

N-TELG model of implementation of the youth-centred approach. Starting points, applicability, and the essence of the model.



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Introduction

*telg – “axis” in the Estonian language
axis – among other meanings: partnership, alliance; a point or continuum on which something centres. (Merriam-Webster)*

N-TELG is an innovative research-based model which creates a possibility to develop organization of services and activities directed towards young people as well as to support their quality by relying on the concept of the youth-centred approach (YCA). The model is applicable in practice, includes measures and activities as well as their explanations. The title of the model “N-TELG” refers to a young person as an axis that is the core in planning and offering services to young people as well as to the youth sphere where the main axis is young person’s real needs and interests.

N-TELG was developed within the frames of the project “Development of an innovative model of organization of local youth work based on the youth-centred approach” which was conducted by Narva College of the University of Tartu. The project was supported by the Ministry of Education and Research, Youth and Education Board and the European Social Fund. N-TELG was developed based on the analysis of the corresponding research literature and original research conducted by youth work researchers of Narva College of the University of Tartu in 2020-2021. N-TELG model is the result of two years of research work; its starting point is the perception that to increase the effectiveness of youth-oriented activities and services in Estonia it is necessary to clearly comprehend the notion “youth-centred” and to create the model that would allow to implement the youth-centred approach in practice in a more extensive way than it has been done (Figure 1)

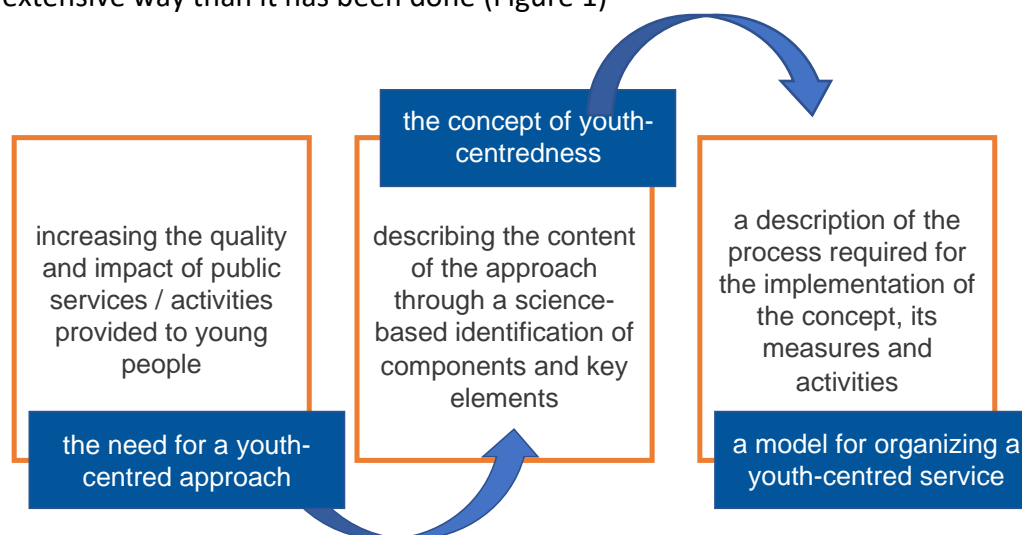


Figure 1. The Process Logic of Development of the Youth-Centred Approach

The development of the model required conducting an analysis of research literature and previously conducted research, which was the basis for composing the YCA concept. The next aim was to evaluate the meaningfulness and relevance of the research literature-based

theoretical concept of the youth-centred approach and its components in the Estonian context. To achieve the aim there was conducted research to collect and to analyse evaluations of experts in the youth sphere. In addition, there was conducted research to analyse the theoretical YCA concept in the context of open youth work. The present model is based on the above-mentioned research works.

Starting points of the model

N-TELG as a reference model

Numerous models that focus on organization, management of the public sector have either descriptive nature (i.e., a model describes what should be) and/or the nature of measuring and assessing the quality (i.e., the model sets the required quality level). Such models can be generally described as based on stipulating the outcome: they try to describe the final solution which should be achieved. A group of Korean political researchers analysed models of e-governing and found that most of them are aimed to stipulate the outcome, and thus they become useless once the outcome (e.g., the form and level of organization of a service) is achieved. They also pointed out that outcome-oriented models are limited, because they cannot cope with the so-called wicked problems¹ in the society and are not suitable to function in the constantly changing context.²

The Estonian youth work uses over ten models for assessing the quality of management quality in organization of youth work at the state level. These models³ describe the components of youth work organization based on strategical aims of youth work as a sphere. The profile of children and families' wellbeing⁴ is also based on the logics proceeding from the aim and on the so-called the Deming Cycle in quality management. In 2021 ministers of different spheres agreed on umbrella principles of preventive work⁵ and the concept which is the basis for these principles⁶. They place children and young people as the priority target group of preventive work and, in development of preventive work, they rely on the model which describes the organization of preventive work as wholesome and complete to achieve expected efficiency in preventive activity. Thus, in Estonia the models related to organization of services for young people are also the so-called *outcome* models. At the same time, although it is not always possible to link services for young people or youth work with the so-called wicked problems (although sometimes they can be connected just to these problems), quite often there are at least complex challenges. In development of services offered to young people at the local level it is necessary to consider young people's individual and personal peculiarities, the changing context and conditions, including changes at the society level (the

¹ Peeter Selg, "Wicked problems are often defined as follows: they are undefinable; the conditions of dealing with them change in the middle of the process; they are often comprehended only "post-factum", i.e., after the solution has been suggested; their "solution" mostly results in new wicked problems, but their solution cannot be avoided. Based on research in politics, governing, and organization management it can be said that although wicked problems are not solvable, they are still governable." Reference: <https://novaator.err.ee/259929/uhe-minuti-loeng-kuidas-lahendada-nurjatuid-probleeme>

² Lee, J.; Kim, B.J.; Park, S.; Park, S.; Oh, K. (2018). Proposing a Value-Based Digital Government Model: Toward Broadening Sustainability and Public Participation. *Sustainability*. 10. 3078. 10.3390/su10093078.

³ <https://www.researchgate.net/publication/327309332>

⁴ https://entk.ee/wp-content/uploads/2019/09/ENTK_KOV-k%C3%A4siraamat_uuendatud_september2019-2.pdf

⁵ https://www.sm.ee/sites/default/files/content-editors/Lapsed_ja_pered/Lapse_oigused_ja_heaolu/ska_lpp_juhend_290416.pdf

⁶ https://www.siseministerium.ee/sites/default/files/valdkonnaeuse_ennetuse_pohimotete_kokkulepe_loplik.pdf

⁶ https://www.siseministerium.ee/sites/default/files/valdkondadeuse-ennetuse-kontseptsioon_05.2021.pdf

digital revolution, the green revolution, etc.), changes in the sphere (new regulations, financing), parties with a large number of representatives whose role and significance are different, different organizational cultures, different norms of professional ethics, etc.

