



Quality Control Management Manual

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Merci beaucoup!

For more information visit: youth-voices.eu

Youth Voices Rising brings together youth work organisations from six European countries:

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1. Introduction: Purpose of the Manual

With this manual we propose a comprehensive approach to the quality assurance plan (Work Package 9) of the project Youth Voices Rising, together with a structured method and action plan for quality control management. The manual would serve as a quality compass for all organisations involved in the project. It will also act as a guiding tool to monitor progress before, during, and after the work.

This manual offers practical tools to assess the achievement of objectives across the work packages: a dynamic Excel Spreadsheet to build a Logical Framework and questionnaire templates for surveys. It also supports the collective management of project quality. It proposes tailored approaches that allow each partner to carry out its tasks while contributing to the overall objectives, offering tools to measure progress collectively. As a living document, the manual may evolve as methods are applied, serving as an ongoing guideline for quality management throughout the project.

2. About Youth Voices Rising

Objectives: The project aims to equip young people with advocacy skills to influence policy-making at local and EU levels, enhance their civic participation, and promote better youth work as a solution for societal problems. Through innovative training, lobbying activities, delegations and Social Media campaigns the project will motivate marginalized youth and NGOs to become active participants in democratic life and processes and support change in their communities and manifest better youth work conditions.

Implementation: We will implement a series of activities, including research on needs, training on advocacy and international lobbying, and multiplier training on how to train youth to advocate on their local level. Additionally, participants will engage in social media advocacy training and implement lobbying visits at local and EU levels. The partnership also meets and evaluates the process continuously. The activities focus on developing NGOs advocacy potential and enabling them to influence policy making.

Results: This project aims for several key outcomes: competent youth advocates and their sending organisations, and our network equipped with advocacy skills. Creation of advocacy training materials tailored for local and EU-level, and the successful implementation of youth-led lobbying actions, campaigns, strategies, and meetings. It will also foster a stronger network of youth organisations across Europe, better youth work structures and policies, and an increased youth participation in policy making.

3. Quality Assurance, What's That?

3.1. Principles

The title of Work Package 9 is **Project Quality Assurance**. Actually, it addresses both quality Assurance and Quality Control Management as the two pillars of the Quality Control System (QCS) of the project.

A **Quality Control System (QCS)** in a project is the whole set of processes put in place to ensure that the results achieved through the project meet the objectives fixed and the standards established to measure the success. It also ensures that the outcome is indeed good with respect to the expectations and the needs of all the stakeholders, especially the youth. It involves verifying that

- the activities are properly implemented, quantity and quality wise,
- the expected results are achieved while the resources are used efficiently,
- the objectives are achieved.

A Quality Control System is therefore essential in any project. In the case of Youth Voices Rising, it helps to ensure that all parts of the project enable youngsters to play an active role in supporting change in their communities. This includes the **needs assessment**, the **educational tools** developed and used, the implementation of the **training events**, as well as further actions like advocacy work, communication and dissemination. The system also ensures that everything happens in the framework of the **values, vision, mission and spirit** of Generation Europe – The Academy. It covers

- The quality of the **management** of the activities,
- The quality of the **educational and empowerment elements** of the activities, for example that the activities meet the needs of the young people and other stakeholders,
- The quality of the **social responsibility** of the organisations involved, for example that the ethical, social and environmental principles are respected at all levels,
- The measurement of the **impact**.

3.2. Ex-Ante and Ex-Post Control

The quality control process is carried out **before** implementation (ex-ante, Quality Assurance), **during** the implementation of the project (monitoring and evaluation) and **afterwards** (ex-post, Quality control and management).

Before implementation it consists of

- Analysing the planning and structure of the project, especially 1. the logical Framework, 2. the Key Performance Indicators (KPIs) and the measurable deliverables, and 3. the potential risks and their management, if applicable,
- Defining the criteria to measure the empowerment or educational achievements with respect to the needs, potential and objectives of the project,
- Defining the social responsibility criteria.

During the project it consists of monitoring the progresses and make sure there are no huge unjustified deviations, through

- Monitoring the implementation of activities with respect to the calendar, the results expected, the Key Performance Indicators (KPIs) and the budget,
- Making mid-term evaluations at foreseen milestones.

After completion this control evaluates whether the project has achieved its objectives and identifies areas for improvement by

- Monitoring the KPIs by comparing the results achieved with the objectives set (for example the number of young people trained, rate of engagement, impact of training on their participation in local initiatives...)
- Gap analysis by identifying the differences between the expected and actual results.
- Measuring the satisfaction through for example a satisfaction survey among the young people involved to measure the perceived impact.
- Performing qualitative and quantitative evaluations (like interviews, questionnaires, SWOT, cost-benefit analysis, statistics) using participatory methods involving those who should benefit from the project to measure the effectiveness of the project. It is up to each partner organisation to select the most suitable method.
- Documenting good practice and successful experiences, so that they can be replicated in other initiatives.
- Writing impact reports, lessons learned and recommendations to summarise results and suggestions for improvement for future projects.

