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# TOOLKIT FOR MENTORS

*#NGOTRAINED  
APPRENTICESHIP  
IN CIVIL SOCIETY  
organisations*

**SOCIAL INNOVATORS**  
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# IMPRESSUM

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This toolkit was developed by the Youth Initiative for Human Rights - Croatia.

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*Working Together for a Green, Competitive and Inclusive Europe.*

# INTRODUCTION

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The Toolkit for Mentors is a part of the #NGOTrained Apprenticeship program in civil society organisations. The goal of the program is to provide young people who have no work experience in civil society organisations with knowledge, skills, and attitudes important for working in civil society organisations. At the same time, the program enables mentors from civil society organisations to improve their mentoring skills and to create a custom 80-hour training program that can be adapted and used for any new person entering their organisation as a volunteer, employee or associate. We hope that a custom training built on the basis of the apprenticeship program and the toolkit will have a long-lasting impact on the way new people are introduced to civil society organisations.

The purpose of this toolkit is to serve as a set of guidelines as well as an inspiration for mentors in civil society organisations, helping them to plan the activities for the apprentices, as well as a repository that includes all templates and other materials used during the apprenticeship program. The toolkit will be used by mentors directly involved in the Apprenticeship program, but it will be also available to any other person in civil society organisations that wishes to build an apprenticeship program for new workers, interns or volunteers who have no previous experience of work in the sector. It can also be used for developing mentoring programs and mentors training.

It is important to note that most of the proposed tasks and aspects of the program are customizable and not 'set in stone'. This means that the primary goal of this toolkit is to serve as an inspiration and not a closed set of tasks and activities for an apprentice to take part in.

Additionally, the training program based on these guidelines should be perceived as a 'working document', growing and developing with each and every new person entering your organisation, as well as with every new mentor dedicated to sharing knowledge and skills.

*We wish you a lot of success in your mentoring journey!*

*- The Social Innovators team*

# THE APPRENTICESHIP MODEL

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# WHAT IS AN APPRENTICESHIP?

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**Apprenticeship** is a particular way of enabling young people to learn by doing. It is often associated with vocational training where a more experienced **mentor** models behaviour, while the **apprentice** attempts to follow the model, and the mentor in return provides feedback.

Learning in apprenticeship is not just about learning to do (active learning), but also requires an understanding of the contexts in which the learning will be applied. In addition, there is a social and cultural element to learning, understanding and embedding the accepted practices and values of experts in the field.

# SOCIAL INNOVATORS APPRENTICESHIP MODEL

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Social Innovators Apprenticeship Model was designed based on the results of the CSOs needs survey, interviews with CSOs representatives in Croatia, Slovenia and Bulgaria as well as desk research. It aims to answer the needs of both CSOs and the apprentices - to bridge the gaps between the young people with a humanities and social sciences background and no working experience and CSOs in search of future quality staff and their capacity to mentor and teach those interested in their missions.

Social Innovators Apprenticeship Model has three main actors involved in its successful implementation:

- mentors within CSOs
- apprentices
- organisers/coordinators of the apprenticeship

Social Innovators Apprenticeship Model pilot includes placements for apprenticeship in positions:

- Project Manager/Project Coordinator
- Communication/PR Officer
- Administrator/Office Manager
- Advocacy/Program Officer
- Trainer/Educator

Apprenticeship Model entails a reflective process, going two-ways between each of the actors. Evaluations and self-evaluations are an integral part of the Model in order to establish the baseline from which the mentor and the apprentice are starting, to follow the progress of the apprentice and evaluate the process of the Apprenticeship Model itself. Mentors will conduct ex-ante and post-ante self-evaluations. Apprentices will carry out ex-ante and post-ante self-evaluations of skills, knowledge and attitudes. Mentors will evaluate the progress of apprentices and provide continuous feedback.

The main advantages of an Apprenticeship Model are:

1. Teaching and learning are deeply embedded within complex and highly variable contexts, allowing rapid adaptation to real-world conditions.
2. Apprenticeship makes efficient use of the time of the experts - mentors, who can integrate teaching within their regular work routine.
3. Apprenticeship provides learners with clear models or goals to aspire to.
4. Apprenticeship acculturates learners to the values and norms of the trade or profession.

5. Apprenticeship is evaluated and responds/adapts to feedback: from mentors, apprentices and the project partners.

The Apprenticeship Model enables the apprentice to experience which sets of skills, knowledge and attitudes are needed and used for working in the CSOs and to receive support in developing those skills, acquiring knowledge and gaining attitudes. The apprentice gets to know the CSOs working culture.

# ROLE OF THE MENTOR

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A **mentor** is a person working for a CSO who has relevant working/volunteering experience to oversee and provide feedback to the apprentice for at least one of the following areas/placement profiles: project manager/project coordinator, communication officer, administrator/office manager, advocacy/program officer, trainer/educator.

Before taking on apprentices through the training program, a mentor will attend a **one-day training** organised by the project partners in which the Apprenticeship Model will be explained, qualities of a good mentor explored, basic mentorship training provided, the learning outcomes for apprentices defined by the mentors and the detailed apprenticeship program developed by the mentor for the future apprentices. Mentors are responsible for adapting the Apprenticeship Model guidelines to the needs and resources of the hosting CSO and their own mentorship skills.

We define mentoring as “The learning and development partnership between somebody who has experience and somebody who wants to learn”.

Responsibilities of the mentor include:

- Attending a training for mentors organised by the Apprenticeship Model organisers;
- Developing a structured, realistic and challenging apprenticeship program for apprentices adapted to the needs and resources of the CSO as well as the needs of the apprentice;
- Agreeing on the apprenticeship program with the apprentice;
- Conducting at least three feedback discussions with the apprentice during the course of the apprenticeship;
- Evaluation of the match of the apprentice and the NGO after the completion of the apprenticeship;
- Committing to the mentoring process by active listening and ask questions to help the apprentice to make decisions, judgments and take action;
- Sharing own experience and examples and offering new perspectives;
- Ensuring the apprentice is well integrated in the CSO team;
- Assisting the apprentice to develop self-reflective skills, providing guidance on the process of coming to conclusions;
- Providing support for action planning;
- Advising on other development opportunities e.g. opportunities for specific coaching, training, workplace training or informal learning methods;
- Addressing any additional support issues, meeting with the apprentice to discuss and progress or any concerns;
- Report on the progress of the apprenticeship to the organisers and adhere to basic administrative requirements.

# ROLE OF THE APPRENTICE

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**Apprentices** are young people aged 25 to 30 years old in the status of student or NEET with a background in humanities and social sciences interested to work in the civil society sector and interested in contributing to social change and innovation. The key group addressed by the project are apprentices with no extensive previous experience of work in the civil society organisations. However, the apprentices can also be viewed as anybody interested in working in CSO organisation, who goes through the training based on this model and toolkit.

Responsibilities of the apprentice include:

- Attending the apprenticeship program as agreed with the mentor;
- Reflecting on their own skills, knowledge and attitudes in order to improve them during the apprenticeship;
- Participation in in-house trainings in the hosting CSOs if possible;
- Being proactive;
- Developing and implementing own initiative or a small project/independent activity during the apprenticeship;
- Completing of the apprenticeship program;
- Self-evaluation at the beginning and the end of the apprenticeship;
- Providing feedback about the program to the mentor and testimonial of one's experience with the apprenticeship.

# ROLE OF THE HOSTING CIVIL SOCIETY ORGANISATION

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Hosting CSO is a CSO where the mentor is employed or is working as a volunteer.

Responsibilities of the hosting CSO:

- Provides a mentor from its ranks;
- Allows the mentor to participate in a training for mentors;
- Accommodates the apprenticeship program in the mentor's workload;
- Provides the apprentice with basic working materials and equipment (desk, computer);
- Includes the apprentice in in-house trainings if possible.

# LEARNING OUTCOMES

## Knowledge

Present and understand the mission and the vision of the CSO

Differentiate and understand important terms in the CSO sector (mission, vision, goals, objectives, strategy, indicators, target groups, activity, project, program)

Differentiate and understand key terms in project proposal (indicators, activity, dissemination)

Differentiate and understand key terms in project management and project life cycle

Recognize links between a project proposal and a project budget

State relevant documents for the legal framework in which CSOs are functioning

List relevant sources of funding for CSOs

State main steps of project management and project cycle

State main steps of CSO administration procedures

Prepare a draft for a project/activity/event proposal

## Skills

Participate in teamwork, team meetings

Develop communication skills (oral and written)

Write a draft of a project proposal

Think critically

Solve problems through exposure to new tasks

Manage their own time for completion of tasks

Break down a larger task into smaller ones

Analyse social media and web traffic

Create social media and web content

Clearly present coherent information

Develop organisational and planning skills

Practice and use professional correspondence

Make connections between strategy and program activities

Facilitate program development and stakeholder relationships and attitudes

## Attitudes

Willingness to learn and engage in new experiences

Working habits

Responsiveness to feedback and critique

Self-evaluation practices and tools

Responsibility for the tasks given to him/her

Initiative for own ideas

Confidence from successfully completed tasks

Flexibility

Persistence

A positive attitude towards CSOs and their work for the society

Flexible and timely problemsolving in situations of high pressure

Patience

Draft an official letter

Understand contractual obligations of projects

Make a project implementation planning

Support reporting activities

Draft a press release

Make a communication plan

Draft social media posts

General knowledge of the organisational structure

Draft training materials

Apply simple non-formal education methodology

Using CMS – technical knowledge

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Support preparing, implementing and evaluating workshops

IT skills

Marketing skills

# APPRENTICESHIP MODEL GUIDELINES

The Apprenticeship Model of learning is based on the principle that students and NEETs are given progressively more complex tasks and a safe space for development of their skills, knowledge and attitudes and are mentored and evaluated throughout the process by an experienced mentor.

Recommended duration of the apprenticeship is **80 hours** which can be completed in different modulations, from **1-month to 3-month** apprenticeships, averaging up to maximum 4 hours per day. The recommended overall duration of the apprenticeship is one month, 4 hours per day during four weeks of training.

The Apprenticeship Model is designed as a framework from which each mentor can adapt an ideal apprenticeship suited for the needs of the CSO and of the apprentice.

The Apprenticeship Model has four Modules:

- Know the Sector
- Job Shadowing
- Challenge Your Skills
- Do Your Own Thing

The progression of the Apprenticeship Model Modules is designed to mimic the ideal path of a young person starting their career in the CSO sector. Modules encompass suggested apprenticeship activities that the mentor can do with the apprentice and learning outcomes for each of the activities entailing predicted gained knowledge, skills and attitudes. The suggested activities are just suggestions, and each mentor can adapt, change or develop their own activities keeping in mind and planning ahead which learning outcomes the activities will address.

The apprenticeship should be designed so that it streamlines the apprentice into 1 out of 5 job positions.

## Job position

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Project Manager /  
Project Coordinator

## Job description

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Project Managers/Coordinators are responsible for planning and overseeing projects to ensure they are completed in a timely fashion and within budget. They plan and implement activities, prepare budgets, monitor progress and implementation, conduct evaluations, prepare reports and keep donors and stakeholders informed about the project.

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Communication Officer

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Communications Officers create and distribute content to communicate the organisation's mission, vision,

activities or campaigns using different channels such as social media, PR, articles, video content etc. They act as a liaison between the organisation, the public, and the media to ensure that the CSOs message is being heard and understood.

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Administrator / Office Manager

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Administrators/Office Managers organize and coordinate administration duties and office procedures and lead in creating and maintaining a pleasant work environment, and ensure high levels of organisational effectiveness, communication and safety. They assist in financial administration.

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Advocacy Officer / Program Officer

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Advocacy/Program Officers develop, organise and execute a wide range of activities to influence policy according to the scope of the CSO programmes. They carry out policy analysis and write position statements of the organisation. In most cases they have in-depth fieldspecific thematic knowledge (experts on a wide variety of topics such as sustainability, anti-corruption, transitional justice, women's rights etc.)

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Trainer

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Trainers provide coaching, non-formal education training and workshops for the target group of the CSO or in-house training. They research or develop methodology, organise training logistics and communicate with the participants. They are also often specialized for specific types of training (youth work, history, political literacy, mental health etc.)

