

WHAT IS NON-FORMAL EDUCATION AND WHAT IS ITS IMPACT ON THE COMMUNITY?



In this **module**, you will get acquainted with non-formal education, understand how it differs from formal education, and what its impact are on the individual, the community and the society.



IwasTOLD

Media and Information
Literacy courses

NON-FORMAL EDUCATION



Non-formal education involves a variety of educational situations that are not typical of formal education. However, it differs from self-directed learning in that **it retains structure**.



The development of critical thinking through non-formal education methods is based on four main factors:

 **identity**

 **justice**

 **equality**

 **action**



Self-directed learning complements non-formal education and can be seen as a continuous outcome.

Volunteering in responsible organisations, active community activities, choice of communication tools or style can ensure continuous development of critical thinking skills.





The concept of non-formal education has evolved from the interaction between formal and informal learning. Formal learning usually takes place in schools or universities, while **non-formal training takes place in more natural places.**

Non-formal learning was recognized as a norm in social and cultural education in **1973**, when Scibner and Cole challenged formal education, arguing that most things in life are better learned through non-formal processes and gave language learning as an example.



During the ***Global Pedagogical Crisis*** that took place around **1968**, it was noticed that traditional forms of teaching were practically *inapplicable*, and the growth rates of the economy and pedagogy did not coincide. It was observed that work outcomes are not necessarily related to training outcomes.

Clear associations between formal and non-formal education have begun to emerge, with formal education being linked to the school and educational institutions and non-formal education to the community, social groups and other organizations.

Formal training has been found to be *too slow* to adapt to socio-economic change. At that time, **the World Bank** began to distinguish three forms of training organization: formal, non-formal and self-directed learning. At the same time, **UNESCO** started talking about lifelong learning and introduced the concept of a learning society.



CHARACTERISTICS OF NON-FORMAL LEARNING



training can take place in any environment (classroom, nature, community)



relevant; meets the needs of the target group



focused on specific categories of people



focused on a clearly defined goal



flexibility in methods and organisation



GOALS AND OBJECTIVES OF NON-FORMAL EDUCATION

**FUNCTIONAL LITERACY AND CONTINUING EDUCATION FOR ADULTS
OR YOUNG PEOPLE WITHOUT FORMAL OR PRIMARY EDUCATION**

**FUNCTIONAL AND REHABILITATIVE LITERACY FOR YOUNG PEOPLE
WHO HAVE NOT COMPLETED UPPER SECONDARY EDUCATION**

**ACQUISITION AND CONSOLIDATION OF BASIC KNOWLEDGE AND
SKILLS OF PEOPLE OF DIFFERENT EDUCATIONAL CATEGORIES**

**SKILLS DEVELOPMENT, VOCATIONAL TRAINING IN THE
WORKPLACE FOR DIFFERENT CATEGORIES OF EMPLOYEES AND
PROFESSIONALS, CONSOLIDATION OF SKILLS**

**TO PROVIDE PEOPLE FROM DIFFERENT REGIONS WITH KNOWLEDGE
OF AESTHETIC, CULTURAL AND CIVIC EDUCATION**



Non-formal education is a **supplement** to formal education, as well as a possible alternative to it. It provides opportunities for people to learn throughout their lives. Access to learning is always guaranteed for all, regardless of education or social status. Non-formal education is often used in the community as it helps to **reduce discrimination and stigmatisation**.



As we can see from the goals and objectives of non-formal education, these are teaching methods that are suitable for people of different ages, different education, different social status.



Non-formal education does not aim to convey the maximum amount of knowledge, but it has a **clear purpose** and, in line with the set goal, conveys **basic knowledge, offers skills consolidation methods** and **seeks to consolidate new knowledge and skills through practical activities**. More often focused on the development of life skills: work, social, cultural, emotional.





Non-formal learning **can** have a relationship with the schooled curriculum, but that it is located more broadly in the educational rather than the school sphere of control.



As mentioned above, one of the main ideas of non-formal education should be the **process of organising activities**, when the program is planned taking into account the interests of the student and giving more responsibility to the student. This way of organizing the education process enables the student to understand and, if necessary, change the social environment.

