



Digital technologies for validating
young volunteers competences

Workshops on validation of competencies for young volunteers

Guidelines for Implementation **TRAINING PACKAGE**

Issued: September 2022
Elaborated by: Warehouse Hub

Intellectual Output 3 of the DYVO project





Digital technologies for validating
young volunteers competences

Workshops on validation of competencies for young volunteers

Guidelines for Implementation **TRAINING PACKAGE**

Issued: September 2022
Elaborated by: Warehouse Hub

Intellectual Output 3 of the DYVO project



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project number: 2020-2-IT03-KA205-019156

A Training to empower volunteers in the recognition and validation of transversal competencies



Image courtesy of Anna Godeassi/theisport.com

Table of Contents

7	1. Introduction
7	1.1 The DYVO project in a nutshell
8	1.2 Training as a tool for valorizing voluntary resources
10	1.3 Inclusive Volunteering: The DYVO project adopts a mixed-ability approach
12	2. The DYVO Training Program
14	3. Overview of the piloted Training Program
21	4. Description of methodology, contents, and tools
21	4.1 Module 1/ Be Aware of your Competencies!
	W1/ The DYVO Competency Framework: recognizing transversal competencies acquired in the voluntary sector
	-Hands-on Lab: The DYVO Awareness Tree
	W2/ I, a blooming tree: how volunteering helps to learn and grow
	- Hands-on Lab: Peer Assessment of competencies
	W3/ Leadership and Conflict resolution Strategies
	- Hands-on Lab: Abigale, sad love story
	W4/ Creativity = Remix
	- Hands-on Lab: Prototype a creative solution with the product vision box
	W5/ Visual storytelling: a key skill to communicate yourself and inspire others
	- Hands-on Lab: Let's PechaKucha!
38	4.2 Module 2/ Validating young Volunteers Competencies
	W6/ Validation of Competencies acquired through volunteering: the DYVO Model
	- Hands-on Lab: Let's work on the Assessment Form: understanding your own voluntary experiences!
	W7/ Making the most of volunteers Learning: the recognition and validation issues
	- Hands-on Lab: Validation of volunteering experience and competencies: what is the experience in your organisation?
	W8/ Constructing Engagement and Motivation
	- Hands-on Lab: Brainstorming to design a volunteer engagement strategy
	W9/ Grow leadership skills in volunteering
	- Hands-on Lab: Recruit a volunteer as a leader
	W10/ Testing the DYVO App
	- Hands-on Lab: Evidence Form and Assessment Form on the App
55	4.3 Module 3/ Orientation: Be aware of your Future!
	W11/ The Power of Personal Business model Canvas
	- Hands-on Lab: My Personal Business Model Canvas
	W12/ Take the next step in your career
	- Hands-on Lab: My Cover Letter...in E2R format
	W13/ Get ready for a (new) Job!
	- Hands-on Lab: Create your Personal Pitch and Simulate an Interview
	W14/ Adaptability and Ethical and Sustainable Thinking: the Human Centric Future of Work!.
	- Hands-on Lab: Role Play Lab: Being in someone else's shoes!
	W15/ Blockchain to support lifelong learning
	- Hands-on Lab: Issuing the DYVO Blockchain Certificate
73	Annex I The DYVO Awareness Tree
75	Annex II The DYVO Assessment Form
93	Annex III The DYVO Evidence Form
96	Annex IV Challenging Situations
100	DYVO Project References
102	References

INTRODUCTION



INTRODUCTION

1.1 The DYVO project in a nutshell

“DYVO, Digital Technologies for Validating Young Volunteers Competencies” is a project funded under the Erasmus Plus Program, KA2, Strategic Partnership in the field of education, training and youths.

The project’s main objective is 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 and to improve voluntary 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 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.

Coherently, the objectives of the strategic partnership made up of Voluntary Organisations, Csv Marche, Centre for European Volunteering (CEV) and Jaunuolių dienos centras (JDC), a Creative hub Warehouse hub (WCF) and Organisations working in the field of ICT E.N.T.E.R and PundiX360 was:

- to develop a new digital, easy-to-use tool to support the recognition and validation of competences in youth volunteering.
- To empower young volunteers, youth workers and Organisations, including youths with intellectual disabilities (ID) in the development and exploitation of methods, tools, and procedures for validating competencies.
- To elaborate a clear framework of learning outcomes, and related competencies, of informal learning through youth volunteering, and a clear methodology of validation: The DYVO Competency Framework.
- To promote recognition and validation of competencies of young volunteers, including youths with fewer opportunities

To achieve these objectives, the project developed and tested a new model for validating young volunteers’ competencies called DYVO Model, composed of 3 Intellectual Outputs:

- DYVO App (IO1), is a digital platform for the management of the validation process and the obtainment of a blockchain-based certificate (<https://dyvo.eu/en/>)
- E-book on the DYVO Model (IO2), which contains the Competency Framework, that is a set of competencies commonly acquired through volunteering experiences, with a connection to the labour market perspective, in order to highlight ways of capitalising learning outcomes into a job context; a Methodology of Validation, that is the definition of methods for identification, documentation, assessment and certification of competencies according to the DYVO Model; a collection of Case Histories of young volunteers and voluntary Organisations to work as role models (<https://DYVO.eu/en/>)
- DYVO Training Package (IO3), an innovative training program described in this book, for young volunteers, tutors and assessors aimed at empowering them in the recognition, development and validation of transversal skills.

1.2 Training as a tool for valorizing voluntary resources

The DYVO Training Package is a set of innovative workshops dedicated to Third Sector Organisations where young volunteers, including young people with intellectual disabilities (ID), offer their voluntary work.

The Training Package is actually a Program, an organised tool for the development of specific skills, identified in the DYVO Competency Framework, to the desired standard with the help of information, instruction, guidance, and practice.

The training is aimed at empowering learners in the recognition, development and validation of the transversal competencies that can be experienced and increased while volunteering.

The Program is strictly connected with the intermediate project result IO2 (Competency Framework and Methodology of Validation), and the development of modules are based on these results.

The design of the contents of DYVO Training has been led by the Creative Hub partner in this project, Warehouse Hub. Warehouse hub is specialised in the design of training programs for the development of transversal and entrepreneurial skills in youths.

The collaboration between Warehouse Creative hub, with Organisations belonging to the volunteerism world and with JDC, the partner Organisation which brought into the project and in the training design, awareness on tools and methods for supporting learnability for persons with ID, represents a very innovative aspect of the DYVO Project and has produced a very challenging and stimulating output: the DYVO Training Program.

Both the Training and the DYVO Model have been built around a shared evidence among project partners:

Volunteering is an outstanding experience of informal learning that generates knowledge, skills and competencies that are crucial for employability.

All projects' outcomes are based also on important assumptions:

- Volunteers are a strategic human resource for Organisations, and Organisations must be able to valorize their contribution by leveraging their specific characteristics, learning how to bring together their motivations, knowledge, skills, and behaviours, in a perspective of both Organisational development and individual growth.
- The valorization of voluntary action should require, even in the smallest Organisations, a management system designed specifically for volunteers, to plan their role and involvement according to their competencies and motivations, to manage their activities and their relationships with the Organisation. Being able to count on the contribution of motivated and gratified volunteers is, for the Organisation, the best guarantee of the quality of the services offered.
- Organisations, even small ones, should have key figures of reference for the management and guidance of volunteers, such as supervisors and tutors, people capable of supporting the volunteers in daily operations.
- Offering Training opportunities is a significant way for Organisations to valorize voluntary resources and to build a bridge between the recognition and validation of specific competencies and the professional development of young volunteers.

The DYVO Model and the DYVO Training Program work at their best when in the Organisation a tutor and an assessor (supervisor) are assigned and take on the responsibility of a volunteer, from the starting of the volunteering experience to the end, and follow the validation and certification process.

Training, supervision, evaluation of volunteers' performance should be considered as essential tools of human resources' development policies

This for the following important reasons:

- A volunteering experience is in any case characterised by continuous learning (even if non-formal and unplanned).

- There is a demand for ever greater “professionalisation” and compliance with quality standards in Organisations’ services, human resources, and interventions.
- An Organisation learns when its collaborators acquire new knowledge and skills that they apply in their daily activities.
- A management system that includes training, supervision and evaluation supports the motivation of volunteers and transforms “individual knowledge” into “Organisational know-how”.

Therefore, the Organisation that chooses to implement the DYVO Training Package for the benefit of their tutors and volunteers should be strongly committed to adhere to the DYVO Model for validation of competencies. In the same way, the adoption of the model also requires engagement and determination from the volunteer’s side: volunteers should agree and dedicate time to reflect on their volunteering experience and on the set of knowledge, skills, and attitudes they put in place in such a non-formal setting.

The DYVO Training Package targets Volunteers, Tutors, and Supervisors (Assessors).

Throughout the DYVO Training have the occasion to gain a proper knowledge:

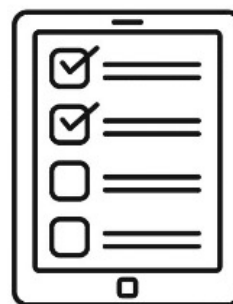
Volunteers are guided to identify competencies and learning outcomes related to their volunteering experiences following the Dyvo standard, namely the DYVO Competency Framework; get aware of **the importance of valorizing and validating** those competencies for their employability and social participation; be oriented for their professional and educational development.



Tutors, who are key figures for the success of the volunteering experience, and are acknowledged a very important role in the DYVO model, gain a proper knowledge on the DYVO competency framework, on **how to bring out the skills** from the narration of direct experiences and on **how to guide the reflection on competencies**; they are empowered on how to guide the volunteers throughout the process of documentation of skills acquired and the production of related evidences; on the assessment process (standards, criteria, tools) designed within the DYVO Model and the validation and certification process and tools as well as on the European and national tools for recognizing non-formal learning experiences, and finally on the functioning of the new labour market. With this knowledge tutors will be able to provide a qualified guidance to young volunteers and valorize them as strategic human resources.



Assessors (Supervisors), finally, representing the Organisation with its value and mission, even if not directly involved in the volunteers experience, in the DYVO model are the person **entitled to provide an assessment of the competencies** the volunteers gain in their experiences by analysing the evidences provided in the DYVO App. Assessors therefore have to gain understanding on how to use the DYVO Competence-based Assessment Form and Evidence Form and therefore on the DYVO Competency Framework (and on competencies’ descriptors, learning outcomes, assessment indicators) and the whole validation process, in addition to become aware of the European existing tools (Youthpass, Europass etc.) for validating non-formal learning.



1.3 Inclusive Volunteering: The DYVO project adopts a mixed-ability approach

Inclusive volunteering is about making sure everyone can give back.

Many people perceive people with disabilities as the ones in need of service. However, people with disabilities are a key part of civic engagement across Europe.

People volunteer every day to build confidence, job skills, and work experience. Volunteering helps job seekers to build relationships that can lead to employment. It also provides chances to build friendships and networks of support.

The DYVO project, thanks to the participation of the Lithuanian Organisation, Jaunuolių Dienos Centras (JDC), had the chance to engage in the project's activities also volunteers with Intellectual Disabilities (ID) and their tutors in the Organisation, and therefore to have a mixed-ability group of young people with differing levels of abilities, interests, aspirations and skills participating in the same learning contexts. This was very challenging and stimulating and helped the whole group to increase new awareness.

During the pilot, for everyone at the same extent, participation in the training has represented an outstanding opportunity of social inclusion, and a unique chance for valorizing voluntary resources, validating competencies acquired in volunteering experiences, exploring career opportunities, and getting prepared for entering the new job market.

In this Training book are suggested also very important resources and tools that can facilitate the access to information, education and training of young people and adults with intellectual disabilities. The project has applied in some workshops the “Easy-to-Read and Easy to Understand” approach to facilitate the transformation of written texts into forms that are easily understandable by people with limited capabilities in reading.

What is the “Easy -to-Read” method?

Easy-to-read (E2R) is a method to adapt content, language, presentation and pictures for a target group who has difficulties in reading and understanding information.

Easy-to-read information is easy to find, read and understand.

It is information that has a clear and logical structure.

The text is written with common words.

The sentences are short and simple to read and understand.

The text is presented with an airy layout and with pictures that help the reader to understand the content.

To make information easy-to-read you must know your reader, his/her knowledge and interest about the topic.

You also must know your subject.

Some workshops of the DYVO Training Program furthermore were organised in an inclusive way, where young people with intellectual disabilities worked in teams together with young people without disabilities. This learning method greatly helped the young people to get to know each other better. It was a great opportunity for both target groups. For volunteers without disabilities to gain experience in working with people with intellectual disabilities. And for volunteers with disabilities to gain experience of going outside their social circle and participating in inclusive training and being part of an inclusive team.

The DYVO Project benefited from the experience and training resources designed by JDC in other projects and initiatives funded by the EU, such as the Project PUZZLE.

THE DYVO TRAINING PROGRAM



THE DYVO TRAINING PROGRAM

The DYVO Training has been developed with a non-formal approach and it is based on collaborative hands-on workshops, creative laboratories, project works, peer-to-peer learning, learning by doing activities, visual communication, all methodologies, approaches, and tools suitable to involve also young people with intellectual disabilities.

Part of the contents and tools contained in this package are the results of research, partners' direct experience and practices with already existing methodologies and tools, while some other training tools have been designed specifically for this project and are distinctive tools of the DYVO methodology. The training can be applied in different volunteering settings by Organisations keen to adopt the DYVO Model.

This e-book describes 15 workshops.

All of them have been tested throughout the two-years project's piloting.

The 15 workshops are included in 3 Modules. Each Module contains 5 workshops

1. Be aware of your Competences!
2. Validating Young Volunteers Competences.
3. Be aware of your Future!

Each workshop is organised in three moments:

1. Ice-breaking activity
2. Focus on specific contents
3. Hands-on Lab

The training program has been conceived in a way that the fifteen training events are all very much connected and propaedeutic to each other. In the DYVO pilot training, workshops have been carried out both at a national level, happening in parallel in four different Countries (Italy, Belgium, Lithuania, Austria), and at an international level, during the project Transnational Learning and Training Events, both in online and face-to-face e.

Some of the workshops described targets all groups in question, namely volunteers, tutors and assessors, some others target mainly volunteers, and some other mainly tutors and the assessors (the Organisation's side), so that each type of participant can make the most of this training and can focus on the components that most concern them: the Volunteers work more on soft skills and personal plan for career development, whereas the Tutors and Assessors delve more into the Validation Methodology and learn some tools that allow them to orient young volunteers in the validation process and in their career path.

OVERVIEW OF THE PILOTED TRAINING PROGRAM



OVERVIEW OF THE PILOTED TRAINING PROGRAM

IO3 Activity	Workshop	Objective	Expected Learning Outcomes	workshop Code	Place	Organising Partner	Trainers Name	Date	Participant category
A3 COMPE- TENCES	1	<p>"Be Aware of your Competences" The aim of the first component of DYVO Training is to give a first insight on competences that can be developed through voluntary activities with a focus on transversal skills and to raise awareness in young volunteers on the importance of transversal skills they learn while volunteering.</p> <p>Participants, by the end of A3, will conclude the process of recognizing, within the DYVO framework, the competencies they have acquired throughout their volunteering experience. Through workshop activities included in this training component, participants will practice Self-Awareness, Collaboration, Empathy, Leadership and Communication, all competences included in the DYVO competence framework.</p> <p>The competences that volunteers will identify during this first training session will be the ones that will be validated by tutors and assessors within Dyvo Program and in particular within the second training component focused on Assessment and Validation (IO3-A4) .</p>	-Participants understand the value and how to recognize transversal competencies acquired in volunteering experiences	W1ITA	Italy	WCF	Laura Sgreccia ir Nicolò Triacca	17/09 2021	All (volunteer, Tutors, Assessors)
			-Participants understand and relate to their peer's thoughts and experiences	W1AUT	Austria	ENTER	Stephanie Maier		
			-Participants know how to collaborate in the project setting						
			-Participants understand and start to get familiar with the DYVO Competency Framework	W1LIT	Lithuania	JDC	Julija Gudienė ir Justina Karaliute	17/09 2021	
			-Participants become aware of specific competencies, within the DYVO competency framework, they have been developing through volunteering						
			-Participants start to understand and reflect on her/his/ their needs aspirations and wants	W1BEL	Belgium	CEV	Kristijan Gjorgjeski, Gabriella Civico	22/11 2021	

	2 (C1)		<ul style="list-style-type: none"> -Participants are aware of transversal skills young volunteers can achieve through volunteering in different sectors -Participants know about other competency frameworks designed at European level to build consensus on the importance of transversal skills -Participants are more and more familiar with the competencies of the DYVO Competency Framework, their descriptors, learning outcomes and indicators -Participants know about other European good practices for recognition of competencies acquired in volunteering -Participants understand the importance of working with others -Participants understand their peers' emotions and experiences, and can proactively value their perspective -Participants can minimise psychological barriers and differences with other people 	W2TRA		CSV+WCF	Laura Sgreccia Nicolò Triacca	25/11 2021	Volunteers
	3 (C1)		<ul style="list-style-type: none"> -Participants understand empathy and leadership, and the descriptors, learning outcomes and assessment indicators related to these competencies. -Participants understand the importance of intercultural competencies -Participants understand the concept of cultural identity -Participants understand the link between values and culture -Participants understand the main steps to deal with conflicts -Participants train their capacity to explore "the other person's situation and needs" and how the parties' behaviour is related to each other -Participants understand the influence of our culture on our behaviours and our points of view 	W3TRA		CSV+WCF	Laura Sgreccia Nicolò Triacca Gabriella Civico	26/11 2021	Volunteers

