



Digital technologies for validating
young volunteers competences

COMPETENCY FRAMEWORK FOR VOLUNTEERS

I02 - A2

Issued: September 2022
Elaborated by : Warehouse Hub

Intellectual Output 2, Action 2, of the DYVO project





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The Competency Framework to understand the competencies developed along the volunteer pathway and needed in the new world of work



Image courtesy of Anna Godeassi/theispot.com

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INTRODUCTION



INTRODUCTION

Youth volunteering - which concerns 31% of young Europeans - is indeed an outstanding experience of informal learning that generates knowledge, skills and competencies. Many of these competencies – like communication, problem solving, adaptability, creativity, collaboration – are increasingly required by the labour market.

Yet, they remain often invisible: only 28% of European young volunteers receive a kind of recognition, in the form of a certificate or a diploma.

Education today is still controlled mostly by educational institutions, which offer quality, credibility, governance, and administrative functions. This model though is not flexible enough and poses difficulties in recognising the achievements of a lifelong learner in informal and non-formal types of education. As a result, a lifelong learner's transition from formal to informal education and vice versa can be hindered, as the achievements acquired in one type of education are not easily transferable to other field (Harris & Wihak, 2017; Lundvall & Rasmussen, 2016; Mayombe, 2017; Müller et al., 2015).

Generally, lifelong learners have limited control and ownership over their learning process and the data associated with their learning. This indicates the need for a learner-centred model across all types of education, offering learners with a framework for fully controlling what and how they are learning, how they acquire qualifications and how they share their qualifications and other learning data with third parties, such as educational institutions or employers.

Volunteering is a key learning arena and the active involvement of Voluntary Organisations partners in the DYVO project the Csv Marche, the Centre for European Volunteering (CEV) and Jaunuolių dienos centras (JDC) helped in developing a Competency framework at sector level, starting from, and taking into account, the consolidated results of the scientific projects carried out at sector level by the Joint Research Centre, the Science Lab of the European Commission, with the “Comp” family frameworks: DigComp, Entrecomp, LifeComp, GreenComp among others, frameworks designed to help measure crucial skills and transversal competencies that everybody should continually develop throughout life.

The main objective of the DYVO project is to contribute to facilitate and innovate recognition and validation of competencies acquired through non-formal and informal learning in the field of youth volunteering, with the aim of enhancing young people's employability and social participation, as well as the Third Sector Organisations' quality of work.

The project intended to contribute to overcome some of the obstacles that still hinder the diffusion of validation practices in the voluntary sector:

- The lack of flexible, easy-to-use instruments.
- The lack of awareness on the relevance of transversal skills, and on volunteering as an experience of development of those skills
- The lack of specific awareness and skills in youth workers for guiding validation processes of young volunteers.
- The lack of a clear framework of learning outcomes of informal learning through volunteering and of the related competencies that can be acquired.

In a consistent way, within the Intellectual Output 2, **the DYVO project identifies, defines and describes key transversal competencies youth can develop within a volunteering experience, and developed a reference framework which describes these competencies, together with their learning outcomes, ensuring that validation and recognition are transparent descriptions of targeted knowledge and skills and providing European young volunteers with a useful tool to effectively assess, measure, train and develop these key competencies.**

BACKGROUND KNOWLEDGE AND DESIGN METHODOLOGY



BACKGROUND KNOWLEDGE AND DESIGN METHODOLOGY

DYVO competency¹ framework has been developed starting from two important results of the research conducted within the DYVO Project:

1. The recommendations resulted from the “State of the Art Transnational Report”.

The State of the Art Transnational Report produced by partners within the Intellectual Output2, Action1, allowed a peer reviewing on the existing literature, studies, researches, projects’ outcomes realised at a European level and at the Partners Countries’ level on this topic. The research served as a common ground from where to start for this further work.

Whereas qualifications and learning outcomes related to “hard skills” are in majority known and even, converging at EU level (EQF/NQF7,ESCO8), there is no common understanding and agreed list of transversal skills in the voluntary sector that can be used as a reference by organisations operating in diverse fields or in different Countries.

Many sectors have listed those competencies that are relevant in their contexts, some typologies have been done based on social science research but all these initiatives remain fragmented.

In the development of DYVO Competency Framework special reference was made to the consolidated results of the scientific projects carried out by the Joint Research Centre, the Science Lab of the European Commission, with the “Comp” family frameworks: DigComp, DigCompEdu, DigCompOrg, SELFIE, Entrecomp, and LifeComp, GreenComp frameworks designed to help measure crucial skills and transversal competencies that everybody should continually develop throughout life.

More information on all of these studies can be found on the JRC Science hub.

These frameworks are being used as a basis for the development of curricula and learning activities in different learning and educational contexts, including volunteering.

For this reason each competence identified in the DYVO framework presents, within its descriptive elements, the reference to the related competencies described in particular in the Entrecomp and LifeComp frameworks.

2. The Co-design workshop for the Design of the DYVO Competency Framework

The co-design workshop carried out on May 10th, 2021 and participated by 22 people representatives of Partner Organisations, in particular by researchers, volunteers, tutors and trainers, represented the first topic event to start working together among partners at this important cornerstone of the project.

The team of Warehouse hub, the Creative hub partner in the DYVO project and specialised in the design of training programs for the development of transversal and entrepreneurial skills in youths, proposed and guided this participatory activity which happened in an online environment, miro, putting in place the competencies and tools apt to facilitate it.

1. In the DYVO elaborated documents the words Competence and Competency are used in line with the different meanings explained in the Centranum Competency Management System <https://www.centranum.com/resources/competency-management/competence-and-competency/>.

Co-design is a powerful force for collaboration and creativity.

Co-design and Co-creation approaches involve collaboration between researchers and end users. It is about actively involving all the stakeholders in the process as much as possible, discovering their unique and collective perspectives.

In the specific case of this workshop, an enthusiastic group of volunteers and youth workers, including young volunteers with intellectual disabilities of the Jaunuolių dienos centras (JDC), partner in this project, joined the team of researchers and organisations' staff, providing very interesting feedback and insights to all the participants.

The details of this workshop are resumed in the Annex 1, “Elaboration of DYVO Competency Framework”.

DYVO COMPETENCY FRAMEWORK AT A GLANCE



DYVO COMPETENCY FRAMEWORK AT A GLANCE

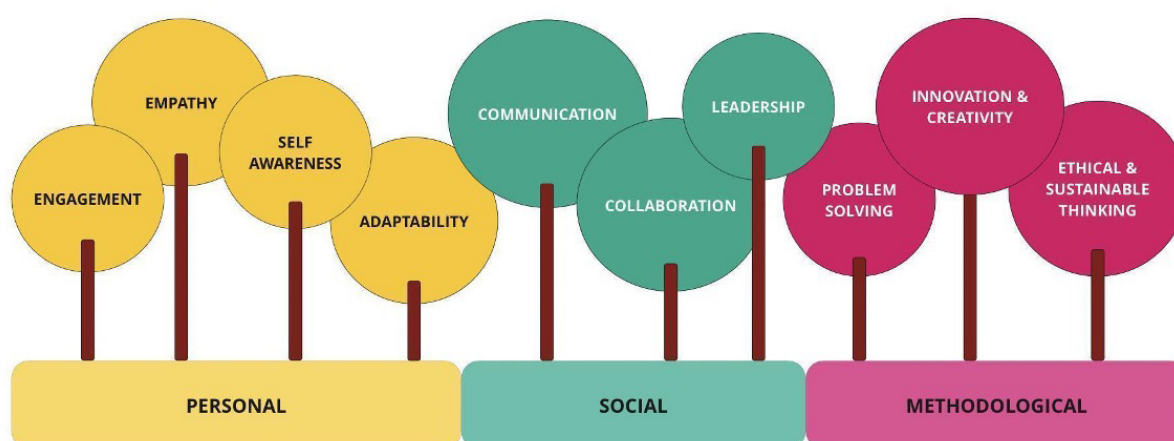
In the DYVO framework transversal competencies are defined as a set of knowledge, individual characteristics and measurable behaviours that result in distinguished performance in social and professional contexts. These transversal competencies come from experiences, attitudes, knowledge, and beliefs that young people can develop in volunteering experiences. Volunteers acquire and develop transversal competencies through lived experiences in informal settings, and can develop and train them through non-formal learning.

