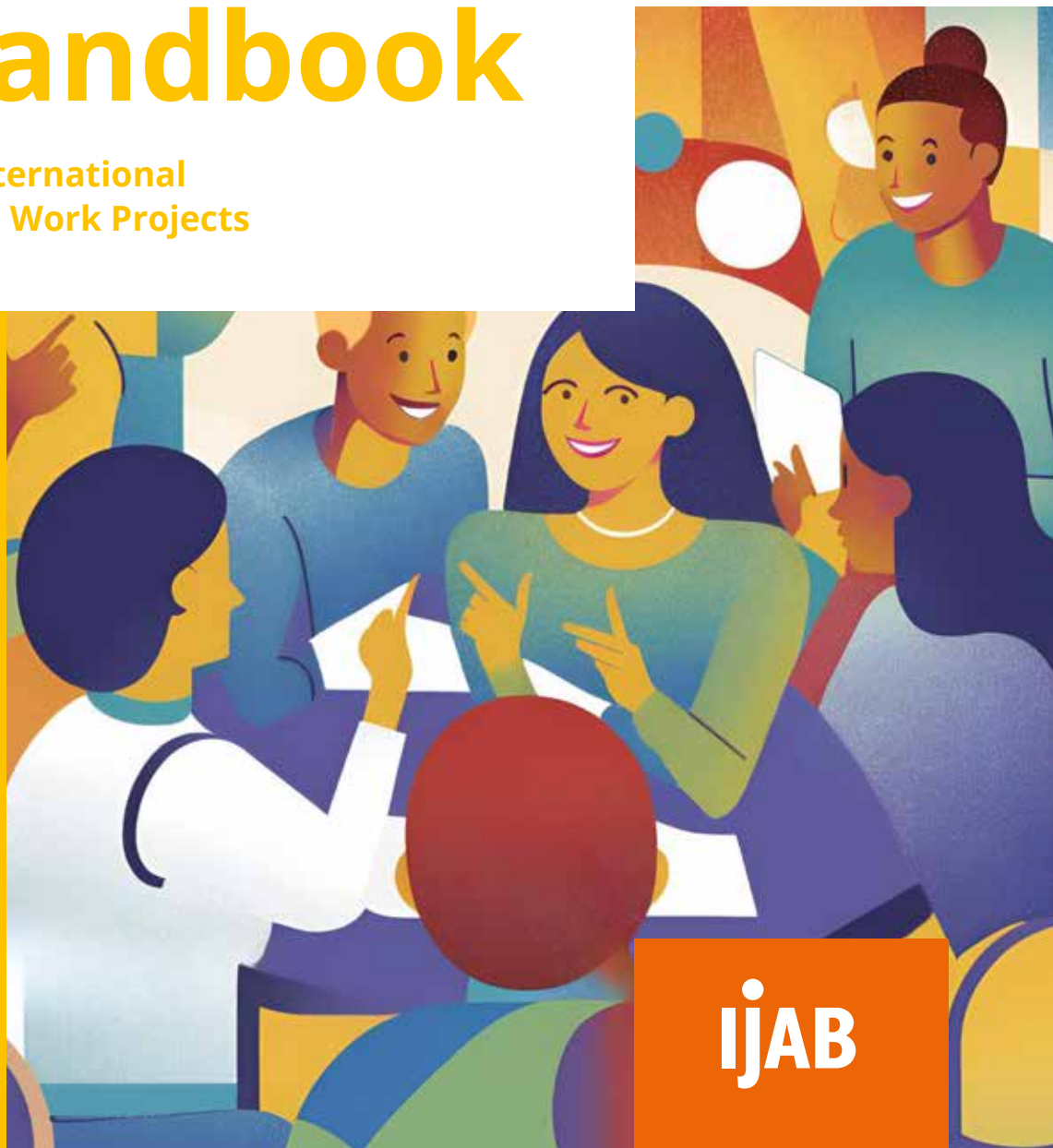


Quality Handbook

for International
Youth Work Projects



Manual



ijAB

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Introduction

Quality Handbook for International Youth Work 2.0

This quality handbook examines current societal and professional debates in the field of international and European youth work, with specific emphasis on aspects such as inclusion and participation, low-resource action and sustainability, safeguarding and the long-term impact of exchange projects. The publication also responds to the recommendations of the research team accompanying the IJAB project *IJA.digital*¹ (2021-2022), focusing in particular on digital elements. Not only do these elements open up new methodological options, they also deliver innovative ways to ensure cooperation in international settings.

The handbook represents a thorough overhaul of the 2004 publication *Quality Standards and Indicators for International Youth Work*, which was drawn up by a working group comprising representatives of German youth organisations under the auspices of IJAB. It inspired a large number of quality processes at national and international level.

¹ Koschei, Franziska/Brüggen, Niels (2023). Digital Projects in International Youth Work. Final report of the scientific monitoring of the project "IYW.digital - International Youth Work.digital". Munich: JFF - Institute for Media Research and Media Education.

