

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

# A model for valuing prior and fostering future learning

## 3<sup>rd</sup> VPL Biennale, Berlin 7<sup>th</sup> May 2019

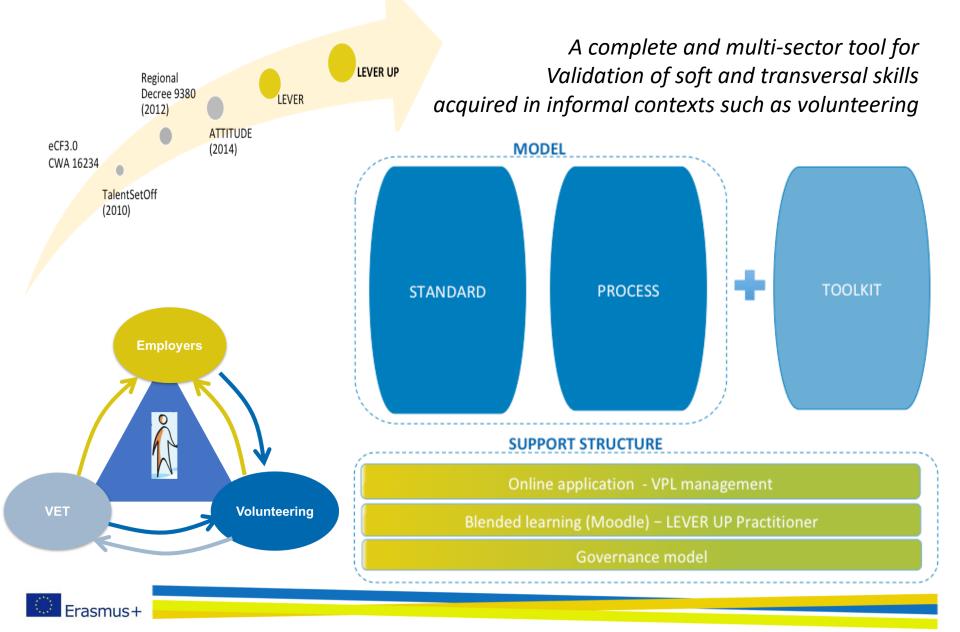




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What it is





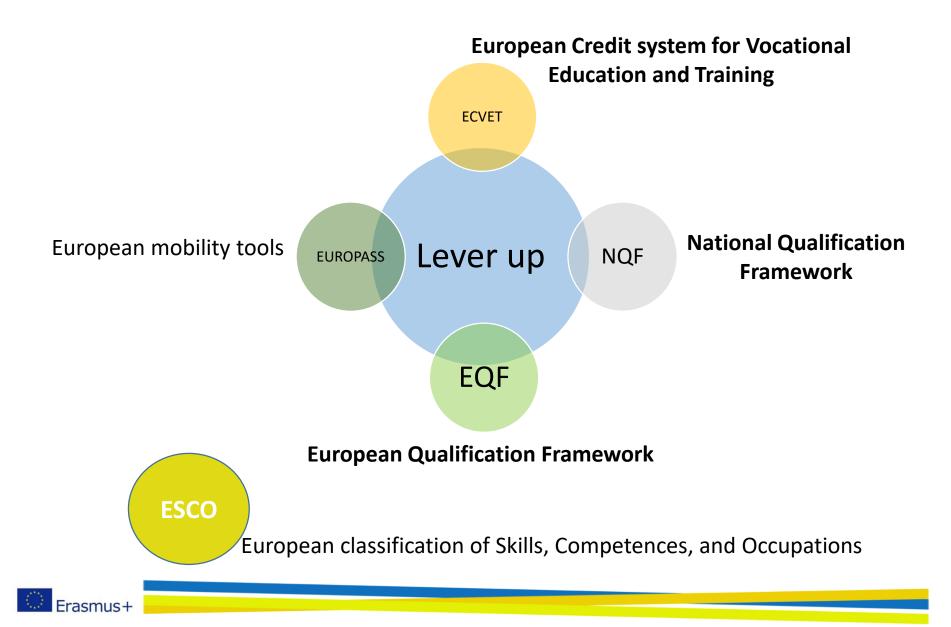
## LEVERUP competencies





## Relating to EU frameworks and mobility tools





## LO STANDARD DELLA COMPETENZA (T6.c)



	COMMUNICATION			
Knowledge 🚽	KNOWLEDGE (S/he)	SKILLS (S/he is able to)		Skills
	<ul> <li>is acquainted with the fundamentals of a communication process.</li> <li>is informed and be aware of the target and context addressed.</li> </ul>	<ul> <li>to fine-tune own language and behaviour in o send a clear, understandable and assertive m the audience.</li> <li>to listen and to interpret words and gestures i</li> </ul>	sage to	
I am aware of	<ul> <li>is acquainted with the language and the idiom of the specific target, context and media used.</li> <li>is aware of communication styles and methods</li> <li>is acquainted with the different medium and technicalities to use them.</li> <li>is aware of the communication content</li> <li>is aware of paraverbal and non verbal language and of its potential impacts</li> </ul>	identify the needs and the message by the au To present information (also technical ones) cl in a style easily understood. To use body language, gesture, tone of voices different levels and contexts. To speak clearly and politely to any typology o To write clearly and politely to any typology o To write clearly and politely to the synta semantics. To sustain an exchange of ideas, thoughts, que replies with sense for all the speakers. To keep the audience attention To keep the autiention to people and their nee To realise which medium to use for communic best at different levels and contexts.	rree. I am a operly a peaker: and tions an	able to
Assessment	(S/he is • To create an interpersonal connection thanks to means, in a appropriate way with the target and • To explain oneself and interpret the interlocutor understand each other, share information / data	the context.		Learning Outcomes
