

non-formal EDUCATION

**AS IMPORTANT
ON ERASMUS+**

The Erasmus+ programme

In November 2013 the European Parliament adopted the new Erasmus+ programme, for 2014-2020. It will promote most of the actions included in the DG Education and Culture: Education of Youth is included in this new programme, with the notable addition of Sport.

To know more about Erasmus+

http://ec.europa.eu/education/erasmus-plus/index_en.htm

The training course

NON-FORMAL EDUCATION AS IMPORTANT ON ERASMUS+

This brochure is one of the outputs of Non-Formal Education as Important on Erasmus+ which is a 8 days Training Course under the Erasmus+ Programme (KAI, Project number: 2014-2-TR01-KA105-011198) targeting youth workers and leaders of youth fields. It involves 25 participants from Albania, Bulgaria, Italy, Spain, Georgia, Russian Federation, Romania and Turkey.

The goal is to increase knowledge and competences of youth workers and youth leaders in the field of non-formal education and to improve their abilities to use different methods for empowering young people facing exclusion, young people with fewer opportunities, and people dealing with various obstacles and challenges.

During the eight days of training course which included outdoor activities, simulations, role playing, discussions, bilateral and group works, the participants had an opportunity to develop their skills (facilitation, communication, team work and leadership) and improve their knowledge about non-formal education, its methods and approaches that can be used when fighting social exclusion and discrimination. During the training course the participants also shared their best practices in the field of non-formal learning.

Non-formal Education

Non-formal education is a purposeful but voluntary educational process that takes place in diverse settings where learning is not necessarily their only activity. These settings may be intermittent or transitory, and the activities may be staffed by “paid” learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities are planned, but may not be organised according to conventional curricula. They often address specific groups. They document and assess learning achievements in non-conventional ways. Non-formal educational activities can be characterised as

- voluntary
- accessible to everyone (ideally)
- organised processes with educational objectives
- participatory and learner-centred
- learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-orientated
- starting from the experience of the participants Adapted from Siurala

Lasse (2005): European Framework for Youth Policy and Compass
A Manual for Human Rights Education with Young People (www.coe.int/compass)



System and Generation Association

Non-Formal Education as Important on Erasmus+ is made and implemented by staff members of System and Generation Association. S&G (System and Generation Association) was established in 2008. The aims of the organization is to make young people integrated in the society, encouraging their entrepreneurial spirit, helping them acquire knowledge and qualification, getting them to know young people from different cultures, empowering sympathy and tolerance, improving cooperation and encouraging European cooperation with young people, supporting the cooperation between the international institutions.

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ACTIVITIES



NAME GAMES AND GETTING TO KNOW EACH OTHER

WHY:

It is necessary for every project that the participants firstly get to know each other. A well connected group is facilitating a follow cooperation and communication between participants.

Name Crossword

HOW: Trainer explains rules of the game and writes his/her name on the board. When another person of the group sees the possibility to add his/her name, he/she approaches the board and connects it with the written one. In this way a name crossword is created with the names of all participants intertwined together. Additionally, participants can tell a story about his/her name or its meaning.

Materials: Board, big paper, markers



Draw a picture related to your name and explain

HOW: For the first getting to know each other part, this simple game is suitable for encouraging people to present their names and its meanings by drawings. For some of them it can be hard to accept this artistic approach, but at the end even small characteristics can help to memorize names.

Materials: Board, big paper, markers

Wool Ball

HOW: The first person says the name of the person to whom he/she throws the wool ball while holding part of a string. In this way participants repeat all the names plus a beautiful net is being made. Game continues in reverse direction – untangling the net and practicing names in an opposite course. But the game can go on for too long. That's why it's possible to finish it after the first part with the creation of a net.



Materials: Wool ball

Balloons

HOW: Every participant receives a balloon. They blow them up and write their names on them. Then we play with the balloons and they get mixed. After that every participant chooses one balloon and he/she must find the person whose name is written on the balloon. When in pairs, they have a task to look at each other. Then they turn their backs to each other and have to change something about their appearance. When they turn back face to face they should recognize what changes have been made.

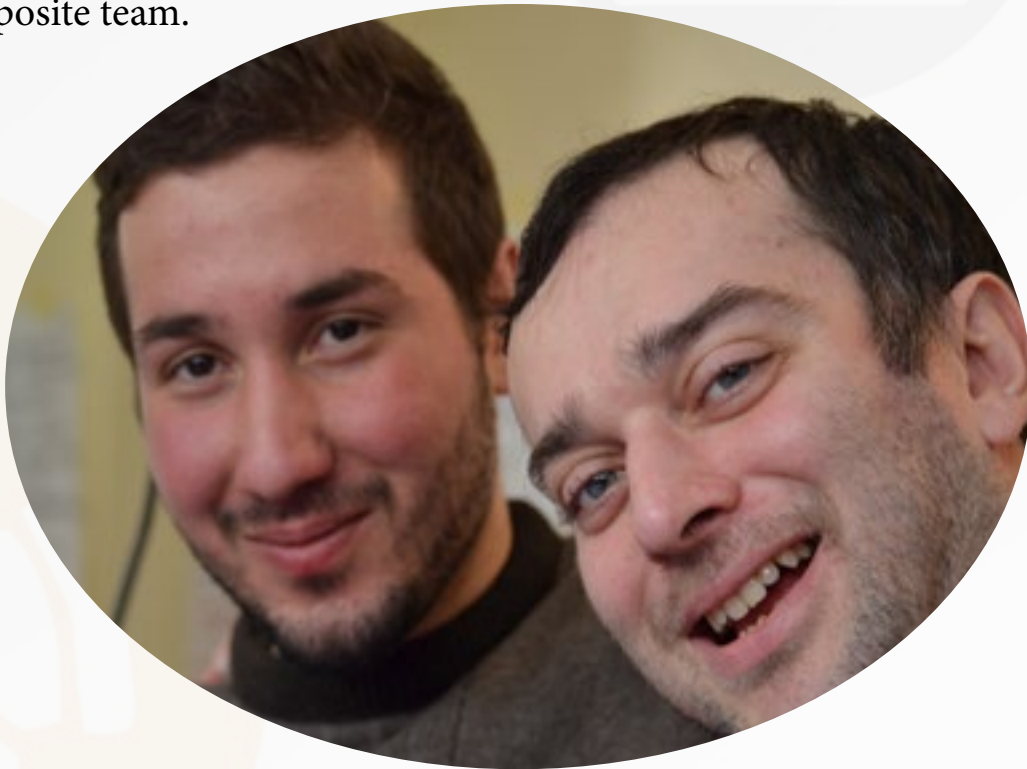
Materials: Ballons, markers



Blanket

HOW: Participants are divided into two groups. They are hidden behind the blanket located between them. Each group chooses one participant that comes to stand close to the blanket. Trainers count till three and then they let the blanket fall. The two participants who find themselves face to face have to tell each other's names. The participant who says the name the last, or can't remember, joins the opposite team.