	4(C1)		<ul style="list-style-type: none"> -Participants understand how to generate and apply new ideas, approaches, and methodologies to address, interpret and face concrete challenges -Participants explore different ways of doing things and of thinking -Participants explore how to combine, integrate, transform tools/products/services/processes, to realise something new which can address a problem or challenge -Participants become aware of Design thinking and Lean methodologies 	W4TRA	Trans-national ONLINE	CSV+WCF	Laura Sgreccia Nicolò Triacca Massimiliano Camillucci	27/11 2021	Volunteers
	5		<ul style="list-style-type: none"> -Participants understand storytelling as a powerful communication tool to convey stories and competencies -Participants understand how to use and mix verbal and non-verbal communication strategies (facial expressions, tone of voice), as well as visuals strategies (pictures, icons, illustrations) -Participants know how to inspire and enthuse relevant audience through constructing self-narratives in an effective way -Participants know how to practice their Communication Skills through the Pecha Kucha Presentation tool 	W5ITA	Italy	WCF+GVC	Laura Sgreccia Nicolò Triacca	19/01 2022	Volunteers
				W5AUT	Austria	ENTER	Stephanie Maier		
				W5LIT	Lithuania	JDC	Julija Gudienė Justina Karaliute	06/12 2021	
				W5BEL	Belgium	CEV	Kristijan Gjorgjeski, Gabriella Civico	14/02 2022	
A4 VALIDATION	6	<p>"Validating young volunteers' competences" Introduce participants to the validation of transversal skills for young volunteers, the DYVO process and its tools. Introduction to certification through blockchain and to the process for the Pilot Validation activities (identification, documentation, assessment and certification of competences) and testing of the DYVO validation tools. The DYVO Model for Validation of transversal skills allow Organisations to offer their volunteers a concrete and simple path for the recognition and validation of transversal competencies, which ends with the obtainment of a blockchain certificate. Therefore, this module foresees the opportunity to delve into blockchain technology and its disruptive potential in the education sector.</p>	<ul style="list-style-type: none"> -Participants understand the importance of recognition, validation, certification of competencies acquired in non-formal settings -Participants understand the priority given at a European level and within the European Institutions to the topic of validation of knowledge competencies and learning acquired in non-formal and informal contexts -Participants understand the DYVO Validation Process and tools -Participants are aware of the Blockchain technology and its potential in certifying non-formal/informal learning -Participants know how to work on the DYVO Assessment form 	W6ITA	Italy	CSV+WCF	Nicolò Triacca Laura Sgreccia Lorenza Leita	16/02 2022	All (volunteer, Tutors, Assessors)
				W6AUT	Austria	ENTER	Stephanie Maier	03/03 2022	
				W6LIT	Lithuania	JDC	Julija Gudienė Justina Karaliute	08/02 2022	
				W6BEL	Belgium	CEV	Kristijan Gjorgjeski, Gabriella Civico	16/02 2022	

	7(C2)		<ul style="list-style-type: none"> -Participants understand the importance of recognition, and validation, of competencies from the volunteer's perspective -Increase awareness on engagement as the competence identified in the DYVO competency Framework -Increase awareness on European tools to validate non-formal and informal learning such as Europass and Youthpass 	W7TRA	Trans-national (Austria)	ENTER	Stephanie Maier	08/03 2022	Tutors
	7(C2)		<ul style="list-style-type: none"> -Participants understand the competence engagement and how to move people to take increasingly meaningful actions -Participants understand motivations, forces, that motivate and support their action in the voluntary sector -Participants are aware of the importance to match the opportunities their Organisation can offer with their and volunteers' qualifications and interests -Participants understand the importance of being actively involved in creating value for others. 	W8TRA	Trans-national (Austria)	ENTER	Stephanie Maier	09/03 2022	Tutors
	9(C2)		<ul style="list-style-type: none"> -Participants understand the importance of nurturing leadership in volunteers -Participants understand how to develop a volunteer leadership framework setting goals, determine priorities, mapping resources, facilitating internal communication 	W9TRA	Trans-national (Austria)	ENTER	Stephanie Maier	10/03 2022	Tutors
	10		<ul style="list-style-type: none"> -Participants get familiar with the DYVO App and increase awareness of DYVO validation framework, process, and tools. -Participants understand the ability to complete DYVO validation tools. 	W10ITA	Italy	CSV	Laura Sgreccia Nicolò Triacca	20/04 2022	Tutors and assessors
				W10AUT	Austria	ENTER	Stephanie Maier		
				W10LIT	Lithuania	JDC	Julija Gudiene Justina Karaliute	08/02 2021	
				W10BEL	Belgium	CEV	Kristijan Gjorgjeski, Gabriella Civico	16/05 2022	

A5 ORIENTATION	11	<p>"Be aware of your future!" is the component of DYVO training Program apt to build a bridge between the validation of specific competencies and the professional development of young volunteers and help them to become aware of what they can do with validated competences so that their employability and entrepreneurial spirit can be effectively improved.</p> <p>Within this training component young volunteers will be guided by trainers in drafting a personal plan for career development.</p>	<ul style="list-style-type: none"> -Participants get to know the PBMC tool and the methodology to correctly draw the canvas -Participants increase awareness of their personal value proposition -Participants understand who they can create value for and how 	W11ITA	Italy	WCF	Laura Sgreccia Nicolò Triacca	13/05 2022	Volunteers
				W11AUT	Austria	ENTER	Stephanie Maier		
				W11LIT	Lithuania	JDC	Julija Gudiene Justina Karaliute	10/06 2022	
				W11BEL	Belgium	CEV	Kristijan Gjorgjieski, Gabriella Civico	27/05 2022	
	12(C3)		<ul style="list-style-type: none"> -Participants get to know the Europass tools for learning and working in Europe -Participants learn how to write an effective cover letter also in Easy to Read language -Participants learn how to write an effective CV, also in Easy to Read language 	W12TRA	Trans-national (Lithuania)	JDC	Julija Gudiene Justina Karaliute	05/07 2022	Volunteers
	13(C3)		<ul style="list-style-type: none"> -Participants increase their capacity to communicate for networking events and job interviews -Participants increase their capacity to proactively communicate in the labour market -Participants increase knowledge on how to reach out to relevant contacts with the personal elevator pitch -Participants understand how to conduct a presentation about themselves -Participants increase awareness of job interview process and requirements -Participants get to better understand LinkedIn 	W13TRA	Trans-national (Lithuania)	JDC	Julija Gudiene Justina Karaliute	06/07 2022	Volunteers
	14(C3)		<ul style="list-style-type: none"> -Participants understand new ways of doing things and have confidence to improvise or experiment -Participants understand what it means adjust personal mental schemes, behaviours, and actions accordingly with the changes of a given context -Participants increase awareness on ethical and sustainability issues and approaches 	W14TRA	Trans-national (Lithuania)	JDC	Julija Gudiene Justina Karaliute	7-9/07 2022	Volunteers

15	-Participants understand better the potential of Blockchain technology to connect different educational experiences -Participants understand how to issue a Blockchain certificate	W15ITA	Italy	WCF	Laura Sgreccia Nicolò Triacca	13/05 2022	Tutors and Assessors
		W15AUT	Austria	ENTER	Stephanie Maier		
		W15LIT	Lithuania	JDC	Julija Gudiene Justina Karaliute	10/06 2022	
		W15BEL	Belgium	CEV	Kristijan Gjorgjieski, Gabriella Civico	27/05 2022	

DESCRIPTION OF METHODOLOGY, CONTENTS AND TOOLS



DESCRIPTION OF METHODOLOGY, CONTENTS AND TOOLS

4.1 Module 1/ Be Aware of your Competences!

The training activities on competencies (IO3-A3) refer to the DYVO Competency Framework developed within the DYVO Model (IO2-A2) and focus, with its five workshops, on the assessment and development of a range of key transversal skills that volunteers develop during their volunteering experiences.

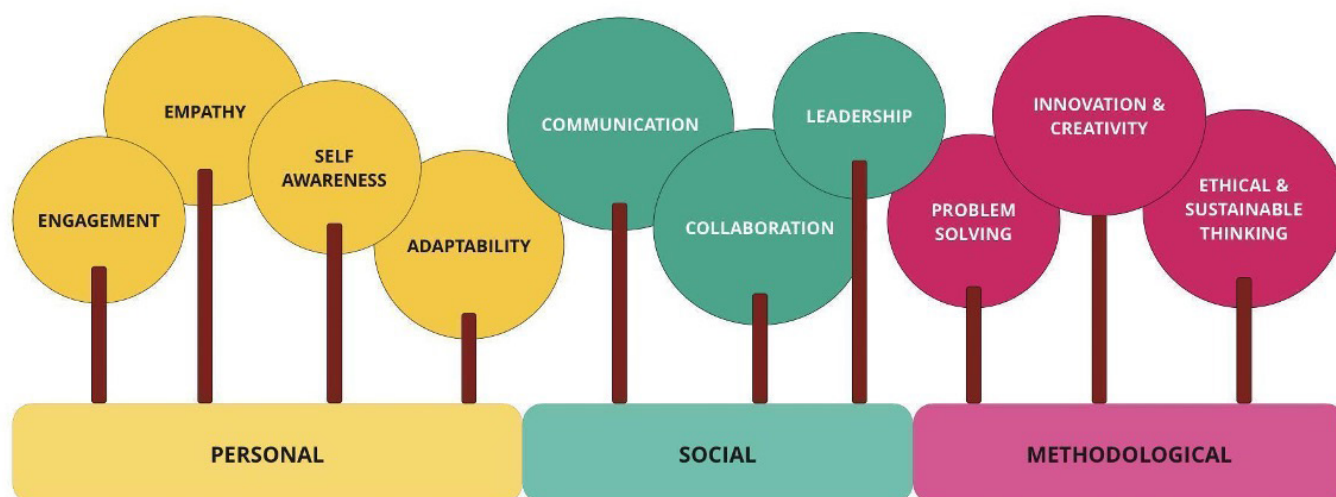
Aim of the Module 1

The aim of the first module of the DYVO Training is to raise awareness on the competencies that can be developed through volunteering experiences.

Volunteers, by the end of this training module, are empowered in the process of recognizing, within the DYVO framework, the competencies they have acquired in the voluntary sector.

The competencies that volunteers assess through the activities suggested in this training Module, are the ones that tutors, and assessors of the Organisation can validate, using the tools described in the DYVO Model and presented in the training Module 2, focused on Validation.

The DYVO Competency Framework



Module1/Be aware of your competencies/W1

The DYVO Competency Framework: recognizing transversal competencies acquired in the voluntary sector

Aim of the workshop

The aim of this workshop is to provide an introduction and a general overview on the DYVO Model and especially on the Competency Framework, with a specific focus on self-awareness and self-assessment.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W1	SVolunteers Tutors Assessors	4 h	<ul style="list-style-type: none">• Participants understand the value and how to recognize transversal competencies acquired in volunteering experiences• Participants understand and relate to their peer's thoughts and experiences• Participants know how to collaborate in the project setting• Participants understand and start to get familiar with the DYVO Competency Framework• Participants become aware of specific competencies, within the DYVO competency framework, they have been developing through volunteering• Participants start to understand and reflect on her/his/their needs aspirations and wants	Self-awareness Empathy Communication Collaboration

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

Ice-breaking activities are used to help people to get to know each other and to clear the way for learning to occur by making the learners more comfortable, encouraging conversation, and creating a warm, friendly, and personal learning environment.

These moments will also help facilitators and trainers with group building at the beginning of different training sessions and start raising participants' awareness on their individual capabilities and assets and how these contribute to the whole group's capacity.

The following is the suggested ice-breaking activity for this first workshop targeting volunteers, tutors, and assessors.

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can raise white A4 papers with the answers.

Ask each one of the participants, individually to write down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- o This morning I feel...
- o Write down one thing you postponed and that you will do next weekend
- o Write down one thing you did last weekend to feel better
- o If my life would be a book, a song, a movie at this moment, which one would it be?
- o Write down one thing you haven't done in this 2021
- o Write down one thing you would never do again in 2021

WARM UP ACTIVITY 2

A Community of learners

Duration 25 min

This activity allows participants to reflect, share and relate.

PROCEDURE

- Group participants in group of three
- Each member individually writes down his/her main qualities (attitudes, skills, knowledge). Afterwards each one presents them to the others in the micro-group, starting to know each other and taking notes on the main areas in which the micro-group possess attitudes, skills, and knowledge
- Each group present and share its qualities to the entire group

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

Introduction to Transversal Competencies in the Voluntary sector

The Activity 2 described above, gives the opportunity to the facilitator to start the first workshop introducing definitions: what is a competence? What is an attitude? What is the difference between technical competencies and transversal competencies? The focus will be on the importance of transversal competencies in today's job market and on how volunteering can help develop them.

Introduction to the DYVO Project

The workshop proceeds presenting:

- The DYVO Project rationale.
- The project's main objectives and contents.
- The relevance of the project's activities in contributing to facilitating and innovating the recognition and validation of competencies acquired through non-formal and informal learning in the field of youth volunteering.
- How the project will work towards validating and certifying transversal competencies and how validation can enhance young people's employability and social participation on the one hand and Organisations' quality of work on the other.
- The whole training Program and its main modules.

Presentation of the DYVO Competency framework

The workshop continues with a focus on the DYVO Competency Framework

W1/ HANDS ON LAB

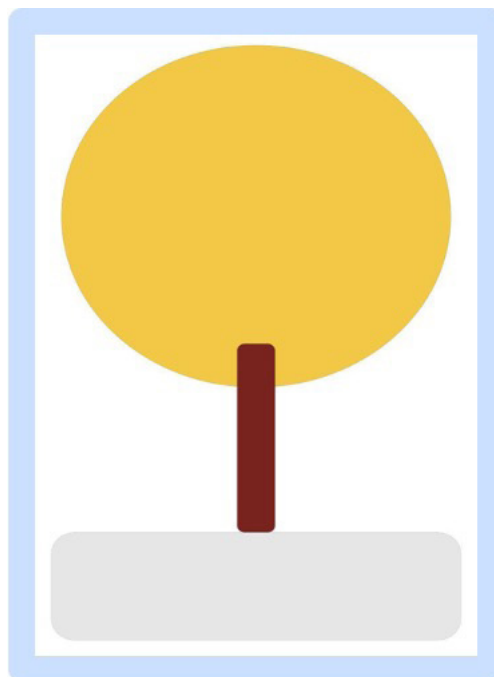
The DYVO Awareness Tree

Duration: 2h

Learning in the field of volunteering is intrinsically experiential, but for learning to happen, both volunteers and tutors must reflect on the experience. Reflection allows them to extract general principles and skills from each learning situation to apply to new situations, becoming the basis for further learning.

To reflect on one's own skills development - skills identification - is the first step leading to valuing non- formal and informal learning, a very important stage in the process of recognition of competencies.

The Hands-on Lab of W1 focuses on Self Awareness, among the identified Personal Competencies and the capacity of participants to connect personal stories and experiences in the voluntary sector with one's own transversal competencies and with the competencies (and the sub-competencies) described in the DYVO Competency Framework.



The DYVO awareness Tree (Annex 1), in the picture, is an original tool designed within the DYVO training program to help guide the skills identification process, encouraging participants to link their volunteering significant experiences to the competencies they developed and want to validate and certify.

The DYVO Competency Framework is represented as a forest of colourful trees to emphasize the dynamic interdependence of all competencies: every element of the forest is equally necessary for the development of each tree and for the forest as a whole ecosystem.

The Lab offers the occasion to participants also to train Empathy, Communication and Collaboration. During the laboratory tutors and assessors will guide the volunteers to reflect upon their experiences, both writing and orally. In this activity the learning outcomes related to each competency of the DYVO Framework are brought to the participants' attention.

The DYVO Awareness Tree promotes team building in a small group of volunteers, tutors and assessors and contributes to increase the trust in each other, enough to talk about facets of their own identity and personal way to live the volunteering experience.

The goal of DYVO Awareness Tree is to support the volunteer to become aware and to identify the competencies developed during the volunteering experience and necessary to reach their goals. To do so, volunteers are first encouraged and guided to reflect on their volunteering experience and their future goals.

PROCEDURE

- Divide participants in pairs or groups of three people, so to have in each small group volunteers, tutors, and assessors
- Distribute to each volunteer in each group the DYVO Awareness Tree (printed in paper, cardboard or using the image in collaborative online whiteboards such as Miro or Google Jamboard, fantastic tools to support virtual workshops) and inform them that they will work together on it, the volunteers talking about their experiences, tutors and assessors listening and taking notes on these stories.
- Create a Project slides explaining the steps the exercise entails:

1. STEP 1 (20 min): The volunteer starts reflecting and telling the story about his/her volunteer experience to the tutor, who has to take notes and support the volunteer while recalling the experience, reporting everything on the printed DYVO Awareness Tree, in the section of the ROOTS: roots always are connected with where you come from and the experiences that build you up.

The tutor will support the process asking prompting questions to the volunteer such as:

- Why do you volunteer?
- What motivates you to start volunteering and continuing volunteering?
- What are the benefits of volunteering?
- What kind of activities do you usually do?
- Tell me about two specific challenges and how you approached them: (refer to the problem and who would have been impacted if you didn't find a solution. Your process for developing a solution. How you implemented your solution and the outcome).

2. STEP 2 (20 min): The volunteer will reflect on his/her/their future goals and how volunteering can help him/her/them reach them. The tutor will take notes, reporting everything on the DYVO Awareness Tree in the section of the TREE CROWN: the tree crown consists of the leaves and branches that extend outward from the tree's trunk and represent the future goals.

The tutor will support the process asking prompting questions to the volunteer such as:

- What do you want to do in the future?
- Where do you see yourself in 5 years?
- What kind of jobs/roles are you considering for your future?
- Where your volunteering experience should lead/help you in the future
- What role and achievement do you believe will make you happy?
- What are your strengths and will give you an advantage in the future?
- What kind of obstacles do you predict to find a job?
- What professional goals do you want to achieve in 10 years?
- What do you have to offer to others in a possible working environment?

3. STEP 3 (20 min): The lymph flowing into the trunk is made of your knowledge, competencies, and skills. The volunteer together with the tutor will connect ROOTS (volunteering experience) and TREE CROWN (future goals) by identifying the competences that have been developed or should be developed – written in the tree TRUNK - to reach the future goals.

The tutor can support the process asking prompting questions to the volunteer such as:

- Which are the skills you've learned from the experience you referred to?
- Which skills could be useful to reach your future goals?

4. STEP 4 (20 min): In this last step, volunteer and tutor together will use the DYVO Awareness Tree, specifically the TRUNK answers, and confront them with the DYVO Competency Framework, their descriptors and learning outcomes and start to think and identify the competences they have.

Resources

- **Annex 1: The DYVO Awareness Tree**

Module1/Be aware of your competencies/W2

I, a blooming tree: how volunteering helps to learn and grow

Aim of the workshop

The aim of this workshop is to delve again into the DYVO competency Framework with the volunteers and focus on Self-awareness and peer-assessment of transversal competencies to demonstrate the importance of both self-regulation, the ability to understand one's own behaviour and reactions to challenges and things happening around, and the facilitating nature of peers feedback.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W2	Volunteers	4 h	<ul style="list-style-type: none">• Participants are aware of transversal skills young volunteers can achieve through volunteering in different sectors• Participants know about other competency frameworks designed at European level to build consensus on the importance of transversal skills• Participants are more and more familiar with the competencies of the DYVO Competency Framework, their descriptors, learning outcomes and indicators• Participants know about other European good practices for recognition of competencies acquired in volunteering• Participants understand the importance of working with others• Participants understand their peers' emotions and experiences, and can proactively value their perspective• Participants can minimise psychological barriers and differences with other people	Self-awareness Empathy Communication Collaboration

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can raise white A4 papers with the answers.

