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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 O3** – European common curriculum for new non-formal  
qualification "Youth Mediator" - beta version

**Activity 1 (O3/A1)** - Creation of the beta version of European common  
curriculum for new non-formal qualification "Youth Mediator"

*September 2016*  
(drafted by the applicant *LAURUS Fejlesztő Intézet Kft.*)

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Erasmus+ Strategic Partnerships for Youth

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

**Project number:** 2015-3-HU02-KA205-001223

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## **Project Partners**

### **Hungary (Coordinator)**

LAURUS Fejlesztő Intézet Kft.

### **Hungary (Partner Organisation)**

AFS Magyarország Nemzetközi Csereprogram Alapítvány

### **Hungary (Partner Organisation)**

Beled Ifjúságáért Egyesület

### **Italy (Partner Organisation)**

Aris Formazione e Ricerca

### **Spain (Partner Organisation)**

European Consulting Education, s.l.

## Preface

Mediation is one of a variety to solve conflict in peaceful way based on voluntary participation of the parties. It's a procedure in which an intermediary without adjudicatory powers (mediator) systematically facilitates communication between parties with the aim of enabling the parties themselves to take responsibility for resolving their dispute.

Derived from the Anglo-Saxon system mediation takes more and more places among peaceful conflict resolution in Hungary and the surrounding countries thanks to the success of its usage in last 15 years.

The state legislation and the EU directives go the direction to relieve the courts and call the parties who are in conflict to solve their dispute in peaceful way using alternative dispute resolution, mainly mediation.

In EU "Directive 2008/52/EC of the EU Parliament and of the Council on Certain Aspects of Mediation in Civil and Commercial Matters" (Mediation Directive) provides a framework for cross-border mediation and its aim is to motivate member states to use mediation for solving conflicts. Mediation Directive obliges member states to train mediators and to ensure high quality of mediation.

Despite its proven and multiple benefits, mediation in civil and commercial matters is still used in less than 1% of cases in EU based on a study, which solicited the views of up to 816 experts from all over. However there were bad results, statistics states that the number of mediation per year in Italy and Spain (among, Germany, Netherlands, UK) is above 10.000, in Hungary it's between 5.000, and there are 13 more EU countries where there's less than 500 mediations per year.

There are more and more researches about the positive impact of introduction of youth mediation and need for these programs, however, is still in its infancy period and has not been introduced commonly and there's no specialized mediator trainings yet in youth field. The current strategic partnership program for youth has the purpose to develop and test Youth Mediator - a non-formal qualification in youth field in line with new European common competence standards.

We created our own research to measure how well-known mediation is among youth and their needs for solving conflicts through mediation. Our questionnaire was filled out by 374 persons and 100% of them thought that it would be necessary to solve problems, conflicts among young people with the help of a young, independent person (more results of the

research and the questionnaires are attached to the eform). A research like the Hungarian one was carried out also in the partners' countries with similar conclusions.

During the program the involved partners will set up a training program for "Youth Mediator" that allows professionals, youth workers and youth to learn necessary skills in order to mediate in youth conflicts. Best practices are to be transferred from each member countries considering different cultural environment and legislation on mediation and training programs. This is essential in order to execute an effective and successful program that can be implemented in long term and could reach positive effect on youth.

Overall, development of youth mediation program and youth mediators, and participation of youth workers and youth coordinated internationally would happen to reduce the tension in youth and youth workers, to have less conflict and develop the existing disputes resolution using peaceful mediation and constructive problem solving. The program thereby affects the lives of all youth and youth workers' emotional and mental well-being who are involved in the project and who will be trained as "Youth Mediator" and people who will work with in future.

### **Purpose of the training curriculum**

The common curriculum will be the learning programme, based on learning outcomes already defined and formalized by the partners of the project, establishing what the participants (youth and also youth workers) participating to the courses for the non-formal qualification of "Youth Mediator" will have to know, understand and be able to do on completion of the learning process, in principle irrespective of how, when and where this learning will take place in each involved EU country.

The commonly developed curriculum will be a so called Beta version as after the active common pilot testing through joint training events it will be developed, formalized and improved in compliance with the results and feedbacks (in case of errors or mismatches ) of direct and practice oriented training courses. After the pilot testing the curriculum will be improved and finalized commonly by all the partners.

