European Commission

Quality Youth Work

A common framework for the further development of youth work

Report from the Expert Group on Youth Work
Quality Systems in the EU Member States

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Youth

EUROPEAN COMMISSION

Directorate-General for Education and Culture
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Table of Contents

Preface

The importance of youth work within national and European policy is constantly growing and new policy papers, on European as well as on national level, are continuously assigning new roles and tasks to youth work; it should improve social inclusion, build civil society, enhance employability, prevent health risks, etc.

At the same time there is a strong motivation for further improvement within the sector and there are a lot of significant efforts being done throughout Europe, on national, regional and local level, to enhance the quality and recognition of youth work. Standards and indicators, as well as methods and manuals are being developed in order to support the development of quality, making it possible for youth work to both improve and prove its impact and value in the lives of young people and for society.

The background and reason for all these efforts is a rising awareness of the fact that the present resources and support available for youth work does not meet the steadily growing expectations for both quantitative and qualitative outcomes. Even though it often takes place in the context of leisure, youth work is basically an arena for non-formal and informal learning and as such it generally gets very limited support relative to other actors in the field of education. In line with this, and often mentioned, is the need for enhanced recognition of youth work in general and subsequently the need to move from the measurement of purely quantitative outputs to making visible also the qualitative effects.

This report seeks to contribute to this development by demonstrating how the use of a systematic and holistic quality approach, covering the whole youth work context from young people to the political level, will help to enhance quality and thus the recognition of youth work as a crucial actor in the lives of young people. We strongly believe that the use of a well-structured quality approach would allow and facilitate the concerted efforts of all stakeholders, making it possible to work together in the same direction. It would also enable and support a more accurate distribution and monitoring of public funding at all levels, not only focusing on quantities but integrating also qualitative aspects into the decision making process.

At the same time a clear and common view on what is quality in youth work would create better understanding on how the aims of youth work are achieved through its actions and would also help to communicate the results to different levels and stakeholders. This will in turn also facilitate cooperation and mutual understanding and learning between different stakeholders on all levels, from local to European. We see a clear need for more cross border discussions and peer learning on how to work with systematic quality development and we hope that this report will serve as an inspiring basis for these efforts.

However, due to the nature of youth work, relying on young people as co-creators, and the differences in local conditions, a quality approach could never be imposed "top down", but on the contrary must be developed in cooperation with all relevant stakeholders concerned, holding young people at its centre. This is why this report does not present "the one and only solution", but instead offers a wide range of options that can be to put together in different ways due to different circumstances and conditions. Another reason for this is the fact that society, and thus the needs of young people, is constantly changing and that youth work has to be able to adjust itself to these changes if it should be able to give adequate support. Not working on quality development and not doing it together with young people are in fact a sure ways of falling behind and we therefore sincerely hope that this report will stimulate

the sector to play a necessary and (pro-) active role in the future development of quality approaches for youth work.

The work of the Expert Group has been an exciting and interesting process for all of us taking part – a process of non-formal, informal and intercultural learning that has given us new and deepened knowledge about the nature and conditions of youth work. As a group we have discussed many of the questions and challenges that are facing the youth work sector as a whole: What is youth work and what is not? What is quality and how could it be assessed?

It has taken us a lot of discussions to reach the common understanding necessary to create this report. Our hope and ambition is that it should be readable and interesting for everyone who is directly or indirectly engaged in the youth work sector and that it will stimulate the discussions and knowledge exchange on the quality of youth work and the support it needs to develop further.

On behalf of the Expert Group

Jonas Agdur
Chairman

1. Executive Summary

This report starts with a discussion on the nature and specifics of youth work; its overall aims, its different forms and its delimitations. It states that something so rich and diverse as youth work cannot be defined by its concrete actions or the settings where it takes place, but only by its overall aims and by the principles that must guide it if it is to reach these aims and be successful. The core principles of youth work hence constitute the basis and starting point for the rest of the report.

In chapter 4 the concept of quality is discussed. It is stated that quality relates to aims and outcomes, but also to the preconditions and work processes/methods that are set up in order to make these outcomes come true. Parallel to this it also states that quality development must have a holistic approach, include both quantitative and qualitative aspects, be carried out continuously in a systematic way and address the youth work context as a whole, from policy to practice. This also means that all relevant stakeholders, from young people to politicians, must be engaged in the process and meet each other as equal partners.

After this follows a discussion on indicators, what they are and how they could function as a basis for quality development. On the basis of this quality tools are described as means to gather and manage knowledge on how reality relates to indicators. This section of the report ends with a discussion on how and according to what principles quality tools should be combined in order to establish a well-functioning quality system. Once again it is pointed out that this is a concern and responsibility of all stakeholders and that the whole context at hand must be covered by the quality system if it is to give a trustworthy and sustainable result.

The two following chapters, 5 and 6, describe how the previous parts of the report should be used in practice in order to create sets of indicators, construct quality tools and build quality systems. The related appendices contain many examples of indicators, quality tools and systems. However these are not to be copy-pasted, but should instead function as inspiration and a starting point for the common efforts of all relevant stakeholders in the youth work context concerned.

The report ends with a number of general conclusions relevant for all levels and actors in the field of youth work. Due to the rich diversity of youth work, the most important one is that no common, universal, one-size-fits-all set of indicators, quality tools or quality systems could be constructed. What this report instead offers is a common framework for quality development; a common ground in terms of the core principles and a common process for developing indicators, quality tools and systems. This way the report pays full respect to the diversity of youth work whilst at the same time it builds a solid ground for mutual learning, exchange of best practices and support for quality development. To help this take place, the conclusions are followed by a set of recommendations on the future handling of this report.

The report finally states that the development of indicators, quality tools and systems asks for a lot of efforts. This should however not be seen as a cost but as a necessary investment.

2. Introduction

2.1. The task of the expert group

This report is the outcome of the work of the Expert Group on youth work quality systems.
The task of the group as set out in the Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people was:

"To examine youth work quality systems in EU Member States and explore how common indicators or frameworks may be developed. This will include an illustration of the practice, process and product of youth work and the impact of youth work for the engagement, development and progression of young people."[i]
The foreseen product was:

"A final report of the expert group including recommendations will be presented to the Youth Working Party to inform the development of youth work policy and provision."

2.2. Relations to existing documents

Youth work and the quality assurance of youth work are referenced in a number of EU Council documents, policies, studies and conference conclusions and declarations. These include:

- European Youth Strategy 2010-2018 – Investing and Empowering Youth, 2009
- Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018), 2009
- Declaration of the First Youth Work Convention, 2010
- Council Conclusions on youth work, 2010
- Joint EU Youth Report, 2012
- EU Youth Conference Conclusions, May 2013
- Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people, 2013
- European Commission: Working with young people: the value of youth work in the European Union, 2014
- Resolution on a European Union Work Plan for Youth, 2014-2015, 2014

Other documents have also been consulted and considered during the work on this report, including the Commission's dashboard on EU indicators in the youth field and the Flash Eurobarometer on youth. The Expert Group has been informed by these documents and they are all, to a greater or lesser extent, part of the background material for this report. For more information please see appendix 6.

3. Youth work

This chapter starts by giving the background, considerations and understanding of key terms, including a working definition of youth work, which together create the basis and starting point for this report.
Further on, a typology and main forms of youth work are presented. Youth work is also put into the context of sport, leisure, cultural and social work.
At the end of the chapter, the core principles of youth work are presented. These should guide every action in youth work in order for it to be successful and also serve as a basis and inspiration for working with quality development.

3.1. Towards a shared understanding of youth work - on the need of clarifications

It is often stated that youth work is a broad term covering a lot of different activities, programmes and initiatives. It is also clear that the term is understood differently in different parts of the youth work sector, in different countries in the EU and in different languages. In the Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people[ii], one can for example read that:

"'*Youth work' is a broad term covering a broad scope of activities of a social, cultural, educational or political nature by, with and for young people. (...) Youth work is organised in different ways (...) It is delivered in different forms and settings (…) and is given shape at local, regional, national and European level.*"[iii]

At the same time it is also stated that this broad scope or diversity constitutes both richness and a problem. Richness because it makes it possible for youth work to, at its best, adjust to the local needs and conditions of young people; a problem because it can weaken or obscure youth work's identity in relation to both young people and to other actors in the youth policy area, such as schools and the social sector.[iv]

It is also important to note that the term "youth work" does not even exist in many languages. Furthermore it is understood differently in the countries where it does exist. The diverse nature of youth work and the different conditions under which it takes place has led to the fact that differing concepts and practices are being assigned to the term youth work in different countries. This has in turn led to that some countries have developed sub-concepts and a vocabulary around youth work that other countries lack or have developed in another way.

Taken together this gives an in many ways "blurred picture"[v] of youth work. Examining youth work quality systems in such a context, without a clear and stringent definition of youth work and clear limitations of the area of activities to be covered would lead to a report that would be just as blurred and thus of very little use for the sector, either for the practitioners or "to inform the development of youth work policy and provision."

However, Council Conclusions (2010 and 2013) provide two basic and essential statements on youth work, which in fact constitute a common point of reference and clear limitations for the work of the Expert Group. These are:

- "Youth work offers developmental spaces and opportunities for all young people and "is based on non-formal and informal learning processes and on voluntary

participation”.”

- “Youth work focuses on the personal and social development of young people…”

The following working definitions and delimitations are based on and interpret the above-cited statements in order to constitute a clear framework for the report, its illustrations, discussions and recommendations.

3.2. Youth work – a working definition

For the purpose of this report, youth work is, in accordance with the previously cited statements, understood as:

> Actions directed towards young people[vi] regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning[vii].[viii].

This working definition is independent of which body or organisation is founding, governing, organising or delivering the actual activity and it is also independent of the setting and circumstances in which it is taking place.

This means that not all youth work is necessarily carried out by youth workers. The designing of funding systems for youth organisations is, in accordance with the above definition, one example of youth work that is not usually carried out by youth workers but by administrators. But the quality of these funding systems is of course vital to the overall quality of youth work.

Youth workers are here defined as:

> People working in direct contact with young people, carrying out activities designed for supporting their personal and social development through non-formal and informal learning.
>
> Youth workers, in turn, might be professionals or volunteers and be civil servants or work for NGOs.

The wording “Actions directed towards young people” also indicates that not all actions taken *by* young people themselves in for instance youth organisations are necessarily youth work. Young people organising activities for their peers is youth work, but young people in a youth organisation running courses on how to use Internet for people aged 65+ is not youth work. The latter is of course a good activity for older people and young people would surely develop new skills while doing it. Designing funding or support systems for these kinds of activities is youth work (“Actions directed towards young people…”), but the carrying out of the activity in itself is not youth work according to the working definition used in this report.

These working definitions should however not be interpreted in a way that makes young people only beneficiaries of youth work. On the contrary, as will be shown in the following pages, young people must be seen and met as central stakeholders and co-creators in the design and implementation of youth work. To put it firmly: If you do not *need* young people when doing youth work, you are not doing youth work.

Since these working definitions take their starting point in the overall purpose of youth work and not in the concrete practice or specific aims or target groups they also pay full respect to the rich diversity of youth work as it is carried out in the Member States. As will be seen in the subsequent sections, the Expert Group has adopted the same approach when discussing quality systems i.e. indicators and systems that can be applicable to and accommodate a diverse reality.

3.3. Typology of youth work

In the report *Working with young people: the value of youth work in the European Union* (p. 5) it is shown that youth work might be described in relation to two axes; one relating to the target group and the other relating to objectives. The target group axes going from universal activities open to all young people to, at the other end, youth work focusing on a very specific and limited target group. The objectives axes going from a very broad goal of personal development to, at the other end, youth work with very specific issues that it wishes to address.

The important point is that activities that have a very specific and limited target group and at the same time address a very specific issue must still attract young people on a voluntary basis, use non-formal education methods and aim at personal and social development if they are to be considered as youth work.

For further discussion on the typology of youth work see appendix 1.1.

3.4. Forms of youth work

Youth work takes place in many different forms and settings. In order to clarify the different forms to which different quality systems could be applied the most common ones are listed below:

- Youth centres
- Youth projects
- Outreach/detached youth work
- Informal youth groups
- Youth camps/colonies
- Youth information
- Youth organisations
- Youth movements

It is important to note that these different forms of youth work could, in accordance with the above working definition, be carried out and/or governed by different entities (municipalities, NGOs, etc.) and take place in different localities (youth centres, schools, churches, etc.). Notable is also that these are the most common forms of youth work and that, due to different terms used in different countries and/or local conditions, there are other (sub-) forms of youth work that still apply to the working definition above.

3.5. Youth work in relation to sport, leisure work, cultural work, social work, etc.

It is also important to make clear the borders between youth work and other activities directed towards young people, such as sport and cultural activities. Since these types of activities are often used as tools within youth work the boarders might seem blurred. But, as stated in the report *Working with young people: the value of youth work in the European Union* (p. 60); "*The difference is in the hierarchy of objectives*

and the openness of the activities. Sport activities that are based purely on improving performance and reaching excellence in a given sport would most likely not be considered to be youth work by representatives of the sector."

It is important to note that a lot of valuable youth work is done also in the field of sport. Nevertheless it is still important to be aware of the differences in the main objectives and how they affect the way of working with young people.

The term "leisure" on the other hand only describes the time frame within which some kind of work takes place (i.e. youth work, cultural work, sport activities, etc.) and is not directly connected to any specific aim or objective. Due to this the term has no real significance in relation to the setting of indicators and creation of quality systems. The term "leisure work" refers to work aiming at providing leisure activities that are fun and attractive but does not have their motive in the personal and social development of young people. Running an amusement park is an example of leisure work. Informal learning might of course take place in such a setting, as it could anywhere else, but that is not why it is run, and thus it is not youth work.

Nor would offering young people "a space", for example a room with some tables and chairs, where they could spend their time after school, but without any ambition or support for non-formal learning and personal development, be considered as being youth work.

The key point is that activities that take place in the context of, for example, the formal education system, must still attract young people on a voluntary basis, use non-formal education methods and aim at personal and social development if they are to be considered as youth work.

This distinction is also relevant when drawing the line between youth work and social work. Youth work often has aims regarding prevention and social inclusion. These are also the objectives of social work. But as long as young people take part voluntarily, non-formal education methods are used and the aim is personal and social development, it is still youth work. If the same work is done but the young people are obliged to participate it is social work using non-formal education methods.

3.6. Formal, non-formal and informal learning

Since non-formal and informal learning plays a key role when discussing youth work it is important that these terms, when used in this document, are interpreted the same way as in other EU-documents and understood both in themselves and in relation to each other and in relation to formal learning. The Expert Group has therefore decided to use the definitions made in the *Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning* (2012/C 398/01) (see appendix 1.2.)[ix], which in short it states that:

- **Formal learning** means learning which takes place within the systems of general education, initial vocational training and higher education;
- **Non-formal learning** means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present;
- **Informal learning** means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support.

It is important to acknowledge that there is a strong relation between youth work and

learning outcomes that are becoming increasingly important in modern society, especially for marginalised young people in order to make it possible for them to (re-) enter into education or the labour market. A number of studies and reports have been made on this subject – please see appendix 1.3.

From the point of view of the individual the skills and knowledge gained through non-formal and informal learning are of course equally important. Since non-formal learning takes place as the result of a planned activity youth workers must work directly and consciously on it if it is to take place. Informal learning on the other hand takes place spontaneously and is formed and nourished by the context and culture in which the individual lives. This in turn underlines the importance of youth work being active in creating a secure, open, inclusive and creative environment and culture where young people can meet and develop together. Youth work's focus on young people's will to develop and learn new things is of course a vital part of that culture.

3.7. The youth work context and its stakeholders

Even if youth work should and must respond to the different needs, interests and experiences of young people, young people are not the only stakeholders that need to be taken into account and engaged in the youth work process. The quality and success of youth work is also highly dependent on its capability to meet and constructively relate to the knowledge and expectations of society in general, other actors in the youth field, and both professional and volunteer youth workers. Youth work has quite often been relatively isolated from other sectors but the development of a clearer identity and higher quality of youth work must take place in interaction with all these stakeholders if it is to have a positive and long lasting outcome. This approach is something that is also very much stressed in different models for quality development[x].

The stakeholders, apart from youth workers and young people, responsible for the quality and outcomes of youth work are:

- National governments – through youth policy, legislation and funding and through support to other stakeholders.
- Regional/local governments – through policies, funding and other forms of support;
- Youth work providers (civil servants, NGOs, etc.) – through their way of conducting, managing, supervising and evaluating youth work;
- Educators and trainers in universities, other basic and further education institutions and in the youth work sector – through the quality and relevance of the education and training they provide;
- Research institutions – through engaging in studies about youth work as well as about young people, their living conditions, needs and possibilities.

These stakeholders of course also have the responsibility to interact in order to provide the best possible conditions for youth work. In order to do this they also have to have continuous and structured dialogue with young people.

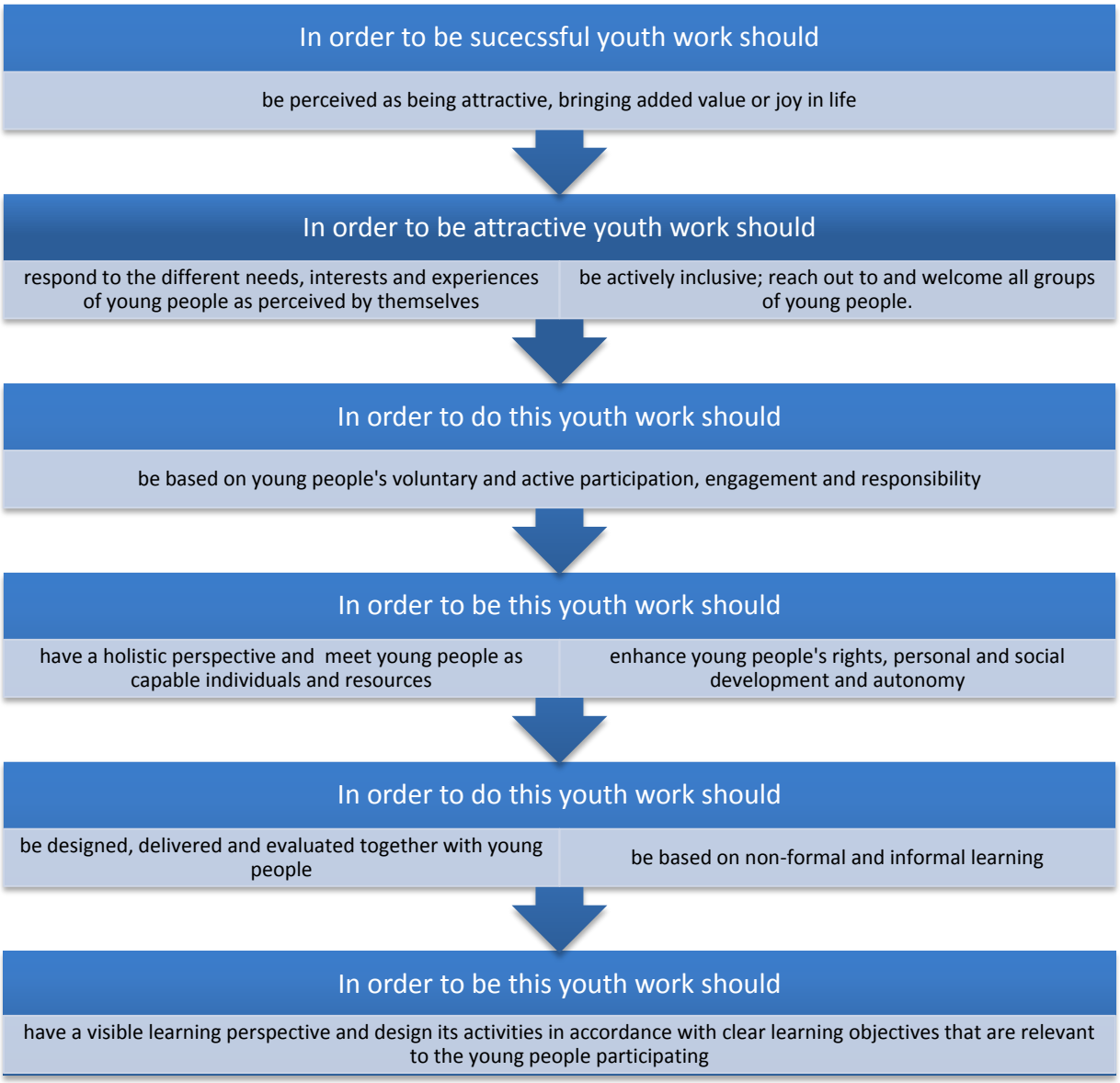
3.8. The core principles of youth work

- A theoretical basis for successful youth work

The above working definition of youth work must be understood in the context of the basic theory concerning the conditions under which non-formal learning that enhances personal and social development actually take place in an activity based on voluntary participation. This theory is often referred to as the core principles of youth work, i.e. the principles that have to guide youth work if it is to be successful.

The corner stone on which these core principles stand is the UN Declaration of Human Rights and the UN Convention on the Rights of the Child and its protocols, securing every young person's right to equality and personal dignity.

Standing firmly on this ground, the core principles of youth work are:



These core principles are closely connected to each other and together form a context that enables youth work to be successful and to reach its full potential.

These core principles do not prevent youth work from being targeted on specific groups of young people and/or focusing on specific issues. An important task for youth workers could for instance be to motivate young people at risk to take part in non-formal learning activities that are aimed at enhancing their possibilities to (re-) enter into formal education or the labour market.

However, successful youth work that effectively meets the above stated principles could not be built on single, isolated and narrowly targeted projects and activities. On the contrary: successful youth work must be based on an open offer about non-formal learning and personal development possibilities directed to all young people, a general offer to which more targeted activities may be attached as parts to which young people could be *actively included* on the basis of their own *needs, interests and experiences*. If youth work is to be successful and develop, the core principles, not the actual activities, must be the trademark by which young people identify youth work and the youth work offer.

