



Learning Process

Online Training about Learning Process and how to support a participant with intellectual disability in it during a mobility project



by Susana Alves

26/11/2025





Learning process in the context of mobility projects,
as in Erasmus+ or ESC Programmes



Erasmus+



EUROPEAN
SOLIDARITY
CORPS

Mobility experiences are considered learning
opportunities

More specifically **non formal learning**





TYPES OF LEARNING

There are 3 types of learning and/or education:

**FORMAL
LEARNING**

**NON
FORMAL
LEARNING**

**INFORMAL
LEARNING**





Aspect	Formal Learning	Non-Formal Learning (NFE)	Informal Learning
Where it happens	Schools, universities, accredited institutions	Youth work, NGOs, associations, community programmes, training courses	Everyday life, work, social contexts, hobbies
Structure	Highly structured: curriculum, timetable, exams	Structured but flexible: planned objectives, activities, and facilitation	Unstructured or semi-structured: spontaneous or incidental
Recognition	Official recognition (diplomas, degrees)	Often recognised (Youthpass, certificates) but non-accredited	No formal recognition, often invisible
Intentionality	High — organised for planned learning	High — participants voluntarily join to learn	Often low — learning is a by-product of life experiences
Role of facilitator/teacher	Teacher-centered; authority figure	Facilitator; guides learning process	No defined facilitator
Participation	Usually mandatory for minors	Voluntary or strongly learner-driven	Natural participation depending on situation
Learning style	More theoretical, knowledge-driven	Experiential, practical, participatory	Contextual, experiential, self-directed
Assessment	Exams, grades, standardised tests	Reflective tools, self-assessment, observation	None (or personal reflection only)





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NON FORMAL LEARNING

DEFINITION OF NFL

Non-formal learning is an **intentional, structured, and voluntary learning process** that happens **outside the formal education system**, using **experiential and participatory methods** to promote personal, social, and professional development.

It is **learner-centered**, highly flexible, and adapted to the needs of the group or the learner.

Youth work, community projects, workshops, camps, and mobility programmes (like Erasmus+ or ESC) are typical contexts.





NON FORMAL LEARNING

Key Characteristics of Non-Formal Learning

1. Voluntary participation

Learners choose to participate, increasing motivation and personal engagement.

2. Learner-centered

Activities are adapted to participants' needs, interests, experiences, and learning styles.

3. Experiential learning

Learning happens through experience, reflection, practice, and application — often using Kolb's learning cycle.

4. Flexibility

Activities, timing, and methods can be adapted depending on the group and context.

5. Reflective

Reflection is essential for transforming experiences into learning.

6. Social & collaborative

Group dynamics, cooperation, peer learning, and communication are central.

7. Holistic

Addresses cognitive, emotional, social, and practical dimensions of development.

8. Inclusive & accessible

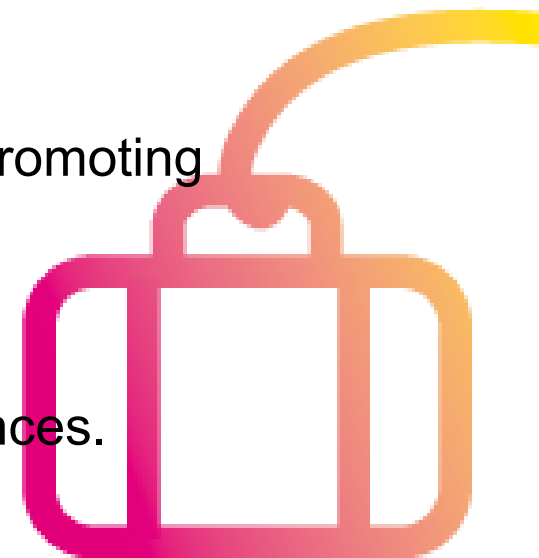
Welcomes diversity and adapts to different abilities, backgrounds, and needs.

9. Non-hierarchical relationships

Facilitators work *with* participants, not *above* them — promoting shared responsibility.

10. Context-responsive

Content is shaped by real-life issues and lived experiences.





NON FORMAL LEARNING

Principles of Non-Formal Learning

These principles guide the design and facilitation of NFE activities:

- 1. Participation** - Everyone is actively involved and contributes to the learning process.
- 2. Empowerment** - Learners gain confidence, autonomy, and ownership of their learning.
- 3. Learning by doing** - Activities are experiential, practical, and connected to real life.
- 4. Safe and supportive environment** - Participants must feel emotionally secure and respected.
- 5. Reflection as part of learning** - Debriefings, discussions, journals, and creative methods make learning visible.
- 6. Inclusiveness and respect for diversity** - Differences are valued as learning opportunities.
- 7. Meaningful facilitation** - The facilitator supports, guides, and encourages — rather than instructs.
- 8. Voluntariness** - People learn best when they *want* to learn, not when they are pressured.
- 9. Democratic and participatory decision-making** - Participants co-create rules, activities, and learning paths.

Values of Non-Formal Learning

Non-formal learning is rooted in strong educational and social values. These often include:

- 1. Inclusion** - Every person has a right to participate and learn.
- 2. Participation & engagement** - People learn through active belonging and contribution.
- 3. Respect & equality** - All voices matter; everyone's experience holds value.
- 4. Solidarity & cooperation** - Learning is collaborative, not competitive.
- 5. Empowerment & agency** - Individuals develop self-confidence and the ability to shape their lives.
- 6. Creativity & openness** - NFE encourages experimentation, curiosity, and imagination.
- 7. Human rights & dignity** - People are treated with fairness, empathy, and understanding.
- 8. Lifelong learning** - Learning is a continuous personal journey, not limited to school.





NON FORMAL LEARNING

Key Learning Theories for Non-Formal Education

NFE relies on **experiential, participatory, holistic, and learner-centered** approaches.

