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Project EmPoWEring

Educational Path for Emotional Well-Being

IO 3

Establishing a MoU ECVET for the new European common qualifications for listeners
(short version)

Memorandum of Understanding ECVET for the new European common qualifications for listener

2017

INDEX

1. Introduction

1.1. Background to general context of MoU

The need for a continuous renewal of the citizens' knowledge, skills and competence is crucial for the competitiveness and social cohesion of the EU and, in this respect, vocational education and vocational training have a key contribution to make. However, complexity and a lack of cooperation between different providers/authorities and between different national systems weaken its impact. These barriers hinder individual citizens from accessing education and training and from combining and accumulating learning outcomes achieved in different learning contexts. They make it difficult for citizens to move within the European Vocational Education and Training (VET) area and the European labour market and to pursue genuine lifelong learning without borders.

One of the main obstacles to attracting more interest in trans-national mobility as part of initial and continuing vocational training and education is the difficulty in identifying, validating and recognising learning outcomes acquired during a stay in another country. Furthermore, lifelong learning is taking place increasingly in different countries and in a wide variety of contexts, formal, non-formal and informal.

What is needed, therefore, is a way of enabling people to pursue their learning pathway by building on their learning outcomes when moving from one learning context to another, and from one country to the other.

One of the most important challenges to be faced is the diversity, even fragmentation of education, VET and qualifications systems in Europe. A large number of qualifications and of different competent institutions and actors may be involved. Their activities may include the definition of qualifications, methods for assessing and validating learning, setting training objectives, determining the content of learning outcomes, implementing training programmes. A wide range of providers may also be involved: ministries, agencies, occupational sectors, companies, social partners, chambers, non-governmental organisations, and so forth. In some cases, a national authority may accredit or empower training providers or other actors to prepare and issue qualifications, points, etc. In other cases, these functions can be devolved to the regional level, or to the providers.

Countries have a national framework defining levels of qualifications or a classification for these levels. These frameworks may or may not be geared towards the organisation of education or training cycles. Moreover, depending on the systems, qualifications may be obtained either after only one type of formal training programme or following several kinds of learning processes.

The award of qualifications is based, in some systems, on the accumulation of units of learning outcomes either associated with credit points (United Kingdom, Finland, Sweden…) or without credit points (France, Spain…). Credit systems are sometimes developed within a broader qualifications framework (Scottish and Welsh credit and qualifications framework) or designed for specific qualifications (IFTS system in Italy). Furthermore, depending on the Country, there are many ways of using units and points for learning outcomes and, in certain Countries different practices for the allocation of points for learning outcomes may coexist.

Considering the diversity described above, common conventions and technical principles are required in order to ensure mutual trust and to enable the transfer and recognition of learning outcomes in the context of trans-national mobility.

The Lisbon European Council in 2000 concluded that increased transparency of qualifications and lifelong learning should be two of the main components in the efforts to adapt Europe's education and training systems both to the demands of the knowledge society and to the need for an improved level and quality of employment.

listening skills

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The 2002 Council Resolution on the promotion of enhanced European cooperation in VET (the "Copenhagen Process") emphasised that giving priority to a system of credit transfer for VET was one of the common measures needed in order to promote the transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels.

In the 2004 Maastricht Communiqué, the Ministers responsible for VET, the Commission and the European social partners agreed to give priority to the development and implementation of ECVET. This was confirmed by the same group in the 2006 Helsinki Communiqué which calls further development of common European tools namely ECVET.

On these basis, in 2009 was published the specific Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

1.2. General and specific objectives of the MoU

According to the 2009 EU Recommendation, ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and regulations applicable in the Member States and is based on the following principles and technical specifications:

1. **Units of learning outcomes:** A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes. The units that make up a qualification should be: — described in legible and understandable terms by referring to the knowledge, skills and competences contained in them, — constructed and organised in a coherent way with regard to the overall qualification, — constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit. A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision. The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules. The specifications for a unit should include: — the generic title of the unit, — the generic title of the qualification (or qualifications) to which the unit relates, where applicable, — the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification, — the learning outcomes contained in the unit, — the procedures and criteria for assessment of these learning outcomes, — the ECVET points associated with the unit, — the validity in time of the unit, where relevant.

