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- Youth Mediator -
A non-formal qualification in youth field in line with new European common competence standards

Erasmus+ EU Programme 2014-2020
Key Action 2 Strategic Partnerships for Youth
Project Number 2015-3-HU02-KA205-001223

Intellectual Output 02 - Design of new non-formal qualification "Youth Mediator"

Activity 2 (02/A2) - Creation and signature of a Memorandum of Understanding for new non-formal qualification "Youth Mediator"

June 2016

(drafted by the applicant *LAURUS Fejlesztő Intézet Kft.*)

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Memorandum of Understanding for new non-formal qualification

"Youth Mediator"

Background

The current Memorandum of Understanding (hereinafter MoU) is a formal agreement between project partners and other interested public institutions competent on youth, youth work, mediation and non-formal education. The Memorandum of Understanding had been created by the consortium to be signed by partners and by competent and / or interested organizations in each participating country.

General and specific objectives of the MoU

For the purposes of the Memorandum of Understanding - MoU, the **general objectives** which apply are those described above.

- For the purposes of the Memorandum of Understanding - MoU, the **specific objectives** which apply are those described by the Key Action 2 Strategic Partnerships for Youth project (KA2 SP Youth) "**Youth Mediator** - Development and testing of Youth Mediator - a non-formal qualification in youth field in line with new European common competence standards", underway within the EU Erasmus+ Programme 2014-2020.

As yet, the project implementation process has been centred on the preparation of the useful documentation at the aim of the Memorandum of Understanding – MoU signature, particularly the design of the new European common competence standard for youth mediation.

Form and content of the MoU

Participants

The MoU is an agreement open to all the interested organisations and in particular to mediation, education and training organisations, particularly those offering learning opportunities in youth and mediation field, youth organisations, community and civil society organisations active in youth field, and institutions having competence on youth, at European, national, regional and local level, starting from the partners of the Erasmus+ Key Action 2 Strategic Partnerships for Youth project "*Youth Mediator*", and the stakeholders of them.

Purpose of the MoU

For applying MoU in the participating countries to learning outcomes achieved in non-formal and informal learning context, relating to concerned learning outcomes and qualification, this MoU establishes that each participant:

- accepts each other's status as interested actors and/or competent institutions;

- accepts each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer and/or assessment, validation and recognition of non-formal and informal learning outcomes;
- agrees the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU;
- agrees on the comparability of qualification concerned for the purposes of assessment, validation and recognition of learning outcomes, using EQF to establish the reference levels;
- identifies other actors and competent institutions that may be involved in the process concerned and their functions.

Ratification and effectiveness of the MoU

This MoU has been duly executed and signed by an official representative of each of signatories. MoU shall come into effect for each party from the date of its signature.

This MoU and its Appendixes shall be executed in English.

This MoU includes two Appendixes:

- Appendix 1, describing in terms of activities, learning outcomes /competences units and units parts, the new European common competence standard “Youth Mediator”;
- Appendix 2, meant to outline the mechanisms of the MoU.

Appendix 1

New non-formal qualification "Youth Mediator"

Standard competence elements common to all participating countries: <i>activities, tasks, knowledge, skills, competences, learning outcomes units</i>	7
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Standard competence elements common to all participating countries

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
1. Knowledge and application of ethical principles	<p>Comply with ethical principles during mediation sessions</p> <p>Respect the dignity, values and rights of all participants involved in the mediation process</p> <p>Secrecy – privacy, knowledge of local special situation</p>	<p>Complies with the ethical principles relating to mediation during the mediation process</p> <p>Provides balanced dispute and helps parties to comply with ethical principles</p> <p>Is entitled and obligated to draw the attention of decision-makers, the government and society or of each institution to everything that hinders their professional activity</p> <p>Ignore previous information on young people in a community</p>	<p>Knows the ethical principles of mediation, their meaning and practical manifestations</p> <p>Knows the professional laws and other legislations relating to mediation and youth work</p> <p>Carries out his/her work based on general human and personal rights</p>	<p>Is able to carry out work without regard to gender, age, social, racial and ethnic origin, religious or philosophical beliefs, sexual orientation, disability and health status, as well as with non-discrimination</p> <p>The relations with participants involved in the mediation process are characterized by mutual professional and human respect, good faith, appreciation, cooperation and fairness</p> <p>Able to avoid stereotypes and to ignore pigeonholing</p>	<p>Is able to comply with the ethical principles and legislations of mediation and respect human dignity, values and rights</p> <p>Provides balance during disputes, the equal relation of parties to the dispute, and is obligated to help all parties equally in respect of the mediation process</p> <p>The mediator is emotionally stable and able to carry out balanced work</p> <p>Able to debate, to keep different views separately, not to draw into a different subject with the background knowledge</p>	<p>Knowledge of ethical principles and legislations of mediation</p> <p>Comply with ethical principles during the mediation process</p> <p>Provide balance and equal treatment of parties during mediation</p> <p>Non-discrimination during mediation</p> <p>The role of self-knowledge and self-reflection in the mediation process</p>