This is why the DYVO Model also includes a dedicated training program, the DYVO Training Package, which focuses on the competencies identified in the framework.

The DYVO competencies are grouped into three categories:

- PERSONAL
- SOCIAL
- METHODOLOGICAL

As a visual representation of the framework, the DYVO team chose the metaphor of a forest, which stresses the dynamic interdependence of all competencies represented by the trees. Every element of the forest is equally necessary for the development of each tree and of the forest as a whole ecosystem.



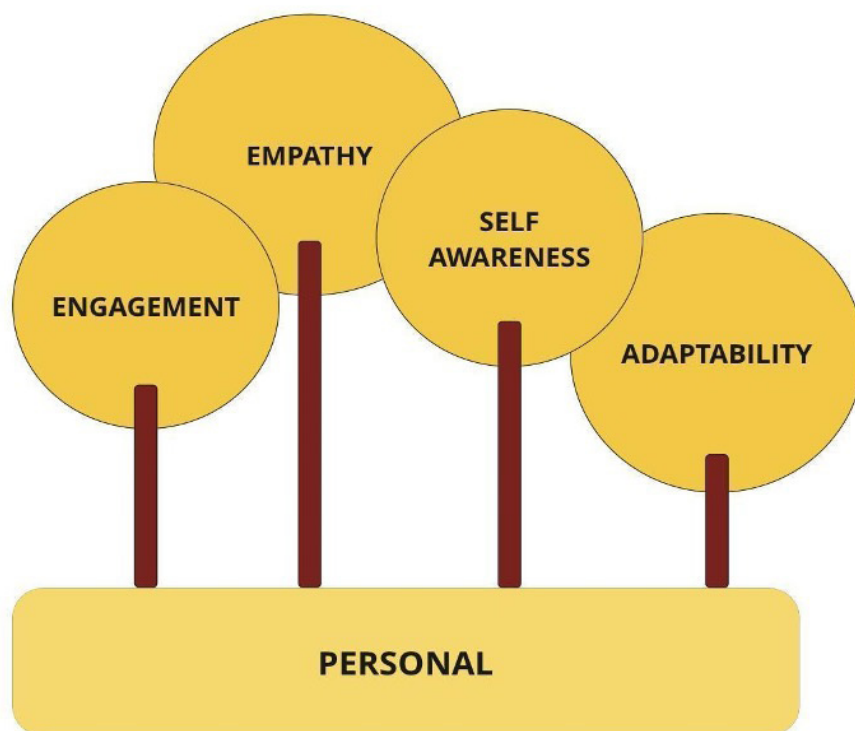
PERSONAL COMPETENCIES



PERSONAL COMPETENCIES

Personal development occurs in the relation and interaction with others within the social, historical, cultural and work contexts.

Personal competencies have to do with a sense of self-worth, regard for others, and emotional understanding and management. Developing personal competencies can help to set positive goals and make responsible decisions.



Definition

Empathy is the ability to understand another person's emotions, experiences and values, and the provision of appropriate responses. It is a key element of emotional intelligence, which allows individuals to understand experiences and emotions of different people coming from different backgrounds.

Why is it important?

Empathy is critical for deploying other social and emotional competencies, and building positive relationships. Empathy is at the root of all pro-social behaviours and provides a basis for coping with stress and resolving conflicts.

Descriptors

- Awareness of another person's emotions, experiences, values and beliefs
- Understanding another person's emotions and experiences, and the ability to proactively value their perspective
- Responsiveness to another person's emotions and experiences
- Awareness of one's own and other's culture, beliefs, habits, behaviours, ways of thinking and perspectives
- Awareness and understanding of my own and others cultural assumptions and bias

Sub-competence

- Intercultural and Diversity awareness

Learning Outcomes

They are able to:

- communicate smoothly and interpret non verbal and paraverbal elements
- understand and relate to the other people's mood, feelings, thoughts and beliefs.
- take care of the others' personal feelings, inclinations and interest
- minimise psychological barriers and differences with other people

Assessment Indicators

They:

- comprehend the tacit components of the dialogue and interaction and the body language
- feel and imagine the world from other people's perspectives, including emotional, cultural and intellectual dimensions
- establish harmonious relationship with the other people

Empathy at work!

Young adults that have developed empathy are able to interact with colleagues, managers, dependents, volunteers with an open mind and good relationship, in respect to everyone's role in the productive process.

EntreComp competencies Framework

Collaborate With Others (3.4)

LifeComp competencies Framework

Empathy (S1)

Definition

Self-awareness is about having a deep understanding of your interests, values, skills, limitations, feelings and motives. Understanding yourself provides the foundation for taking self-determined actions. To know yourself means to be aware of strengths, weaknesses, needs, interests and preferences.

Why is it important?

Self-awareness is essential for developing goals that reflect personal desires and for making informed decisions. Valuing yourself leads to positive self-esteem. Self-awareness is needed to make sound decisions, to promote personal wellbeing, and to manage careers.

Descriptors

- Awareness of your needs, aspirations and wants in the short, medium and long term
- Awareness and capacity to assess your individual and group strengths and weaknesses
- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
- Awareness of your disability and disability acceptance

Sub-competencies

- Overcoming Disabilities
- Ability to work with people different from you

Learning Outcomes

They are able to:

- understand their needs, aspirations and wants
- understand their individual and group strengths and weaknesses
- understand their ability to influence the course of events, despite uncertainty, setbacks and temporary failures

Assessment Indicators

They

- make the most of their strength and weaknesses
- compensate for their weaknesses by teaming up with others and by further developing their strengths
- evaluate how their personal attitudes, skills and knowledge can influence their decision-making, relationships with other people and quality of life

Self Awareness at work!

Young adults that have developed self-awareness understand the unique qualities they bring to their interactions with others and to their work.

EntreComp competencies Framework

Self-Awareness and self efficacy (2.1)

LifeComp competencies Framework

Self-regulation (P1) Understanding and regulating personal emotions, thoughts, and behaviour including stress responses

Wellbeing (P3)

Definition

Engagement is the ability to stay involved and motivated while performing activities. Motivation is a key driver in employees and volunteers' engagement. To be and stay engaged in difficulties and adversities you also need resilience. People who have the capacity to remain engaged with their activities are also passionate about their work.

Why is it important?

When employees or volunteers are engaged, they care about the organisation they collaborate with and are more likely to invest more time and effort in what they do.

Descriptors

- Understand and believe in the mission and values of your organisation
- Be prepared to match the opportunities your organisation can offer you with your qualifications and interests
- Be determined to turn ideas into action and satisfy your need to achieve
- Be resilient under pressure, adversity, and temporary failure while you keep trying to achieve your goals

Sub-competencies

- Resilience
- Motivation and Perseverance

Learning outcomes

They are able to:

- understand the mission and value of their organisation and link it to one's personal vision
- match the opportunities their organisation can offer with their qualifications and interests
- put effort and resources to achieve their long term individual and organisational aims
- employ and link personal competencies, with integrity and perseverance, to the mission and to the objectives of the tasks performed
- stay focused on their passion and keep creating value despite setbacks

Assessment indicators

They:

- demonstrates perseverance in accomplishing the tasks and the pursued goals
- demonstrates a proactive involvement in the tasks
- testify an ethical and respectful behaviour
- sees her role as an important part of the organisation's mission and often supports the organisation even outside of their everyday responsibilities

Engagement at Work!

Young adults that have developed the capacity to stay engaged care about the organisation they work for and are more likely to invest more time and effort in the work they do.

EntreComp competencies Framework

Motivation and Perseverance (2.2)

LifeComp competencies Framework

Empathy (S1)

Definition

Adaptability is the capacity to manage transitions and uncertainty, and to face challenges. Being adaptable means having flexibility in handling change, being able to juggle multiple demands, and adapting to new situations with fresh ideas or innovative approaches. It means not only to have the capability to stay focused on goals, but easily adjust on how to achieve them. It also means to adapt to varied roles and responsibilities; to work effectively in a climate of ambiguity and changing priorities.

Why is it important?

In today's world of work, the ability of a candidate to deal with change is a major recruitment goal. It is important to demonstrate the ability to adapt to changing circumstances and environments and take on board new ideas and to respond positively to change unexpected challenges.

