DYVO

Digital technologies for validating
young volunteers competences

A Methodology for Validation of Competencies acquired in the Voluntary Sector

THE DYVO MODEL

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Intellectual Output 2, Action 3, of the DYVO project

A Methodology to empower Third Sector Organisations to manage the Validation of Competencies acquired by Volunteers

Image courtesy of Anna Godeassi/theispot.com

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INTRODUCTION

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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 Information and Communication Technologies (ICT), E.N.T.E.R and PundiX365 was:

> - To develop a new digital, easy-to-use tool to support the recognition and validation of competencies in youth Volunteering: The DYVO APP
> - To elaborate a clear framework of learning outcomes, and related competencies, of informal learning through youth Volunteering The DYVO Competency Framework.
> - To empower, through training, 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: The DYVO Training Program
> - To propose a clear methodology of recognition and validation of competencies of young Volunteers, including youths with fewer opportunities: the DYVO Model described in this e-book.

1.2. The DYVO contribution to the validation of knowledge acquired in non-formal and informal settings

For young people Volunteering is an outstanding experience of informal learning that generates knowledge, skills and competencies.

Volunteering is considered a key aspect in the EU youth policy since the White Paper "A new impetus for European youth" of 2001, that recognised such an experience as a key element for individual and professional development of youth, and stressed the importance of validating competencies acquired in this sector, to ensure that all those who engage in voluntary work also benefit from the informal and non-formal learning that is involved.

Young people engaged in voluntary activities deploy competencies that are not found in other young people.

For this reason, the Council Recommendation on the Validation of non-formal and informal learning (2012) states: "Youth and civil society organisations should promote and facilitate the identification and documentation of learning outcomes acquired in voluntary activities".

However, most of the third sector organisations, and their youth workers, are not fully aware of Volunteering as an experience for developing transversal competencies and soft skills; and sometimes the lack of specific skills in youth workers for guiding validation processes of young Volunteers also prevent organisations from encouraging these practices.

Organisations need to be encouraged and empowered to recognize and enhance these competencies, to manage the validation process and guide young Volunteers through it, making validation part of their policy.

As stressed by the EU guidelines for validating non-formal and informal learning (CEDEFOP)[1],

"Guidance and training for those who manage and carry out the validation process are essential for the professionalisation of practitioners, communities of practice, and transparency of the validation processes".

Moreover, if Volunteering is a way to improve social inclusion it is also a way to (re-) enter the labour market. Many people have gained skills in Volunteering that are of great value to society in general and to the labour market in particular.

In the Job Bridge's Stocktaking Report " The state of play of validation in the voluntary sector across the EU, 2019" it is reported that today the formal education sector alone cannot solve all our socio-economic challenges (e.g. unemployment, skills mismatch, digitalisation, early school leaving). Therefore, it is necessary to consider alternative and flexible pathways for learning.

Yet, often soft skills and transversal competencies gained within non-formal and informal education contexts are not appreciated because they are not acquired and validated within the framework of formal qualification, and the available validation tools are neither known nor used. This framework though is not flexible enough and poses difficulties in recognising the achievements of a lifelong learner in informal and non-formal types of education

As a result, a lifelong learner's transition from formal to informal education and vice versa can be hindered, as the achievements acquired in one type of education are not easily transferable to other field (Harris & Wihak, 2017; Lundvall & Rasmussen, 2016; Mayombe, 2017; Müller et al., 2015).

Generally, lifelong learners have limited control and ownership over their learning process and the data associated with their learning.

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

In order to meet the increasing social demands of a working environment, relevant competencies must not simply lie idle.

The validation of non-formally and informally acquired competencies gains more and more relevance in lifelong learning.

For Volunteers it is a matter of social appreciation as well as employment effects to get their gained competencies adequately validated.

In consideration of all the above, the DYVO project works towards this challenge and wants to contribute to facilitate and innovate the recognition and validation of transversal 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 improve voluntary organisations' quality of work.

After designing the DYVO Competency Framework, a reference framework of the transversal skills likely to be developed while Volunteering and needed in the voluntary sector, as the very first step to validate them, the DYVO Methodology for the Validation process consists of original and easy-to use procedures and tools that are coherent with the 4 steps for validation identified by the European Guidelines for validating non-formal and informal learning, namely: Identification, Documentation, Assessment and Certification.

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1. (Cedefop (2015). European guidelines for validating non-formal and informal learning. Luxembourg: Publications Office. Cedefop reference series; No 104. http://dx.doi.org/10.2801/008370)

THE THREE TARGETS INVOLVED IN THE DYVO MODEL

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The DYVO Project intended to exploit the legacy of projects such Lever Up, the project designed with the participation of Politecnico di Milano, and created to assist people in valuing skills and transversal competencies acquired through non-formal and informal learning experiences such as Volunteering.

