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## **Certified Coaches in Youth Initiatives:**

Enhancing professional development of coaches supporting youth initiatives, developing and testing a new European competence standard established by MoU ECVET and a transnational common curriculum applied through joint training events and mobility

Erasmus+ EU Programme 2014-2020  
Key Action 2 Strategic Partnerships for Youth - Call for proposal 2013 EAC/S11/13  
Project Number 2014-2-IT03-KA205-004452

### **Activity O5-A1**

Definition of the design of the common European curriculum (training standard) corresponding to the common competence standard established by MoU ECVET for the "Coach in Youth Initiatives"

### **Intellectual Output O5**

European common curriculum for the competence standard  
"Coach in Youth Initiatives"

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### **Premise: main features of O5-A1 activity and related O5 intellectual output**

The activity O5-A1, in the context of the project overall aims (to develop and test at transnational level an innovative European competence standard and a common curriculum and learning pathway in youth work field, particularly for coaching of youth initiatives, targeted on professionals, people on labour market or training /studying for youth work, 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 aimed to define the design of the common European curriculum (training standard) corresponding to the common competence standard established by the MoU ECVET for the "Coach in Youth Initiatives" (signed in Paris, the 10<sup>th</sup> of November 2015: cfr., intellectual output O4).

The definition of the curriculum started from the Learning Outcomes Units constituting the professional standard (knowledge, skills, and competences, directly linked to the performances required by the specific work activities and tasks) formalised within the MoU ECVET, in correspondence to which, with a 1:1 ratio, were designed the Training Units to be applied within the learning programme addressed to the learners, to be subsequently provided by means of innovative transnational joint learning programme (through joint training events and mobility) coherent with concerned territorial youth work contexts and learning systems, for allowing to interested persons in each European country involved in the project, the recognition of learning outcomes accordingly to the competence standard established by MoU ECVET.

The definition of the curriculum proceeded taking into account the perspective of the endorsement of the training standard within the concerned territorial youth work contexts and learning systems (particularly, National and Regional Qualification Frameworks) in each participating country, i.e. considering both the standard competence elements common to all involved countries, and the subsidiary competence elements specific for each country established by the MoU ECVET, as well as - considering that the curriculum is to be applied in several countries characterised by significant differences among the learning systems in which the learning will take place - the diverse national/regional VET specificities about ways of accessing certificate, validation of formal, non-formal and informal learning, procedures and qualification bodies, with a particular focus on already existing in national/regional/sectoral contexts procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non formal contexts, and also on flexible devices for validation, transfer and recognition of learning outcomes.

The curriculum foresees 624 hours of training, articulated in 150 hours of theoretical training, and 474 hours of practical training. During the transnational joint training

programme to be realised in the final phase of the project, it's foreseen the provision of 104 hours of theoretical training during the 3 transnational joint training events to be organised in Italy, France and Hungary, and of 416 hours of practical training during the 2 months of mobility abroad in the same countries, as well as - also for applying the MoU ECVET provisions relating to the units of learning outcomes specific for Italy, France and Hungary - the provision in each country of other 46 hours of theoretical training, and of 58 hours of practical training, for each national learner.

During the third transnational project meeting (Paris - France, 10<sup>th</sup> of November 2015), the partners have shared the definition of common approaches and tools for the activity aimed to define the training standard, which have been then applied and developed, also through Skype meetings, till the definition by the applicant of an integrated draft, discussed and validated by all the partners during the fourth transnational project meeting (Budapest - Hungary, 19<sup>th</sup> of January 2016), and then published on the public open area of the project website (<https://www.certifiedcoaches.it>).

The integral version of the product has been published in English, while a synthetic version for dissemination has been published in all the languages of the partnership (English, Italian, French and Hungarian).