2. **Transfer and Accumulation of learning outcomes, ECVET partnerships**: In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process. Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. The establishment of partnerships aims to:

— provide a general framework of cooperation and networking between the partners, set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established,

— assist the partners in the design of specific arrangements for credit transfer for learners.

The MoU should confirm that the partners:

— accept each other's status as competent institutions,

— accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,

— agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU,

— agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,

— identify other actors and competent institutions that may be involved in the process concerned and their functions.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

3.   **Learning agreement and personal transcript**:

is an instrument proposed by the training the students to a course and is aimed to the assumption of mutual responsibility (training organization, trainers and students) with respect to the path to follow. It describes, for both parties, rights and duties and states in symbolic form the role of active user emphasizing its autonomy of decision accepting or rejecting the proposal made. The main elements that must enter the training contract are directly linked to the organization of training activities.

The relationship between the trainee and the organization that delivering training is defined as:

- Pursuing a functional atmosphere to conduct training activities;
- Consolidate in each part of the full assumption of its responsibilities;
- Ensure the achievement of the objectives during the course;
- Creating an effective and efficient communicative climate;

The Trainees will be committed to:

- Pursue the path of the objectives of the course;
- Adopt a helpful and cooperative behaviour, respecting the style of teaching and learning;
- Refer, if any, difficulties encountered during the course;
- Take care of the environment where the training takes place as an important quality factor for the training itself;
- Respect the training agreement.

The Trainers is committed to:
- Expose the methodology and strategies follow during their own module;
- Create a relaxed and collaborative within the group;
- Clarify any conflicts and internal tensions to the group;
- Be available to provide further clarification if necessary;
-Not to judge what emerges along the course.

4. **ECVET points**: ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. In ECVET the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification. For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context. To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field. The relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria or to a combination thereof:
— the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration,
— the complexity, scope and volume of learning outcomes in the unit,
— the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another. Allocations of ECVET points are normally part of the design of qualifications and units. They are produced by the competent institution responsible for the design and maintenance of the qualification or specifically empowered for this task. In countries where there is already a national system of points, the relevant competent institutions establish arrangements for the conversion of national credit points to ECVET points.

The successful achievement of a qualification or of a unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them. Usually the transfer of a unit entails the transfer of the corresponding ECVET points so that they are included when the transferred learning outcomes are recognised, in accordance with national or regional rules. It is up to the competent institution to reconsider, where necessary, the ECVET points to be taken into account, as long as the rules and methodologies which are laid down for this purpose are transparent and underpinned by quality assurance principles. Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference can be identified, and the corresponding units, carry the same ECVET points as the reference, since the same learning outcomes are being achieved.

The "Educational Path for emotional well-being" project, which is underway within the European programme Erasmus + Key Action 2 – Strategic Partnership 2015, aims to identify the set of competences of the figures related to the emotional well-being and namely the "Listeners". Once identified the perimeter, the set of competences are set out with relevant activities, tasks, knowledge, skills and learning outcomes applying and implementing European tools and frameworks EQF and ECVET.

The project, financed by the German National Agency managing the Erasmus + decentralized action in Germany, is also aimed to put in transparency and recognise across Europe the learning outcomes and the related professional qualifications. The project designs these qualifications in transferable units of learning outcomes with allocation of credit points, enforcing them with relevant European-oriented tools (Learning Agreements, Credits Awarding and the present Memorandum of Understanding).

The project Consortium includes VET providers, other partners, public institution competent in VET at regional level as well as European communication specialised organisations and it is composed by Ifotes Europe; Magyar Lelki Elsosegely Telefonszolgalatok Szovetsege (LESZ); Telefono Amico Italia; Kath. TelefonSeelsorge München; Sensoor Zuid Holland Zuid Midden; RUPRECHT-KARLS-UNIVERSITAET HEIDELBERG; NIVEL; Végeken Egészséglélektani Alapítvány; Studio Rucli; Scuola Nazionale Servizi Foundation.

