

INSTRUCTIONS FOR DEFINING ASSESSMENT CRITERIA

K1: To be graded 'Excellent', the Meeting Place must have been "recorded" as part of the operations of the Family Centre. Assessors must ask how and what this record is based on and if they can see it. The idea is to verify that the Meeting Place is not just mentioned in passing but to make sure that it is an important part of the Family Centre.

K2: To be graded 'Good', the area's actor "must plan their goals and activities so that they support each other". It is advisable to ask the respondents to clarify what they have done in practice to ensure their activities complement the activities of other parties. Make sure to also check if these have been recorded somewhere.

K3: This assessment criterion is used to evaluate how well the following five management duties have been carried out: ensuring that 1) staff members are aware of the goals; 2) work is done together; 3) there is a clear division of roles and responsibilities; 4) information is exchanged within the actors network; and 5) the management style encourages and inspires employees.

K4: When considering the grade 'Good', it is a good idea to ask respondents to give examples of "how the area's actors coordinate their responsibilities and tasks".

K5: How has information been used to coordinate activities, examples ('Good')? How has the information been analysed? Has the entire staff participated in deliberating the results? Have the deliberation and analysis had an impact on how activities are coordinated? If yes, please list examples.

K6: Request concrete examples of how the assessment has impacted the planning of operations ('Good'). In which ways have visitors participated in the assessment (planning/analysis) ('Excellent')?

K7: Assessment criteria 1–3 can be filled in based on observations, but to assign a grade of 'Excellent', you must have a discussion with the staff and ask if families tell them about their "concerns and good news" and how often these discussions are reacted to or when the last time these discussions were reacted to was.

K10: You can ask, for example: how often have events and themed discussions been held in the past autumn/winter? When was the last time ('Fair')? By examining notice boards and websites you should be able to find out if there are any guided activities and, if yes, who they are for and if they appear to be regular or occasional ('Good')? A grade of 'Excellent' requires active and tailored help and support.

You could ask the visitors if the Meeting Place organises activities that they need. Could there be more of anything?

K11: An assessment of this criterion can only be made based on information collected in interviews. It might be a good idea to discuss with your partner to decide who takes care of this.

K12: Grades 3 and 4 can only be awarded based on information collected in interviews. "Competence" in Grade 4 usually refers to special training, which the respondent must be able to define. Competence in guiding and instructing a diverse group can also be gained through experience, but this too needs to be specified (i.e. where has experience been gained from?).

K13: Do the visitors think that they get the guidance and counselling they need?

K14: In this section we use peer activities to refer to planned and organised help and support provided between peers at the Meeting Place.

K15: Examples of how visitors participate in the activities must be requested. 'Participation in hobby groups and community-related organisations' in Section 4 refers to a process in which a visitor has been inspired to volunteer in projects to support families or to participate in the activities of a local adult, hobby, youth, sports or civic club or association.

K16: To award grade 4 ('Excellent'), you might have to ask how children and adolescents are involved in the planning of activities, preferably with the help of concrete examples. If necessary, you can ask children and adolescents if they have been provided opportunities to participate in the planning and running of activities.

K17: To assess this criterion you must interview members of staff. We recommend you decide with your partner on who will cover this topic. The meaning of the term 'non-discrimination' is described in some detail under grade 2 ('fair'). According to the Finnish Non-discrimination Act (*Yhdenvertaisuuslaki*, 1325/2014), "equality means that all persons are equal regardless of their gender, age, ethnic or national origin, nationality, language, religion or belief, opinions, disability, state of health, sexual orientation or any other personal characteristic".

To award grades 3 ('Good') and 4 ('Excellent'), you need to ask the interviewees to provide examples.

If necessary, you can ask the interviewees if they think that everyone is treated in an equal and fair in the Meeting Place.

K18: To assess this criterion, it is recommended to browse the website of the Meeting Place and examine how much information it offers and whether it is up to date and interactive (i.e. does it provide a channel for asking questions, chatting, giving feedback, etc.?). It is also a good idea to take a good look at the notice boards. If necessary, you can ask further questions. What do the visitors think about communications of the Meeting Place?

K19: In the grade 2 ('Fair'), "occasional" training refers to training provided once a year or less often. What do the volunteers think about the training? Is there enough of it?

K20: If you consider awarding grade 4 ('Excellent'), you must ask if the visitors are involved in purchasing equipment for children and adolescents. If yes, please specify how and when.

K21: To assess this criterion, discuss the Meeting Place's location in relation to different neighbourhoods and traffic links as well as the quality of footpaths and street lighting together with the staff of the Meeting Place. It is also recommended to ask the visitors about these issues to find out how they feel about the accessibility of the Meeting Place.

