

FACILITATORS' MAP

This map aims to guide step by step those who facilitate the **OPINEMOS** game. Within this map, you will find detailed instructions, examples, and practical recommendations for each of the phases of the game:

- Preparation
- Starting the Game
- Facilitation
- Questions by Theme
- Benchmark Revision and Voting
- Evidence Verification and Consensus Building
- Closing Dynamic
- Results analysis and Delivery



PREPARATION

1. Practice with the game and assign roles to the facilitation team. A contributing factor to effective facilitation lies in becoming familiar with the game dynamics and, consequently, participatory assessments. Read the materials accompanying the board and instructions, such as the Facilitator's Map and glossary; they will provide you with more elements to address questions or clarify technical aspects. A good practice is to have a trial session before the actual session, where the facilitation team plays the game. This way, you can identify the most suitable styles and options. Assign activities to each person in the facilitation team and ensure that both have the necessary elements to facilitate and capture information adequately.

2. Plan the session. From the beginning, establish clear and friendly communication with the organization to help build trust in the process. In this preliminary communication, guide the organization on the necessary elements for the session such as: objectives, characteristics, participant profiles, space requirements, and materials.

IMPORTANT: Send the organization the "Evidence Document" and request them to send in advance the evidence they have. Allocate time before the session to review the products sent and make annotations; this review will streamline the game, as you will have a clearer notion of the processes where specific products are available and you will be able to focus on how the organization uses them. In the same "Evidence Document" you can record observations for each element, for example, if a product is presented, if the product is complete, if an update is required, or if an alternative product is presented for that evidence element.

3. Get to know the organization. Take some time to find out about the organization and its lines of work before the assessment session. You can do this with simple actions such as familiarizing yourself with its mission, reviewing its website, and checking its social media platforms.



4. Prepare the space. The physical environment matters. We recommend the game venue is private, with at least two tables (one per team), chairs for all participants, and a space for the person capturing information to work comfortably. On the day of the session, arrive at least 15 minutes before the appointed time. Distribute the game materials for each of the teams. Optionally, you can distribute labels for participants to write their names on to make it easier for you to identify them during the session.

STARTING THE GAME

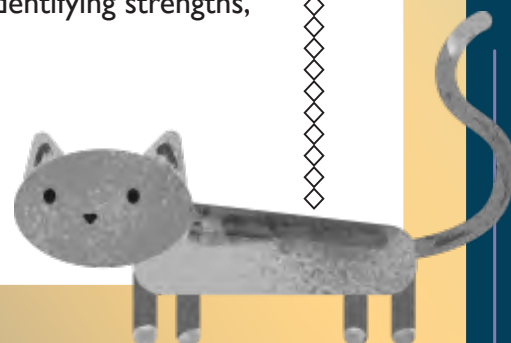
1. Invite people to introduce themselves. Start the session with an introduction round where each participant says their full name, their position within the organization, and an interesting fact. You can start yourself to set an example. Following this introduction, it is recommended to establish Agreements that promote active listening and mutual respect.

2. Explain the game dynamics. Take the Participant Instructions and read aloud from the “Introduction” section. This will cover the objectives of the game, team creation, how to move around the board, and how to answer questions by theme. Stop just before the section “BONUS Door”:

INTRODUCTION

OPINEMOS is a game developed by FHI 360 within the Resilient Society Program (RSA) as a tool for conducting participatory assessments with civil society organizations (CSOs) in a more agile way, creating a space of trust and opening opportunities for honest conversations that contribute to capacity development processes focused on organizational needs. The game adapts the Organizational Performance Index (OPI) developed by PACT, which has been globally used since 2015 to measure improvements in organizational performance under standardized indicators from the United States Agency for International Development (USAID). Specifically, **OPINEMOS** takes up the latest version of OPI, released by PACT in 2023, which incorporates a new domain focused on resilience.

The goal of the game is to explore how civil society organizations currently operate in different thematic areas, considering existing processes and practices of different areas and/or teams that make up the organization. This game allows for a detailed understanding of the organization, identifying strengths, challenges, opportunities, and strengthening priorities.



START THE GAME

People who guide the game will form the facilitation team, while the participating individuals from the organization will form two teams with personnel from different areas. Each of the participant teams will choose a name and will have a few minutes to explore the game materials: board, instructions, and benchmarks. Considering the board will guide the teams in a linear journey through 10 themes (identified with colors), teams will strategize about the themes they find most convenient to answer.

To start, each team will roll the die. The team with the highest number will choose whether to start with the first theme “Results” or yield their place to the opposing team and answer questions from the second theme “Standards.”

The team that starts the game will move through the squares in the order set on the board and will try to answer the question of each square within a maximum of two minutes. For each correct answer, the team in turn will earn 10 points. The opposing team will have the opportunity to complement the information to earn 5 points or answer the complete question if the team in turn does not know the answer and thus “steal” the 10 points. The facilitation team will use the point control card to keep a record of the points accumulated by each team.

