Inspiring Quality Youth Work

Presentation and Work shop
Cascais 2018-06-05

Agenda

- Background

- The InterCity Youth indicator project

- A work shop
  - Choose indicators for your context

- Conclusions and summoning up

Background

What is the 'history' behind IQ Youth Work?

Background

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

Establish a thematic expert group to examine youth work quality systems in EU Member States with a view to exploring how common indicators or frameworks may be developed.

Background

Quality Youth Work
A common framework for the further development of youth work

Background

In the report you will find:

- A definition of youth work and youth worker

- The nine core principles of youth work

- A description of how to set and work with indicators on quality

- Examples of concrete tools for quality development

Background

It also stated that:

'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.'

And recommended that:

This report is transformed into a practical handbook for quality development

The handbook

IMPROVING YOUTH WORK
Your guide to quality development

The handbook

The purpose is:
- To meet the steadily increasing demand that youth work should:
  - ➡ Clarify its contributions to young people and society
  - ➡ Be able to show to what degree these contributions actually take place
- 'to provide the youth work sector with an easily accessible, concrete model for continuous, systematic and knowledge-based quality development.'

The handbook

It is applicable to all different forms of youth work and can be used regardless of:

- The setting and conditions in which it takes place

- What kind of organisation provides it

- By whom it is carried out

The handbook

In order to provoke dialogue and reflection all chapters contain:

- Examples
- Questions to discuss
- Exercises
- Live stories
- Watch-out sections
  - It starts with …

The handbook

Table of content:

Introduction (background, purpose, etc.)

1. Preparing a process of quality development
   - ➡ Who should take part?
2. Establishing a common ground
   - ➡ What is meant by 'quality' and what is an indicator?
   - ➡ The core principles of youth work

The handbook

3. Developing indicators and tools to gather information

➡️ Indicators for the core principles

➡️ Indicators for preconditions, work processes and outcomes

➡️ Tools to gather the information needed

The handbook

4. Working with continuous quality development

➡️ Analysing the information gathered

➡️ Deciding on measures to take and setting objectives

➡️ Implementing a system for quality development

Appendix

➡️ Definitions and explanations

➡️ Examples of tools for quality development

The handbook

Using the handbook will help to create:

- A common basis for the further development of youth work
- A solid basis for peer learning and exchange of good practices

Download it from: www.intercityyouth.eu

Applying the handbook ...

ICY started a project to apply it

- We wanted to create a common ground
  - A common view of what characterises quality in youth work
  - A common "bank" of indicators that we could use to develop youth work

Applying the handbook …

NOT saying that everybody should cover all
of that common ground,
only that when we stand in the same place,
we should be able to help each other

Applying the handbook ...

Indicators?!

- Indicators are your answers to the question
  - What characteristics are important if one should be able to assess the quality of youth work?
  - What would indicate (show, be a sign of, prove) the quality of youth work?
- Indicators are points of reference in relation to which reality could be compared, analysed and assessed

Applying the handbook …

In the draft charter it also says that:
"The policy development process of local youth work needs …
to be based on clear and measurable indicators regarding what shall be obtained in relation to young people's participation, influence and learning ." (2.4)

Applying the handbook …

An example:

"Youth work needs to be created, organised, planned, prepared, carried out and evaluated together with young people." (1.9)

- Possible indicators:
  - ➡ Young people take part in organising
  - ➡ Young people take part in preparing
  - ➡ Young people take part in evaluation

Applying the handbook ...

Based on the handbook our starting points where:

- Indicators must be set in relation to a specific context
- The reason for working with indicators should be quality development
- The analysis of the result, how reality meets the indicators, must be contextualised

Applying the handbook ...

Indicators can be set in relation to:

➡ Preconditions

E.g. youth worker competence

➡ Work processes

E.g. routine for recognition of NFL

➡ Outcomes

➡ Quantitative outputs

E.g. number of participants

➡ Qualitative effects

E.g. skills developed

Applying the handbook …

Based on this we decided
- To focus on indicators on outcomes
- That these outcomes should be related to the core principles of youth work
- That the four most important/central core principles are that youth work should:

Applying the handbook ...

- Be actively inclusive; reach out to and welcome all groups of young people.
- Be based on young people's voluntary and active participation, engagement and responsibility.
- Be designed, delivered and evaluated together with young people.
- Be based on non-formal and informal learning.

Applying the handbook ...

The project has been running for two years!
And the result is

...

Inspiring Quality Youth Work

Applying the handbook …

Table of content:

- Preface

- Introduction

- What are indicators?

- Why these indicators?

- The process step-by-step
  - o Define your context
  - o Specify your target group
  - o Choose indicators

Applying the handbook ...

Table of content:

- Further actions
  - Decide which tools to use to gather information
  - Analyse the results and decide what you need to change in order to improve quality
- Some final words
- Appendix
  - Examples of sets of indicators and

Applying the handbook …

So, it's time for …

A work shop where you get the chance to go through the process of building your own set of quality indicators

A work shop

You will work in three steps:
- Define your context
- Specify your target group
- Choose indicators from " the bank"

A work shop

But before we start! (To avoid confusion)

There is an important difference between indicators and aims/objects!

Aims/objects are descriptions of to what degree reality should correspond with the indicators.

Two examples might be:

A work shop

Indicator: Young people take part in evaluation
Aim: 50 % of young people taking part in youth work should be taking part in evaluation.
Indicator: Young people feel listened to during the evaluation process.
Aim: 80 % of the young people taking part in evaluation should agree to the statement
"I have been listened to during the evaluation"

➡ So, let's get started!

A work shop

Defining the context:
- Indicators should be "points of reference to which reality can be compared, analysed and assessed"
- This leads to that they must be set in relation to a specific context ("reality")

A work shop

Examples of possible contexts that your indicators could be related to are:

- All group activities in your organisation
- All open, "drop-in", activities in your organisation
- All youth work carried in your organisation

➡ So, look at the list and make your choice!

A work shop

Specify your target group:

- This means that you should decide on what you need to know about your target group, its characteristics and composition, in order to;

  ➡ Know that you reach the young people you want to reach

  ➡ Know how they experience youth work and if there are differences that are related to, for example, age or gender

A work shop

You can specify your target group on for example:

- Age
- Gender
- Background
- Living area
  - ✓ Urban problem zone
  - ✓ Rural area

➡ So, look at the list and decide which characteristics are important to you!

A work shop

Choosing indicators:

Now you should choose "key characteristics of youth work that must be at hand if it should be of high quality"

➤ The indicators that makes it possible for you to see how young people from different groups experience various aspects of youth work

A work shop

Choosing indicators:
When young people take part in youth work they experience to an equal degree that:

- Activities meet their interests
- They can be themselves
- They are active participants
- They develop new competences

So, look at the list and decide which indicators are important to you!

A work shop

So,
We have a result!

However,
in order to use your indicators for quality development you will have to take some more steps…

You will have to:

A work shop

Decide on what methods you want to use for gathering information on how reality meets the indicators.

For example through:

- Tools for documenting statistics?
- Questionnaires to young people?
- Interviews or focus groups with young people?
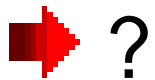- Observations and assessment made by staff, young people or "externals"?

A work shop

In the appendix of the booklet you will find five examples of sets of indicators and the corresponding questions you need to ask in order to do your follow up.

Some conclusions:

• The floor is ours …

➡ If we take it

➡ This asks for an investment in time and concentration

Summoning up:

➡ ?

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Thank you for listening
and being active participants!