as catalysts for change and active citizenship

KIT on Community Youth Development through EVS

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ARDR

Forward

The Kit on Community Youth Development through EVS is the first of a series of three Kits meant to be received as a tool to be used for training and for giving guidance to organizations willing to proceed with managing and implementing an EVS group programme.

It is not an "one size fits all" endeavour but a rather tentative provocative one, expected to raise many eyebrows and gauge interest from youth workers and trainers from all over Europe, that would eventually lead to an improved and qualitative version of the EVS programme. It addresses youth workers and programme managers that are planning to set up an EVS project in a local community.

Nevertheless, one has to bear in mind that it requires a substantial manpower from the hosting/coordinating institution coupled with continuous assistance on the ground, from the hosting community as a whole. It relies to a large extent on existing local/municipal/county/regional level networks that unite a wide plethora of stakeholders like city halls, schools, local councils, private companies united by well-defined protocols/partnerships, articulating explicitly each stakeholder's responsibility in the EVS project.

Whilst for a targeted EVS project that gives concrete, well defined environments a volunteer may be working (such as a kinder garden, an older people's home, a youth centre, etc.) in the case of community youth development EVS projects, there is enough freedom and room for a volunteer to innovate according to the needs of the community and to their own ability and creativity. They are continually engaged in defining their role in response to their host community. Even though technically, an EVS project on community youth development is to some extent predefined, the bulk of work remains still on the volunteer shoulders as it is the volunteer and the spontaneous communities they may be establishing to find out and decide what is to be worked on during the EVS project. Nevertheless, the hosting/coordinating organization in a joint effort with all relevant local institutions is to be substantially involved in pro-active measures to give support for the EVS project.

Prior targeted preparation within the hosting/coordination organization is a must. One does not need to ignore both the financial effort and long term commitment that have to be ensured once an organization embarks on such an EVS programme.

All chapters are the fruitful outcomes of dedicated staff in ARDR and numerous collaborators that is not enough space to be mentioned here. Not the least, we have to bring our recognition to all European volunteers that have given their effort for the successful completion of EVS programmes in ARDR.

In the end I need to express my gratitude to Robin for support bouncing back comments and observations.

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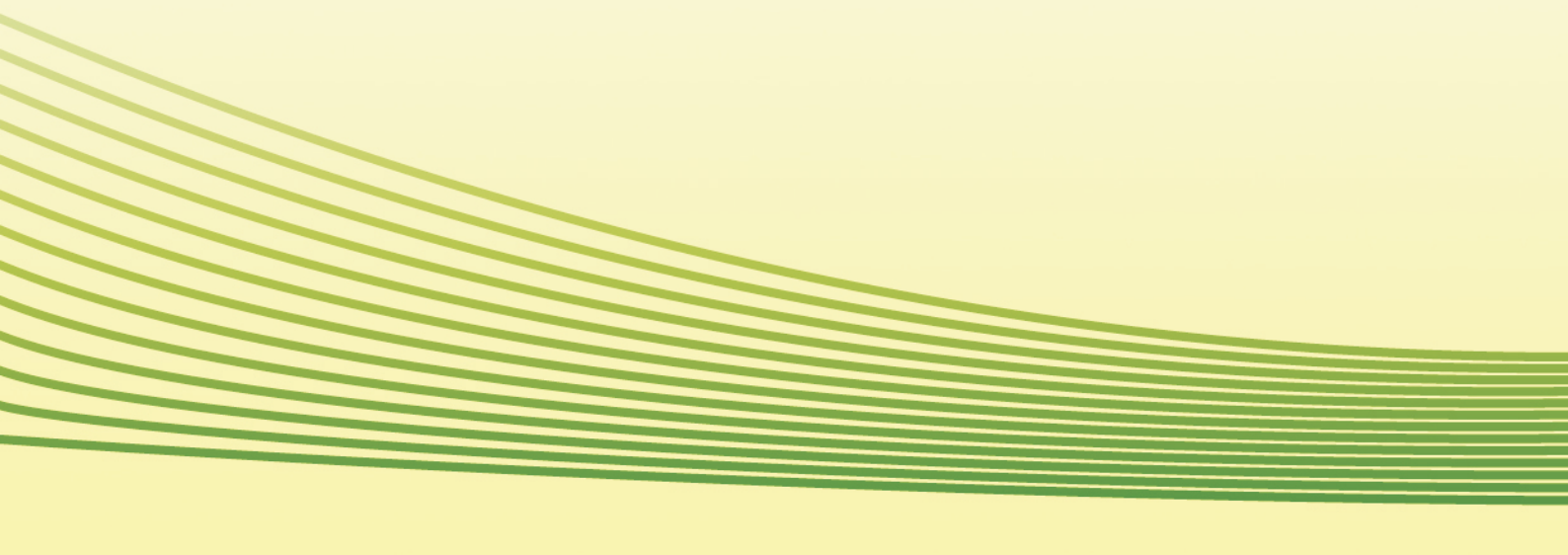**Active Citizenship Co-ordinator**

Chapters

Chapter 1: Why community youth development by means of European Voluntary Service-EVS?

There have been both negative and positive internal and external factors effecting a change in the paradigm of youth development, shifting focus from an internal departmental approach to a more cross government intervention at the local, national and European level.

As for negative factors, the most popular citied ones are the lack of local institutional design, lack of organizational set up, lack of capacity building, an incremental widening gap in between the youths and adults worlds, and demographic changes following the baby boom era, with an increasing ageing population and decreasing birth rate.

When it comes to positive ones, the evolution of international legislation prompting community youth development (the United Nations Convention on the Rights of the Child, consistent European policies endorsing youth participation in local governance, the Council of Europe Revised European Charter on the Participation of Young People in Local and Regional Life, European Commission White Paper - A New Impetus for European Youth, the European Youth Pact) has successfully managed to construct a normative environment in the youth field. On the other hand, world wide societal changes (globalization, regionalization, Europeanization, etc.) have led to the evolving of learning societies and a change in the development paradigm as a whole.

For instance, in the White Paper- A New Impetus for European Youth, the key principles are active citizenship for young people, young people to the fore, and to open up the European Union (EU)'s decision- making process to the people who will be affected by those decisions, and that includes young people.

Hence, following the recommendations of the aforementioned papers, the overall goal of Community youth development by means of EVS is to increase the quality and sustainability of youth work in rural areas by developing skills to manage community facilitation/ intervention based on participatory planning approach as a means to:

- Open the dialogue, debate and reflection on youth participation in local governance evolving around the flourishing of genuine collaborative culture amongst all societal local actors, involving young people as equal partners with adult professionals, valued for their expertise and perspective contributing to fostering a full-blown Local Youth Public Space emerging from the partnership approach effective long term strategic planning on youth participation in local governance.

Explore innovative approaches to spur youths' participation in the local governance to contribute to bridging the gap between the local government, public administration and its youths and develop youth local action groups as a viable institutional partner in local governance and inter-community development planning.

But what is community youth development by means of EVS?

There has not been a single definition worked out, as well as not too many on a trial.

Hence, it is the author and the numerous participants to their training courses and projects that added ideas and stirred creativity to assemble the actual one; every reader is warmly encouraged to shape it as wished:

Community youth development by means of EVS is an approach based on participation, partnership, empowerment and accountability as ways to:

- Build young people's connections to their own identity, culture, and membership to community
- Recognize that young people are assets to and experts about their own communities
- Engage young people as community leaders on issues that matter to them and in the run up of their habitat, in ways that build on young people's strengths and give them hope for the future and build a vibrant local environment
- Bring young people and adults together to work as equal partners

Community Youth Development by means of EVS should be looked at from two aspects:

- As an ideology, mechanism that balances the force rapport within a given community empowering young people to practice democratic rights and actively be involved in a participatory manner in the governance of their local community.
- As a managerial tool to facilitate local youth sustainable development by means of horizontal management networks and construction of local public policies. It aims at creating institutional synergies and cross-sectoral programming, designing an integrative approach that takes into account the whole community as such and not addressing youth problems individually.