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# **OVERVIEW OF PROPOSED ACTIVITIES FOR EACH MODULE**

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# MODULE 1 : Know the Sector

*The Apprentice is introduced to the CSO, organisational structure, CSO sector general functioning, CSO terminology. This module is the same for all specializations in CSOs and it provides both general knowledge of the sector as well as specific knowledge of the particular organisation and its structure.*

Apprenticeship activities

Learning outcomes of Module 1

| Suggested activity   | Knowledge  | Skills                                 | Attitudes   |
|--|--|--|---|
|  | <b>The apprentice will be able to:</b>   |  | <b>The apprentice will develop:</b>                             |
| Introduction of the apprentice to the CSO team and the mentor                                | General knowledge of the organisational structure  | Participate in teamwork, team meetings | Willingness to learn and engage in new experiences              |
| Introduction to the CSO mission and vision and the role of civil society                     | Present the mission and the vision of the CSO<br>Differentiate and define important terms in the CSO sector: mission, vision, goals, objectives, strategy, indicators, target groups, activity, project, program<br>State relevant documents for the legal framework in which CSOs are functioning | Think critically                       | A positive attitude towards CSOs and their work for the society |
| Learning how the mission and the vision correlate to concrete projects which are implemented | Differentiate and define important terms in the CSO sector: mission, vision, goals, objectives,  | Think critically                       | A positive attitude towards CSOs and their work for the society |

by the CSO.  
Exposure to CSO  
terminology.

strategy, indicators,  
target groups,  
activity, project,  
program

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Drafting a project  
proposal using a  
simple template

Differentiate and  
understand key  
terms in  
project proposal  
(indicators, activity,  
dissemination)  
Recognize links  
between a project  
proposal and a  
project budget  
List relevant sources  
of funding for CSOs

Write a draft of a  
project proposal  
Develop written  
communication  
skills  
Manage their own  
time for completion  
of tasks  
Break down a  
larger task into  
smaller ones

Responsiveness to  
feedback and  
critique  
Initiative for own  
ideas

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Participating in  
two (in-house)  
trainings focused  
on a specific task or  
problem

Training specific

Solve problems  
through exposure  
to new tasks

Willingness to  
learn and engage  
in new experiences

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# MODULE 2 : Job Shadowing

*The Apprentice is streamlined into one of the five offered CSO positions and engages in job shadowing the mentor. This module contains different options depending on a particular specialization (project manager/communication officer etc.)*

## MODULE 2.1 : Project Manager/ Project Coordinator

Apprenticeship  
activities

Learning outcomes of Module 2.1

| Suggested activity   | Knowledge   | Skills  | Attitudes  |
|--|---|---|--|
|  | <b>The apprentice will be able to:</b>  |   | <b>The apprentice will develop:</b>  |
| Reading and understanding contractual obligations of project contracts | Understand contractual obligations of projects<br>Differentiate and define important terms in the CSO sector: mission, vision, goals, objectives, strategy, indicators, target groups, activity, project, program | Think critically  | Working habits<br><br>Willingness to learn and engage in new experiences<br><br>Self-evaluation practices and tools<br><br>Responsiveness to feedback and critique<br><br>Confidence from successfully completed tasks |
| Make a timeline of project activities – project implementation plan    | Make a project implementation planning  | Participate in teamwork, team meetings<br>Organisational and planning skills            |  |
| Simple tasks involving narrative and financial reporting               | Recognize links between a project proposal and a project budget   | Participate in teamwork, team meetings<br>Manage their own time for completion of tasks |  |

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Introduction to evaluation (assist in evaluation activities - preparing evaluation forms, analysing evaluation data, drafting an evaluation report)

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Support reporting activities  
Think critically

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Participate in teamwork, team meetings

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Write a draft of a project proposal (apprentice develops own idea for a mini project)

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State main steps of project management and project cycle

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Write a draft of a project proposal

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Preparing a project coordination meeting (or assist in preparing activities)

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Make a project implementation planning

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Participate in teamwork, team meetings  
Solve problems through exposure to new tasks  
Break down a larger task into smaller ones

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# MODULE 2.2 : Communication Officer

Apprenticeship activities

Learning outcomes of Module 2.2

| Suggested activity  | Knowledge   | Skills  | Attitudes   |
|---|---|---|---|
|   | <b>The apprentice will be able to:</b>                                      |   | <b>The apprentice will develop:</b>   |
| Draft a communication plan (for a specific event, for one week or longer) | Draft a communication plan<br>Present the mission and the vision of the CSO | Participate in teamwork, team meetings, oral and written communication                  | Willingness to learn and engage in new experiences<br><br>Working habits<br><br>Responsiveness to feedback and critique |
| Draft a press release   | Draft a press release   | Develop communication skills (oral and written)<br>Clearly present coherent information | Responsibility for the tasks given to him/her<br><br>Confidence from successfully completed tasks                       |
| Draft social media posts  | Draft social media posts  | Create social media and web content<br>Clearly present coherent information             |   |
| Draft a newsletter  | Draft a newsletter  | Create social media and web content<br>Clearly present coherent information             |   |
| Understand donor visibility requirements                                  | Understand donor visibility requirements                                    | Organisational and planning skills  |   |

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Small tasks in analysing web and social media traffic

Marketing skills

Analyse social media and web traffic  
Practice critical thinking through analysis

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Presentation of information from reports and official documents (in oral or written form, using narrative and/or visual aids such as infographics, posters etc.)

Present the mission and the vision of the CSO  
State relevant documents for the legal framework in which CSOs are functioning

Develop communication skills (oral and written)  
Clearly present coherent information  
Make connections between strategy and program activities

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Using CMS

Using CMS – technical knowledge

IT and marketing skills

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Assisting in organisation of press conferences and other public events

Organisational and planning skills

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Understanding how to communicate professionally with media

Participate in teamwork, team meetings  
Develop communication skills (oral and written)  
Organisational and planning skills

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# MODULE 2.3 : Administrator/ Office Manager

Apprenticeship  
activities

Learning outcomes of Module 2.3

| <b>Suggested activity</b>  | <b>Knowledge</b>  | <b>Skills</b>  | <b>Attitudes</b>   |
|--|---|--|--|
|  | <b>The apprentice will be able to:</b>  |  | <b>The apprentice will develop:</b>  |
| Get acquainted with administrative procedures and archiving project, financial and office documentation (data protection, archiving office correspondence, travel orders, time sheets) | State main steps of CSO administration procedures<br>State relevant documents for the legal framework in which CSOs are functioning   | Solve problems through exposure to new tasks   | Willingness to learn and engage in new experiences<br><br>Working habits<br><br>Responsiveness to feedback and critique<br><br>Responsibility for the tasks given to him/her |
| Support reporting  | Support reporting activities<br>Recognize links between a project proposal and a project budget<br>Understand contractual obligations of projects<br>State main steps of project management and project cycle | Participate in teamwork, team meetings<br>Break down a larger task into smaller ones<br>Think critically | Confidence from successfully completed tasks   |
| Draft an official letter   | Draft an official letter  | Develop communication skills (oral and written)<br>Practice professional correspondence                  |  |

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Communication with vendors, market research

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Practice professional correspondence

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Get acquainted with general organisational budget, types of cost

Recognize links between a project proposal and a project budget  
Understand contractual obligations of projects  
Distinguish types of costs

Solve problems through exposure to new tasks

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Provide support to team meetings (preparation, logistics, administration)

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Participate in teamwork, team meetings  
Develop communication skills (oral and written)

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Reviewing/  
Preparing time sheets, calculating salary per hour and similar basic tasks related to financial and administrative routine

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State main steps of CSO administration procedures  
Support reporting activities

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Solve problems through exposure to new tasks

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# MODULE 2.4 : Advocacy Officer/ Program Officer

Apprenticeship  
activities

Learning outcomes of Module 2.4

| <b>Suggested activity</b>   | <b>Knowledge</b>  | <b>Skills</b>  | <b>Attitudes</b>   |
|---|---|--|--|
|   | <b>The apprentice will be able to:</b>  |  | <b>The apprentice will develop:</b>  |
| Draft a press release   | Present the mission and the vision of the CSO   | Develop communication skills (oral and written)<br>Solve problems through exposure to new tasks<br>Manage their own time for completion of tasks<br>Break down a larger task into smaller ones<br>Participate in teamwork, team meetings | Willingness to learn and engage in new experiences<br><br>Working habits<br><br>Responsiveness to feedback and critique<br><br>Responsibility for the tasks given to him/her<br><br>Flexible and timely problem-solving in situations of high pressure |
| Monitoring and understanding sources relevant to the advocacy field | State relevant documents for the legal framework in which CSOs are functioning<br>Recognize key actors in decision-making processes on a local, national and EU level | Practice critical thinking through analysis  | Confidence from successfully completed tasks   |
| Getting to know how the public consultations work                   | Understand decision and law making processes  | Practice critical thinking through analysis  |  |

Recognize key actors in decision-making processes on a local, national and EU level

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Understanding key legislative documents relevant to the mission

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State relevant documents for the legal framework in which CSOs are functioning

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Practice critical thinking through analysis  
Facilitate program development and stakeholder relationships and attitudes

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Understanding legal processes, understanding how laws are made, understanding key actors in decision-making process on a local, national and EU level

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State relevant documents for the legal framework in which CSOs are functioning  
Make connections between strategy and program activities  
Understand decision and law making processes  
Recognize key actors in decision-making processes on a local, national and EU level

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Practice critical thinking through analysis

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Support advocacy research

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Recognize key actors in decision-making processes on a local, national and EU level

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Practice critical thinking through analysis  
Solve problems through exposure to new tasks  
Break down a larger task into smaller ones

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Learning how laws work in practice in the advocacy field

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Understand decision and law making processes  
Recognize key

---

Practice critical thinking through analysis

actors in decision-making processes on a local, national and EU level

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Draft a position paper

Present the mission and the vision of the CSO  
Make connections between strategy and program activities  
Understand decision and law making processes  
Recognize key actors in decision-making processes on a local, national and EU level

Develop communication skills (oral and written)  
Practice critical thinking through analysis  
Manage their own time for completion of tasks  
Break down a larger task into smaller ones  
Clearly present coherent information

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# MODULE 2.5 : Trainer

Apprenticeship activities

Learning outcomes of Module 2.5

| <b>Suggested activity</b>                              | <b>Knowledge</b>                              | <b>Skills</b>   | <b>Attitudes</b>  |
|--|---|---|---|
|  | <b>The apprentice will be able to:</b>        |   | <b>The apprentice will develop:</b>   |
| Support training planning                              | Prepare a draft for a training                | Participate in teamwork, team meetings<br>Write a draft of a training   | Willingness to learn and engage in new experiences<br><br>Working habits  |
| Practice moderation skills                             |   | Participate in teamwork, team meetings<br>Developed communication skills (oral and written)<br>Solving problems through exposure to new tasks<br>Support preparing, implementing and evaluating workshops | Responsiveness to feedback and critique<br><br>Patience<br><br>Self-evaluation practices and tools<br><br>Responsibility for the tasks given to him/her<br><br>Confidence from successfully completed tasks |
| Research and practice non-formal education methodology | Apply simple non-formal education methodology | Support preparing, implementing and evaluating workshops<br>Developed communication skills (oral and written)   |   |
| Drafting a training timetable                          | Draft a training timetable                    | Participate in teamwork, team meetings  |   |

Managing their own time for completion of tasks  
Breaking down a larger task into smaller ones  
Support preparing, implementing and evaluating workshops

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Prepare materials for workshops and presentations

Draft training materials

Developed communication skills (oral and written)  
Writing a draft of a training  
Practicing critical thinking through analysis

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Draft call for participants, info pack and evaluation forms for a training

Draft training materials

Developed communication skills (oral and written)  
Solving problems through exposure to new tasks  
Support preparing, implementing and evaluating workshops

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Communication with participants and evaluation

Draft training materials

Developed communication skills (oral and written)  
Support preparing, implementing and evaluating workshops

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# MODULE 3 : Challenge Your Skills

*The Apprentice takes on an assignment of their own, in agreement with the mentor and in line with the CSO position they were engaged in job shadowing.*