After the question squares of a theme, the teams will reach a BONUS Door that will allow them to move on to the next theme. At the BONUS Door, the team that has accumulated the most points will win a BONUS card.

FACILITATION

1. Create a safe space. The essence of the diagnosis is to build a space of trust and security so that participants can share their knowledge about institutional processes. Avoid making judgments and conclusions that intimidate those who participate. Foster an attitude of respect, validation of the plurality of opinions, and viewpoints for consensus building.

2. Maintain a brisk pace. Encourage active participation from group members and utilize the competitive dynamic to alternate the use of the floor. In the question section, remind teams that they can complement answers to earn additional points. Effectively manage time by setting limits on speaking time to 2 minutes; in practice, this time is often exceeded. You can use a timekeeper such as a kitchen timer, stopwatch, or hourglass. However, you can provide flexibility when interventions provide very relevant information or when a reflective conversation is established between teams. Constantly read the group to detect fatigue or physical needs and provide short breaks to resume the conversation.

3. Capture detailed information. The person capturing information should record participants' responses and observations, both during the question phase and during conversations while reviewing benchmarks and evidence. It is recommended to take notes in a word processor or notebook and once the session concludes, organize the information thematically, including a summary of the processes the organization has, how the processes are currently applied, and observations about the evidence presented.

QUESTIONS BY THEME

1. Explain each theme to the teams. Once the teams roll the dice to determine who answers first, explain what this first theme entails. To explain this theme, and all others in the game, you can refer to this section of the Map. Depending on the participant group, you can choose to use the definition of the theme, illustrative examples, and/or references to key processes associated with that theme. Once you explain the theme, offer the floor to the team in turn to start answering the questions on the squares.

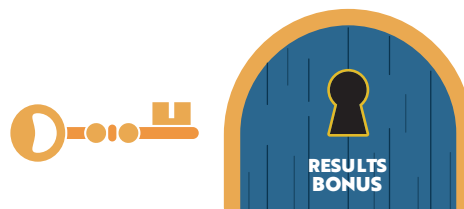
RESULTS THEME

Definition: Effective organizations measure and analyze long-term (outcome level) results to best serve their target population.

In other words: Imagine you baked cakes and want to know how they turned out. There are various factors to consider, right? Because it might look ugly but taste good or look nice but not be liked by those who taste it. Can you identify the factors to consider in determining if the cake turned out well? It could be the color, texture, presentation, or the rating given by those who tasted the cake. If you keep a record of these factors every time you bake a cake, you can determine how many of them turn out well, how many look nice, how many are liked by everyone who tries them, or how many meet all the options above. To keep track of these results and how many you achieve, you could define impact indicators (outcome indicators) in a plan and keep track of them, to later showcase your results in the field of baking. Note that the impact is not preparing the cake but what it generated for the person it was prepared for. For example, the impact the cake had on the 10-year-old girl was a feeling of joy and recognition.

This theme includes the following key processes:

- Define impact indicators (outcome level).
- Achieve impact goals (outcome level).
- Build an institutional Monitoring, Evaluation, Learning, and Accountability Plan.
- Evaluate data collection and analysis.



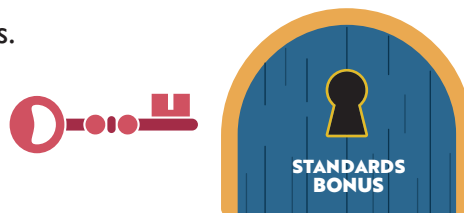
STANDARDS THEME

Definition: Effective organizations adopt and consistently implement best practices and improve standards over time.

In other words: Imagine you are part of an environmentally committed neighborhood committee. Your first activity is a clean-up campaign in the forest you proudly defend. After the success of your first campaign, you seek out new practices to preserve the environment. Then you discover there is a government policy on separating waste into organic, inorganic, and recyclable waste. These are waste management standards used in your city as well as in other cities. As the neighborhood committee, you deem it important to follow these guidelines and encourage your neighbors to adopt the said waste management policy. Over the years, your committee realizes it can advocate for new measures, such as creating an additional policy to utilize organic waste for compost and tree growth. As neighbors, you now aim to establish a new governmental policy to manage organic waste this way. In other words, you are promoting the creation and implementation of new standards for environmental conservation.

This theme includes the following key processes:

- Identifying relevant national and international standards.
- Developing technical standards as an organization.
- Applying relevant standards in your field of action.
- Establishing new national or international standards.



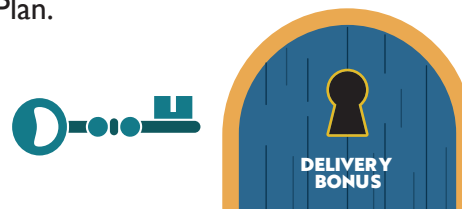
DELIVERY THEME

Definition: Efficient organizations develop, use, and update their work plans, budgets, and tracking systems related to program or project service delivery and analyze the cost-efficiency of services.