Community Youth Development by means of an EVS project means involving one or more European volunteers into an active participatory local youth partnership; some of the volunteers used to call the whole process as sort of "the survival school"; hence, developing and running an EVS project on community youth development without prior established local institutional partnerships is by far a rather risky and prone to failure.

ACTORS INVOLVED

The actors involved in such a project are: the hosting community, the managing organization, the sending organization and the volunteers.

In the case of community youth development through EVS, one needs to dissociate in between a mentor and a counterpart; our take on the mentor is that he/she has to be someone that the volunteers' pick and should not be designated by the hosting community or the EVS managing organization.

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[1] A thorough chapter on the topic is dealt with by the ***Kit on Group EVS Cycle Management***

The mentor is sort of "temporary secret friend" that a volunteer can seek support or a shoulder to cry on; it has a lot to do with the inter-personal chemistry and tool little with the tasks given from the managing organization. When to get a mentor? That has to be left up to the volunteers themselves, as the find the appropriate time to open up and share feelings with someone they fell close to; as it is a relationship based entirely on trust and confidence in between volunteers and potential mentors, based on the experience I got so far in providing consultancy to running EVS programmes, I would urge organizations to leave the "mentor issue" up to volunteers; definitely, volunteers need to be expected the reasoning behind such an approach.

On the other hand, the counterpart is the very technical person in the community, either volunteering on behalf of the school or the local administration, providing ongoing technical support to the volunteers: facilitating meetings with local official representative and locals support for organizing events, etc. The counterpart has to be institutionally bound by the managing organization by means of a partnership signed with the local institution the counterpart belongs to. In most cases, we found helpful from pedagogical but also strategic points of view, to develop such an institutional relationship with the local school rather than with any other body; definitely, whereas there are local active NGOs working on youth affairs, ideally the counterpart should come from that side
.
It goes without saying that prior capacity building training needs to be given to the assigned counterparts. The capacity building should be comprised of sessions on the EVS project concept, the profile of the volunteer, planning, monitoring and evaluation,

intercultural communication, and conflict management.
The potential tasks a volunteer has to go through range from fundraising for an initiative, public relations to mobilizing the local adults and youth groups, lobbying the mayor/ local authorities and the schools' directors, organizing, and managing local initiatives. All these do require a certain degree of competence from the volunteers' side or at least enough eagerness and commitment to acquire new knowledge and methodologies and apply that in real time.
Even though it is self evident that volunteers have to receive ongoing support from the hosting community and the EVS managing organization, as community youth development through EVS is an open project that means that volunteers have to be always ready for the unexpected and show enough resilience to adjust to new circumstances. It depends to a large extent on the stage the hosting community has reached in terms of youth development: eg. it may be that the community is well organized and young people are mobilized in local youth initiatives groups but they lack the competence to do fund-raising- here the EVS volunteer may step in and build the group capacity to do fundraising and at the same time to fundraising himself/herself, assist the youths to start and manage the initiative, etc. On the other hand, volunteers have to be aware that they need to act as "change agents" and push for new dynamics and new forged partnerships in the community having in the centre young people.

To conclude, community youth development by means of EVS as opposed to traditional approach to community youth affairs, relies on the contribution of EVS volunteers to act as change agents in the hosting communities, and as triggers to push for collaborative partnerships that are to focus on the community assets that can be maximized for the young people's benefits rather than focusing on the problems and weakness of the community in relation to youth development.

LEVES OF INTERVENTION
According to the Community Youth Development concept, an EVS volunteer may intervene according to her/his training at one of the following levels; therefore, in the aforementioned paragraph, to a great extent it depends also on the stage the community itself has reached to in terms of community youth development. Hence, assuming that there is capacity already created for community youth development, a volunteer should not get to start with this stage as there is the risk of becoming redundant and it may lead to loosing interest on the community side.
On the other hand, the hosting/coordinating organization must have a clear long term strategy and panning for each of the potential hosting communities concerned; a clear picture of the work delivered in a community must be introduced to the volunteer so that, in a joint endeavour with the EVS staff to decide the level of intervention the volunteer needs to proceed at:
   1. creating the capacity for community youth development
?   to raise awareness for community youth development process through meetings with young people, elected officials and citizens
?   to encourage the public-private partnerships
?   to support the set up of youth local action groups (public-private partnerships)
?   to train the members of youth local action groups (trainings on topics such as project management, strategy development, partnership construction, community development, etc.)

   2. providing expertise for the build up of community youth development strategies
?   to collect relevant data for the involved communities
?   to elaborate a diagnostic study on the community youth development potential
?   to identify local needs and youth leaders
?   to mobilize youth leaders and the youth community at large
?   to design the strategic planning
?   to elaborate operational planning for community youth development main strategic directions
?   to ensure evaluation and monitoring

   3. assisting in the implementation of community youth development strategies
?   to develop projects for community youth development to be supported by local, national or international/EU resources
?   to constantly evaluate and monitor developments of the operational planning

   4. facilitating inter-territorial and trans-national youth cooperation
?   to facilitate the participation of local youth leaders in international study trips, seminars, conferences, trainings, intercultural exchanges in order to exchange best practices, know-how
?   to develop innovative methods and techniques to valorise local youth potential
?   to support the creation of intra and inter-communities youth networks

Chapter 2: Stages an organization needs to go through before designing an EVS project on Community Youth Development

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A: Assessing the community capacity and openness to host an EVS project

Way ahead before drafting an EVS hosting project, any organization needs to proceed with searching for the appropriateness of such project both for the community and for the organization per se. Of a critical importance are also the availability and the motivation of the community that may facilitate or on the contrary may hinder a safe and sound implementation of the EVS project.

The aim is to define the potential of the community, as well as their needs, and their willingness to embark on an EVS project. Moreover, it gives to the EVS design team a thorough understanding of the strengths and weaknesses as well as the opportunities that can be used for the benefit of the EVS project; at the end of this process, an accurate understanding of what's happening in the respective community can be drawn. According to the findings, an organization may decide whether to go ahead or not with an EVS programme in the respective community and how best to design the EVS project as to capitalize on the local opportunities and respond better to local problems.

Without a full understanding of the nature and scope of the problem before designing the EVS project that eventually may lead to volunteers' placements in the community, organizations run the risk of spending their limited time and resources in ways that are unlikely to produce results. So, even though you may feel like you already know what the needs are in your community, it is important to conduct a comprehensive community assessment, that besides helping you to gather relevant data, it

triggers already a reflexive attitude amongst partners, raising their awareness on new aspects of their community and on the opportunity for community youth development through EVS.

A comprehensive community assessment will help you identify :

* The problems and opportunities you would like to address in the respective community by means of hosting European volunteers;

* Where those problems occur and where the opportunities lie;

* What is the scope of EVS project intervention

* Which part of the youth community are most affected by those problems and may benefit more from the opportunities;
At this stage, the hosting/coordinating organization spots to see elements such as : associatively life, institutional design on youth affairs, local strategies, action plans, power dynamics, the existence of a local action group, potential conflicts, prior experience with similar programmes, local infrastructure, resources and assets as well as risks or deficits in a community etc.

