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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 O3-A1** - Definition of the design of the European common competence standard (professional standard) "Coach in Youth Initiatives"

**Intellectual Output O3** - Design of the new European common competence standard "Coach in Youth Initiatives"

*September 2015*

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### **Premise: main features of O3-A1 activity and related O3 intellectual output**

The activity O3-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 describe, in a shared way by the partners, the new European common competence standard (professional standard) "Coach in Youth Initiatives" in the youth work professional field, defining with a work evidence-based approach the activities, the tasks, the knowledge, the skills, the competences, the units of learning outcomes and the related ECVET credits characterising the common competence standard.

The competence standard design, which constitute the intellectual output O3 of the project, started from the common European perimeter of professional figures, profiles, diplomas and qualifications in the field of youth work, existing in concerned territorial youth work contexts and learning systems of participating countries, in particular within their National and Regional Qualification Frameworks, already analysed and defined by the partners (output O1), also capitalising the results of studies on competences needed for coaching in youth initiatives, and following the action plan (particularly in this phase, the methods to design qualification in units of learning outcomes with allocation of credit points, based on the ECVET technical specifications, and on work evidence-base approaches, defined within the output O2 on the basis of relevant experiences and good practices in terms of approaches, activities and tools, collected, analysed and selected to be adapted and transferred at this aim) to be used by the partners to activate and develop the ECVET process for the new European common competence standard.

The new European common competence standard for "Coach in Youth Initiatives" has been designed focusing on specific learning methodologies and pedagogical approaches for supporting youth work and non-formal and informal learning, included ICT-based methodologies and open educational resources - OER in the youth field, in particular for supporting groups of young people in project work for carrying out youth initiatives, and youth participation and active citizenship.

The design of the "Coach in Youth Initiatives" qualification has proceeded defining it in terms of activities and tasks, knowledge, skills and competences, learning outcomes units and units parts, and related ECVET credits, focusing firstly on standard competence elements common to all participating countries (cfr., section A of this document), and then on possible subsidiary competence elements specific for each involved country (cfr., section B of this

document, articulated in several "addenda", one for each country), taking into account the perspective of the endorsement of the competence standard, when formalised by means of a MoU ECVET, within the concerned youth work contexts and learning systems of participating countries, in particular within their National and Regional Qualification Frameworks.

The ECVET credits established for this new European professional qualification in youth work are 120, of which 100 linked to standard competence elements common to all participating countries, and 20 to competence elements specific for each involved country.

During the first transnational project meeting (Perugia - Italy, 16<sup>th</sup> June 2015), the partners have shared, on the basis of a draft elaborated by the applicant, the definition of common approaches and tools for the activity aimed to define the design of the competence standard, which have been then applied and developed by the partners, also through Skype meetings, till the definition by the applicant of an integrated draft, discussed and validated by all the partners during the second transnational project meeting (Perugia, 22<sup>nd</sup> June 2015), and then published on the public open area of the project website ([www.certifiedcoaches.it](http://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).

Modifications and integrations of the product, according to indications and specifications coming from the partners and involved key actors and stakeholders, were realised till the third transnational project meeting (Paris - France, 10<sup>th</sup> November 2015).

**Section A - Activities, tasks, skills, knowledge, learning outcomes units and units parts, and ECVET credits characterising the “Coach in Youth Initiatives” qualification**