The Dyvo Model, starting from the incredible Research and Knowledge produced in Lever Up Project, tries to simplify both the standard and the validation process, and to bring some technology aspects in the process itself, such as the DYVO Web App as the platform where to carry on the validation process and the Blockchain technology, specifically in the Certification step, suggesting that this incredible technology could be used to connect and interlink different educational experiences that occur in different educational modalities, enabling to evaluate also educational processes happening in non -formal and informal settings and consequently promote lifelong learning.

The targets involved in the DYVO Model similarly to the Lever Up Project are the three following targets:

- Volunteers, youths that practice skills that are vital to succeed in their personal life and workplace, supported in the DYVO Model by the Tutors and the Assessors.

- Tutors, who play the role of a guide through the Volunteer's experience and validation process. Their contribution may affect how easily the Volunteer understands and successfully completes the validation process.

- Assessors, who, in the DYVO Model, are external persons with respect to the Volunteering experience, but they are staff members of the Organisation, bringing in their role and perspective, and the core mission and value of the Organisation they represent.

Therefore, the Organisation that chooses to adhere to the DYVO Model for validation of competencies requires engagement and determination both from the Volunteer's side: Volunteers should agree to commit and dedicate time to reflect on their Volunteering experience and on the set of skills, knowledge and attitudes they put in place in such a non-formal setting, and from the Tutors and the Assessors side, who should engage as well in the guidance of Volunteers and in training themselves on the validation process.

In the DYVO model the Training Package offer special training to these three target groups, and specifically:

Volunteers are guided to identify competencies and learning outcomes related to their Volunteering experiences following the Dyvo standard, namely the DYVO Competency Framework; to get aware of **the importance of valorizing and validating** those competencies for their employability and social participation; to 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 they can acquire through the Training Package, Tutors will be able to provide 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, following the workshops proposed in the the Training Package, on how to use the DYVO Competence-based Assessment Form (Annex III) and Evidence Form (Annex II) 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.

THE FOUR PHASES OF VALIDATION IN THE DYVO MODEL

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1. Identification. Validation necessarily starts with the identification of knowledge, skills and competence acquired and is where the individual becomes increasingly aware of prior achievements. This stage is crucial as learning outcomes differ from person to person and have been acquired in various contexts: at home, during work or through voluntary activities. For many, discovery and increased awareness of one's own capabilities is a valuable outcome of the process[2].

In the DYVO Model, in this first phase, individuals become aware of the knowledge, skills and competencies acquired through non-formal and informal learning in the voluntary sector. The Training Package contains very useful supporting materials to go through this process.

This stage requires active involvement of Tutors able to enter into a dialogue with the Volunteer and direct him/her throughout the process and the use of dedicated tools.

DYVO uses original self-assessment tools, such as the Dyvo Awareness Tree (Annex I), to guide Volunteers in identifying and becoming aware of the transversal skills developed during the Volunteering experience.

2. Documentation. This phase follows the previous one, and aims to provide proof of learning and evidence on the learning outcomes acquired by the individuals. This can be carried out through the 'building' of a portfolio that tends to include a CV and a career history of the individual, with documents and/or work samples that attest to their learning achievements. Validation needs to be open to various evidence types, ranging from written documents to work samples and demonstrations of practice .

Easy to use tools increase transferability and promote a better understanding of learning outcomes.

DYVO has designed original and very simple tools, the Evidence Form (Annex II) and Assessment Form (Annex III) that can be filed directly in the DYVO App, first by the Volunteers, to provide their proof of learning, then by the Tutors and in a final stage by supervisors (Assessors) to complete the assessment process.

3. Assessment. Assessment is normally referred to as the stage in which an individual's learning outcomes are compared against specific reference points or standards.

This can imply evaluation of written and documentary evidence but might also involve evaluation of other forms of evidence. Assessment is crucial to the overall credibility of validation of non-formal and informal learning.

This phase in the DYVO model is strictly related to the standard described in the Dyvo Competency Framework and it is guided by both the Tutor of the Volunteer in the Organisation, and by the Assessor. The Assessor in the DYVO Model, is considered as a person part of the Organisation's staff but he/she is not directly following or involved with the experience of the Volunteer, therefore he/she reviews the answers provided by the Volunteer in the App, in the competence assessment form, focus on what the Volunteer knows, understand and is able to do, and proceed to evaluate and assess, using the assessment indicators identified for each competence, the competencies the Volunteer wants to validate directly in the DYVO App.

DYVO has developed bespoke tools and procedures through the App, which are referenced against Learning Outcomes and Assessment Indicators inherent to each competence and described in the DYVO competency framework. Validation is easier if Learning Outcomes (what the individual knows, understands and is able to do) are referenced against clearly defined Assessment Indicators.

4. Certification. The final phase of validation is linked to the certification – and final valuing – of the learning identified, documented and assessed. This can take different forms, but is commonly the award for the competencies acquired.

Certification of the assessed results is completed in the DYVO Model by the creation and release of a blockchain certification through the DYVO App.