Some theories that support these foundations are:

- 1. Experiential Learning (David Kolb)**
- 2. Constructivism (Piaget, Bruner, Vygotsky)**
- 3. Social Learning Theory (Bandura)**
- 4. Humanistic Learning (Rogers, Maslow)**
- 5. Transformative Learning (Mezirow)**
- 6. Andragogy (Adult Learning Theory – Knowles)**
- 7. Situated Learning (Lave & Wenger – Communities of Practice)**
- 8. Multiple Intelligences (Howard Gardner)**
- 9. Experiential Social Pedagogy (European youth work tradition)**
- 10. Reflective Practice (Schon)**





NON FORMAL LEARNING

Experiential Learning (David Kolb)

Central idea: *People learn best through experience → reflection → conceptualization → application.*

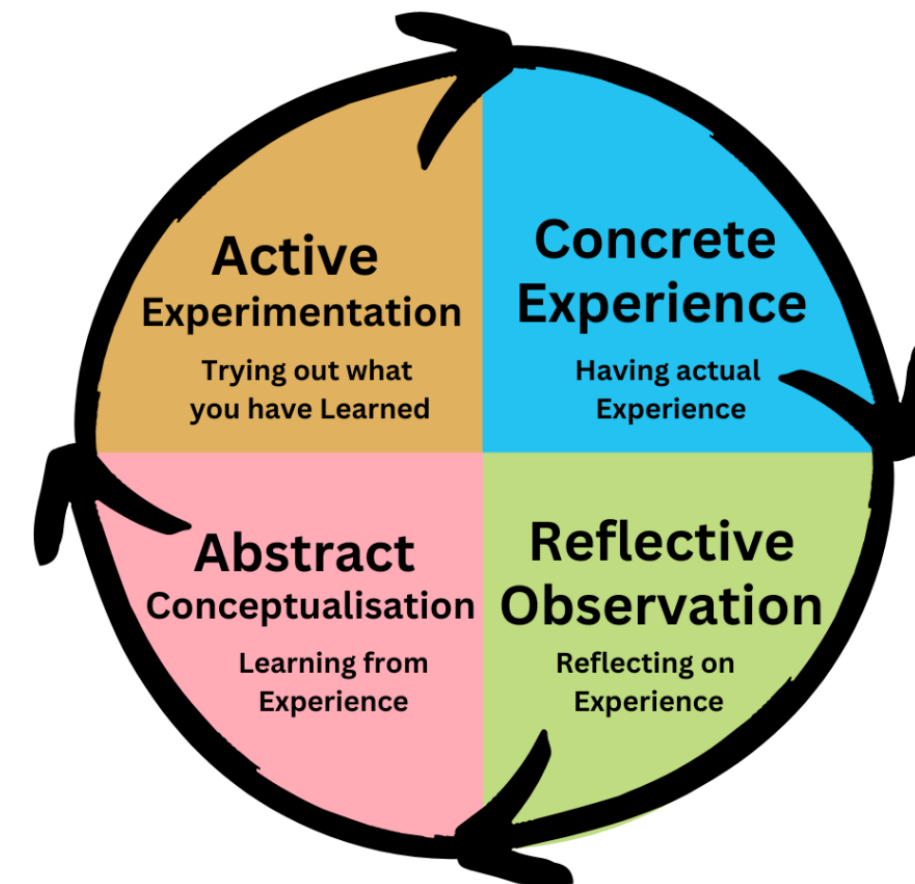
Why it fits NFE:

- Most NFE activities are built as experiences (games, simulations, projects).
- Reflection (debriefing) is a core part of every session.
- Learners build their own meaning from their experience.

Kolb's Cycle:

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualisation
4. Active Experimentation

Kolb's Learning Cycle





Your roles

and characteristics / competences

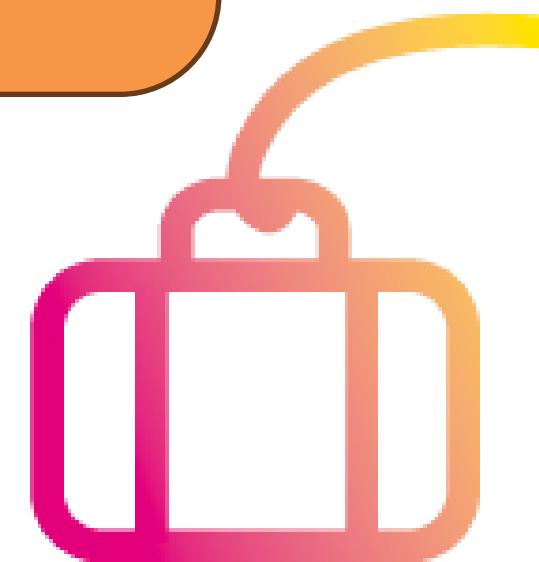
Support figures in a mobility project for participants with intellectual disabilities:

**TUTOR /
SUPERVISOR**

MENTOR

**ACCOMPANYING
PERSON**

**FACILITATOR /
TRAINER**





LEARNING STYLES

Learning styles are helpful for *understanding diversity*, but research shows that people do **not** learn better when matched to one fixed “style”.
In NFE we use learning styles as a **tool for awareness, group design, and inclusion**, *not as a strict label*.

1. VAK / VARK Learning Styles

2. Kolb’s Experiential Learning Styles

3. Howard Gardner’s Multiple Intelligences (as learning preferences)

4. Honey & Mumford Learning Styles

5. Social vs. Solo Learning Styles

6. Sensory Profile Learning Preferences (important for inclusion & disabilities)

7. Digital Learning Preferences





LEARNING STYLES

VARK Learning Styles

The most well-known model. People often prefer one or a mix of these sensory approaches:

Visual - Learners prefer images, diagrams, charts, videos, colour coding.

They benefit from: visual aids, mind maps, slides, posters, demonstrations

Auditory (Aural) - Learners prefer spoken explanations, discussions, listening activities.

They benefit from: group discussions, storytelling, verbal instructions, podcasts, lectures

Reading/Writing - Learners prefer text-based input and output.

They benefit from: handouts, lists, reflection journals, written instructions

Kinesthetic - Learners need movement, touch, physical engagement, real-life practice.

They benefit from: role-plays, hands-on activities, simulations, working with objects or tools





LEARNING STYLES



WHAT IS YOUR LEARNING STYLE?





LEARNING STYLES

Kolb's Experiential Learning Styles

Based on Kolb's Experiential Learning Cycle (Experience → Reflection → Conceptualization → Application).