Intended readership

The handbook was designed as a tool for quality development to be used in international and European youth work as a way to respond to future challenges. It is aimed at child and youth services providers and experts in Germany and their international partners, to be read ideally after gathering some experience with international youth work formats. It also addresses other fields of work that offer, for example, work-related exchange programmes with young people. The publication provides guidance when evaluating the quality of existing projects, giving it visibility, and improving it even further.

International youth work: Legal framework and basic principles

International youth work forms part of child and youth services and is enshrined in Book 8 of Germany's Social Code, also known as the Child and Youth Services Act. It follows that international youth work is managed in accordance with the same principles as child and youth services. It is a field of work in its own right within which professionals and volunteers alike create services and activities for *all* young people, as well as for experts.

The quality handbook is based on the same fundamental principles that govern international youth work. They are reflected in all chapters in this publication:

- International youth work contributes towards peaceful coexistence and towards ensuring a values-based dialogue in a global world.
- International youth work encourages participation, meaning the active involvement of young people in decision-making. It is aligned with young people's interests and lifeworlds and responds to societal challenges.
- Participation in international projects is voluntary and self-determined – the key to more social participation and civic engagement.
- The principle of reciprocity, with group stays in all participating countries, allows participants to learn together and develop an understanding of different lifeworlds. Participants take on the role of both guest and host.
- International youth work is a type of non-formal education and also offers space for informal learning. Activities are guided by education professionals. The deployment of suitable methods helps participants develop on a personal level.
- International youth is centred around inclusion and diversity. It enables young people and experts to take part in activities regardless of origin, gender, impairment or disability, or sociocultural background. It promotes respect, tolerance and an appreciation of cultural diversity.



Structure of the Quality Handbook

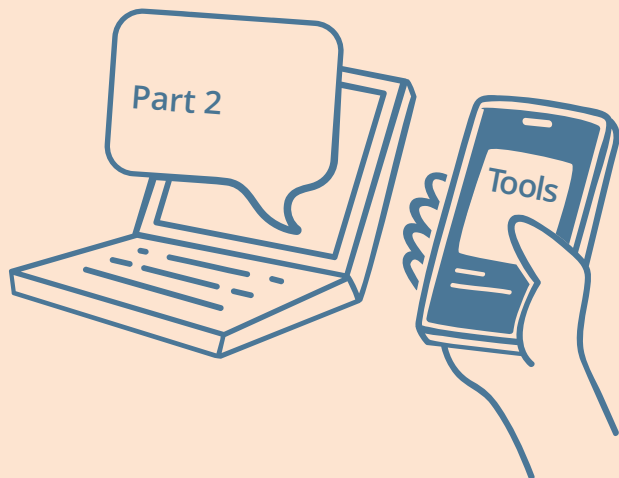
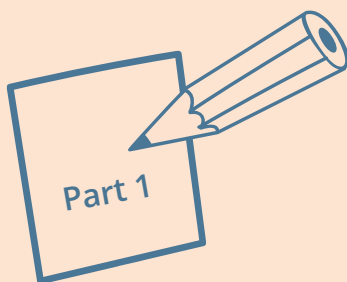
This publication has two parts:

Part 1

Quality criteria and indicators for bi- and multinational projects

Part 2

Annex “Tools and materials”



Part 1

Quality criteria and indicators for bi- and multinational projects

This section is aligned with **project management** principles, meaning the chapters are structured in line with how a project is managed from the planning stage via implementation to the follow-up phase.

All relevant stakeholders are given consideration: partner organisations, the leadership team, the participants and where appropriate their parents, and supporters. Also considered are the interests of funding bodies.

The handbook has **ten sections**, each with specific quality criteria and indicators.

- A **quality criterion** is a feature by which a product or service can be qualitatively assessed; e.g., one that allows it to be evaluated as positive or negative.
- Criteria can only be measured in the presence of suitable **indicators**. These serve to operationalise said criteria.²

The quality criteria and indicators take account of the **wide range of formats** used in international and European youth work, such as youth exchanges, workcamps, volunteering placements, training courses, study visits, work-related exchanges or internships and exchanges/activities for experts. These activities can be binational or multinational and they can be carried out as short or long-term formats, group or individual exchanges. The quality criteria have been drawn up with this variety in mind, allowing organisations to provide high-quality activities regardless of their size, thematic orientation and structure.

When it comes to a successful international activity, **communication** that is **based on trust and equity** among all involved parties is crucial. In recognition of this, communication is mentioned in all chapters.

The publication is based on the core idea that the continued evolution of international and European youth work needs to be understood as a **shared concern**:

- At the national level, through partnership-based co-operation between public-sector and independent organisations in Germany (supported by relevant specialist and funding agencies);
- At European and international level, by taking into account the factors at play in the partner countries (structures, legislation, political situation, etc).

The handbook does not claim to be exhaustive. Instead, it has been designed as a **source of orientation**. Organisations can use it to apply the defined criteria in a way that responds to their specific needs, their quality standards, the resources at their disposal, and their expertise in the field in question.

