

# STEPs 4 LIFE

MANUAL ON NON - FORMAL LEARNING



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International Initiatives for Cooperation



**Coordinator:**

International Initiatives for Cooperation-IIC (Bulgaria)

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MANUAL ON NON - FORMAL LEARNING

**Partners:**

- VIVE Mexico    - Volunteers Initiative Nepal-VIN    - Great Indonesia
- In Movement-Art for social changes (Uganda)    - Solidarites Jeunesses Vietnam (SJ Vietnam)
- Youth for Sustainable development Assembly Inc.-YSDA (the Philippines)
- HOPE Association (Bulgaria)    - Open Education Center Foundation (Bulgaria)

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# About the Project

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The overall objective of the project was to introduce and to set the prerequisite for applying non-formal and informal education in the work with youngsters in pilot Partner countries like Mexico, Vietnam, Nepal, Indonesia, the Philippines and Uganda. Non-formal and informal methods in youth work are very powerful tools to enhance creativity, to enrich the personal and the professional experience and to create multiple-choice opportunities for young people.

The project proposal addressed the following concrete aims:

- To build up the capacities of youth workers in Partner countries through introducing innovative methods of work that will diversify their services and hopefully will have greater impact on youth.
- To boost the potential of young people in Partner Countries through applying non-formal and informal education in youth work as a tool for effective and successful realization.
- To foster and strengthen the long term sustainable cooperation between youth organisations from Programme and Partner countries building upon the

previous experience and extending it in the field of non-formal and informal education for youth.

- To contribute to the process of development of quality training programmes and methodologies for youth, based on the European experience in the field of non-formal and informal education.
- To build up the capacity of youth organisations from Partner countries with the purpose of contributing towards the process of sustainable community growth through youth development empowerment and active participation.
- To develop a network of youth organisations and other relevant stakeholders from Programme and Partner countries aimed at maintaining the exchange of experience and good practices in the field of non-formal and informal education using contemporary, interactive online resources.

The project included the following activities divided in several phases.

Phase I. A series of international training courses for multipliers (three training courses) - one in each continent (Mexico, Indonesia and Vietnam).

Each partner organisation sent 2 representatives to the training courses. Bulgaria sent 4 participants (2 representatives from IIC, 1 from Open Education Centre and 1 from Hope Association). Each training course consisted of several stages. After the 5-day training the participants were divided into 3 or 4 small mixed teams and prepared a two-day training programme on a certain topic to test and apply the concepts that they have learned and the skills that they have acquired during the training. They worked with the supervision of an experienced NFE expert from Bulgaria. The knowledge and skills were tested in a real-life situation on the field delivering trainings to university students. The work of each team was supervised by one expert.

The international trainings encompassed 16 international trainees during the first 5 days and minimum 80 local youngsters (see as per the attached lists of participants per event).


Phase II. Delivering of national training courses to a selected group of youngsters using NFE methods after the international trainings.

Each national training lasted 5 days and was composed of 25 youngsters or representatives of NGOs or educational institutions. The process of preparation was supported by NFE experts by all means of communication (skype, phone, e-mails, etc.).

Phase III. Creating liaisons with university in each country in order to introduce NFE.

The idea of this activity was to present the strong points of the NFE and to encourage the application of its methods together with the formal education trying to find the appropriate balance and coherence between the two approaches.

As a result at least one university per country will start to provide a course on NFE together in cooperation with the partner organisation producing more NFE multipliers or users. The university of Semarang immediately after the international training course there continues regularly on a monthly basis to organise training events for the students and they still



continue to be very attractive and useful for the trainees. In each partner country there is a well established cooperation between the partner organisation and a university thus supporting the organisation of non-formal training events and initiatives.

Phase IV. Developing NFE educational programmes/ modules.

Each partner was responsible to adopt the proposed NFE modules to their own specificities and context in order to best suit the needs of the local target communities under the supervision and guidance of the NFE experts from Bulgaria. All developed methodologies were included in a manual for NFE.

Phase V. Development of online tools for introducing NFE.

The information was provided in a very interactive way on the web platform [www.steps4ngos](http://www.steps4ngos) and it will be a resource for people worldwide who would like to start using NFE in their work. The methodologies and training programmes developed during the project were uploaded as open educational resources on the platform.

Phase VI. The big event in Bulgaria – Non-formal Education Forum (NFE Forum).

The event was held for 15 days. The event was divided into 3 stages – a conference and workshops for representatives of NGOs, youth workers and youngsters, study visits in Bulgaria and a final partners' evaluation and planning meeting.



# Formal, Non-formal and Informal education

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**B**y many authors **non-formal education** was seen as the "ideal" form of education, far better in all respects than formal education. By others however it came to be seen as a **sub-system of education**, certainly not superior and by some as considerably inferior as formal schooling. By some non formal education could be described as a temporary "necessary evil in situation of crisis until formal schooling could be restored".

**Let's look at the basic definitions of different kinds of education.**

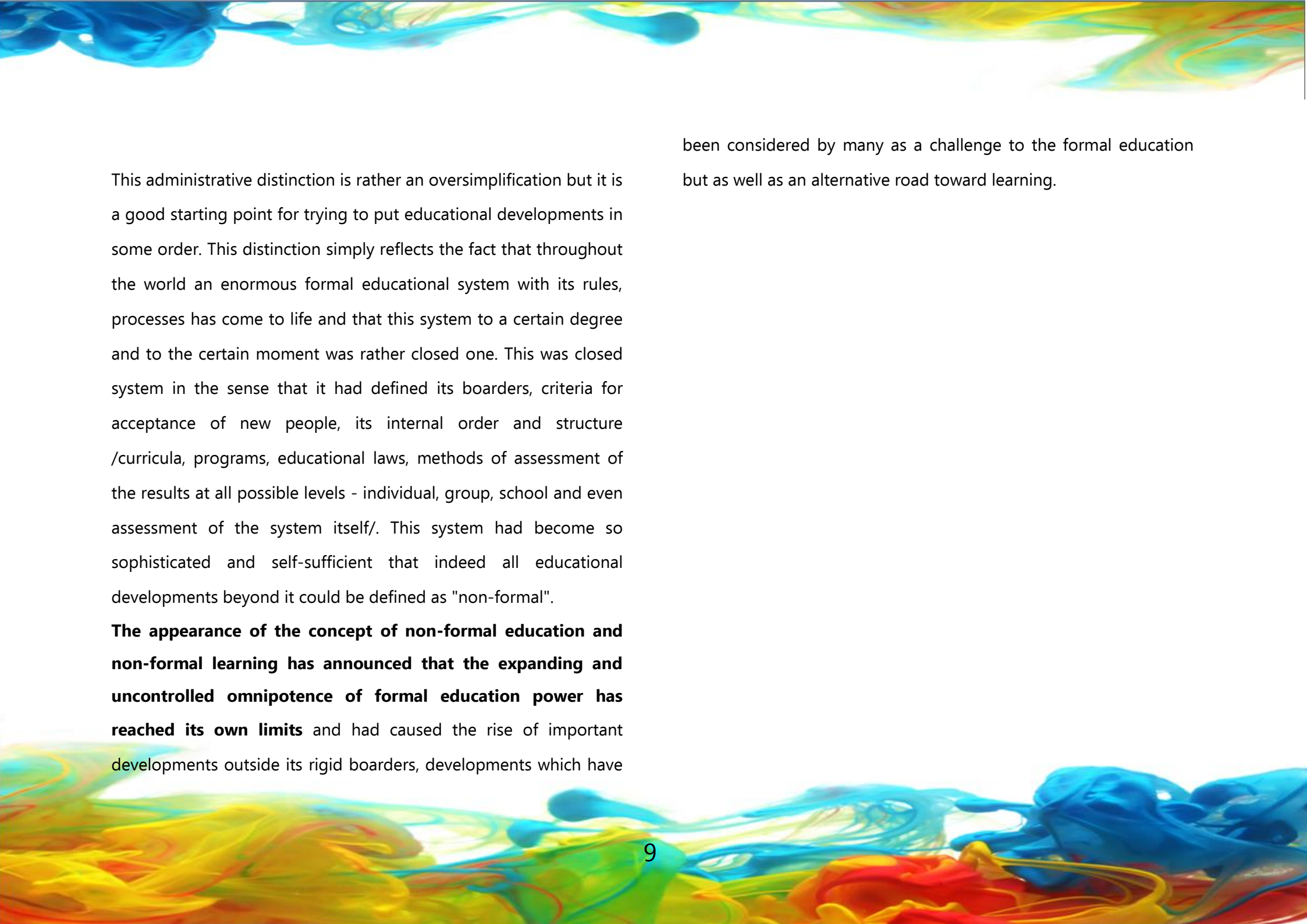
**Formal education** : the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic

studies, a variety of specialized programmes and institutions for full-time technical and professional training.

**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 clienteles and learning objectives.

As we could see here the **distinction made between different forms of education is largely administrative.** Formal education is embedded with educational settings; non-formal education is administered by different organizations outside the formal educational system and informal education is centered around individual and its interactions with other family members, friends, colleagues and today its functioning in the world is more and more constructed by modern media.