**Standard competence elements common to all participating countries**

<b>Activity Areas</b>	<b>Activities</b>	<b>Tasks</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Competences / Learning Outcomes (units)</b>	<b>Proposed ECVET Credits (units)</b>	<b>Competences / Learning Outcomes (units parts)</b>	<b>Proposed ECVET Credits (units parts)</b>
<b>Facilitation of non-formal and informal learning processes in youth work</b>	<b>Learning contents transmission, and application of didactics and open educational resources within non-formal and informal learning processes in youth work</b>	<p>Management and control of the didactic and educational transfer in non-formal and informal learning contexts.</p> <p>Monitoring and supervision of young learners' progress.</p> <p>Undertaking professional development in subject discipline.</p> <p>Adaptation of learning facilitation offer to the specificity of youth target groups - also including minors - in their fields of activity.</p> <p>Adaptation of the available resources to different youth target groups and learning environments.</p> <p>Planning the learning facilitation offer and keeping it constantly up with new developments and trends about non-formal and informal learning processes in youth work</p>	<p>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.</p> <p>To transmit learning contents to different youth target groups, also including minors.</p> <p>To use different learning materials, media and open educational resources in concerned non-formal and informal learning context.</p> <p>To use existing spaces and resources in a productive way for supporting learning progress.</p> <p>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.</p>	<p>Youth work field and corresponding subject-specific didactics</p> <p>Principles and special features of non-formal and informal learning</p> <p>Macro-didactic action</p> <p>Specific youth target groups in the field of non-formal and informal learning</p> <p>Learning materials, media and open educational resources tailored to different audiences of youth</p> <p>Learning environments for facilitating non-formal and informal learning of youth</p> <p>Trends in non-formal and informal learning in youth work</p> <p>Teaching and evaluation methods and tools (e.g. test, learning diaries) and their respective areas of application</p> <p>Assessment techniques of learning needs and attainment levels</p>	<b>To facilitate non-formal and informal learning processes in youth work</b>	<b>40</b>	<b>To facilitate non-formal and informal learning processes in youth work, transmitting learning contents and applying adequate didactics and open educational resources</b>	<b>20</b>

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Facilitation of non-formal and informal learning processes in youth work</b></p>	<p><b>Assistance for young learners within non-formal and informal learning processes in youth work</b></p>	<p>Effective communication with young learners</p> <p>Supporting of non-formal and informal learning processes in a learner orientated and empathic manner</p> <p>Motivation and inspiration of young learners to start and continue learning activities</p> <p>Providing of a purposeful learning support through referring to the individual experiences of the young learners</p> <p>Supporting and management of group processes in non-formal and informal learning contexts</p> <p>Monitoring of the non-formal and informal learning processes and giving of relevant learning advice to young learners</p>	<p>To orient learning to the young learner.</p> <p>To empathise with young learners.</p> <p>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</p> <p>To link learning to young learners' living conditions, thus enhancing learning relevance to the learners.</p> <p>To deal with learning barriers.</p> <p>To use in creative way the motivation techniques and psychological knowledge.</p> <p>To tailor pedagogical methods to the requirements of young learners.</p> <p>To apply in a creative manner communication and de-escalation strategies.</p> <p>To provide learning advice and use coaching strategies.</p> <p>To reflect on the own actions and see them in a broader context</p>	<p>Educational psychology, learner-oriented teaching methods and mechanisms of self-perception and perception of others, in particular within youth work</p> <p>Motivation techniques and methods.</p> <p>Techniques and methods for encouraging and enhancing the leadership attitudes of the young learners</p> <p>Variety of learning environments, conflict management and dealing in a pedagogical way the youth group work</p> <p>Coaching and counselling, in particular in youth work</p> <p>Techniques and methods for motivating young learners to make use of professional coaching and counselling offers.</p> <p>Basics of communication and organisation theories.</p>	<p><b>To facilitate non-formal and informal learning processes in youth work</b></p>	<p>40</p>	<p><b>To facilitate non-formal and informal learning processes in youth work, ensuring assistance for young learners</b></p>	<p>20</p>