In other words: If you decide to build a house, you need to define a plan that includes all necessary activities, from buying materials to laying the roof. Similarly, you need to establish a budget to understand monthly expenses for materials, labor, transportation, etc. If it takes more than a year to build your house, adjustments may be needed along the way, perhaps extending the timeline, or substituting materials due to price increase. Planning and analyzing these elements will allow you to understand the construction progress step by step and the budget needed for each stage.

This theme includes the following key processes:

- Developing an institutional Work Plan.
- Defining a budget, a schedule, and responsibilities.
- Monitoring the progress of the institutional Work Plan.
- Analyzing operations and their costs.



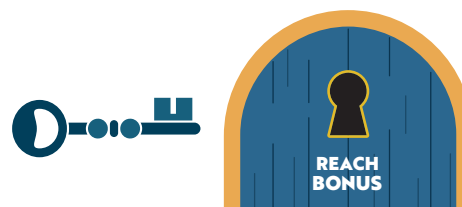
REACH THEME

Definition: Efficient organizations use resources to reach target populations with clearly articulated plans and, over time, expand the number of users and geographic areas that are served.

In other words: Imagine you have a popsicle cart, and every Friday, you give away popsicles to children and young people in your neighborhood. Do you have a plan that defines how many popsicles you need to prepare each week, what ingredients to buy, what preparation you need, how many popsicles to give to children, and how many to young people? With Excel or a similar tool, you can keep track of these activities, from buying ingredients to preparation and distribution. Over time, word spreads that you make delicious popsicles, and children from other neighborhoods start coming to ask for popsicles. Considering this achievement, would you consider giving away popsicles in other nearby neighborhoods? Perhaps you could also consider giving popsicles to adults now. Have you identified which new neighborhoods you could give popsicles to and who the recipients might be?

This theme includes the following key processes

- Identifying target populations.
- Gathering information about target populations.
- Developing an institutional Monitoring, Evaluation, Learning, and Accountability Plan.
- Achieving output-level goals.



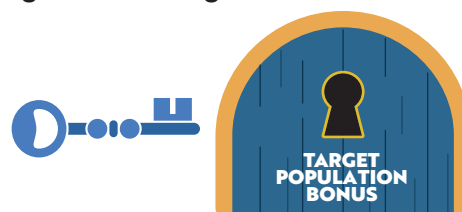
TARGET POPULATION THEME

Definition: Relevant organizations engage their stakeholders during the design and implementation of their programs and projects to ensure activities address actual needs of the target population.

In other words: The road to your house always floods, making it challenging to cross by vehicle. You decide to pave the road to reach your house, but it is a road that a significant portion of the community uses to reach their homes. Do you ask community members about the road and what they make out of your idea? It might be a good idea to ask them if they find the paved road useful, even inviting them to be part of the group deciding on the road's characteristics and how to build it.

This theme includes the following key processes:

- Convening target populations for project and activity planning sessions.
- Inclusion of target populations throughout the implementation of projects and activities.
- Allocation of resources for participatory planning in the organization's budget.



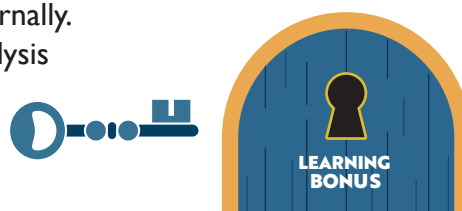
LEARNING THEME

Definition: Relevant organizations embrace and consistently implement learning as a key driver for change from within.

In other words: You are professional swimmers. To attend the Olympics, it's essential to practice every day, identify technical errors, and determine which styles can improve your time records. You might attend classes with professionals, review videos of your races, and keep a record of your times during training. Constantly detecting and analyzing this information allows you to make key decisions on improving your technique, on which styles to focus, and how to adjust your training plans to attend the Olympics and win.

This theme includes the following key processes:

- Analyzing achievements, challenges, and lessons from projects.
- Defining a process to analyze learning.
- Socializing lessons learned both internally and externally.
- Adapting institutional Work Plans based on the analysis of achievements, challenges, and lessons learned.



RESOURCES THEME

Definition: Sustainable organizations generate resources from multiple and diverse sources in a strategic manner.

In other words: Imagine adopting a puppy in your home. If you are the only ones to finance the puppy's care, the animal depends entirely on you. It may be necessary to devise a plan to find resources for the puppy's care. You can involve everyone in the house in the puppy's expenses or even friends and family. This way, you can have a clear record of how much money you have for the puppy and who contributes with what amount. The more people involved, the less the risk the puppy will face lacking the care it needs.