Descriptors

- Respond positively to change and challenges
- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- Treat the process of adapting to changes as an enriching learning experience
- Handle fast-moving situations promptly and flexibly and face unexpected challenges
- Overcome complex situations and barriers

Sub-competencies

- Coping with uncertainty and risks
- Intercultural and diversity management
- Overcoming Disabilities

Learning outcomes

They are able to:

- integrate new information and draw conclusions from it
- seek out new ways of doing things and have confidence to improvise or experiment
- adjust personal mental schemes, behaviours and actions accordingly with the changes of a given context
- accept to cope with changing circumstances

Assessment Indicators

They:

- finds alternate solutions to pursue objectives in an environment of constant change
- easily develops long-term interpersonal relationships with people from other cultures, backgrounds or belonging to different environments
- is available to collaborate with people with points of view that are different from one's own
- deals with challenging environments and situations

Adaptability at Work!

Young adults that developed their adaptability skill can adjust to different working environments, working methods and approaches to meet the needs of an uncertain situation or emergency. They can develop practical solutions to mitigate the effect of change and constructive plans to enable a necessary change to be effectively implemented.

EntreComp competencies Framework

Coping with uncertainty, ambiguity and risk (3.3)

Taking the Initiative (3.1)

LifeComp competencies Framework

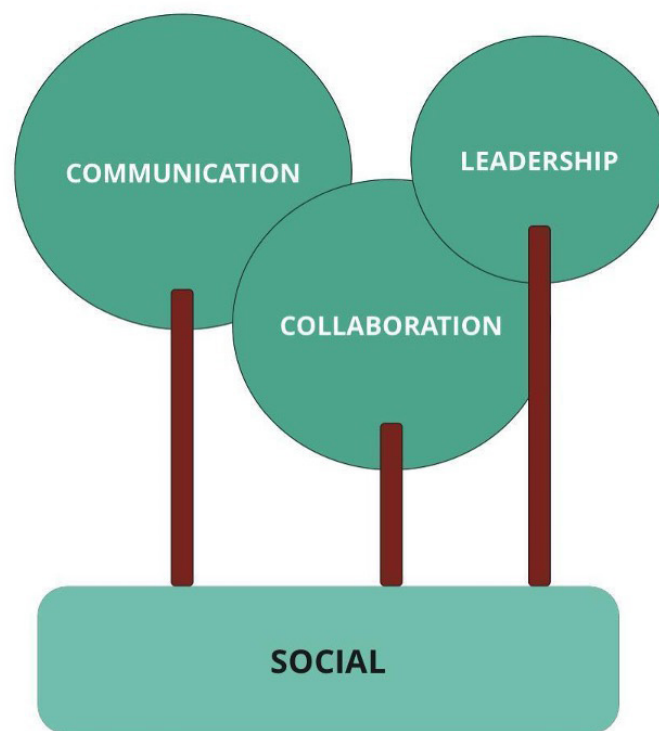
Critical Thinking (L2)

SOCIAL COMPETENCIES



SOCIAL COMPETENCIES

Social competencies refer to the abilities to handle social interaction effectively and response in adaptive ways in social settings. Being socially competent means cultivating an attitude of collaboration, respecting human diversity, overcoming prejudice and compromising while participating in society.



Definition

To develop the skill of communication means to be able to use relevant communication strategies, depending on the context and content. Communication is the act of conveying meanings from one individual or group to another using mutually understood signs, symbols, and semiotic rules, often to achieve a specific goal. It is a procedure which includes exchanging of ideas, views, facts and emotions between two or more than two persons. Communication skills involve the ability to make formal as well as informal, and verbal and non-verbal communication effectively.

Why is it important?

Communication is a skill that plays a very important role at the workplace since ability to communicate effectively is central to healthy organisational relations and organisational success. Communication skills are an essential tool in achieving productivity and building effective teams in organisations. Employees and Volunteers who possess these skills can sustain healthy relations with their team and staff and are able to produce good performance.

Descriptors

- Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to the context
- Awareness of para-verbal and non-verbal language and of its potential impacts
- Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations
- Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts

Sub-competencies

- Mobilising others

Learning outcomes

They are able to:

- adjust communication strategies to specific situations: verbal strategies (written, including digital forms, and oral language), non-verbal strategies (body language, facial expressions, tone of voice), visuals strategies (signs, icons, illustrations) or mixed strategies
- modulate messages taking into account the audience, the kind of relationship with the speaker; the context where the communication takes place; its purpose; the tools that will convey the message
- inspire and enthuse relevant stakeholders
- monitor verbal and non-verbal communication; show empathy, patience and interest, clarifying; summarise and give feedback to the other's message, and develop trust

Assessment Indicators

They:

- reach with appropriate messages and communication channels all the intended audience
- interacts with the audience coherently with the communication objectives, creating a common space where to share information, generating exchange and stimulating ideas
- speaks clearly and politely to any typology of speakers
- writes clearly and correctly in terms of syntax and semantics
- sustains an exchange of ideas, thoughts, questions and replies with sense for all the speakers
- demonstrate effective persuasion and negotiation strategies

Communication at work!

Young adults that have developed their communication skills interact with colleagues/managers/dependents/volunteers/clients by adopting adequate communication strategies, modulating messages in a way that others can easily grasp.

EntreComp competencies Framework

Mobilizing Others (2.5)

LifeComp competencies Framework

Communication (S2)

Empathy (S1)

Definition

Collaboration means working together with one or more people to complete a project or task or develop ideas or processes. In the workplace, collaboration occurs when two or more people work together towards a common goal that benefits the team or the organisation. There are many ways to collaborate effectively at work, and the skills and techniques you rely on when you collaborate can lead to greater efficiency and success.

Why is it important?

People working together are more effective and efficient than those who attempt to manage the same projects alone. Successfully collaborating with your coworkers can also increase your motivation and level of engagement at work. Working collaboratively is helpful for developing unique solutions to complex challenges.

Descriptors

- Intention to work together and cooperate with others to develop ideas and turn them into action
- Intention to solve conflicts and face up to competition positively when necessary
- Understand the importance of working with others and networking
- Understand the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationship
- Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim
- Intention to discuss difference of opinions and approach with the intent to reach an agreement

Sub-competencies

- Negotiation and Conflict resolution
- Mobilising resources

Learning outcomes

They are able to:

- form and maintain a team
- collaborate in a project setting
- create and establish systems, rules, tools and procedures that enhance the team process
- brainstorm alternative solutions effectively
- identify team strengths and resources
- manage conflicts collaboratively
- set up effective communication systems and tools
- plan activities and delegate tasks to team members

Assessment Indicators

They:

- interacts within the team with respect towards members, their roles and the tasks assigned
- builds productive, mutually beneficial relationships to solve problems and achieve common goals
- inspires collaboration by bridging gaps among diverse individuals and units
- addresses conflicts; seeks and achieve middle ground solutions
- presents ideas and listens to those of others, broadening their own outlook on other points of view.
- acts in a responsible way regarding the tasks in charge of and supports the others with contributions when required

Collaboration at Work!

Young adults that have developed collaboration skills cooperates with coworkers and superiors to resolve problems and achieve goals. They participate and make contributions that are valued by team members.

EntreComp competencies Framework

Working with others (3.4)

Mobilising Resources (2.3)

LifeComp competencies Framework

Collaboration (S3)

Definition

Leadership is the capacity to be change makers, to make a positive impact and to establish a strong support system among employees, volunteers, other stakeholders and communities, and to nurture new future community leaders. Leaders generate new ideas and concentrate team efforts in the right direction. Leaders influence people to behave in a certain way.

Why is it important?

A successful leader has the capacity to influence motivation and commitment, key factors that help people, employees, volunteers, stakeholders of an organisation to achieve goals and objectives, to increase their faith in the organisation and to identify with its values, goals and activities.