While your respondents may wish to address every issue as related to young people in their community, in every neighborhood, try to make them narrow down focusing and pulling in the same direction, spending some time talking about the need for an EVS project by exploring the "why, what, where, and for/with whom" aspects.

When conducting interviews, the following questions may help you streamline the discussion in order to get a clear picture of the status quo and intentions in the local community where your intervention takes place:

a. Why do you want to host volunteers?
b. What is the link with your local reality?
c. To what needs to be addressed?
d. What local impacts are you looking for?
e. What do you want to change precisely?
f. For whom do you want to do it?
g. With whom do you want to do it?
h. What should be the theme you want the volunteers to work on?
I. How can we do it? What activities would you like to take place?
j. What local resources are available?

Once you interviewed several local stakeholders, spend some time and try to complete a Community Resource Inventory (Appendix 1) that will help you to map:

? The services and programs that exist in the respective community (faith-based services, voluntary organizations/programs, etc.);

? The financial resources that community has (state and local grant funding, foundation or for-profit funding, nonprofit funds, donations, etc.);
? The infrastructure resources that community has (e.g., technological resources, equipment, office space and supplies);
? The human resources community has (e.g., staff, volunteers, champions); and
? The training and technical assistance that is needed and available and how to access these resources.

You may want to use the following diagram for a community assessment intervention:

STEPS	Activities
1. in house documentation	1.1 building the community data inventory 1.2 history of similar interventions in the community 1.3 target specific local actors you may want to talk to elected officials, faith and community leaders, local business owners, schools, law enforcement officials, volunteer organizations, service agencies, media representatives, and, most importantly, families and youth themselves.
2. preparing the visit	2.1 announcing the visit and establishing the coordinates of the meeting (what is the purpose of the meeting)
3. site visit & assessment	3.1 introducing the EVS programme, the offer of the hosting/coordinating organization 3.2 discussing with potential beneficiaries on the needs and opportunities to host an EVS project 3.3 introducing the EVS programme methodology
4. data analysis and decision making	4.1 working out the field data collected 4.2 analysis of the info gathered (once a first reading it is given, ideally it is to be done a second time with some local stakeholders) 4.3 designing a new EVS proposal 4.5 drafting the community report 4.6 announcing and re-discussing the new proposal with the beneficiary 4.7 define roles and responsibilities within the EVS programme framework 4.8 sign a partnership to endorse the collaboration within the EVS programme framework

B : Assessing the organization capacity and openness to manage an EVS project

The aim is to evaluate the capacity of an organization to implement an EVS project or program, that is, to determine whether it has the capacity to do the work and deliver the expected outputs.

As part of the assessment process, one needs to identify capacity gaps when there is still time to narrow the scope of the project, or phase it over a longer period of time (to lighten the capacity required), or introduce capacity-building activities. Addressing capacity gaps enable you to avoid risks later during the EVS project implementation, and improve your project's quality as a whole.

Apart from analyzing managerial areas that yield for improvement, at this stage of project design, one has to make sure there is enough willingness within the organization to embark on an EVS project

Instituting an EVS programme in an organization should not be done either instantaneously or supply driven, but it must be organizational and community demand driven; managing EVS programmes trigger a new dynamic within the organization and may cause damages rather than enabling the organization and the staff to perform more effectively and efficiently; routines and organizational practices are changed ranging from new budget lines to new job profiles, working relationships, policies and regulations specially designed to accommodated the new comers;

Some levels are worthwhile looking at while conducting the needs and opportunity analysis:

    a. Human resources- to what extent is the staff of the organization fit and ready trained to deal with volunteers? Has the organization got enough staff to do the work prescribed in the project? Have they managed similar programmes before? Hence, it is very much about crossing the border line of formal distribution of tasks within the organization and realistically determine the "working level" of personnel involvement, to determine "what they have to do", "whose capacity is to do that"; at the end of this level of analysis try to construct a task allocation matrix that helps you visualize human resources picture in the project. No wonder you may have worked out the project logical frame but, each project objective must be further split into sub-tasks, roles and responsibilities; at the end of the day, you may find appropriate to create or outsource some of the functions that need to be performed in the EVS project; on the other hand, if times allows, you may want to develop a capacity building programme for the respective unit or the organization as a whole.

    b. Finances- does the organization has at its disposal various funds that can be tuned into the volunteer programme if needed in order to supplement unplanned costs? It is not that easy to make financial forecasting- no novelty about that! Nevertheless, that is the backbone of the entire project success; rough estimates are not the way you may want to deal with that. An accurate analysis of any collateral funds you may need for executing various steps in the project is a must. What is the likelihood that budgeted funds will not be released on time? Have you set in place prevailing rules regarding the release of funds? What financial back up you may use if needed? Have got already arrangements in place to minimize late funds release, or to cope with it?

Asking these questions and giving pertinent feedback to that, it may save you a lot of problems.

c. Workload- is there an existing short term and long term activity planning that the volunteers can be tuned in? Quite simple described in the EVS programmes regulations, hard to attain in practical terms! Having volunteers in your organization as an extra-helping hand is a great asset an organization wish to have. Nevertheless, plenty of volunteers chose to quit their project before project completion. Why? In most cases due to the lack of "job". As simple as that. Organizations fail to dissociate in between a short term and long terms work plan for volunteers, or at lest are not able to alternate both. Obviously there is a working plan advertised well ahead of recruiting volunteers; still, it is of great help to tune in the working plan as soon as the volunteers arrive in the organization and even more when they are placed in the hosting local communities. Community first contact and days to come spent in there may unveil different contextual aspects that would lead to building obstacles for work delivery by the volunteers in the community; either the locals, partners, beneficiaries gradually lose interest in the EVS project or the volunteers is by far well equipped and is ready to get involved in larger scale initiatives; hence, be ready to accommodate in the project working plan new routes that have to meet both the project outcomes and outputs and the volunteers' expectations as well.

d. Partnerships - has the organization got well-established partnerships that can support the EVS programme in the community and with its overall implementation?
Keep in mind it that in case of an EVS project on community youth development it takes more that an organization to do it; it has a harsh spill over into the larger community; at this stage in your assessment you have to refer to organizations and organizational units that may be available to dedicate extra-work, time, energy to assist you in managing the EVS project, in addition to their routine tasks. Make sure your partners are aware that there is another level of accountability that they are to take over within the framework of the EVS partnership.

As for various methods an organization can use to conduct a needs and opportunity analysis, we refer to the most popular ones such us interviews, observations, surveys, content, SWOT and PEST analysis.

Once you set off with the fivefold dimensions assessment methodology, it is helpful to receive clear answers to the following questions by all staff in the organization:

1. What is your organizational vision and mission?
2. What are you trying to accomplish in the targeted communities? What is the Community Youth Development program's purpose?
3. How do volunteers fit into the program's mission, strategies, and goals?
4. How could volunteers best meet the program's needs to serve more people and make a greater difference in the community?
5. How can volunteers help meet program goals?

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You may want to use the following diagram for assessing your organizational capacity to manage and EVS project:

STEPS	Activities
1. organizational screening	1.1 explore and define with all the staff what is the vision, mission and how the EVS programme possible fits into (of you have got none, you better work on)
2. finance planning	2.1 plan strictly the income and the expenditure of the organization before, during and after the EVS programme starts 2.2 agree on a fund-raising strategy and plan
3. strategic analysis	3.1 strategy and operational calendars- where, when and how the EVS can fit it; update them if needed 3.2 conduct a SWOT analysis: address the following questions with all the staff : a) "What external changes could effect the organization in running the EVS programme?" (e.g. stakeholders, values, resources, power, etc.; changing rules and regulations; expectations and resources from beneficiaries, donors, partners; expected shifts in needs for EVS programmes; availability of leadership and staffing; and what other current or new organizations provide similar services? b) "What could be the effects of these changes in terms of threats or opportunities?" c) "What changes must we make to address the threats?" d) "What strengths can we build on to take advantage of the opportunities?"