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
2. Knowledge of the mediation process and its professional prerequisites		Create a location appropriate for mediation session	Knowledge of conditions, which enable or exclude mediation or the mediator's work	Is able to provide and create a location and prerequisites suitable for mediation	Is able to keep the mediation process under control	EU directives and domestic legislations relating to mediation
	Prepare the location of mediation	Inform the parties of the legislations relating to mediation, the participants' rights and obligations, as well as the mediation process	Knowledge of EU directives and domestic legislations relating to mediation	Is able to comply with the legal obligations relating to mediation and informs parties about these	Shows a cooperative stance toward parties, complies with the obligation to provide information and process data	The mediation process
	Obligation to provide information and process data	Appropriate data management during the mediation process	Knowledge of rights and obligations relating to mediators and parties involved in the mediation process	Is able to comply with rules and keep the mediation process under proper control	Has professional knowledge relating to mediation	Knowledge relating to the location of mediation
	Cooperation with parties and other experts	Cooperation with other mediators and representatives of related disciplines	Knowledge of the mediation process and its professional requirements	Has a cooperative stance toward parties and other experts	Is able to identify potential local partners and build relationship with them	Rights and obligations of parties involved in the mediation
	Cooperation with the local colleague(s)	Clarifying workflow, creation of the right atmosphere.			Has reading and writing comprehension skills both in colloquial and professional language	The mediator's obligation to provide information and process data
		Clarification of disagreements, in the interest to move towards the current target.		Has knowledge and skills needed to youth mediation	Has basic facilitation skills	Cooperation in mediation

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
3. Establish professional relationships in mediation	<p>The mediator understands and discusses the principles related to mediation with clients effectively</p> <p>The mediator shall exercise the greatest discretion with regard to all facts and information coming to his/her knowledge in connection with his/her mediation activity</p> <p>Draw up the local needs, develop common goals</p>	<p>Reaches an agreement on what is right and what is wrong in the given relationship, what can be or cannot be achieved, as well as what are the clients' and mediator's responsibilities</p> <p>The mediator informs the clients about the financial conditions of the service obtained by them or, if provided for by the law, about the benefits and free nature of the service</p> <p>Before starting the mediation process the mediator informs the clients about his/her own confidentiality obligation and impartiality</p> <p>The mediator thoroughly considers the involvement of local decision-makers to help him/her to find solution</p>	<p>Knowledge of responsibilities in the mediation process</p> <p>Knowledge of confidentiality obligation relating to mediation</p> <p>Know how to build the atmosphere of trust, as well as preserve neutrality</p>	<p>The mediator preserves his/her neutrality throughout his/her work</p> <p>Is able to establish a safe and supportive atmosphere, which results in continuous mutual respect and trust</p> <p>Is genuinely interested in the clients' issue</p> <p>Constantly maintains personal integrity, honesty and honour</p> <p>Treats the clients' views and personality with respect</p> <p>Seeks to understand the background of the clients</p> <p>Treats the</p>	<p>Has a strong intercultural competency (empathy, identity awareness, self-confidence, cross-cultural competence, etc.)</p> <p>The mediator is able to build the atmosphere of trust and preserve his/her neutrality, as well as apply differentiated treatment</p> <p>Is present and flexible during the mediation process and follows the pace of the moment</p> <p>Relates to his/her insights and trusts the inner knowledge of people – „follows his/her instincts”</p> <p>Faces strong emotional</p>	<p>Confidentiality obligation in mediation</p> <p>Responsibility in mediation</p> <p>Build the atmosphere of trust and neutrality in mediation</p> <p>Honesty and personal integrity during mediation</p> <p>Handling emotions during mediation</p>