Part 2

Annex “Tools and materials”

The handbook is complemented by an annex listing tools and materials that have been tried and tested in practice. It can be downloaded as a PDF document from this link: <https://ijab.de/en/publications/tools>



² Source: QS-Kompodium - Materialien zur Qualitätssicherung in der Kinder- und Jugendhilfe [QA compendium – Material for quality assurance in child and youth services], issue 24: Selbstbewertung des Qualitätsmanagements

Partner organisations

The stakeholders from the participating countries that are responsible for preparing, implementing and debriefing/ following up an international exchange project are referred to as partner organisations.



Quality criterion

1.1. The partner organisations maintain a partnership-based, equitable relationship.

Indicators

The interests of the respective partner organisations are communicated and respected during the entire project.

This can be done offline or online (→ see annex), via, e.g.,

- emails,
- phone calls,
- meetings,
- video calls,
- shared project management tools,
- cloud-based documents,
- platforms or
- evaluation surveys.

Each partner organisation designates at least one permanent point of contact.

The partner organisations are invited to put forward suggestions on how to design and improve the project at any time.

The partner organisations jointly discuss any jobs that have to be done, and decide together who is responsible for what.

The partner organisations ensure that all parties have equal access to the necessary information. To this end, they ensure that all project staff have the necessary skills.

The partner organisations have discussed ways to implement the host principle (→ see annex).

The partner organisations have discussed whether to use one (or several) mutually intelligible language(s) during the project.

Quality criterion

1.2. The partner organisations and their target groups fit in with the agreed concept.

Indicators

The partner organisations have a similar understanding of the character of an international exchange.

The partner organisations have read each other's documents and websites to verify they have an understanding of the philosophy and activities of the respective other organisation.

The partner organisations have learned about each other either in person or online, e.g., during a preliminary meeting, a virtual guided tour or via their respective websites.

Quality criterion

1.3. The partner organisations have a shared understanding of what they want to achieve with the project.

Indicators

The partner organisations have discussed the (learning) objectives and the concept of the project, e.g., during a preliminary meeting.

This can be done either offline or online, either in writing or verbally.

The (learning) objectives and the concept are jointly defined and agreed.

The project is reviewed regularly to verify whether the (learning) objectives are being reached.

Quality criterion

1.4. The partner organisations have agreed on the equipment and tools to be used for the project.

Indicators

The partner organisations are aware of the technical infrastructure (e.g., internet bandwidth, available user devices), data privacy requirements, the legal framework and the costs involved.

The technical equipment and tools to be used during the project have been agreed upon.

The required technical support has been defined and the presence of suitable staff arranged.

Quality criterion

1.5. The partner organisations ensure that the outcomes and experiences of the project can be scaled up.

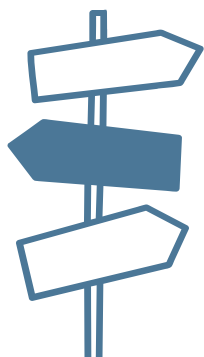
Indicators

The outcomes are documented by way of, e.g.,

- a project report,
- public relations activities,
- blogs and websites,
- partners' social media accounts.

The partner organisations use their respective networks to raise awareness of the project's outcomes and products.

The partner organisations use the project's outcomes and products to train their staff and to continue developing their specific activities.



Quality criterion

1.6. The participating partners have designed the project in such a way that as many interested individuals as possible can take part, regardless of disability/impairment, gender, financial or social situation or any other reason.

Indicators

The communication methods, preparation, support and programme design take into account a variety of needs and backgrounds.

Virtual spaces have been designed to meet the needs of the participants.

Travel and any other necessary expenses have been calculated with potential socioeconomic constraints in mind and are set at the lowest possible level.

Quality criterion

1.7. The partner organisations have ensured that participants can get the maximum out of their participation.

Indicators

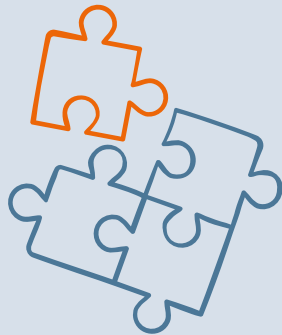
Participants have the option to provide input during

- preparation,
- implementation and
- follow-up.

The project's aims have been defined together with the participants.

Leadership team

The leadership team is put together by the participating organisations. It coordinates and manages the educational and organisational aspects of the international project. The leadership team is responsible for ensuring that the agreed (learning) objectives of the project are reached as far as possible, and for ensuring the wellbeing of all participants.



Quality criterion

2.1. The leadership team has been put together in alignment with the project's specific circumstances.

Indicators

The composition of the leadership team mirrors the diversity of the group.

The composition of the leadership team is appropriate to

- the number of participants,
 - the participating countries and the language(s) used during the project,
 - the support required by the participants,
 - the planned activities, and
 - the necessary technical support and digital expertise.
-

Quality criterion

2.2. The leadership team is prepared and qualified to manage the project.

Indicators

The team leaders have already met during the preparation phase of the project either virtually or in person.

All members of the leadership team are aware of the (learning) objectives and the purpose of the project.

