



NON-FORMAL LEARNING
CAN PREVENT
EARLY SCHOOL LEAVING

MYKEY

INFORMATION PACK
FOR TEACHERS

WWW.MY-KEY.ONLINE



Erasmus+

IMPRINT

Project Leadership

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www.non4lesl.eu

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1. INTRODUCTION

This document is addressed to all teachers who would like to be involved in the Non-For-Lesl project and would like to have a complete picture of their student's profile. By getting involved in this project the teachers will be offered tools which will enable them to discover their student's valuable performance not only at school, but also outside it. Thus, students will know they are appreciated and valued, which undoubtedly will enhance their motivation to learn and, consequently, will increase their self-esteem and school performance.

The Info Pack fulfills both promotion and dissemination purposes and represents a useful guidance for understanding the whole scope and the aims of the Non-For-Lesl project, including its main deliverable, MyKey, for the validation of skills acquired through non-formal and informal educational paths.

«If it wasn't for the afternoon lessons of computing, guitar and my work at the local youth centre to earn some money for the summer camp, I would believe that I am a loser, a school failure and I would drop out of school at the age of 14. I am not doing well at school... but I am not lazy and I am not stupid. Achieving a grade 6 in guitar and getting my ICT diploma should not count towards my school assessment?»: this is one of the common views expressed by students and synthesizing the needs upon which the Non-For-Lesl project has been conceived and realized.

2. WHAT IS THE NON-FOR-LESL PROJECT?

The European project Non-For-Lesl (Non-Formal-Learning Can Prevent Early School Leaving) is funded by the European Commission in the framework of the Erasmus+ Programme, Key Action 2 - Strategic Partnership. This European project aims at preventing early school leaving through the recognition of non-formal learning and the production of a tool for the validation of the skills acquired through non-formal educational paths. In particular, the Non-For-Lesl project has developed a new innovative multi-dimensional method - an open educational resource validation tool - to be used additionally to the assessment school procedures, thus contributing to the efforts for reducing Early School Leaving and improving students' perform-

ance in schools. The Non-For-Lesl tool is based on a holistic view of students' learning, drawn away from subject boundaries that will present and validate skills, knowledge and competences acquired through non-formal and also informal learning related to the 8 Key Competences and transversal skills, defined by the European Union as one of the objectives of the Europe2020 Strategy. The Non-For-Lesl project aims at introducing new aspects in the traditional assessment procedures:

- (1) The need to introduce into formal schooling the recognition and validation of non-formal learning acquired by students.
- (2) The necessity to incorporate non-formal learning achievement into the overall performance of students in formal schooling.


During the process of achieving the above, it is expected that students will gain more confidence and be motivated to be actively involved in life inside and outside of school.

3. BACKGROUND INFORMATION

EU PERSPECTIVE ON EARLY SCHOOL LEAVING

Early School Leaving (ESL) is a complex phenomenon and has been increasingly recognized as one of the main challenges faced by European societies. ESL can cause serious consequences, not only for students and their families, but also on society as whole as it leads to economic and social costs.

The consequences of ESL can be extreme, as it reduces chances to participate in the social, cultural and economic aspects of society. Moreover, it increases the individual risk of unemployment, poverty and social exclusion. It can affect lifetime earnings as well as the personal wellbeing and health. The effects can be damaging in the long term, as the decision to leave school early reduces children's chances of succeeding in school.



At the same time, there are reported consequences on the economical and the societal level, as high rates of ESL have long-term effects on the societal developments and on economic growth. Early school leavers tend to participate less in democratic processes and are less active citizens. Innovation and growth rely on a skilled labour force, not only for high-tech sectors but throughout the economy.

It is widely acknowledged that Europe's future depends on its youth. Through its Europe 2020 Strategy, the EU aims to support young people and to enable them to fully develop their talents for their own as well as to their economy's and society's benefit. In recent years, EU members have joined forces in order to tackle this problem, as ESL requires a strong political commitment. In June 2011, the EU published the council's recommended policies and encouraged all member states to follow the recommendations in order to reduce ESL to 10% by 2020. As a result, many actions have been taken in order to create comprehensive policies against ESL, focusing on prevention, intervention and compensation.

Although the reasons for ESL are highly individual, EU reports mention, nevertheless, that it is possible to identify some recurring characteristics. ESL appears to be strongly linked to social disadvantage and low educational backgrounds. ESL is also influenced by educational factors, by individual circumstances and by socio-economic conditions.

As reported in a European Commission's report ESL is a process rather than a one-off event. It often starts in primary school with first experiences of school failure and growing alienation from school. The main educational factors can be summed up as follows: transitions between schools or between different levels of education, mismatches between curriculum and students' needs, insufficient targeted support for pupils to cope with emotional, social and educational difficulties and to remain in education, insufficient respond the different learning styles of pupils, insufficient support for teachers to fulfill the variable needs of students and insufficient personalized and flexible learning arrangements to motivate students to more active forms of learning.

According to the European Commission Staff Working Paper on Reducing Early School Leaving (2013): «reducing ESL to less than 10% by 2020 is a headline target for achieving a number of key objectives in the Europe 2020 strategy and one of the five benchmarks of the strategic framework for European cooperation in education and training».

Europe 2020 Strategy highlights three mutually exclusive reinforcing priorities:

- ▶ smart growth, based on knowledge and innovation;
- ▶ sustainable growth, promoting a greener economy;
- ▶ inclusive growth, fostering high employment and social cohesion.