Three key factors determine the success of non-formal education:

-  **motivation of orgnisers;**
-  **quality & suitability of material**
-  **renewal**

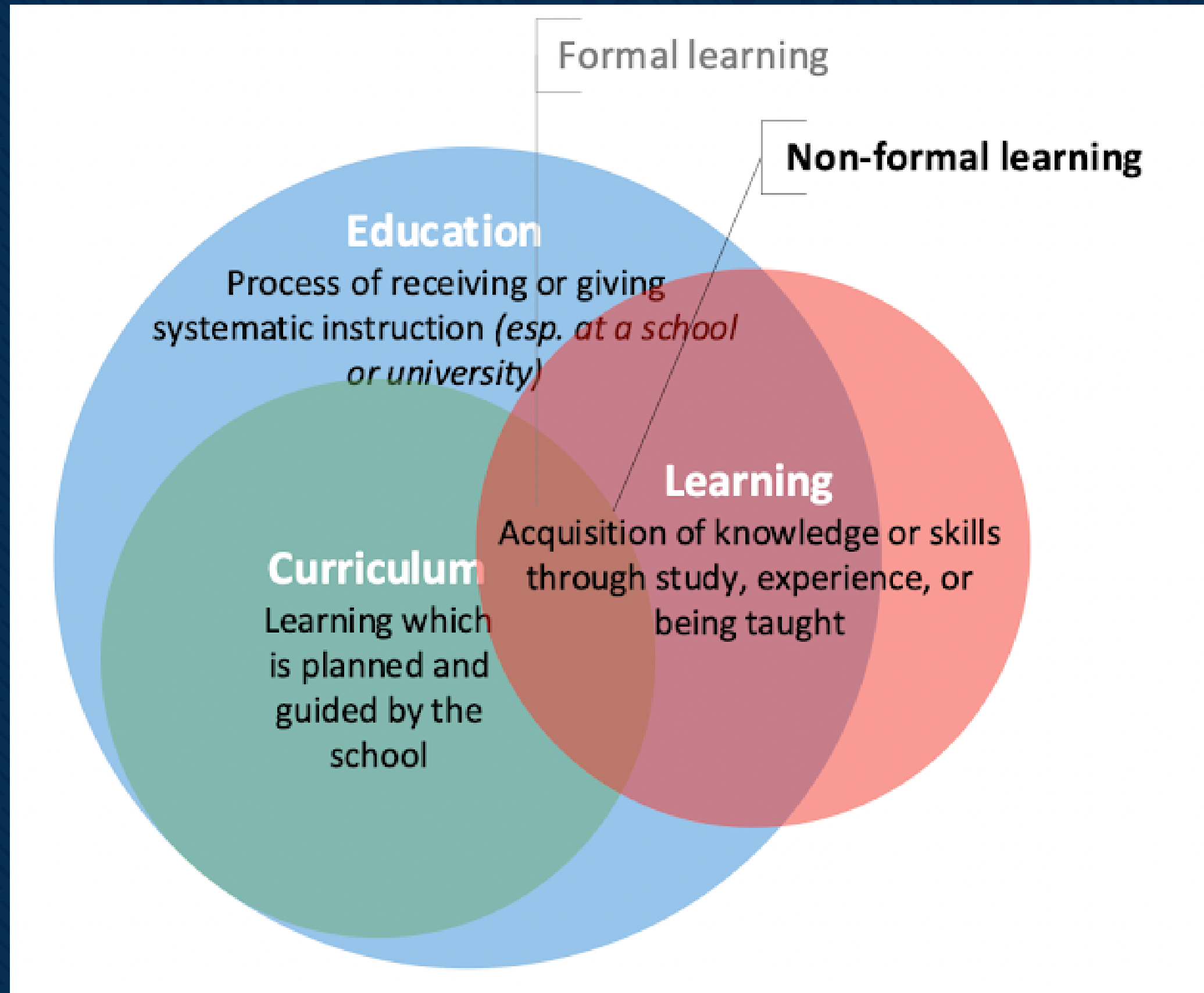


FIGURE: WHERE NON-FORMAL LEARNING IS SITUATED WITH REGARD TO EDUCATION AND CURRICULUM



TIPS:

When organising educational activities, first think about the purpose of the session, take into account the possible needs of the target group, choose the right tools and choose clear information.

Be sure to update your knowledge before each session, look at the latest trends in the topic under discussion. Remember that non-formal education is based on the provision of practical knowledge and the development of practical skills.



IWasTOLD

Media and Information
Literacy courses