A competent and legitimised body, which in the DYVO Model is the organisation itself where the Volunteering experience has taken place, confirms the relevant skills, abilities and competencies gained by the Volunteer, assessed in accordance with DYVO standards, and makes the request for the Blockchain certificate to an organisation qualified to issuing it, in the Dyvo Project the Organisation is Pundi X 365, Blockchain provider and entitled to issue Blockchain Certificates.

It is important that the certification process is managed by a credible authority or organisation to assure its value and legitimacy.

The DYVO Model suggests that blockchain technology could be used to connect and interlink different educational experiences that occur in different educational modalities, thus enabling to evaluate educational processes happening in non -formal and informal settings and consequently promote lifelong learning through the use of cutting-edge technologies[3]**.**

The DYVO Validation Model is centred on recognition, validation and certification provided by the Third Sector Organisations (with its Tutors, Assessors, Staff Members) together with the Volunteers.

In addition to the self-awareness and self-assessment phase, supported by the workshops included in the Module 1 of the DYVO Training Package, where Volunteers evaluate the learning according to their own conceptions, and peer-to -peer assessment, the recognition can happen only after having both Tutors and Assessors engaged all the process through and trained on the Validation Methodology and procedures, specifically through the workshops included in the Module 2 of the Dyvo Training Package and by relying on the DYVO competency framework and its standards .

The DYVO model works at its best when in the organisation a Tutor is assigned and takes on the responsibility of a Volunteer from the starting of the Volunteering experience to the end, and follows the validation and certification process.

The DYVO Validation Methodology is aimed at encouraging and supporting Third Sector Organisations to make validation part of their policy, supporting their Volunteers to become aware of the benefits of Volunteering for their personal and/or professional growth, and how to take steps towards formal validation of the skills and transversal competencies they develop by Volunteering.
Therefore, the organisations that choose to adopt the DYVO model requires a strong engagement and commitment in adhering to the Model itself and, in the same way, great motivation from the Volunteers side, to reflect on the experience they are doing and on the set of knowledge, skills and attitudes they put in place.

In the Organisation a person in the role of the Assessor will be in charge of assessing and evaluating all the documentation provided by the Volunteers and their Tutor, validate the learning outcomes and finally proceed with the request for a blockchain certificate to formally certify the competencies acquired.

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2. Ibidem
3. 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

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4.1. Identification in practice

To be aware of one's own skills development - skills identification - is the first step leading to valuing non- formal and informal learning, which is very important in the process of recognition for bringing outcomes to the Volunteer.

Learning in the field of Volunteering is intrinsically experiencial, 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.

Volunteers participating in DYVO Training experience, together with their Tutors and assessors, are encouraged and facilitated in discovering themselves, their capabilities and competencies.
Performing such self reflection exercises, learning outcomes described in the Dyvo Competency Framework become more clear, and Volunteers gain self-efficacy, and train empathy, leadership, communication and collaboration competencies.

In this phase, and in particular through Module 1 of the Training Package, Tutors and assessors are introduced to the DYVO Awareness Tree (Annex 1), an original tool designed within the DYVO training program to guide the Volunteers in mutual and peer to peer activities, to reflect upon their experiences, both writing and orally.

The Awareness Tree
supports facilitators in guiding the identification of competencies, encouraging participants to link their Volunteering most significant experiences to the abilities and knowledge they developed.
The goal of using the DYVO Awareness Tree tool is also to support the Volunteer to become aware and identify the competencies necessary to reach their goals in life and in the development of their professional career, those competencies which will increase their employability and therefore that are worth to valorize, validate and certify.

The Awareness Tree promotes team building in a group of Volunteers and Tutors, 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.

See Module 1, Workshops 1 and 2 in the DYVO Training Package.

4.2. Documentation in practice

Another essential step in the process of Validation is the collection of evidence, i.e. the proofs, the documents that can attest how the Volunteer developed the skills and competencies identified to be validated. These documents are the backbone of the validation process, and they will be essential to both verify the skills acquired and create trust in the validation process.

This phase aims to provide evidence also on the learning outcomes achieved by the Volunteers, information about how the competencies have been developed in specific contexts and situations while Volunteering, and how specific competencies would be used by the candidates in hypothetical scenarios.

Volunteers need tools to document their skills, so as to be able to prove the learning and experience they have acquired.

In the DYVO Model they've been designed two specific and very simple tools, two forms which represent the backbone of the DYVO Web App, for the validation process:

1. The DYVO Evidence Form (Annex II)
The DYVO Evidence Form (AnnexII) has to be filled by the Tutor and includes basic data of the Volunteering experience, a list of specific activities carried out, competencies learned, and a short letter of recommendation written by the Tutor to future employers.

2. The DYVO Assessment Form (Annex III)
The DYVO Assessment Form (Annex III) is divided in different sections which have to be filled separately first by Volunteer, then by the Tutor and finally by the Assessor.