		<p>The mediator also considers the involvement of local professionals and of local actors as a solving tool.</p>		<p>information given by the clients confidentially.</p> <p>Ensures the motivation of the parties concerned</p> <p>Ignore previous bad experience</p>	<p>situations with confidence, handles his/her own feelings properly and does not let the customers' feelings to overcome</p> <p>Has a systematic mindset and is able to apply pragmatic task interpretation</p> <p>Clear communication, Clearly formulated objectives, easy to understand for everyone</p>	
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<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
4. Effective communication in mediation	<p>Asks open-ended questions, which help in clarifying and revealing opportunities or new lessons</p> <p>Helps the client to recognize and analyze his/her relevant social problems</p> <p>Helps revealing the parties' underlying interests and needs that support the reach of the agreement</p> <p>Shares his/her thoughts in a clear, understandable and direct way, and gives feedback in the same way</p> <p>Actively listens to parties, make them feel that their opinion do matters</p> <p>Nonverbal communication is consistent with verbal communication</p>	<p>For the sake of clarity and understanding he/she summarizes, tells in other words, repeats and reflects what clients have said</p> <p>Encourages, accepts, explores and reinforces the expression of clients' feelings, perceptions, concerns, beliefs, assumptions, etc.</p> <p>Rephrases what clients have said in order to help them to approach to their desire or uncertainty from another point of view</p> <p>Asks for clarifications to avoid misunderstandings,</p> <p>Respects the feelings of others.</p>	<p>Knowledge of effective communication forms</p> <p>Application of a compassionate and assertive communication style</p> <p>Knowledge of question types and questioning techniques</p> <p>Knowledge of understanding and implementing active listening</p> <p>Knowledge of the role and creation of balance</p> <p>Knowledge of summary and reflection</p>	<p>Is able to actively listen to the clients' message, understand the meaning of what has been said and support the client's self-expression</p> <p>Focuses on things that really matter to the client</p> <p>Understands the clients' concerns, goals, values and beliefs about what is possible and what is not</p> <p>Can make a difference between words, tone and body language</p> <p>Has the ability to ask questions that reveal the most useful information for clients</p> <p>Processing information</p>	<p>The mediator is able to ask questions that do not imply and do not include value judgement</p> <p>Is able to recognize, reveal and analyze social problems</p> <p>Is able to communicate in an effective and adequate way during mediation, and use a kind of language, which has the most positive impact on clients</p> <p>The mediator is able to build a nondirective, supporting conversation</p> <p>The mediator is able to create a working environment in which the parties</p>	<p>Acquire the ability of active listening and understanding</p> <p>Effective questioning techniques in mediation, question types</p> <p>Forms of direct contact during mediation</p> <p>The way of creating balance in mediation</p>

