**Creating a framework and developing contents for tomorrow’s youth centers**

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# **Introduction**

The development of the project “Creating a framework and developing contents for tomorrow’s youth centers” has the aim to study on the needs of employees of a youth centres across Europe. In order to achieve this aim, some activities have been carried out:

* Template of context review: the aim of this document was to agree with all the partners the definition of youth centre, youth employees and youth centres’ users. It was also a document where they describe the kind of activities carried out in their centre, the competences and skills required by the employees who work in the centre and also about the kind of funding received.
* Survey: the aim of it is to gather information about the characteristics of the centres and also to identify the youth workers needs in terms of organizational development and training needs. In total, 23 representatives from 23 centres from 11 countries filled in the survey.
* Interviews: The interviews were useful to gather information about professionals feelings and perceptions about which are the tools they have to manage the centres, the structures for the social and labour inclusion of youth, the training needs they have as professionals and challenges they face as professionals and as members of youth centre

The results obtained in this stage of the project help the partners to understand better the reality of youth centres across Europe, which is useful in order to design documents to help youth centres development and also to develop a training plan to improve youth workers competences and skills.

# **Template of contexts review**

1. Provide the definition (if any) of the “youth centre” in your country /region.

Youth Centres are mainly owned by local authorities (Germany, Finland, Catalonia) or by private institutions as foundations or associations (Romania, Catalonia). In some cases they can also have national functional dependence (Finland). In any case, they all must follow their national level rules and guidelines.

Youth centres are mainly known as the place to carry out activities and services addressed to youth people. Youth people attend this centres on volunteer base.

Some of these activities are focused on the development of youth own competences, being a place to spend free time, learn about life and society, participate in non formal and informal learning activities, promote national and international youth mobility, etc.

In the case of Slovenia, the official definition of Youth Centre is “an organisation that operates in a local community with the intention of assuring different options for socialisation for youth, encouraging active participation, volunteer activities and non-formal education and thus, contributes to societal cohesion and social integration of youth”. Other countries do not have any specific definition, but descriptions in the documents reveal that the way they understand this centres is similar.

1. Describe what a “youth work” is.

Youth work is understood as the activities carried out by authorities in order to help young people to develop their citizens’ rights by themselves. That means that youth work can provide resources, strategies and activities to help, give support and empower young people to be autonomous citizens. That means that Youth work areas are related to (Slovenian’s document): socialization and inclusion of organized and especially so called unorganized youth in the local, regional and international areas with the aim of prevention, non -formal educational, volunteering, cultural, social and free-time activities as well as other activities that enable all kind of youth initiatives. Encourage youth participation, to enable active citizenship, to implement multicultural education and above all to integrate young people in the society trough a better knowledge of the position and the role of the youth in the society.

In Germany, youth work is understood as the activity to promote young people’s development to become self-responsible and community supporting personality, and give them support to encourage young people on their individual and social development to help or reduce disadvantages.

The main activities developed as Youth Work are:

* Non-school education with general, political, social, health, cultural, natural and technical education,
* Youth work in sport, play and socializing,
* employability-, school- and family-related youth work,
* International youth work,
* Child and youth recreation,
* Youth counselling (healthcare, work, education, social relations, etc…)
1. Give a brief list of activities carried out in the framework of youth centres in your country/region.

In the case of Catalonia, youth centres implement activities to facilitate emancipation of young people. Thus, the main youth centres functions are: (1) guidance and support to access the labour market; (2) supporting to prevent early education dropout and guidance to choose non-compulsory education; (3) guidance and support to prevent young people from unhealthy activities and behaviours; (4) giving support to young people to facilitate their participation at different levels (institutions, public space, educational centres, etc.); and (5) helping young people from disadvantaged backgrounds to overcome social barriers. The specific activities carried out to achieve these functions include: providing information, organizing non-formal and informal training activities, giving support to formal training, organizing activities to facilitate social inclusion, collaborating with other entities to facilitate the development of cultural activities, etc..

In the specific case of Finland, the activities are focused on supporting young people’s growth and development. To achieve that, they provide young people with educational and experiential activities to promote the principles of community, solidarity, equality, a healthy lifestyle, multiculturalism and internationalism and respect for the environment and life. The centres are also providing young people activities to spend their free time on a healthy and cultural way, and they also facilitate counselling and resources to promote international exchange.

In the case of Romania, the activities carried out by youth centres are similar to Catalonia, Germany, Slovenia and Finland. They can be summarized as:

* Collecting information about young people through direct interaction
* Giving guidance for personal and professional development of young people
* Organizing events for young people (educational, recreational, sport, informative, etc.)
* Facilitating non-formal and informal learning
* Facilitating the relationship between young people and non-governmental organizations
* Facilitating the relationship between young people and public institutions (eg. Ministry of Youth and Sports, County Youth Councils, municipalities etc.)
* Providing general information and advising young people
* Ensuring cooperation within the community
* International youth work
* Child and youth recreation
* Provide infrastructure to allow youth to organise their own activities
* Implement youth mobility programmes
* Promote youth volunteer activities
1. Provide a list of beneficiaries attending youth centres in your country /region (e.g.: age, social profile, interests…)

The concept of youth people is different in each country. For example, in the case of Germany, youth centres attend people between 0 and 27 years old, in the case of Romania they attend people between 14 and 35 years old and in the case of Spain they consider young people as those people between 16 and 29 years, in Slovenia it is between 15 and 29 years. Nevertheless we can find some people around these ages who is also attending the activities proposed by this kind of centres.

* Romania: specially attend young people enrolled in secondary and tertiary education with no distinction of social background or their area of residence (rural and urban).
* Catalonia: mainly attend people enrolled in secondary education, from disadvantaged backgrounds and from urban contexts. They work in coordination with other organisations such as secondary schools, social services departments, civic centres, youth associations, etc..
* Finland: youth centres beneficiaries are young people, school classes, associations, young people in danger of social exclusion, families, professionals working with young people etc.
* Germany: they attend all kind of young people, in all kind of situations, except formal education services (eg: kindergarden, youth work, youth social work, family work, support for children in danger...)
* Slovenia: non-formal youth groups (groups without formal/official status) and formal youth groups or young people that joined different formal youth clubs, societies or associations
1. Identify the main competences / skills of youth worker (according to the local legislation)

According to the social research conducted in December 2016 by the Ministry of Youth and Sports in Romania ***Social Research on Youth workers- Revising Standards*** the main competences/skills of the youth worker are as follows:

• Spending time with young people and extracting insights

• Identify the skills and competencies of each youngster

• Mentoring and support for young people in order to develop skills and competencies identified