Apprenticeship activities

Learning outcomes of Module 3

| Suggested activity  | Knowledge  | Skills   | Attitudes   |
|---|--|--|---|
|   | <b>The apprentice will be able to:</b>   |  | <b>The apprentice will develop:</b>   |
| Write a draft of a project proposal                           | State main steps of project management and project cycle<br>Differentiate and understand key terms in project proposal (indicators, activity, dissemination)<br>Recognize links between a project proposal and a project budget<br>List relevant sources of funding for CSOs | Write a draft of a project proposal<br>Manage their own time for completion of tasks<br>Break down a larger task into smaller ones | Willingness to learn and engage<br><br>Responsiveness to feedback and critique<br><br>Responsibility for the tasks given to him/her<br><br>Working habits<br><br>Confidence from successfully completed tasks |
| Draft a press release   | Draft a press release  | Develop communication skills (oral and written)<br>Clearly present coherent information  | Flexibility<br><br>Persistence<br><br>Patience<br><br>Initiative for own ideas  |
| Support a preparation and/or implementation of a CSO activity |  | Participate in teamwork, team meetings<br>Develop communication skills (oral and written)<br>Solve                                 |   |

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problems through exposure to new tasks  
Develop organisational and planning skills

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Draft a position paper

Present the mission and the vision of the CSO  
Make connections between strategy and program activities  
Understand decision and law making processes  
Recognize key actors in decision-making processes on a local, national and EU level

Develop communication skills (oral and written)  
Practice critical thinking through analysis  
Manage their own time for completion of tasks  
Break down a larger task into smaller ones  
Clearly present coherent information

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Drafting a training proposal

Draft a training timetable

Participate in teamwork, team meetings  
Managing their own time for completion of tasks  
Breaking down a larger task into smaller ones  
Support preparing, implementing and evaluating workshops

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Create/propose a budget for a simple activity (e.g. event or a conference) after doing market research (prices for accommodation, travel etc.)

Recognize links between a project proposal and a project budget  
Project implementation planning

Develop organisational and planning skills  
Manage their own time for completion of tasks  
Break down a larger task into smaller ones

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# MODULE 4 : Do Your Own Thing

*The Apprentice develops previously planned ideas and activities and puts them into practice, either by making an in-house presentation of their idea or by organising an event.*

Apprenticeship activities

Learning outcomes of Module 3

| <b>Suggested activity</b>                               | <b>Knowledge</b>   | <b>Skills</b>   | <b>Attitudes</b>  |
|---|--|---|---|
|   | <b>The apprentice will be able to:</b>   |   | <b>The apprentice will develop:</b>   |
| Organise an in-house presentation of a project proposal | State main steps of project management and project cycle<br>Differentiate and understand key terms in project proposal (indicators, activity, dissemination)<br>Recognize links between a project proposal and a project budget<br>List relevant sources of funding for CSOs | Write a draft of a project proposal<br>Manage their own time for completion of tasks<br>Break down a larger task into smaller ones<br>Develop communication skills (oral and written)   | Willingness to learn and engage<br>Responsiveness to feedback and critique<br>Responsibility for the tasks given to him/her<br>Working habits<br>Confidence from successfully completed tasks |
| Organise an in-house presentation of a position paper   | Present the mission and the vision of the CSO<br>Make connections between strategy and program activities<br>Understand decision and law making processes<br>Recognize key actors in decision-making processes on a local, national and EU level                             | Develop communication skills (oral and written)<br>Practice critical thinking through analysis<br>Manage their own time for completion of tasks<br>Break down a larger task into smaller ones<br>Clearly present coherent information | Flexibility<br>Persistence<br>Patience<br>Initiative for own ideas  |

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Organise a public event /  
Support organisation of a public event

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Develop organisational and planning skills  
Participate in teamwork, team meetings

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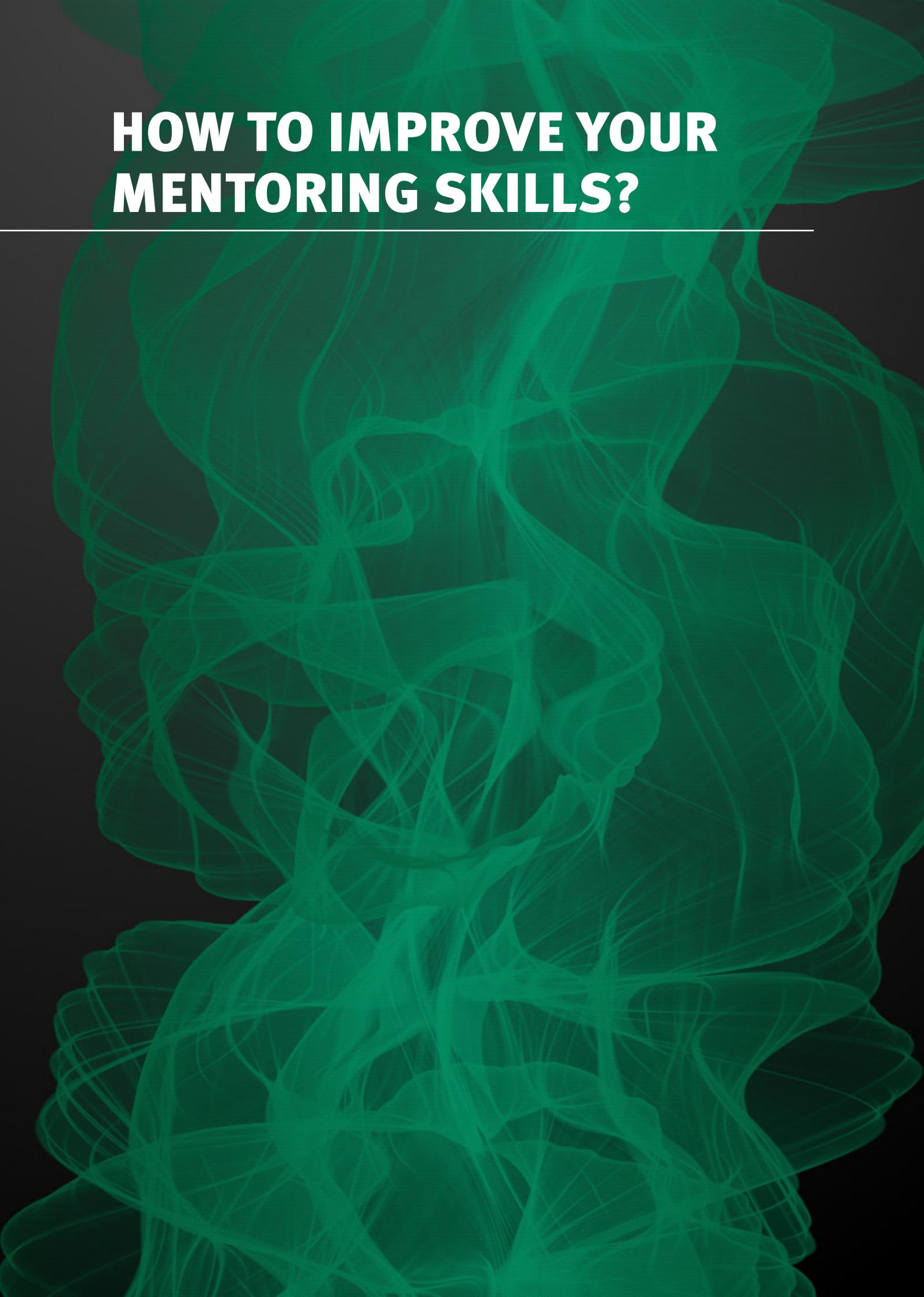
Sky's the limit: create something new

Think critically  
Manage their own time for completion of tasks  
Break down a larger task into smaller ones  
Develop communication skills (oral and written)

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# HOW TO IMPROVE YOUR MENTORING SKILLS?

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# TRAINING FOR TRAINERS

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This section of the toolkit is dedicated to support the development of mentoring skills for trainers. Here you can find the basic information provided during the training for trainers. This section serves as a reminder and as a set of guidelines you can use in development of your mentoring skills as well as mentoring skills of others in your organisation. These guidelines will be explored in more depth during the training for mentors.

This section includes the following elements presented on trainings for mentors:

- Training agenda
- What makes a good mentor
- Principles of nonviolent communication
- How to provide good feedback
- Checklist for mentors

Additional materials used on training for mentors include a presentation used throughout the training as well as self-evaluation forms for mentors. You can find the additional materials in the supplement of this toolkit.

# GUIDELINES FOR MENTORS

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As a mentor, you are responsible for creating a customized training plan for an apprentice, and for making sure that an apprentice gets adequate training, resources and feedback to successfully complete the apprenticeship program. Also, you will need to monitor the progress of the apprentice you are mentoring and be sure that all administrative requirements are met. You are encouraged to work continuously on developing your mentoring skills and stay in touch with the recent development in your field or specialization. In the following sections, you will find useful information that can help you in developing your mentoring skills. Let's start with the basics.

## ***What makes a good mentor?***

There are different forms of mentoring and mentoring relationships. A formal mentoring relationship, such as the relationship established through the #NGOTrained Apprenticeship program, is characterized by the fact that it is intentional. This means that the partners in the relationship ask for or offer the mentoring, establish goals for the relationship and make agreements about its nature. The mentoring relationship established through this program is also facilitated, which means that it is structured through defined steps guiding the desired behaviour change for the apprentices, and administered and evaluated in a certain way, producing concrete established results.

It is important to have in mind that if the established relationship is not intentional, any result that happens during the mentoring process can be perceived as a coincidence. If you do not have a concrete set of goals and outcomes, as well as ways to monitor and evaluate them, you cannot take credit for the results. This is why it is important to be clear and concrete regarding the goals and outcomes for each apprentice you mentor, and to create a specific training program and make sure it is followed throughout the process. In order to be successful in this endeavour, we have prepared a set of guidelines that can help you in building a relationship with the apprentice and make sure that you are effective in providing adequate training and guidance to the apprentices. This is also an opportunity to reflect on your mentoring skills and learn what can be improved.

# WHAT MAKES A GOOD MENTOR?

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There are many skills a good mentor should have, the most important being observation, communication, analytical, listening and feedback. During training for mentors, we will especially focus on communication and feedback, covered in the following sections.

Also, you should have in mind these important aspects of a good mentoring relationship:

- Empathy (acknowledging and understanding that once you were in a same situation an apprentice is in today);
- Positive approach and enthusiasm (believing in your work and demonstrating enthusiasm for the area you work in);
- Developing capabilities (focusing on giving instructions and developing skills and knowledge of an apprentice);
- Inspiring (giving ideas and inspiring to do a meaningful work);
- Valuing opinions as well as proactivity and initiatives;
- Offering challenging tasks and opportunities;
- Providing corrective feedback;
- Providing opportunities for the future career (opening doors);
- Focusing on giving small, but a meaningful project rather than too ambitious project that will discourage an apprentice and know when it is too much;
- Encouraging discussion, asking questions and critical thought;
- Asking open ended questions without offering suggestions disguised as questions.

Many psychological approaches to quality cooperation and relationships stress the utmost importance of communicating properly in our daily life, at work as well in our personal relationships. The principles such as authenticity, empathy, separating observation from judgment and being in charge of one's own emotions are universally accepted as guidelines for a healthy relationship with others. One of many possible approaches or a list of principles that can be used when working with others and in the mentor-apprentice relationship are principles of non-violent communication.

# PRINCIPLES OF NON-VIOLENT COMMUNICATION

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The principles of nonviolent communication were established in the early 1960s by Marshall B. Rosenberg, an American psychologist, and they are used up to this day in various training sessions and workshops and are especially applicable in civil society activities.

Nonviolent Communication (NVC) is a framework that helps you to focus on creating quality relationships that contribute to the well-being of all people involved. One of the basic assumptions of NVC is that our interaction with other people is driven by universal human needs. It is based on developing a consciousness and communication skills that make it easier for people to express feelings, take responsibility for their actions, practice active listening, empathy and maintain mutually beneficial relationships with other people, which is opposite to violent communication. Violent communication is based on threat, judging, dehumanization, blame, and coercion, creating misunderstanding, quarrels, and frustration. The key to nonviolent communication is honesty - be honest with yourself, and be honest in listening and accepting others.