The project is aimed to apply ECVET to learning outcomes and common set of competences for "Listener", through development, testing and implementation of a new European set of competences system focused on listeners competences and incorporating EQF and ECVET, able to overcome fragmentation of territorial (national and also regional, if regions are competent in VET matter) qualifications systems.

At this aim the following specific objectives are foreseen:

- to map the knowledge and initiatives of Emotional support and Emotional well-being in selected countries with a focus on social competences

- to carry out a survey on existing training opportunities, educational resources and teaching methodologies most applied.

- to define the training needs analysis of different target groups (NGOs professionals, TES volunteers, HEIs staff/academics/researchers and representatives of local authorities, foundation, International associations)

- to compare analysis and matching of the results obtained in previous phases will lead to the development of the following intellectual output

- to develop training modules on the key areas for Emotional Support identified by partners as relevant for communication and coping skills

- Development of educational resources in different formats (eBooks, case studies, webinars, short videos, etc.) suitable for testing in a pilot course.

- to define a European common set of competences perimeter to activate the ECVET process for the new European common set of competences for the figure of the "Listener" in the sector of the emotional well-being;

- to define an action plan to activate an ECVET process, starting from collection, analysis, adaptation of already realised best practices on transparency and recognition of competences and qualifications, and on ECVET process activation;

- to design new common European qualifications in terms of activities/tasks/competences/learning outcomes units/ECVET credits;

- to define and formalise (partners and competent/interested organisations) a Memorandum of Understanding - MoU ECVET for commonly recognised qualifications,

- to define and formalise ECVET Learning Agreements describing, in compliance with MoU, training processes in formal/informal/non-formal contexts, and related ECVET credits to be obtained

- to define the European common VET curricula for the new European common set of competence for the "Listener" in the sector of the Emotional well-being as established by the MoU ECVET

- to design the VET course for the new European common qualifications for Listeners established by MoU ECVET

- to establish a common tool for ECVET credits awarding

- to disseminate project results and outputs to key actors, providing at EU level open information and supporting resources on activated ECVET process.

As yet, the project implementation process has been centred on the preparation of the useful documentation at the aim of the Memorandum of Understanding – MoU signature, particularly the design of the new European common set of competences for the emotional well-being path, starting from the common set of competences of figures, profiles and qualifications in Emotional path for well-being sector in participating Countries, and following the guideline to be used by the partners to activate and develop the ECVET process on the basis of relevant experiences and best practices in terms of approaches, activities and tools, analysed and selected at this aim.

In particular, the project activities has until now allowed the definition of a trans-national document, shared by all the participating European partners, which describes in terms of activities, tasks, skills and knowledge, units of learning outcomes and correspondence between units and associated ECVET credit points, the new European set of competence for the *Listener* profile - as set out in the Appendix of this MoU.

2. Form and content of the MoU

2.1. Participants

The MoU is an agreement open to all the interested organisations and in particular to public authorities competent in VET issues, to social partners and VET providers operating in Educational path for emotional well-being, and to other parties interested to implement it at European, national, regional, local and sectoral level, starting from the partners of the Erasmus + KA 2 Strategic Partnership project "Educational path for emotional well-being" and the stakeholders of them.

The MoU can be signed by two types of partners: the Full Partners and the Supporting Partners
- Full Partners are responsible for the implementation and the delivery of the project
- Supporting Partners: provide general support to the project.

2.2. Purpose of the MoU

For applying ECVET in the participating Countries to learning outcomes achieved in formal, non-formal and informal learning context, relating to concerned competences in Emotional wee-being sector, this MoU establishes that each participant:
- accepts each other's status as interested actors and/or competent institutions;

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

2.3. Ratification and effectiveness of the MoU

This MoU has been duly executed and signed by an official representative of each of signatories. MoU shall come into effect for each party from the date of its signature.
This MoU and its Appendixes shall be executed in English and in the national languages of the signatories.
This MoU includes an Appendix:
- Appendix 1, describing in terms of activities, tasks, skills and knowledge, units of learning outcomes and correspondence between units and associated ECVET credit points, the new European set of competences for "Listeners".

