



## **Standard Model**

*for youth organisations working  
towards the integration of migrant youth*

***November 2012***

Models for Integration and Prevention of Exclusion:  
Empowering Migrant Youth (iYouth)



*This project is carried out with  
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## International Organisation for Migration (IOM)



Established in 1951, IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. With 132 member states, a further 17 states holding observer status and offices in over 100 countries, IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants.

IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.

IOM works in the four broad areas of migration management, namely migration and development, facilitating migration, regulating migration, and forced migration. IOM activities that cut across these areas include the promotion of international migration law, policy debate and guidance, protection of migrants' rights, migration health and the gender dimension of migration. In recent years, particularly IOM missions in EU countries have contributed to the organizations emerging portfolio in the integration field.

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*If young people live with criticism, they learn to condemn.  
If young people live with hostility, they learn to fight.  
If young people live with fear, they learn to be apprehensive.  
If young people live with shame, they learn to feel guilty.  
If young people live with tolerance, they learn to be patient.  
If young people live with encouragement, they learn to be confident.  
If young people live with praise, they learn to appreciate.  
If young people live with approval, they learn to love themselves.  
If young people live with acceptance, they learn to find love in the world.*

## Introduction

This document has been produced by the iYouth project (2011-2013) as a tool for assessing the performance of youth organisations working with and for migrant youth, with a particular focus on activities and services that aim to advance migrant youth integration.

The “Standard Model” presented here aims to describe an ‘ideal’ youth organisation working towards the integration and prevention of exclusion of migrant youth. The Thematic areas, key factors and indicators contained in the Standard Model were developed by the transnational, multi-stakeholder partnership formed for the iYouth project, and they have been tried and tested – and, where necessary, revised – during a series of in-depth peer reviews of iYouth partner organisations.

As such, it is hoped that this Standard Model may be of value to a wide range of stakeholders *beyond* the iYouth partnership, e.g. youth organisation looking for tools to assess their own performance, or donors/authorities aiming to evaluate youth organisations they partner with or fund.

### **About iYouth**

The iYouth project, implemented during 2011-2013, aims to empower youth organizations to work towards young migrants’ integration and the prevention of their exclusion. Through a ‘peer review’ process, iYouth partner youth organizations compared their integration activities and exchanged good practices across five partner countries. Based on the peer review findings, iYouth created a public Online Training Platform ([www.iyouth-project.eu](http://www.iyouth-project.eu)) to support capacity-building in a wide range of youth organisations. National and EU-wide workshops and symposia further support awareness raising and mutual learning on migrant youth integration.

More information on the iYouth peer review process is available at [www.iyouth-project.eu](http://www.iyouth-project.eu).

The project is co-financed by the European Commission, the Finnish Ministry of Culture and Education, the Austrian Ministry of the Interior, and the French Ministry of Sports, Youth, Non-formal Education and Voluntary Organisations.

The following partner organisations are involved in the project:

**IOM offices** in Vienna, Prague, Helsinki, Marseille, and Warsaw. IOM Helsinki is responsible for the overall management of the iYouth project

**Youth Organisations:**

- Austria: Interface Wien GmbH
- Czech Republic: META
- Finland: Kanava nuoriso ry
- France: Agence de développement des relations interculturelles pour la citoyenneté (ADRIC)
- Poland: Armenian Cultural Association and Foundation Our Choice (Nash Vybir)

**Institutional Partners:**

- Austria: Austrian National Youth Council
- Czech Republic: Ministry of the Interior
- Finland: Youth Department, City of Helsinki
- France: Ministry of Sports, Youth, Non-formal Education and Voluntary Organisations
- Poland: Warsaw Municipality

***Methodology for developing the Standard Model***

This Standard Model for migrant youth integration was developed under the lead of ethical partnership based on the following methodology:

**Phase A: Process Definition**

1. Agree with IOM and partners the parameters for the standard model and essential/desirable deliverables
2. Agree timetable and consultation process for the development of the model
3. Agree how the outcomes from the peer reviews will be used to
  - a. Inform development of training materials
  - b. inform development of training platform
  - c. contribute to capacity-building of migrant youth organizations
  - d. contribute to awareness raising and Dissemination of iYouth project results

**Phase B: Research**

1. Invite IOM and partners to signpost current best practice
2. Conduct desk review of existing national standards, quality frameworks and models

**Phase C: Preparing a Draft Standard Model**

1. Prepare a draft standard model to include relevant key factors, together with contra-indicators and indicators of performance.