«High rates of ESL are detrimental to the objective of making lifelong learning a reality and a constraint to smart and inclusive growth in Europe». Since 2003, when the Education Council set itself a benchmark to reduce the average rate of ESL to not more than 10% by 2010, member states have made many efforts to tackle ESL. Yet, in 2009 the ESL rate was 14.4%, measuring only 3.2% less than 2000. As a result, the council has renewed its commitment to the 10% benchmark with the new target 2020. The comprehensive strategies that have been taken by EU countries can be summarized in three main categories:

- ▶ **Prevention:** early school education and care, measures at system level, increasing permeability of educational pathways, strengthening of vocational pathways;
- ▶ **Intervention:** measures at school level, student focused measures, early warning systems, enhancing parents' involvement, teacher training, enhancing empowerment and motivation, supporting extracurricular activities, promoting personalized learning, improving guidance;
- ▶ **Compensation:** second chance opportunities, re-entering mainstream, comprehensive support, recognition and validation of prior learning.

The Non-For-Lesl project can be assigned to measures taken for intervention at the school level, since it addresses many of the aspects being explored by the EU countries (empowerment and motivation, personalized learning, student focused measures, extracurricular activities). At the same time, it has elements for prevention of ESL, as it is geared towards students at risk in order to motivate them to change their decision. The Non-For-Lesl I project comes to fill in the gap that appears in relation to practical measures which affect the educational policies and curriculum implementation, as well as teaching, learning and assessing. However, the strategy adopted by the Non-For-Lesl in tackling the Early School Leaving phenomenon is mainly based on the validation of non-formal and informal learning.

EU PERSPECTIVE IN RELATION TO THE VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

The validation of learning outcomes, namely knowledge, skills and competences acquired through non formal and informal learning can play an important role in enhancing employability and increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged or the low qualified. The European Union is confronted with a serious economic crisis which has caused a surge in unemployment, especially among young people. In the context of an ageing population, the validation of relevant knowledge, skills and competences become even more important for improving the functionality of the labour market and in enhancing competitiveness and economic growth.

The European Council's recommendation (2012/C 398/01) from December 2012 urges member states to proceed with the validation of non-formal and informal learning as this type of learning is seen to play an important role in enhancing employability. At the same time it increases motivation for Lifelong Learning, particularly in the case of socio-economically disadvantaged or low-qualified people.

Various efforts have been made on the school level to intervene and monitor students' motivation and interest for school. Introducing the need for recognition and validation of non-formal and informal knowledge, which was gained in extra-curricular activities, can play an important role for the completion of formal schooling.

Research has shown that although learning often takes place in formal settings, a great deal of valuable learning also takes place deliberately or informally in the everyday life and represents a «rich source of human capital» (OECD). However, much of this learning is not visible as the capabilities of the learner cannot be easily proved and validated. The 2010 OECD report states that «the recognition of non-formal and informal learning can allow people (students) to complete formal education more quickly, efficiently and cheaply while recognition of non-formal and informal learning can also help employers and workers to get a good job match».

According to the OECD (2010), validation and recognition of non-formal and informal learning can create four types of benefits:

- ▶ economic benefits, by reducing direct and opportunity costs of formal learning and by allowing human capital to be used productively;
- ▶ educational benefits, which can support lifelong learning and career development;
- ▶ social benefits, by improving equity and strengthening access to both further education and the labour market for disadvantaged groups;
- ▶ psychological benefits, by making individuals aware of their capabilities and acknowledging their self-worth.

In addition, engaging all students and, perhaps more importantly, students at risk in self-directed and personalized learning through the use of ICT tools (OER) in Open Educational Environments can help societies to deal with current educational and social challenges, especially with Early School Leaving.

4. MYKEY: THE ONLINE TOOL FOR THE VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

This is the theoretical basis of the Non-For-Lesl project, whose main objective can be summarized by the following logical process: preventing early school leaving through the recognition of and by using MyKey developed as an Open Educational Resource. The tool is available at the following link: www.my-key.online

What the Open Educational Resources (OER)? Open Educational resources (OER) are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes. OECD (Organization for Economic Co-operation and Development) defines OER as «digitized materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research. OER include learning content, software tools to develop, use, and distribute content, and implementation resources such as open license».

The logical approach behind the Non-For-Lesl project is the following:

- ▶ recognition of knowledge, skills and competences acquired through. Those skills are usually underestimated, although they can have a crucial role in each student CV while applying for an internship, choosing a school, entering the labour market;
- ▶ this recognition is possible thanks to the intervention of «formal» evaluators, namely teachers usually involved in assessing the skills acquired through;
- ▶ in order to allow teachers to officially validate the skills acquired through and to make possible a formal comparison between formal, non-formal and informal learning, it has been necessary to find a common element or – even better – a direct link amongst those different educational paths. The tool identifies this common link in the strategic competences acquired through formal, non-formal, and informal learning, named after .

The 8 key competences taken into account in order to make possible a formal comparison between formal and informal learning and between extracurricular activities and formal school subjects (thus proceeding to an official validation of those skills acquired through hobbies and personal interests), are:

- ▶ communication in the mother tongue;
- ▶ communication in foreign languages;
- ▶ mathematical competence and basic competences in science and technology;
- ▶ digital competence;
- ▶ learning to learn;
- ▶ social and civic competences;
- ▶ sense of initiative and entrepreneurship;
- ▶ cultural awareness and expression.

