

	<p>Co-funded by the European Union</p>		<p>Erasmus+ EU Programme 2014-2020 Key Action 2 Strategic Partnerships for Youth</p> <p>Project title: <i>Development and testing of Youth Mediator - a non-formal qualification in youth field in line with new European common competence standards (Youth Mediator)</i></p> <p>Project Nr: 2015-3-HU02-KA205-001223</p>
---	--	--	--

- 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 01

Action plan for the specified process to be activated in the field concerned by Youth Mediator activities

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

This project has been funded with support from the European Commission. This publication / communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

01.01.2016 - 31.03.2016

INVOLVED PARTNERS:

LAURUS Fejlesztő Intézet Kft. (HU)

Aris Formazione e Ricerca (IT)

European Consulting Education, s.l. (SP)

Beled Ifjúságért Egyesület (HU)

AFS Magyarországi Nemzetközi Csereprogram Alapítvány (HU)



Beled Ifjúságáért Egyesület

I.	Rational and main objectives of “Youth Mediator” project	4
II	Main aims and objectives of Action Plan (Intellectual Output 1)	5
III	The common tools for research activities related to Action Plan	6
IV	Tool 1: The professional figures, profiles, diplomas and qualifications in youth mediation field in the participating countries	12
	IV.1. Hungary	13
	IV.2. Italy	17
	IV.3. Spain	20
V.	Tool 2: Overview on the specific professional and learning characteristics of the youth mediation professional figures, profiles, diplomas and qualifications in the participating countries	23
	V.1. Hungary	24
	V.2. Italy	27
	V.3. Spain	30
VI.	Tool 3: Analyzis of studies realized at European level on competences needed for mediation in youth initiatives and to support non-formal and informal learning of young people, included good practices already implemented for the development of these competences	32
	VI.1. Hungary	33
	VI.2. Italy	45
	VI.3. Spain	52
VII.	Report on Intellectual output 1	56
VIII.	Strategy of the “Youth Mediator” action plan	59

Rational and main objectives of “Youth Mediator” project

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 therefore has the purpose to develop and test Youth Mediator - a non-formal qualification in youth field in line with new European common competence standards.

During the compilation of training requirements will be discussed as well, and the final draft of program “Youth Mediator” will be handled in all participant countries to state training organization, aiming to be authorized in participant countries; in Hungary by the National Institute of Vocational and Adult Education and the Hungarian Chamber of Commerce and Industry as a new qualification in the official training list.

The program emphasizes the mobility, thus youth workers from Italy and Spain will visit Hungary to meet and discuss, share their experiences and also practice the new common non-formal qualification during a 5-day long period and to help to prepare a successful youth mediation program.

Overall, development of current youth mediation program and participation of youth workers 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 them in future.

Main aims and objectives of Action Plan (Intellectual Output 1)

The Action Plan, in the context of the project overall aims (to develop and test at transnational level an innovative, common new non-formal qualification in youth mediation field, targeted on youth workers, professionals, mediators, people on labour market or training /studying for youth work and/or mediation, and to ensure recognition and certification of acquired skills and competences across borders of involved EU countries applying European principles and tools for transparency of learning outcomes and qualifications EQF, ECVET and Europass, and promoting stronger coherence between those and national transparency and recognition tools), includes the activities designed to:

- carry out a detailed survey, in territorial youth work contexts and learning systems of each participating country, on the concerned professional field, identifying, through desk analysis and key actors interviews, the existing figures, profiles, diplomas, and qualifications;
- classify the noticed figures, profiles, diplomas and qualifications in relation to the European Qualification Framework - EQF levels, giving them also a reference in relation to the national professional and sectoral classificatory systems;
- define an European common professional perimeter to activate an ECVET process for the new European non-formal qualification "Youth Mediator";
- carry out a detailed survey on the results of the studies realised at European level on competences needed for youth mediation and to support non-formal learning, included good practices already implemented for the development of them, namely: Action plan for the specified process to be activated in the field concerned by Youth Mediator activities

During the first transnational project meeting, the partners have shared, on the basis of a draft elaborated by the applicant, the definition of common approaches and tools for these activities, which have been then applied and developed by the partners, also through e-mail discussions, phone calls and Skype meetings. The analysis and research activities results at national and European level have been assembled in an integrated draft by the applicant, discussed and validated by all the partners.

This document, titled "Report on preparatory research about the field concerned by Youth Mediator activities" and constituting the Intellectual Output O1 of the project, it contains the analysis of:

- the youth work professional field in each involved country (Hungary, Italy and Spain), identifying existing figures, profiles, diplomas and qualifications, classifying them within the European Qualification Framework - EQF levels via national/regional qualification frameworks, and defining a shared professional perimeter to activate an ECVET process for the new European non-formal qualification "Youth Mediator";
- the results of studies on competences needed for youth mediation, included experiences and good practices already implemented for the development of them, across Europe.

The integral version of the product and an overall report has been published in English.

The common tools for research activities related to Action Plan

Tool 1.

The professional figures, profiles, diplomas and qualifications in youth mediation field in *(Country)*:

Inventory with short description and working context

1	PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 1
1.1	DENOMINATION <input type="text"/>
1.2	DESCRIPTION (<i>max 10 lines</i>) <input type="text"/>
1.3	CONTEXT (<i>max 10 lines</i>) <input type="text"/>
2	PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 2
2.1	DENOMINATION <input type="text"/>
2.2	DESCRIPTION (<i>max 10 lines</i>) <input type="text"/>
2.3	CONTEXT (<i>max 10 lines</i>) <input type="text"/>
3	PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 3
3.1	DENOMINATION <input type="text"/>
3.2	DESCRIPTION (<i>max 10 lines</i>) <input type="text"/>
3.3	CONTEXT (<i>max 10 lines</i>) <input type="text"/>
<i>n</i>	PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION <i>N</i>

Tool 2.

Overview on the specific professional and learning characteristics of the youth mediation professional figures, profiles, diplomas and qualifications in (Country)

Youth work professionals Characteristics	n
The youth mediation professional is defined / regulated by national, regional or sectoral rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	
The youth mediation professional has specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	
What is the EQF Level of the youth mediation professional?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	

Tool 3.

The studies realised at European level on competences needed for mediation in youth initiatives and to support non-formal and informal learning of young people, included good practices already implemented for the development of these competences

(i.e., learning methodologies and pedagogical approaches and ICT-based methodologies for supporting youth mediation, non-formal and informal learning, and use of open educational resources - OER in the youth field, and for supporting collective project work of young people and/or on mediation, included minors, etc.)

1. Study / good practice **denomination**:

2. Project or initiative **type** (e. g: funded within an EU initiative, national framework, etc.):

3. **Need** for which was defined and realised the study / good practice:

4. General **aims** and specific **objectives**:

5. Territorial/sectoral application **level** / **context**:

6. Involved **partners** / **developers**:

7. **Beneficiary** / **target** groups (in **qualitative** and **quantitative** terms):

8. Temporal placement / realisation period:

9. Main activity contents:

10.1 Products and results - General description:

10.2 Products and results - Sustainability (the results are **still in use** or **ended**, and because):

10.3 Products and results - Main barriers to the exploitability:

10.4.1 Products and results – Likely Transferability (considering the generality of potential European national, territorial and sectoral transfer contexts):

10.4.2 Products and results – Specific Transferability (particularly within “Youth Mediator” project):		
Transferable products / results	Why the results are transferable within the “Youth Mediator” project	How the results are transferable within the “Youth Mediator” project
Result 1 : “		
Result 2 : “		
Transferable products / results	Why the results are transferable within the “Youth Mediator” project	How the results are transferable within the “Youth Mediator” project
Result 3 : “		
Result <i>n</i> : “		

APPENDIX

Documentation sources used for the analysis

Document type	Title	Website

TOOL 1

HUNGARY

Tool 1. A

The professional figures, profiles, diplomas and qualifications in youth mediation field in Hungary:

Inventory with short description and working context

1 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 1

1.1

DENOMINATION

Social, child and youth protection administrator

1.2

DESCRIPTION (*max 10 lines*)

It is an officially recognised, professional VET qualification described in the National VET Catalogue.