The European common training standard for the “Coach in Youth Initiatives” qualification:

Section A - Training Units common to all participating countries

| <i>Training Units and related Training Modules</i>  | <i>Training objectives</i>   | <i>Minimum duration (theory and practice hours)</i> | <i>Proposed ECVET Credits</i> |
|---|--|---|-------------------------------|
| <b>1 - Facilitation of non-formal and informal learning processes in youth work</b>   | <b>Acquisition of the Competences / Learning Outcomes Unit “To facilitate non-formal and informal learning processes in youth work”</b>  | <b>208<br/>(Theory 32 + Practice 176)</b>           | <b>40</b>                     |
| 1.1 - Learning contents transmission, and application of didactics and open educational resources within non-formal and informal learning processes in youth work | <p>Acquisition of the knowledge and skills needed to facilitate non-formal and informal learning processes in youth work, transmitting learning contents and applying adequate didactics and open educational resource</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Youth work field and corresponding subject-specific didactics</li> <li>- Principles and special features of non-formal and informal learning</li> <li>- Macro-didactic action</li> <li>- Specific youth target groups in the field of non-formal and informal learning</li> <li>- Learning materials, media and open educational resources tailored to different audiences of youth</li> <li>- Learning environments for facilitating non-formal and informal learning of youth</li> <li>- Trends in non-formal and informal learning in youth work</li> <li>- Teaching and evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application</li> <li>- Assessment techniques of learning needs and attainment levels</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To transmit learning contents in a didactically structured way and have a wide methodological spectrum, included ICT-based, to make even fairly abstract issues accessible to young learners.</li> <li>- To transmit learning contents to different youth target groups, also including minors.</li> <li>- To use different learning materials, media and open educational resources in concerned non-formal and informal learning context.</li> <li>- To use existing spaces and resources in a productive way for supporting learning progress.</li> <li>- To use biographical learning and macro-didactic action, and appropriate methods to assess learning outcomes, ensuring that learning progress will be documented and made visible.</li> </ul> | 104<br>(Theory 16 + Practice 88)                    | 20                            |

| <b>Training Units<br/>and related Training Modules</b>  | <b>Training objectives</b>   | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|---|--|---|---------------------------------------|
| 1.2 - Assistance for young learners within non-formal and informal learning processes in youth work | <p>Acquisition of the knowledge and skills needed to facilitate non-formal and informal learning processes in youth work, ensuring assistance for young learners</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Educational psychology, learner-oriented teaching methods and mechanisms of self-perception and perception of others, in particular within youth work</li> <li>- Motivation techniques and methods.</li> <li>- Techniques and methods for encouraging and enhancing the leadership attitudes of the young learners</li> <li>- Variety of learning environments, conflict management and dealing in a pedagogical way the youth group work</li> <li>- Coaching and counselling, in particular in youth work</li> <li>- Techniques and methods for motivating young learners to make use of professional coaching and counselling offers.</li> <li>- Basics of communication and organisation theories</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To orient learning to the young learner.</li> <li>- To empathise with young learners.</li> <li>- To recognise the strengths of individual and collective young learners and know how to use them in a productive way for a joint and mutual learning, also stimulating and improving the leadership attitudes of the young learners</li> <li>- To link learning to young learners' living conditions, thus enhancing learning relevance to the learners.</li> <li>- To deal with learning barriers.</li> <li>- To use in creative way the motivation techniques and psychological knowledge.</li> <li>- To tailor pedagogical methods to the requirements of young learners.</li> <li>- To apply in a creative manner communication and de-escalation strategies.</li> <li>- To provide learning advice and use coaching strategies.</li> <li>- To reflect on the own actions and see them in a broader context</li> </ul> | 104<br>(Theory 16 + Practice 88)                        | 20                                    |

| <b>Training Units and related Training Modules</b>                  | <b>Training objectives</b>   | <b>Minimum duration (theory and practice hours)</b> | <b>Proposed ECVET Credits</b> |
|---|--|---|-------------------------------|
| <b>2 - Self-professional and personal development</b>               | <b>Acquisition of the Competences / Learning Outcomes Unit "To plan, implement and evaluate in an autonomous way the development of the professional self, and manage the own learning needs and goals"</b>  | <b>52<br/>(Theory 12 + Practice 40)</b>             | <b>10</b>                     |
| 2.1 - Personal development and development of the professional self | <p>Acquisition of the knowledge and skills needed to plan, implement and evaluate in an autonomous way the development of the professional self, and manage the own learning needs and goals</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Assessment of learning needs and attainment levels.</li> <li>- Methods of self-reflection and self-evaluation.</li> <li>- Creativity techniques.</li> <li>- Relaxation techniques and methods for dealing with stress.</li> <li>- Knowledge of current activities of networks supporting the non-formal and informal learning, in particular in youth work.</li> <li>- Psychology approaches methods and tools, in particular about self-perception and perception by others, as well as body language and self-representation.</li> <li>- Particularities and limits of the specific youth work professional role.</li> <li>- Strategic use of techniques of relaxation and self-reflection.</li> <li>- Quality assurance principles and tools</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To reflect the own action and career development within the context of the own biography, and keep critical distance to the own action.</li> <li>- To use self-evaluation tools in a targeted way for planning the own career development.</li> <li>- To refer to the topics that are currently on the agenda of professional actors and networks in the field.</li> <li>- To get familiarised with new youth work teaching-learning contexts and to work in them.</li> <li>- To apply different strategies of verbal and non-verbal communication.</li> <li>- To use internalised communication strategies so far that the own action appears authentic, self-confident and natural.</li> <li>- To distinguish between oneself as a person and his professional role.</li> <li>- To be emotionally stable, stress-resistant, authentic, open minded, creative, flexible, self-assured, and a self-reflective learner</li> <li>- To apply quality assurance principles and tools</li> </ul> | 52<br>(Theory 12 + Practice 40)                     | 10                            |

