

FORMAL, NON-FORMAL AND INFORMAL EDUCATION

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WHEN WE SPEAK ABOUT „ALTERNATIVE EDUCATION „ WE MEAN :

- open systems
- non-formal education
- distance learning
- non-conventional studies





FORMAL EDUCATION

- a systemic, organized education model
- structured and administered according to a given set of laws and norms
- presenting a rigid curriculum
- contiguous education
- „presential education”

objectives content methodology

teacher student institution

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● administratively

● physically

● curricularly

} organized

methodology

- expositive



- scarcely relating to the desired behavioural objectives

assessment



- made on a general basis for administrative purposes
- infrequently used to improve edu system
- punitive character
- adopted in the same way
- obeying mono-directional methodology
- fails to stimulate students & to provide for their active participation in the process
- does not consider the students' standards, values & attitudes

**LET US
STOP
PRETENDING**



**TEACHERS
TO TEACH**

**STUDENTS
TO LEARN**

**INSTITUTIONS
TO BE REALLY
CATERING TO
THE INTERESTS
OF STUDENTS &
THE SOCIETY**



NON-FORMAL EDUCATION

...starts when at least one of these elements is absent...

- not presential
- non-contiguous communication
- no students' attention required
- decreased contact between student & teacher
- activities performed outside an institution (home reading, paperwork)



the result is amazing

- flexible curricula & methodology
- adapting to the needs & interests of students
- time not pre-established but contingent upon the student's work pace

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IS IT EASY DO DEFINE NON-FORMAL EDUCATION ?

The process in which activities are thought out in advance and have an educative component although they might be designed not necessarily for the purposes of learning

non-formal learning can be seen as independent from formal learning. This would mean that there is no need for cooperation since the two learning environments are independent of each other.

non-formal learning can be seen as an alternative to formal learning, perhaps concentrating more on the social skills, focusing on learner-centred activities which the formal system has difficulty in dealing with.

non-formal learning can be said to be complementary to formal learning, producing different outcomes and using learner-centred and practice-based methods.





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WHAT A MESS !

FROM
THE
VIEWPOINT
OF
FORMAL
EDUCATION

- offering learning institution
- ability to activate students' preconceptions, experiences, knowledge
- linking people's background and the curricular demands



WHAT A MESS !

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**FROM
THE
VIEWPOINT
OF
NON-FORMAL
EDUCATION**

- **need for recognition**
- **explication of learning situations**
- **preparing learners for skill demonstrations**

WHAT SHALL WE DO?

**DEEPENING
COOPERATION
BETWEEN YOUTH
WORK AND
SCHOOLS**

=

**RETHINKING
YOUTH'S
LEISURE
TIME**



Dialectics of formalisation and informalisation

‘One of the benefits a youth worker brings to school is increasing voluntarism inside schools. It means that action involves more possibilities for participating, different ways of doing things. And the teacher brings about a pedagogical thinking, a content of learning. A youth worker could offer more pleasurable choices for the young to actually carry out the whole thing’.

(a Finnish youth worker)



CONCLUSION!

THE SHIFT IN EDUCATION

'When you look at the future, it seems to be the case that

SCHOOLS CAN NO LONGER BE ISOLATED ISLANDS.

And in that phase, one of the most natural partners is the youth work'

(from an interview with a teacher).



WHAT ARE THE PERSPECTIVES?



- Developing new methods of engaging within the changing educational landscape
- Taking into account the full scope of learning
- Developing meta-skills
- Developing formal modes of recognising prior learning that takes place outside schools

ETHOS



- **Being constantly oriented to learning — not only in schools and universities, but in every situation**
- **Commitment to combining different learning environments, and taking into account the full scope of human possibilities**



Educative processes

- correspondence learning
- distance learning
- open systems

Correspondence Learning



It is a planned and systematised activity, based on the preparation of printed educational materials which are forwarded to students who are physically separated from the teachers who can give but a limited assistance to them.

An individualised learning system that allows students to proceed at their own pace, according to their interests.

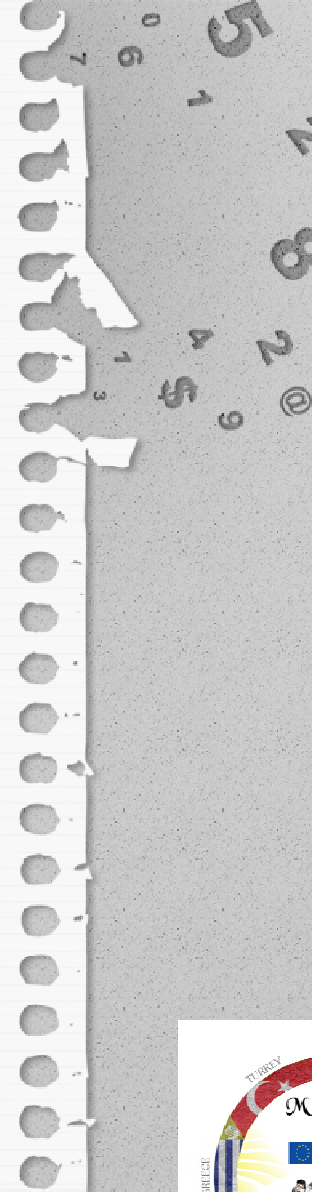
The institutional materials are for the most part printed and are generally prepared by a teacher who has not enough didactic and technical knowledge to prepare top quality educational material