Working as an EVS volunteer in a community, albeit a less opportunity one (countryside, mining, economic and social deprived, remote areas), is a growing challenge from day one when the volunteer steps in till the very end up of his/her project.

In most cases EVS volunteers find themselves plunged into a hosting community, barehanded in terms of skills and with too many unknown variables to be handled, most of the time within pre-defined constraints, such as time, physical environment, organizational cultures, set of skills, entrenched norms and values, infrastructure, etc. The volunteer meets a large array of conflicting organizational cultures, strong community ties and well structured power relations. It is a dense web that the volunteer needs to surf through and blend with.

No matter of the length of the on-arrival training and ongoing coaching that a volunteer may receive, living, having fun, working in a community is totally different, stretching both organizations and volunteers in equal parts.

On top of that, irrespectively to the theme of the EVS project, environment, social, youth policy, intercultural learning, discrimination, etc. being part of an EVS project in community demands a step by step approach in which the volunteer has to be the main driving force, and the organization managing the EVS project the pillar on which volunteers can rely on throughout the whole duration of the project. Therefore, an EVS project focusing on community youth development does not have a linear development as it does not depend on the sole capability of the volunteer and the organization but one has to take into account the status quo of the community as a whole.

The current chapter is meant to offer both the organizations and the volunteer herself/himself a road-map that may lead to a smooth landing of the volunteer in the community, avoiding potential conflicts and setting off a sustainable development of the EVS project in the community, with gains for all parties. That is not the only blueprint and any organization has the responsibility to go pursuing any way they find appropriate; moreover, it needs to be given a case-by-case approach.

It aims at giving answering to the following questions: how can the volunteer learn effectively about his/her community? how to set up bridges in between the volunteer and the hosting community? How productive joint initiatives of the volunteers and local stakeholders can be forged? How do we reach a balance in between giving freedom for volunteers to construct their own initiatives and control from the organisation/community? The chapter shed light on the main strategic directions that need to be given attention when proceeding with Community Youth Development through EVS: Capacity building programme, That is me, Who are you, That is you.

A. Capacity building programme

Before locating volunteers in the project local communities, the managing organization (EVS hosting/coordinating organization) needs to design a capacity building programme that all volunteers must follow; the entire duration of the capacity programme should not last more than 2 weeks and all volunteers need to be placed within the same building, ideally in a cottage/guest house outside of agglomerated urban areas. Critically to bear in mind is the fact that the places where volunteers will be located with are not to be nominated they in beforehand. Project sites nomination for each volunteers team has to come along the implementation of the capacity building programme, once the hosting organization learn about potential volunteers team and their competences.

The objectives of such a programme are twofold: on the one hand it aims at strengthening the capacity of volunteers to cope with challenges in the community and in the EVS project and on the other hand it gives the organization the opportunity to split the whole group in teams of two or maximum three volunteers per community.
The entire programme has five competence pillars:
a.   getting to learn about each other
b.   raising the awareness of volunteers on critical issues of high interest
c.   building and strengthening skills and competences
d.   practicing acquired skills- field work
e.   getting to know the community- site visit

At the very first contact, the hosting organization needs to introduce the whole team working for the EVS project, their roles and responsibilities within the EVS project so that volunteers know whom to turn to whenever needed.
An orientation session has to be provided for all volunteer as to learn how to get around in the capital city of the region, where the main headquarters of the organization is, rules and regulation in the organization.
It is recommended that a socializing event for the volunteers be organized in the very first week of volunteers' arrivals. At the event, the whole organization staff, partners, locals and other volunteers should be invited in order to construct a warm and welcoming atmosphere.

Volunteers need to be provided lead in sessions on project objectives, steps, local history, culture, getting along with people, transportation, food, etc. An organization may need to prepare a White Book for Volunteers that is to comprise all the aforementioned information printed in a friendly user format, easy to carry and in a plain language to read.

No matter what is the level of personal competence and fitness to rush ahead with the project, the organization needs to give proper attention to the programme elements arrangements and timing.
Several transversal competences are of seminal importance for volunteers to be trained in before they enter the community. Here come few of the topical issues that have to be taken into account when constructing the capacity building programme: cross- cultural management, social communication, and protocol, group dynamics, national and local legislatures, fund-raising, project management, language competence, social animation techniques, etc. It is advised that a varied team of trainers should be invited to deliver thematic sessions.

The site visit has to be part of the capacity building programme. It may be either a one shot action, driving all volunteers at random through the local communities where they are to spend the rest of their project, or it may be developed in such a way that all volunteers can spend a night in each community. In the latter case, a priory thorough preparation is required as to arrange the accommodation in host families and sort of socializing meeting in the event that locals and stakeholders may join.

Despite of each of the two ways that an organization chose to follow (keep in mind that is also depended on the resources you have at your disposal), an in-depth house introduction of the communities that volunteers are to be located has to be pursued: power point and video presentation may be used to give an overall picture of the local institutions, landscape, leisure opportunities, etc.; apart from that the organization has to provide handouts with background of the community (make it as comprehensive as you can in order to give a clear picture of the past, present and current status of the respective communities; give data on community history, demography, institutional design, local institutions, infrastructure, power relations, local customs and traditions, etc.) and the community description (give a clear picture of the current status quo in terms of community youth development, people involved, past successful and failed initiatives, strong and weak points, threats and opportunities).

As for coupling of volunteers, the organization needs to strike a balance in terms of competence and countries involved and not the least according to the needs and the expectations of a particular hosting community, eg. one should mix volunteers from the EU countries with volunteers from non-EU countries; moreover, a well-equipped volunteer with strong educational background and a lot of hands on experience has to be teamed up with a less experienced volunteer. Here, having volunteers under observation, using self-assessment questionnaires and having individual interviewing would help in the end a well fit team division of the whole EVS group. Nevertheless, you may find volunteers retaliating and having a crash down once they realize whom they are they coupled with and what communities they are to settle in. That is normal and the staff should be expecting such instances; therefore, one should underline the fact that even tough one volunteer may end up with someone they "do not like", it is about making up a team that is to accomplish objectives in the field for the benefit of the others as well, and that it is not about "marrying people" or "getting your date for a coffee".

It is very much advised that such a process should be dealt with one two nights before the departure of volunteers to the hosting communities. Two reasons for that: on the one hand, volunteers have time to debrief and become deeply self reflective on the experience they are to start, and on the other hand it gives an entire day before departure to fill it in with counselling sessions for each EVS teams.

B. That is me

Once the volunteer is about to enter the local community that he/she spends the next couple of months, thorough assistance from the hosting/coordination organization has to be given to the volunteer; all relevant stakeholders in the hosting community should have been given by the hosting/coordinating organization already by that time the curriculum vitae and motivation letter of the volunteer to arrive translated in the respective language.

The EVS manager should settle appointments for the volunteers with all local institutions and stakeholders; at all of these first meetings the volunteer should not go any further than a getting to know each other meeting- it is more up to volunteer to introduce himself/herself, his/her background, any qualifications and to express openly intentions for the duration of the placement. The volunteer has to be as genuine as possible and present what she/he can and cannot do for the community. That would help avoiding creating false expectations on the side of the local community representatives.