Nonviolent communication is usually explained through its four main elements: **Observations, Feelings, Needs/Values, and Requests.**

Before choosing an appropriate reaction or a response to a certain situation, you should first focus on self-reflection and self-consciousness. **Observe** what impact a situation has on you. Identify what you **feel**. Ask yourself: **what is the need** behind the feeling I have and how can I **request** this from another person in an appropriate manner? Avoid ventilating your feelings without knowing what it is that you need from another person, and vice versa. This will make your communication much more effective.

## 1.) Observations

In any situation, especially a difficult one, you should practice the skill of **observing or perceiving without judgement**. You should learn to separate a situation from your interpretation of it. Understand that you are the only person responsible for your feelings, and that your feelings result from your personal needs. For example, if an apprentice is running late with an assignment, before choosing an appropriate reaction, collect all the facts and observe a situation without making a judgement such as: he or she is irresponsible or does not have working habits. Take all the factors into account before making a judgement. Acknowledge that a certain behaviour can cause a variety of different responses depending on the context, as well as your own needs and feelings. If a task an apprentice needs to finish is crucial to you, you might be annoyed with the situation. In some other situations in which you do not have time to spare to provide feedback, you might be relieved because you will get additional time to finish your own tasks before dedicating your time to an apprentice. In the first example, you

might find yourself annoyed because you have a need to finish a certain task. In the second example, you might feel relief because you now have more time to finish your work. It is important that you show **empathy** to others because you might not know the full context of the situation. Maybe a person is running late because of a circumstance he or she could not control. Acknowledging all the factors will reduce negative feelings you might have and positively affect the conversation with others.

## 2.) Feelings

Often, what is described as feelings are often hidden interpretations or judgements. Sentences like: 'I feel that you are angry' are not describing a feeling at all, but your interpretation of what the other person might mean. You are actually describing your hidden need for conflict or some other issue that is not appropriately articulated.

Here are some examples of words that are actually **interpretations and judgements, and not feelings**: deceived, manipulated, unheard, pressured, and neglected. Using these words serves as a disguised attack on others built on a wrong assumption - that others are responsible for how you feel. This is not true - remember, only you are responsible for your feelings.

Recognize how you feel about a certain situation or a person and name that feeling. Acknowledge that this feeling is solely your responsibility and you are the one who chooses how to react in a particular situation.

## 3.) Needs/Values

Behind your feelings are unmet needs and expectations that you have. After identifying what exactly is that you feel, and taking responsibility for it, the next step is to recognize your needs in that particular situation. For examples, some words for **feelings related to the unmet needs** you can use are powerless, alone, jealous, cranky and depressed. **Positive feelings** that can be used to describe certain needs being fulfilled are: relaxed, proud, satisfied, feeling happy or touched.

Identify what are your needs so that you can choose an appropriate response to a situation.

## 4.) Requests

After recognizing your feelings and needs, take responsibility for your choices that influence your emotions. Choose to articulate your needs in an assertive manner. Being assertive means to stand up for your own or other people's rights in a calm and positive way, without being perceived as aggressive, or being passive in a situation. This means that you simultaneously set your boundaries, and respect the boundaries of other people.

If you are having difficulty with formulating your requests and handling emotions, one useful trick proposed by Rosenberg is to **REPLACE 'MUST' WITH 'CHOOSE'**. This can be done in three steps:

- 1) make a list of all the things you think that you must do. These are the activities that you do not enjoy doing, but you do them anyway because you believe that you have no choice.

- 2) rewrite all the points on the list from step 1, but start every sentence with: “I choose to...” This step usually generates some internal resistance.
- 3) replace the full stop of the second sentence with a comma, and add a sentence which starts with “because I would like to...”. Writing in this way helps to clarify what needs you are trying to fulfil with the stuff you do not really enjoy doing.

This is a useful way to practice deliberation and handle your emotions better.

# HOW DOES THIS MAKE ME A BETTER MENTOR?

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You are probably already using some, if not all principles of non-violent communication. These principles exist in many other frameworks and are a basis of a healthy relationship with oneself and others. Applying these principles more often will help you to build a healthy mentoring relationship and to avoid unnecessary conflict and misunderstandings. Applying these principles will save a lot of time and unnecessary stress, while preserving the dignity of both persons involved in communication. This will make you a better mentor and a colleague because you will be more efficient in your communication, and focused on the other person, meeting their needs without imposing your own judgement.

# How to apply the principles in practice?

Najbolji način da prakticiramo nenasilnu komunikaciju je tako da pratimo ovih četiri koraka u bilo kojoj teškoj situaciji s kojom se suočavamo:

| <b>Key steps</b>     | <b>Questions you should ask yourself</b>   | <b>Answer</b> |
|----------------------|--|---------------|
| Identify the problem | <i>Observe and explain the situation in the most basic terms, without judgement - who, why, when, what...?</i> |               |
| Name your emotions   | <i>How does this situation make me feel? Do I feel angry, frustrated, sad or any other emotion?</i>            |               |
| Analyse your needs   | <i>What exactly do I need from this situation? What is the preferable outcome?</i>                             |               |
| Ask what you need    | <i>How can I ask what I need in an appropriate and assertive manner?</i>                                       |               |

\* Mentors can print this checklist as a reminder or help for focus and preparation in challenging situations.

# IMPROVING YOUR FEEDBACK SKILLS

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## **Definition of Feedback**

In the context of your daily work in a CSO, feedback is the information people receive about their performance, and in most cases it is related to the different activities they take part in. Feedback is essentially an evaluation of the quality of work and behaviours. Feedback can be positive or negative. It is important to communicate both positive and negative feedback to people you mentor. You should leverage positive with negative feedback - a negative feedback should follow positive feedback. Some researchers even recommend that for each negative evaluation, you provide five positive feedbacks. Positive feedback encourages and strengthens good work behaviour. On the other hand, negative feedback, if done right, helps apprentices learn faster, and to focus on what is important.

## **Why Providing Feedback is important**

Apprentices as well as new employees should get a lot of feedback because this directly impacts their success on the job and their future performance. Having specific and relevant feedback significantly improves learning and acquiring new skills. When it comes to providing feedback to new employees and apprentices, you should focus on providing information related to specific job duties, competencies, training opportunities, mission, and organisational goals.

## **Remember, feedback is a skill**

Your role as a mentor requires perfecting your feedback skills. This will not only make you a better mentor, but a better colleague or boss as well. Even if you did not have an opportunity to develop or practice your feedback-giving skills, there is no reason not to start. Giving feedback is a skill like any other, and it gets better with practice. Read the guidelines in the following section and think about the last time when you had a chance to provide an evaluation. How many of the following guidelines did you apply? How can you improve your feedback next time? Read this section and make your own checklist of the skills you wish to improve.

# HOW TO PROVIDE GOOD FEEDBACK

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There are several components of good feedback:

## **1.) Feedback should be specific**

This means that you should focus on specific behaviours or activities. Giving a general and nonspecific feedback can easily confuse an apprentice, especially if the feedback is negative. It is important that you do not focus on the apprentice's personality, but on a specific task at hand. If it's done correctly, you should explain which components of the task are done well. If performance is not good, you should explain why it is not good and explain how it can be improved.

- An example of a non-specific feedback: "You did a great job on the project. Keep it up"
- An example of a good positive feedback: "Peter, your communication plan was excellent. You addressed all the key elements, and I especially liked the new channels you proposed. This will be very helpful in our next campaign. Great work!"
- An example of a good negative feedback: "Peter, the budget table was not formatted correctly. You should calculate the expenses in column B and make sure to check all the numbers once more before submitting the table. The numbers in column X and Y should correspond to the expense report I sent you yesterday. Here is how you should do it: "...."

## **2.) Focus on behaviour, not a person or personal traits**

Avoid generalizations when giving feedback. You should not use words like "always", "never" or give comments related to personal characteristics of the apprentice. Be realistic and focused on concrete behaviours. Remember, personality is something that cannot be changed, but behaviour is. Also, your comments should be job-related.

## **3.) Have a concrete goal in mind**

Giving too much feedback can derail you from guiding an apprentice in the most effective way. Focus on providing feedback that is related to apprentice's goals. An apprentice will remember the feedback that is important to him or her. For example, if an apprentice wants to learn how to be a trainer/educator, focusing on formatting budget tables is not something that will necessarily help an apprentice to achieve his or her goal in your organisation.

## **4.) Use simple and unambiguous language, and make sure that your message is received**

In order for it to be effective, your feedback should be clear and unambiguous. Provide an apprentice something she or he can easily remember and use in future situations. The best way to ensure that your feedback is received appropriately is to ask follow up

questions such as: “What do you think the key takeaways from this conversation are?”, “After our talk, what do you think you should improve?” and so on.

### **5.) Be mindful of the time and place**

If possible, it is best to give feedback after a specific activity or behaviour has occurred. Waiting too much will decrease the effectiveness of your feedback, and an apprentice will often not remember the situation you are describing. However, sometimes you will not get an opportunity to comment on a behaviour straight after. You should avoid delivering negative feedback in front of other people. It is best to deliver feedback in-person, and in a private conversation.

Sometimes a public acknowledgement of good performance can be appropriate, but you should always have in mind that different persons react differently when receiving feedback. Also, avoid giving negative feedback when you, or an apprentice is stressed.

### **6.) Provide feedback often and in different forms**

You should try to incorporate feedback in your daily activities. Be sure to repeat the key insights you have often and in different ways. For example, you can give feedback both via in-person conversation and an email after you receive work from the apprentice. This will increase a chance that an apprentice understands how he or she should do a specific task.

### **7.) Know Your Audience: Adjust the feedback to fit an apprentice**

Be mindful that different people react differently to feedback, and that a strategy you used in one situation is not necessarily applicable to different situations. For example, somebody who never did a particular task might need more encouragement than somebody who already has a lot of experience in the area. A more experienced person might find too many praises patronizing. This is just one of many examples of how a different approach is needed depending on a person you work with, depending on hers or his level of experience, goals, interests, and other characteristics.

# How to provide a negative feedback

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Additionally, on top of all the elements already mentioned, if you are providing negative feedback, you should also have in mind two other important aspects.