The leadership team has discussed key aspects pertaining to the partners, e.g., regional affairs, society, politics, history, and socio-economic aspects of the countries in question.

The leadership team has discussed the relevant legal frameworks in the countries in question, in particular for the protection of minors, data privacy (GDPR) (**→ see annex**), copyright and the right to one's own image.

The team leaders are sensitive to group dynamics and are able to apply methods to manage these.

The team leaders are open to using digital tools and have the necessary methodological and technical expertise.



The leadership team is prepared to manage conflict situations as well as crises and emergencies by, e.g., attending

- training courses,
- a first-aid course,
- discussion groups, and/or
- an induction by third parties at the project venue.

Quality criterion

2.3. The responsibilities are clearly distributed across the team.

Indicators

Duties and responsibilities have been clearly distributed across the team and are set out in writing.

All team members are aware of their own duties and functions.

The leadership team is considerate of the strengths, weaknesses and capacities of individual team members.

Quality criterion

2.4. The leadership team communicates openly and honestly.

Indicators

The leadership team has agreed to use one (or several) language(s).

There are opportunities to ask for more information or clarification.

When misunderstandings or language problems arise, the leadership team endeavours to resolve them.

Quality criterion

2.5. The leadership team regularly reflects on its own work and on the project itself.

Indicators

The leadership team meets regularly.

The leadership team accepts feedback from the participants.

Any feedback and insights are directly applied during the continued work done by the team and are used to make adjustments to the programme during the project.

The leadership team helps evaluate the project after it has ended.

Quality criterion

2.6. The leadership team views participants as active contributors.

Indicators

From the outset, participants have the option to contribute active input to the project (aims, programme, responsibilities, products, etc.).

During the project, the leadership team encourages participants, through ongoing reflection and interaction, to actively help shape the project.

The leadership team makes the participants aware of the importance of being mutually supportive.

Quality criterion

2.7. The leadership team is sensitive to the appropriate use of media.

Indicators

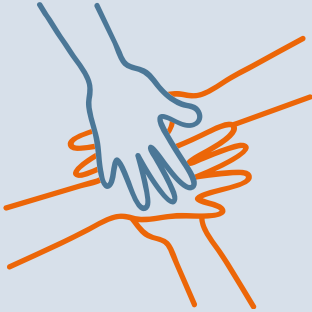
The leadership team has access to a range of digital tools and methods that are suitable for enriching the project (→ see annex).

The leadership team jointly decides to use digital tools and methods, and uses them appropriately.

The leadership team is aware of key media skills-related and legal aspects, including data privacy (GDPR), copyright and the right to one's own image.



Participants



Participants are selected by the partner organisations. “Participants”, here, means all individuals from the participating countries who have chosen to take part in the international project. It does not refer to the leadership team and other support staff.

Quality criterion

3.1. The composition of the group is appropriate to the format, aim and programme of the project.

Indicators

Participants are selected in line with the following criteria:

- Age range
 - Group size
 - Gender
 - Participants' interest in the project
 - Personal background.
-

Quality criterion

3.2. There is a selection process so as to ensure the best possible fit between the group of participants and the project itself.

Indicators

The partner organisations advise interested individuals in regard to their wishes, expectations, needs and potential risks.

Defined selection criteria are set out in writing to ensure the best possible fit between participants and project.

Participants are selected by a jury or group (consisting of at least two persons).

Interested individuals who are not selected are informed why their application was unsuccessful.



Quality criterion

3.3. Participants are sufficiently prepared to participate actively in the project.

Indicators

Participants are informed in advance of the project in writing, during an in-person meeting or virtually of all relevant aspects such as, e.g., (learning) objectives, theme, venue, composition of the group, language issues, pre- and post-project meetings, draft agenda and costs.

Participants reflect on their own roles and responsibilities in connection with the project.

Participants are aware of key aspects pertaining to the participating partner countries, e.g., their society, politics, history, and socioeconomic issues.

During the preparation phase (national or international, in-person or virtually) participants are familiarised with

- group dynamics,
- intercultural and interfaith issues,
- media skills issues,
- conflict resolution strategies.

Depending on necessity and chosen format, participants are prepared for the language(s) to be used during the project.

Participants' expectations and concerns are discussed.

Participants are (if necessary) equipped with mobile devices or other technical equipment.

Quality criterion

3.4. The participants are able to contribute to the project in various ways.

Indicators

There are opportunities for participants to contribute during all phases of the project (preparation, implementation, follow-up).

Participants make use of the opportunities to contribute.

Ideally, the project's goals are defined together with the participants.

The participation options are appropriate to the participants' life-worlds.

Participants exercise and extend their digital skills as permitted by the format and design of the project.

Quality criterion

3.5. The participants are supported in their learning journeys.

Indicators

Participants are offered ways to define their personal learning goals.

The participants understand that they are personally responsible for their learning journey.

Time is set aside for regular feedback sessions.

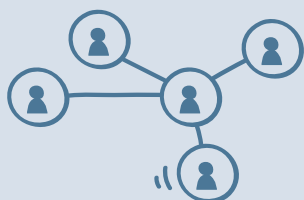
Any conflict situations that arise during the project are dealt with together and used as a learning opportunity.

