



Valuing informal learning and transversal competences experienced in the voluntary service to increase employability, social responsibility and mobility
2017-1-IT01-KA202-006243

LEVERing UP transversal competences for increasing mobility and employability across Europe

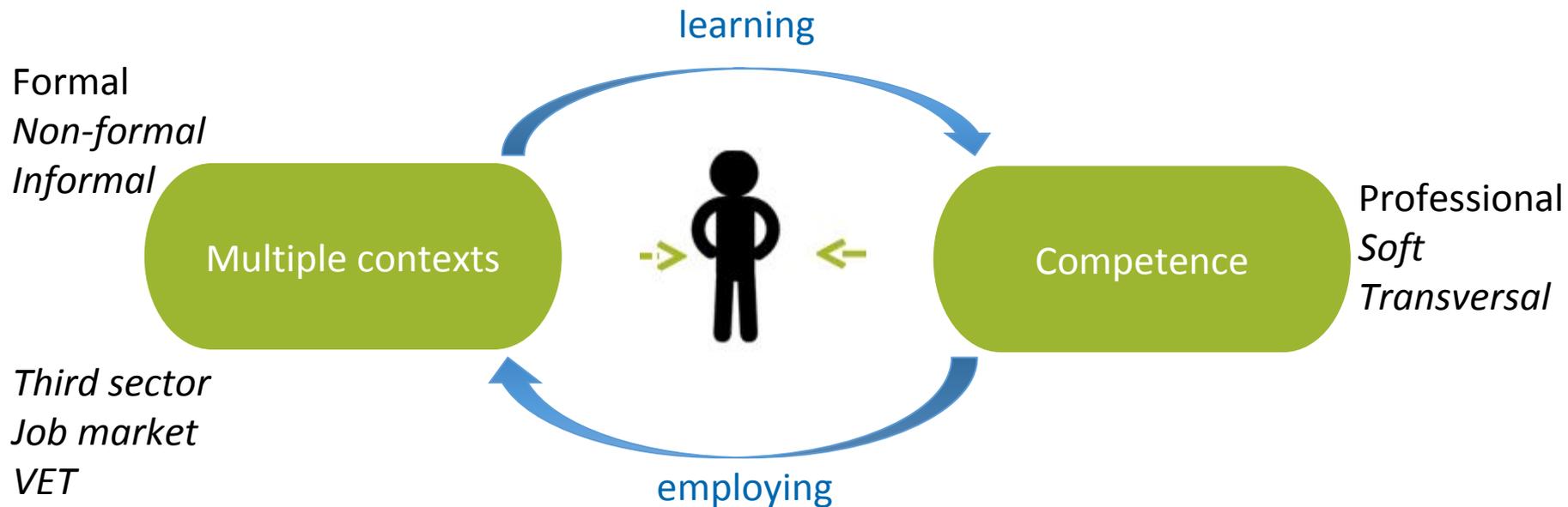


13th September 2018
InnoVal Action Dialogue



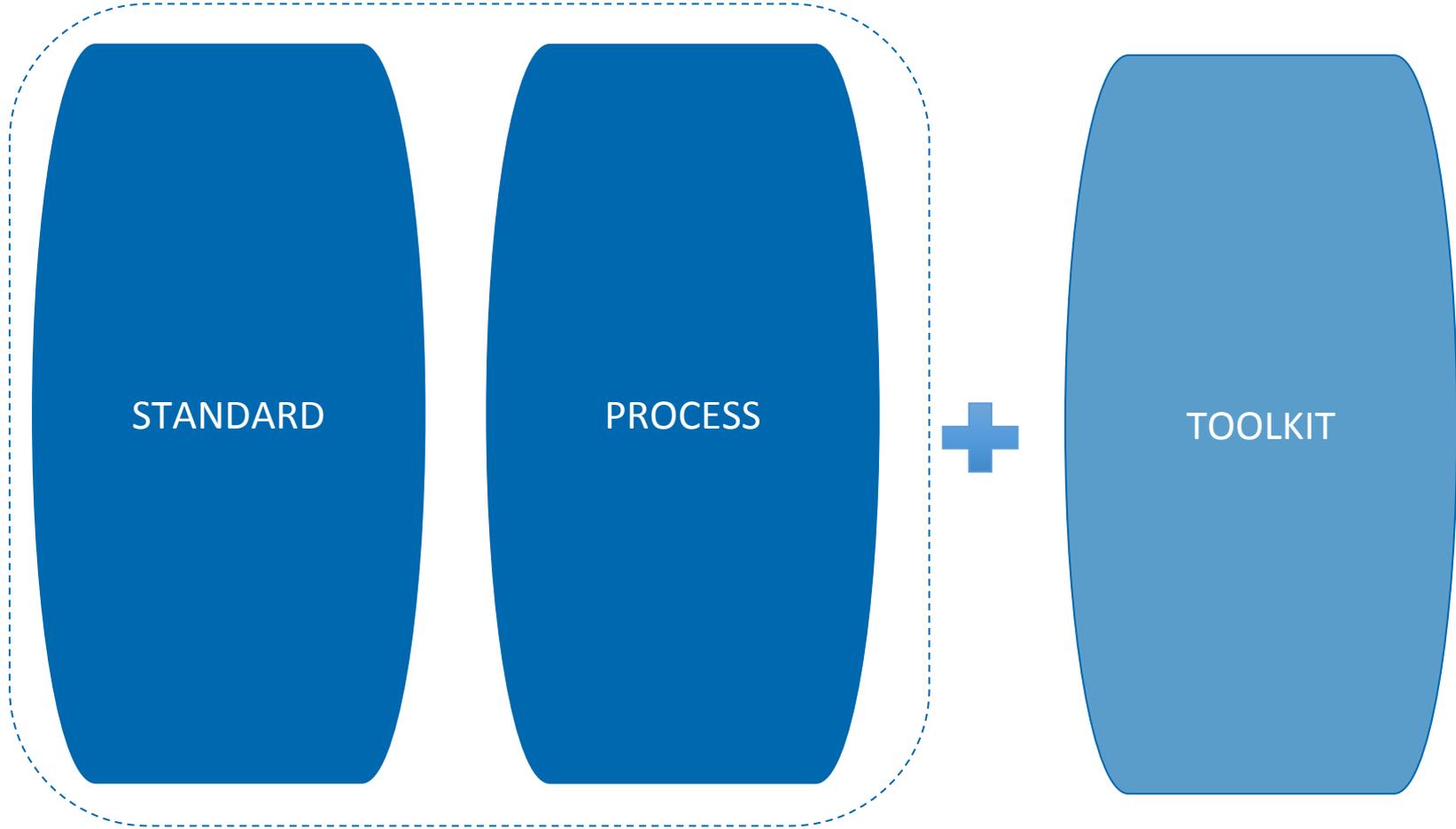
WHAT IT IS

A complete and multi-sector tool for Validation of transversal skills acquired through volunteering



MAIN COMPONENTS

MODEL



STANDARD (1/4)

- 13 +2 competences

Engagement

Empathy

Responsibility

Initiative

Flexibility &
Adaptation

Learning to
learn

Problem solving

Innovation &
Creativity

Communication

Teamwork

Intercultural &
diversity mgmt

Leadership

Result
orientation

Organisation &
planning

Digital
Management

STANDARD (2/4)

- 2 embedded dimensions

KNOWLEDGE (S/he.....)	SKILLS (S/he is able to.....)
<ul style="list-style-type: none">- is aware of the codes of conduct and manners generally accepted in different societies and environments.- is aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture.- understands the cultural- socio-economic dimensions of the specific context.- is aware of self value and potential contribution against the context.	<ul style="list-style-type: none">- express and compare one's and context's identity, viewpoints, needs and wishes.- keep interest in one's activities, despite of the changes and the difficulties of the environment- cope with stress and frustration.- distinguish between the personal, professional and social spheres- value diversity and respect others- act in respect of an ethical code.- feel oneself part of the context.

- Description based on learning outcome + assessment indicators

COMPETENCE LEARNING OUTCOME

(S/he is able to.....)

- articulate one's personal vision on social development and the linkage of this vision to the tasks that someone is performing in link it to tasks and actions that can be performed as contribution to the society.
- transfer personal commitment to a pragmatic contribution, thanks to operative tasks devoted to increase the social well-being and development.
- link and employ personal competences, with integrity and perseverance, to the mission and to the objectives of the tasks performed.