4. How to Implement It

1.) The first step is to **build the Logical Framework** (LogFrame) of the project by defining

- a) the *General Objective* of the project,
- b) the *Specific Objective(s)* of each work package,
- c) the *Operative Objectives*,
- d) The *expected results*,
- e) the *corresponding activities*, including human, material and financial resources.

2.) The second step is to **build the corresponding tools** to monitor the progress and ensure the quality of the project, as far as its objectives, process and structure are concerned, through

- a) defining *Key Performance Indicators* (KPIs) and measurable Verification Sources,
- b) identifying and assessing *risks* (risk management).

This must be done for each Work Package in order to have a control tool which will be used to monitor the correct implementation of the whole project. You will find the Excel sheet which leads through this process here: [LOGFRAME_revised_go_280825.xlsx](#)

The Logical Framework helps to check the consistency of the project. However, if we want to have also a qualitative approach to the coherence of the project, we could/should continue with a next step¹. It focuses on Educational Quality and Social Responsibility².

3.) The third step is to **align all training and educational activities with quality standards**, guaranteeing at all levels the following principles:

- a) Regarding the target group:
 - Non discrimination
 - Inclusion and Diversity

b) Regarding the process:

¹ Some National, European and International organisations have been working for decades on quality control and have established standards of Quality Assurance and Control, like **ISO** (International Organization for Standardization), **PMI** (Project Management Institute), **AENOR** (Asociación Española de Normalización y Certificación), **AFNOR** (Association Française de Normalisation). We have tried to get some inspiration from them, in addition to the essential logical framework assessment.

² This would mean incorporating the principles of **ISO 21001** to guarantee educational quality and the social responsibility principles of **ISO 26000** to maximise social impact, not forgetting quality management system principles based on **ISO 9001**.

- Integrating needs and potentials of the young people involved
- Relevance of the content and educational methods
- Education rooted in personal attention
- Overcoming barriers

4.) The fourth step is to **incorporate the social responsibility principles** (ethical, social, and environmental) at all levels to maximise social impact, in particular in the following fields:

- Human rights
- Democratic governance and participation
- Environmental awareness and good practices
- Health Protection and security of the participants

The perspectives of steps 3 and 4 will be guaranteed by answering some questions concerning the topics mentioned above under 3.) and 4.) at the middle of the project, and again at the end. For such a purpose, drafts for **SMART questionnaires and guidelines** are proposed in the Appendix of this manual. They can be revised if and when needed.

Why do we propose to use questionnaires and not just define Key Performance Indicators (KPIs)? Because on the one hand some concepts are not so clearly and consensually defined within the network of Generation Europe – The Academy, that they could be identified as a KPI. We also want to raise awareness and ensure that all parties involved take both perspectives into account. A questionnaire is therefore an appropriate and sufficient tool.

Applying these standards ensure that the project is structured, coherent, consistent and effective. It also ensures that it has a chance to have a real impact on young people and, by empowering them, on their communities, while becoming active on the European level.

5.) The fifth step is to **establish check-points and gates for improvements**. At defined milestones, the consortium reviews progress, identifies possible adjustments and realigns activities as necessary to ensure that plans are followed and objectives are achieved.

6.) The sixth step is to **measure the impact**. In addition to analysing performance using the logical framework and measuring educational outcomes and compliance with social responsibility, another dimension would be to analyse and evaluate the quality of the impact. The criteria proposed for this purpose are partly inspired by the OECD Development

Assistance Committee evaluation criteria³, which are indeed a valid source of inspiration for establishing some, though not all, of them:

- Relevance
- Effectiveness
- Efficiency
- Coverage
- Coherence, Consistency
- Connectivity
- Sustainability

In the final third of the project, a questionnaire will be developed to apply these criteria and enable the findings and corresponding recommendations to be used for future projects.

5. Final Quality Management Report

At the end of the project, the results will be summarised in a final quality management report. The data will be collected during interim and final evaluations (May 2026 and June 2027). The content of the final report would be the following one:

1. Performances of the Work Packages
2. Results of the interim and final evaluations
3. Analysis of educational performance and compliance with social responsibility
4. Measuring impacts regarding
 - a) Relevance
 - b) Effectiveness
 - c) Efficiency
 - d) Coverage
 - e) Coherence, Consistency
 - f) Connectivity
 - g) Sustainability
5. Lessons learned
6. Recommendations
7. Final Conclusion

³ [Applying Evaluation Criteria Thoughtfully | OECD](#)

6. Proposals

Control Management Team

To ensure a smooth process, a Control Management Team consisting of four people will supervise the procedure of Quality Management during and right after the project. The team may meet every four months, meaning six times during the project. (Four times in the context of International Project Meetings, and and additionally twice on the occasion of the interim evaluation and the final evaluation.

During the course of the project each partner organisation should work on the quality control regarding the implementation of the Work Packages they are responsible for. The Control Management Team will provide tools for that. Each partner organisation should also monitor their own progress in the other Work Packages.