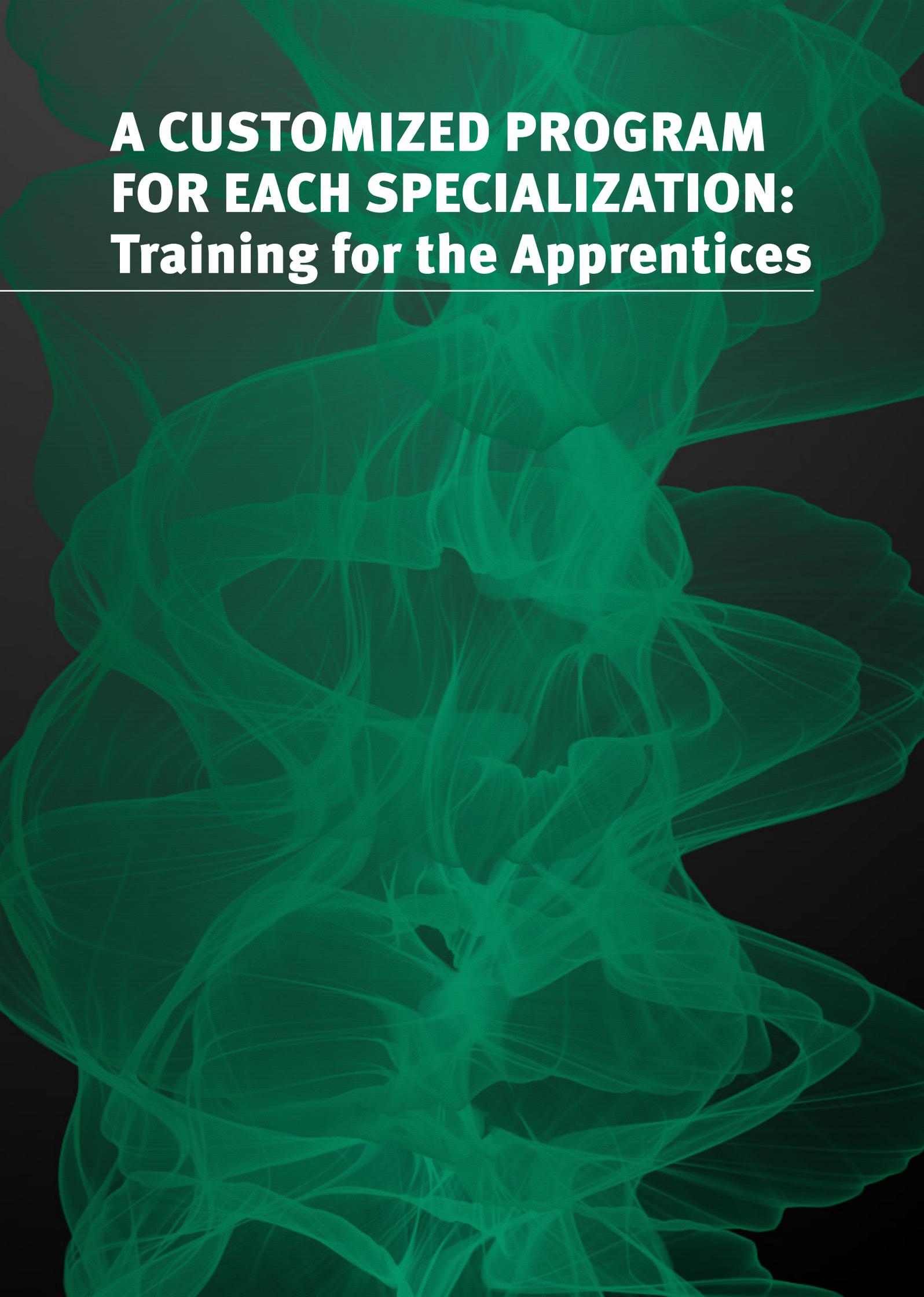
First, **be sure that you are commenting on a situation, activity or behaviour that an apprentice has impact on.** If she or he was not able to complete a task or do it in a certain way because of the circumstances he or she could not impact, a negative feedback will only increase unnecessary stress and probably cause defensive behaviour. For example, if you failed to provide timely information and this caused a delay in completing a task, this is not something you should pick on. Focus on something an apprentice has control over.

Secondly, **explain how the behaviour can be improved in the future.** Feedback without specific guidelines on how the task should be done is not really useful. Always explain what should be done differently and provide an apprentice with the necessary information and resources to do better the next time.

Here is an example of a table you can use as a reminder when preparing for giving a feedback to an apprentice or other person you work with:

| <b>Feedback Skill</b>  | <b>Questions</b>   | <b>✓ / ✗</b>             |
|--|--|--------------------------|
| Specific   | <i>Did I explain in detail the specific situation or a task and the element that was good or not good?</i>                       | <input type="checkbox"/> |
| Focused on behaviour   | <i>Did I focus on behaviour and not on personal traits of the person?</i>  | <input type="checkbox"/> |
| Goal-oriented  | <i>Did I have specific and relevant learning goals or outcomes in mind?</i>  | <input type="checkbox"/> |
| Simple and understood  | <i>Did I use simple language? Did an apprentice understand and receive the question? Did I ask follow up questions?</i>          | <input type="checkbox"/> |
| Timely   | <i>Was the timing appropriate? Did I wait too long to give feedback? Was it in-person?</i>                                       | <input type="checkbox"/> |
| Recurring and in different formats                               | <i>Did I repeat the feedback throughout time and in different formats? In which situations and how I can repeat the message?</i> | <input type="checkbox"/> |
| Personalized and Appropriate                                     | <i>Did I have a specific person in mind? Was the feedback tailored to the person and appropriate for the situation?</i>          | <input type="checkbox"/> |
| (Negative Feedback) Explaining how the behaviour can be improved | <i>Did I explain exactly how the behaviour can be improved?</i>  | <input type="checkbox"/> |

\* This checklist can be printed as a reminder



**A CUSTOMIZED PROGRAM  
FOR EACH SPECIALIZATION:  
Training for the Apprentices**

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# INTRODUCTION TO THE APPRENTICESHIP PROGRAM: First Day

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On the first day of the mentorship program, the apprentice has to:

- Sign a volunteering or other type of agreement (depending on a national law) with the mentoring organisation
- Fill-in a self-evaluation form
- Be introduced to the general outline of the program
- Receive a short description of the program and their obligations - “General instructions for the Apprentices” (available in this toolkit)

Also, it is advised that the mentor use the opportunity to introduce the apprentice to the rest of the team in the organisation and give a general introduction on the organisation and the next steps in the program. The mentor should agree on the schedule of the mentorship with the apprentice (how many hours per week/which days of the week).

## **FIRST DAY: a checklist for mentor**

- Signing the volunteering or other type of contract with the apprentice
- Ensuring that an apprentice has signed an initial self-evaluation form
- Providing an apprentice with a copy of the “General instructions for the apprentices” document
- Introduce the apprentice with the training plan
- Agree on the weekly schedule for the apprentice
- Introduce an apprentice to the team
- Give the apprentice a short introduction about the organisation

# General Instructions for the Apprentices

Dear Apprentice,

Welcome to the #NGOTrained Apprentice Program in Civil Society Organisations!

Thank you for participating in the program and we wish you a successful completion of the apprenticeship. This document is a short reminder of your responsibilities throughout the program.

## Your responsibilities are as follows:

- Attending the apprenticeship program as agreed with the mentor
- Filling-in an evaluation form at the beginning and after finishing the program
- Reflecting on your skills, knowledge and attitudes in order to improve them during the apprenticeship
- Participation in meetings and/or in-house trainings and other events organised by the hosting CSOs if possible
- Proactive attitude
- Developing and implementing own initiative or a small project/ independent activity during the apprenticeship
- Completion of the apprenticeship program
- Providing feedback about the program to the mentor and testimonial of your experience with the apprenticeship

## After completing the apprenticeship, you will get:

- A concrete feedback from your mentor
- A document confirming that you have completed the apprenticeship
- Personalized recommendation from the mentor

*We wish you a successful journey in completing your apprenticeship!*

Iceland   
Liechtenstein   
Norway grants   
Norway grants

*The Social Innovators project is funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.*

*Working Together for a Green, Competitive and Inclusive Europe.*

Implemented by:



Østfold University College



Национална школа по мениджмънт  
National Management School

*\* Here are the general instructions you can provide the apprentices with during the first day of the training. You can print this page as a separate document and give an apprentice as a handout.*

# MODULE 1 : Know the Sector

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The first part of the apprenticeship program is meant to provide the apprentice with a wider context for working in a civil society organisation as well as a particular context/environment an organisation operates in. This means that the apprentice will be acquainted with the role of the civil society organisations in general, the particular national context including legislative relevant for the work of CSOs as well as an insight into organisational structure of CSOs and in the particular mentorship organisations. The general outlines of the context in which the organisation mentoring apprentices will be provided as well. For example, if an organisation is focused on sustainable development goals, its overall strategy and the wider context an organisation operates in will be presented as well. The following sections do not need to be conducted in a particular order.

- **Organisational Structure**

One of the first practical aspects of work in a CSO the apprentice will encounter is a particular organisational structure of the organisation. On the first day of the apprenticeship, it is advised that the apprentice meets the team and learns which are their role in an organisation. The best approach is to explain each member's role during the introduction.

**Proposed task:** provide the apprentice with an organisational chart of your organisation (in print) as well as with your team web pages (if you have these documents).

- **Mission and Vision**

Most organisations have their mission and vision statement developed in the beginning of their work. Mission statements are especially important for civil society organisations, whose mission inspires the core activities of an organisation, and the key aspects of a CSOs public presence and recognisability stems from its mission. People who are volunteering and are actively involved with an organisation in most cases chose to be involved because they value and believe in that mission. This is why it is important that the apprentice understands what a mission statement of a particular organisation is, and in which way it informs, inspires and guides organisation's activities.

**Proposed task:** Provide the apprentice with examples of 3-5 organisations in your field and their mission statements. Ask the apprentice to critically analyse missions of these organisations. Ask them to write a short (less than one page) answer to the following questions: What do they have in common? How are they different? The goal is to develop critical thinking and self-reflection skills in an apprentice.

- **Role of Civil Society**

It is important to familiarize the apprentices with a specific role of civil society organisations as well as problems and challenges they face. This includes the history of the term 'civil society', how it changed throughout different historical, political and geographical contexts, as well as the legal framework under which civil society organisations operate in national and global contexts.

Except for the context and roles of civil society, the apprentices should also recognize and understand specific terminology civil society organisations use (advocacy, litigation, fundraising etc.)

**Proposed task:** provide an apprentice with reading or video resources to learn more about civil society organisations in general. It is best that you provide a resource related to your areas of activity and specific national/local context (e.g. academic papers, web articles, videos, documentary movies etc.).

- **Drafting/Understanding a project proposal**

Differentiate and understand key terms in project proposal (indicators, activity, dissemination).

Recognize links between a project proposal and a project budget.

List relevant sources of funding for CSOs.

**Proposed task:** provide an apprentice with an existing short project proposal (ideally for a small event or a local activity) for reading and give the apprentice an opportunity to ask questions about different aspects of the proposal.

- **In-house training sessions**

It is advised that you include the apprentice in 1-2 in-house training sessions for the staff in your organisation. Training sessions can include presenting new projects, and various educational or skill and knowledge sharing sessions. You can also send the apprentice to workshops organized by other organisations.

# MODULE 2 : Job Shadowing

## Project Manager/Coordinator

A project manager plays the lead role in planning, executing, monitoring, controlling and closing projects. He or she is accountable for the entire project scope, project team, resources, and the success or failure of the project. The level of responsibility a project manager has in an organisation depends on an organisational structure. This is why it is important to acquaint an apprentice with the structure and responsibilities in your organisation. The role of the project manager in a civil society organisation is often different from the positions of project managers in different types of organisations, such as private for-profit entities. Considering the increasing 'projectisation' of the CSOs, a role of a project manager is becoming more and more valuable. One of the common problems CSOs face is a lack of technical knowledge and experience in the area of project management. This is why it is important to work on training the staff in project management.

For a project manager, a combination of skills such as the ability to ask insightful questions, detect unstated assumptions and resolve conflicts, as well as more general management skills is of utmost importance. One of the key things for a project manager to recognize are the potential risks directly connected to the impact of a project's success. The likelihood of a particular risk to occur must be measured during the duration of the project, especially if the potential risk is directly connected to the impact of a project's success. Potential risks include miscommunication with project partners or within the project team; punching deadlines for project activities; scope creep, unplanned costs etc. Risks arise from uncertainty, and the successful project manager is the one who focuses on this throughout the project. A good project manager can lessen risk significantly, often by adhering to a policy of open communication, ensuring every significant participant has an opportunity to express opinions and concerns as well as by following the pre-designed timeline of activities and duties within the project. Overall, a project manager is responsible for making decisions, both large and small and one of his or her primary tasks is to communicate effectively with the stakeholders on all levels.

Some of proposed activities for an apprentice to take part in are as follows:

- **Reading and understanding contractual obligations of project contracts**

Project contract is the basis for all that is to be done in the scope of the project. Relations among partners, obligations, terms and conditions are all laid out in the contract. Before continuing to the project implementation it is important to carefully read and understand the contract of the project. In that way any potential misunderstandings will be avoided and the obligations of each partner will be defined clearly. Understanding specific areas regulated by the contract helps an apprentice to get an idea of how relations between different organisations, as well as organisations and donors are regulated. This is a good first step towards understanding the project scope and project management processes.

**Proposed task:** Give the apprentice the contract of one of your existing or past projects and ask him/her to detect reporting period deadlines, the total amount of the grant, the amount of the grant aimed for each partner and which obligation each partner has. Explain how specific provisions in the contract translate to practical arrangements and project plan. Explain the difference between the contract between different partners and the contract with the project donor.

- **Make a timeline of project activities – project implementation plan**

In order for a project to be successfully implemented it is necessary to make a detailed plan of the project activities, monitor the plan regularly and introduce changes if necessary throughout the project scope. The first step is to make a timeline in which the activities will take place. Usually it is done by chronological order of the activities with marking the beginning and end of every activity. That way, the timeline will be clear and understandable to anyone who is a part of the project implementation process.