• Tutors for every youngter

• Create calendars events and assuming responsibility for it

• Take responsibility for tasks for which he/she is better prepared / approved only

his colleagues

• Coordinating volunteers involved in the event and provide accountability for

volunteers work

• Manage activities during events and the group of young participants

• Prepare progress reports and assure accountability for them

•Facilitating the relationship between young people and non-governmental organizations and state institutions

• Information and general advice to young

• Ensure cooperation within the community

No specific information about which are the specific competences of youth workers were found in the other participant countries. But in general, youth worker is understood as the professional who develop activities to facilitate young people inclusion and development. That’s why some of the general competences that youth worker must have are:

* Communication skills.
* Capacity to empathize with young people.
* Capacity to organize activities in dynamic contexts.
* Multicultural skills.
* Flexibility to work in a different sort of contexts.
* Knowledge of the community where the your centre is located.
* Capacity to involve young people on the centre projects and also in the community planned activities.
* Capacity to coordinate activities with other professionals and institutions.
* Knowledge of the tools to prevent social exclusion.
* Capacity to work as advisor on the professional and academic level.
* Careers Guidance
* Consultancy Competence
1. What kind of degree or certification is required for youth worker in your country/region?

The professionals that work in youth centres can hold different kind of degrees and certifications. In any case, secondary education degree is needed to work on youth centres, normally on social and education area of knowledge. There is no information about specific training degrees on the field of youth. Professionals are specialized on social inclusion, social education, social participation, sports, etc..

University degree is not compulsory, but is usually necessary for the centres’ directors and managers.

In any case, it seems that experience is the common way to acquire the specific competences to work with young people in youth centres.

In the case of Slovenia, since 2016 the Office of Republic is working to identify the professional knowledge and skills that youth workers shall have to develop his activity on youth centres.

1. Are the youth centres public or private?

Youth centres across Europe can be public (normally owned by municipalities) or private (owned by NGOs, associations and foundations).

* Romania: Private youth centres are based on NGOs (associations or foundations). Public youth centres are created through the national law nr.333/2006.
* Catalonia: Youth centres are mainly from the municipalities, so they are public. There are also some private centres based on associations of foundations.
* Finland: Youth centres are owned by municipalities, associations and foundations.
* Germany: Youth centres can be public or private (NOGs)
* Slovenia: Youth centres can be public or private.
1. Who fund them?

Youth centres are mainly funded by public bodies, although they can receive economical support from private entities.

* Romania: Private youth centres are funded through own-resources (project financing or training services), whilst public youth centres are financed through public funding in accordance with national law nr.333/2006.
* Catalonia: Private Youth centres are funded by they own resources and also by public contributions. In the case of public centres, they are fully funded by public bodies, mainly by local administration and secondly by provincial government.
* Finland: Ministry of Education and Culture, selling services and making projects.
* Germany: Centres receive public funding, mainly from municipalities (more than 80%), youth authorities of the land and highest federal authorities.
* Slovenia: Youth centres receive around 40% of funds from municipal budget, quarter from national calls programmes and the rest comes from international programmes and market services.

# **Survey: characteristics of youth centres in Europe**

As part of the project we developed a survey which aim is to identity the youth workers needs in terms of organizational development and training aspects. The data will orient institutional leaders to improve the centres’ development and to promote actions oriented to develop employees’ competences. In total, 23 representatives from 23 centres from 11 countries filled in the survey. The distribution of the informants by country is detailed in the table 1.

|  |  |  |  |
| --- | --- | --- | --- |
| **Country** | **Number of valid surveys** | **Country** | **Number of valid surveys** |
| Belgium | 2 | Romania | 3 |
| Finland | 1 | Serbia | 1 |
| Germany | 3 | Slovenia | 2 |
| Ireland | 1 | Spain | 5 |
| Italy | 2 | Turkey | 1 |
| Portugal | 2 | **TOTAL** | **23** |

**Table 1:** Country-base information

The data was collected from November 2016 to February 2017 through self- administrated on line questionnaire. The data was analyses using: frequencies, means and content analysis

## Survey Structure

The survey is structured as following:

1. Identification data – information related to the profile of the centre and its participants, including sociodemographic data (only for statistical interests)- information related to the profile of the respondents
2. Dimension 1: Centre structure and organization: This dimension refers to the centre institutional characteristics as planning, staff, organisational units
3. Dimension 2: Content and methods: This dimension refers to the training content and training methodologies used in the centre
4. Dimension 3: Staff development: This dimension refers to the professional development of the staff involved in the centre
5. Dimension 4. Quality assurance: This dimension refers to the mechanisms centre have in order to ensure and pursue the quality of its activities
6. Dimension 5. Infrastructure: This dimension refers to the facilities centre possesses.

The questionnaire is structured in 3 type of items:

* Multiple choice
* Dichotomy responses: yes/not
* Open - ended items with short answers

## Findings

### **Profile of respondents and centres**

The first part of the survey is analysing the profile of the centres and the people that is answering it. The analysis revels that.

* Almost all the centres have as primary domain the youth activities. The age of the beneficiaries is between 12 and 30 years old in almost all the cases
* The majority of the centres is public funded
* In general are small centres for the number of employees’ point of view. 14 of them have less than 20 employees
* The most of the centres are new (after 2000)
* The profile of the respondents: most of them are women, less than 40 years old and most of them are postgraduate (with master studies) and have an intermediate and advanced professional level from the experience point of view (with more than 5 and 10 years of experience)
* Almost all the centres are depending of the municipality, followed by regional administrations.

All the details related to the general data are break down in the graphs below.

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| **Graph 1:** Type of funding (out of 23 centers). |

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| **Graph 2:** Beneficiaries ages (out of 23 centers). |

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| **Graph 3:** Number of professionals (in 23 centers). |

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| **Graph 4:** Year of creation of the centres. |

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| **Graph 5:** Maximum degree or certificate of 23 professionals. |

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| **Graph 6:** Gender (out of 23). |

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| **Graph 7:** Age of the 23 professionals. |

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| --- | --- | --- |
|  |  |  |
| **Graph 8:** Years of experience working with young people. |  | **Graph 9:** Years of experience working in this youth centre. |

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|  |
| **Graph 10:** Collaborators. |

### **Centre structure and organisation**

This dimension refers to the structures centres offered to users in order to respond to their needs.

As detailed in the tables below (table 2 and table 3) the centres possesses needed structures in order to attend young people. Also almost all the centres have specific strategic plan and mission oriented to young people. An aspects which requires future attention is related to the structures oriented to the inclusion to the labour market (12 out of 21 of the centres declared that this is not forming part of their organization).