Materials: Blanket



2 Truths and a Lie

HOW: In order to overcome initial shyness and make easier conversations, the game called “2 Truths and a Lie” is very helpful. Every participant is asked to write down 2 true and 1 false facts about his/her life. Then they read their sentences and others participants try to guess what is the lie.

Materials: Small papers, pens



Dating

WHY: Dating is a great game not just to know more names but to get to know each other better and help with the problems of topics for small talks. It is a good game before breaks – people can continue with their conversations later, because during the game there is not enough time to tell everything, they would like to say.

HOW: Firstly we distribute papers and pens. Participants draw clocks on their papers with twelve hours. When they finish they write names of the persons they would like to talk to. For each hour they have to have one name written. At the end they should have twelve dates. The trainer announces hours and topics while ringing a bell. Topics can be mixed: funny, connected to the training or just some personal information. For example: What does your organization do and what do you do for your organization? What is your best childhood memory? What would you change if you could be the president of your country for one day? For every topic there is limited time. This makes a living pulsing atmosphere. Information is flying through air.

Materials: Papers, pens, bell, clock

TEAM WORK

WHY:

With this game the trainers can observe the cooperation and the communication in the groups; how everyone behaves in the group and how the whole group as a team is able to solve tasks.

Net

HOW: In an appropriate place the trainers weave a string net. The group is divided into two teams. In every team one person has his/her eyes covered and one with his/her hands tied. They have time to agree a strategy and try it out. After that, trainers measure time for each team. We close this activity with a discussion about the process of the game. If any of the participants touch the net, the entire group should go back and start the game from the beginning.

Materials: String net, clock
Duration: 20-40 min



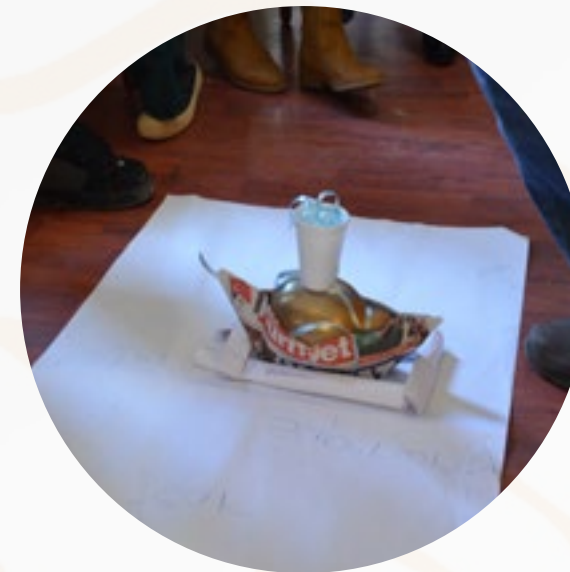
Catching Egg Machine

HOW: Each group receives some materials, for example newspapers, sheets of paper, tape, pens, ribbon. Their task is to construct a machine which will be able to catch an egg. Group (5-6 people)

Before groups start their work, the trainer should give them clear instructions:

1. Work as a group
2. Time limit (10-15 min)
3. Make construction which will be able catch the egg from same distance for all groups for example-at the height of the trainer's arm.
4. Give a name for construction
5. Participants can use just those materials which the trainer gave.

Materials: Different kinds of materials (for example newspapers, sheets of paper, tape, pens, ribbon) and eggs



SIMULATIONS

WHY:

Simulation attempts to copy various activities from real life with the aim to experience concrete situations and adopt a stance on them. This helps to show attitudes that can be subsequently reflected.

Baranga

WHY: Baranga is useful when trainers want to show and let participants experience what means exclusion, acceptance, adaptation, be new in a group, be different and try to understand distinct environment understanding in multicultural community. Attitudes adopted in this game are similar to real-life situations.

HOW: Baranga is a game located in a casino. Each table in the casino has its own packet of cards, papers and pen and its own written rules. Groups are firstly studying rules and setting up a strategy. They try to play few turns. When they get used to it, they are forbidden to speak, they are just allowed to use paper and pen – no words. They continue playing. After a while the trainer announces that winners from each table move clockwise to another table, and the game continues. It's highly important to keep silence. It's good to let enough time for the game even for subsequent discussion.

Materials: Rules instruction, packet of cards, papers and pen for each table
Duration: 60min



Rules for the card game: Each player is receives 4 cards

TABLE 1

• **The person who wins the trick, plays the next card**

- 1- The dealer can be anyone at the table, the person right to the dealer starts the game
- 2- Ace is the highest card, there is no trump.
- 3- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4- If a player does not have that suit, a card of any suit must be played. The trick is won by the person with the HIGHEST card of the ORIGINAL suit
- 5- Who has won the trick, plays the next card.

TABLE 2

• **The person who wins the trick, plays the next card**

- 1- The dealer can be anyone at the table; the person right to the dealer starts the game.
- 2- Ace is the lowest card, diamonds are trump.
- 3- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same Seminar Activity Writing Template suit). For each round, each player plays one card.
- 4- Only if a player does not have that suit, trump should be played, if the player does not have trump, a card of any suit must be played. In this case the trick is won by the person with the HIGHEST card of the ORIGINAL suit.
- 5- Who has won the trick, plays the next card.

TABLE 3

• **The person who wins the trick, plays the next card**

- 1- The dealer can be anyone at the table, the person left to the dealer starts the game
- 2- Ace is the lowest card, clubs are trump.
- 3- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4- Only if a player does not have that suit, trump should be played, if the player does not have trump, a card of any suit must be played. In this case the trick is won by the person with the HIGHEST card of the ORIGINAL suit.
- 5- Who has won the trick, plays the next card.

TABLE 4

• **The person who wins the trick, plays the next card**

- 1- The dealer can be anyone at the table, the person who has the lowest trump start the game.
- 2- Ace is highest card, clubs are trump.
- 3- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4- Only if a player does not have that suit, trump should be played, if the player does not have trump, a card of any suit must be played. In this case the trick is won by the person with the HIGHEST card of the ORIGINAL suit.
- 5- Who has won the trick, plays the next card.

TABLE 5

• **The person who wins the trick, plays the next card**

- 1- In the first round the dealer can be anyone at the table, starting from second round the dealers change, the person sitting next (clockwise) to the dealer of each round becomes the dealer. Dealer of each round starts the game.
- 2- Ace is the lowest card, there is no trump.
- 3- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4- If a player does not have that suit, a card of any suit must be played. The trick is won by the person with the HIGHEST card of the ORIGINAL suit
- 5- Who has won the trick, plays the next card.

DISCUSSION

WHY:

Discussion is a method that gives space for participants to express their opinions, compare and analyse them, consider pros and cons and find a convenient conclusion.

Cozy Café

WHY: Cozy Café gives possibility to discuss subjects that matter to set the context, discover opinions of participants and compare them with diverse perspectives of others. It encourages everyone's contribution. Topics can vary, depending on specific necessities of different projects. It's well adaptable.



HOW: Participants are invited to sit at tables. Every table has its own topic and snacks. After discussion the group write down their common opinion on the paper for the topic. After that the whole group changes the table clockwise to a new table with a new topic and snacks. Every group will discuss all the topics and write their opinions. Game ends when the first group comes back to their starting table. They have the possibility to read and enrich their initial opinion by the help of others. Very important for Cozy Café-to create a comfortable atmosphere as in a real cafe is: music you can play it, but not too loud, in order not to disturb discussions.

