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## NEWSLETTER Nr. 4 October 2019

### Final Phase



Lever Up Project will end in November 2019.

Our primary intent is to thank you for the support you provided during the course of the project activities. And the support you have shown by following us along the LEVER UP journey.

Let's take advantage of this latest issue of the newsletter to summarize what the project leaves us. Thank you all

## The Competence Set

### What are the competences that the Lever Up Model addresses to?

The project reviewed the initial set after a comparative analysis of more than twenty resources on transversal competences, skills demand and mismatch. The analysis included sectorial publications by European and international institutions (EC, CEDEFOP, OECD, WEF), educational ones (Alma Laurea, Perkins), business companies and employment agencies such as LinkedIn, Accenture, Financial Times, Huawei Europe, Monster, and finally projects in the sector of volunteering.

The outcome was an extension of the set to fifteen competencies that an individual may now validate through LEVER UP. All these skills highly recur in the examined studies; they are considered critical skills for employability and mobility in the global context of a shifting labour market; they are significantly developed during the experience as a volunteer; and they are considered as a base for a more inclusive, equitable, and sustainable future.

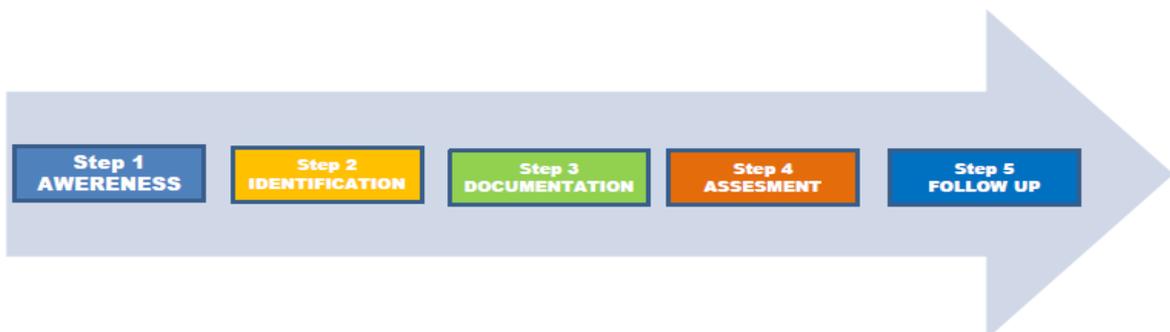
LEVER UP maintains the original clusters into four areas, - Personal, Social, Methodological, Organizational skills-, that make it easier to candidates and users, even if they introduce an element of rigidity that does actually not exist when an individual works, lives and acts in the real life.

[Read more](#)

## LEVER UP Process & Toolkit

How to validate the competencies? Through which tools can the project help me to validate my competencies?

The Lever Up model offers 5 steps (see graphic below) ranging from raising awareness of one's own prior learning up to validating competencies, and beyond



**Although the process involves 5 different steps, it is up to the candidates to complete the process to the point that they find personally useful and of value.** This can depend on their interest, wishes and objectives. Any step has a potential exit that relates to either general or more specific outcomes such as:

- Raising awareness of one's own competencies
- Raising self confidence
- Developing the personal portfolio and making it more visible
- Obtaining the formal validation and the competence certification

To deepen your knowledge on the 5 steps and the related tools, go to the website and download the LEVER UP toolkit and the User Guide in your language!

[Read more](#)

**LEVER UP Training**



Would you like to become a Lever Up Tutor, an Assessor or a dedicated Trainer?  
 Now you can attend an e-learning course for the role that you are mostly interested in.

The 3 courses consists of five modules and a blended path, which includes both online self-learning and face-to-face sessions. Each module consists of presentations, videos, practice exercises, other resources and a final self-assessment test. The length of each course is approximately 20 hours and should be completed in around two months. A Badge is issued ad delivered upon successful completion of the course. Have a look of the video that introduces you to the LEVER UP training!



[Read more](#)

## Piloting Data

In the last months, the project partners tested the feasibility and sustainability of the LEVER UP model, by carrying out pilots at national level and engaging people from different sectors, volunteering, Vocational Education and Training, and business. Activities and experimentations involved the role of assessor, tutor and the candidates themselves. below is a summary of the quantitative data regarding the subjects who were involved in Italy, Belgium, Spain, Poland and the Netherlands.

61 candidates took part in the training for the figure of the trainer.

66 candidates took part in the training for the figure of the assessor.

108 people took part in the training for the figure of the tutor

For a total of 235 people who have undertaken the training course

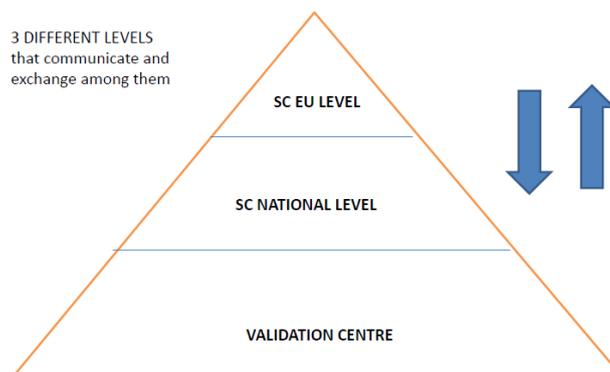
Candidates who have requested the validation of skills amounted to a total of 174.