indicators	<ul> <li>a) The addressed audience (one or more people) u way.</li> <li>b) The addressed audience receives the message in communication objective.</li> <li>c) The used coomunication means reach all the inte d) During the interaction with the audience, questic communication objective and the speaker's inter</li> <li>e) Needs and requests by the audience and all the sf</li> <li>f) The communication style and space generate exception</li> </ul>	time. That is, the interaction time is coherent wit ended audience. ns, replies, argues and discussions are coherent v tion and meaning. speakers involved are fullfilled and satisfied.	the Lam	able to
PERSPECTIVE	LABOR MARKET	EU KEY COMP.	Proofs of learning (examples)	
Being able to link one personal vision and	's To articulate one's po drive and linking this		Description of persor experiences	hal



## Valutazione delle competenza rispetto ai livelli di complessità dimostrabili

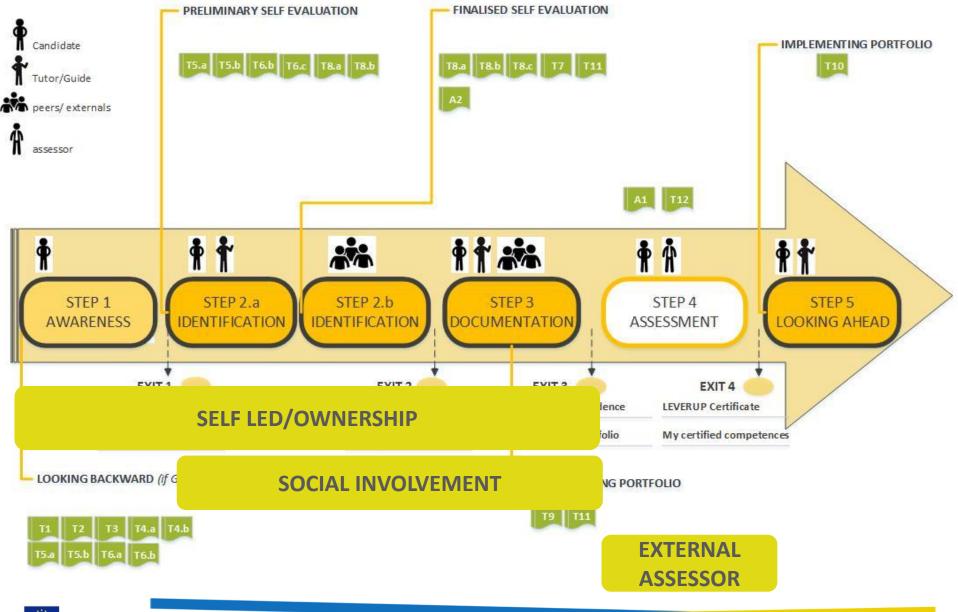


	COMPLEXITY in terms of					
LEVERUP	CONTEXT	TASK IN CHARGE	AUTONOMY	OVERALL SET LEVEL		
Levels	I'm able to move through a context	I'm able to be in charge of tasks	I'm able to			
Low	determined and structured	simple; recurrent that requires easy tools and simple rules	carry out operational or simple tasks under the supervision or even direct guidance of others			
Mid-Low	mostly determined and structured	recurrent that requires the choice of proper resources and tools as well as to adapt my behavior accordingly	complete easy tasks in autonomy			
Mid-High	predictable but subject to changes or even unpredictable	specialized; sometimes, unexpected that require creative solutions	carry out complex tasks under given instructions; supervise and support the work and the performance of others			
High	Unpredictable and complex; subject to continuous changes and innovations; eventually heterogeneous; involving multiple areas and sectors	complex and unpredictable; not necessarily specialised that integrate knowledge from different fields	manage the professional development of people and teams; manage and transform the context; develop new ideas and foster innovation			