The participants are given an opportunity to debrief after the project to help them reflect on what they have experienced and cement what they have learned.

Learning outcomes are documented, e.g., by means of established, tried-and-tested tools that give visibility to progress and newly acquired skills, and that can be used for participants' continued personal and professional development (→ see annex).

Programme design

Programme design refers to all phases of an international exchange project, from preparation via implementation all the way to the follow-up phase. Responsibility for programme design lies with the partner organisations and the leadership team, with as much opportunity as possible given to participants to provide input.



Quality criterion

4.1. The programme design is aligned with the defined aims of the project.

Indicators

The aims of the project are set out in writing.

These aims are taken into consideration to the maximum possible extent when selecting and designing the elements of the programme.

Quality criterion

4.2. The timeline and content of the programme is agreed by the partner organisations.

Indicators

Group work sessions, free time, time for informal interactions and break times are agreed.

The programme incorporates breaks during which to reflect on the project

Sufficient buffer time is foreseen, e.g., before/after the project, at the end of a project day, in case of a crisis, etc.

The responsibilities of the leadership team have been agreed and made known to all those involved.

Group and discussion rules are agreed with the participants when the project starts.

Participants have agreed to alternate between various methods.

Quality criterion

4.3. The programme is designed in such a way that it enables and promotes communication between all those involved.

Indicators

Where possible, information pertaining to the programme is also shared in visual form, e.g., as diagrams or icons.

Language Animation methods are used (**→ see annex**).

Where required, and depending on the composition of the group, sign or spoken language interpreters are used to facilitate communication.

Where required, communication is aided by other measures such as, e.g., use of simplified language, multi-sensory communication methods, Braille, and/or speech-to-text (**→ see annex**).

Depending on the theme of the exchange, the programme is designed to include both online and offline elements.

Digital tools are used during the activities as well as to support informal interaction (**→ see annex**), e.g.,

- interactive maps and pinboards,
- project websites,
- instant messaging,
- translation tools,
- online treasure hunts, etc.



Quality criterion

4.4. The design of the programme takes account of participants' personal interests, expectations, needs and abilities.

Indicators

Participants are asked to share their interests, expectations and needs before the project starts.

The diverse nature of the group of participants and their varying needs and potentials are discussed in the team during the programme design phase.

The programme is closely aligned with participants' everyday lives, including their digital lifeworlds.

The programme is designed in such a way that participants can join all elements of the programme, regardless of any disability/impairment, gender, financial or social situation or other issues – or can take part in attractive alternative elements.

The speed of the individual programme elements as well as the length and number of breaks fit in with participants' needs.

Spaces are available for participants who would like to retreat.

Quality criterion

4.5. The programme is designed to include non-formal and informal educational elements.

Indicators

The activities and methods respect the principles of international and European youth work, i.e., they are voluntary, participatory/participant-led, reciprocal, inclusive, and respectful of diversity (**→ see annex**).

Methods are used that actively invite participants to become involved and that promote group dynamics.

The programme offers space for informal interaction and for getting to know each other.

Inclusive, participatory design



To the extent possible, the projects are designed in such a way that all young people and experts, regardless of any physical, social or cultural differences, can participate equally and that their specific needs are actively taken into consideration.

Quality criterion

5.1. All those involved in the project are committed to developing an inclusive culture (mindset).

Indicators

The partner organisations and the leadership team have reflected on their role and self-perception as experts and/or team leaders.

All those involved in the project have agreed on a definition of inclusion and related terms and concepts such as diversity, ableism, racism, discrimination and privilege (→ **see annex**).

All those involved in the project have agreed to adopt a pro-inclusion mindset.

Quality criterion

5.2. The partner organisations ensure that the barriers to access to the project are low.

Indicators

Underrepresented target groups are deliberately invited to participate. They are provided with active support both before and during the project. Potential barriers to access have been minimised.

During planning, participants are asked to communicate their needs which are then taken into consideration, e.g., dietary requirements, accessibility, support needs, structure of the day, breaks, and spaces to retreat (→ **see annex**).

The potential of digital exchanges is deliberately leveraged in order to gradually familiarise young people who have mobility challenges with exchange projects.

Quality criterion

5.3. The diversity of the group and the variety of their personal needs are taken into account during concept development, implementation and the follow-up phase.

Indicators

Diversity-aware language is employed.

The programme design and the selection of methods take account of participants' personal needs (→ **see annex**).

The setting is designed such that all participants can play an active role.

The partner organisations and the leadership team have familiarised themselves with participants' personal needs and discussed them both amongst each other and with other involved parties.

The composition of the leadership team mirrors the diversity of the group.

Where digital programme elements are used during the project, it is ensured that

- All those participating in the project have access to the required technical infrastructure or are supplied with it, and that
- barriers to accessibility for hearing or visually impaired participants are identified and removed.

Quality criterion

5.4. The leadership team responds sensitively to any discriminatory incidents during the project.

Indicators

Instances of discrimination are recognised as such and handled accordingly. The decision as to whether an incident was discriminatory or not lies with the individuals involved.