**Phase D: Revising Draft Standard Model**

1. Collating learning from the peer reviews and revise Standard model
2. Consulting with IOM and partners to agree revised standard model

***Framework for the Standard Model***

The Standard Model is a framework for an *ideal organisation* that is delivering services to migrant youth. It has been developed from an understanding of research and the very best practices of a wide range of working groups, organisations and institutions across Europe that are involved in the integration of migrant youth.

This 'ideal' youth organisation, as represented in the Standard Model, is a 'construct' prepared for the purposes of the iYouth project – it is 'aspirational' and no iYouth partner (or other) youth organisation is assumed to fully 'comply' with all aspects of the Standard Model.

The Standard Model is intended to be comprehensive in describing all the possible themes and indicators relevant for an organisation's work for and with migrant youth. Although the standard model cannot identify all the tools and techniques that may be used in youth

integration work, it does provide the framework to understand how they may be used to achieve the key factors.

The Standard Model consists of five main Thematic Areas, which are further divided into Key factors (or 'Critical success factors') and Indicators (which can be of qualitative or quantitative nature). The Thematic Areas are:

- Theme 1: Youth Engagement
- Theme 2: Education and Counselling
- Theme 3: Values and Principles
- Theme 4: Governance and Policy Networking
- Theme 5: Administration and Management

**Thematic Areas:**

*Careful consideration has been given to identifying all of the aspects of operation and performance of an organisation that is involved with delivering services to migrant youth. According to the planned outcomes for the iYouth project these aspects have been grouped into five themes which are relatively self contained and can form the 'frame' for the peer reviews. The ways in which the thematic areas are interrelated and interdependent can be described in many ways, for example;*

*Youth engagement is a process through which education and counselling can be provided and values and principles can be shared. The governance, administration and management provide the framework within which the youth organisation delivers its services.*

**Key factors:** (or Critical success factors)

*Key factors are the term for an element that is necessary for an organisation or project to achieve its mission. It is a critical factor or activity required for ensuring the success of a company or an organisation. Key factors include issues vital to an organisation's current operating activities and to its future success.*

**Indicators:**

*In order to understand the extent of key factors within an organisation a number of "objectively verifiable indicators of performance" have been devised. These indicators can be understood through the quantitative and qualitative evidence of the activities, achievements and outcomes of the organisation. It is important to note that the peer review associated with iYouth is focused on understanding how the organisations are meeting the needs of migrant youth and as such it is important for the standard model to focus on 'outcome indicators'.*

**Sources of evidence:**

*This column contains possible sources from which information can be obtained in order to assess an organisation's performance against the Key factors and Indicators. The types of sources described here are not meant to be comprehensive but rather suggestions for where an assessment of a youth organisation could start – depending on the specific context, type of organisation or scope of an assessment, additional sources may (need to) be defined and explored.*

# The iYouth Standard Model

## Theme 1: Youth Engagement

### 1.1 Introduction

This thematic area of the standard model includes the ways in which the organisation plans, implements and evaluates the integration of migrant youth and its practical engagement with migrant youth.

### 1.2 Youth Engagement Scope

This thematic area recognises the value of youth work generally and the central importance of youth work in integration. It also acknowledges that many young people are at risk of being exposed to discrimination and exclusion. It recognises that for these people sensitive and inclusive youth work can lead to successful integration if it is based on respect and dignity. Youth who participate can gain strength and personal encouragement. The thematic area is based on the principle that integration work is a tool to prevent exclusion.

It includes the ways in which the organisation carries out its Strategy, Practice and Evaluation. This thematic area also recognises the important role of youth work in reaching out to excluded, segregated, radicalised and marginalised young people. It recognises that 'hard to reach' youth can become more excluded and more difficult to reach. It recognises that many marginalised young people express suspicion, even hostility, towards the involvement of professionals in their lives. Involving young people as volunteers in the planning and delivery of services is therefore an important aspect of youth engagement – volunteering schemes can help to reach and build trust with migrant youth, while at the same time growing the confidence and skills of the volunteers themselves.