## **PROCESS AND TOOLS**





Erasmus+

## TOOLKIT



Lever Valuing skills and competencies acquired through non-formal

Valuing skills and competencies acquired through non-formal and informal learning experiences such as vokunteering, including transversal competences, to increase employability, social responsibility and mobility

#### THE TOOLKIT



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Nr.         LEVER UP TOOLS         TYPE         Candidate         Nutor/ Guider         Assessor         STEP2         STEP3				Useful for			PROCESS				
T2LEVER UP PROCESSINFO	Nr.	LEVER UP TOOLS	TYPE	Candidate		Assessor	STEP1	STEP 2	<b>STEP3</b>	STEP4	STEP5
T3       GLOSSARY       INFO	T1	ABOUT LEVER UP	INFO	•	•	•					
T4.a       LEARNING CONTEXTS AND COMPETENCIES       PRACTICE       •	T2	LEVER UP PROCESS	INFO	•	•	•					
T4.bTRANSITIONS FORMPRACTICE•• <td>T3</td> <td>GLOSSARY</td> <td>INFO</td> <td>•</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td>	T3	GLOSSARY	INFO	•	•	•					
T5.aTHE VOUNTEER'S CUMBPRACTICE•••Image: Comparison of the compariso	T4.a	LEARNING CONTEXTS AND COMPETENCIES	PRACTICE	•	•						
T5.bTHE VOUNTEER'S CUMB-More in depthPRACTICE••••II <t< td=""><td>T4.b</td><td>TRANSITIONS FORM</td><td>PRACTICE</td><td>•</td><td>•</td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	T4.b	TRANSITIONS FORM	PRACTICE	•	•						
T6.aCOMPETENCE SET INFOGRAPHICINFO••••IIIIT6.bCOMPETENCE STANDARDINFO•••	T5.a	THE VOUNTEER'S CUMB	PRACTICE	•	•						
T6.bCOMPETENCE CARDSPHACTICE•• <td>T5.b</td> <td>THE VOUNTEER'S CUMB-More in depth</td> <td>PRACTICE</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T5.b	THE VOUNTEER'S CUMB-More in depth	PRACTICE	•	•						
TácCOMPETIENCE STANDARDINFOII	T6.a	COMPETENCE SET INFOGRAPHIC	INFO	•	•	•					
T7STARRTT MODULEDOC••• <td>T6.b</td> <td>CO MPETENCE CARDS</td> <td>PRACTICE</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T6.b	CO MPETENCE CARDS	PRACTICE	•	•						
T8.aSEUF-EVALUATION FORMDOC	T6.c	COMPETENCE STANDARD	INFO	•	•	•					
T8.bCOMPETENCE SELF EVALUATIONPRACTICE••• <td>T7</td> <td>STARRTT MODULE</td> <td>DOC</td> <td>•</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td>	T7	STARRTT MODULE	DOC	•	•	•					
TB.CDXTERNAL EVALUATION FORMDOCImage: Constraint of the sector of the s	T8.a	SELF-EVALUATION FORM	DOC	•	•	•					
T9PORTFOUODOC•••	T8.b	COMPETENCE SELF EVALUATION	PRACTICE	•	•						
T10PDP - PERSONAL DEVELOPMENT PLANPRACTICE•••	T8.C	EXTERNAL EVALUATION FORM	DOC	•	•	•					
Th1GUIDELINES FOR THE ENDENCESPRACTICE••Th1.bEVIDENCES FROM THE COMPETENCE INDICATORSPRACTICE••	Т9	PORTFOUO	DOC	•	•	•					