Based on the description of the so-called value-based model of e-governing recommended by Koreans, it can be concluded that an alternative to outcome-oriented (oriented to outcome and its effective achievement) models can be models whose function is achievement and support of sustainable functioning or the so-called reference models. The so-called reference model, which is flexible and based on values, would create more possibilities to cope with complex and wicked problems through changes (including, for instance, changes in financing) for adapting; would look at aims at the society level, which is in a broader sense than efficiency, the current context, the current problem, etc. as well as would create the basis for smooth integration of different innovations into processes.

The concept of the youth-centred approach (YCA) and its components form the value-based foundation for development of services and activities offered to young people. The reason for applying YCA is striving for using one's work to enable a young person to obtain a positive experience of participating in an activity/service. YCA is also used to provide a young person with a possibility to achieve the possibly best results which would mean possibilities for development and positive changes in the life of a young person and, through that, in the society overall. When treated this way, YCA is neutral regarding the sphere in which it is applied and is relevant in the context of any sphere on the condition that the valuations the approach is based on are suitable in the certain context. Thus, the model also provides the possibility to deal with young people's complex (as well as wicked) challenges, adapt to often changing circumstances, and to ensure sustainability on the level of a young people's personality and the level of society taking into consideration the long-term goal.

Concepts of the architecture of choice and the noise of decision-making as the basis of the model

For a specialist working with young people almost always means the need to constantly make choices, i.e., weighted decisions. These decisions often must be made without supporting instruments or even without guiding. For instance, the Estonian youth sphere is regulated to a minimum extent almost in all directions: open youth work, hobby education, camp work, etc. lay on youth workers/hobby school teachers the responsibility to constantly make single decisions about how to work with a certain young person or a group of young people. To a large extent, the same can be said about culture, sport, social work, where there sometimes exist more framework regulations (e.g., curriculum, guidelines, etc.), but it is mostly the specialist who must decide on actual methods, approaches, the choice of involvement activities and communication methods to be used in the work. The specialist often must reach the decision by themselves by analysing different solutions quickly and relying on professional ethics and values.

Kahneman, Sibony and Sunstein (2021)⁷, who have researched judgement in making necessary decisions/evaluations, point out that almost each decision, both single and repeated, is accompanied by the so-called noise. They have defined such noise as “undesired dissimilarities in giving evaluation of the same problem” which can result in mistakes in choices that are made. It is necessary to decrease the so-called decision noise to improve balanced decisions and to raise the quality of evaluations. The professional qualification of specialists is the first “protection” against the decision noise: “better decision-makers make better decisions”. The “hygiene” of decision-making, dividing large choices into smaller decisions, creating the structure or procedure of decision-making, involving of several independent decision-makers, comparing with other decisions, etc. – these methods are just several of the ones offered by researchers for minimizing the decision-making noise and decreasing its influence.

Along with Kahneman et al. and their approach to decision-making noise, an additional theoretical approach used in development of the model was the theory which was born as the result of researching human behaviour through economics which is the nudge theory. Thaler and Sunstein (2008)⁸ perceived nudging as influencing people’s choices through the so-called nudges to direct a person towards making a consciously predictable choice. It is done through conditions of the environment, the organization of the service, etc., i.e., through the architecture of choice. In development of the YCA, the architecture of choice and the nudge theory are seen as a solution to common rules: they are an alternative to “do this/do not do that” and the methodological basis for supporting the choices that are made by a specialist. If organizations that offer services to young people consistently organize their work in such a way that a specialist who works with a young person can implement a support system in making their choices (in making “architecture” decisions or choices”), then specialists can use their creativity and professional capability in a more systematic and content-rich way relying on the prepared possibilities for choice in making their basic decisions.

The model views offering services to youth/organization of activities for youth as a series of weighted decisions that are made by the specialist who works with a young person. The model offers a process that supports minimizing of the decision noise and nudges towards more youth-centred choices through the architecture of choice.

⁷ Kahneman, D., Sibony, O. & Sunstein, C.R. (2021) Noise. A Flaw in Human Judgment.

⁸ Thaler, R.D., Sunstein, C.R. (2008) Nüginime. Viis toetada valikuid, mis viivad tervise, jõukuse ja õnneni.

Essence of the model

Aims

The model of implementation of the youth-centred approach, N-TELG, is a reference model. Its content is measures and activities which, taken together, form the process that helps to increase youth-centredness of services/activities and enables to develop the quality of the organization and service in a sustainable and systematic way. The model can be used in youth work as well as in offering and developing of services/activities in youth sphere or other spheres. The sustainability of the model means that it can be used consistently, taking into consideration changing conditions because the described model is the process that allows for continuous development.

Model:

- 1) enables to sustainably develop the quality of youth-oriented services and to increase their effectiveness;
- 2) creates the basis for development of the content and organization of work of organizations and practitioners that offer services and activities to young people;
- 3) increases the use of partnership-based methods in offering of services and activities;
- 4) creates preconditions for young people's more consistent and content-rich participation in services and activities;
- 5) supports increase of young people's confidences and valuing of their lives thus increasing their perception of being self-aware influencers of their lives.

Basic ideas of the model

The model consists in the idea to create a better picture of which weighted decisions are made in work with a young person, to which extent making these decisions takes into consideration the components of the youth-centred approach and how to raise the reasoning, content and quality of these evaluations which serve as the basis for decision-making. Better understanding of which decisions are made allows to think through the steps that would help to decrease the unwanted noise in decision-making, i.e., undesired dissimilarities in giving similar evaluations. It also enables to understand which changes need to be implemented to increase youth-centredness and thus achieve greater influence in offering of services and/or realization of activities. What is also essential to achieve is that young people who participate in a service/activity experience this participation as positive (see Figure 2 Overall view of N-TELG model).