This administrative distinction is rather an oversimplification but it is a good starting point for trying to put educational developments in some order. This distinction simply reflects the fact that throughout the world an enormous formal educational system with its rules, processes has come to life and that this system to a certain degree and to the certain moment was rather closed one. This was closed system in the sense that it had defined its borders, criteria for acceptance of new people, its internal order and structure /curricula, programs, educational laws, methods of assessment of the results at all possible levels - individual, group, school and even assessment of the system itself/. This system had become so sophisticated and self-sufficient that indeed all educational developments beyond it could be defined as "non-formal".

**The appearance of the concept of non-formal education and non-formal learning has announced that the expanding and uncontrolled omnipotence of formal education power has reached its own limits** and had caused the rise of important developments outside its rigid borders, developments which have

been considered by many as a challenge to the formal education but as well as an alternative road toward learning.

# Models of formal, non-formal and informal learning

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**A**ccording to "Livingstone" **Formal education** occurs when a teacher has the authority to determine that people designated as requiring knowledge effectively learn a curriculum taken from a pre-established body of knowledge whether in the form of age-graded and bureaucratic modern school systems or elders initiating youths into traditional bodies of knowledge.

**Non-formal education** or further education occurs 'when learners opt to acquire further knowledge or skill(s) by studying voluntarily with a teacher who assists their self-determined interests, by using an organized curriculum, as is the case with many adult education courses and workshops.

**Informal education or training** occurs when teachers or mentors take responsibility for instructing others without sustained reference to an intentionally-organized body of knowledge in more

incidental and spontaneous learning situations, such as guiding them in acquiring job skills or in community development activities. Informal learning is any activity involving the pursuit of understanding, knowledge or skill(s) which occurs without the presence of externally imposed curricular criteria in any context outside the pre-established curricula of educative institutions. Thus all forms of learning are seen as intentional and all learning is assumed to be individual, rather than social. In fact, the boundary separating formal from non-formal learning lays in the destination whether or not the learner undertakes the learning voluntarily.

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If we analyze different definitions of formal and non-formal education we could enumerate more than a dozen criteria which are used as a basis for differentiation: these criteria are: Education or non-education; Location (e.g. educational or community premises); Learner/teacher intentionality/activity (voluntarism); Extent of planning or intentional structuring; Nature and extent of assessment and accreditation; The timeframes of learning; The extent to which learning is tacit or explicit; The extent to which learning is context-specific or generalizable/transferable; external determination or not; Whether learning is seen as embodied or just 'head stuff'; Part of a course or not; Whether outcomes are measured; Whether learning is collective/collaborative or individual; The status of the knowledge and learning; The nature of knowledge; Teacher-learner relations; Pedagogical approaches; The mediation of learning - by whom and how; Purposes and interests to meet needs of dominant or marginalized groups; Location within wider power relations; The locus of control.

As we could see many of these criteria which are used to draw up the ideal types are contested; many are imprecise; some of the so

called polar opposites could co-exist and it is not so clear which criteria are more important as the others. As some authors do point out even if only a majority of these criteria were rigorously applied, very little learning would fit completely into either ideal type. Learning is complex, and that differences between learning settings cannot be boiled down into two or even three major types.

The conclusion from this review is that the distinctions between different kinds of education are rather ambiguous and that our societies are moving toward one inclusive educational system where **formality and informality are rather aspects than definite and distinct models of learning and educational practices and that all learning includes diverse attributes of formality and informality.**

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# Formal versus non-formal education

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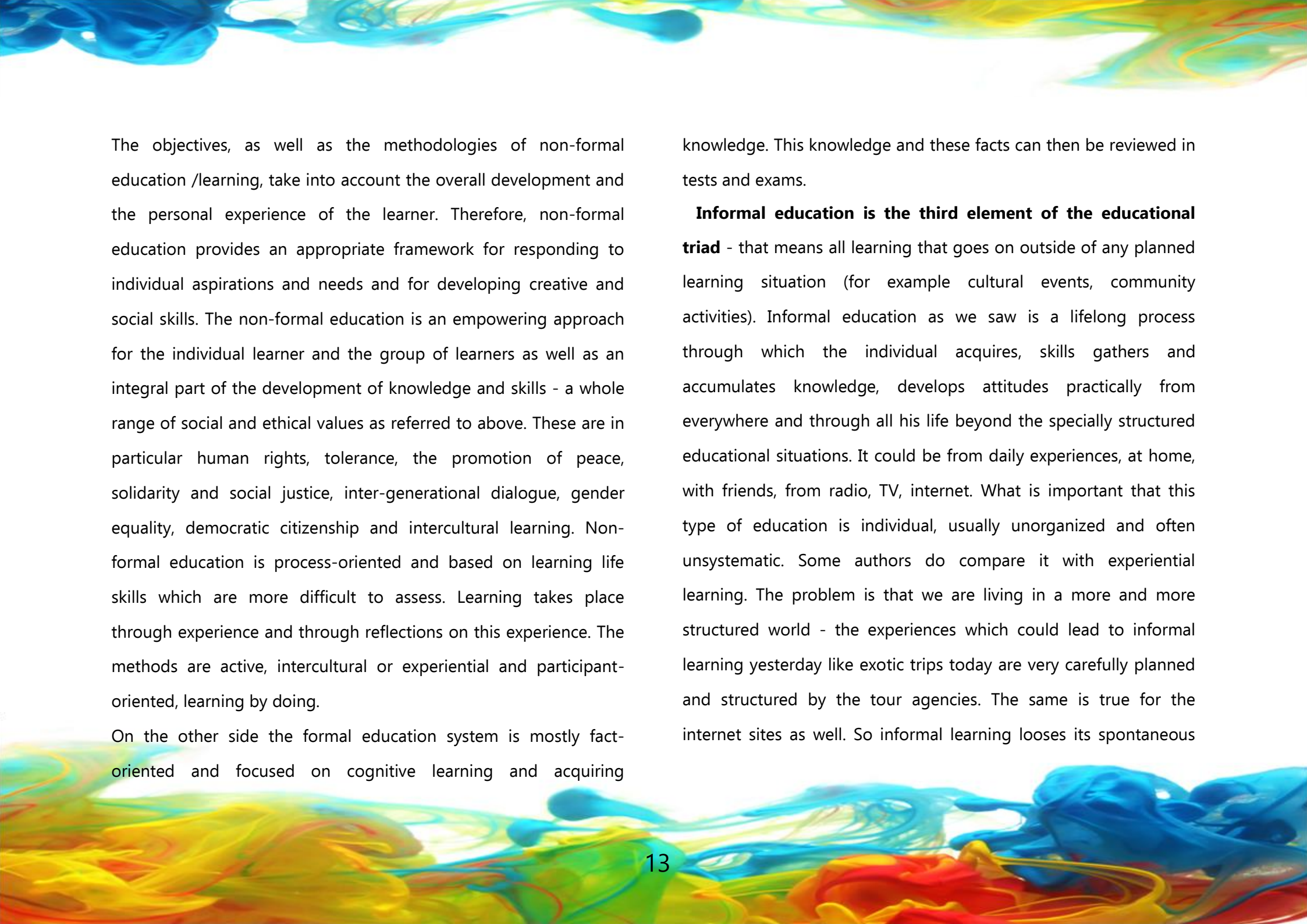
**N**on-formal education questions the traditional monopoly of formal education which is considered an education which supports usually existing social patterns and serves to the objectives of social exclusion. Under non-formal education could be developed more liberating critical patterns of education which could serve the needs of the underprivileged learners or in other words non-formal education should serve as a road toward social inclusion. That's why nowadays education becomes such an issue in the public debate.

Formal education system is too rigid and confined to be able to deliver to the learners all necessary knowledge, competences and know-how for living and developing in such an unique social structure. To be able to do that they need new capacities which encompass a broad spectrum from ICT knowledge to effective communication, dealing with changes to conflict management and

intercultural learning. Schools will have to change in order to incorporate these developments and to convey these new capacities. To accomplish this formal education must get rid of rigid organizational structures.

We have to remember that a multitude of reforms are going on in formal education **to incorporate elements of non-formal education**, such as individualized curricular approaches, student participation bodies, self-regulated learning, and allowing students to choose subjects according to their inclination as well as including ICT as a learning strategy.

And we do not have to forget that the question about the relationship between formal and non-formal education is **highly dependent on national context**. Traditions in the field of non-formal education are strong in the Scandinavian countries and Germany, but are rather weak in Southern Europe and were almost non-existing in communist countries. There is no one single answer and analysis to the problem, but each country must approach non-formal education-formal education issue in accordance with its own traditions and needs.




The objectives, as well as the methodologies of non-formal education /learning, take into account the overall development and the personal experience of the learner. Therefore, non-formal education provides an appropriate framework for responding to individual aspirations and needs and for developing creative and social skills. The non-formal education is an empowering approach for the individual learner and the group of learners as well as an integral part of the development of knowledge and skills - a whole range of social and ethical values as referred to above. These are in particular human rights, tolerance, the promotion of peace, solidarity and social justice, inter-generational dialogue, gender equality, democratic citizenship and intercultural learning. Non-formal education is process-oriented and based on learning life skills which are more difficult to assess. Learning takes place through experience and through reflections on this experience. The methods are active, intercultural or experiential and participant-oriented, learning by doing.

On the other side the formal education system is mostly fact-oriented and focused on cognitive learning and acquiring

knowledge. This knowledge and these facts can then be reviewed in tests and exams.