The steps described are now possible thanks to the availability of a MyKey to be used by both students and teachers. The tool, based on students' learning needs and drawn away from subject boundaries, can be used additionally to the assessment procedures, thus contributing to the efforts for reducing early school leaving and improving students' performance in schools.

Students can use the tool in order to:

- ▶ create their own profile and their own avatar;
- ▶ choose an extra-curricular activity belonging to a non-formal or informal learning;
- ▶ link the activity chosen with a specific key competence;
- ▶ link the activity chosen with a specific «formal» school subject;
- ▶ upload a certain type of evidence (certificate, link, video, audio, picture, etc.) attesting the competences acquired.

After undertaking those steps, the recognition of informal learning - through the reference to the key competences - is possible and needs the intervention by you as assigned teacher involved in the Non-For-Lesl project. Assigned teachers can carry out their validation activity directly on the tool. In particular, they are asked to:

- ▶ investigate, check and validate the link done by the students between the extracurricular activity and one of the 8 key competences;
- ▶ investigate, check and validate the link done by the students between the extracurricular activity and the «formal» school subject;
- ▶ investigate, check and evaluate the certificates and the evidence uploaded by the students as proof that they have effectively carried out the mentioned extracurricular activity. The evaluation process should be consistent with the procedure defined by each school: the range goes from simply accepting or denying the uploaded link to a 3 step evaluation model (self-evaluation, presentation, evaluation by teachers).

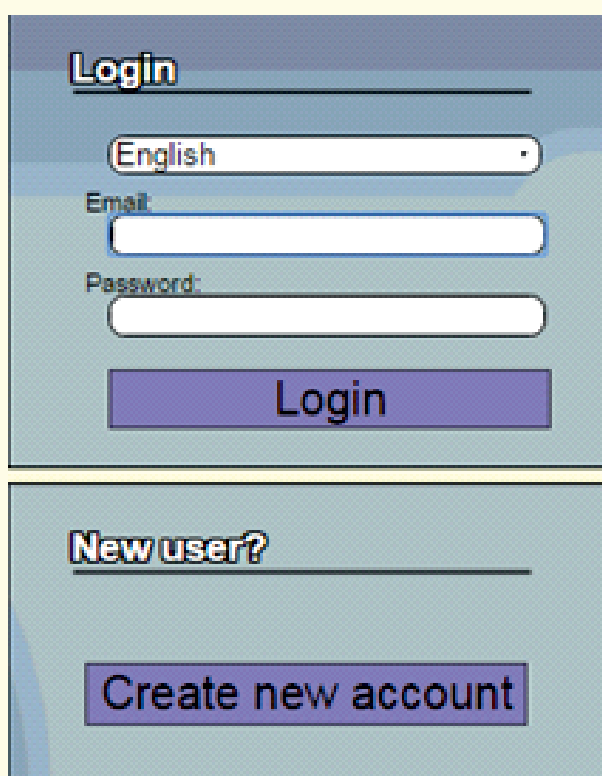
Once the validation has been undertaken by the assigned teachers, skills acquired through non-formal and informal learning are officially recognized. Students can now receive the certificate attesting the acquisition of those skills. The certificates will represent a kind of «parallel curriculum vitae» – attesting students' competence in art, digital technology, communication, etc. – to be used while finding a job, applying for an internship, etc. But, most of all, thanks to the recognition of those skills acquired through non-formal and informal learning, students who meet main difficulties in formal learning will take advantage from an important and additional motivation not to leave school. The recognition, indeed, of other than school skills has a crucial effect on students' self-esteem and, hence, on students' motivation.

5. BRIEF GUIDE ON HOW ASSIGNED TEACHERS ARE ASKED TO USE THE ONLINE TOOL MYKEY

CREATION OF YOUR ACCOUNT / LOGIN

In order to create your account or to login you will have to:

1. visit the tool website at: www.my-key.online
2. this is the first image you will see: you will be asked to enter your credentials (e-mail and password) or to click «create new account» ;



The screenshot displays two distinct sections of a web interface. The top section, titled 'Login', features a language dropdown menu currently set to 'English', followed by input fields for 'Email' and 'Password', and a purple 'Login' button. The bottom section, titled 'New user?', contains a single purple button labeled 'Create new account'.

3. please choose your preferred language.
4. the admin will provide you with teacher' status.

HOMEPAGE

Once you enter the online tool, this is the page you will be welcomed to.



In the upper left corner, you will find more information about the project and the possibility to switch to your preferred language. In the upper right corner, you will see the main commands you will be asked to use:

- ▶ Messages
- ▶ Students
- ▶ Activities
- ▶ Logout

MESSAGES

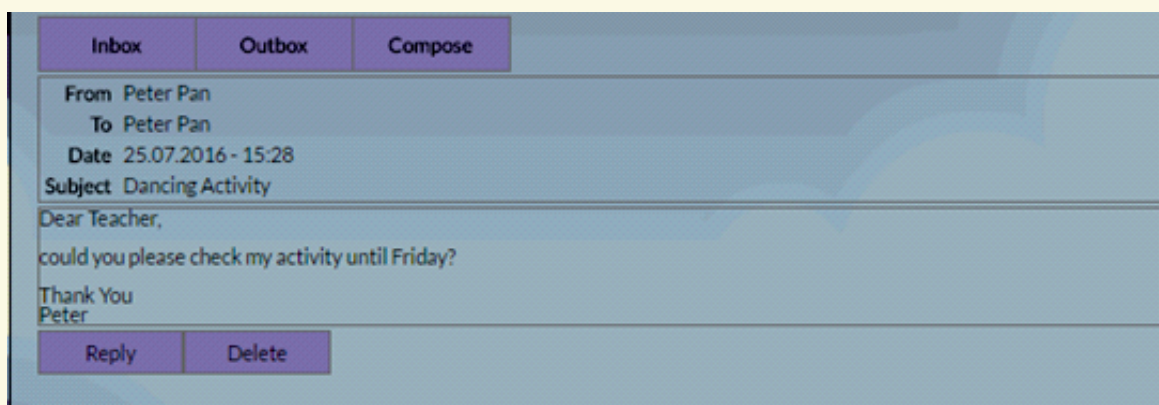
By clicking on messages, you will be landed to this section of the tool, which works exactly as an ordinary mailbox. The Message area is created to facilitate the efficient communication between you and the students regarding the non-formal activities and their validation. This section enables you to:

- ▶ receive and reply messages from your students
- ▶ create and send messages to your students
- ▶ manage your own mailbox

Inbox Outbox Compose			
#	From	Title	Date
1	admin	test	24.07.2016 @ 14:19

Inbox

In the inbox section you will find the emails you received from your students: name of the sender, object of the message, receiving date. By clicking on each mail, you will be able to open the messages sent by your students.



Students can write to you mail messages in order to:

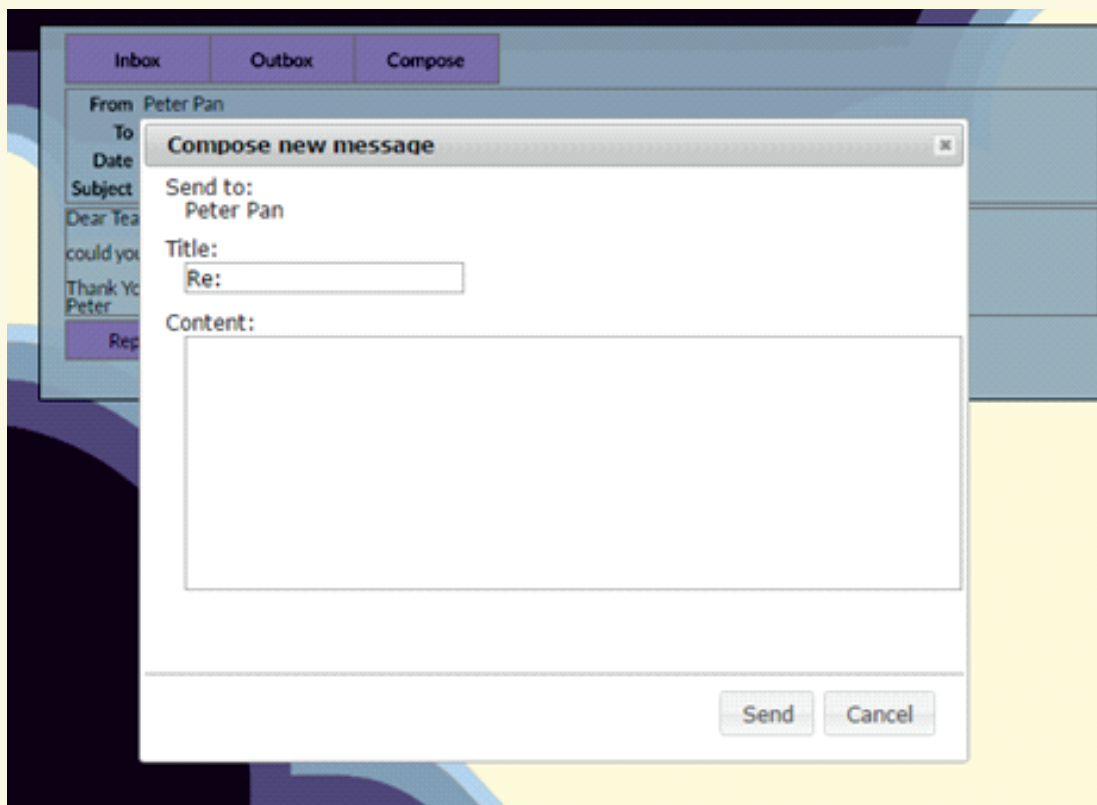
- ▶ ask you questions;
- ▶ request you to check and verify the connections (extracurricular activity - key competence / extracurricular activity - «formal» school subject) they created;
- ▶ ask you to validate the certificates they uploaded.

Now it is your turn. You can:

- ▶ delete the message;
- ▶ reply to the message.