3.9. Conclusions

Voluntary participation is the great strength and challenge of youth work – personal and social development is its great motive and overall aim. It is well known that learning built on passion can lead to great change, especially for those young people that are not so successful in the formal education system. If used for other purposes youth work loses its credibility in the eyes of young people and at the same time its power to bring about real change. The core principles are the backbone of youth work and give it the strength to fulfil its mission.

The core principles are hence the necessary basis and starting point for any discussion on the *quality* of youth work.

For illustrations of youth work, please see appendix 2.

4. Quality

This chapter deals with the concept of *quality* in youth work. After defining quality through preconditions, work processes and outcomes the concept of *indicators* as a key element of quality development is explained.
Indicators help stakeholders in the field of youth work to develop *quality tools* and merge various tools into *quality systems*. Both of them are also presented in this chapter, as well as the *quality circle,* which is a crucial approach in the development of quality systems.

4.1. The concept of quality

The degree of "quality" may be defined as how well something fulfils its function; to what degree the actual outcomes meet the aims. In a first step the quality of youth work is therefore related to the overall aims – how well it contributes to the personal and social development of young people.

In a second and more concrete step the quality of youth work relates to the core principles, which describe how youth work must function in order to deliver good outcomes – the better it is at meeting the core principles the more it will contribute to the personal and social development of young people.

The outcomes are however dependant on the preconditions and processes/methods that are set up to make these outcomes come true. Quality must therefore also be related to the functionality of preconditions and work processes/methods.

Preconditions are everything that is, or should be, at hand as a basis for work.
Examples of preconditions for youth work include:

- Aims
- Budget
- Ethical guidelines
- Organisation
- Youth worker competence
- Work routines
- Facilities and equipment

Work processes/methods describe the way the different work tasks are managed[xi].
Examples of work processes in youth work include:

- Processes for setting aims
- Methods for mapping "the different needs, interests and experiences of young people"
- Processes for structured dialogue with young people
- Methods for documenting and making non-formal learning visible
- Methods for evaluation and assessment
- Processes for change management

The outcomes of youth work can be divided into two different categories; quantitative outputs and qualitative effects.

1) Quantitative outputs are the directly quantifiable amounts that have occurred as a result of youth work.
Examples of quantitative outputs of youth work include:

- Number of participants

- Gender balance
- Number of activity hours
- Number of events produced by young people

2) Qualitative effects are what actually happens to young people, how they develop, as a result of their taking part in youth work. Being defined as qualitative effects does not mean that they cannot be measured and assessed. Young people's attitudes to specific issues, such as immigrants or the police, are for example often measured and analysed in order to better understand their actions. It is also well known that positive experiences, e.g. being met as a valuable resource/person, changes both our way of looking at ourselves and society and our way of acting. These experiences and perceptions are possible effects of youth work and could also be measured, and in a second step enhanced.
Examples of qualitative effects on young people include:

- Perceived experiences/feelings (e.g. of being met as a resource or better self-esteem)
- Changed attitudes (e.g. to immigrants)
- Developed soft skills (e.g. ability to cooperate)
- Developed skills (e.g. ability to cook)
- Gained knowledge (e.g. about the European Union)

Taken together these quantitative outputs and qualitative effects lead to more general results linked to young people's behaviour or position in society at large.
Examples of such results include:

- More young people in education
- Lower crime rates among young people
- Less drug abuse among young people
- More young people doing voluntary work
- More young people taking part in elections

All these examples of desired results are positive, but putting them as aims for youth work creates two major problems. First of all the overall aim of youth work is "personal and social development" and if this is overshadowed by these kind of societal aims the work done is in fact no longer youth work. But just as important is the fact that these kind of results, for example a "decrease in drug abuse", are impossible to link directly to specific youth work activities – a local youth centre might do a very good job, but if at the same time there is an increase in unemployment and lowered prices on alcohol there might still be an increase in drug abuse. This means that youth workers are asked to work towards aims that they may never establish whether they reach them or not, which of course can be demoralising.

In a sector with many volunteers and high staff turnover these kind of aims also lead to a lot of confusion on what youth work is actually about, a loss of focus and a lot of time spent on discussions that might have been avoided if there had been a more general confidence in the fact that personal and social development in the long run actually leads to *decrease in drug abuse*.

It is also important to state that young people must be regarded as full citizens and part of society. Therefore the effects of youth work on young people are in fact effects on society.

In its essence this is a question about the quality of the aims that are set for youth work – how relevant and efficient they are. This once again shows the importance of

having quality indicators not only for youth work practice but also regarding aims and the way they are set.

4.2. Indicators

The function of indicators is to be points of reference in relation to which reality can be compared, analysed and assessed. This means that the indicators in fact define which factors regarding preconditions, work processes and outcomes are crucial to quality. It is in relation to these that it is important to set specific aims/targets/objectives[xii] and to have quality systems that create the necessary grounds for improvement. In order to see and enhance the overall quality of youth work, from policy to practice, it is subsequently necessary to design and use a broad range of indicators that mirror the whole youth work reality and all its different qualities.

In youth work there is unfortunately a long tradition of purely quantitative indicators such as the number of young people taking part in youth work activities, the number of staff and the number of opening hours at youth centres. At the same time there has been a significant lack of indicators related to the qualitative aspects of youth work, i.e. does it meet its core principles and lead to non-formal learning and personal and social development for the young people that take part. This of course constitutes a serious problem since knowing the amount of something without knowing its effect is more or less useless information. No one would go to the supermarket to buy a five kilos sack of groceries without wanting to see what is actually in it. But this is in fact how youth work often is treated; on the basis of a general perception of positive effects and numbers, not on the basis of knowledge of actual qualitative effects. This is not to say that this is the only sector handled this way.

The ambition must therefore be to set indicators for youth work that actually mirror outcomes and the core principles, primarily focusing on the qualitative aspects. This because quantitative indicators, e.g. the number of visitors and costs related to that, are not, due to different circumstances and needs of young people, comparable even on a national level. These kinds of indicators are only useful for those who want to see the development over time for the single units measured.

Indicators should of course be set in relation to preconditions, processes and outcomes. It is also important to keep in mind that there are indicators that are very general, being applicable to all kinds of work, and indicators that are more or less specific to youth work. In order to assess and enhance the quality of youth work both kinds of indicators must be used[xiii].

Example: Indicators related to clear aims.
The function of the indicators should in this case be to gather knowledge on whether the specific aims are actually clear or not, or to what degree they are clear and to whom, which might differ.

Indicators:

- The aims are understood the same way by all relevant stakeholders (e.g. politicians, youth workers and young people).
- The importance of one aim in relation to other aims is clear to all relevant stakeholders (e.g. politicians, youth workers and young people).

Example: Indicators related to the process of setting specific aims.
The function of these indicators should be to gather knowledge on whether the design process meets relevant demands and supports the desired outcome - clear aims.

Indicators:

- The aims are set through dialogue between all relevant stakeholders (e.g. politicians, youth workers and young people).
- All participants in the aims setting process are well informed about the core values of youth work as a basis for setting aims.

These statements on indicators do not mean that there could not be quality youth work done without indicators. It just means that one could neither show or prove it nor know whether quality is improved or not.

In order to see how reality stands in relation to indicators there is a need for quality tools.

4.3. Quality tools

Whether or to what degree reality corresponds with the indicators could be estimated or measured in many different ways, e.g. through observations, through different types of assessment (self, peer, etc.), through surveys or through different types of statistics. These different methods to gather knowledge about both qualitative and quantitative aspects of youth work and how they relate to indicators are all tools that can, and should, be used within a quality system. An equally important part of these systems is of course to have tools to manage the knowledge gathered.

There are subsequently two kinds of quality tools:

- Tools to gather the knowledge needed in order to see to what degree reality corresponds with the indicators.
- Tools to manage the gathered knowledge in order to improve the quality of youth work.

Examples of tools for gathering knowledge include:

- Tools for gathering statistics (number of participants, type of activities, costs, etc.)
- Tools for documentation of work processes
- Tools for self-assessment
- Tools for peer assessment
- Tools for external assessment
- Tools for young people's review/survey (regarding background and their perception of participation, learning, etc.)
- Tools for staff review/survey (regarding working conditions, need for competence development, etc.)
- Tools for structured gathering of knowledge from "outside" (research, reports, citizen/expert councils.)

Examples of possible tools for managing knowledge include:

- Tools for assembling and presenting new knowledge/results
- Tools for continuous analysis and reflection
- Tools for dialogue between different stakeholders
- Tools for systematic development of competences on the basis of new knowledge/results (peer learning, mentoring, etc.)
- Tools for change management/planning

It is when the tools for gathering and managing knowledge are put together by all stakeholders in a systematic way that you have a quality system.

4.4. Quality systems

A "quality system" is here understood as: A set of tools designed for gathering knowledge on how different ways of organising and conducting youth work corresponds with desired outcomes, combined with corresponding tools to manage this knowledge in a way that enables adequate support for the development of quality[xiv]. In other words a quality system is a means to find out how reality corresponds with indicators in a way that provides the knowledge needed in order to diminish a possible gap through continuous improvement.

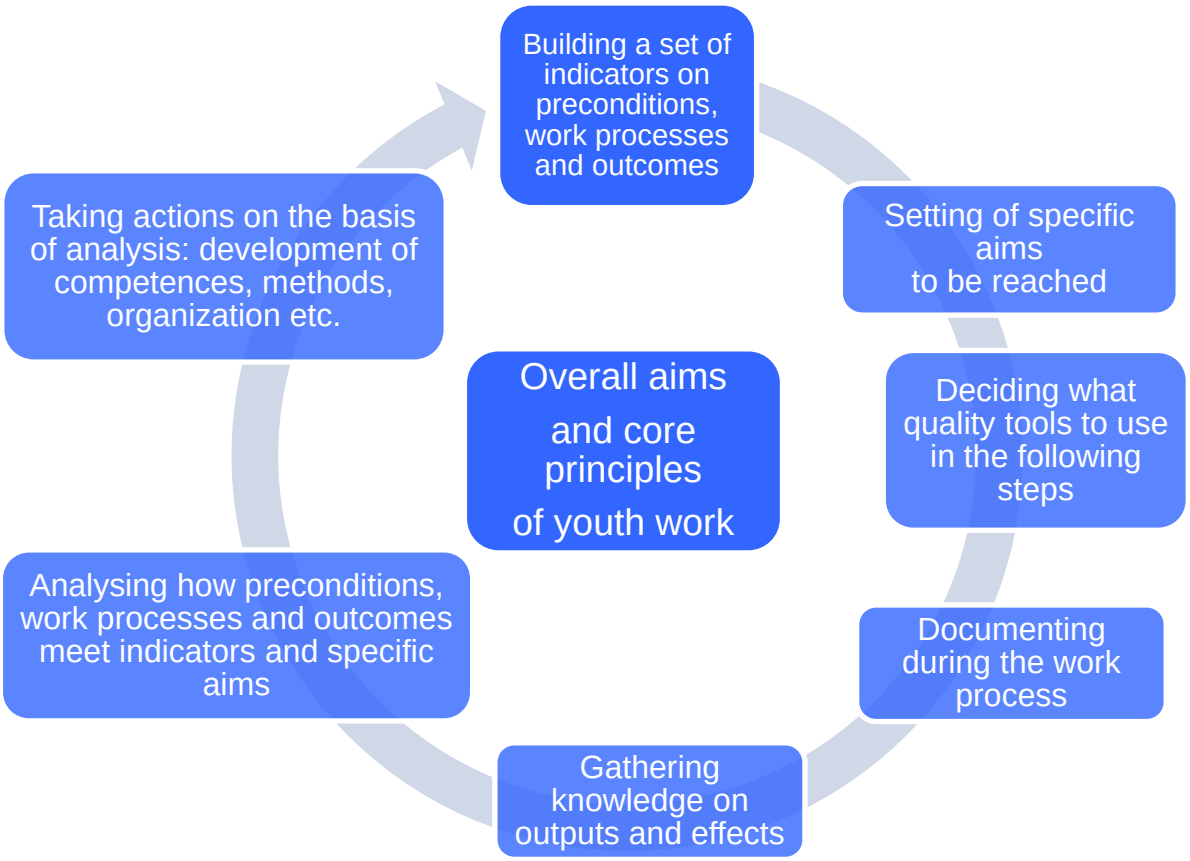
This means that *the purpose of a quality system* is to support and improve work, and that the knowledge gathered is first of all to be used as a basis for constructive analysis and reflection. Analysis and reflection based on relevant and structured knowledge constitutes the necessary ground for all kinds of development and without it no real progress can be made. Provoking debate and critical reflection are core functions of a good quality system.

Since all aspects of youth work, i.e. how aims are formulated, how financing is provided, how work is organised, how support is delivered, etc., affect the final outcome, a quality system must take all these aspects into account and deal with the youth work context as a whole. Just gathering quantitative data or only focusing on the performance of youth workers does not give sufficient basis for a reliable analysis and runs an obvious risk of leading to wrong conclusions – quality systems must have a holistic perspective.

This also means that quality systems must be constructed as, what is usually called, a quality circle – a periodic process of gathering knowledge, reflection, change, gathering knowledge… This in turn means that a quality system must be closely connected to a support system that can provide the different services needed to enable change; i.e. competence development, development of new methods, research, organisational support, etc.

Having a quality circle means using well-defined methods for the assessment of preconditions, processes and outcomes of youth work in relation to indicators and to use the knowledge gathered as a basis for continuous improvement.

As a process it might be described in the following steps:
("specific aims" also include "targets" and "objectives", see note 12)



Having a quality system that *enables adequate support for the development of youth work* is counterproductive if the support needed is not actually provided, and every system needs motivated persons to work properly. On the other hand a well-functioning quality circle makes sure that work is at all stages and continuously knowledge based, planned, outcome-focused and evaluated and that the result of the evaluation is used to improve work.

Although knowledge is mainly to be gathered in order to enhance quality, it could in some cases also be used to measure quality and monitor the degree of success. This in turn can also guide financing and make clear where more resources are needed. This is only natural in an activity that is financed by taxpayers' money. It only becomes a problem when control *from above* is the main purpose of the system since this undermines the developmental approach and puts so much focus on results that delivering figures becomes more important than doing a good job and developing it *outside the box*. It is well known that systems that concentrate on short term measuring of quantitative figures lead to stagnation and even manipulation of results in order to *look good* or to keep funding.

To conclude, quality circles are necessary to create a learning organisation that is able to improve youth work. This will ultimately result in better outcomes for young people and enhance the credibility of youth work.

4.5. Conclusions

The relation between core principles, indicators, quality tools and quality systems could be illustrated by the example below:

- **Core principle:** Youth work should be based on young people's voluntary and active participation, engagement and responsibility.
- **Indicator:** Young people are active in the delivering of youth work activities.
- **Tool 1:** Clearly structured sheet for documenting statistics on how many young people (female and male) take active part in delivering youth work activities.
- **Tool 2:** Continuously used survey to young people (female and male) on how they perceive their possibilities to and support for participating and being actively responsible for youth work activities.
- **Tool 3:** Structured peer assessment among youth workers regarding who is actually delivering the activities (youth workers or young people) and the reasons for this.
  (Possible levels for assessment: No, Some, All activities delivered by young people with support from staff.)
- **Tool 4:** Manual for analysis with clearly structured questions to be asked in relation to the knowledge gathered. (e.g. does the gender balance among young people delivering youth work activities correspond with other factors, e.g. the gender balance among the young people taking part.)
- **System:** Clearly set process regarding how tools for documentation, surveys, peer assessment and analysis should be related to each other (put together) in order to enable reflection on how actions relate to outcomes, combined with a clear process for how the results of the analysis should be handled in relation to desired changes, to the setting of new specific aims and to systems aimed at supporting the development of competences, methods, etc.

Considering the different forms of youth work in combination with the many different settings where it takes place, one single quality system that is applicable to all kinds of youth work activities neither exists nor can be constructed. What can be done, and what would be useful for the youth work sector, is to illustrate the different tools that, put together in different combinations, would help to gather the knowledge needed to support the enhancement of youth work quality. Which set of tools to be used could then be decided from case to case in relation to the desired outcomes and on the basis of which form and setting of youth work it is meant to support.

If youth work is to be outcome-focused the quality system must have its rationale and starting point in desired outcomes, described by relevant indicators.

5. Developing indicators

One of the tasks of the Expert Group was to explore how common indicators or frameworks may be developed.
At the beginning of this chapter the need for having indicators as a basis of quality systems is discussed. After that a framework and a process for building sets of indicators is presented. The chapter ends with some examples of indicators specific to youth work.

5.1. Indicators as a basis for quality systems

The function of indicators is, as said earlier, to be points of reference in relation to which reality can be compared, analysed and assessed. This means that indicators in fact define which factors regarding preconditions, work processes/methods and outcomes are crucial to the quality of the specific form and setting of youth work discussed. In order to see and enhance the overall quality of youth work, from policy to practice, it is subsequently necessary to design and to use a broad range of indicators that mirror the whole youth work reality and all its different qualities.

It is important to also keep in mind that indicators can be more or less general, giving more or less precise and reliable indications. Going step by step, building a system of indicators from a more general to a more specific level is a way to gradually be able to gather more and more relevant knowledge and at the same time deepening the understanding of youth work. The task of the Expert Group, to *explore how common indicators or frameworks may be developed*, is therefore highly relevant for the development of youth work.

The result presented below constitutes a common ground and a common process for the development of indicators; a common framework for the development of indicators which is applicable to different forms and settings of youth work (e.g. national youth organisations or local youth centres) and within which concrete indicators of quality might be set. Constructed this way the framework pays full respect to the diversity of youth work whilst at the same time making it possible to ensure that all relevant aspects are taken into account in the quality development process. Common indicators in this context, subsequently do not mean identical indicators but refers to the ground on which they are built and the aspects of youth work that they are handling.

5.2. A framework and guidelines for creating indicators for youth work

There are many different perspectives and aspects to take into account when constructing relevant indicators. These framework and guidelines aim at ensuring that none of these perspectives are lost and that all the relevant factors for successful youth work are handled within the set of indicators constructed. Due to the amount of indicators needed, the creation of a complete set of indicators must be seen and managed as a long-term process; a work to be done step by step with enough time for discussions and reflection among all stakeholders concerned.

In order to show and develop its quality, youth work needs to develop indicators in relation to both core principles and general key aspects of (youth) work.

The core principles are, once again, that youth work should:

1. Be perceived as being attractive, bringing added value or joy in life.
2. Respond to the needs, interests and experiences of young people as perceived by themselves.

3. Be actively inclusive; reach out to and welcome all groups of young people.
4. Be based on young people's voluntary and active participation, engagement and responsibility.
5. Have a holistic perspective and meet young people as capable individuals and resources.
6. Enhance young people's rights, personal and social development and autonomy.
7. Be designed, delivered and evaluated together with young people.
8. Be based on non-formal and informal learning.
9. Have a visible learning perspective and design its activities in accordance with clear learning objectives that are relevant to the young people participating.

The basic method for formulating indicators is posing questions that aim at identifying the core aspects or characteristics of the subject matter handled. Put in other words it is asking questions whose answers together will constitute a concrete definition of the subject matter concerned.

As an example it is often stated that young people need a "secure environment", that youth work must make young people "feel secure" when they participate. But what does this actually mean? If we are to construct indicators that give a correct and nuanced picture of this, one single question is often not enough. "Feeling secure" could for example mean:

- Not being physically threatened.
- Not being psychologically threatened.
- Not being (feeling) at risk of being physically or psychologically threatened.

But is "absence of threat" enough as a definition of "feeling secure" or does this also ask for something more? Like for example:

- Knowledge of whom to turn to if threatened.
- Knowing (feeling) that someone trying to threaten would be stopped.

And "environment" – is this just the place where youth work takes place (e.g. the youth centre) or is it also the way there and back home in the evening? And which young people should "feel secure" – the ones that take part in youth work or the ones that would want to take part if they felt it was secure to come? And so on…

To conclude, the more precise these questions are and the more aspects of a subject matter they cover the more relevant will be the answers and the more nuanced will be the definition of what "feeling secure" actually means.
Indicators are nothing more and nothing less than the answers to these questions.

Constructing indicators in cooperation between all relevant stakeholders means that both the questions and the answers must be commonly understood and agreed upon by everyone involved in the process. The above example also makes evident that young people must be involved in the process – without their knowledge about what makes them feel secure and unsecure some vital answers/indicators will surely be missing.

Below is presented the step-by-step process of developing indicators in relation to core principles described. The example chosen relates to the core principle *based on young people's voluntary and active participation, engagement and responsibility*, but the process is the same for all core principles. In order to construct indicators in relation to this core principle the following questions should be commonly understood, answered and agreed upon by all relevant stakeholders:

What indicates (would show, are signs of, would prove) that this form of youth work is *based on young people's … responsibility*?
a) In terms of what young people do, which roles they take, when they take part?
b) In terms of specific perceptions of young people?
c) In terms of number/percentage of young people that take practical/formal responsibility?
d) In terms of other type of indications?

The answers to these questions are indicators and at the same time the definition of what "based on young people's responsibility" means in practice. The more indicators are formulated, the more complete and nuanced will be the picture of young people's responsibility and the more knowledge will be gathered.

On the basis of and in relation to the results of this work, indicators regarding the following preconditions and work-processes/methods should be developed to ensure that there are secure and good conditions for reaching aims and continuously improving work where needed. The same concept of asking questions should of course be used also here.

