



## MOBILITY OF YOUTH WORKERS

This training course will provide a unique opportunity for motivated youth workers, youth leaders, peer-to-peer educators or active members of youth organizations to come together and understand much better the magic of Non-formal learning

## EXPLORE POWER OF NONFORMAL LEARNING!



Izmir / Turkey

13-20 MARCH

This project is fund by turkish national agency. For more information: [www.ua.gov.tr](http://www.ua.gov.tr)



# EXPLORE POWER OF NONFORMAL LEARNING

13-20 March İzmir-Turkey

## Summary Of Our Project

This training course will provide a unique opportunity for motivated youth workers, youth leaders, peer-to-peer educators or active members of youth organizations to come together and understand much better the magic of Non-formal learning – how it works, what are the principles of good quality non-formal learning and gain concrete skills on how to design and facilitate non-formal learning activities for youth – should it be for the daily work with young people or for some international youth exchanges or seminars. Becoming a trainer of non-formal learning is definitely a longer process, but to start somewhere, coming to this training course will provide participants with a solid ground for becoming a facilitator of concrete NFL activities and this is already a very good way to get experience in order to become a trainer.

The project consists of one activity – a training course. It took place in İzmir, Turkey between 13-20 March of 2018. The countries involved in this project were Germany, Czech Republic, Croatia, Italy, Hungary, Macedonia, Romania, Portugal, Slovakia. Each of them delegating 2 participants. The training will first of all contribute to personal and professional development of the participants – people that work with youth (most of learning outcomes mentioned before in this application). However, as these participants will be carefully selected and represent the partner organizations and work directly with youth, the impact will be deeper – also on partner organizations and quality of the work with young people.

# Partners



Symrnes Ogretmen Akademisi – Turkey



Verbund sozial-kultureller Migrantenvereine e.V – Germany



Brno For You ZS – Czech Republic



Ludbreska Udruga Mladih Entuzijasta – Croatia



Associazione Culturale Strauss – Italy



Ifjusagi Szolgaltatok Orszagos Szovetsege –Hungary



Makedonska Platforma Protiv Siromashtija – Macedonia



Associacao Juvenil Da Ilha Terceira – Portugal



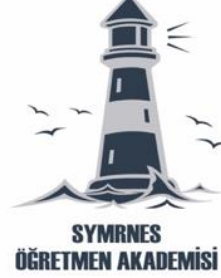
Centrul Educational De Resurse Si Training – Romania



Youth for Equality - Slovakia

## Objectives of Project

- Building understanding on differences in concept of youth work and non-formal education in different national contexts
- Identifying the competencies that could be effectively developed through NFL that are required for young peoples' active participation in social life and for employment
- Exploring standards of good quality non-formal learning process and becoming more aware about various theories and tools of NFL approach that can improve the quality of NFL activities
- Developing skills on designing and facilitating NFL activities (with emphasis on quality of debriefing) and receiving feedback and recommendations for improvement and further professional development as a facilitator of NFL activities
- Providing a space to develop further ideas on using NFL activities with youth at the local level or through future projects of Erasmus+
- Developing concrete follow-up activities that later on will be implemented as part of this project.



## Explore Power of Non-formal Learning

13-20 MARCH İZMİR – TURKEY

	13 <sup>th</sup> Mar	14 <sup>th</sup> Mar	15 <sup>th</sup> Mar	16 <sup>th</sup> Mar	17 <sup>th</sup> Mar	18 <sup>th</sup> Mar	19 <sup>th</sup> Mar	20 <sup>th</sup> Mar	
08:00-10:00	<b>Breakfast</b>								
10:00-10:30	<b>Energizers</b>								
10:30-11:30	<b>Arriving to Hotel</b>	<b>Short Info About Timetable Expectations</b>	<b>Learning and Education</b>	<b>Group dynamics, Creativity and the Power of NFL</b>	<b>Features of Trainer</b>	<b>Lab phase</b>	<b>Make your Future Project</b>	<b>Departures</b>	
11:30-12:00		<b>Coffee Break</b>							
12:00-13:00		<b>Get to Know Each Other</b>	<b>Non-formal and Informal Learning</b>	<b>Creativity in Practice</b>	<b>Features of Trainer</b>	<b>Lab phase</b>	<b>Time for DEOR for the developed activities</b>		
13:00-15:00		<b>Lunch</b>							
15:00-16:30		<b>Presentations of Organizations</b>	<b>Standards of Good Quality Non-Formal Learning Process</b>	<b>“Feedback school”, Evaluation of Experience on Creative Task</b>	<b>Erasmus+</b>	<b>Lab phase</b>	<b>Creation of action plan, division of responsibilities</b>		
16:30-17:00		<b>Coffee Break</b>							
17:00-18:30		<b>Get to Know Each Other</b>	<b>Standards of Good Quality Non-Formal Learning Process</b>	<b>Methods of NFL – how to make it work!</b>	<b>Erasmus+</b>	<b>Quality and Ethics in Facilitation</b>	<b>Summing up, Evaluation</b>		
18:30-19:00		<b>Reflection Group</b>							
19:00-21:00		<b>Dinner</b>							
21:00-00:00		<b>Resting</b>	<b>Welcome Party</b>	<b>Intercultural Evening</b>	<b>Intercultural Evening</b>	<b>Erasmus+</b>	<b>Make your Future project</b>		<b>Farewell evening</b>