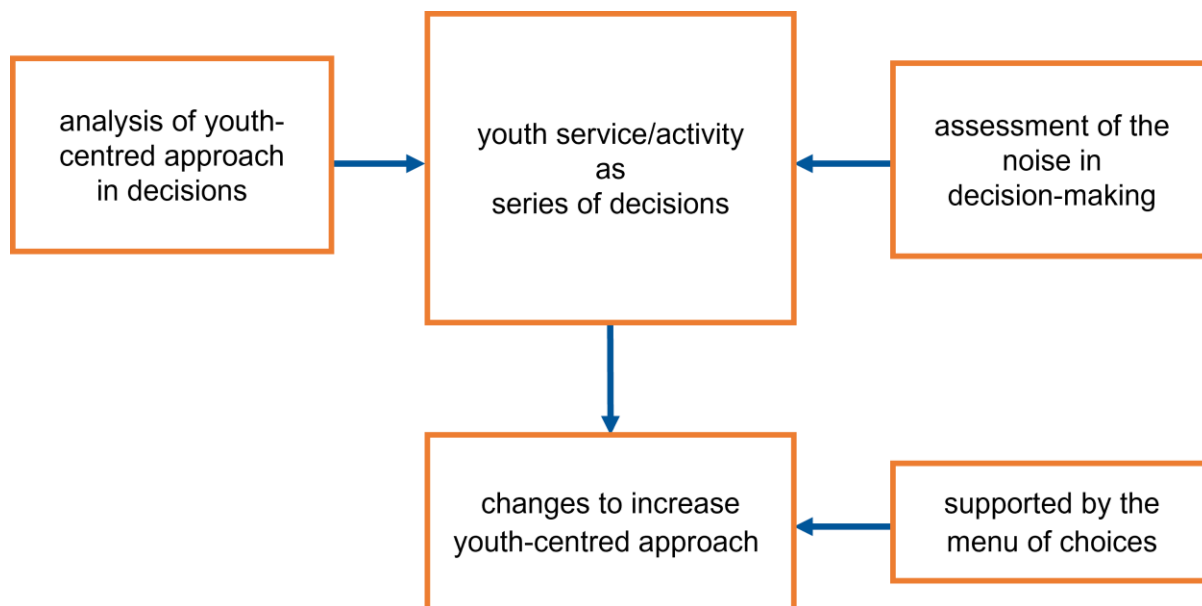


Figure 2 Overall view of N-TELG model

Viewing activities not as a large whole, as it was done before, but as small parts, provides more opportunities to notice aspects that require development and to start with making suitable changes. For instance, it is often spoken about the quality of one or another youth-oriented service overall on the level of both open youth work, hobby education or camp activity. With large generalization it is not possible to conduct a deep and detailed analysis of the youth-centred approach. Thus, it can seem that in the big picture everything that happens, for instance, in a hobby school or a youth centre is automatically youth-centred: young people are the starting point, they are placed in the centre, they are involved, taken into consideration, etc. It is difficult to notice and choose aspects for development. But when a service or an activity is viewed as a series of weighted decisions of a certain specialist, these aspects where the importance of one or another component of the youth-centred approach could be increased become apparent. It also becomes clear which changes can be done by oneself on the specialist's level, which possibilities for professional development need to be used as well as which support a specialist needs from the organization and in which way the organization overall can develop into a more youth-centred organizer of activity through development of specialists' work.

Approach to data-related innovations

The analysis of larger activities broken into smaller parts also enables to be more self-aware in approaching data use in weighted decision-making. Relying on extensive knowledge is defined as the starting point in development of political measures and services for young people. As stated in the "Development strategy of youth sphere 21-35", "Decision-making needs to be based on the best relevant and timely knowledge".⁹ N-TELG uses mapping and analysis to help to comprehend what the basis for decision-making is. In turn, it enables to assess which data are available and which are missing to make research-based decisions, which support the decision-making process with the analysis of relevant data. The

⁹ Development strategy of youth sphere 2021-2035

https://www.hm.ee/sites/default/files/noortevaldkonna_arengukava_2021-2035_kinnitatud_12.08.2035.pdf

implementation of the model also gives a possibility to a specialist, organization, organizer, and financier of an activity to create a systematic basis for data management, including for coordinated collection and analysis of data.

Data relevance and quality are important in the use of data-related innovations. Awareness about decisions and the knowledge necessary for making them form the basis for creating data-based innovations in supporting decision-making.

Target groups: implementation parties and their roles

Young person and municipality as beneficiaries

The use of the model in practice means that the specialist that provides services to young people, their organization and the service organizer implement the youth-centred approach. Based on the previously conducted research it can be stated that the systematic youth-centred approach to organization of services results in greater effectiveness of services, especially for young people in challenging circumstances, in young people's more consistent and content-rich participation in services as well as in community influence including on those young people who do not directly participate in those services. It is essential that the youth-centred approach influences young people, and as a result, their confidence increases, and they value their lives to a greater extent. It provides essential support to young people's agency or coping capability, their perception of themselves as self-aware influencers of their lives, wellbeing, and mental health. Thus, the model is most useful to a young person for whom the use of the model in the service/activity in which they participate increases the importance of participation and its influence in coping with challenges they possibly face. The municipality, the state or another financier is also an important beneficiary: supporting youth-oriented services and activities they expect results which contribute to achievement of more major aims.

Specialist's level

The specialist who works directly with young people is the main implementor of model measures and activities and thus the most important target group. The use of the model means the analysis of the specialist's work: consideration and assessment of weighted decisions and factors of their making from the standpoint of the youth-centred approach as well as consideration and assessment of choices about what is necessary to change/develop in work to find possibilities to increase the youth-centred approach. The model uses the notion "specialist" in the broadest meaning referring to people who work directly with young people either as a payroll employee or a volunteer. Although the model development focuses, first and foremost, on services of youth work and youth sphere, the model can be applied more extensively, also in other spheres. Thus, the term "specialist" can include youth workers, social workers, teachers, child welfare workers, police officers working with young people, etc. No special qualification related to the model is required to implement the model, the skilfulness of using the model can be raised through user training.

By the analysis the model means, first of all, specialists' individual self-analysis. However, depending on services/activities and the organization that offers them and well as on the working order of the organization, it might be useful to conduct a collective self-analysis together with colleagues and in cooperation with other parties. The analysis conducted in implementation of the model consists of several different stages, thus, depending on the stage, the implementation of the model can provide a possibility for establishing innovation partnership as chosen by the involved parties. Involved partners can be colleagues working in their organization, other similar organizations, specialists working with young people in different spheres and their organizations, parents, young people, etc. At the same time,

involved partners can be people taking management decisions in any spheres, consultants of management and decision-making quality, data researchers, etc.

Role of organization and organizer

In addition to the specialist’s level, the organization/institution where the specialist works also plays an important role along with the service organizer (in the context of youth sphere the organizers are mostly local governments/municipalities) who must create prerequisites and possibilities for implementation of the model at the specialist’s level.

The prerequisite is that the service organizer and the organization that offers services/activities to young people is aware of the outcome and the influence which it tries to achieve with its work for a young person overall. At the same time, it is important to comprehend that activities have greater influence, and they are more effective if this work is done in a youth-centred way: being aware of young people’s right and values as well as acknowledging them; respecting a young person, creating them empowering space for action that provides a young person with real participation in choice- and decision-making. If these prerequisites are ensured, service organizers and organization can create working order-related and other possibilities for implementation of the model.

All the three, the specialist, organization/institution, and the service organizer, are also the beneficiaries in the model implementation because the movement towards the youth-centred approach results in developments which facilitate both specialist’s self-development, work of the organization and the effectiveness of the service organizer (Figure 3).