What would indicate that there are:

1. Clear ethics related to young people's responsibility?
2. Clear and adequate methods to work with and enhance young people's responsibility?
3. Clear work plans on what actions should be taken and by whom in order to achieve the specific aims that are set regarding young people's responsibility?
4. Well-defined and adequate resources for working with young people's responsibility?
   a) In terms of time?
   b) In terms of facilities and material?
   c) In terms of budget?
   d) In terms of other resources needed?
5. A clear model for the documentation of young people's responsibility that makes it possible to see to what degree the indicators are met?
6. An adequate system for evaluation that
   a) Gathers the knowledge needed in order to improve work?
   b) Shows to what degree the indicators regarding responsibility are met?
7. An adequate system for managing and supporting the need for changes and/or development on the basis of evaluation?
   a) Regarding youth worker competence.
   b) Regarding development of methods and organisation.
   c) Regarding resources.
   d) Regarding need for deepened knowledge/investigations/research.

Examples of (general) indicators related to the above preconditions and work processes/methods, aiming at securing that they are "clear" and "adequate", are:

1. All relevant stakeholders have been involved in the design. (e.g. of the ethics, system for evaluation, etc.)
2. All relevant stakeholders have been involved in the implementation. (e.g. of system for documentation, tools for competence development, etc.)

Another way to demonstrate this process is the following example of indicators related to bullet point 6 above; *Adequate system for evaluation*. This example at the same

time illustrates the process of building a system of indicators from a more general to a more specific level.

In order to ensure that the system for evaluation is adequate it should:

- Relate to the core principles.
- Be designed in cooperation with all relevant stakeholders.
- Be implemented in cooperation with all relevant stakeholders.
- Be used regularly.
- Have young people participating in the evaluation process
  Indicators of this should be:
  - Young people are well informed about the background and purpose of the evaluation.
  - Young people feel listened to during the process.
  - The percentage of young people taking part in the evaluation.
  - The degree to which young people's opinions lead to change.
- Be continuously evaluated.

In order to have a well-functioning organisation it is also important to have indicators regarding:

- The gathering of external knowledge and information.
- The dissemination of external knowledge and information to youth work.
- Good working conditions.
- Contacts and cooperation with other actors.
- External knowledge about youth work and its activities.

This framework is intended as a guide for the work on indicators that has to be done in relation to every core principle and every form and setting of youth work to which they should apply.

Following these guidelines, filling this framework with concrete indicators asks for a lot of work and cannot, if it is to be done thoroughly, be done overnight. It is on the contrary important to let this work take its time. Developing indicators in relation to all core principles is a long-term process; at least if all stakeholders are to be able to participate and the day-to-day youth work still is to be carried out.

It is however an interesting and stimulating task that vitalises work and that will surely lead to a more solid ground for the common development of youth work. Building indicators is not a cost – it is a necessary investment in the future.

5.3. Examples of indicators specific for youth work

Below are some examples of indicators related to the core principles. More examples can be found in appendix 3. Please note that these should be used only as inspiration for dialogue between the stakeholders concerned, not as "truths" to be copy pasted into different settings and realities.

Core principles	Preconditions	Work process / methods	Outputs and Effects
1. Is perceived as being	1. The facilities not only ensure health and safety	1. There are on-going opportunities for young people to adjust the	**Output:** The number of young people that repeat

attractive	requirements, but also provide an attractive (suitable) and accessible environment. 2. Budget, staff, venues, activities, etc. are flexible and can be adjusted to what young people find attractive at each period. 3. Communication and information strategy are designed to attract young people.	youth work environment to their preferences. 2. The youth workers contribute towards creating a friendly and enjoyable environment. 3. There is a systematic and continuous dialogue with young people on what they find attractive (regarding settings, activities, approach, etc.). 4. Budget, staff schedule, communication strategy etc. are continuously revised and adapted to changing circumstances.	the activity (come back to the centre, organisation, programme, activity). **Output:** The number of young people that would recommend the centre, organisation, programme, activity to their peers. **Effect:** The degree to which young people find the activities attractive. **Effect:** The resources available are appealing to young people.
3. Is actively inclusive, reaches out to and welcomes all groups of young people	1. The youth workers have abilities and competences to work with young people from diverse backgrounds and with different needs. 2. The youth workers are knowledgeable about the different groups of young people living in the community. 3. A strategy is in place to reach out to and involve excluded groups of young people. 4. Diversity policies and practices are in place to ensure the commitment of the organisation towards inclusion and wide representation. 5. There are clear ethical standards that assure that all participants feel secure and able to	1. There is an on-going monitoring if the work programme caters for diversity of backgrounds (social and economic, as well as learning styles and abilities). 2. The youth workers provide space for exploring the richness of diversity within the learning programme. 3. There are clear routines on how the ethical standards should be reinforced.	**Output:** There is on-going participation of young people from diverse backgrounds. **Effect:** Young people develop a sense of belonging to the community. **Effect:** The degree to which different groups of young people are engaged. **Effect:** Young people hold positive attitudes towards diversity. **Effect:** Young people perceive the youth work setting as inclusive.

	express their personality, views and interests.		

5.4 Indicators and aims/targets/objects

Before going on it is also important to clarify the relation between indicators and aims. The overall aim of youth work is "the personal and social development of young people". In order to work in the direction of this aim youth work should be guided by the core principles. What these principles actually mean in different youth work contexts is described and defined by the concrete indicators developed. Specific aims/targets/objects are descriptions of how reality should correspond with the indicators.

Taking the previous example regarding young people's participation in evaluation, ("youth work should be designed, delivered and evaluated together with young people") this might mean:

Indicator – Young people are well informed about the background and purpose of the evaluation.
Aim – Youth workers have informed young people about the background and purpose of the evaluation on every evaluation event.

Indicator – Young people feel listened to during the process.
Aim – 80 % of the young people taking part in evaluation should agree to the statement "I have been listened to during the evaluation process"

Indicator – Young people take part in the evaluation
Aim – 50 % of young people taking part in youth work should be taking part in evaluation.

This list of examples also makes evident that it is necessary to have different quality tools within a quality system in order to gather knowledge regarding to which levels the aims are reached. In relation to some indicators peer evaluation is relevant, in relation to others surveys to young people are needed.

5.5. Conclusions

Building a system of indicators that covers the whole youth work reality, from policy level to the actual work, asks for the engagement and experiences of all relevant stakeholders. It is only in this way that all important issues and perspectives will be taken into account and a common understanding among stakeholders will be created.

This asks for a thorough process and a lot of work. But as said before, these efforts must be seen as an investment and not as a cost. Going through this process together with young people is also in itself youth work at its best; letting young people participate as resources, taking active responsibility for the development of an important part of their living conditions.

Leaving some stakeholders or aspects of the youth work system out of this process will undoubtedly lead to a set of indicators that fails to gather the knowledge needed for a sustainable overall development of quality and instead provoke decisions made on insufficient or false grounds. Youth work deserves better!

Thoroughly developed indicators constitute the necessary basis for taking the next step in the quality development process: the development of quality tools and systems.

6. Developing Quality Tools and Systems

This chapter describes the steps that follow after the development of indicators: the development of quality tools and, based on that, the development of quality systems.

6.1. Developing quality tools

As said previously there are two kinds of quality tools:

- Tools to gather the knowledge needed in order to see to what degree reality correspond with indicators.
- Tools to manage the gathered knowledge in order to improve the quality of youth work.

The tools for gathering knowledge must correspond with the indicator. The first question is therefore "How could we see to what degree we meet this indicator?"

- Through the gathering of statistics?
- Through questionnaires to young people?
- Through structured dialogue/focus groups/discussions with young people?
- Through observations and assessment made by staff?
- Through external observations and assessment?
- Other way?

Different tools could also be used in relation to the same indicator in order to provide different perspectives and thus have a more nuanced picture. Youth participation could, for example, be related to statistical indicators on the number/percentage of young people participating in activities as a whole. This would ask for tools to gather statistics.

But participation could also be related to the different steps in a participatory process (design, delivery and evaluation), which in turn could be investigated both through observations and through asking the young people participating. This would ask for tools (models/methods) for observations and for questionnaires to young people.

Youth participation could furthermore be evaluated in relation to indicators describing how an activity should be perceived by young people (e.g. they should feel that they are in charge and are met as resources by staff). This would ask for methods for structured dialogue with and/or questionnaires to, young people. The more complementary tools that are used, the more reliable will be the result.

Some examples of quality tools can be found in appendix 4. But just as in the case of indicators these examples should be used primarily as inspiration and/or as starting point for the necessary work of adapting them to local conditions. The close relation between indicators and quality tools makes mere copy pasting more or less impossible unless exactly the same indicators are used. Just as important is that copy pasting easily leads to that the reason for using specific tools are not fully understood by the ones using them, which in turn will lead to lack in motivation and distrust in the system as a whole.

The conclusion is that just as in the case of indicators quality tools must be developed in cooperation with all relevant stakeholders. Only this way will the knowledge they provide be regarded as valuable and worth using as a basis for future development.

Equally important is to have tools to manage the knowledge gathered. Without them the gathering of knowledge will soon deteriorate into a dead routine. It is these tools that ensure and make credible the necessary developmental approach.

Examples of different types of such tools include:

- Manuals supporting analysis and reflection.
- Systems for comparing results over time and/or between different actors.
- Models for systematic benchmarking.
- Routines for exchange of best practices and peer learning.
- Tools for change management/planning.

These different tools to gather and manage knowledge about both qualitative and quantitative aspects of youth work and how they relate to indicators are all tools that can, and should, be used within a quality system.

6.2. Developing quality systems

A quality system is, as stated earlier, a set of combined tools designed for gathering knowledge on how different ways of organising and conducting youth work corresponds with desired outcomes, combined with corresponding tools to manage this knowledge in a way that enables adequate support for the development of quality.

Quality systems can, as mentioned earlier, be covering a smaller or bigger part of the youth work reality and be more or less complete in both width and depth. A complete quality system must build on indicators related to all major aspects of youth work and tools/methods to see how reality meets these indicators and use them within the framework of a full quality circle to improve the quality of youth work.

The quality of a quality system of course relies on the same basic criteria as any other work process and should be built according to the same principles:

- The aim/purpose of the system should be clear and well known.
- The design of the system should have been done in dialogue with all relevant stakeholders.
- The implementation of the system should have been done in dialogue with all relevant stakeholders.
- It should be continuously evaluated and improved.

Furthermore the quality of a quality system can be seen in to what degree it:

Is **meaningful**, which means that it:

- Takes into consideration all important aspects of youth work.
- Is fully understood and considered important by youth workers and all other relevant stakeholders.
- Is integrated into daily work and activities.
- Enables youth work to look at itself from outside.
- Contributes to higher quality.

Is based on **logical and clear methods**, which means that it:

- Clarifies the relation between preconditions, work processes and outcomes.
- The different parts (tools/methods) are closely and effectively linked to each other.

- Gathers knowledge/facts that are objectively verifiable.
- Have easy accessible routines and manuals to support the handling of it.

Shows **diversity and flexibility**, which means that it:

- Combines different sorts of tools/methods in order to show different perspectives.
- Is adapted to the specific setting where it is used.

Contributes to **sustainable dynamics**, which means that it:

- Is easy and not too time-consuming to handle.
- Simplifies and enhances analysis and reflection.
- Creates knowledge/results that are easy to understand and turn into action.
- Clearly articulates the outcomes of youth work.

Makes visible the **value of youth work** outside the sector, which means that it:

- Clarifies the role and position of youth work in relation to other sectors and in the public eye.
- Strengthens the credibility of youth work.
- Enhances the recognition of youth work.

Some examples of quality systems can be found in appendix 5. As for the examples of quality tools these are primarily aimed at inspiring the necessary discussion among all relevant stakeholders on what system should be used in their context/setting. The examples are divided into three different levels: Local/Regional, National and International.

7. Conclusions and Recommendations

7.1. General conclusions

These general conclusions are relevant for all levels and actors in the field of youth work, from policy to practice and from local to international level. They should therefore also be seen as the Expert Group's recommendations on how to work with quality development.

1. The core principles constitute the necessary basis for successful youth work.
The conclusion of the Expert Group is that the development of indicators, quality tools and quality systems for youth work must build upon, be guided by and abide by these core principles.

2. Youth work takes place in many different forms and settings, answering to the various needs, wishes and living conditions of young people.
The conclusion of the Expert Group is that the development of indicators must be adapted to the specific form and setting of youth work at hand. The term common indicators in this context, subsequently does not mean identical indicators but refers to the ground on which they are built and the process that has been used for building them.

3. Working with indicators, quality tools and systems is crucial to the continuous development of youth work and has great potential to contribute to an enhanced credibility and recognition of the youth work sector as a whole. However, if it is to fulfil this function, this work must be a joint process that all stakeholders engage in, take seriously and design together in a way that enhances critical reflection and creative solutions.
The conclusion of the Expert Group is that this process can be initiated by anyone but the ownership of it must be shared by all relevant stakeholders.

4. The first and most basic step is the building of a set of indicators related to the core principles and the specific form and setting of youth work at hand. In this work all stakeholders must be included and meet each other as resources. The basic question that everybody engaged must ask themselves and each other is: what would indicate that this form of youth work is of good quality, e.g. which preconditions, processes and outcomes would be reliable signs of good quality?
In order to have credibility in the eyes of all stakeholders and to form a solid ground for sustainable development, all aspects of youth work, no matter which stakeholder is responsible, must be subject to these kinds of questions.
The conclusion of the Expert Group is that an adequate set of indicators should cover the whole youth work context concerned and have a holistic approach.

5. The next step is to design quality tools that enable the gathering of knowledge needed to show if and to what degree reality meets the indicators, e.g. are young people taking active part in the evaluation of youth work. Even though there are already existing quality tools, these should not be copy-pasted. On the contrary they must be revised and adapted to local conditions to secure that all stakeholders find them adequate for their purpose.
The conclusion of the Expert Group is that just using tools without having a common understanding of quality and the indicators that they relate to will only result in a

mechanical handling that will not be perceived as important and will not enhance and provoke critical analysis and reflection, and thus not lead to development and higher quality.

6. Putting the quality tools for gathering and handling knowledge together in a systematic way creates the necessary ground for continuous quality improvement. When all the parts are in place in a well-functioning chain you have what is usually called a "quality circle".
The conclusion of the Expert Group is that a full quality circle is needed to ensure an overall and continuous development of youth work quality. Just using separate quality tools that are not connected to each other will undermine the credibility of the work and risks guiding youth work in an unforeseen and negative direction.

7. Due to the great variety of youth work forms and settings no uniform, one-size-fits-all indicators could be created. What this report presents is therefore a framework consisting of a common ground, in terms of the core principles, and a common process.
The conclusion of the Expert Group is that the core principles create a common ground for the exchange of best practices, mutual learning and continuous development.

8. Society is constantly changing and so do the needs, interests, dreams and aspirations of young people. Due to this youth work can never be defined on the basis of its concrete actions, which must adapt to an ever changing reality, but only in relation to its overall aim to contribute to the personal and social development of young people and the core principles on which it relies. The quality of youth work will depend on how well we realise the core principles in a changing reality.
The conclusion of the Expert Group is that quality development must be an on-going process and investment that requires the commitment of all stakeholders.

7.2. Recommendations

The following recommendations direct themselves towards politicians and authorities at European, national and regional/local level. In order to ensure that this report is actually used as a means for improving the quality of youth work the Expert Group recommends:

- The promotion of exchange and peer learning on the theme of developing indicators and youth work quality tools and systems.
- The support of cooperation in the field of youth work quality development.
- That this report is used as the basis for a practical handbook on how to build sets of indicators and work with quality tools and systems at all levels.
- That the handbook is translated into different European languages.
- The construction of a web-based library, based on a wiki approach, of indicators, quality tools and systems.
- That the quality systems approach should be included in education and training of youth workers.
- That the report, and later the handbook, are presented at different international and national conferences for relevant stakeholders.
- That this report is used as a means to clarify the role and contributions of youth work in the realisation of a cross-sectorial youth policy.

Finally the Expert Group specifically wants to stress:

- Working with a systematic quality approach asks for resources in terms of time, knowledge and money – this is not a cost; it is a necessary investment.

- The development of quality relates to and is a responsibility for all stakeholders – since no chain is stronger than its weakest link capacity building around quality issues is essential.
- Working with continuous quality improvement asks for continuous *engagement* from all stakeholders involved – conducting an external evaluation is something else.
- The prime motive of a quality approach must be the development of quality – not the evaluation or monitoring of it.
- Youth work relies on relations with young people – so does the development of quality approaches.
- The basis and 'soul' of a quality approach must be to provoke critical reflection and a vivid debate on what we do, how we do it and, furthermost, why we do it.

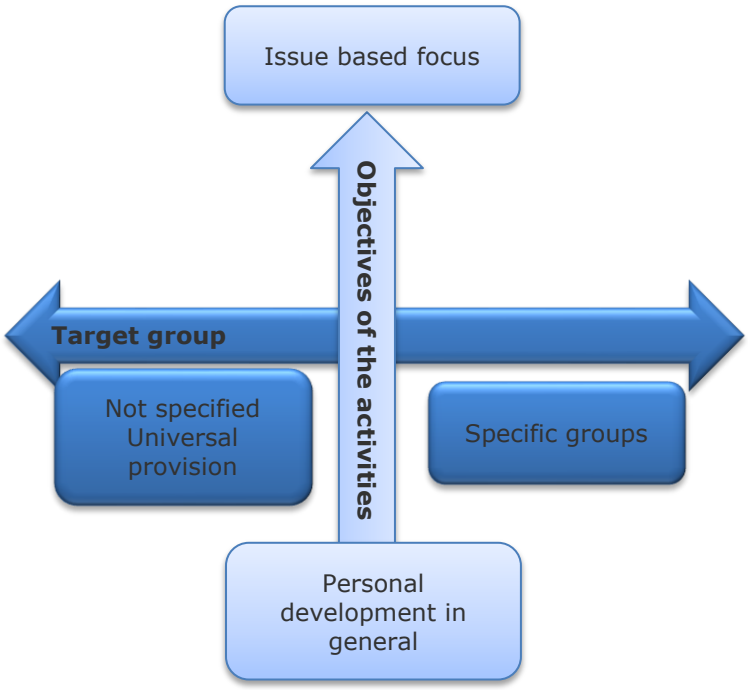
Appendix 1

1.1. Typology of youth work, youth work categories

The four "ends" of the axes are:

1. Universal youth work with broad goal
2. Targeted youth work with broad goal
3. Universal youth work addressing specific issue
4. Targeted youth work addressing specific issue

Figure from the study "Working with young people; the value of youth work in the European Union":



Balancing between the extremes of these axes of course puts youth work in a difficult situation if it is not done with the overall aim and core principles guiding the decisions taken. Or, as it is said in the report "The value of youth work", page 7:

"The combination of an increasing demand for youth work activities, the growing expectations of youth work to deliver successful outcomes and evidence of that success means that organisations providing youth work have to find a balance between:

- meeting the priorities set out in policies and funding mechanisms with an ever-increasing trend for youth work practice to be more target-group based, address specific issues and be intervention based;
- responding to the individual needs and interests of young people;
- whilst maintaining the core principles that form the foundation of youth work practice.

The potential disconnection between the purpose and mission of youth work and the expectations of outcomes is a growing issue. There is a concern that youth work is increasingly expected to deliver what had previously been carried out by other policy sectors. Some of those within the sector can see this trend as putting extensive pressure on the sector and can take youth work away from its original purpose. On

the other hand this indicates that there is a growing awareness of the possible contribution of youth work. Though in many countries this does not yet come hand in hand with funding frameworks and commitment to develop the youth work sector."

There are also some other important characteristics, which distinguish youth work from other intervention forms:[1]

Multiperspectivity:
There is no youth work (co-) financed by public funds without linked expectations (i.e. "take the youngsters from the street", "good press", "crowded youth centres" i.a.). At the same time, countless initiatives highlight the topic of non-formal learning in youth work (i.e. self-determination, participation, participation in society…). Moreover, the young people themselves have their own ideas about their personal benefit concerning youth work. They don't want to be educated but are searching for meeting points, communication, fun, and possibilities to distinguish themselves. All in all, youth work does not dispose of a straight "setting" but has a rather diffuse collection of aims and expectations to handle.

Deficit of technology:
Youth work does not command technologies in a sense of "if you use instrument x for problem y you receive output z". Youth work is confronted with complex social processes and has to suffer a "structural deficit of technology". Which means that the work has to be motivated and justified by hypothetical constructed interdependencies.

Coproduction:
A youth worker is always confronted with the fact that his **client** plays an undeniable role in the youth working process. Youth workers have to consider their professional activities as coproduction with humans, who always have their own perceptions and beliefs concerning their life. This concept of coproduction implies that the youth workers can only contribute one (and the smaller) part to successful solutions. This part is mainly to sharpen the client's insight on his own aims.

Interdependency:
Actions, interpretations, opinions and priorities of all involved stakeholders (young people, youth workers, NGOs, clubs, cities, governments etc.) change with changing conditions. Therefore it is helpful to involve these systems into the reflections concerning concepts and quality.

Concerning the target group youth work often has a double mandate: from its own understanding, it wants to be open to all young people in the sense of fulfilling an integrating function and not being adjusted to special groups. On the other hand, youth work as part of social work is orientated to predefined problem- and risk groups. In this understanding, it develops special offers for these groups. Main axes for subdividing groups can be gender, age, marginal or problematic groups etc. As mentioned above, the situation in organisations is even more complex. Different stakeholders have different beliefs about the potential target groups of the same organisation: the financing municipality might want to see all problematic young people being dealt with in the organisation, the youth workers want to integrate all types of young people, the young people "vote with their feet" which means that they prefer organisations where their friends are represented.

[1] Von Spiegel, H. 2003: (Selbst-) Evaluation in der Jugendarbeit. In: Caritas Luxemburg (Hrsg.) 2003: Wege der Qualitätssicherung in der Offenen Jugendarbeit, Luxemburg.