In fact, the project manager of each partner organisation has a dual role: on the one hand, they must check (downstream) the quality of the implementation of the work package for which their own organisation is responsible. And upstream, they must check the quality of their organisation's participation in the other work packages in which it is involved.

A quality communication plan will be established to enable a smooth communication in between the meetings, among the Control Management Team and the whole consortium.

Personalised Tools for Partners

Each partner organisation receives the necessary tools to perform the Quality Management of their Work Package. They are:

- This manual,
- The guidelines for streamlining the quality management process, which outline the guidelines explained in this manual,
- A tailored Excel Sheet to monitor the project quality standards (each partner will have one, corresponding to his/her Work Package),
- The SMART questionnaires to monitor the educational aspects and the social responsibility dimension of the project,
- The survey to measure the impact of the Work Package through the evaluation criteria.

You will find these tools under the following link: [MATERIAL FOR QUALITY CONTROL](#)

7. Appendix

7.1. SMART Questionnaire: Quality of Educational Activities

Based on ISO 21001, Education and Training

Objective: This questionnaire is addressed to the youth participants. Their answers are anonymous and will enable the project managers to assess and improve the educational and empowerment elements of the Youth Voices Rising.

Please answer by putting a cross in the scale from 0 to 5, 0 being the worst occurrence and 5 the best one. Add a comment if possible and relevant.

Questions:

1. Inclusion and accessibility

- a) Did the project take into account your specific needs (language, social situation, disability...)?
- b) Did you encounter any difficulties in participating fully?

2. Relevance of content

- a) Does the content of the activities seem useful to you for your future?
- b) Did you learn anything new that you can apply in concrete terms?

3. Skills development

- a) Have you developed skills (communication, leadership, organization...)?
- b) Do you feel more able to participate in the development of your community?

4. Educational methods

- a) Were the methods used (games, discussions, workshops...) motivating?
- b) Do you prefer these methods to others you've experienced? Why or why not?

5. Communication and educational relationship

- a) Were the trainers/facilitators available, close and caring?
- b) Were you able to ask questions freely? Did you feel respected?

6. Follow-up and individual assessment

- a) Have you received clear feedback on your progress?

- b) Do you know where you have improved and what you can still work on?

7. General satisfaction

- a) Are you satisfied with the educational and empowerment process in the project?
b) Would you recommend this project to other young people? Why or why not?

8. Continuous improvement (feedback)

- a) What would you suggest to improve this programme or project?
b) What would you have liked to do more of or differently?

🗨 Comments or suggestions – Please share any additional feedback or ideas here:

7.2. SMART Questionnaire on Ethical and Social Commitment”

Based on ISO 26000 - Social Responsibility

Objective: This questionnaire is intended for all the actors of the project. Their answers are anonymous and will enable the project managers to assess and improve the ethical and societal commitment measures within Youth Voices Rising.

Please answer by putting a cross in the scale from 0 to 5, 0 being the worst occurrence and 5 the best one. Add a comment if possible and if relevant.

Questions:

1. Respect for human rights

- a) Were you treated with dignity and equality, regardless of your origin, gender or situation?
b) Did you notice any discrimination or inequality in the project?

2. Respect for stakeholders

- a) Were you consulted or listened to in project decisions?
b) Have your specific needs as a young person been taken into account?

3. Participation

- a) Did the project ask for your opinion in order to improve?
- b) Did you feel that your opinion was really taken into account?

4. Transparency

- a) Have you been clearly informed of the project's objectives and resources?
- b) Do you think that project decisions were taken transparently?

5. Environment

- a) Has the project made you more aware of environmental issues?
- b) Have any concrete actions been taken to limit the ecological impact of the project?

6. Ethical behaviour

- a) Was the behaviour of the facilitators, supervisors and other participants respectful and ethical?
- b) Did you observe any behaviour or practices that you found unfair?

7. Impact: Social responsibility

- a) In your opinion, does the project have a positive impact on society?
- b) Do you feel you are a "good" player in this societal change?

8. Impact: Community involvement

- a) Has the project given you a better understanding of the needs of your community?
- b) Have you been involved in actions that are useful to society through this project?

🗨 Comments or suggestions – Please share any additional feedback or ideas here:

7.3. Guidelines for Educational Processes and Social Responsibility Monitoring

It is recommended:

1. To point out and take into account, from the beginning and at all levels of the organisation and project, the importance of
 - Educational and Empowerment high quality processes standards and
 - High quality Social Responsibility implementation.
2. To use Google Forms questionnaires during an interim evaluation and the final evaluation:
 - a questionnaire addressed to youngsters for checking educational standards,
 - a questionnaire about social responsibility addressed to the different actors of the project.
3. At the evaluation meetings, after analysis of the questionnaires through Google Forms questionnaires analysis tools, to make peer group discussion meetings about the findings and organise safe spaces for comments.
4. To make a SMART report to be used for improvement(s).