T11.aTHE STEPS TO IDENTIFY EVIDENCESINFO•••*•*•*•*•*•*•*•*•* <td>T10</td> <td>PDP - PERSONAL DEVELO PMENT PLAN</td> <td>PRACTICE</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T10	PDP - PERSONAL DEVELO PMENT PLAN	PRACTICE	•	•						
T11.bEVIDENCES FROM THE COMPETENCE INDICATORSPRACTICE••• <td>T11</td> <td>GUIDEUNES FOR THE EVIDENCES</td> <td>PRACTICE</td> <td>•</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td>	T11	GUIDEUNES FOR THE EVIDENCES	PRACTICE	•	•	•					
T11.cEWDENCES AND CATEGORIESPRACTICE•• <td>T11.a</td> <td>THE STEPS TO IDENTIFY EVIDENCES</td> <td>INFO</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T11.a	THE STEPS TO IDENTIFY EVIDENCES	INFO	•	•						
Till.d       Evidences By INDICATO RS AND CATEGORIES       PRACTICE       •• <td>T11.b</td> <td>EVIDENCES FROM THE COMPETENCE INDICATORS</td> <td>PRACTICE</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T11.b	EVIDENCES FROM THE COMPETENCE INDICATORS	PRACTICE	•	•						
The competence set of evidences       PRACTICE       •••      •••       •••      ••• <td>T1Lc</td> <td>EVIDENCES AND CATEGORIES</td> <td>PRACTICE</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T1Lc	EVIDENCES AND CATEGORIES	PRACTICE	•	•						
T11.f       COMPLEXITY LEVELS AND EXPERIENCES       INFO       • <td>T11.d</td> <td>EVIDENCES BY INDICATO RS AND CATEGORIES</td> <td>PRACTICE</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T11.d	EVIDENCES BY INDICATO RS AND CATEGORIES	PRACTICE	•	•						
T11.g       DEVELOPING AN EVIDENCE       PRACTICE       ••       ••       •	T11.e	THE COMPETENCE SET OF EVIDENCES	PRACTICE	•	•	•					
T11.h       EMDENCE EXAMPLES AND FORMATS       INFO       •	T11.f	COMPLEXITY LEVELS AND EXPERIENCES	INFO	•	•	•					
T11.i       QUALITY CHECK UST       PRACTICE       ••	T11g	DEVELOPING AN EVIDENCE	PRACTICE	•	•						
T12       CERTIFICATE TEMPLATE       DOC       • </td <td>T11.h</td> <td>EVIDENCE EXAMPLES AND FORMATS</td> <td>INFO</td> <td>•</td> <td>•</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	T11.h	EVIDENCE EXAMPLES AND FORMATS	INFO	•	•						
A1       ASSESSMENT FORM (xisx)       DOC       Image: Constraint of the constra	T11.i	QUALITY CHECK UST	PRACTICE	•	•	•					
A2         350°FEEDBACK FORM (excel)         DOC         ●	T12	CERTIFICATE TEMPLATE	DOC	•	•	•					
A3     TUTOR'S INFOGRAPHIC     INFO     INFO     INFO       A4     ASSESSOR'S INFOGRAPHIC     INFO     INFO     INFO	A1	ASSESSMENT FORM (xl sx)	DOC			•					
A4 A5SESSOR'S INFOGRAPHIC INFO • • • • •	A2	360*FEEDBACK FORM (excel)	DOC	•	•	•					
	A3	TUTOR'S INFOGRAPHIC	INFO		•						
A5 CANDIDATE'S INFOGRAPHIC INFO	A4	ASSESSOR'S INFOGRAPHIC	INFO		•	•					
	A5	CANDIDATE'S INFOGRAPHIC	INFO	•	•						

INFO = informative resource/ PRACTICE = activity or task to do/ DOC = formal document required in the validation

## ASSESSMENT STEPS



#### **ASSESSMENT**

	<b>EXTERNAL EVALUATION</b>	Mr/Mrs
SELF EVALUATION		accomplicated the LEVER validation of the competences acquired in the context of the voluntary services. Anarched in data Issuing body
		Competence Experience complexity level Outcome
	<i>≣</i> Lever <sup>●</sup>	
	Wankar providence sectored to the compared and any sector of a sectored and any sectored any sectored and any sectored any	
Lever®	<ul> <li>The regional bits of the table you accompliable is made a content</li> <li>The feed of accompany bin half accompliables the table;</li> </ul>	
T8.a   SELF EVALUATION FORM	COMPTENDE:	Notes and comments
<mark>Candidate: (Name; Surname)</mark> Date: (dd/mm/yyyy)	By an entrophythematical and entrophythematic	
Now woodd you assess yourself against the LTVFR UP competences? Biect the cell with a Xa saperopriste for all the competences list de biox. Fyou need to know more about these competences, look at the T6. LEVERUP Competences.	Image: The set of the type of the set of th	оитсоне
More far citig you experience and develop this competence?	Very of the second se	Gene ral competence-level, demonstrating a range of cognitive and practical skills that must be empowered in order to accomplish successfully tasks and selve problems by selecting and applying basic methods, tools, materials and information.
LEVERUP Competences	The make training of the second secon	Accomplished companience-level, demonstrating mastary and reliability required to solve problems and accomplish tasks by applying programsthods, tools and by adopting successful behaviors and attitudes. Expert compartence-level, demonstrating specialised capacities, some of which are at the forefront of a specific field, and
I         I <thi< th=""> <thi< th=""> <thi< th=""> <thi< th=""></thi<></thi<></thi<></thi<>	BDTP         Import incruption table under generation table. Under generation and a togen of the analytic and the product of the product of the section and the product of the product of the product of the section and the product of the product	forming the basis for original thinking and strategic performance.
2. Empathy	MOTO The for a forward water of a segregation of the exploration is the forward build status forwards. OTO: Althorn manufactors that is status of companying for a status of the provide the transported Califor Form of galance that provides with the provides that the provides transported.	Low Complexity: from level 1 to level 2 Medium-Low Complexity: level 3
description	salah Pilon, ginak in the previous salah and again the ginne instantion. Durn-GATE FOR ANY FURTHER COMPETITIONE // REQUIRED.	Medium-High Complexity: from lovel 4 to lovel 5 High Complexity: from lovel 480 lovel 8
6. Learning To Learn	Lever®	
SOCiat.		
33. Intercultural & Diversity Management	Provide a short description of the context and the <u>pacipit designs</u> which you observed the person. The person was observed in a single experience a <u>oputpicit</u> experiences	
33.         Rewit orientation             a4.         Planning              25.         Digital Thinking		
") I don't know; n.a.= not available.		
Erasmust The base for a device of the subscription of the subscrip		
Α.	В.	С.
	s Comparing with peers	Formally validating
Raising awareness		

#### General / Accomplished / Expert

- Low Mid-High
- □ Mid-Low □ High



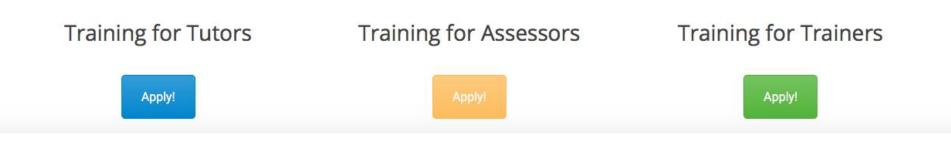
## eLearning



### Join the Lever Up project!

Take part in one of our training courses and become part of the Lever Up team!

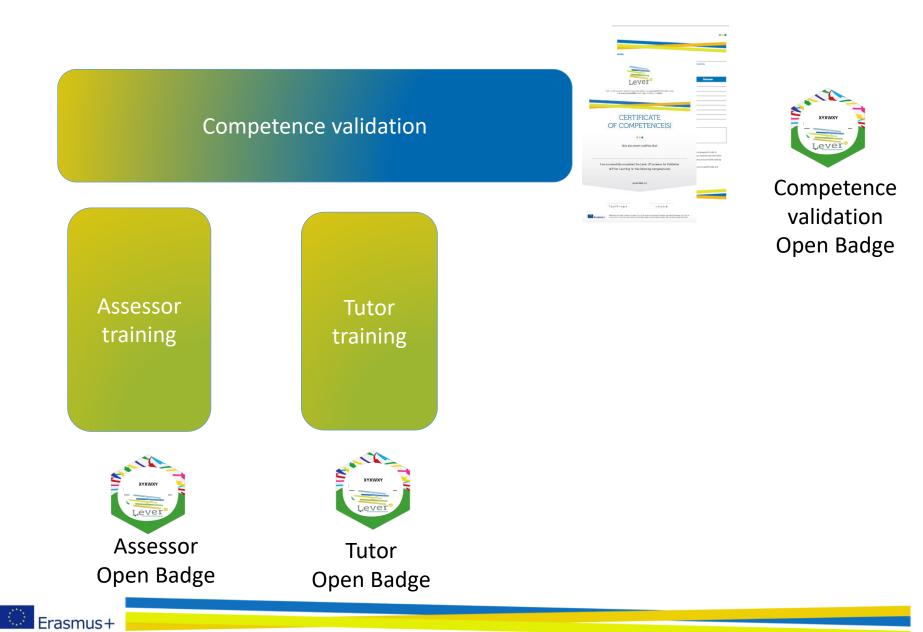














## Lorenza Leita, LEVER UP Project Coordinator Fondazione Politecnico di Milano lorenza.leita@fondazione.polimi.it

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