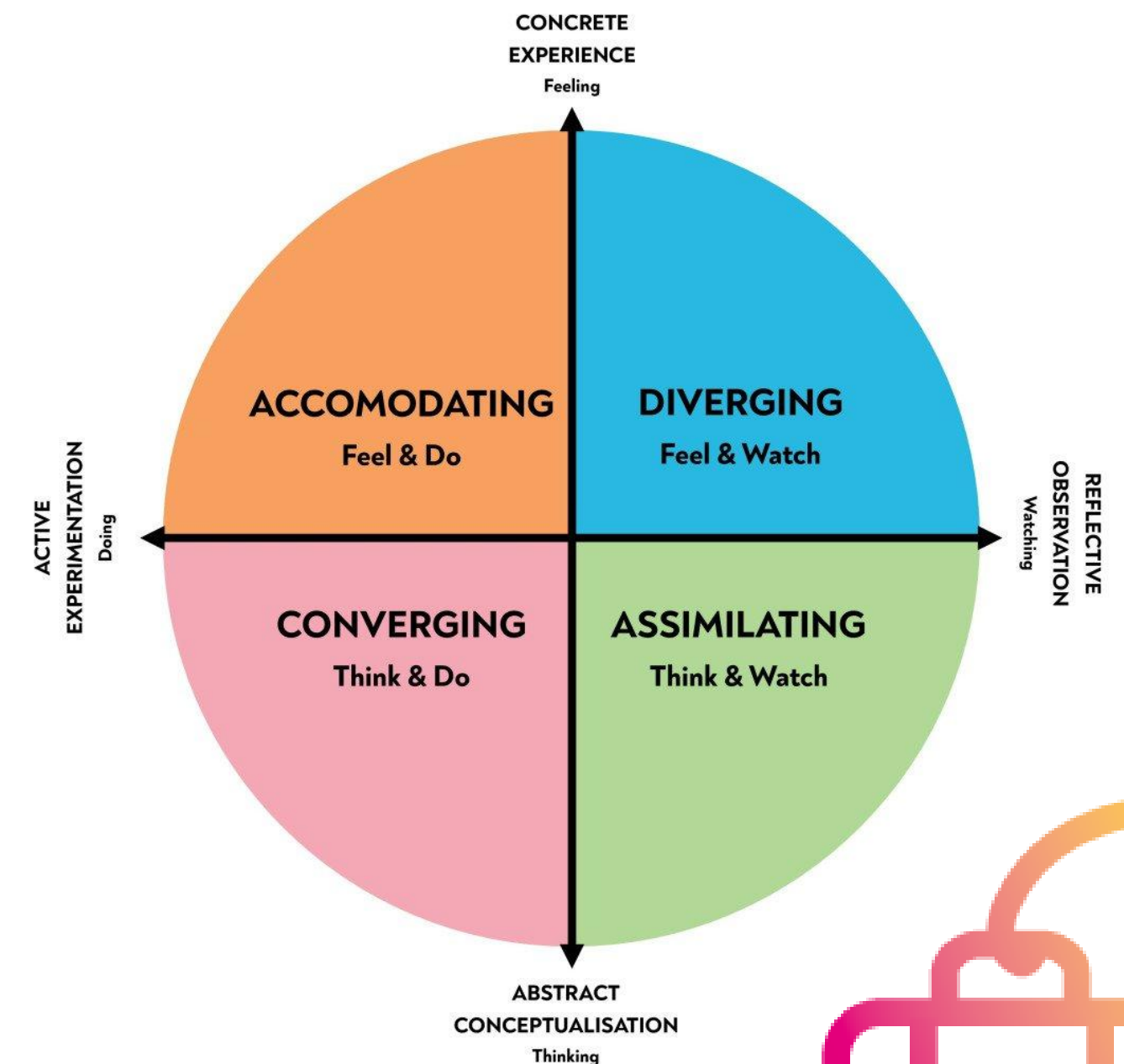
Learners tend to prefer one of these ways to engage:

Divergers (Feeling + Watching) - Creative, imaginative, people-oriented.
They benefit from: brainstorming, sharing stories, reflective activities

Assimilators (Thinking + Watching) - Logical, analytical, theory-oriented.
They benefit from: models, explanations, structured content

Convergers (Thinking + Doing) - Practical, problem-solving oriented.
They benefit from: experiments, tasks with clear outcomes, technology

Accommodators (Feeling + Doing) - Hands-on, experiential, intuitive.
They benefit from: simulations, projects, trying things out, flexibility





LEARNING STYLES

People learn in different ways: through seeing, hearing, doing, thinking, moving, discussing, or reflecting.

A good non-formal education programme includes **all** these styles, so everyone can learn in their preferred way and also develop new strategies.





What is a COMPETENCE?

