Competency Profile of Youth Community Leader

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Elaborated by: DYPALL Network

Project Result 1 of the CHLaYdoscope Project

INTRODUCTION TO THE PROJECT

CHLaYdoscope: Creative Hub Leaders developing community-based youth leadership project aims to support the development of Community-based youth leadership (YCLs) to promote active citizenship, young people's sense of initiative and youth entrepreneurship, including social entrepreneurship through innovative mentorship and non-formal education program designed and delivered by experienced Creative Hubs in Europe (ECHs). This two years ERASMUS+ project has been co-designed by ECHs and representatives of European Youth Organisations, starting from shared considerations on the roles these stakeholders could play in Europe for youth.

ECHs have been recognized in the past few years for their roles in supporting and promoting creative entrepreneurship and as spaces for local communities to gather, explore new challenges, and organize the social and economic life of the people living in it. ECHs are inspired by new forms of leadership with a completely different skill set and understanding than more traditional forms of institutions. ECHs are able to offer fresh approaches for finding innovative solutions to complex societal problems through co-creation, bottom-up and community-focused approaches. They have become experts in running their internal communities, made up of freelancers, creative people, youths in need of spaces and, competencies, connections, and ideas to find their pathway into employment.

As for the partnership, CHLaYdoscope brings together the diversity of resources, assets and experiences of Creative Hubs (Materahub, Warehouse Hub and the Network of European Creative Hubs with more than 100 ECHs with their communities) and Hub Leaders, organizations working with youths (The Artist and The Others and PINA) and Youth Organizations (Generazione Lucana) and DYPALL Network with its network of 80 members of civil society youth organizations and municipalities from more than 30 countries. This partnership has the capacity to effectively involve youths willing to gain skills and knowledge to lead meaningful changes in society.

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Our main challenge of this project was to identify and train the “kaleidoscope” of competencies of youth's needs to act upon challenges as community leaders. This challenge inspired also the name of our project and the graphic representation we gave to the competency framework. Creative hubs managers, youth workers, and trainers who have developed previous experiences in community leadership will support our partnership in the development of the design of the Profile of the Youth community leaders to develop trainings and actions for the CHLaYdoscope leaders of the future.

The target group of the project is represented by youths determined to put effort and talent to benefit their communities, starting with gaining strategic competencies in leadership, creativity, and innovation, apt to challenge complex problems.

Through this project, we aim to:

- Boost youth participation in local communities,
- Understand the competencies needed by young people to act as community leaders,
- Allow ECHs to transfer their knowledge from spaces to communities,
- Demonstrate the power of creativity to foster local innovation and development,
- Engage local decision-makers to promote a new model of community-based local development.

This document, which contains an Introduction to the CHLaYdoscope project, a Glossary for the main concept, the research methodology and a work plan for the development of a competencies profile for Youth Community Leaders and the Profile of the Youth Community Leaders, was a result of the cooperation of the project consortium, led by the DYPALL Network.

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GLOSSARY

This glossary has been prepared to examine the important elements and create basic knowledge related to the CHLaYdoscope project.

Youth

Youth is best understood as a period of transition the dependence on childhood to adulthood. That's why, as a category, youth is more fluid than other fixed age groups. Yet, age is the easiest way to define this group, particularly about education and employment, because 'youth' is often referred to someone between the ages of leaving compulsory education and finding their first job.

The United Nations defines those persons between the ages of 15 and 24 as youth without prejudice to other definitions by the Member States. According to the European Commission, at the European level, young people are defined as being between 15 and 29 years old.

Youth leader

Usually, we would classify a youth leader as someone between the ages of 15-30; nevertheless, this changes according to the country's legal framework and sociocultural reality. A youth leader is an individual who is passionate about something and is leading either a team or just themselves toward achieving that goal. Young leaders can communicate their passion through their acts and inspire others to join them.

Youth worker

Youth workers are defined as people working in direct contact with young people, carrying out activities designed to support their personal and social development through nonformal and informal learning. Youth workers might be professionals or volunteers and be civil servants or work for non-governmental organizations.

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Community

The community has been defined as “a process of interrelated actions through which residents express their common interest in the local society”. It is a unified body of individuals such as:

- the people with common interests living in a particular area broadly;
- a group of people with a common characteristic or interest living together within a larger society;
- a body of persons or nations having a common history or common social, economic, and political interests;
- a group linked by a common policy.

There are several types of communities. Relatedly to CHLaYdoscope, we can point out virtual communities. A virtual community is a group of people who may or may not meet one another face to face and exchange words and ideas through the mediation of digital networks. CHLaYdoscope project will gather and train 60 youths online from Italy, Greece, Slovenia, Portugal and The Netherlands, but also communities of youth who are willing to participate and act at local level, in their living environments, together with their peers, upon local challenges.

Community manager

A person in charge of the creation of growth. The role is to manage online communities, usually on social media, often around a brand or cause. Among other functions, they have to create, analyze, understand and direct the information that is produced in different networks, monitor actions and create (digital) communication strategies. This position also refers to people acting in this role within offline communities, in physical environments (the headquarters of organizations, creative hubs spaces, coworking spaces, fablabs...).

Creative hub

A creative hub is a place, either physical or virtual, which brings creative people together. It is a convenor, providing space and support for networking, business development, and

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community engagement within the creative, cultural, and tech sectors. European Creative Hubs (ECHs) have been recognized in the past few years not only for their roles in supporting and promoting creative entrepreneurship, but also as spaces for local communities to gather, explore new challenges, organize social and economic life of the people living in it.

Youth work sector

“Youth work is a broad term covering a broad scope of activities of a social, cultural, educational or political nature by, with and for young people”.

Youth work takes a holistic approach to young people. Youth workers seek to promote young people’s personal and social development and enable them to have a voice, influence, and place in their communities and society as a whole. It builds resilience and character and gives young people the confidence and life skills they need to live, learn, work and achieve. Youth work offers young people safe spaces to explore their identity, experience decision-making, increase their confidence, develop interpersonal skills and think through the consequences of their actions. This leads to better-informed choices, changes in activity, and improved outcomes for young people.

Forms of youth work: Youth centers, Youth projects, Outreach/detached youth work, Informal youth groups, Youth camps, Youth organizations, Youth movements…

Creative Cultural Sector

'Cultural and Creative sectors' means all sectors whose activities are based on cultural values or artistic and other individual or collective creative expressions. The activities may include the development, creation, production, dissemination, and preservation of goods and services which embody cultural, artistic, or other creative expressions, as well as related functions such as education or management. They will have the potential to generate innovation and jobs in particular from intellectual property. The sectors include architecture, archives, libraries and museums, artistic crafts, audiovisual (including film, television, video games, and multimedia), tangible and intangible cultural heritage, design

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(including fashion design), festivals, music, literature, performing arts, books, and publishing, radio, and visual arts.

CLARIFICATION OF THE MAIN CONCEPTS

Leadership

“The action of leading a group of people or an organization.”