Low-resource action and sustainability



“Low-resource action and sustainability” refers to practices that aim to maximise the efficiency with which resources are consumed and to protect the environment. In the context of international youth work, this means promoting eco-friendly methods, considering sustainability aspects, respecting local cultures and encouraging social justice.

Quality criterion

6.1. In all phases of the project, resources are deployed with due care and consideration.

Indicators

During planning and implementation, the partner organisations and the leadership team give consideration to the careful deployment of resources. This can mean, e.g.,

- giving preference to sustainable forms of travel. The project partners put the prerequisites for this in place and, e.g., plan for longer travel times to the venue, additional meals and overnight stays as well as the educational use of travel time;
- selecting the project venue with sustainability considerations in mind;
- giving preference to using local, seasonal, organic and fair trade products;
- respecting the rules and circumstances at the project venue;
- thinking about whether international preparation meetings should take place on site or online.

Checklists on sustainable resource use are used in all phases of the project (→ **see annex**).

Agreement is reached on minimising and separating waste and conserving resources (energy, water, materials).

Quality criterion

6.2. Awareness is raised among the participants for low-resource action and sustainability.

Indicators

Before and during the project, the partner organisations, the leadership team and the participants discuss ways to

- cut down on the use of water, energy and heat,
 - minimise food waste,
 - treat the venue, equipment, technical infrastructure, material etc. with care.
-

Quality criterion

6.3. Sustainability
features on the project agenda or might even be the actual theme of the project.

Indicators

The partner organisations and the leadership team treat sustainability as a mainstream topic throughout the project and implement it to the maximum extent possible.

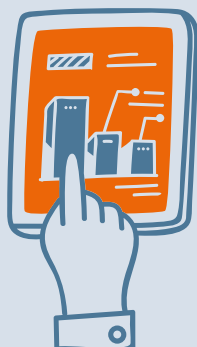
One or several of the United Nations' Sustainable Development Goals are discussed during the project (→ **see annex**).

Country-specific attitudes and circumstances surrounding low-resource action and sustainability feature on the project agenda.



Digital elements

Digital elements encourage international interaction across all phases of the project: from the call for proposals, acquisition of participants and leadership team and preparation all the way to implementation, follow-up and evaluation. Digital elements can be included in all kinds of project formats, be they fully offline/in-person, fully virtual, or hybrid.



Quality criterion

7.1. The organisations and the leadership team leverage the potential and added value of digital elements in their projects.

Indicators

The leadership team maintains a repertoire of digital tools and methods that can be used to add value to projects (→ **see annex**).

The leadership team uses digital media and tools in a purposeful manner for, e.g.,

- offering joint preparation and follow-up sessions for the entire international group,
- getting to know the host families in advance,
- working creatively and interactively during the in-person phases,
- preparing for new and building on existing joint projects,
- creating discussion spaces for participants and the team and for staying in touch,
- reflecting on and evaluating a project both during and after, either individually or together,
- presenting the resulting products,
- public relations purposes.



Quality criterion

7.2. The incorporation of digital elements in the project is seen as an opportunity to make the project more participatory for both participants and experts.

Indicators

Participants are successfully brought on board who would normally not (yet) be in a position to attend an in-person exchange or who would not be able to owing to various obstacles (e.g., visa issues, financial constraints, crisis/conflict situations, etc.).

Young people's media skills are leveraged and put to good use during the project.

The use of digital elements helps to increase participants' level of involvement by, e.g.,

- preparing the project together,
- encouraging participants to work together continually on a shared project,
- enabling closer cooperation within the international leadership team,
- jointly documenting the exchange.



Quality criterion

7.3. The technical infrastructure that is required to ensure all involved parties can participate in the project has been put in place.

Indicators

The partner organisations have discussed and agreed on the required technical infrastructure and its use.

All those involved in the project have the technical means to participate in it or, where necessary, have been provided with the required equipment, e.g., devices, sufficient internet bandwidth, cameras and/or headsets.

The cost of digital projects is covered.

Quality criterion

7.4. The deployed digital tools serve to achieve the educational aims of the project and are available to all parties.

Indicators

The educational aims of the project determine which tools are selected.

The partner organisations, the leadership team and where appropriate, the participants agree on tools to which everyone has access (with various dimensions to be considered: technical, legal, capability, experience, lifeworld-related, power, surveillance, political setting, data privacy, cost, etc.).

The tools have been tested on various devices before the project began.

The participants and where necessary, the leadership team are assisted in learning how to use the tools.

Quality criterion

7.5. The specificities of the digital space in which the exchange takes place are taken into account when designing the timeline and content of the exchange.

Indicators

Joint digital sessions, self-directed work times and breaks are agreed.

The leadership team has discussed the responsibilities to be shared, in particular clearly assigning the roles to be taken on during the digital phases (e.g., session chairing, support, input).

Before the project begins, the leadership team and the participants agree on rules for group interactions and discussions (also known as netiquette) (→ **see annex**).