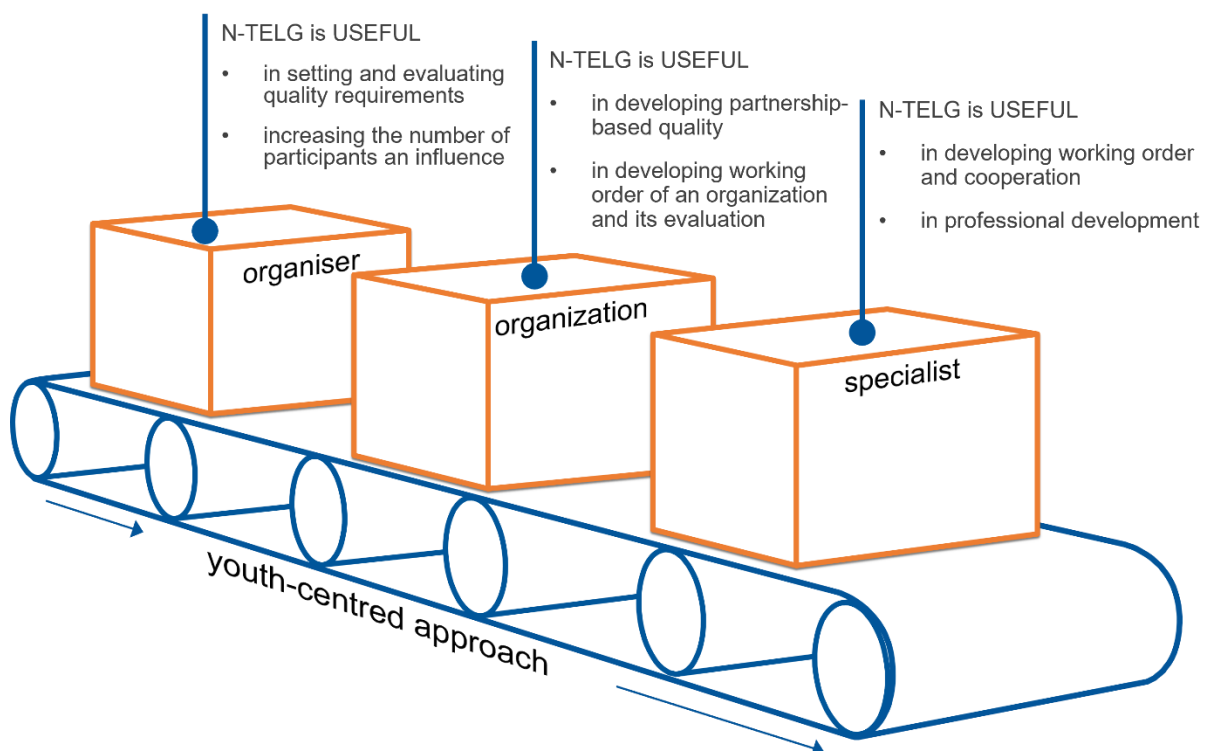


Figure 3. Main useful aspects of the N-TELG model based on the three target groups

Applicability analysis

Aim

The aim of the applicability analysis was to analyse the applicability of the developed model in detail based on the three criteria:

- practicality (the real usability of the model in practical work),
- logicalness (comprehensives of the model instruments and intervention logics) and
- evaluated usefulness (specialists' evaluation of the feasibility of the model's application).

The aim of the analysis was also to find any faults in the structure and instruments of the model from the standpoint of practical applicability and to adapt the model in compliance with actual needs.

Method and sample

The applicability analysis was conducted using the simulation method. Simulation as a method has been used in youth work as a tool for learning and self-analysis for a long time. Simulation has also been applied in the context of working with young people in other spheres: simulation can “replace or amplify the real experience with directed experiences which often enable focusing as well as essentially awaken or replace actual aspects in a completely safe, directed, and interactive way”¹⁰. The use of simulation as a method, e.g., in research of the process of professional decision-making allows for a diverse analysis and the use of this method is on the rise (including, for instance, in social work with young people and children)¹¹.

Based on the circumstance that the instruments of the developed useful model (the decisions audit, the analysis of decision noise and YCA, the application of the menu of choice and changes) are primarily meant for the specialist level, it was decided to conduct the applicability analysis on the specialist level as well.

The total of 34 participants took part in the simulation; the participants' profile was different (including participants' gender: 9 males/25 females; languages: 11 Estonian speakers and 23 speakers of Russian or other languages). The participants included practitioners who are involved in direct offering of youth work in large cities (Narva, Tallinn, Pärnu, Tartu), smaller towns (Sillamäe), as well as in sparsely inhabited regions (Mäetaguse, Kilingi-Nõmme). Ida-Virumaa is the region with the smallest percentage of young people where they make up 17.6% of the population. Saarde parish also has the percentage of young people (18.6%)

¹⁰ Gaba, D. M. (2007). The future vision of simulation in healthcare . *Simulation in Healthcare : Journal of the Society for Simulation in Healthcare*, 2(2), 126–135.

¹¹ Regehr, C., Birze, A. (2021) Use of Simulation Methods in Social Work Research on Clinical Decision-Making; Havig, K., Pharris, A., McLeod, D. A., Natale, A.P., Miller-Cribbs, J. (2020) Assessing new child welfare worker competency through social simulation with standardized clients: rubric development and pilot testing.

which is smaller than the Estonian average (20.6%), while Tartu (23.2%) and Tallinn (20.8%) are the municipalities with the percentage of young people which is higher than the average Estonian indicator.¹²

In the process of the applicability analysis of the model the participants were informed that they were participating in the simulation exercise for testing the applicability of the model. The participants were divided into groups, and they completed stages 1-4 of the N-telg model in the frames of the group activity: the decisions audit, the YCA analysis, the analysis of the decision-making noise and the menu of choice. A sample of the menu of choice of one YCA component, ensuring youth's rights, was composed for the participants, and they were asked to test it at the 4th stage. After each stage, the groups presented their discussion to all the parties involved and during the discussion they analysed the strengths and weaknesses of the application of the completed stage.

Results

Achieved result based on the components of the model in Figure 4.

Instrument of the model	Opinions of the participants
<i>Decisions audit</i>	Doing the decisions audit is mostly based on the experience on its doer and depends on the content of the previous experience. The decisions audit is an instrument which cannot be unchangeable and must be adapted to the content of a service/activity and to an organization. It is a developing and developable instrument. The usage experience also increases with the use of the instrument, which, in turn, influences the result. The decisions audit should be done in a specific context.
<i>YCA analysis</i>	The analysis of decisions based on the components of the youth-centred approach highlights the details which are not paid attention to in decision-making in a typical situation. Although the components are familiar in youth work, the degree of detailedness in their analysis makes to analyse one's work in a different way. Minutiae of decisions that are revealed during the analysis are important for quality development. It certainly takes a lot of time, and it is good to do it in partnership either with colleagues or with other parties.
<i>Analysis of the decision-making noise</i>	Lack and difference of experience is an obstacle in conducting the analysis of the decision-making noise. There is a lack previous habit of evaluating differences based on one's decisions. This is basically an additional analysis of the decisions audit which can be overly focused on the risk analysis. The time is the critical factor

¹² Reference: Noorteseire juhtimislaud, Statistikaamet

Menu of choice

because the analysis needs profound investigation, at least the first time.

In using the sample of the menu of choice, most of the time was spent on revealing which solutions were not suitable for a specific situation. The menu should be case based to support the search for solutions; a universal menu does not help, it causes confusion, people waste time on comprehending what is not suitable in each situation. The menu of choice which was offered as a sample needs adjustment to a certain situation. The existence of the menu of choice is important so that a person would not have to invent solutions by themselves, and it would help to see possibilities for changes fast.