Reply

By clicking «reply» you will see the following window:

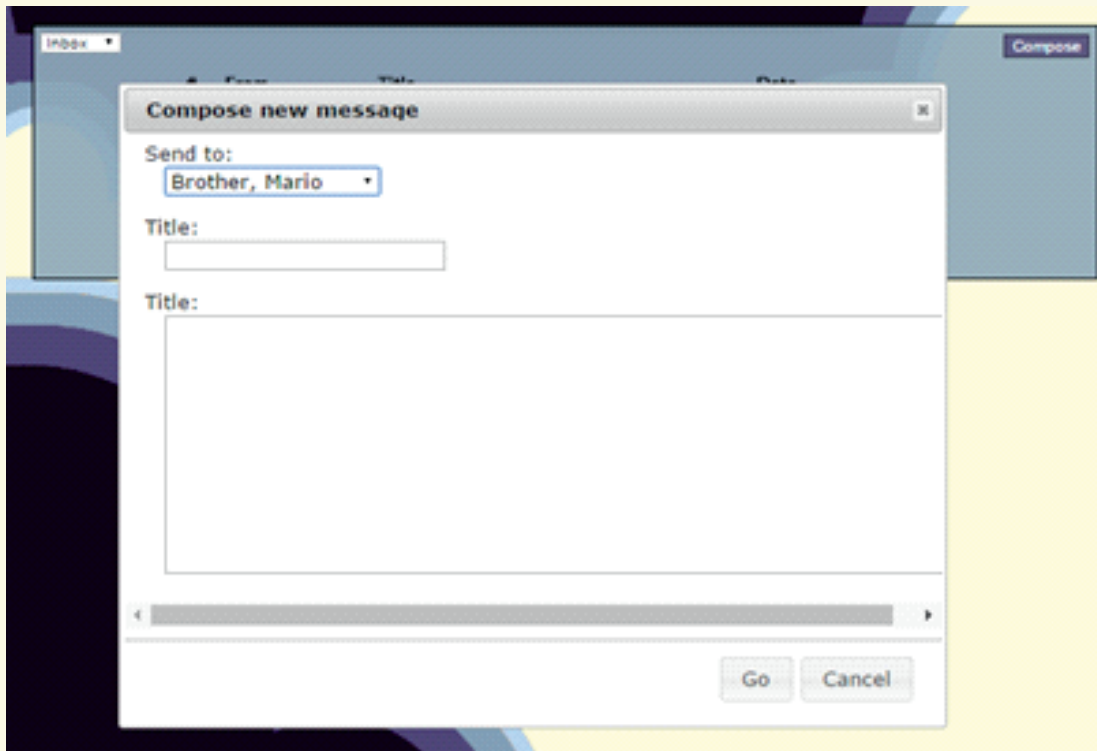


Then you will be able to reply to the message:

- ▶ the receiver will be immediately visualized in your reply message;
- ▶ the object of your reply will be the same as in the received mail;
- ▶ in the white field, you will be able to write the content of your message;
- ▶ once inserted the message content, click on «send».

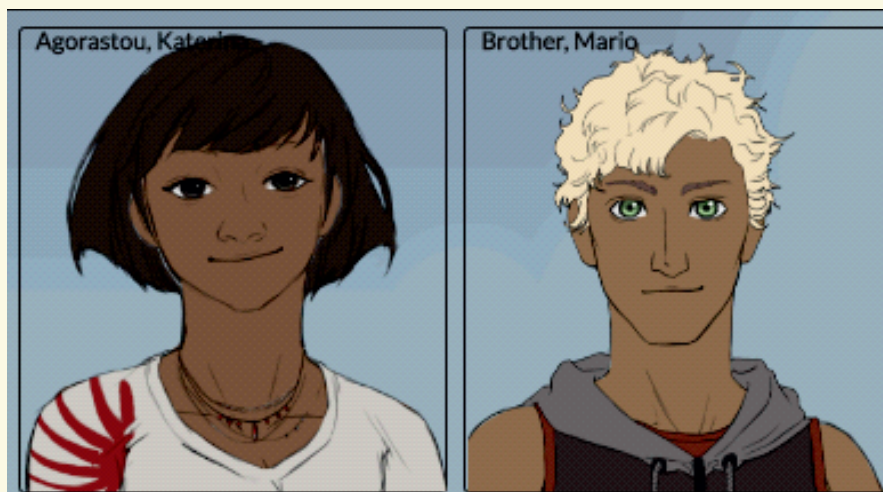
Compose

Going back to the inbox, you will also be able to «compose» a new message. This time you will be able to compose a new message and to select its receiver from the list.