This qualification is an overlay of the professional VET qualification “Social Assistant” and “Rehabilitation and assistive foster”. The input condition to start the course is that the candidate possesses his baccalaureate.

1.3

CONTEXT (*max 10 lines*)

Social, child and youth protection administrator (under the coordination of social worker; of professionals with higher education degree acting in the field of social and child protection, child welfare etc.) is able to work in social and child welfare and child protection institutions and to take part in the preparatory work of child welfare authorities and official decision makers, as well as exercising powers and make independent decisions. He is also able to apply social and child protection and family law legislation, also the rules of public administration procedures. The social and child protection administrator is able to independently carry out the institutional, administrative management, file management and inventory functions, customer service functions. He can also perform specific researches, collection of datas. The social and child protection administrator is able to receive and inform clients with proper empathy and conflict management capability and also to

- Assist in benefiting from a service
- Work according to the rules of professional conduct

2 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 2

2.1

DENOMINATION

Child and Youth Supervisor

2.2

DESCRIPTION (*max 10 lines*)

It is an officially recognised, professional VET sub-qualification described in the National VET Catalogue.

The input condition to start the course is that the candidate possesses the elementary school qualification.

2.3

CONTEXT (*max 10 lines*)

The Child and Youth Supervisor carries out his daily activities under the management of the leader and foster of the children's home in line with the child's age, and good condition. The professional features in performing all daily activities of a child welfare home and of care activities. He/She is involved in preparing children to live independently. The Child and Youth Supervisor is able to

- Adhere to professional ethics
- In special situations apply general knowledge
- Be empathic for people living in different life situations, being tolerant
- Adequate communication
- Motivate children
- Interact in helpful
- Conflict resolution
- Be emotionally stable and perform balanced work
- Use the necessary tools and first aid bandages
- Use of children's toys and sporting goods
- Use of IT and telecommunication equipment
- Conduct various events, promotions

3 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 3

3.1

DENOMINATION

General Mediation

3.2

DESCRIPTION (*max 10 lines*)

It's a university postgraduate course that lasts for 2 years and gives competence based learning techniques for the students about Mediation and Conflict resolution in every life area.

The input condition to start the course is a collage or university degree at least Bsc level.

3.3

CONTEXT (*max 10 lines*)

Mediation is an alternative conflict resolution and the General Mediator is able to help parties to resolve their conflicts in life in a peaceful way. The mediator is always a neutral person who keeps the whole process in his or her hands and helps the clients to communicate and to understand each other. At the end of the procedure parties will be able to create a mutual solution for their conflict.

The General Mediator:

- Keep neutrality
- Understand and use the ethics of mediation
- Understand and use the law of mediation
- Able to facilitate between the parties
- Keep the process in his or her hands
- Use adequate communication
- Know conflict resolution techniques

- Has basic psychological knowledge
- Interact in helpful way
- Help the parties to communicate their needs and feelings about the conflict
- Assist in creating the mutual agreement for the conflict resolution

4 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 4

4.1

DENOMINATION

Youth worker

4.2

DESCRIPTION (*max 10 lines*)

“Youth worker” is a specialization of Social worker. It is an officially recognised, professional VET qualification described in the National VET Catalogue. Number: 55 762 01 0000 00 00

The input condition to start the course is that the candidate possesses his baccalaureate. The course lasts for 2 years.

4.3

CONTEXT (*max 10 lines*)

Main responsibilities and tasks:

Youth development and supporting activities

Basic tasks of social support

Information providing and advisory activities

Develops young people's participation in social and community activity

Helps children and young people in their self-occupation, and supports their activities for enforcing their rights and interests

Contributes to the establishment and development of cooperation of services for children and young people

performs administrative tasks and documentation

5 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 5

5.1

DENOMINATION

Social and Youth Work

5.2

DESCRIPTION (*max 10 lines*)

The social and Youth work is a higher educational vocational training. In Hungary one of the educational institutions is the department Social Work of the University Széchenyi. The department has been carrying out this specialisation for 4 years that they made a profound experience with. Since 2013 the specialisation is continued named as „Social and Youth Work higher educational qualification”. Their specialisation is unique in the country as the department teaches also social work, so they can provide teachers with many years experience, practice spaces for all partial territories of the extended training. They got partners providing numerous practical training. The vocational training takes 2 school years, out of which the practical training makes 55 %. The students can choose from two specialisations, they can get a

degree as „higher educational social worker assistant” or „higher educational youth mediator assistant”.

5.3

CONTEXT (*max 10 lines*)

The graduated specialists work under direct control of the professional social workers. During their work cooperative capability, openness, flexibility are indispensable. During their jobs they work with people in difficult situations, from certain aspects underprivileged people, age groups, so this job absolutely needs empathy, and in order to find the best solutions steadiness and bright vision are integrant. They carry out their tasks partially in groups, partially completely independently. Among their jobs there are typically also administrative activities, but also some that they need to directly work with the helped people. The experts can work anywhere next to social workers, so in child welfare and child protection institutions, institutions taking care of the elderly, disabled, addicted and homeless people, civil and church organisations. Experts caring specifically for youth work currently in civil organisations and in the autonomous services in the largest number.

ITALY

Tool 1. B

The professional figures, profiles, diplomas and qualifications in youth mediation field in *Italy*:

Inventory with short description and working context

1 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 1

1.1

DENOMINATION

Mediator (*Mediatore*)

1.2

DESCRIPTION (*max 10 lines*)

Figure established by the Italian Legislative Decree 28 of 4th March 2010 regulating the “Application of the art. 60 of the Law 69 of 18th June 2009 in matter of mediation aimed to the conciliation of civil and commercial litigations” (<http://www.camera.it/parlam/leggi/deleghe/10028dl.htm>).

According to the art. 1 of the Legislative Decree 28/2010, the Mediator is “the person or the persons who, individually or collegially, carry out the mediation remaining devoid, in any case, of the power to deliver binding judgements or decisions for the addressees of the service”, while the mediation is defined “the activity, irrespective of its denomination, carried out by an impartial third party and aimed to assist two or more persons both in the research of an amicable agreement for the composition of a litigation, and in the formulation of a proposal for its resolution”.

For acting as a Mediator, the required conditions are:

- minimum triennial degree or registration at a professional order
- possession of several reputation requirements (e.g., never sentenced for not unintentional crimes, never incurred in debarment from public offices, etc.)
- specific theoretical and practical training of minimum 50 hours, with a final theoretical and practical assessment of minimum 4 hours

Moreover, every 2 years the Mediator has to:

- attend to a biannual updating course of minimum 18 theoretical and practical training hours
- participate to at least 20 mediation cases

1.3

CONTEXT (*max 10 lines*)

The context in which the Mediator carries out his daily activities is constituted by the public and private organisations in which, according to the art. 1 of the Legislative Decree 28/2010, it can take place the mediation procedure. These organisations, which have to be registered in a specific book at the Italian Ministry of Justice (<https://mediazione.giustizia.it/ROM/ALBOORGANISMIMEDIAZIONE.ASPX>), include territorial Chambers of Commerce, Industry, Craftsmanship and Agriculture, Orders of Lawyers, Orders of Accountants, National Association of Notaries, specialized profit and non profit enterprises and associations, etc.

2 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 2

2.1

DENOMINATION

System of competences needed to carry out social animation activity
(*Sistema di competenze necessarie a svolgere l'attività di animazione sociale*)

2.2

DESCRIPTION (max 10 lines)

Competence system established and defined in Competence Units by Umbrian Regional Qualification Framework (Regional Deliberation 168 of 08/02/2010: <http://www2.regione.umbria.it/bollettini/download.aspx?doc=100324A14SS1.pdf&t=ss&p=1>).

The competence system includes : needs analysis; project design; organization, promotion and management of interventions aimed to promote the development of the potential of people through educational, cultural and recreational activities able to activate processes of social participation and prevention of marginalization and deviance.