**Informal education is the third element of the educational triad** - that means all learning that goes on outside of any planned learning situation (for example cultural events, community activities). Informal education as we saw is a lifelong process through which the individual acquires, skills gathers and accumulates knowledge, develops attitudes practically from everywhere and through all his life beyond the specially structured educational situations. It could be from daily experiences, at home, with friends, from radio, TV, internet. What is important that this type of education is individual, usually unorganized and often unsystematic. Some authors do compare it with experiential learning. The problem is that we are living in a more and more structured world - the experiences which could lead to informal learning yesterday like exotic trips today are very carefully planned and structured by the tour agencies. The same is true for the internet sites as well. So informal learning loses its spontaneous



character but mainly its individual character makes us to believe that it is somewhat a different educational process.

The **theory of lifelong learning** once again changes the accent toward the informal learning or rather trying to see the stage of formal education as a preparatory step toward lifelong informal learning. Thus in this theory the clear division between formal and informal learning disappears so the school of tomorrow should lose a lot of its formal character.

Thus the adult learners of nowadays could be described as moving toward self-directed learning or becoming self-directed learners.

One of the processes for opening or changing the formal education system is Internet which provides resources which are destroying the highly sophisticated system of formal education structured learning. That's why today many educators are moving towards supporting and structuring the prevailing mode of unstructured informal learning and the next step will be that this restructuring of learning will become more and more joint effort of the educator and the group of learners or between the educator and the individual learner.

The most important conclusion is that the clear distinction between formal and non-formal education are not making sense anymore. The growth of informal learning makes this distinction not so important and even makes two systems /formal and informal education/ to look more and more alike. Very significant changes do take place in the system of formal schooling towards contextualization of learning, individualization of learning, contracting the amount of learning between the educator and the learner - processes which have been considered as signs of non-formal education.

# The essence of non-formal education

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If we will have a look at different definitions of non-formal education we could see that it has very different meanings for the different authors or for the different countries. For some (mainly Third world countries and authors), it meant every educational programme provided by the ministry of education apart from the schools and colleges /e.g. adult literacy classes/. For others, it means educational programmes like schooling provided by non-governmental agencies /NGOs/. For yet others, it comprised all the educational and training activities of other ministries /Women's Affairs, Health, Labor and Employment, Youth and Sports and Culture etc./. Others again included within non-formal education the individualized learning programmes for different and specific learning groups - women's discussion groups, for example, programmes which approximate closely to social work and specialist counselling, whether provided by the state, NGOs,

commercial agencies or other civil society bodies /religious organizations, trade unions, new social movements etc./. Some took it to mean every educational activity apart from schools and colleges, including radio and television programmes, the print media (newspapers and magazines etc.).

These different interpretations simply do reflect the enormous role the education plays nowadays and that the idea of education and educational processes do penetrate every moment and almost every part of our lives.



# Types of non-formal education

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The point is that none of the predetermined sets of distinctions based on content, mode of delivery, enrolment, are appropriate. What one finds is a wide variety of activities which, at one extreme, **differ very little from what is going on in the traditional school system and which, at the other extreme, are very close to informal learning practices.** Moreover, different kinds of courses provided by different kinds of institutions respond to different needs and serve different kinds of clientele. Each of these axes of variation /types of course, providing agency, kind of clientele/ can be and has been taken as the principal defining dimension.

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. 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.

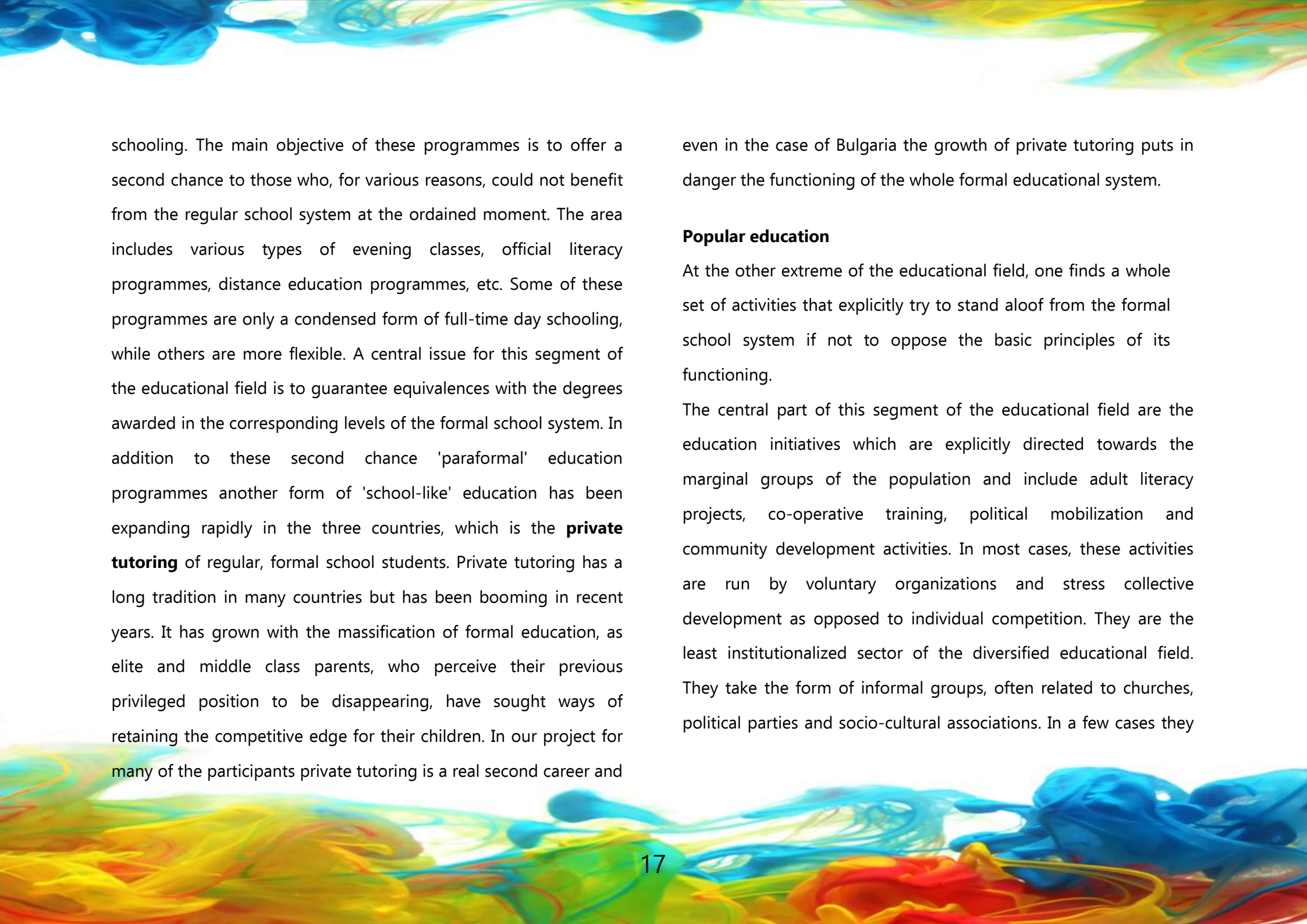
Four forms of non-formal education can be distinguished by reference to their relationship with the formal school and college system. These according to the researchers from UNESCO are: **paranormal education, popular education, education for personal development and professional training.**

They constitute four relatively autonomous segments within the educational field which differ from each other because they:

- respond to different educational needs;
- serve different clienteles;
- are being organized by different educational agencies; and, above all,
- have different relationships with the formal educational system.

## **Paranormal education**

The first 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. The area includes various types of evening classes, official literacy programmes, distance education programmes, etc. Some of these programmes are only a condensed form of full-time day schooling, while others are more flexible. A central issue for this segment of the educational field is to guarantee equivalences with the degrees awarded in the corresponding levels of the formal school system. In addition to these second chance 'paraformal' education programmes another form of 'school-like' education has been expanding rapidly in the three countries, which is the **private tutoring** of regular, formal school students. Private tutoring has a long tradition in many countries but has been booming in recent years. It has grown with the massification of formal education, as elite and middle class parents, who perceive their previous privileged position to be disappearing, have sought ways of retaining the competitive edge for their children. In our project for many of the participants private tutoring is a real second career and

even in the case of Bulgaria the growth of private tutoring puts in danger the functioning of the whole formal educational system.

### **Popular education**

At the other extreme of the educational field, one finds a whole set of activities that explicitly try to stand aloof from the formal school system if not to oppose the basic principles of its functioning.

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. In most cases, these activities are run by voluntary organizations and stress collective development as opposed to individual competition. They are the least institutionalized sector of the diversified educational field. They take the form of informal groups, often related to churches, political parties and socio-cultural associations. In a few cases they



are supported by national or local governments and adapt the learning activities to the changing needs of the users.


The model of collective promotion seems to be weakening in favor of a spectacular emergence of personal development activities. Those are based on: "... a more individualistic concept of the role of the individual in the social development process, a concept which is reinforced by recent change in the functioning of the labor market and by the questioning of the role of the State in social development".

### **Personal development activities**

Learning for personal development purposes regroups a wide variety of activities which may differ from one country to another. 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. If the learning of languages is included, the sector of personal development activities is as important as the sector of professional learning.