### **Description of the training curriculum's overall didactic-methodological approach**

This training curriculum is the foundational document of the envisaged Youth Mediator training programme.

## **Didactical approach - What we want?**

The Youth Mediator training programme is a brand new one where young people and youth workers can acquire and experience the requirements of acting as youth mediator and can develop social, communication and other mediation related specific skills which help them in finding the assertive way of conflict-resolution and of reaching smooth balance in their life, and also for helping others to reach it.

In this sense the Youth Mediator training programme addresses the following main objectives:

1. Acquiring knowledge and application of ethical principles in mediation field
2. Acquiring knowledge of the mediation process and its professional prerequisites
3. Being able to establish professional relationships in mediation
4. Reaching effective communication in mediation
5. Reaching effectiveness, facilitating agreement
6. Acquiring knowledge of specifics related to youth field

## **Methodological approach - How we want it?**

The very first and most important characteristic of the Youth Mediator training curriculum is that it follows a face-to-face (classroom) learning methodology, meaning the harmonized combination of action and group practice oriented training and self-reflection oriented learning.

## **Organisational structure - How to do it?**

The Youth Mediator curriculum is designed to allow an easy implementation into training institutions in each participating country. In order to deliver on this promise, the curriculum uses the following design rules:

- The total duration of the course is designed to be 80 learning hours (45 min/hour).
- The inputs shall be delivered in a variety of ways including, group work, individual work (self-reflection), role plays, situation exercises, open discussions etc.
- The hours are designed to include both face-to-face classroom training and self-reflection oriented learning.

- The learning aims (activity areas) of the Youth Mediator curriculum are divided into 6 sections, standard competence elements common to all participating countries and 1 individual section, focused on subsidiary elements specific for each country.
- Throughout the Youth Mediator courses the participants will be trained to the following:
  - creating open and confidential atmosphere
  - composing common group aims
  - making game related, interactive exercises
  - helping to learn from one another
  - developing and acquiring peaceful dispute arranging techniques
  - deepening self-reflection and self-knowledge
  - performing situation exercises
  - measuring, testing and evaluating progression of group flow
  - acquiring questioning techniques
  - being able to think and act as a mediator
  - experiencing and observing as a youth mediator and as one being and a conflict

**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>
<b>1. Knowledge and application of ethical principles</b>	<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>
<b>2. Knowledge of the mediation process and its professional prerequisites</b>	Prepare the location of mediation	<p>Create a location appropriate for mediation session</p> <p>Inform the parties of the legislations relating to mediation, the participants' rights and obligations, as well as the mediation process</p> <p>Appropriate data management during the mediation process</p> <p>Cooperation with other mediators and representatives of related disciplines</p> <p>It aims to clarify workflows, create the right atmosphere.</p> <p>Clarification of disagreements, in the interest to move towards the current target.</p>	<p>Knowledge of conditions, which enable or exclude mediation or the mediator's work</p> <p>Knowledge of EU directives and domestic legislations relating to mediation</p> <p>Knowledge of rights and obligations relating to mediators and parties involved in the mediation process</p> <p>Knowledge of the mediation process and its professional requirements</p>	<p>Is able to provide and create a location and prerequisites suitable for mediation</p> <p>Is able to comply with the legal obligations relating to mediation and informs parties about these</p> <p>Is able to comply with rules and keep the mediation process under proper control</p> <p>Has a cooperative stance toward parties and other experts</p> <p>Has knowledge and skills needed to youth mediation</p>	<p>Is able to keep the mediation process under control</p> <p>Shows a cooperative stance toward parties, complies with the obligation to provide information and process data</p> <p>Has professional knowledge relating to mediation</p> <p>Is able to identify potential local partners and build relationship with them</p> <p>Has reading and writing comprehension skills both in colloquial and professional language</p> <p>Has basic facilitation skills</p>	<p>EU directives and domestic legislations relating to mediation</p> <p>The mediation process</p> <p>Knowledge relating to the location of mediation</p> <p>Rights and obligations of parties involved in the mediation</p> <p>The mediator's obligation to provide information and process data</p> <p>Cooperation in mediation</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>
<b>3. Establish professional relationships in mediation</b>	<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 information given by the clients</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 situations with</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>confidentially.</p> <p>Ensures the motivation of the parties concerned</p> <p>Ignore previous bad experience</p>	<p>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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<b>4. Effective communication in mediation</b>	<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>Honesty, openness</p> <p>Helps the clients say</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 are equal, listen to each other, talk to</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>

	honestly their fears, their problems and requests				<p>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>
<b>5. Effectiveness, facilitate agreement</b>	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	Empathy with participants and with colleagues	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			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>
<b>6. Knowledge of specifics related to youth field</b>	<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-formal educational toolbox)</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 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 knows which institution is responsible for solution</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>