Nevertheless, the first person to be met is the local counterpart that is supposed to join the EVS manager and the volunteer for all appointments. Special attention has to be given to the order all appointments are settled- one need to start with the top officials in the community such as the mayor and the school director, follow to local councillors (egg. a meeting with all local councillors during a council local meeting is by far more than advised), local teachers, church representative, health care office representative and not least, parents' committee and kinds in the community (eg. suggested to take part in an structured environment during school meeting).

C. Who are you?

That is the stage when the volunteer need to learn as much as possible about the hosting community, trying to do the community mapping that will enable the volunteer to develop strategies for action and find additional resources to promote local involvement on the issues part of the EVS project.

The most appropriate approach would be data collection. Data collection means gathering information to address the issue of exploring the community/getting to know the community in terms of needs, opportunities, institutional priorities, local strategies/ action plans, community receptiveness, existing conflicts, associative life, existing local groups willing to do something on youth affairs, general enquiries on targeted communities (villages, schools, neighbourhoods, etc). It is a must that has to be done from the very outset of an EVS project in a community.

Such an endeavour not only that it gives a comprehensive understanding of the hosting environment, but it helps the volunteer to realistically design initiatives within the EVS project that are doable and can be attained within the project span of time and with respect to the means at disposal on the ground. Hence, the volunteer can see what initiatives can be shaped as having a short-term perspective and what needs to be accomplished with a long-term view.

Apart from that, pursuing with data collection may help the volunteer identify relevant stakeholders that are to provide the volunteer with assistance on the ground once initiatives are set forth.

The volunteer needs to learn about what are the power structure relationships in the community: who are the formal and who the informal leaders are? Down the street in a little village or neighbourhood, the volunteer should not be surprised to find out that it is not the mayor, the police officer or the school director recognized as having the authority to influence things on the ground and to win hearts and minds for an initiatives but it is an old/young guy in the area that enjoys the respect and support of the others. Being aware of the rules and regulations makes a lot of sense but ignoring the unwritten or informal rules may cause damage to the volunteer actions in the long run.

A volunteer needs also to study existing laws, policies, local decrees, decisions that touch on the topics, target groups he/she wants to work with. It is useless to reinvent the wheel, it is helpless to go against the wind, and it is hopeless to fight against entrenched regulations. Getting hold of information regarding previous work of volunteers or community initiatives similar to the ones the volunteer is willing to work on, it stands as a strength for the volunteer to learn from failures and successes, and to plan accordingly. The volunteer needs to ask for reports of previous projects'/initiatives' accomplishments, current skill or knowledge levels of project personnel involved, what was the response as related to the project from the target audience, costs incurred during the project, types of participants, changes in the project, and causes.
Apart from that, volunteers need to know about people's perception/ judgmental information as related to previous initiatives/ projects. This can include the following examples: opinions from experts or consultants, target group preferences, target audience's beliefs and values, stakeholders' perceived priorities.
Even though as much data as possible to be

collected is helpful, once the volunteer gathers enough information that he/she gets an overview of the community as a whole, it is highly important that the volunteer defines clearly the target group he or she needs to learn about and keep the focus on. For instance, if the volunteer plans to work with older people, he or she needs to dig for relevant information in respect to this target group, getting hold of relevant people and institutions that are responsible for the elderly.

WHAT data to collect? The volunteers should collect data on with respect to the following indicators: demography (age, sex, education, race, religion, income, etc.), psychographic (psychical characteristics of inhabitants in general and of the target group in particular), geography (urban, rural, remote, climate, etc.), and behaviour (attitude in rapport with given topics).

HOW to collect data? There are two ways to proceed with data collection: desk research (getting focused more on secondary data) and field research (working on prime data). Both have advantages and disadvantages but the volunteer is strongly encouraged to use both of them. Nevertheless, before pursuing with the field research the volunteer is recommended to do desk research.
What methods should be used to collect data? There are multiple ways to collect information. The ideal situation would be to collect from more than one source and/or to collect more than one type of information. The selection of a method for collecting information must balance several concerns including: resources available, credibility, analysis and reporting resources, and the skill of the volunteer. Do ask you hosting/coordinating organization to give you assistance in designing the methods.

Hence, the local counterpart, the hosting/coordinating organization is advised to help the volunteer in translating documents and making briefings on policy papers, local decrees, definition of customs, etc.

Various data collection methods can be used. For the sake of simplicity and comprehensiveness, please find some examples given below; this is only an indicative set, the selection of those to be literally used remains with the volunteer taking into consideration the environment they live in:

1. Behaviour Observation Checklist: volunteers while wandering around in the community may construct a list of behaviours or actions among people being observed. A record is kept for each behaviour or action observed.
2. Opinion Surveys: once volunteers have an idea on what topics further research is needed, an assessment of how a person or group feels about a particular issue.
3. Questionnaire: a group of questions that people respond to verbally or in writing.
4. Case Studies: experiences and characteristics of selected persons involved with a project.
5. Individual Interviews: individual's responses, opinions, and views.
6. Door to doors discussions: picking up houses randomly and talking with families on given topics.
7. Group Interviews: small groups' responses, opinions, and views.
8. Records: information from records, files, or receipts.
9. Logs, Journals: a person's behaviour and reactions recorded as a narrative.
10. Participation in local events: nothing can be more rewarding than taking part in local festivals, public meetings, Sundays fairs; that is one of the most appropriate sign for locals that you care and invest time in learning about their community life; on top of that, on such occasion, one can use easily some of the aforementioned techniques;

SHOULD DO!
- Give it the right time and learn as much as you can from and about the community; about the people from all walks of life (ordinary people, priest, doctor, teachers, mayor, councillors), about the customs, traditions (community festivals), institutions (church, police, medical centre, school, city hall);
- Ask the local counterpart to give you assistance in pursuing the data collection;
- Lead discussions and ask comments at a general level. Though, indirectly check your assumptions;
- Once you have relevant documentation, set up a local report that may help you approach the local stakeholders in a professional and with a pertinent stand.

DO NOT DO!
- Being over enthusiastic, volunteers want to get visible results out of their project and to make visible their presence in the field, they are impatient and rush ahead with the community action;
- Advise volunteers not to start fighting against value and norm systems that are well engraved in the hosting community; that leads to nothing else but difficult relationships and loosing support; ask them to bear in mind that they are there for maximum twelve months, and what they need is to trigger incremental and sustainable changes and not to spur a revolution.

D. That is you

Once a local report on the community in terms of youth development is completed, a community map is to be drawn. The volunteer accompanied by the local counterpart and if requested by the EVS manager have to convene again a meeting with the mayor/ local authority and school director to introduce the report, and their proposal in terms of competences and capacity for community interventions on youth affairs.
The aim of this stage is threefold:
a. to raise the awareness of the top local officials as to the needs and opportunities on youth affairs in their community;
b. to present a genuine profile of the volunteer capacity to get involved in the community;
c. to introduce proposals for community intervention and win local officials back up;
The volunteer and the local counterpart have to inform the top local officials about the need to introduce the report, tuned in with their observations, to the wide public (kids, parents, teachers, local councillors) and agree together on the format to organize the public meetings.