At the origin, the development of non-formal education was largely inspired by a **'welfare approach aiming to satisfy the demands of groups who, for many reasons, could not fully benefit from the formal school system'**. Although this approach has not disappeared, it is being largely overshadowed by a **'market approach'** whereby different courses are being sold either for direct consumption as in the case of artistic-expressive courses or as human capital investment as in the case of vocational courses. The market approach relates to a fundamental change in the society involving a redistribution of roles between the state and the civil society and concerning a redefinition of the relationship between the individual and the collectivity. There are dangers, however, connected with the emergence of a real private market of learning which follows the most traditional commercial practices without any organized control of the quality of the training being provided.



Second, individual demand is the regulating factor of the expansion of this educational sector. Those who have access to this educational market are mainly the elites and active urban middle classes education is increasingly becoming a personal consumer good both for itself and to improve the quality of other consumption.

### **Professional 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. The fact that non-formal education vocational programmes seem to serve more the upper layers of the economic system has to do with the finding mentioned earlier, that the higher the level of formal education, the higher the propensity to ask for more training.

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The next important question while analyzing non-formal education is "**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 clientele.

The first distinction to be made is between the **public and the private sector**. It is often presumed that out-of-school education is synonymous with a private initiative. But the available statistical data demonstrate that almost everywhere the State is an important actor in the educational diversification process.

Another important trend is a diversification of organizers within the public sector both horizontally and vertically. A variety of ministries and public services are involved in running non-formal education programmes - local authorities are also taking an increasing share of the organization of various learning activities.

Inside the spectacular growth of the non-governmental sector, three main types of providers of non-formal education activities can be identified which are: the enterprises, the non-profit making organizations, and the profit making institutions.



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

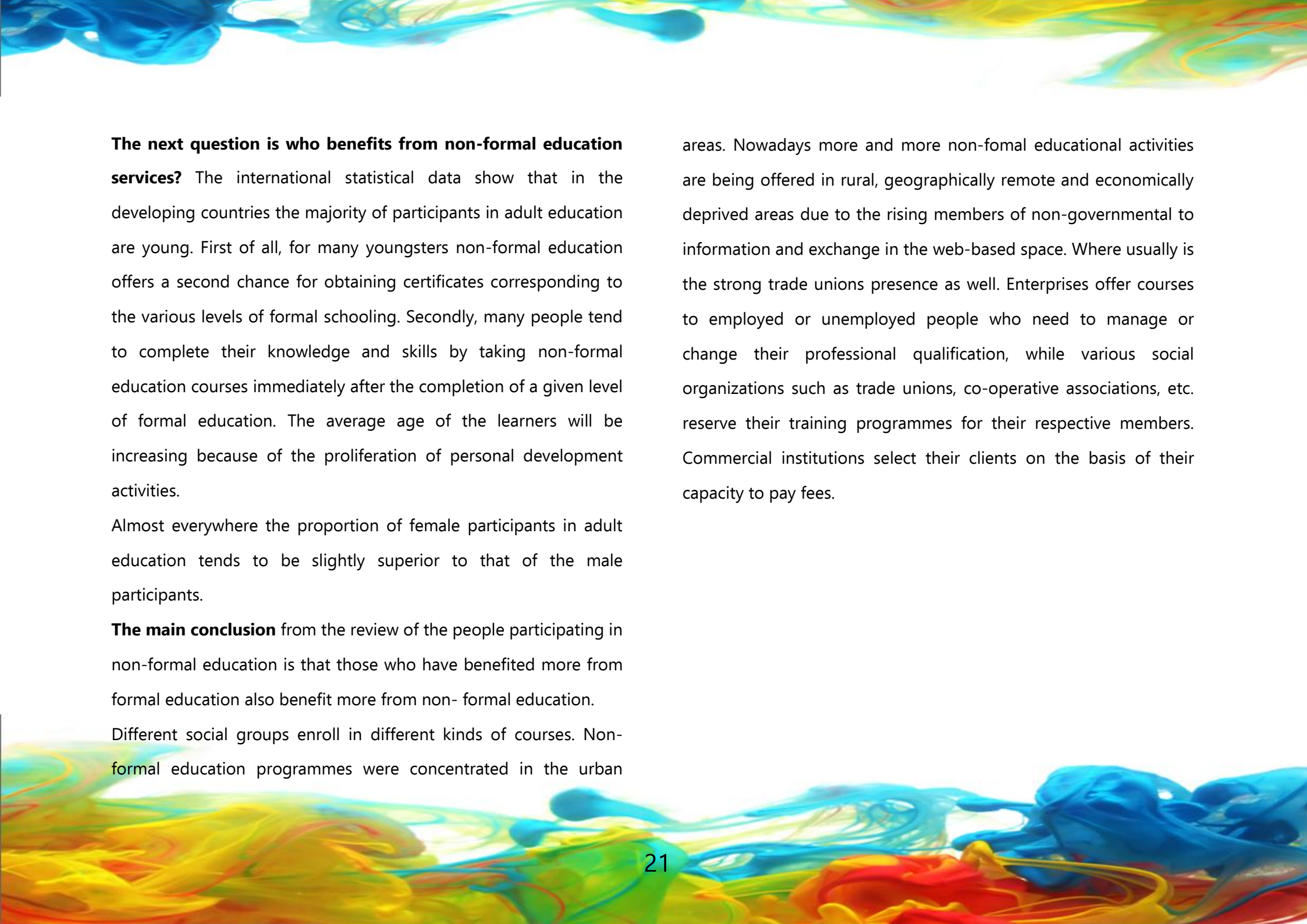
**The government usually is the most important organizer of paranormal education.** It is also very much present in professional training and, to a lesser extent, in training for personal development. It is only marginally taking part in popular education /mainly through local level government initiatives/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

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

**The non profit-making organizations are mainly involved in popular education activities.**

Finally, the profit-making institutions are mainly active in the area of professional and personal development training.

It is important to emphasize that where different agencies are active in the same training field, this does not necessarily mean that there is overlapping or competition between them. In fact, different organizers are often serving different client groups. Because the Government generally follows a welfare approach, its various training programmes are mainly directed towards the lower strata of the society who cannot pay fees and have relatively low standards of education. The churches and voluntary organizations provide popular education activities to the marginal groups of the society, while the trade unions offer the same type of activities and some others to the members of their organizations who already have employment and are therefore relatively better off. In the personal development sector, similar distinctions can be made between the popular clientele that takes part in State controlled activities, the clients of better means who can afford private courses and the members of social organizations who can take part in cheap courses offered by their respective organizations. The above makes clear that there is no such a thing as a typical non-formal education institution?



**The next question is who benefits from non-formal education services?** 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. Secondly, many people tend to complete their knowledge and skills by taking non-formal education courses immediately after the completion of a given level of formal education. The average age of the learners will be increasing because of the proliferation of personal development activities.

Almost everywhere the proportion of female participants in adult education tends to be slightly superior to that of the male participants.

**The main conclusion** from the review of the people participating in non-formal education is that those who have benefited more from formal education also benefit more from non-formal education.

Different social groups enroll in different kinds of courses. Non-formal education programmes were concentrated in the urban

areas. Nowadays more and more non-formal educational activities are being offered in rural, geographically remote and economically deprived areas due to the rising members of non-governmental to information and exchange in the web-based space. Where usually is the strong trade unions presence as well. Enterprises offer courses to employed or unemployed people who need to manage or change their professional qualification, while various social organizations such as trade unions, co-operative associations, etc. reserve their training programmes for their respective members. Commercial institutions select their clients on the basis of their capacity to pay fees.

# Several principles of modern learning

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**L**earning needs to match the way in which the brain works. Effective learning includes the logical, linear thinking of the left brain and the creative, global thinking of the right brain. The brain processes many things simultaneously, not one thing at a time. Effective learning therefore engages learners on many levels at once. Effective learning has an emotional content and is stress-free. Loads of ideas are actually demonstrated to assist our own learning: "I really didn't notice how much I was learning till afterwards."

**Learning needs to be presented in a variety of ways.** We each have distinct preferences for receiving information and a range of eight intelligences for processing it. A rich assortment of learning options means that each learner can benefit to the fullest from the teaching.

**Successful learning applies the principles of memory.** Multi-sensory learning is highly memorable. Pictures and images are far easier to recall than words, especially if they are coloured. We remember that which is unique and different and easily forget the dull and boring. We recall through association and remember things in groups and families. Short sessions of 15-20 minutes are more memorable, and information reviewed at certain critical times goes into the long-term memory.

**Successful learning is an active experience totally involving the learner.** Learning is actively created by the learners for themselves - it is not the passive absorption of someone else's learning. True learning is a whole body, whole-mind experience and involves the learner mentally, emotionally and physically. Learning comes from doing something, in context, and receiving feedback. Learners learn from what they do, not from what the teacher does.

**Learners learn what they want to learn. Without a personal learning goal there is no learning.** Learners need to know what's in it for them and how the learning will benefit them both personally and professionally.



Learning thrives in a positive physical and emotional climate. A relaxing, stimulating environment that feels safe for the learner is essential. Learning is dependent on positive expectations of success and a healthy level of self-esteem. Laughter and enjoyment are number one prerequisites for a successful learning!

Learning is a social experience. Collaboration accelerates learning while competition impedes it. Bringing learners out of isolation and into a learning community reduces stress and increases learning. The best learning often takes place in the interaction between the learners. Successful teachers and trainers are more concerned with building positive, caring relationships with learners than they are with using any new tip, tool or technique.