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<b>Self-professional and personal development</b>	<b>Personal development and development of the professional self</b>	<p>Proceeding in a structured way, orientating oneself to the needs of young learners, and analysing learning barriers of the learners</p> <p>Application of the own life experience within the youth work learning environment</p> <p>Recognition and management of the own learning needs</p> <p>Establishment and management of the own learning goals</p> <p>Reflection about the own youth work professional role, evaluation and management of the own practice</p> <p>Coping with criticism and seeing the different perspectives</p> <p>Commitment to and management of the own professional development</p>	<p>To reflect the own action and career development within the context of the own biography, and keep critical distance to the own action.</p> <p>To use self-evaluation tools in a targeted way for planning the own career development.</p> <p>To refer to the topics that are currently on the agenda of professional actors and networks in the field.</p> <p>To get familiarised with new youth work teaching-learning contexts and to work in them.</p> <p>To apply different strategies of verbal and non-verbal communication.</p> <p>To use internalised communication strategies so far that the own action appears authentic, self-confident and natural.</p> <p>To distinguish between oneself as a person and his professional role.</p> <p>To be emotionally stable, stress-resistant, authentic, open minded, creative, flexible, self-assured, and a self-reflective learner</p> <p>To apply quality assurance principles and tools</p>	<p>Assessment of learning needs and attainment levels.</p> <p>Methods of self-reflection and self-evaluation.</p> <p>Creativity techniques.</p> <p>Relaxation techniques and methods for dealing with stress.</p> <p>Knowledge of current activities of networks supporting the non-formal and informal learning, in particular in youth work.</p> <p>Psychology approaches methods and tools, in particular about self-perception and perception by others, as well as body language and self-representation.</p> <p>Particularities and limits of the specific youth work professional role.</p> <p>Strategic use of techniques of relaxation and self-reflection.</p> <p>Quality assurance principles and tools</p>	<b>To plan, implement and evaluate in an autonomous way the development of the professional self, and manage the own learning needs and goals</b>	10	<b>To plan, implement and evaluate in an autonomous way the development of the professional self, and manage the own learning needs and goals</b>	10

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Support of the groups of young people in project work for carrying out youth initiatives</b></p>	<p><b>Support of the preparation of youth initiative projects</b></p>	<p>Sustain to young people in the analysis and definition of their socio-educational and professional development needs</p> <p>Sustain to young people in the identification and analysis of funding opportunities for supporting youth initiative projects at local, regional, national and transnational level</p> <p>Sustain to young people in the networking at local, regional, national and transnational level for searching, building and implementing partnerships and collaborations for youth initiative projects</p> <p>Sustain to young people in the elaboration of youth initiative projects ideas and in the related project submission procedures at local, regional, national and transnational level</p>	<p>To apply approaches, tools and techniques for the analysis and definition of socio-educational and professional development needs of young people</p> <p>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</p> <p>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</p> <p>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</p>	<p>Approaches, tools and techniques for the analysis and definition of socio-educational and professional development needs of young people</p> <p>Approaches, tools and techniques for the identification and analysis of funding opportunities for supporting youth initiative projects at local, regional, national and transnational level</p> <p>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</p> <p>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</p>	<p><b>To support groups of young people in project work for carrying out youth initiatives</b></p>	<p>26</p>	<p><b>To support groups of young people in the preparation of youth initiative projects</b></p>	<p>8</p>



Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Support of the groups of young people in project work for carrying out youth initiatives</b></p>	<p><b>Support of the implementation of youth initiative projects</b></p>	<p>Sustain to young people in the identification, analysis and application of EU, national, regional and local rules regulating the management, scientific, technical, administrative and financial aspects of youth initiative projects implementation</p> <p>Sustain to the quality of learning process experienced by young people within youth initiative projects implementation</p> <p>Sustain to the production of fulfilling results within youth initiative projects implementation</p>	<p>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</p> <p>To apply approaches, tools and techniques for sustaining quality of learning process and production of fulfilling results within youth initiative projects implementation</p>	<p>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</p> <p>Approaches, tools and techniques for sustaining quality of learning process and production of fulfilling results within youth initiative projects implementation</p>	<p><b>To support groups of young people in project work for carrying out youth initiatives</b></p>	<p>26</p>	<p><b>To support groups of young people in the implementation of youth initiative projects</b></p>	<p>8</p>

<b>Activity Areas</b>	<b>Activities</b>	<b>Tasks</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Competences / Learning Outcomes (units)</b>	<b>Proposed ECVET Credits (units)</b>	<b>Competences / Learning Outcomes (units parts)</b>	<b>Proposed ECVET Credits (units parts)</b>
<b>Support of the groups of young people in project work for carrying out youth initiatives</b>	<b>Support of the evaluation of youth initiative projects</b>	Sustain to young people in the monitoring and evaluation of youth initiative projects	To apply approaches, tools and techniques for monitoring and evaluation of youth initiative projects	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	<b>To support groups of young people in project work for carrying out youth initiatives</b>	26	<b>To support groups of young people in the evaluation of youth initiative projects</b>	4
<b>Support of the groups of young people in project work for carrying out youth initiatives</b>	<b>Communication in English for supporting transnational youth initiatives</b>	Communication in English within professional activities in youth work field for supporting transnational youth initiatives	To use skills in English corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	Knowledge of English corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	<b>To support groups of young people in project work for carrying out youth initiatives</b>	26	<b>To communicate in English</b> (min. level B2 CEFR - Common European Framework of Reference for Languages)	6