Ask each one of the participants, individually to writes down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- Write down one thing you did last weekend to feel better
- Write down your favourite volunteering task you carried out in 2021
- If my life would be a book, a comic, a song, a movie in this period which one would it be?

WARM UP ACTIVITY 2

Myself, a blooming Tree

(Original activity “Myself a blooming flower” contributed by Alexandra Kouloumbaristi; Pestalozzi, No 4)

Duration 30 min

This is a disbanding activity useful to support the follow-up of what happened in W1. Participants are encouraged to recall the DYVO Awareness Tree and focus on the competencies tutors and assessors helped noting, while gaining recognition from the group of peers.

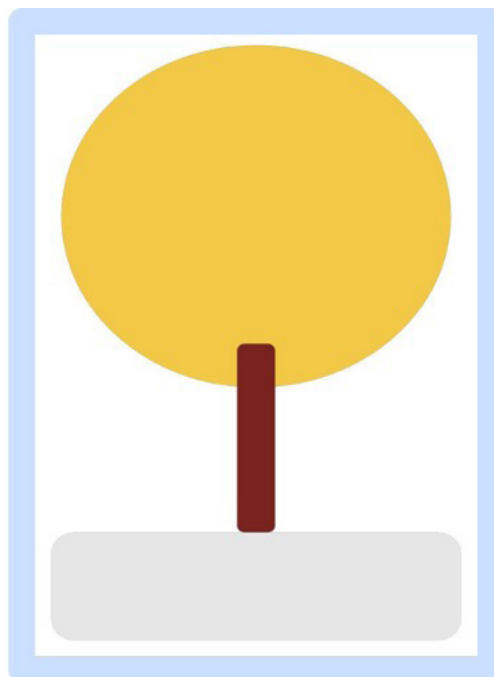
STEP 1 (self-appreciation – individual task – 5 minutes)

- Participants are given an empty DYVO Awareness Tree
- Each volunteer writes his/her name in the roots.
- Each volunteer writes on the leaves of the tree crown the competencies emerged from the exercise carried out in W1 and they can add even more competencies, thinking of their major talents or unique qualities they recognize

STEP 2 (peer appreciation – whole group work – 15 minutes) . The other members of the group are invited to add their own positive comments to the others' leaves. In the DYVO Training a key word of all workshops and Hands-on Labs is dialogue which include feedback or group conversation. Talking about recognition of learning in the voluntary sector the important self-assessment stage is always enriched by feedback (from peers, from tutors, from other referent people of the Organisations) in a dialogue space.

STEP 3 (debriefing – 10 minutes)

- Put all the trees on a wall
- Comment on the diversity and variety of talents you have in your Organisation.



CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

Presentation of transversal competencies in different volunteering fields based on the DYVO Framework and European Frameworks.

The trainer will start with a presentation into details of the DYVO Competency Framework (Personal, Social, Methodological Competencies) and afterwards he will present other European Frameworks that represent a large effort at cross-sectorial and transnational level, to reach consensus on the importance of transversal skills and have shared descriptors and definitions. These frameworks have been investigated and been considered in the co-design of the DYVO Competency framework.

These references are:

- The EntreComp Framework (JRC, 2016). In 2016, the Joint Research Centre of the European Commission – in partnership with DG Employment and Social Affairs and Inclusion – published the Entrepreneurship Competence Framework. The framework consists of 15 key competences that professionals in the domain of entrepreneurial teaching and training recognized as instrumental to facilitate, nurture and support the emergence of entrepreneurial spirits, sense of initiatives and professional empowerment among EU citizens.
- The LifeComp, (JRC, 2020), the European Framework for Personal, Social and Learning to Learn, as a set of competences applying to all spheres of life that can be acquired through formal informal and non-formal education, and can help citizens to thrive in the 21st Century
- The Lever up Project, funded by the European Commission under the Erasmus + KA2 Strategic Partnerships program, valuing informal learning and transversal competences experienced in the voluntary service, to increase employability, social responsibility and mobility, which produced a standard of 13 transversal competencies.

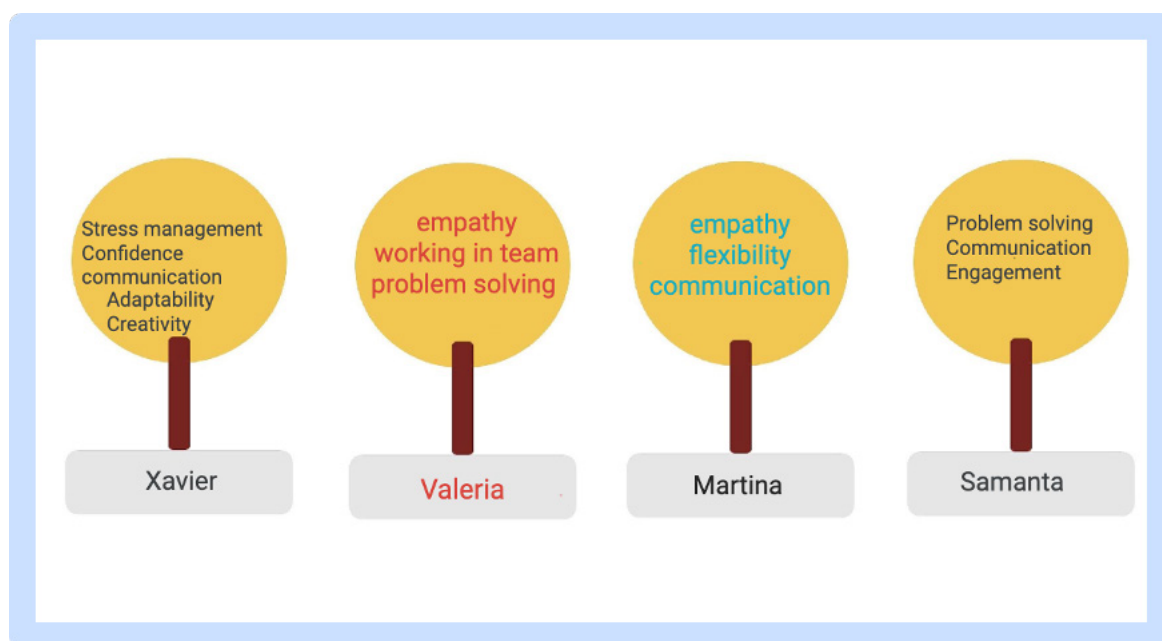
W2/ HANDS ON LAB

Peer Assessment of Competencies

Duration: 2h

The Hands-on Lab of W2 engages the volunteers in the assessment of the experiences of their peers as for the transversal competencies put into play in different volunteering settings and situations, against the set of assessment indicators identified for each one of the competencies of the DYVO Competency Framework.

For this reason, the Annexes (Tables) of the DYVO Competency Framework, with the Descriptors, Sub-competencies, Learning Outcomes and Assessment Indicators of the related competencies, are very important tools to be made available for the volunteers in this activity, together with the DYVO Awareness Tree, constantly used to take note, of the skills assessed by the peers against the stories and the experience narrated.



DYVO Awareness Tree exercise on Google Jamboard

PROCEDURE

- STEP 1

Volunteers are divided into small groups of three and given a Tree and Annexes of the DYVO Competency Framework per person. If the workshop is happening online, as it was in our pilot training event, during the pandemic, you can use the Tree image in collaborative online whiteboards such as Miro or Google Jamboard, fantastic tools to support virtual workshops).

- STEP 2

Each member of the small groups takes turns sharing one or more significant volunteering experiences in which they think they have brought out specific transversal competencies. It is up to the other members of the group to recognize and understand the competencies developed by the person speaking and take note with the support of the DYVO Competence Framework (a copy should be provided at the beginning of the activity)

At least 15 minutes to listen to each person's stories.

At least 15 minutes to share views and take notes on the Tree of the volunteer speaking.

- STEP 3

At the end each group will create a presentation (using the DYVO Awareness Tree) where, starting from the specific competencies of each member, they describe the key competencies which would make that team a successful and supportive team for the Organisation

Module1/Be aware of your competencies/W3

Leadership and Conflict resolution Strategies

Aim of the workshop

The aim of this workshop is to focus on Empathy, another important competence among the Personal Competencies identified in the DYVO Competency Framework and on Leadership, a Social Competence strictly related to the previous one, focusing on inclusive leadership as the capacity to establish a strong support system among volunteers and employees within the Organisation.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W3	Volunteers	4 h	<ul style="list-style-type: none">• Participants understand empathy and leadership, and the descriptors, learning outcomes and assessment indicators related to these competencies.• Participants understand the importance of intercultural competencies• Participants understand the concept of cultural identity• Participants understand the link between values and culture• Participants understand the main steps to deal with conflicts• Participants train their capacity to explore "the other person's situation and needs" and how the parties' behaviour is related to each other• Participants understand the influence of our culture on our behaviours and our points of view	Leadership Empathy Tolerance Communication Collaboration

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can raise white A4 papers with the answers.

Ask each one of the participants, individually to write down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel....?
- Which competence do you feel you trained the most during last week?
- Using only one word, describe what you need right now...

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

Definition of Leadership and Empathy

W3 starts with a focus on these two interconnected competencies of the DYVO Competency Framework the workshop will focus on: Leadership and Empathy.

Presentation of what does an inclusive leadership mean

Inclusive leaders embrace differences and value all their colleagues.

A successful leader has the capacity to influence motivation and commitment, key factors that help people to achieve goals and objectives, to increase their faith in the Organisation and to identify with its values, goals, and activities. Greater team diversity does not automatically produce an inclusive environment. Inclusive leadership is needed to sustain an inclusive climate in which diverse team members are valued for their contribution to work activities.

Inclusive leaders help teams overcome the tensions that disrupt productivity and morale. When conflicts arise, inclusive leaders help teams find common ground.

Resources

The resources used to prepare this workshop and introduce the above key assumptions for teaching and developing in volunteers an inclusive leadership and conflict resolution capacities are the following:

- **Conflict Resolution Network**

<https://www.crnhq.org>

- **Levels of Conflict by the Conflict Resolution Network, Australia (page 5)**

<https://www.crnhq.org/files/CR%2012%20Skills/PDF/E.%20III.%20Understanding%20Conflict%202nd%20Ed.pdf>

- **Council of Europe and European commission, 2001, Intercultural Learning T-Kit 4**

<https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

This workshop has been designed thanks to the experience of Gabriella Civico, Director at the European Volunteer Centre, partner in the DYVO Project.

W3/ HANDS ON LAB

Abigale - Sad Love Story

Duration: 2h

In W3, Volunteers are presented a very helpful story to introduce to the participants the concept of value, as it puts them in a situation where they must apply their own values to judge the behaviours of the characters of the story.

Volunteering requires the capacity to acknowledge diversity, cultural differences, and respect others, to be able to collaborate and to develop empathy and develop emotional intelligence to tune in with others, to listen actively and incorporate other people's point of view, to team up with others around a common vision, work in teams effectively as well as the capacity to expand one's network to increase impact.

PROCEDURE

STEP 1- Introduce the activity to the participants explaining that the objective is to reflect on multiplicity of values in the group

STEP2- Distribute copies of the Story and ask everyone to read the story on their own

Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river and has left only one boat afloat. Abigale asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees but insists that Abigale has to sleep with him in return. Abigale does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigale that she doesn't want to interfere with Abigail's own business. In her desperation Abigale sleeps with Sinbad who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away strongly and Abigale runs away. Not far from Tom's house, Abigale meets John, Tom's best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigale and walks away with her.

STEP 3- Ask everyone to rank the characters (Abigale, Tom, Sinbad, Abigail's mother, John) according to their behaviour: who did worse? Who was the second worst? ...

STEP 4- After most of the participants have made their rankings, ask them to gather in small groups (3 to 6) to discuss how they perceive the characters' behaviour. The task of the small groups is to find a common list on which everyone can agree. Ask them to build this list based on a shared understanding of what is good and what is bad.

STEP 5- Debate the exercise in plenary first by gathering the results and discussing the similarities and differences between them.

Ask attendees what reasons led them to their rankings. How they decide what is right and what is wrong. How difficult it was to agree with the other participants on a common list that reflected everyone's values.

Ask what methods were used to draw up a common ranking - which arguments convinced others and why, and where the limit was set for compromise.

You can expand on the topic by asking where and from whom the participants learned the concepts of right and wrong - highlighting what makes us similar and what makes us different.

With this exercise you can show how similar people think differently, how they have different moral values and different ways of seeing reality.

In the pilot training this Workshop was carried out on-line, transnationally, with all the volunteers participating from the Partners' Organisations Countries: Italy, Belgium, Austria, Lithuania. We created a mixed group of young people from different nationalities, cultures, and abilities.

Culture is usually based on nationality but as this exercise shows, individuals within a culture all have separate thoughts and varying values on Family ties, the acceptance of violence, friendship, loyalty, and attitudes towards sexual activities.

When mixing with people from different cultures we should be aware that all their actions, values and attitudes are not necessarily purely from their national culture.

Module1/Be aware of your competencies/W4

Creativity = Remix

Aim of the workshop

The aim of this workshop is to focus on Creativity, included in the DYVO Competency Framework among the Methodological Competencies.

Creativity encompasses the processes leading to the generation of new ideas to create value for individuals and Organisations. 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. Young people 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 activities to solve problems and challenges.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W4	Volunteers	4 h	<ul style="list-style-type: none">• Participants understand how to generate and apply new ideas, approaches, and methodologies to address, interpret and face concrete challenges• Participants explore different ways of doing things and of thinking• Participants explore how to combine, integrate, transform tools/products/services/processes, to realise something new which can address a problem or challenge• Participants become aware of Design thinking and Lean methodologies	Creativity and Innovation Problem Solving Critical Thinking Collaboration

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can rise white A4 papers with the answers.

Ask each one of the participants, individually to writes down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- What is the most creative thing you have ever come across or done?
- In a few words what does creativity mean to you?

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

Definition of “Creativity”

The W4 focuses on Creativity as a key competence.

The contents, references, and tools of W4 described in this book have been put together and tested in the past seven years in many different contexts and with many different targets by the Warehouse hub's team in the original workshop called “Creativity=Remix”.

Creativity is the capability of conceiving something original or unusual. Innovation is the implementation of something new, it is creativity mobilised for action.

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 known as “remixing”. Remixing knowledge, ideas, and products is the key to innovation.

Creativity = Remix: a few examples

- Marc Ronson - Music Producer and DJ (Amy Winehouse, Paul McCartney)
- TED Talks - How Sampling Transformed Music
- “We live in post-sampling era. We take the things that we love, and we build on them” ... “and when we really add something significant and original we merge our musical journey with this, then we have a chance to be a part of the evolution of that music that we love, and be linked with it when it comes something new again”.

References

▪ TED. Ideas worth spreading

https://www.ted.com/talks/mark_ronson_how_sampling_transformed_music?referrer=playlist-the_remix

Case Studies

The workshop continues presenting a series of products and business examples where remixing ideas, products and knowledge represented the key to innovation:

- Mr. Jaws - A Thingiverse story
- Cronut - Croissant + Doughnut = Success
- LiFi - WiFi through light bulbs
- IOT - Internet of Thing
- 3D Printing - Disruptive creativity

Tools and methods to co-create business ideas within multidisciplinary teams

The workshop presents finally some methodologies and processes such as Lean, Agile, Design Thinking as ways of innovating that focus on building products and services that create customer value.

W4/ HANDS ON LAB

Prototype a creative solution with the product vision box

Duration: 3h

In W4, Volunteers are presented a challenge in the voluntary sector and a practical and collaborative exercise that helps team members to define, prototype and visualise the solution: the product vision box technique inspires enthusiasm among all participants and helps them align their efforts to a common vision.

PROCEDURE

STEP 1- Volunteers are divided into small groups and are presented with a challenge.

CHALLENGE: Engaging and retaining volunteers in your Organisation.

An Organisation heavily relies on the assistance and collaboration of volunteers to dominate goals and carry out its mission. The relationship that a nonprofit has with its volunteers should be at the top of the importance scale for the sustainability of the Organisation. Sometimes though, as for example when there is a change of governance, the motivation of the volunteers goes away together with the changing President or Director and the Organisation loses its vital resources.

- What could your Organisation do, to keep volunteers motivated, fulfilled, and engaged (activity/service/tool/product/project)

References

▪ Retain Volunteers by engaging them

<https://www.volunteerhub.com/blog/retain-volunteers-engagement/>

STEP 2 (45 min) - Within the small group members will start focusing on the challenge and define a specific problem and the target on which the problem has an impact, trying to think of a specific possible solution.

One of the tools suggested for this phase is the Double Diamond Design Process to go through:

- a quick research phase, where you try to acquire information about the problem
- link together all the information to gain insights into the needs and values of the “customer” (the volunteers in this case)
- converge towards a clear view of the specific problem
- go on to the ideation phase to open the spectrum of solutions
- converge again in a specific solution ready to be prototyped

Resources

▪ The Double Diamond Design Process

<https://stanwick.be/en/blog/design-thinking-creative-thinking-and-action>

STEP 3 (1h) Within each group they are requested to prototype and to design a viable solution (service/product/other) using the Product Vision Box.

PROCEDURE

- The basic idea behind the product vision box is to create an actual, physical box (a cartoon box) that must be used to market the product or service
- Each side of the box contains information that summarises the benefits and features of the product/service.
- The name, logo and slogan are on the front, together with a couple of points highlighting the top benefits of that brand/product/service.
- On the back of the box you should indicate more detailed information about the product's/service's attributes, and some history about the company/Organisation.
- The sides of the box also feature some additional information about the brand.

Resources

▪ Product Vision Box @ Bologna Business School

<https://reqtest.com/agile-blog/how-to-build-a-product-vision-box-and-clarify-your-software-goals/>

STEP 4- Presentation of each groups of the Product Vision Box with the solution to the challenge

Module1/Be aware of your competencies/W5

Visual storytelling: a key skill to communicate yourself and inspire others

Aim of the workshop

The aim of this workshop is to focus on the importance of Communication as a key Social Competence of the DYVO Competency Framework, and on the importance of learning how to show off and communicate personal unique knowledge, stories and abilities through Visual storytelling and learning the Pecha Kucha Presentation style.

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.

Personal storytelling benefits the teller as it can empower, encourage personal growth, and build resilience. Hearing personal stories stimulates greater understanding, empathy, and reflection. For better storytelling, a picture is worth a thousand words.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W5	Volunteers	4 h	<ul style="list-style-type: none">• Participants understand storytelling as a powerful communication tool to convey stories and competencies• Participants understand how to use and mix verbal and non-verbal communication strategies (facial expressions, tone of voice), as well as visuals strategies (pictures, icons, illustrations)• Participants know how to inspire and enthuse relevant audience through constructing self-narratives in an effective way• Participants know how to practice their Communication	Communication Mobilising Others Empathy Creativity Adaptability

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can raise white A4 papers with the answers.