This theme includes the following key processes:

- Identifying resources required by the organization and possible sources of funding.
- Developing a Resource Mobilization Plan.
- Expanding sources of funding.
- Diversifying sources of funding.



SOCIAL CAPITAL THEME

Definition: Sustainable organizations understand and use the power of social capital, the relationships and connections in their communities that allow for successful projects that produce long-term results.

In other words: Imagine moving to a new building. Your community is quite vocal and likes to discuss and make decisions on public matters. You may participate only in building meetings, or you may also participate in neighborhood meetings or even meetings between different neighborhoods. What kind of role do you play in these spaces? Do you just listen, do you add to the agenda, or do you actively participate in organizing and leading the meetings?

This theme includes the following key processes: :

- Participating in local networks.
- Actively participating in regional and national networks.
- Leadership role within networks.
- Establishing alliances with other organizations and stakeholders.



ADAPTIVE THEME

Definition: Resilient organizations adapt to changes in the external environment while continuing to deliver quality projects and activities.

In other words: You work growing crops and one day your tractor breaks down. Instead of letting the season pass, you decide to adjust your plans to sow manually. You call your relatives and analyze the options you have. You manage to borrow a plow from a cousin and some oxen from a brother-in-law. With both, you manage to create the furrows that the tractor would have made, and you sow just on time. With the help of another cousin, you secure a loan and order the needed spare part of the tractor. These actions allow you to sow your land and harvest the vegetables you originally planned.

This theme includes the following key processes:

- Analyzing the external environment with a specific methodology.
- Facing structural changes.
- Including adaptation ideas in annual meetings, site visit reports, or similar.
- Adjusting Work Plans or developing Adaptation Plans.



INFLUENCE THEME

Definition: Resilient organizations affect the environment in which they operate by exerting influence through advocacy and/or negotiation activities.

In other words: Remember when you were kids and wanted your friends to come play at your house after school? Convincing your mom and your friends was important, but above all, it was essential to talk to your friends' moms. Sometimes, you even went along with your friend to negotiate. At an early age, you identified key actors, formed a working group, and defined a strategy to influence a decision important to you.

This theme includes the following key processes:

- Connecting with key actors to address emerging needs.
- Taking advocacy actions to address emerging needs.
- Participating in coordination networks, work groups, or similar spaces.
- Developing an Advocacy Strategy.



BENCHMARK REVISION AND VOTING

1. Explain what the BONUS Door entails. Once the teams reach the first BONUS Door, make sure to hand over the BONUS card to the team that has accumulated more points. Then, read aloud the following instructions:

To cross the door of the completed theme, participants need to review a benchmark with different levels of performance. We have two options for reading the benchmark, individually or aloud.

If you prefer individual reading: Take a minute to review the benchmark to then, individually and secretly, select the level you believe the organization is currently at.

If you prefer reading aloud: One person can read the levels of the benchmark so that we all have the same understanding of each level and its evidence. After the reading is complete, each participant will individually and secretly choose the level they believe the organization is currently at.

There are no right or wrong answers; the most important thing is to reflect your personal opinion. Use the cards numbered 1 to 4 to cast your individual vote. When I indicate, you must hold up the card you chose. Remember, it's an individual vote, regardless of which team you belong to.

It is important to consider the organization can only be placed at a level where it has all the listed evidence elements. That is, if level 3 includes elements A and B, for the organization to be placed at level 3, it must have elements A and B. If individual votes do not coincide at the same level, as the facilitation team, we will ask why you believe the organization is at one level or another, so that we can review your processes, the evidence you have, and reach an agreement on the level of performance you currently have.

2. Present the benchmarks by theme. While participants review the benchmarks, it is common for questions to arise about the descriptors and evidence elements. Below are explanations to present the benchmark for each theme and some suggestions for participants to reflect on the organization's performance levels.

Results benchmark

In this theme, your organization may be in initial planning stages, or you may already have outcome results in an institutional Monitoring and Evaluation Plan, that is, results which refer to the impact your activities, projects, or services have. Outcome indicators show the direct effect (behavioral changes) or expected results at the end of the implementation period. To achieve a performance level of 3 or 4, the organization must have an Excel

system or similar tool to track these indicators. It should be visible that the organization has reached 50% or more of these outcome-level results.

Standards benchmark

When reviewing this benchmark, reflect on the most relevant technical standards in your field of work. Do you comply with standards used by similar organizations? Are these standards national or international? If you have contributed to establishing new standards, how have you documented this?

Service Delivery benchmark

In this theme, it is important to review whether you have a written institutional Work Plan created or developed in the last two years. Based on the discussion questions, what percentage of the Work Plan activities have you completed? Do you have a report to verify this progress? How have you analyzed your costs—a simple analysis or a cost efficiency analysis?