Correspondence courses generally establish a bi-directional communication by mail, supported by the teacher who corrects the paperwork, offers guidance and the requested explanations

A degree may or may not be obtained and there is no pressure - the student's motivation is the basic factor for the program's success.

Distant Learning

- Typical of the whole distance study is that it is based on **non-contiguous communication**, i.e., the learner is at a distance from the teacher for much, most or even all of the time during the teaching-learning process.
- A **pre-produced course, as self-instructional** as possible, printed and/or consisting of presentation brought about by other means than print (audio or video-tapes, radio or TV programmes, etc.) guides the study.
- Organised non-contiguous two-way communication is a constitutive element of distance study. It is in most cases principally brought about by assignments for submission for the students to solve and answer and for the tutors to comment on (in writing or on audio-tape), but freer forms of communication also occur.”





modus operandi of Open Universities

- provide a mixture of academic culture and industrial activity
- requiring the cooperation of professionals from varied backgrounds to act as redactors, educational planners, professors specializing in the different fields, audio-visual experts, and so on, thus displaying a multidisciplinary character.
- The materials forwarded to the students, comprising printed texts, audio or videotapes, kits, etc., is usually validated prior to their utilization, so as to ensure a high degree of efficacy and efficiency
- High quality level of the produced instructional resources, and the disposition shown by the planners of Open University always to remain receptive to non-conventional programmes.



Open Systems/Open Learning

- Offer students a measure of flexibility and autonomy, to study the programmes of their choice when and where they wish, and at a pace to suit their circumstances

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Is twofold

open as to
methodology and
learning resources

open as to structures, that is, a
rupture of the physical barriers
of educative institutions, so as
to provide free access to
schools;

The essential fact about open education is that it does not matter how knowledge is acquired, all means are valid. The open learning system aims at the formation of independent students who have capacity for self-discipline and a high capacity for synthesis and for analysis."An open system, learning is the function of an interaction between the student and the actual world.



INFORMAL EDUCATION

NON-SYSTEMIC VIEW OF LEARNING

does not necessarily include the objectives and subjects usually encompassed by the traditional curricula.

aimed at students as much as at the public at large and imposes no obligations whatever their nature

generally being no control over the performed activities

not of necessity of degrees or diplomas

merely supplements both formal and non-formal education.



EXAMPLES OF INFORMAL ACTIVITIES

- 5 ● visits to museums or to scientific and other fairs and exhibits, etc.
- listening to radio broadcasting or watching TV programmes on educational or scientific themes;
- 3 \$ ● reading texts on sciences, education, technology, etc. in journals and magazines;
- 1 ● participating in scientific contests, etc.;
- 6 ● attending lectures and conferences





THE TRANSITION FROM FORMAL TO NON-FORMAL

An open education system can be adopted within the traditional structures of school

Students determine the pace of learning and are totally free to move around in classrooms, searching for the best place to stay and learn, even if it is outside the school premises and, to make use of available means to dominate the subjects that catch their interest.”



THE
TRANSITION
FROM NON-
FORMAL TO
INFORMAL

Likewise, it is possible to depart from a non-formal system to arrive at an informal one, by

- gradually suppressing a few of the former's basic features,
- granting students total freedom as to the choice of objectives, content and activities that will be carried out, as well as to when and how much time will be granted to each.

WHY IS NON-FORMAL EDUCATION NECESSARY?

- The need to offer more and better education at all levels, to a growing number of people, particularly in developing countries
- the urgent need to provide alternatives that escape from the formal standards, in order to solve global problems
- the improvement of the schooling establishment itself. While not at all a new or untried idea, its past record of relatively low success does not inspire confidence.
- the development of resources for learning outside the school.





So, what shall we do?

“The legitimacy of schools is based upon their role as credentialing agencies while non- formal education will derive its legitimacy only from its ability to meet real social needs.”



How to solve a conflict between **FORMAL vs NON-FORMAL EDUCATION?**

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- allow them to continue and develop as competitive, alternative systems ?
 - repress them?
 - adopt the formal educational institutions for the non-formal model?
 - integrate the whole into a broader concept and plan for educational development?