Descriptors

- Establish goals and motivate people to work towards their achievement
- Activate values-based process that results in positive social change
- Influence motivation and commitment
- Determine priorities and make available resources that are needed
- Make decisions
- Create trust
- Show empathy
- Visualise future scenarios to help guide effort and action
- Ability to make decisions quickly and confidently

Sub-competencies

- Initiative and Decisiveness
- Mobilising others and resources
- Valuing Ideas
- Responsibility
- Vision

Learning outcomes

They are able to:

- set goals and motivate people to work towards achievements
- build an inspiring vision and mission
- map resources
- facilitate internal communication
- determine priorities, take initiative and make decisions
- engage stakeholders with participatory methodologies
- acknowledge and learn from mistake without blaming others
- manage processes and resources

Assessment Indicators

They:

- motivate and inspire people
- is recognized and trusted
- identifies new opportunities for the organisation
- promote equity and inclusion
- demonstrates integrity and ethical behaviour in using influence and power
- promote communication and information sharing

-
- has a clear vision on the context, the pursued objectives and the results, also in case of delegating others.
 - uses data and knowledge for decision making
 - mobilise resources through crowdfunding and fundraising
 - demonstrate effective communication, persuasion and negotiation ability
 - is accountable for all activities and personal actions

Leadership at Work!

Young adults that develop leadership skills set challenges, goals and encourage colleagues to achieve them. They can inspire others and get them on board for value-creating activities, and they create people connections and a positive, harmonious atmosphere in the team.

They ensure that the values, mission and all the causes and ideals the team works for, are present in the everyday running of the organisation, and they help team members to find their strengths and weaknesses and develop professionally.

EntreComp competencies Framework

Vision (1.3)

Valuing ideas (1.4)

Mobilising resources (2.3)

Mobilising others (2.5)

Planning and Management (3.2)

LifeComp competencies Framework

Empathy (S1)

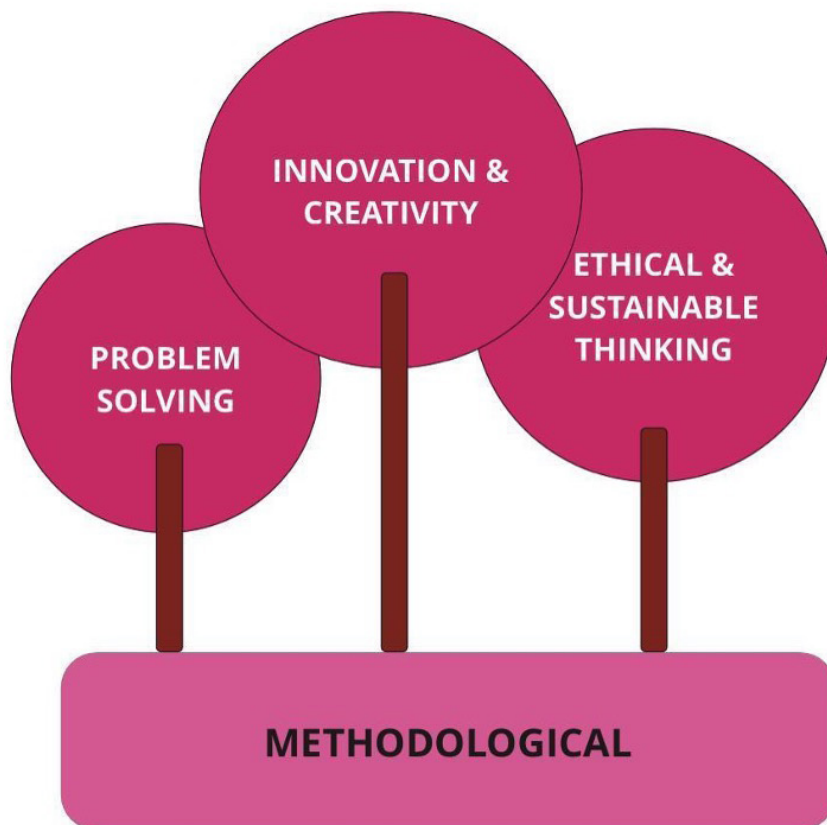
Communication (S2)

METHODOLOGICAL COMPETENCIES



METHODOLOGICAL COMPETENCIES

Methodological competencies refers to the capacity and ability to apply strategies and methods that are appropriate for and tailored to multi-faceted dynamic situations. The development of methodological competencies is essential to enter the working force to face any challenge in any field.



Definition

Creativity encompasses the processes leading to the generation of new ideas to create value for individuals and organisations. Creativity is the capability or act of conceiving something original or unusual. Innovation is the implementation of something new, it is creativity mobilised for action. Innovation introduces ideas, processes, products or procedures which are new to that job, work team or organisation, and which are designed to benefit the job, the work team or the organisation.

Why is it important?

Creativity and Innovation are key competencies to adapt proactively to change and to bring change. Creativity is crucial to ideate and to connect new ideas with existing experiences. The reuse of existing knowledge is an indispensable part of the creation of novel ideas. In the creative domain knowledge reuse is a common practice and method known as “remixing”. Remixing knowledge, ideas, and products is the key to innovation.

Descriptors

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects
- Combine concepts and information from different sources in view of solving problems
- Understand connection between ideas and/or facts

Sub-competencies

- Critical Thinking

Learning outcomes

They are able to:

- pursue new ideas, exploiting both experience and imagination to develop solutions to existing and new challenges
- combine new approaches, resources and tools to achieve valuable effects
- exploit innovation and learning opportunities
- step outside the day-to-day to devise novel solutions and produce alternative ideas for reaching opportunities, solutions or achievement
- put in place design thinking approaches

Assessment Indicators

They:

- generates and applies new ideas, approaches and solutions to address, interpret and face known as well as unknown problems/situations
- explores different ways of doing things or of thinking
- applies and creates links across different contexts and areas of learning
- combines, integrates, transforms tools/products/services/processes, in order to realise something new/innovative, which is able to reply to or anticipate the internal/external customer's needs

Innovation and Creativity at Work!

Young adults that develop innovation and creativity are responsive to new perspectives and are open minded. They are capable of formulating new ideas and participate proactively in brainstorming and design-thinking activities.

EntreComp competencies Framework

Creativity (1.2)

LifeComp competencies Framework

Critical thinking (L2)

Definition

Problem-solving is one of the key skills that employers seek in job applicants, as employees with these skills tend to be self-reliant. Problem Solving starts with identifying the issue and its causes. This requires the gathering and evaluation of data, isolating possible contributing circumstances, evaluating possible risks, and pinpoint what needs to be addressed for a resolution and plan alternatives. Whoever makes the decision must evaluate potential costs, required resources, and possible barriers to successfully solving the problem.

Why is it important?

People with good problem-solving skills are a valuable and trusted asset in any team. Good problem solving skills entails having a range of other competencies such as logic, creativity, resilience, imagination, lateral thinking and determination. It is a vital skill for professional and personal life, and it is essential to develop a career in any manager or senior level roles.

Descriptors

- Identify problems and their causes
- Set long-, medium- and short-term goals
- Define priorities and action plans
- Have a broader perspective and look at different options
- Create new concept models
- Identify possible risks and develop alternatives
- Adapt to unforeseen changes
- Include concerned parties
- Considering human and environmental impacts
- Manage resources effectively

Sub-competencies

- Negotiation and Conflict resolution
- Result oriented management
- Mobilising resources

Learning outcomes

They are able to:

- analyse and evaluate situations to identify and prioritise problems, measure their impact, analyse potential causes and identify the root ones
- point out effective responses/resolution actions in both conventional and innovative ways
- plan, implement and manage resolution actions and verify the achievement of the desired result
- manage resources and time effectively, within the timeframe set to achieve the goals
- evaluate risks, anticipate problems/barriers and plan alternative solutions

Assessment Indicators

They are able to:

- describe clearly the problem, pointing out the relations, implications to the context and the priorities
- identify coherent solution with the problem and the context requirement such as available resources, time and persons involved
- translate solutions into a coherent plan of actions in order to achieve the wanted objectives
- lead effectively the problem resolution

-
- thinks outside the box in order to find new ways and alternatives to face critical issues
 - weight alternatives against objectives and arriving at reasonable decisions

Problem Solving at Work!

Young adults that develop problem solving skills are able to identify the cause of an issue and understand it fully. They show analytical thinking, gather information, brainstorm with other team members and are able to make decisions quickly, bring effective solutions, and communicate them with appropriate channels.