Reach benchmark

The first aspect to consider is whether your organization has a written Monitoring and Evaluation Plan for projects project or at an institutional level. The second aspect is whether you have achieved goals related to specific activities or tasks. According to the discussion questions, do you have any documents where you record these activities? Finally, when collecting and analyzing data, do you have guidelines to verify compliance with data quality standards (e.g., consistency, accuracy in data recording, validation, timely data availability)? Where can we review your procedures for verifying data quality?

Target Population benchmark

In this theme, reflect on how you include your target population in your planning, whether you include them in the design stages or include them during activities and project implementation. If you have made changes based on participatory processes with the target population, where are these changes documented? Can you show minutes or photographic evidence of participatory planning meetings or participatory processes with your target population during project implementation?

Learning benchmark

In the Learning theme, the main distinction between performance levels relates to the formalization of a process to detect, analyze, and use information about achievements, challenges, and lessons learned. It's not the same to detect these elements as it is to constantly document them or use them to make institutional decisions. Identifying and reflecting on achievements and challenges is common among organizations, but we would like you to reflect on how you document these discussions and how you use that information to reframe your work.

Resources benchmark

In the Resources benchmark, there are two main elements to consider. The first one is whether you have a written Resource Mobilization Plan. The second element is whether

the organization has effectively diversified its sources of funding, that is, expanded its funding in a way that no single source represents more than 40% of the organization's total resources.

Social Capital benchmark

Performance levels in this theme are distinguished by participation in local or broader networks (whether regional or national) and the type of connections your organization establishes with stakeholders. The benchmark mentions actors such as other civil society organizations, government entities, and the private sector. These are not the only entities with which you can connect. Perhaps you have connections with academia or media which you consider relevant. What you need to consider is whether you have succeeded in establishing alliances with other sectors and how you have documented and followed up on those alliances.

Adaptive benchmark

In this theme, it is essential to review, on one hand, the tools or methodologies you use to analyze your context and, on the other hand, how you use this information. Do you include it in annual planning meetings, use it to adjust Work Plans, or create new plans to anticipate changes in the environment?

Influence benchmark

This theme invites you to reflect on how your organization, when facing sudden changes in the environment, has managed to coordinate with others to drive effective actions or processes to influence individuals or groups with decision-making power in matters of public interest or relevant to a group within society.

You might ask yourselves, for example, if the organization has managed to establish a coordination network with key civil society actors or other sectors to address an emerging issue; if you have promoted communication campaigns in public spaces or on the internet to shed light on an emerging issue; if you have initiated the creation of working groups with decision-making institutions in the face of an emerging problem; if you have organized awareness and/or training workshops for officials and other personnel in contact with your target population; or if you have undertaken actions to collectively influence the decisions of actors through the publication of information, complaint, public questioning, and lobbying, among other examples. What has been the impact of your advocacy actions to address sudden changes in the environment?

EVIDENCE VERIFICATION AND CONSENSUS BUILDING

I. Initiate a dialogue after the vote. A fundamental objective of **OPINEMOS** is for participants to reach an agreement on their performance level. In each vote, participants may choose different performance levels. After each vote, start a conversation where participants can listen to diverse opinions and reflect together. Ask the group about their reasons for choosing one level or another and remind them that the choice of performance level should

align with the evidence presented. In case of disagreement, directly ask one of them, “What led you to choose that level?”

2. Guide the group towards consensus building. Participants will likely reach an agreement on their own once one or more people answer the questions. You can ask follow-up questions based on participants’ responses, referring to the elements the organization has and delineating the exact points of difference. This practice will allow the person capturing information to interact with participants and record the name of each product presented as evidence. If any of the products presented by the organization deviate from the elements listed in the evidence, you should ask again whether the product or its equivalents indicated in the benchmark are available. If disagreement persists, you can read aloud the description of the highest level chosen by the participants and ask again about each element of the associated evidence. At this point, you can refer to the products sent by the organization prior to the session or ask the group if they can present additional processes or products to verify the existence of that evidence element.

3. Take note of the chosen performance level. When the organization confirms that it has all the evidence elements of the selected level, take note of the level number for this theme. If the organization lacks one or more elements of the selected level, invite them to consider a lower level and read aloud the descriptor of the suggested level. Then verify with the group the evidence of this new level and if they agree with this selection. If the organization placed itself at a lower level due to lack of evidence, highlight the organization’s good practices and indicate how they could reach a higher level by structuring and documenting their processes.

4. Explain how to move on to the next theme. When moving to the next theme, read the following instructions to the group:

Now it’s time to cross through the BONUS Door and move on to the next theme. The team in turn will answer the questions on the squares, and the opposing team will try to steal points. Once we finish with the questions, we’ll reach the next BONUS Door, where I’ll give the BONUS Card to the team with the most points, and to cross, we’ll review the corresponding benchmark. After we’ve covered those two themes, the teams will repeat the dynamics with the die to decide in what order they’ll answer the next two themes, and so on until they reach the goal. When they reach that square, the team that has collected the most BONUS Cards will win the game. Let’s move on to the next theme then!