The experience of the last decades shows that the big aim of youth work, to integrate all kinds of young people under one roof of youth work (and even make them come voluntarily) could and cannot be honoured. To run a completely open concept in youth work means to get a selection of young people and to exclude others accidentally. For this reason, it is helpful to run the concept intentionally, being aware of the implicit processes of exclusion.

1.2. COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)

- Formal learning means learning which takes place in an organized and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education;

- Non-formal learning means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public;

- Informal learning means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child);

1.3. Youth work and learning outcomes

Teamwork, adaptability and flexibility, self-confidence and intercultural skills are said to be amongst those developed to a greater extent in youth organisations compared to formal education systems (Souto-Otero et al, 2013). Similar outcomes in terms of skill and capacity development are identified in a recent map of the international youth work research literature (Dickson et al, 2012), and in an Irish study by Devlin and Gunning, who found a range of benefits from engagement in youth work including 'information, practical skills, enhanced educational or employment opportunities; and less tangible ones such as confidence, self-esteem, tolerance and sociability' (2009: 51). The value of these skills and those who possess them is set to increase, with leadership, teamwork and innovation and creativity becoming even more important in the next three years (Shanks et al, 2013: 9).

The Table below (Source: EU Expert Group, Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability (European Commission, 2013) links the outcomes and skills acquired in youth work to four categories i.e. Personal, Inter-personal, Self-management and Competences in initiative and delivery. According to the UK Commission for

Employment and Skills (2009), these sorts of skills and capabilities are often more highly valued than formal education qualifications.

Overarching skill categories	Outcomes identified in the research literature
Personal (e.g. confidence and self-esteem)	• Increased confidence and self-esteem • Self-awareness (personal and social) • Readiness to take on new and more diverse experiences
Interpersonal (e.g. social and communication skills, teamwork, assertiveness)	• Improved teamwork • Increased communication • Improved pro-social behaviour • More open to people from diverse backgrounds • Positive peer relationships • Enhanced leadership
Self-management skills (e.g. reliability)	• Motivation, commitment, resilience • Increased life skills
Competences in initiative and delivery (e.g. planning, problem solving, prioritising)	• Critical thinking skills • Planning, decision-making • Developed and focused career aspirations

Appendix 2 – Illustrations of youth work

A.2.1. Youth centres

Title: Quality in SIEMACHA Spots – network of youth centres (POLAND)

Target group: young people up to 18 years old

Aim: The SIEMACHA Association runs ten youth centres for young people up to 18 years old in different Polish cities, among which three are run in the shopping malls. It delivers universal youth work with a broad goal.

Short Description:
Centres (called SIEMACHA Spots) are open to all young people but mostly young people come from families with not very good economic situation and less educated parents. The SIEMACHA Spots combine both education and therapeutic functions – on one hand they offer a whole range of educational, cultural, art or sport activities to groups of young people, on the other hand they guarantee individual support from youth worker but also other professionals such a psychologists or psychiatrists.
The main effects of the SIEMACHA work is the social and personal development of the participating young people, as well as their educational development. But additionally, the aim is to building stable and strong relationships with the young people as well as building a strong identity of a SIEMACHA Spot participant.

Core Principles of Youth Work:
One of the core principles of SIEMACHA work is allowing young people to co-decide on important matters. They have space to take a stand on matters important to them, propose activities or negotiate rules. SIEMACHA aims at activating young people, but also at empowering young leaders and seeing their potential. To assure this SIEMACHA Spot's community meets once a month for discussing daily life issues, giving information or positive feedback. SIEMACHA Forum, which is a self-government body is organised twice a year – they debate established rules, and take decisions.
The Second principle is attractiveness – as the participation is voluntary the centre makes efforts to offer interesting activities to you young people, projects outside the centre or even of international character. Also the material aspect is taken into account – the centres are nicely furbished and of high standard – to give young people places in which they would like to spend time.

Contact:
www.siemacha.org.pl
www.smhassociation.eu

How do you approach quality?
In SIEMACHA, there exists a multiplicity of tools of different character and related to different elements of the centre work: tools for evaluation (e.g. self-evaluation of youth workers, children evaluation of activities), reporting (on different level), monitoring, as well as motivating (prizes). There are strategic documents stressing the aims and principles of the centre work, e.g. Pentalog, which stresses voluntary participation, kindness to others, learning as an aim, care for the material space and possibility to influence what happens in the spot. Each participating child's process and progress is observed and documented (using card of the pupil, card of the stay with detailed description of child's situation, education, important events, documentation from specialists child's attending). Additionally, every 6 months the team of specialists and youth worker meet for more thorough evaluation for discussing progress and issues and discussing future proposals. For documentation, the complex computer

programme (Smonit) is used including information on activities of each centre, activity of each youth worker and each child. It allows the directing team to have access to full information, allows detailed reporting, archiving, as well as checking if youth worker and children fulfil activity targets. The centre rule is frequent participation in activities e.g. rule 3/5/7 says that each child at least must be present 3 days a week, take part in 5 forms of activities and spent 7 hours on this.

Describe the quality system with the use of quality circle
The quality circle thinking is present at different levels – e.g. on the individual level where information gathered is used to reflect about the child's situation and propose changes or intervention. Very good direction is building tools for assuring participation of young people in the quality circle through democratic participation (in form of community meetings), as well as building a system for supporting youth workers in their professional development. Still, while the centres take care at various aspects of quality and use multiplicity of tools, and some of them very complex, but it is not clear how different elements of the system are linked.

What does it brings to the case and what are the most important challenges?
It is also a challenge to include other stakeholders in assuring the quality of the youth work of SIEMACHA – while SIEMACHA has a strong support from local communities, there is less support for youth centres from the national level stakeholders and youth policy as such.

A.2.2. Youth projects

Title: Time4U (PORTUGAL)

Target group: young people from 14 up to 30 years old (divided into two age ranges according to the specific project objectives)

Aim: Universal activities open to all young people. The main aim is foster the capacity of young people to develop their sense of initiative to actively engage in community development, stimulating their active citizenship.

Short description:
The project Time4U is a comprehensive youth led and youth driven volunteering project. That creates awareness on the age groups between 14 to 17 of the benefits of volunteering and the self-development that brings to the individual taking place with schools. And from the age of 18 to 30 develops the capacity building throughout training and integrate young people into institutional projects and provides technical support by peers to volunteers that aim to develop social projects in the community.

Core principles of youth work:
This practice is based on young people's active participation on a voluntary basis and therefore focus on their different needs and interests. Offering a diversity of options for their engagement. This contributes to address different persons within the community and they perceive it as brining and added value to their personal life as well to the community where they live.

Contact:
Mariana Marques (mariana.marques@yupi.pt)
http://famalicao-time4u.blogspot.pt
http://www.projetotime4u.pt.vu/

Quality approach related to youth project

How do you approach quality?
There are different dimensions of quality assurance: internal, with hosting institutions and with volunteers. At internal level, the youth worker appointed for each volunteer registers comments and notes at regular basis (depending on the duration of the volunteer service) and there is a monthly meeting that joins all youth workers to debate the current situation and motivation of each volunteer; with the institutions involved, there is a questionnaire applied from 3 to 3 months (in long term projects) that allows structured feedback of the projects and the volunteer performance. Regarding the volunteer, each one keeps a "volunteer diary" to write down his/her experiences, register their learning outcomes and share with the youth worker their challenges and successes on a regular basis.
There is a database with all the information regarding each volunteer with personal info but also information on his/her path of volunteer (duration of volunteer projects, skills developed, reference persons, etc.)

Describe the quality system of your case with the use of quality circle (core principles, aims, indicators and quality tools)
Indicators we usually use: number of young people informed and aware about the possibilities of volunteering in their city; number of young people who attain to the initial training course; number of young people who get involved in volunteer projects; number of young people who develop personal volunteer projects and get support from our organization

There is a system of tutors that allows fresh-volunteers to be accompanied by more experienced ones. This has been pointed out by volunteers as one of the most motivating and rewarding experiences since they feel supported, less afraid of joining new activities and more willing to take risks and learn from it.

What does it brings to the case and what are the most important challenges?
The most important challenges right now are related to the recognition and validation of skills, attitudes and knowledge developed through the participation in such projects – the system allows recognition based on self-reflection and support from a youth work, but this recognition is valid internally but not externally (due to misinformation and low credit of youth organizations).

What are the stakeholders involved in the quality system?
The local youth organizations by themselves and the hosting organizations. This system is still not homogenised among organizations, which would contribute for a more solid system of recognition.

A.2.3. Outreach/detached youth work

Title: T.O.M. - Tailor Made Support for Young Unemployed (NETHERLANDS, City of 's-Hertogenbosch)

Target group: Young unemployed and school dropouts (16 – 23 years old)

Aim: Young unemployed persons and school dropouts are guided towards work or school by a Tailor Made Approach for Youth.

Short description:
This approach is part of the policy strategy of the city of 's-Hertogenbosch to reduce youth unemployment and early school leaving. Youth workers and job coaches work

with the young people for three days a week. The activities are in groups and individually; based on the needs of the young people. They participate from three months to one year, all voluntarily. 70% of them find a job or start formal education or training. The development of peer networks is also a success factor; most of them were not having friendships before. The city of 's-Hertogenbosch has a database where the target group is listed. The participants are contacted by youth workers and job coaches to convince them to participate. Connection with young people, who already participate, is helpful.

Core principles of youth work:
At every moment of the year a variable group of about 450 young people in the municipality is the target group for the Tailor Made Programme. Young people cannot be forced to participate. The programme has to be so attractive that they really want to participate. There is not only a direct contact between professionals and young people during the different activities but also contact on social media outside office hours (also in the weekend and during holidays). The programme has different group-elements, for example: culture, sports and social skills. Group dynamics are important. The programme responds to the different needs, interests and experiences of young people

Young people know very well their learning perspective: give content to their lives. Youth work and case managers organise all kind of activities (for example a two-day biking trip or sailing trip with a clipper) where they get in contact with their peers. These activities can strengthen their personal development.

Contact:
http://www.youthpolicy.nl/yp/Youth-Policy/Youth-Policy-subjects/Education-and-Youth-Unemployment.

A.2.4. Informal groups

Title: Activities of informal youth group "Maskačkas Workout" (LATVIA).

Target group: The core of the informal group now consists of eight young people aged 15 – 18 who come from one of the neighborhoods of the city of Riga (the so called "Maskačka") that is infamous for a range of social and economic problems its inhabitants face.

Short description:
The group formed several years ago around a shared interest in workout and a joint wish to install workout bars in one of the yards in the neighborhood they lived in.

With the help of a neighborhood NGO they found a youth centre in the area that supported them to transform an idea into a project application, which was submitted to a grant competition for youth initiatives (managed by the same youth centre – "Kaņieris").

Core principles of youth work:
As all the activities were run by young people themselves throughout the implementation of the project, mentoring support was provided by the staff of the youth centre upon request from the young people. After the end of the project it was evaluated by the young people involved with the support of the staff of the youth centre in order to identify the successes of the project, drawbacks of its implementation and learning outcomes of the involved youth. Ways to improve centre's support to project implementers were also discussed.

Being encouraged by this experience and seeing the impact of their initiative on the local community, next year the group undertook another project in order to organise open trainings in workout for the youth from the neighborhood. This increased the number of involved young people and the group continues training together in the environment they created themselves.

The group also encourages other young people to implement projects of their own by participating in the info events of grant competitions organised by the Youth Division of the City Council and sharing their experience.

Contact:
https://www.youtube.com/channel/UC6e6mFi3GXwcevZG4F4K8Jg/videos
For more information about the activities of the group please contact:
Youth Centre "Kaņieris", e-mail: info@kopnica.lv

A.2.5. Youth camps

Title*:* Camps organized by Children and Youth Centre "Daugmale" (LATVIA)

Target group: Children and youth aged 9 – 16 years old (mostly 11 – 14 year olds)

Short description:
Children and Youth Centre "Daugmale" is one of the hobby education institutions operating in the city of Riga and its primary focus is implementation of hobby education programmes for children and youth. However, it also runs activities that can be classified as "youth work" in the interpretation of this report. An example of these are youth camps for general audience (the so-called "open camps").

The aim of the "open camps" can be generally defined as providing purposeful leisure time activities for children and young people by creating learning opportunities, space for communication and cooperation with their peers, as well as promoting active and healthy lifestyle.

One of the traditional camps of this format – "Avokado" – is organised by "Daugmale team" for 10 years. It usually lasts for ten days outside Riga during the summer holidays and involves around 60 young people aged 9 to 16. The programme is a mixture of sports activities, workshops, excursions and events and it largely relies on active participation and co-creation with the young people.

Core principles of youth work:
In order to ensure that the camp is attractive for the young people, the organising team takes into account feedback from the young people and staff who were involved in it in previous years. The programme, setting and aims of the camp are announced in due time simultaneously with opening the application for wannabe participants, thus ensuring that they are understandable and acceptable for both young people and their parents.

The programme of the camp is built according to the principles and using the methods of non-formal and informal learning. The diversity of methods is ensured by involving staff that has pedagogical experience and diverse background in youth work, as well as choosing the environment that fits the needs of the programme. The workshops are adjusted to the needs of the specific age groups represented in the camp and to the progress / interest of the participants, which is constantly monitored and reflected upon by the whole team of organisers.

Contact:
Children and Youth Centre "Daugmale", e-mail: bjcdaugmale@riga.lv
http://www.bjcdaugmale.lv/avokado_0514.htm

A.2.6. Youth organisations

Title: Youth association No Excuse (SLOVENIA) - Youth organisation/ Network of Local Youth Organizations

Target group: Young people

Aim: Universal youth work addressing specific issue

Short description:
No Excuse Slovenia is a youth organisation, founded in 2006 exclusively by young people. Its mission is to encourage young people in community-responsible activities in the field of healthy lifestyles and sustainable development.

Organization is led by the group of activists organised on different levels according to the responsibilities they take. Their most recognizable activities are workshops on negative aspects of smoking and immoral marketing tactics of the tobacco industry in Slovenian Elementary Schools. With them they reach 30-50% of national population of 12- and 15-years-olds every year. These workshops also help them to acquire future generations of activists.

Core principles of youth work:
Meet young people as capable individuals and resources:
The organization can be seen from three different perspectives:

- As a social marketing campaign on the field of healthy lifestyle and sustainable development among young people.
- As an advocacy organisation for young people in the fields where it operates.
- As a structure that enables young people to continuously learn by doing, take new responsibilities and benefit from personal growth.

Young people taking part in the organization have the opportunity to use its structure to personally develop towards being informed and critical-thinking young individuals. In relatively short time of their existence and activism (since 2006) they become capable of leading dialogues with institutions and other young people and becoming opinion-leaders in the society.

Contact:
http://www.noexcuse.si/

Appendix 3 – Examples of indicators specific for youth work

Core principles Youth work...	Preconditions	Work process/methods	Outputs and effects
1. Is perceived as being attractive	1. The facilities not only ensure health and safety requirements, but also provide an attractive (suitable) and accessible environment. 2. Budget, staff, venues, activities, etc. are flexible and can be adjusted to what young people find attractive at each period. 3. Communication and information strategy are designed to attract young people.	1. There are on-going opportunities for young people to adjust the youth work environment to their preferences. 2. The youth workers contribute towards creating a friendly and enjoyable environment. 3. There is a systematic and continuous dialogue with young people on what they find attractive (regarding settings, activities, approach, etc.). 4. Budget, staff schedule, communication strategy etc. are continuously revised and adapted to changing circumstances.	**Output:** The number of young people that repeat the activity (come back to the centre, organisation, programme, activity). **Output:** The number of young people that would recommend the centre, organisation, programme, activity to their peers. **Effect:** The degree to which young people find the activities attractive. **Effect:** The resources available are appealing to young people.
2. Responds to the different needs, interests and experiences of young people as perceived by themselves	1. There is a mechanism in place to assess the needs and interests of young people with the involvement of the relevant stakeholders. 2. The youth workers have the required competences to assess and address the needs and interests of young people.	1. The needs and interests of young people are continuously evaluated and the work programme is adjusted accordingly. 2. The working programme is evaluated to see if it meets the needs and interests of young people.	**Effect:** The degree to which young people perceive activities are meeting their needs, interests and experiences. **Effect:** Young people are more aware of their needs, interests, strengths and limitations. **Effect:** Young people are informed about other opportunities available to them, according to their needs and interests. **Effect:** Young people perceive the work programme to be flexible and responsive to their needs and interests.

3. Is actively inclusive, reaches out to and welcomes all groups of young people	1. The youth workers have abilities and competences to work with young people from diverse backgrounds and with different needs. 2. The youth workers are knowledgeable about the different groups of young people living in the community. 3. A strategy is in place to reach out to and involve excluded groups of young people. 4. Diversity policies and practices are in place to ensure the commitment of the organisation towards inclusion and wide representation. 5. There are clear ethical standards that assure that all participants feel secure and able to express their personality, views and interests.	1. There is on-going monitoring that the work programme caters for diversity of backgrounds (social and economic, as well as learning styles and abilities). 2. The youth workers provide space for exploring the richness of diversity within the learning programme. 3. There are clear processes on how the ethical standards should be reinforced.	**Output:** There is on-going participation of young people from diverse backgrounds. **Effect:** Young people develop a sense of belonging to the community. **Effect:** The degree to which different groups of young people are engaged. **Effect:** Young people hold positive attitudes towards diversity. **Effect:** Young people perceive the youth work setting as inclusive.
4. Is based on young people's voluntary and active participation, engagement and responsibility	1. Different forms and levels of engagement are available according to the young people's interests and capacities. 2. Rights and responsibilities related to different forms of engagement are clearly communicated to the young people. 3. Participatory structures and consultation processes such as working groups and committees are established. 4. The roles and responsibilities available to young	1. The youth workers ensure that young people feel free to make their own decisions in regard to participation in the activities. 2. The youth workers make use of different methods and tools to ensure active participation and engagement of young people. 3. Time and resources are allocated to ensure that young people are adequately supported in fulfilling their responsibilities.	**Output**: The number of young people that take responsibility voluntarily. **Effect**: Young people's skills and competences are developed through different (e.g. leadership) roles and responsibilities. **Effect**: Young people are never forced to participate. **Effect**: Young people feel they have an impact on the organisation and activities organised.

	people are clearly distinguished from those of youth workers. 5. The youth workers are competent to ensure the active participation and engagement of young people.		
5. Has a holistic perspective	1. Aims and objectives include development of knowledge, skills and attitudes in a way that respond to the needs and abilities of the young people. 2. Planned objectives and activities focus on physical, emotional, intellectual and spiritual development of young people. 3. The youth workers are aware of different community and public resources and possibilities that can enhance the development of young people.	1. The work programme is periodically assessed to ensure that it supports development of knowledge, skills and attitudes in a balanced way. 2. The necessity of involving other experts and stakeholders (psychologists, sport trainers, social workers etc.) in the design, implementation and evaluation of the work programme is continuously explored.	**Effect**: Young people developed all three elements of competences: knowledge, skills and attitudes. **Output**: The number of other experts and stakeholders involved in the design, implementation and evaluation of the work programme.
6. Meet young people as capable individuals and resources	1. Clear value framework has been developed. 2. Clear expectations of the youth worker and the young people are put in place.	1. Support and mentoring possibilities are provided to young people throughout the programme. 2. The knowledge and experience of young people is reflected in the programme.	**Effect**: Degree to which young people develop self-regard. **Effect**: Young people are assertive and able to deal with complex situations in an appropriate way. **Effect**: Young people are able to use their skills and knowledge for the benefit of the group.
7. Enhances young people's rights, personal and social development and autonomy	1. The facilities and policies ensure respect for people's rights and dignity. 2. The work programme allows young people to explore their rights and take responsibility for	1. Young people are treated as equal partners with the necessary support and guidance corresponding to their age and maturity. 2. Young people are provided with a variety of opportunities to	**Effect**: Young people are aware of their rights, and have knowledge and competences to take action when these are violated. **Effect**: Young people are able to establish and

	themselves and their actions. 3. Monitoring systems are in place to document whether people's rights and dignity are respected and whether access of young people to their rights is guaranteed 4. The youth workers have the required competences and knowledge on human rights.	broaden their knowledge on human rights and discrimination. 3. The working program develops young people's competences of decision making.	maintain positive and partner relationships with a range of actors. **Effect**: Young people show respect to the rights of others. **Effect**: Young people are able to make reasonable decisions and take responsibility for their actions. **Effect**: Young people are able to reflect critically on the world around them. **Effect**: Young people know how to access information and services on human rights relevant to them.
8. Is designed, delivered and evaluated together with young people	1. Systems are in place to ensure that the aims of the work programme are designed together with young people, by young people and for young people. 2. Participatory structures have been established to allow different groups of young people to be involved in planning processes (according to their age, special needs, etc.). 3. It is clearly stated how young people can influence activities, projects or programmes.	1. Young people are regularly provided with opportunities to participate actively in the selection, design, implementation and evaluation of the activities. 2. The work programme is regularly revised together with the young people to ensure that the aims are being met.	**Output**: Documentation is available on young people's involvement at the different stages: selecting, designing, delivering and evaluating activities. **Effect**: Young people are able to reflect and analyse their work with appropriate support. **Output**: Reactions and feedback from young people are gathered and used in the planning of activities. **Effect**: Young people feel that their contribution is acknowledged. **Effect**: Activities and services are organised in compliance with the agreed aims. **Effect**: The degree to which the young people feel involved in the selection, design, implementation and evaluation of activities.
9. Is based on non-	1. The youth workers have competence in	1. Non-formal education methods are used in the	**Output**: The diversity of the used methods.

formal and informal learning	designing, delivering and evaluating non-formal education programmes according to the needs and interests of young people. 2. The environment is designed and the resources are available in order to support non-formal and informal learning in the group.	implementation of the programme according to its purpose and aims. 2. The programme is adjusted according to the progress of the group and the changing needs of young people.	**Effect**: The degree to which non-formal and informal learning is taking place.
10. Has a visible learning perspective and its activities are designed in accordance to clear learning objectives	1. The learning objectives are public and known by relevant stakeholders. 2. The learning objectives are realistic in view of the time frame and the resources available. 3. The learning objectives are understandable to the youth workers. 4. There is a strategy for reflection on young people's learning.	1. The youth workers continuously assess if realised activities are in line with the set and communicated objectives. 2. The reflection on learning is provided using different tools and methods.	**Effect**: Participants are aware of what they have learned. **Effect**: Participants are aware of how to apply what they have learnt to different life situations. **Effect**: Degree to which the learning objectives are reached by young people.

