



Non-formal education in youth work

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“Strengthening Youth work and
Youth structure in the APEC region”

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The political background

- <...workers need to go to higher levels that integrate the key competencies of the 21st Century such as *critical thinking, creativity, teamwork and self-learning* needed to succeed in all aspects of life, beyond the workforce, as an individual, a family member, community member, and global citizen...>
- 4th APEC Education Ministerial Meeting Joint statement, 11-12 June, 2008

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Pre-history and definitions

- The term “non-formal education” was first presented with higher relevance at the Conference on the World Educational Crisis (1967), organised by UNESCO under the direction of P.H. Coombs
- The term had been used in a few earlier writings but without a systematic context of debate

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Formal education – non-formal education – informal learning

- “... the sum of the educationally formal, non-formal and informal should include the whole of the education universe” (Trilla-Bernet, 2003).

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Formal education – non-formal education – informal learning

- Formal education is the highly institutionalised, chronologically graded and hierarchically structured 'education system', from lower primary school to upper reaches of the university
- “Informal learning is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences <...> – at home, at work, at play...”
- Coombs & Ahmed, 1974

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Pre-history and definitions

- “Non-formal education... is any organised, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children” (Coombs & Ahmed, 1974:8 cit Rogers, 2004:78-79)

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...definitions...

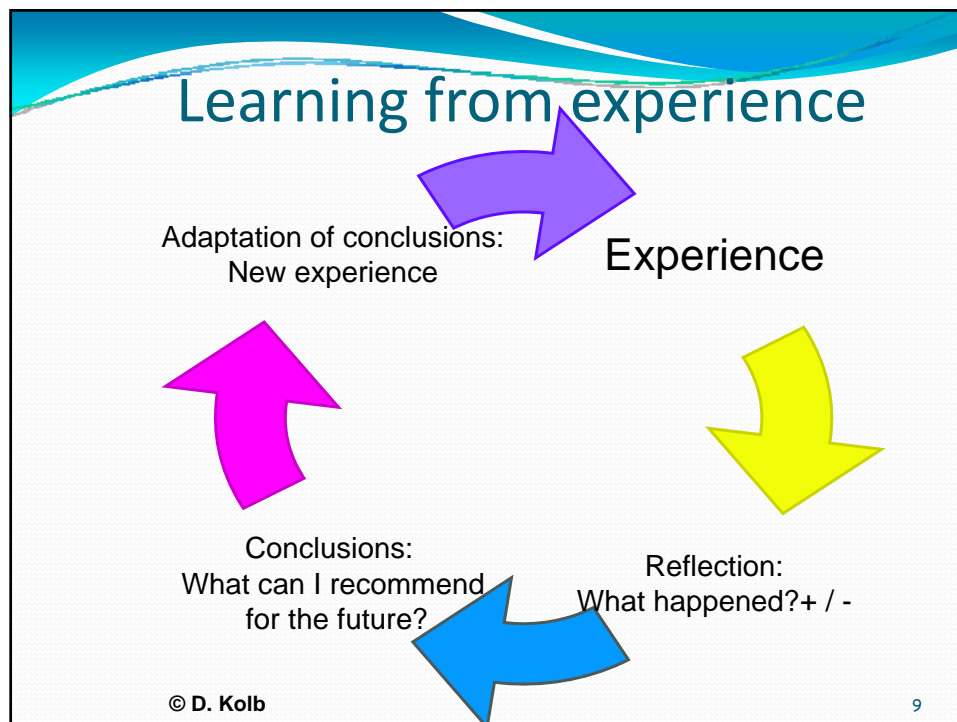
(Pathways towards validation of education, training and learning in the youth field, Youth Forum Jeunesse)

- Non-formal learning outside institutional contexts (ou-of-school) is the key activity and also key competence of the youth field.
- Non-formal learning in youth activities is structured, based on learning objectives, learning times and specific learning support and it's intentionl.
- It usually does not lead to certification, but in increasing cases – certificates are provided

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Essential methodological principles of Non-formal education

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- **Safe space** to try, make mistakes, change solution/behaviour
 - **Equal relationship** between leader and participant – leader is just helping to learn
 - **Less teaching – more self-learning** from experience, facilitated by a youth worker/leader
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- Based on **voluntary and active participation**
- **Intentional, planned**, but not strictly structured educational process
- **Holistic approach**
 - Mind – knowledge - information
 - Heart – feelings/attitudes – emotional and experiential activities
 - Hand – skills – practical activities

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- NFE – inclusive learning, there are no entry barriers. In opposite –in many cases it has been the only alternative education after dropping out from formal education
- <...We recognize the need for our education systems to make special efforts to ensure equity and social inclusion...>
- 4th APEC Education Ministerial Meeting Joint statement

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Organising a non-formal learning process with young people

- Getting to know your learners, their needs, interests, habits, etc.
- Creating space for knowing learning expectations of learners (what do I expect from myself and others to experience and to learn?)
- Giving possibility for young people to take responsibility to run (part of) activities for the sake of experience

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- Organising reflection and evaluation meetings periodically during and after activities (what happened, how do we feel about it? What did we learn from that experience? How can we use it in the future?)
- At the end of the learning process to check were the expectations fulfilled and learning objectives reached?
- To plan a follow-up activities which could further develop competencies of young people

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Themes/areas, which could be tackled by NFE

- Development/global education
- Intercultural learning/education
- Cooperation and Teamwork
- Communication with other people
- Active participation in the society
- Environmental education
- Self – expression and creativity
- Self-confidence
- And many more....