This thematic area recognises that if young people are excluded, they are unlikely to participate in youth work activities. The standard model acknowledges that 'positive action' is necessary to prevent exclusion and radicalisation.

The indicators recognise that voluntary and community-based youth workers and youth organisations can be as successful in establishing contact and building trusting relationships with young people on the margins of society as those who are employed by national governments and municipalities.

Key factor	Indicators	Sources of evidence
A. Strategy	<ol style="list-style-type: none"> <li>1. The organisation has a written strategy for engaging with migrant youth (as clients, members and volunteers)</li> <li>2. The strategy is culturally and gender sensitive and recognises the heterogeneity of migrant youth</li> <li>3. The strategy is based on a pathway that promotes personal development of young people by progressively acquiring more complex and sophisticated skills, understanding and awareness</li> <li>4. The strategy is informed and inspired by an ongoing dialogue with key stakeholders including               <ol style="list-style-type: none"> <li>a. Migrant youth</li> <li>b. Schools</li> <li>c. Local municipality and national government</li> </ol> </li> </ol>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>

Key factor	Indicators	Sources of evidence
	<p>politicians and officers</p> <p>d. Other youth organisations</p> <p>e. Umbrella organisation (of youth organisations and of migrant organisations)</p> <p>f. Migrant associations</p> <p>g. Parents and local people</p> <p>h. Asylum and refugee organisations</p> <p>i. Faith based representatives</p> <p>j. Training providers, Universities and Colleges</p> <p>k. Employers and their representatives</p> <p>5. Includes short, medium and long terms targets and objectives that are 'SMART'<sup>4</sup></p> <p>6. The strategy recognises that engagement programmes should be 'tailored' to (specific) target groups, for example:</p> <p>a. First generation migrants</p> <p>b. Second generation migrants</p> <p>c. Asylum seekers</p> <p>d. Female youth</p> <p>e. Male youth</p> <p>f. unaccompanied minors</p> <p>g. Migrants from specific ethnic backgrounds</p> <p>h. Migrants from specific geographical areas</p> <p>i. Migrants without legal status</p>	
B. Practice	<p>1. The strategy includes conventional and proactive engagement programmes (that are delivered in a variety of languages and formats to suit the audience) including</p> <p>a. web site</p> <p>b. hard copies of publicity materials</p> <p>c. 'drop in' and 'taster' sessions</p> <p>d. 'information' days</p> <p>e. peer to peer work</p> <p>f. street patrols</p> <p>2. The engagement programmes are delivered through</p> <p>a. involvement of youth volunteers</p> <p>b. school based visits, workshops and joint working</p> <p>c. Faith communities through visits, workshops and joint working</p> <p>d. using leisure and sport centres</p> <p>e. the use of art, theatre, craft, sport and news media</p> <p>f. the active involvement of parents/carers in the design and delivery of specific programmes</p> <p>g. joint working/coordination of activities with municipalities/local officials</p>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>
C. Evaluation	<p>1. The organisation evaluates the successfulness of its engagement strategy.</p> <p>2. The organisation uses the evaluation to refine and update its strategy and practice</p>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>

<sup>4</sup> SMART: Specific, Measurable, Achievable, Resourced and Timed. See also <http://www.iyouth-project.eu/en/training-materials/empowering-migrant-youth/being-smart>

## ***Theme 2: Education and Counselling<sup>8</sup>***

### **2.1 Introduction**

This thematic area of the standard model includes the ways in which the youth organisation supports young people in their individual integration processes by developing their learning, values, skills and competencies, in order to enable their full participation in the societies of their new home country.

### **2.2 Education and Counselling Scope**

This thematic area recognises that education and counselling is provided through formal, non-formal and informal activities. It confirms the complementary and important role of youth organisations in delivering non-formal and informal education. Youth organisations provide a diversity of opportunities that support the development of competencies and skills of clients, as well as of the young volunteers involved in delivering such services. At the same time, education and counselling activities can and should be used to promote the organisation's Values and Principles.