SHOULD DO:
- if the volunteer can not handle it, the hosting/coordinating organisation can help him/her to do a nice layout for the report and print it in user friendly format;
- use the logo of the hosting/coordinating organisation as you give it more legitimacy;
- submit the report to the local top officials couple of days prior to the meeting and make sure they read it
- at this stage, it is critical for the volunteer to openly explain and describe what are his/her strengths and what he/she can do in relation to the findings/needs in the community;
- make sure you write down every observations made by the local top officials; that may help you to re-write the report;
- make sure you ask the mayor/ local authority and the school director for enough time to manage a good discussion on the report; in most cases they are in a

hurry being overwhelmed by day to day management; be prepared to postpone the meeting several times as that may be the case;

DO NOT DO:
- do not become biased and not try to impose your own understanding to the community status quo;
- do not fool the local officials with proposals you do not believe in and you do not have the competences to go ahead with;

E. Community Youth Planning and Action

Once the profile of local community in terms of youth affairs is drawn, the whole community is challenged to work on a vision on community youth affairs, on the role that local stakeholders can play to reach the vision.
Then, based on the profile, prioritizing problems and opportunities that can be solved with existing local resources or resources attracted from outside the community, there is a need to get the whole community embarked on defining the community youth development strategy and put into practice community actions on youth affairs.

As in terms of strategic objectives, the success of this stage is defined by the ability to accomplish four tasks:
(1) clearly define the purpose and vision of the initiative,
(2) establish a community development partnership organizational structure and membership,
(3) develop collaborative work processes, and
(4) create sustained momentum
Youth community planning and action goes way far from the traditional services provision for youths, even though some people may call that community youth development.
The following steps comprise the cyclical development that volunteers may trigger in a hosting community; still, one needs to take into account that they may not need to go through al steps, as a community may have already reached at that point:

1. Mobilizing young people and the community at large

The volunteers jointly with the local counterpart and with substantial assistance from the hosting/coordinating organization are to pursue with mobilizing the whole community around the findings of the report that has to be endorsed by the mayor/local authority and the school director;
The ultimate goal is to raise the awareness and get the back up of the community on identified issues by introducing the report during a public meeting when all local stakeholders are to be invited; nevertheless, prior introductory meetings are needed with young people's' representatives, parents' committee chairman/chairwoman, with teachers and local business' representatives. Volunteers and the local counterparts backed with discussions on the data collected from the hosting organization, the external consultants and community stakeholders are to prepare the public meeting. During the public meeting, it is necessary to set the local task force on youth affairs and get it legitimized by the community.
The objectives of this stage are to:
- raise the awareness of the entire community on the report findings
- push on the local public agenda youth development issues
- make the community buy-in to proposals for the community youth actions
- win community confidence in pursuing with the youth action
- setting up to support the formation of youth local action groups (public-private partnerships)
- getting the project task force
- tune in to the community youth development agenda

2. Set up partnerships

Once the local dynamic has been triggered, a wider community partnership to create the capacity for community youth development needs to be developed. Hence, representatives from all sort of local stakeholders need to be invited.
Therefore, expanding the partnership to schools is a critical step to engage with. No matter how hard it will be to tempt teachers out of the walls of their schools into the larger community, the sustainability of the whole community youth enterprise is all together dependent on that.

Ideally, based on an even representation from all stakeholders groups, particularly from young people, a local action group to act as the deliberative, decision making body to steer on community youth development, would be helpful to be set up. A group of no more than six, seven people would be a good number to ensure a fair inclusiveness and efficiency.
a. setting up the community youth structure
b. Institutionalized partnerships need to be forged in order to regulate the ways and means community youth development actions are to be conducted in the respective community.

3. Strategic planning

Leading a scenario workshop could be a good starting point as to explore the vision, mission, aim and objectives, as participants perceive them. Apart from that, a scenario workshop is a good participatory tool as well promoting collaborative relations amongst participants. At this exercise, it is the local action group that is to take part in; nevertheless, inviting a larger representation would ensure a wider exploration of the issues at stake.

The aim is to decide upon strategic directions and areas of intervention that the community youth development strategy needs to be directed on.

As technicalities, during this workshop, a project task force should be set up. It is the development management body that has to be created within the community. A project task force is a team composed of a limited range of people having the competences to handle future to come in field interventions and put into practice actions to meet the aims and objectives.

Taking into account the past failures in community youth development, ideally it would be that the EVS volunteers push for an opportunities seizing planning rather than towards a problem solving approach that would indirectly revive remorse and trigger scepticism.

Conducting a SWOT analysis and community mapping as one of the easiest tools you may trigger self-reflection and gauge interest amongst the participants at he workshop. Apart from that, the volunteers will get valuable development. information as related to the stock it is the community, and as to the changes the

participants would like to see in the their community in terms of community youth

Community mapping is a process that uses the creation of a map of one's community as a metaphor for recording or capturing individual, group, or community qualities or assets. Moreover, it transfers participants from the workshop room back into the reality of their community, or case under surveillance. The method is very much related to the usage on all human being capacity/senses to draw a map of one's community. Community mapping has to include everything you can think of (People - ages, races, ethnicities, cultures, genders, economic class, social trends; Places - geographic, economic, cultural, social, government, places of worship; Attitude; Education; etc.), and then it needs to compare it with a "real" map of that respective area. The idea is to list on the paper everything that matters to the local youth community- that is to help later on to establish correlations; youths need to list the people, places and things that make their neighborhood a community. The added value of the exercise is that it allows youths to visualise and establish links in between community elements they have never thought of so far. It will already open up creativity on how and with whom a particular youth matter is to be addressed; it is like in a puzzle when you teach people how to put all pieces together.

4. Capacity building

Certainly, according the to directions and actions that the project task force needs to pursue, tailor made training for the members/ human resources development (trainings on topics such as project management, strategy development, partnership construction, community development, etc) may be needed.

It is about equipping the task force members with the understanding, skills, competences and access to information that eventually would enable them to perform effectively and efficiently.

One should focus on working on the very levels of skills that would in a short time build the task force as an active body within the community. This dimension of intervention has to be followed by the organizational development. To put that in a context, it means the elaboration of structures, processes and procedures not only within the task force itself, but also amongst the task force and local institutions no matter whether they are public or private.

5. Operational planning

Once the strategic directions have been established, an operational plan needs to be built up for each of them; that describes short-term ways of achieving milestones and explains how, or what portion of, a strategic plan will be put into operation during a given operational period in the case of community youth development. It involves the matching of actions with budgets and extensive human resources.

It must have clear objectives, specifying exactly targets to be reached, easily to be measured and realistic to be achieved and in time defined.

An operational plan addresses four questions:

- ? Where are we now?
- ? Where do we want to be?
- ? How do we get there?
- ? How do we measure our progress?

It may require successive meetings of both the task force and the local action group. Here, the EVS volunteer is the one that has to constantly monitor and push for both parts to keep tight on the agenda and follow initial commitments. As the past experiences proved, one of the main challenges following public commitments that in the local communities people easily reach at, it is to keep the momentum.

Here is a sample of an operational planning:

Activity	Objectives	Deadline	Resources needed	Responsible

Nevertheless, both processes are highly critical as they help you to identify problems and their causes, suggest possible solutions to problems that may give you a new taken on the course of action raising questions about assumptions and strategy; it gives you the feeling of controlling the process and of knowing where you are heading to.

It is a cyclical messy process and it may take you back and forth in screening your actions. When designing an operation plan do include in the time frame working meetings on evaluating the progress against outcomes and outputs, and also include continuous action on monitoring. For sure ex-ante evaluation to check the design of the actions to be taken is to be conducted before the actions starts, during the action in process as to be able to adjust, at the end of the action for purposes of accountably and afterwards, as it needs to check the impact of action.

There are pros and cons on who is the best to conduct monitoring and evaluation. There is no single answer to that; nevertheless, the EVS volunteer should act as the external observer during the whole process of action implementation in the community.