2.4. Rules and procedures for monitoring and implementing the MoU

1.Joint governance committee

1.1.1 The *Joint governance committee* is established to facilitate the implementation of this MoU, to oversee administrative processes, and to monitor the performance of all Parties who have agreed to be bound by the terms and conditions of this MoU to ensure, insofar as it may, that any issues or disagreements arising hereunder are resolved promptly and in a manner consistent with the intent of this MoU.

1.1.2 The *Joint governance committee* will also monitor the processes to implement this MoU in an effective and non discriminatory manner, and continue information exchange by whatever means are considered most appropriate, including regular communication and sharing of information.

1.1.3 The *Joint governance committee* should meet at least annually or as often as required in order to effectively perform its duties and assist in the resolution of eventual disputes.

1.1.4 Each organisation undersigning this MoU is represented in the *Joint governance committee* by a minimum of one (1) and a maximum of two (2) Officers/Members/Representatives. The organisations represented in the *Joint governance committee* are the initial contracting Parties of this MoU and all the authorities and organisations which undersign it afterwards.

1.1.5 The organisations interested to participate at this MoU must undersign it and send a copy of the undersigned MoU to the *Joint governance committee*, which will deliberate unanimously, during its subsequent meeting, on the new adhesions to this MoU.

1.1.6 The organisations interested to the adhesion at this MoU have also the possibility to undersign it without participation to the *Joint governance committee*. At this aim, the organisation must specify this will in the framework of the sending of the undersigned MoU to the *Joint governance committee*.

1.1.7 The *Joint governance committee* is based, till its different decision, c/o the applicant of the "Emotional path for emotional wee-being" project, IFOTES Europe Hagen Germany.

1.2 Meetings

1.2.1 At *Joint governance committee* meetings a representative of the host organisation shall serve as Chair.

1.2.2 Meeting locations and dates shall be proposed by the hosting organisation, subject to agreement by the others.

1.2.3 The host organisation is responsible for location hotel and meeting room arrangements, catering, dinner reservations, Agenda, Minutes and, shall provide translation services when needed.

1.2.4 Face-to-face meetings require two-month notice.

1.2.5 Minutes must be prepared and distributed within two months.

1.3 Finances

1.3.1 There are no fees.

1.3.2 Each organisation is responsible for its own funding.

2. Mechanisms for dialogue and administrative co-operation

The *Joint governance committee* will put in place mechanisms and procedures which will include:

2.1 To review periodically the concerned professional standard;

2.2 To establish the rules and procedures necessary for the application, evaluation and monitoring of the provisions in this MoU. Members of the *Joint governance committee* will keep in regular contact and hold meetings at least annually to review the implementation and effectiveness of the agreement.

2.3 Acting as an information source for the concerned professionals within the participating Countries.

2.5 A means for dispute resolution for the implementation of this MoU.

2.6 Additional tasks as determined by the *Joint governance committee*.

3. Regulations relating to nationality

3.1 Beneficiaries of the provisions of this MoU will be nationals of the Countries represented by the Parties.

4. Revision of agreement

The agreement is ongoing subject to periodic review by the *Joint governance committee*.

5. Notice of termination

If any Party wishes to withdraw from this MoU, it will inform the *Joint governance committee* of this decision by giving 6-month notice in writing.

APPENDIX 1 – CURRICULUM IN TERMS OF TASK, KNOWLEDGE AND SKILLS

CURRICULUM OF THE LISTENER

SECTION A'

A. BASIC ELEMENTS OF THE TRAINING CURRICULUM

1. **OBJECTIVES OF THE TRAINING CURRICULUM**

<u>Listening</u> is an activity that aims to help people cope better with situations they are facing. This involves helping the individual to cope with his/her emotions and feelings and to help him/her make positive choices and decisions.

At the same time a good listener should be able to handle his/her own emotions and to keep connected to the other person with a positive and proactive attitude.

To act as a proper listener, it is necessary to acquire a number of skills – as listed below:

1) Active Listening

2) Emotional Stability

3) Empathy

4) Leading a conversation

5) Resource activation

6) Respect

The Empowering piloting training activities aim at the acquisition of the above-mentioned skills through a mixed methodology, based on the learning outcomes approach.