In simple words, leadership is about taking risks and challenging the status quo. Leaders motivate others to achieve something new and better. Interestingly, leaders do what they do to pursue innovation, not as an obligation. They measure success by looking at the team’s achievements and learning. Leadership involves decision-making, creating and articulating a clear vision, establishing achievable goals, and providing followers with the knowledge and tools necessary to achieve those goals. Leaders are found and required in most aspects of society, from business to politics to region to community-based organizations.

Youth leadership

Youth leadership is the practice of young people exercising power over themselves or others. Youth leadership has been elaborated upon as a theory of youth development in which young people gain the skills and knowledge necessary to lead civic engagement, education reform, and community organizing activities. Youth leadership programs typically include activities such as travel, intercultural exchange, outdoor education, organizing events, sports, intergenerational knowledge exchange, work experience, public speaking, and life skills development.

Community leadership

A community leader is a designation, often by secondary sources, for a person who is perceived to represent a community. A simple way to understand community leadership is to see it as leadership in, for, and by the community. Community leadership is a specific

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form of the general concept of leadership. It is frequently based in place and so is local, although it can also represent a community of common interest, purpose, or practice. It can be individual or group leadership, voluntary or paid. In many localities, it is provided by a combination within a region of government resources, professional and business skills, and the energies of the local community.

One of the challenges for leaders within communities has been that some do not have any sort of formal authority associated with positional power. Whereby leaders influence their networks and contacts, although they may not have any formal leadership role.

Creative hub leadership

ECHs are inspired by new forms of leadership with a completely different skills set and understanding than more traditional forms of institutions. ECHs are able to offer fresh approaches for finding innovative solutions to complex societal problems through co-creation, bottom-up and community-focused approaches. They have become experts in running their internal communities, made up of freelancers, creative people, youths in need of spaces and, competencies, connections and ideas to find their pathway into employment.

Competency

A set of individual performance behaviors which are observable, measurable, and critical to successful individual performance. One of the interesting and worth mentioning the aspect of this term is that it focuses not on what a person can do but on what a person can learn. Competency also includes motivation and self-knowledge, a desire and willingness to demonstrate effective performance.

Within the CHLaYdoscope project, we defined competency as ca ombination of knowledge, skills, and attitudes. We will look in more detail into these three dimensions when analyzing the key competencies of the community leader(s):

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a) Knowledge

Cognitive or mental abilities are used to retain and process information. Knowledge focuses on the understanding of concepts. It is theoretical and not practical. Condition of being aware of something

b) Skills

Physical abilities used to perform activities or tasks. Abilities based on performance measured in time and precision. The capabilities or proficiencies developed through training or hands-on experience. Skills are the practical application of theoretical knowledge.

c) Attitudes

Often confused with skills, yet there is a subtle but important difference. Abilities are the innate traits or talents that a person brings to a task or situation. Also, they are feelings, emotions, beliefs, and values about something.

THE RESEARCH METHODOLOGY AND WORK PLAN FOR THE DEVELOPMENT OF A COMPETENCIES PROFILE FOR YOUTH COMMUNITY LEADERS

The CHLaYdoscope project is an opportunity to gather knowledge, experiences, competencies, methodologies, and tools belonging to the Cultural and Creative Industries and to transfer these assets to a new generation of community-based youth leaders to be applied when dealing with new challenges.

The methodology and steps developed to make a competencies profile for youth community leaders (PR1):

A. Research Analysis
B. Advisory Group
C. Survey and Focus groups

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D. Dissemination

A. RESEARCH ANALYSIS: The review and analysis of the available research sought to lay the foundation for developing the methodology for the competence profile. Moreover, it explored the concept of leadership, identified the key competencies that could be considered fundamental for youth community leaders, and the overlapping skills across the different sources.

To achieve this, the following actions were taken:

- Collecting and analyzing existing European competencies frameworks (e.g. Entrecomp, Greencomp, ETS, DigComp);
- Reviewing existing research that has defined and conceptualized leadership, specifically youth leadership;
- Mapping community-based leadership and youth leadership competencies embedded in international policy papers at the EU and UN levels;
- Analyzing previous documents from ECHN and other hubs that identify competencies frameworks for creative hub managers.

The aim was to:

- Initiate the identification of key competencies that can be considered fundamental from the bibliographic review;
- Identify existing competencies framework for youth leaders and community-based leadership;
- Identify key competencies that overlap on the various competencies' frameworks;
- Identify the specific competencies of creative hub managers that can be considered transferable to youth community leaders.

Partners shared relevant information, case studies, reports, and materials to nurture the identification of transferable creative hub managers' competencies to youth community leaders.

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The result of the process was a consolidated report on the key competencies that includes the findings from the research and a preliminary draft of the content of the competence that included: a description of the competence, the knowledge it requires, the skills, and attitudes expected to be developed through the strengthening of this competence.

B. CONSULTATIVE GROUP: Creating the advisory group ensured good understanding between the partners throughout the development of PR1. Additionally, the existence of this group provided frequent feedback and recommendations along the process.

Each partner invited three-sector experts to contribute to developing and reviewing the competence profile. These experts were chosen for their expertise in specific agreed areas relevant to the project scope. They will continue to have a role in assessing and assuring the quality of the intellectual outputs.

Additionally, we used the opportunity of the 2nd Transnational meeting in Athens, Greece, to provide feedback on the Competency profile, consolidate the final document, and decide on the visual characteristics and format of the final Competency profile. The actions included:

- Three online meetings along the process to collect feedback on the different activities;
- Providing recommendations on the draft Competency profile;
- Consolidating the final document and deciding on the visual characteristics and format of the final Competency profile.

C.1 SURVEY: After conducting the research and gathering the most important competencies (knowledge, skills, and attitudes), the survey was done. The purpose was to identify better and understand the importance of the relevant competencies. Participants of the survey were asked to rate knowledge, skills, and attitudes from 1 to 5 (1 - less relevant

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and 5 - fully relevant) and to mark up to 10 competencies that can be improved through training.

The actions at this stage included:

- Developing the survey content;
- Sharing the questionnaire with the partners to consolidate the questionnaire's content with creative hub managers, community leaders, and youth leaders;
- Analyzing the results of the consolidation with the partners, nurturing the existing report on the key competencies, and adding new information;
- Sharing the questionnaire with the partners to reach out to creative hub managers, community leaders, and youth leaders. We aimed to reach between 10-15 replies per partner;
- Analyzing the survey results.

We aimed to:

- Welcome youths to define themselves and what community-based leadership means;
- Identify the most relevant competencies youth leaders should have;
- Understand why certain competencies are hard to develop and the obstacles youth face to gain those;
- Determine relevant actors that could join the following process stages (the focus groups discussion and/or the consultative group).

The survey results showed that most competencies were marked as highly important (4 or 5). This indicated that there was no significate difference in the importance of given knowledge, skills, and attitudes detected in our research, and that's why we included all of them in the preliminary profile. Also, the competencies detected to be more developed through the training were mostly the first ones on the list.