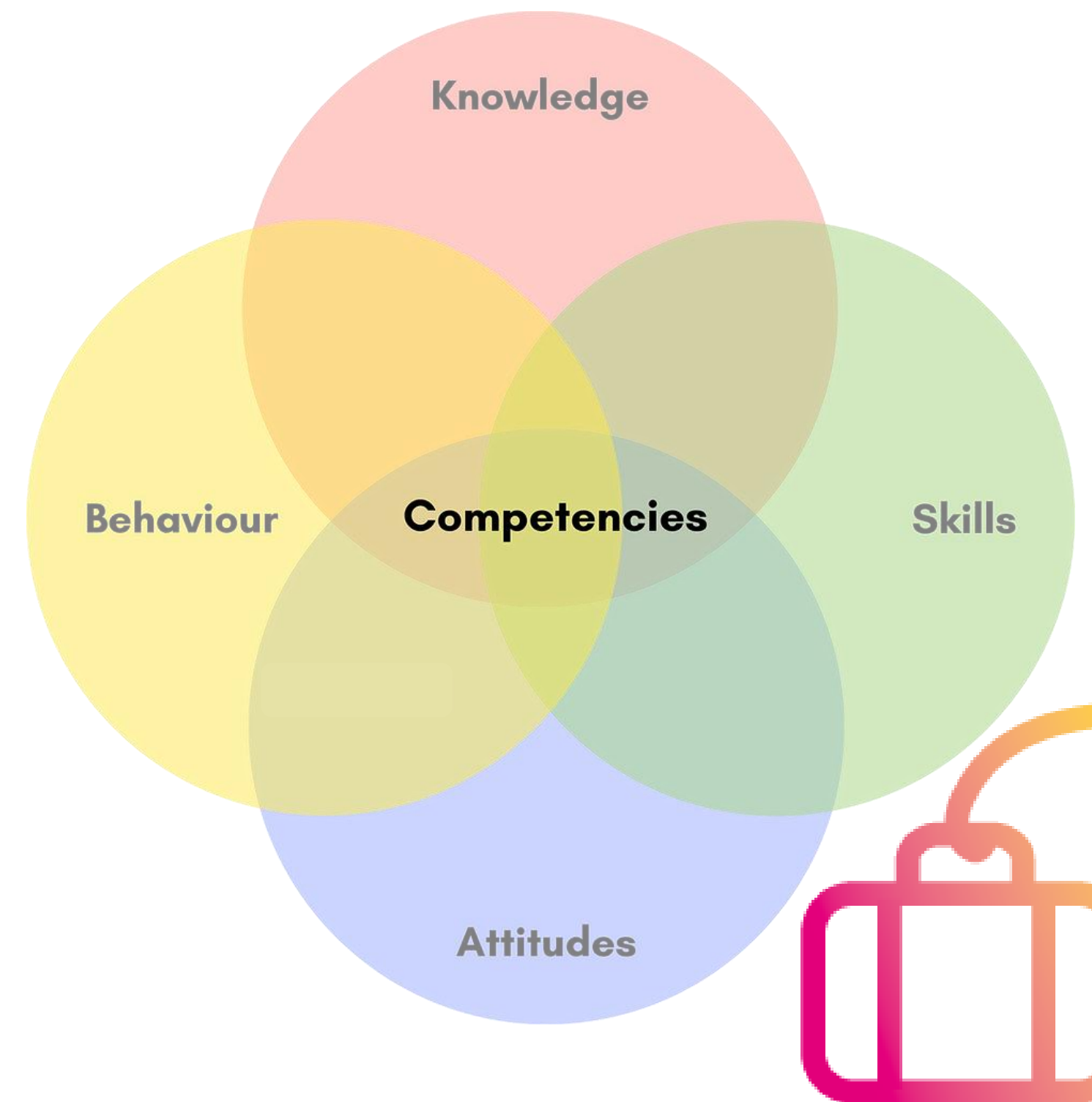
A **competence** is the **ability to apply knowledge, skills, attitudes, and behaviours** effectively in a real-life situation.

It is **not just what a person knows**, and **not just what they can do**: it is the *integration* of thinking, doing, and being.

A competence is the **demonstrated capacity to act successfully in a specific context**.

Competence = Knowledge + Skills/Abilities + Attitudes + Behaviours
→ applied appropriately in real situations

Competences become visible through **actions, choices, problem-solving**, and how a person adapts to situations.





Knowledge

Knowledge (What I Know)

Knowledge refers to the **information, concepts, facts, and understanding** a person has about a topic.

Examples:

- Knowing what intercultural communication means
- Knowing the steps of project planning
- Understanding how group dynamics work

Knowledge is **cognitive**: understanding theories, concepts, or content





Skills/Abilities

Skills / Abilities (What I Can Do)

Skills or abilities refer to the **practical and cognitive capabilities** to perform tasks or solve problems.

Examples:

- Communicating clearly in a group
- Using tools, technology, or methodologies
- Solving conflicts or negotiating
- Planning a budget or schedule

There are two types of skills:

1. **Cognitive skills:** reasoning, analysing, problem-solving
2. **Practical/technical skills:** operating tools, performing physical tasks, using methods

Skills are **behavioural actions** that can be practiced and improved





Attitudes

Attitudes (What I Value or Prefer)

Attitudes refer to a person's **mindsets, beliefs, motivations, values, and ways of seeing the world.**

Examples:

- Openness to learning
- Respect for diversity
- Responsibility and initiative
- Willingness to collaborate

Attitudes influence **how a person approaches** learning or action.





Behaviours

Behaviours (How I Act in Practice)

Behaviours are the **observable expressions** of knowledge, skills, and attitudes.

They show **how a person performs** in real situations.

Examples:

- Showing patience when working in a team
- Asking questions to clarify tasks
- Adapting communication to different audiences
- Staying calm under pressure

Behaviours make competences measurable and visible.





Example

COMPETENCE: INTERCULTURAL COMMUNICATION

Component	Example
Knowledge	Understanding cultural differences and communication styles
Skills/Abilities	Adapting speech, using simple language, listening actively
Attitudes	Openness, curiosity, respect for diversity
Behaviours	Interacting appropriately, mediating misunderstandings calmly





Break





LEARNING GOALS

Before mobility

WHAT THEY CAN EXPECT IN THE MOBILITY PROJECT?

Support of HOSTING ORGANISATION and supportive tools:

- InfoPack and Programme, Accommodation, Activities... (ETR or easy language)
- Online Meeting with Hosting Organisation
- Research about the hosting context