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Frequency of YES (N)** | **Frequency of NO(N)** | **Frequency of NA (N)** |
| Has the centre a strategic plan where its mission and activities are well defined? | **22** | 1 | 0 |
| Does the centre benefit from the support of local/regional/national authorities? | **20** | 3 | 0 |
| Has the centre a permanent format, structure or council for youth participation in terms of content and resources? | **18** | 5 | 0 |
| Does the centre have specific structure for young people to promote inclusion in the labor market? | 10 | **13** | 0 |
| Is there any collaboration between authorities and youth centres? | **21** | 2 | 0 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Amount of donation] | 9 | **11** | 3 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Main activities] | **10** | **10** | 3 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Specialized content (such as theatre, music etc)] | 8 | **12** | 3 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Quantity of offers] | 7 | **10** | 6 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Opening hours] | 8 | **9** | 6 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Size of facility] | **11** | 5 | 7 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Outreaching activities] | 8 | **10** | 5 |
| Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work? [Quality control] | **12** | 7 | 4 |

**Table 2:** Centre structures – frequency.

Regarding the measures, centres make use of their structures and strategic plan, as showed in the table 3, we see that in almost all the cases they promote actions corresponding with the users profile, the needs users have an active role in the implementation of the strategic plan but lees (3.71 out of 5) I the planning and elaboration.

|  |  |
| --- | --- |
| **Item** | **Average out of 5** |
| In which measure is the majority of the educational activities in the centre correspond to the profile of non-formal | 4.56 |
| In what measure the involvement of young people and youth organizations in the elaboration of this plan? | 3.739 |
| In what measure are the beneficiaries needs taking into consideration in the strategic plan and its activities? | 4.43 |
| Do you perceive that the centre represents a structure for social inclusion of young people? | 4.21 |
| Is the centre accessible to young people with special needs, both in terms of programming as well as physical | 3.95 |
| Do the centre develop key activities and best practices in a participative manner with young people, youth organisations, associations and structures? | 4.13 |
| Do the centre offers flexible and adequate working conditions for activities using non-formal education | 4.347 |
| Do the centre offers flexible and adequate working conditions for activities using atmosphere suitable? | 4.476 |
| Do the centre's staff understand how non-formal education works and that their role is to support the activities? | 4.69 |

**Table 3:** Centres structures – means.

### **Dimension: Staff development**

The dimension related to the staff needs has a critical importance in the survey because the implication of it on the organisational development and centre improvement measures.

The items defining this dimension are centred in identify the aspects which need future attention.

As showed in the table 4, the staff declared that their training need mostly related to the acquisition of inter and intra-organisational skills (as: communication and work with professionals from the same or from other institutions) followed by inclusive competences andTraining competences (planning training activities, assess users, project design,…), Orientation and counselling, Social competences (empathy, social interaction, communication, ....), Data management, Needs detection, Creativity.

As it can be seen, the competences most vulnerable are related with organisational aspects: planning of activities and needs evaluation, interaction with users and soft skills as communication and creativity.

|  |  |  |  |
| --- | --- | --- | --- |
| **Training staff needs** | **YES (N)** | **NO (N)** | **NA (N)** |
| Intern and intra-organisational skills (communication and work with professionals from the same or from other institutions) | **18** | 5 | 0 |
| Inclusive competences | **16** | 7 | 0 |
| Training competences (planning training activities, assess users, project design) | **15** | 8 | 0 |
| Orientation and counselling | **14** | 9 | 0 |
| Social competences (empathy, social interaction, communication,) | **15** | 8 | 0 |
| Data management | **14** | 9 | 0 |
| Needs detection | **13** | 10 | 0 |
| Creativity | **14** | 9 | 0 |
|  Administrative competences | **12** | 11 | 0 |
| Knowledge of welfare system/supporters networks | 10 | **13** | 0 |

**Table 4:** Staff needs (frequencies).

|  |  |
| --- | --- |
| **Item** | **Average out of 5** |
| Is the centre's educational staff team adequately large for the number and volume of activities run? | 3.217 |
| The centre has internal educational staff members responsible for ensuring conceptual coherence, quality assurance, and support for activities, including those run by external educational staff? | 4.13 |
| Can the centre demonstrate the competence of its educational staff for value-based, non-formal educational activities? | 3.869 |

**Table 5:** Staff development – means.

### **Dimension: Quality assurance**

The dimension related to the quality assurance includes items related to the mechanisms and regulation used in the country in order to evaluate and improve the quality of the centres. Aspects as methods used, agents involved, follow up strategies were included.

The data analysed revels that in general terms centres take into consideration the evaluation and the feedback provided by users. A good punctuation also received the fact that the users are involved in the process of feedback. Not only the users are involved in this process but also other stakeholders as professional from other institutions, national and international, and volunteers (mean: 4 points). The aspect which need future attention is related to the promotion of innovative models with young users.

The table 6 illustrate in detail the data related to this dimension.

|  |  |
| --- | --- |
| **Item** | **Average out of 5** |
| Does the centre regularly implement evaluation as a basis for learning and self-improvement? | 3.95 |
| Does the centre develop new and innovative youth work models? | 3.39 |
| Do the centre exchange information with other actors (professionals and volunteers involved in youth work development at national and international levels) of the youth sector on the content and quality of their work? | 4 |
| Do the users of the centre are asked to provide evaluation and feedback about the service delivered by the centre? | 4.13 |
| Does the centre's management take into account users evaluations and feedback to improve the quality of service on an ongoing basis? | 4.18 |
| Does the centre have accountability procedures and mechanisms? | 3.81 |

**Table 6:** Means of quality assurance dimension.

### **Dimension: Infrastructure**

The dimension related to the infrastructure includes aspects related to the facilities available in the centres. As can be seen in the table below almost all the respondents declared that they have the infrastructure needed to carry out the activities. They consider that the facilities are suitable for large number of participants also that the infrastructure for international activities is good enough especially in terms of language competences. The centres consider they need improvements for simultaneous interpretation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **YES****(N)** | **NO (N)** | **NA****(N)** |
| Does the youth centre use suitable infrastructure for large number of participants? | **16** | 7 | 0 |
| Does the centre provide accommodation facilities within the campus? | **12** | 11 | 0 |
| Does the centre offer minimum infrastructure suited to international activities [Translated Materials] | **13** | 10 | 0 |
| Does the centre offer minimum infrastructure suited to international activities [Foreign languages competences] | **19** | 4 | 0 |
| Does the centre offer minimum infrastructure suited to international activities [Simultaneous interpretation] | 9 | **14** | 0 |
| Does the centre offer minimum infrastructure suited to international activities [Others] | 5 | **10** | 8 |

**Table 7:** Centres infrastructures. Frequencies.

### **Youth centres received support**

In the first question that tackled the kind of support offered to the centers, 18 out of 23 participants gave the following answers:

* Municipality, regional administration (Diputació de Barcelona) and framework of European Programmes (Erasmus +).
* In the youth centre “RISKO” a programme titled “Center for Personal Growth and Communication” is being implemented for the 2016 – 2017 period and was developed in cooperation with Municipality of Murska Sobota and the Centre for Social work in Murska Sobota. It is funded by the Slovenian Ministry of Labour, Family, Social Affairs and Equal Opportunities. The programme enables active participation of children, young people and their families (free of charge) and offers individual counselling and creative workshops. The programme aims towards improving and furthering of communication skills and social competences of participants, better management of emotions, in also offers learning aid.
* The center is a public service with local support.
* CESIE cooperate with Municipality of Palermo, and Region of Sicily
* Local authorities; The Office of the Republic of Slovenia (The Ministry of Education, Science and Sport ) + open tenders
* The center is a Governamental Body.
* The local ploliticans decide about the benefit for the local centers in Jugendhilfeausschuss.
* We belong to the Regional Youth Council of Lower Frankonia (Bezirksjugendring Unterfranken)
* Ministério da Educação e Secretaria de Estado da Juventude e do desporto
* Funded by the Flemish Government of Youth - herefor we need to make a strategic plan every 4 years.
* "The centre benefits from the support of local authorities: Financial support through project based financing and Consultation in local decision-making process"
* Only through open calls and project funding.
* Programme funding for specialised youth services
* Ministry of Education
* Money for the youth centre by the youth department.
* The Snagov City Hall offers us the space where we deploy all the activities with youngsters and children.

### **Youth centre as social inclusion structure**

As for the second open-ended question asking for further information about how one perceives that the centre represents a structure for social inclusion of young people, 16 out of 23 answered as follows:

* By law each youth centres task is social inclusion.
* We collaborate directly with municipality social services giving support to young people with risk of social exclusion or familiy problems.
* The centre and its programmes enable active participation of children, young people and their families (free of charge) and offer individual counselling creative workshops, summer camps, etc. Thus, participants are furthering their communication skills and social competences.
* CESIE main aim is to improve social inclusion especially of marginalized targets.
* One of the goals is to give response the needs of de young people with social inclusion programs.
* "Expert council:

- Youth Committee, (involving young people in decision making process)

- Entrepreneurship Committee,

- And Tourism Committee.

Individual committee is composed of five members. The members of the Expert Council are appointed by the Council of the Institute on the proposal of the head of the internal and external experts in the field of the Institutes operation."

* Yes, we have partnerships with Youth Associations and NGO's who work in this field.
* Everybody is welcome and can take part in every action. It is all free of charge. And they decide how to use the resources of the center and get responsibilities to offer own actions and ideas for other people.
* Our main Topic is INCLUSION. Most of our professional workers, volunteers and Trainers have migration Background. We have also co-worker with disability. One of our departments is called 'inclusive' and we make Workshops about inclusion
* CSO that owns and run the Centre has policy on the topic, and the Center hosts groups from other CSOs that work specifically on that topic.
* Targeted youth programme, dedicated youth spaces, youth participation.
* THE CENTRE works on communication in the promotion of opportunities ' for young, fun area for training and the world of work , involvement of companies to participate in the reception of young students for promote guidance and training Internships , network with Regional Entities , territorial schools, Municipality, Companies .
* The young people get empowered by our team to arrange their daily life in and outside the centre by their self. We create open meetings to collect ideas and organize new workshops together with the youth. So it's a centre from young people for young people. We have a look that everyone can take place in the centre and people from different social groups accept each other. We speak with the young people also about discrimination and provide information that they know the facts of life.
* The Youth Centre gathers a number of 74 youngsters and 20 young volunteers. For young volunteers this represents a great opportunity to develop social, organizational, communication skills, that are much valued in our society. This represents for participants a possibility to socialize, for networking, to connect with the other peers and to learn new things and developed themselves.
* It's a place for young people with different social and cultural / educational and economic backgrounds can spend their time (together) regardless of their background while being invited to treat everyone equally and fairly. We operate in a rural environment and most of the young people that are coming to the centre are experiencing various situations of fewer opportunities.

### **Youth centres’ structures to promote labour market inclusion**

In the coming question, 12 out of 23 gave more information about the **structures the center** has to **promote inclusion in the labor market**; their replies were the followings:

* We have specific activities to teach young people how to prepare their curriculum, how to contact with companies, strategies to find a job on internet, etc...
* The centre provides several non-formal programmes for unemployed youth in order to improve their skills and knowledge. In 2017 a KA2 Erasmus+ programme for furthering entrepreneurship in rural area will be implemented. The projects main target groups are young unemployed people.
* CESIE provides different training courses and job counselling activities to support young people to be included in the labor market.
* Mentoring during the research jobs, how to do a cv, etc.
* We help to apply and talk about jobs and skills and education.
* Full time early school leaver programme, mentoring programme.
* Since 2007 we promote dissemination of information to support the Youth and the opportunity of learning and traineeship sharing the Erasmus plus program, we implemented a network with companies to promote territorial and national traineeships.
* If the young people needs support for inclusion of the labour market we help them to find a job (for example by writing the application), give information or go with them to the jobcenter (place in Germany where you go if you are unemployed).
* First and for most our Youth Centre represent a work place for our volunteers. Every volunteers has a clear position, job description, assigned tasks, a learning plan, and periodic evaluations. The Youth Centre fallowed the safety and secure procedure in order to assure a correct and safe environment for all volunteers and A4ACTION's members.

In addition to one who answered with non-applicable meaning that this person is aware of the absence of such structures, and another answered by ¨see above¨, which was quite ambiguous.