CLOSING DYNAMIC

1. Count the points and announce the winning team. When teams reach the finish line, review the point control card to communicate to each team how many points

they accumulated. Then ask the teams to show you the BONUS cards they obtained. Announce that the team that has accumulated the most BONUS cards is the winner of the game. Congratulate the winning team and award a symbolic prize (it can be candy, chocolate, or a small gift).

2. Invite participants to assemble the puzzle. Invite the group to a closing activity to mark the end of the team division. Ask participants to gather the BONUS cards to discover the mysterious character hidden behind them. Once the group builds the figure, choose the closing idea that best fits the group's needs:

- A) Explain that each BONUS card symbolizes a fragment of the organization, an area, or a key process for the organization's operation or lines of work. Just as all pieces are needed to assemble the figure, the organization needs all its pieces to fulfill its mission.
- B) Refer to the Alebrije character, where everything expressed and shown by the team is important and together a symbol of resilience and adaptability to the environment.

The Alebrije

An alebrije has parts of animals and does not have a precise form in itself; each alebrije is different according to the creativity and cultural legacy of each artisan. It is usually a fantastic character made of wood, cardboard, or any material available. According to Paredes Navarrete in 'An Approach to the Creative Universe of Alebrije Makers' (2009), it is "a cultural construction of a metamorphic type, syncretic result derived from an imaginary based on various worldviews, remains of past cultures brought to the present, and influences from the current visual environment that has become an artistic piece with significant economic value as a complement to subsistence."

In the context of the OPINEMOS game, we make an analogy of this creature with civil society organizations and present it as a symbol of resilience and adaptability to the environment, where each individual part enriches a unique collectivity.



3. Create a space for reflection. Invite people to share their reflections based on participating in the game and assembling the puzzle together. You can pose some of these questions to the group:

- How did you feel during the game?

- What surprised you the most from what the teams shared?
- What would you say are the organization's priorities at the moment?
- What other reflections do you think are important to consider as a team?

After listening to the participants, conclude the dialogue by thanking them for their trust, openness, and participation.

4. Present the next steps and conclude the session. Read the following instructions to the participant group to conclude the session:

We have concluded the **OPINEMOS** game. We are pleased to have collectively reflected on so many processes of your organization. Now, we will take approximately one week to analyze all the information gathered during the game. We will note the performance levels chosen by you, but also all the evidence you sent us and all the details you shared about which processes you have established and how you implement them every day.

We would like to schedule a session with you to present the results of the participatory assessment we carried out through this game. In this session, we will present the results of each theme, the main findings, strengths, areas for improvement, and recommendations to strengthen and improve your performance.

RESULTS ANALYSIS AND DELIVERY

1. Analyze the information gathered. Use a word processor to record the responses and observations of the teams, from question answers to reflections on benchmarks and performance levels. Gather all the facilitating team notes first and then organize the information by theme. For each theme section, consider including:

- Chosen performance level.
- General observations about the theme.
- Summary of the processes the organization has.
- Observations on the products presented as evidence to support the chosen performance level.
- Explanation of how the organization applies these processes and/or products.

2. Verify the evidence presented. Open a space with the rest of the facilitating team to review the evidence presented by the organization. Verify that, in each theme, the chosen performance levels are supported by all the evidence elements indicated in the benchmark. If this is not the case, request the organization to provide the necessary evidence to support the selected level. If the organization does not have the evidence, indicate in the observations which performance level is supported by the evidence, even if it is different from the one voted by the organization.

3. Identify key recommendations. **OPINEMOS** results can offer key information to identify institutional strengthening priorities and define an action plan. Identify themes with the lowest scores and review which key processes are associated with those themes (Refer to the “Questions by theme” section within this guide). For example, if one of the themes with the lowest score is “Delivery,” a key aspect to strengthen will be Strategic and Operational Planning. Include recommendations for each theme, considering actions the organization could undertake on its own, and more extensive strengthening actions that would require additional time and resources from the team.

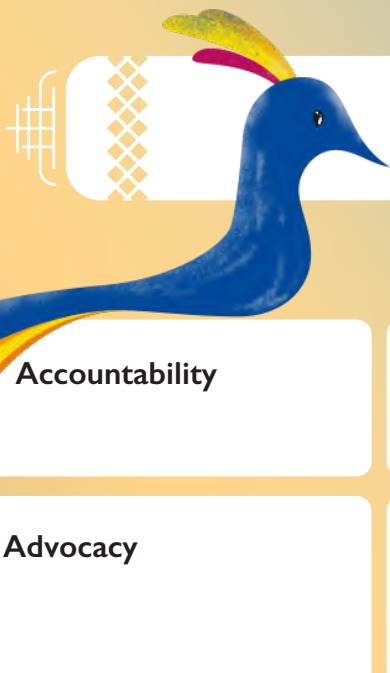
4. Generate a Results Report. It is advisable to integrate all the information mentioned above into a “Results Report.” Organize the information using a word processor. Consider including the following sections:

- Introduction to the assessment using the **OPINEMOS** game
- Sections by theme (described in the first section of this guide)
- Graphs or tables of the performance levels selected
- Key findings on processes
- Strengths
- Areas of improvement
- Organization’s priorities and recommendations.