LEARNING GOALS

Before mobility

Direct and define SMART the learning goals

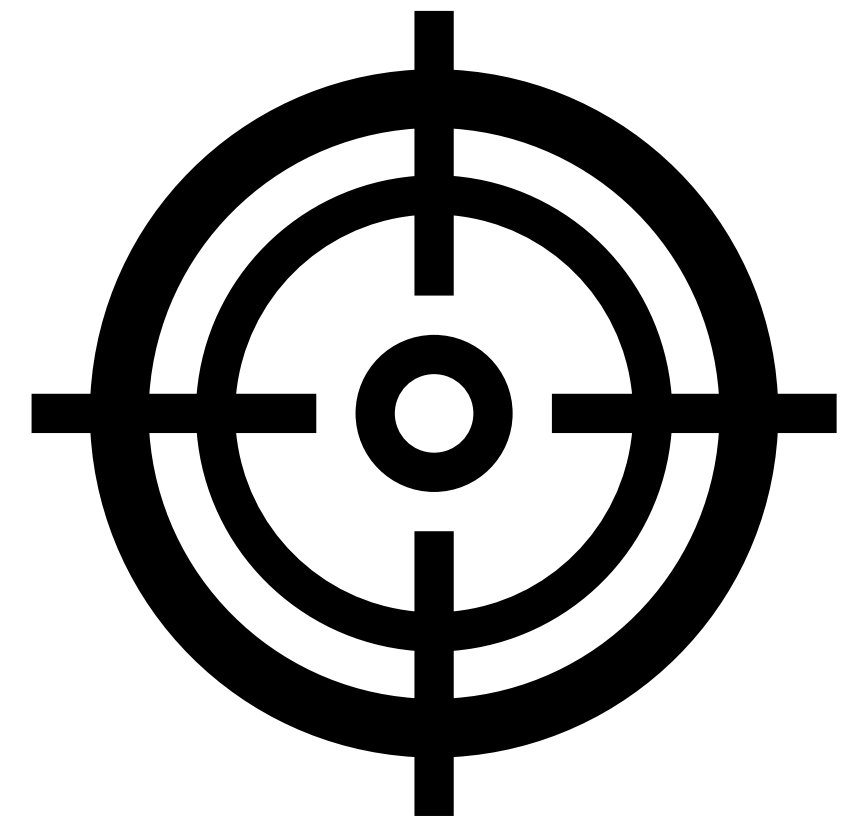
Specific – what exactly you would like to learn?

Measurable – how much would you like to learn?

Achievable – it is doable?

Realistic – do we have the conditions to learn it?

Time-Bound – can we do it in that time?

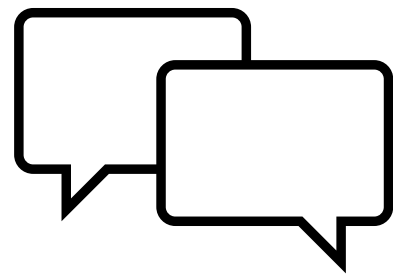




LEARNING GOALS

Before mobility

TOOLS to define the learning goals:



Talking and reflecting

Supportive tool: images or pictograms
written list
video-interview

Further option: Self-assessment

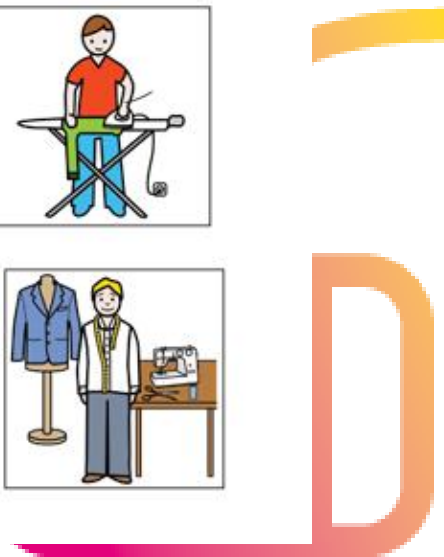




LEARNING GOALS

Before mobility

IMAGES OR PICTOGRAMS





LEARNING GOALS

Before mobility

WRITTEN LIST





LEARNING GOALS

Before mobility

VIDEO INTERVIEW





LEARNING GOALS

Before mobility

SELF-ASSESSMENT

7. I know how to do the laundry







DO THE LAUNDRY

Mark only one oval.

- Not at all ■
- A little bit ■
- Quite well ■
- A lot ■

Daily Activities-support

Activity	Domestic and personal care 	Provide details of the required aids and assistance, from whom and when
Housework 	<input type="checkbox"/> Can maintain home without help (including laundry)	
	<input type="checkbox"/> Need some assistance (cleaner, change light bulb)	
	<input type="checkbox"/> Completely unable to do housework	
Transport 	<input type="checkbox"/> No help needed (drive their own car, or travel independently in public transport or in taxi)	
	<input type="checkbox"/> Need some help (someone to drive or accompany them when traveling)	
	<input type="checkbox"/> Can only travel in specialized vehicle	
Shopping 	<input type="checkbox"/> Can take care of all shopping needs on their own (including online shopping)	
	<input type="checkbox"/> Need some help (someone to accompany them on most shopping trips)	

	BEFORE MOBILITY			
	NOT AT ALL	A LITTLE	ENOUGH	VERY MUCH
I am on time				
I can manage my time				
I can manage my money				
I can use an ATM and pay with a prepaid card				
I can do grocery shopping alone				
I can do laundry by myself				
I can do household tasks (sweeping, making the bed, washing dishes...)				
I keep my things and spaces tidy				
I can take care of my personal hygiene				
I can prepare breakfast independently				



LEARNING recording

During mobility

AIM: to compare the initial learning goals to the final learnings – do they reached them?
Difficulty on recognising, awareness and remember.

IMPORTANT TO RECORD THE LEARNINGS

Supporting tools for RECORDING:

- Table with pictograms and check daily
- Writing journal
- Photos or vídeos

REFLECTION and supportive tools: talk




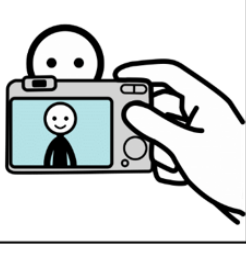




LEARNING recording

During mobility

TABLE WITH PICTOGRAMS AND DAILY CHECK

LEARNING GOALS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
	27.05	28.05	29.05	30.05	31.05	01.06	02.06	03.06	04.06	05.06	06.06	07.06	08.06	09.06	10.06	11.06	12.06	13.06	14.06	15.06	16.06	17.06	
			✓		✓			✓		✓			✓			✓		✓		✓			
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LEARNING recording

During mobility

WRITING / PAINTING A JOURNAL





LEARNING recording

During mobility

PHOTOS OR VIDEOS









LEARNING assessment

After mobility

SELF ASSESSMENT:

- Analysing the recording
- Review, edit vídeo, final vídeo interview
- Reflection on the actions, learnings...