### **Youth centres’ activities involving youth**

The fourth question was requesting the participants to give some examples of activities involving young people and 16 responded:

* All activities are developed with youth. Based on needs of users of youth centre we develop activities.
* Collaboration with other institutions that work with young people (high school, “esplai” and youth entities.
* CESIE has several projects related to social inclusion of young people (please see our website).
* The design of the PLJ try to give answer of all the questions about young people.
* Involving young people in the planning and implementation of activities, networking with local NGOs and institutions.
* Activities in Non Formal Education, Democracy, Citizenship, Human Rights.
* We worked with the juvenile associations and in partnerships as for instance municipal piece of advice of education, commission of children's protection and young, among others
* For some activities we really work bottom up and we start form the needs and the wishes of the youth organizations and the young people themselves.
* The functioning of the youth centre is based on the participation of young people from local youth organisation. More specifically, the centre has a management structure formed of: General Assembly, Council and Bureau. In all these structures, young people from youth organisations are represented.
* We partner with youth organisations and young people to develop specialist areas for e.g., LGBT, Youth Mental Health etc.
* Promotion of advocacy with Administration, Lazio region, Comune di Roma, 12th municipality of Roma, visits to Schools to inform young, An Information Brochure produced and distributed to young with many information about The European Program Erasmus Plus, and our INFO POINT FOR YOUTH
* Through network and partner work.
* One key activity is to work with music as a method of youth work. We created music rooms with young people together in the centre oriented their needs. They participate from the beginning: create ideas, collect money, and buy the equipment...
* In our Youth Center we develop activities base on non-formal educational methods that allowed the participants to actively with each other’s, to learn from each other, and to grow and develop together. During the year, we involve different local, national and international organizations in our projects. We constantly join various partnership such as: EVS partnership, Together for Ilfov partnership, Youth and Sport Ministry partnership, Ilfov District Council etc. These partnerships are essential for our development, our future projects and most importantly for creating new opportunity for youngsters now and in the future.
* We are constantly organizing focus groups and consultations with young people during the programming phase of the calendar of activities. The young people suggest activities and take some responsibility in running them while the centre is providing educational and other resources.

### **Youth centres’ staff team**

Question number 5 asked the professional to justify if the **center´s educational staff team** is adequately large for the number and volumes of activities run; 16 out of 23 gave more information in this regard:

* In comparison to other countries we are well equipped. But quantity of users and their needs could need more staff.
* We can manage different kind of groups, so we prepare activities considering the total participants we will attend it.
* The number of educated staff is proportional to the amount of implemented activities.
* Some more people would be ok.
* CESIE has 35 staff members that is an adequate team to run how projects.
* The lack of the staff members affects the quality of the activities.
* We do more and are often powered out. We need more staff that are qualified. Most of the actions are done with many voluntary help.
* We have 8 pedagogues working in 5 educational departments.
* We only have 2.5 staff members for education. We always work in collaboration with other youth organizations and we look for every project for different artists/ freelancers.
* Given the expansion of activities of the youth center in the past few years, the number of educational staff is too low. Progressively the center intend to increase the number of educational staff, based on a cost-efficiency analysis.
* Most of our educators are external, and only one internal.
* Actually not many volunteers participate, we are in the step of dissemination and make our young aware of what they could experience through the programs of "active citizenship and participation", we work first to make awareness of opportunities that young have to find out, and support them.
* When big programs, we need extra staff.
* The area of the youth centre has a property of 3000 square meters. The area of the house takes 800 square meters. That's enough space for everything.
* Currently the Youth Center deploys a number of 7 activities/week, organized and managed by 15 volunteers. One of these activities is recurrent, being deployed every week day. In the future we will like to develop two additional activities by the end of the school year. One related to entrepreneurship - supporting youngster to become more independent and to put in practice theirs ideas for business. For this activity to be deployed we will need 2 additional volunteering with an entrepreneurship spirit. The second activity will be a chemistry laboratory. The idea behind would be to offer more practical insides to students and children on how chemistry is everywhere around us and how we can better us chemistry to support our day to day needs. For this workshop we plan to involve two Olympic students that can share their knowledge with children and students from our local community.
* We're providing activities for young people in an area of over 50.000 inhabitants with 2 staff and one volunteer. We have over 100 young people coming to the activities offered by the centre. The two staff are dealing with educational activities among other responsibilities in the Centre.

As for question number 6 that asked professionals whereas the **center needs** or not to include other trainings and like what, 8 out of 23 answered; two considered that there is no need for additional trainings, whereas the others suggested:

* Management of young people conflicts (bullying, fights, etc.)
* Writing (international) applications
* Foreign language skills
* Developing publications
* In general we need always trainings to develop ourselves. We can't learn enough.
* Human rights, NEETS (not in education, employment or training), Sustainable management.

Question number 7 enquired more information about the **innovative models** developed by the centers, and received 13 answers from which one was ´´actually no¨, as for the others, they were:

* "We created project where elements of participation, political education and cultural education are combined in one. We also created project to open dialog between politicians and youth. it is based on very low access point with the goal to reach also people, which usually are not so interested."
* We try to find synergies between different activities, so we are not limited only by the "what it's supposed". When we develop the activity we try to find connection with other key elements we are working with teenagers.
* The entrepreneurial project will offer an innovative model of the so called “Living Lab”, a structure of non-formal mentorship and the usage of modern technologies with the purpose of informing and educating in terms of social entrepreneurship and the detection and exploitation of potential in rural areas.
* Mobile (live) info point - peer to peer information; Trainings for young people to work with young people.
* We have a Training Programme for youth workers and teachers that is finalised with a certificate.
* We always look for formats in which we start from contemporary art and art education and where we can make the bridge between art and youngsters. This is quite new for the youth sector.
* Methods developed by Council of Europe and independent experts in the field of youth.
* Our "Local Youth Club" create new ways of communicating with local youth using modern Medias.
* Innovated community mentoring programme, centre is self-sustaining financially.
* Within international youth work.
* We created for one week a mobile youth centre in a shopping mall, because many young people are hanging out there. We wanted to know why they are there and show them the possibilities of our youth centre.
* All the activities developed in our Youth Center are based on non-formal educational methods. This allows us to continually create and innovate considering youngsters and children need.

Regarding question 7 that inquired examples of **accountability procedures and mechanism**, 10 participants answered as coming:

* For report we have to send monthly data about quantity and duration of offers and quantity of visitors. Twice a year evaluations are shared in a dialog between youth centre (staff and users) and municipality.
* We must report our activities to the company in charge of managing this place (we are their employees) and also we are reporting the activities we are doing to the municipality council.
* Surveys, questionnaires.
* "we need to write an annual report for the government, showing that we fulfilled the actions and the policy we provided in the 4 years policy document"
* All by national law necessary procedures - safety and protection (insurance, fire, medical, earthquake...)
* Planning and evaluation system, reports to funders etc.
* We just actually have a small accountability; we have a small budget.
* For example responsibility for a specific project.
* We give reports to the youth department and our NGO Roter Baum Berlin UG.
* Every volunteer has its own position, job descriptions, tasks, learning plan and periodical evaluations. All this mechanisms are in place to support volunteers’ accountability.

When it comes to the last, open-ended question, which was: What does the center offer other than minimum **infrastructure suited to international activities**? 6 answers were received and were the following:

* Well-equipped youth centre for group work, common activities and very experienced staff.
* We can use different public infrastructures of the municipalities, so we can manage different kind of activities if we have enough time to plan it.
* Multimedia room and a conference room.
* Mentoring, Tutoring.
* Dietary needs that reflect cultural differences.
* Communication for social network is bilingual (Romanian and English). Our web site, currently in construction, will support an English version.