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Support of the participation and active citizenship of young people</b></p>	<p><b>Development of institutional and political dimension of youth active participation and citizenship</b></p>	<p>Sustain to development of institutional and political dimension of youth active participation and citizenship</p>	<p>To apply approaches, tools and techniques for developing the institutional and political dimension of youth active citizenship and participation</p>	<p>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.</p>	<p><b>To support participation and active citizenship of young people</b></p>	<p><b>24</b></p>	<p><b>To support the development of institutional and political dimension of youth active participation and citizenship</b></p>	<p><b>6</b></p>

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Support of the participation and active citizenship of young people</b></p>	<p><b>Development of the economic dimension of youth active participation and citizenship</b></p>	<p>Sustain to development of the economic dimension of youth active participation and citizenship</p>	<p>To apply approaches, tools and techniques for developing the economic dimension of youth active citizenship and participation</p>	<p>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.</p>	<p><b>To support participation and active citizenship of young people</b></p>	<p><b>24</b></p>	<p><b>To support the development of economic dimension of youth active participation and citizenship</b></p>	<p><b>6</b></p>

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Support of the participation and active citizenship of young people</b></p>	<p><b>Development of the cultural dimension of youth active participation and citizenship</b></p>	<p>Sustain to development of the cultural dimension of youth active participation and citizenship</p>	<p>To apply approaches, tools and techniques for developing the cultural dimension of youth active citizenship and participation</p>	<p>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</p>	<p><b>To support participation and active citizenship of young people</b></p>	<p><b>24</b></p>	<p><b>To support the development of cultural dimension of youth active participation and citizenship</b></p>	<p><b>6</b></p>

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Support of the participation and active citizenship of young people</b></p>	<p><b>Development of the social dimension of youth active participation and citizenship</b></p>	<p>Sustain to development of the social dimension of youth active participation and citizenship</p>	<p>To apply approaches, tools and techniques for developing the social dimension of youth active citizenship and participation</p>	<p>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.</p>	<p><b>To support participation and active citizenship of young people</b></p>	<p><b>24</b></p>	<p><b>To support the development of social dimension of youth active participation and citizenship</b></p>	<p><b>6</b></p>

**Section B - Activities, tasks, skills, knowledge, learning outcomes units and units parts, and ECVET credits characterising the “Coach in Youth Initiatives” qualification**

**Standard competence elements specific for countries**

**Italian Addendum**

<b>Activity Areas</b>	<b>Activities</b>	<b>Tasks</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Competences / Learning Outcomes (units)</b>	<b>Proposed ECVET Credits (units)</b>	<b>Competences / Learning Outcomes (units parts)</b>	<b>Proposed ECVET Credits (units parts)</b>
<b>Definition of objectives and resources</b>	<b>Definition and management of a work activity in compliance with Italian labour law</b>	<p>Definition of the contractual aspects of a work activity</p> <p>Management of compulsory procedures and fulfilments for the start-up and practice of a work activity</p>	<p>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</p> <p>To understand the fulfilments required for the proper enforcement of an employment contract for self-employed workers: to manage the compulsory procedures for the start-up of a work activity as self-employed worker; to manage the compulsory fiscal and social security fulfilment according to the type of work activity</p>	<p>Labour law, namely for the characteristics of most frequently used employment contracts for employed and self-employed work activities.</p> <p>Principles on civil and criminal liability of the workers.</p> <p>Elements of tax regulations, namely for the self-employed workers</p> <p>Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice.</p>	<b>To practise a profession as employed or self-employed worker in Italy</b>	<b>5</b>	<b>To practise a profession as employed or self-employed worker in Italy</b>	<b>5</b>