You may want to use the matrix below as sort of guidelines to conduct monitoring and evaluation:

STEPS	Activities
1. Elaborating the evaluation and monitoring methodology	1.1 establishing criteria and indicators to assess stages during the community youth development; 1.2 choosing the most appropriate instruments and techniques
2. Applying the methodology	2.1 collecting data
3. Making the analysis of data	3.1 aggregating data 3.2 updating the community profile 3.3 analyzing and making sense of data 3.4 drafting the reports
4. Disseminating the results	4.1 convening meetings with the project task force and the local action group; 4.2 adjusting the course of action and redefine roles and responsibilities if need

APPENDIXES

Glossary
It is made with terms that one most likely will come across when exploring community youth development literature or when willing to fund- raise money by writing a grant application:

Target group
It is the primary group of people that one appeals at or designs a project for.

Stakeholders
It is any individual, group, or organization that influences your project or is affected by it. They can be external to your organization, e.g., partners, boards, grant-making organizations, consultants, target audiences or users, professional associations, and the media. They can also be internal to your organization, e.g., management, project team members, and other staff.

Goals
Goals are specific accomplishments that must be accomplished in total, or in some combination, in order to achieve some larger, overall result preferred from the system, for example, the mission of an organization. (Going back to our reference to systems, goals are outputs from the system.)

Strategies or Activities
These are the methods or processes required in total, or in some combination, to achieve the goals. (Going back to our reference to systems, strategies are processes in the system.)

Objectives
Objectives are specific accomplishments that must be accomplished in total, or in some combination, to achieve the goals in the plan. Objectives are usually "milestones" along the way when implementing the strategies.

Tasks
Particularly in small organizations, people are assigned various tasks required to implement the plan. If the scope of the plan is very small, tasks and activities are often essentially the same.

Resources (and Budgets)
Resources include the people, materials, technologies, money, etc., required to implement the strategies or processes. The costs of these resources are often depicted in the form of a budget. (Going back to our reference to systems, resources are input to the system.)

Indicators
Indicators are a measurable or tangible sign that something has been done. So, for example, an increase in the number of students passing is an indicator of an improved culture of learning and teaching. The means of verification (proof) is the officially published list of passes.

empowerment a gradual process in which people gain in self-confidence and feel more able to choose their own priorities and way forward

facilitation helping a group of people to achieve their aims

facilitator a person who helps a group to achieve its aims through discussion, encouragement and support with planning and action

development a process of change that may lead to improvements in social and financial well-being and increased confidence

mobilising creating an awareness of the present situation in order to encourage positive change in the future

motivators individuals who are able to encourage and inspire other people and support new ideas

NGOs non-governmental organisations that are managed independently of government

ownership when local people take control and accept responsibility for issues that affect their own development

participants people taking part in any kind of activity

participation involving people in the decisions and processes that affect their lives

poverty a situation where there are not enough resources to maintain an adequate standard of life

sustainability when an organisation's capacity or a set of activities are selfsupporting in all senses: financial, environmental, etc.

Examples of projects EVS volunteers were involved in community youth development:

a.   Mobilize, organize and build the capacity of a local group of youth activists
b.   Build bridges of communication in between local youths and local institutions (city hall, school leadership, local council, etc.)
c.   Raise the awareness of local youths on a particular issue of relevance for the community (eg. Environment, writing a project for local youths, etc.) or for personal development (eg. EVS, studying abroad, etc.)
d.   Develop international relations for the local community in an area/domain that there is expertise and willingness to invest resources (eg. Exchanges of folk dancing groups, exchanges in between schools, exchanges around a topical issue- environment, etc.)
e.   Assist schools in extra-curricular activities (eg. Dancing, sport and cultural events, prepare the kick of the new school year, etc.)

Community Resource Inventory

Project	
Community	
Geography	
Population	
Local economy	
Date	
Field operators	

Organization	Institutional arrangements in place	Strategies	Services/Programmes/ Projects	Financial/human/infrastructure resources available	Observations
Department of youths					
Schools					
City hall					
Cultural house					
Youth center					
.....					

SWOT Analysis :

State what you are assessing here

_____

criteria examples	Strengths:	Weaknesses:	criteria examples
Advantages of proposition?			Disadvantages of proposition?
Capabilities?			Gaps in capabilities?
Resources, Assets, People?			Lack of competitive staff?
Experience, knowledge on community youth development ?			Remoteness of the community?
Location and geographical?			Ageing population?
Positive Cultural, attitudinal, behavioural towards youth development?			Lack of motivation
			Opposition to change
Existing local youth friendly legislation?			Lack of resources
Existing infrastructure that can be used of youth work?			Lack of political will
Wiliness to change			
Political will			

criteria examples	Opportunities:	Threats:	criteria examples
Partnerships, agencies?			Political effects?
New financing programmes for youth work?			Legislative effects?
A mayor sensitive to community youth development ? A young community of parents?			Environmental effects? IT developments ?
High interests on international youth work?			Competitor intentions - various? Insurmountable weaknesses?
			Loss of key staff? Sustainable financial backing? Economy - home, abroad? Migration of youths?

Proposed Activity :   (this template can be used once the community discovery stage is complete)
The communities internal factors that might impact the community's ability to get involved with the EVS programme?
Strengths
Weaknesses
The Communities external factors that might impact the community's ability to get involved with the EVS
Opportunities
Threats
What aspects of the community's capacity need to be strengthened in order to carry out this activity?

Stakeholder analysis

Being given the fact that designing EVS programmes to fit in the Community Youth Development format, one needs to bear in mind that the entire action in the project is to be unfolded in an open environment where it can take even a young child to change something and to become effective with your actions.

Hence, stakeholder analysis enables organizations to narrow down the array of local actor and to define their potential role in the whole EVS programme and where and how they can contribute to the whole realization of the EVS programme so that its impact on the community as such can be maximized. Moreover, it is a good tool to assess the community interest groups around a particular issue and their capability to influence outcomes of a given action. It gives also to the EVS managers' hints on decisions on whom and how to involve in the EVS programme in the community.

Fig. 1: Stakeholder analysis

Private sector stakeholders	Public sector stakeholders	Civil society stakeholders
Corporations and businesses Business associations Professional bodies Individual business leader Financial institutions	Ministers and advisors (executive) Civil servants and departments (bureaucracy) Elected representatives (legislature) Courts (judiciary) Political parties Local government / councils	Media Churches / religions Schools and Universities Social movements and advocacy groups Trade unions National NGOs International NGOs

Once the exhaustive list of potential stakeholders becomes targeted, two dimensions need to be considered when constructing the stakeholder grid: the area of "interest" measures to what degree they are likely to be affected by the EVS project or changes triggered by the project, and what degree of interest or concern they have in or about it; the second dimension, "power" measures the influence they have over the project or policy, and to what degree they can help achieve, or block, the desired change

**Figure 2: Stakeholder analysis**
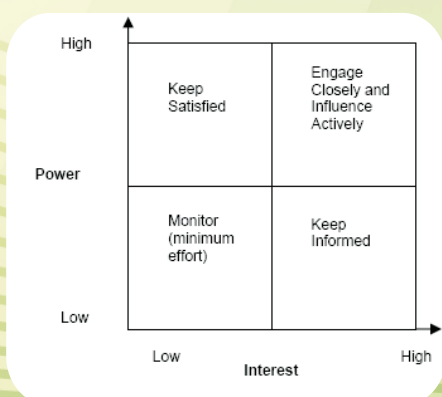
Stakeholders with high power, and interests aligned with the EVS project, are the people or organizations it is important to fully engage and bring on board. At the very top of the 'power' list will be the 'decision-makers', usually members of the local government, local schools. Beneath these are people whose opinion matters – the 'opinion leaders'. This creates a pyramid sometimes known as an Influence Map. Stakeholders with high interest but low power need to be kept informed but, if organized, they may form the basis of an interest group or

coalition which can lobby for the EVS project. Therefore, youths themselves could be looked at as groups with high interest but low power- still, energy needs to be devoted to target them with action and bring them constantly up front, gradually empowering them to take a more active role in the power-structure configuration of the local community. Those with high power but low interest should be kept satisfied and ideally brought around as patrons or supporters for the proposed policy change.