# **Interviews: understanding of professionals needs and expectations**

This report is the result of a number of 10th interviews carried out with professionals working in youth centres in the partner countries participating in the project ". The objective of the interviews is to understand the professionals’ needs and expectations in relation to their activity in youth centres among Europe.

The interviews were carried out face to face or by skype, have been transcripted and analysed according to the categories of topics established in the previous phases of the project.

In the present report it will be summarized the main aspects. The full transcription of the interviews is included as annex at the end of the document.

## Topic 1: Centres organizational management tools

**Subheadings:** In which document youth centre is based? (plans, strategies, programs, etc). Who is involved in their design and implementation? Are the users part of the process?

This topic is focused on the **following aspects:** Information regarding the duration of the strategies, Agents involved in the designing of the strategies (are they coming from the local authorities?), Special attention given to the involvement of users in the designing of the strategies/plans….

In the majority of the countries, the centres are public and dispose the public structures and legislation existing at municipal level. In all the centres, youth workers as well users are involved in different stages of the internal strategy definition and implementation.

Some of the examples from the partners countries are:

**In the case of Romania:** *The Youth Center is based and running on the Strategy of Timis County Youth Foundation which was developed for the period 2017 – 2022. In the design and implementation of the strategy were involved all the members of the Foundation (around 35 ngo’s which are part of the foundation). The strategy was developed in this way due to the fact that the users and beneficiaries of the strategy were part of the process. The duration of the strategy is 5 years, offering consistency and sustainability to the center.*

**In the case of Germany:** *the statute of NGO provides values and philosophy and rules and the Government provides recognization as youth centre based on it.* In addition: *Youth strategy, developed by youth department and approved by municipality parliament (youth commission), guidelines for quality management in Berlin (developed by experts from administration in Berlin and NGO sector, concept of youth centre, developed by team on base of local needs under participation of youth to be reshaped after 5 years.*

**In Finland***: The youth centre status is described in the National youth law document, by the ministry of education and culture, and the design and implementation are strongly guided by this law and other cross ministerial documents (such as VANUPO - National Children Youth policy paper) created by the government. The users are involved in shaping them every 5-7 years, as there are hearing rounds and consultation organised to comment and reform them. Besides this there are regional and municipal guidelines (Regional administration) that give priorities and funding to the Centre for development projects etc. Youth centre aims to act as “the voice of the users” in reforming these policies.*

## Topic 2: Centres structures for inclusion

**The subheading:** The existent structures of the centre allow it to develop activities for social inclusion.

The topic is focused in the **following aspects**: centres facilities (buildings, infrastructure..), logistics (human resources and materials needed in order to ensure proper functioning) and staff development (needs related to training and staff preparation)

In the majority of cases, the centres have enough infrastructure and mechanism to address users needs. However, respondents consider that more resources would contribute to expand their programs and give more support to users.

Social dimension is an intrinsic part of the centres mission, as in Germany: *It is part of philosophy and base of pedagogic work.*

The main activities centres carry out in order to address social inclusion, are in form of training programs with youngsters, counseling and support to the community. Some of the activities implemented are: in **Romania**: *Training for human rights educators, Check-out in the neighborhood, The laboratory for Human Rights Education, Timisoara – Youth Capital*

In **Germany** the activities are oriented *to develop social competences, self-assurance, self-esteem, tolerance and sense of community is our daily work* through the use a practical and applied approach: *to support youth to interact, cooperate, support each other and show solidarity*.

In **Catalonia** the centers are focused on 3 main directions: generation of relationship between educators and young people, community perspective and equality values (from the gender, origin, socio/economic status, amng others).

**In Slovenia:** *provide young people with information on the opportunities they have within existing government programmes, abroad and projects for young entrepreneurs. Alongside programmes to tackle unemployment, we offer counselling in other matters, such as potential legal issues and family matters. Other activities are motivational workshops, seminars with successful young entrepreneurs and volunteers, networking events.*

## Topic 3. Training needs

**The subheadings** discussed in this topic are related to training needs considered as the most relevant for the centre staff (educational staff and voluntaries), methods considered most appropriate to train staff and aspects related to the training themes, type of training, type of structures and other needs related to the proper development of job.

The training needs topic is one of the critical ones at centres level. Most of the respondents agreed that the training of youth workers and volunteers is delivered by the university (initial training) and continuous activities as courses, seminars, mentoring. Despite the wide variety of training forms, the respondents consider training as a crucial part of their centres and an aspects which has to be improved continuously. This preoccupation is justified by a couple of reasons: by one hand the permanent changes society experiment which implications for the centres activities and goals and by the other hand the need to continuous improvement of the services delivered.

The respondents mentioned several training aspects to be considered. A possible classification of these could be the following:

 **Social skills:** youth workers need more capacities to socially interact. As for example groups’ dinamics, conflict management and communication skills. By the other hand and directed related to the precarious material resources youth workers have to manage, the respondents identified as a need the capacity of administrative management and resources management (as in case of Catalonia) or human resources management (in the case of Romania). The social skills are also associated to the identification of users’ needs, feelings and motivations as in the case of Germany.

**Creativity** is another aspect mentioned for the respondents. The use of creative methods to work with youngsters in order to enhance their participation and learning appears as topics of interest in the case of Germany and Catalonia.

**International youth work competences** or multicultural skills are highlighted as training needs by respondents from Finland and Germany.

Respondents also mentioned competences required by the organisational learning and needed to enhance the organisational development. Is the case of Finland and Romania.

The training needs are not only referring to youth workers but also to volunteers. In this regard, these refer to personal development, communication skills and project implementation (in case of Romania and Finland).

## Topic 4. Challenges

**Subheadings** discussed at this level are linked to the main challenges that centre and workers have in their profession, possible intervention to prevent these challenges and the resources needed in order to address users- needs.

This topic is linked to the previous one and aims to detect the main challenges youth workers face in their profession in order to set recommendations and promote specific interventions at centre level.

The challenges are diverse and are usually connected to the national and regional context. While in Catalonia the main concern is to ensure a better connection between centre and communitity, enhancing the youth empowerment and their personal development, in the case of Germany, “biggest challenge is to understand, that youth work is not there to develop youth in a direction someone else wants, but to support them to self develop”.

The link between centres and community is also referring to the engagement of all stakeholders with the centre activities and the need to create a fruitful collaboration between them. Is the case of Germany and Romania,

The lack of resources represents another issue and dealing with precariety and its consequences represents in the view of respondents another major issues. Preoccupation for quality assurance is a challenge when funding is shortened: “delivering quantity with keeping the quality” as Finish respondents stated.