	<p>Honesty, openness</p> <p>Helps the clients say honestly their fears, their problems and requests</p>				<p>are equal, listen to each other, talk to each other and the mediator with respect</p> <p>The mediator is able to express well understandable phrases in written context</p> <p>• Mediator is able to communicate with various communication situations</p>	
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<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
5. Effectiveness, facilitate agreement	Helps clients to perceive the different but inter-related factors (e.g. thoughts, feelings, needs, circumstances) which have an effect on them and their behaviour. Also helps them to take responsibility for their actions and for their reaction to what happened/happens to them	Encourages parties to understand, reassure each other and communicate positively	Knowledge of questioning techniques which help to improve the development of consciousness	Is able to integrate, exactly perceive and construe information from different sources in order to help clients to raise their awareness of them	Is able to focus on common interests and internal resources	The role of awareness in mediation
	With his/her questions helps revealing the opportunities and the parties joint decision about these	Helps clients to explore new thoughts, beliefs, perceptions, feelings, moods, etc., which strengthen their ability to take actions and achieve things that are important to them	Knowledge of positive communication and asking questions which help to change perspective	With his/her questions achieves greater understanding, awareness and a clearer picture	Is able to help clarity and positive communication	Positive communication in mediation
	Helps clients to reach such an agreement, that serves the interests of both parties	Reveals new views to clients and encourages them to undertake the change of their approach and seek new options for action	Knowledge of content and formal requirements of mediation agreement	Is able to help achieving an agreement which covers every important issue, and which is detailed and can be observed in the long term by the parties	Is able to support the effectiveness of the mediation process	Support for the achievement of agreement, knowledge of its content and formal elements
	Helps planning the problem solving process	Maximum discretion of the parties' results	Knows how to help clients to pursue in the absence of any mediation agreement	Is able to help achieving an agreement which covers every important issue, and which is detailed and can be observed in the long term by the parties	Is able to plan the problem solving process	Knowledge of closing the mediation process
	Helps the clients find the most appropriate solution for their targeted goal	The adoption of decision made can be verified		Empathy with participants and with colleagues	Is able to draft and write the final agreement	Facilitation of an effective, max. 3 hours long session
		Accepts fears crosstalk			Cooperation, creativity, problem solving	Ways to offer follow up possibilities if necessary

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
6. Knowledge of specifics related to youth field	<p>During mediation takes into account the specifics of the youth field and pursues mediation accordingly</p> <p>Applies situation exercises and creative tasks in order to find the common tone with youngsters</p> <p>Helps solving the problem with full knowledge of the social institution systems and initiates contact with them if necessary</p> <p>Knowledge of special factors affecting local youth (problems on site affecting their lives :work-life-studies-possibilities)</p>	<p>Builds the atmosphere of trust with youngsters</p> <p>Identifies situations, issues and conflicts that are of concern to them</p> <p>Helps youngsters to raise awareness of their needs, feelings and thoughts and express these</p> <p>Helps young people to communicate assertively</p> <p>Helps parties involved in youth mediation to achieve a common agreement</p>	<p>The mediator is aware of situations and issues that are of concern to youngsters as well as their role, rights and obligations in society.</p> <p>Is aware of youngsters' social and emotional problems</p> <p>Is aware of communication methods and language related to youngsters</p> <p>Is aware of specifics related to youth mediation</p> <p>Is aware of methods and toolbox of creative tasks, role plays and situation exercises (non-</p>	<p>Is able to use young people's language and communicate in a way that is the most effective for them</p> <p>Is able to build the atmosphere of trust with youngsters</p> <p>Is able to support youngsters to find a common solution to their conflict</p> <p>Is able to recognize the social and emotional problems and solve them together with people responsible for youth protection, with whom he/she cooperates, if necessary</p> <p>Is aware of social institution systems and in case of further problems</p>	<p>Is able to communicate effectively and assertively with youngsters</p> <p>Is able to understand situations and issues that are of concern to youngsters</p> <p>Is able to remain neutral toward young parties in the mediation process and help them to achieve an agreement</p> <p>Is able to use tools of situation practices and creative tasks</p> <p>Tolerance, peculiarities concerning youth view</p>	<p>Communication in the youth field</p> <p>Field competence in the youth field</p> <p>Specifics of youth mediation</p>

			formal educational toolbox)	knows which institution is responsible for solution		
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Subsidiary elements specific for each country

Hungarian Addendum:

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
Communication in Hungarian/English	Communication in Hungarian/English	Communication in Hungarian/English within professional activities in youth mediation	Knowledge of Hungarian/English corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Hungarian/English corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	To communicate in Hungarian/English (min. level B2 CEFR -Common European Framework of Reference for Languages)	Communication in Hungarian/English

Italian Addendum:

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
Definition of objectives and resources	Definition and management of a work activity in compliance with Italian labour law	Definition of the contractual aspects of a work activity Management of compulsory procedures and	To define the contractual aspects of a work activity: to verify the pertinence and the accuracy of the employment	Labour law, namely for the characteristics of most frequently used employment contracts for employed and self-	To practise a profession as employed or self-employed worker in Italy	Practising a profession as employed or self-employed worker in Italy

