******

***The following indicators of effective performance are identified in DE’s CRED Guidance pp 33-35. Youth Groups may choose to use the alternative Quality Indicator Framework identified in Annex 3 of the Guidance.***

**Developing Youth Work Practice**

| **INDICATORS OF EFFECTIVE PERFORMANCE** | **SCORE** | **EVIDENCE** | **AREA FOR DEVELOPMENT** |
| --- | --- | --- | --- |
| 1. Programme planning includes provision for learning about the aims of CRED. 2. A curriculum and programme development cycle is applied to promote continuous improvement. 3. Youth workers reflect on their own work and the outcomes for individual young people. 4. There is evidence of critical reflection by youth workers and young people. 5. All youth workers and young people have opportunities to engage in CRED initiatives. 6. Young people are involved in making choices which have a positive impact on their experiences. 7. Practice is underpinned by participation principles. 8. Youth workers are appropriately trained and confident in dealing with controversial and sensitive issues. 9. Opportunities are given throughout programme delivery to promote shared values and to help young people to value differences and to challenge prejudice, discrimination and stereotyping. 10. Opportunities are provided to promote an understanding of equality, human rights and the UNCRC. The unit/local group provides opportunities for young people to engage with others from different traditions and communities, and build positive relationships. 11. There are opportunities to promote and celebrate CRED work within the community. |  |  |  |

**Developing People**

| **INDICATORS OF EFFECTIVE PERFORMANCE** | **SCORE** | **EVIDENCE** | **AREA FOR DEVELOPMENT** |
| --- | --- | --- | --- |
| 1. Management, staff and volunteers have access to appropriate training opportunities in CRED. 2. Staff and volunteers have the support of management/advisory committees to initiate and sustain CRED practice. 3. Resources are managed properly and effectively, including financial management arrangements. 4. The leadership of the agency/unit demonstrate clear commitment to CRED policy and practice. 5. There is a commitment to planning, monitoring and evaluating the work of the agency /unit and time given to that. 6. There is engagement with external agencies (such as ETI, ELBs) in relation to monitoring and evaluation. Parents, carers and the wider local community are informed about the units/local groups commitment to CRED. 7. Parents, carers and the wider community are given opportunities to engage with others from different traditions and communities. |  |  |  |

**Developing the Organisation**

| **INDICATORS OF EFFECTIVE PERFORMANCE** | **SCORE** | **EVIDENCE** | **AREA FOR DEVELOPMENT** |
| --- | --- | --- | --- |
| 1. The inclusion of CRED in the Service Level agreement. 2. A whole organisational approach is evident – all staff, volunteers and young people involved in learning about CRED. 3. The unit/local group uses its involvement in other programmes to further support the aims of CRED. 4. Umbrella/regional bodies support units and local groups to establish effective networks within their local communities. 5. Units/local groups develop effective networks to ensure appropriate local connections. 6. There is a visible commitment to acceptance and understanding of others, inclusion and the promotion of the EDI principles. 7. Staff and volunteers recognise the importance of modelling appropriate attitudes, language and behaviour and demonstrating these. 8. The work of the organisation takes account of the needs of all children and young people. 9. Youth work settings are sensitive to the diverse identities of all members of the community. 10. There is a commitment to involve young people in discussions and decision making. |  |  |  |