Not only the resources put youth workers in front of difficulties, but also the users’ attitudes and motivations. Slovenian respondents named them as follows. *“We sometimes find it difficult to reach young people that have reached the point where they are no longer active or have lost hope in being able to find employment. This is understandable, since the past few years have been very difficult from an economic standpoint. Difficulty motivating them is also related to that and is a constant challenge. It also has to go hand in hand with the situation we live in, we need to prepare them for the work market situation and not give them hope without any foundations. We have to make them aware that a lot of their activities will not bear fruit and how to cope with rejection”.*

In Romania the challenges can be divided in two main areas both related to the political and managerial aspects of the centres. The respondents detailed these challenges as: *“The main challenges of the workers is related to the recognition of their work and of their status in the society, due to the fact that although there is a youth worker law in Romania, it is not so popular and recognized at a national level. Another challenge the workers have is related to the relation they have both with the community and inside their own team. The challenge refers to identifying the proper communication channel and the proper communication tools needed to make the educational process more functional and efficient. To overcome this challenges, there needs to be more recognition of the youth work and there needs to be a national awareness of the importance of youth work, especially done through non-formal education. On the other hand, the centre has, as main challenges, is following its own strategy, in terms of vision and mission. There is a financial aspect which sometimes interferes with the social mission of the centre. In order to overcome with this challenge, the centre needs to focus more on the social aspect of its mission”.*

## Topic 5: Opportunities/Strengths

This topic is centred on the perception respondents have of the opportunities youth centres have in order to implement their activities and the best practices performed.

The respondents consider that despite the difficulties face in order to accomplish their tasks, the centres are also benefiting from a series of opportunities

Some of these are related to the internal centre structure and human resources, others are connected to the centres strategic plans and strategies and others are more likely to respond to users activities.

For example, in Romania, the centre consider working with a 5 years strategic plan help then to coordinate the activities and to have a good management and a high impact of their activities. This is due to the creation of a common understanding and commitment among users and staff on the work and centre directions. Involving all agents in the decision making is considered another strength of the centres as is the case in Romania and Finland.

## Topic 6: Users’ needs

This topic addresses the users’ needs and expectations and the way centres respond with their structures, knowledge and resources to help them to address these needs.

The users needs and expectations, in terms of the functionality of the centre is for the centre to offer them access to its facilities and to its staff. This is the case of Romania where “the centre is opened for any organization and they have access to the facilities and staff free of charge”.

Also in Finland, the respondents consider that the centre benefits form enough structure and resources to attend all the users’ needs. However, areas of improvement are considered the *“Rural area needs, covering large amount of actors as a supporting centre, advocating youth and youth work in our rural area, not to be forgotten when urban develops and more staff is needed to offer activities to all who want it”.*

## Topic 7: Centres structures for guidance

This topic is addressing the ehe existent structures and working methods of the centre allow it to develop occupational guidance and support to access the work market.

Regarding this aspect, in the majority of the centres do have infrastructure or programs addressing the users’s guidance for labour market inclusion or social inclusion. Most of them are implemented by the youth workers and have as priority prepare youth people to succeed I the labour market.

The mechanisms used in order to reach this aim are varied. In the case of Romania, *“The structures have the form of an open-office where young people can come and get guidance in creating a CV, creating a motivational letter or any other job related tasks. The centre is currently preparing an internship program that will help even more the young people to integrate in the labor market”.*

Similar activities are implemented in Slovenia as the respondents stated: *“We give young people information about the possibilities they have regarding education and employment at the local, regional level as well as abroad. We organize workshops and educational seminars, lectures and language and IT courses, enabling young people to add additional skills to their CVs. We also give them the opportunity to participate actively through volunteering and sharing their knowledge as lecturers or event moderators”.*

In Catalonia the major issue is regarding the information about labour rights. The respondents acknowledge the need to offer more training and counselling to young unemployed in order to prevent work precariety.

## Topic 8: Matching needs and expectations

This topic deal with match centres’ needs with users’ needs and social need -/expectations.

Responses are quite diverse in this regard, from a higher awareness of society for the youth centres job (in case of Germany), to a more adjusted resources planning (In case of Finland).

A common line among all the responses are pointing out throught the balance between resources and possibilities, and the use of different methods as consultation, need analysis and correlating the needs of the users with the objectives and activities of the centre. As the Romanian respondents stated: “The expectations of the youth workers in order to better do their job has two main aspects. The recognition of their statute and the financial support received in order to be able to implement sustainable activities”.

# **Conclusions**

The results of the different techniques used in the study offer a wide understanding of the functioning of youth centres around Europe. Most of the centres are public funded and all of them are active in implementing educational and support programmes for young people. There is a large variety of domains of activities implemented, however in almost all of the centres special attention is given to counselling and educational activities for inclusion.

In general, centres benefit of the infrastructure and staff for the implementation of their programs. However in most of the cases participates acknowledged the need for more professional staff. Actually, in this regards, they consider desirable not only to have at their disposal a larger number of personal, but also better trained in different aspects as: management competences, counselling competences, conflict resolution among others. The deficiencies in number and training affect the quality of the activities implemented, as some of the respondents stated in the survey.

An important aspect of any organisation is related to its structure and working strategies. In this regard, the participant consider that their centres are well organised and able to attend all the users, they recognize the need for additional mechanism as quality assurance instruments which enable them to make decisions and to expand their work area. A vulnerability identified by the survey is related to the development of competences such as: intra and inter-organisational skills, data management, strategic planning and counselling and advice, among others.

Despite the small number of centres participated in the study, this offered us the possibility to design future training activities in order to improve professionals competences and skills, as well as guidelines to facilitate organisational development.

# **Appendix**

## Template to collect data from each partner context

Template
Youth centres in Europe

1. Provide the definition (if any) of the “youth centre” in your country /region.
2. Describe what a “youth work” is.
3. Give a brief list of activities carried out in the framework of youth centres in your country/region.
4. Provide a list of beneficiaries attending youth centres in your country /region (e.g.: age, social profile, interests…)
5. Identify the main competences / skills of youth worker (according to the local legislation)
6. Identify the specific competences / skills of youth worker in the field of social inclusion and career guidance
7. What king of degree or certification is required for youth worker in your country/region?
8. Are the youth centres public or private?
9. Who fund them?

## Survey

Survey for the
needs of youth workers

The objective of the study is to identity the youth workers needs in terms of organisational development and training aspects. The data will orient institutional leaders to improve the centres’ development and to promote actions oriented to develop employees’ competences.

The survey will be filled out by professionals working on youth centres.