In the DYVO validation process these documents will collect all the information and proofs necessary to assess the competencies in the next phase.

DYVO Evidence Form
The DYVO Evidence Form represents "a cover document" to all the documentation gathered as a proof of learning (especially through the Assessment form), including essential information about the Volunteer, the organisation and the Volunteering experience. It can also include some references to the Europass and/or the YouthPass, certifications which are aimed to validate competencies acquired during mobility experiences[4].

The DYVO Evidence Form is an official document provided by the Volunteering organisation, and it is filled by the Tutor who supervised the Volunteer activities and experience. It includes basic information about the Volunteer and the organisation, the name and contact details of Tutor and assessor, the description of the activities performed by the Volunteer and the competencies acquired, all undersigned by both Tutor and the assessor, with the stamp of the organisation.

DYVO Assessment Form
The DYVO Assessment Form aims to collect through a single, easy to use document and process the evidence of the Volunteering experience and learning outcomes for each competence identified, analysed and self-assessed against the standard represented by the DYVO Competency Framework.

The DYVO Assessment form has been designed in line with the approach so called Competency-based learning, an approach to education that focuses on the learner's demonstration of desired learning outcomes as central to the learning process.

Through the Assessment form, in fact, the competence is identified beforehand and the experience described is assessed in the form of outcomes-based learning:in a competency-based learning system, learners have to demonstrate mastery of the identified competence

This document actually reports the learning outcomes and assessment indicators defined in the DYVO Competency Framework and the answers to the questions here included and explained below, are the demonstration of how skills, knowledge, concepts are applied in specific or given situations.

Once the Assessment Form has been filled up by the Volunteer for the competencies he/she identified throughout the process supported by the DYVO Training Program, it is overviewed by the Tutor, who assesses the learning outcomes and finally by the Assessor, in the Assessment phase, who double checks the assessment indicators identified in the standard and finally decides whether or not to certify the specific competence.

https://ec.europa.eu/futurium/en/system/files/ged/recommendation_paper_on_the_future_of_the_europass_mobility_document.pdf

Here below the steps which describes the process:

Step 1. The Volunteer

The Volunteer, after having his/her registration approved in the DYVO Web App by the Tutor of his/her organisation, starts with selecting which competence he/she/they have identified in the previous step, the Identification phase, and wants to validate and certify (see all steps in the DYVO Training Package, Workshop 10).

For each competence selected, the Volunteer has to answer to two open ended questions:

- 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 two questions is to verify the level of awareness and mastery of the competence reached 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 demonstrated, and the ability to use it in a hypothetical scenario.

As well as for the identification step, the Tutor can support and help the Volunteer answering these questions (See in the Dyvo Training Package the Hands-on Lab of Workshop 6) .
This will help the Tutor understand more in-depth the awareness and knowledge of each competence the Volunteer wants to validate and certify.

Step 2. The Tutor

The Tutor, after registering the Organisation in the Dyvo App, and himself/herself as a Tutor, and after having approved the request for registration of the Volunteer, he/she is notified when the Volunteer has completed the answers to the related competencies and is invited to provide comments, notes and feedback on the Volunteer's answers, providing another point of view on the experience of the Volunteer.

Based on these answers, and the first hand knowledge of the Volunteer experience, the Tutor will:

- Select the learning outcomes that the Volunteer developed for each competence.
- Provide a 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 the Volunteer and the Tutor have completed their mutual sections, both Evidence Form and Assessment Form are submitted to the Assessor for the last two steps of the DYVO validation process.

4.3 Assessment in practice
Step 3. The Assessor
In this validation step, the Assessor has the task of checking and evaluating the information provided in the Evidence Form and Assessment Form.

- In the Evidence Form, the Assessor has to check if the information provided is correct, signed and stamp it. This will be the official document to attest the Volunteer experience took place as described.

- In the Assessment Form, documented learning outcomes are referenced against a specific standard. The DYVO reference standards are the Assessment Indicators described for each competence in the DYVO Competency Framework and these are the references for the assessor when evaluating the Volunteer acquired competencies.

The task of the Assessor therefore 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.

It is the Assessor who ultimately checks the information provided and can decide if the competence can be validated, or not.

If the Assessor evaluates that the Volunteer and/or the Tutor have not provided enough information for a competence to be validated, then the Assessor can send back the Assessment Form to the Volunteer and/or Tutor to better complete the information, or to reconsider if the competence should be validated and certified at this stage of the Volunteering experience.
This can happen for one competence, while the validation process can continue on other competencies the Volunteer asked to validate.

The Assessor , as for the Tutor, has to register first of all the Organisation in the Dyvo App, and then has to register as an Assessor.

4.4. Certification in practice

Certification of the assessed results is completed in the DYVO Model by the release of a blockchain certificate through the DYVO Web App.