| <b>Training Units<br/>and related Training Modules</b>  | <b>Training objectives</b>   | <b>Minimum duration<br/>(theory and<br/>practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|---|--|---|---------------------------------------|
| <b>3 - Support of the groups of young people in project work for carrying out youth initiatives</b> | <b>Acquisition of the Competences / Learning Outcomes Unit "To support groups of young people in project work for carrying out youth initiatives"</b>  | <b>132<br/>(Theory 36 + Practice 96)</b>                    | <b>26</b>                             |
| 3.1 - Support of the preparation of youth initiative projects                                       | <p>Acquisition of the knowledge and skills needed to support groups of young people in the preparation of youth initiative projects</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Approaches, tools and techniques for the analysis and definition of socio-educational and professional development needs of young people</li> <li>- Approaches, tools and techniques for the identification and analysis of funding opportunities for supporting youth initiative projects at local, regional, national and transnational level</li> <li>- Approaches, tools and techniques for sustaining young people in searching, building and implementing partnerships and collaborations for youth initiative projects at local, regional, national and transnational level</li> <li>- Approaches, tools and techniques for sustaining young people in the elaboration of youth initiative projects ideas and in related project submission procedures at local, regional, national and transnational level</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To apply approaches, tools and techniques for the analysis and definition of socio-educational and professional development needs of young people</li> <li>- To apply approaches, tools and techniques for the identification and analysis of funding opportunities for supporting youth initiative projects at local, regional, national and transnational level</li> <li>- To apply approaches, tools and techniques for sustaining young people in searching, building and implementing partnerships and collaborations for youth initiative projects at local, regional, national and transnational level</li> <li>- To apply approaches, tools and techniques for sustaining young people in elaboration of youth initiative projects ideas and in related project submission procedures at local, regional, national and transnational level</li> </ul> | 40<br>(Theory 12 + Practice 28)                             | 8                                     |



| <b>Training Units<br/>and related Training Modules</b>           | <b>Training objectives</b>  | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|--|---|---|---------------------------------------|
| 3.2 - Support of the implementation of youth initiative projects | <p>Acquisition of the knowledge and skills needed to support groups of young people in the implementation of youth initiative projects</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Approaches, tools and techniques for identifying, analysing and applying the EU, national, regional and local rules regulating the management, scientific, technical, administrative and financial aspects of youth initiative projects implementation</li> <li>- Approaches, tools and techniques for sustaining quality of learning process and production of fulfilling results within youth initiative projects implementation</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To apply approaches, tools and techniques for identifying, analysing and applying the EU, national, regional and local rules regulating the management, scientific, technical, administrative and financial aspects of youth initiative projects implementation</li> <li>- To apply approaches, tools and techniques for sustaining quality of learning process and production of fulfilling results within youth initiative projects implementation</li> </ul> | 40<br>(Theory 12 + Practice 28)                         | 8                                     |