**Centre Identification data:**

* Name of the centre:
* Type of the funding: public, private, both
* Beneficiaries ages:
* Number of professionals working:
* Year of creation:
* Is the primary focus of the centre's programme young people and those working with and for young people? Yes - No
* In which measure is the majority of the educational activities in the centre correspond to the profile of non-formal education?
	+ Never ….always

**Sociodemographic data (only for statistical interests)**

* Maximum degree or certification:
* Gender:
* Age:
* Years of experience working with young people:
* Years of experience working in the same youth centre:

**Dimension 1: structure and organisation**

Please choose the option according to your knowledge about the centre:

1. Have the centre a strategic plan where its mission and activities are well defined?

Yes… No

2. Does the centre benefit from the support of local/regional/national authorities?

 Yes…No

If yes, could you please provide some details?

3. In what measure the involvement of young people and youth organizations in the elaboration of this plan?

Never….Always

4. Has the centre a permanent format, structure or council for youth participation in terms of content and resources?

Not….Yes

5. In what measure are the beneficiaries needs taking into consideration in the strategic plan and its activities?

Never…always

6. Do you perceive that the centre represents a structure for social inclusion of young people?

Never…always

Could you provide further information?

7. Do the centre have specific structure for young people to promote inclusion in the labour market?

No…Yes

Could you describe what kind of structures does it have?

8. Is the centre accessible to young people with special needs, both in terms of programming as well as physical means?

Never---always

9. Do the centre develop key activities and best practices in a participative manner with young people, youth organisations, associations and structures?

Never---always

Could you provide some examples of activities?

10. Is there any collaboration between authorities and youth centres?

 Not---Yes

If yes:

10.1. Which level of authority it is?

Central government      region/county/country                municipality

10.2. Is authority providing specifications about youth centres in following issues or agrees about it with provider of youth work?

Amount of donation yes / no

Main activities yes / no

Specialized content (such as theatre, music etc) yes / no

Quantity of offers yes / no

Opening hours yes / no

Size of facility yes / no

Outreaching activities yes / no

Quality control yes / no

**Dimension 2: Content and methods**

1. Do the centre offers flexible and adequate working conditions for activities using

non-formal education methodology Never-----always

atmosphere suitable Never-----always

2. Do the centre's staff understand how non-formal education works and that their role is to support the activities?

Never……always

3. Does the centre produces its own educational materials adapted to the beneficiaries needs?

Never……always

4. Do the activities of the centre create a multiplier effect among youth, youth organisations and the community?

 Never……….always

**Dimension 3: Staff development**

1. The centre has internal educational staff members responsible for ensuring conceptual coherence, quality assurance, and support for activities, including those run by external educational staff?

Never-----always

1. Is the centre's educational staff team adequately large for the number and volume of activities run?

Never-----always

Justify your answer:

1. Can the centre demonstrate the competence of its educational staff for value-based, non-formal educational activities?

Never-----always

4. What type of training needs do you think the staff have?

* Training competences (planning training activities, assess users, project design,…)
* Data management
* Orientation and counselling
* Needs detection
* Inclusive competences
* Social competences (Emphaty, social interaction, communication, …)
* Creativity
* Administrative competences
* Knowledge of welfare system/supporters network
* Inter and intra-organisational skills (communication and work with professional from the same or from other institutions)
* Others…(name)

**Dimension 4. Quality assurance**

1. Does the centre regularly implement evaluation as a basis for learning and self-improvement?

Never----always

1. Does the centre develop new and innovative youth work models?

Never----always

Could you provide some examples of these models?

1. Do the centre exchange information with other actors (professionals and volunteers involved in youth work development at national and international levels) of the youth sector on the content and quality of their work?

Never----always

1. Do the users of the centre are asked to provide evaluation and feedback about the service delivered by the centre?

Never----always

1. Does the centre's management take into account users evaluations and feedback to improve the quality of service on an ongoing basis?

Never----always

1. Does the centre have accountability procedures and mechanisms?

Never………always

If yes, put some examples of it:

**Dimension 5. Infrastructure**

1. Does the youth centre use suitable infrastructure for large number of participants?

Yes……No

1. Does the centre provide accommodation facilities within the campus?

Yes..…No

1. Does the centre offer minimum infrastructure suited to international activities
* translated materials
* foreign language competences
* simultaneous interpretation
* Others:

## Interview template

Interview guide for the professionals working on Youth Centres

This guide for interview is part of the project "Creating a framework and developing contents for tomorrow’s youth centers" financed in the framework of Erasmus + Program (Ref. KA2-2016-1-RO01-KA205-024305).

The objective of the study is to understand the professionals’ needs and expectations in relation to their activity in youth centers among Europe.

|  |  |  |
| --- | --- | --- |
| **Topics** | **Questions**  | **Comments / notes for the interviewer** |
| **Centres organizational management tools.** | In which document youth centre is based? (plans, strategies, programs, etc) Who is involved in their design and implementation? Are the users part of the process? | * Information regarding the duration of the strategies
* Who is involved in the designing of the strategies (are they coming from the local authorities?)
* Special attention give to the involvement of users in the designing of the strategies/plans….
 |
| **Centres structures for inclusion** | The existent structures of the centre allow it to develop activities for social inclusion?If yes, how do you describe these structures?If not, what do you think is needed in order to reach this objective? | to include aspects related to needs related to the facilities (buildings, infrastructure..), logistics (human resources and materials needed in order to ensure proper functioning) and staff development (needs related to training and staff preparation) |
| **Training needs** |  What are the training needs you consider the most relevant for the centre staff? (we ate referring by staff to: educational staff and voluntaries)What are the methods you consider most appropriate to train staff? | To discuss aspects related to the training thems, type of training, type of structures and other needs related to the proper development of jobTo keep in mind to refer to different educational levels and geographical levels (national, local, international) |
| **Challenges** | What are the main challenges you consider that centre and workers have in their profession?How do you think these could be overcome?What resources do you think needed in order to better respond the users’ needs? | When we refereeing “challenges” we can consider issues as: lack of time, of resources, social or inner challenges |
| **Opportunities/Stranghts** | What are the opportunities (best practices) you consider relevant for your work?How are they impacting on your activity?How can be them replicated? |  |
| **Users’ needs** | What are the users’ needs and expectations? Do you have enough structures, knowledge and resources to help them to address these needs? |  |
| **Centres structures for guidance**  | The existent structures and working methods of the centre allow it to develop occupational guidance and support to access the work market?If yes, how do you describe these structures?If not, what do you think is needed in order to reach this objective? | The item could be addressing the personal development  |
| **Matching needs and expectations** | How do you match centres’ needs with users’ needs and social need -/expectations?What are your expectations as youth worker in order to better do your job? | Expectations refers to those aspects which make the youth workers to better perform  |
|  |  |  |