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
<p><b>Definition of objectives and resources</b></p>	<p><b>Definition and management of the Coach in Youth Initiatives specific professional activity in the Italian context</b></p>	<p>Analysis of the different characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with specific focus on youth field</p> <p>Management of legal and organisational procedures and fulfilments for the start-up and practice of the specific professional activity of Coach in Youth Initiatives</p>	<p>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</p> <p>To know and understand the specifications for professional practice as Coach in Youth Initiatives.</p> <p>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.</p> <p>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.</p> <p>To identify his own strategy of sustainable professional activity.</p>	<p>Characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the youth field</p> <p>Laws and standards 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.</p> <p>Reference National Labour Agreements.</p> <p>EU principle and tools for recognition of competences and qualifications.</p> <p>Civil and criminal liability related to the activity of Coach in Youth Initiatives.</p> <p>Ethical and deontological aspects.</p>	<p><b>To manage the professional activity of Coach in Youth Initiatives in Italy</b></p>	<p>5</p>	<p><b>To manage the professional activity of Coach in Youth Initiatives in Italy</b></p>	<p>5</p>



<b>Activity Areas</b>	<b>Activities</b>	<b>Tasks</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Competences / Learning Outcomes</b> (units)	<b>Proposed ECVET Credits</b> (units)	<b>Competences / Learning Outcomes</b> (units parts)	<b>Proposed ECVET Credits</b> (units parts)
<b>Services provision</b>	<b>Communication in Italian</b>	Communication in Italian within professional activities in youth work field	To use skills in Italian corresponding to level C1 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	Knowledge of Italian corresponding to level C1 CEFR (Common European Framework of Reference for Languages)	<b>To communicate in Italian</b> (min. level C1 CEFR - Common European Framework of Reference for Languages)	<b>5</b>	<b>To communicate in Italian</b> (min. level C1 CEFR - Common European Framework of Reference for Languages)	<b>5</b>
<b>Services provision</b>	<b>Promotion of health and safety in youth work field according to Italian law</b>	Application of national Italian rules, and regional regulations in matter of health and safety in the youth work field	To apply effectively the risk prevention within the youth work, in compliance with Italian national and regional rules and regulations in health and safety applicable in youth work field	Italian national and regional rules and regulations in health and safety applicable in youth work field	<b>To promote health and safety in youth work field according to Italian law</b>	<b>5</b>	<b>To promote health and safety in youth work field according to Italian law</b>	<b>5</b>

## French Addendum

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
Job Search Techniques, internship search techniques	Guidance of candidates looking for a job, an internship, giving them the necessary technical and methodological tools	Helping young people prepare their candidature	<p>Guide them through:</p> <p>The realization and the writing of their CV</p> <p>The writing of a letter of motivation, finding arguments to support one's candidacy</p>	<p>The realization and the writing of a CV</p> <p>The writing of a letter of motivation, finding arguments to support one's candidacy</p>	<p><b>Supporting young people looking for a job or an internship, giving them the necessary technical and methodological tools</b></p>	15	To help young people prepare their candidature	5
		Helping young people, equip them to optimize their job search	<p>Accompany them in:</p> <p>The research and the selection of companies potentially in search for new staff in a specific business sector</p> <p>The fruitful contact by telephone of companies and the follow-up of the calls</p> <p>The selection of classified ads and the adapted answers</p> <p>Unsolicited applications</p> <p>The adaptation of motivation letters according to the right context</p>	<p>The research and the selection of companies potentially in search for new staff in a specific business sector</p> <p>The methodology for a fruitful contact by telephone of companies.</p> <p>The follow-up of the calls</p> <p>The selection of classified ads</p> <p>Adapted answers to each classified ad</p> <p>The unsolicited applications : what and how.</p> <p>The adaptation of motivation letters according to the right contexts</p>			To equip young people for optimizing their job search	5
		Train the candidates to pass their job interviews	<p>Guide them in ::</p> <p>Preparing for job interviews</p> <p>Negotiating with an employer</p>	<p>Preparing for job interviews</p> <p>Negotiating with an employer</p>			To train candidates to job interviews	5
Legal information	Support candidates looking for a job, give them legal information corresponding to their status	Finding and using the regulations governing the jobseekers	<p>Guide them in :</p> <p>The search for regulatory information about the status of job seeker, and how to use it according one's situation</p>	Finding and using the regulations governing the jobseekers	To give legal information to candidates looking for a job	5	To give legal information to candidates looking for a job	5