Within Italian and Umbrian classification systems, the professional figure is classified as follows:

- Professional Area of the Umbrian Regional Qualification Framework: *Servizi socio-assistenziali - Assistenza sociale*

- ATECO 2007 (national classification of economic sectors): 87.20.00 *Strutture di assistenza residenziale per persone affette da ritardi mentali, disturbi mentali o che abusano di sostanze stupefacenti*; 87.30.00 *Strutture di assistenza residenziale per anziani e disabili*; 87.90.00 *Altre strutture di assistenza sociale residenziale*; 88.10.00 *Assistenza sociale non residenziale per anziani e disabili*; 88.91.00 *Servizi di asili nido e assistenza diurna per minori disabili*; 88.99.00 *Altre attività di assistenza sociale non residenziale nca*; 94.99.20 *Attività di organizzazioni che perseguono fini culturali, ricreativi e la coltivazione di hobby*

2.3

CONTEXT (max 10 lines)

Those who are engaged in social animation activity may operate in contact with different types of beneficiaries, even at risk of potential marginalization or deviance, in residential and non-residential public and private structures (protected facilities, nursing homes, day care centres, summer houses, recreation centres, entertainment centres, youth centres, etc.). In the implementation of interventions, those who are engaged in social animation activity, have a generally high level of autonomy, subject to the need of following the instructions of the committing subject regarding the design of activities, and of coordination with relevant actors and institutions variously involved in the realization of the concerned social services.

3 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 3

3.1

DENOMINATION

Inter-cultural Mediator (*Mediatore inter-culturale*)

3.2

DESCRIPTION (*max 10 lines*)

Professional qualification established and defined in Competence Units within Regional Qualification Framework of the Emilia-Romagna Region (<http://orienter.regione.emilia-romagna.it/orienter/exec/portale.jsessionid=MylxP1cgIUCqz9Cs5tMDZcwx.undefined?actionRequested=performShowSchedaDettagliQualifica&qualifica=3-41>) by Regional Deliberations 1576/2004 and 141/2009.

The Inter-cultural Mediator qualification include the following competences :

- 1) reception and welcoming of the foreign person
- 2) assistance to the relation foreign person - services
- 3) linguistic and cultural mediation
- 4) development of integration interventions

Within Italian classification systems applied in Emilia-Romagna region, the professional qualification is classified as follows:

- NUP Code (Nomenclature of Professional Units) : *5.5.3.4.0 Addetti all'assistenza personale in istituzioni*
- ISFOL Professional Catalog : *Attività associative - Mediatore culturale*

3.3

CONTEXT (*max 10 lines*)

The context in which the Inter-cultural Mediator carries out his daily activities is constituted by the public and private organisations involved in the organisation and providing of social, health and community welfare services.

SPAIN

Tool 1. C

The professional figures, profiles, diplomas and qualifications in youth mediation field in Spain:

Inventory with short description and working context

1 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 1

1.1

DENOMINATION

Educational Mediator

1.2

DESCRIPTION (*max 10 lines*)

The **Association of Educational Mediation** has established the non-professional profile of Educational Mediator. The course lasting three complete week-ends, consists of theoretical and practical lessons and finishes in a diploma emitted by the Association certifying that you have assisted to this course. The course is organized in 3 different levels. Participants use to be teachers of public VET schools and High-Schools. With the degree, they use to be in charge to deal with educational conflict resolution in their schools.

1.3

CONTEXT (*max 10 lines*)

- Skills of mediators
- Change mind in front of conflicts
- Dynamics to solve problems

- Aspects to treat in a conflict
- Fases of mediation
- Premediation, mediation, agreement
- 12 errors of mediation, Practical strategies, dynamics

- What to do if mediation does not result
- Pikas method, solutions to bullying
- Details, dilemmas, moments of a process

2 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 2

2.1

DENOMINATION

Community Mediation

2.2

DESCRIPTION (*max 10 lines*)

This post graduate program consists of training to prepare for **professional mediation** and the resolution of conflicts through dialog. It tries to foster the

social cohesion, creating inclusive communities where citizens take an active part to solve their own problems.

The main purpose is to solve all kind of conflicts in daily life between persons, persons and public institutions, individuals and neighbors, persons with their personal life conflict situations.

2.3

CONTEXT (*max 10 lines*)

It is a program to help parties to solve their problems in a peaceful way. The mediator learns to be neutral during the process and help conflict parties to understand each other in a better way. The aim is to find solution to problems acceptable for both sides.

- Psychologically learn to understand situations
- Skills of mediation
- Keep control during the process of mediation
- Different strategies of mediation
- Conflict resolution techniques
- Resolving conflict situations
- Identify solutions
- Reach final agreement between parties

3 PROFESSIONAL FIGURE/PROFILE/DIPLOMA/QUALIFICATION 3

3.1

DENOMINATION

Youth Mediator Drug Addiction

3.2

DESCRIPTION (*max 10 lines*)

It is a postgraduate course of 300 hours which leads to the officially recognized title »Mediador juvenil« (youth mediator). It is called Mediators Youth Drug Addiction Prevention (Mediadores Juveniles Prevención Drogodependencias). Who finishes the course receive a DIPLOMA certifying the training acquired and persons with university degree in social intervention or technical professionals, can **get a Mediators registry Access to the Ministry of Justice**. The course is organized as a ON-LINE COURSE through a document called Student Guide with a schedule of telephone tutorials and a e-mail address, where you can send your inquiries, questions and exercises.

3.3

CONTEXT (*max 10 lines*)

The course is organized in several learning units, starting with the prevention of drug consumption in various fields, risk factors and the corresponding protection. The **Mediator** learns to deal with different situations, understand conflict and learn conflict resolution, and finally learn to develop skills and use tools to successfully mediate.

- Prevention of drug consumption

- Substance-related disorders
- Steps for treating drug addiction
- Substance abuse treatment
- Intervention plans
- Minors and drug use
- Conflict and conflict resolution
- Mediation
- Professional profile mediator
- Tools and mediator skills
- Technical mediation

TOOL 2

HUNGARY

Tool 2. A

Overview on the specific professional and learning characteristics of the youth mediation professional figures, profiles, diplomas and qualifications in *Hungary*

Youth work professionals	Social, child and youth protection administrator	Child and Youth Supervisor	General Mediation	Youth worker	Social and Youth Work
Characteristics					
The youth mediation professional is defined / regulated by national, regional or sectoral rules?	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The youth mediation professional has specific education, training or professional requirements?	X Education requirements (specify): Hungarian National VET system, by Ministry of Human Resources - Minister responsible for social and pension policy X Training requirements (specify): system, in full-time	X Education requirements (specify): Hungarian National VET system, by Ministry of Human Resources - Minister responsible for Child and Youth Protection X Training requirements (specify): system, in adult education determined to 350-420 training hours; 60% theoretical knowledge and	X Education requirements (specify): University postgraduate course that fulfills the criteria of the National Mediation Association (OME) for Mediation Training X Training requirements	X Education requirements (specify): Hungarian National VET system, by Ministry of Human Resources - Minister responsible for social and pension policy. Course	X Education requirements (specify): Hungarian National VET system, by Ministry of Human Resources - Minister responsible for social and pension policy X Training

	<p>education 1 school year; in adult education determined to 600-720 training hours; 50% theoretical knowledge and 50% practical training)</p> <p><input type="checkbox"/> Professional requirements (specify): -</p> <p><input type="checkbox"/> No requirements</p>	<p>40% practical training)</p> <p><input type="checkbox"/> Professional requirements (specify): -</p> <p><input type="checkbox"/> No requirements</p>	<p>(specify):</p> <p>system, in adult education at a university</p> <p>4 semesters, 360 training hours every second Friday and Saturday, practical training and diploma work is a must</p> <p><input type="checkbox"/> Professional requirements (specify):</p> <p><input type="checkbox"/> No requirements</p>	<p>contains 45% theory, 55% practice</p> <p>X Training requirements (specify):</p> <p>system, in full-time education 1 school year; in adult education determined to 600-720 training hours; 50% theoretical knowledge and 50% practical training)</p> <p><input type="checkbox"/> Professional requirements (specify): -</p> <p><input type="checkbox"/> No requirements</p>	<p>requirements (specify):</p> <p>The vocational training takes 2 school years, out of which the practical training makes 55 %. The education is carried out within a school system.</p> <p>X Professional requirements (specify):</p> <p>His studies in higher educational institutions are completed with a final examination after acquisition of the final certificate (absolutorium).</p> <p><input type="checkbox"/> No requirements</p>
--	---	---	---	--	--