<u>Activity areas</u>	<u>Activities</u>	<u>Tasks</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Competences</u>	<u>Learning Outcomes units</u>
<b>7. Working as a mediator</b>	<p>Knowledge of practicing a profession as employed or self-employed</p> <p>Manage the professional activity in youth mediation</p>	<p>Creates the working environment of the future work as a mediator</p> <p>Establishes the legal form and the necessary legal documentation of the mediator job</p> <p>Prepares the financial and administrative necessary tasks</p> <p>Keeps connection with national and local Mediation and Youth organizations</p> <p>Creates his or her self-brand as a mediator</p>	<p>The mediator is aware of the necessary tasks and steps of working as a mediator</p> <p>Is aware of the possible legal and financial working frames as a practising mediator</p> <p>Is aware of the legal, financial and administrative regulations needed for the mediator work</p> <p>Is aware of the Mediation and Youth Organizations in the national and local area and knows the necessary regulations</p> <p>Is aware of the self-branding and communication techniques</p>	<p>The mediator is able to create the legal form as employed or self-employed mediator</p> <p>Is able to establish the administrative and financial necessary documentations for the mediator job</p> <p>Is able to establish relationship with Mediation and Youth Organizations</p>	<p>Communication with the Authorities and Relates Organizations</p> <p>Is able the create his or her self-brand as a mediator</p>	<p>Practicing a profession as employed or self-employed</p> <p>Managing the professional activity in youth mediation</p> <p>Self-branding</p>

**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>
<b>Definition of objectives and resources</b>	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 fulfilments for the start-up and practice of a work	To define the contractual aspects of a work activity: to verify the pertinence and the accuracy of the employment contract compared to the required work activity	Labour law, namely for the characteristics of most frequently used employment contracts for employed and self-employed work activities. Principles on civil	To practise a profession as employed or self-employed worker in Italy	Practising a profession as employed or self-employed worker in Italy

		activity	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	and criminal liability of the workers.  Elements of tax regulations, namely for the self-employed workers Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice.		
<b>Definition of objectives and resources</b>	Definition and management of the professional activities in youth mediation in the Italian context	Analysis of the different characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with specific focus on youth field  Management of legal and organisational	To know and understand the characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the youth field  To know and understand the	Characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the youth field  Laws and standards for professional qualifications and activities, such as in youth mediation, and their long-lasting	To manage the professional activity in youth mediation in Italy	Management of the professional activity in youth mediation in Italy

		<p>procedures and fulfilments for the start-up and practice of the specific professional activities in youth mediation</p>	<p>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"> <li>• 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;</li> <li>• to know and apply the deontological codes – including those identified by</li> </ul>	<p>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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			<p>common practice – during professional activity.</p> <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>			
<b>Services provision</b>	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 youth work field	To apply effectively the risk prevention within the youth work, in compliance with Italian national and regional rules and regulations in health and safety applicable in youth work field	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
<b>Services provision</b>	Communication in Italian	Communication in Italian within	Knowledge of Italian	To use skills in Italian	To communicate in Italian	Communication in Italian

		professional activities in youth mediation	corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	(min. level B2 CEFR -Common European Framework of Reference for Languages)	
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### **Spanish Addendum:**

<b><u>Activity areas</u></b>	<b><u>Activities</u></b>	<b><u>Tasks</u></b>	<b><u>Knowledge</u></b>	<b><u>Skills</u></b>	<b><u>Competences</u></b>	<b><u>Learning Outcomes units</u></b>
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
Development of emotional intelligence	Managing emotions	Determination of threshold of frustration.  Education of emotions.	Emotions and emotional intelligence.	To put oneself in the place of the other participants in mediation	Recognition of emotions.  Expression of emotions.	Control of emotions.
Application of the values of sport in mediation.	Analysis of different individual and team sports.  Analysis of the roles in the team.	Management of success and fail	Team leadership.	Transmission of values.  Develop respect.	Security. Responsibility. Motivation.	Learning to share and / or lease.

