

Youth Competency Framework

Part 3 | Youth Development System

Version History

Version	Date	Change Summary	Owner / Approval
v0.9 (Draft)	2026-01-31	Initial draft: defined competency domains, level descriptors, evidence and assessment recommendations.	SVOCF Secretariat
v1.0 (Release)	—	Release: unified formatting, terminology review, and completed appendices.	—
v1.1+	—	Iterative updates based on project and regional practice (scales, sample libraries, mutual-recognition mapping).	—

Table of Contents

(This is a pre-release draft. If you need an automatic table of contents, insert it in Word via References → Table of Contents.)

1. Positioning and Target Users

This document defines the Competency Standards for the SVOCF Youth Development System. It is intended to guide curriculum design, learning task organization, assessment evidence collection, and progression decisions. Its goal is not to replace school subject assessment, but to provide a cross-context, transferable, and recordable growth framework that supports young people in developing a sustainable core capability foundation through learning, daily life, and social participation.

Target users: Generally youth aged 8–18 (may be mapped to equivalent local educational stages).

Use contexts: In-school/out-of-school programs, study tours and social practice, clubs and volunteering, family and community supportive learning.

Compliance: To be used together with SVOCF-3.3 Youth Safeguarding & Ethics Policy. Any assessment and data processing must meet minors’ protection and privacy requirements.

2. Level Structure and General Definitions

To accommodate age differences and developmental continuity, the Youth Competency Framework uses three developmental levels (Level 1–3). Levels are not strict age gates; decisions are based on observable performance, traceability of evidence, and the learner’s ability to express reflection.

Level	Developmental Positioning	Typical Profile (Examples)	Minimum Requirements	Evidence
Level 1 Foundation Building	Establishes basic habits and safety boundaries; can complete tasks with guidance.	Can describe emotions and needs; can follow rules and complete simple projects.	Learning records + artifacts/photos/observation notes + short reflection (oral or written).	
Level 2 Capability Growth	Can self-manage and collaborate; can handle moderately complex tasks.	Can make plans, allocate roles, and work with others to solve problems.	Portfolio + process evidence + peer/mentor feedback + reflective journal.	
Level 3 Leadership and Impact	Can mobilize others, take responsibility, and create public impact; can think systemically.	Can design a project and communicate externally; can propose improvements and iterate.	Complete project dossier + impact proof + risk & ethics statement + after-action review report.	

3. Competency Domains Overview

Domains focus on a “sustainable life capability foundation”: self-regulation and emotional resilience, systems thinking, ecological literacy, collaboration, and digital citizenship. Each domain provides Level 1–3 descriptors and optional evidence types.

Code	Domain	Scope Keywords	Note
YD-1	Self-Regulation & Learning Capability	Goal setting, time/habit management, self-directed learning,	Can be mapped for mutual recognition with school projects /

		review improvement	& clubs
YD-2	Emotional Resilience & Empathic Communication	Emotion identification & regulation, conflict handling, empathy, nonviolent communication	Can be mapped for mutual recognition with school projects / clubs
YD-3	Physical Health & Safety Literacy	Healthy habits, risk recognition, basic first aid and safety boundaries	Can be mapped for mutual recognition with school projects / clubs
YD-4	Ecology & Sustainable Living Literacy	Resource awareness, low-carbon behavior, environmental observation, sustainable consumption	Can be mapped for mutual recognition with school projects / clubs
YD-5	Systems Thinking & Problem Solving	Causality & feedback, trade-offs, contextual analysis, solution design & iteration	Can be mapped for mutual recognition with school projects / clubs
YD-6	Collaboration, Leadership & Social Participation	Teamwork, responsibility allocation, public service, leadership & influence	Can be mapped for mutual recognition with school projects / clubs
YD-7	Digital & Media Literacy	Information discernment, cyber safety, digital creation, responsible online behavior	Can be mapped for mutual recognition with school projects / clubs

4. Standards and Level Descriptors

The following sections provide level descriptors and observable indicators. Assessment should consider age, context, resources, and safeguarding requirements.