Figure 4 Conclusive results of the simulation.

As the general comment the participants pointed out that the use of such instruments is useful in organization and analysis of their work. The model provides a possibility to divide doing work into parts and to see problems or missing parts. It could provide support especially to beginner youth workers. The components of the youth-centred approach are familiar in youth work, but the model allows to analyse their application in a new way. The application of the model requires time and training.

Conclusions

The simulation which was conducted as the applicability analysis of the developed model confirmed that the model is relevant for analysing youth-oriented activities/services and is usable in practice because it is

- practical: the model is usable in everyday work on the practical level, and it provides a possibility to analyse processes of everyday work;
- logical: the stages of the model are comprehensible and interconnected, but the stages related to the decisions analysis could be implemented in a row, and the menu of choice cannot be universal;
- useful: the use of model allows to conduct analysis in a new way, to find yet unrevealed faults and to establish innovative partnerships with whom to conduct the analysis. The implementation of the model for the youth-centred approach needs time and concentration. The use of the model would be simplified with a preceding training.

The following two changes were made to the initially developed model based on the conclusions of the applicability analysis of the model:

- 1) the order of the use of the instruments was changed
In the initial model the analysis of the decision-making noise was the third stage; after the applicability analysis, it was decided to move it forward in the model and make it

the second stage to increase the common part with the instrument of the decisions audit

- 2) it was decided to withdraw from using universal menus of choice in the model

In the initial model there were composed sample menus of choice, i.e., lists of possible solutions based on the components of the youth-centred approach. During the simulation it became apparent that a universal menu of choice causes confusion and is not adaptable to specific weighted solutions. These are the reasons why a universal menu of choice does not help, and a menu of choice needs to be composed based on a specific activity/service. In this case its availability enables to support making changes to increase the youth-centred approach and to nudge specialists to make changes in their activity.

N-TELG model

The model consists of measures and activities that form a process. It is the basis for developing the practice that relies on the youth-centred approach on the specialist level and for creating the supporting and developing space of possibilities for it at the level of an organization and/or service organizer.

Figure 5 depicts the N-TELG process which consists of the five consecutive sets of actions or measures:

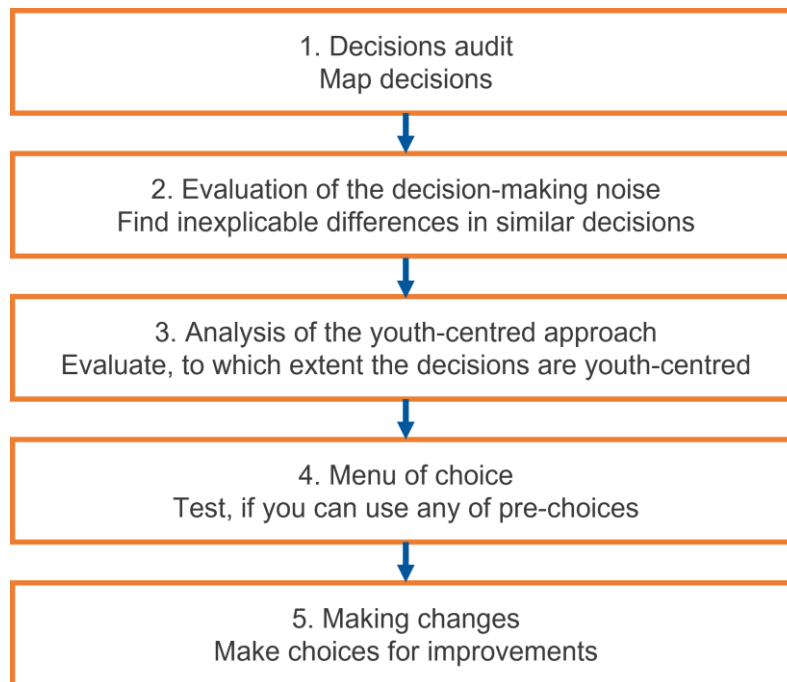


Figure 5. N-TELG process

1. Decisions audit

The decisions audit is mapping of weighted decisions which needs to be done in service provision/realization of activity and in their planning. In general, numerous informed decisions should be made when planning and conducting a working process. It means that a person must think about different possibilities and make a choice among them, which means making a weighted decision. There are often a lot of weighted decisions, and their significance and influence are different. However, to analyse faults and find possibilities for better implementation of the youth-centred approach in everyday work, it is essential to know which weighted decisions activities/services consist of.

Mapping allows to analyse and evaluate the extent to which making of these decisions is youth-centred, i.e., to evaluate the decision based on different component of the youth-centred approach. Mapping also provides a possibility to analyse what influences making of these decisions and how much decision-making noise is involved. Mapping of weighted decisions also creates a clearer picture of the knowledge which is used in decision-making; it also indicates whether there are additional possibilities to find sources and data which would

increase and improve the above-mentioned knowledge. Thus, mapping of weighted decisions allows to approach data use in service organizing in a systematic way.

All relevant weighted decisions need to be mapped, taking into consideration the fact that they need to be distinguishable, i.e., decisions cannot coincide. For instance, a weighted decision can be the one which ways of communication are chosen for communication with a young person participating in an activity, but when viewed closely, it, in fact, consists of different decisions (for instance, the choice of information exchange channel and the style of communication). In the audit it is necessary to write down those weighted decisions which do not coincide. The aim is to get the possibly clear picture of when and which decisions must be made by a specialist. Also, in the case when some choices are made together with colleagues or they are based on regulations, these aspects could be revealed in mapping of choices.

As the aim of the audit is to find more important aspects in work where the approaches could be developed into more youth-centred, it is a good solution to conduct mapping of decisions regarding all essential directions of work/projects/services. In turn, weighted decisions need to be grouped as stages based on the logics of a service/activity (see Figure 6)