| <b>Training Units<br/>and related Training Modules</b>       | <b>Training objectives</b>  | <b>Minimum duration<br/>(theory and practice hours)</b>            | <b>Proposed<br/>ECVET<br/>Credits</b> |
|--|---|--|---------------------------------------|
| 3.3 - Support of the evaluation of youth initiative projects | <p>Acquisition of the knowledge and skills needed to support groups of young people in the evaluation of youth initiative projects</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Approaches, tools and techniques for monitoring and evaluation of youth initiative projects (performance indicators, to measure and assess intermediate and final results achieved with respect to needs of target groups; monitoring activities and control targets; survey and control times; survey instruments; reporting systems; procedures and tools for contingency, risk management and follow-up measures; tools for physical monitoring and assessment (verification by means of performance and result indicators), financial monitoring and assessment (survey and control of expenses in respect of estimated costs), technical-scientific monitoring and assessment, and survey interventions to verify the level of satisfaction of involved actors and users, particularly of addressees and final users.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To apply approaches, tools and techniques for monitoring and evaluation of youth initiative projects</li> </ul> | <p style="text-align: center;">20<br/>(Theory 6 + Practice 14)</p> | <p style="text-align: center;">4</p>  |

| <b><i>Training Units<br/>and related Training Modules</i></b>                 | <b><i>Training objectives</i></b>   | <b><i>Minimum duration<br/>(theory and practice hours)</i></b>     | <b><i>Proposed<br/>ECVET<br/>Credits</i></b> |
|---|---|--|--|
| 3.4 - Communication in English for supporting transnational youth initiatives | <p>Acquisition of the knowledge and skills needed to communicate in English (min. level B2 CEFR)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Knowledge of English corresponding to level B2 CEFR (Common European Framework of Reference for Languages)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To use skills in English corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity</li> </ul> | <p style="text-align: center;">32<br/>(Theory 6 + Practice 26)</p> | <p style="text-align: center;">6</p>         |

| <i>Training Units<br/>and related Training Modules</i>   | <i>Training objectives</i>  | <i>Minimum duration<br/>(theory and practice hours)</i> | <i>Proposed<br/>ECVET<br/>Credits</i> |
|--|---|---|---------------------------------------|
| 4 - Support of the participation and active citizenship of young people                                  | <b>Acquisition of the Competences / Learning Outcomes Unit "To support participation and active citizenship of young people"</b>  | 128<br>(Theory 24 + Practice 104)                       | 24                                    |
| 4.1 - Development of institutional and political dimension of youth active participation and citizenship | <p>Acquisition of the knowledge and skills needed to support the development of institutional and political dimension of youth active participation and citizenship</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Approaches, tools and techniques for developing the institutional and political dimension of youth active citizenship, referring to political rights, political systems, promoting democratic attitudes and participatory skills, awareness raising about concepts of democracy, political structures and decision-making processes on a local, regional, national and international / European level, voting systems, political parties, lobby groups, political participation and other forms of participation, history and basis of civil society, democratic values, human rights, consciousness of current political issues including European integration and international politics, relations, international organisations and legislation, role of the medias, judicial system, etc.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To apply approaches, tools and techniques for developing the institutional and political dimension of youth active citizenship and participation</li> </ul> | 32<br>(Theory 6 + Practice 26)                          | 6                                     |

| <b>Training Units<br/>and related Training Modules</b>                                | <b>Training objectives</b>  | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|---|---|---|---------------------------------------|
| 4.2 - Development of economic dimension of youth active participation and citizenship | <p>Acquisition of the knowledge and skills needed to support the development of economic dimension of youth active participation and citizenship</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Approaches, tools and techniques for developing the economic dimension of youth active citizenship, referring to the relationship between an individual and the labour and consumer- market, the right to work and to a minimum subsistence level, in particular through improving economic skills for job related and other economic activities, and the knowledge of different European working situations and the aspects of employment / unemployment and their relationship to the social aspects of the global economy, as well as awareness of the social consequences of changes in the world economy, etc.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To apply approaches, tools and techniques for developing the economic dimension of youth active citizenship and participation</li> </ul> | 32<br>(Theory 6 + Practice 26)                          | 6                                     |

| <b>Training Units<br/>and related Training Modules</b>                                | <b>Training objectives</b>  | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|---|---|---|---------------------------------------|
| 4.3 - Development of cultural dimension of youth active participation and citizenship | <p>Acquisition of the knowledge and skills needed to support the development of cultural dimension of youth active participation and citizenship</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Approaches, tools and techniques for developing the cultural dimension of youth active citizenship, referring to referring to the consciousness of a common cultural heritage, in particular through improving the knowledge of local, national, European and global cultural heritage and history, etc</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- To apply approaches, tools and techniques for developing the cultural dimension of youth active citizenship and participation</li> </ul> | 32<br>(Theory 6 + Practice 26)                          | 6                                     |