Appendix 4 – Examples of quality tools

A.4.1. Support of youth organisations

(grant scheme of Ministry of Education, Science, Research and Sport of the Slovak Republic)

Form of youth work where the tool applies: National youth organisations

Country: Slovak Republic

Short description of the tool: Grant scheme for large national youth organisations, which is divided into three parts; a basic standard, a higher standard and a youth strategy, divided 25% : 60% : 15%. In the basic standard, after fulfilling all the criteria, organisations get funding based on the number of members. In the higher standard (which forms the main part of the grant scheme) it is, besides the number of members, also important how they fulfil higher quality criteria. These are in a number of areas such as the quality of the strategic development plan, the system for internal evaluation, the inclusion strategy, the quality of main programs for youth, the system for youth workers and youth leaders development and training, the system for cooperation with other stakeholders, etc. The third part is allocated for activities that contribute to fulfilling specific goals of the national Youth strategy for years 2014 - 2020.

Tool initiated by: Cooperation of IUVENTA (administrator), Ministry (provider) and youth organisations (applicants)

Tool handled by: IUVENTA - Slovak youth institute as administrator of the grant

Object/Theme: Indicators in higher standard are in these areas:

- Basic principles: democracy, transparency, sustainable development, equality and inclusion
- Activity of organisation towards youth (members): system, quality, synergy, mutual coherence and link of existing tools
- Cooperation and partnership:
  In Strategy for youth 2014 - 2020 in Slovakia we gather overview of the projects contributing to fulfilment of strategic aims. We also handle quantitative indicators such as number of members, number of volunteers, number of youth leaders, number of trainings...

Short description of main objectives/aim: Main objective is to motivate organisations to improve the quality of the youth work they provide and involve them also in contributing to the strategic aims set by youth policy (Strategy for youth in Slovakia 2014 - 2020).

Method: External. After organisations apply for the grant and fill the applications, two assessors go through each application and give a score for the selection committee as a basis to decide upon the grant.

What resources does it take to run the tool: Takes a few hours to fill in the application and also 4-5 hours for the assessor to go through the application. But this is done for a three year period.

How it is documented: It is an online application so all the parts are described by applicant in the online system or added as attached files. They also yearly update the main indicators (such as number of members, youth leaders, regular meetings...)

Handling/use of gathered knowledge/results: Results are used as a basis for division of grants for youth organisations. In the longer-term are used also to assess how youth organisations contribute to the Strategy for youth 2014-2020 and will be used for the definition of quality standards in youth work

Strength of the tool: Strength is that it was developed in cooperation with youth organisations and it focuses more on quality development. Another strength is that part of the money is allocated for projects contributing to fulfilling aims of Strategy for youth and if youth organisations don't use their capacities or potential, this money will be used in other programs for different subjects. Another strength is that the criteria are very transparent (same for applicants and for assessors) and detailed (score 0 - 0.5 - 1 per criteria).

Weaknesses of the tool: There is the necessity for long term education of the assessors to have comparable results in assessments and same criteria for quality. Also the basis for assessment is the application form, where most of the criteria is assessed based on the description of the applicant (high level of trust).

How the tool is connected to other tools: Part of the higher standards criteria is linked to the accreditation of non-formal education program for youth workers and youth leaders, which is another quality tool in youth work.

For more information contact: IUVENTA - Slovak youth institute:
tomas.pesek@iuventa.sk

A.4.2. Peer assessment of youth centre activities

Form of youth work where the tool applies: Youth centres' open activities.

Country: Finland

Short description of the tool: A qualitative assessment tool with criteria for youth centre open activities. The 42 criteria are divided in four levels. The criteria embody the core principles of the youth centre work. The peer assessment provides also a possibility for mutual understanding and learning. The tool makes visible the content of the youth centre work. It helps to describe the work process and its values. The tool is used locally in different parts of Finland.

Tool initiated by: Youth services of capital cities Helsinki, Espoo and Vantaa. Nowadays Kanuuna (Network of youth services of 27 biggest cities in Finland) coordinates the tool.

Tool handled by: The work of youth centres is reviewed by other youth workers. The peer assessment is done in most cases between youth centres of neighbouring municipalities. The peer-assessment is based on the idea of reciprocity: "If you do an audit, you'll have one." The city network of youth services (Kanuuna network) coordinates the trainings for new auditors.

Object/Theme: Content of the open activities. Especially participation, relationship between young people themselves and between young people and youth workers. The

work methods and use of different knowledge in the everyday work (gender issues, multicultural aspect, internet/social media).

Short description of main objectives/aim: The peer assessment of youth centres helps to identify the strengths and areas of development of the youth centres' open activities. A shared meaning and understanding is created for the content of high-quality activities. Also the goals for development are set.

Method: The peer auditors observe the activities for a particular period of time. The assessment criteria guide the observation. There are always two auditors that go through their observations together and formulate a shared conclusion. In the feedback meeting the peer auditors, workers of the centre and their supervisor have a discussion over conclusions, observed strengths and areas of improvement. Workers of the centre prepare the action plan after for the future development with their supervisor.

What resources does it take to run the tool: Two trained peer auditors. Trainings are organised regionally by the Kanuuna network. The audit is done during one evening. In total the peer assessment process from coordination (who goes where and when) takes 1-2 months. In one centre the audit, discussion and action plan is done in 1-2 weeks. In addition a regional coordinator for peer audits is needed. Usually several audits are organised during a certain period.

How it is documented: There are criteria and tools for documentation. The documentation requires always discussion between auditors. The collection of peer auditing documents of self-assessment documents vary between municipalities.

Handling/use of gathered knowledge/results: Internal use: development of the work of a youth centre. In some extension also external use: some comparison between the youth centres in a municipality or between a few municipalities.

Strength of the tool: The tool enables peer learning and mutual development of youth work. It is a practical and "non-arrogant" instrument for regional co-operation. The benefit of the audit feedback is the recognition of the development areas and the power of positive feedback to inspire and guide the work towards the right direction. In the small municipalities in which the youth workers might not have a working community the audit has been seen a good way to check and guarantee the quality of the work.

Weaknesses of the tool: The set of criteria is quite customised and at the moment it's developed towards a more generic form. The participation of young people in assessment could have a more central role. In the use of assessment there are some general development areas such as the regularity and follow-up of the assessment. Also its better connection to the decision making processes are important both on the local and city network level.

How the tool is connected to other tools: Peer audit process goes together with self-assessment of the activities. These two assessments help the youth centre to actively develop their work. The self-assessment is done every year, peer audit more rarely. The criterion for youth centre open activities is one criteria of five different criteria settings. The whole Quality Assessment of Youth Work is further developed by Kanuuna network.

For more information contact: Kanuuna network: suvi.lappalainen@lahti.fi

A.4.3. Assessing the activities of regional organisations

Form of youth work where the tool applies: NGO's

Country: Finland

Short description of the tool: The assessment is based on the European Foundation for Quality Management model, EFQM, and its nine areas of assessment. The model has been modified to better suit organisations so that the audit benefits the salary grant preparation and decision-making and the organisations themselves, as a tool for developing their activities.

Tool initiated by: European Foundation for Quality Management / Helsinki Youth Department

Tool handled by: Helsinki Youth Department

Object/Theme: Information of following areas: management of activities, operating principles and planning of activities, staff and volunteers, partnerships and resources, processes, actor results, staff and volunteer results, societal results, central performance capacity results.

Short description of main objectives/aim: The aim of the organisation assessment is to measure the methods of each organisation and the results obtainable from there. The aim is to obtain a comprehensible view of the functionality of the "organisation apparatus" and the monitoring of how results are produced. Along with the assessment, the organisation receives feedback that allows it to further develop the organisation's functionality.

Method: The organisations do self-evaluation by filling the forms produced by the Youth Department. After returning the forms, each organisation conducts an assessment discussion with the Youth Department. Based on the assessment material returned and the more discussions carried out, the Youth Department reaches conclusions on the strengths and areas of development for each organisation and makes the comparison for the Youth Committee. NGOs also have an opportunity to carry out individual feedback discussions with the Youth Department.

What resources does it take to run the tool: For the organisations it's given about two months to do the self-evaluation. For the Youth Department (one person) it takes about two months altogether (assessment discussions, conclusions on the strengths and areas of development, report and comparison, feedback discussions)

How it is documented: The organisations get the strengths and areas of development for the further development of their functionality. The Youth Committee gets the report and comparison of the organisations.

Handling/use of gathered knowledge/results: The organisations use the assessment for their further development and some of them use it as material for other sponsors. The assessment provides additional information for the salary grant preparation regarding the functionality of the organisation better than the so-called traditional information. It is also possible to obtain more detailed information on getting results and on the effectiveness of the organisation's activities through the assessment.

Strength of the tool: For the organisation so different purposes, the model is usable to obtain a comprehensible view of the functionality of the "organisation apparatus" and the monitoring of how results are produced.

Weaknesses of the tool: It does take a lot of resources and time, so it works best for the organisations with staff.

How the tool is connected to other tools: The assessment is done every three years and using the results together with other information of the organisation, the Youth Committee decides the guidelines of salary grants for following three years.

For more information contact: Helsinki Youth Department: mervi.smahl-laurikainen@hel.fi

A.4.4. Logbook for continuous documentation of youth work

Form of youth work where the tool applies: Youth centres, youth projects and informal groups

Country: Sweden

Short description of the tool: It is a web-based system for the documentation of youth work. Through it we gather statistics on:

- Number of visitors and gender balance;
- Opening- and activity hours;
- Hours and participants in spontaneous activities, planned open activities and group activities.
- Type of activities carried out (culture, sports, etc.);
- Degree of young people's participation.

There is also space for written comments regarding what is taking place and how staff manages this. This is used as a basis for continuous analysis and reflection on work processes. It also has a section for planning and documentation of group activities. All information is stored and searchable in a database.

Tool initiated by: KEKS (Network of local departments for youth work)

Tool handled by: Form filled in by staff after each shift/activity. Statistics and other information is extracted at all levels of the organisation (groups of staff/head of unit/head of department). Administration of users, log-ins, etc. made centrally. (KEKS) Compilation and analyse of general trends/statistics made centrally. (KEKS)

Object/Theme: Gathering knowledge about which target group we reach, diversity of activities, degree of youth participation, the use of work processes/methods, etc.

Short description of main objectives/aim: Main objective is to initiate and support reflection on work within staff groups through gathering statistics that relate to common aims and indicators on, mainly, target group and youth participation.

Method: The information gathered is used as a basis for evaluation on all levels of the organisation (work group, department, KEKS). This evaluation is in turn used as a basis for designing support actions like competence development or development of new methods, manuals, etc.

What resources does it take to run the tool: Filling in the form takes about 10-15 min after each shift/activity. The analysis of the information gathered is mainly done as a part of regular staff meetings as a base for continuous improvement.

How it is documented: The statistics gathered are, together with other information, put together in a yearly report describing results on all levels of the organisation. (See "How the tool is connected to other tools")

Handling/use of gathered knowledge/results: It is used as basis for analyse and reflection after each shift/activity by staff. It is also used as basis for analyse and reflection at staff meetings. Statistics are compiled to key figures related to specific aims each year.

Strength of the tool: It is easy to handle on all levels. It puts focus on the most important aspects of work and creates a common ground for analysis, reflection and exchange of best practice. It enhances and supports continuous analysis and reflection. It creates reliable and comparable statistics.

Weaknesses of the tool: Staff needs education and practice to handle it

How the tool is connected to other tools: Statistics from the Logbook are annually put together with results from KEKS annual meeting-place survey of young people, KEKS on-going group activity survey of young people and economical information in order to give a complete picture of how well we reach our aims. This in turn is the basis for the developmental support (competence-, methods-, organisation-) that KEKS provide to its members.

For more information contact: info@keks.se

A.4.5. Meeting place survey for follow up on youth centres

Form of youth work where the tool applies: Youth centres (physical meeting places/facilities for young people)

Country: Sweden

Short description of the tool: Annual web-based survey with young people visiting youth centres, youth houses, etc. All questions relate to common aims regarding the target group, youth participation, etc. All answers are stored and searchable in a database.

Tool initiated by: KEKS (Network of local departments for youth work)

Tool handled by:

- Surveys are filled in annually by young people at their youth centres/meeting places (via a web-link or on paper).
- Results are compiled for units and departments and disseminated centrally, by KEKS.
- Administration of the system, including guides and staff manuals, is made centrally by KEKS.
- Analyse of general results/trends are made centrally, by KEKS.
- Analyse of local results are made locally by staff and young people.

Short description of main objectives/aim: To see how well youth centres and departments meet central indicators on youth work quality in order to be able to set specific aims in relation to indicators and take adequate measures for quality improvement. The main relevant indicators are:

- Target group
- Safe environment
- Attractiveness
- Inclusiveness
- Youth participation, influence and responsibility

Method: Survey of all young people visiting youth centres etc. Questions directly linked to the over all aims of inclusiveness, safety, participation, influence and attractiveness. All questions are posed as statements to which you could agree from not at all to totally, on a five-grade scale. E.g. "Staff encourages me to take active responsibility for the carrying out of activities."

What resources does it take to run the tool: It takes about 20 minutes for a young person to fill in the survey. If young people have problems understanding the questions they might need some assistance from youth workers. It takes about two weeks full time job by KEKS to extract and analyse the results.

How it is documented: The results are documented and presented on each variable/question together with a manual for analysis of local results. The general trends are presented to all staff, heads of departments and politicians.

Handling/use of gathered knowledge/results:

- Used (together with the logbook and group surveys) as basis for analysis and reflection on how work corresponds with outcomes on unit and department level.
- Used as basis for setting new specific aims in relation to indicators.
- Used as a basis for identifying needs for development of competences, methods and organisation on all levels within KEKS.
- Used as a basis for discussions with young people about youth work.

Strength of the tool:

- Easy to handle on all levels, no paperwork for staff.
- Puts focus on the most important aspects of work.
- Creates a common ground for analysis, reflection and exchange of best practice.
- Gives structured input for analysis and reflection.
- Creates reliable and comparable statistics on target group and how young people in different youth centres and municipalities perceive youth work.

Weaknesses of the tool: Some young people with language difficulties need support to understand the questions.

How the tool is connected to other tools: The results from the meeting place survey are combined with results from continuous group surveys (also web based) and quantitative figures from the Logbook and other statistics into an annual results presentation for each youth centre and local department within KEKS. This is then used as a basis for future work (see previously).

For more information contact: info@keks.se

A.4.6. Group survey for follow up on group activities

Form of youth work where the tool applies: Group activities

Country: Sweden

Short description of the tool: Web-based survey of young people taking part in group activities (e.g. international youth exchanges, creating cultural events, etc.) on in what way they have participated and how they have perceived their participation. All questions relate to common aims regarding young people's participation in planning, delivering and evaluating youth work and to indicators on what they learn during the process. Results are handed out continuously as soon as the group members have completed the survey as a basis for reflection and evaluation in the group. All answers are stored and searchable in a database.

Tool initiated by: KEKS (Network of local departments for youth work)

Tool handled by:
- Surveys are filled in after each semester or at the end of a project by young people (on web-link or on paper).
- Results are compiled for groups, units and departments and disseminated centrally, by KEKS.
- Administration of the system, including guides and staff manuals, is made centrally by KEKS.
- Analyse of general results/trends are made centrally, by KEKS.
- Analyse of local results are made locally by staff and young people.

Short description of main objectives/aim: To see how well group activities meet indicators on participation and learning in order to be able to set specific aims in relation to indicators and take adequate measures for quality improvement. The indicators are related to:
- Youth participation
- Non-formal and informal learning

Method: Survey of all young people taking part in group activities. Questions directly linked to the overall aims of participation and learning. All questions are posed as statements to which you could agree from not at all to totally, on a five-grade scale. E.g. "I have been active in planning the activities of our group", "I feel that staff and group members listen with respect to what I have to say".

What resources does it take to run the tool: It takes about 10-15 minutes for a young person to fill in the survey. If young people have problems understanding the questions they might need some assistance from youth workers. It takes about one week full time job by KEKS to extract and analyse the yearly overall results.

How it is documented: The results are documented and presented on each variable/question together with a manual for analysis of local results. The general trends are presented to all staff, heads of departments and politicians.

Handling/use of gathered knowledge/results:
- Used (together with the logbook and meeting place surveys) as basis for analysis and reflection on how work correspond with outcomes on group, unit and department level.
- Used as basis for setting new specific aims in relation to indicators.

- Used as a basis for identifying needs for development of competences, methods and organisation on all levels within KEKS.
- Used as a basis for discussions with young people taking part in group activities in order to improve these for the future.

Strength of the tool:

- Easy to handle on all levels, no paper work for staff.
- Puts focus on the most important aspects of work.
- Creates a common ground for analysis, reflection and exchange of best practice.
- Gives structured input for analysis and reflection.
- Creates reliable and comparable statistics on target group and how young people in different groups, youth centres and municipalities perceive their participation in youth work.

Weaknesses of the tool: Some young people with language difficulties need support to understand the questions.

How the tool is connected to other tools: The results from the group survey are combined with results from meeting place surveys (also web based) and quantitative figures from the Logbook and other statistics into an annual results presentation for each youth centre and local department within KEKS. This is then used as a basis for future work (see previously).

For more information contact: info@keks.se

A.4.7. Journal de bord (Logbook)

Form of youth work where the tool applies: Professional open youth-work in youth-centres

Country: Luxembourg

Short description of the tool: Computer-based tool for the collection of basic data concerning of the workaday life of youth centres.

Tool initiated by: Ministry of National Education, Childhood and Youth in collaboration with the City of Luxemburg

Tool handled by: Youth centre (some data are externally evaluated)

Object/Theme: Collected data: members (number, sex, age, nationality, address), visitors per day (sex), activities (participants m/f, champ of the activity, champ of non-formal learning), information and guidance (sex, date, main theme)

Short description of main objectives/aim: The main objective of the instrument is to systematically gather data concerning the core business of the youth-centre as a base for self-evaluation. In a second step, the sum of the results of all youth centres delivers a good snapshot of the national situation in youth work, which can be updated every year.

Method: Quantitative collection of basic data, descriptive analyses and completed forms.

What resources does it take to run the tool: The youth-centre needs about ten minutes daily to run the tool.

How it is documented: MS-Excel evaluation with pre-shaped grids and forms on the level of the youth centre; statistical evaluation (SPSS) with report on national level.

Handling/use of gathered knowledge/results: The data is mainly used as background for the regular self-evaluation of the youth-centre; the approach allows also the summary evaluation of youth work on national level.

Strength of the tool: The tool allows a rapid and systematic overview of the activities in a youth centre. The data can be immediately used for the documentation of the work. The summary of all particular reports allows for a good national view on youth work.

Weaknesses of the tool: The statistics have to be interpreted to receive a coherent view on youth work. These statistics just allow for a first view and analysed on their own could be misinterpreted. Furthermore, a comparative evaluation on the national level could be useful, but should be used carefully.

How the tool is connected to other tools: In Luxemburg, the *Journal de bord* is part of the official quality circle.

For more information contact: Ralph Schroeder, Ministry of Ministry of National Education, Childhood and Youth (ralph.schroeder@men.lu)

A.4.8. Evaluative grid for the qualification of youth centres' directors

Form of youth work where the tool applies: The named "youth centres" in Belgium, which includes youth club, youth information centres and youth hostels.

Country: Belgium – French-speaking Community

Short description of the tool: It is a grid divided in two parts – Analysis and action on the field and Management - with indicators and standards to consider each candidate with equity. In order to be recognised as a competent director the candidate has to write a personal report on the centre's realities, activities, challenges and management after maximum of 18 months. Each candidate receives the grid and knows the expectations of the Ministry. The grid is used to evaluate the competences through a written report. The quality of each competence is expressed by a rating between 0 (none) and 2 (well documented).

Tool initiated by: The Joint Committee dedicated in the qualification of youth centres' directors. The commission is composed by an equal number (seven) of representatives of federations of youth centres and representatives of the administration (members of the Youth Service and inspectors).

Tool handled by: The Joint Committee and each candidate.

Object/Theme: The competences of the person newly hired to lead any recognised youth centre in the French-speaking Community of Belgium.

Short description of main objectives/aim: To define and to control the competences of the person hired to lead any certified youth centre in the French-

speaking Community of Belgium. To reflect on the specificities of youth work and to provide an objective rating of the report.

Method: The Governing Board of the youth centre sends to the Youth department the report written by its recently hired director for its recognition as director by the Ministry. There are two levels of recognition (1 and 2), leading to a different amount of grants. To ensure the quality and the neutrality of the decision, several actors are involved in the evaluation of the report: representatives of the Youth department (including inspectors who have direct contacts with each youth centre) and representatives of the federations of youth centres. The Minister doesn't have to validate the decision. Each member of the Joint Committee reads the report and uses the grid to evaluate each competence. The results are given to the secretary of the Joint Committee. Following the results, the director is recognised as Type 1 or 2. He or she has to get enough points in both parts (Analysis and action on the field and Management). The Joint Committee provides the decision with details.