This thematic area recognises the role of youth organisations in promoting a better understanding of the needs of migrant youth by formal education and training providers. It also recognises the role of youth organisations as advocates for migrant youth with formal education and training providers.

The standard model makes only passing reference to formal education as this is usually provided by or in partnership with schools/universities.

The skills (also called 'soft skills') and competencies acquired through informal and non-formal learning include interpersonal, team, organizational and conflict management, intercultural awareness, leadership, planning, organizing, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about informal and non-formal education is that individuals are actively involved in designing and delivering the education/learning process and that it is participatory. Learning is recognised as an ongoing process that takes place through participating with others in a diversity of structured activities, events, workshops, and organisations. Non-formal learning is shared and designed in such a way that it creates an environment in which the learner helps to design the learning and education.

This thematic area recognises that youth organisations can have an important influence on the development of the competencies and skills of an individual.

The selection of indicators recognises the relationship between the quality of the education and counselling provided and the integration of the migrant youth.

This thematic area of the standard model includes providing counselling support (education, employment, personal). Migrant and ethnic minority youth are over-represented among early school leavers and unemployed youth. Precarious school-to-work

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<sup>8</sup> Counselling includes providing personal guidance and support in educational, health and other personal matters

transitions are seen as a key factor in failing processes of social integration and in marginalisation.

The selection of indicators recognises that access to information and to counselling can help to avoid marginalisation and exclusion. Programmes offered to those migrants should help them to compensate for this lack of access to information by providing information on the society of the country and offering individual or group counselling. Information and counselling should be based on a profound understanding of the heterogeneity of migrant youth and be tailored to the needs of the individual. Best practice indicates that education and counselling can also – where required – be provided in the respective language of the young migrants.

Key factor	Indicators	Sources of evidence
A. Understanding learning and counselling needs	<ol style="list-style-type: none"> <li>1. The organisation promotes (and advertises) to the youth the non-formal and informal               <ol style="list-style-type: none"> <li>a. learning support that is available</li> <li>b. counselling support that is available</li> </ol> </li> <li>2. The organisation has an understanding (or assessment) of the formal /informal/non-formal education needs and counselling support needs of the individuals</li> <li>3. The organisation keeps a record of the learning and counselling support needs of the individuals</li> </ol>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>
B. Planning learning and counselling services	<ol style="list-style-type: none"> <li>1. The organisation has a plan (or system) for delivering and meeting the informal/non-formal learning and counselling support needs of the individual</li> <li>2. The Plan is inspired and informed by an ongoing dialogue with external stakeholders, including :               <ul style="list-style-type: none"> <li>o Schools</li> <li>o Education Departments</li> <li>o Health, social, legal, education and employment stakeholders</li> </ul> </li> </ol>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>
C. Delivering counselling services	<ol style="list-style-type: none"> <li>1. The organisation has staff/volunteers who are trained in providing counselling support</li> <li>2. The activities of the organisation meet the counselling needs of the individual               <ol style="list-style-type: none"> <li>a. Health</li> <li>b. Education</li> <li>c. Employment</li> <li>d. Training</li> <li>e. Housing</li> <li>f. Recreation</li> <li>g. Family</li> <li>h. Finance and money</li> <li>i. Culture and citizenship</li> <li>j. Legal issues</li> </ol> </li> </ol>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>
D. Delivering non-formal and informal learning	<ol style="list-style-type: none"> <li>1. The organisation has staff/volunteers who are trained in the use and delivery of informal/non-formal learning</li> <li>2. The activities of the organisation meet the informal /non-formal learning needs of the individual               <ol style="list-style-type: none"> <li>a. In preparation for employment</li> <li>b. In preparation for formal education</li> <li>c. In preparation for naturalisation ‘courses’</li> <li>d. In understanding the norms and values of the host society</li> <li>e. In understanding the culture of the host society</li> </ol> </li> </ol>	<p>Verbal explanations from stakeholders</p>