Ask each one of the participants, individually to writes down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- Your wish for the New year is...?
- If you were to be a world-famous painting, which painting would you be?

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

The W5 focuses on Communication as a key social competence and on storytelling as the cohesive narrative that waves together the facts and the emotions that a brand or personal brand evokes.

The contents of this workshop have been organised around the assumption that if a picture says a thousand words, the visual storytelling is the way forward.

Definition of Storytelling, Personal Storytelling, Personal Branding

Ever since human beings sat around the fire in caves, they have told stories to help them grapple with life and the struggle to survive (McKee and Fryer, 2002). Stories give us a deeper insight into lived experience - past, present and imagined futures (McAdams, 2007). It can be argued that the art of telling, and listening to, stories is at the heart of what it means to be human, how human beings articulate their experience of the world and make sense of it.

What is storytelling and Personal Storytelling?

When we talk about storytelling, we are talking about a narrative technique widely used in marketing and advertising, which becomes art when it is capable of arousing emotions through a story, conveying a message and creating involvement without however explicit the promotional purpose.

In the field of personal branding, we are talking more specifically about personal storytelling, or a sort of “narration of oneself in the making”, because behind each person there is a world to discover and a story to tell.

Our story is what we are: telling it means looking within ourselves and at the path we have travelled, the goals achieved, the obstacles overcome, the positive and negative experiences that have marked us, the people we met along the way. It means understanding how our experiences and the relationships established have enriched us professionally and humanly, what lessons we have drawn from them.

Why is it important to tell your story? To give a boost to your personal brand and your professional and personal growth. And personal storytelling is a very powerful narrative tool.

Telling stories with visuals is even different. Because visuals evoke emotion, communicate instantly, and create a completely different impression than the written word. As a result, they're going to make your story more approachable, more interesting, and more inclusive

Presentation of the Pecha Kucha Presentation Style and Official Platform

After an introduction around the above contents the workshop proceeds explaining to the volunteers a very nice and powerful tool: the Pecha Kucha presentation tool and showing the best stories that took the 20X20 format challenge for presentations indicated here below among the resources used for this workshop.

The volunteers in this workshop are presented the Pecha Kucha Presentation style and asked to create a Pecha Kucha of their personal stories in the voluntary sector, showcasing the competencies they have learned while volunteering and that they would like to have validated using the DYVO Model

W4/ HANDS ON LAB

Let's Pecha Kucha!

Participants have to prepare a Presentation Pecha Kucha Style and present it in front of the other volunteers

PROCEDURE

Preparation of a Presentation Pecha Kucha Style

Tools: Computer; Power Point; Good quality images

Resources

▪ Pecha Kucha 20X20

<https://www.pechakucha.com/categories/stories>

PechaKucha (Japanese for “chit chat”) is the world’s fastest-growing storytelling platform, used by millions around the globe.

PechaKucha is what “Show and Tell”: 20 slides (only images or very few words) 20 seconds of commentary per slide. That’s it. Simple. Engaging. Spurring authentic connections.

PechaKucha is the ideal tool to share passions and drop some knowledge.

Global innovators use the PechaKucha platform to create powerful, visually compelling stories that move audiences in less than 7 minutes. The presentation last 6.40 minutes.

This format ensures that the speaker is concise, keeps the presentation moving, and gets through all their content.

4.2 Module 2/ Validating Young Volunteers Competencies

The training activities on the DYVO Validation Model (IO3-A4) refer to the methodology designed within the Intellectual Output 2 of the DYVO project (IO2-A3) and focus on the presentation to the participants of the tools and the assessment process for validating transversal competencies acquired in the voluntary sector, according to the DYVO Model.

Aim of the Module 2

The aim of the second module of the DYVO Training is to introduce to participants the process, the methodology and the easy-to-use tools of the DYVO model for validating transversal competencies acquired through volunteering.

The DYVO process and its tools are in line with the 4 steps identified by the European Guidelines for validating non-formal and informal learning (CEDEFOP 2009), namely: Identification, Documentation, Assessment, and Certification. The five workshops included in this module empower both volunteers and especially tutors, and assessors, to work with the DYVO Assessment and Evidence forms, the templates that provide information about the competencies that applicants have acquired through voluntary work, and that are available for Organisations in the DYVO App.

The DYVO Model for Validation of transversal skills allow Organisations to offer their volunteers a concrete and simple path for the recognition and validation of transversal competencies, which ends with the obtainment of a blockchain certificate. Therefore, this module foresees the opportunity to delve into blockchain technology and its disruptive potential in the education sector.

The DYVO project considers the contribution that the Blockchain technology can bring within the educational sphere, allowing also to store records of non-formal achievements throughout lifelong learning

The validation of non-formally and informally acquired competencies, gains more and more relevance in lifelong learning. Consequently, for all voluntary resources it is a matter of social appreciation as well as employment effects to get their gained transversal competencies adequately validated.

The DYVO model contributes to facilitating and innovating the recognition and validation of transversal competences acquired through non-formal and informal learning in the field of youth volunteering, with the aim of enhancing young people’s employability, social participation and the Organisations’ quality of work.

The module two also presents two workshops which help Organisations tutors and other management staff to reflect on the importance of growing in volunteers’ competencies such as engagement, motivation and leadership for really giving them the best volunteering experience possible and contributing to meaningful increase their employability.

Module 2/Validating Young Volunteers Competencies/W6

Validation of Competencies acquired through volunteering: the DYVO Model

Aim of the workshop

The aim of this workshop is to enhance participants' awareness on competencies validation, the validation process, criteria and tools.

Organisations that are willing to adopt the DYVO model to validate young volunteers' competencies recognize that volunteering is not only the result of good will, solidarity, and altruism, but of a competent commitment and dedication, of a knowledge and skills that are a pillar that support civil society and welfare in all Countries.

The workshop also aims at presenting the disruptive potential of Blockchain technology, especially for learning acquired in non-formal and informal contexts.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W6	Volunteers, Tutors, Assessors	4 h	<ul style="list-style-type: none">• Participants understand the importance of recognition, validation, certification of competencies acquired in non-formal settings• Participants understand the priority given at a European level and within the European Institutions to the topic of validation of knowledge competencies and learning acquired in non-formal and informal contexts• Participants understand the DYVO Validation Process and tools• Participants are aware of the Blockchain technology and its potential in certifying non-formal/informal learning• Participants know how to work on the DYVO Assessment form	Communication Mobilising Others Empathy Creativity Adaptability

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can rise white A4 papers with the answers.

Ask each one of the participants, individually to write down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- What is your catchphrase, or a word you say a lot?
- What is the best piece of advice you've ever received?

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

The W6 focuses on the importance of validating non-formal and informal learning achieved through volunteering

Presentation of Soft Skills Recognition, Validation and Certification in a Lifelong Learning Perspective: the relevance of this topic for Europe

Lifelong learning is considered by the European Union as a strategic factor for individual fulfilment in work and social aspects (Field, 2005). In addition, it is considered an essential contribution to the implementation of the Europe 2020 Strategy for a smart, sustainable, and inclusive growth (European Commission, 2009). At the same time, the European Council Recommendation of the 20th of December 2012, on the validation of non-formal and informal learning, proposes the development of knowledge, skills and competencies aiming at an economic growth and employment (European Commission, 2012).

The issue of recognition, validation and certification of skills, especially those developed in non-formal and informal fields, is becoming a current topic in Europe and the JRC (The Joint Research Centre of the EC) has developed several competency frameworks, the “Comp” family frameworks, by DigComp, DigCompEdu, DigCompOrg, SELFIE, Entrecomp, and LifeComp, GreenComp 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.

It can be very interesting to show on the occasion of this learning event how much work has been done at European level to define transversal skills and design competencies frameworks related to different contexts.

The DYVO project indeed got inspired by all this literature. Being interested in exploring volunteering as an outstanding experience of informal learning that generates knowledge, skills, and competencies, crucial for employability, the DYVO project started from defining a new framework of 10 competencies, the DYVO Competency Framework, that can be developed while volunteering and that are crucial to young people committed in the voluntary sector

Introduction to the DYVO Validation Process

DYVO methodology for the Validation Process consists of original and easy-to-use procedures and tools that fall within the 4 steps for validation identified by the European Guidelines for validating non-formal and informal learning, namely: Identification, Documentation, Assessment, Certification. Participants are introduced to these steps also described in the DYVO Model

Introduction to DYVO tools: Assessment Form and Evidence Form

- The two Forms, available in the Dyvo App, can be presented to volunteers, tutors and referent people of the Organisation using the Word version of the Form (Annexes II and III)

Certification through blockchain: what is it?

Introduction to the Blockchain technology, how it works, its potential in the certification of non-formal learning and description on how it will be used in the DYVO validation process (See also W15 and the Chapter on Certification in the DYVO Model)

W6/ HANDS ON LAB

Let's work on the Assessment Form: understanding your own voluntary experiences referring to the Dyvo Competency Framework (Competency-based learning)

Duration: 2h

Organisations adopting the DYVO model can use for this workshop the Word version of the Assessment Form available in the DYVO App, included in the Annexes II and III of this book to simulate the validation process in a two-hours workshop.

PROCEDURE

STEP ONE - Volunteers work with tutors and assessors in small groups composed preferably by 1 volunteer, 1 tutor and 1 assessor from the Organisation.

STEP TWO - Volunteers use “the DYVO Awareness Tree” they worked on during W1 (self-Awareness, Self-reflection) and W2 (Peer Reflection, Peer Appreciation) to recall the volunteering experiences they shared and the competencies they identified as key transversal skills they brought into play in those experiences and considered as primary competencies for their future goals

STEP THREE- Volunteers choose a maximum of three competencies from what recalled all through the process and for the chosen competencies they try to answer to the two open ended questions the form present:

- Please give an example of how you developed this competence, a specific example when you used it during your volunteering and how it helped you to achieve a goal or complete a task.
- A testing scenario question, which is different for each competence.

The purpose of these questions is to verify the level of awareness and mastery of the competence by the volunteer, and to provide essential information on how the competence was acquired, how it has been put at work during the volunteering activities, which level of autonomy has been using, and the ability to use it in a hypothetical scenario.

The Tutor will support and help the Volunteer in this step answering these questions. This will help the tutor understand more in-depth the awareness and knowledge of each competence the volunteer wants to validate and certify.

STEP FOUR- The Tutor will provide any comments, notes, and feedback on the volunteer’s answers for each competence, providing his/her own point of view on the experience of the volunteer, on the development of the competence.

Based on these answers, and the first-hand knowledge of the volunteer experience in the organization, the tutor will then:

- Select the learning outcomes that the volunteer developed for each competence.
- Provide the Tutor Evaluation selecting the learning level achieved for each competence

The DYVO Learning Level are:

- Foundation (knowledge, awareness but little practical experience)
- Intermediate (knowledge, awareness with experience but need support/supervision)
- Expert (in depth knowledge and awareness, total autonomy)

The purpose of these Tutor evaluations is to provide additional data and feedback on the volunteer experience to the Assessor.

Once volunteers and tutor have completed their sections, both Evidence Form and Assessment Form are submitted to the Assessor for the last two steps of the DYVO validation process.

STEP FIVE - the Assessor checks and assesses the information provided in the Assessment Form and selects the Assessment Indicators described for each competence in the DYVO Competency Framework. These are the point of reference for the assessor when evaluating the volunteer acquired competencies together with the information provided in the Evidence Form.

The task of the Assessor is to read all the information provided by the volunteer and the tutor for each competence and evaluate if the assessment indicators are met. The Assessor must rely on the Tutor’s feedback and evaluation of learning outcomes achieved and learning level acquired.

But it is the Assessor who ultimately checks the information provided, flags the assessment indicators and finally decides if the competence can be validated, or not.

This is the functioning of the process in the Dyvo App

Module 2/Validating Young Volunteers Competencies/W7

Making the most of volunteers Learning: the recognition and validation issues

Aim of the workshop

The aim of this workshop is to enhance participants' knowledge and awareness on the importance of recognition of young volunteers' competencies as a way not only to reward the volunteers for their work and to motivate them, but also to contribute to increase young people's employability.

This workshop during the Pilot project happened, together with W8 and W9 in a three-day international workshop event which brought together tutors from the different Countries of Partner Organisations to exchange and share experiences in Graz (Austria) in different hands-on Labs.

It would be a good idea for Organisations adopting the DYVO model to have this workshop together with representatives (tutors, supervisors) of other Organisations working in the same territory, to exchange practices and points of views on the topic of recognition and validation, and to share the knowledge about the DYVO App and the availability of this tool, to motivate volunteers, to facilitate their access into the labour market and to enhance the Organisations' reputation and quality of work.

"Validation cannot be considered as a good investment for individuals if it's not widely understood and accepted by societies" (FISHER 2019)

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W7	Tutors Supervisors Assessors (Representatives of Organisations)	4 h	<ul style="list-style-type: none">● Participants understand the importance of recognition, and validation, of competencies from the volunteer's perspective● Increase awareness on engagement as the competence identified in the DYVO competency Framework● Increase awareness on European tools to validate non-formal and informal learning such as Europass and Youthpass	Engagement Communication Mobilising Others

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

The meaning of Personal Choices

(Original activity contributed by Olga Ferreira, Pestalozzi, No 4)

Duration 30 min

This activity raises participants' awareness of diversity. This is the first time all tutors participating in the DYVO project met in a transnational context and this activity was used to promote openness and curiosity, as well as readiness for sharing and negotiation in co-operative group work. The activity is recommended if there are people from different Voluntary and third sector Organisations participating in this workshop

Use objects lying in participants' pockets/bags/suitcase and put the items on a desk and let participants know what they will be working on.

STEP1 (individual work, 10 min)

- Choose an object you have with you, that reflects your connection to your work in the voluntary sector.
- What does it mean to you?

STEP 2 (group work and plenary presentations – 20 minutes)

- Participants are divided into micro-groups
- Each participant presents himself/herself to the group through his/her choice explaining the reason for choosing the selected item. Everybody can ask questions
- the same micro-groups prepare to present to the whole group

STEP 3 (debriefing 10 minutes)

- The micro group presents to the whole group the choices made by the micro-group and different contributions will reveal how the entire group can benefit from that diversity; small groups start to talk about each other and exchange experiences.

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

The W7 focuses on the importance of recognizing voluntary work and learning as lifelong learning.

The credential volunteers' Organisations issue to volunteers after their experiences often describe the activities done rather than the competencies volunteers have acquired, and employers have difficulties to identify those skills and competencies when reading through them. In the same way volunteers often find it difficult to communicate what competencies and skills they have acquired during their volunteering.

THE RECOGNITION PROBLEM

Imagine a 23-year-old volunteer from Germany. About 6 years ago, she joined the Red Cross Youth. Throughout her volunteering pathway, she has gained not only a lot of medical expertise but also important soft skills, such as how to assume responsibility. Since she has always had a keen interest in medical sciences, she aspires to become a doctor. Good grades are an essential requirement to study medicine at a German university. As she has never been a top student, her rather mediocre grades will very likely keep her far from realising her dream – despite the skills she has already developed throughout her volunteering career.

On one hand, this situation shows the indispensable and capital role that volunteering plays in lifelong learning. It allows volunteers to develop personal, social and civic skills that could have not been acquired through formal training. On the other hand, it also underlines that informally gained competencies are seldom recognised by formal education, companies or institutions (EUCIS-LLL 2015).

References

▪ Validation in Volunteering

https://www.improval.eu/images/Validation_in_Volunteering_Study.pdf

▪ Volunteers: how do they get their skills recognized

<https://epale.ec.europa.eu/en/blog/volunteers-how-do-they-get-their-skills-recognised>

Volunteering gives volunteers the opportunity to develop transferable skills they can apply to any position they undertake. Interpersonal communication, leadership, communication and problem-solving are all skills that youths can develop through their volunteer work.

Definition of Validation

“Validation is the process of identifying, evidencing, assessing, and recognizing skills and competencies acquired in formal, non-formal and informal settings (CEDEFOP 2014)

Presentation of European Tools to validate non-formal and informal learning

Unfortunately, we’ve often lacked ways in which transversal skills can be systematically identified and given recognition through certificates or qualifications. Such recognition is important to help people maximise the benefits of their volunteering both for themselves and for the wider economy and society. Tools like the European Skills Passport have been developed as general ways of helping people record such skills. Youthpass and Europass are indeed great tools to connect personal experiences, interests and career goals and to make the most of the knowledge acquired also in non-formal settings such as Voluntary Sector. In particular Europass, in addition to help in setting goals to find a volunteering experience suitable for you, allow you to keep track of the new skills developed through volunteering and new certificates obtained

How to keep track of the competencies and new skills developed through volunteering: **The DYVO Blockchain Certification can be attached to Europass**

The DYVO Model, through its validation and certification process intends to contribute and help explain what volunteers have learnt during a period of volunteering by providing not only a simple, clear and objective description of work carried out (through the Evidence Form) but especially providing a digital acknowledgement (by all relevant parties) of the specific transversal skills gained and recorded indelibly through the BLOCKCHAIN CERTIFICATE issued via the DYVO Web App. This certificate can be attached (also through the QR code) to the Europass Certificate where it is possible to record and link all the evidence of volunteering experiences for future reference and use.

W7/ HANDS ON LAB

Validation of experience and competencies: What is the experience in your Organisation?

Duration: 2h

PROCEDURE

STEP ONE- Walking around the informal training environment you are recommended to prepare for all the DYVO Hands-on activities, tutors will write down their thoughts on various aspects of “validation in volunteer work” trying to answer, using post-it, to prompting questions possibly written in big papers on the wall:

- Does your Organisation issue any type of credential to volunteers after their experiences? In which form?
- Is there a way in which products and results of the work of volunteers are documented in your Organisation?
- In your Organisation, is it promoted any validation tool or implemented any competency model?
- What is the approach in your Organisation to identification, documentation and evaluation of competencies acquired through volunteering?
- Do you think the DYVO Model presented in W6 could represent a useful model to manage voluntary personnel development? Why?

STEP TWO- Peer Reviewing of the answers provided.

STEP THREE- Reviewing of the Validation Procedure according to the DYVO Model by signing-in in the DYVO App and registering your Organisation.

Module 2/Validating Young Volunteers Competencies/W8

Constructing Engagement and Motivation

Aim of the workshop

The aim of this workshop is to focus on Engagement, included in the DYVO Competency Framework among the Personal Competencies.