LEARNING GOALS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	27.05	28.05	29.05	30.05	31.05	01.06	02.06	03.06	04.06	05.06	06.06	07.06	08.06	09.06	10.06	11.06	12.06	13.06	14.06	15.06	16.06	17.06
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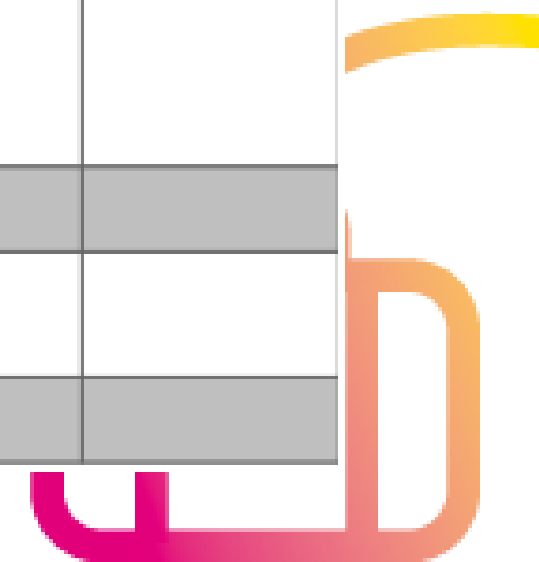


LEARNING assessment

After mobility

SELF ASSESSMENT:

	BEFORE MOBILITY				AFTER MOBILITY			
	NOT AT ALL	A LITTLE	ENOUGH	VERY MUCH	NOT AT ALL	A LITTLE	ENOUGH	VERY MUCH
I am on time								
I can manage my time								
I can manage my money								
I can use an ATM and pay with a prepaid card								
I can do grocery shopping alone								
I can do laundry by myself								
I can do household tasks (sweeping, making the bed, washing dishes...)								
I keep my things and spaces tidy								
I can take care of my personal hygiene								
I can prepare breakfast independently								





CERTIFICATION

Why Competences Matter (especially in NFE, Erasmus+, ESC)

- They make learning **explicit and visible**, even when it happens through experience.
- They help participants **recognise their growth** (Youthpass key competences).
- They guide trainers and facilitators in designing meaningful educational experiences.
- They help organisations assess **progress, strengths, and learning needs**.
- They are the basis for **employability, personal development, and active citizenship**.

TOOLS OF RECOGNITION IN ERASMUS+ AND ESC PROGRAMMES:

EUROPASS MOBILITY - a document which can help to showcase skills acquired during the vocational experience in a simple, consistent and understandable manner.

<https://europass.europa.eu/en/work-europe/mobility>

YOUTHPASS - a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ Youth and the European Solidarity Corps programmes.

<https://www.youthpass.eu/en/>





CERTIFICATION

EUROPASS MOBILITY Connected with the LEARNING AGREEMENT

Erasmus+ learning agreement -
Mobility ID:
Project code:

Main tasks:

5. Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the learning mobility:

Outcome 1: Organization of an inclusive educational process for people with intellectual disabilities	
Relevant subject, skill or competence:	
Description:	

Outcome 2: Methods of teaching and developing competences of people with intellectual disabilities	
Relevant subject, skill or competence:	
Description:	

6. Learning programme and tasks

To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

Activity / task 1:	
Description:	

Activity / task 2:	
Description:	

Activity / task 3:	
Description:	

Activity / task 4:	
Description:	

Activity / task 5:	
Description:	

[First name(s)] [Last name(s)]

[Programme and activity type / Title – see guidance]

[DD/MM/YYYY – DD/MM/YYYY]

STATUS AT THE SENDING ORGANISATION (LEARNING PROGRAMME OR JOB TITLE)

Replace with text

HOST COUNTRY AND

HOST ORGANISATION(S) CITY

Replace with text; list main host first

Replace with text

HOST EMAIL / PHONE

Replace with email / phone

FIELD

Choose an item.

MODE

Choose an item.

Learning outcomes

[Section applicability: Pre-mobility and post-mobility: obligatory to choose between options A, B, C or a combination of them.

Remove lines that are not needed.]

[OPTION A] EUROPEAN KEY COMPETENCE FRAMEWORK FOR LIFELONG LEARNING

LITERACY COMPETENCE

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

MULTILINGUAL COMPETENCE

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY AND ENGINEERING

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

DIGITAL COMPETENCE

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

PERSONAL, SOCIAL, LEARNING TO LEARN COMPETENCE

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

CITIZENSHIP COMPETENCE

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

ENTREPRENEURSHIP COMPETENCE

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

[See European key competence framework [online](#) for definitions and help; remove competence if not relevant]

CERTIFICATION

YOUTHPASS

LEARNING CONTEXT AND COMPETENCE DEVELOPMENT



The owner of this certificate has participated in a project supported by the European Solidarity Corps. This European Union programme enables young people to help build a more inclusive society and respond to societal and humanitarian challenges. It offers opportunities to develop valuable competences abroad or in the individuals' home country. The European Solidarity Corps also enables capacity-building for organisations involved in the programme.



ARA BENNES

born on 04/05/2003 in Greece

volunteered in the project

GOOD THINGS

in Helsinki, Finland; and online

from 04/01/2022 to 16/03/2022

About the project

The project aimed at improving ... The objectives were to ... The target groups were ... (mandatory information) The activities focused on The achievements were Outcomes were The project took place in a ... context. The needs were to: ... The project addressed ...

The tasks of Ara Bennes

Tasks included organising ...

This certificate has been issued by SALTO Training and Cooperation Resource Centre.



Marie Dear
Coordinator
Bonn, Germany, 31/03/2022

Youthpass is a Europe-wide validation system for non-formal and informal learning within the European Union youth programmes.

The ID of this certificate is 8WALF63X-7AZU-5F8L. To verify the ID, please go to the Youthpass website at <https://www.youthpass.eu/qualitycontrol/> or scan this QR code.



Youthpass

Makes your learning visible

LEARNING CONTEXT

A European Solidarity Corps Volunteering Project offers an informal and non-formal learning context for volunteers to engage in a community or help overcome societal challenges. The tasks and responsibilities volunteers assume within the project, along with a new cultural context, help them develop new and strengthen existing competences. This process is supported by mentoring provided by the hosting organisation as well as a cycle of training and evaluation activities.