What resources does it take to run the tool: The grid is clear, more explained in a handbook (vade-mecum de la grille de cotation), completed by other tools (competency profile and decree), and the director has also the possibility to be coached by its federation to understand better the competences and standards and to write the report.

How it is documented: It is available on-line, on the website of the Youth department. It is also provided by the Youth department and by each federation.

Handling/use of gathered knowledge/results: The Joint Committee makes a list of the topics, in each report, that show challenges, a difficulties or specific approaches, in order to develop a participative project with youth centres and a publication around a specific question or approach. It can also decide to provide a publication of a one-off report reflecting realities, experiences and questions that may nourish the reflection in the whole youth sector and make visible youth centres in the society.

Strength of the tool: Clear summary of the expectations concerning the competences of any youth centre's director. Common tool to evaluate each director. Tool developed in accordance with the decree and coproduced by the Joint Committee (administration + advisory bodies). Political independence of the decisions. Stimulation for the directors to get an overview and a reflexive approach of their work. Transparency of the standards and the assessment.

Weaknesses of the tool: Necessity to integrate, next to each standard, a global point of view to give attention to the consistency of the data's. The grid asks the "presence" of the standards, but should also integrate its quality. The Joint Committee has to pay attention to a common understanding of rating. The system (0/1/2) makes difficult any nuance.

How the tool is connected to other tools: The tool is in accordance with the decree determining the recognition and funding of youth centres, youth hostels and youth information centres and their federations (D. 20-07-2000); the report is also linked with the report of the inspection, based on a field visit ("grille de contrôle"); there is a specific training to get a diploma for youth centres' management (Brevet d'Aptitudes de Gestion d'organismes culturels et socioculturels), developed with a non-formal approach, but this diploma is not a condition to become a director.

For more information contact: service.jeunesse@cfwb.be

A.4.9. Youth Work Quality Assessment Tool for local municipalities

Form of youth work where the tool applies: the tool is used to assess youth work quality in all youth work settings/services located in the local municipality participating in the assessment process, incl.

- Youth centres
- Youth organisations
- Youth council
- Youth camps
- Youth information centres
- Youth work in schools

Country: Estonia

Short description of the tool: The tool is designed to assess youth work quality in the local municipalities. Local municipalities apply for the quality assessment; participation is voluntary for them. Assessment process includes 1) data gathering (documents, action plans, etc., interviews/questionnaires with young people, youth workers, representatives on youth organisations, etc.); 2) internal and external assessment. Internal assessment form is filled by youth workers and young people in their 'home' local municipality. External assessment form is filled by 'guest' youth workers from other local municipalities. 3) 'Whole picture' data analysis carried through by Estonian Youth Work Centre (EYWC); 4) summary and feedback offered by EYWC to every local municipality assessed; 5) support (incl. trainings) and consultation to the local municipality on youth work quality development.

Tool initiated by: The quality assessment tool was initiated and developed by EYWC in cooperation with a quality management firm Ernst & Young Baltic Incorporation in the frame of the European Social Foundation Program 2008-2013 "Developing youth work quality".

Tool handled by: The assessment process is led and carried through by EYWC in cooperation with a local municipality assessed. External assessors participating in the assessment process are chosen and trained by the EYWC.

Object/Theme: The tool aims at analysing the 'whole picture' of youth work quality in the local municipality, including preconditions, work processes and methods, youth workers' qualifications, etc.

Short description of main objectives/aim: The tool aims at 1) mapping youth work situation in a local municipality, incl. strengths and areas of development, 2) planning the development of youth work quality, incl. (re)setting standards of youth work quality on the local level and informing local and state level youth policy, 3) monitoring progress, and 4) providing support and mentoring to the local municipality assessed.

Method: Internal and external assessment is carried out by assessment teams. All data gathered during internal and external assessment is analysed by the EYWC. Results are used as a basis for support (incl. trainings and consultation for competence development) and mentoring to the local municipality in order to develop youth work quality.

What resources does it take to run the tool: In all, it takes some days to visit local municipality's youth work settings and collect all data needed (incl. surveys and

interviews), some hours to fill in each of the assessment forms, some weeks to analyse data, to write the summary report and to provide support to the local municipality. The assessment and data analysis is not done as a part of regular daily work. Youth workers participate in the assessment teams on the voluntary basis.

How it is documented: As a result of the assessment and data analysis, EYWC provides a quality assessment report to the local municipality. This report describes both the strengths and areas of development and makes suggestions for improving youth work quality in the local municipality. The report is not publicised by the EYWC, but the local municipality can make it public if they wish.

Handling/use of gathered knowledge/results: The final report is a basis of quality improvement activities in the local municipality.

Strengths of the tool:
- The tool is good at motivating local municipalities to develop youth work practice as a whole in all settings and for all young people;
- Assessment does not force local municipalities to compete with each other; instead it supports and recognises them.

Weaknesses of the tool:
- The tool is not designed to assess quality of a single youth project, program or institution;
- The tool is more suitable for assessing youth work quality in the medium-size local municipalities than in the small- (less than 1000 inhabitants) or large-size (more than 50 000 inhabitants) local municipalities.
- Filling the forms is time-consuming and voluntary members of assessment teams need special trainings.

How the tool is connected to other tools: The youth work quality assessment tool for local municipalities is not directly connected to any other tool. It is not used for gathering statistics, etc.

For more information contact: Estonian Youth Work Centre entk@entk.ee; www.entk.ee

A.4.10. Youth work quality self-assessment tools for youth NGOs and youth centres, OLINA

Form of youth work where the tool applies: youth centres / youth organisations (self-assessment tool)

Country: Czech Republic

Short description of the tool:
OLINA tool is one of the final products of the ESF national project "Keys for life - Developing Key Competences in Leisure-Time and Non-Formal Education". It is an on-line system for the management of youth work quality systems for youth non-formal education settings (leisure time centres, youth clubs, youth NGOs) and serves as a tool for introducing the principles of PDCA (plan-do-check-apply) to leisure time centres, youth clubs and youth NGOs. OLINA tool is based on three modules: self-evaluation, competence-building and trainings. OLINA tool is usable for the self-evaluation of competencies of youth leaders and afterwards for the development of their competencies in e-learning programmes. At the same time the on-going

evaluating processes in the non-formal settings can be assessed. The ESF national project "Keys for life" has created and piloted training programmes aimed at raising the quality of youth work. These training programmes reinforce the skills and competencies of youth leaders and workers for setting objectives and their continuous evaluation.

Tool initiated by: National Institute for Children and Youth.

Tool handled by: National Institute of Further Education (http://olina.nidv.cz).

Object/Theme: Youth work quality self-assessment tools for youth NGOs and youth centres.

Short description of main objectives/aim:
- To facilitate the establishment and maintenance of youth work quality systems.
- To improve the youth work quality on the level of the management system of youth NGOs and youth centres as well as the competencies of youth workers and youth leaders.
- To increase the efficiency and quality of provided activities.
- To get feedback about the level of youth work quality and be able to continuously improve it in reaction to new challenges and the rapidly changing needs of young people.

Method:
A set of youth work quality self-assessment tools for youth NGOs and youth clubs integrated in an interactive on-line platform which offers three modules:

1. **Assessing Module**: facilitates youth work quality self-assessment of youth NGOs and youth centres, provides a set of self-assessment tools usable for different types of youth work settings which enables the users in an interactive form to carry out the self-assessment and compare the results of the self-assessment periodically. System provides to its users an opportunity to undergo a process analysis with defining main, supportive and controlling processes. As the next step it is offering CAF or modified Internal Audit as tools for finishing the phase of assessment of different processes and on-going activities. In addition, the users can benefit from consultations and methodological support provided by experts from the National Institute of Further Education).
2. **Competence Module**: facilitates self-assessment of 30 key competencies crucial for youth work at the level of youth workers and youth leaders (two tests providing a feedback to the individual user about the level of his/her key competences related to the youth work quality. In addition, a multi-source external assessment tool enables the user to be assessed by his/her supervisors, colleagues, external partners, young people etc. and improve his/her personal and professional development. The methodology on developing 15 soft competencies is provided).
3. **E-learning Module**: provides eight innovative e-learning training programmes aimed at developing and improving eight selected key competencies for youth leaders (effective communication and presentation; planning; project management; problem solving; human resources management; strategic management; leadership; fundraising). The performance resulted from the training courses is recorded in the users´ personal profiles and enables the users to improve further their performance if desired.

What resources does it take to run the tool:
ESF budget for the Individual National Project "Keys for Life - Developing Key Competences in Leisure-Time and Non-Formal Education": 185million CZK; follow-up: annually 4million CZK from the budget of the Ministry of Education, Youth and Sports

How it is documented: On-line automatically in all the three modules.

Handling/use of gathered knowledge/results:
It is possible to work with the results further at any time (for instance, to compare the results achieved in different periods throughout the year when using the tools repeatedly; to measure the progress made in the field of youth work quality system in youth NGOs and youth centres as well as key competences of youth leaders). On-line application tool enables leaders and managers of the target groups document the development of their quality youth work competencies and create their own "Personal Competency Portfolio" based on self-evaluation. In addition, the tool enables the users on the level of youth NGOs and youth clubs to elaborate their own Remedial Action Plan and document progress made in closing the weaknesses and observations.

Strength of the tool:
Enables an equal access of all youth workers and youth leaders to the tool. The usage is free of charge and is adaptable to different needs of the users. User-friendly approaches.

Weaknesses of the tool:
A strong motivation of youth leaders and youth workers to devote their free time to use the tool continuously is required (a large number of youth workers and youth leaders are volunteers and devote a huge amount of their free time to youth work).

How the tool is connected to other tools:
Another national ESF Project K2 as a follow up develops further the OLINA tool (www.olina.ka2.cz). Tutors for quality youth work in youth NGOs have been trained.

For more information contact:
Mr. Pavel Brabenec; E-mail: brabenec@nidv.cz , Tel.: 00420 774 315 041
Mr. Tomas Machalik; E-mail: machalik@nidv.cz , Tel.: 00420 733 125 963

A.4.11. Self-assessment tool for youth information centres, ERYICA

Form of youth work where the tool applies: Youth information centres

Country: Europe

Short description of the tool: The tool is composed of three main parts. Part A sets the theoretical approach to quality management in general and its specificities in the field of youth information. Differences and terms are being clarified there too, so before starting to use the reflection tool, this part sets the background. Part B is a template of reflection (assessment) tool for the youth information service. At first the European Youth Information Charter has been grouped into four key areas. Based on them there is a list of criteria and levels for assessing the actual situation. Afterwards a short template for action planning is proposed. Part C provides the reader with six examples of already functioning quality management systems in Europe. Estonian, Czech, German, French, Irish and Welsh descriptions and translated assessment tools help to understand a variety of different

tools and give the reader the chance to take the best of each of them to create their own instrument.

Tool initiated by: European Youth Information and Counselling Agency, ERYICA.

Tool handled by: European Youth Information and Counselling Agency, ERYICA.

Object/Theme: Four main characteristics of youth information and counselling services are examined by the tool:

- Young persons centred
- Participative
- Access
- Management and organisation.

Several quality criteria are established for each of the areas.

Short description of main objectives/aim: The main objective of the tool is to improve youth information and counselling services. This is delivered in two steps: by an assessment and after a certain period a review or follow-up assessment. The organisations who use this tool can discover the strong and weak points of their services and they can draw up an action plan, the realisation of which can also be measured by this tool.

Method: Self-assessment.

What resources does it take to run the tool: Being a self-assessment tool, it requires resources on the side of the users only. The assessment and action planning parts require time of the staff, whereas financial resources might be needed for the development of services but not for the evaluation. The assessment shall be implemented periodically, the frequency of which can be decided by the organisation.

How it is documented: Frames are provided for each quality area to document the level reached and the evidence on which it is based. Grids for the action plan and the assessment also form a part of the tool. Documentation is done by the staff of the youth information centre.

Handling/use of gathered knowledge/results: The organisations use the results internally, for further improving their services and for documenting and visualising the development they make. Further areas of use, such as involving these results in the professional assessment of colleagues or justifying the amelioration of services to funders, can be thought of.

Strength of the tool: A flexible framework targeting most European countries. Carries the capacity of ensuring the provision of high-level services based on the same principles in every country belonging to our network. It can be adapted to local needs and realities.

Weaknesses of the tool: More of a reflection tool; its use is voluntary; no centralised resources to promote usage; less concrete and tailor-made.

How the tool is connected to other tools: The tool is a practical way of ensuring the implementation of the principles of the European Youth Information Charter. As such, it functions as a general framework for quality management in the youth information field and other, e.g. in-house statistical tools can complement it.

For more information contact: European Youth Information and Counselling Agency (ERYICA) - Imre Simon: imre.simon@eryica.org

A.4.12. Framework for Quality Assurance of Non-Formal Education

Country: YFJ (European Youth Forum)

Short description of the tool: The Quality Assurance Framework developed by the European Youth Forum proposes a dynamic process to ensure that a Non-Formal Education (NFE) project/activity would satisfy the requirements for quality. It is based on an understanding of quality drawn from the specific reality of NFE as provided by youth organisations. The Framework is based on a cycle of different steps that are to be followed by the implementing organisation based on a set of quality indicators and with the support of a group of peer organisations.

Tool initiated by: European Youth Forum and its member organisations

Tool handled by: Several youth organisations are using this framework in their educational work. The European Youth Forum facilitates the sharing of information and experiences through its website; it provides trainings and distributes the copies of the Manual.

Object/Theme: The indicators proposed focus on key elements of an NFE activity/project, such as learner's needs and the learning process; the resources, the educators and the content.

Short description of main objectives/aim: It aims to provide organisations with a tool for growth and self-improvement, as well as to serve as a clear signal to external stakeholders and society that Quality Education is a priority for youth organisations and they should be recognised as such.

Method: Self-assessment and peer-feedback/review are the key evaluation methods of this tool. At the beginning of the process, organisations implementing the framework fill in the "workbook", where they describe the sub-indicators relevant to their work and indicate the phase at which they are to be taken into account They check regularly, at each phase, where they are in relation to their initial plan. In addition, implementing organisations get peer-feedback and peer-review all throughout the process (from the first stage of setting up the indicators to its implementation and final assessment) from other youth organisations who are using or have used the framework.

What resources does it take to run the tool: Implementing this framework requires all members of the organising team of the activity/project to meet at all stages of the activity/project, from the planning phase where the indicators should be discussed and refined in relation to their own context – to the regular monitoring and final evaluation.

How it is documented: The "workbook" is a simple chart that includes the eleven indicators of the framework. Under each indicator, there is a space to describe them as "sub-indicators" in relation to the context in which they will be used and the phase they are relevant to.

Handling/use of gathered knowledge/results: The lessons learned from the process, including the peer-feedback received and the self-assessment should be taken into account by the youth organisation for the organisation for future activities/projects. This process is therefore aimed at contributing to self-awareness on how things are and what to improve.

Strength of the tool: It helps youth organisations to systematically reflect on what they will do in their activity/project and how they will assure the quality of the process. The framework is based on a cycle that goes from planning to final evaluation, thus covering all stages in the organisation of an activity/project. The system proposed is flexible; it uses indicators (rather than standards) that each organisation is to translate into their own terms and reality.

Weaknesses of the tool: It can be considered as time-consuming if not fully integrated into the overall organisation of the NFE activity/project from the very beginning.

How the tool is connected to other tools: This tool is aimed to be flexible and adaptable to the specific context of the implementing organisation. So it should be easy to integrate it into other quality mechanisms that the organisation uses.

For more information contact:
European Youth Forum: www.youthforum.org/quality-assurance-of-non-formal-education

A.4.13. National Quality Standards Framework (NQSF)

Form of youth work where the tool applies: Youth centres, youth organisations funded by Department of Children and Youth Affairs

Country: Ireland

Short description of the tool: The NQSF is primarily a support and development tool for youth work organisations in Ireland. The main purpose of it is to support youth work services to improve the work that they do and to show that work to others. The NQSF is based on five core principles found in good youth work practice and ten standards. The standards represent the main element a youth service needs to have in place to deliver quality youth work. It is a self-assessment process with external validation.

Tool initiated by: Department of Children and Youth Affairs with collaboration from other stakeholders from the NGO sector

Tool handled by: Department of Children and Youth Affairs with collaboration from public sector Youth Officers who carry out the external assessment.

Object/Theme: Carried out by the Youth Officer in consultation with the Implementation Team:

- To validate the position taken by the service
- Review of documentary evidence.
- Observations on practice.
- Focus groups with stakeholders.
- Agree final position on the scale of attainment for each of the standards.

Short description of main objectives/aim: Primarily a support and development tool for youth work organisations:

- Self-assessment with an external validation process.
- Process of review, assessment and continuous development.
- Three year cycle
- Ten steps to the process.

Method: Self-assessment process with a team of stakeholders formed as an Implementation Team who carry out a pre defined self assessment process. This is then externally verified by the Youth Officer who conducts and external assessment process, which has three parts. These are 1.Documentary evidence review: 2.Observations on Practice; 3. Focus group.

A report is compiled and agreement is sought on where the organisation has agreed to a position on the scale of attainment. A continuous improvement plan is then drawn up and agreed between the parties.

What resources does it take to run the tool: This is a process that lasts for three years. The analysis of the information gathered is mainly done as a part of regular board/staff/work group meetings who are called the Implementation team. This team have oversight of the development and implementation of the Continuous Improvement Plan. Costs are minimal, more time is spent in the first year of the cycle on the assessment phase.

How it is documented: A number of templates are completed which document all of the stages of the process including the self assessment, external assessment continuous improvement plan and progress reports.

Handling/use of gathered knowledge/results: Progress reports are completed each year by the service and Youth Officer and are submitted to the Department of Children and Youth Affairs. These Reports compiled together are based on the progress made in the Continuous Improvement Plan. A template is completed by the youth project and submitted to the Youth Officer at the end of each year. The Youth Officer reviews this and develops a report that comments on the service's position taken on the scale of attainment, progress achieved and recommended actions for the future.

Strength of the tool: It puts focus on the most important aspects of work and creates a common ground for reflection and exchange of best practise. It enhances and supports continuous analysis and reflection. It creates reliable and comparable statistics. The Youth sector see benefits e.g. improving of work of services, practitioners and outcomes for young people. It documents youth work outcomes in a consistent manner. It raises the profile of youth work to youth policy makers, other policy domains and youth interests.

Weaknesses of the tool: Timescale e.g. taking time from direct youth work; competing demands on time, impact of reduced funding on work of project means there is a need to revise the Continuous Improvement Plan.
Implementation team – very specific to each project – formation and establishment e.g. takes time to establish, ensure right balance of interests, inclusion of young people etc; fall-off of non-paid staff over time.
Self-assessment process – taking longer than anticipated in framework; supported needed by some projects.

Too much emphasis on documentary evidence.

How the tool is connected to other tools: This is holistic as the National Quality Standards Framework is primarily a support and development tool for youth work organisations. It is a self-assessment process with external verification. A high degree of collaboration is encouraged between all stakeholders. The NQSF is an overarching framework so in that context other tools, policies and procedures are taken account of in the process of developing a Continuous Improvement Plan.

The main purpose of it is to support youth work services to improve the work that they do and to show that work to others.

For more information contact: www.dcya.ie

Appendix 5 – Examples of quality systems

Appendix 5.1. Regional/local level

A.5.1.1. Finnish: Youth Work Quality Assessment – youth centres

In Finland the youth centres are often run by the youth services of the municipalities. The youth services organise also many other youth work forms at municipal level. In order to evaluate and develop the work of youth centres and other youth activities in the capital area, the youth services of three cities developed a set of Youth Work Quality Assessment tools (see Quality tool appendix A 3.2.). Later on the development of the tools has done in the youth work city network. The assessment criteria for peer-evaluation and self-evaluation exist for five activity forms:

- Open activities for young people at the youth centres
- Small group activities
- Camping activities
- Online-based youth work
- Online game activities.

The criteria embody the core principles of the youth work and main aims of each activity. The Youth Work Quality Assessment tools are mentioned to use as part of quality development of the work of youth services.

Quality assessment as part of the quality system

There are many ways to document the local youth work at youth centres. Widely used tools are quantitative data gathering of visitors (etc.), surveys of young people and reporting of projects. Even if the youth centres are one of the most common youth work forms, the essence and quality of the open activities have been difficult to capture. The Quality Assessment makes the qualitative aspect of the work visible and so with other collected data helps to draw a big picture of the quality of the work at youth centres.

The self- and peer assessments of open activities at the youth centres are widely used across Finland. The same set of criteria is suitable for both assessment forms. The assessment criteria guide the observation. The three areas of assessment are the actions of work community, the actions of young people and resources. Together there are 42 criteria and each criterion is evaluated from level 1 to level 4. More important than numbers is the common discussion on the results that follows the observation.

Example of the criteria: The criteria number 15 assesses the ethnic equality in the youth centre activities. It is one way to embed the core principal of youth work: "Be actively inclusive; reach out to and welcome all groups of young people." The essential aspect of the criterion is how the equality issues are dealt with young people as part of the work community's actions.

ASSESSMENT CRITERIA	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 POOR
15. ETHNIC EQUALITY the area **has** a multicultural population	The activities support natural interaction among the youths. In addition, the work community has functioning contacts with immigrant organisations and/or other multicultural actors.	The centre can be described as multicultural and the interaction between the ethnic groups can be described as peaceable	The centre is visited primarily by one ethnic group. Other groups are "tolerated."	The youths using the centre belong to one ethnic group although the area is multicultural. Overrepresentation is not problematic.
the area **does not have** a multicultural population	Issues/themes related to ethnic equality and multiculturality are actively discussed with the youths as part of the evenings' programme.	Issues involving ethnic equality are discussed with the youths.	Multiculturality is seen as occasionally arranged events.	Little thought has been given to ethnic equality and multiculturality.