As numerous stakeholders may be identified, a point's scale may be used having 1 as the lowest value and 5 (assuming that there is a number of 5 stakeholders).

The final step is to develop a strategy for how best to engage different stakeholders in a project, how to 'frame' or present the message or information so it is useful to them, and how to maintain a relationship with them. Identify who will make each contact and how, what message they will communicate and how they will follow-up.

Fig. 3: 'Onion-Rings' Stakeholder Diagram offers a simple way of visualizing a set of stakeholder roles on a project.

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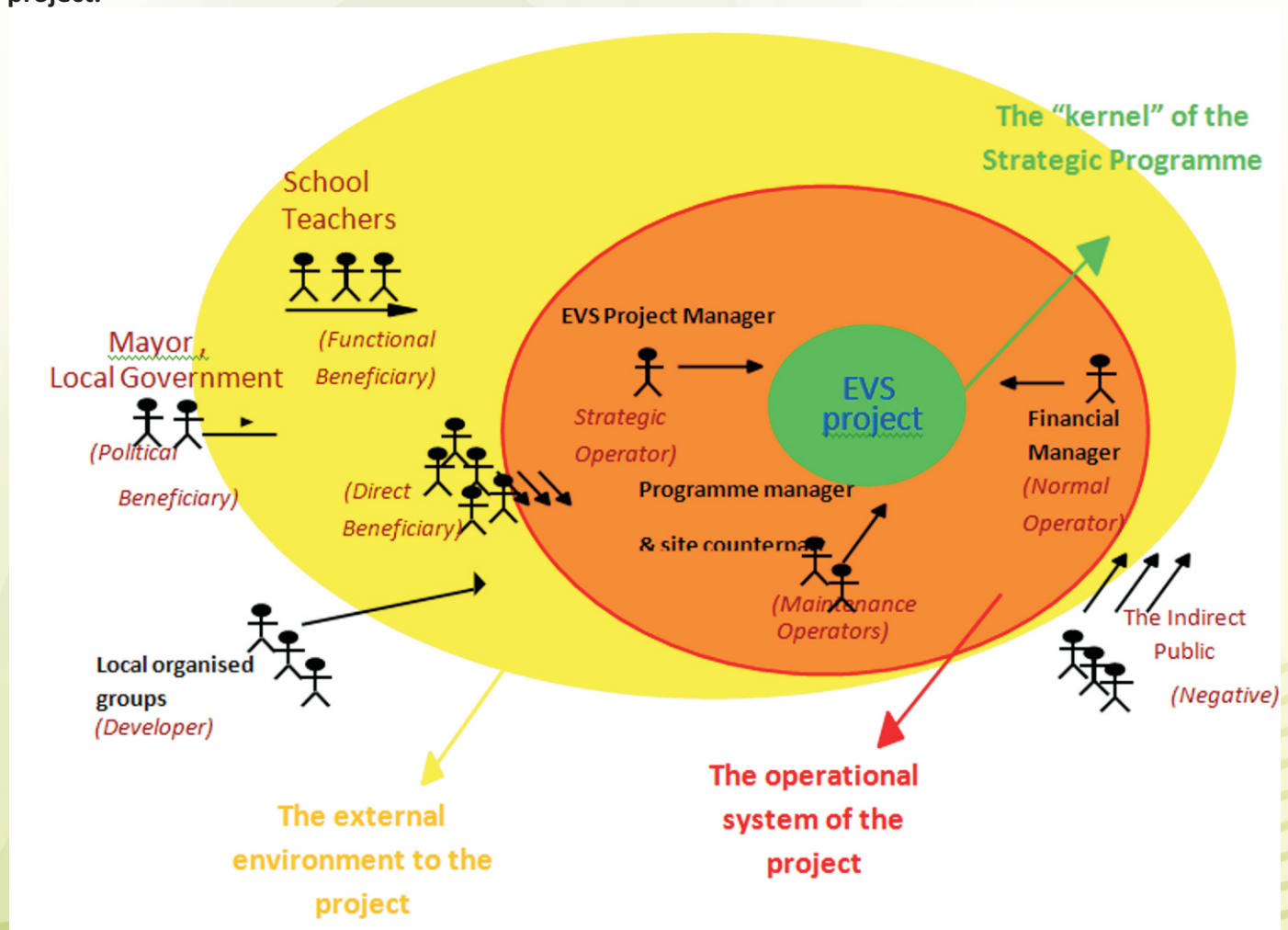
[3] Concept copy lift and redesigned from http://www.scenarioplus.org.uk

STEPS of Stakeholders' analysis

1. Identify key stakeholders from the large array of groups and individuals that could potentially affect or be affected by the proposed intervention
2. Assess stakeholder interests and the potential impact of the project on these interests
3. Assess the influence and importance of the identified stakeholders
4. Outline a stakeholder participation strategy

STEP 1: Identification of key stakeholders

In identifying the key stakeholders you should consider:

- Who are the potential beneficiaries?
- Who might be adversely impacted?
- Have vulnerable groups who may be impacted by the project been identified?
- Have supporters and opponents of the project been identified?
- What are the relationships among the stakeholders?

STEP 2: Assess stakeholders' interests and impact

In assessing the interests of the different stakeholders you should consider:

- What are the stakeholder's expectations?
- What benefits are likely to result from the project for the stakeholders?
- What resources might the stakeholders be able and willing to mobilize?
- What stakeholder interests conflict with project goals?

STEP 3: Assess stakeholders' influence/importance

In order to assess the importance of and the influence of the stakeholder you should be able to assess:

- The power and status of the stakeholder (political, economic, and social)
- The degree of organization of the stakeholder
- The control the stakeholder has over strategic resources
- The informal influence of the stakeholder (personal connections, etc.)
- The importance of these stakeholders to the success of the project

STEP 4: Outline a participatory strategy

Based on the first three steps of the stakeholder analysis a strategy can be outlined for involving the stakeholders based on:

- Interest, importance, and influence of each stakeholder;
- Particular efforts needed to involve important stakeholders who lack influence;
- Appropriate forms of participation throughout the project cycle.

APPROACHES for involving stakeholders

As a rule of thumb, the appropriate approaches for involving stakeholders of differing levels of influence and importance can be as follows:

1. **Stakeholders of high influence and high importance** – should be closely involved throughout the project.

2. **Stakeholders of high influence but low importance** – keep them informed, acknowledge their views in order to avoid disruption.

3. **Stakeholders of low influence and high importance** – Special importance to make sure that their needs are met.

4. **Stakeholders of low influence and low importance** – Unlikely to be closely involved in the project and require no special participation strategies.

METHODS of stakeholders' involvement

Fig. 3: Once you indentified and ranked all stakeholders, transfer them in the table below and seek for answers to the following questions:

Stakeholder	Why this stakeholder? /what particular interests have they in the project? What do they want?	What do we need or what do we want from this stakeholder?	How important are the stakeholder's interests for the success of the project?	Potential strategies for obtaining support or reducing obstacles from the stakeholders

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