Materials: Hospitable space, questions that matter, snacks, big papers, markers

Magic cocktail

HOW: The task is to make a list of preferable used methods in a project for excluded groups. Decide appropriate activities and give them percentage. There is just one rule: all methods in total should amount 100%. Firstly participants work as individuals. But the next step is to discuss it with neighbours, combine activities and figure out together a conclusion. The final step is a verdict of two pairs as a group. When participants work as a group the most important is - to come for common decision.

No	Method/tool	%	%	%
1.	lecture			
2.	Game			
3.	Exercise			
4.	Reading			
5.	Listening			
6.	Writing			
7.	Presentation			
8.	Role playing			
9.	Simulation			
10.	Seminar			
11.	Experiment			
12.	Brainstorming			
13.	Group work			
14.	Individual work			
15.	Video watching			
16.	Teaching peer to peer			
17.	Discussion			
18.	Debate			
19.	Example			
20.	Project work			

THINKING/ LEARNING LABORATORY

WHY:

We have different ways of learning and each individual prefers specific methods.

Thinking/Learning Laboratory gives a possibility for participants to discover their appropriate way of studying and gives the opportunity to deliver information by an adequate way for every individual.

HOW: Different learning ways are chosen for concrete topics: visual, auditory and motoric. For example: video, drawing place, feedback for visual inventive article, analysis of citation, reading corner with printed materials.
Participants are free to choose a station with a method they want to start with and they can spend as much time there as they wish.
Just recommend to participants to try to visit all the stations during the exercise.

Materials: Video, article, printed materials, colorful pencils, big papers
Duration: 40-60 min



"In relationships and career life long learning and personal growth are key ways to go up, up and away!
Up to the next level and away to new borders"

Adian Pantonial

Comments

Learning, learning and learning.
Valdimir, Lenin

If doesn't matter how many or what kind of recourses you have got as long as you know how to put them to practice.

Ermal

Learning feeds your soul, a well feed soul keeps you young.

Sinan

Thoughts

In my opinion, a person who doesn't grow up personally is the dead one.

One hut as a room the rest of the world as the house.

Firstly you have to learn how to learn, and then start teaching other people to see if you have learnt anything - **Roxhen (Espinosa)**



RESEARCH

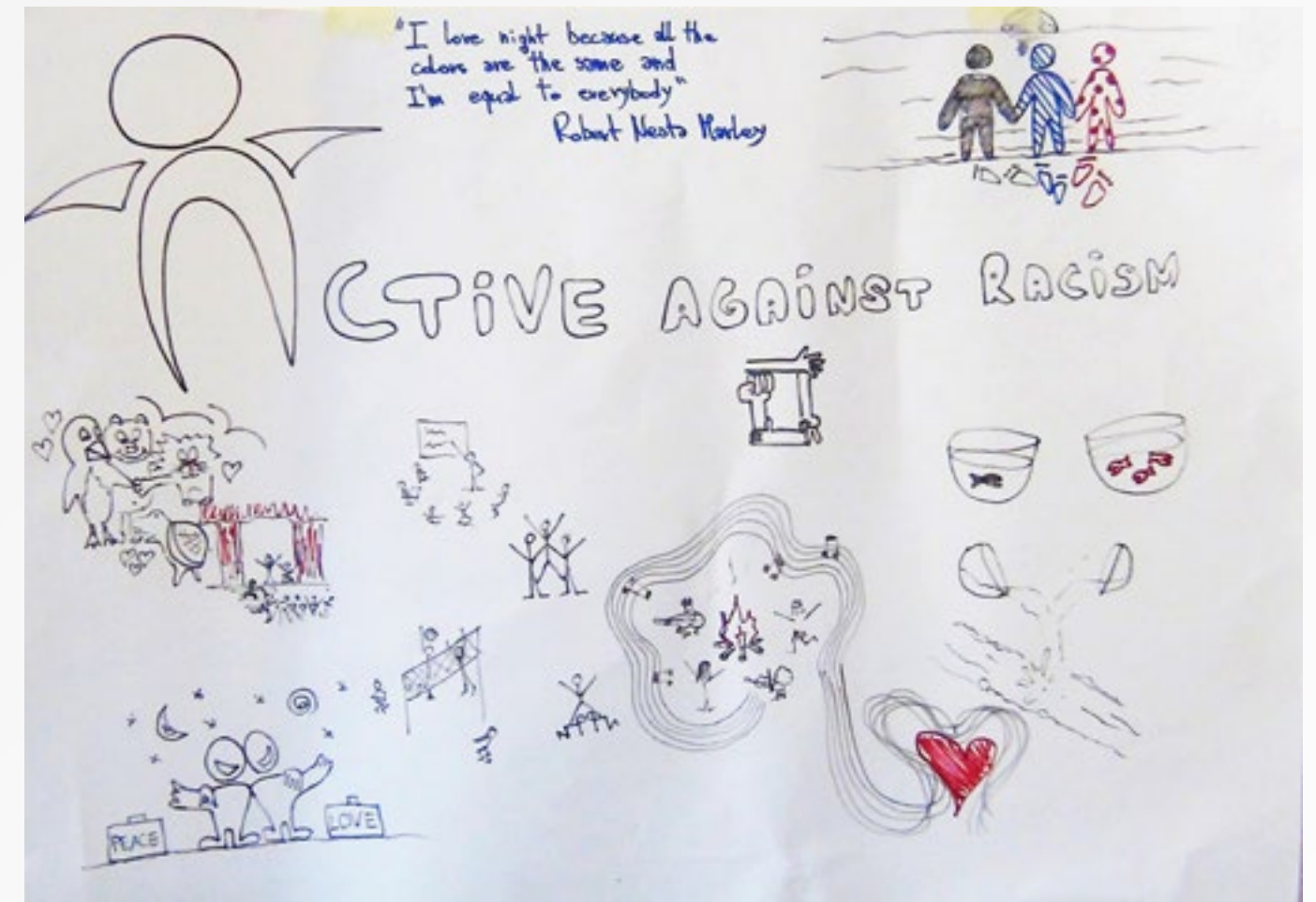
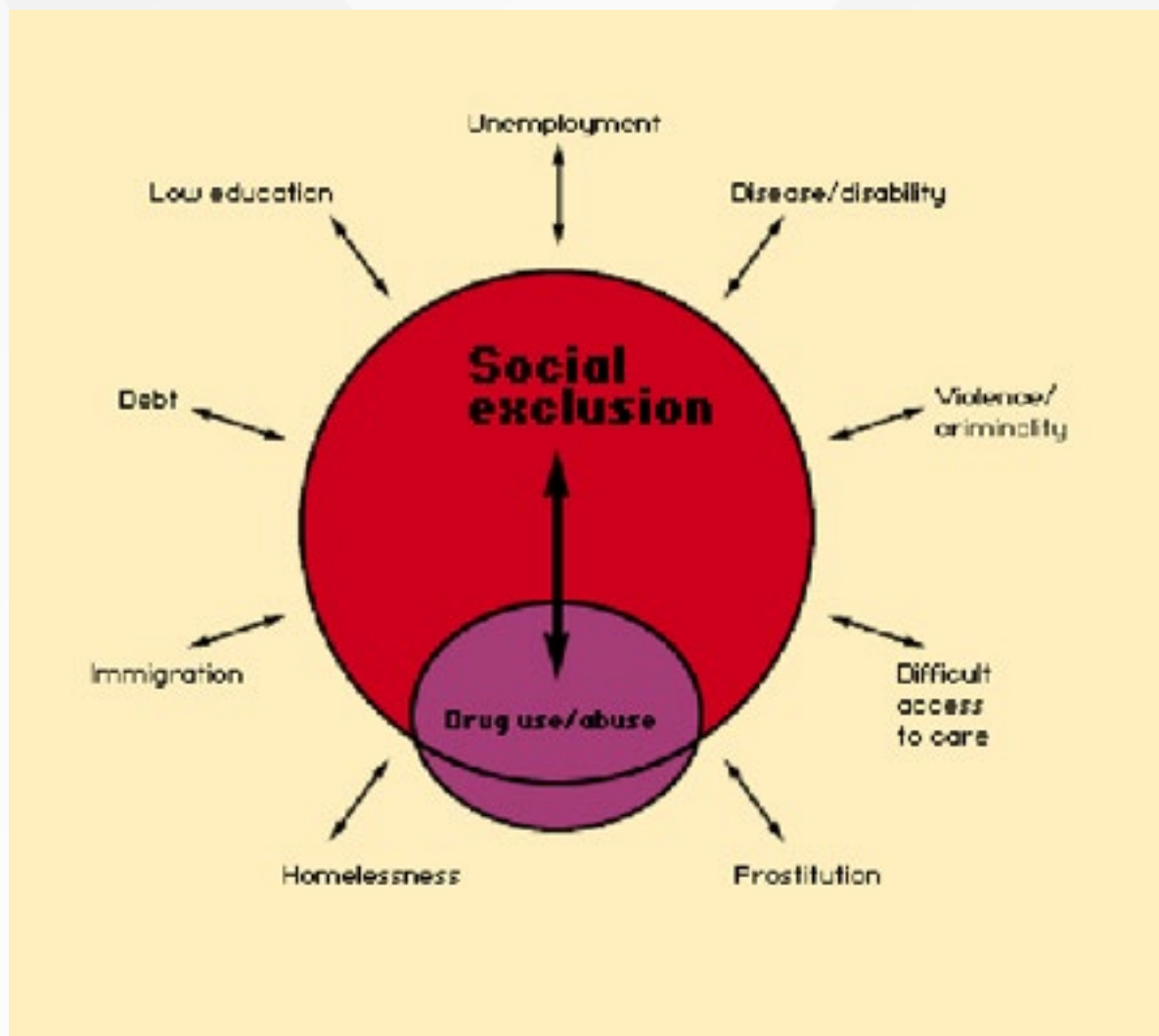
WHY:

Research is a creative and systematic work to increase current knowledge. The possibility of searching for information using own suitable ways offers enriched acquaintance by different approaches.

Realities of excluded groups

WHY: Next activity gives an opportunity for national groups to search about the reality and specifics of excluded groups in their own countries. This helps to deeper the understanding and better response of needs of concrete places and people. Subsequent international comparison can help with possible aid.

HOW: Participants have the task to find information about realities of excluded groups in their countries. They can use every way of finding. After that discussion starts and a comparison with other countries.



INFORMATIVE MATERIALS



EU strategy

The challenge of learning in the 21st century

■ LEARN LOCALLY > RETRIEVE GLOBALLY

- CLASSROOM AT SCHOOL, TRAINING CENTRE, UNIVERSITY
- AT HOME, IN LABORATORIES, AT THE WORK PLACE
- WITH FRIENDS, COLLEAGUES, INTEREST GROUPS

■ COMPARE GLOBALLY > TRANSFER LOCALLY

- SURVEYS, STUDIES, BENCHMARKS,
- NATIONWIDE, EUROPEANWIDE, WORLDWIDE
- REFERENCE LEVELS OF ALL KIND

Skills policy and lifelong learning



Policy context Europe 2020 strategy

Strategic framework for European cooperation in education and training ("ET 2020")

■ Significant progress being made:

- in support of national reforms of lifelong learning;
- the modernisation of higher education;
- the development of common European instruments promoting **quality**, **transparency** and **mobility**;

■ Strategic objectives:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training

Life long
learning!!!!!!

New Skills for New Jobs

Anticipating and matching labour market and skills needs



- The link between EU Strategy for Growth and Jobs and an updated strategic framework for European cooperation in education and training to support Member States in **raising skills levels through lifelong learning**.
- The updated strategic framework for cooperation in education and training can stimulate innovative partnerships between education and training providers and social and economic actors, to promote **more flexible and demand-led systems**. The implementation of the European Qualifications Framework should increase the transparency of qualifications and facilitate access to further learning. The Copenhagen process on cooperation in VET will include a new priority to **improve the links with the labour market**;
- The New Skills for New Jobs initiative stresses the need for more effective education and training policies and modernisation of labour markets through **flexicurity policies**.

Towards Common Principles of Flexicurity:

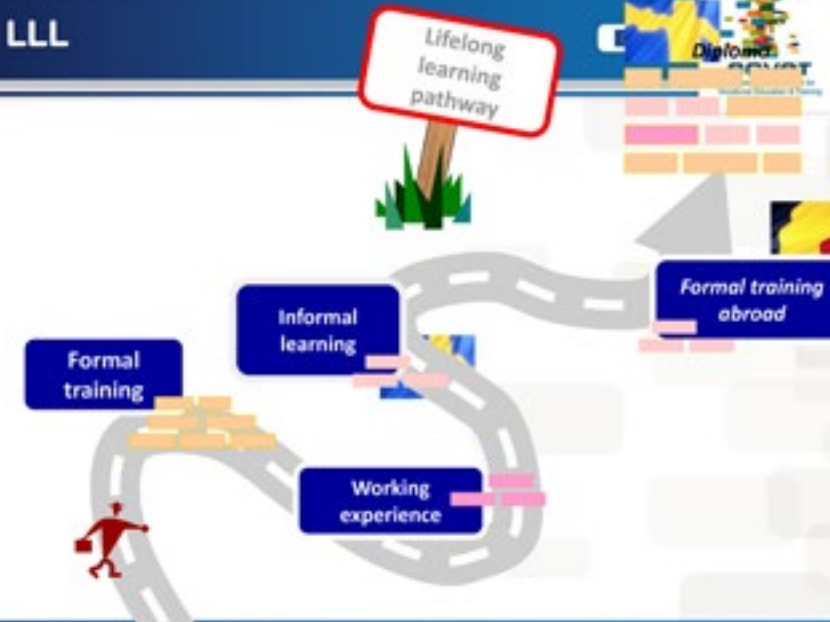
More and better jobs through flexibility and security



- **Comprehensive lifelong learning (LLL) strategies** to ensure the continual adaptability and employability of workers, particularly the most vulnerable;
- Internal (within the enterprise) as well as external (from one enterprise to another) flexicurity should be promoted. Sufficient flexibility in recruitment and dismissal must be accompanied by secure transitions from job to job. Upward mobility needs to be facilitated, as well as between unemployment or inactivity and work. High-quality workplaces with capable leadership, good organisation of work, and **continuous upgrading of skills** are part of the objectives of flexicurity. Social protection needs to support, not inhibit, **mobility**.