Once you integrate the information in this order, review and edit the wording to ensure it is clear and precise. Define with the facilitating team how the “Results Report” will be properly safeguarded and how it will be used to make decisions.

5. Present the results to the participant group. Schedule a results session within 10 calendar days after the **OPINEMOS** game session. For this session, invite participants and extend the invitation to organization personnel with decision-making power. Develop a presentation or visual document for the session with the following elements:

- Introduction and explanation of the assessment using the **OPINEMOS** game
- Results by theme (it is suggested to include graphs or tables)
- Key findings on processes
- Strengths
- Areas of improvement
- Organization’s priorities and recommendations
- Next steps and documents that will be shared with the organization.



GLOSSARY

Accountability

A result which is presented transparently, openly, and in such a way demonstrates a willingness to accept responsibility or to account for the actions mentioned.

Advocacy

Actions or processes through which an organization seeks to impact individuals and groups with decision-making power in matters of public interest or of relevance to a group within society. For the purposes of this assessment, the term refers to actions or processes that allow the organization to respond, individually or collectively, to sudden changes in the environment, either by placing an issue on the public agenda or by influencing key decision-makers on a situation.

Analysis of the political environment

Discussion about the local context, relevant political actors, the organization's position within the system, and the balance of power in the face of issues.

Annual activities report

A publication that compiles the organization's main programs, activities, processes, and achievements, with relevant figures and materials for the target population, media, social organizations, and the public.

Budget execution

A process that encompasses different phases of the budgeting process, including budgetary control, which includes financial and economic control.

Communication strategy

A tool for defining the organization's identity, establishing communication objectives, and planning the actions, mechanisms, and messages most suitable for positioning the organization in the desired manner.

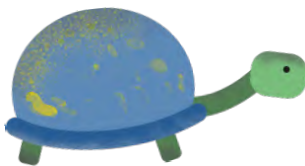
Communications Plan

Document aligned with the communication strategy detailing the lines of work, campaigns, advocacy actions, and communication projects planned for the year. The Communications plan includes activities, schedules, budgets, and collaboration mechanisms with other areas of the organization.

Continuous improvement strategies

Defined mechanisms for identifying areas of opportunity, generating solutions, implementing these proposals, and receiving feedback on the effectiveness of the solutions.

Data quality



Ensuring that the highest quality data available is used for decision-making based on data quality standards. These standards may include:

Validity: Data clearly and adequately represents the intended outcome. **Integrity:** Data is safeguarded to minimize the risk of transcription errors or data manipulation.

Accuracy: Data has a sufficient level of detail to enable management decision-making.

Reliability: Data reflects consistent collection processes and analysis methods over time.

Timeliness: Data is available at useful frequencies, it is current, and it is timely enough to influence management decision-making.

Emerging issues

Sudden adverse situations resulting from changes in the environment. For the purposes of this assessment, the term considers, for example, funding reductions, staff turnover, administrative changes, tax requirements, expulsion from decision-making processes, increased crime incidence, repression and coercion actions, pandemics, and natural disasters, among others.

Evaluation policy for organizational processes

Mechanisms for periodically reviewing organizational processes (e.g., transfers and acquisitions), their effectiveness, and efficiency.

External audit

Independent and external evaluation of the records, processes, functions, and performance of an organization to verify compliance with applicable laws and regulations.

Grants

Financial resources from sources of funding or the organization itself, transferred to third organizations for the implementation of specific projects.

Handover policy

Instructions and criteria for applying mechanisms to ensure an orderly departure of personnel, preservation of information, and the transfer of responsibilities within the organization's team.



Indicator matrix

A document that compiles output and outcome indicators in a way that allows for accurate monitoring of their progressive fulfillment.

Indicator

An indicator is a measurable dimension of a characteristic or condition of individuals, institutions, systems, or processes that can vary over time. The variable can be quantitative (measurable numerically) or qualitative (expressed with descriptors). An indicator defines how to verify the fulfillment of short-, medium-, or long-term results.

Expected result: The specific target planned to be achieved within a specific period with a determined level of resources.

Baseline: Initial assessment or initial measurement that serves as a reference framework for calculating the progress of the indicator (not all indicators have a baseline). To define a baseline, the same calculation methodology for the indicator should be used.

Means of verification: Tools and methods to verify the progress of the indicators. For instance, attendance lists for workshops, participatory assessments, and knowledge surveys.

Output- level indicator: Measures progress in specific products or services during the implementation of a project, program, or activity. For example, the number of people trained or the number of people receiving psychosocial support.

