

STEPS4LIFE

MORELIA, JULY 2015 ERASMUS + PROJECT

× Non-Formal Education

Education from Teaching to Learning

Education means learning knowledge, skills, and attitudes.

The most important of these is learning how to learn.

Learning means deciding about your own lifestyle.

**Teaching, by itself, does not constitute learning;
neither does passive listening.**

Education from Teaching to Learning

Learner's must decide to incorporate any knowledge, skill or attitude into their own set of values and behaviors or is not meaningful

Learning happens outside the classroom as well as within.

Some learning results from teachers and some does not.

Some learning is intended and some is accidental.

Non-Formal Education - Introduction

Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s.

Related concept - Recurrent and Lifelong Learning.

These two concepts have to do with the extension of education and learning throughout life, Non-Formal Education is about 'acknowledging the importance of education, learning and training which takes place outside recognized educational institutions'.

Characteristics – Non-Formal Education

Relevance to the needs of disadvantaged groups.

Concern with specific categories of persons

A focus on clearly defined purposes.

Flexibility in organization and methods.

Alternative concepts – Non-Formal Education

Community Education and Community Learning

Informal Education and Social Pedagogy.

World Educational Crisis

Unsuitable curricula

Lack of motivation among learners

**Educational growth and economic growth
were not necessarily in step,**

**Jobs did not emerge directly as a result
of educational inputs.**

World Educational Crisis

Difficult to pay for the expansion of formal education
Formal educational systems had adapted
too slowly to the socio-economic changes
The change would have to come not merely
from within formal schooling, but from
the wider society and from other sectors within it.

Lifelong Learning

Lifelong learning was to be the 'master concept' that should shape educational systems

Formal Education

Hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.

Formal Education

Is realized by school teachers mostly through passing on information and its memorizing. Methods are not important, the effects are important. Learner has to perform what he/she memorized. The whole system of education is established on the basis of the above mentioned assumption. Teachers are prepared to pass on information, but they are not prepared to establish contacts with learners, to understand learners.

Formal education

The place of work (classes) is organized to somehow limit possibilities of move, conversations and contacts.

Learners sit in front of teacher, who passes on information.

Discipline of work consists in passive subordinating to teacher, doing tasks, realizing commands.

In formal education marks are indicators of information remembered.

Formal Education

**The mark becomes a symbol of value
(pupil with high marks – pupil with low marks).
The programme of teaching is a table of contents,
which learners should memorize.
Content (essence) is logically arranged,
but according to the sense of lecture not the sense of
learning.
The teacher towers over learners.**

Formal Education

Process less crucial **Contents** huge role

Methods of education - frontal, close, formal

Styles of communication-does not generally adopt style to the situation

Power - total

Values - formal system

Choice of training topics

Single-handedly Imposed

Way of choosing topics

There is the possibility of looking into expectations,

Informal Education

The truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbors, from work and play, from the market place, the library and the mass media.

Non-Formal Education

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 clientele and learning objectives.

Non-Formal Education

Nonformal education is more learner centered

Learners can leave anytime they are not motivated.

NFE tends to emphasize a cafeteria curriculum (options, choices) rather than the prescribed, sequential curriculum found in schools.

NON-FORMAL EDUCATION PARTICIPATIVE APPROACH

At the same time, cutting across this 'stage theory' of the development of non-formal education, there is the participative approach, wherein the ideology and motivation of the providers is very different.

Non-Formal Education

**In NFE human relationships are more informal
(roles of teachers and students are
less rigid and often switch)**

NFE focuses on practical skills and knowledge

**Overall NFE has a lower level of structure
(and therefore more flexibility) than schools.**

Non-Formal Education

**Trainer and learners are at the same level,
there are no disproportions
between trainer and learner,**

Learning is a constant process on either side.