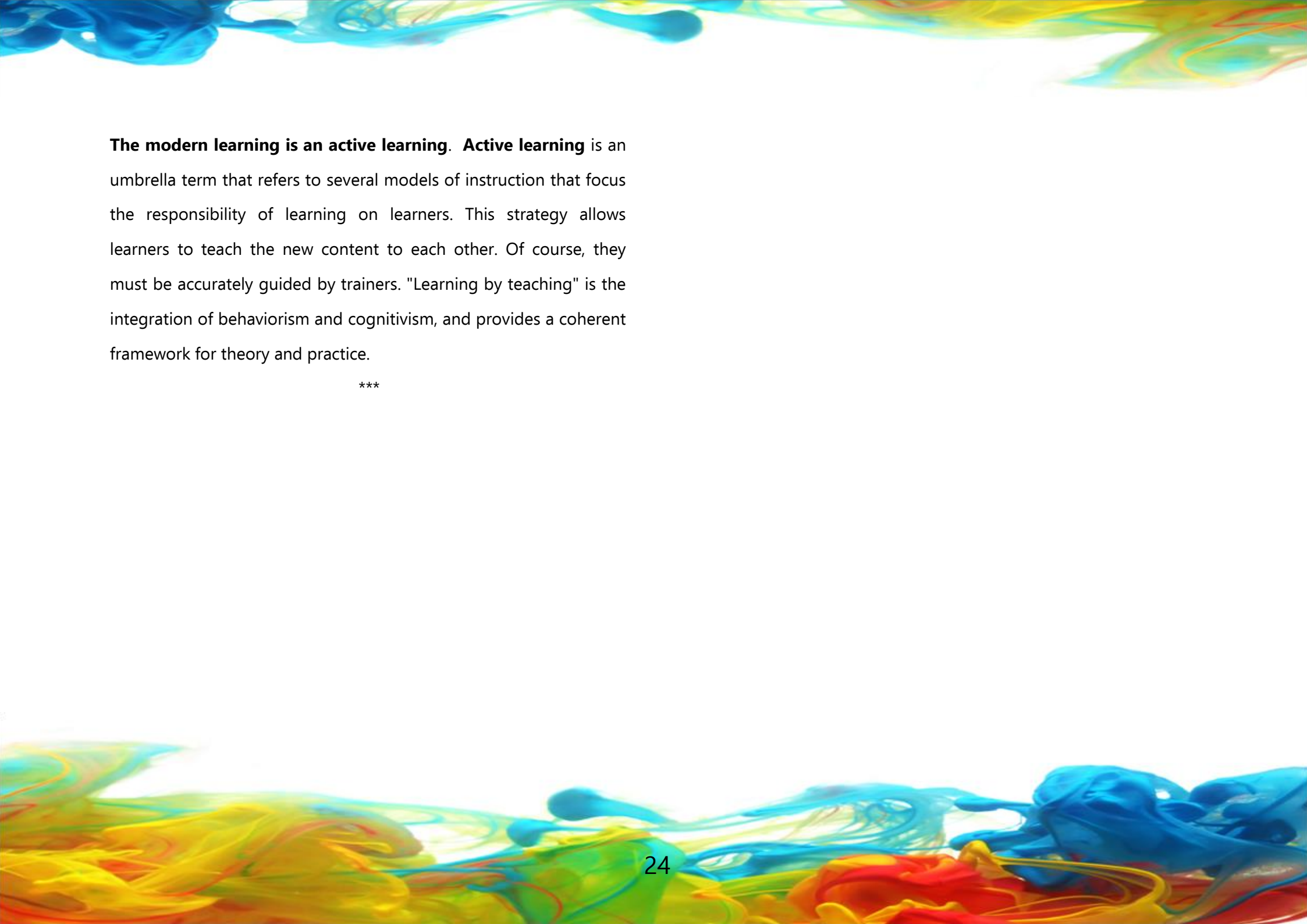
**The modern learning is a discovery learning.** The main idea behind discovery learning is 'learn by doing'. Discovery learning takes place in problem-solving situations where the learner draws on his own experience and prior knowledge and is a method of instruction through which learners interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. Discovery learning

encourages active engagement, promotes motivation, autonomy, responsibility, independence, develops creativity and problem-solving skills.

**The modern learning is based on Praxis.** Praxis is a Greek word for defining action with reflection. The idea of doing while learning is a widely recommended approach to teaching adults. Adults returning to the learning process want to see how theory relates to practical application, and one way to do it while learning is to set skills in the context of problem solving. Another way is to provide experiences for learners and allow them to construct their own knowledge.

**The modern learning is a co-operative learning.** The group works and develops on the basis of interaction and cooperation of its members and it becomes stronger in the process of problem-solving.





**The modern learning is an active learning. Active learning** is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. This strategy allows learners to teach the new content to each other. Of course, they must be accurately guided by trainers. "Learning by teaching" is the integration of behaviorism and cognitivism, and provides a coherent framework for theory and practice.

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## Interactive methods and their use when working in non-formal education

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**I**nteractive are methods based on simultaneously acquiring knowledge, forming of skills and dispositions through putting learners in situations where they can interact and afterwards discuss what they have experienced.

Interactive methods aim at more and better interactions between trainer and trainees, educator and those who are being educated, among the learners themselves.

They support personal development of the participants based on mutual experience, dialogue, joint problem solving (analysis, searching for alternatives, decision-making). Interactive methods mean constant interaction and feedback, constant involvement of participants and looking for decisions.

Interactive methods provide opportunities for joint construction of the object of education, pedagogic reality so that everybody can share the responsibility for the educational process. Interactive

methods suggest a **common educational language**, which is easily internalized by the participants because it is based on their experience and involvement in the process of exploring reality.

In this sense interactive methods give the shape of contemporary educational process and also reflect its essence - forming a new educational reality based on joint searching, dialogue, discussing and decision-making.

In the broad sense of the term, interactive methods are not concrete techniques and algorithms, **but the whole process of interaction between educational actors**, where education from static and hierarchic turns into a process, interaction, constant breaking of forms. They lead to joint activities and set the limits of this activities, define the possibilities for action and freedom of educational actors.

Participation in the group requires special approach connected with motivating the participants to work together, to involve them in different group activities like problems solving, discussions and analysis, developing action plans, talking about personal experience within the group.

# Group work in the model of non-formal education

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**G**roup work is main democratic dimension in education. If modern understanding of democracy means not only giving power to political actors for implementing public policy and development, but the ambition to give power to every citizen in order to participate in the political process, this should be realized as well in the field of education. Adult learners as members of the democratic society could contribute for the success of the democratic project in education. In this sense non-formal education should be based on the same principles of participation, free learning, co-operation, equality.

The non-formal education group of learners is the basis of democratic environment where participants co-operate, respect each other, work together, look for support and provide support in the learning process, establish rules of behavior and learning, form a democratic learning community. There is a possibility to try out

strategies for democratic behavior in safe conditions and among participants they know, who are facing the same learning and often life and social problems.

## **Group work creates conditions for:**

- involvement of the participants during the whole period of learning;
- mastering the mechanisms of cooperation;
- developing high level of communication skills in the participants;
- stressing on cooperation and not on the competitive character of human relations; mutual assistance and also mutual stimulation for advance in the process of learning;
- teaching the participants to express and stand for they rights as individual learners and also to share responsibilities in a group of learners;
- much more effective and well-timed feedback for more natural exploration of the effectiveness of used methods of learning;
- building a model of social awareness and involvement;



**Our constructive role as trainers in terms of cooperation is as follows:**

- to motivate participants for a responsible and involved participation;
- to notice, write down and validate participants' efforts and ideas;
- checking the level of understanding of what is happening in the group;
- providing a good working atmosphere;
- making sure the rules are observed;

# Standards for Non-Formal Educators

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## Professional; values and practices

### Non-formal educators value:

- Learning as the foundation of the modern education and its potential to benefit people emotionally, intellectually, socially and economically.
- Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
- Equality, Diversity and Inclusion as conditions for effective learning process and for development of a learning community.
- Reflection and evaluation and improving the quality of their own practice.

- Collaboration with other non-formal education actors and local community and with organizations with a legitimate interest in the progress and development of the learners.
- The application of agreed Codes of practice and the maintenance of a safe environment.
- Believe in non-formal education principles as in a effective and meaningful learning strategy and a challenging way toward own professional development and realization.

### The aims and purposes of non-formal education

- Are aware how the scope of NFE knowledge and understanding is defined.
- Why NFE is given enhanced prominence in the modern society.
- What is the role of non-formal educators and non-formal education settings in these developments.

- What are the opportunities and challenges for NFE what makes it different from formal education.
- What are the key organizing concepts of NFE.
- What does research in relation to NFE - nationally and in European Union.

### **Non- formal educator as a teacher and trainer**

#### **Learning and Teaching**

- Maintaining an inclusive, equitable and motivating learning environment.
- Applying and developing own professional skills to enable learners to achieve their goals.
- Communicating effectively and appropriately with learners to enhance learning.
- Collaborating with colleagues to support the needs of the learners.
- Using a range of learning resources to support learners.

- Use ICT sources effectively to develop learners NFE knowledge and skills.
- Understanding and keeping up to date with current knowledge in respect of own specialist area.
- Fulfilling the statutory responsibilities associated with own specialist area of teaching.
- Presenting effectively own knowledge and skills in the light of the new educational paradigm.
- Using the motivating and free atmosphere and climate of non-formal education for developing its own special training methods.
- Incorporating NFE principles and practices into its own teaching.
- Basing on experiential learning as a point of development of professional and life skills and for adaptation and for dealing with the main problems emerging in future realization of the learners.