Outcome -level indicator: Measures a medium- or long-term change resulting from the activities of a project or program. For example, the percentage of women reporting an improvement in their symptoms of anxiety and depression

International standard

Best practices within specific fields of action or lines of work, guiding the operations of organizations

Media mapping

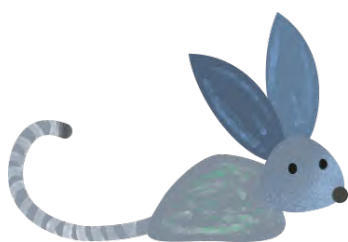
Documented analysis that identifies and characterizes relevant media at the local, national, and international levels, with the aim of expanding coverage, positioning issues in strategic spaces, and strengthening ties with key communicators.

Mission and vision

Mission: The main objective of the organization which defines its reason for existence.

Vision: Refers to the ideal conditions that the organization seeks to create through its different lines of work.

Monitoring, Evaluation, Accountability, and Learning Plan



Set of strategies for routine data collection to measure progress towards achieving objectives. It is used to keep a record of the organization's performance over time, aiming to assist relevant stakeholders in making informed decisions regarding program effectiveness and efficient use of resources.

The plan should specify:

- Objectives.
- Indicators, each one with its own realistic objective, using reference data for comparison.
- Source, method, and timeframe for collecting data.
- Person or team responsible for the monitoring tasks.
- Procedures for evaluating data quality.
- Known monitoring limitations.
- Plans for data analysis, report, revision, and use.
- Activity effectiveness and result fulfillment.
- Lessons learned and best practices.
- Collaboration, learning, and adaptation processes.
- Vertical and horizontal accountability mechanisms.

Organization manual

A document that compiles policies, plans, regulations, code of conduct, organizational charts, job profiles, payment systems, guidelines on the composition and functions of areas, action protocols, and mechanisms to ensure compliance with established goals.

Organizational budget

Set of expenses and revenues projected for all areas, programs, and activities of the organization for a specific period.

Plan for Continuity of Operations

A document containing a set of strategies, actions, responsibilities, and specific instructions to ensure that an organization's team keeps operations active and adequately follows the design, implementation, monitoring, and evaluation of programs, projects, and activities.

Processes manual

Document detailing organizational procedures (different from program procedures), typically including process stages, scheduled times for each stage, process responsibilities, flowcharts, and compliance criteria.

Promotion of care and quality of life

Institutional measures to preserve the physical and mental health of collaborating individuals within and outside the workplace. These measures may include flexible schedules, individual and collective support services, and a fund for recreational and sports activities, among other initiatives.

Regulatory framework

Legislation, regulations, and jurisprudence at the local, national, and international levels, related to the organization's lines of work, strategic objectives, programs, and activities.

Resource Mobilization Plan

Document that includes tasks and strategies for raising funds, individuals responsible for each activity, and a schedule for implementation. A Resource Mobilization Plan should prioritize activities and sources that offer the greatest chances of obtaining resources. This plan also considers self-financing sources, i.e., activities to generate income and ensure the organization's sustainability.

Risk Management Plan

Set of risk management and security systems, specific to the organization. It should include the following:

- Context analysis.
- Threat and risk analysis.
- Roles and responsibilities within Crisis Cell.
- Contingency plans for the most relevant emergency situations.
- Risk mitigation and prevention measures.

Stakeholders

All individuals or groups that may be affected by the achievement of the organization's purposes, such as the target population, suppliers, funders, and citizens, among others.

Strategic Alliances Plan

A document that compiles criteria and mechanisms for establishing partnerships with strategic actors, defining participation in networks, and strengthening ties at the local, regional, national, and international levels

Strategic objectives

Goals set by an organization to achieve specific targets and attain a particular position in the system in which it operates in the long term.



Strategic Plan

A document presenting strategic objectives, expected results, deadlines, and specific strategies considering budgets and context for the organization to achieve these objectives. The Strategic Plan is the result of a process of discussion, creation, development, and implementation of medium- or long-term goals. Strategic planning draws the organization's direction based on its fundamental needs, context, and future opportunities.

Target population

Users the organization works with, based on criteria such as age, ethnicity, sexual identity, sexual orientation, social criteria, economic criteria, political criteria, faith, or other identity elements.

Training Plan

Concrete team development proposal that establishes training objectives aligned with strategic planning, mechanisms for diagnosing training needs, criteria for training planning, available training resources, and projection of team training in the short-, medium-, and long-term.

Work Plan



A document that establishes annual objectives and strategies to achieve those objectives at an institutional level. The Work Plan, aligned with the Strategic Plan, should consider the framework in which each project and activity will take place, as well as the organization's needs. The development of the Work Plan involves a planning phase (considering teams and supplies), a phase of activity scheduling, and a phase to define mechanisms for monitoring and evaluating the progressive fulfillment of objectives.