ASSESSMENT INDICATORS

- The actions devoted and the tasks performed has left a vivid sign on the persons around, either colleagues or beneficiaries, and a clear impact on the actual achievement of goals.
- The people testify an ethical and respectful behavior.
- The people testify a proactive involvement in the tasks.
- S/he demonstrates self-awareness on personal visions, perspectives, resources and potential contributes. S/he gives arguments on the pro-contra and the reasons that led him/her to undertake the actions and the tasks performed.
- S/he sustains interest and effort and perseveres to accomplish the tasks and the pursued goals.

STANDARD (4/4)

- Values from different points of view: volunteering and labor market perspectives; LLL Key Competences

PERSPECTIVE		EU KEY COMP.	Proofs of learning (examples)
VOLUNTEERING	LABOR MARKET		
<p>Being able to link one's personal vision and commitment to tasks in volunteering.</p> <p>Being aware of one's personal qualities for designing and, if necessary strengthening, and executing volunteering activities.</p> <p>Being able to describe and report on the personal input in volunteering activities.</p>	<p>To articulate one's personal drive and linking this to activities in the organisation.</p> <p>Transparency of 'the self'</p>	5,8	<ul style="list-style-type: none"> - Description of personal experiences - Impacts, results, products achieved thanks to own engagement - Personal reflection on tasks performed

PROCESS (1/3)

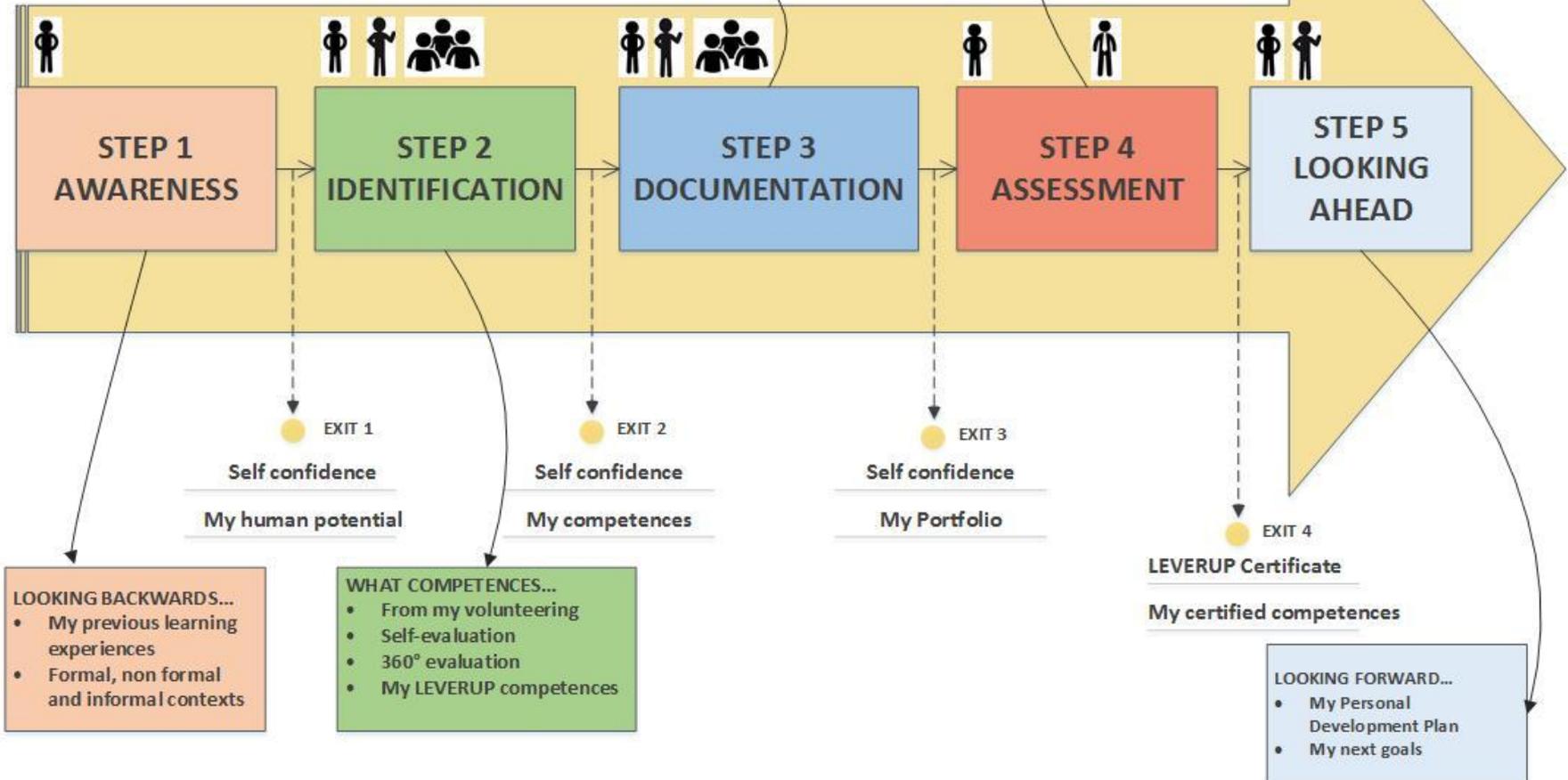
- myself
- tutor
- peers/ externals
- assessor