Engagement is the ability to stay involved and motivated while performing activities. Motivation is therefore a key driver in volunteers' engagement. People who have the capacity to remain engaged with their activities are also passionate about their work and believe in the mission and value of the Organisation.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W8	Tutors Supervisors Assessors Organisations 'staff and Volunteers	4 h	<ul style="list-style-type: none">• Participants understand the of the competence engagement and how to move people to take increasingly meaningful actions• Participants understand motivations, forces, that motivate and support their action in the voluntary sector• Participants are aware of the importance to match the opportunities their Organisation can offer with their and volunteers' qualifications and interests• Participants understand the importance of being actively involved in creating value for others.	Engagement Communication Leadership Mobilising Others

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can rise white A4 papers with the answers.

Ask each one of the participants, individually to writes down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- In one word, how does your Organisation "do things"
- Write down a fun fact about you

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

The W8 focuses on the importance of investigating and understanding one's own and the volunteers 'motivation.

“Volunteers are a strategic human resource, both for the values they express and because they allow Organisations to be flexible and innovative, to better represent the needs of the community, to mobilise resources otherwise unavailable, and for many other reasons. The active and spontaneous participation of citizens in the work of the Organisations arises from different personal motivations, which guide the behaviour of individuals towards solidarity action and characterise their commitment according to specific methods, not comparable to those of paid work. The Organisation that employs volunteers must become aware of these specificities - free action resulting from free choice, values and individual motivations, the high level of autonomy, the limited availability of time, the different individual skills, or abilities - because they can become his strengths, but also his weaknesses”

References

https://csv.verona.it/wp-content/uploads/2017/10/guida_4.pdf

The contents of this workshop should invite tutors and representatives of Third Sector Organisations to think about the motives behind the choice of volunteering and to reflect on how to attract, recruit and engage them.

Ways to motivate and Engage Volunteers

Volunteer engagement requires an organisational strategy that encourages collaboration between staff and volunteers to develop meaningful volunteer opportunities that positively impact the Organisation and the community. A volunteer engagement strategy should work towards matching volunteers with opportunities they are qualified for and interested in, giving them the best volunteering experience possible.

References

▪ Ways to engage and retain volunteers

<https://www.volunteerhub.com/blog/retain-volunteers-engagement/>

▪ Ways to Motivate and Engage your Nonprofits ‘volunteers

<https://donorbox.org/nonprofit-blog/motivate-and-engage-your-nonprofits-volunteers#2>

▪ How to attract the best volunteers and keep them

<https://donorbox.org/nonprofit-blog/how-to-attract-the-best-volunteers-and-keep-them>

Volunteer Engagement Life Cycle

Present to Participants the Volunteer Life Cycle: Recruitment, Screening, Placement, Orientation and Training, Recognition

References

▪ Volunteer engagement: strategies to inspire lasting support

<https://join.mobilize.us/blog/volunteer-engagement#thebasics>

▪ The Volunteer Life Cycle: A key to 4H Volunteer engagement

<https://edis.ifas.ufl.edu/publication/4H300>

How to develop a volunteer engagement strategy in nine easy steps

1. Understand your volunteers and goals
2. Determine how you will measure volunteer engagement
3. Define what long-term engagement looks like for your Organisation
4. Identify weak spot through the volunteer engagement lifecycle
5. Focus on volunteers boarding process
6. Make sure you've got the right tools to support volunteer engagement
7. Explore other offerings and strategies to keep volunteers engaged
8. Reinforce the process with communication
9. Regularly check in on your progress via surveys and data

References

- **Volunteer engagement: strategies to inspire lasting support**
<https://join.mobilize.us/blog/volunteer-engagement#thebasics>

W8/ HANDS ON LAB

Brainstorming to design a volunteer engagement Strategy

Duration: 2h

PROCEDURE

A volunteer engagement strategy should be developed by tutors, management and leadership of the Organisation, and key volunteers.

The first step to design a volunteer engagement Strategy is planning a brainstorming session on the topic of volunteer engagement (that is the core activity proposed in this Hands-on Lab). The results of this brainstorming activity will help to design your volunteer engagement strategy.

STEP ONE – Tutors, Organisation's staff and volunteers are divided into small groups.

STEP TWO – participants in small groups think and discuss about the following aspects, answering to the following prompting questions, possibly written in big canvas, and with the help of post-it:

- What are the motivations for volunteering?

Young People generally get involved as volunteers with an Organisation for one or more reasons: which ones? (below some suggestions)

- They want to contribute to a cause in which they believe

- They want to learn new skills

- Their need to fulfil business and/or social expectations

- They want to have a sense of ownership and control that they cannot find in a work situation

- They're motivated by a desire for change

- They want to have fun and enjoy what they are doing

- They want to meet new people

- ...

- How do you recruit your volunteers?

- How do you orient your volunteers?

- How do you make sure your volunteers have the skills and meet the requirements necessary to thrive in their role?

- How do you express appreciation for your volunteers?

- What are the issues/obstacles that usually volunteers face?

- Why do volunteers leave? What are the reasons why volunteers leave an Organisation?

Considering why volunteers get involved and why they leave is a good catalyst for designing a volunteer engagement strategy

STEP THREE – all participants share the results of the brainstorming session

STEP FOUR – (to be developed later and with more time). Participants have many elements to design a volunteer engagement strategy following the nine steps indicated here above.

Module 2/Validating Young Volunteers Competencies/W9

Grow leadership skills in volunteering

Aim of the workshop

The aim of this workshop is to focus on Leadership, included in the DYVO Competency Framework among the Social Competencies.

Leadership in the DYVO competency framework is defined as the capacity to be change makers, to make a positive impact and to establish a strong support system among employees, volunteers, stakeholders, and communities, and to nurture new future community leaders.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W9	Tutors Supervisors Assessors Organisations 'staff and Volunteers	4 h	<ul style="list-style-type: none">• Participants understand the importance of nurturing leadership in volunteers• Participants understand how to develop a volunteer leadership framework setting goals, determine priorities, mapping resources, facilitating internal communication	Leadership Communication Mobilising Others Adaptability

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Your leadership coat of Arms

(Original Activity: <https://www.sessionlab.com/methods/your-leadership-coat-of-arms>)

Duration 20 min

In this leadership development activity, participants are asked to draw their own coat of arms symbolising the most important elements of their leadership philosophy.

In ancient and mediaeval times, a coat of arms was an emblem - unique design often painted on a shield - to represent an individual person, family, or state.

Each symbol on the coat of arms represents something that has an important meaning to that person or country. Every leader has certain things and values that they value and find important. Values that guide the leader's behaviour and embodies the leadership philosophy of the person.

This is a nice warm -up activity to introduce our workshop on Leadership.

PROCEDURE

STEP ONE- Brief participants about drawing their own Leadership Coat of Arms. Briefly explain the importance of consistent values in leadership and ask them to reflect what beliefs and values they find important as a leader

STEP TWO_- Give a sheet of A4 paper or flipchart and a sharpie for each participant and assign 10-15 minutes of time for them to draw their coat of arms, representing the 4 most important items they value in leadership.

If the workshop happens online, pick an online whiteboard tool that allows you to use a large, zoomable canvas.

STEP THREE- After everyone finishes their drawing, ask participants to share and explain their drawings (you may do it in groups of 4-6 participants, if you have many participants). Questions to consider:

- What items did you add to your Leadership Coat of Arms?
- Why are they important to you?

STEP FOUR- After the discussion and debriefing round, you may ask participants to stick their coat of arms drawings to the wall, so you have a visual gallery of Leadership Coat of Arms

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

The W9 focuses on leadership and on how to grow volunteer leaders, community members who are trained to recognize community needs and to lead other volunteers in service activities that will meet those needs.

A volunteer leader is a volunteer who:

- Takes charge of a project by coordinating it and taking accountability for its successful completion.
- Communicates the details of the project and serves as a resource for other volunteers. Organises, leads, and inspires a group of volunteers before, during and after the project or activity.
- May initiate new projects.
- Represents your Organisation to other volunteers and to the community.

Voluntary work is a key ingredient in the recipe for leadership. As well as profiting from the sense of making a difference and contributing to a larger purpose, volunteering can help develop a wider perspective, creative thinking, excellent networking as well as improve leadership qualities.

Therefore, the community of volunteers in your Organisation could be full of potential leaders.

Developing a volunteer leadership framework

Because volunteer leaders will have greater responsibility for planning and implementing the organisation's projects, as well as managing other volunteers, it is important to place the right volunteer in the leadership position.

How?

- Developing your volunteer leadership program framework
 - Assessing leadership needs
 - Defining meaningful roles
 - Finalise the program elements to works with volunteer leaders
- Equip leaders with the skills and knowledge they need to succeed.
- Support leaders in their service efforts.

Participants in this workshop are inspired with interesting strategies and tools (indicated in the references) to develop a volunteer leadership framework beginning by identifying the Organisation's specific program's needs and proceeding with identifying the volunteer who can be given the ownership of this program, project or activity and act as a leader.

Once the Organisation has defined the program's needs, also in terms of volunteers and volunteer leaders, it is important to clearly outline

- what volunteers will do as leaders
- what skills are required
- the support/benefits they will receive.

Develop a Volunteer Position Description

You may choose to develop a volunteer position's description to define the role of the volunteer leader.

A volunteer position description outlines responsibilities, support, and the benefits of specific volunteer opportunities.

Example of a Volunteer as Leader Position Description

References

▪ Volunteer as Leader, pag 6

<https://www.unitedwaygmwc.org/UnitedWay/Volunteer-Resources/6bVolunteersAsLeaders-Hand-book.pdf>

Selecting Leaders

The next step is to select your leaders

- Take time to screen the applications
- Interview potential leaders
- Get to know the volunteers so that you understand their skills and interests and can match them with the best project
- Match volunteers with existing projects or work with them to develop new projects. (Matching volunteers includes determining the interests and abilities of the potential leaders determining their suitability for specific position)

Once you have recruited and selected volunteer leaders, build on their interest and skills by further orienting them to your Organisation and leadership goals.

Volunteers' leaders can be facilitated in better understanding the Organisation where they will be serving providing information on:

- The Mission: Overall purpose of the Organisation
- The Vision: How the Organisation carries out its operations
- The Values: The Organisation's core priorities or beliefs—why its mission and vision are important

Volunteers may already possess strong leadership and project management skills. However, the Organisation should always make available additional training to help volunteer leaders develop key skills, motivation and meet the goals of the Organisation and project.

The DYVO training Package can represent an inspiring program to train your volunteers in some of the transversal competencies they can further develop, using as a reference guide the DYVO Competency Framework, that can help you identify the desired learning outcomes and therefore planning your orientation and training process.

You can use the DYVO training program and tie the method to the outcomes you seek.

Volunteer leaders should also be prepared for the worst, reminding them that unexpected circumstances can befall even the best planned projects and therefore a leader should also show adaptability, the capacity to adjust personal mental schemes, behaviours and actions accordingly with the changes of a given context.

References

▪ Volunteer as Leader

<https://www.unitedwaygmwc.org/UnitedWay/Volunteer-Resources/6bVolunteersAsLeaders-Hand-book.pdf>

▪ Challenging Situations (Annex IV)

W9/ HANDS ON LAB

Recruit a volunteer as a leader

Duration: 2h

PROCEDURE

STEP ONE– Tutors, Organisation’s staff and volunteers are divided into small groups.

STEP TWO– participants in small groups try to develop a volunteer leadership framework, using canvas hanging on a wall and post-it

STEP TREE- starting from a specific project’s needs (the project can be suggested by the participants starting from their direct experience or by the facilitator, but it would be good if all groups would work on the same challenge, such as for example leading a fundraising campaign for a specific purpose). They will then outline:

- What the volunteer leader will do as a leader
- Which skills are required?
- the support/benefits they will receive.

STEP FOUR - The small group will finally define a position’s description based on that specific projects’ needs following the indications in the table below

STEP FIVE -Small groups come together to share on the volunteer leadership framework outlined

References

• Volunteer as Leader

<https://www.unitedwaygmc.org/UnitedWay/Volunteer-Resources/6bVolunteersAsLeaders-Hand-book.pdf>

Volunteer Position Descriptions
Title: Provide a descriptive title that gives the volunteer a sense of identity. This will also help program staff and other volunteers understand the assigned role.
Purpose/objective: Use no more than two sentences to describe the specific purpose of the position. If possible, state the purpose in relation to the nonprofit’s mission and goals.
Location: Describe where the person will be working.
Key responsibilities: List the position’s major responsibilities. Clearly define what the volunteer is expected to do.
Qualifications: Clearly list education, experience, knowledge, skills, and age requirements. Also note if the opportunity is accessible to people with disabilities. If a background check is required, it should be indicated here.
Time commitment: Note the length of the assignment, hours per week, and/or other special requirements.
Training/support provided: Define nature and length of all general and position-specific training required for the assignment. Also list resources and other support available to the volunteer.
Benefits: Describe benefits available to volunteer, such as lunch, T-shirt, development opportunities.
Volunteer supervisor and contact information: List the name and contact information of the staff person or another volunteer leader who will be working most directly with the volunteer.

Module 2/Validating Young Volunteers Competencies/W10

Testing the DYVO App

Aim of the workshop

The aim of workshop 10 is practically learning how to use the tools implemented in the DYVO app and therefore, during the piloting of the DYVO project, this workshop was dedicated to test the App, to discuss some feedbacks, and help Organisations to register and explain the process for the volunteers' registration (the first registration step for volunteer has to be approved by the Organisation/Tutor to allow the volunteer to proceed with the process) and how the Assessment template practically work on the DYVO App.

You can use this workshop, as an Organisation, to start the validation process directly on the DYVO App

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W10	Tutors Supervisors Assessors Organisations 'staff and Volunteers	4 h	<ul style="list-style-type: none">• Participants get familiar with the DYVO App and increase awareness of DYVO validation framework, process, and tools.• Participants understand the ability to complete DYVO validation tools.	Collaboration Communication

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can rise white A4 papers with the answers.

Ask each one of the participants, individually to writes down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- One minute to type: what does your name mean?
- Write a statement about you: truth or lie? Ask the others

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

In this first part of W10 participants from the Organisation review the Assessment form and the Evidence form completed by the volunteers in workshop 6 (and afterwards) and discuss the feedback they (as tutors and assessors) provided in the hands-on lab. They are about to validate those competencies for their volunteers and therefore their feedback and the description of the volunteers' work matter and the proof of learnings analysed in this dedicated time before the documents are validated in the DYVO App.

W10/ HANDS ON LAB

Test the DYVO App: Evidence Form and Assessment Form

Duration: 2h

The following are the practical steps to register in the DYVO App and proceed with the validation Process
A Guideline to help you is available also in the DYVO Web site

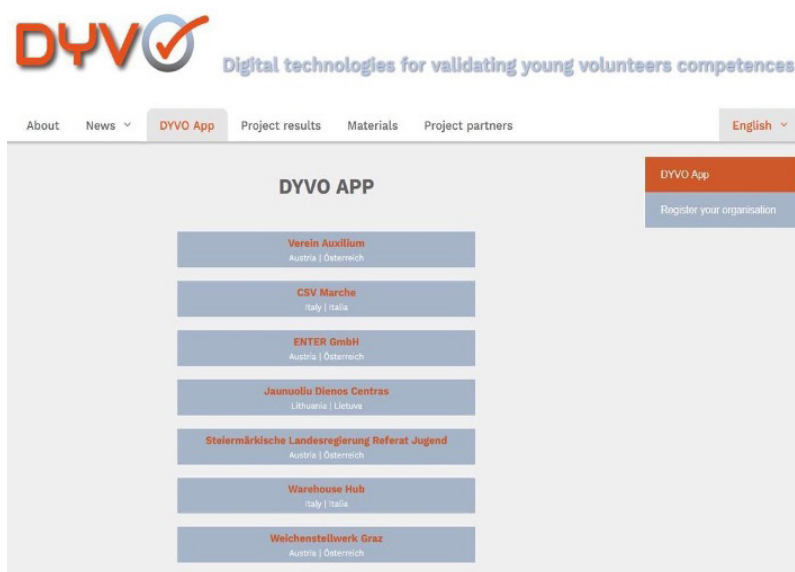
HOW TO REGISTER YOUR Organisation

1. Go to https://dyvo.eu/en/_dyvo-app/
2. Click on **Register your Organisation**
3. Fill out all the details about you as a tutor and about your Organisation and upload your Organisation's logo
4. Click on **Submit form**

Your profile will appear soon. You will be notified via EMail.

Once your Organisation's profile is ready to go, you will find it on https://dyvo.eu/en/_dyvo-app/

You can now log in as a tutor for your Organisation.



LOGIN AS AN Organisation/A TUTOR

1. Go to https://dyvo.eu/en/_dyvo-app/ and go to your Organisation (e.g. **CSV Marche**)
2. Click on **Login**
3. Type in your E-Mail and password
4. Click on **Login**

DYVO WebApp features for tutors:

In the WebApp 's backend, you are able to

- approve your volunteers and additional tutors
- check and edit your volunteer's assessment forms
- manage your users
- download your volunteers completed assessment forms



HOW TO REGISTER AS A VOLUNTEER

1. Go to https://dyvo.eu/en/_dyvo-app/
2. Click on the Organisation you are volunteering with (e.g. **CSV Marche**)
3. Click on **Register here**
4. Fill out all the details, choose “Organisation Volunteer” as your role and click on **Register**

Your Organisation will be notified, and your registration will be approved by your volunteering Organisation. You are then able to use the DYVO WebApp and fill in your assessment form.



Digital technologies for validating young volunteers competences



Organisation

CSV Marche
Via della Montagnola, 69/a,
60127 Ancona, Italy

TUTOR
Nicolò Triacca
dyvo@csvmarche.it

www.csvmarche.it
dyvo@csvmarche.it

DYVO App
CSV Marche
Useful Documents
Register here
Login



Digital technologies for validating young volunteers competences



HOW TO REGISTER AS A TUTOR

1. Go to https://dyvo.eu/en/_dyvo-app/
2. Click on the Organisation you are volunteering with (e.g. **CSV Marche**)
3. Click on **Register here**
4. Fill out all the details, choose “Organisation Volunteer” as your role and click on **Register**

Your Organisation will be notified, and your registration will be approved by your volunteering Organisation. You are then able to use the DYVO WebApp and fill in your assessment form.

Register

First Name

Last Name

E-mail Address

Requested user role *
Organisation Volunteer

Register Login

DYVO App
CSV Marche
Useful Documents
Register here
Login

4.3 Module 3/ Be aware of your future!

Volunteering is about giving something back to the community and helping others, but it's a great way to help yourself too.

Training Module Three consists of 5 workshops through which Volunteers will gain further awareness on how the competencies acquired in the voluntary sector, and their valorization and validation, can really provide them with a competitive edge in the job market. In the pilot project W12, W13 and W14 happened at a transnational level during an LTTA in Lithuania organised by JDC partner.

