









# 1.1. Formal, Non-Formal Education and Informal Learning

MODULE 1 - Basic Guidelines for Adult Facilitators and Educators



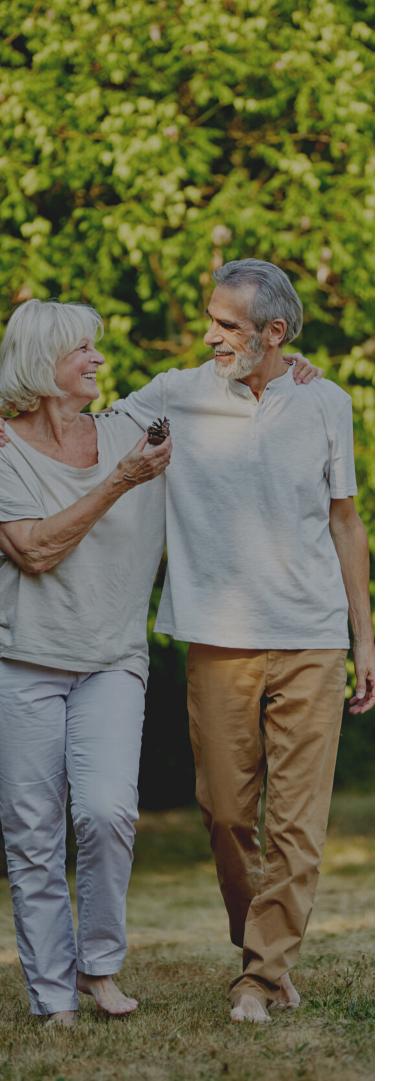




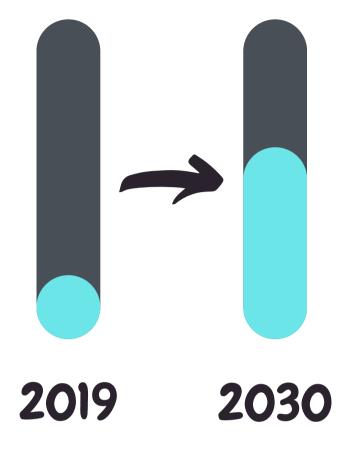
### LIFELONG LEARNING

- Big potential, as recognized by EU policies:
  - Empowers people
  - Sustainable economic growth.
  - Just societies.
- Creation of universal adult learning principles.
- Only 1/10 adults took part in training in 2019 (Eurostat)
  - Ratio even lower among inactive, unemployed, and lowqualified population

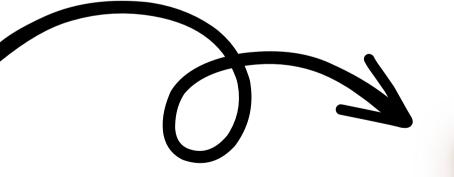




- European Pillar of Social Rights
   (2017): right to high-quality,
   inclusive education, training and
   lifelong learning.
- Porto Declaration (2021): compromise to at least 60% of adults in learning each year by 2030.



Solid platform



OBJECTIVES



SHARED VISION

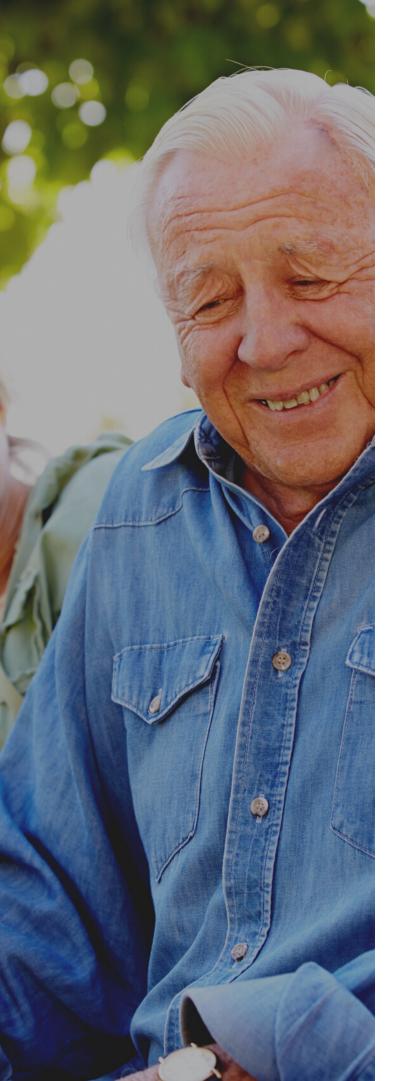




Learning actually happens at every moment in our lives.

## Learning -> Process Education -> System

- Informal learning: happens almost constantly.
- Non-formal education: voluntary, assisted by others, planned.
- Formal education: structured, regulated, has certification.
- In informal learning, learning occurs less conciously.
- Non-formal education: big potential to enhance or even suplement formal education. Immersive, interactive and participatory methods that engage learners and motivates them



## FORMAL, NON-FORMAL EDUCATION AND INFORMAL LEARNING

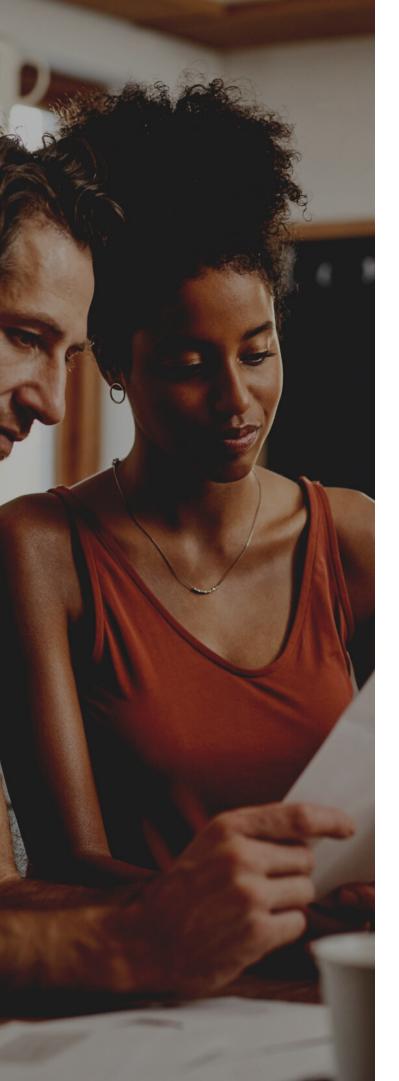
Informal

Informal Learning occurs in everyday life, anywhere, any time, and many times is not even planned or conscious. It can happen with family, at the workplace, in the garden, in the community events, when talking with a friend, etc.

Non-Formal Education is the one which is acquired in addition or alternatively to formal education. It can be structured or semi-structured, having clear objectives, but being flexible and adaptable to participants' needs. It's voluntary.

**Formal** 

Formal Education takes place in education and training institutions, is recognised by relevant national authorities and leads to diplomas and qualifications. Is structured according to educational curricula, having strict learning objectives and assessment.



### THE ROLE OF THE FACILITATOR

- Plan, lead and manage a group.
- Asking questions and triggering a debate.
- Be objective and have a neutral stance.
- Have enough understanding of the intended result, context, and background.
- Be a supporter, an informational resource and a partner.





#### Ultimately:

- Create a safe and trustful learning environment
- Design an plan the group process, selecting the best learning tools.
- Guide the group.
- Ensure:
  - Participants have good level of self-awareness and motivation
  - Mutual understanding about the desired outcome
  - Effective participation
  - Self-reliance
  - Shared responsibility.
- Monitor, assess and summarise the outcomes.