It is the Organisation itself, the association where the Volunteer carried out the volunteering experience, to confirm that the individual is in possession of the relevant skills, abilities and competencies assessed in accordance with DYVO standards and model, and to send the request for a Blockchain Certificate directly in the Dyvo Web App.

- Click on the Button: "Request Blockchain Certificate"

The DYVO web App offers a simple and easy-to-use interface that contains all the infrastructure to issue the certificate without the need for any blockchain technical background: the back-end, after completing the final steps of the Validation process and sending the request through the bottom, is automatically generating and issuing the certificates and sending them to the volunteers via e-mail.

The receivers of the certificates can add the QR code or URL on the resume or send the PDF of the earned certificate via email. They can also share it on social media.

Indeed, the decision to value the experience made by the Volunteer through a Blockchain certificate is up to the Organisation itself, which decides to sustain the transaction fees for the blockchain certificate which will be released by the Platform to for their Volunteers.

During the implementation of the two-years DYVO project, 15 Blockchain certificates have been released.

During DYVO pilot training activities, and in particular within the Module 3, Workshop 15, Tutors and Assessors have been guided through a deeper understanding of this disrupting technology which still presents limits, and through the certification steps including linking the QR code in the volunteers CV.

4.4.1 What is The Blockchain Technology

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.

Actually Blockchain is an emerging technology, with almost daily announcements on its applicability to everyday life. It is perceived to provide significant opportunities to disrupt traditional products and services due to its distributed, decentralised nature.

There are many ways to verify the authenticity of paper documents, including watermarks, signatures and embossed seals. But digital assets present a problem. Documents in digital form can be modified and copied with no one being the wiser.

Blockchain is a digital mechanism that enables people who don't know each other to engage in trusted transactions with full confidence in the integrity of the assets being exchanged.

It is designed to protect records against tampering or modification. Any record on the blockchain cannot be changed or deleted since it is digitally signed with a 'hash' (mathematical algorithm) which links each block to the previous one, effectively securing the chain. Network participants must agree the transaction is valid through a process called consensus.

If you've ever used a synchronised file-sharing system like DropBox or Microsoft OneDrive, you know basically how the process works. Those services enable people to share files and retain local copies by synchronising the files between everyone who shares them. If one person changes a document, the new version is automatically copied to everyone else's local folder.

Blockchain works the same way, but it adds a layer of code called a block to the process. A block is just a sequence of unique letters and numbers protected by a highly secure form of encryption called public key. The use of public key encryption is important because it enables the owner of the information to control it without giving up personal information like names or Social Security numbers.

Whenever new transactions are created, a new block is generated with a unique hash linked to the previous block, eventually forming a chain. The block cannot be deleted or edited. Any time, someone can search all blocks created and verify. Therefore blockchain also provides transparency.

4.4.2 Why a Blockchain Certificate to validate competencies acquired in the voluntary sector?

Education activities likely to be disrupted by blockchain technology include:

- The award of qualifications.
- Licensing and accreditation.
- Management of student records.
- Intellectual Property management and payments.

While many of the applications of blockchain technology cannot yet be imagined, within the educational sphere, the following areas, as reported in the research conducted by the EC JRC Science for Policy Report, Blockchain in Education, 2017, are most likely to be impacted by the adoption of blockchain technology in the near future:

(a) Blockchain technology will accelerate the end of a paper-based system for certificates.

Any kinds of certificates issued by educational organisations, in particular qualifications and records of achievement, can be permanently and reliably secured using blockchain technology. More advanced blockchain implementations could also be used to automate the award, recognition and transfer of credits,

or even to store and verify a complete record of formal and non-formal achievements throughout lifelong learning.

(b) Blockchain technology allows for users to be able to automatically verify the validity of certificates directly against the blockchain, without the need to contact the organisation that originally issued them. Thus, it will likely remove the need for educational organisations to validate credentials.

(c) Blockchain technology has the ability to create data management structures where users have increased ownership and control over their own data.

Within the DYVO project the Blockchain technology will specifically contribute to give value to and simplificate the validation process and of course increase the attractiveness of the process of validation of competencies acquired in non-formal learning contexts for young Volunteers.

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.

The DYVO Model suggests that blockchain technology could be used to connect and interlink different educational experiences that occur in different educational modalities, thus enabling to evaluate educational processes happening in non -formal and informal settings and consequently promote lifelong learning through the use of cutting-edge technologies.
Blockchain technology could represent an answer to the need of being able to share this knowledge and experience acquired with educational institutions and employers.