4.1 YD-1 | Self-Regulation & Learning Capability

Level	Descriptor	Observable Indicators	Suggested Evidence (Examples)
Level 1	With guidance, sets small goals and completes basic learning tasks; follows time and rules.	Completes homework/tasks by checklist; can explain “what I learned” in one sentence.	Learning plan sheet, task checklist, reflection cards, mentor observation notes
Level 2	Independently creates a weekly plan and adjusts it; conducts simple review and improvement.	Records learning process; explains why a method was chosen and makes at least one iteration.	Weekly report/learning log, portfolio version iterations, peer feedback
Level 3	Builds a stable self-management system; helps peers form learning strategies and execute them.	Breaks goals into milestones; shows improvement effects using data/evidence.	Project review report, learning strategy note, evidence of peer support/leadership

4.2 YD-2 | Emotional Resilience & Empathic Communication

Level	Descriptor	Observable Indicators	Suggested Evidence (Examples)
Level 1	Identifies basic emotions and uses simple regulation methods with adult support; respects others' boundaries.	Can say “I feel ...”; pauses conflict escalation when reminded.	Emotion log, communication practice records, mentor feedback
Level 2	Maintains basic stability under stress; uses empathy and communication skills to resolve common conflicts.	Uses I-messages; proposes solutions acceptable to both sides.	Conflict resolution case record, peer review, reflective journal

Level 3	Regulates emotion and relationships in team/public settings; establishes supportive atmosphere and rules.	Facilitates discussion and resolves tension; provides peer support and referral suggestions.	Team rules and meeting minutes, activity leadership evidence, after-action review report
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4.3 YD-3 | Physical Health & Safety Literacy

Level	Descriptor	Observable Indicators	Suggested Evidence (Examples)
Level 1	Establishes basic healthy habits; recognizes basic risks and help-seeking channels.	Completes exercise/routine with prompts; identifies danger and seeks help.	Health check-ins, habit records, safety scenario practice records
Level 2	Develops stable health-management awareness; makes correct choices in common risk situations.	Creates a personal health plan; explains boundaries for online/travel/social risks.	Personal health plan, risk recognition checklist, mentor comments
Level 3	Takes a safety role in group activities; spreads health & safety knowledge and models practice.	Organizes safety checks; conducts basic first-aid/emergency drills and reviews them.	Emergency drill dossier, activity safety plan, after-action review report

4.4 YD-4 | Ecology & Sustainable Living Literacy

Level	Descriptor	Observable Indicators	Suggested Evidence (Examples)
Level 1	Understands basic concepts of saving and environmental protection; completes sustainable action	Sorts waste; describes resource-waste points at home/school.	Action checklist, photo/video evidence, observation notes

	tasks.		
Level 2	Applies sustainability principles to daily choices; participates in campus/community green projects.	Calculates simple carbon/resource use; proposes improvement actions and implements them.	Project process dossier, data records, reflective journal
Level 3	Designs and promotes sustainability projects; evaluates impact and communicates publicly.	Produces impact statement; mobilizes peers and family to sustain participation.	Project proposal & communication materials, impact evaluation, public presentation proof

Level	Descriptor	Observable Indicators	Suggested Evidence (Examples)
Level 1	With guidance, identifies problem elements and simple causality; proposes feasible small solutions.	Draws a simple causal map; explains “if ... then ...” consequences.	Problem analysis sheet, causal map, solution sketch
Level 2	Analyzes multiple factors and trade-offs; iterates solutions and handles feedback.	Identifies stakeholders; compares pros/cons of two options and chooses.	Iteration records, data and feedback, collaboration evidence
Level 3	Builds system models and long-term projections; organizes collaboration to solve complex problems.	Uses charts/tables to show system structure; proposes sustainable governance-style solutions.	System model/logic diagram, complete project dossier, after-action review report