Aim of the Module 3

The training activities on Job Orientation (IO3-A5) are aimed at building a bridge between the validation process and the professional development of young volunteers.

Within this training component young volunteers will be guided in further exploring their aspirations and career paths and in drafting their personal plan for career development.

This learning component of the DYVO Training can be considered a Mentoring Package.

Mentoring provides opportunities for youth to develop emotional bonds with mentors, in this case the trainers and tutors from the Organisation where they carry on their volunteering experience, who have more life experience and can provide concrete support, guidance, and opportunities to help them succeed in life and meet their goals.

This Mentoring Module focus on different tools for career development, which comes after skills assessment work carried out all through the DYVO training program, namely:

- Writing resumes and cover letters.
- Conducting mock interviews and providing support for answering interview questions.
- Exploring possible careers and assisting with job, internship, or program searches (including programs for international experiences);
- Career planning and goal setting.
- Exploring the Europass tools for career development
- Learning how to use at its best LinkedIn

Through this module, participants delve also into those transversal competencies of the DYVO Competency framework young people can easily develop in the voluntary sector, and that are crucial in the new world of work, to analyse and understand global and intercultural issues and to be able to assess the consequences and impact of projects ideas and actions: inclusivity, adaptability, ethical and sustainable thinking.

Employers increasingly seek to attract learners who easily adapt and can apply and transfer their skills and knowledge to new contexts.

“Work readiness in an interconnected world requires young people to understand the complex dynamics of globalisation, be open to people from different cultural backgrounds, build trust in diverse teams and demonstrate respect for others (British Council, 2013)”.

Finally, these learning activities will guide participants to finalise the validation and certification process through the obtention of a Blockchain Certificate.

Module 3/Be aware of your future! /W11

The Power of Personal Business Model Canvas

Aim of the workshop

The aim of this workshop is to present to participants a personal development tool, and a method, to help them to assess and boost their career path. The tool is the Personal Business Model Canvas, presented in the bestseller “Business Model You” written by Tim Clark, in collaboration with Alexander Osterwalder and Yves Pigneur.

It is based on Alex and Yves’ original work on business model innovation. In essence, it helps people define their own business model, just as if they were themselves a business.

References

▪ Business Model You

<https://businessmodelyou.com>

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W11	Volunteers	4 h	<ul style="list-style-type: none">• Participants get to know the PBMC tool and the methodology to correctly draw the canvas• Participants increase awareness of their personal value proposition• Participants understand who they can create value for and how	Self-awareness Communication Innovation and Creativity

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration: 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can raise white A4 papers with the answers.

Ask each one of the participants, individually to writes down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- Spring for me is: ...
- My song of the week: ...
- My next trip will be to...

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

In W11 participants can discover and summarise visually their own networks, skills and competencies, activities, resources, and value propositions on a great one-page canvas.

The main advantage of this tool, and of the overall Business Model You approach, is that it encourages people to develop a dynamic view of their career strategy and vision.

Instead of writing a typical descriptive resume, the canvas helps to understand how other people perceive their value.

When the Personal Business Model Canvas is used for the first time, the building blocks and their associated questions typically help people to (re)discover interesting facts they typically overlook about themselves. Later, it can be used to expand on certain areas of interest or business ideas the individual may have.

Being a visual tool, the prompting questions in each block can be also translated in Easy-to-read language, so to make the information contained in the canvas accessible and inclusive easy to find, read and understand.

References

Easy to Read/Easy to Understand approaches to present information

<https://www.sclera.be/en/picto/cat/34>

<https://www.puzzle-project.eu/index.php/en/>

Using the PBMC after the learning path done within the DYVO Training Program up to now, can result in a creative exercise that finds inspiration in all the self-awareness and peer-to-peer learning activities participants have been guided through.

Volunteers can use the results of the DYVO Awareness Tree (W1) to recall their future goals.

Furthermore, people must realise that the canvas evolves in time through iterations. Your own business model is dynamic and changes according to your decisions and development strategy in that specific moment of your life. It is also affected by your values, activities, assets, partners, etc.

During the theoretical part of the workshop the facilitator explains each block of the Canvas and the prompted questions that can help reflecting on one's own resources and the value that others can benefit from. This reference can help you in this part.

References

<https://canvanizer.com/new/personal-business-model-canvas>

W11/ HANDS ON LAB

My Personal Business Model Canvas

Duration: 2h

PROCEDURE

STEP ONE- Each participant is given a printed PBMC or, if the workshop is happening online, it can be made available in online whiteboards such as Miro or Google Jamboard, fantastic tools to support virtual workshops.

References

▪ **Business Model You**

<https://businessmodelyou.com/>

<https://www.canvasgeneration.com/canvas/personal-business-model-canvas/>

The personal business model canvas itself is licensed under the Creative Commons Attribution-Share Alike 3.0 Licence.

STEP TWO- Participants are given one hour and a half to start filling all the blocks, and are suggested to fill the blocks with the following order:

1. WHO YOU ARE/WHAT YOU HAVE
2. WHO YOU HELP
3. HOW YOU HELP
4. WHAT YOU DO
5. WHO HELPS YOU
6. HOW THEY KNOW YOU
7. ROLE/RELATIONSHIPS
8. WHAT YOU GIVE
9. WHAT YOU GET

In this model it shows that your value proposition strongly connects to people you help (your customers). Once the model has been created you are able to see that every aspect affects the overall picture

STEP THREE- Participants share and discuss with others their PBMC taking into consideration the feedback from their peers.

Module 3/Be aware of your future! /W12

Take the next step in your career

Seminaro tikslas/Aim of the workshop

The aim of this workshop is to present to participants the Europass tools to manage the next steps in their learning or volunteering/working careers.

W 12 together with W13 and W14 have been piloted during the DYVO project in a transnational 5-days training activities which happened in Lithuania, in Panevėžys, organised by our partner Jaunuolių dienos centras (JDC) and participated by 20 volunteers from different partners' Countries, including the Lithuanian volunteers from the JDC Centre, youths with physical and intellectual impairment.

In these three workshops job seeking skills and career development tools have been tried out by mixed-ability groups of young people with differing levels of abilities, interests, aspirations and skills participating in the same learning contexts.

Whether during your studies, while starting your first job or looking for new challenges, Europass allows youths to effectively communicate their skills and qualifications in Europe. The European Commission provides this service free of any charge and in 29 different languages. But many youths still do not know about these tools.

The Europass platform represents an open window to Europe especially if young volunteers are considering planning their work in another Country and present their experiences, competencies and qualifications to an employer or recruiter in a way they understand. In this, the DYVO Competency Framework has been designed coherently and well-matched with other European competency frameworks and can represent a very useful tool when preparing Europass documents, applications or the skills passport, to describe one's own transversal skills and abilities.

In W7 participants learned how to keep track of the competencies and new skills developed through volunteering attaching to the Europass further certification, video, visual materials, including the DYVO Blockchain Certificate.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W12	Volunteers	4 h	<ul style="list-style-type: none">• Participants get to know the Europass tools for learning and working in Europe• Participants learn how to write an effective cover letter also in Easy to Read language• Participants learn how to write an effective CV, also in Easy to Read language	Self-awareness Communication Adaptability Empathy

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

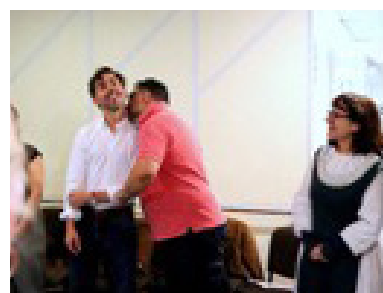
WARM UP ACTIVITY 1

Duration: 10 min

“Teddy bear”

During this exercise, all participants stand in a circle. The leader of the exercise holds an imaginary teddy bear in his hands and tells how beautiful and cute he is. After talking about the teddy bear, the

presenter says his name and which part of the teddy bear's body he is kissing, for example the forehead, and at the same time kisses the forehead of the imaginary teddy bear. Then passes the imaginary teddy bear to the exercise participant from the right. In this way, each participant says their name and kisses the chosen part of the body of the imaginary teddy bear, until the teddy bear returns to the person conducting the exercise. Then the presenter explains the next part of the exercise, that the participants will have to kiss the participant on their right in the place they said they were kissing the teddy bear. The exercise promotes teamwork, improves the emotional climate in the group, and helps to get to know each other. cinj klimatą grupėje, padeda pažinti vieniems kitus.



CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

In W12 participants discover the Europass documents aimed to make ones skills and qualifications clearly and easily understood in Europe

References

Europass <https://europa.eu/europass/it>

With Europass it is possible to:

- Create your personal record of all your skills, qualifications, and experiences
- Identify and reflect on your skills /The Dyvo Competency Framework
- Receive personalised job suggestions
- Prepare and keep track of applications and cover letters for different courses and studies
- Store all your documents and files in one secure location

Participants in this workshop are presented how to create a Europass profile compiling an effective CV and writing a good cover letter.

A cover letter is an opportunity to really impress. It should highlight your motivation to apply for a specific job or opportunity and demonstrate why you consider yourself to be the best candidate.

A well-written cover letter is an opportunity to show the reader your:

Immediate Value

First impressions count. A concise and compelling cover letter is your first chance to stand out and be considered a strong candidate amongst tough competition. Immediately emphasising your key strengths will help 'sell you,' grabbing the reader's attention and increasing the likelihood of progression through the selection process.

Unique Fit

A cover letter is an important way to showcase how your unique combination of skills and experience meet the key requirements of the job description. It is your chance to show a clear link between your knowledge, experience and abilities and the needs of the employer.

Personality

The wording of your cover letter can express your personality in a way that your resume cannot. The tone of your letter gives the employer an important insight into your personality and the kind of traits that could add value to their team. It allows you to explain in your own words why you are the best person for the job.

Enthusiasm

A tailored, compelling cover letter shows you have taken the time to research the company and understand the employer's needs and job requirements. It is an opportunity to express that you are enthusiastic about the role and to demonstrate the value you would add to the employer.

During the piloting of the DYVO Training W12 happened in the occasion of an LTTA event, participants were introduced and received also the Europass Mobility, the tool which help capturing and communicating those valuable new skills and experiences gained during a traineeship, volunteering or a semester abroad in a widely recognized way.

W12/ HANDS ON LAB

My Cover Letter ... in E2R format!

Duration: 2h

PROCEDURE

STEP ONE- (40 min.) Each participant is requested to develop a structured, consistent, and professional cover letter following the indications and steps presented in the theoretical part of the workshop

STEP TWO- (40 min) The DYVO piloting of the training was characterised by an inclusive mixed-ability approach, and volunteers with intellectual disabilities participated in all the learning activities together with the other volunteers. For this reason this part of the hands-on lab presents a further challenge:

- re-write the cover letter in short and simple to read and understand sentences
- present the text with an airy layout and with pictures that help the reader to understand the content

During the pilot, volunteers with disabilities were supported by other volunteers in preparing CVs and cover letters in easy-to-read and understandable language. Examples of the formats can be found in the Annexes V and VI

Resources

https://www.sclera.be/en/picto/cat_overview

STEP THREE- (40 min) Each volunteer in the group read and share with others once own cover letter and receive feedback from their peers

Module 3/Be aware of your future! /W13

Get ready for a (new) Job!

Aim of the workshop

The aim of this workshop is to work with participants on several tools through which they can persuasively communicate their value, competencies and experiences and highlight how they can add value to the company or to the specific team of an organisation and fit for the positions they are aspiring to.

W 13 during the pilot project took place at international level in Lithuania, with mixed-ability grouping: the idea was for the intercultural group of volunteers to work in pairs and small groups with a person with an intellectual disability (PWD), therefore

all the communications formats presented in this W13 have been also produced with E2R and E2U approaches to improve communication with, for and by people with intellectual disabilities during the hands-on labs, using the resources and references indicated below.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W13	Volunteers	4 h	<ul style="list-style-type: none">• Participants increase their capacity to communicate for networking events and job interviews• Participants increase their capacity to proactively communicate in the labour market• Participants increase knowledge on how to reach out to relevant contacts with the personal elevator pitch• Participants understand how to conduct a presentation about themselves• Participants increase awareness of job interview process and requirements• Participants get to better understand LinkedIn	Self-awareness Communication Empathy Adaptability Innovation and Creativity

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration 10 min “An Austrian Went Yodelling”

The presenters use a music video to introduce the participants to the words and movements of the Austrian song. When the participants of the exercise become familiar with the movements, they simultaneously sing and perform the movements of the song with the singer in the video. The exercise promotes teamwork, promotes creativity, activates new activities, and introduces another culture.

The activity was proposed by young Austrian volunteers during the transnational training experience in Lithuania within the DYVO pilot Training.

References

Song link: <https://www.youtube.com/watch?v=-75RZR1NIwU>



CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

In W13 participants will be presented tips and guidance on:

- How to do a presentation about themselves and how to do an inclusive presentation of in E2R and E2U format
- How to pitch their value in interviews
- How to use LinkedIn to prepare for a job interview

How to do a presentation about yourself

There are several components of an effective presentation about yourself, including engagement with the audience and the communication of relevant information. Understanding how to conduct a presentation about yourself can help you deliver a successful job interview or meeting.

Participants are presented some simple steps on how to prepare a presentation about themselves:

- Consider the setting of your presentation
- Choose a presentation format (See also the Pecha Kucha Format presented in W5; video presentation is also an option). Self-presentation in E2R language can be helped by photos on a mobile phone. Showing photos of your everyday life is a great way to tell about your family, learning experiences, hobbies, volunteer experiences, dreams, pets, and more.
- Create a short segment to engage the audience first
- Offer basic information about yourself
- Show example of what you can do

References

How to do a presentation about yourself

• <https://www.indeed.com/career-advice/career-development/how-to-do-presentation-about-yourself>

E2Rand E2U approaches

https://www.sclera.be/en/picto/cat_overview

How to pitch your values in interviews

You've been dreaming for years about getting in front of influential managers of the Organisation you'd love to work with and suddenly they're right in front of you, asking you about yourself. How do you respond?

Always being ready for this kind of scenario with a predetermined answer is the idea behind crafting an Elevator Pitch. It's a quick way to communicate who you are and why the person you're talking to should care-all in only the short amount of time it takes for an elevator ride.

A Personal Elevator Pitch is a short but easy-to-understand explanation of you, your product, or your organisation. It is a compelling introduction of yourself, what you do, and what sets you apart from others in your field. It's intended to quickly captivate your audience, and help open a dialogue

There are many uses for an Elevator Pitch. Some of the most common include:

- In a Cover Letter: Use your elevator pitch as a way to either help you brainstorm the main points you want to touch upon in your letter or use it within the actual text of your statement as a way of starting off strong. Using your pitch in this format is a fantastic way to highlight what drives you and what makes you special.
- During an Interview: Often hiring managers will ask you to introduce yourself during an interview. Having an honest, memorable, and well-thought-out answer can capture their attention and show that you know the value you can offer their Organisation. It can also help open a meaningful dialogue about what you're looking for and whether this career opportunity will be the right fit for you.
- At Networking Events: You're likely to meet dozens if not hundreds of people at networking events, and having an authentic statement about yourself at the ready can help break the ice when starting a conversation. It can also help those you meet remember you and your accomplishments after the event has ended.
- On Social Media: Use your elevator pitch to help build your personal brand on LinkedIn and on other professional networks.

The facilitator or trainer of this W13 presents to volunteers how to create an effective Personal Pitch.

References

In the following links some resources to draft the presentation on this topic.

- **Steps to Create and Effective Personal Pitch, Cornell University**

<https://www.engr.cornell.edu/sites/default/files/departments/career%20services/3%20Steps%20to%20Create%20an%20Effective%20Personal%20Pitch.pdf>

- **How to craft a personal Elevator Pitch, Northeastern University**

<https://www.northeastern.edu/graduate/blog/elevator-pitch-example/>

How to use LinkedIn to prepare for a job interview

Participants are guided in this last section of the W13 theoretical part to discover LinkedIn as the social network that can help them in building credibility and offer plenty of opportunities on the job market, helping them form connections, keep track of businesses and events, and even have the job seeking done for them

LinkedIn is an invaluable resource also for students:

- To build a strong network of professional contacts
- To get job alerts
- To let the Organisations find you
- To prepare for interviews
- To prove your dedication

Did you know that it could be very useful to add your Personal LinkedIn QR Code to Presentations, Pitches and Marketing Material?

References

In the following links some resources to draft the presentation on this topic.

- **How to use LinkedIn to prepare Job Interview, Joel Mason**

<https://www.linkedin.com/pulse/how-use-linkedin-prepare-job-interview-joel-mason/>

- **Easy way to update your LinkedIn profile, Michael, Sievert**

<https://www.linkedin.com/pulse/5-easy-ways-update-your-linkedin-profile-before-job-michael-sievert/>

▪ **Why you should add your personal LinkedIn QR code to Presentations, Pitches and Marketing Materials, Stefanie Marrone**

<https://www.linkedin.com/pulse/why-you-should-add-your-personal-linkedin-qr-code-pitches-marrone/>

W13/ HANDS ON LAB

Create your Personal Pitch and Simulate an Interview

Duration: 2h

STEP ONE- Pitch Preparation. Participants write a short and effective Personal Pitch considering the indications received on how to engage the audience (if the group is a mixed-ability group the presentation will be made using E2R and E2U visual language). The Pitch can be oriented to communicate the path from volunteering to the job position they are aspiring and centering the information on the value they can offer to the alleged Organisation.

STEP TWO- Participants pitch themselves to each other's (2 min each) Peer-to peer

STEP THREE- Interview Simulation. Participants simulate an interview with some referent person of their Organisation and present his/her pitch to a manager or supervisor potentially interested in offering them a job position.

In the piloting of the project the staff member of JDC Organisation prepared the settings to simulate interviews with volunteers. The main goal of this workshop was to conduct interviews with volunteers from different areas of volunteering and to be able to show motivation to do voluntary work in a specific area, such as nature protection, helping the elderly, children, persons with disabilities, working with homeless animals, helping refugees, homeless etc. .

As an alternative activity for W13's Hands-on lab, the volunteers can be asked to choose on LinkedIn a job vacancy and get prepared for that specific one creating their personal presentation or pitch.

Module 3/Be aware of your future! /W14

Adaptability and Ethical and sustainable thinking: the human centric future of work

Aim of the workshop

The aim of this workshop is to focus on two competencies apt to be developed while volunteering and crucial to analyse and understand global and intercultural issues in the new world of work and to be able to assess the consequences and impact of projects and actions: inclusivity, adaptability, ethical and sustainable thinking.

The learners will learn more about what it means to act responsibly and to adapt to changing circumstances and environments.