European initiatives and tools

LLL



Synergies between LLL instruments



ECVET is one of several European tools designed to make **qualifications systems more easily understood and flexible** throughout the European Union (EU) and so **support more mobility for workers and learners**

<http://www.eqavet.eu/gns/policy-context/european-quality-assurance-reference-framework.aspx>

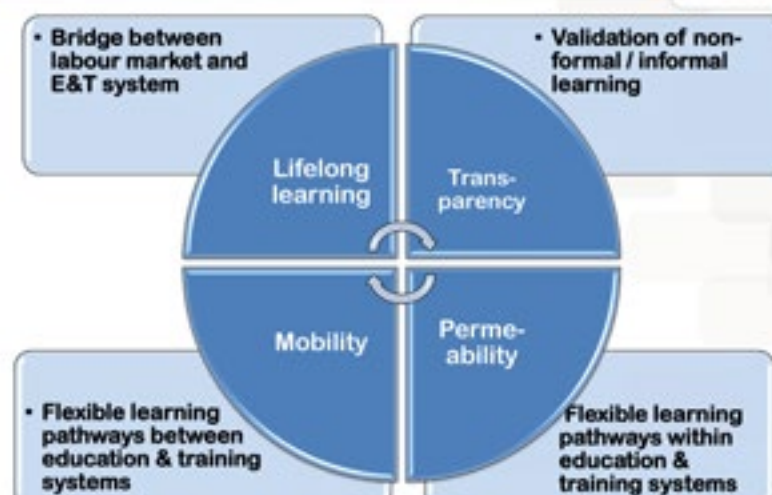
Europass

- CV
 - Language Passport
 - Diploma Supplement
 - Certificate Supplement
 - Mobility
- All Europass documents will be adjusted to be in line with ECVET

EQF Principles

- **Meta-framework**
- **Learning Outcomes**
- **Knowledge – Skills – Competence**
- **Descriptors defining referencing levels**
- **Best fit**
- **Mutual trust**
- **Quality Assurance**
- "Qualification means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards" Definitions, EQF Recommendation Annex I

Key words



The Recommendation EQF

- The EQF aims to relate different countries' national qualifications systems to a common European reference framework of eight levels. In the Recommendation Member States (MS) are invited to:
 - relate their national qualifications systems to the European Qualifications Framework
 - indicate the EQF level at each new qualification by 2012
 - use an approach based on learning outcomes when defining and describing qualifications, and promote the validation of non-formal and informal learning
 - promote and apply the principles of quality assurance in education and training
 - designate a national coordination point

NFIL Proposal recommendation

- Ensure, by 2018, that a national system of validation of non-formal and informal learning is established providing the opportunity for citizens to
 - Have their skills, knowledge and competences acquired through non formal and informal learning, including via open educational resources
 - Obtain a full or partial qualification on the basis of validated non-formal and informal learning experiences
 - Ensure that the national system of validation of non-formal and informal learning includes the following elements: support, assistance, assessment, certification
 - Ensure synergy with ECTS and ECVET

Continuum Formal, Non-formal, Informal Education

ERAUT: FORMAL AND NON-FORMAL LEARNING IN THE WORK PLACE

<ul style="list-style-type: none"> ✓ learning framework ✓ learning event ✓ designed by teacher/facilitator ✓ qualification or credit ✓ specification of outcomes 	<ul style="list-style-type: none"> ✓ timing of stimulus ✓ individual or social ✓ either implicit or explicit
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EU Definition:

<ul style="list-style-type: none"> ✓ provided by educational institution ✓ structured ✓ leading to certification 	<ul style="list-style-type: none"> ✓ not provided by educational institution ✓ does not lead to certification ✓ structured 	<ul style="list-style-type: none"> ✓ learning resulting from daily life ✓ work, family, leisure ✓ not structured ✓ does not lead to certification
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Livingstone: different organising principle – the teacher has a relationship between the teacher & learner
 rity to determine
 v studying voluntarily
 v teacher assist
 v self-determined
 v interests
 v organised curriculum
 v community development

Billet: There is no such thing as informal learning
 v learning is general in human activity
 v most learning takes place outside formal settings
 v all learning takes place within social org. that have formalised structures
 v learning can not be non-formal

Beckett's Hager: informal learning
 v learning is organic / holistic
 v informal learning is more common and effective
 v activity and experience based
 v coming from situations
 v activated by individual learners (not teachers)
 v workplace learning often collaborative

	Formal (F)	Nonformal (N)	Informal (I)
Teacher/Student dynamic	F Pre-established hierarchy		I Learning may take place individually, or can be shared within a group
		N Equal partnership among facilitators and participants	
Environment	F Classroom environment		I Learning may occur in any environment
		N Learning setting is more casual and impromptu	
Content	F Determined by teacher or other authority		I Determined completely by participants who assess own needs and identify solutions
		N Participants actively identify learning needs and methods, guided by a facilitator	
Teaching/Learning methods	F Lecture primary source of information delivery		I Completely participatory methods; participants assess and reflect on their own learning
		N Primarily participatory techniques	
Teaching/Evaluation tools	F Formal test or "proof of learning"		I Learning is practical and related to real needs; applied in the lives of people within the community
		N Formal tests are supplemented with students' application of learning within the community	

Attitudes, Skills, Knowledge

The deepest levels of competencies, attitudes (A), are the competencies that are based on the way you are and on the way you behave. Your attitudes are the things you do naturally, your opinions, how you see and perceive things. They encompass your unconscious patterns of actions and your values. You can be a good listener, calm, honest, bossy and have a positive or negative attitude towards the person you are communicating with.

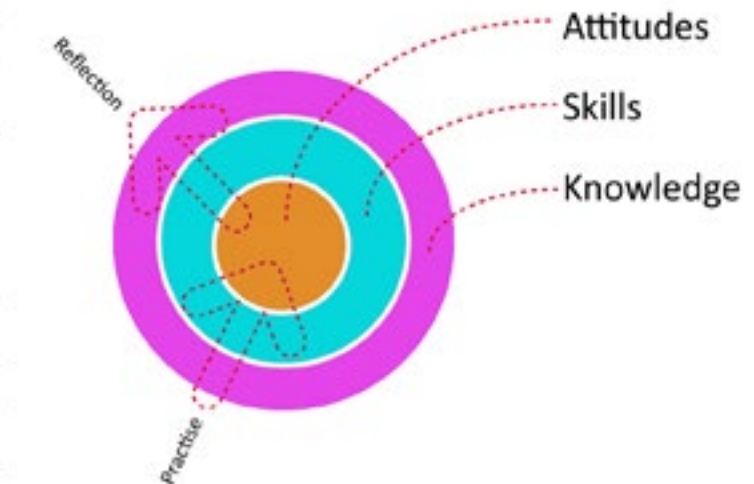
Take a moment and make a list of all the different competencies you have. Are you able to categorise them as Attitudes, Skills and Knowledge?