**Proposed task:** Give the apprentice one of your organisation's project proposals and ask him/her to list all the activities in the Excel sheet by chronological order. You can use existing templates or calendar tools you use for planning the project timeline. Explain how a timeline of project activities is made and the dependencies between different types of activities.

- **Simple tasks involving narrative and financial reporting**

The key for a successful project implementation is for deadlines for each activity to be met. The reporting periods are determined in advance and can be found in the contract of the project. In most cases, a good practice is to write the dedicated segment of a report after each activity finishes. That way there is no risk that something will be left out or forgotten. Whether it is narrative or financial reporting, it is important to track every aspect of the activity implementation and record it in dedicated project folders (physical as well as virtual). That way, when the reporting period starts, most of the elements needed will be already archived and prepared.

**Proposed task:** Ask the apprentice to read examples of narrative reports on some of the activities your organisation has conducted. Special attention should be paid to the number and profile of participants, the venue, methodology used when conducting the activity and the aim of the activity. As an exercise, can ask the apprentice to create a short report of an activity that just took place in your organisation as well. It is important that you get an apprentice acquainted with existing administrative procedures you use, and explain the role of project manager and the rest of the team in the reporting process. Explain the difference between financial and narrative reporting.

- **Introduction to evaluation**

Evaluation is an important process ensuring and/or improving the quality of the project results as well as processes. If prepared and implemented correctly, it will show whether the aims and objectives of the project were achieved. When conducting the evaluation it is important to determine what, why and how is being evaluated. All those questions are a part of the evaluation design.

**Proposed task:** Provide the apprentice with some of your previous evaluation questionnaires and ask them to analyse the results. Was an activity successful? On which basis? Include an apprentice in an evaluation meeting after an activity has been

concluded and explain the evaluation process you use as well as its importance in the context of project management.

- **Write a draft of a project proposal**

The process of project proposal development varies according to the project call and donor. Some proposals require more details and are complex and some can be simpler with less information to provide. When developing the project proposal it is important for the narrative and financial aspects to be coordinated. Also, it is important to understand the connection between the project and proposal goals and proposed activities. Additionally, it is important to recognize how strategic plans and project goals are interrelated. Otherwise, there is a great risk the project will not be successful.

**Proposed task:** Provide the apprentice with an existing simple project proposal form and explain the different elements of a project proposal, and how it relates to a call for proposals and pertaining strategic documents. If possible, involve an apprentice in a project/proposal development meeting.

- **Project coordination meeting**

Teamwork is essential for every project to be successful. One of the project manager's tasks is to coordinate the team and make sure that every activity is implemented in time and in accordance with the plan. Project coordination meetings are of utmost importance to be organized on a regular basis and the project manager is responsible for its coordination.

**Proposed task:** Include the apprentice in one of your project coordination meetings and ask him/her to keep the minutes. When the meeting is over ask him/her to list the obligations of every team member. This should include the task description, deadline and methodology.

# Communication/PR Officer

A communication/PR officer in civil society organisations is dedicated to a wide variety of tasks, ranging from social media promotion and newsletters to organizing press conferences and planning communicational strategies. Smaller civil society organisations often cannot afford to employ one person solely dedicated to these tasks - usually that person also has other responsibilities in an organisation. However, some larger organisations have recognized this function as very important and encourage specialization within their members and employees. A marketing and PR expert needs to gain mastery and technical knowledge in many areas, from design to public speaking. As any other specializations, this one is also best learned by continuous practice and exposure to various tasks. This is why it is important for the apprentice to have a chance to see how different segments of this work are done - from social media, content management system and videos, to preparing a press release or organizing a press conference.

For an apprentice it is important to see what kind of technical knowledge is necessary and how to learn it, but also to understand why attention to detail and critical thinking is important for producing quality content. It is also important that an apprentice understands a specific context of civil society organisations and the stakeholders and audiences that need to be addressed, as well as a specific way of conveying messages and communicating values of an organisation. Communication skills and promoting activities are often one of the weakest areas for many civil society organisations, who face challenges when it comes to communicating their message effectively and to a larger audience.

Some of proposed activities for an apprentice to take part in are as follows:

- **Drafting a communication plan (for a specific event, for one week or longer)**

Communication plans for specific activities or events are made in advance and very useful to ensure the quality and reach of the activities. They are often also required in specific projects (as donor/call requirements). When it comes to activities important for the mission of an organisation, having a sound communication plan can make a difference between a successful advocacy campaign and a PR disaster.

A good communication plan does not have to go into much detail. Its important elements are the following: who (the sender), what (the content of the message), how (the channel of communication), when (the schedule), and to whom (the receiver). The plan can contain the analysis of potential risks (e.g. newsletter goes to a spam folder) as well as a follow-up plan (sending repeated messages, or scheduling additional reminders).

**Proposed task:** When organizing an activity or event (workshop, conference, PR...) include the apprentice in the planning process and explain the difference between the form and contents of the message and different channels used. Show the apprentice an example of a finished communication plan for an activity.

- **Draft a press release**

PR is an important communication channel that can be used for promoting different

activities, books, events, advocacy campaigns, public reactions etc. Depending on the purpose of a press release, people involved in delivering it are those directly involved in an activity. For example, when doing an advocacy campaign, the person drafting a press release or giving relevant information will often be an advocacy officer. For project activities, it will often be a project manager responsible for the project. The key skills required for the job are general literacy, proofreading, communication and cooperation with others, knowing how to frame a message in a concise way, attention to detail and good knowledge of the audiences and channels through which the message is delivered.

**Proposed task:** Involve an apprentice in the process of drafting and publishing a press release - explain the importance of formatting the Press Release, a proper title and visual materials, press list and other important information. Stress the importance of collaboration with other team members and attention to detail to avoid mistakes or potential charges in case the message is not crafted with attention to a legal framework, accuracy and correctness of the information delivered.

- **Draft social media posts**

Social media activities have become a standard channel of communication among civil society organisations. Even though most people who use computers also use social media, delivering a message on behalf of an organisation is different from personal social media activities. It is important to have in mind a specific audience, organisation's reputation and the overall communication strategy. Not all communication channels are necessarily proper for a particular organisation.

**Proposed task:** Involve an apprentice in a process of publishing social media posts and explain its necessary elements: a call to action, proper channels, best time for publishing the post etc.

- **Draft a newsletter**

Newsletters are yet another popular channel of communication used to promote activities of civil society organisations and engage with their communities. The organisations that use newsletters usually send their email digest with the most important news about their advocacy campaigns, projects and other activities on a monthly basis. The followers usually subscribe to the newsletters via the organisation's website and the email addresses of readers can also be collected directly during the activities an organisation takes part in. The important aspects of drafting a newsletter are:

- Understanding the technical details of a platform used for newsletter dissemination
- Writing, editing and proofreading skills
- Knowing how to prepare visually compelling representation of content
- Knowing how to prioritize the most important information to communicate
- Conciseness and attention to detail
- Basic knowledge of data protection regulations

**Proposed activity:** Involve an apprentice in the process of drafting a newsletter. Show how to use a newsletter dissemination platform (if you use one), and highlight the most important elements to have in mind (which news will be picked, which photos or graphics will you use and why, how to take care of the user's privacy etc.).

- **Understand donor visibility requirements**

A communication/PR officer contributes to the production of various types of content including presentations, brochures, videos etc. As an organisation usually needs to include information about their donors on the materials, it is important to understand the visibility requirements (where to place a logo and/or disclaimer, which colours can be used etc.) and ensure that they are met for each product to be published.

**Proposed task:** Give an apprentice an example of a visibility requirement and show them the part of the project contracts defining the obligation of an organisation. After they read the requirements, give them an example of a finished product that meets the requirements.

- **Small tasks in analysing web and social media traffic**

Except for drafting social media posts and writing articles, a person responsible for the communication activities should also monitor and track the web traffic and analyse the impact of social media posts. Some donors even require to include the statistics such as number of readers for a particular article, number of likes on social media etc. This is why it is important to know how the web and social media traffic can be monitored and how to analyse it.

**Proposed activity:** show an apprentice how web traffic can be analysed and highlight the most important categories to be monitored (monthly visitors/bounce rate/unique visitors/visit duration/most popular pages/articles/sources of traffic). You can also show the apprentice how traffic on social media is analysed.

- **Presentation of information from reports and official documents (in oral or written form, using narrative and/or visual aids such as infographics, posters etc.)**

Being able to effectively communicate and present different types of information in a visually attractive manner is one of the key skills for a communication officer to have. *How you communicate* something is as important as *what you communicate*. If your message is not clear and understandable, your campaigns will have lower impact. There are various free tools to create infographics, posters etc. that can be used to present information in a compelling way. Often, an organisation will hire a designer to prepare materials for a specific project or a purpose, but there are also many situations where organisations do not have a budget or need to prepare materials ad hoc, without preparation. This is why it is essential to understand how to prepare visual materials that will be used during a campaign.

**Proposed activity:** show an apprentice how you prepare visual materials for a campaign and the tools you use. Involve an apprentice in the process of creating an infographic or a poster.

- **Using CMS**

All organisations which publish their content on a website use a Content Management System (e.g. WordPress). Using a content management system is one of the basic technical skills needed for successfully delivering content to wider audiences.

**Proposed task:** Show an apprentice the process of publishing content on the website

and explain what needs to be included when publishing a web article, page, or other content (visual materials, search engine optimisation, tags, visibility requirements, headings etc.)

- **Assisting in organisation of press conferences and other public events and understanding how to professionally communicate with media**

Except for creating and publishing various types of content, communication officers also contribute to organisation of public events and press conferences. Organizing a press conference includes inviting relevant media outlets, preparing a press release as well as answers to expected questions from the media. It usually requires a different setting and preparing the room in advance. The apprentices should understand the basic process of organizing a press event and what are the most important elements to prepare and take care of as well as how to professionally and efficiently communicate with the media.

***Proposed activity:*** If possible, involve an apprentice in a process of planning a press event (preparatory meetings, drafting a press release, inviting media, following up the media appearances etc.)

# Administrator/Office Manager

Administrator/Office Manager organizes and coordinates administration duties and office procedures and leads in creating and maintaining a pleasant work environment, and ensures high levels of organisational effectiveness, communication and safety. They are often overlooked in CSOs but their contribution to the overall organisation and functioning of any office is crucial. Office managers and administrative staff are the members of a CSO team who are the greatest multitaskers and have to have an insight in workloads and tasks of their colleagues as well as knowing where any document (paper or digital) is stored at any given time. The key skills for the administrative staff are organisational skills, attention to detail and communication skills. Also, it is important to differentiate between office managers, which is a common position in a wide variety of organisations (CSOs, private companies, foundations, public bodies), and general administration and finance staff. The specialisation for an office manager and administrator have many things in common but are different in terms of daily duties and obligations, depending on the size of an organisation. In some organisations, a different person is dedicated to office management, and different people work on general and project administration and finances. In smaller organisations, these functions (as well as all others) are overlapping. You can choose whether you will train an apprentice in general office management or project administration and finances, depending on your organisation structure and capacity. The proposed tasks and activities can be tailored depending on your capacity to train an apprentice in these areas.

Some of proposed activities for an apprentice to take part in are as follows:

- **Get acquainted with administrative procedures and archiving project, financial and office documentation (data protection, archiving office correspondence, travel orders, time sheets)**

Administrative procedures may look boring but they serve a greater purpose, ensuring that the organisation is keeping up with legal requirements and transparency. Administrative procedures are in most cases highly standardized and structured. In an ideal situation, when one person leaves the position of the office manager the person replacing them should have no problem picking up the work. Some of the common administrative procedures in all types of offices are managing the correspondence (incoming and outgoing mail), data protection procedures, travel orders etc. These procedures should be in line with the legal requirements in a country where an organisation is based, and should be updated regularly.

**Proposed activity:** Show the apprentice the filing system your organisation uses for organisational and project documents. If possible, give the apprentice a task to archive a piece of office correspondence, a receipt or a project report. Involve the apprentice in preparing a travel order and a time sheet and explain the role of different departments and team members in the administrative procedures.