| <b>Training Units<br/>and related Training Modules</b>                              | <b>Training objectives</b>  | <b>Minimum duration<br/>(theory and practice hours)</b>            | <b>Proposed<br/>ECVET<br/>Credits</b> |
|---|---|--|---------------------------------------|
| 4.4 - Development of social dimension of youth active participation and citizenship | <p>Acquisition of the knowledge and skills needed to support the development of social dimension of youth active participation and citizenship</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- ...</li> <li>- Approaches, tools and techniques for developing the social dimension of youth active citizenship, referring to to the behaviour between individuals in a society and related required loyalty and solidarity, through raising awareness of social issues and improving social skills and the knowledge of social relations in society, etc.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- ...</li> <li>- To apply approaches, tools and techniques for developing the social dimension of youth active citizenship and participation</li> </ul> | <p style="text-align: center;">32<br/>(Theory 6 + Practice 26)</p> | <p style="text-align: center;">6</p>  |

**Section B - Training Units specific for countries:**

**Italy - Umbria Region**

| <i>Training Units<br/>and related Training Modules</i>                        | <i>Training objectives</i>  | <i>Minimum duration<br/>(theory and practice hours)</i> | <i>ECVET<br/>Credits</i> |
|---|---|---|--------------------------|
| 1IT - Practice of a profession as employed or self-employed worker in Italy   | Acquisition of the Competences / Learning Outcomes Unit "To practise a profession as employed or self-employed worker in Italy"   | 26<br>(Theory 12 + Practice 14)                         | 5                        |
| 1.1IT - Practice of a profession as employed or self-employed worker in Italy | <p>Acquisition of the knowledge and skills needed to practise a profession as employed or self-employed worker in Italy</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Labour law, namely for the characteristics of most frequently used employment contracts for employed and self-employed work activities.</li> <li>- Principles on civil and criminal liability of the workers.</li> <li>- Elements of tax regulations, namely for the self-employed workers</li> <li>- Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> </ul> | 26<br>(Theory 12 + Practice 14)                         | 5                        |



| <b>Training Units<br/>and related Training Modules</b>                                      | <b>Training objectives</b>   | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>ECVET<br/>Credits</b> |
|---|--|---|--------------------------|
| <b>2IT - Management of the professional activity of Coach in Youth Initiatives in Italy</b> | <b>Acquisition of the Competences / Learning Outcomes Unit "To manage the professional activity of Coach in Youth Initiatives in Italy"</b>  | <b>26<br/>(Theory 12 + Practice 14)</b>                 | <b>5</b>                 |
| 2.1IT - Management of the professional activity of Coach in Youth Initiatives in Italy      | <p>Acquisition of the knowledge and skills needed to manage the professional activity of Coach in Youth Initiatives in Italy</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the youth field</li> <li>- Laws and standards for professional qualifications, such as Coach in Youth Initiatives, and their long-lasting retention, with reference to regional and national regulations and to the overall panorama in Italy and European countries.</li> <li>- Reference National Labour Agreements.</li> <li>- EU principle and tools for recognition of competences and qualifications.</li> <li>- Civil and criminal liability related to the activity of Coach in Youth Initiatives. Ethical and deontological aspects.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- To know and understand the specifications for professional practice as Coach in Youth Initiatives.</li> <li>- To fulfil the regulatory obligations and operate in full compliance with the deontological codes of reference: to know and manage the obligations of the professional activity of Coach in Youth Initiatives; to negotiate the conditions of the professional activity, beginning with the applicable contractual system and economic incentives available to the customer; to know and apply the deontological codes - including those identified by common practice - during professional activity.</li> <li>- To know and understand the specifications of the various professional roles operating within the youth work sector (reference activities, levels of responsibility, etc.), paying special attention to his own.</li> <li>- To identify his own strategy of sustainable professional activity.</li> </ul> | 26<br>(Theory 12 + Practice 14)                         | 5                        |