Youth centre level

At youth centre level the self-assessment is an important tool to create a shared understanding of the quality of the work. The criteria help a work community to reflect the actualisation of the work's aims from the same point of view. This is an important first step when trying to create a common qualitative assessment of the quality of the work. In self-assessment each member of the work community does the assessment first by himself. After this, individual assessment results are brought together and a common result of the current situation is created by discussing and going through each criteria. When the youth centre has its assessment results, the work community selects together with the manager the areas of development. If the assessment is done by peers, the auditors, work community and their manager have a common dialogue over conclusions. After discussion the work community prepares an action plan for the future development with their manager. The self-assessment is usually done annually so it is possible to compare the results and evaluate the effectiveness of the actions taken.

The youth service/municipal level

The municipalities are very independent in Finland and they use the assessment model in different ways. There has been a survey of the use of the assessment model. According to that in those municipalities in which the assessment has an established position as a part of a year's cycle, the assessment is a part of a quality circle. The youth centre activities have been developed and the implementation of the improvement plans checked. In some youth services the results of centres have been collected together. The results of the assessments, surveys with young people and the

quantitative documentation have been examined together and strategic planning has been made taken these results into account.

Other benefits of the self- and peer assessments have been more professional work manoeuvres, better introduction of new workers and the assessment results are used in strategic planning of the work of youth services. It has also opened new doors for regional co-operation, development and follow-up of the youth work.

The future
The Youth Work Quality Assessment's criteria are going through a development process on 2014-2015. The set of criteria are further developed to better respond to changed situation and aims of the youth centres' activities. For example the open activities are not anymore necessarily carried out at a youth centre but also outside, sport fields, libraries etc. In future, the participation of young people in assessment will have an essential role. Also the regularity of the assessment and its better connection to the decision-making processes are important development areas both on the local and city network level. The manual for the quality assessment will be rewritten. Along with the guidelines to the Youth Work Quality Assessment, the manual will be a general guide to the quality work at youth work field.

Read more/find contacts: http://nuorisokanuuna.fi/ (mostly in Finnish)

A.5.1.2. Swedish: Quality circle for the development of local youth work

KEKS is a network of 41 local departments for youth work. Our common quality system is made up in the form of a quality circle that is used by all member departments to develop youth work. This is done both within the local departments and through benchmarking, peer learning, exchange of best practices and other forms of cooperation within KEKS.

Our quality development system consists of five different tools centred on the core principles of participation and non-formal learning:

- A digital logbook where all youth work is systematically documented through both statistics and written comments. (See Quality tool appendix A.4.4.)
- An annual survey of young people visiting the youth centres. The survey consists of two parts; one with questions about the respondent (age/sex/background, etc.), and one with questions about safety, participation, accessibility, etc. (2014 over 7300 young persons answered the survey.) (See Quality tool appendix A.4.5.)
- A group survey answered by young people who take part in creating activities for themselves and/or others, answering questions about how and to what extent they have participated. (See Quality tool appendix A.4.6.)
- ELD (Experience, Learning, Description) – a method for documenting and making visible non-formal learning.
- A form for statistics and economic data regarding the number of visitors, number of activity hours, costs, etc.

Each year the results from the surveys, statistics and economic data are compiled into key figures for every youth centre and municipality showing development over time, as well as in relation to other youth centres. The result is reported in five different areas; Target group, Safety and Treatment, Accessibility, Social needs (participation, influence, responsibility and learning) and Resource utilisation.

Based on an analysis of these results (which can be differentiated by sex, age, background, etc.) done together with staff and young people:

- Youth centres set measurable goals for the next year, e.g. "We will increase the participation index to 60%."
- KEKS provides its members with competence-, methods- and organisational development.

Strength of the system:

- It has its focus on how young people perceive youth works ability to realise the core principles of active participation (in designing, delivering and evaluating youth work) and non-formal learning.
- It puts qualitative effects in relation to target group and costs.
- It creates reliable and comparable statistics on target groups and how young people in different group activities, youth centres and municipalities perceive youth work.
- It is easy to handle on all levels, no paperwork for staff.
- It gives continuous and structured input for analysis and reflection.
- It creates a common ground for peer learning and exchange of best practice.
- It creates the knowledge needed to provide developmental support in terms of competence development, development of new methods and organisational support.
- It creates a solid ground for the setting of specific aims.
- It engages all levels of the organisation, from politicians to young people, in the process of developing youth work and the setting of specific aims.
- It creates a clear picture of youth work and its outcomes in relation to politics and society at large.

Weakness of the system:

- Staff needs education to be able to manage the different tools.

For more information/contacts:

Mail: info@keks.se
Web: www.keks.se

A.5.1.3. Austrian: Concept of Impact Driven Youth Work - Association of Viennese Youth Centres

Short description:

Open Youthwork offers relationships and space to young people, where social experimentation and group culture can be acted out and where communication and common experiences are made possible. It additionally means that young people can simply spend their spare time there, have fun and enjoy life, meet friends and get to know new friends. Open Youthwork provides space for non-formal education and a place for informal learning, where the variety of education potential of youth is recognised and different educational tracks are stimulated. Thus Open Youthwork is part of the educational infrastructure. Open Youthwork facilitates non-certified everyday-life related learning. All these factors influence the planning and conception of spaces such as youth centres appropriate services in public spaces by own detached youth work units or outreach work, and seasonal playground animation which are both attached to youth.

Impact Orientation
Impact driven planning and evaluation is an approach which is oriented straight at the key questions of a non-profit organisation: **"Why do we do what we do?" and "What do we want to achieve, what is the desired impact?"**

Focusing on desired **impacts** (instead of aims) gives more chance to illustrate that development and change in personality and society is always dependent on several influences. Working with human beings is extremely complex; hence it is not possible to prove explicit and exclusive causally determined correlations. Rather it is possible to clearly define influencing factors which can be assessed and evaluated.

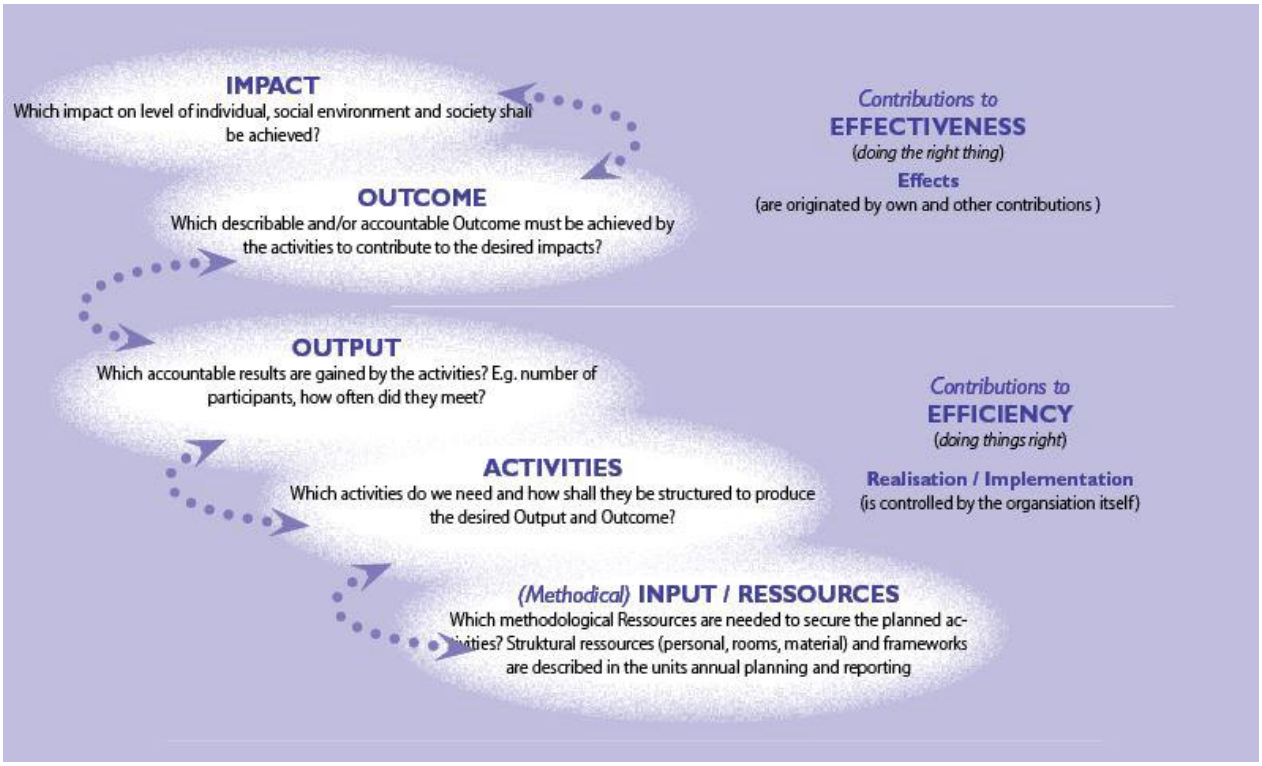
Impact Orientation uses **"logic chains"** as its method, which logically connects the desired impact logically with activities and resources of an organisation.

Starting from the Mission Statement of the Association of Viennese Youth Centres, 17 aspired long-term impacts were defined. They are the top level of planning and in the logic chains. They are the starting point for defining the planned outcome and quantifiable output of the activities in the frame of Open Youthwork. The aspired impact results from the describable (sometimes countable) outcome.

Output is the quantitative, countable result of the activity (How often? How long? How many participants?)

The logic chain is completed by the activity itself and the Input. Input is all the resources necessary for the activity in terms of educational know-how, the competences of the staff. All other resources, such as number of staff, room, and material are outlined in detail in the respective unit's annual planning and in programme and project reporting.

By means of this model it is easy to demonstrate the **difference of effectiveness and efficiency.** By impact and outcome you can recognise how effective your activities have been. Has the desired change or development really happened? Have we done the right things? In contrast resources (input), type of activity and output address the question of efficiency. Have we done the things right? Was the input in a justifiable proportion to the output.



Objectives: Establishing a new concept and furthermore a new evaluation system for Open Youth Work within the organisation.

Object: Improvement of outcome monitoring.

Board and Management:
Participation of full staff (300 persons in development).
Education and training of youth workers in evaluation.

Methods: Participative concept development and self-evaluation.

Timetable:
2012-2014, Concept finalised in 2013, Evaluation system finalised by end of 2014, established in 2015.

Who operates it?
Staff and management.

Who participates?
Staff and management.

Efforts: Time, participation of all staff (300 persons).

Resources allocated by: Local government – City of Vienna.

How is it documented?
New concept published in German in 2013 (short version in English available) regarding evaluation: internal report, with effects to external reporting.

What happens with the results?
Concept published, evaluation for internal use.

Contact and Information:
Werner Prinzjakowitsch
Educational Director Association of Viennese Youth Centres, Pragerstr 20, 1210 Vienna.
Mail: w.prinzjakowitsch@jugendzentren.at

A.5.2. National level

A.5.2.1. The French-speaking Community of Belgium

The French-speaking Community of Belgium has developed a specific system to support the creation and development of youth centres (clubs, youth information centres and youth hostels) in its territory.

Core principles
Since the Youth Department of the Ministry wants to develop a civil society that guarantees the **quality of the democracy**, quality of the youth centres is developed searching a good **balance** between the framework set to define the subsidy by the Ministry and to give an the orientation of the activities (methodology, philosophy) and the associative freedom.

The Decree determining the recognition and funding of youth centres, youth hostels and youth information centres and their federations (D. 20-07-2000) expresses explicitly the **values** of youth (information) centres and hostels it recognises and supports: citizenship, responsibility, creativity, (active) participation and solidarity for, with and through the young people.

Quality tools and actors
To keep the balance, the Youth Department facilitated the creation and organisation of **consultative commissions** (for the youth centres: Commission Consultative des Maisons et des Centres de Jeunes) to be involved in the **decrees**, in their conception, evaluation and revision. The youth centres' federations, the administration, the observatory of youth (Observatoire de l'Enfance, de la Jeunesse et de l'Aide à la Jeunesse) and the Minister are thus the four actors of a policy development, even if the final decision rests with the Minister of Youth.

Youth centres have to build a **development plan** every four years. Their report is analysed and controlled by the Youth Department, which makes a proposition, aided by the advice of the **inspection** and the **Advisory body of the sector** of youth work, since these two actors (experts of the Administration and experts of the youth field) visit each youth centre. The final decision for the subsidy is taken by the Minister: the association receives its agreement or not. The association may appeal the decision. In that case, the Youth Department asks its opinion to the Advisory body of the sector and to another inspector, it makes a new proposal, and the Minister takes a definitive decision.

The decree explains exactly how to work with youth centres to verify their quality and to support them in the development of their missions. Concerning the activities as well as the budget and financial statement, each organisation has to send a **yearly report** to the Youth Department, which analyses the information and is able to ask a control to the inspection.

The inspectors are also the privileged actors of the Administration: they have regular and direct contacts with each (to be) recognised organisation. Next to their mission of **pedagogical support**, they have also a mission of **control** and have even a judicial power if they find financial embezzlement, for instance.

Only agreed (and controlled) youth centres may receive grants if the coordinator is qualified. The **qualification** depends on technical skills but also on practice. When youth centres hires a new coordinator, the coordinator has to write a **personal report** on the centre's realities, activities, management and challenges after maximum 18 months. A commission made of representatives of federations of youth centres, representatives of the Youth Service and the inspector decides if the coordinator is agreed or not. If he or she is not agreed, the youth centre has to find a new candidate for this function. Once the agreement of the coordinator is given, he or she is qualified for all youth centres. The commission has built a **grid** with indicators and criteria to consider each candidate with equity and in accordance with the decree. In the order to be consistent with the non-formal learning approach, the post of coordinator is **accessible** to people (and especially young people) who developed their skills and competences by peer learning and through their experience in the youth centre, since all the members of a youth club, for instance, are invited to be involved in each level of the association. There is a specific training to get a diploma for youth centres' management (Brevet d'Aptitudes de Gestion d'organismes culturels et socioculturels), developed with a non-formal approach, but this diploma is not a condition to become a coordinator.

Impacts and challenges

The impact of this quality circle approach allows a good **follow-up** of each youth centre, an attention to its **environment**, **closer links** between the field organisations, their federations and the administration, and the development of a real **consistency** between the decree and the association's action plan.

The challenge is to keep the dynamics of a **continuous evaluation** and to develop enough trust between the different actors to involve them all in an evaluative process that contributes to a gain in quality.

Another challenge is to keep the **non-formal approach** as basis of the development of all youth centres, regarding the global "pressure" of other approaches, based on leisure (without any look toward citizenship and participation) or on certification (with a more formal approach).

A.5.2.2. Estonia

Preface

In Estonia, national youth policy is developed by the Ministry of Education and Research and implemented by The Estonian Youth Work Centre (EYWC) administrated by the Ministry. Local level youth work and policy is responsibility of local municipalities. On the basis of the national level policy documents, every local municipality can work out a local youth work action plan; however, it is not mandatory for them.

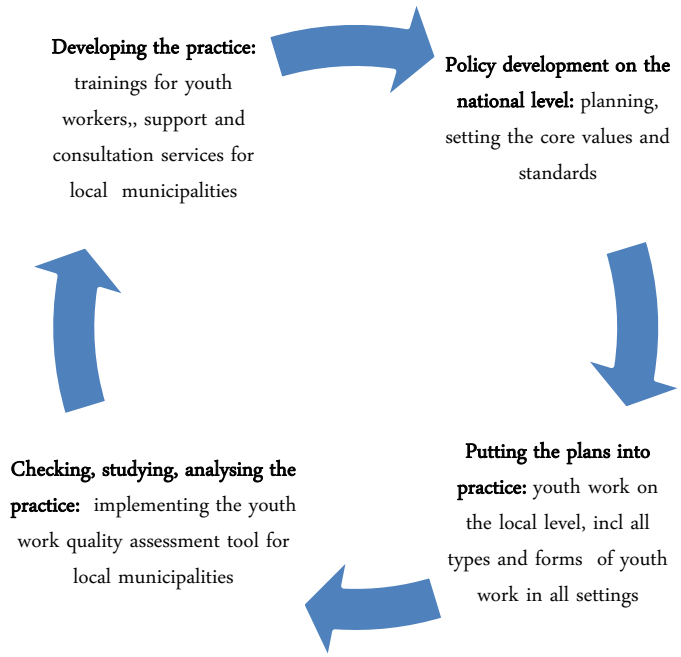
Quality approach

The quality standard, core principles and values for youth work are defined in the Youth Work Act. Local level youth work is carried out in accordance to the laws. As laid

down in the Youth Work Act, high quality youth work in Estonia is considered to create conditions for young people aged 7-26 that

- promote the diverse development of every young person
- enable them to be active outside their families, formal education and work
- involve young people in the decision making process
- take into account needs and interests of young people
- base on the participation and free will of young people
- support the initiative of young people
- proceed from the principle of equal treatment, tolerance and partnership.

Description of Estonian youth work quality system as a quality circle



For more information contact: Estonian Ministry of Education and Research hm@hm.ee, https://hm.ee/en

Main documents setting the standards, core principles and values of youth work in Estonia

- Youth Work Act (approved in 1999, renewed in 2010) [2]
- Hobby Schools Act (approved in 2006, will be renewed in 2016) [3]
- Youth Field Development Plan for 2014-2020
- Youth Field Action Plan for 2014-2017 (incl. annual report)
- Standard of Hobby Education
- Best Practice of Open Youth Centres
- Occupational Standard for Youth Workers

Main settings and forms of youth work on the local level in Estonia where principles, standards and values are (and should be) put into practice:

- Open youth work in the youth centres
- Youth organisations
- Hobby schools

[2] English version of the act is available here: https://www.riigiteataja.ee/en/eli/512012015003/consolide
[3] English version of the act is available here: https://www.riigiteataja.ee/en/eli/517062014006/consolide

- Youth work activities in the formal schools
- Youth projects
- Outreach youth work
- Youth camps
- Youth council

The tool for assessing youth work quality on the local level[4], including
- tool for internal and external assessment
- tool for giving feedback to youth workers/local municipalities

4 goals, 16 sub-goals, 15 outcome and 55 output indicators.

The stakeholders involved in youth work quality system
- Youth workers and youth leaders, trainers
- Local, regional and national level policy makers, youth work organizers and service providers
- Employers
- Researchers and analysts.

Main strengths of the quality system
- The quality system involves both the national and local level youth policy development and youth work practice;
- The circular nature of the system contributes to a holistic development of the youth field.

Main weakness of the quality system
- The system does not function in the whole country and therefore it does not give a comprehensive picture of youth work quality in all local municipalities. Assessing youth work quality is voluntary for local municipalities.

A.5.2.3. Luxemburg

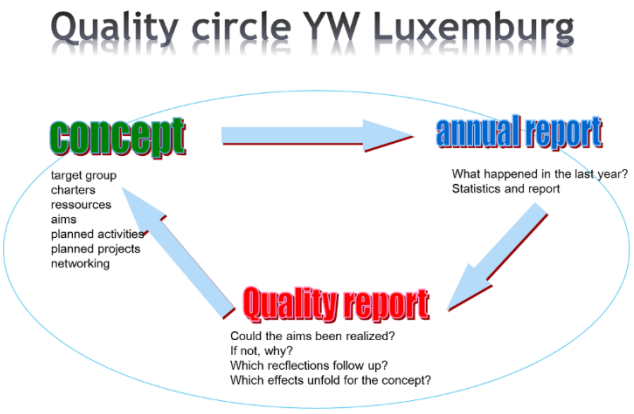
Preface:
The Youth Work Quality System is applied just in professional work in youth centres. In these youth centres the youth workers manage/oversee different activities (participation, information, projects, open space, guidance) for young people. They are financed by the state of Luxemburg (Ministry of National Education, Childhood and Youth) and the concerned municipalities. The youth work is guided by an umbrella organisation.
Professional open youth work is governed by a legal framework and implementation rules (employees, remuneration, budgets, organisation, and standards, etc.).

Approach to quality:
In this context, "quality" has a number of dimensions: quality of structure, quality of process, quality of results and quality of concepts. The quality approach does not only apply to the youth institutions themselves, but to all parts of the system of youth work: Ministry of National Education, Childhood and Youth, municipalities, umbrella organisations, employees, etc.

The quality is reflected in a circular system of self-evaluation: each youth centre develops a concept paper where it sets itself formal targets and defines indicators to prove their realisation; the youth centre's annual report states the results; the quality

[4] The more detailed description of the tool in question is offered in the Appendix 4 (subchapter A.4.9).

report comments on both concept paper and annual plan and triggers improvements and corrections to the concept paper. Several boards on different levels are responsible for the organisation of the quality work:



Quality tools:
The quality tools used in the Youth Work Quality System are:

- **"Journal de bord"** Standardised quantitative operating figures as described in the previous chapter.
- **Documented auto-evaluation** As described previously.
- **Scientific evaluation** Qualitative evaluation of five preselected youth-centres by the research unit of the University of Luxembourg. The evaluation is commissioned by the Ministry of Education, Childhood and Youth. The youth centres receive personal feedback, the common trends are discussed in the national quality board.
- **Peer evaluation in guided work-groups (city of Luxemburg)** Local meetings of quality delegates of the youth centres. The meetings are animated by the local youth service. The aims are exchange, introduction of methodological approaches and collection of new evolutions on the grass root level.

Stakeholders:
The following stakeholders are involved in the Youth Work Quality System:

- **National quality board** Ministry of National Education, Childhood and Youth + experts.
- **Cooperation platforms of single youth centres** Ministry of National Education, Childhood and Youth, municipalities, umbrella-organisation.
- **Municipal and regional quality boards** Delegates of quality of the regional youth-centres and regional experts.