Key factor	Indicators	Sources of evidence
E. Celebrating learning achievements	1. The learning achievements of individuals is recognised and celebrated by the organisation and others (Prizes, awards etc.)	Awards and Verbal explanations from stakeholders
F. Language	<ol style="list-style-type: none"> <li>1. The organisation recognises the importance for migrant youth to acquire competence and confidence in using the languages of their country of residence</li> <li>2. The organisation actively promotes the learning of the local language(s) through               <ol style="list-style-type: none"> <li>a. Formal education programmes</li> <li>b. Informal and non-formal education programmes</li> <li>c. Referral to other language training providers and offers.</li> </ol> </li> <li>3. The organisation provides counselling and support for migrant youth to participate in formal language learning provided by other organisations</li> </ol>	Strategy documents Verbal explanations from stakeholders

### **Theme 3: Values and principles**

#### **3.1 Introduction**

This thematic area of the standard model includes the values and principles that provide the foundation for the work of the organisation towards the integration of migrant youth and their full and active participation in society.

#### **3.2 Values and principles scope**

The values and principles that provide the foundation for the work of the organisation include:

- Legal rights
- Equality and anti discrimination (Gender, Cultural, Ethnic, Sexuality, Age etc.)
- Cultural sensitivity and awareness
- Respect and trust
- Peace and non-violence
- Mediation

In this thematic area ‘the organisation’ means the professionals, volunteers and those who are responsible and accountable for upholding the values and principles of the organisation. The organisation should be taking positive action to implement its values and principles and in so doing be both aware and willing to address global challenges. In particular when working with migrant youth, it is important to recognise that an individual’s identity is made up of multiple dimensions and characteristics (such as age, gender, (dis)ability, religion, ethnicity etc.). When aiming to advance equality, this range of factors should be considered and addressed. Generalisations about the reasons for inequality faced by migrant youth – such as viewing youth as disadvantaged only based on e.g. their ethnic origin – should be avoided and overcome.

The values and principles of the organisation should be ‘visible’ in all its services and activities including informal and non-formal education, campaigns, publicity and promotion, joint working projects with partner organisations, the recruitment of youth participants, staff development and retention, and in the mediation of internal and external disputes.

The values and principles of the organisation help to foster ‘critical thinking’ and to challenge discrimination and the values promoted by extremists. This thematic area recognises the importance and contribution of the values and principles of the organisation in counteracting extremist ideologies, hate speech, discrimination, prejudices and stereotypes, intolerance, violence, poverty and the scarcity of/unequal access to natural resources.

The values and principles are shared through the process of youth engagement and through the governance and administration of the youth organisation. They are also reflected in the organisation’s education and counselling activities.

<b>Key factor</b>	<b>Indicators</b>	<b>Sources of evidence</b>
A. Strategy	1. The organisation has a written strategy or statement that defines the values and principles it aims to promote, and which commits all Staff, Volunteers, Members and Clients to uphold these joint values.	