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## European common curriculum for new non-formal qualification "Youth Mediator" - beta version

### *Learning hours*

50 hours training day  
15 hours personal studying at home  
3 hours case study exercise  
10 hours writing of the final essay  
2 hours examination  
Altogether: *80 hours*

Theoretical part: 50%

Practical part: 50%

### *Number of the participants in the training group*

5-20 people

### *Training Units*

#### **1. Ethical principles of mediation (4 hours)**

Ethical principles in mediation  
Legislations of mediation  
EU directives and domestic legislations relating to mediation  
Balance, equal treatment and non-discrimination of parties during mediation

#### **2. Mediation process and its professional prerequisites (6 hours)**

The difference between dispute and conflict  
The nature of conflicts  
The mediation process  
Difference between mediation and other problem solving methods  
Rights and obligations of parties involved in the mediation  
The role of self-awareness and self-reflection in the mediation process  
Personality types in mediation

#### **3. Professional relationships in mediation (10 hours)**

Confidentiality obligation and responsibility in mediation  
The atmosphere of trust and neutrality in mediation  
Mediator competencies and skills  
Honesty and personal integrity during mediation  
Handling emotions during mediation  
Cooperation in mediation

#### **4. Effective communication in mediation (10 hours)**

Active listening and understanding  
Communication types (aggressive, passive, assertive and manipulative communication)  
Non-verbal communication  
Non-violent communication technique

Effective questioning in mediation, question types  
Creating balance in mediation  
Special situations during mediation sessions

### **5. Effectiveness and facilitation of an agreement (10 hours)**

Positive communication in mediation  
The role of the mediator at the creation of the final agreement  
Necessary elements of the final agreement  
Creation of final agreement  
Closing the mediation process  
Follow up in mediation

### **6. Specifics related to youth field (8 hours)**

Communication in the youth field  
Field competence in the youth field  
Specifics of youth mediation

### **7. Working as a mediator (2 hours)**

Practicing a profession as employed or self-employed  
Manage the professional activity in youth mediation

### ***Attainable competencies***

#### ***The youth mediator...***

- Is able to comply with the ethical principles and legislations of mediation and respect human dignity, values and rights
- 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
- Emotionally stable and able to carry out balanced work
- Is able to debate, to keep different views separately, not to draw into a different subject with the background knowledge
- Is able to keep the mediation process under control
- Shows a cooperative stance toward parties, complies with the obligation to provide information and process data
- Has professional knowledge relating to mediation
- Is able to identify potential local partners and build relationship with them
- Has a strong intercultural competency (empathy, identity awareness, self-confidence, cross-cultural competence, etc.)
- Is able to build the atmosphere of trust and preserve his/her neutrality, as well as apply differentiated treatment
- Is present and flexible during the mediation process and follows the pace of the moment
- Relates to his/her insights and trusts the inner knowledge of people – „follows his/her instincts”
- Faces strong emotional situations with confidence, handles his/her own feelings properly and does not let the customers' feelings to overcome
- Has a systematic mindset and is able to apply pragmatic

- Is able to ask questions that do not imply and do not include value judgement
- Is able to recognize, reveal and analyze social problems
- 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
- Is able to build a non-directive, supporting conversation
- Is able to create a working environment in which the parties are equal, listen to each other, talk to each other and the mediator with respect
- Is able to express well understandable phrases in written context
- Is able to communicate with various communication situations
- Is able to focus on common interests and internal resources
- Is able to help clarity and positive communication
- Is able to support the effectiveness of the mediation process
- Is able to plan the problem solving process
- Is able to draft and write the final agreement
- Is able to communicate effectively and assertively with youngsters
- Is able to understand situations and issues that are of concern to youngsters
- Is able to remain neutral toward young parties in the mediation process and help them to achieve an agreement
- Is able to use tools of situation practices and creative tasks
- Understands the specialities of the youth field
- Is able to communicate with youth

Specifics for Italian students:

- Is able to promote health and safety in youth work field according to Italian law