Various methods are used in alternation.

Suitable formats, methods and tools are selected to compensate adequately for the absence of in-person interactions and the different group dynamics that happen online (→ **see annex**).

Suitable forms of and opportunities for reflection are incorporated in the programme to ensure that the methods used can be adapted or switched out depending on participants' needs, especially given the digital setting.

Regular opportunities for informal interaction within the group are enabled in the digital space, e.g., by reserving certain timeslots and/or using interactive tools (→ **see annex**).

Quality criterion

7.6. All those involved in the project are aware of the risks inherent in digital tools and are in a position to take an informed decision to the best of their knowledge.

Indicators

The leadership team takes account of key media skills-related and legal aspects. These include, inter alia, data privacy (GDPR), copyright, and the right to one's own image.

The options afforded by digital media and all users' behaviour are brought up and discussed in the group.

Instances of careless use of media are used as teachable moments.

Awareness is raised of the risks of cyberbullying and hate speech (**→ see annex**).

Any signs of aggressive or discriminatory behaviour in the online space are identified and dealt with before they can spread.



Financial matters



The partner organisations are responsible for ensuring that project funds are spent responsibly and according to the intended purpose. To ensure a high-quality project, the funds are committed sufficiently ahead of time.

Quality criterion

8.1. The project partners ensure that the project funds are spent responsibly, under the proviso that planning certainty can be achieved.

Indicators

Those responsible for the project (be they professionals or volunteers) are aware of the key aspects of submitting applications and ensuring a sound financial framework for international projects and have suitable experience therein (→ **see annex**).

The costs of and funding for the project are communicated and agreed in a transparent manner across all partner organisations.

The partner organisations ensure that the entire cost of the project is covered in good time.

There is a written list of incurred costs as well as a written financial plan.

There is an awareness that some costs are eligible while others are not.

The financial calculations take into account available funds, participants' contributions, costs covered by the partner organisations (cash and non-cash contributions), donations and other sources of income.

It is verified which funds are combinable.

Any rules and regulations imposed by the funding bodies are respected (e.g., deadlines, prudent use of funds, economical approach, prevention of double financing, repayment of unused funds, etc.).

Quality criterion

8.2. The partner organisations ensure that all those interested in taking part in the project are financially able to do so.

Indicators

The participation fee is calculated with regard to the financial situation of the participants or their families. It is verified what amount would be appropriate in order to signal that the project has value, and to increase participants' sense of commitment.

All costs to be borne by the participants are communicated openly to the participants ahead of the project (e.g., participation fee, spending money).

All options to bring down the costs (e.g., participation fees) are explored, e.g.,

- lottery funds,
- state-run schemes such as Germany's *Bildungs- und Teilhabepaket*,
- foundations,
- crowdfunding,
- bake sales, etc.

Quality criterion

8.3. The partner organisations commit to continuing to work on the project and to obtaining the required funding.

Indicators

The partner organisations provide proof of use that meets the requirements of funding bodies (e.g., deadline, presentation/level of detail of project outcomes, statements regarding continued cooperation).

The partner organisations reach out to advisory bodies such as, e.g., Eurodesk agencies, or directly to funding bodies, in order to secure funding so the cooperation can be continued (→ **see annex**).

The partner organisations make efforts to obtain third-party funding (through, e.g., crowdfunding, donation drives, foundations).

The project partners invest in new (digital) equipment in order to improve the infrastructure of the projects.

Safeguarding

Ensuring the safety and wellbeing of all those involved in the project must be the top priority of any international exchange project. All stakeholders must, to the best of their ability, help to prevent crises and emergencies. In this context, the partner organisations' prevention work plays a particularly prominent role.



Quality criterion

9.1. The partner organisations have adopted clear rules in regard to prevention and safeguarding for all those involved in the exchange project.

Indicators

The rules are documented in writing in the form of, e.g.,

- a safeguarding concept,
- a handbook for team leaders,
- a seminar concept,
- a crisis and emergency plan,
- a dedicated section on the website.

Before the project, the partner organisations have agreed on a common response to any security or safety threat or other hazard (verbally or in writing, offline or online).

The rules are aligned with the relevant legislation as well as travel and safety regulations in the participating countries, e.g. travel advice from the German Federal Foreign Office (**→ see annex**). Minors (whether participants or team leaders) are given special consideration.

The leadership team and, where applicable, any other involved parties on site are aware of the agreed protocol or are directly involved in the response (via, e.g., an agreement, discussions, educational materials, a crisis and emergency plan, emergency hotlines, etc.).

The participants have been made aware of the issue (in writing, verbally, in their respective mother tongues or the agreed common language(s) of the project).

Participants have been made aware that they should actively contribute towards ensuring the safety and wellbeing of all those involved in the project.

Any funding programme-specific requirements are met, e.g., in the case of volunteering placements.

Digital tools are used to facilitate communication among those involved in the project and third parties when it comes to health and safeguarding aspects, including

- social media to obtain information on incidences and coordinate a response,
 - online forums,
 - online forms,
 - databases,
 - registering for the ELEFAND emergency contact list of the German Federal Foreign Office and
 - digital emergency plans.
-

Quality criterion

9.2. The partner organisations have professional or volunteer staff who are responsible for prevention and safeguarding in regard to those involved in the project.