**NON-FORMAL AND INFORMAL
ELEMENTS WOULD BE
GRADUALLY INCORPORATED
BY FORMAL EDUCATION, SO
AS CONTINUEDLY TO MEET
THE NEEDS OF INDIVIDUALS
AND OF THE SOCIETY.**



example

s



Instructional materials, of the self-instruction type, previously prepared by a multidisciplinary team - subject teacher, redactors, education psychologists and technologists - will be given to the students for individual utilisation (in small groups) whether in the classroom, or not - for instance somewhere else especially, at home

The students will join the class after having acquired the necessary knowledge, as proved by assessment procedures

The development of the original program must be re-structured as regards time, so as to consider the alterations arising from the introduction of non-formal elements into the overall framework.



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Enable student to perform part of his or her work at home and only go to the campus when his or her presence should be required to carry-out supplementary work - such as experimental tasks, teamwork, meetings with the faculty for clarifications and required explanations, and son on.

Some of these restructurisations relating with technical-administrative issues, as for instance control plans, assessments, etc., must also be implemented



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A more radical transformation of the system to a distance learning model which would be mostly developed at students' homes by means of self-instructional materials and study guides, as well as previously prepared distance control systems.

Phone call communications would be used for additional guidance and clarifications, as would visits to the institution for personal contact between students and professors and to perform some supplementary work, either on week-ends or vacation periods



CREATION OF NON-FORMAL MODELS

FOUNDING OF INSTITUTIONS, AS OPEN UNIVERSITIES, SPECIFICALLY DESTINED TO THE CREATION AND TO THE IMPLEMENTATION OF NON-FORMAL SYSTEMS.

THE GRADUAL ADVANCE OF NON-FORMAL ELEMENTS INTO THE EXISTING FORMAL STRUCTURES.



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Yes
because
NFE
rely on:

The initial interest level and motivation of students

The quality of educational materials capable of upholding a high student motivation level and effectively to meet their expectations and needs, and of its global strategy

The scheme to provide students with institutional support

...NOT SO SIMPLE :-)



- do not copy the existing institutions
- verify to which extent they effectively fit the real needs of the country and of students
- students having no reading habits, or a certain degree of “learning autonomy” - with the meaning of being capable of objective reading, of doing exercises and solving problems, etc., or else, to listen/watch audio and videotapes with a modicum of efficiency
- analyse „learning independence”(freedom of choice, decision making & values put on them)
- do not disregard educational, social, economic and cultural features of your country



PERSPECTIVES OF NON-FORMAL EDUCATION

- 1. Promises to be a more effective approach to relating education to national development.**
- 2. NF approaches offer education that is functional and practical, i.e., related to the life-needs of the people.**
- 3. Seeks to maintain a benefit/cost consciousness of what it does in order to provide the most effective and purposeful consequences with the most efficiency.**
- 4. Is the inherent commitment to seek innovative means to achieve the goals.”**
- 5. Offers a more eclectic, multidisciplinary approach to the problem of development in a country.**
- 6. Promises to produce short-term effects as well as long-term achievements.**
- 7. Assists in the decision-making of educational and development funding agencies on both a national and international level.”**



Differences between formal, non-formal and informal education

	FORMAL (intencional)	NON-FORMAL (intencional)	INFORMAL (functional – unintentional)
AIM	Yes	Yes	No
PLAN	Yes	Yes	No
PROCESS	Yes	Yes, flexible	No
SPACE	Fixed	Important, but not fixed	Unimportant
LEARNING	Conscious	(Un/sub)conscious	Unconscious
TYPE OF LEARNING	Information, knowledge	Competences	Anything
MISTAKES	Punished – classification	Allowed, appreciate and being worked with	We learn through mistakes, „the more the better“
AIMED AT	Individual	Individual and group	Individual
RESULTS	Same of everyone	Similar	Different
RESPONSIBILITY FOR RESULTS	Educator	Participant, group, educator	Individual
GROUP-ROLE	Has influence, but not important	Very important	If exists, plays a role
GROUP-AGE	Peer	Inter-generational	Inter-generational
GROUP-INTERACTION	Competition	Cooperation	
PARTICIPATION	Compulsory	Voluntary	Automatic
LEADER	Directive, set	Indirective support, setting	None

The table is a result of two training courses "Formela Teoprax" - TC on non-formal education, and "Compass" - TC on human rights. Both training courses were run by the Czech National Agency of the Youth Programme. PROVIDED BY MONIKA NOVOSODOVA

in short... :-)

References

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**2. NFE BOOK The impact of Non Formal Education on
young people and society**





THANK YOU FOR YOUR ATTENTION