What is the EQF Level of the youth mediation professional?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8
--	---	---	---	---	---

ITALY

Tool 2. B

Overview on the specific professional and learning characteristics of the youth mediation professional figures, profiles, diplomas and qualifications in *Italy*

Youth work professionals Characteristics	Mediator <i>(Mediatore)</i>	System of competences needed to carry out social animation activity <i>(Sistema di competenze necessarie a svolgere l'attività di animazione sociale)</i>	Inter-cultural Mediator <i>(Mediatore inter-culturale)</i>
The youth mediation professional is defined / regulated by national, regional or sectoral rules?	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated

<p>The youth mediation professional has specific education, training or professional requirements?</p>	<p>X Education requirements (specify): Minimum triennial degree</p> <p>X Training requirements (specify): Specific theoretical and practical training of minimum 50 hours, with final theoretical and practical assessment of minimum 4 hours. Biannual updating course of minimum 18 theoretical and practical training hours</p> <p>X Professional requirements (specify): Registration at a professional order (alternative to the degree) Biannual participation to at least 20 mediation cases</p> <p>X Reputation requirements (specify): Not be sentenced for not unintentional crimes, never incurred in debarment from public offices, etc.</p> <p><input type="checkbox"/> No requirements</p>	<p><input type="checkbox"/> Education requirements (specify):</p> <p><input type="checkbox"/> Training requirements (specify):</p> <p><input type="checkbox"/> Professional requirements (specify):</p> <p>X No requirements</p>	<p><input type="checkbox"/> Education requirements (specify):</p> <p><input type="checkbox"/> Training requirements (specify):</p> <p><input type="checkbox"/> Professional requirements (specify):</p> <p>X No requirements</p>
--	--	---	---

<p>What is the EQF Level of the youth mediation professional?</p>	<p> <input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8 </p>	<p> <input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8 </p>	<p> <input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8 </p>
---	--	--	--

SPAIN

Tool 2. C

Overview on the specific professional and learning characteristics of the youth mediation professional figures, profiles, diplomas and qualifications in *Spain*

Youth work professionals Characteristics	Educational Mediator	Community mediation	Youth Mediator Drug Addiction
The youth mediation professional is defined / regulated by national, regional or sectoral rules?	<input type="checkbox"/> National / regional <input checked="" type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated

<p>The youth mediation professional has specific education, training or professional requirements?</p>	<p>x Education requirements (specify):</p> <p>University degree in VET Education established by the Ministry of Education (regional) responsible for the educational system in Spain</p> <p>X Training requirements (specify): Adult education during an estimated 80 training hours; 50% theoretical knowledge and 50% practical training); finishes with a diploma emitted by the Association of Educational Mediation (private)</p> <p><input type="checkbox"/> Professional requirements (specify:</p> <p><input type="checkbox"/> No requirements</p>	<p>X Education requirements (specify):</p> <p>University degree according to program of Ministry of National Education (any academic career)</p> <p>x Training requirements (specify): Post graduate on-line course of 420 training hours; 100% theoretical knowledge ; no practical knowledge</p> <p><input type="checkbox"/> Professional requirements (specify:</p> <p><input type="checkbox"/> No requirements</p>	<p>x Education requirements (specify):</p> <p>University degree in VET Education by the Ministry of Education (regional)</p> <p>X Training requirements (specify): Adult education at private training centers;</p> <p>300 training hours: 100% on-line course, no practical knowledge; ends with Mediators registry Access to the Ministry of Justice</p> <p><input type="checkbox"/> Professional requirements (specify:</p> <p><input type="checkbox"/> No requirements</p>
<p>What is the EQF Level of the youth mediation professional?</p>	<p><input type="checkbox"/> EQF Level 1</p> <p><input type="checkbox"/> EQF Level 2</p> <p><input type="checkbox"/> EQF Level 3</p> <p><input type="checkbox"/> EQF Level 4</p> <p>X EQF Level 5</p> <p><input type="checkbox"/> EQF Level 6</p> <p><input type="checkbox"/> EQF Level 7</p> <p><input type="checkbox"/> EQF Level 8</p>	<p><input type="checkbox"/> EQF Level 1</p> <p><input type="checkbox"/> EQF Level 2</p> <p><input type="checkbox"/> EQF Level 3</p> <p><input type="checkbox"/> EQF Level 4</p> <p>X EQF Level 5</p> <p><input type="checkbox"/> EQF Level 6</p> <p><input type="checkbox"/> EQF Level 7</p> <p><input type="checkbox"/> EQF Level 8</p>	<p><input type="checkbox"/> EQF Level 1</p> <p><input type="checkbox"/> EQF Level 2</p> <p><input type="checkbox"/> EQF Level 3</p> <p><input type="checkbox"/> EQF Level 4</p> <p><input type="checkbox"/> EQF Level 5</p> <p>X EQF Level 6</p> <p><input type="checkbox"/> EQF Level 7</p> <p><input type="checkbox"/> EQF Level 8</p>

TOOL 3

HUNGARY

Tool 3.

The studies realized at European level on competences needed for mediation in youth initiatives and to support non-formal and informal learning of young people, included good practices already implemented for the development of these competences

(i.e., learning methodologies and pedagogical approaches and ICT-based methodologies for supporting youth mediation, non-formal and informal learning, and use of open educational resources - OER in the youth field, and for supporting collective project work of young people and/or on mediation, included minors, etc.)

1. Study / good practice **denomination:**

Contemporary Mediator Program - Conflict resolution in schools

2. Project or initiative **type** (e. g: funded within an EU initiative, national framework, etc.):

The project was funded of a private organization and a Foundation in Hungary.

3. **Need** for which was defined and realized the study / good practice:

Students have a lot of personal conflicts with each and with teachers, parents, that can have serious effect on their future. Therefore there's a need to teach students how to solve their conflicts in a peaceful way. In this specific program students were trained to became mediators and act as a mediator when other students have conflict in their school.

4. General **aims** and specific **objectives**:

The aim of this project was to teach students communication and mediation techniques in order to be able to act as a mediator when there's a conflict in school. Students listen to each other better then to teachers and by learning mediation and it's approach, the self awareness and emotional intelligence of the students will also develop. It results better learning environment and atmosphere in the school. Mediation and peaceful conflict resolution will be a part of the school's culture.

5. Territorial/sectoral application **level** / **context**:

Territorial level of the project is Hungary in several places including Budapest, and the sector is high school education.

6. Involved **partners** / **developers**:

Developers: Belvárosi Térségi Integrált Szakképző Központ Kht. (Downtown Area Integral Training Center Kht.) and Humán Kompetencia Központ (Humann Competence Center) with the cooperation of Lege Artis mediation training center. Further partners: 8 High Schools and their students.

7. **Beneficiary** / **target** groups (in **qualitative** and **quantitative** terms):

High school students from Budapest from 8 different schools (integrated to 4) for 80 people who were opened to learn communication techniques, develop their self-awareness and taking part of a Mediation Training.

8. **Temporal placement** / realisation period:

After the organization of the project and the preparation of the developers, trainers and involved schools, there were an introductory model in each school and afterwards the 3+1 day training program (within 3-5 weeks).

9. **Main activity contents:**

Before the training:

- self-awareness training
- communication training
- conflict resolution knowledge

3 training days:

- introduction and get to know each other
- communication modul
- self-awareness model and training activities
- conflicts modul
- introduction of mediation
- experiencing mediation
- mediation techniques
- mediation roleplays
- the process of mediation
- practices

+ 1 day (3-5 weeks after the training)

- refresh the knowledge
- feedback about their conflicts and school conflicts, how their attitude has changed
- school mediation roleplay

10.1 **Products and results - General** description:

Each student involved in the project has developed a lot from their own start level. Students learned that instead of being and acting in an aggressive way when a conflict arises, they should talk about the problem and about the feelings and needs of the involved parties. They learned to change perspective and be more empathic. They know how to ask good questions and how to help schoolmates in case of a conflict.