		<p>fulfilments for the start-up and practice of a work activity</p>	<p>contract compared to the required work activity</p> <p>To understand the fulfilments required for the proper enforcement of an employment contract for self-employed workers: to manage the compulsory procedures for the start-up of a work activity as self-employed worker; to manage the compulsory fiscal and social security fulfilment according to the type of work activity</p>	<p>employed work activities.</p> <p>Principles on civil and criminal liability of the workers.</p> <p>Elements of tax regulations, namely for the self-employed workers</p> <p>Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice.</p>		
<p>Definition of objectives and resources</p>	<p>Definition and management of the professional activities in youth mediation in the Italian context</p>	<p>Analysis of the different characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with specific focus on</p>	<p>To know and understand the characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular</p>	<p>Characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the youth field</p> <p>Laws and standards</p>	<p>To manage the professional activity in youth mediation in Italy</p>	<p>Management of the professional activity in youth mediation in Italy</p>

		<p>youth field</p> <p>Management of legal and organisational procedures and fulfilments for the start-up and practice of the specific professional activities in youth mediation</p>	<p>reference to the youth field</p> <p>To know and understand the specifications for professional practice in youth mediation.</p> <p>To fulfil the regulatory obligations and operate in full compliance with the deontological codes of reference:</p> <ul style="list-style-type: none"> - to know and manage the obligations of the professional activities in youth mediation; to negotiate the conditions of the professional activity, beginning with the applicable contractual system and economic incentives available to the customer; 	<p>for professional qualifications and activities, such as in youth mediation, and their long-lasting retention, with reference to regional and national regulations and to the overall panorama in Italy and European countries.</p> <p>Reference National Labour Agreements.</p> <p>EU principle and tools for recognition of competences and qualifications.</p> <p>Civil and criminal liability related to the professional activities in youth mediation.</p> <p>Ethical and deontological aspects related to the professional activities in youth mediation.</p>		
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			<ul style="list-style-type: none"> - to know and apply the deontological codes – including those identified by common practice – during professional activity. <p>To know and understand the specifications of the various professional roles operating within youth work sector (reference activities, levels of responsibility, etc.), paying special attention to his own.</p> <p>To identify his own strategy of sustainable professional activity.</p>			
Services provision	Promotion of health and safety in youth work field according to Italian law	Application of national Italian rules, and regional regulations in matter of health and safety in the	To apply effectively the risk prevention within the youth work, in compliance with Italian national and	Italian national and regional rules and regulations in health and safety applicable in youth work field	To promote health and safety in youth work field according to Italian law	Promotion of health and safety in youth work field according to Italian law

		youth work field	regional rules and regulations in health and safety applicable in youth work field			
Services provision	Communication in Italian	Communication in Italian within professional activities in youth mediation	Knowledge of Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	To communicate in Italian (min. level B2 CEFR -Common European Framework of Reference for Languages)	Communication in Italian

Spanish Addendum:

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
Communication in Spanish	Communication in Spanish	Communication in Spanish within professional activities in youth mediation	Knowledge of Spanish corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Spanish corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	To communicate in Spanish (min. level B2 CEFR -Common European Framework of Reference for Languages)	Communication in Spanish

Appendix 2

Mechanisms of the MoU

Funding

The current MOU is not a commitment of funds. By signing the MoU, partners express their interest and commitment by the results of “Youth Mediator” project. Signing this document will not have any financial commitment from the partner side.

Duration

The current MoU relates to the ERASMUS+ Strategic Partnership for Youth project “**Youth Mediator - Development and testing of Youth Mediator - a non-formal qualification in youth field in line with new European common competence standards**”, which started on 1st January 2016 and will be ended on 30th June 2017.

This MOU may be modified by mutual consent of authorized officials from project consortium (legal representatives of participating countries). This MOU shall become effective upon signature by the authorized officials of interested partner and will remain in effect until modified or terminated by any one of the partners by mutual consent.

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Key Action 2 Strategic Partnerships for Youth
Project Number 2015-3-HU02-KA205-001223

Memorandum of Understanding for new non-formal qualification
"Youth Mediator"

MoU Adhesion Signature

Place:

Date:

Name of the organisation:

Address of the organisation:

Country:

Telephone number:

Fax number:

E-mail:

Legal representative:

Stamp (if applicable):

Signature:
