

<b>Title of the activity:</b>	<b>Key competences and formal, non-formal, and informal education</b>
<b>Organisation/facilitator:</b>	AllJ
<b>Purpose:</b>	Create a space for reflection on learning in the different educational systems (formal, non-formal and informal) as well as the procedures for recognition, validation and certification of key competencies.
<b>Learning objectives:</b>	<ul style="list-style-type: none"> <li>• Identify formal, non-formal and informal education; what is a competence, an ability, an attitude, what is the certification of competences.</li> <li>• Reflect on their learning experiences, personal and professional development.</li> <li>• Learn about the certification tools for the key skills acquired in international mobility within the framework of the Erasmus + programme.</li> </ul>
<b>Instructions for the development (methodology and content, methods, techniques and steps of the implementation):</b>	<p>The session begins with a short introduction about what we are going to do and the purpose of the session. Through a power point presentation, we are exposing some key concepts and always inviting participation. They are proposed a brainstorm to know who knows the difference between the different educational systems (formal, non-formal and informal)</p> <p>The non-formal system that we are working on in this course is explained a little more.</p> <p>The RVCC procedures (Recognition, validation, certification of competencies) are explained below.</p> <p>The skills certification tools youthpass and europass are mentioned, what a skill is, composition of a skill (knowledge, skills and attitudes), ways to acquire new skills, etc., giving examples to make it clear.</p> <p>The 8 key competences created by the European Union are presented, and examples of each of them are given for a better understanding.</p> <p>Next, the trainer talks to them about the importance of thinking about what they want or need to learn, in order to access the job they want, and the</p>

	<p>importance of having their own learning plan in order to help them acquire the skills that allow them the access to the labor market.</p> <p>Afterwards, the trainer asks the whole group if they agree, if these objectives are well framed in the competition or if they should be changed. The trainer makes clarifications about the comments and presentations made.</p>
<b>Duration:</b>	1h
<b>Size and characteristics of the group:</b>	Adult learners who have participated in the online training course of this project.
<b>Environment and context; tools and materials needed:</b>	Computer, projector, key competences printed.
<b>Supporting documentation:</b>	PPT presentation
<b>Tips for the facilitators:</b>	