Strengths:

- The multidimensional approach shows the reality of youth work in all its facets. The system underlines the «core business» of youth work and the responsibility of the whole stakeholder-system at the same time.
- The mixture of self-evaluation and control

- The system as a "learning organisation": the youth workers get trained by participating.
- The documentation helps to defend budgets.
- The system does not overload the youth workers.
- The system activates the exchange of the youth-houses.

Weaknesses:

- The self-evaluation might lead to manipulation of the facts.
- The quantitative view on results might not cope with real grassroots work.

For more information contact: Ralph Schroeder, Ministry of Ministry of National Education, Childhood and Youth (ralph.schroeder@men.lu)

A.5.2.4. Netherlands

Youthwise, for smart youth work with clear results

An instrument for coaching youth groups and interviewing collaboration partners. Clear results in factsheet and reports.

Youthwise is a tool for professionals who work with teenagers and young people as a coach, youth worker or social worker. It encourages the development of young people, contributes to the professionalisation of youth work and makes the results visible. Youthwise is easily accessible and can be used for a variety of target groups, methods and organisations. The working method is based on the learning cycle 'plan – do – check'. The reports that Youthwise produces give valuable insights into the target groups issues, goals and successes. Youthwise enables youth workers to report their results to the local governments. And that is essential for making good youth policy.

Youthwise

The use of Youthwise encourages the positive development of young people and provides a tool with which the results of the work are made clear. With Youthwise you can:

- Work effectively on personal development goals of young people;
- Strengthen the self-reliance and social resilience of young people;
- Teach young people to deploy their abilities and to take initiative, and
- Gain better insight into the quality and social value of youth work.

Youthwise is easy to work with. To show the interactions between the professional and a young person and to see the results of these interactions the young person and the professional fill in a digital questionnaire together through Youthwise. They do this on two separate occasions. To give the professional (and/or management and/or client) feedback on the progress, we will analyse the questionnaires and put the results in a report.

Youthwise is a web-based system that works on PC/laptop, tablets and smart phones. The user has a personal and secure (shielded) homepage from where lists can be created, viewed and archived. The professional and management executives can monitor the progress via the inbox.

Plan Act Check

Youthwise helps young people to formulate goals and necessary actions, to attribute a duration time to that and to evaluate afterwards whether the goals have been achieved. The cycle can have a duration of several weeks to months.

Modules
Youthwise contains three modules. The modules provide a coherent system that provides professionals with information that is important in the guidance of young people. The modules are:

1. Personal development plan that describes individual young people's goals and actions.
The professional goes through the digital questionnaire with the young adult on a laptop, tablet or smartphone. The questions in the questionnaire range from general to specific. After some general questions the professional discusses habitats. From the habitats the conversation focuses on the goals that the young person wants to work towards for the coming period. Together the young person and professional formulate actions, the contribution of the professional and they consider who else can help, someone from the network or an institution. The questionnaire can be seen as a contract that is signed by means of a digital signature.

After the agreed period, the professional will receive a message that it is time to evaluate. The young adult and the professional use the final questionnaire for this evaluation.

2. Development plan for groups of young people with goals and actions.
The professional can create questionnaires for groups and so help to give direction to the coaching of groups. The group dynamics and group processes as well as a specific activity can be formulated as a result. The group questionnaires also ranges from general to specific and follows the "plan - act - check" cycle.

3. Questionnaire for external partners / chain partners.
With the questionnaire for partners it is possible to evaluate the experience of the various cooperation partners. This feedback helps to further increase the quality and creates a broader picture of the results. You choose the cooperation partners and invite them through the system to provide feedback via a questionnaire.

Visible statements and results
On request DSP-groep provides statements and results from the data in Youthwise. DSP-groep is an independent research firm. The results can be presented in several ways:

- Periodic statements (e.g. monthly)
- The statements show the number of started and ended questionnaires per youth worker and provides valuable management information.
- Fact Sheet
- This is a brief and to the point interim report describing the characteristics, themes and goals of the target group. The fact sheet presents an overview of the progress achieved and is intended for users and clients.
- Report
- The report gives a full view of the results. This report is easy to read and contains both numbers and the story behind the numbers. With sufficiently completed (started and ended) questionnaires, the report presents:
  - Characteristics of the young people reached. An overview of the goals and themes that the young adults work on. The extent to which the own network/official bodies have been involved.
  - Characteristics of the groups reached. Overview of the goals. Extent to which goals have been achieved.

- Assessment, feedback and areas for improvement of chain partners, such as education, police and municipality.

Win-win

- Young adults get a clearer picture. The professionals help the young adults in their development.
- The professionals learn to reflect on their role. They get a more coaching role and they encourage individual development.
- Managers use the instrument to coach their staff. It provides tools to discuss goals and results, to increase the quality of work.
- Municipalities / clients gain better insight into the demands and needs of young people and the views of the cooperation partners.

Youthwise has been developed by DSP-groep in cooperation with youth work partners and is widely applicable:

- Youth (care) workers, teenage workers, youth work with girls and young women
- Street workers
- Coaches (leisure, school, work)
- Sports workers
- Facilitators (professionals and volunteers)
- Projects for young people
- Buddies projects.

Because the user costs of Youthwise are low, the system is easily applicable to make the results of projects visible.

Youthwise has been developed by DSP-groep as part of a nationwide program Welfare New Style and in collaboration with eight youth care institutions in Amsterdam and several departments of the City of Amsterdam. DSP-groep is an independent agency for research, consultancy and management with over thirty years of experience in conducting research, policy evaluations and project evaluations in the fields of health care, welfare, safety, public space and culture.

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www.dsp-groep.eu / www.youthwise.eu

A.5.2.5. Austria

aufZAQ - certification of training courses for people active in youth work

"aufZAQ" is a certification of training courses for people active in youth work and has been installed as an effective tool for quality development of non-formal education in the field of youth work. aufZAQ has been certifying the quality of training courses since 2003 and has thus been contributing actively to the recognition of non-formal education in the field of youth work. Together – the office and the advisory board – they work on the further development of the certification with the aim to contribute to

the development of the standards of the "**National Qualification Framework**" (Implementing the European Qualification Framework).

Certification procedure:
To certify a training course, the applicant submits the curriculum of the training course to the aufZAQ Office. If the submission fulfils all formal criteria, the aufZAQ Advisory Board assigns an independent expert of the relevant pedagogical field to examine the quality of the training course on the basis of the submitted curriculum. If considered necessary, the expert can demand additional information and/or amendments of the curriculum. Based on the expert's report, the aufZAQ Advisory Board decides about the certification of the submitted training course. To assure continuity of quality, training providers commit themselves to sending a report to the aufZAQ Office for each conducted training cycle. In addition to that, any kind of adaptation to the curriculum has to be reported to aufZAQ. In this case, the aufZAQ Advisory Board decides whether the certification remains valid or if the provider has to apply for the certification anew. So far, 31 different training courses have been certified.

Advantages of the aufZAQ certification:
For participants of certified training courses, aufZAQ provides orientation in choosing adequate educational opportunities. The certificate ensures that participants receive practice-oriented quality training targeted at improving their skills and competences.

For providers of certified training courses, aufZAQ assures that the quality of the training course meets specified criteria, recognised by the federal youth departments.

For employers within the youth sector, aufZAQ is a guarantee that graduates of certified training courses are equipped with relevant technical and practical skills. The certificate assures high standards and offers a guarantee for the specific qualification of the employee.

From the perspective of youth policy, aufZAQ is an effective tool for quality development of non-formal education in the field of youth work.

Objectives:
"aufZAQ" is a certification of training courses for people active in youth work. It contributes actively to the recognition of non-formal education. For participants of certified training courses, aufZAQ provides orientation in choosing adequate educational

Project ordered by:
"aufZAQ" is provided by the Austrian Federal Ministry of Families and Youth, the Youth Departments of the Federal States of Austria and the Youth Work Department of the Autonomous Province of Bozen/Bolzano – South Tyrol. The aufZAQ Advisory Board is the decision making body of the quality system.

Key features: Education and training, volunteering.

Methods: External evaluation.

Duration of certification procedure: Approximately two months.

Who operates it?
The aufZAQ Office is the information and service centre for providers of certified training courses and people/organisations who are interested in the certification program. It is based in the office of the Austrian National Youth Council, which serves as the legal body of the project.

Who participates?
The provider of the training course submits the curriculum of the training course to the aufZAQ Office. The aufZAQ Advisory Board assigns an independent expert of the relevant pedagogical field to examine the quality of the training course. Based on the expert's report, the aufZAQ Advisory Board takes a decision on the certification.

Efforts:
Time for the submission of a training course; time for the quality assurance of the certified training course (regular reports); the certification costs EUR 350, which is the fee of the independent expert.

Resources allocated by:
The aufZAQ Office is financed by the Austrian Federal Ministry of Families and Youth, the Youth Departments of the Federal States of Austria and the Youth Work Department of the Autonomous Province of Bozen/Bolzano – South Tyrol.

How is it documented?
Internal report (computer assisted, supported by forms).

What happens with the results?
Internal use.

Contact and Information:
aufZAQ-Geschäftsstelle, 1090 Wien, Liechtensteinstraße 57/2
E-Mail: klaus.schreiner@aufzaq.at

A.5.3. International level

A.5.3.1. The European Eurodesk Catalogue

The Quality Criteria listed in the European Eurodesk Catalogue are grouped according to the five "Key Areas" of Eurodesk's activity as established in 2005 by the Eurodesk Quality Group:

1) Networking
2) Public Services (not within the network)
3) Organisational level (Eurodesk administrative/financial aspects)
4) Information Management
5) Cooperation (outside the network).

Each key area has several criteria that, if achieved, would indicate a level of quality of performance in that area of work. Each quality criterion may have several different indicators relating to it, which are also compulsory or optional:
a) A compulsory indicator means that the criterion as a whole can only be fulfilled if the compulsory indicator is achieved. When there are two or more compulsory indicators for one criterion, they must all be fulfilled in order to achieve that specific criterion.
b) An optional indicator means that the criterion is achieved if at least one of the optional indicators is fulfilled.

This quality assessment is to be filled in yearly by each Eurodesk National Partner. Only one copy will be completed per country, even if there are more people working as Eurodesk national partners.

Although Eurodesk National Partners are responsible for delivering the Eurodesk services and for completing this evaluation of Eurodesk services at national level, it should be noted that, when Eurodesk National Partners are not actually delivering the work themselves (i.e. the work is subcontracted or delegated to another organisation or individual), the indicator should only be marked as fulfilled if the Eurodesk Partner is satisfied that the work has been completed satisfactorily by the external organisation.

The collected results of the Eurodesk quality assessment are analysed by a European Eurodesk quality group. This group invites those national partners to an interview where weak parts where identified. In those interviews the weak parts are discussed and the quality group recommends different ways of support to the Eurodesk partner e.g. training sessions, job shadowing etc.

Since the first edition of the quality catalogue in 2005 was published the quality group permanently worked on the system of evaluation and added new aspects of the

Eurodesk work into the existing catalogue. Today the catalogue takes into consideration the current working situation of the Eurodesk network in Europe.

The quality group realised during the years, that a quality catalogue based only on indicators and criteria is not enough to represent the quality of the work of all partners. So Performance indicators were integrated in the Quality Catalogue during the last revision of the catalogue in 2010 to present also a part of the quantity of the work.

Contact and Information:
www.eurodesk.org

Appendix 6 – Reference documents

6.1. European Youth Strategy 2010-2018 – Investing and Empowering Youth, 2009.

This European Commission strategy acknowledges that:

- Young people are one of the most vulnerable groups in society, especially in the current economic and financial crisis, and
- In our aging society, young people are a precious resource.

The strategy is cross-sector, with both short and long-term actions, which involve key policy areas that effect Europe's young people, particularly the areas of education, employment, creativity and entrepreneurship, social inclusion, health and sport, civic participation and volunteering. The strategy emphasises the importance of youth work and defines reinforced measures for a better implementation of youth policy at EU level.

Within the context of this Strategy, the EU Council of Ministers recently agreed for the first time an 18 month work plan to guide youth policy and youth related policy work in response to current youth themes and trends. Work at European policy level will focus on the following priority themes:

- Development of youth work and non-formal and informal learning and its contribution to addressing Europe 2020 Strategy objectives and the effects of the crisis on young people
- Enhanced cross-sectorial policy cooperation, and
- Youth empowerment, including encouragement of the rights of young people, autonomy, participation and active citizenship within and outside the EU.

6.2. Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018), 2009

The proposed strategy of the Commission was welcomed by the Council and led to this renewed framework of cooperation in the youth field. The overall objectives are:

- Create more and equal opportunities for all young people in education and in the labour market, and to
- Promote the active citizenship, social inclusion and solidarity of all young people.

Under this framework of cooperation, supporting and developing youth work should be regarded as cross-sectorial issues.

It was the first time that a description of youth work was mentioned in a Council document.

6.3. Declaration of the First Youth Work Convention, 2010

The 1st European Youth Work Convention from which this Declaration has emerged started the debate on youth work in Europe. It wanted to show the diversity of youth but also to create the conditions for youth work to grow and prepare itself for the future. Therefore finding common ground within the diversity, in order to gain political, social and professional recognition for youth work and its impact on other policy fields, was important. As was starting off new (policy) processes on youth work on a European level, taking into consideration existing processes.

6.4. Council Conclusions on Youth Work, 2010

This resolution further developed the description of youth work. It tried to determine a specific course for the European agenda concerning youth work. The recognition of youth work and further development of youth work make up the two mainstays of the Resolution's content. A link is made to the role that youth work can play in the eight fields of action of the renewed framework.

6.5. Joint EU Youth Report, 2012

(2012 Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2010 - 2018))

This report looks at the situation of young people in the EU and evaluates the progress made in achieving the overall objectives of the Commission's EU Youth Strategy during its first three-year cycle (2010-2012). It states that youth work has the potential to contribute further to the eight fields of action contained in the strategy i.e. education & training; employment & entrepreneurship; social inclusion; health & well-being; participation; culture & creativity; volunteering and youth & the world.

6.6. EU Youth Conference Conclusions, May 2013

This EU Youth Conference was the first conference within the Trio Presidencies of Ireland, Lithuania and Greece, highlighting the theme of the social inclusion of young people. Seven thematic areas drawn from the results of national consultations provided by 27 Member States and ten International Non-Governmental Organisations were explored at the Conference via joint workshop sessions. On the thematic area of **Assuring Quality in Youth Work to Ensure Social Inclusion, young people and policy makers from across the EU concluded that:**

- Recognition of youth work should be ensured at EU and national level through participatory policy development, sustainable financial support, an institutional framework and development of evidence in order to acknowledge the impact of youth work on social inclusion and across different policy fields.
- To foster social inclusion, the development of self-assessment frameworks for quality assurance in youth work should be encouraged. Such frameworks should be progressively implemented, supported and communicated, and involve all stakeholders in the youth field.
- Young people should always have a decisive role and voice in shaping youth work, as a safe and inclusive space for them to be empowered, co-decide, grow and contribute to social change.

These informed *Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people* adopted under the Irish Presidency in May 2013.

6.7. Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people, 2013

These conclusions state that youth work enhances social inclusion through emphasising accessibility and inclusiveness, nurturing the development of competences and building social solidarity. This may be achieved through promoting quality youth work, which is important for young people and crucial for those young people who are marginalised or excluded. Youth work seeks to maximise resilience and minimise risk in the lives of all young people while ensuring the participation and social inclusion of those with fewer opportunities. This is all the more urgent in the current economic crisis which has seen increasing levels of unemployment, social

fragmentation and young people not in education, employment, or training (NEETs). Consequently, the Conclusions state that quality youth work is in a pivotal position to address these important themes and trends.

6.8. European Commission: Working with young people: the value of youth work in the European Union, 2014

This EU-wide study brings together existing evidence to facilitate the understanding and appreciation of youth work. It provides information about the value of youth work, and how it results in a range of positive outcomes for young people, enabling them to:

- Develop skills and competences,
- Strengthen their network and social capital, and
- Change particular behaviours.

The study analyses the specific situation of the 28 EU Member States, highlighting the situation of youth work and its contribution to the well-being and development of young people. It draws on literature in the area, a mapping of national contexts, consultation amongst stakeholders and an analysis of successful practice.

The report highlights the diversity of youth work practice, the variety of actors involved, the observable trends in the sector, features of successful youth work and the range of outcomes associated with that success. Furthermore, it presents a comparative overview of the frameworks that support youth work at the national level across the EU. Whilst youth work practice will take place regardless of whether countries provide a policy framework of support for the sector or not, EU and national level policies and funding provisions have the potential to frame and shape the practice of youth work.

Various actors and organisations are delivering youth work in Europe, such as youth clubs, youth centres and youth associations. In addition to street workers' activities, youth workers are providing support within schools, libraries or hospitals.

Despite this diversity, youth work has common core features; it focuses on young people, their personal development, and participation is voluntary.

6.9. Resolution on a European Union Work Plan for Youth 2014-2015, 2014

In this work plan the development of youth work and non-formal and informal learning and its contribution to addressing the effects of the crisis on young people is one of the priorities.

Appendix 7 – Members of the Expert Group

EXPERT GROUP ON QUALITY OF YOUTH WORK

List of representatives

MS	NAME	MINISTRY / ORGANISATION
AT	Mag. Andreas SCHNEIDER	Federal Ministry of Family and Youth andreas.schneider@bmfj.gv.at
BE fr	Ms Isabelle DE VRIENDT	Ministère de la Fédération Wallonie-Bruxelles - Service de la Jeunesse isabelle.devriendt@cfwb.be
BE nl	Mr Jan VANHEE Mrs Lieve CALUWAERTS	Agentschap Sociaal-Cultureel Werk voor Jeugd en Volwassenen , Afdeling Jeugd jan.vanhee@cjsm.vlaanderen.be lieve.caluwaerts@cjsm.vlaanderen.be
CZ	Ms Zdenka MASKOVA	Ministry of Education, Youth and Sports zdenka.maskova@msmt.cz
DE	Mr Rolf WITTE	BKJ German Federation for Arts Education and Cultural Learning witte@bkj.de
DK	Ms Ida BIRKVAD SØRENSEN	Board member, The Danish Youth Council (DUF) ida@birkvad.dk
EE	Ms Kadi ILVES	Ministry of Education and Research kadi.ilves@hm.ee
FI	Ms Kirsi AUTIO	Youth Department of city of Helsinki. Kirsi.autio@hel.fi
FR	Ms Anne SARA	Ministère des sports, de la jeunesse, de l'éducation populaire et de la vie associative anne.sara@jeunesse-sports.gouv.fr

HU	Mr Peter Csaba PACZUK	Ministry of Human Resources Department for Youth Affairs csaba.peter.paczuk@emmi.gov.hu
IE	Mr. Mark HARDING	City of Dublin Youth Service Board email: mark.harding@cdysb.cdetb.ie
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SE	Mr Jonas AGDUR	KEKS Kvaliteit och kompetens i samverkan jonas.agdur@keks.se
SI	Mr Matej CEPIN	Socialna akademija – zavod za izobraževanje, raziskovanje in kulturo matej.cepin@skavt.net
SK	Mr Tomas PESEK	National Agency Youth in Action tomas.pesek@iuventa.sk;

[i] Draft terms of reference and suggested membership criteria for thematic expert group to be established by European Member States and the Commission. Annex to the May 2013 *Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people*.

[ii] 3239th EDUCATION, YOUTH, CULTURE and SPORT Council meeting Brussels, 16-17 May 2013

[iii] Full quote: "'*Youth work' is a broad term covering a broad scope of activities of a social, cultural, educational or political nature by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of "out-of-school" education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders. Youth work is organised in different ways (by youth led organisations, organisations for youth, informal groups or through youth services and public authorities). It is delivered in different forms and settings (e.g. open-access, group-based, programme-based, outreach and detached) and is given shape at local, regional, national and European level.*"

[iv] At its worst this makes it possible to classify almost every activity directed towards young people as youth work, thus making it possible for other stronger institutions (i.e. school and employment services) to use resources intended for youth work in order to help them deliver results in relation to their priorities, not seeing or understanding the specific values contributed by youth work.

[v] The value of youth work.

[vi] Individuals, groups, organizations, movements

[vii] As defined in "COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)

[viii] See also the glossary developed by the youth partnership between the Commission and the Council of Europe.

[ix] See also the glossary developed by the youth partnership between the Commission and the Council of Europe.

[x] See for example EFQM, the European Foundation for Quality Management, www.efqm.org

[xi] "Lean" is a known model for assessing and enhancing the quality of work processes.

[xii] The vocabulary concerning aims is different in different countries and sometimes rather confusing. Specific aims/targets/objects here refers to observable/measurable results related to a specific indicator and are mainly set in relation to outcomes.

[xiii] Indicators could of course also relate to different perspectives on the aspect of work for which the indicator is set. The indicator could relate to;

- The existence of something. (E.g. clear aims or a set process for working with non-formal learning.)
- Construction/design of something. (E.g. the way aims are formulated or the process is being set.)
- Implementation of something. (E.g. the way aims or the process are implemented.)
- Knowledge/understanding of something. (E.g. the knowledge of the aims or of the process.)
- Use of something. (E.g. how aims are used to govern youth work or the process is used to enhance non-formal learning.)
- Effects of something. (E.g. how the aims have affected the outcomes of youth work or how the process has affected the degree of non-formal learning.)
- Evaluation of something. (E.g. how the aims or the process are evaluated.)

[xiv] The fact that a quality system "consists of different elements/parts/tools" also means that it can be more or less complete and cover a bigger or smaller part of the youth work reality, both in width and depth.