RELATION?

Attitudes, skills and knowledge are not a hierarchical taxonomy nor are they directly linked. Taking language learning as an example: You can know all the most important Swedish words and remember all the grammar by heart (both knowledge), and still be unable to speak Swedish (skill) due to lack of practise. Alternatively, you can speak perfect Finnish (skill), but be unable to explain the rules of Finnish grammar (K) – which is often the case with native speakers.

Moreover, as attitudes often function on an unconscious level, a good listener (A) quite often is not aware of the listening skills they have.

The ASK Model



PRACTISE AND REFLECTION

There is, however, a connection between the A, S and K when it comes to learning. The connection works in both ways, from A to S to K and from K to S to A, using reflection and practise as its drivers.

Putting knowledge into practise can lead to learning a new skill. Similarly, practising a skill often enough can lead into a change in attitudes. For example, you could study the theories, tips and tricks involved with active listening, thus developing your knowledge on the topic. By putting this theory into practise, you can move on to developing your active listening skills. Finally, if you practise the skill of active listening enough, it can become a natural part of your behaviour making you an active listener (attitude).

Reflection works the other way around. If you are a good active listener (attitude), you can start to reflect on what you do when you are listening. How do you behave? Through this reflection you start discovering the skills you are unconsciously using. Further reflecting on the skills of active listening can lead into theory, tips and tricks on active listening, thus creating knowledge.

Attitudes

What you are

Skills

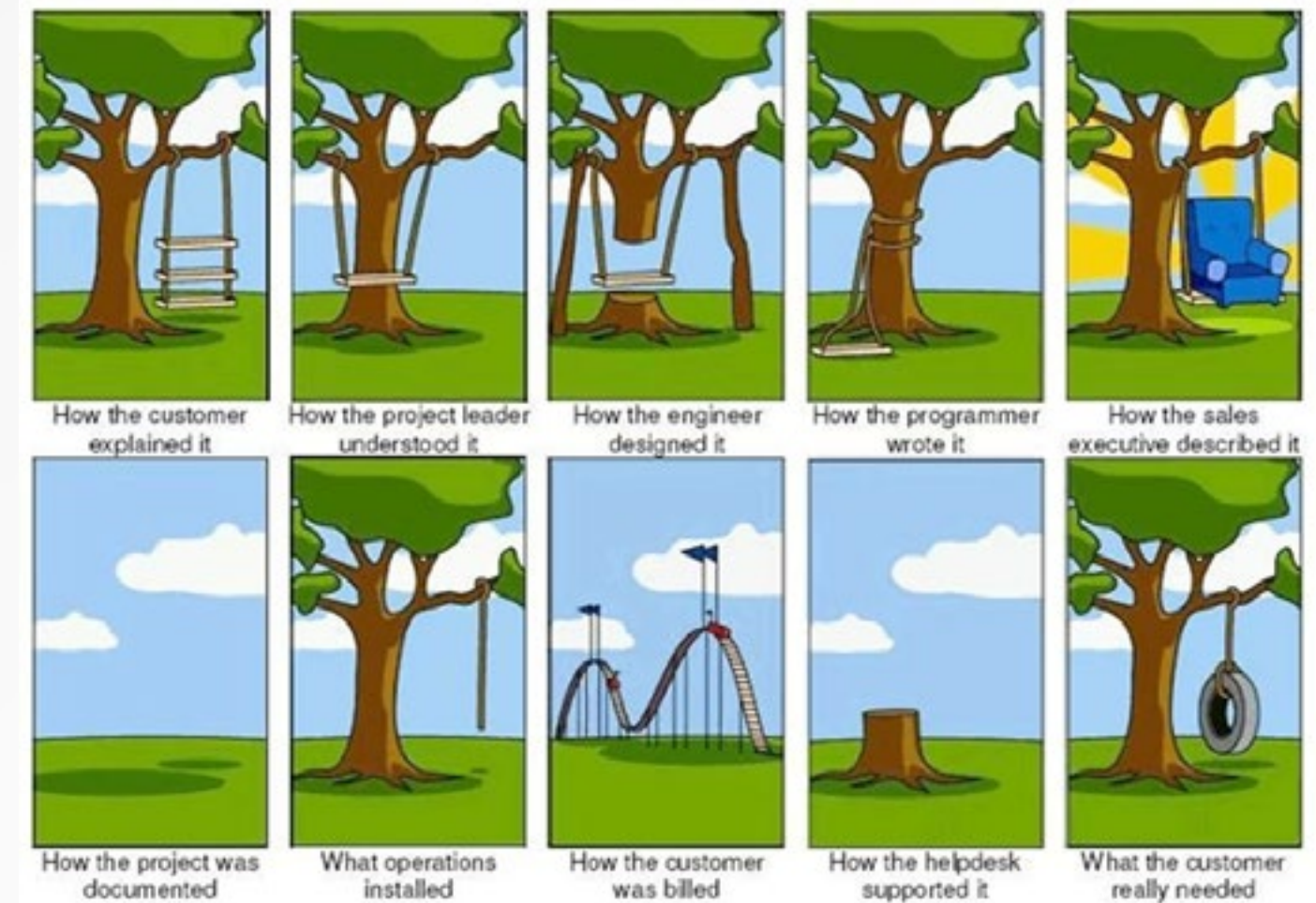
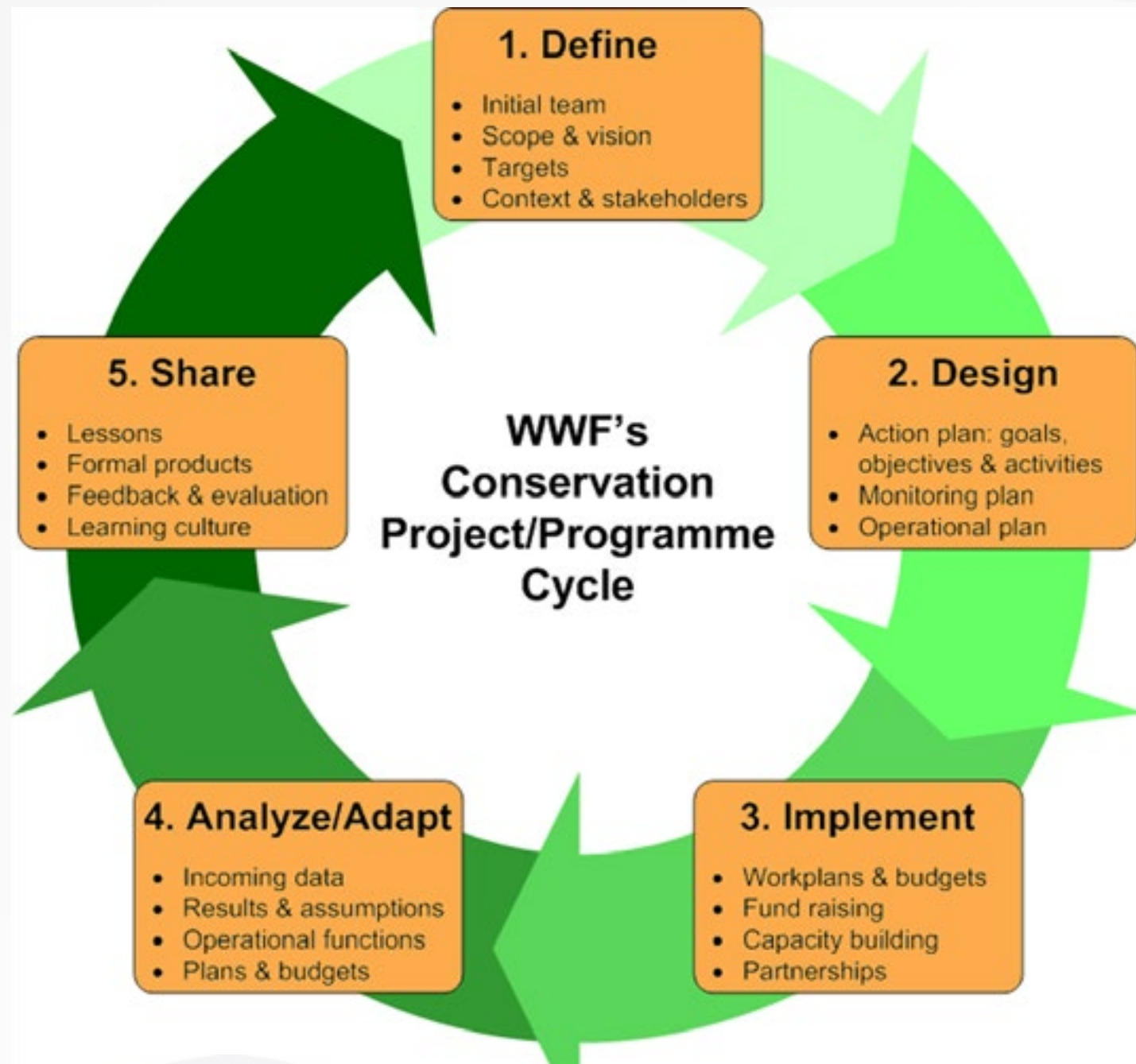
What you can do