4.4.3 The Value Proposition of issuing a Blockchain certificate
Pour les organisations du secteur tertiaire

For Third Sector Organisation
- Avoids fake certificates (after the certificate is issued, the transaction on the blockchain cannot be altered or deleted.)
- Minimises paper use (which is good for the environment)
- Quick and easy process (save of time)
- Positive Impact on the organisation branding and quality of work
- Greater value for its volunteer

For the Volunteers
- Easy to share and validate by anyone
- Internationally recognized
- Possibility to locate the certificate on Linkedin or as a QR code in the resume.
- Get noticed during recruitment processes
- Instantaneous (easily accessible)

For Employers
- Ability to verify candidates' qualifications using a quick, simple and cost-free system
- Financial savings derived from hiring errors
- Possibility of obtaining other relevant and validated information

4.4.4 Quality Standard of the DYVO Blockchain Certificate

The innovative blockchain technology guarantees to this final accreditation step the maximum standards in terms of security, privacy, transparency, traceability, digitalization, decentralisation.

Bearing in mind that the technology itself still has its limits, even though it has been developed since more than a decade, what blockchain can provide is undoubtedly an easily identifiable record of data which, once added to the chain, is almost tamper-proof. It can therefore establish a transparent, traceable and accessible record keeping, resulting in ensured and secured storage of documents which enables a trust-relationship between strangers, a characteristic which cannot be underestimated in globalised trade[5].

The DYVO web App, based on the experience and expertise of Pundi X 365, partner in the DYVO Project, uses IOTA as a blockchain. The reason for choosing IOTA is to achieve low latency and reduced blockchain transaction fees.

Moreover, a Decentralised Identifier Standard (DID) is adopted and each certificate holder has a unique identifier which is the hash value to prevent it from being tampered with.

Another reason for choosing IOTA is because the European Union have selected IOTA as one of seven blockchain companies tasked with delivering the European Blockchain Services Infrastructure (EBSI) (Source: https://finance.yahoo.com/news/iota-chosen-eu-empower-european-122309094.html)

5. I IN BLOCKCHAIN WE TRUST? CERTIFICATES OF ORIGIN AS A CASE FOR DISTRIBUTED-LEDGER TECHNOLOGIES
Jule Giegling, Journal of Law, Market & Innovation Vol. 1 - 1/2022