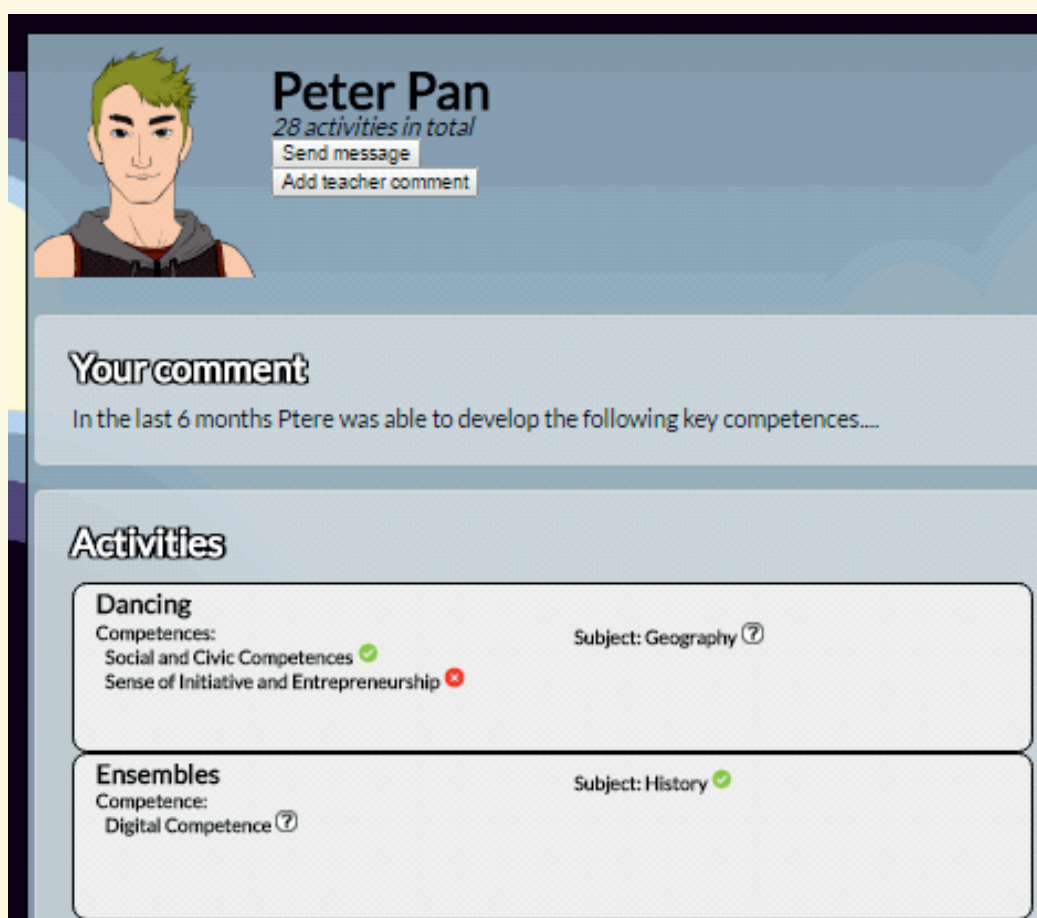


STUDENTS

By clicking on the students command on your homepage, you will get to the section of the tool specifically addressed to your students.



By clicking on each student, you will be able to access his/her personal profile. First of all, you are allowed to directly send a message to your student and to add a comment which will be displayed on the certificate your student will generate and print.






By clicking on «activities» (please see the next chapter), you will be directly forwarded to the page where you will be able to verify the activities uploaded by that specific student (please see next step, named after «activities»).

For each activity inserted, you will see:

- ▶ the extracurricular activity uploaded;
- ▶ the key competence linked to the specific extracurricular activity uploaded;
- ▶ the link to the «formal» subject carried out by the student.

Both the key competences and the «formal» school subjects are accompanied by some graphic signs:

-  means the link extracurricular activity – key competence / extracurricular activity – «formal» school subject has already been verified and accepted;
-  means the link extracurricular activity – key competence / extracurricular activity – «formal» subject is unsure or is still waiting for a confirmation / rejection;
-  means the link extracurricular activity – key competence / extracurricular activity – «formal» subject has already been denied.

By clicking on the specific activity, you will get to «check user activity», also accessible from the activities command available on your homepage (see next chapter).

ACTIVITIES

By clicking on the activities command on your homepage, you will enter the activities' page, which represents your operational center. Here all activities, submitted by your students, are listed chronologically.

List of submitted, rejected activities						
Select view:						
List of submitted, rejected activities ▼						
ID	Activity	Competence #1	Competence #2	Competence #3	User	Check
372	Drawing	Cultural Awareness and expression	Social and Civic Competences	---	student	Check

The activities are classified according to the following criteria:

- ▶ list of submitted, unverified activities;
- ▶ list of submitted, accepted activities,
- ▶ list of submitted, rejected activities;
- ▶ list of submitted, unsure activities.

List of submitted, unverified activities

By clicking the «check» button on the list, you will get to the page of the chosen activity.

Check User activity				
User	student			
Activity	Drawing			
Competence #1	Cultural Awareness and expression			
Reason #1	I take additional art lessons outside of school. This is a way to learn additional techniques and to broaden my knowledge and skills. Therefore I think, drawing contributes cultural awareness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Competence #2	Social and Civic Competences			
Reason #2	At the same time I meet a lot of new people, made a lot of friends. There were very nice people in my art course. The present the paintings to each other also made me more self confident in presenting myself and explain my ideas to other people.	<input type="checkbox"/>	<input type="checkbox"/>	
Competence #3	---			
Reason #3	---			

Accept selected activities Mark selected activities as unsure Deny selected activities

Back

School subjectStatus
History ☐ ☒
Accept Deny

Evidence uploaded for this activity:

Title
Text
MyPicture_BlackKnight




On the specific page, you will see:

- ▶ the name of the student;
- ▶ the extracurricular activity uploaded;
- ▶ the key competence linked by the student to the specific extracurricular activity by the student;
- ▶ the subject linked by the student to the extracurricular activity by the student;
- ▶ the evidence, uploaded by the student as proof of the fact that s/he really carried out that specific extracurricular activity.

Now it is your turn. You can:

- ▶ download and check the evidence uploaded;
- ▶ accept, deny or mark as unsure the links between the extracurricular activity and the key competences;
- ▶ accept or deny the link between the extracurricular activity and the «formal» school subject.