Knowledge

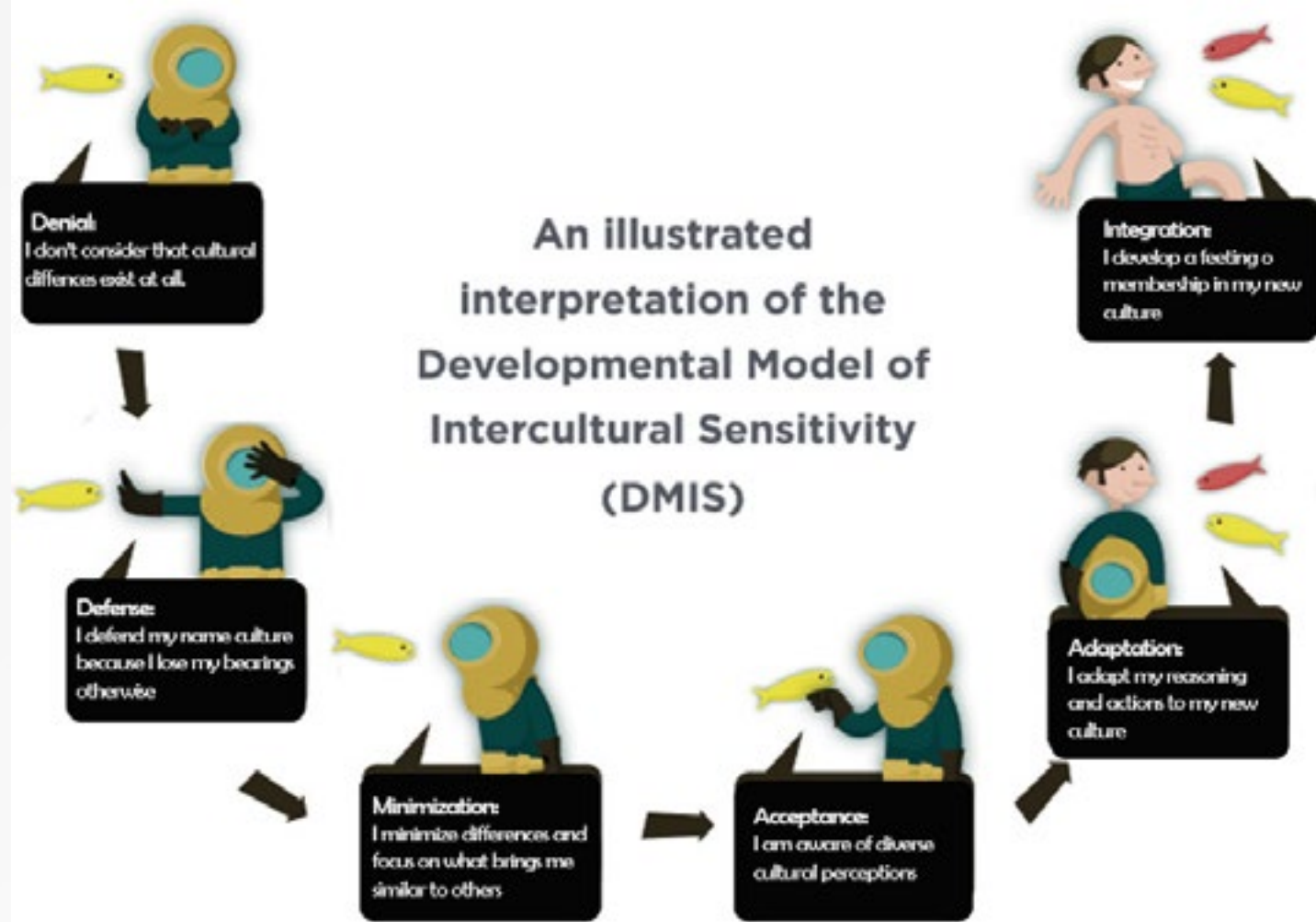
What you know



Project cycle



Milton J. Bennett



Ethnocentric			Ethnorelative		
Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little to no thought of "other."	"We" are superior and "they" are inferior. One feels threatened and is highly critical. What is strange may be labeled as stupid.	Other cultures are trivialized or romanticized. One tends to deny differences (e.g., "color blind") and only seek similarities.	I accept but may not agree with other cultures. Generally, I am curious and respectful.	I "see" the world through different eyes and make intentional changes in my own behavior and values.	I easily move in and out of different cultural worldviews.