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ANNEX I

ANNEX I

The DYVO Awareness Tree
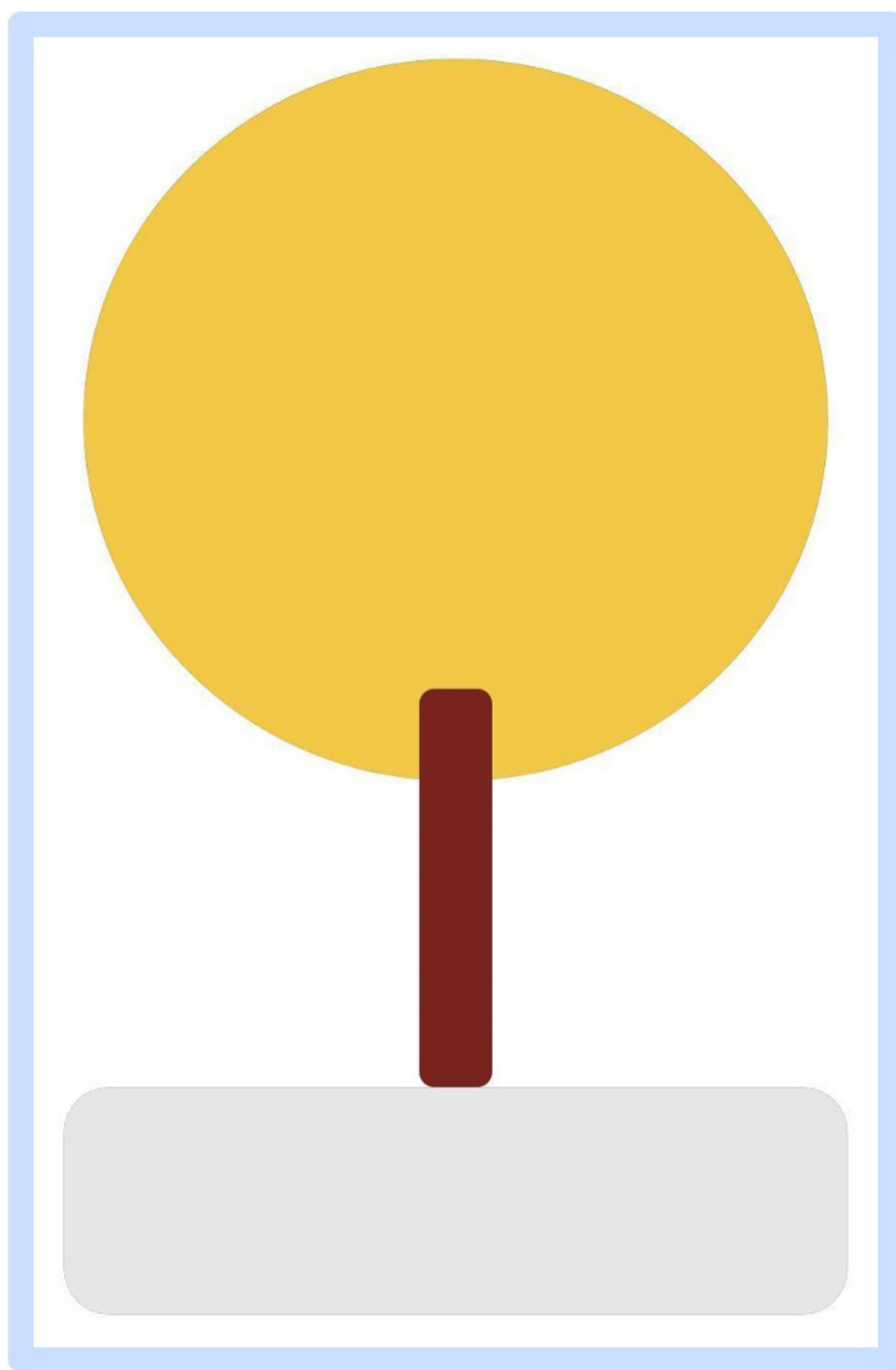
ANNEX II

ANNEX II

DYVO EVIDENCE FORM
The DYVO APP

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 organisation
Name of Assessor
Assessor email
Assessor Title/Position within the organisation
Activities performed by the volunteer

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

ANNEX III
DYVO
ASSESSMENT
FORM

ANNEX III - DYVO ASSESSMENT FORM

The DYVO APP

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: ● Empathy ● Self-Awareness ● Adaptability ● Engagement **Social:** ● Leadership ● Communication ● Collaboration **Methodological:** ● Problem Solving ● Innovation and Creativity ● Ethical and Sustainable Thinking
	Complete the sections below only of the competencies you selected
2A	**Empathy** 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:
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:

- 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
	● 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 ● 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
	● 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:

● 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

● 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 ● 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
	● Competence can be certified ● Competence cannot be certified
2C	**Adaptability** 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 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?
	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:	
	● 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	
	● 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: ● 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	
	● 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:
	● 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	
	● 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: ● 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
	● 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:	
	● 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	
	● 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: ● 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	
	● 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:
	● 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	
	● 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: ● 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
	● 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:	
	● 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	
	● 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: ● 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	
	● 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:
	● 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 ● Abel to evaluate risks, anticipate problems/barriers and plan alternative solutions

Tutor EVALUATION Please select the learning level achieved for this competence by the Volunteer	
• 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: • 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	
• Competence can be certified • Competence cannot be certified	
2	**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:	
	● 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	
	● 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: ● 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	
	● 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:
	● 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	
	• 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: • 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	
	• Competence can be certified • Competence cannot be certified

ANNEX IV

ANNEX IV

Web App Registration and LogIn Guide for Organisations

**HOW TO REGISTER YOUR ORGA-
NIZATION**

1. Go to https://DYVO.eu/en/_DY-
VO-app/
2. Click on **Register your organisa-
tion**
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.
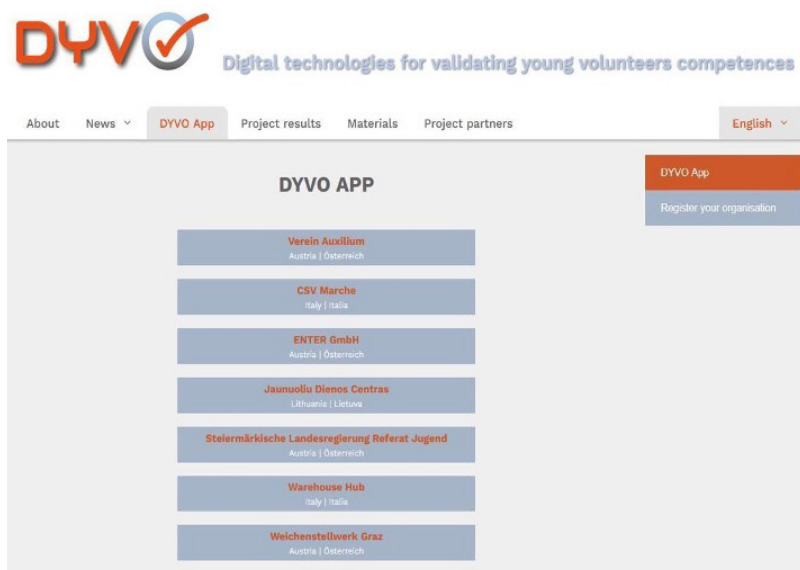
LOGIN AS AN ORGANISATION/A

Tutor
1. Go to https://DYVO.eu/en/_DY-
VO-app/ and go to your organisation
(e.g. **CSV Marche**)
2. Click on **Login**
3. Type in your EMail and password
4. Click on Login