10.2 **Products and results - Sustainability** (the results are **still in use** or **ended**, and because):

The results of the project are developments in the personality therefore that should be still used. In order to have better sustainability more students and also teachers should be involved in similar projects and learn mediation. After closing this specific project there were still some more school mediation trainings based on this program in other places in Hungary.

10.3 **Products and results - Main barriers to the exploitability:**

More students and teachers should be involved in the project and the training.

10.4.1 **Products and results** – Likely **Transferability** (considering the generality of potential European national, territorial and sectoral transfer contexts):
The Contemporary Mediator Program is absolutely transferable to any European nation in the youth and education sector and it could have high interest in the European Union.

10.4.2 Products and results – Specific Transferability (particularly within “Youth Mediator” project):		
Transferable products / results	Why the results are transferable within the “Youth Mediator” project	How the results are transferable within the “Youth Mediator” project
Result 1 : “ Self-awareness modul ”	<p>self -awareness is the base of mediation and to act as a helper</p> <p>self-awareness helps the mediator to be neutral during mediation process and not to bring your personal emotions and thoughts to the conflict resolution</p>	self-awareness model should be a part of the Youth Mediator training program
Result 2 : “ Communication modul ”	<p>to learn cooperative communication is important for youth nd youth workers and students don’t learn communication skills in the school</p> <p>in order to be a mediator, you should ask the right questions at the right time in order to help the parties to resolve their conflicts</p>	communication model should be a part of the Youth Mediator training program

Result 3 : “Mediation playrole during the training”	youth workers and students could learn mediation techniques more effectively when they are experiencing how is to be a party or a mediator in a mediation	mediation playroles should be the part of the Youth Mediator training program
--	---	---

2. Study / good practice **denomination**:

Konnekt Mentorprogram

2. Project or initiative **type** (e. g: funded within an EU initiative, national framework, etc.):

The project is voluntary based.

3. **Need** for which was defined and realised the study / good practice:

The chosen good practice is more coaching and mentorship than mediation, but we decided to include because of the positive effect of the project on conflicts of young people who are about to choose their path and future carrier. This sensitive period of time causes a lot of clashes with teachers, parents and peers.

4. General **aims** and specific **objectives**:

Pairing up 21 students and 21 mentors.

The aim is to provide possibility for young students to have a clear view and form their own opinion about professions, schools, courses based on real information, practical examples and personal relationships.

The mentor is there to provide support for this process. The Mentor and the mentored student, visit universities together, talk with current higher education students and teachers, visit professionals and companies to look into their everyday working life, the mood in a workplace.

5. Territorial/sectoral application **level** / **context**:

Grassroot initiative

6. Involved **partners** / **developers**:

Founders: Konnekt Association, 10 young people

Participants: 21 Mentors and 21 mentored students. In the academic year 2015/2016

7. **Beneficiary** / **target** groups (in **qualitative** and **quantitative** terms):

High school students participating in the program

8. **Temporal placement** / realisation period:

Academic year 2015-2016

9. Main **activity contents**:

- Individual meetings of mentors and mentored students (based on individual agreement and needs)
- Meeting of all the mentors and participants every two month

10.1 **Products** and **results** - **General** description:

The project is based on individual interests and the development of a community on a long term. During the process it is difficult to see the results.

There are no products being produced.

10.2 **Products** and **results** - **Sustainability** (the results are **still in use** or **ended**, and because):

The program is still ongoing. The advantage for sustainability is that it is based on individual relationships. The question of sustainability of a long term is how the voluntary based coordination can work without financial support.

10.3 **Products** and **results** - Main barriers to the **exploitability**:

10.4.1 **Products** and **results** – Likely **Transferability** (considering the generality of potential European national, territorial and sectoral transfer contexts):

The idea and the project is absolutely transferable to any community where the young people are curious and the young or young in heart adults are ready to share their knowledge and connections

10.4.2 Products and results – Specific Transferability (particularly within “Youth Mediator” project):		
Transferable products / results	Why the results are transferable within the “Youth Mediator” project	How the results are transferable within the “Youth Mediator” project
Result 1 : “The program on the meetings every two months”	<p>The methods used on the meeting that are there to open up participants and build trust among them, can be useful for the Youth Mediator project</p> <p>Such as:</p> <ul style="list-style-type: none"> - teambuilding activities - non-formal educational methods for trust-building - handbooks and/or guidelines for mentors - workbooks and/or guidelines for mentees - methods for creating a safe environment for sharing personal feelings and thoughts - ways to reach and motivate young people to participate in the program 	<p>A meeting is necessary with the Konnekt Mentorprogram organisers in order to learn more about the methods used</p>

3. Study / good practice **denomination**:

Hungarian Youth 2012 Research

2. Project or initiative **type** (e. g: funded within an EU initiative, national framework, etc.):

Nationwide representative research

3. **Need** for which was defined and realised the study / good practice:

Discovery of problems, demands, and positions of the 15-29 year old youth is an important process to receive successful help, advantageous opportunities from the governmental, civil and the labor market sector. Improving the situation of the youth is a key subject.

4. General **aims** and specific **objectives**:

The research's goal is to receive a country-wide picture about the situation concerning the youth (15-29 years old). Subjects of high priority are starting a family, having children, educational and labor market situation, international migration, leisure places, communication, sport habits, health, addiction, political attitudes.

5. Territorial/sectoral application **level** / **context**:

Researches affect every subject that the youth takes part in at some level as well as that impacts the situation of the youth. The research took place with an interview of 8000 people that capacitates also the analysis of the data in comparing trends.

6. Involved **partners** / **developers**:

Youth Sociological Section of the Hungarian Sociological Society, the Central Statistical Office, the National Family and Social-political Institute and the Ministry of Human Resources

7. **Beneficiary** / **target** groups (in **qualitative** and **quantitative** terms):

15-29 year old young people, 8000 people

8. **Temporal placement** / realisation period:

Between September and November 2012

9. Main **activity contents**:

- preparation of questionnaire
- listing of townships,
- picking participating young people,
- field work (interview)
- data evaluation

10.1 **Products** and **results** - **General** description:

The most important product is that during the research the youth's problem map got prepared.

In the previous researches the most burning issues of the youth were the questions about buying an apartment, impecuniousness and unemployment. Nowadays, we see insecure future past hope, unemployment, meaninglessness, insecurity as the most stinging problem for young people.

10.2 Products and results - Sustainability (the results are **still in use** or **ended**, and because): the project is over.

10.3 Products and results - Main barriers to the exploitability:

The results of the researches in Hungary apply to Hungarian young people, they present the situation and problems of the Hungarian young people. Therefore, the results can not apply to any other country, but the target and sheet of the research can be adapted. A comparison of the results of similar researches made in other countries can provide many information about the situation of European young people, the youth politics of the countries.

10.4.1 Products and results – Likely Transferability (considering the generality of potential European national, territorial and sectoral transfer contexts):

A comparison of the results of similar researches made in other countries can provide many information about the situation of European young people, the youth politics of the countries. A comparison in the mirror of results could give opportunities to an exchange of experiences and good practices among countries. Mutual collaboration to solve problems could be more successful than any independent problem solving.

<p>10.4.2 Products and results – Specific Transferability (particularly within “Youth Mediator” project): The questionnaire is based on actual situation that can be applicable in any European country to learn the situation of the youth. The organizations that participate in the project “Youth Mediator” learn the situation and the problems of the Hungarian youth through the research that they can react to based on their own experiences.</p>		
Transferable products / results	Why the results are transferable within the “Youth Mediator” project	How the results are transferable within the “Youth Mediator” project
Result 1 : information repertory	We receive information/got information about the issues that move the youth, the situation of the youth and their aspects.	In the project we elaborate, summarise and compare the received information with the international experiences and the information out of these countries.
Result 2 : problem map of the youth	The research shows a full picture about the youth’s problems ranked based on their occurrence.	We analyse the problem map prepared because of the project and react to it, make recommendations for it’s solution utilising the experiences of the partners.
Result 3 : collaboration	The research resulted from collaboration of many organisations, therefore, it is very versatile accordingly.	Collaboration is an integrated part of the project. The participants got different contacts, experiences, abilities, competencies, know how and knowledge, so collaborating we complete each other.