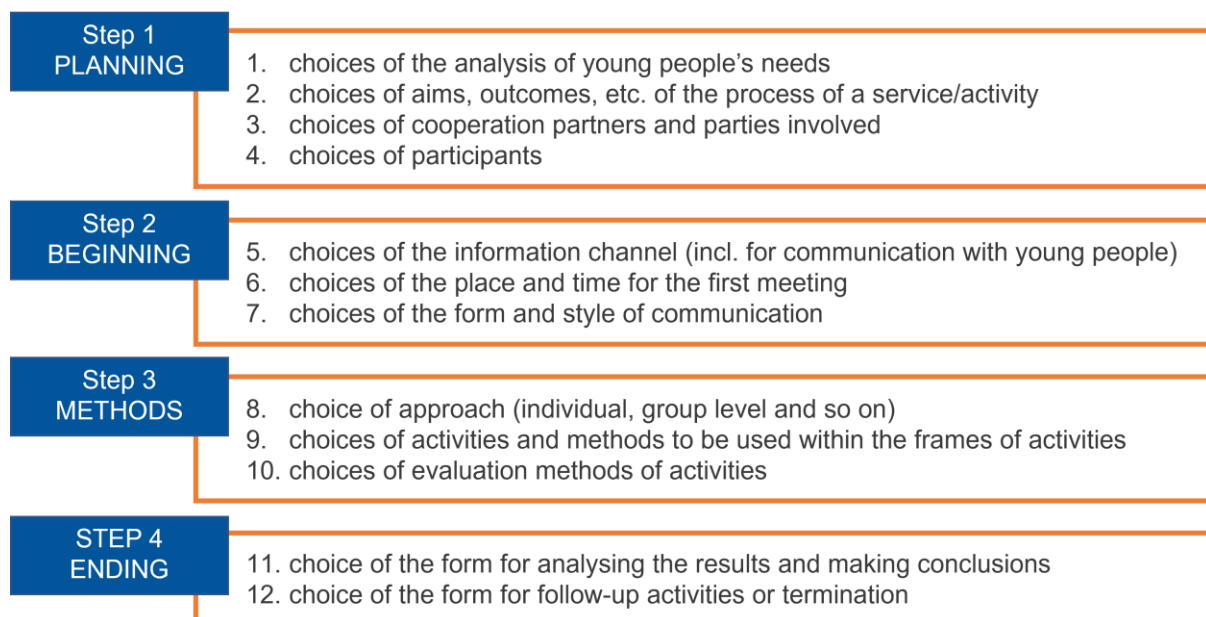


Figure 6 Sample of mapping and grouping of weighted decisions

2. Evaluation of decision-making noise

The decision-making noise is the notion which is used in the N-TELG model based on the approach by Kahnemani, Sibony, and Sunstein, who defined the noise as “undesired dissimilarities in giving evaluation of the same problem” (Kahneman et al. 2021: 36). Researchers have found that almost each decision is accompanied by the so-called noise which can result in mistakes in choices that are made. Although complete elimination of the decision-making noise is not possible or necessary in case of decisions made by a human, the so-called reduction of the noise is useful for the quality of decisions. The aim of evaluation of the decision-making noise is not mapping or elimination of all differences and their reasons, but becoming more aware of what the basis of decision-making is, and which means can be

used to improve the decision quality and to reduce the decision-making noise in each specific case. The authors have used a comparison to washing hands: we do not know for sure which bacteria we get rid of every time we wash hands, but we do know that washing hands reduces the risk of falling ill. Thus, the analysis of the decision-making noise in the N-TELG model means that making of weighted decisions which is mapped at stage 1 is analysed by viewing the foundations of making these decisions, i.e., the knowledge and processes.

Thus, for instance, a youth workers of an open youth centre often decides which activity to offer to one or another young person who has come to the youth centre. In making these decisions the worker probably relies on their knowledge, experience, professional competences, as well as values and so on. The existence of such diverse background enriches youth work, and it is obvious that possibilities that are offered to young people are very different regarding the time, place, age groups, etc. The question is in the basis for making the weighted decision about offering an activity to certain young people and in the existence of the so-called decision noise: whether different evaluations were made in a similar situation without an obvious reason and whether these evaluations resulted in different choices. The difference in choices is necessary, although the analysis allows to reveal undesired differences in evaluations, i.e., the decision-making noise, and to plan activities to reduce it. On the one hand, the main aim is to support youth workers in making single decisions, and on the other hand, to make possibly efficient choices in organization of services/activities for all young people.

3. Analysis of the youth-centred approach

The decisions audit allows to make an analysis of the extent to which the components of the youth-centred approach are taken into consideration in decision-making. Taking the concept of the youth-centred approach as the basis, the approach has five main components:

- ensuring youth's rights;
- real participation;
- respect;
- acknowledging the values;
- empowering environment.

By making a weighted decision at any stage of an activity, specialists make choices regarding the target group, the time, place, form, method, etc. Youth-centredness of a service/activity and the organization that plans and prepares it is largely determined by the fact if the components of the youth-centred approach are taken into consideration in making of these choices.

The analysis allows to view all mapped weighted decisions arranged by stages based on the components or to analyse the presence of the components in each decision.

As an example, it can be analysed to which extent young people's rights, participation possibilities, and empowering environment are provided as well as respectful attitude and ensuring of youth's rights is ensured through weighted decisions that are made at the preparatory stage of an activity/service or they can be handled separately, per decision. Such flexibility is necessary because the usability of the model depends on its relevance in case of a specific activity/service. Thus, the specialist conducting mapping or analysis must determine

the suitable level themselves. Excessive segmentation may turn out to be unnecessary, but at the same time it is essential to aim for the analysis to cover all the weighted decisions.

In the N-TELG model there are the so-called *sample questions* which are were developed within each component for analysing the youth-centred approach and are meant to guide and direct the analysis. The questions should be treated as the basis for *nudging*, not as an exhaustive list (see Appendix 1). Over time an organization should develop its own specific questions which are updated, and which can be used by specialists for conducting the analysis.

4. Menu of choice

The menu of choice is an instrument which is the central place for all the possible changes that can be made on the specialist level to move towards the youth-centred approach. In putting the model to use it is necessary to create the instrument of the menu of choice and to update it regularly as well as to adjust it according to one's activities/services and related conditions and possibilities. The menu of choice needs to handle the components of the youth-centred approach and to comply with choices made in organizing of a service/activity. It means that the solutions which the menu includes would enable the specialist to turn their decisions and the evaluations which the decisions were based on into more youth-centred.

The idea of the menu of choice lies in the principle of the architecture of choice: it is easier for a specialist to make changes if they have convenient choices, and the organization has created real possibilities for implementation of these choices. The specialist is often alone in making of weighted decisions; the instrument of the menu of choice should help them find possibilities to make decisions more youth-centred, i.e., it should function as a support system. At the same time the availability of prepared relevant and convenient choices also functions as nudging because a specialist thus has a possibility to speed up making of weighted decisions owing to confidence they get from the instrument of the menu of choice. This confidence enables a specialist to comprehend which changes they need to make to increase the implementation of the youth-centred approach in their decision-making.

The menu of choice needs to be composed at the organization level, and in an organization or at the level of service organizing this process should involve specialists who provide this service. It is also essential to involve young people who participate/have participated in services/activities. The menu of choice should be updated regularly for it to offer real support to specialists (Figure 7). At the same time, it is important to realize that the menu of choice is just a support system which does not exclude other choices for making changes.