DYVO WebApp features for Tutors:
In the WebApp 's backend, you are
able to
● approve your Volunteers and addi-
tional Tutors
● check and edit your Volunteer's as-
sessment forms
● manage your users
● download your Volunteers Comple-
ted assessment forms
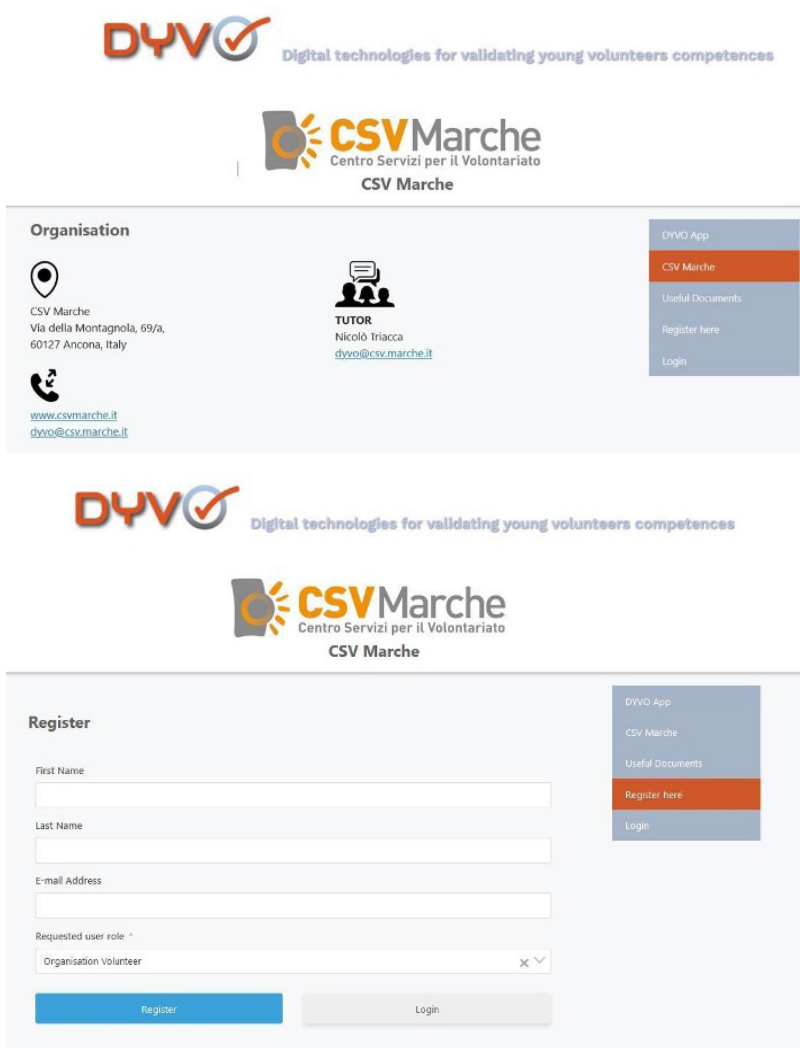
A Guideline to help you is available in
the DYVO Web site

HOW TO REGISTER AS A Volunteer

1. Go to https://DYVO.eu/en/_DY-VO-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.

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.

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

- Guidelines on how to use the Dyvo App
https://dyvo.eu/en/_materials/

- Success Stories
https://dyvo.eu/en/success-stories/

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- Tarybos rekomendacija dėl neformaliojo mokymosi ir savišvietos pripažinimo (2012 m. gruodžio 20 d.)
- (Cedefop (2015). Europos neformaliojo mokymosi ir savišvietos rezultatų patvirtinimo gairės. Liuksemburgas: Leidinių biuras. Cedefop reference series; Nr. 104. http://dx.doi.org/10.2801/008370)
- "Job Bridge" apžvalginė ataskaita "Patvirtinimo padėtis savanorių sektoriuje visoje ES, 2019 m."
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- Projektas "The Lever Up" https://www.leverproject.eu/
- Kompetencijomis grįstas mokymasis https://www.learnlife.com/learning-paradigm/competency-based-learning
- Blockchain technologija kaip formaliojo, neformaliojo ir savaiminio mokymosi procesus jungianti infrastruktūra, Aras Bozkurt ir Hasan Ucar, Andalou universitetas 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
- "Blockchain" taikomosios programos mokymosi visą gyvenimą srityje ir semantinės blokų grandinės vaidmuo, Atvirojo universiteto mokslinių publikacijų ir kitų mokslinių tyrimų rezultatų saugykla https://oro.open.ac.uk/69505/1/Blockchain-Applications-in-Lifelong-Learning-and-the-Role-of-the-Semantic-Blockchain.pdf
- IN BLOCKCHAIN WE TRUST? CERTIFICATES OF ORIGIN AS A CASE FOR DISTRIBUTED-LEDGER TECHNOLOGIES, Jule Giegling, Journal of Law, Market & Innovation Vol. 1 - 1/2022
- ES pasirinko IOTA, kad įgalintų Europos blokų grandinės paslaugų infrastruktūrą https://finance.yahoo.com/news/iota-chosen-eu-empower-european-122309094.html