Result 4 : analysis, making consequences, evaluation of results	The research analyses the responds given by the young people, makes relation to, respectively compares them to the previous researches.	During the mutual work the partner organisations analyse the opportunities of the young people, introduce their experiences and results. Through this they help the adaptation of the solutions reacting to the problems.
---	---	---

ITALY

1. Study / good practice **denomination:**

Design of new European sectoral qualification Safety trainer in formal and non-formal learning contexts of EU Constructions

2. Project or initiative **type** (e. g: funded within an EU initiative, national framework, etc.):

EU Lifelong Learning Programme 2007-2013 – **Leonardo da Vinci Transfer of Innovation** project “ECVET for Non-Formal and Informal Building Safety Trainers” (Project Code 2013-1-GR1-LEO05-15204)

3. **Need** for which was defined and realised the study / good practice:

Since the LdV ToI “ECVET for Non-Formal and Informal Building Safety Trainers” identifies one of main factors of relative inefficacy of safety training provided by Constructions VET systems, in **lacking definition and certification across Europe of safety trainers skills and competences, and particularly of trainers acting in informal/non-formal learning contexts** (enterprises productive processes), the project applies EQF and ECVET to these trainers, defining this qualification field in terms of learning outcomes, mapping it onto EQF via national qualifications systems, designing qualification in learning outcomes transferable units with credit points allocation, and related VET programmes with flexible devices to validate, transfer and recognise learning outcomes achieved in formal, informal and non formal contexts.

In particular, the “Design of new European sectoral qualification *Safety trainer in informal and non-formal learning contexts of EU Constructions*” (which constitutes the deliverable of the homonym Work Package 4 of LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers”), has been realised for designing in terms of activities, tasks, knowledge, skills, competences, learning outcomes units and parts, and related ECVET credits - following the EQF scheme knowledge-skills-competences, and the structure by Units of Learning Outcomes of the ECVET framework - the competence standard for supporting non-formal and informal learning in building safety, then formalised with a Memorandum of Understanding MoU – ECVET.

4. General **aims** and specific **objectives**:

The **general aim** of the LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” is the application of the EQF and ECVET principles and tools to the safety trainers operating in informal and non-formal learning contexts of the building sector, defining this professional field in terms of learning outcomes, mapping it onto EQF via national qualifications frameworks and systems, designing qualification in learning outcomes transferable units with credit points allocation, designing related VET programmes with flexible devices to validate, transfer and recognise learning outcomes achieved in formal, informal and non formal contexts.

At these aims, the project foresees the following **specific objectives**:

- to analyse safety trainers professional figures in informal/non formal learning contexts of European building sectoral VET systems, classifying them within EQF across participating countries, and identifying a common qualification perimeter;
- to define an action plan to activate an ECVET process for these figures, starting from collection, analysis, adaptation of already realised best practices on transparency/recognition of competences/qualifications, and on ECVET;

- to define the new European qualification in terms of activities/tasks/competences/learning outcomes units/ECVET credits;
- to define and formalise (partners and competent/interested organisations) a MoU ECVET for the qualification;
- to define and formalise (by safety trainers interested to qualification, concerned enterprises, training agencies) ECVET Learning Agreements describing, in compliance with MoU, training processes in formal/informal/non formal contexts, and related ECVET credits;
- to award to involved professionals, by concerned training agencies at training end, ECVET credits related to verified learning outcomes, also utilising Europass Supplement Certificate;
- to transfer, validate and accumulate awarded ECVET credits in sectoral/ territorial VET systems involved in the MoU.

5. Territorial/sectoral application **level / context:**

Territorial level / context:

The European countries represented by the partners of “ECVET for Non-Formal and Informal Building Safety Trainers” are **Greece, Italy, France, Germany, Spain, and Cyprus.**

Sectoral level / context:

The economic sector on which is centred the LdV ToI project is the **Construction sector.**

6. Involved **partners / developers:**

The Consortium of the LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” includes important **representative and VET organisations of Construction sector** at national, regional and local level (in Italy, *Centro per la Formazione e Sicurezza in Edilizia di Arezzo* and the *Centro Edile Sicurezza e Formazione* of Perugia; in Germany, *BZB - Bildungszentren des Baugewerbes e. V.*; in Spain, *Fundación Laboral de la Construcción*), **public institutions competent in VET and safety matter** at regional level (in particular, the Italian *Regione Toscana* and *Regione Umbria*) and **VET specialised organisations** (the French *Delorette*, the Cypriot *R.D.I. ZeusEuropa Ltd*, and the Greek project applicant *Econometrica Ltd*).

7. **Beneficiary / target groups** (in **qualitative** and **quantitative** terms):

In **qualitative** terms, the beneficiaries targeted by the LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” and related MoU ECVET and process, are the **professionals operating as safety trainers in the informal and non-formal learning contexts of Construction sector** across all European countries.

In **quantitative terms**, during the intervention lifetime, the application of project outputs/products/results (in particular, the MoU ECVET for the European qualification of non-formal and informal building safety trainers, namely the concrete possibility to put in transparency and to obtain the recognition of achieved learning outcomes and professional qualification) involved a significant target group of workers and trainees across EU participating Countries (15 in Italy).

8. **Temporal placement / realisation period:**

The LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” was **submitted in March 2013** to the Greek Leonardo da Vinci National Agency.

After its approval, the project started the 1st **October 2013**, ending the 30th **September 2015** (24 months).

9. Main **activity contents**:

Beyond the transversal activities for project management (WP1) and quality (WP7), and for dissemination and exploitation of project results (WP8), the **work programme** of the LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” is articulated in 5 implementation work packages:

WP 2: Analysis and preparatory researches on professional field of people operating as trainer on safety matter in the informal / non formal learning contexts of European Construction sector (10/2013 – 02/2014: 5 months). Activities: Identification, in each participating countries, of the professional figures operating as trainers on safety matter in the informal and non formal learning contexts of construction sector (desk analysis and key actors interviews); Classification onto the 8 EQF reference levels (via national and regional, qualifications frameworks and systems) of all the professional figures detected in the European participating countries; Identification of a common European perimeter of figures on which the project will focus and activate the ECVET process, focusing on EQF level 5 or lower, to ensure, in compliance with the LLP LdV rules, that the project will concern only the field of vocational education and training (VET), and not formal higher education and vocational education and training at tertiary level.

WP 3 : Definition of an action plan for the ECVET process to be activated on professional field of people operating as safety trainer in the informal and non formal learning contexts of EU Construction sector (02/2013 – 05/2014: 3 months). Activities: Collection, analysis and adaptation of experiences and best practices already realised on transparency and recognition of learning outcomes and qualifications, and on ECVET process activation; Definition, on the basis of relevant experiences and best practices, of a coherent plan of activities and transferable methods to design concerned qualification in units of learning outcomes with allocation of ECVET points, for activating the ECVET process to the perimeter of professional figures operating as safety trainer in the informal and non formal learning contexts of EU Construction sector, defined within previous work package 2.

WP 4 : Design of new European sectoral qualification "Safety trainer in informal and non formal learning contexts of EU Constructions" (05/2014 – 10/2014: 5 months). Activities: Design of the qualification in terms of activities and tasks, knowledge, skills and competences, learning outcomes units and units parts, and related ECVET credits.

WP 5 : Definition and signature of the Memorandum of Understanding - MoU ECVET for the new European sectoral qualification "Safety trainer in informal and non formal learning contexts of EU Constructions" (10/2014 – 01/2015: 3 months). Activities: preparation of a complete draft of the MoU for the qualification designed during work package 4; Involvement in the MoU, beyond the project partners, of the public institutions competent in VET and safety matter and the other interested organisations, particularly social partners and VET providers of concerned sector at national, regional and local level; Formalisation, by the partners and by the competent and / or interested organisations already involved, of the MoU concerning the new European sectoral qualification "Safety trainer in informal and non formal learning contexts of EU Constructions".