COMPETENCES DEVELOPED BY ARA BENNES

The following summary is the result of a reflection and self-assessment process which took place during and after the project in dialogue with the mentor Art May.

Multilingual competence

Learnt to better express herself in English

Personal, social and learning to learn competence

Learnt to manage a team of peers

Citizenship competence

...(Optional)

Entrepreneurship competence

...(Optional)

Cultural awareness and expression competence

...(Optional)

Digital competence

...(Optional)

Mathematical competence and competence in science, technology and engineering

Managed a budget of 1000€

Literacy competence

...(Optional)

The competence description in Youthpass is based on the European Union framework for Key Competences for Lifelong Learning: <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>

Youthpass

Makes your learning visible





CERTIFICATION – competences

Skills in the EUROPASS MOBILITY:

- Communication
- Linguistic
- Organisation and Management
- Digital

Key Competences of YOUTHPASS:

- Multilingual competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence
- Digital competence
- Mathematical competence and competence in science, technology and engineering
- Literacy competence





CERTIFICATION – competences

Key Competences of YOUTHPASS and support material

Youthpass ABOUT YOUTHPASS ▾ PUBLICATIONS ▾ RECOGNITION ▾ HELP & INSTRUCTIONS ▾ CREATE CERTIFICATES →

Download the Georgian version (30.57 MB)

Ask for a printed copy in English

ONE 2 ONE. Supporting Learning Face-to-one settings.

Download the publication (2.56 MB .pdf) or

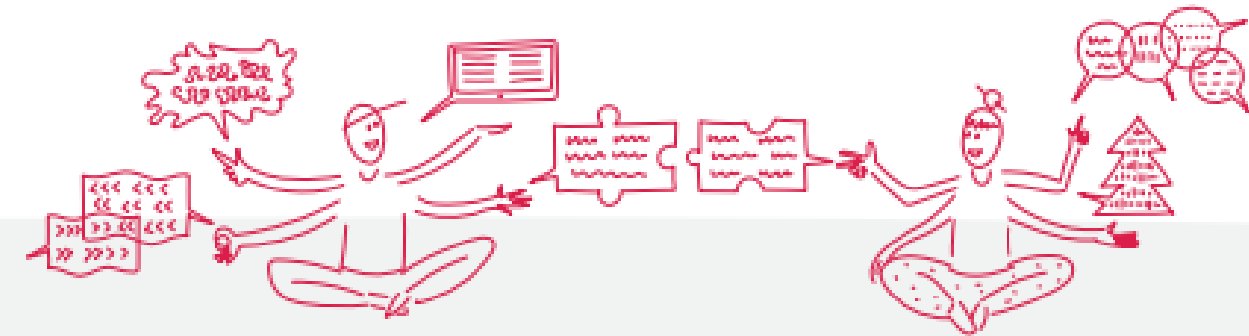
- Leaflets
- Handbooks
- Card game
- Essays
- Testimonies
- Newsletters
- Others

Look on tips and methods on learning support in youth work in one-

To protect your privacy, we did not automatically load the leaflet [One2One](#) from Flipsnack. When you load this leaflet, personal data (like your IP-address) may be transferred to Flipsnack.

LOAD THE LEAFLET

MULTILINGUAL COMPETENCE



Multilingual competence is the ability to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing. One would need to know the grammar and vocabulary of a certain language. The ability to learn a language in various ways is also important. Appreciation of cultural diversity and curiosity for intercultural communication are attitudes connected to this competence.

European youth projects involve interactions with people from different countries, who speak different languages. For many participants, communicating in a foreign language is of crucial importance. A European project offers the perfect environment to practice this. Especially in longer-term projects, this competence area is among the ones that the participants develop to the greatest extent.

SOME QUESTIONS TO HELP WITH THE REFLECTION:

- ▲ How did you communicate before and after the project with the people from other countries (e-mail, Skype, telephone)? What did you learn from that?
- What aspects (ways of communication, expressing yourself, new words and phrases, traditions etc) of a foreign language did you learn? Which situations in the project helped you in that?
- 👉 Do you feel more confident now when you want to express yourself in a foreign language? In what ways?



Documents ETR

PR.I.M.E. created some **support documents in easy-to-read** to help fill in and understand some official documents of Erasmus+ and ESC Programmes.

Learning Agreement is strictly connected with **Europass** certificate, in what concerns the Learning Goals.

- Learning Agreement support document in ETR
- EUROPASS support document in ETR

Volunteering or Activity Agreement is strictly connected with **YouthPass** certificate, in what concerns the Learning Goals.

- Volunteering Agreement support document in ETR
- All about YouthPass in ETR
- YouthPass support document in ETR





Documents ETR

PRIME – Promoting Inclusive Mobility Experiences
2023-1-IT01-KA220-VET-000154072

<p>All you need to know about Youthpass Easy to read and easy to understand</p>	
<p>Youthpass is a document. A document is an important paper with information. You can use this document for European Union programs:</p> <ul style="list-style-type: none"> European Solidarity Corps Erasmus+ 	<p>Youthpass</p>
<p>The European Union is called the EU. The EU is a group of countries that work together. These countries work to help each other and be stronger. The EU makes rules about many parts of our lives. Some of these rules are important for people with disabilities. For example rules that give people with disabilities more rights when going to another country.</p>	
<p>The European Solidarity Corps is an international program for young people. The European Solidarity Corps helps you:</p> <ul style="list-style-type: none"> be a volunteer in another country learn new skills learn about different cultures <p>A skill is something that you know how to do.</p>	

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PRIME – Promoting Inclusive Mobility Experiences
2023-1-IT01-KA220-VET-000154072