2. **ACTIVITY AREAS/ UNITS OF LEARNING OUTCOMES**

UNITS OF LEARNING OUTCOMES	TITLE OF THE UNIT
U.L.O. 1	Active Listening
U.L.O. 2	Emotional Stability
U.L.O. 3	Empathy
U.L.O. 4	Leading conversation
U.L.O. 5	Resource activation
U.L.O. 6	Respect

listening
skills

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3. EXPECTED LEARNING OUTCOMES AFTER THE END OF EACH UNIT

	After the finalization of each training unit, the trainee should possess the following Units of Learning Outcomes:
U.L.O. 1	Define the listening activity in its various way and knowing the proper characteristics of active listening. Manage the listening activity in a conversation and be able to use the characteristics tools of the active listening.
U.L.O. 2	Recognize and identify core emotions and try to manage them. Identify your own emotions, and develop a more understanding and less judgmental point of view of the issues of the others.
U.L.O. 3	Develop an emphatic attitude and recognize differences between empathy and sympathy (associated vs. dissociated). Be able to settle personal boundaries to be more objective and helpful with mutual respect. Take different perspectives.
U.L.O. 4	Conduct a conversation in a quiet and efficient manner. Identify the basic structure of the conversation and the critical issues that can arise. Use in a proper way the different tools and through exercises be more aware of the critical issues in a conversation (responsibility of the process of the conversation).
U.L.O. 5	Know and define the different kind of resources (mental, physical, social and so on). Activate useful resources in the right context (family, work, society); listen to the needs of the person you are interacting with.
U.L.O. 6	Develop awareness about the role of respect in your personal life and within the conversation, define how they relate to the values. Define different kind of respect trough exercises and be able to apply these skills in a conversation (be able to accept that somebody else may have different values).

4. DIVISION OF THE LEARNING OUTCOMES IN HOURS AND CREDIT UNITS

UNITS OF LEARNING OUTCOMES	TITLE OF THE UNIT	HOURS	ECVET (credit units)
U.L.O. 1	Active Listening	**19**	**1**
U.L.O. 2	Emotional Stability	**22**	**1**
U.L.O. 3	Empathy	**22**	**1**
U.L.O. 4	Leading conversation	**19**	**1**
U.L.O. 5	Resource activation	**19**	**1**
U.L.O. 6	Respect	**19**	**1**
TOTAL		**120**	**6**

5. ANALYSIS OF THE LEARNING OUTCOMES IN KNOWLEDGE/SKILLS/COMPETENCES

UNITS OF LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCES
U.L.O. 1 Active Listening	— General theories about active listening — General and specific theories about the worm and cold listening — General and specific theories about the proper characteristics of the active listening — General theories and practical tools and instrument about the proper characteristics of the active listening — Practical and interactive classroom work methodologies	The ability to apply: • Effective communication and interpersonal relations • Communication at different level: verbal, non verbal and para verbal • Different methodologies to carry out practical exercises	To be able to: — Create an open and focused listening on your partners — Choose a proper kind of communication — Identifying the tools of active listening — Practice exercises using different methodologies
U.L.O. 2 Emotional Stability	— General theories about core emotions — General theories about emotional reactions — Specific tools and instrument to identify and manage the core emotions and the emotional reactions — General theory of inner team — Practical and interactive classroom work methodologies for emotional stability	The ability to apply: • Recognize my inner voices • Emotional intelligence: empathy, patience, integrity, sensitivity, self confidence • Basic principles of emotional management • Different methodologies to carry out practical exercises	To be able to: — Be aware of your values — Recognize emotions — Acknowledge core emotions — Use basic tools to manage core emotions — Practice exercises using different methodologies
U.L.O. 3 Empathy	— General theories about empathy — General theories and basic principles of emphatic conversation — General and specific theories about the empathic response.	The ability to apply: • Empathic response • Active listening • Take in the other perspective • Association and	To be able to: — Give an emphatic response — Identifying empathy at different levels: verbal para verbal etc — Make the difference