WP 6 : Pilot test on the enforcement of Memorandum of Understanding - MoU ECVET for new European sectoral qualification "Safety trainer in informal and non formal learning contexts of EU Constructions" (01/2015 –09/2015: 8 months). Activities: definition and signature (by safety trainers interested to recognition of professional qualification, and by concerned enterprises and VET providers) of individual Learning Agreements ECVET describing, in compliance with MoU, the learning process in formal, informal and non formal contexts, and related ECVET credits to be obtained to gain qualification; Awarding to involved safety trainers, by concerned VET providers at the end of learning process, of ECVET credits related to verified learning outcomes, also utilising a model based on Europass Certificate Supplement; Transfer, validation and accumulation of awarded ECVET credits in sectoral and territorial VET systems involved in MoU, in compliance with national and regional rules on certification ways and procedures, formal, non-formal and informal learning validation, qualification bodies. The experimentation involved a significant target group of workers and trainees, in Greece and in the other EU participating Countries (15 in Italy), constituted by safety trainers acting in informal and non formal learning contexts of Constructions (selected by Consortium VET providers and social partners, with priority for women and aged people), in all participating Countries. The pilot test process was supported also by MoU endorsement activities within national/regional qualification frameworks and systems and by designing and testing of specific VET programmes with flexible devices for validation, transfer and recognition of learning outcomes. Pilot test process had an intermediate milestone, represented by the definition of the Learning Agreements ECVET model and of the ECVET credits awarding model.

10.1 **Products and results - General** description:

The LdV ToI project "ECVET for Non-Formal and Informal Building Safety Trainers" tried to implement an **effective ECVET process**, through signature and enforcement of a **MoU ECVET**, establishing the European partnership and correspondence for the new European sectoral qualification *Safety trainer in informal and non formal learning contexts of EU Constructions* and for the learning outcomes concerned by transfer, evaluation, and validation processes.

In general terms, the main project products and results are:

- the **design of the European common qualification** "*Safety trainer in informal and non formal learning contexts of EU Constructions*", trans-national document shared by all the participating European partners, describing the qualification in terms of activities and tasks, knowledge, skills and competences, learning outcomes units and units parts, and related ECVET credits;
- a **formalised MoU ECVET** (adaptation of the MoU ECVET formalised within the LdV DoI project "CeSaTra") containing: an introduction relating to background and general context of MoU, existing provisions for MoU at European level, definitions, general and specific objectives of MoU; the form and content of MoU in terms of participants, purpose, ratification and effectiveness; the qualification previously designed, to establish the European correspondence for the assessment, transfer, and accumulation processes of learning outcomes achieved in formal, informal and non formal contexts (units, unit parts and related credits); the mechanisms to implement the MoU and for dialogue and administrative co-operation, the regulations relating to nationality, the revision of agreement and notice of termination.

10.2 Products and results - Sustainability (the results are **still in use** or **ended**, and because):

The MoU ECVET formalised within the LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” is still in use.

Also the project website (<http://www.safetytrainers.eu>) it's still accessible.

10.3 Products and results - Main barriers to the exploitability:

The main barriers to the exploitability of the LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” products and results are identified at following levels:

- **linguistic**: the design of the European common qualification “*Safety trainer in informal and non formal learning contexts of EU Constructions*” and the related MoU ECVET are available only in some EU languages (English, Greek, Italian, French, German, Spanish).

- **cultural / technical**: the issues of transparency and recognition of learning outcomes and related European principles and tools (particularly, Europass, EQF and ECVET) are often not adequately mastered by key actors representatives and professionals.

10.4.1 Products and results – Likely Transferability (considering the generality of potential European national, territorial and sectoral transfer contexts):

It seems that the LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” products and results, and particularly its MoU ECVET model and knowledge-skills-competences scheme structured in Units of Learning Outcomes, are characterised by a high level of transferability in new EU national, territorial and sectoral contexts, for a wide range of learning outcomes and professional qualifications, since these approaches and tools are directly borrowed from the forecasts of the EQF and ECVET frameworks and particularly of the ECVET Recommendation of June 18th 2009, and relate to organisational, technical and qualitative aspects directly connected with the ECVET process, addressed in order to share content and make it easily accessible at European level.

10.4.2 Products and results – Specific Transferability (particularly within “Youth Mediator” project):		
Why the results are transferable within the “Youth Mediator” project	Why the results are transferable within the “Youth Mediator” project	How the results are transferable within the “Certified Coaches in Youth Initiatives” project
Result 1 : “Design of new European sectoral qualification <i>Safety trainer in informal and non-formal learning contexts of EU Constructions</i> ”	Even if the competence / professional standard established by MoU ECVET within the LLP – LdV ToI project “ECVET for Non-Formal and Informal Building Safety Trainers” is specifically addressed to a completely different sector (construction instead of youth work) and professional field (training in safety matter instead of mediation addressed to young people), the “Design of new European sectoral qualification <i>Safety trainer in informal and non-formal learning contexts of EU Constructions</i> ” is articulated in 3 sections (Section A, describing activities, tasks, skills, knowledge, learning outcomes units and unit parts, and ECVET credits for <u>transversal training competences in informal and non formal learning</u> ; Section B, describing activities, tasks, skills, knowledge, learning outcomes units and unit parts and ECVET credits for training competences in safety; Section C, describing activities, tasks, skills, knowledge, learning outcomes units and unit parts and ECVET credits for training competences in safety in constructions) of	The design of competences required for supporting non-formal and informal learning defined within the “Design of new European sectoral qualification <i>Safety trainer in informal and non-formal learning contexts of EU Constructions</i> ” is transferable within the “Youth Mediator” project activities aimed to the definition of the “Design of new non-formal qualification <i>Youth Mediator</i> ” (O2)

	<p>which the first seems very useful at the aims of the “Youth mediator” project, since indeed focused on one of the main competence areas to be designed within the professional standard for the Youth Mediator, i.e. the competences required for supporting non-formal and informal learning.</p>	
--	---	--

SPAIN

1. Study / good practice **denomination**:

Community Mediation and intercultural mediation

2. Project or initiative **type** (e. g: funded within an EU initiative, national framework, etc.):

This initiative was a private initiative trying to comply with national framework of professional certificates, valid in all Spanish regions

3. **Need** for which was defined and realised the study / good practice:

There was a need to give a common solution to this kind of conflict resolution – increased by the difficult economic situation and the high unemployment among young people in Spain. Educational professionals involved in conflict situations, learn to deal with specific situation and to master situation through successful mediation.

4. General **aims** and specific **objectives**:

Deal with specific situations of persons who have difficulties to overcome their difficulties in integration in society and their professional development.

5. Territorial/sectoral application **level** / **context**:

The application level is thought to be on national level.

6. Involved **partners** / **developers**:

Mainly universities and less VET schools or institutions with a closer relation with problem situations.

7. **Beneficiary** / **target** groups (in **qualitative** and **quantitative** terms):

Beneficiaries are all people who have been detected difficulties in integration. These are potentially thousands of persons at a local/regional/national level.

8. **Temporal placement** / realisation period:

Realization period is quiet immediately, this means after realizing the initial training period.

9. Main **activity contents**:

There are no practical contents just theoretical contents being used in this program.

10.1 **Products** and **results** - **General** description:

Community Mediation and intercultural mediation (post graduate course)

Description of product: Social context of communitarian intervention; Conflict prevention; Handling of conflicts and procedures of mediation; Evaluation, following and dissemination of mediation procedures; Promote equal opportunities between men and women;

Professional practices without labour context.

10.2 **Products** and **results** - **Sustainability** (the results are **still in use** or **ended**, and because):

They are offered through universities as post graduate programs, to complete the educational profile of future teachers with this specific ability. It is still in use.

10.3 Products and results - Main barriers to the **exploitability**:

Post-graduate program, limited to persons with university degree, just on-line, no practical learning.

Exploitability limited because of big barriers for general public use.

10.4.1 Products and results – Likely **Transferability** (considering the generality of potential European national, territorial and sectoral transfer contexts):

Partly useful as guideline however without specific focus on young people and too general in application.