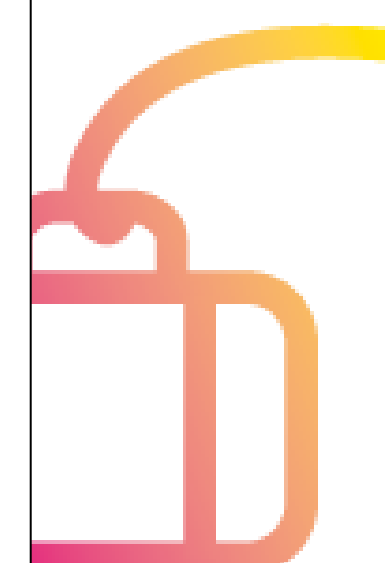
<p>Youthpass Youthpass Certificate Easy to read and easy to understand</p>	
<p>How to read this document? The yellow part gives you information. The white part is for you to fill in your information.</p> <p>What to do? Fill in your information on a computer or write it with a pen. If you need help, ask someone to help you.</p>	
<p>The Youthpass certificate is a document. A document is an important paper with information. The Youthpass certificate has information about</p> <ul style="list-style-type: none"> the project you took part in your tasks what you learned during the project what training you took part in 	<p>Youthpass</p>
<p>You learn all your life. In Youthpass you write what you have learned during the project. It is good to know what you have learned. Then you know if you have changed and grown.</p>	

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<p>Europass Easy to read and easy to understand</p>	
<p>What is Europass? Europass is a document. A document is an important paper with information.</p>	
<p>Europass shows what you can do. Like your:</p> <ul style="list-style-type: none"> skills education experience 	
<p>You can use Europass when you:</p> <ul style="list-style-type: none"> look for a job apply for a course or training join a project in another country 	
<p>Why is Europass useful? It helps you write about yourself clearly.</p>	
<p>Europass looks the same in all European countries.</p>	

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Documents ETR

TIP: translate it in the participant's own language.

**ONLINE TRAININGS ABOUT EASY-
TO-READ IN THE PR.I.M.E.
YOUTUBE CHANNEL**





PRIME OER

PR.I.M.E. is creating an open educational resource, a tool in gamified approach, to support the learning process of participants in a mobility project.



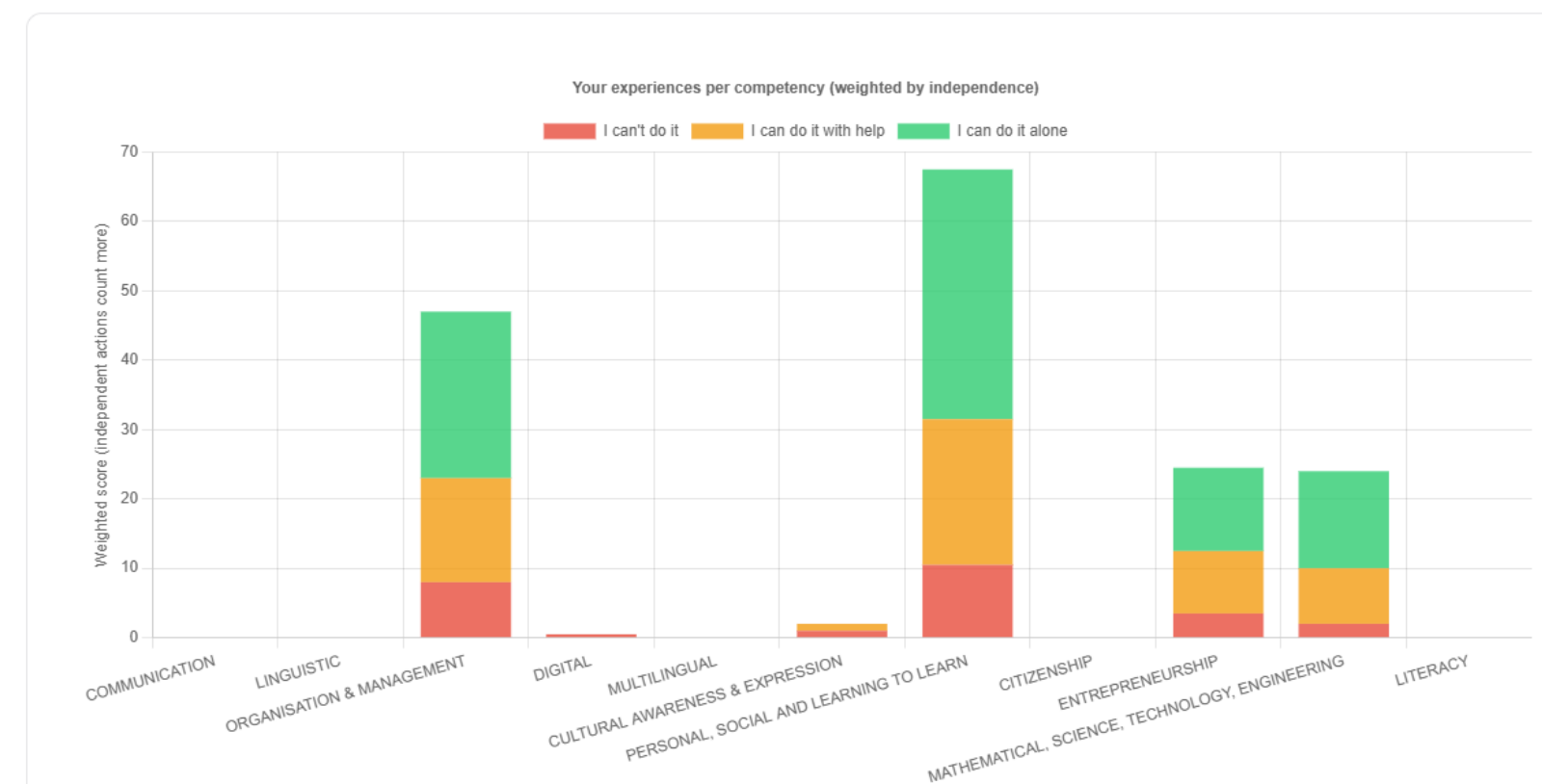
OER 2



Buy the ingredients from a recipe

Buy the ingredients from a recipe

- 1 I can't do it 1
- 2 I can do it with help 2
- 4 I can do it alone 4





Panevėžio socialinių pokyčių centras



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Neither the European Union nor EACEA can be held responsible for them.

For further details: primemobilityproject@gmail.com