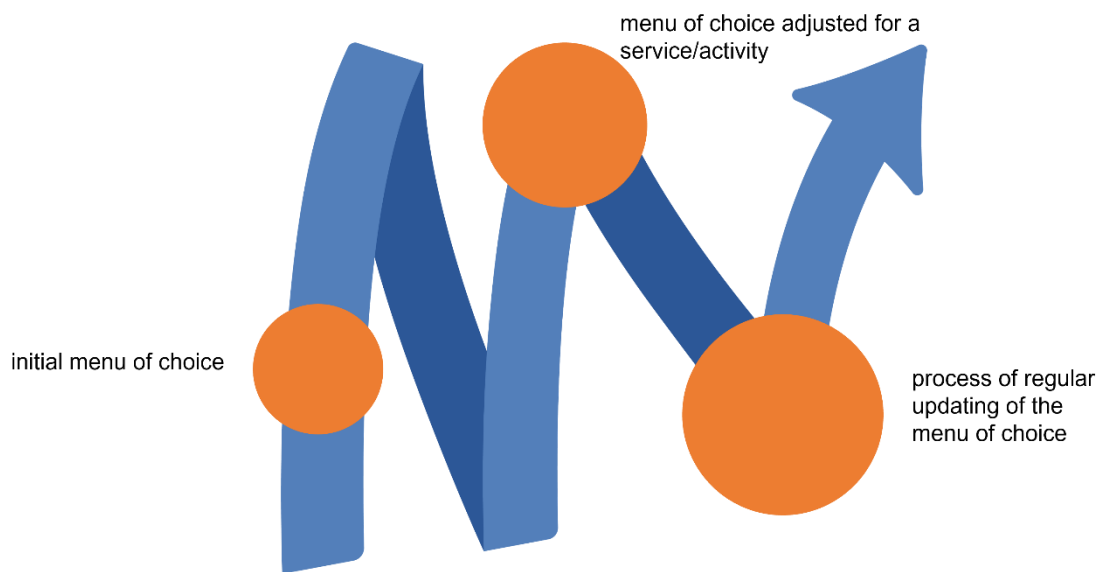


Figure 7. Adjusting the menu of choice for services/activities

5. Making changes

The basis for planning and realization of changes is formed through the analysis of made weighted decisions and consideration of the use of solutions offered in the menu of choice to reveal the decision-making noise and to assess the situation with the consideration of the youth-centred approach.

The theoretical approach the model is based on which is necessary for improving evaluation of weighted decisions emphasizes that is essential to value experiences, knowledge, skills, as well as perceptions of a specialist as an expert. It means that the knowledge that is revealed during the analysis should be completed with specialist's interpretation and intuition which is based on their experience, work, and knowledge of the target group, as well as valuations. In addition to or instead of solutions offered in the menu of choice, other possibilities of changes should be considered, including those that rely on specialists' experiences and perception. This is why it is important for the menu of choice not to turn into a prescriptive "remedy" which must always be used, but it should stay permanently open to changes and updates.

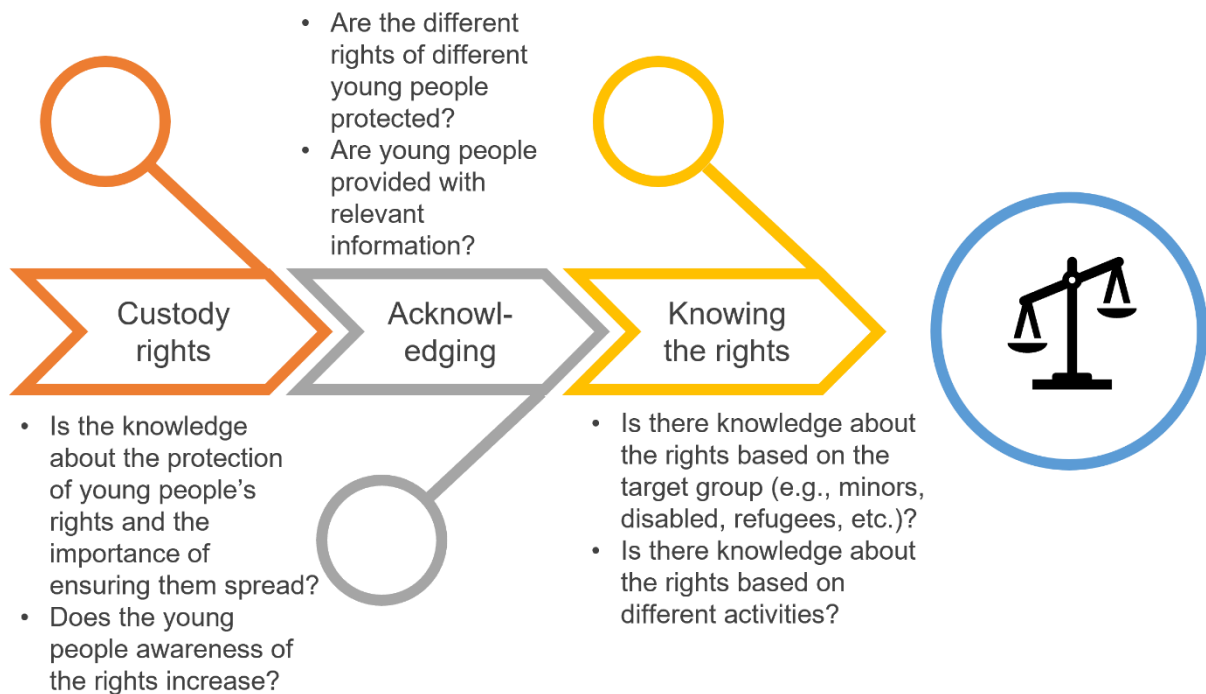
To a large extent, the essence and sustainability of the N-TELG model lie in the approach that unites knowledge with perception based on specialists' expertise. The process helps to increase decision-makers' awareness (primarily specialists who make weighted decisions) of their decisions and faults in decision-making from the standpoint of the youth-centred approach; thus, the aspects that need changing become (more) apparent. This process or the analysis of weighted decisions postpones (previously made almost automatically at the intuition level) making of a decision, and although after the analysis has been conducted, the specialist's perception and intuition continue to be important, their decisions are more sensible and informed. Weighted decisions continue to be based on an evaluation, but the evaluation is much more informed.

The actual realization of numerous changes requires contribution of an organization and/or organizers of a service. This is the reason why putting a more youth-centred approach to use cannot rely only on activity of single good workers. It is essential to both create possibilities to offer new changes (for of each person working with young people and for the work of the organization overall) and to provide resources for realization of these changes (including working time). This is why consistent update of the menu of choice is also important from the standpoint of an organization. Creating possibilities for making changes also means providing support for regular participation in trainings.