Based on this insight, we understood that to have a better understanding of the key competencies and to develop the final profile of youth community leaders, focus groups needed to be conducted so we could compare their results to the survey results. The preliminary profile with 7 categories of competencies was developed to be analyzed by

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focus 13 groups. The result of this process was the updated consolidated report on the key competencies with the analysis of the results shared by the partners.

C.2. FOCUS-GROUP DISCUSSIONS: The focus groups aimed to process the information from the survey, clarify the key competencies and obstacles found, and hear the perspectives and insights shared by the participants. Focus group participants added/deleted knowledge, skills, and attitudes in each category and then ranked them according to their importance.

The sessions were composed of:

- Youth leaders (2-3 pax);
- Sector experts (Creative Hub Leaders, Innovation managers, creatives) (2-3 pax);
- Youth workers (2-3 pax).

The aims were to:

- Clear up the information collected from the survey;
- Discuss the findings from the survey and elaborate on the content of the competencies that would include a description of the competence, the knowledge the leader should have, the skills that belong to the competence, and the attitudes necessary to perform to the best extent the competence.

Each partner identified people from their communities of practice and invited them to join the discussions. The people invited to the discussions are inspiring models and early adopter participants. 5 focus groups were organized (Materahub and Generazione Lucana had joint Focus Groups since they share the same stakeholders).

The main outcome of the focus groups was finishing the contect for the Profile of the Youth Community Leader(s). Each competency includes the knowledge needed to perform the competency and the skills and attitudes expected to be developed through the upcoming CHLaYdoscope training course.

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The final order of categories of competencies:

1. Understanding the community
2. Communicating meaningfully with other
3. Promoting and supporting youth initiatives
4. Providing inspiration
5. Supporting change
6. Supporting individual and group learning
7. Displaying intercultural competence
8. Creativity competence
9. Generating resources, networking, and advocating

D. DISSEMINATION: The Final Competency profile of the youth community leader will be translated into PT/ND/IT/SL and disseminated to relevant networks and partners during the following weeks.

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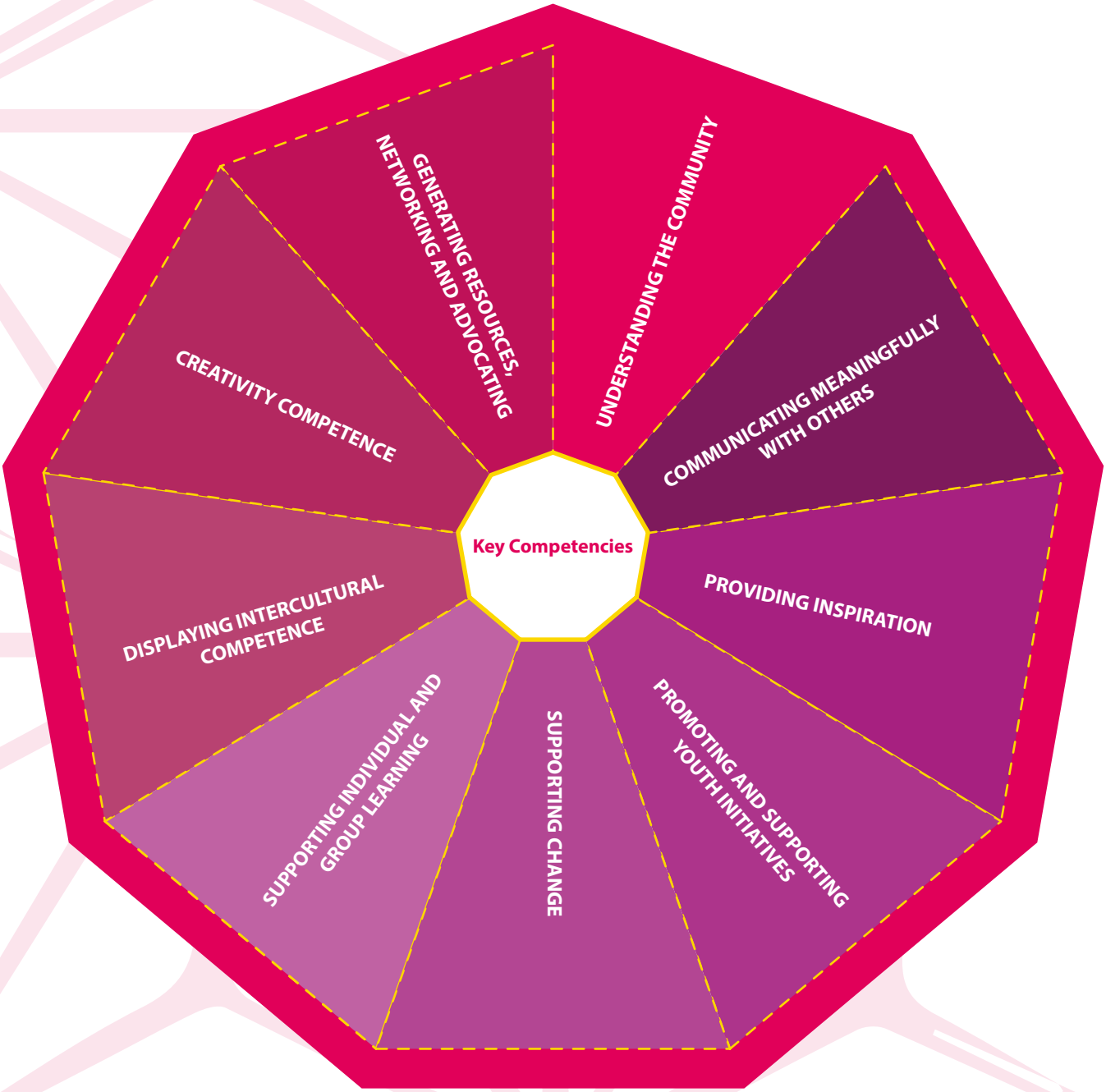
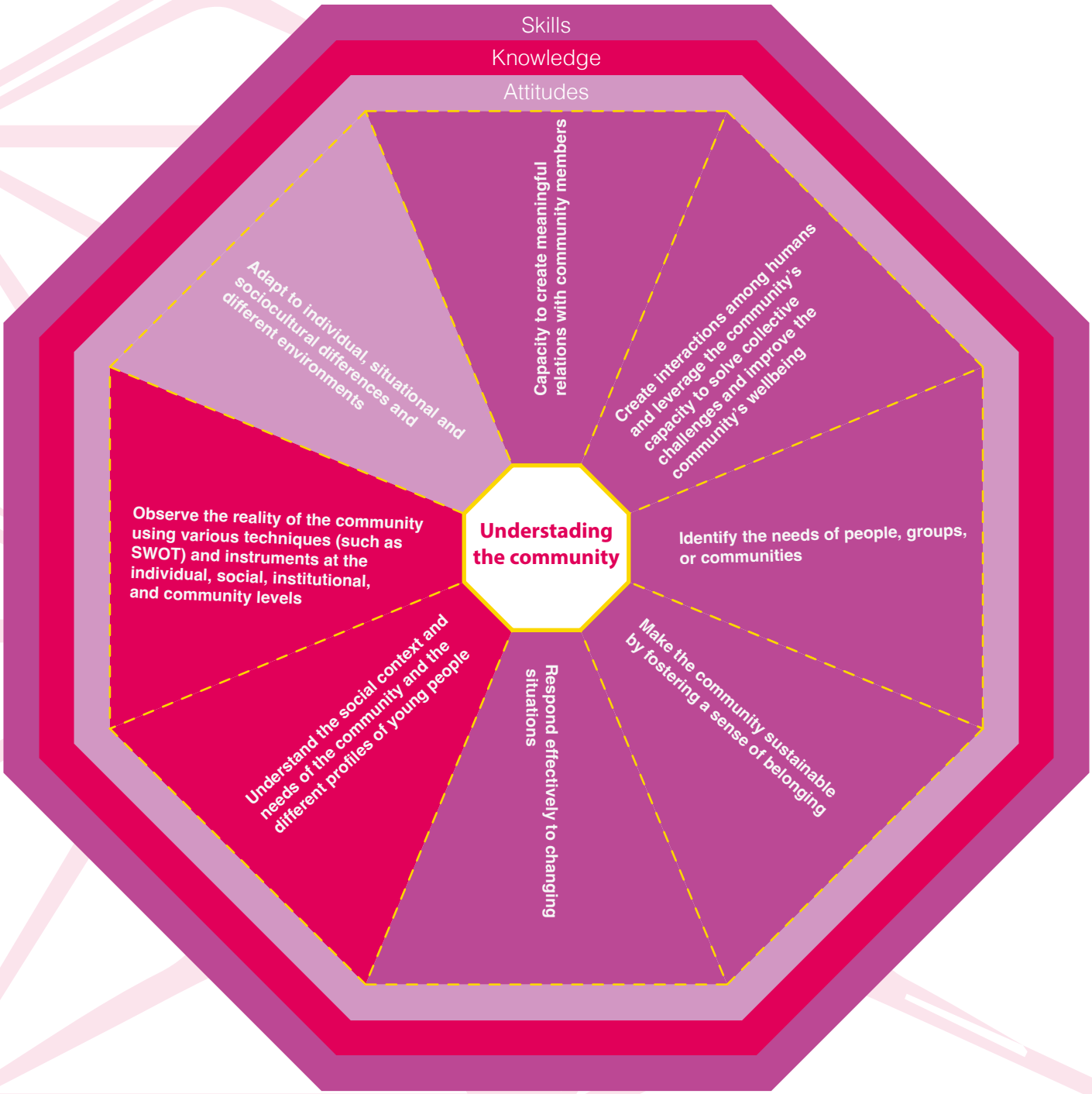
COMPETENCY PROFILE OF THE YOUTH COMMUNITY LEADER