**The best teachers / trainers teach people
rather than subjects.**

**The comparison of aspects connected with
conducting the educational process in the
case of formal organization**

Non-Formal Education

Trainer

Process crucial

Content - basic role

Methods of education –
mixed, open, non-formal

Styles of communication

different styles dependent on situation

Values - democratic

Trainer - non-formal

Way of choosing topics

assessment of needs and inclusion of participants to
some extent in the planning process

Examples of Non-Formal Education

**Literacy and basic education
for adults and young people**

Political and Trade Union education,

'Catching-up' programmes for school drop outs,

Pre-school education for young children,

**Education through NGO's - Health Education,
Literacy, Gender Education**

PARANORMAL EDUCATION

This important area is composed of all kinds of educational programmes which provide a substitute for regular full-time schooling. The main objective of these programmes is to offer a second chance to those who, for various reasons, could not benefit from the regular school system at the ordained moment.

POPULAR EDUCATION

The central part of this segment of the educational field are the education initiatives which are explicitly directed towards the marginal groups of the population and include adult literacy projects, co-operative training, political mobilization and community development activities.

LEARNING FOR PERSONAL DEVELOPMENT

In developed countries this heading covers a whole range of learning practices organized by cultural institutions (museums, libraries, cultural centers), by clubs, circles, associations promoting leisure time activities such as observation of the natural environment, playing music and/or listening to it, etc., by sports centers, by language institutions or even by centers of physical and mental health.

VOCATIONAL TRAINING

The various non-formal programmes of professional and vocational training organized by firms, trade unions, private agencies and also formal schools constitute the fourth important segment of the diversified educational field.

NON-FORMAL EDUCATION. POSITIVE ALTERNATIVE

Here non-formal education is seen as a positive alternative to the school system; whilst it typically concentrates on the provision of basic learning experiences, it is not necessarily restricted to that.

WHO DOES WHAT TO WHOM?

The diversification of the educational activities has been accompanied by a process of diversification of the organizing agencies and a proliferation of clienteles.

THE NON-PROFIT SECTOR

The non-profit sector covers a wide variety of organizing agencies. In the focus of our interests are of course trade unions but we have to mention churches and the growing number / in thousands in each country/ of different non-governmental organizations.

THE GOVERNMENT

The government usually is the most important organizer of parnormal education. It is also very much present in professional training and, to a lesser extent, in training for personal development. It is only marginally taking part in popular education /mainly through local level government initiatives/ and through joint initiatives of the local authorities with the local NGOs.

THE ENTERPRISES

The enterprises are clearly concentrating on professional training although they might also get involved in some training activities aimed at the personal development of their employees.

WHO BENEFITS FROM NFE

The international statistical data show that in the developing countries the majority of participants in adult education are young. First of all, for many youngsters non-formal education offers a second chance for obtaining certificates corresponding to the various levels of formal schooling. Almost everywhere the proportion of female participants in adult education tends to be slightly superior to that of the male participants.

THE FACT IS THAT IN EUROPE

People participating in non-formal education are those who have benefited more from formal education also benefit more from non- formal education.

Learning Opportunities

All three types of education provide powerful learning opportunities. The most effective teacher is one who allows and helps learning to take place during situations which fit all three types of education.

Educator Styles

An educator must be flexible in order to be effective in all three types of education.

Too many, however, are effective classroom teachers but less effective as nonformal educators because they try to use classroom techniques and directive leadership in both settings.

Some Concerns

Formal educators tend to define the teaching role and relegate nonformal education to lower importance.

Most of the public resources available for education are allocated to school-based programs.

Formal educators, furthermore, are justifiably concerned about losing any of those resources.

Comparison Formal-Non-Formal Education

Learner

Dependence. Teacher decides on the subject of teaching, when and how he teaches, He/she decides when assesses a knowledge achieved by learners.

Independence. Trainer encourages learners to be more independent and moulds their aspirations to be independent.

Comparison Formal – Non Formal Education

Experiences of learners

Low importance. Didactic methods dominate lectures, textbooks, reading materials

High importance Rich sources of learning. Methods: discussions ,solving problems, referring to experiences of learners

Comparison Formal-Non-Formal Education

Readiness to learn

People learn what the society imposes.

Curricula is more standardized

People learn what they need.

Curricula is less standardized,
programmes of exercise concern life
needs of learners

Comparison Formal-Non-Formal Education

Orientation towards learning (attitude to learning)

Learning is organized on the basis of school subjects.
People learn what others expect.

Learning should be based on experiences.

The most important are:

direct using of knowledge and usefulness of it in our life.

