

Self-assessment tools for Icehearts Europe





SELF-ASSESSMENT TOOLS

The check list is based on Digennaro et al. (2019), Icehearts Europe [Situation Analysis and Needs Assessment \(SANA\)](#), and Icehearts Europe implementation Guide.

The following checklist is intended to provide a self-assessment tool that will guide the respondent in a process of analysis of the capacity of the implementing organisation to develop the Icehearts Europe model aiming at preventing social exclusion, promoting health and mental well-being through an active lifestyle, and improving the psychosocial skills of vulnerable children and adolescents.

Two versions of this tool are available: one designed for implementing organisations and the other for mentors.

It is recommended for each implementing partner to complete at least 10 self-assessments engaging key people with different profiles from the organisations (such as 2 teachers, 2 mentors, 2 trainers, etc.)

FORM FOR IMPLEMENTING ORGANISATIONS

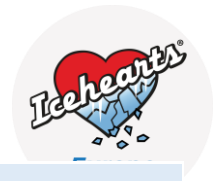


- Name of your organisation: _____
- Your role within the implementation activities: _____

“Developing Icehearts by understanding context - Focus on policy”

TOPIC	We don't do this at the moment: Score 1	We do this in some way: Score 2	We do this quite well: Score 3	We do this very well: Score 4
1 In the implementation of the pilot activities we have developed a clear long term organizational strategic vision for what concerns the protection of children's mental and physical wellbeing.				
2 In the implementation of the pilot activities we have developed a clear short to medium direction that guides our work.				
3 We considered the significant external challenges facing us and the potential opportunities open to us.				
4 We are planning to continue the activity after the conclusion of the pilot test.				
5 We know who our active and key members and stakeholders are, including possibly under-represented groups.				
6 We involve and have plans in place to include both established stakeholders and underrepresented groups in decision making, by giving special attention to the needs of the vulnerable children.				
7				





We ensure that our implementation activities are equally accessible by all social groups, according to the inclusion criteria				
8 We are aware of governmental social support schemes available for vulnerable children and their families and help them to build their economic safety net.				
9 We ensure that children from migrant background integrate at best in the Icehearts Europe context				



“Developing Icehearts by building capacity - Focus on people”

TOPIC	We don't do this at the moment: Score 1	We do this in some way: Score 2	We do this quite well: Score 3	We do this very well: Score 4
1 We establish clear roles and responsibilities for the staff				
2 We facilitate organisational learning and personal development.				
3 We create a positive working environment and ensure the wellbeing of organisation collaborators.				
4 We partner with local cultural and recreational organisations				
5 We collaborate with schools to make sure that children can safely commute between home and school				
6 We cooperate with social services, municipalities and other organisations to target youth in disadvantaged areas, with a specific focus on schools				



“Developing Icehearts mentorship through monitoring compliance - Focus on process”

TOPIC	We don't do this at the moment: Score 1	We do this in some way: Score 2	We do this quite well: Score 3	We do this very well: Score 4
1 We ensure open exchange and sharing of information and different views on the pilot activities with social support network and participants' families or legal guardians.				
2 We are ethically responsible and treat everyone fairly and equally.				
3 We know what the routine operational risks are in our implementation activities and how these are assessed and subsequently managed.				
4 We ensure children's right safeguarding according to the pillars offered by the <i>“UN Convention on the right of the child”</i> to respect for any programme aimed at involving children.				
5 We collaborate with teams of experts to provide support and advice, and together with the mentor, make the necessary decisions concerning the activities to be carried out or the more complex situations affecting the child.				
6 We are the main interlocutor, with which the involved institutions and community services interface within the implementation activities.				
7 We are aware that being a mentor might be demanding and burdensome, thus, it advises the mentors right from the start to take care of their own coping and to recover adequately.				