EntreComp competencies Framework

Spotting Opportunities (1.1)

Coping with uncertainty, ambiguity and risks (3.3)

Mobilizing resources (2.3)

LifeComp competencies Framework

Critical Thinking (L2)

Ethical and Sustainable Thinking

Definition

To be able to think ethically and sustainably means to assess the consequences and impact of ideas, opportunities and actions. Ethical and sustainable thinking is a matter of the attitudes, behaviours, values and mindset necessary to take ethical decisions and act sustainably. This means that what drives the decision-making process is the achievement of the objective in a way that takes into consideration people's wellbeing and the ecosystem. This approach secures the success of any activity, both in the quality of the outcome and the likelihood of its sustainability and validity over time.

Why is it important?

Sustainability skills and environmental awareness is a priority in many jobs at any level and as businesses and organisations seek to adhere to new legislation implemented by the authorities. Furthermore, it increases the quality of the work and allows people to contribute to any project with a long-term vision approach.

Descriptors

- Assess the consequences of ideas that bring value and the effect of the action or project on the target community, the market, society and the environment
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen
- Act responsibly
- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape
- Visualise future scenarios to help guide effort and action

Sub-competencies

- Spotting opportunities & Valuing ideas
- Vision

Learning outcomes

They are able to:

- assess the consequences of ideas and the effect of actions and projects
- recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
- introduce and share ideas on sustainability inside the team and organisation
- identify and seize opportunities to create value by exploring the social, cultural and economic landscape
- visualize future scenarios and help guide effort and actions
- judge what value is in social, cultural and economic terms

Assessment Indicators

They:

- measures the impact of a project idea identifying sustainability indicators as powerful decision-supporting tools that foster sustainable development
- explores the potential of an idea in creating social, economic and environmental value
- implements innovative ideas that promote sustainable practises
- uses critical thinking to narrow and orient the choices towards sustainable and ethical reasoning and approaches
- inquires and asks as many questions as possible relevant to the ethical dilemma, before making a decision

Ethical and Sustainable Thinking at Work!

Young adults that develop ethical and sustainable thinking are able to understand their work and its impact within a complex network of actors and in relation to a broader context. They are able to anticipate unintended consequences and appreciate the significance and effect of their and their organisation's actions, recognising the impact on people and the environment over a long period of time, with a plan and a vision for the future.

EntreComp competencies Framework

Vision (1.3)

Valuing ideas (1.4)

LifeComp competencies Framework

Critical Thinking (L2)

ANNEX I



ANNEX I

Elaboration of DYVO Competence Framework Co-Design Workshop

10 May 2021
Elaborated by: Warehouse Hub

Intellectual Output 2-Activity 2

Introduction

The Intellectual Output 2 foresees within the A2 the elaboration of a DYVO Competence Framework identifying the set of competencies young volunteers can acquire through volunteering and can exploit in the job market.

Volunteering is an important way for young people to develop themselves, by building new relationships and gaining a whole set of life skills and competencies that can be also trained and acknowledged through validation and help young people to find their pathway into employment. It serves to gather important experience in unknown fields and to develop social, personal and organisational competencies.

The state-of-the-art document produced by partners within the IO2-A1 allowed a peer reviewing on the existing literature, studies, researchers, projects' outcomes realised at a European level and at the Partners Countries level on this topic and this research served as a common ground from where to start for this further work.

Whereas qualifications and learning outcomes related to "hard skills" are in majority known and even, converging at EU level (EQF/NQF7,ESCO8), there is no common understanding and agreed list of transversal skills in the voluntary sector that can be used as a reference by organisations operating in diverse fields or in different countries.

Many sectors have listed those that are relevant in their contexts, some typologies have been done based on social science research, but all these initiatives remain fragmented. There is now more and more effort at EU level to develop a reference system of transversal skills (Entrecomp, LifeComp, DigComp), which is the very first step to better develop and validate them.

The co-design of DYVO competence framework, that wants to be a synthetic and easy to exploit framework, especially through the App that will be based on it for evaluating volunteers' competencies, starts from considering all the above research experiences.

The international working group composed by representatives and researchers of WCF, JDC, ENTER, PUNDI and CEV, and coordinated by lead partner CSV Marche, is committed to the elaboration of DYVO competence framework that will inform the whole project and in particular will be used in IO1 for designing the DYVO App and will inform IO3, especially the training module on skills for young volunteers.

Objective

The three main objective of the co-design workshop were the following:

- Share

Share a common work environment even in the distance

Share a methodology, a tool and a process

Share knowledge and recommendations on the competencies DYVO model should include and focus on

- Compare

Compare the knowledge and experiences regarding transversal competencies among all Participants

- Identify and Define

Identify the most relevant competencies that can be acquired through volunteering, the most important for the personal growth of young volunteers, including volunteers with disabilities, and the most valued in the labour market.

Start defining them with short hints.

Methodology

To start working at this important cornerstone of the project, the DYVO competence framework, Warehouse hub's team proposed a participatory activity, adopting from the organisation the competencies, methodologies and tools apt to facilitate a co-design workshop.

CO-design is a powerful force for collaboration and creativity.

It is about actively involving all the stakeholders in the process as much as possible, discovering their unique and collective perspectives.

Co-design and Co-creation approach involve collaboration between researchers and end users: in the specific case of this workshop an enthusiastic group of volunteers and youth workers especially from JDC partner, including young people with intellectual disabilities, joined the team of researchers and staff, providing very interesting feedback and insights to all the participants.

Co-design stress on the importance of participation, at every step, and empower all the stakeholders with the knowledge produced; it helps in remaining focused on the objectives at all stages: it is sequential but at the same time highly interactive and collaborative.

Co-design methodology was adopted to increase knowledge and reach a common understanding that could work as a guideline for the development of the competence framework.

Online Collaborative Tool

The platform chosen for this co-design experience was miro.com, the online collaborative whiteboard platform, with a very effective canvas which helped participants to easily follow, collaborate, actively learn and remain engaged in the common workspace.

Workshop Schedule

- 30'
 - Open remote meeting and log-in everyone to the online whiteboard on Miro.com;
 - Explain structure, method, rational and objectives of the workshop;
 - Warm-up exercise to learn how to use Miro.com;
 - Open with a brief definition of “ transversal competencies” and soft skills.
- 15' STEP 0
 - Read the list of competencies provided and if there is anything missing please add it to the list giving a brief definition;
 - Read the list of competencies provided and if there is anything overlapping or confusing please write your comments on a sticky note.
- 7' STEP 1
Select what you believe to be the 5-10 most useful competencies for the PERSONAL GROWTH of young volunteers (You have 10 votes to distribute, you can give maximum 2 votes to one competence)
- 7' STEP 2
Select what you believe to be the 5-10 most FEASIBLE and COMMON competencies young volunteers can develop in most fields (You have 10 votes to distribute, you can give maximum 2 votes to one competence)
- 7' STEP 3
Select what you believe to be the 5-10 most REQUESTED competencies in the job market (You have 10 votes to distribute, you can give maximum 2 votes to one competence)
- 10' STEP 4
Show the results of the voting sessions and the total score of each competence
- 15' STEP 5
 - Discuss the idea behind wanting DYVO to be a more “agile” competence framework to be sustainable and easy to comprehend and used in the future
 - Now decide which competence should be excluded from the list of competencies based on the score
 - Anything that has been excluded you want to save, you believe is important to keep? Why? (Write it down on a post-it) (vote as a group on each proposal)

Transversal competencies

occupations and economic sectors. They are often referred to as core skills, basic skills or soft skills, the cornerstone for the personal development of a person. Transversal knowledge, skills and competencies are the building blocks for the development of the “hard” skills and competencies required to succeed on the labour market. ESCO, European Commission https://ec.europa.eu/esco/portal/escopedia/Transversal_knowledge_44__skills_and_competencies

List of Competencies for the Co-Design Workshop

COMPETENCE	BRIEF DEFINITION
Engagement	Ability to stay involved and motivated while performing activities
Empathy	Ability to sense what others are feeling
Responsibility	Ability to take responsibility for their work and actions
Initiative	Ability to take decisions and propose actions and/or discussions
Flexibility and adaptability	Ability to adapt to the given situation and face unexpected challenges
Learning to learn	Ability to seek, compare and search resources and information
Problem solving	Ability to analyse a problem and propose solutions
Communication	Ability to choose communications methods based on the goal and the target audience
Intercultural and diversity management	Ability to recognize my own and others' cultural assumptions and bias
Leadership	Ability to lead a team
Result orientation	Ability to recognise what is necessary to achieve a goal
Planning	Ability to analyse the context, objective and resources, in order to plan structured activities
Digital thinking	Ability to identify the opportunities of digital means