# Education

- Education is the process of facilitating learning or the acquisition of the knowledge, skills, values, beliefs and habits.
- Education is a process through which a society passes on the knowledge, values and skills from one generation to another.
- Education frequently takes place under the guidance of educators. Education can take place in formal, non formal or informal settings and any experiences that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

# Learning

- Learning is acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent. Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of neuropsychology, educational psychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped is called learned helplessness. There is evidence for human behavioural learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

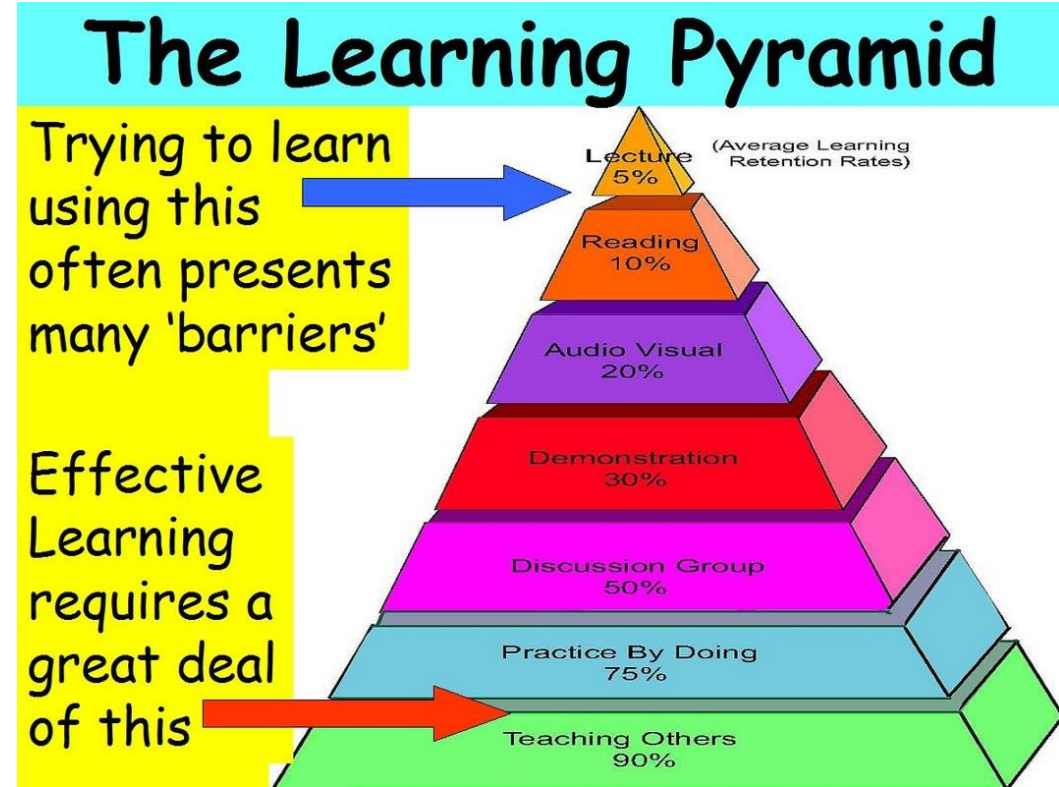


# Learning and Education

- Education is the process of imparting knowledge, values, skills and attitudes, which can be beneficial to an individual. On the contrary, learning is the process of adopting knowledge, values and skills.
- Learning is the basic instinct possessed by all individuals. On the other hand, education is acquired by individuals.
- Learning is an informal process, and education is a formal process.
- Learning is said to be an ongoing process. Education is something that one gets at some point in their life.
- Learning is knowledge gained through experience, and education is knowledge gained through teaching.
- Education is something that an individual gets from an outside source. On the other hand, learning is something that evolves in the inner self.