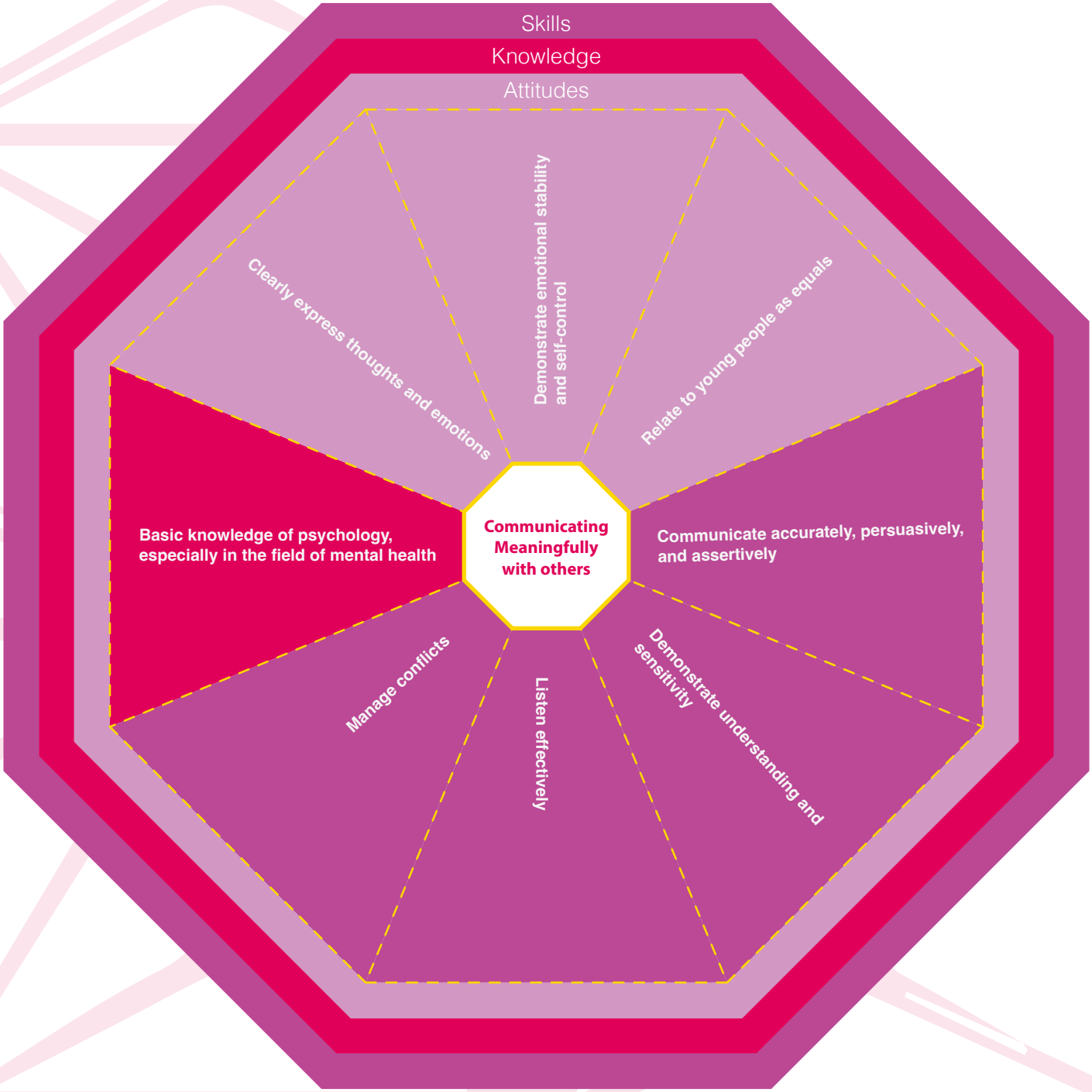
COMPETENCY

UNDERSTANDING THE COMMUNITY



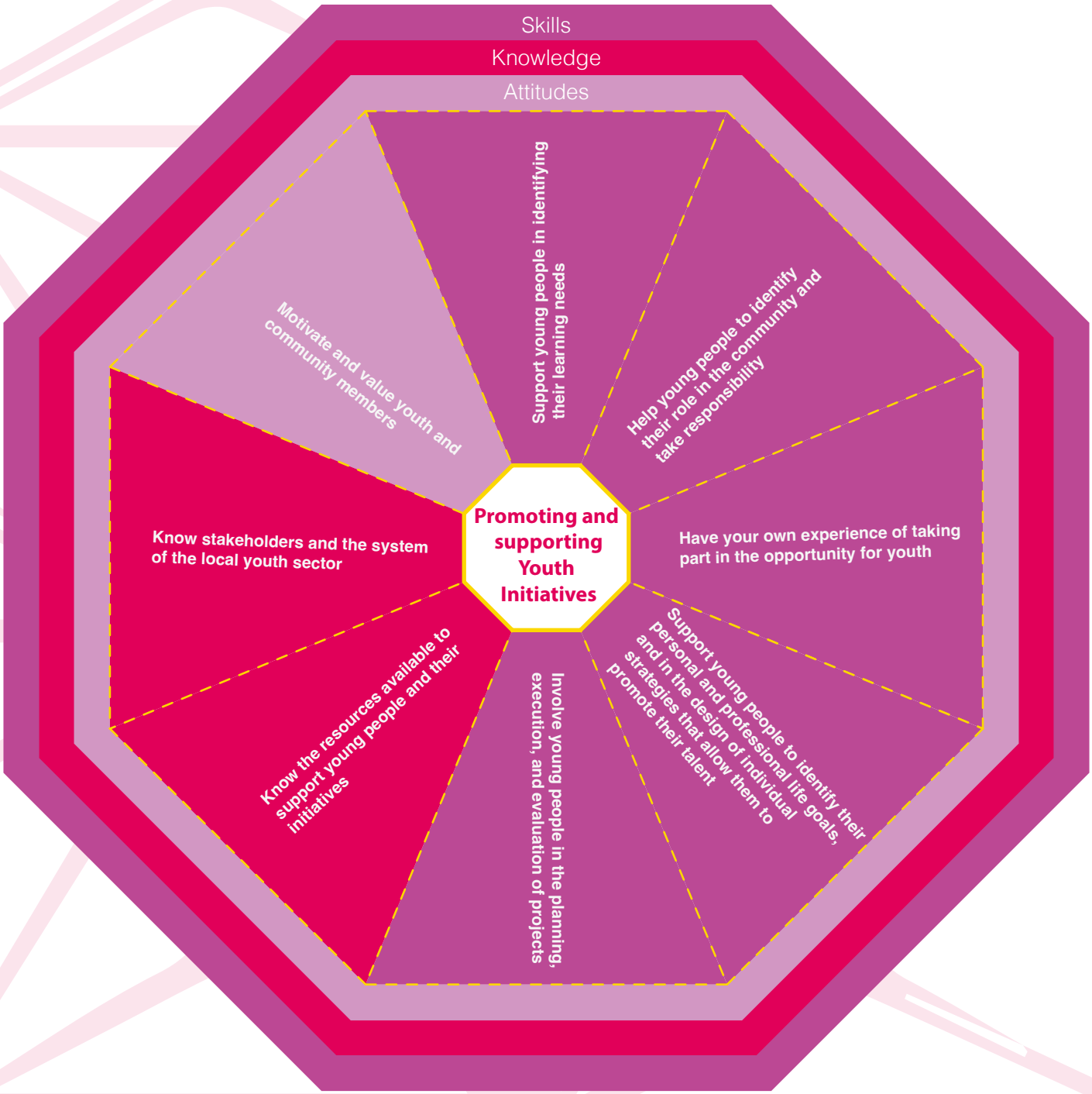
COMPETENCY

COMMUNICATING MEANINGFULLY WITH OTHERS



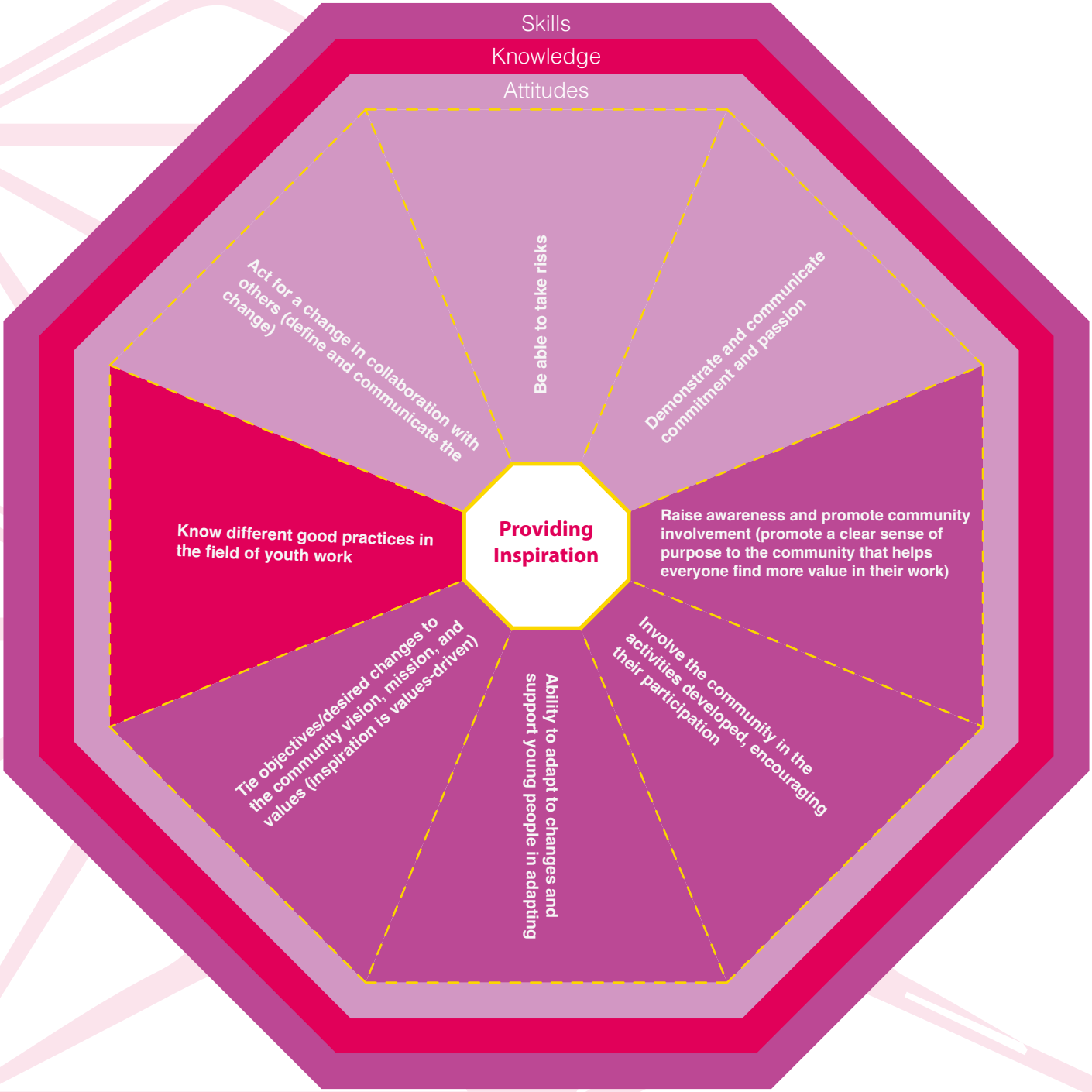