## Hungarian Addendum

Activity Areas	Activities	Tasks	Skills	Knowledge	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units parts)
Services provision	Communication in Hungarian	Communication in Hungarian within professional activities in youth work field	To use skills in Hungarian corresponding to level C1 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	Knowledge of Hungarian corresponding to level C1 CEFR (Common European Framework of Reference for Languages)	To communicate in Hungarian (min. level C1 CEFR - Common European Framework of Reference for Languages)	5	To communicate in Hungarian (min. level C1 CEFR - Common European Framework of Reference for Languages)	5
	Promotion of health and safety in youth work field according to Hungarian law	Application of national Hungarian rules, and regional regulations in matter of health and safety in the youth work field	To apply effectively the risk prevention within the youth work, in compliance with Hungarian national and regional rules and regulations in health and safety applicable in youth work field	Hungarian national and regional rules and regulations in health and safety applicable in youth work field	To promote health and safety in youth work field according to Hungarian law	5	To promote health and safety in youth work field according to Hungarian law	5
Knowledge of training programs	Knowing and understanding training programs relating to coaching services in youth work field	Application of specific non-formal and informal training programs related to coaching services in youth work field	To understand the thematic of the specific training coach programs in youth work field and to apply it effectively	Knowledge of training programs	To know and apply youth related coaching non-formal and formal training programs	5	To know and apply youth related coaching non-formal and formal training programs	5
Legal information	Support candidates looking for a job, give them legal information corresponding to their status and to work according to professional ethic standards	Finding and applying the regulations governing the jobseekers and work in compliance with the professional ethic standards	Guide them in : The search for regulatory information about the status of job seeker, and how to use it according one's situation	Knowledge of relevant regulations governing the jobseekers and of the professional ethic standards of a coach	To give legal information to candidates looking for a job, adhere to professional ethical principles	5	To give legal information to candidates looking for a job, adhere to professional ethical principles	5

**ECVET Credits Recapitulation Tables: activities, learning outcomes /competences units and units parts, and proposed ECVET credits, for European common and for country specific sections**

**Standard competence elements common to all participating countries**

<b>Activity Areas</b>	<b>Activities</b>	<b>Competences / Learning Outcomes (units)</b>	<b>Proposed ECVET Credits (units)</b>	<b>Competences / Learning Outcomes (units parts)</b>	<b>Proposed ECVET Credits (units parts)</b>
<b>Facilitation of non-formal and informal learning processes in youth work</b>	Learning contents transmission, and application of didactics and open educational resources within non-formal and informal learning processes in youth work	To facilitate non-formal and informal learning processes in youth work	<b>40</b>	To facilitate non-formal and informal learning processes in youth work, transmitting learning contents and applying adequate didactics and open educational resources	<b>20</b>
	Assistance for young learners within non-formal and informal learning processes in youth work			To facilitate non-formal and informal learning processes in youth work, ensuring assistance for young learners	<b>20</b>
<b>Self-professional and personal development</b>	Personal development and development of the professional self	To plan, implement and evaluate in an autonomous way the development of the professional self, and manage the own learning needs and goals	<b>10</b>	To plan, implement and evaluate in an autonomous way the development of the professional self, and manage the own learning needs and goals	<b>10</b>
<b>Support of the groups of young people in project work for carrying out youth initiatives</b>	Support of the preparation of youth initiative projects	To support groups of young people in project work for carrying out youth initiatives	<b>26</b>	To support groups of young people in the preparation of youth initiative projects	<b>8</b>
	Support of the implementation of youth initiative projects			To support groups of young people in the implementation of youth initiative projects	<b>8</b>
	Support of the evaluation of youth initiative projects			To support groups of young people in the evaluation of youth initiative projects	<b>4</b>
	Communication in English for supporting transnational youth initiatives			To communicate in English (min. level B2 CEFR)	<b>6</b>
<b>Support of the participation and active citizenship of young people</b>	Development of institutional and political dimension of youth active participation and citizenship	To support participation and active citizenship of young people	<b>24</b>	To support the development of institutional and political dimension of youth active participation and citizenship	<b>6</b>
	Development of the economic dimension of youth active participation and citizenship			To support the development of economic dimension of youth active participation and citizenship	<b>6</b>
	Development of the cultural dimension of youth active participation and citizenship			To support the development of cultural dimension of youth active participation and citizenship	<b>6</b>
	Development of the social dimension of youth active participation and citizenship			To support the development of social dimension of youth active participation and citizenship	<b>6</b>
<b>ECVET Credits Total</b>			<b>100</b>	<b>ECVET Credits Total</b>	<b>100</b>