FILLING IN LEVERUP PORTFOLIO

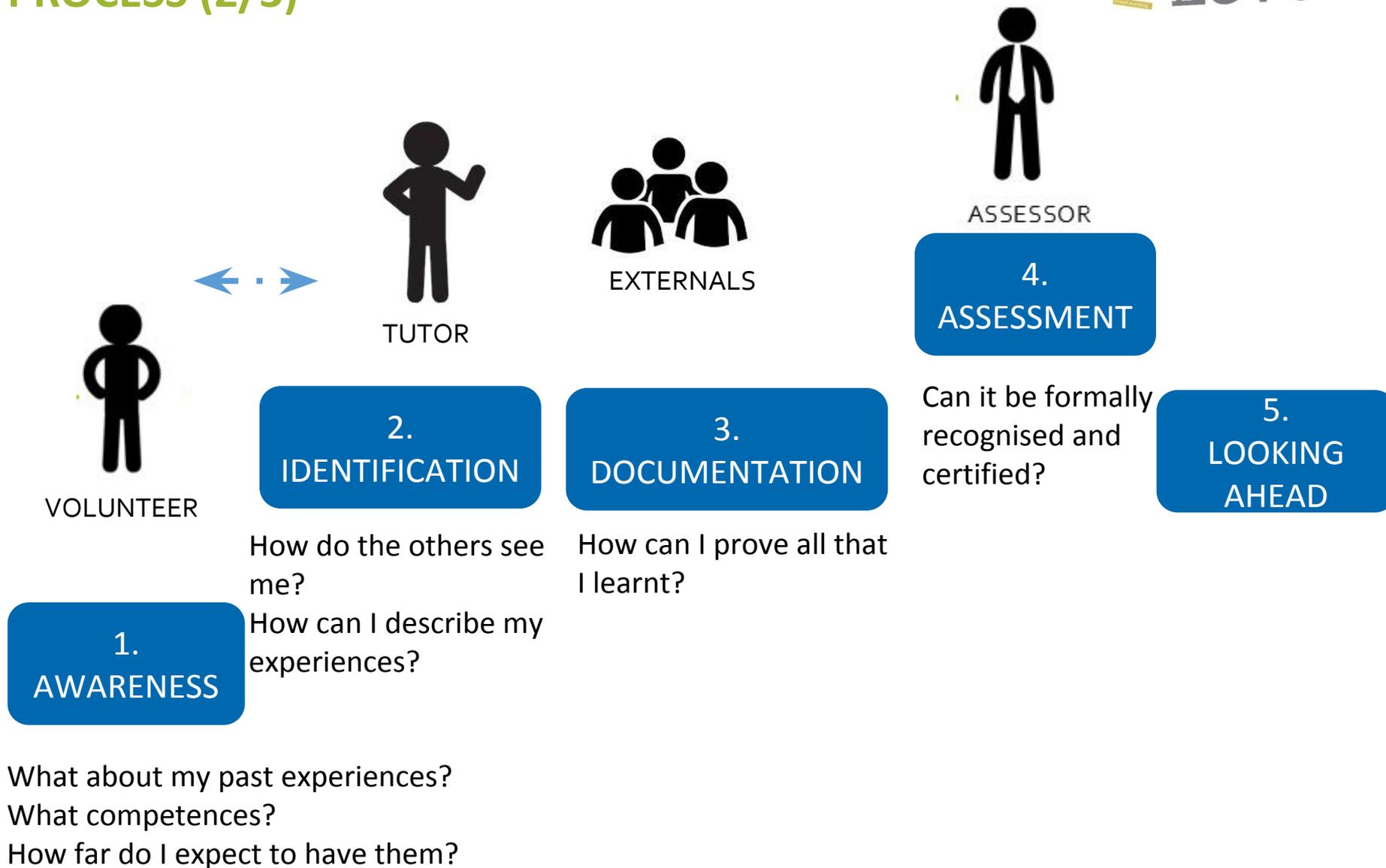
- One or more competences of mine are chosen
- My competences and my experiences are described
- My evidences are produced and attached