COMPETENCY

PROMOTING AND SUPPORTING YOUTH INITIATIVES



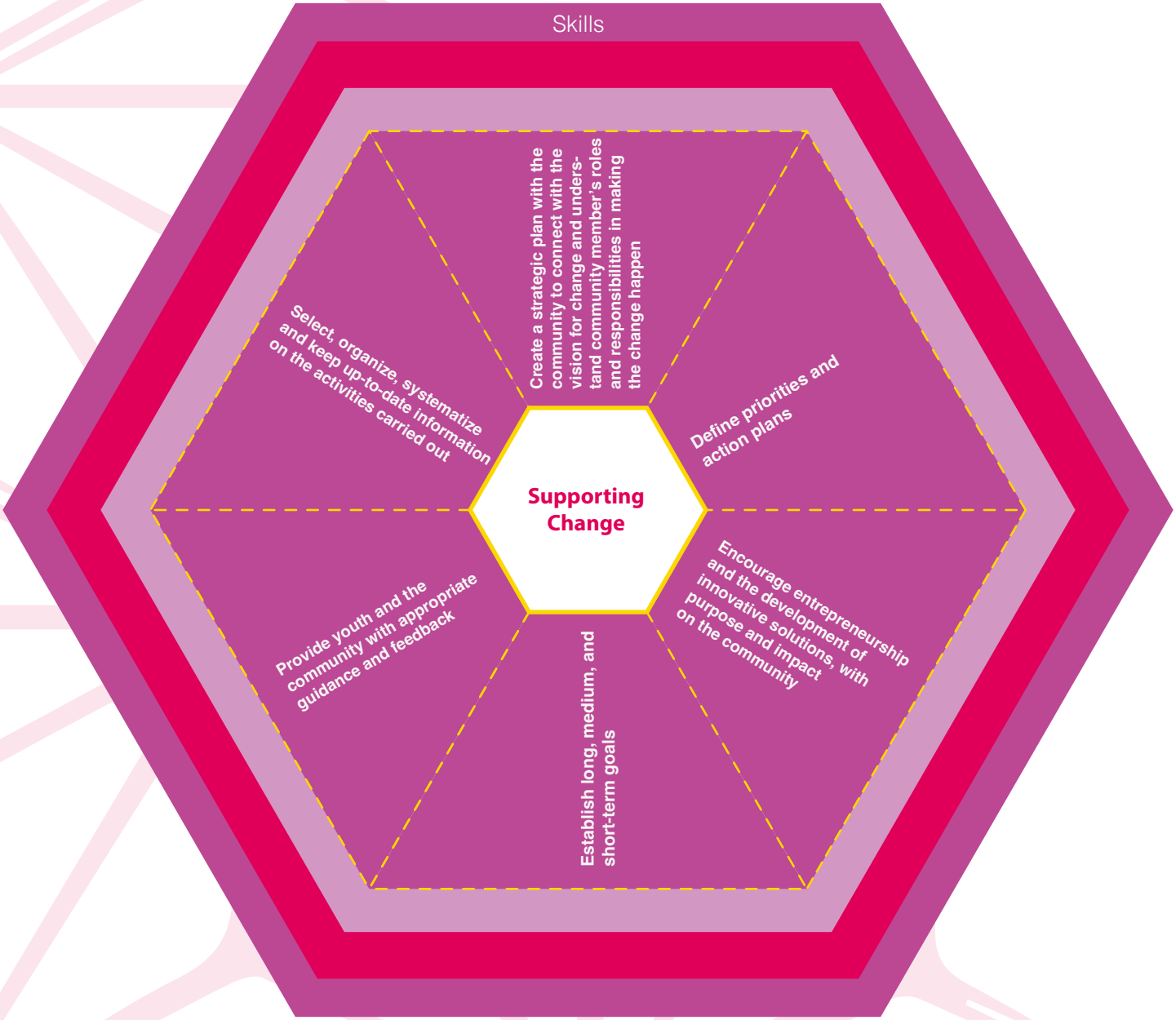
COMPETENCY

PROVIDING INSPIRATION



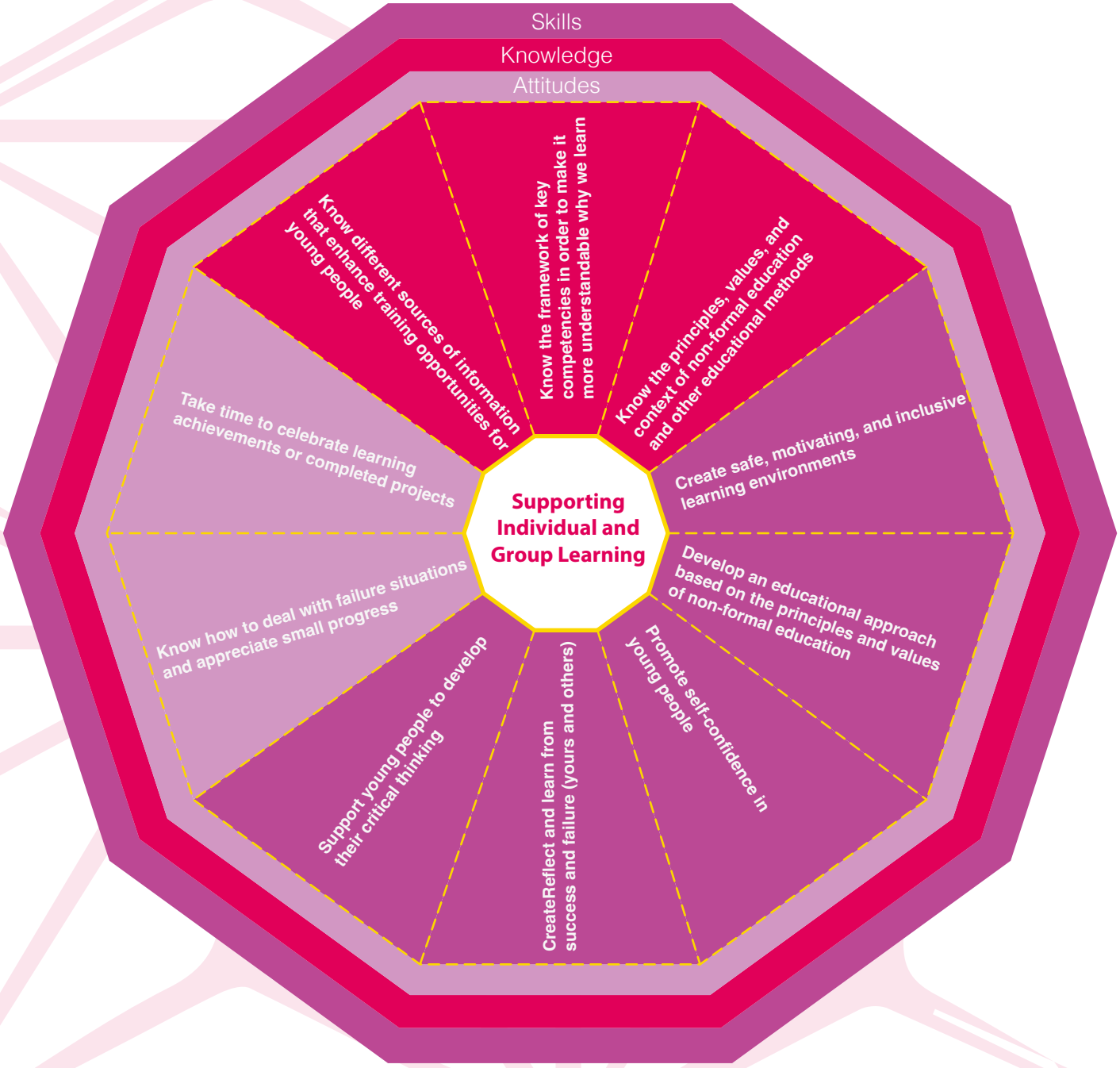
COMPETENCY

SUPPORTING CHANGE