Key factor	Indicators	Sources of evidence
B. Legal rights of migrant youth	<ol style="list-style-type: none"> <li>1. The organisation understands the legal rights of migrant youth</li> <li>2. The organisation upholds the legal rights of the migrant youth that is receiving its services</li> <li>3. The organisation provides training and information for professionals and volunteers in the legal rights of migrant youth</li> <li>4. The organisation actively promotes the legal rights of migrant youth through: <ol style="list-style-type: none"> <li>a. Informal and non-formal education programmes</li> <li>b. Campaigns</li> <li>c. Publicity and promotion</li> <li>d. Joint working projects</li> </ol> </li> </ol>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>
C. Equality and anti discrimination	<ol style="list-style-type: none"> <li>1. The organisation provides training for professionals and volunteers in equality and anti discrimination (Gender, Cultural, Ethnic, Age, Disability, Sexuality, Religion)</li> <li>2. The organisation actively promotes equality and anti discrimination through: <ol style="list-style-type: none"> <li>a. Commitment to an everyday anti racist approach</li> <li>b. Adoption of an equality and anti discrimination policy</li> <li>c. Implementation of the equality and anti discrimination policy</li> <li>d. Training for professionals and volunteers</li> <li>e. Informal and non-formal education programmes</li> <li>f. Active listening</li> <li>g. Campaigns</li> <li>h. Publicity and promotion</li> <li>i. Joint working projects</li> </ol> </li> </ol>	<p>Training programmes</p> <p>Promotional information</p> <p>Verbal explanations from stakeholders</p>
D. Cultural and Gender sensitivity and awareness	<ol style="list-style-type: none"> <li>1. The organisation provides training for professionals and volunteers in Cultural and Gender sensitivity and awareness</li> <li>2. The organisation actively promotes Cultural and Gender sensitivity and awareness through: <ol style="list-style-type: none"> <li>a. Informal and non-formal education programmes</li> <li>b. Campaigns</li> <li>c. Publicity and promotion</li> <li>d. Joint working projects</li> </ol> </li> </ol>	<p>Training programmes</p> <p>Promotional information</p> <p>Verbal explanations from stakeholders</p>
E. Mutual respect and trust	<ol style="list-style-type: none"> <li>1. The organisation actively promotes mutual respect and trust with migrant youth through: <ol style="list-style-type: none"> <li>a. Informal and non-formal education programmes</li> <li>b. Campaigns</li> <li>c. Publicity and promotion</li> <li>d. Joint working projects</li> </ol> </li> </ol>	<p>Promotional information</p> <p>Verbal explanations from stakeholders</p>
F. Peace and non violence	<ol style="list-style-type: none"> <li>1. The organisation actively promotes peace and non violence through: <ol style="list-style-type: none"> <li>a. Informal and non-formal education programmes</li> <li>b. Campaigns</li> <li>c. Publicity and promotion</li> <li>d. Joint working projects</li> </ol> </li> </ol>	<p>Promotional information</p> <p>Verbal explanations from stakeholders</p>
G. Mediation	<ol style="list-style-type: none"> <li>1. The organisation actively promotes and uses mediation for conflict and dispute resolution (amongst youth and internally)</li> <li>2. The organisation has a mediation policy</li> <li>3. The organisation provides training for professionals and volunteers in mediation</li> </ol>	<p>Policy document</p> <p>Training programme</p> <p>Promotional information</p> <p>Verbal explanations from stakeholders</p>

## Theme 4: Governance and Policy Networking

### 4.1 Introduction

This thematic area of the standard model includes the ways in which the youth organisation is 'governed' and its services are 'directed'. It also includes the way in which the organisation influences the policies that affect its operation.

### 4.2 Governance and Policy Networking scope

It includes the way in which the organisation must be legally established. Organisations involved in delivering services to individuals from migrant backgrounds should be 'governed' by people who are culturally aware, who have an interest in migrant youth, and have a knowledge of the historical/political/ethnic backgrounds of the individuals they are serving and wish to serve. These people bring their experience, knowledge and competencies and share these in 'governing' and 'directing' the youth organisation. In this way there is a two way flow of information and networking. Those who govern the organisation should establish and set the values, principles, policies and practice of the organisation. The individuals that the organisation serves and wishes to serve should be involved in the governing and directing of the organisation.

This thematic area of the standard model includes the ways in which those who deliver services (professional staff, volunteers etc.) should 'relate' to and 'work with' the young people. It recognises that young people are more likely to accept guidance and information from other young people than from adults. In particular, that young people who grew up with a disadvantaged background have often been failed by adults. The involvement of young people in directing the organisation and delivering its services as volunteers is of particular importance. It can build trust among young migrants, grow the confidence and skills of volunteers themselves, and – in an environment where financial resources are often limited – may allow the organisation to deliver more comprehensive services than it could with paid staff only.

Key factor	Indicators	Sources of evidence
A. Legal basis	<ol style="list-style-type: none"> <li>1. The organisation is legally constituted/established (or is aware of its legal status)</li> <li>2. The organisation is aware of its legal duties and responsibilities</li> <li>3. The organisation contributes to the development and improvement of local/regional/national strategies and practice for migrant youth through               <ol style="list-style-type: none"> <li>a. Political lobbying</li> <li>b. Campaigns, publicity and promotion</li> <li>c. Networking ( formal and informal)</li> <li>d. Establishing and maintaining effective contacts with decision makers and relevant stakeholders</li> </ol> </li> </ol>	Strategy documents Verbal explanations from stakeholders
B. Priorities	<ol style="list-style-type: none"> <li>1. The organisation defines specific priorities/objectives for clearly defined areas of engagement</li> <li>2. (The above) priorities for the organisation are set in the short, medium and long term</li> </ol>	Strategy documents Verbal explanations from stakeholders
C. There is involvement of	<ol style="list-style-type: none"> <li>1. The governance of the organisation includes participation and representation from stakeholders:               <ol style="list-style-type: none"> <li>a. migrant associations</li> </ol> </li> </ol>	Verbal explanations from stakeholders