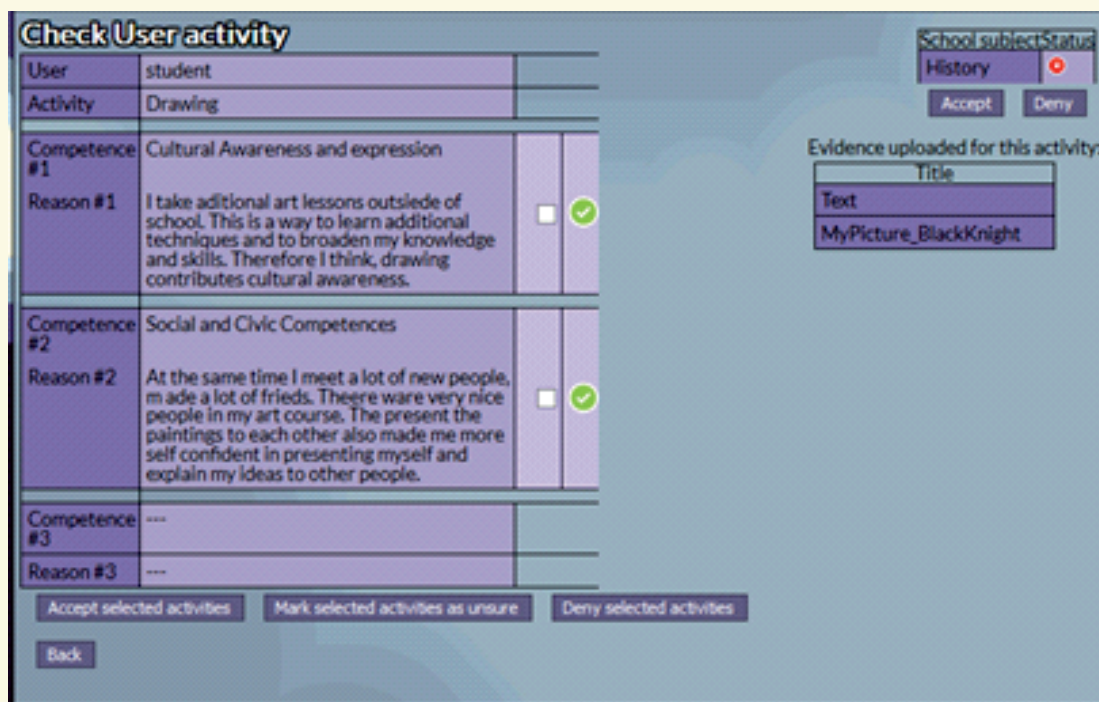
Those actions will then enable you to:



- ▶ accept the selected activity 
- ▶ mark the selected activity as unsure 
- ▶ deny the selected activity 

This section of MyKey enables you to assess and verify the entries and thereby officially recognise the skills acquired through non-formal and informal learning. Every student will automatically receive an email informing him/her if the activity has been accepted or denied. If you mark the uploaded entry as unsure or denied, you can compose an email to the student, sharing your doubts, giving your opinions and asking for a detailed explanation or for revision of the entries


List of submitted, accepted activities

List of submitted, accepted activities By selecting the second list of activities, you will have access to those activities which have been accepted (with regard to the connection to the key competence and to the «formal» school subject identified):



Check User activity			
User	student		
Activity	Drawing		
Competence #1	Cultural Awareness and expression		
Reason #1	I take additional art lessons outside of school. This is a way to learn additional techniques and to broaden my knowledge and skills. Therefore I think, drawing contributes cultural awareness.	<input type="checkbox"/>	
Competence #2	Social and Civic Competences		
Reason #2	At the same time I meet a lot of new people, made a lot of friends. There were very nice people in my art course. The present the paintings to each other also made me more self confident in presenting myself and explain my ideas to other people.	<input type="checkbox"/>	
Competence #3	---		
Reason #3	---		

School subject Status

History 


Accept Deny



Evidence uploaded for this activity:

Title
Text
MyPicture_BlackKnight

Accept selected activities Mark selected activities as unsure Deny selected activities

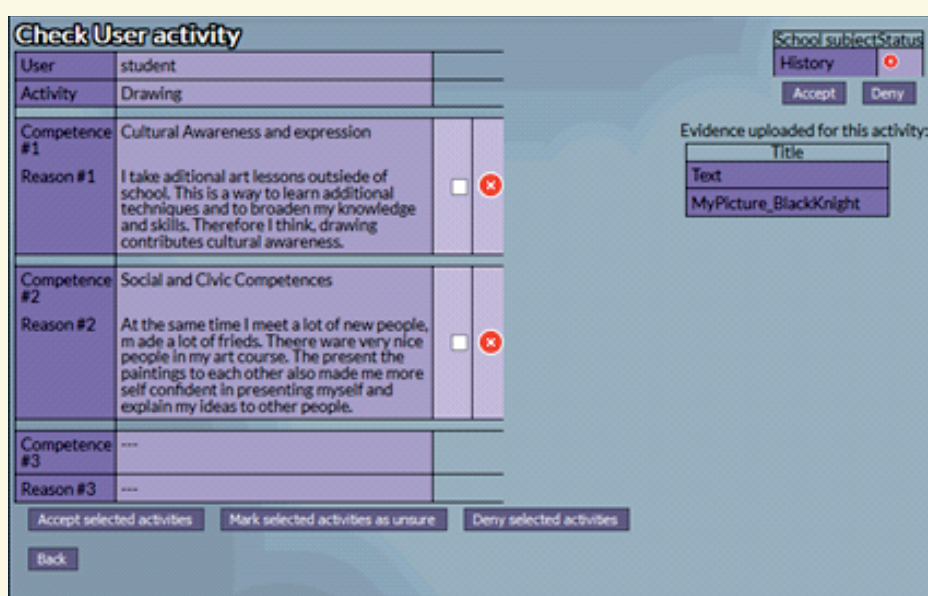
Back

As you see, both the connections to the key competences and to the «formal» school subject are marked with  which means they have been officially accepted. Here again, you, as the assigned teacher have the possibility to:

- ▶ confirm that the activity has been accepted 
- ▶ deny the selected activity, even if it has already been approved 

List of submitted, rejected activities

By selecting the third criterion, you will have access to the list of those activities which have been rejected (with regard to the connection to the key competence and to the «formal» school subject identified):






The screenshot shows a web interface titled "Check User activity". It contains a table with the following data:

User	Activity	Competence #1	Reason #1	Competence #2	Reason #2	Competence #3	Reason #3
student	Drawing	Cultural Awareness and expression	I take additional art lessons outside of school. This is a way to learn additional techniques and to broaden my knowledge and skills. Therefore I think, drawing contributes cultural awareness.	Social and Civic Competences	At the same time I meet a lot of new people, made a lot of friends. There were very nice people in my art course. The present the paintings to each other also made me more self confident in presenting myself and explain my ideas to other people.	---	---

At the bottom of the table, there are three buttons: "Accept selected activities", "Mark selected activities as unsure", and "Deny selected activities". A "Back" button is also present.

On the right side of the interface, there is a section titled "School subjectStatus" with a "History" button and "Accept" and "Deny" buttons. Below this, there is a section titled "Evidence uploaded for this activity:" with a table containing "Title" and "Text" (MyPicture_BlackKnight).

In the specific case represented by the image above, the first link to the key competence has been accepted, while the second key competence and the link to the «formal» school subject have not been accepted. Here again you, as assigned teacher, have the possibility to:

- ▶ confirm that the activity has been rejected 
- ▶ mark the selected activity as unsure 
- ▶ change your previous decision and accept the selected activity 

List of submitted, unsure activities

By selecting the list of activities ranged in the fourth criterion, you will have access to those activities which have been considered as unsure (with regard to the connection to the key competence and to the «formal» subject identified):

The screenshot shows a web interface titled "Check User activity". It contains a table with the following data:


User	student
Activity	Drawing
Competence #1	Cultural Awareness and expression
Reason #1	I take additional art lessons outside of school. This is a way to learn additional techniques and to broaden my knowledge and skills. Therefore I think, drawing contributes cultural awareness.
Competence #2	Social and Civic Competences
Reason #2	At the same time I meet a lot of new people, made a lot of friends. There were very nice people in my art course. The presentation of the paintings to each other also made me more self-confident in presenting myself and explaining my ideas to other people.
Competence #3	---
Reason #3	---

At the bottom of the table, there are three buttons: "Accept selected activities", "Mark selected activities as unsure", and "Deny selected activities". A "Back" button is also present.

On the right side of the interface, there is a section titled "Evidence uploaded for this activity:" which contains a table with the following data:

Title
Text
MyPicture_BlackKnight

Below this table, there are buttons for "Accept" and "Deny".

If you are not sure about the proposed link between an extracurricular activity and a key competence or about the proposed link between the extracurricular activity and the «formal» school subject, you can mark those links as unsure .

In order to dispel those doubts, you can:

- ▶ talk to your colleagues involved in the Non-For-Lesl project;
- ▶ send your student a request for clarification, asking for the reasons why s/he established that link, and try to find the best solution to solve this criticality;
- ▶ directly contact one of the partners of the Non-For-Lesl project, asking for their help in resolving this situation.

The process is over now. Thanks to your contributions as an assigned teacher, the record of non-formal activities will be validated and can be used by the students along with their CV when applying for a job, an internship, etc. The certificate received by each student illustrates the competences that the students have acquired as well as the activities and events they have participated in.

LOGOUT

By clicking on the «logout» button, you will be able to logout from MyKey.

GLOSSARY

▶ **Early school leaving**

Early school leaving can be defined as a failure to complete upper secondary school, a failure to complete compulsory schooling or a failure to gain qualifications or school leaving certificates. It often starts in primary school with first experiences of school failure. The main reasons to explain the early school leaving are: transitions between schools or between different levels of education; insufficient support for pupils to cope with emotional, social and educational difficulties; insufficient teachers' support in motivating students.

▶ **Non-formal learning**

This term refers to any organized educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning groups and learning objectives. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds the skills and capacities of individuals. Continuing education courses are an example of non-formal learning for adults. Girl guides and boy scouts are an example of non-formal learning for children. It is often considered more engaging, as the learner's interest is a driving force behind their participation.

► **Informal learning**

This term refers to the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educational influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media.

► **Formal learning**

Organized, guided by a formal curriculum, it leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level. Teachers are usually trained as professionals in some way.

► **Extracurricular activities**

Extracurricular activities are those activities, performed by students, which fall outside the normal curriculum of school or university education. They can be run by a primary or secondary school or by externally funded non-profit or commercial organizations. They can occur inside a school building or elsewhere in the community, for instance at a community center, library, park, etc. They can also be held outside the school context or can be directly organized by students (such as independent newspapers). Extracurricular activities exist for all students and enable them to acquire specific skills, which cannot be acquired through formal learning. For this reason, they are considered as typical of informal and non-formal learning.