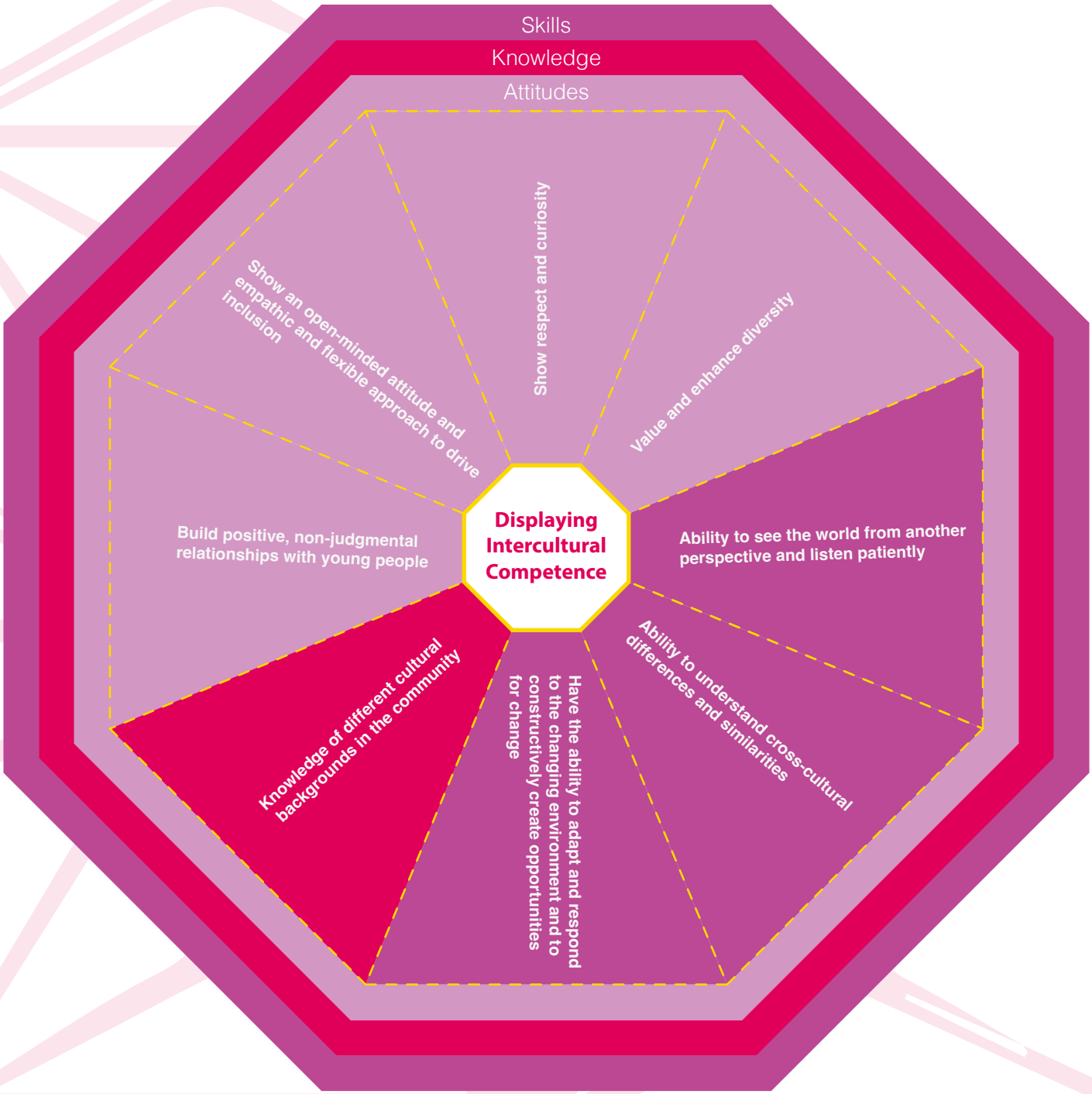
COMPETENCY

SUPPORTING INDIVIDUAL AND GROUP LEARNING

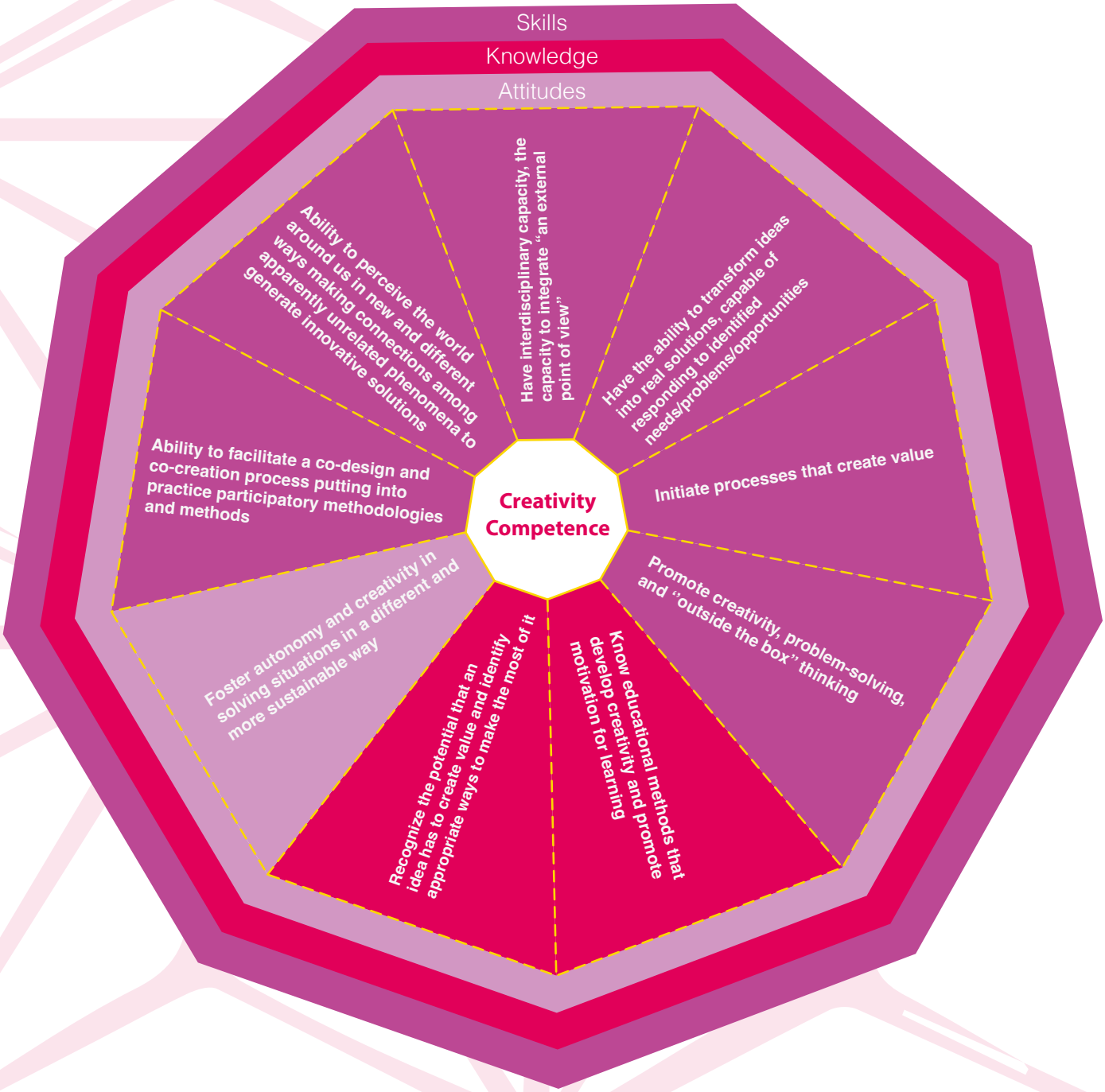


COMPETENCY

DISPLAYING INTERCULTURAL COMPETENCE

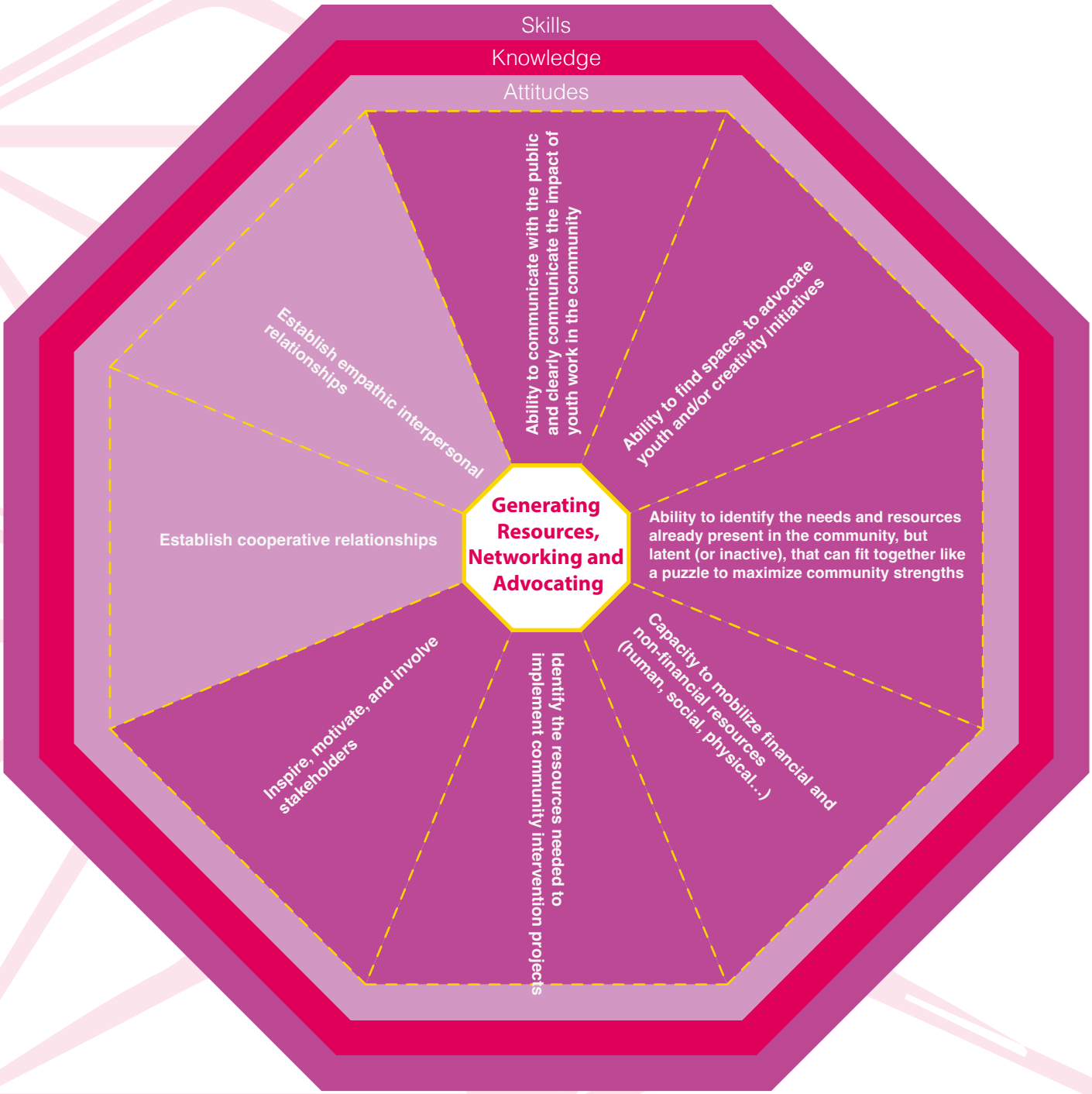


CREATIVITY COMPETENCE



COMPETENCY

GENERATING RESOURCES, NETWORKING AND ADVOCATING



For more information regarding DYPALL Network, the lead partner of the Competency profile of the Youth Community leader:

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DYPALL
DEVELOPING YOUTH PARTICIPATION AT LOCAL LEVEL

materahub

GENERAZIONE LUCANA

european creative hubs network

pina

the artist the others