Key factor	Indicators	Sources of evidence
stakeholders in the governance	<ul style="list-style-type: none"> <li>b. private sector organisations</li> <li>c. training providers, universities and colleges</li> <li>d. representatives of local employers</li> <li>e. potential employers</li> <li>f. civil society organisations</li> <li>g. migrant interest groups</li> <li>h. schools</li> <li>i. other youth groups</li> <li>j. parents and carers</li> <li>k. Representatives of faith communities</li> <li>l. Local/regional/national governmental stakeholders</li> </ul>	
D. There is involvement of youth in the governance	<ul style="list-style-type: none"> <li>1. Youth members are regularly and actively involved in: <ul style="list-style-type: none"> <li>a. key decision making</li> <li>b. the planning of 'service delivery'</li> <li>c. in consultation meetings with 'third parties'</li> <li>d. networking with other Youth organisations</li> <li>e. participating in peer exchange workshops in governance meetings within the organisation</li> <li>f. in governance meetings outside the organisation (e.g. Youth parliament)</li> </ul> </li> </ul>	Verbal explanations from stakeholders
E. There is involvement of youth in the delivery of youth services	<ul style="list-style-type: none"> <li>1. Youth members are regularly and actively involved in delivering: <ul style="list-style-type: none"> <li>a. peer education</li> <li>b. peer training</li> <li>c. peer counselling</li> <li>d. outreach</li> <li>e. mentoring</li> <li>f. administration</li> <li>g. evaluation</li> <li>h. Design of promotion materials highlighting the services delivered by the organisation</li> <li>i. Promotion and delivery of services</li> <li>o Recruitment and selection of officers/peer mentors/volunteers</li> </ul> </li> </ul>	Verbal explanations from stakeholders
F. Youth are involved in the governance as an equal member	<ul style="list-style-type: none"> <li>1. Youth are involved in governing and directing the organisation ; <ul style="list-style-type: none"> <li>a. as an equal member with equal voting rights on the governing board</li> <li>b. as an equal member through sub committees</li> <li>c. through providing structured feedback to the governing body</li> <li>d. through evaluating programmes and services</li> </ul> </li> <li>2. Youth are involved in governing and directing the organisation in ways that are; <ul style="list-style-type: none"> <li>a. ongoing,</li> <li>b. regular,</li> <li>c. open,</li> <li>d. honest,</li> <li>e. transparent,</li> <li>f. mature</li> <li>g. and two way</li> </ul> </li> </ul>	Verbal explanations from stakeholders
G. Exercising Influence (lobbying)	<ul style="list-style-type: none"> <li>1. The organisation understands how to exercise influence</li> <li>2. The organisation has a strategy or policy for influencing national, regional and local decision makers and those who make policies concerning youth integration and migrant youth services</li> <li>3. The organisation has staff, volunteers or other stakeholders</li> </ul>	Strategy documents Verbal explanations from stakeholders

Key factor	Indicators	Sources of evidence
	who are <ul style="list-style-type: none"><li data-bbox="432 271 1067 333">○ trained in how to exercise influence through different lobbying tools, techniques and activities.</li><li data-bbox="432 333 751 365">○ responsible for lobbying.</li></ul>	

## Theme 5: Administration

### 5.1 Introduction

This thematic area of the standard model includes the key factors needed to effectively administer and manage the organisation. The administration and management of the youth organisation will not be a *principal* focus of the peer review unless this is requested by the youth organisation.

### 5.2 Administration Scope

The success of organisations involved in delivering services to migrant youth is dependent on the day to day and long term administration and management of the organisation, including the management of finance, performance, human resources, safety, security, communication and reporting. In order to ensure continuity of the organisation's work in the long term (and to avoid risks associated with the loss of key individuals' knowledge and contributions), legacy planning is required, which includes the need for transparent and well-defined administrative arrangements.