Development Stages			Orientation	Development of intercultural sensitivity Experience of difference ↓
1	Denial	<ul style="list-style-type: none">• Little idea about cultural differences• Own culture perceived as the only true reality• Foreign cultures are ignored	Ethno-centric world: <i>Own culture seen as central reality</i>	
2	Defence	<ul style="list-style-type: none">• Cultural differences more clearly• Stereotyping of foreign cultures• Own culture perceived as superior		
3	Minimalization	<ul style="list-style-type: none">• "Everyone is equal"• Levelling of differences• Elements of own culture experienced as universal		
4	Acceptance	<ul style="list-style-type: none">• Recognition of own cultural identity• Acceptance of other cultural contexts• Curiosity about and respect for other cultures	Ethno-relative worldview: <i>own culture seen in the context of other cultures</i>	
5	Adaptation	<ul style="list-style-type: none">• Experience of foreign cultures leads to appropriate behavior and sensitivity• Easier communication• Ability to see the world from the point of view of other cultures		
6	Integration	<ul style="list-style-type: none">• Own experience broadened to include multicultural points of view• Perception of oneself as "meandering through cultures"• Integration not necessarily the better prerequisite for intercultural competence than adaptation• Typical of long-term expats, "global nomads", "citizens of the world"		



Vocabulary

Ability refers to capacities that someone can already demonstrate that s/he possesses, such as having the ability to speak a certain language.

Assessment takes place when evaluation has a comparative dimension that involves setting individuals, activities or institutions into a ranking order of performance or achievement. The ranking may be set in relation to criteria that are specific to the context, process or outcomes that are being assessed (such as: who swam the river fastest, or which EVS agency has the highest success rate in attracting socially disadvantaged young people into the programme). Alternatively, relative performance may be assessed against an external standard (such as in the case of the PISA attainment tests for 15-year-olds in different countries).

Capacity is similar to potential, but is typically used in a more specific way to refer to particular kinds of individual potential and also implies having some kind of related knowledge, skill or competence.

Youth workers are people who work with young people in a wide variety of non-formal and informal contexts, typically focusing on personal and social development through one-to-one relationships and in group-based activities. Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work based approach. In many cases, these roles and functions are combined with each other.

Knowledge it is impossible to provide a satisfactory account of the conceptual background behind the term 'knowledge' in a few words. In the everyday world, the meaning of the term knowledge appears self-evident: it is what someone individually knows or the sum of what a given civilisation collectively knows. But what does it mean to know something? What is it that is known, how do we come to know it, why does it count as something worth knowing, and what do we do with it when we know it? In educational practice knowledge is what there is to learn, but it is not necessarily useful and worthwhile of its own accord. It has to be joined up with skills and competences (to become useful) on the one hand – and no less importantly, with principles and values (to become worthwhile) on the other hand.

Skill means having the knowledge and experience needed to perform a specific task or job – someone who has learned what to do (possesses the knowledge) and how to do it (can transfer the knowledge into real practice), which also means that someone else can observe the skill in action.

Evaluation in English, evaluation only means to make a reasoned judgement about or to give a plausible account of something. It does not imply any specific purpose (such as grading individual performance), nor does it imply any particular method of evaluation (such as a written test), and nor does its outcomes automatically suggest that something is of greater value or importance than something else (such as Council of Europe activities in comparison with SALTO activities).

Youth trainers are people who train others to work with young people, using non-formal methods, focusing on personal and social development and with an emphasis on fostering intercultural competence.

Capability refers to what someone can demonstrably or presumably do, and therefore it is similar to the terms skills and competence.

Method a procedure, technique, or way of doing something, especially in accordance with a definite plan.

Validation of non-formal/in formal learning : APEL is one way of validating non-formal and informal learning, that is, evaluating (possibly assessing) and recognising learning progress and outcomes. In the world of research methodology, the adjective 'valid' means that there is an accurate link between a theoretical concept (an idea) and its empirical indicator (a measurable observation). More simply, this means we assume, in good faith and with reasonable confidence, that something we can observe (and perhaps measure) in real life does genuinely reflect an idea in our heads.

Formal learning is purposive learning that takes place in a distinct and institutionalised environment specifically designed for teaching/training and learning, which is staffed by learning facilitators who are specifically qualified for the sector, level and subject concerned and which usually serves a specified category of learners (defined by age, level and specialism). Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognised by certificates or diplomas. Much formal learning provision is compulsory (school education).

Learning outcomes are the results of a learning process, which may be expressed in a variety of ways. In fact, the outcomes that are recorded and measured at any one point in time are interim moments in a learning process, that is, a snapshot frame in a film (which could also run backwards).

Informal learning from the learner's standpoint at least, this is non-purposive learning which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes. APEL systems are one way in which the outcomes of such learning can be made more visible and hence open to greater recognition.

Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.

Learning facilitator is a new term that aims to establish an inclusive word for all those who shape, guide and accompany the learning process, regardless of the sector in which they work and the kind of learning involved.

Trainer is the word traditionally used to refer to those who shape, guide and accompany learning processes in the initial and continuing vocational education and training sectors. They most typically work in vocational schools and colleges, both public and private, in company-run training units or at the workplace itself. They may also staff vocational tracks or subjects in general education institutions, and they could work in 'second chance'-type projects that aim to integrate disadvantaged or unemployed young people or (older) adults into the labour market.

Open and distance learning (ODL) combines two distinct categories of learning provision and participation which frequently occur together. Open learning is purposive learning that takes place where, when and how the learner chooses. It may also be self-directed learning, that is, the learner also voluntarily chooses what and why to learn. Open learning may be formal or non-formal in character. Distance learning covers the spectrum from correspondence learning ('by post') to eLearning (IT supported learning, whether as content, pedagogy or medium). It may or may not be designed as open learning, and can include highly formalised and

E-learning (or eLearning) is the use of electronic educational technology in learning and teaching. Conceptually, e-learning is broadly synonymous with instructional technology, information and communication technology (ICT) in education, EdTech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, virtual education, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital education. In usage, all of these terms appear in articles and reviews; the term “e-learning” is used frequently, but is variously and imprecisely defined and applied.

Teacher is the word traditionally used to refer to those who shape, guide and accompany learning processes in schools, colleges and – to some extent – higher education. They may teach vocational subjects, but it is not common to use the word ‘teacher’ for those who work in company-based contexts.

Project something that is contemplated, devised, or planned; plan; scheme. large or major undertaking, especially one involving considerable money, personnel, and equipment.
a specific task of investigation, especially in scholarship.
Education. a supplementary, long-term educational assignment necessitating personal initiative, undertaken by an individual student or a group of students.

Web resources

- <https://www.salto-youth.net/tools/toolbox/>
- <http://www.langevin.com/workshops/ten-tools-for-trainers>
- <http://www.nfsmi.org/ResourceOverview.aspx?ID=369>
- <http://www.culturalorientation.net/providing-orientation/tools>
- <http://www.teamings.com/blog/8-free-on-line-tools-trainers-can-use-to-make-amazing-visual-aids>
- <http://www.youth-egames.org/>
- <http://www.eurodesk.org/edesk/EUToolbox.do?go=4>
- <https://www.pinterest.com/pin/41799102761099320/>
- <http://www.slideshare.net/category/feature?category=education>







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