### ***Requirements and necessary pre-studies, skills for the participation***

- Above 18 years
- Has high-school graduation
- Is able communicate in Hungarian/English/Italian/Spanish (min. level B2 CEFR - Common European Framework of Reference for Languages)
- Has basic communication skills
- Has basic self-awareness
- I able to listen to others
- Has empathy and system thinking

### ***Training curriculum could be built in other professions and qualifications***

- teachers
- coaches
- mediators in other fields
- youth workers
- social workers
- lawyers

### ***Examination***

#### **Requirements for the examination:**

- Fulfillment of the 7 training modules

- 1 case study (mediation session in youth field)
- Writing of the final essay (about the principles and procedure of mediation including the case study experiences)

**Type of the examination:** Oral exam

**Duration of the examination:** 2 hours

**Base of the qualification:** 50% Final essay - 50% Oral exam

### ***Certificate qualifications***

excellent (5)

good (4)

satisfactory (3)

pass (2)

fail (1)

### ***Personal and material tools***

#### **Personal tools:**

- 1 trainer for the training days who has a diploma in Mediation and competent in Youth Mediation
- 2 teachers for the oral examination who have a diploma in Mediation and competent in Youth Mediation

#### **Material tools:**

- classroom for 5-20 people
- chairs
- writing-tables
- flip chart board
- laptop
- projector
- stationery tools
- training hand-outs



**- Youth Mediator -**

**Training Program of 5 training days (50 learning hours in the Curriculum)**

1. TRAINING DAY		NON-FORMAL AND INFORMAL LEARNING METHODS
9.00 - 12.00	<p><b>Introducing the program:</b> Greeting the Participants, Introduction of Trainers and the Training Program</p> <p><b>Opening circle with the Participants,</b> Getting to know each other, Attuning to the subject (mediation, managing conflicts, youth field, communication, cooperation)</p>	Short presentations, Clarifying questions and answers, expectations, Shaping and accepting framework - creating confidential atmosphere, Composing common aims Interactive exercise, Dixit card, Finishing sentences, Creating opened atmosphere
(4 x 45 min)	<p><b>1. Ethical and legal principles of mediation</b></p> <p>Ethical principles in mediation Legislations of mediation EU directives and domestic legislations relating to mediation Balance, equal treatment and non-discrimination of parties during mediation</p>	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Observation learning based on own experience through role exercise and playful games and situations, Proust questionnaire, Value test by Schwartz
12.30 - 15.30	<p><b>2. Mediation process and its professional prerequisites</b></p> <p>Difference between dispute and conflict The nature of conflicts The difference between mediation and other problem solving methods The mediation process Rights and obligations of parties involved in the mediation</p>	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Observation learning based on own experience through role exercise and playful games and situations
16.00 - 17.30	<p><b>2. Mediation process and its professional prerequisites</b></p> <p>The role of self-awareness and self-reflection in the mediation process Personality types in mediation</p>	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Observation learning based on own experience through role exercise and playful games and situations, DISC test, Johari window
(2 x 45 min)	<p><b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions, Closing circle</p>	Feedback, Speaking up learned things, summarizing and strengthening learned things. Common experience at the end of the day to raise commitment.
2. TRAINING DAY		NON-FORMAL AND INFORMAL LEARNING METHODS
9.00 - 12.00	<p><b>Opening circle:</b> attuning, reviewing daily programs, clarifying expectations, common opening exercise</p>	Short presentation of the day, Reflection circles and Opening circle, Energetizing Participants