This thematic area recognises that effective administration and management provides the credibility needed so that other organisations will agree to form partnerships in co- delivery of programmes and in jointly making applications for funding and grants. Similarly, credibility is needed vis-à-vis potential donors and authorities. The thematic area recognises that administrative and management credibility, as well as communications and PR measures, build and attract additional capacity, volunteers and resources.

It also recognises that effective administration and management is needed to attract sponsorship and donations.

Key factor	Indicators	Sources of evidence
A. Administration	<ol style="list-style-type: none"> <li>1. The organisation has a process in place for effective administration and management so that in the short, medium and long term it meets its;               <ol style="list-style-type: none"> <li>a. legal and financial obligations</li> <li>b. service targets and obligations</li> </ol> </li> <li>2. The organisation has effective internal communication between Staff, Volunteers and Stakeholders involved in administration</li> </ol>	Strategy documents Verbal explanations from stakeholders
B. Finance	<ol style="list-style-type: none"> <li>1. The organisation has a process in place for;               <ol style="list-style-type: none"> <li>a. Understanding its financial obligations</li> <li>b. Fulfilling its financial obligations</li> <li>c. Monitoring its financial commitments</li> <li>d. Generating income sufficient for its commitment                   <ol style="list-style-type: none"> <li>i. Through training staff in identifying funding opportunities and submitting applications to donors at local, regional, national and EU level.</li> <li>ii. Through partnering with other organisations to make joint applications</li> <li>iii. Through co- funding of programmes with municipalities, schools, national governments</li> <li>iv. By adopting and implementing a sponsorship strategy</li> </ol> </li> </ol> </li> </ol>	Strategy documents Verbal explanations from stakeholders

	<ul style="list-style-type: none"> <li>v. By adopting and implementing a Donation strategy</li> <li>vi. Through engagement with private companies</li> <li>vii. Through engagement with independent foundations</li> </ul>	
C. Performance	<ol style="list-style-type: none"> <li>1. The organisation has a process for; <ul style="list-style-type: none"> <li>a. Setting SMART targets</li> <li>b. Monitoring the achievements of targets (including engagement with hard to reach youth)</li> <li>c. Monitoring and evaluating the quality and standards of the practical services delivered to migrant youth</li> <li>d. Monitoring the ways in which the values and principles of the organisation are being promoted</li> <li>e. Focused on continual improvement and using the learning from the evaluation of programmes</li> <li>f. Recognising and managing risks associated with its operations.</li> </ul> </li> </ol>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>
D. Human Resources	<ol style="list-style-type: none"> <li>1. The organisation is committed to and has a written policy supporting the professional and personal development and training of its human resources (staff and volunteers)</li> <li>2. The organisation has mechanisms in place that ensure the continuous involvement and motivation of its volunteers (through training, evaluation, joint activities etc.)</li> <li>3. The organisation has defined clear roles for its staff, volunteers and those involved in governance.</li> </ol>	<p>Policy documents</p> <p>Verbal explanations from stakeholders</p>
E. Safety and security	<ol style="list-style-type: none"> <li>1. The organisation is committed to and has a written policy for the safety and security of volunteers and staff</li> </ol>	<p>Policy documents</p> <p>Verbal explanations from stakeholders</p>
F. Communication and reporting	<ol style="list-style-type: none"> <li>1. The organisation has a strategy for communicating and reporting to all key stakeholders and the media</li> <li>2. The organisation has a process in place <ul style="list-style-type: none"> <li>a. for involving youth in communicating and reporting</li> <li>b. implementing the strategy</li> <li>c. ensuring that all communication meets agreed quality standards and reflects its values and principles</li> </ul> </li> <li>3. The organisation has staff/volunteers who are trained in communicating and reporting to stakeholders and the media</li> <li>4. The organisation has a process in place for reporting on projects and activities to sponsors and donors which: <ul style="list-style-type: none"> <li>o Is in accordance with agreements and contracts</li> <li>o Defines the responsibilities for reporting</li> <li>o Specifies the quality and nature of the required reportings</li> </ul> </li> </ol>	<p>Strategy documents</p> <p>Verbal explanations from stakeholders</p>

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