# Better Learning

- **Visualists**
- **Audits**
- **Kinesthetics**
- **Learning by Living?**



## Formal Education

- It is official, structured, organised by public organisations or recognised private institutions and results with formal certification and formal level of qualification which is recognised by relevant national educational authorities. Formal education is usually organised as full – time education and is organised as a continuous process with defined stages. Formal education encompasses primary, lower and upper secondary education, higher and university education that culminate in the achievement of a degree or a professional qualification or diploma or a recognised certification as well as adult education programmes.

## Non formal Education

- Non-formal learning is characterised by a deliberate choice of the person, which takes place outside of the systems mentioned before, in any organisation pursuing educational and training purposes, even volunteering, the national civil service, private social service and in enterprises. Thus, non – formal education is any type of structured and organised learning which is institutionalised, intentional and planned by an educational provider, but which does not lead to formal level of qualification recognised by the relevant national education authorities. People of all age groups can participate in non - formal education which can be offered through courses, workshops, seminars.

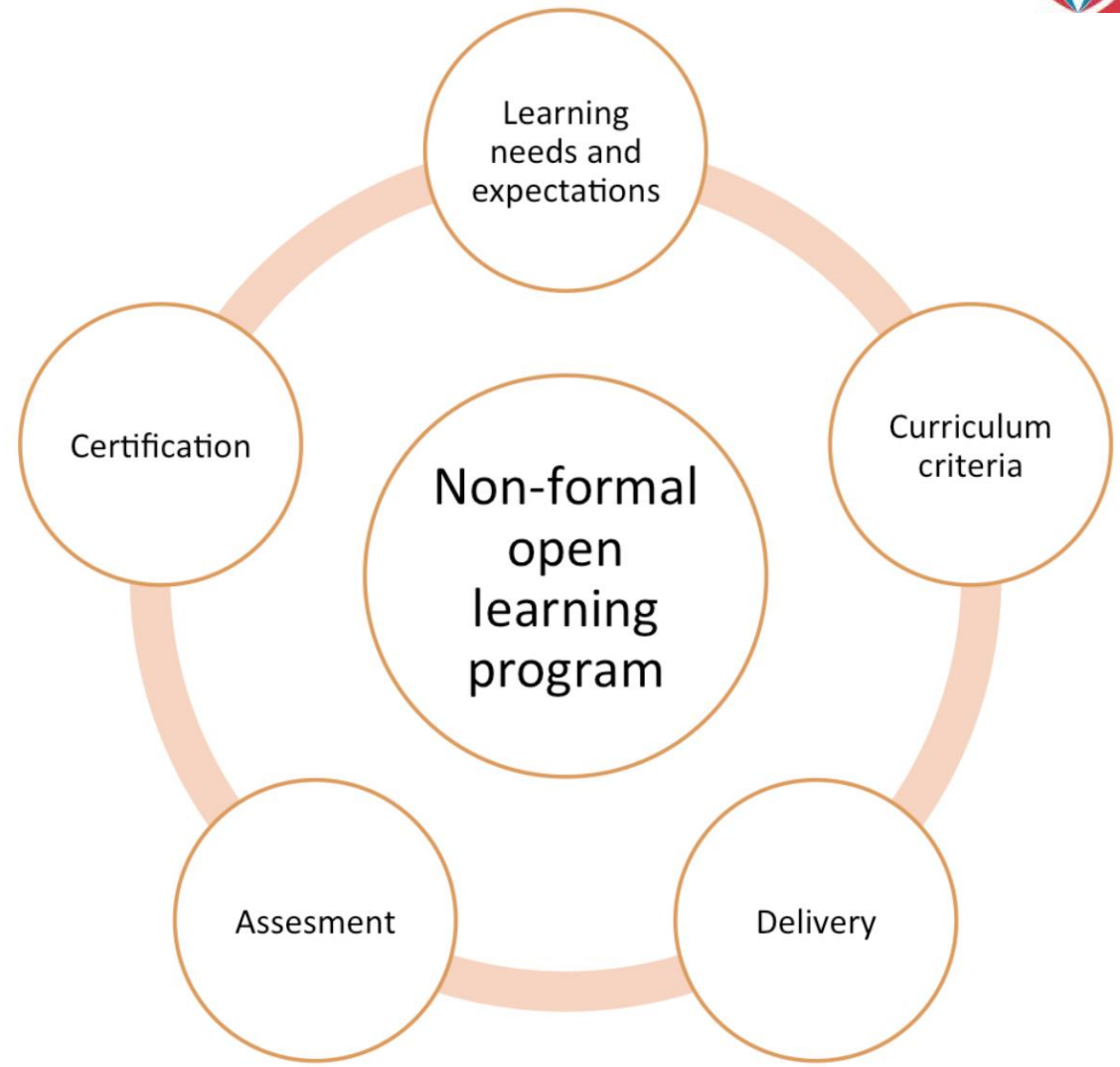
# Nonformal Education

- Any organised, systematic and educational activity realised outside of the framework of the of cial system to provide precise teaching classes to specific population groups, both adult and children

## Informal Learning

- Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional

# Nonformal Learning Process



## Common Elements in Existing Definitions Of Non- formal Learning

- Purposive learning
- Diverse contexts
- Different and lighter organisation of provision
- Delivery alternative/complementary teaching and learning styles
- Less developed recognition of outcomes and quality



## Essential features of non-formal learning

- Balanced co-existence and interaction between cognitive, affective and practical dimensions of learning
- Linking individual and social learning, partnership-oriented solidarity and symmetrical teaching/learning relations
- Participatory and learner-centred
- Holistic and process-oriented
- Close to real life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices
- Voluntary and (ideally) open-access
- Aims above all to convey and practice the values and skills of democratic life

## Activity Examples in Nonformal Learning

- **Communication-based methods:** interaction, dialogue, mediation
- **Activity-based methods:** experience, practice, experimentation
- **Socially-focussed methods:** partnership, teamwork, networking
- **Self-directed methods:** creativity, discovery, responsibility
  
- **Courses (All kind of), Games, Life Coaching, Mentorship, Transcend method (Conflict solving), Theatre (creative drama), Forum theatre, PhotoVoice, The living library, Street Animation, Simulation, Art tools.**