Spotting opportunity	Ability to use and identify opportunities for creating value
Innovation & Creativity	Ability to develop creative and purposeful ideas
Vision	Ability to visualise the future and work towards it
Valuing ideas	Ability to make the most of ideas and opportunities
Ethical and sustainable thinking	Ability to assess the consequences and impact of ideas, opportunities and actions
Self-awareness and self-efficacy	Ability to believe in oneself and keep developing
Motivation and perseverance	Ability to stay focus and don't give up
Mobilizing Resources	Ability to gather and manage the resources you need
Managing time and resources	Ability to manage the time and resources needed
Financial and economic literacy	Ability to Ability to develop financial and economic know how
Mobilizing others	Ability to inspire and mobilize others
Management	Ability to prioritize, organise and follow up
Coping with uncertainty and risk	Ability to take decision dealing with uncertainty, ambiguity and risk
Working with others	Ability to work with others, team-up and collaborate
Learning through experience	Ability to learn by doing, learning from past mistakes and success
Resilience	Ability to work under pressure and overcome adversities
Collaboration	Ability to work with different partners and stakeholders
Decisiveness	Ability to make decisions quickly and confidently
Negotiation & conflict resolution	Ability to discuss an issue and reach an agreement with others
Critical thinking	Ability to assess informations and arguments to support reasoned conclusions and develop innovative solutions

Results

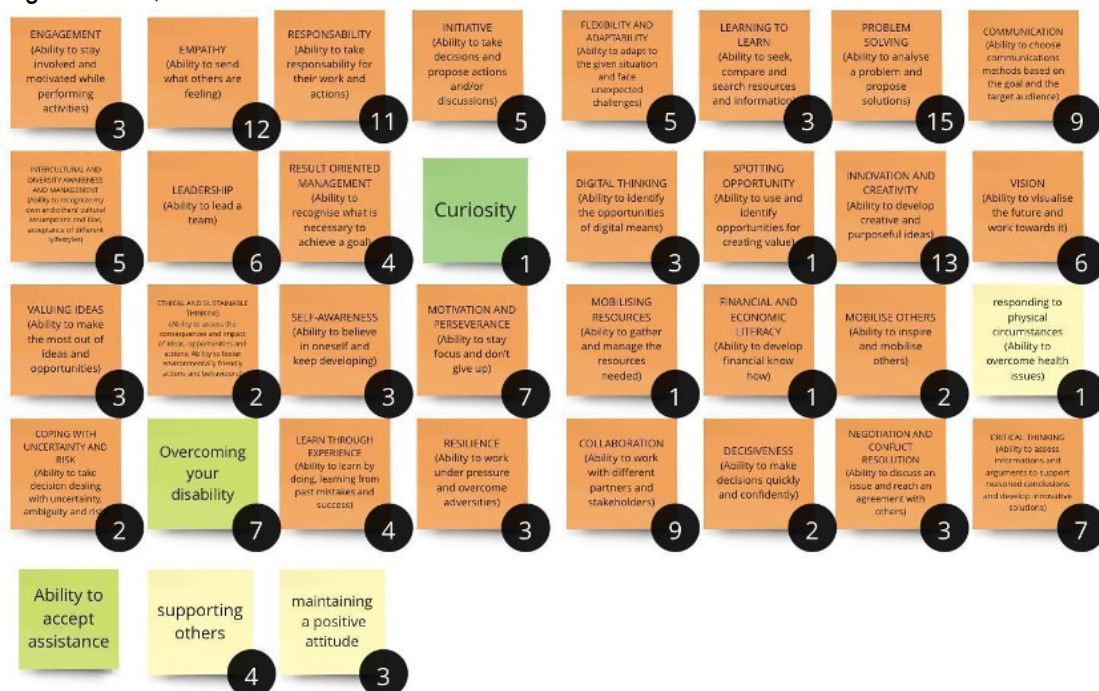
Step 0

The list of competence was partially modified during the exercise in Step 0.
This is the final list which was used for the workshop exercises.



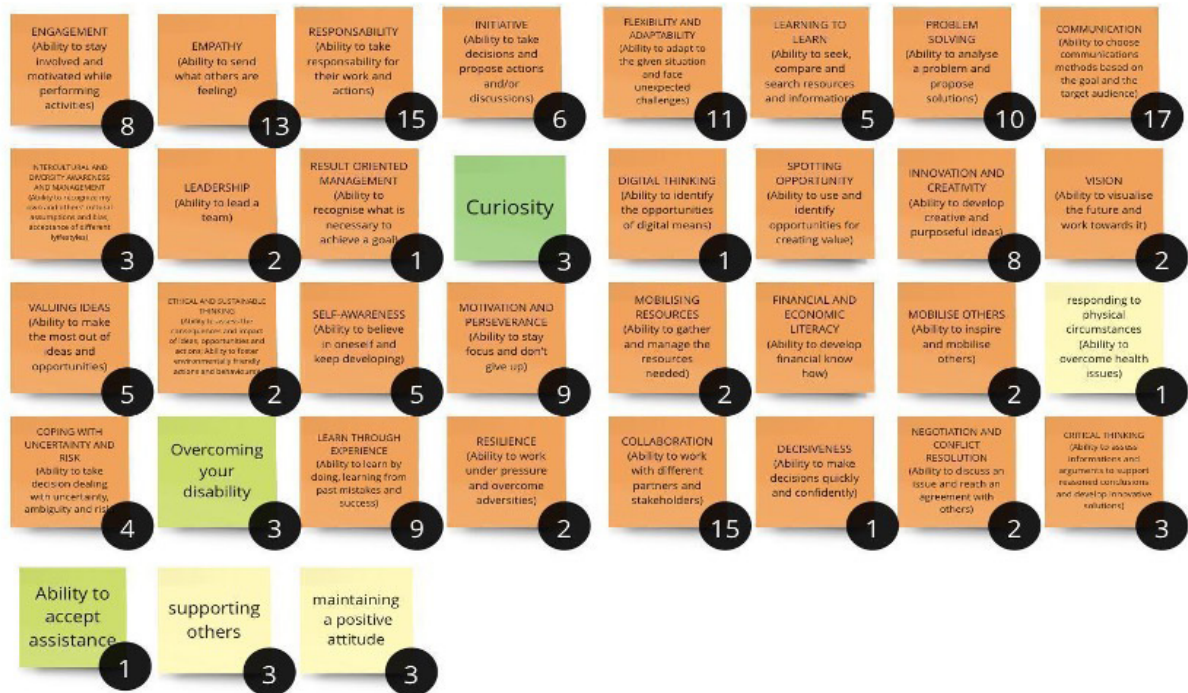
Step 1

In the first question it was required to identify the most useful competencies for the personal growth of young volunteer, and these were the scores:



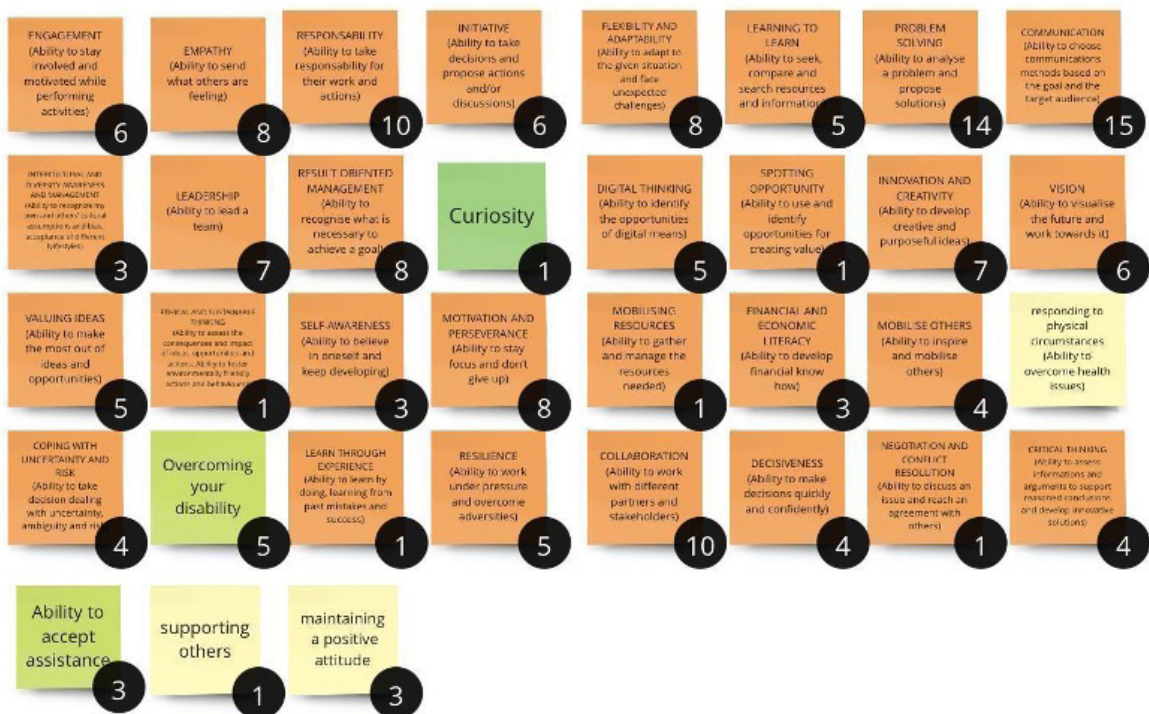
Step 2

In the second question it was required to identify the most feasible and common competencies young volunteers can develop in most fields, and these were the scores:



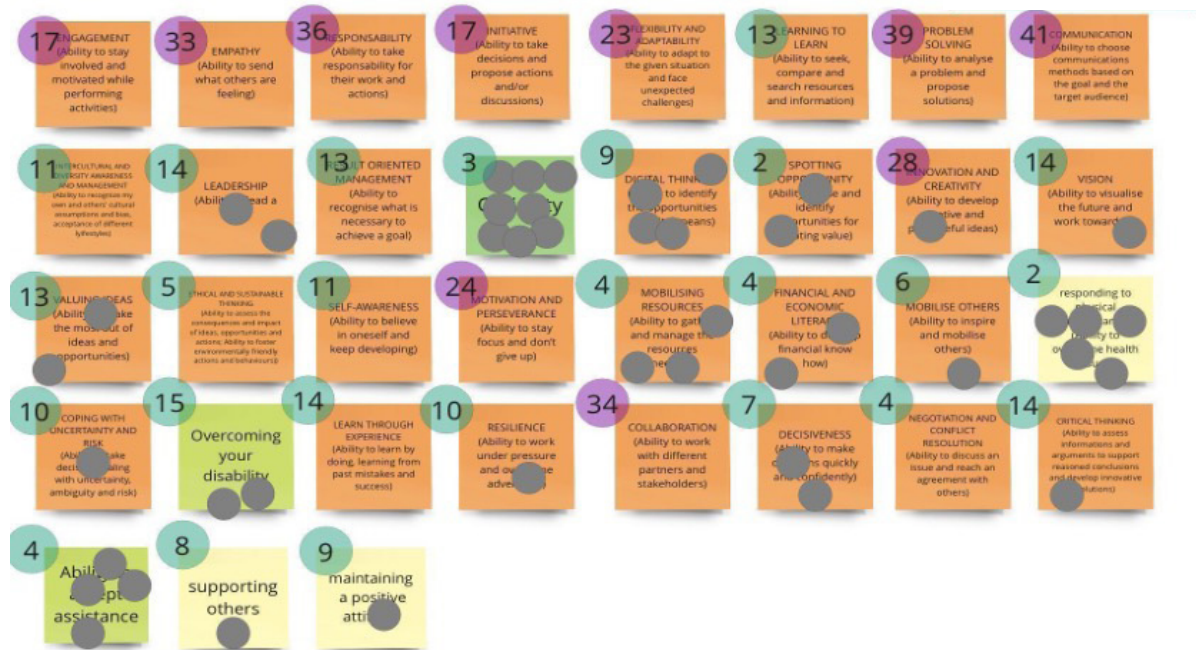
Step 3

In the third question it was required to identify the most requested competencies in the job market, and these were the scores:



Step 4

In the last exercise of the workshop, participants took a look at the results of the three questions combined, and identified which competencies should be excluded by placing a grey dot on them. The score of the ten most voted competencies was highlighted in a different color (purple).



Step 5

In the last exercise of the workshop, participants were asked to write on a sticky note if they believed one competence that was excluded should have been reincluded and why, and to give any feedback.

What should we reconsider to save and why? (You can choose one competence)



Any feedback or something missing? Please write it down on a sticky notes



ANNEX II



ANNEX II

	DESCRIPTORS	SUB-competencies
Empathy	<ul style="list-style-type: none"> ● Awareness of another person's emotions, experiences, values and beliefs ● Understanding another person's emotions and experiences, and the ability to proactively value their perspective ● Responsiveness to another person's emotions and experiences ● Awareness of one's own and other's culture, beliefs, habits, behaviours, ways of thinking and perspectives ● Awareness and understanding of my own and others cultural assumptions and bias 	<ul style="list-style-type: none"> ● Intercultural and Diversity awareness
Self-Awareness	<ul style="list-style-type: none"> ● Awareness of your needs, aspirations and wants in the short, medium and long term ● Awareness and capacity to assess your individual and group strengths and weaknesses ● Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures ● Awareness of your disability and disability acceptance 	<ul style="list-style-type: none"> ● Overcoming Disabilities
Engagement	<ul style="list-style-type: none"> ● Understand and believe in the mission and values of your organisation ● Be prepared to match the opportunities your organisation can offer you with your qualifications and interests ● Be determined to turn ideas into action and satisfy your need to achieve ● Be resilient under pressure, adversity, and temporary failure while you keep trying to achieve your goals 	<ul style="list-style-type: none"> ● Resilience ● Motivation and Perseverance
Adaptability	<ul style="list-style-type: none"> ● Respond positively to change and challenges ● Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes ● Treat the process of adapting to changes as an enriching learning experience ● Handle fast-moving situations promptly and flexibly and face unexpected challenges ● Overcome complex situations and barriers 	<ul style="list-style-type: none"> ● Coping with uncertainty and risks ● Intercultural and diversity management ● Overcoming Disabilities

	DESCRIPTORS	SUB-competencies
Communication	<ul style="list-style-type: none"> ● Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to the context ● Awareness of para-verbal and non-verbal language and of its potential impacts ● Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations ● Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts 	<ul style="list-style-type: none"> ● Mobilising others
Collaboration	<ul style="list-style-type: none"> ● Intention to work together and cooperate with others to develop ideas and turn them into action ● Intention to solve conflicts and face up to competition positively when necessary ● Understand the importance of working with others and networking ● Understand the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationship ● Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim ● Intention to discuss difference of opinions and approach with the intent to reach an agreement 	<ul style="list-style-type: none"> ● Negotiation and Conflict resolution ● Mobilizing resources
Vadovavimas	<ul style="list-style-type: none"> ● Establish goals and motivate people to work towards their achievement ● Activate values-based process that results in positive social change ● Influence motivation and commitment ● Determine priorities and make available resources that are needed ● Make decisions ● Create trust ● Show empathy ● Visualise future scenarios to help guide effort and action ● Ability to make decisions quickly and confidently 	<ul style="list-style-type: none"> ● Initiative and Decisiveness ● Mobilizing others and resources ● Valuing Ideas ● Responsibility ● Vision

	DESCRIPTORS	SUB-competencies
Innovation & Creativity	<ul style="list-style-type: none"> ● Develop several ideas and opportunities to create value, including better solutions to existing and new challenges ● Explore and experiment with innovative approaches ● Combine knowledge and resources to achieve valuable effects ● Combine concepts and information from different sources in view of solving problems ● Understand connection between ideas and/or facts 	<ul style="list-style-type: none"> ● Critical Thinking
Problem Solving	<ul style="list-style-type: none"> ● Identify problems and their causes ● Set long-, medium- and short-term goals ● Define priorities and action plans ● Have a broader perspective and look at different options ● Create new concept models ● Identify possible risks and develop alternatives ● Adapt to unforeseen changes ● Include concerned parties ● Considering human and environmental impacts ● Manage resources effectively 	<ul style="list-style-type: none"> ● Negotiation and Conflict resolution ● Result oriented management ● Mobilising resources
Ethical & Sustainable Thinking	<ul style="list-style-type: none"> ● Assess the consequences of ideas that bring value and the effect of the action or project on the target community, the market, society and the environment ● Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen ● Act responsibly ● Identify and seize opportunities to create value by exploring the social, cultural and economic landscape ● Visualise future scenarios to help guide effort and action 	<ul style="list-style-type: none"> ● Spotting opportunities & Valuing ideas ● Vision