| <b>Training Units<br/>and related Training Modules</b>                                   | <b>Training objectives</b>   | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>ECVET<br/>Credits</b> |
|--|--|---|--------------------------|
| <b>3IT - Communication in Italian</b>  | <b>Acquisition of the Competences / Learning Outcomes Unit "To communicate in Italian (min. level C1 CEFR - Common European Framework of Reference for Languages)"</b>   | <b>26<br/>(Theory 10 + Practice 16)</b>                 | <b>5</b>                 |
| 3.1IT - Communication in Italian   | Acquisition of the knowledge and skills needed to communicate in Italian (min. level C1 CEFR - Common European Framework of Reference for Languages)<br><br>Knowledge:<br>- Knowledge of Italian corresponding to level C1 CEFR (Common European Framework of Reference for Languages)<br><br>Skills:<br>- To use skills in Italian corresponding to level C1 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity  | 26<br>(Theory 10 + Practice 16)                         | 5                        |
| <b>4IT - Promotion of health and safety in youth work field according to Italian law</b> | <b>Acquisition of the Competences / Learning Outcomes Unit "To promote health and safety in youth work field according to Italian law"</b>   | <b>26<br/>(Theory 12 + Practice 14)</b>                 | <b>5</b>                 |
| 4.1IT - Promotion of health and safety in youth work field according to Italian law      | Acquisition of the knowledge and skills needed to promote health and safety in youth work field according to Italian law<br><br>Knowledge:<br>- Italian national and regional rules and regulations in health and safety applicable in youth work field<br><br>Skills:<br>- 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 | 26<br>(Theory 12 + Practice 14)                         | 5                        |

France

| <i>Training Units<br/>and related Training Modules</i>   | <i>Training objectives</i>  | <i>Minimum duration<br/>(theory and practice hours)</i> | <i>Proposed<br/>ECVET<br/>Credits</i> |
|--|---|---|---------------------------------------|
| 1FR - Supporting young people looking for a job or an internship, giving them the necessary technical and methodological tools | Acquisition of the Competences / Learning Outcomes Unit "To support young people looking for a job or an internship, giving them the necessary technical and methodological tools"  | 78<br>(Theory 36 + Practice 42)                         | 15                                    |
| 1.1FR - Helping young people to prepare their candidature  | Acquisition of the knowledge and skills needed to help young people prepare their candidature<br><br>Knowledge:<br>- The realization and the writing of a CV<br>- The writing of a letter of motivation, finding arguments to support one's candidacy<br><br>Skills:<br>- Guide them through:<br>The realization and the writing of their CV<br>The writing of a letter of motivation, finding arguments to support one's candidacy | 26<br>(Theory 12 + Practice 14)                         | 5                                     |

| <b>Training Units<br/>and related Training Modules</b>         | <b>Training objectives</b>   | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|--|--|---|---------------------------------------|
| 1.2FR - Equipping young people for optimizing their job search | <p>Acquisition of the knowledge and skills needed to equip young people for optimizing their job search</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- The research and the selection of companies potentially in search for new staff in a specific business sector</li> <li>- The methodology for a fruitful contact by telephone of companies.</li> <li>- The follow-up of the calls</li> <li>- The selection of classified ads</li> <li>- Adapted answers to each classified ad</li> <li>- The unsolicited applications : what and how.</li> <li>- The adaptation of motivation letters according to the right contexts</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Accompany them in:<br/>The research and the selection of companies potentially in search for new staff in a specific business sector<br/>The fruitful contact by telephone of companies and the follow-up of the calls<br/>The selection of classified ads and the adapted answers<br/>Unsolicited applications</li> <li>- The adaptation of motivation letters according to the right context</li> </ul> | 26<br>(Theory 12 + Practice 14)                         | 5                                     |

| <b>Training Units<br/>and related Training Modules</b>                | <b>Training objectives</b>  | <b>Minimum duration<br/>(theory and practice hours)</b>                           | <b>Proposed<br/>ECVET<br/>Credits</b>       |
|---|---|---|---|
| 1.3FR - Training candidates to job interviews                         | <p>Acquisition of the knowledge and skills needed to train candidates to job interviews</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Preparing for job interviews</li> <li>- Negotiating with an employer</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Guide them in :<br/>Preparing for job interviews<br/>Negotiating with an employer</li> </ul>   | <p style="text-align: center;">26<br/>(Theory 12 + Practice 14)</p>               | <p style="text-align: center;">5</p>        |
| <b>2FR - Giving legal information to candidates looking for a job</b> | <b>Acquisition of the Competences / Learning Outcomes Unit "To give legal information to candidates looking for a job"</b>  | <p style="text-align: center;"><b>26</b><br/><b>(Theory 12 + Practice 14)</b></p> | <p style="text-align: center;"><b>5</b></p> |
| 2.1FR - Giving legal information to candidates looking for a job      | <p>Acquisition of the knowledge and skills needed to give legal information to candidates looking for a job</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Finding and using the regulations governing the jobseekers</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Guide them in : The search for regulatory information about the status of job seeker, and how to use it according one's situation</li> </ul> | <p style="text-align: center;">26<br/>(Theory 12 + Practice 14)</p>               | <p style="text-align: center;">5</p>        |