Adaptability is included in the DYVO Competency Framework among the Personal Competencies, and it is defined as the capacity to manage transitions and uncertainty, and to face challenges. Among the sub-competencies strictly related to Adaptability,

Intercultural and Diversity Management and Overcoming Disabilities are the transversal skills that researchers, tutors and volunteers participating in the DYVO project identified as sub-competencies to be able to describe in its whole the competence Adaptability, the capacity to handle fast-moving situations promptly and flexibly, face unexpected and overcome barriers.

Ethical and Sustainable Thinking, included in the DYVO framework among the methodological competencies, is a matter of the approaches, attitudes, behaviours, values and mindset that a human resource within an Organisation should have to take ethical decisions as well as act and think sustainably.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W14	Volunteers	4 h	<ul style="list-style-type: none">● Participants understand new ways of doing things and have confidence to improve or experiment● Participants understand what it means adjust personal mental schemes, behaviours, and actions accordingly with the changes of a given context● Participants learn how to put themselves in someone's shoes● Participants increase awareness on ethical and sustainability issues and approaches	<ul style="list-style-type: none">EmpathyCommunicationCollaborationAdaptabilityEthical and Sustainable Thinking

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY 1

Duration: 10 min “A dream”

The leader has a soft ball in his hands. Before passing it on to the next participant in the exercise, ask all participants two questions: What is your biggest dream? Where do you see yourself in 10 years? After answering these two questions, the presenter throws the ball to the next participant. After a participant answers, he passes the ball to another until all participants answer these questions. The exercise promotes teamwork, creates close interpersonal relationships, and improves the team's microclimate.



WARM UP ACTIVITY 2

“Italian signs”

This warm up activity was used during the LTTA, therefore in a multicultural environment. Everyone stops in a circle. The leaders demonstrate 2 Italian gestures to the participants and explain their meanings. While the participants are doing practice with the gestures, the facilitators keep on explaining the meaning of each single gesture and the participants (belonging to other cultures) have to act out the corresponding gesture in their own language and Culture. The exercise promotes interculturality, creates close interpersonal relationships, and improves the microclimate of the team.



CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

How to develop adaptability in the new world of work

W14 starts with a focus on the changing world of work (especially in this pandemic/post-pandemic time) and a description of main values and trends that should not be ignored by Organisations and work forces.

The way we work has definitely changed for the long-term. Remote work has highlighted both possibilities and challenges moving forward, and Organisations — and the people who work in them — will need to adapt. From hiring approaches, to career development, to fluid team makeup, and leadership learning to maintain engagement with workers no matter where they sit, 2022 and beyond will require a new approach built on a solid foundation.

Some aspects on which to reflect together on what on how to develop adaptability in the new world of work include:

- What is adaptability in the workplace?
- The evolution from “jobs” to “skills” in the workforce
- Well-being, ‘belonging’ and ‘ethics’ are trends and fit within today’s aspirational model of a social enterprise. Can volunteers bring these aspects learned in third sector Organisations to other working contexts?
- The pandemic forced business leaders to think differently about diversity and inclusion within their Organisations.

-Many of these adaptations have contributed towards the movement of workplaces becoming more inclusive and accommodating of employee needs. Diversity in the workplace is more of a focus for businesses, with the pandemic bringing about important lessons employers can learn to ensure their workplace is inclusive and they are attracting and retaining disabled workers.

References

- **First Comes the workforce**

<https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work/future-of-work-research-workplace-adaptability.html>

- **the importance of adaptability skill in the workplace**

<https://www.trainingjournal.com/articles/features/importance-adaptability-skills-workplace>

- **Learn from adaptability to create a more inclusive workplace**

<https://businessnewsales.com/learn-from-adaptability-to-create-a-more-inclusive-workplace/>

Ethical and Sustainable Thinking: what is all about?

This competency is all about global citizenship. Young people thinking (as future workers or entrepreneurs) must recognize that our world is an increasingly complex net of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally, or internationally.

Ethical and sustainable thinking nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimise harm to our planet. This competency helps people to grow more confident in standing up for your beliefs, and more skilled in evaluating the ethics and impact of decisions.

References

- **Entrecomp, Ethical and Sustainable Thinking**

W14/ HANDS ON LAB

Being in someone else's shoes!

Duration: 2h

The best way to learn is learning by doing. During this workshop, volunteer teams received different challenging situations and had to solve them. The solution to the situation had to be acted out in a collaborative way .

During the pilot project the teams were mixed groups, i.e. one of the team members was a person with a disability and it was very interesting to see that when the teams acted out the situations, they assigned the role of a person with a disability to a volunteer who does not have a disability. In this way, the participants of the seminar could better understand the situation and to walk in someone else's shoes. It means to imagine yourself in that person's situation to better help you understand and validate their needs and feelings.

The description of the seven situations are in the **Annex 3**

Module 3/Be aware of your future! /W15

Blockchain to support lifelong learning

Aim of the workshop

The aim of this workshop is to delve on the potential of blockchain technology to connect and interlink different educational experiences that occur in different educational modalities, enabling to evaluate educational processes holistically and thus promote lifelong learning using cutting-edge technologies.

This is the hypothesis the DYVO project intended to test and verify issuing Blockchain certificates for the non-formal and informal learning a group of volunteers gained both in their volunteering experiences and participating in this pilot training program.

This workshop will also practically guide the Organisations that choose to adopt the DYVO Model in issuing the Blockchain certificates, the final validation step of the competencies gained through this training activity, through the DYVO Web App.

ID code:	Target:	Duration	Expected Learning Outcomes	Competencies put into practice
W15	Tutors Supervisors Assessors Organisations 'staff and Volunteers	4 val	<ul style="list-style-type: none">• Participants understand better the potential of Blockchain technology to connect different educational experiences• Participants understand how to issue a Blockchain certificate	Communication Collaboration

WORKSHOP DESCRIPTION

ICE-BREAKING ACTIVITIES

WARM UP ACTIVITY

Duration: 5 min

This activity is very good to warm up the group, especially when having the participants following the training online in a shared digital environment (such as Zoom), where everybody can go through the answers of each other reading them on the shared chat space. If the workshop happens in a physical space, participants can rise white A4 papers with the answers.

Ask each one of the participants, individually to writes down at the same time, answers to the possible following questions (questions are posed one after the other, very quickly, waiting each time for participants to answer and nicely comment on them):

- This morning I feel...?
- In September (after the summer holidays) I will (re)start from...?
- A new competence I gained through the Dyvo Project is...
- A slogan you would write on my personalised T-shirt is...

CONTENTS AND RESOURCES

(Contents can be organised in a PowerPoint or similar presentation tools)

Blockchain Technology to support lifelong learning

Blockchain is an online decentralised and distributed ledger technology that has the ability to keep and track records in a safe, verifiable, and transparent manner. More significantly, it has an infrastructure that is compatible with Web 3.0, which offers great potential for lifelong learning.

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 fields (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 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.

DYVO Project represents an opportunity for identification, validation and certification of skills that have become essential for supporting professional transitions, in all areas.

The certification of transversal skills, the last step in the DYVO Model, is crucial to give value to the experiences gained in the voluntary sector. Blockchain technology could represent an answer to the need of being able to share this knowledge and experience acquired with educational institutions and employers. In short, issuing certificates on the blockchain saves the organisation time because the operation is easier. Moreover, it also minimises paper use which is good for the environment. Thanks to blockchain technology, the certificates are protected by making them tamper-proof and readily accessible. After the certificate is issued, the transaction on the blockchain cannot be altered or deleted. Additional benefits include the convenience for organisations and others that need to verify credentials since the verification happens in seconds.

An expert of Blockchain technology should introduce this workshop with a theoretical part to explain both the function of the Blockchain technology and guide the reflection on the food for thoughts here above with the support of the reference documents and articles indicated here below.

The contents used to introduce this workshop are explained in the DYVO Model, under "Certification" section, and here below are indicated some more useful references

References

- **Blockchain technology as a bridging infrastructure among formal, non-formal and informal learning processes**, Aras Bozkurt and Hasan Ucar, Andalou University
https://www.researchgate.net/publication/339487481_Blockchain_Technology_as_a_Bridging_Infrastructure_Among_Formal_Non-Formal_and_Informal_Learning_Processes
- **Blockchain in Education**, JRC
[jrc108255_blockchain_in_education \(1\).pdf](https://ec.europa.eu/jrc/en/publication/jrc108255_blockchain_in_education)
- **Blockchain Applications in Lifelong Learning and the Role of the Semantic Blockchain**, The Open University's repository of research publications and other research outputs
<https://oro.open.ac.uk/69505/1/Blockchain-Applications-in-Lifelong-Learning-and-the-Role-of-the-Semantic-Blockchain.pdf>

W15/ HANDS ON LAB

Issuing the DYVO Blockchain certificate

This last workshop will bring participants to reflect for the last time in the DYVO path on what they learned about themselves and on how they will use the knowledge and specific competencies gained thanks to the certification obtained.

Discussion could be encouraged by the following prompted questions:

- What did you learn about yourself and your organisation after this Training program?
- Were you aware of the competencies you gained in the voluntary sector before this training path?
- What would you like to change immediately in your professional context/organisation?
- How could/would you use the competencies certified in your professional development/transition ?

These questions could be reported in worksheets or in an online whiteboard for an intimate reflection that will be carried out first individually and then in a shared session.

Finally, the concrete procedure to issue the blockchain certificate, after the validation process took place according to the DYVO MOdel, can be explained directly following the steps in the Dyvo Web App.

ANNEX I

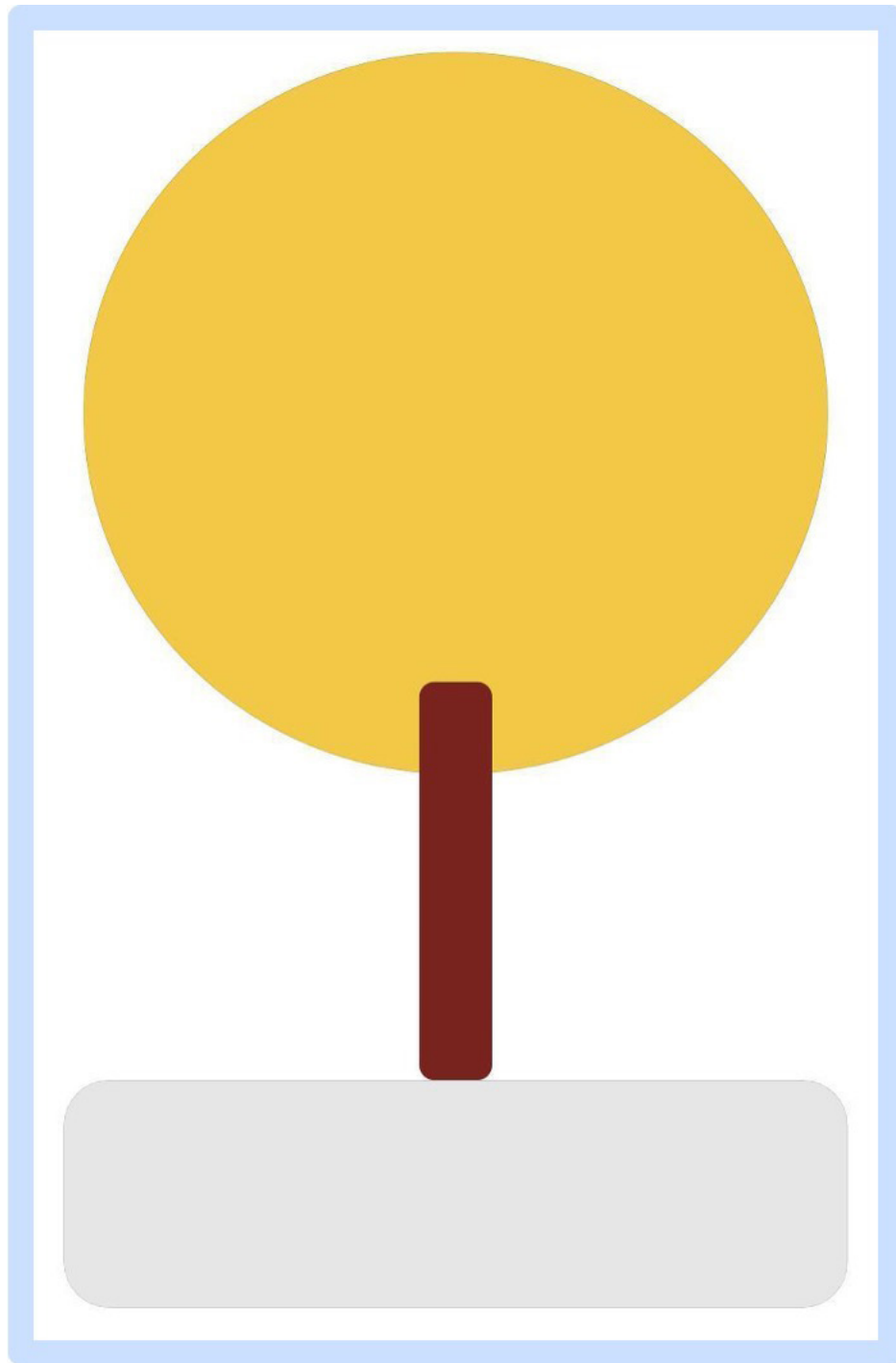


ANNEX I

(Ref. Hands-on Lab W1, W2, W3)

THE DYVO

Awareness Tree



ANNEX II



ANNEX II

(Ref. Hands-on Lab W6)

DYVO ASSESSMENT FORM

The sections in **Yellow** have to be completed by the Volunteer

The sections in **Grey** have to be completed by the Tutor

The sections in **Green** have to be completed by the assessor

	Volunteer's Name:
	Tutor's Name:
	Tutor's email address:
	Assessor's Name:
1	Which competence do you believe you developed during your Volunteering experience? Indicate a maximum of 3 competencies.
	Personal: <ul style="list-style-type: none">• Empathy• Self-Awareness• Adaptability• Engagement Social: <ul style="list-style-type: none">• Leadership• Communication• Collaboration Methodological: <ul style="list-style-type: none">• Problem Solving• Innovation and Creativity• Ethical and Sustainable Thinking
	Complete the sections below only of the competencies you selected
2A	Empathy <p>Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.</p>

	max 1000 characters
	TESTING SCENARIO: Someone in your group is different (imagine any kind of physical or behavioural difference: gender, culture, disability, etc.), and people manifest bullying behaviour, they make fun of him/her, they exclude him/her. Describe how you feel about it, what you would do, and what you would say to both, the person being excluded, bullied, and the people that are being aggressive and with an hostile intent.
	max 1500 characters
	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to communicate smoothly and interpret paraverbal elements • Able to understand and relate to the other people's mood, feeling, thoughts and beliefs • Able to take care of others' personal feelings, inclinations and interest • Able to minimise psychological barriers and differences with other people

	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> ● Foundation (knowledge, awareness but little practical experience) ● Intermediate (knowledge, awareness with experience but need support/supervision) ● Expert (in depth knowledge and awareness, total autonomy)
	ASSESSMENT INDICATORS Based on the information provided gathered above by the Volunteer and the Tutor, select the assessment indicators achieved:
	They <ul style="list-style-type: none"> ● comprehend the tacit components of the dialogue and interaction and the body language ● feel and imagines the world from other people's perspectives, including emotional, cultural and intellectual dimensions ● establish harmonious relationship with the other people
	Decide if the competence can be certified
	<ul style="list-style-type: none"> ● Competence can be certified ● Competence cannot be certified
2B	Self-Awareness Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	min 1000 characters

	TESTING SCENARIO: At work, your colleague points out that you have been too complacent to a particularly difficult customer, by spending too much time on him/her. How do you feel? How would you react to such criticism?
	max 1500 characters
	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to understand my needs, aspirations and wants • Able to understand my individual and group strengths and weaknesses • Able to understand my ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> • Foundation (knowledge, awareness but little practical experience) • Intermediate (knowledge, awareness with experience but need support/supervision) • Expert (in depth knowledge and awareness, total autonomy)

	ASSESSMENT INDICATORS
	<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 her/his/their strengths • evaluates how their personal attitudes, skills and knowledge can influence their decision-making, relationships with other people and quality of life
	Decide if the competence can be certified
	<ul style="list-style-type: none"> • Competence can be certified • Competence cannot be certified
2C	<p>Adaptability</p> <p>Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.</p>
	max 1000 characters
	<p>TESTING SCENARIO</p> <p>This summer you have been tasked with coordinating your organisation-wide team building day and you have been working on it for the last two months. You've had several discussions with your colleagues from different departments and have developed an agenda that incorporates everyone's needs and ideas. Given that the event is planned for a usually hot month, most of your activities include being outdoors and taking advantage of the open-air location. A few days before the event, you check the weather forecast and realise there might be a storm. What do you do?</p>
	max 1500 characters

	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to integrate new information and draw conclusions from it • Able to seek out new ways of doing things and have confidence to improvise or experiment • Able to adjust personal mental schemes, behaviours and actions accordingly with the changes of a given context • Able to accept to cope with changing circumstances
	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> • Foundation (knowledge, awareness but little practical experience) • Intermediate (knowledge, awareness with experience but need support/supervision) • Expert (in depth knowledge and awareness, total autonomy)
	ASSESSMENT INDICATORS
	They: <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
	Decide if the competence can be certified
	<ul style="list-style-type: none"> • Competence can be certified • Competence cannot be certified

2D	Engagement Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	max 1000 characters
	TESTING SCENARIO: Smart Working is the possibility of working from home or in any case outside the office for a few days a week. Your Company Director offers you this option. Would you consider this an opportunity or not? Would this way of working help you to be more involved and productive? If not, why? If Yes, How?
	max 1500 characters
	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to understand the mission and value of my organisation and link it to my personal vision • Able to match the opportunities of my organisation can offer with my qualifications and interest • Able to put effort and resources to achieve my long term individual and organisational aims • Able to employ and link personal competencies, with integrity and perseverance, to the mission and to the objectives of the tasks performed • Able to stay focused on my passion and keep creating value despite setbacks

	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> ● Foundation (knowledge, awareness but little practical experience) ● Intermediate (knowledge, awareness with experience but need support/supervision) ● Expert (in depth knowledge and awareness, total autonomy)
	ASSESSMENT INDICATORS
	They: <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 support the organisation even outside of her/his/their everyday responsibilities
	Decide if the competence can be certified
	<ul style="list-style-type: none"> ● Competence can be certified ● Competence cannot be certified
2E	Leadership Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	max 1000 characters
	TESTING SCENARIO You just have been appointed as head of a team. Under the former supervisor, the team functioned satisfactorily with her encouragement and support. Since you have taken her place, the team's performance has come down. How will you identify the problems? what would be the options to solve them and how would you implement them?
	max 1500 characters