listening skills

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	− General theories and basic principles of emphatic conversation − Practical and interactive classroom work methodologies for empathy	dissociation ● Emotional intelligence: empathy, patience, integrity, sensitivity, self confidence ● Different methodologies to carry out practical exercises	between empathy and sympathy − Practice exercises using different methodologies
U.L.O. 4 Leading conversation	− General theories about leading a conversation − General theories about open and closed questions − Specific and practical tools/instrument to lead a conversation (5 phases) − Practical and interactive classroom work methodologies for leading conversation	The ability to apply: ● Establish personal boundaries and prioritize ● focusing ● Process management of conversation ● Different methodologies to carry out practical exercises	To be able to: − Create an open and focused listening on your partners − Choose a good way to carry on the conversation − Identifying the tools of active listening − Practice exercises using different methodologies
U.L.O. 5 Resource activation	− General theories about resources and different kind of resources − General theories about how activate positive resources − Specific methodology and tools/instruments to activate resources − Practical and interactive classroom work methodologies for resource activation	The ability to apply: ● Basic principles of conversation ● Opening conversation ● Identifying strengths ● Identify the useful resource in the right moment ● recognize effective tools in previous experiences ● Different methodologies to carry out practical exercises	To be able to: − Create an open and focused listening on your partners − Choose a proper kind of communication − Identifying the tools for the resources activation − Improve self-efficiency − Empower this tool in different situation − Practice exercises using different methodologies
U.L.O. 6 Respect	− General theories about respect − General and specific theories about the application of respect in a conversation − Specific methodology and	The ability to apply: ● Acceptance of other values ● Set boundaries ● Different methodologies to carry	To be able to: − Create respectful relationship with other − Set up personal boundaries − Identifying the tools for

	tools/instruments to activate resources — Practical and interactive classroom work methodologies for respect	out practical exercises	a respectful conversation — Practice exercises using different methodologies

SECTION B'

B. GENERAL SPECIFICATIONS OF THE TRAINING COURSE

1. CONDITIONS OF THE TRAINING COURSE

Target group	• Participants should be at least 18 years old at the moment of the enrolment, regardless gender • With or without previous experience in volunteering • With or without experience in the social sector • basic educational requirements fulfilled
Qualifications that the trainees should possess in order to attend the training course / entrance criteria	• A basic knowledge of computer skills • Ability to communicate (written and spoken) in the language in which the training is delivered • Personal engagement and capacity to attend the training • Interest in get involved and in the items of the course • Ability to work in group • Willingness of self-exploration

2. PROFESSIONAL REQUIREMENTS OF THE TRAINERS

Professional requirements of the trainers	• Previous experience in training and/or counselling and/or coaching (not less than 2 years) • Competent in listening skills • Knowledge of learning processes in adult education • Expert in teamwork management and group dynamics • Problem-solving skills • Flexible person

	• Organized approach/commitment • Process oriented/consistency • Participative feedback • Objective • Multidisciplinary approach • Balanced and fair • Patient and tolerant and open mind • Encouraging and supporting • Able to express in a clear and effective way • Result oriented

3. DEFINITION OF THE TRAINING METHODS, TECHNIQUES AND MATERIAL

General methodology	• Mixed methodology (on line and face to face activities) • Multimedia tools and interactivity of the training materials used • Dynamic and modular nature of the course • Simulation of possible real situations
Training methods and techniques	• Self-learning • Self-study • Self-assessment • Practical exercises • Card games • Role playing • Interviews • Group work • Drawing (self-exploration) • Group discussion • Simulation of possible real situations • Inter-vision and super-vision
Training material	• Communication and listening skills activation tools • Handouts/workbooks • Videos • Articles/Essays • Pin board, • Flip chart • Beamer • Reflective tools (e.g. cards, small gifts..)

Educational Path for Emotional well-being

ERASMUS + PROGRAMME 2014-2020
Key Action 2 – Cooperation for Innovation and the exchange of good practices – Strategic Partnership
Project Number: *2015-1- DE02-KA204- 002492*

O 3 – Establishing a MoU ECVET for the new European common qualifications for *listeners*

Memorandum of Understanding ECVET for the new European common qualifications for *listener*

Place	
Date	
Name of the organisation	
Address of the organisation	
Country	
Telephone number	
Fax number	
E-mail	
Legal representative and position	
Stamp	
Signature	

Educational Path for Emotional well-being

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