FORMAL RECOGNITION...

- My portfolio and the wished LEVERUP competences are evaluated by an external assessor

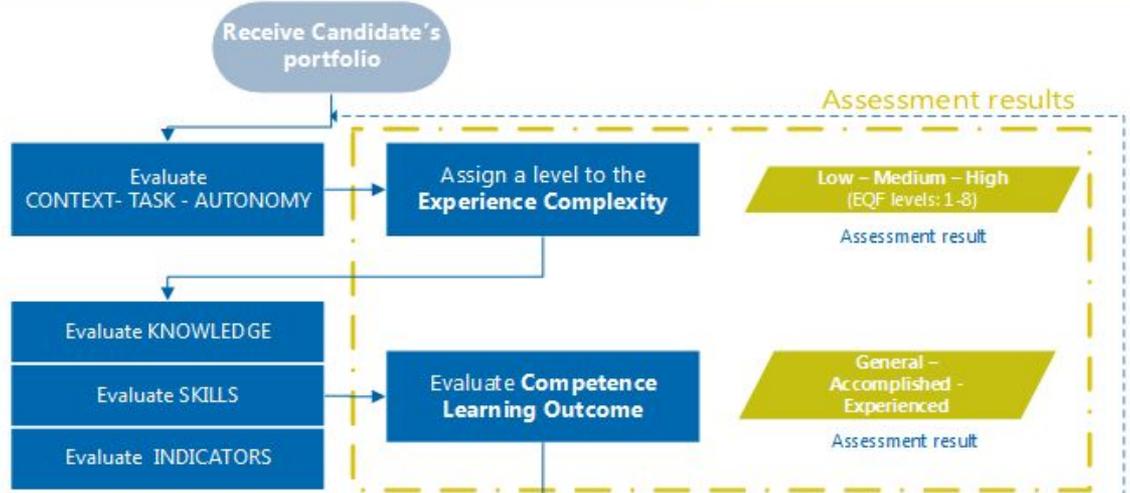
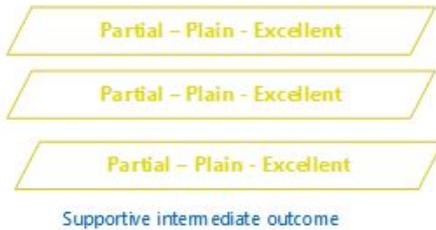


PROCESS (2/3)