ANNEX III



ANNEX III

	LEARNING OUTCOMES	ASSESSMENT INDICATORS
Empathy	<p>They are able to:</p> <ul style="list-style-type: none"> • communicate smoothly and interpret paraverbal elements • understand and relate to the other people's mood, feelings, thoughts and beliefs • take care of the other's personal feelings, inclinations and interest • minimise psychological barriers and differences with other people 	<p>They</p> <ul style="list-style-type: none"> • comprehend the tacit components of the dialogue and interaction and the body language • feel and imagine the world from other people's perspectives, including emotional, cultural and intellectual dimensions • establish a harmonious relationship with the other people
Self-Awareness	<p>They are able to:</p> <ul style="list-style-type: none"> • understand their needs, aspirations and wants • understand their individual and group strengths and weaknesses • understand their ability to influence the course of events, despite uncertainty, setbacks and temporary failures 	<p>They</p> <ul style="list-style-type: none"> • make the most of their strength and weaknesses • compensate for their weaknesses by teaming up with others and by further developing their strengths • evaluate how their personal attitudes, skills and knowledge can influence their decision-making, relationships with other people and quality of life
Engagement	<p>They are able to:</p> <ul style="list-style-type: none"> • understand the mission and value of their organisation and link it to one's personal vision • match the opportunities their organisation can offer with their qualifications and interests • put effort and resources to achieve their long term individual and organisational aims • employ and link personal competencies, with integrity and perseverance, to the mission and to the objectives of the tasks performed • stay focused on their passion and keep creating value despite setbacks 	<p>They:</p> <ul style="list-style-type: none"> • demonstrate perseverance in accomplishing the tasks and the pursued goals • demonstrate a proactive involvement in the tasks • testify an ethical and respectful behaviour • see their role as an important part of the organisation's mission and often supports the organisation even outside of their everyday responsibilities
Adaptability	<p>They are able to:</p> <ul style="list-style-type: none"> • integrate new information and draw conclusions from it • seek out new ways of doing things and have confidence to improvise or experiment • adjust personal mental schemes, behaviours and actions accordingly with the changes of a given context • accept to cope with changing circumstances 	<p>They:</p> <ul style="list-style-type: none"> • find alternate solutions to pursue objectives in an environment of constant change • easily develop long-term interpersonal relationships with people from other cultures, backgrounds or belonging to different environments • are available to collaborate with people with points of view that are different from one's own • deal with challenging environments and situations

	LEARNING OUTCOMES	ASSESSMENT INDICATORS
Communication	<p>They are able to:</p> <ul style="list-style-type: none"> ● adjust communication strategies to specific situations: verbal strategies (written, including digital forms, and oral language), non-verbal strategies (body language, facial expressions, tone of voice), visuals strategies (signs, icons, illustrations) or mixed strategies ● modulate messages taking into account the audience, the kind of relationship with the speaker; the context where the communication takes place; its purpose; the tools that will convey the message ● inspire and enthuse relevant stakeholders ● monitor verbal and non-verbal communication; show empathy, patience and interest, clarifying; summarise and give feedback to the other's message, and develop trust 	<p>They:</p> <ul style="list-style-type: none"> ● reach with appropriate messages and communication channels all the intended audience ● interact with the audience coherently with the communication objectives, creating a common space where to share information, generating exchange and stimulating ideas ● speak clearly and politely to any typology of speakers ● write clearly and correctly in terms of syntax and semantics ● sustain an exchange of ideas, thoughts, questions and reply with sense for all the speakers ● demonstrate effective persuasion and negotiation strategies
Collaboration	<p>They are able to:</p> <ul style="list-style-type: none"> ● form and maintain a team ● collaborate in a project setting ● create and establish systems, rules, tools and procedures that enhance the team process ● brainstorm alternative solutions effectively ● identify team strengths and resources ● manage conflicts collaboratively ● set up effective communication systems and tools ● plan activities and delegate tasks to team members 	<p>They:</p> <ul style="list-style-type: none"> ● interact within the team with respect towards members, their roles and the tasks assigned ● build productive, mutually beneficial relationships to solve problems and achieve common goals ● inspire collaboration by bridging gaps among diverse individuals and units ● address conflicts; seek and achieve middle ground solutions ● present ideas and listen to those of others, broadening their own outlook on other points of view. ● act in a responsible way regarding the tasks in charge of and support the others with contributions when required
Leadership	<p>They are able to:</p> <ul style="list-style-type: none"> ● set goals and motivate people to work towards achievements ● build an inspiring vision and mission ● map resources ● facilitate internal communication ● determine priorities, take initiative and make decisions ● engage stakeholders with participatory methodologies ● acknowledge and learn from mistake without blaming others ● manage processes and resources 	<p>JiThey:</p> <ul style="list-style-type: none"> ● motivate and inspire people ● are recognised and trusted ● identify new opportunities for the organisation ● promote equity and inclusion ● demonstrate integrity and ethical behavior in using influence and power ● promote communication and information sharing ● have a clear vision on the context, the pursued objectives and the results, also in case of delegating others. ● use data and knowledge for decision making ● mobilise resources through crowdfunding and fundraising ● demonstrate effective communication, persuasion and negotiation ability ● are accountable for all work activities and personal actions

	LEARNING OUTCOMES	ASSESSMENT INDICATORS
Innovation & Creativity	<p>They are able to:</p> <ul style="list-style-type: none"> ● pursue new ideas, exploiting both experience and imagination to develop solutions to existing and new challenges ● combine new approaches, resources and tools to achieve valuable effects ● exploit innovation and learning opportunities ● step outside the day-to-day to devise novel solutions and produce alternative ideas for reaching opportunities, solutions or achievement ● put in place design thinking approaches 	<p>They:</p> <ul style="list-style-type: none"> ● generate and apply new ideas, approaches and solutions to address, interpret and face known as well as unknown problems/situations ● explore different ways of doing things or of thinking ● apply and create links across different contexts and areas of learning ● combine, integrate, transform tools/products/services/processes, in order to realise something new/innovative, which is able to reply to or anticipate the internal/external customer's needs
Problem Solving	<p>They are able to:</p> <ul style="list-style-type: none"> ● analyse and evaluate situations to identify and prioritise problems, measure their impact, analyse potential causes and identify the root ones ● point out effective responses/resolution actions in both conventional and innovative ways ● plan, implement and manage resolution actions and verify the achievement of the desired result ● manage resources and time effectively, within the timeframe set to achieve the goals ● evaluate risks, anticipate problems/barriers and plan alternative solutions 	<p>They are able to:</p> <ul style="list-style-type: none"> ● describe clearly the problem, pointing out the relations, implications to the context and the priorities ● identify coherent solution with the problem and the context requirement such as available resources, time and persons involved ● translate solutions into a coherent plan of actions in order to achieve the wanted objectives ● lead effectively the problem resolution ● thinks outside the box in order to find new ways and alternatives to face critical issues ● weight alternatives against objectives and arriving at reasonable decisions
Ethical & Sustainable Thinking	<p>They are able to:</p> <ul style="list-style-type: none"> ● assess the consequences of ideas and the effect of actions and projects ● recognise the potential an idea has for creating value and identify suitable ways of making the most out of it ● introduce and share ideas on sustainability inside the team and organisation ● identify and seize opportunities to create value by exploring the social, cultural and economic landscape ● visualise future scenarios and help guide effort and actions ● judge what value is in social, cultural and economic terms 	<p>They:</p> <ul style="list-style-type: none"> ● measure the impact of a project idea identifying sustainability indicators as powerful decision-supporting tools that foster sustainable development ● explore the potential of an idea in creating social, economic and environmental value ● implement innovative ideas that promote sustainable practises ● use critical thinking to narrow and orient the choices towards sustainable and ethical reasoning and approaches ● inquire and ask as many questions as possible relevant to the ethical dilemma, before making a decision.

DYVO PROJECT REFERENCES



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