### **Establishing ground rules for a positive non-formal education ethos**

- Aim to enhance all learners potential to learn by maintaining high expectations for learners' behavior
- Take steps to establish positive individual relationships with learners, make an effort to listen to learners perspectives on their learning.
- Can establish explicit classroom rules and routines, rewards and sanctions.
- Encourage independent decision making, by creating opportunities for democratic decision making.
- Understand a range of strategies at individual and group level to assist learners in managing their behavior better.
- Referring to the 4 R's of Behavior management - the Rights of others , the need of Rules, the value of Routines, the need to accept personal Responsibility.

### **Planning approaches methods and opportunities**

- Are able to choose and plan learning activities appropriate to be developed in different contexts of the process of NFE learning.
- Know how to plan sequences of lessons in order to ensure progression of learning in the medium and longer term.
- Are aware of students' previous knowledge and ways of thinking and feeling and knows how to plan strategies and questions students' prior knowledge.
- Understand the current issues that concern the learners in their communities.
- Planning to promote equality, support diversity and to meet the aims and learning needs of learners.
- Encouraging learner participation in the planning of learning.
- Evaluation of own effectiveness in planning learning.

### **The strategies to challenge all forms of discrimination**

- Create inclusive learning environment in which the contribution of all learners is valued stereotypical views are challenged and learners learn to appreciate positively the differences in others.
- Initiate projects to benefit from learners' diversity
- Show a practical awareness of the concept of multiple and changing identities and how we engage in these identities.
- Actively promote equal opportunity and show understanding how inequality can operate in and beyond NFE setting.

### **The collaborative approach within appropriate community partnerships**

- Are able to set up working links with community, business by identifying suitable and committed partners.

- Are able to build and deepen partnerships agreeing common vision and goals.
- Can jointly review and evaluate the success of any joint project.
- Can identify a range of possible actions which will both enhance learners' knowledge and skills and have community benefits.
- To get recognition and support from different policy makers who formulate the principles and the design of NFE in community.
- Contributing to the establishment and development of the community of non-formal educators - sharing and comparing good practices, coordinating approaches, realizing mentorship, providing mutual support.

### **Assessment for Learning**

- Designing and using assessment as a tool for learning and progression.



- Assessing the work of learners in a fair and equitable manner.
- Learner involvement and shared responsibility in the assessment process.
- Using feedback as a tool for learning and progression.
- Working within the systems and quality requirements of the organization in relation to assessment and monitoring of learner progress.
- Using different ways to support the learners' development of self-reflection and self-assessment.
- Sharing and confronting own teaching experience with that of the colleagues in a way it may reflect back images of their own actions and attitudes.
- Compare and contrast their practices and attitudes with existing research and theory.

### **Access and Progression**

- Encouraging learners to seek initial and further learning opportunities and to use services within the organization.
- Providing support for the learners within the boundaries of the educator's role.
- Maintain own professional knowledge in order to provide information on opportunities for progression in own specialist area.
- Following multi-agency approach to supporting development and progression opportunities for learners.

### **Professional Knowledge and Understanding**

- What constitutes good and high quality in non-formal education, the characteristics of effective non formal educational setting, the strategies to raise learners' achievement.
- Model for curriculum and its assessment.

- Effective teaching and assessment methods including the use of educational technologies.
- The different influences from the educational background which have impact on strategic and operational planning.
- Leadership theories and practices and understanding of how these apply within a non - formal education context.
- Management , including personnel, external relations, finance and change.
- Normative documents regulating the functioning of non-formal educational settings.
- The potential and actual contribution which evidence from research, enquiry processes and inspection can make to professional and non formal education setting development.

### **Skills and abilities**

- Express and instill clear educational values.
- Motivate and inspire learners, staff, local community.
- Anticipate problems, collect and weigh evidence, make judgements and take decisions.
- Adapt to changing circumstances and new ideas.
- Solve problems and identify opportunities.
- Negotiate, delegate, consult, direct and coordinate the effort of the other actors involved in NFE process.
- Negotiate, delegate, consult, direct and co-ordinate the efforts of others.
- Follow through and pursue policies to implementation and monitor and review their effectiveness in practice.
- Identify, analyze and interpret current management of non formal education.

- Communicate effectively, with all actors and communicate with very diverse actors from point of view of age, ethnic, professional, social background.
- Recognize and use the most appropriate management strategy for each situation.
- Deal sensitively with people, resolve conflicts and where appropriate build consensus.
- Understand and interpret statistics, financial information and other data.
- Seek advice and support as appropriate.
- Prioritize and manage their own time.
- Maximize the use of information technology for curriculum and for administrative purposes.

### **Non-Formal Educator as Manager Strategic direction and development of the non-formal educational process**

- Provide an educational vision and direction supported by the learners and by the community which could secure successful learning and achievements by the adult learners and continuous improvement in their academic, physical , spiritual , moral , social and cultural development.
- Create and implement strategic plan which identifies appropriate priorities and targets for improving learning and achievement.
- Ensure that there is a commitment to the aims, motivation to achieve them and involvement in meeting long, medium and short term objectives and targets which secure the educational success of the non- formal education setting.

- Ensure the management, finance, organization and administration of the non formal setting, supports its vision, aims and objectives for good non formal teaching, learning and improved standards of achievement.
- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take the necessary action for improvement.
- To manage its own non-formal education setting according to the principles of a development of a business firm or to the principles of a NGO.

#### **Management of the non-formal education process**

- Provide clear and effective leadership which secures the active commitment and engagement of the staff, learners, local community to the aims and targets of the NFE setting and translates this into effective practice throughout the school.

- Implement monitoring and evaluation system which scrutinize the effectiveness of the non-formal learning process and regularly review the outcomes in order to prioritize action for improvement.
- Understands mechanisms of non-formal learning and non-formal learning educational settings and know how to use effectively the support and resources available.
- To manage educational NF setting in accordance with the laws and practices governing the non-formal education and NGO sector in the given country.
- Inspire motivate and galvanize the staff, learners and the local community into a vital and lively partnership, engaging collectively in the school's vision, aims and objectives for raising students achievements and improving their personal development and progress.

- Secure a high degree of recognition for and pride of the achievements of the NF setting.
- Perform successfully the role of principal adviser to and build an effective partnership with the community / trade union/ which enables to meet its strategic leadership and management.

### **Learning and Teaching**

- Create and maintain an environment conducive to effective learning, good teaching, good behavior and discipline.
- Establish a clear code of NFE where all differences /social, cultural, religious, age,/ are respected and social responsibility and moral and spiritual growth are secured.
- Monitor and evaluate the quality of teaching and standards for all pupils - create standards.

- Monitor, evaluate and review curriculum and its associated assessment in order to identify areas for improvement.
- Set high expectations amongst learners, staff, colleagues, clients, organizations by using data and information on pupil performance and by promoting a secure educational environment sharply focused on successful learning and achievement.
- Educational setting with a wide climate of high expectations, good discipline, highly effective teaching, successful learning.
- Establish and build upon subsequently upon high standards of attainment achieved by the learners.

### **People and Relationships**

- Create a positive climate, focused on improving standards of pupils' achievement, personal development and civic responsibility.

- Plan, allocate support and evaluate work undertaken by groups, teams and individuals with clear roles for all participants.
- Develop and maintain effective relationships with learners, local communities, colleagues.
- Develop effective relations with the wider community.
- Successfully build and manage effective teams.
- Use appraisal as a central strand in how the school manages, evaluates and seeks to improve its own performance and that of all those working within it.
- Embody for all actors the vision, purpose and leadership of non formal education setting.

#### **Development and Deployment of People and Resources**


- Select staff of highest possible quality.
- Ensure effective and efficient management and organization of accommodation and learning

resources within the non formal education setting budget.

- Monitor direct and review the use of all available resources in order to raise learners achievements
- Utilize the local and wider community to secure and maximize the potential for additional central and local resources.
- Take an effective part in training of the trainers and of the new trainers.
- Ensure that all the staff are effectively deployed according to their strengths, that weaknesses are identified and appropriate actions taken.