- **Get acquainted with general organisational budget, types of cost**

Every employee and volunteer of an organisation should have some basic understanding of main types of cost which can occur during a project implementation. This will mitigate uncertainty and ensure a smooth project implementation. The basic

dichotomy is between eligible and ineligible costs. Eligible costs can be divided into different categories ex. salaries, subsistence allowances, subcontracting, rent etc. Also, another important distinction is between direct and indirect costs. 'Indirect costs' usually refer to the costs that are needed to ensure an organisation, programme or project is sustainable, but that are not easily attributable to specific projects. This may include programme support costs, which are often the costs associated with operating regional or country offices, as well as technical staff. Direct costs are directly related to project activities (for example, venue rent, catering etc.).

**Proposed activity:** Share the project financial guidelines with the apprentice and let them get acquainted with the eligibility criteria. If possible, include the apprentice in the process of procuring some project expense ex. office supplies and give them the task of deciding for every needed item if it fits the criteria of eligibility. Explain the difference between direct and indirect costs while analysing the expenses.

- **Support reporting process**

Administrator/Office Manager has access to some of the documents needed for narrative and financial reporting and is often collaborating with project managers on reporting and preparing the documentation for submission (ex. scanning, copying, organising folders).

**Proposed activity:** Include the apprentice in a reporting process of an ongoing project, go together through the contractual obligations of reporting, project budget and reporting forms and explain to them why reporting is important for justification of expenditures. If possible delegate a small portion of the reporting procedure, e.g. filling out a reporting form and organising documentation for one budget line.

- **Draft an official letter**

Drafting an official letter is the cornerstone of business communication. In CSOs it is used widely for communication with donors, stakeholders and vendors. Administrators Office Managers are often in charge of making sure that all external communication is unified and has the CSO memorandum, unique document number and that it is archived.

**Proposed activity:** Show an apprentice an example of official correspondence and involve the apprentice in drafting an official letter for an external partner and the accompanying e-mail. Provide the apprentice with the memorandum draft and a previous example of official letters as well as the archiving rules if they exist. Explain the basic rules of professional correspondence.

- **Communication with vendors, market research**

Procurement is an important part of project management and organisational management. It is often the job of the Administrator/Office Manager to follow the procurement procedures, inquire for offers from vendors or conduct market research on the most economical purchases. Office managers are often also responsible for booking the venues, arranging and coordinating relationships with subcontractors, suppliers and others.

**Proposed activity:** If possible let the apprentice do on-line market research for the procurement you have scheduled, or involve an apprentice in a procurement process.

Provide them with examples of previous market research and with the technical and budgetary information needed.

- **Provide support to team meetings (preparation, logistics, administration)**

Administrator/Office Manager is often the person responsible for keeping track and providing support to team meetings. This support may include preparation of meetings, setting up the room or virtual meetings, keeping track of minutes, systematizing minutes and sending them to meeting participants after the meeting.

**Proposed activity:** Have the apprentice participate in team meetings, provide them with the agenda of the meeting and ask them to keep minutes. Show the intern if your organisation uses some particular online tools for meetings. Have the apprentice sum up the minutes to be short and provide key information about deadlines, to do list and conclusions.

- **Reviewing/Preparing time sheets, calculating salary per hour and similar basic tasks related to financial and administrative routine**

Keeping a record of working hours of staff is not only an organisation or project requirement but also a legal one. Organisations often use time sheets as one person is often working on more projects simultaneously and their salary is being funded from more than one donor source. The process of reviewing the time sheets usually involves a project manager and people responsible for different activities in the project as well.

**Proposed activity:** Give the apprentice a timesheet form your organisation uses and instruct them to use it to track their internship hours and tasks. If possible, while including the apprentice in the reporting activities show him examples of timesheets of staff with different engagement in a certain project (full-time, part-time, hourly basis...) and explain the differences as well as how the cost of salary calculations are made for each case. You can also provide a sample of a time sheet to an apprentice and ask him/her to keep track of his/her activities using a timesheet for practice.

# Advocacy Officer

Advocacy involves arguing for a particular idea or supporting a cause on behalf of an institution or an organisation. Each non-profit organisation has a specific cause and mission, and its officers share a dedication and passion towards realizing it. An advocacy officer helps implement the organisation's policies and strategies, so s/he should be aware and educated of the job's scope and requirements as well as the expected outcomes. Advocacy work requires a capacity to build and maintain effective relationships both within and outside the organisation. Advocacy officer develops, organises and executes a wide range of activities to influence policy according to the scope of organisation. S/he will build policy capacity of offices and advice on project implementation. S/he will carry out policy analysis and the writing of position statements of our organisation. Being constantly aware of the legal frame on how to advocate issues of organisational importance is one of the priorities for the role of advocacy officer. Together with other staff members, the advocacy officer has an active role in networking, lobbying and representing the organisation in a wide range of policy issues at events, conventions and media opportunities. Communication officers and advocacy officers should closely cooperate as well as co-create communicational strategies for their respective organisations. Advocacy requires a specific set of skills and knowledge, as well as area-specific expertise and good knowledge of legal procedures and frameworks, and specific tools that can be used in policy work.

Advocacy officers are part of program staff of an organisation, and depending on the size and structure of an organisation, they can be focused on specific thematic areas or coordinate larger segments of the organisation's program. For example, an organisation can have different officers specialised in areas such as sustainable development, economic policy, worker's rights etc. depending on the scope of their program(s). Program coordinators usually coordinate teams with different expertise necessary for execution of the program's objectives. Depending on the capacity of an organization, mentors can choose whether they will introduce an apprentice with a daily work of an officer specialised in a certain area, or with a daily work of a program coordinator whose work usually involves a wider scope of work and activities, with a higher level of organisation/management work and external relations, and usually less time for desk research.

- **Draft a press release**

As well as for a Communication officer, press release is an important communication channel that can be used for promoting different organisational activities and goals in the form of public reaction. *(See more in the Communication officer section, you can use the same activities, with a focus on advocacy topics related to the mission of your organisation).*

- **Monitoring and understanding organisational goals and mission**

An advocacy officer has to have outstanding knowledge on organisational purposes and responsibilities as well as about national and international trends and challenges similar organisations are dealing with. Program coordinators usually proactively work on bringing the objectives of an organisation to life in their daily activities, but also work on developing the mission of an organisation and drafting and executing the overall strategy of an organisation.

**Proposed activity:** Provide an apprentice with the strategic documents of your organisation and its mission/vision statements. Demonstrate how daily activities in the organisation are related to the objectives stated in official documents.

- **Getting to know how the public consultations work**

*Who are the stakeholders?*

*Is it better to advocate for a certain goal alone or in collaboration with partner organisations?*

*How does public consultation on enactment look like?*

*Is it possible to monitor the process of public consultations?*

These are some of the questions you can focus on when working with an apprentice on this aspect of advocacy officer's work.

**Proposed activity:** Show an apprentice how public consultations are monitored. Explain in which ways organisations contribute to policy changes and explain how the process of involving in public consultations works in your organisation.

- **Understanding legal framework relevant to the mission of organisation**

Explore key legal acts which regulate freedom of speech, freedom of media, liability for administrative and criminal offences and all other acts specifically important for the scope of organisational goals which you'll advocate for.

**Proposed activity:** Provide an apprentice with an overview of the key legal frameworks and documents relevant to the mission of your organisation. You can give an apprentice a list of legal sources or articles to consult. Alternatively, you can provide some examples of your previous policy initiatives in a form of reports, web articles etc. You can ask an apprentice to summarize the key findings.

- **Understanding process for the enactment of laws, understanding key actors in decision-making process on a local, national and EU level**

For easier understanding the scope of possibilities to advocate for it is very valuable to research how decision-making works on different levels. An apprentice can explore the general acts, recommendations on a particular policy topic or guidelines local, national or international organisations published. This represents a useful tool for "pushing" local or national governments to be respectful towards obligations countries adopted. Also, for a successful advocacy, understanding different levels of governance and decision making processes is crucial.

**Proposed activity:** explain to an apprentice the process of how laws and policies are created and how decision-making processes on a national or local level works. You can use a particular example of a law important for your organisation. Explain the role of civil society in public policy. One potential option is to send an apprentice as an observer to parliamentary or local committees discussing laws in the procedure.

- **Support advocacy research**

Since advocacy stands for being a constant "watchdog" on what is happening in your local community or on a national or international level when it comes to issues related to mission of your organisation, you may be very creative when thinking about sources for gaining new information (policy papers, news, professional articles, exhibitions,

study visits, interviews, researches).

**Proposed activity:** Involve an apprentice in advocacy research. Provide a list of eligible sources you use when researching a topic. Encourage an apprentice to find new potential sources for advocacy research.

- **Learning how laws work in practice in the advocacy field**

Sometimes, when it comes to regulating the topic important to the mission of an organisation, the legal framework seems excellent but it does not work in practice. This is also an area in which an advocacy officer has duty to monitor and sometimes react to. Creating recommendations or operational plans are also options for a public reaction and one of the ways to get institutionalized rights, obligations and responsibilities accomplished in the real world.

**Proposed activity:** Introduce an apprentice to the public bodies and institutions in charge of monitoring the implementation of laws and policies. Explain how adherence to laws is controlled and sanctioned, and how to react when institutions are not properly functioning. It is best to provide a practical example or a case study relevant to your field.

- **Draft a position paper**

Position paper is a formal, usually detailed written statement, especially regarding a single issue, that articulates a position, viewpoint, or policy. Many organisations do not produce position papers on a regular basis, but rather choose different forms of expressing opinions such as short press releases, or longer reports, articles or studies on a particular topic. The key is to understand the structure of a position paper and what makes it specific as a format, and which role it serves in a civil society organisation.

**Proposed activity:** Show an apprentice an example of a successful position paper and ask her or him to analyse its key components. Ask an apprentice to compare a position paper with a report or research paper.

# Trainer/Educator

Trainers or educators in CSOs are subject experts who design, develop, and deliver educational material on a particular topic, for a particular audience, using a range of methods and platforms. They create course material, lesson plans, and curricula, conduct research and fieldwork, engage and communicate with students, and also attend interviews, conferences, and meetings. They can work in various settings. Some civil society organisations are primarily dedicated to providing educational activities/educational programs, and some have an educational program as a segment of their overall portfolio. Consequently, a role of a trainer can include a variety of responsibilities. Sometimes, trainers are responsible only for creating and presenting educational programs, and more often than not, they need to assist in other preparatory activities and logistics as well. Some organisations hire external trainers to hold workshops and other educational activities. In most cases, trainer's responsibilities include developing course material and curricula, inspiring meaningful discussions, attending conferences, doing research about newest developments in their field as well as teaching methods, consulting with other teachers and professionals in the field.

- **Support training planning and draft a training timetable**

Each training session or a workshop requires planning and preparation activities. Trainers and educators need to be able to assess how long an activity will last, who will be involved, what kind of venue is appropriate for training, resources needed etc. A good training plan will include a realistic timetable and an agenda, as well as other necessary details.

**Proposed activity:** Give an apprentice an example of a training session or workshop held by your organisation. Explain how you assess the realistic time span of each activity and involve an apprentice in the planning process. Show an apprentice standard planning procedures you use.

- **Practice moderation skills**

Trainers and educators need to have excellent communication and moderation skills, required for a successful delivery of a workshop or a presentation. Some of the methods and formats that may be used include: tutorials, delivering lectures, presentations, seminars and workshops. A successful educator needs to know how to present information in an appropriate format, adjusted to specific target groups, having in mind demographic, group sizes and other elements.

**Proposed activity:** If possible, involve an apprentice in a presentation or a workshop you are holding, as well as in the preparatory activities. Explain which are the important elements to keep in mind during a presentation, and how do you adjust the topic, scope and format depending on different audiences (children, adults, experts etc.).

- **Research and practice non-formal education methodology**

Most educational activities of CSOs take place in non-formal environments, which means that non-formal methodology is usually the most appropriate. As audiences, technology and expectations change, innovation in terms of methodology becomes increasingly important. Nowadays it is harder to catch the attention of an audience

due to change in habits and challenges introduced by new technologies. This is why it is important to be flexible in terms of teaching methodology and introduce different visual, technological and cooperation techniques to engage participants in activities and facilitate their learning process in the most effective way possible.