4.5 YD-5 | Systems Thinking & Problem Solving

4.6 YD-6 | Collaboration, Leadership & Social Participation

Level	Descriptor	Observable Indicators	Suggested Evidence (Examples)
Level 1	Completes assigned tasks in a team; understands rules and responsibilities.	Completes role-based tasks; expresses politely and follows team agreements.	Team task records, mentor observations, peer reviews
Level 2	Allocates roles and collaborates; participates in volunteering or public action.	Organizes a small activity; performs basic external communication and reporting.	Activity plan & records, service-hours proof, reflective journal
Level 3	Assumes leadership and public responsibility; establishes sustainable team mechanisms and succession.	Creates institutionalized processes; develops successors and improves via review.	Team procedures & workflows, impact proof, external cooperation materials

4.7 YD-7 | Digital & Media Literacy

Level	Descriptor	Observable Indicators	Suggested Evidence (Examples)
Level 1	Uses digital tools safely; identifies obvious misinformation and inappropriate content.	Sets basic privacy; seeks help when encountering suspicious information.	Safety settings screenshots/notes, information discernment practice records
Level 2	Performs information search and source judgment; creates and shares responsibly.	Explains source credibility; follows basic citation and copyright rules.	Search report, creative portfolio, citation/copyright notes

Level 3	Judges and Conducts media Media analysis communicates in analysis; sets team report, complex information online communication plan, environments; leads communication and rules and training peers to build safety rules. records healthy information habits.
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5. Assessment and Evidence Recommendations

Youth assessment is recommended to follow a “growth-oriented evidence chain” approach: emphasize process evidence, reflection expression, and traceable records, and avoid one-time exams as decisive conclusions. Assessment should use authentic tasks as much as possible and remain aligned with safeguarding and ethics requirements.

5.1 Assessment Principles

- **Developmental appropriateness:** Different forms of performance are acceptable under the same standard; focus on sustainable progress.
- **Multi-source evidence:** Learner self-evidence + peer review + mentor observation + artifacts and data records.
- **Minimum harm:** Avoid shame, fear, or improper disclosure; use anonymized/de-identified records when needed.
- **Explainable decisions:** State why a level was assigned with evidence; allow review and appeal.

5.2 Suggested Evidence Types

Evidence Type	Scope	Examples
Artifacts / Outputs	All domains	Posters, reports, craft/digital works, presentation videos
Process Records	Project-based learning	Task lists, iteration versions, meeting notes, logs
Observation Records	Behavior and collaboration	Mentor observation forms, class/activity performance notes
Self-Reflection	Self-regulation/emotion etc.	Reflection cards, interview excerpts, weekly learning reports

Peer Feedback	Collaboration communication	and Peer review forms, collaboration agreements, conflict-handling records
Impact Proof	Social participation / eco projects	Service hours, participation certificates, public showcases

6. Credits and Progression Suggestions (Optional)

If a program needs to connect to micro-credentials or learning record systems, it may adopt a “Domain–Task–Evidence–Credit” mapping approach. Both learning volume and evidence quality should be considered: if traceable evidence is missing, it is not recommended to grant equal credits.

Level 1: Focus on participation and habit building; smaller units are recommended (e.g., 0.5–1.0 credit).

Level 2: Focus on project completion and collaboration; 1.0–2.0 credits per project are recommended.

Level 3: Focus on leadership, impact, and systematic review; 2.0–4.0 credits per project are recommended (including impact proof).

7. Mapping Notes to Other Systems

This framework can connect vertically with Part 1 (SVOS): youth-stage self-regulation, systems thinking, collaboration, and digital literacy can serve as foundational readiness for entering SVOS Level 1. Mapping is recommended by domain correspondence rather than rigid item-by-item matching.

A developmental pathway can also be built toward Part 2 (CP-SSASH) in directions such as health and safety literacy, lifestyle practice, and social support. However, the youth system does not involve clinical diagnosis or treatment. Any medical-related content must follow SVOCF-3.3 referral and boundary requirements.

Appendix A. Glossary and Abbreviations

- **Competency Domain:** A grouped definition of transferable competencies used for program design and assessment.
- **Descriptor:** A text description of the capability state expected at a given level.
- **Indicator:** Observable behavior/output examples used to form evidence chains.
- **Evidence Chain:** A set of multi-source evidence that is traceable and reviewable, supporting assessment decisions.