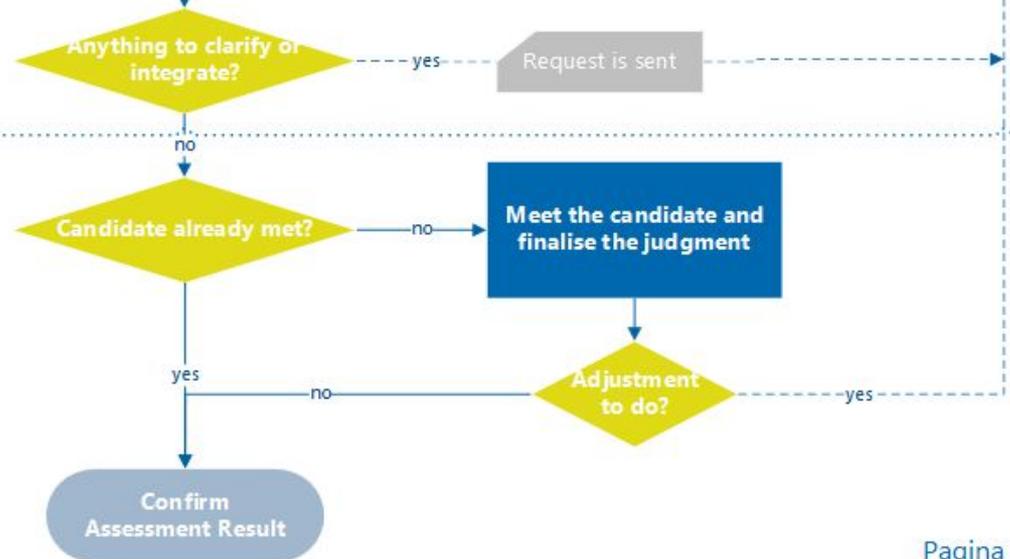


ASSESSMENT PROCESS (3/3)

STEP 1 Portfolio assessment



STEP 2 Candidate direct assessment



ASSESSMENT OUTCOME

ITEM	RATE	OUTCOME
Skills, Knowledge + Indicators	1, min;.....4,max; n.a	Partial/ Plain/ Excellent
Competence Learning Outcome	1, min;.....4,max; n.a	BASIC/ ACCOMPLISHED/ EXPERT
Experience complexity	1,....., 8	LOW/ MEDIUM/ HIGH

- ✓ Transparency
- ✓ Impartiality
- ✓ Sufficiently flexible to detect the intangible issues
- ✓ Mobility

LEVERUP Experience complexity

EXPERIENCE COMPLEXITY		context	task	autonomy
LOW	Level 1	determined and structured	simple	carry out operational tasks under the direct guidance of other
	Level 2	determined and structured	recurrent that require easy tools and simple rules	carry out simple tasks with some autonomy but with the supervision of others
MEDIUM	Level 3	determined and structured	recurrent that require the choice of proper resources and tools as well as to adapt my behavior accordingly	take responsibility for completing tasks
	Level 4	predictable but subject to changes	specialised	carry out complex tasks under given instructions and supervise the recurrent work of others
	Level 5	unpredictable	specialized but unexpected that require creative solutions	manage and supervise non recurrent activities subject to change; develop own's and others' performances
	Level 6	unpredictable and complex	complex and unpredictable but specialised	manage the professional development of people and teams
HIGH	Level 7	unpredictable, complex and heterogeneous	complex and unpredictable that integrate knowledge from different fields	manage and transform the context; assess others' performances
	Level 8	subjected to continuous changes and innovations and involves different sectors and areas	complex of research and innovation	develop new ideas and foster innovation, demonstrating authority, scholarly integrity and commitment

TOOLKIT (1/3)

- T1_About LEVER
 - T2_Process
 - T3_Glossary
 - T4.a_Learning Contexts and Competences**
 - T4.b_Transitions**
 - T4.c_LEVERUP cards**
 - T5.a Volunteer's climb**
 - T5.b Volunteer's climb exercise**
 - T5.c_Volunteer's climb challenges**
 - T6_Competences
 - T7_STARTT**
 - T8.a_Self Evaluation**
 - T8.b_External Evaluation**
 - T9_Portfolio**
 - T10_Personal Development Plan**

 - T11_Guidelines for developing the evidences
 - T12_User guide: how to use the LEVER UP Toolkit
 - T13_LEVER UP Certificate
- A1_Assessment Form** (excel)
 - A2_External Evaluation Form** (excel)
 - A3_EQF Levels examples
 - A4_Tutor's infographic
 - A5_Assessor's infographic
 - A6_Self Evaluation** (excel)
 - A7_Competence Game Part a/b/c

POLICY MAKERS / PUBLIC INSTITUTIONS

VET

LABOUR MKT

LEVER UP
SERVICE CENTRE

VOLUNTEERING

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Discussion

Impact of differences in language and terminologies

Lack of existing cross-sector collaboration on other matters.

Costs and resources

Individual and societal impact