**Proposed activity:** Show an apprentice a list of different training methodologies he or she can use, and eligible sources for researching new methods of teaching. Ask an apprentice to propose an adequate method of teaching depending on different audiences and topics.

- **Participating in training opportunities**

Attending and participating in meetings, conferences, and other events in and outside of the organisation are useful not only for those who participate but for the organisation as a whole. It is recommended that a trainer/educator regularly looks out for different training opportunities, seminars or certain education workshops or conferences focused on issues relevant for organisation.

**Proposed activity:** If possible, send an apprentice to a conference or a training opportunity relevant to your field and type of activities you take part in.

- **Prepare materials for workshops and presentations**

One of the essential preparatory activities for trainers and educators is production of materials for lectures and workshops. This usually includes creating a presentation or a synopsis of the lecture, preparing exercises for the participants as well as materials they will use (handouts, exercise sheets, tools, reading or audiovisual materials etc.), presentation slides, posters etc. This is an excellent opportunity for refreshing and strengthening knowledge on a particular topic.

**Proposed activity:** involve an apprentice in a preparation of a workshop or presentation. Show an apprentice which tools do you use and give an opportunity to assist you in small preparatory tasks.

- **Draft a call for participants, an info pack and evaluation forms for a training**

A call for participants is a good starting point to summarize the key goals and contents of a training opportunity, to identify an audience and reach out to potential participants. An info pack includes all necessary logistical information as well as an agenda of an activity and it is usually provided to participants after their participation has been confirmed and before an activity takes place. After an activity is completed, participants are often asked to fill in evaluation forms. These forms are prepared in advance and identify the key indicators which will be monitored and present an effective quality assurance method.

**Proposed activity:** Involve an apprentice in the process of preparing a call for participants, an info pack or an evaluation form for a certain activity, or show an apprentice existing materials from a previous event and explain how the process works.

- **Communication with participants and evaluation**

Clear and timely communication with participants of a training opportunity is important throughout an activity to avoid misunderstanding and other potential issues. It

is important to be concise, precise and consistent throughout all communication channels and respond to participant's questions before an activity takes place, as well as throughout and after the activity. Also, follow-up is important for ensuring that the learning outcomes are met and to facilitate further learning, as well for evaluation and improvement for future events.

***Proposed activity:*** Show an apprentice how professional and clear communication with participants looks like and explain your communication process, plan, channels and methods.

# MODULE 3 : Challenge Your Skills

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After the job shadowing module, where the apprentices are actively observing the mentor, the apprentices will be given a chance to do small tasks on their own, to get practical insights and a sense of ownership and confidence.

The tasks should be customized depending on different roles/specializations. For example, for a person who was mentored by a communication manager, drafting a press release or a social media post are some suitable options. A person who is training for an advocacy officer may be tasked with writing a position paper or analysing policy proposals. The type and number of tasks the apprentice will take part in is for the mentor to decide, depending on the interests of the apprentice and activities currently going on in an organisation. For example, if you are currently organizing an event, an apprentice can be tasked with one small part of the planning process.

Here are some general examples of the types of tasks the apprentice can take part in:

- **Write a draft of a project proposal**

For project managers and program officers, writing project proposals is a regular activity for ensuring future resources for new and existing activities. The apprentices specialising for these positions, one of the most useful tasks is to write a short draft of a project proposal, or assist in writing a project proposal during a fundraising activity in an organisation. Depending on the specific situation in your CSO, you can either use a basic template for a project proposal which can be found in a supplement of this toolkit, or task the apprentice with writing several sections of a real project proposal. Either way, the proposal or specific sections of the proposal should not exceed 5-6 pages. The task should be challenging enough, but not too ambitious. Make sure to provide feedback to an apprentice after the task is completed.

- **Draft a press release**

The apprenticeship specializing for communication officers or program coordinators, drafting a press release is an important activity that requires both skills and knowledge. Depending on the specialization, the apprentice can be tasked with writing a press release for an event or activity, as well as a public reaction pertaining to specific program activities. You should provide an apprentice with basic guidelines and you can either use your existing press release templates or an example of a template available in the supplement of this toolkit. Be sure to be specific regarding the press release topic and basic information that needs to be included. Provide an apprentice with examples of previous press releases from your organisation. Emphasize the importance of teamwork when drafting a press release and encourage them to ask for questions, thoughts and advice from the CSO staff. Make sure to provide feedback to an apprentice after the task is completed.

- **Support a preparation and/or implementation of a CSO activity**

Preparing or assisting in preparation of activities can be a part of each specialization, especially for trainers/educators and office administrators. Some of the activities an apprentice can take part in when preparing an event are: creating a registration form

for the event, keeping track of people who RSVP-ed to the invitations to the event, assisting with catering delivery, taking care of technical equipment, briefing the panellists, taking care of the participants and participant registration, making sure that donor's visibility requirements are met, taking care of the signature lists etc. Use your existing event checklists, templates and procedures and make sure that an apprentice is acquainted with these documents and include an apprentice to all event preparation and evaluation meetings. Make sure to provide feedback to an apprentice after the task is completed.

- **Draft a position paper**

An apprentice specializing for program positions will benefit from learning how to draft a position paper on a specific topic relevant to the mission of your organisation. This is an opportunity to introduce an apprentice to the particular area of expertise of your organisation and requires critical and research skills. Agree on a specific relevant topic with an apprentice (depending on the needs of your organisation and his/hers interests) and provide an apprentice with basic guidelines on how to draft a position paper. You can use a template available in the supplement of this document. Be sure to show an example of an existing position paper to an apprentice. Introduce an apprentice with appropriate sources he or she can use while doing a research on the topic. If the task is successful and if this fits your publishing policy, a good practice would be to publish the position paper under the name of an apprentice as an encouragement. Also, you can introduce an apprentice to the editing process and show them how the paper is prepared for publishing.

- **Drafting a training proposal**

The apprentices who are interested in being trainers/educators will benefit from an opportunity to prepare an agenda and proposal for a training session or activity (workshops, webinars, study visits etc.). This will enable them to understand which are the basic elements to have in mind, and to practice their organisational skills. It is also an opportunity for them to practice creativity and understand different methodologies that can be used in practice. You can use a training proposal template available in the supplement of this toolkit, or use your own existing templates and examples. Make sure to provide feedback to an apprentice after the task is completed.

- **Create/propose a budget for a simple activity (e.g. event or a conference) after doing market research (prices for accommodation, travel etc.)**

A cost-effective and realistic budget is a very important part of the project's success. Careful planning and anticipating each possible cost that might be needed for the implementation of an activity or a project can determine the overall impact of the project. This is a task that is especially relevant for office administrators and project managers in your organisation. Before proposing a simple budget, you can ask the apprentice to try and imagine all the steps required to undertake the activity they have planned. Provide an apprentice with a simple budget table (ex. with main budget categories: salaries, subsistence and travel, subcontracting, equipment, other direct costs) and write down all the items he can think of that will be needed to implement the activity. Advise him/her to research the market prices by on-line research and provide feedback on the budget they proposed.

# MODULE 4 : Do Your Own Thing

The final module of the apprenticeship gives an apprentice the chance to demonstrate what they learn and to give them the confidence and a sense of ownership over their work. The apprentice will be given an opportunity to do an activity on his/her own and to show the team in an organisation where they are involved in an apprenticeship to their capabilities. Depending on the profile of the organisation, interests of an apprentice and their field of specialization, the final phase of the apprenticeship can be done in a wide variety of ways. The apprentices can show their own initiative or can get inspired by the mentor or a team.

The mentors can offer the apprentice some of the following options (among many others that are possible):

- **Organise an in-house presentation of a project proposal**

For the apprentices specializing in project and program management, writing a short project proposal for an existing or hypothetical project is an excellent opportunity to practice many skills they have acquired: teamwork, critical thinking, understanding a mission and a vision, project terminology, the role of civil society organisations etc. The apprentice can use a template for an existing project and develop his/her idea in accordance with the organisation's mission. Due to limited time and to ensure proper focus and understanding of each section of the proposal, it is recommended to use a simple format of proposal an apprentice can fill in. He/she should consult with other people in the team to get inspiration, or receive feedback or orientation while writing a proposal. The proposal should include all or some of the following elements:

- Project title
- Applicable call/calls (local, national, EU or other level call for applications. If a project is hypothetical, the apprentice can offer some existing examples of project calls that fit in the description of project).
- Pitch/Description of the project
- Activities
- Indicators (and how to measure them)
- Impact, Dissemination and Follow-up
- Key budget elements (this does not need to be developed in detail)
- Evaluation

After the project proposal has been finished, the apprentice will 'pitch' a proposal to the team.

- **Organise an in-house presentation of a position paper**

An apprentice specializing for program positions can demonstrate his/her knowledge on a specific program topic, as well as the mission of the organisation and its positioning by writing a position paper and presenting it to the team or program staff. This is an excellent opportunity to get feedback and practice communication skills. The main elements of a position paper are an Introduction, identifying the issue, a discussion providing arguments for the author's/organisation's position and a conclusion summarizing the key points and providing possible solutions or

recommendations. An apprentice can also prepare a paper in a format of an article published on the organisation's website.

- **Organise a public event/Support organisation of a public event**

Organising events such as workshops, conferences, meetings etc. includes various program activities such as:

- setting the agenda and designing a program
- communicating with presenters,
- preparing talks and materials
- promoting the event
- ...and other activities.

Also, event organisation includes logistic tasks such as:

- booking the venue,
- organizing travel, accommodation and meals
- renting equipment and ensuring that technical requirements are met
- communication with the participants
- participants' registration,
- ...and many other tasks.

Depending on the specialization of an apprentice as well as the size of the event (organizing a meeting or a small community action such as cleaning a public space is less demanding than organising a conference for hundreds of people), an apprentice can organise an event independently (in cases of small meetings or community actions), or support organisation of an event (e.g. a conference) in a way that he/she is responsible for one aspect of the event (for example, participant registration, event promotion on social media, a small networking event etc.).

- **Sky's the limit: create something new**

There are many different activities an apprentice can organize or prepare, including policy paper analysis, organizing protests, community actions or art interventions, designing a booklet or a poster, recording a short video etc. The choice of a task should correspond with specialization, skills and wishes of an apprentice as well as the needs and mission of the organisation. It is recommended that you encourage an apprentice to be creative and think about a project he/she wants to do, but have in mind the time and resources available for its completion.

# EVALUATION

The evaluation procedures are very important for ensuring the quality of the pilot implementation of the Apprenticeship Model. As the program will be implemented for the first time, the national project coordinators (PiNA, YIHR, National Managements School) need to closely monitor all stages of the apprenticeship process to be able to adapt the model in future iterations.

The program will be evaluated by the mentors and by the apprentices in the beginning of the program and after the program has finished. The key indicators that will be monitored and evaluated will focus on determining whether the apprentices have achieved the learning outcomes in terms of specific knowledge, skills, and attitudes. Their initial expectations will be measured as well. The same will be done for the mentors, especially since one of the goals of the program is to develop mentoring skills.

The national project coordinators will collect and analyze information about a program's activities, characteristics, and outcomes using the evaluation forms for mentors and apprentices, as well as through email and phone correspondence and through testimonials from the apprentices. After analysing the evaluation results in an evaluation meeting after the first round of apprenticeships has concluded, they will make a conclusion about program effectiveness and propose ways it can be improved in the next round. All evaluation forms can be found in the Toolkit for Mentors.

## **Mentors:**

- Fill-in an initial self-evaluation form during a training for mentors
- Fill-in an evaluation form after the mentorship has concluded
- Continually evaluate work of apprentices during the program
- Provide feedback to the apprentices after they finish the program
- Fill in a self-evaluation program after the mentorship has concluded

## **Apprentices:**

- Provide information on their expectations from the program within the application form
- Fill-in an initial self-evaluation form during a first day of the apprenticeship program
- Fill in a self-evaluation program after they finish the program
- Provide a narrative testimonial about their experiences after they finish the program

## **The national project coordinators:**

- Collect responses (evaluation forms) from mentors and apprentices
- Analyse the responses and draw conclusion about the program effectiveness
- Propose changes for the future implementations of the program

\* *All templates and evaluation forms are available in the supplement of this toolkit.*



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