#### **Accountability**

- Provide information advice and support for securing effective teaching, learning and raising standards of achievement.
- Present a coherent and accurate account of the NFE setting performance in a form appropriate to a



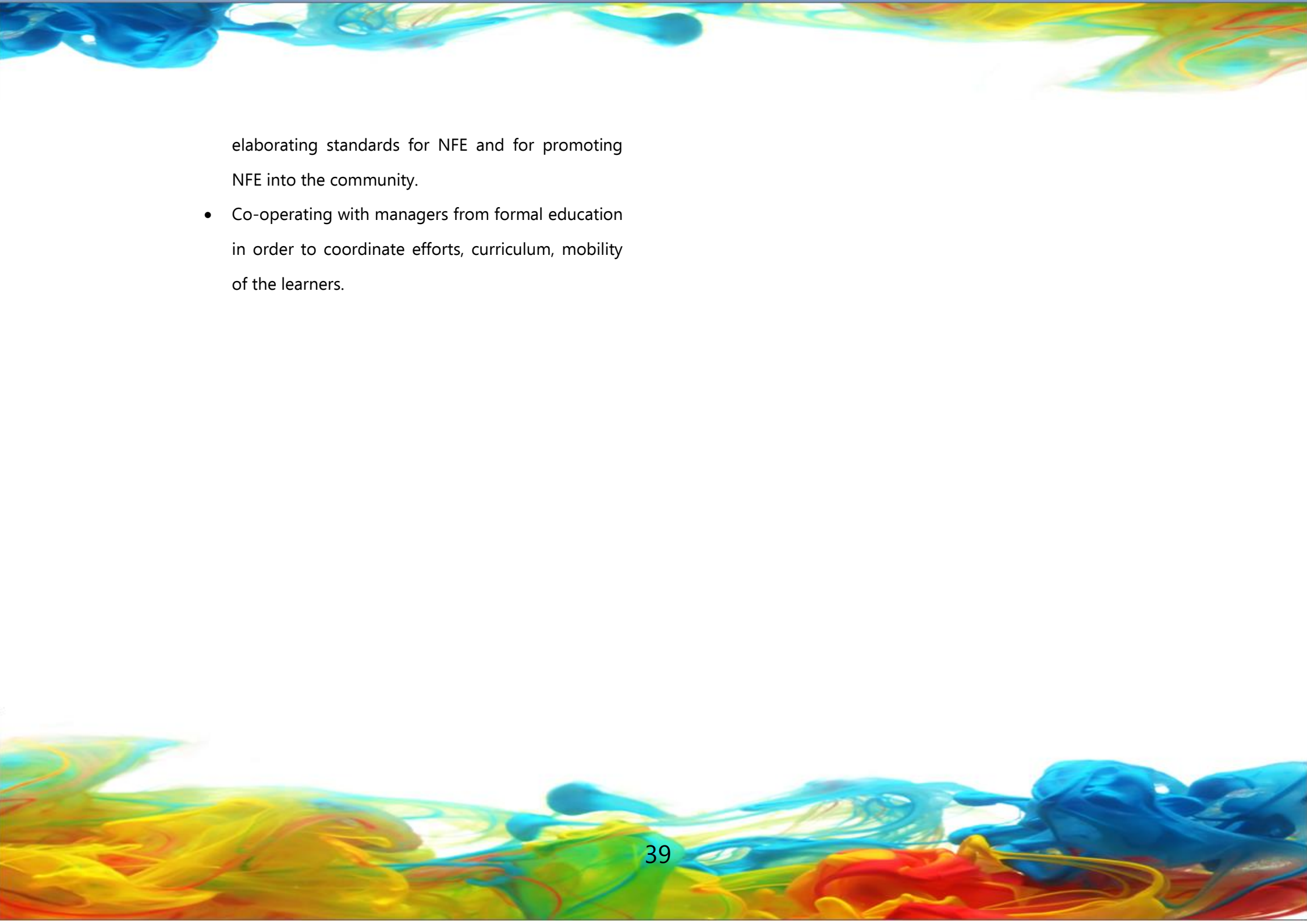
range of audiences - learners, local community, professional associations, colleagues.

- Exercise effective oversight of financial management in order to ensure that the NFE setting can account for expenditure committees and budget systematically and analyze resources in relation to priorities and their impact on school improvement.
- Provide and communicate information about NFE process effectively and in appropriate ways to different audiences - ensure that NFE setting provides good value for money.

### **Professional Knowledge and Understanding**

- Principles, frameworks and theories which underpin good practice in learning and teaching.
- The impact of own practice on individuals and their learning.

- Ways to reflect, evaluate and use research to develop own practice and to share good practice with others.
- Ways to communicate and collaborate with colleagues and/or others to enhance learners' experience.
- The need for confidentiality, respect and trust in communicating with others about learners
- Relevant statutory requirements and codes of practice.
- Organizational systems and processes for recording; learner information own role in quality cycle.
- Ways to implement improvements based on the feedback received.
- Co-operation with colleagues beyond the NFE setting in order jointly to develop codes of management, of good educational practices, in



elaborating standards for NFE and for promoting NFE into the community.

- Co-operating with managers from formal education in order to coordinate efforts, curriculum, mobility of the learners.





**TRAINING  
MODULES**





# First module

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## Non-Formal Education: training of trainers and design of training programs

### Training of Trainers

Morelia, Mexico, July 2015

#### Objectives:

- Preparing trainers from NGO's for work in Non-Formal Education
- Acquiring skill for elaboration and realization of training programs in the field of Non-Formal education based on the European experience
- The participants should be prepared how to use active methods in their work with NGO members and youth activists from the partners' countries

#### Expected results:

After completing the first module of the training program the participants:

- Will understand and analyze the Steps4life project as a realization of the principles and of the requirements of Erasmus+ program
- Will be able to understand the essence, characteristics of non formal education and to conceive non-formal education as a leading educational model in the work with NGO's.
- Will analyze and assess the system of non-formal education and its development in their countries
- Will be acquainted with the constructivist model of learning and with the specificities of the training of NGO's activists.
- Will understand the roles of the trainer and the different forms of interactive methods which the trainer use in his work
- Will understand and will be able to apply active methods of teaching in their work as trainers and in the process of training design
- Will elaborate the design of specific training which they will do with the university students from Morelia university



# Agenda

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## Day one

### First module

**Getting acquainted.** Presentation of participants' expectations and their experience as NGO activists and in the training field.

### Day one

**Presentation of the Project and its main ideas and steps of realization.** Discussion on the responsibilities of the organizations for the Project realization and the responsibilities of the participants in the Training of trainers

### Second module

**The essence and specific characteristics of non-formal education.** Formal and non-formal education. The participants share their experience in both fields. My personal NFE story.

Evaluation of the state of NFE in the partners country in country groups ( Field analysis). Presentation of NFE model and the main trends in its development.

## Day two

### Third module

**Learning in non-formal education.** Presentation – new models of learning( constructivism), the relationship educator-learner, acquiring knowledge vs developing competences. Demonstration of traditional and new model of learning – work in two groups. Discussion on the main characteristics of the two models.

### Fourth module

**The learner in non-formal education** – needs, motivation, participation, type of learners. Needs assessment of the learners in the recent training activities of the participants' organizations. Defining the basic learning motivators – brainstorming. Theories of motivation - presentation. Problem solving - how to motivate young people to be more engaged in non-formal education learning activities.



### Day three

#### Fifth module

**The trainer in non-formal education – roles, strategies, competences, leadership.** The best trainer I have worked with – developing the model of the effective trainer. Work in small groups – what are the main roles the NFE trainer performs and the basic competences necessary to be successful.

#### Sixth module

**The learning group in NFE – group dynamics, group roles, learning styles.** Work in small groups and discussion in the big group – what are the characteristics of the effective learning group in NFE?

### Day four

#### Seventh module

**Active methods of teaching and learning** – the foundation of the non-formal education. The essence of active methods. Why we use active methods?

#### Eight module

**Presentation of a problem solving** –as a complex active method. Work in small groups on problem solving ( cases selected from the practice of partners' organizations

### Day five

#### Ninth module

##### **Training Programs. Characteristics and design**

Presentation and analysis of the training program elaborated by IIC. Structure of the training program, elements, stages in the design process.

Work in small groups – elaboration of training programs for the two day training of the students from University of Morelia ( Training or Leadership, Team building training). Presentation of the training programs and a discussion in the big group.



# Second Module

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## Non-Formal Education: training of trainers and design of training programs

### Training of Trainers

Semarang, Indonesia, July 2015

#### Objectives:

- Training of Trainers from NGO's participating in the Project;
- Developing competences for being an effective trainer
- Acquiring skills for design and development of training programs in Non-Formal Education;
- The participants should be prepared to work with youth activists from partners' countries using interactive methods of teaching;

#### Expected Results:

The participants will:

- Understand the essence and the main characteristics of Non-Formal Education as a basic form of education and training in civil society sector;
- Analyze and assess the system of Non-Formal Education and its development in their countries;
- Understand the essence and the logic as well the stages of the strategic planning for NGOs process.
- Understand the roles of the trainers and the forms of interactive methods of learning and training which he/she uses in its work;
- Elaborate a design and will prepare a programme for the training with students from Semarang university.



# Agenda

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## Day one

### First Module

**Getting acquainted.** Presentation of the participants, sharing expectations.

**Presentation of the Steps4Life Project** its objectives, structure, stages of realization and time limits. Discussion of the realization of the Project up to this moment and the next activities.

### Second module

**Essence and Characteristics of NFE.** Work in two groups - exploring the models of formal and non-formal education. Presentation of the models in the big group and a general discussion. Work in small groups – SWOT Analysis of the state of NFE in participants countries and a presentation and discussion in the big group. Main characteristics and developments of the NFE system in the partners countries.