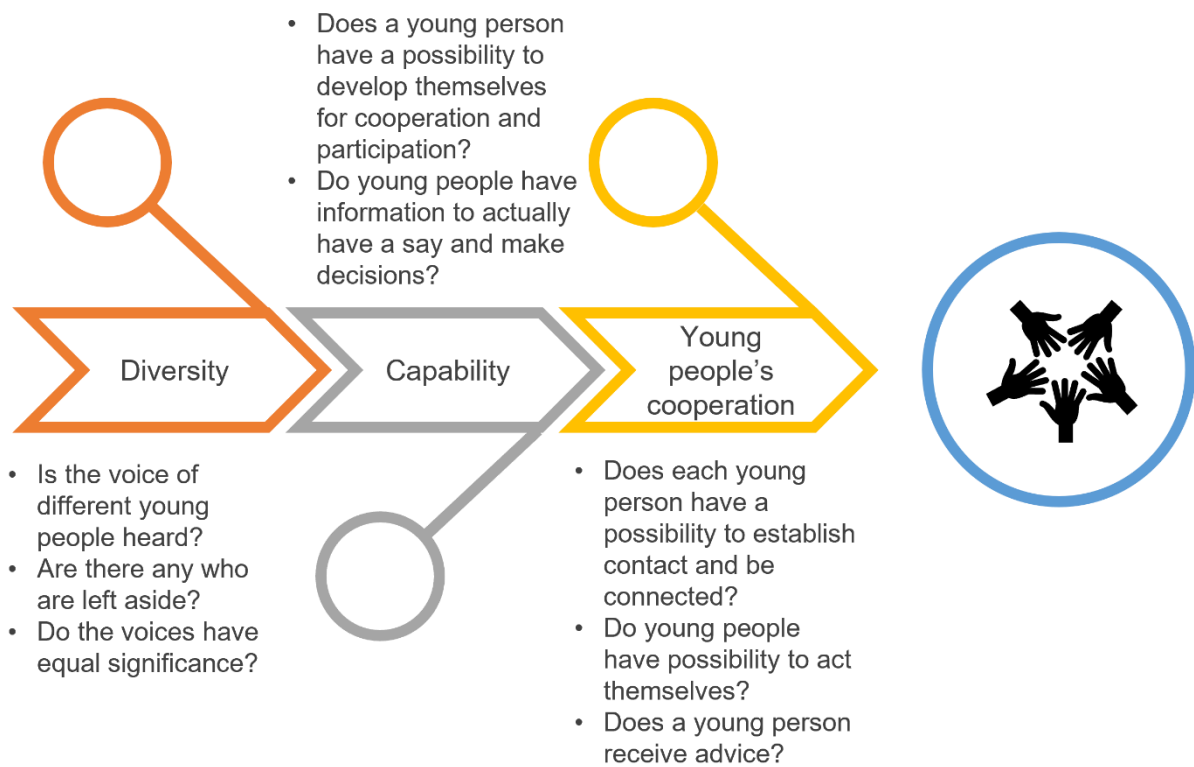
APPENDIX 1. Sample questions for analysis of the youth-centred approach

ANALYSIS OF CONSIDERATION OF THE YOUTH-CENTRED APPROACH

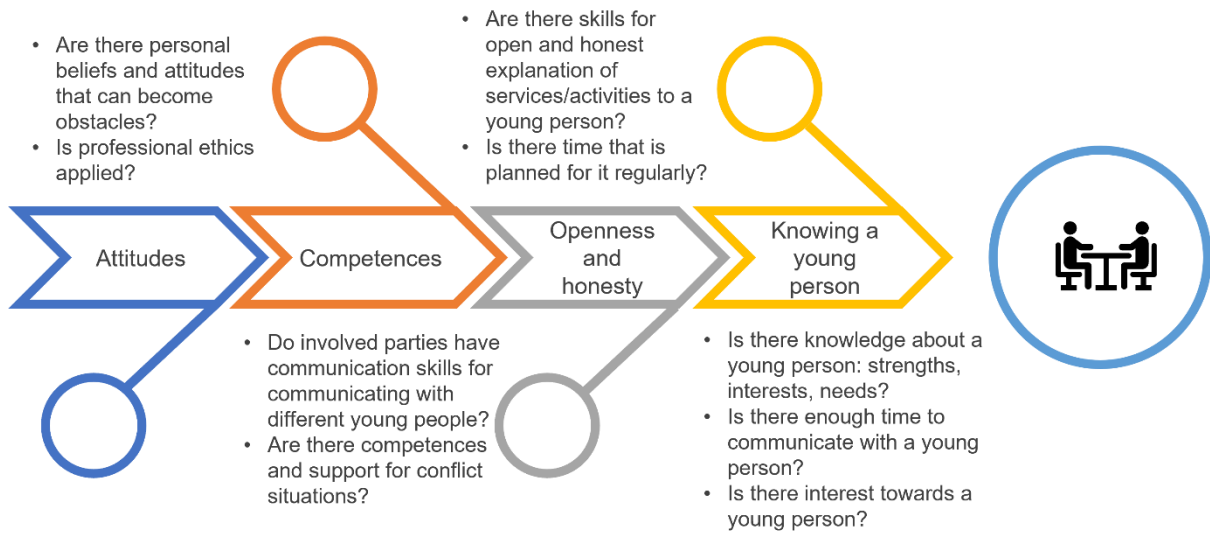
ENSURING THE RIGHTS



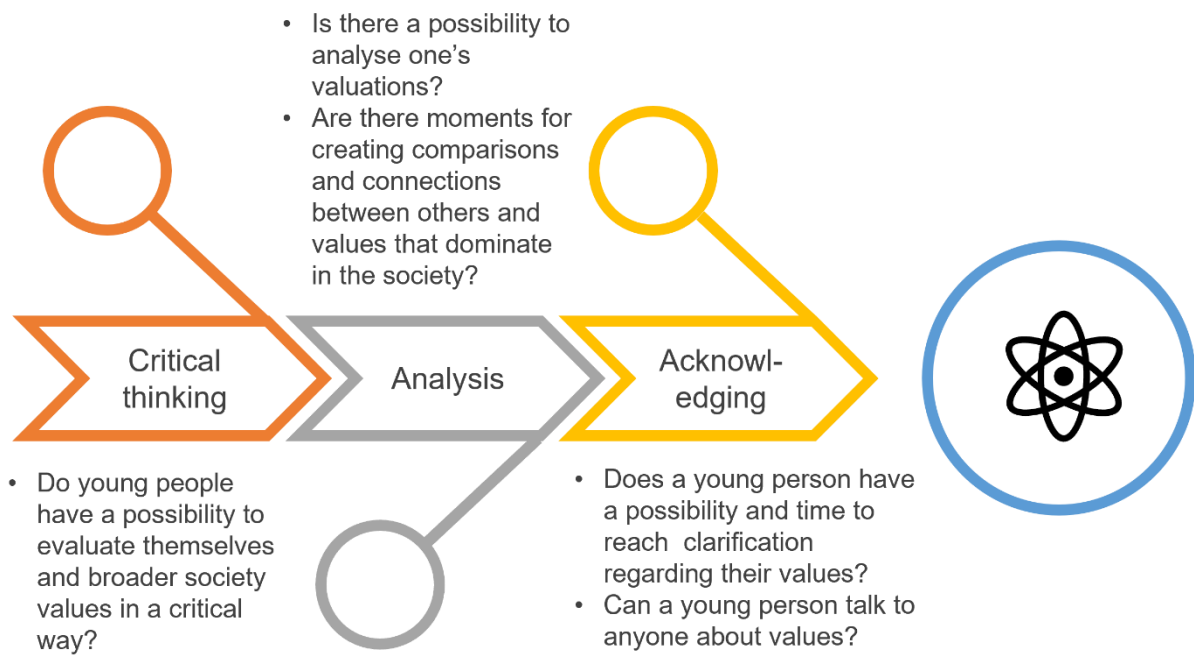
REAL PARTICIPATION



RESPECT



ACKNOWLEDGING THE VALUES



EMPOWERING ENVIRONMENT