Indicators

The persons with responsibility for this issue – e.g., first aiders - have been designated and their names are known to all those involved.

Staff members have been appropriately trained.

The project staff comprises an awareness team, which is composed of team leaders and/or participants (→ **see annex**).

Any funding programme-specific requirements are met, e.g., in the case of volunteering placements.

Quality criterion

9.3. Those who carry responsibility for these matters are reachable in a crisis or emergency.

Indicators

Those in positions of responsibility are reachable 24/7.

A crisis hotline or emergency phone number has been communicated to all those involved in the project via, e.g., a memo distributed to participants and where applicable their parents, an agreement, on emergency signage, and/or a notice displayed at the project venue (→ **see annex**).

Quality criterion

9.4. Incidents that threaten the safety and wellbeing of all those involved in the project are documented carefully. This also applies if anyone involved in the project has to be repatriated.

Indicators

The leadership team is aware of their documentation and notification obligations in case of a crisis or emergency.

Repatriations from partner countries are managed in cooperation with the competent professional staff, authorities and/or insurers.

Quality criterion

9.5. The partner organisations (jointly) follow up on any incidents and ensure that the conclusions drawn are used to shape the response to any future crisis or emergency.

Indicators

During the follow-up, those involved in the project discuss any incidents, review the action taken and where necessary, agree to adapt their response.

In the case of minors, the parents should be brought on board.

The partner organisations subsequently adjust their rules on prevention and safeguarding for all parties, as well as their documentation system.

When it comes to following up on incidents, data privacy rules must be considered when, e.g.,

- updating or deleting personal data,
- updating notices, agreements and other key documents,
- sharing data with third parties (e.g., insurers, lawyers, travel agencies).



Ensuring impact

Ensuring impact involves a systematic review and evaluation of international projects to make sure the intended aims and impacts are achieved. This process helps to improve quality across the entire international youth work field over the long term.



Quality criterion

10.1. Evaluation and follow-up phases help to give clear visibility to the outcomes and learning impacts among those involved in the project.

Indicators

All those participating in the project are invited to become involved across all phases of the project.

It is verified

- to what extent the intended aims and impacts have been achieved,
 - which un-intended impacts have been achieved,
 - and which factors contributed towards or prevented the project's success
-

Adequate resources are made available (personnel, time, funding).

The leadership team ensures that the activities and team cooperation are regularly evaluated before, during and after the project (**→ see annex**).

The results of the evaluation are directly incorporated in the further design of the project and the cooperation within the team already during the project.

The follow-up exercise for participants and the leadership team is considered a key part of the project and is conducted as planned.

The leadership team selects the right tools to help the participants visualise the experiences they have made and any learning impacts that occurred (**→ see annex**).

Quality criterion

10.2. The outcomes of and insights gained during evaluation and follow-up are documented and used to shape the continued development of the partner organisations' projects.

Indicators

The outcomes and insights are clearly documented and archived with care.

The evaluation outcomes are shared with all partner organisations.

The partner organisations use the outcomes to train their staff and to plan future projects.

Quality criterion

10.3. By publishing the project's outcomes, the partner organisations help to give visibility to and promote the development of international youth work.

Indicators

Active publications relations work promotes positive awareness of international youth work. This includes, e.g., press releases, web-sites and/or the use of social media.

A documentation pack is prepared for

- (potential) participants,
- multipliers,
- funding bodies,
- local stakeholders,
- political stakeholders, e.g., committees, bodies, working groups.

The project's outcomes are discussed at expert events, meetings and in networks.

The partner organisations provide access to the project's outcomes for the purpose of compiling studies and publications in order to

- give visibility to the variety of activities in international youth work,
- promote the continued development of national and international youth work in the participating countries.

Quality criterion

10.4. The entire project concept is centred around long-term thinking and continuity.

Indicators

During the project, perspectives are considered that encourage the organisation of future activities.

Strategies are drawn up outlining how cooperation can be continued on a mutual, partnership-centred basis.

Quality criterion

10.5. Participating in the project motivates participants to consider further civic engagement.

Indicators

Over the course of the project, participants have an opportunity for civic engagement.

The partner organisations and the leadership team demonstrate to the participants how they can continue their civic engagement after the project in the context of, e.g.,

- alumni schemes,
 - team leader training,
 - info events and fairs,
 - presentations in schools,
 - their own projects,
 - social, ecological, cultural or political activities,
 - higher education/career advice events.
-

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Published by:

IJAB – International Youth Service of the Federal Republic of Germany e. V.
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December 2024

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Online version:

German: <https://ijab.de/bestellservice/qualitaetshandbuch-fuer-projekte-der-internationalen-jugendarbeit>
English: <https://ijab.de/en/publications/quality-handbook-for-international-youth-work-projects>

Layout: BAR PACIFICO/

Images:

Title: image: generated with AI

Icons: Simpelpius.de



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