## Hungary

| <b>Training Units<br/>and related Training Modules</b>                                | <b>Training objectives</b>   | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|---|--|---|---------------------------------------|
| 1HU - Communication in Hungarian  | <b>Acquisition of the Competences / Learning Outcomes Unit "To communicate in Hungarian (min. level C1 CEFR - Common European Framework of Reference for Languages)"</b>   | 26<br>(Theory 12 + Practice 14)                         | 5                                     |
| 1.1HU - Communication in Hungarian  | Acquisition of the knowledge and skills needed to communicate in Hungarian (min. level C1 CEFR - Common European Framework of Reference for Languages)<br><br>Knowledge:<br>- Knowledge of Hungarian corresponding to level C1 CEFR (Common European Framework of Reference for Languages)<br><br>Skills:<br>- To use skills in Hungarian corresponding to level C1 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity  | 26<br>(Theory 12 + Practice 14)                         | 5                                     |
| 2HU - Promotion of health and safety in youth work field according to Hungarian law   | <b>Acquisition of the Competences / Learning Outcomes Unit "To promote health and safety in youth work field according to Hungarian law"</b>   | 26<br>(Theory 12 + Practice 14)                         | 5                                     |
| 2.1HU - Promotion of health and safety in youth work field according to Hungarian law | Acquisition of the knowledge and skills needed to promote health and safety in youth work field according to Hungarian law<br><br>Knowledge:<br>- Hungarian national and regional rules and regulations in health and safety applicable in youth work field<br><br>Skills:<br>- To apply effectively the risk prevention within the youth work, in compliance with Hungarian national and regional rules and regulations in health and safety applicable in youth work field | 26<br>(Theory 12 + Practice 14)                         | 5                                     |

| <b>Training Units<br/>and related Training Modules</b>   | <b>Training objectives</b>   | <b>Minimum duration<br/>(theory and practice hours)</b> | <b>Proposed<br/>ECVET<br/>Credits</b> |
|--|--|---|---------------------------------------|
| <b>3HU - Knowing and applying youth related coaching non-formal and formal training programs</b>                 | <b>Acquisition of the Competences / Learning Outcomes Unit "To know and apply youth related coaching non-formal and formal training programs"</b>  | <b>26<br/>(Theory 12 + Practice 14)</b>                 | <b>5</b>                              |
| 3.1HU - Knowing and applying youth related coaching non-formal and formal training programs                      | Acquisition of the knowledge and skills needed to know and apply youth related coaching non-formal and formal training programs<br><br>Knowledge:<br>- Knowledge of training programs<br><br>Skills:<br>- To understand the thematic of the specific training coach programs in youth work field and to apply it effectively   | 26<br>(Theory 12 + Practice 14)                         | 5                                     |
| <b>4HU - Giving legal information to candidates looking for a job, adhere to professional ethical principles</b> | <b>Acquisition of the Competences / Learning Outcomes Unit "To give legal information to candidates looking for a job, adhere to professional ethical principles"</b>  | <b>26<br/>(Theory 12 + Practice 14)</b>                 | <b>5</b>                              |
| 4.1HU - Giving legal information to candidates looking for a job, adhere to professional ethical principles      | Acquisition of the knowledge and skills needed to give legal information to candidates looking for a job, adhere to professional ethical principles<br><br>Knowledge:<br>- Knowledge of relevant regulations governing the jobseekers and of the professional ethic standards of a coach<br><br>Skills:<br>- Guide them in : The search for regulatory information about the status of job seeker, and how to use it according one's situation | 26<br>(Theory 12 + Practice 14)                         | 5                                     |