## Characteristics of Non Formal Education

- It is well planned and no need of any school system.
- A participatory learning system
- It is open ended educational system
- No need for structured course and curriculum
- Age, Time and curriculum flexibility
- Involvement of both public and private sector in the process
- It is not necessary to conduct exam on regular basis
- Credentials like certificate and awards are not necessary to be awarded
- Self-learning is appreciated

## Standards of Good Quality Non Formal Learning

- have clear aims and objectives
- have proper physical and material learning means
- have trained personnel (either volunteers, or paid employees)
- be focused on the learner
- be focused on identifying solutions
- use a variety of methods
- be a balance between individual and group learning
- allocate a proper period of time for learning, relaxing, as well as individual time
- create a space for socializing and reflection on the way it influences the learning process
- allow time for self-reflection
- evaluate the progress and the difficulties that come up
- be evaluated individually and at the group level

## Advantages of Nonformal Education

- Relevance to the needs of disadvantaged groups.
- Concern with specific categories of person.
- A focus on clearly defined purposes.
- Flexibility in organization and methods.

**Table 1. Ideal model of formal and non-formal learning** (Adopted from: Harrison, 2012)

# Formal & Nonformal Education

	<b>Formal</b>	<b>Non-formal</b>
Purposes	Long-term & general	Short-term & specific
Timing	Long cycle/preparatory/	Short-cycle/recurrent/
Content	<ol style="list-style-type: none"> <li>1. Standardised/input centred</li> <li>2. Academic</li> <li>3. Entry requirements determine</li> </ol>	<ol style="list-style-type: none"> <li>1. Individualised/output centred</li> <li>2. Practical</li> <li>3. Clientele determined</li> </ol>
Delivery system	Institution based, isolated from environment, rigidly structured, more teacher centred & resource intensive	Environment based Community related Flexible, learner centred & resource saving
Control	External/hierarchical	Self-governing/democratic

## Principles for Training in the Youth Field

- **Learner-centeredness**
- **Transparency**
- **Agreement between trainers and learners on learning objectives, content and methodology**
- **Confidentiality**
- **Voluntarism of learners**
- **Participation of learners**
- **Ownership of the learning is with the learners**
- **Democratic values and practices**

# Feedback

- The term “feedback” is used to describe the helpful information or criticism about prior action or behavior from an individual, communicated to another individual (or a group) who can use that information to adjust and improve current and future actions and behaviors.
- Feedback is always there
- Feedback is effective listening
- Feedback can motivate
- Feedback can improve performance
- Feedback is a tool for continued learning