## Standard competence elements specific for countries

### Italian Addendum

Activity Areas	Activities	Competences / Learning Outcomes (units)	ECVET Credits (units)	Competences / Learning Outcomes (units parts)	ECVET Credits (units parts)
Definition of objectives and resources	Definition and management of a work activity in compliance with Italian labour law	To practise a profession as employed or self-employed worker in Italy	5	To practise a profession as employed or self-employed worker in Italy	5
	Definition and management of the Coach in Youth Initiatives specific professional activity in the Italian context	To manage the professional activity of Coach in Youth Initiatives in Italy	5	To manage the professional activity of Coach in Youth Initiatives in Italy	5
Services provision	Communication in Italian	To communicate in Italian (min. level C1 CEFR - Common European Framework of Reference for Languages)	5	To communicate in Italian (min. level C1 CEFR - Common European Framework of Reference for Languages)	5
	Promotion of health and safety in youth work field according to Italian law	To promote health and safety in youth work field according to Italian law	5	To promote health and safety in youth work field according to Italian law	5
<b>ECVET Credits Total</b>			<b>20</b>	<b>ECVET Credits Total</b>	<b>20</b>

### French Addendum

Activity Areas	Activities	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units)
Job Search Techniques, internship search techniques	Guidance of candidates looking for a job, an internship, giving them the necessary technical and methodological tools	Supporting young people looking for a job or an internship, giving them the necessary technical and methodological tools	15	To help young people prepare their candidature	5
				To equip young people for optimizing their job search	5
				To train candidates to job interviews	5
Legal information	Support candidates looking for a job, give them legal information corresponding to their status	To give legal information to candidates looking for a job	5	To give legal information to candidates looking for a job	5
<b>ECVET Credits Total</b>			<b>20</b>	<b>ECVET Credits Total</b>	<b>20</b>

## Hungarian Addendum

Activity Areas	Activities	Competences / Learning Outcomes (units)	Proposed ECVET Credits (units)	Competences / Learning Outcomes (units parts)	Proposed ECVET Credits (units)
Services provision	Communication in Hungarian	To communicate in Hungarian (min. level C1 CEFR - Common European Framework of Reference for Languages)	5	To communicate in Hungarian (min. level C1 CEFR - Common European Framework of Reference for Languages)	5
	Promotion of health and safety in youth work field according to Hungarian law	To promote health and safety in youth work field according to Hungarian law	5	To promote health and safety in youth work field according to Hungarian law	5
Knowledge of training programs	Knowing and understanding training programs relating to coaching services in youth work field	To know and apply youth related coaching non-formal and formal training programs	5	To know and apply youth related coaching non-formal and formal training programs	5
Legal information	Support candidates looking for a job, give them legal information corresponding to their status and to work according to professional ethic standards	To give legal information to candidates looking for a job, adhere to professional ethical principles	5	To give legal information to candidates looking for a job, adhere to professional ethical principles	5
<b>ECVET Credits Total</b>			<b>20</b>	<b>ECVET Credits Total</b>	<b>20</b>

## ECVET Credits Final General Recapitulation Table

ECVET credits related to standard competence elements <u>common</u> to all participating countries	100
ECVET credits related to standard competence elements <u>specific</u> for countries	20
<b>Total</b>	<b>120</b>