	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to set goals and motivate people to work towards achievements • Able to build an inspiring vision and mission • Able to map resources • Able to facilitate internal communication • Able to determine priorities, take initiative and make decisions • Able to engage stakeholders with participatory methodologies • Able to acknowledge and learn from mistake without blaming others • Able to manage processes and resources
	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> • Foundation (knowledge, awareness but little practical experience) • Intermediate (knowledge, awareness with experience but need support/supervision) • Expert (in depth knowledge and awareness, total autonomy)
	ASSESSOR INDICATORS
	They: <ul style="list-style-type: none"> • motivate and inspire people • are recognized and trusted • identify new opportunities for the organisation • promote equity and inclusion • demonstrate 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. • use data and knowledge for decision making • mobilise resources through crowdfunding and fundraising • demonstrate effective communication, persuasion and negotiation ability • is accountable for all work activities and personal actions
	Decide if the competence can be certified
	<ul style="list-style-type: none"> • Competence can be certified • Competence cannot be certified

2F	Communication Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	max 1000 characters
	TESTING SCENARIO You are working on a public health campaign promoting a healthy diet in a specific city in Europe. The population of the city is very diverse. To make it simpler, four major groups can be identified: university students, young families, migrants and elderly. How would you approach the situation? How many different campaigns, types of events and media would you use, and to target which specific group?
	max 1500 characters
	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to adjust communication strategies to specific situations; verbal strategies, non verbal strategies, visuals strategies, or mixed strategies • Able to 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 • Able to inspire and enthuse relevant stakeholders • Able to monitor verbal and non-verbal communication; show empathy, patience and interest, clarifying, summarise and give feedback to the other's message, and develop trust

	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> ● Foundation (knowledge, awareness but little practical experience) ● Intermediate (knowledge, awareness with experience but need support/supervision) ● Expert (in depth knowledge and awareness, total autonomy)
	ASSESSMENT INDICATORS
	They: <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 replies with sense for all the speakers ● demonstrate effective persuasion and negotiation strategies
	Decide if the competence can be certified
	<ul style="list-style-type: none"> ● Competence can be certified ● Competence cannot be certified
2G	Collaboration Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	max 1000 characters
	TESTING SCENARIO You have been assigned to work on a project in a team. Towards the end of the project, when you are writing the report, one team member starts to have difficulties. You have a deadline in a few days, and you're waiting on something from that team member who said that they'd get it to you last week. How would you handle the situation?
	max 1500 characters

	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to interact within the team with respect towards members, their roles and the tasks assigned • Able to build productive, mutually beneficial relationships to solve problems and achieve common goals • Able to inspire collaboration by bridging gaps among diverse individuals and units • Able to address conflicts; seek and achieve middle ground solutions • Able to present ideas and listen to those of others, broadening my own outlook on others' points of view • Able to act in a responsible way regarding the tasks in charge of and supports the others with contributions when required
	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> • Foundation (knowledge, awareness but little practical experience) • Intermediate (knowledge, awareness with experience but need support/supervision) • Expert (in depth knowledge and awareness, total autonomy)
	ASSESSMENT INDICATORS
	They: <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; seeks 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 supports the others with contributions when required
	Decide if the competence can be certified
	<ul style="list-style-type: none"> • Competence can be certified • Competence cannot be certified

2H	Problem Solving Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	max 1000 characters
	TESTING SCENARIO In your organisation there is a limited number of computers. In the new year a big project is going to start, and you will need more computers. How do you plan to find the resources to get what you need? How are you going to manage the limited resources you have now?
	max 1500 characters
	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to analyze and evaluate situations to identify and prioritise problems, measure their impact, analyze potential causes and identify the root ones • Able to point out effective responses/resolution actions in both conventional and innovative ways • Able to plan, implement and manage resolution actions and verify the achievement of the desired result • Able to manage resources and time effectively, within the timeframe set to achieve the goals • Able to evaluate risks, anticipate problems/barriers and plan alternative solutions

	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> ● Foundation (knowledge, awareness but little practical experience) ● Intermediate (knowledge, awareness with experience but need support/supervision) ● Expert (in depth knowledge and awareness, total autonomy)
	ASSESSMENT INDICATORS
	They are able to: <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
	Decide if the competence can be certified
	<ul style="list-style-type: none"> ● Competence can be certified ● Competence cannot be certified
21	Innovation and Creativity Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	max 1000 characters
	TESTING SCENARIO: An abandoned public area will be made soon available for your neighbourhood. How could this area be used for the benefit of your community?
	max 1500 characters

	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to pursue new ideas, exploiting both experience and imagination to develop solutions to existing and new challenges • Able to combine new approaches, resources and tools to achieve valuable effects • Able to exploit innovation and learning opportunities • Able to step outside the day-to-day to devise novel solutions and produce alternative ideas for reaching opportunities, solutions or achievement • Able to put in place design thinking approaches
	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> • Foundation (knowledge, awareness but little practical experience) • Intermediate (knowledge, awareness with experience but need support/supervision) • Expert (in depth knowledge and awareness, total autonomy)
	ASSESSMENT INDICATORS
	They: <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 creates links across different contexts and areas of learning • combine, 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
	Decide if the competence can be certified
	<ul style="list-style-type: none"> • Competence can be certified • Competence cannot be certified

2L	Ethical and Sustainable Thinking Please give an example of how you developed this competence, a specific example when you used it during your Volunteering and how it helped you to achieve a goal or complete a task.
	max 1000 characters
	TESTING SCENARIO: Timebanking is an ad hoc flexible Volunteering scheme which works by exchanging time. Members help each other out and then deposit the hours they spend in the 'bank'. They credit their Volunteer hours (one hour is one credit) and can then spend their credits to receive Volunteer support in return or donate them to someone in need. You want to launch a timebanking initiative in your neighbourhood: present to the community the positive impacts this initiative would have, giving some concrete examples on how the daily life of the neighbourhood's inhabitants could change.
	max 1500 characters
	Tutor NOTES: Please provide any notes, observations and comments on the answers provided by the Volunteer above.
	max 500 characters
	LEARNING OUTCOMES Select the learning outcomes that the Volunteer developed during the Volunteering experience and provided evidence of in the answers above:
	<ul style="list-style-type: none"> • Able to assess the consequences of ideas and the effect of actions and projects • Able to recognise the potential an idea has for creating value and identify suitable ways of making the most out of it • Able to introduce and share ideas on sustainability inside the team and organisation • Able to identify and seize opportunities to create value by exploring the social, cultural and economic landscape • Able to visualise future scenarios and help guide effort and actions • Able to judge what value is in social, cultural and economic terms

	Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer
	<ul style="list-style-type: none"> ● Foundation (knowledge, awareness but little practical experience) ● Intermediate (knowledge, awareness with experience but need support/supervision) ● Expert (in depth knowledge and awareness, total autonomy)
	ASSESSOR INDICATORS
	They: <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 decisiona
	Decide if the competence can be certified
	<ul style="list-style-type: none"> ● Competence can be certified ● Competence cannot be certified

ANNEX III



ANNEX III

(Ref. Hands-on Lab W6)

DYVO EVIDENCE FORM

Volunteer

Name
Surname
Address
Date of birth
Nationality
Duration of the volunteer experience
Start (_ / _ / _) - End (_ / _ / _){if applicable}

Issuing organisation

Name of the organisation

Address
Name of Tutor
Tutor email
Tutor Title/Position within the organization
Name of Assessor
Assessor email
Assessor Title/Position within the organization
Activities performed by the volunteer

<p>The tutor writes the list of activities the volunteer performed during the volunteering time and mention the competencies developed</p>
<p>Letter of recommendation</p>
<p>The tutor writes a recommendation letter for future employers</p>
<p>Tutor signature</p>
<p>Assessor signature</p>
<p>Issuing date</p>
<p>Stamp of the organisation</p>

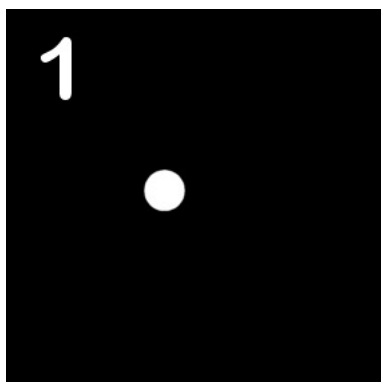
ANNEX IV



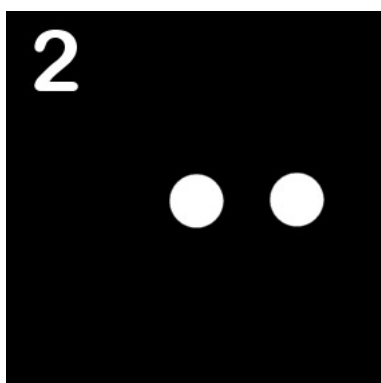
ANNEX IV

DYVO CHALLENGING SITUATIONS

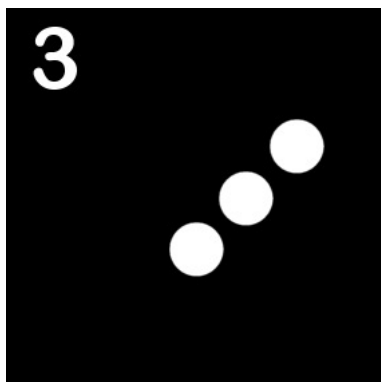
(Ref.Hands-on Lab W14)



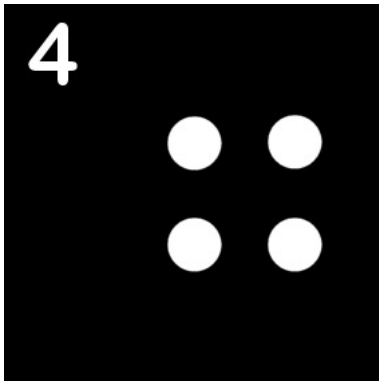
You have agreed to participate in the training. At the same time, 2 more people went to the training place, one of them is a wheelchair user. Arriving at the training site, it became clear that the activities would take place on the third floor of the building. The building does not have an elevator. What will you do?



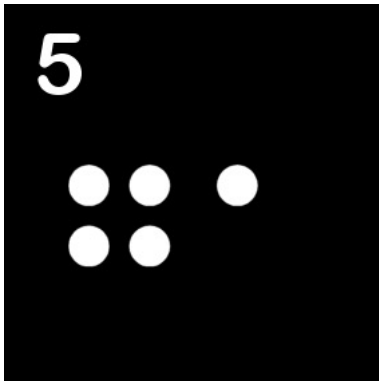
You are attending an event. At the event, you notice that people are not friends with one of the participants. They stare at him, laugh at him, mock his behavior. You understand that a person who is mistreated has Dawn syndrome. How would you change this situation?



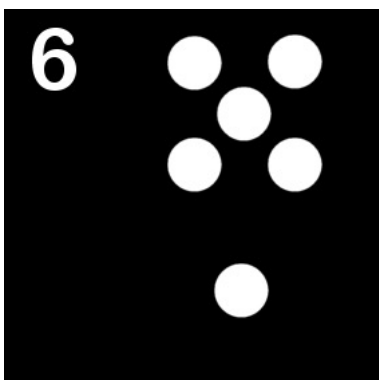
You have been given the task of conducting training with a person with a behavioural and emotional disability. In the beginning everything was OK. In the preparation phase, you both planned everything and worked well as a team. However, on the day of the training, your colleague was unexpectedly angry for no reason. Without any explanation, he stubbornly sits down, doesn't talk to you, and ignores you. You need to start training. People are waiting. What is your plan?



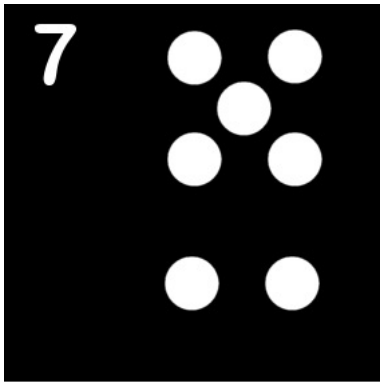
You are a volunteer at an institution that works with people with disabilities. You organise an event at the end of which participants receive awards for great performances. One participant starts crying loudly. The reason is he wants an award. What are your actions?



Imagine - you have to make a room renovation working together with a person with an intellectual (cognitive) disability. You both have to do the following tasks: paint the walls, clean the premises, and disassemble the furniture. You notice that the PWD is not working well and not with quality. What would you do? How would you resolve this situation?



While volunteering at a care centre, you notice two people with disabilities who are angry with each other. You want to help and you are suddenly involved in a conflict. Two young people are pushing you, screaming at you. How will you behave? How to solve this problem?



You work in a cafe. A person with speech and language disabilities comes to the cafe. He wants to make an order. But you can't understand his language. You've asked a few times already, but you still don't understand what he wants. How would you serve this man? What would you do?

DYVO PROJECT REFERENCES



DYVO PROJECT REFERENCES

- The DYVO State of the Art Transnational Report

https://dyvo.eu/en/_materials/

- The Dyvo Competency Framework

https://dyvo.eu/en/_materials/

- The Dyvo Model

https://dyvo.eu/en/_materials/

- Success Stories

<https://dyvo.eu/en/success-stories/>

- Guidelines on how to use the Dyvo App

https://dyvo.eu/en/_materials/

REFERENCES



REFERENCES

- Tasks for Democracy, Pestalozzi Series, No 4, The Pestalozzi Programme, the Council of Europe training programme for education professionals DG II Democracy <https://www.coe.int/en/web/pestalozzi>
- EntreComp, the European Entrepreneurship Competence Framework <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>
- LifeComp. The European Framework for Personal, Social and Learning to Learn <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>
- Accogliere e Motivare i Volontari. Riferimenti teorici e strategie organizzative, guida No 4, Elena de Palma, CSV Verona https://csv.verona.it/wp-content/uploads/2017/10/guida_4.pdf
- The Lever Up Project, <https://epale.ec.europa.eu/it/node/54893>
- The Lever Assessor Tutor Training, A training programme on VPL and Lever process – Knowledge and practice, 2016, VIA University College Lever up Project
- Centranum Competency Management System <https://www.centranum.com/resources/competency-management/competence-and-competency/>
- Conflict Resolution Network <https://www.crnhq.org>
- Levels of Conflict by the Conflict Resolution Network, Australia (page 5) <https://www.crnhq.org/files/CR%2012%20Skills/PDF/E.%20III.%20Understanding%20Conflict%202nd%20Ed.pdf>
- Council of Europe and European commission, 2001, Intercultural Learning T-Kit 4 <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>
- Puzzle Project, Developing Easy to read Formats for people with intellectual disabilities <https://www.puzzle-project.eu/index.php/en/>
- Retain Volunteers by engaging them <https://www.volunteerhub.com/blog/retain-volunteers-engagement/>
- The Double Diamond Design Process <https://stanwick.be/en/blog/design-thinking-creative-thinking-and-action>
- Product Vision Box @ Bologna Business School <https://request.com/agile-blog/how-to-build-a-product-vision-box-and-clarify->
- PechaKucha <https://www.pechakucha.com>
- Validation in Volunteering https://www.improval.eu/images/Validation_in_Volunteering_Study.pdf
- Volunteers: how do they get their skills recognized <https://epale.ec.europa.eu/en/blog/volunteers-how-do-they-get-their-skills-recognised>
- Youthpass, Education and Culture, Youth in Action <https://www.youthpass.eu/downloads/13-62-64/Youthpass%20Guide%2018-10-2011.pdf>
- Europass <https://europa.eu/europass/it>
- How Europass can support you in planning and recording your volunteering experiences <https://europa.eu/europass/en/develop-your-skills-through-volunteering>
- Ways to engage and retain volunteers <https://www.volunteerhub.com/blog/retain-volunteers-engagement/>
- Ways to Motivate and Engage your Nonprofits 'volunteers' <https://donorbox.org/nonprofit-blog/motivate-and-engage-your-nonprofits-volunteers#2>
- How to attract the best volunteers and keep them <https://donorbox.org/nonprofit-blog/how-to-attract-the-best-volunteers-and-keep-them>
- Volunteer engagement: strategies to inspire lasting support <https://join.mobilize.us/blog/volunteer-engagement#thebasics>
- Volunteer as Leader, pag 6 <https://www.unitedwaygmwc.org/UnitedWay/Volunteer-Resources/6bVolunteersAsLeaders-Handbook.pdf>

-
- Business Model You <https://businessmodelyou.com>
 - Scela Symbols, Easy to Read/Easy to Understand approaches to present information <https://www.sclera.be/en/picto/cat/34>
 - Steps to Create and Effective Personal Pitch, Cornell University <https://www.engr.cornell.edu/sites/default/files/departments/career%20services/3%20Steps%20to%20Create%20an%20Effective%20Personal%20Pitch.pdf>
 - How to craft a personal Elevator Pitch, Northeastern University <https://www.northeastern.edu/graduate/blog/elevator-pitch-example/>
 - How to use LinkedIn to prepare Job Interview, Joel Mason <https://www.linkedin.com/pulse/how-use-linkedin-prepare-job-interview-joel-mason/>
 - 5 easy way to update you LinkedIn profile, Michael, Sievert <https://www.linkedin.com/pulse/5-easy-ways-update-your-linkedin-profile-before-job-michael-sievert/>
 - Why you should add you personal LinkedIn QR code to Presentations, Pitches and Marketing Materials, Stefanie Marro-ne <https://www.linkedin.com/pulse/why-you-should-add-your-personal-linkedin-qr-code-pitches-marrone/>
 - First comes the workforce <https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work/future-of-work-research-workplace-adaptability.html>
 - The importance of adaptability skill in the workplace <https://www.trainingjournal.com/articles/features/importance-adaptability-skills-workplace>
 - Learn from adaptability to create a more inclusive workplace <https://businessnewswales.com/learn-from-adaptability-to-create-a-more-inclusive-workplace/>
 - Ethical and Sustainable Thinking, Entrecamp Certificate <https://entrecampcertificate.eu/wp-content/uploads/2021/03/Ethical-and-Sustainable-thinking.pdf>
 - Blockchain technology as a bridging infrastructure among formal, non-formal and informal learning processes, Aras Bozkurt and Hasan Ucar, Andalou University https://www.researchgate.net/publication/339487481_Blockchain_Technology_as_a_Bridging_Infrastructure_Among_Formal_Non-Formal_and_Informal_Learning_Processes
 - Blockchain in Education, JRC [jrc108255_blockchain_in_education\(1\).pdf](https://www.jrc.ec.europa.eu/publications/108255_blockchain_in_education(1).pdf)
 - Blockchain Applications in Lifelong Learning and the Role of the Semantic Blockchain, The Open University's repository of research publications and other research outputs <https://oro.open.ac.uk/69505/1/Blockchain-Applications-in-Life-long-Learning-and-the-Role-of-the-Semantic-Blockchain.pdf>