10.4.2 Products and results – Specific Transferability (particularly within “Youth Mediator” project):		
Transferable products / results	Why the results are transferable within the “Youth Mediator” project	How the results are transferable within the “Youth Mediator” project
Result 1 : “Content guideline”	Because youth mediation is part of general mediation	Partly coincide in mediation learning program

APPENDIX

Documentation sources used for the analysis

Document type	Title	Website
Summary and conclusions about the “Contemporary Mediator Program - Conflict resolution in school”	Contemporary Mediator Program	http://www.legeartis.hu/cikk_egyszer_szolok.php http://www.legeartis.hu/download/szakmai_osszefoglalo.pdf
Project dissemination by the Konnekt Association	Konnekt Mentorprogram	https://www.facebook.com/konnektegyesulet
LdV ToI project implementation deliverable	Design of new European sectoral qualification <i>Safety trainer in informal and non-formal learning contexts of EU Constructions</i>	http://www.safetytrainers.eu
Research and analysis about the position of the Hungarian youth	10 questions of the youth-Hungarian Youth Research 2012	kutatopont.hu/files/2013/09/Magyar_Ifjusag_2012_tanulmanykotet.pdf 1.
Social Studies Introduction of the vocational training at the department	Social and Youth Work – higher educational training	http://szm.sze.hu/szocialis-es-ifjusagi-munka-felsooktatasi-szakkepzes
Document : Professional Certificate SSCG0209 Mediación Comunitaria Ministry of Work and Social Security	Community Mediation + Intercultural Mediation	http://www.euroinnova.edu.es/Mediacion-Comunitaria-Mediacion-Intercultural-Doble

REPORT ON INTELLECTUAL OUTPUT 1

REPORT ON INTELLECTUAL OUTPUT 1

TOOL 1.

Partners have collected the professional figures, profiles, diplomas and qualifications in youth mediation field with a short description.

We have analyzed the following diplomas and qualifications from Hungary:

Social, child and youth protection administrator
Child and Youth Supervisor
General Mediation
Youth worker
Social and Youth Work

We have analyzed the following diplomas and qualifications from Italy:

Mediator (*Mediatore*)
System of competences needed to carry out social animation activity (*Sistema di competenze necessarie a svolgere l'attività di animazione sociale*)
Inter-cultural Mediator (*Mediatore inter-culturale*)

We have analyzed the following diplomas and qualifications from Spain:

Educational Mediator
Community Mediation
Youth Mediator Drug Addiction

TOOL 2.

Partners has created an overview on the specific professional and learning characteristics of the youth mediation professional figures, profiles, diplomas and qualifications introduced in Tool 1.

The main characteristics were:

- The youth mediation professional is defined / regulated by national, regional or sectoral rules?
- The youth mediation professional has specific education, training or professional requirements?
- What is the EQF Level of the youth mediation professional?

Conclusions:

- *In every country the analyzed professions at mediation and youth field are regulated at a national level.*
- *There are specific requirements for the relevant qualifications mainly at the number of training hours and the ratio of theoretical knowledge and technical training.*
- *Average EQF at the analyzed qualifications and diplomas is level 5.*

TOOL 3.

Partners have analyzed studies realized at European level on competences needed for mediation in youth initiatives and to support non-formal and informal learning of young people, included good practices already implemented for the development of these competences.

(i.e., learning methodologies and pedagogical approaches and ICT-based methodologies for supporting youth mediation, non-formal and informal learning, and use of open educational

resources - OER in the youth field, and for supporting collective project work of young people and/or on mediation, included minors, etc.)

Study / good practice denomination:

- | |
|---|
| - Contemporary Mediator Program - Conflict resolution in schools |
| - Konnekt Mentorprogram |
| - Hungarian Youth 2012 Research |
| - Design of new European sectoral qualification Safety trainer in formal and non-formal learning contexts of EU Constructions |
| - Community Mediation and intercultural mediation |

Summary:

The analyzation of the diplomas and qualifications in the mediation of youth field and the studies of EU best practices was useful and effective, we will use the results at O2 - Design of non-formal qualification “Youth Mediator”.

Strategy of the “Youth Mediator” action plan

The fundamental aim of « Youth Mediator » project is constituted by the application of European tools and frameworks EQF to people included in the European common professional perimeter of figures in youth and mediation field, identified in a shared way by the partners across formal and non-formal educational systems of participating countries during O1 activities and finalized on the 2nd Transnational project meeting in Perugia.

The major activities foreseen by the project at this aim are focused on the definition of the contents of the *Memorandum of Understanding for new non-formal qualification “Youth Mediator”* (designing qualifications in transferable units of learning outcomes), on its formalisation by relevant organisations (particularly, potential and involved youth, civil associations and foundations actively working in youth field, enterprises acting in the field of mediation and sectoral social parties, public and private regulatory authorities for youth and mediation, other interested associations at national, regional and local level), and on its enforcement at individual level (through Learning Agreements, non-formal training programmes with flexible devices for validation, transfer and recognition of learning outcomes achieved in formal, informal and non formal contexts), as well as on the mainstreaming and multiplication of these results, in the perspective of its effective implementation for the whole duration of the project, and also beyond.

Thus, the strategy (and also the activities and tools) of the process starting with the *Memorandum of Understanding for new non-formal qualification “Youth Mediator”* for professional figures in youth mediation supported by the project, seems necessarily to be centered both on the **key actors involvement**, in each country (potential and involved youth, civil associations and foundations actively working in youth field, enterprises acting in the field of mediation and sectoral social parties, public and private regulatory authorities for youth and mediation, other interested associations of the concerned youth and mediation field), and on methods for new **non-formal qualification designing** in units of learning outcomes, in order to enable the certification of learning outcomes gained by concerned professionals beyond the barriers among different training systems.

Concerning the methods to design the new non-formal qualification « Youth Mediator » in units of learning outcomes, the project specifies that, to activate a transparent process for youth mediation professional figures, the partners will proceed defining the concerned and shared professional perimeter in terms of activities, tasks, knowledge, skills, competences, certification objectives, units of learning outcomes, focusing on standard elements in all partner countries (previously identified profiles, skill specifications, certification objectives), on subsidiary factors (certification ways; formal, non-formal and informal learning validation; procedures, qualification bodies).

Concerning the involvement, in each country, of potential and involved youth, civil associations and foundations actively working in youth field, enterprises acting in the field of mediation and sectoral social parties, public and private regulatory authorities for youth and mediation, other interested associations of the concerned field and sector, the project focuses on the integration of the planned technical work on qualification design with the planned process of providing information on quality, relevance and effectiveness of the project results to key actors, and also with planned process to ensure that the successful project results will be transferred to the appropriate decision-makers in regulated local, regional, national and European systems (mainstreaming activities, targeted on targeted youth, civil associations and foundations actively working in youth field, enterprises acting in the field of mediation and sectoral social parties, public and

private regulatory authorities for youth and mediation, other interested associations at national, regional and local level) and that these results will be adopted and applied by individual end- users (multiplication activities, targeted on youth workers, professionals, people working with youth, training providers, youth associations and civil organisations, and enterprises in the sector of mediation). This continuing process, supported by the consortium partners also through Info-days and Focus Groups scheduled in each participating country, will be based on a clear and dynamic focus on user needs and ensuring shared responsibility across all partners and a continuous interaction between them and known and potential end users/beneficiaries, to ensure the exploitation of results through whole project life-cycle and also after its end.

Summarizing, the first aspect of this process to be highlighted, it seems constituted by the integration which should characterise, on the one hand, the definition of the MoU contents (and particularly, the design of health tourism professional figures), and on the other hand, the involvement of the key actors who are to be engaged to ensure the endorsement of MoU provisions at national and regional level, within the specific training systems of youth mediation field across Europe. In other words, since the signing of the MoU and the related commitment by the key actors, particularly of those which has legislative territorial competence on professional qualification and certification (and also, in this case, of those having competence in health tourism), is the first step for an effective transposition of the qualification in the respective territories and then for the effective possibility for individuals to obtain the recognition and certification of related achieved learning outcomes, it seems necessary, to maximize the efficacy of this process, that these **key actors** are **engaged upfront**, or as soon as possible.