(4 x 45 min)	<p><b>3. Professional relationships in mediation</b> Confidentiality obligation and responsibility in mediation The atmosphere of trust and neutrality in mediation Mediator competencies and skills</p>	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Observation learning based on own experience through role exercise and playful games and situations
12.30 - 15.30 (4 x 45 min)	<p><b>3. Professional relationships in mediation</b> Honesty and personal integrity during mediation Handling emotions during mediation</p>	Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Collecting emotions and its expressions through situation games
16.00 - 17.30	<p><b>3. Professional relationships in mediation</b> Cooperation during mediation</p>	Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Situation games
(2 x 45 min)	<p><b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions, Closing circle, Common closing exercise</p>	Feedback, Speaking up learned things, summarizing and strengthening learned things. Common experience at the end of the day to raise commitment.
<b>3. TRAINING DAY</b>		<b>NON-FORMAL AND INFORMAL LEARNING METHODS</b>
9.00 - 12.00	<p><b>Opening circle:</b> attuning, reviewing daily programs, clarifying expectations, common opening exercise</p>	Short presentation of the day, Reflection circles and Opening circle, Energetizing Participants
(4 x 45 min)	<p><b>4. Effective communication in mediation</b> Active listening and understanding Communication styles (agressive, passive, assertive and manipulative communication)</p>	Recognizing needs with example sentences, Turning over exercise, Situation games and Simulation presentation in aquarium situation, House-tree-dog drawing, Interpreter game, Communication styles test
12.30 - 15.30 (4 x 45 min)	<p><b>4. Effective communication in mediation</b> Non-verbal communication Non-violent communication technique Effective questioning in mediation, question types</p>	Practicing the violence-free model of communication, Situation games and Simulation presentation in aquarium situation, Presenting questioning technics, then exercise in empathy labor, summarizing exercises in small gropus, Situation games and simulated presentation of a mediation event in aquarium situation, TED-video about non-verbal communication, working in small and big groups
16.00 - 17.30	<p><b>4. Effective communication in mediation</b> Creating balance in mediation</p>	Empathy labor exercise, summarizing expereinces in small groups, Aquarium exercise in big groups, Method: Observation learning

(2 x 45 min)	Special situations during mediation sessions	based on own experience
	<b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions, Closing circle, Common closing exercise	Feedback, Speaking up learned things, summarizing and strengthening learned things. Common experience at the end of the day to raise commitment.
<b>4. TRAINING DAY</b>		<b>NON-FORMAL AND INFORMAL LEARNING METHODS</b>
9.00 - 12.00	<b>Opening circle:</b> attuning, reviewing daily programs, clarifying expectations, common opening exercise,	Short presentation of the day, Reflection circles and Opening circle, Energetizing Participants
(4 x 45 min)	<b>5. Effectiveness and facilitation of an agreement</b> Positive communication in mediation The role of the mediator at the creation of the final agreement	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Observation learning based on own experience
12.30 - 15.30	<b>5. Effectiveness and facilitation of an agreement</b> Necessary elements of the final agreement Creation of final agreement	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, work in small and big groups, giving feedbacks, exercise, common group experience.
16.00 - 17.30	<b>5. Effectiveness and facilitation of an agreement</b> Closing the mediation process Follow up in mediation	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Empathy labor exercise
(2 x 45 min)	<b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions, Closing circle, Common closing exercise	Feedback, Speaking up learned things, summarizing and strengthening learned things. Common experience at the end of the day to raise commitment.
<b>5. TRAINING DAY</b>		<b>NON-FORMAL AND INFORMAL LEARNING METHODS</b>
9.00 - 12.00	<b>Opening circle:</b> attuning, reviewing daily programs, clarifying expectations, common opening exercise, experience	Short presentation of the day, Reflection circles and Opening circle, Energetizing Participants,
(4 x 45 min)	<b>6. Specifics related to youth field</b> Communication in the youth field	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Observation learning based on own experience through role

		exercise and playful games and situations
12.30 - 15.30	<b>6. Specifics related to youth field</b> Field competence in the youth field Specifics of youth mediation	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups, Empathy labor exercise
(4 x 45 min)	<b>7. Working as a mediator</b> Practising a profession as employed or self-employed Manage the professional activity in youth mediation	Theoretical teaching: introduction of the topic by the teacher, Collecting mutual information about the topic in the group, Sharing experiences, Working in pairs and small groups then rating in big groups
16.00 - 17.30	<b>Saying goodbye</b> , giving feedback to one another in small and big groups, making common collage (about mediation, experiences, feelings and the personal impressions of the participants, as well as about the project). Common final exercise, making group photo and tableau.	Reflexion circles, summarizing and sharing experiences, Positive final thoughts, Giving viaticum, Highlighting the importance of mediation and emphasizing its dissemination, Experience of togetherness and cooperation in making a common poster and exercise.
(2 x 45 min)	<b>Closing the 5-day-long program</b> , its summary, sharing experiences (professions and cooperations, thinking together), presenting long-lasting results	Short summary and presentations, summarizing experiences, writing thank you cards to each other in the group, and saying goodbye to the participants and organizers.