[Read more](#)

## LEVER UP SERVICE CENTRE

How can LEVER UP propose a shareable validation system that takes into account all the differences existing locally and across multiple European countries?

The idea was to provide a flexible service that, on one hand, assures a common basis of shared policies, and, on the other hand, respects the national and local autonomy, depending on the specific regulations and procedures. With these premises, LEVER UP identified a pyramidal governance model with a central transnational body at the summit, the national centres at the intermediate level, and the validation centres at the operative one.



The *European Service Centre* is the central body. It defines the rules and set the guidelines of the Lever up validation approach, including the training of the key staff roles and the overall networking and affiliation policies. In fact, the institutional role and the transnational strategic vision allow to define general and long-term strategies, assuring a shared common basis and continuity across countries and over time.

The *National Service Centre* is the "custodian" of the model within the local implementation. It works in compliance and in accordance with the provisions of the Service Centre at EU level and supports the validation centres in the Open Badge release and other practical needs.

The Validation Centres are the organizations that validate candidates according to the LEVER UP model and in compliance with the national regulations. They are the first contact point for all potential interested users.

[Read more](#)

## FINAL CONFERENCE

LEVER UP has organised a final conference to present the achieved outcomes and to contribute in the continuing and open debate on these topics. The event will be held in Brussels, the 20<sup>th</sup> of November, within the two-day long CEV Annual Congress 2019.

Registration to LEVER UP International Conference is open. Go to the website page to keep you informed with the updates on the Conference and registrate!

and accessible to the following link: <http://www.leverproject.eu/final-conference/>

Representatives from EC, Brussels based stakeholders as well as experts in validation and lifelong learning policies will be speaking and contributing to the discussion. Parallel workshops will give the chance to focus on specific choices of the LEVER UP solution, and to evaluate them within the wider panorama of already existing products and progressing projects.

Deadline for registration is 15 November 2019.  
Save the date in your calendar and register!

[Read more](#)

## Testimonials

Listen to the project partners' expectations! You might be the next LEVER UP testimonial!

[YouTube channel](#)

## CONTACTS:

Web site: <http://www.leverproject.eu/>

Fb page: <https://www.facebook.com/leverproject/>

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## THE COMPETENCE SET – READ MORE

The aim of the study was to verify, and, eventually, revise and update the competence set designed during the previous LEVER project that already included thirteen transversal competences.

The work searched across reports and publications of the last two years, with a special focus on those studies that could express the interests of the three main stakeholders of the project, namely the volunteering sector, VET institutions and programmes, and the labour market. In addition, it took into consideration the official reports and documents issued by the EU and other international institutions with the aim to have a larger and more comprehensive picture of the situation and of the social, economic and policy trends.

At first, the study verified that the already included skills were still valid and significant. Afterwards, it aimed to select a set of competences to further consider within the LEVER UP Project. The criteria to choose them related to:

- their recurrence in the studies examined
- their relevance as critical skills for employability and mobility in the global context of a shifting labour market
- their significance as skills that one could reasonably develop during the experience as a volunteer
- their social impact as a base for a more inclusive, equitable, and sustainable future.

The study selected six competences:

- Adaptability/Flexibility
- Managing the Digital Process
- Complex Problem Solving
- Critical Thinking/Observation
- Orientation to Service
- Work Ethics

The following table highlights the presence of these competences in the references analysed, by taking into account at what extent they are included and how they are described: complete (●), partial (◐) description, absence (○).

Competences	Frameworks																							
	LEVER	EU – 8 Key Comp. LLL	Council of Europe	OECD – DeSeCo	OECD – Global Competency	OECD – Skills for a Digital World	OECD – Getting Skills Right	WEF – 21st Century Skills	WEF – Future of Jobs -top 10	P21 – Framework Definitions	Alma Laurea	Perkins	LinkedIn	Hays	Monster	Huawei	Tech Partnership	Accenture I – Reworking ...	ACCENTURE II – New Skills ...	ACCENTURE III – Harnessing	Financial Times	VOL+	VHSM	Lost in Translation
Adaptability/Flexibility	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Managing the Digital Process	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Complex Problem Solving	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>				
Critical Thinking/Observation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Orientation to Service	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Work Ethics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Emotional Intelligence	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

In the final evaluations, the main interest concerned, on one hand, the adaptability/flexibility, that plays an important role in the informal learning during volunteering, and, on the other hand, the managing digital process, as a more and more crucial aspect in the present communication and relational styles with the young generations. Notwithstanding, LEVER UP wanted to highlight the mind-set related to the use of digital tools more than to the technological skills themselves. Therefore, at the end, LEVER UP included the digital thinking as fifteenth competence of its set.