### Third Module

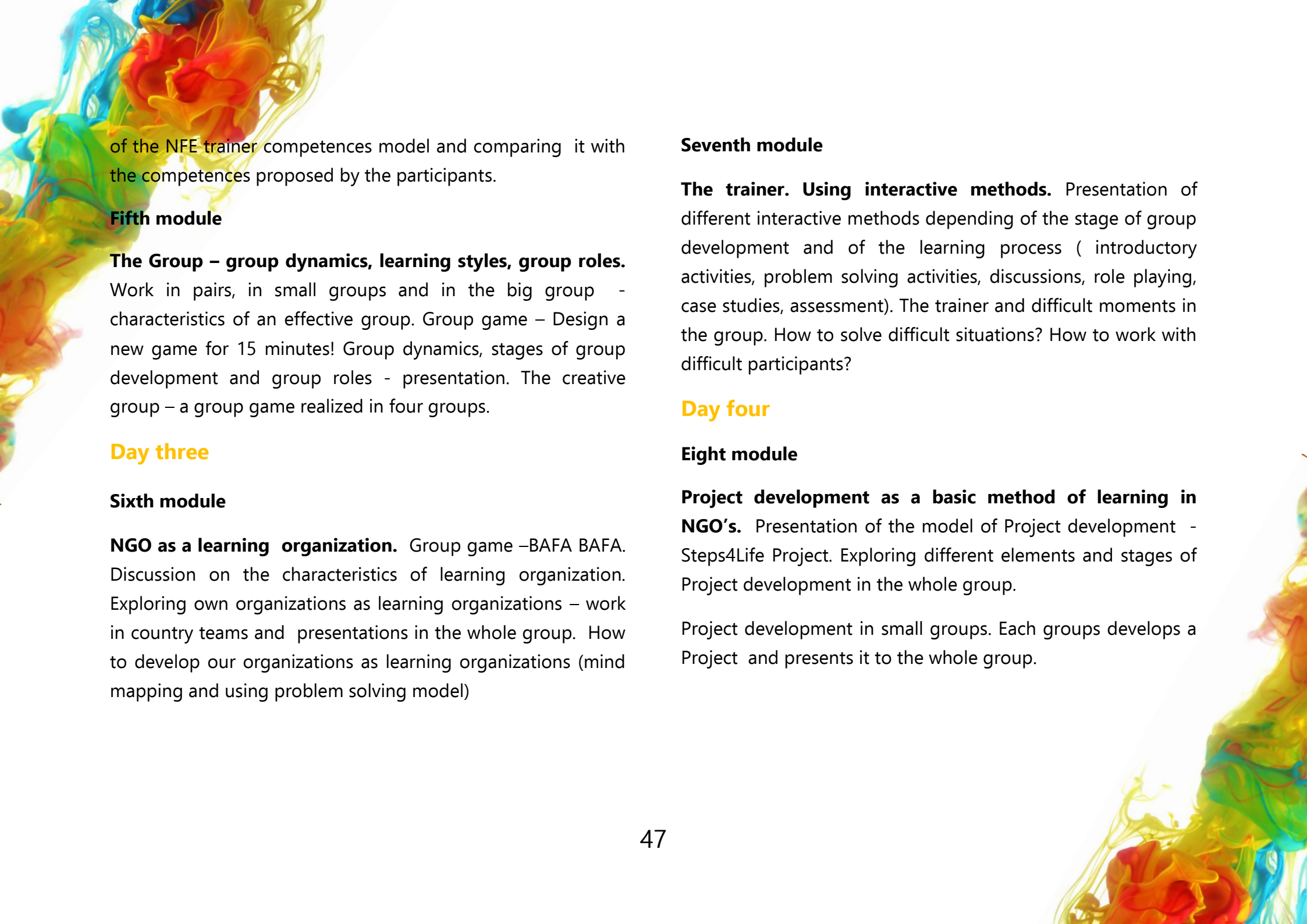
**The learning process in NFE** – Presentation of the new model of learning in small groups. Discussion in the group and analysis of the characteristics of the new model of learning.

**The learner in the new model of learning** – needs, motivation, participation, types of learners, reflection over learning process. Working together on the needs assessment of the learners from NGO's and of the basic motivators for learning. New theories of motivation – presentation. Work in small groups – how to motivate young people to join our organizations?

## Day two

### Fourth module

**The trainer in NFE – roles, strategies, competences, leadership.** Sharing experience in small groups and discussion on the main characteristics of a good trainer in the big group. Discussion in the big group – what is the difference between the trainer in formal and non-formal education. Presentation



of the NFE trainer competences model and comparing it with the competences proposed by the participants.

### **Fifth module**

#### **The Group – group dynamics, learning styles, group roles.**

Work in pairs, in small groups and in the big group - characteristics of an effective group. Group game – Design a new game for 15 minutes! Group dynamics, stages of group development and group roles - presentation. The creative group – a group game realized in four groups.

### **Day three**

### **Sixth module**

**NGO as a learning organization.** Group game –BAFA BAFA. Discussion on the characteristics of learning organization. Exploring own organizations as learning organizations – work in country teams and presentations in the whole group. How to develop our organizations as learning organizations (mind mapping and using problem solving model)

### **Seventh module**

**The trainer. Using interactive methods.** Presentation of different interactive methods depending of the stage of group development and of the learning process ( introductory activities, problem solving activities, discussions, role playing, case studies, assessment). The trainer and difficult moments in the group. How to solve difficult situations? How to work with difficult participants?

### **Day four**

### **Eight module**

**Project development as a basic method of learning in NGO's.** Presentation of the model of Project development - Steps4Life Project. Exploring different elements and stages of Project development in the whole group.

Project development in small groups. Each groups develops a Project and presents it to the whole group.





## **Ninth module**

**The essence of Strategic planning for NGOs – presentation.** Exploring the steps of the strategic planning process – work in the big group.

## **Day five**

### **Ninth module**

**Training programme design. Characteristics of the process.**

Presentation and analysis of the training of trainers program developed under IIC Steps4Life project – its elements, stages of elaboration and realization. Working together on the design of training programs which will be realized under a two day training of students.



# Third Module

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## Non-Formal Education: training of trainers and design of training programs

### Training of Trainers

Ha Long, Vietnam, February, 2016

#### Objectives:

- Preparing trainers from NGO's for work in Non-Formal Education
- Acquiring skill for elaboration and realization of training programs in the field of Non-Formal education based on the European experience
- The participants should be prepared how to use active methods in their work with NGO members and youth activists from the partners' countries

#### Expected results:

After completing the third module of the training program the participants:

- Will understand the role, structure and the development processes of NGO, the process of NGO networking;
- Will be able to understand public relations as a factor in NGO functioning and the relationship between NGO and the local community;
- Will have better understanding and will be able to realize the Project development as a basic process of NGO functioning;
- Will understand and will be able to apply active methods of teaching in their work as trainers and in the process of training design;
- Will develop competences how to work with young people and with volunteers;
- Will have knowledge and understanding as well as the necessary skills how to develop public campaigns and fundraising;
- Will elaborate the design of specific training which they will do with the university students from Ha Long university



# Agenda

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## Day one

### First module

#### **Getting acquainted. Where we are with the Project?**

Presentation and discussion of the activities and developments under the project and of the trainers' activities and professional development

### Second module

**How to start and develop an NGO?** NGO management .NGO structure. Decision making process. Staff development. Strategic planning. Work in small groups – how to develop a new NGO in the field of youth work? Presentation – NGO main characteristics and elements.

### Third module

**NGO and the local community.** Community activities – philanthropy, environmental activities, working with minorities - presentation of projects realized by the participants.

Analysis of local community needs and developments – elaborating a plan for developing the relationships with the community – work in two small groups and presentations and discussion in the big group.

## Day two

### Fourth module

**Public relations.** Presentation - What is public relations? Analysis of the public relations of partners organizations and elaborating plans for its development – work in national teams and presentations and a general discussion.

### Fifth module

**Project development and realization as a basic method of learning and functioning of NGO's.** Analysis of the development and a realization of Steps4Life Project as a model. Work in small groups – How to prepare trainers for NGO in our countries? Presentations and a discussion on the projects in the big group.



## Day three

### Sixth module

**Working in networks (starting coalitions).** The essence and role of networking – Presentation. SWOT analysis of the networks in which the partners organizations are involved. How to develop and strengthen the network of volunteers NGOs' involved in the Project after the end of the Project – elaboration of a Plan of action.

### Seventh module

The essence of advocacy and its role of realization of NGO objectives and Projects – a presentation. Training in Advocacy presentation of the training design and of the training activities. Planning in national teams short trainings of advocacy which will be realized by partners organizations.

### Eight module

**NGO and Media.** Each partner presents its current state of relationships with media. Presentation - NGO and Media. The

role of media for the Civic society. How to work with media. Media covering of NGO network.

## Day four

### Ninth module


**Public campaigns.** Presentation - How to start effective public campaigns? The elements of a public campaign. Work in three small groups - How to motivate people for participation in public campaigns ( an environmental one, campaign for support for children at risk, for relief for the country hit by the earthquake) ?

### Eleventh module

**Philanthropy as a foundation of NGOs' activities** – presentation of the national teams. SWOT analysis of philanthropy activities in the corresponding countries and of the role of the civic society. Presentation on Philanthropy and planning a philanthropy action – work in small groups.

### Tenth module

**Fundraising.** Presenting successful examples of fundraising in the partners countries. Field analysis of fundraising actions.



Presentation – the essence, elements and the management of fundraising process.

### Day five

#### Twelfth module

**Partners organizations present their work with young people and with volunteers.** Presentation – work with volunteers – the basic steps and elements. Preparing a new model of volunteers training – work in two groups and discussion in the big group.

#### Thirteen module

**Planning the national trainings** – presentation by the coordinator of the Project and a discussion. Planning trainings with students from Ha Long NGOs' and university. Work in three groups, each preparing its training module.

## **Bibliography**