# Feedback How?

- Survey
- Video
- Pros and cons
- Self analyzing
- Evaluations
- SWOT analysis
- Brain storming

# GOOD Feedback

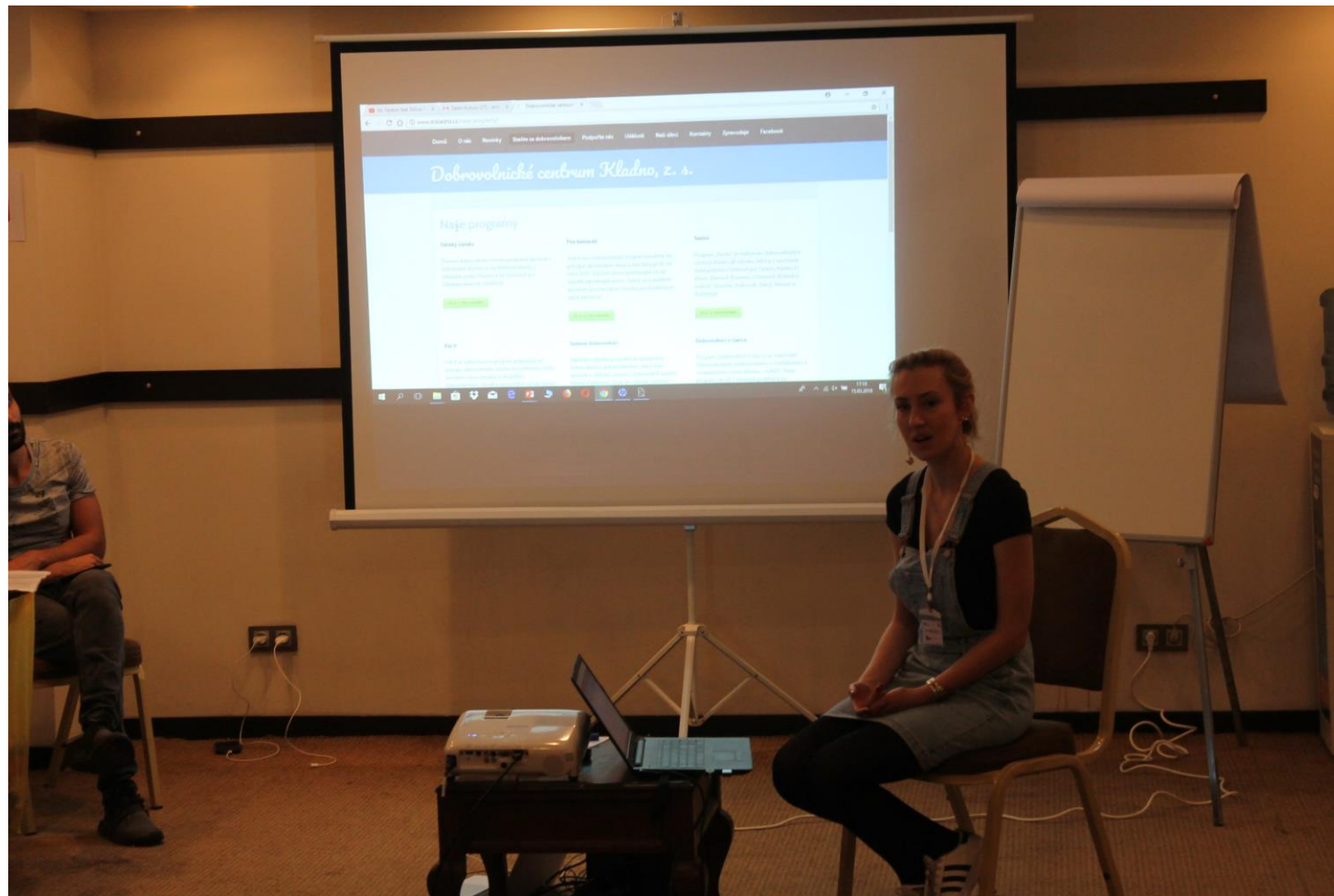
- **Timing,**
- **Positive approach,**
- **Clear explanation,**
- **Visual and verbal tools,**
- **Meaningful and intelligible**

# Contact

- [groupsymrnes@gmail.com](mailto:groupsymrnes@gmail.com)
- <https://www.facebook.com/groups/symrnes/>

# WHAT WE DID











**DEUTSCHLAND**

Prinzen  
Rolle

Knoppers

Nussknacker

İZMİR









Learn More About Education and Training in EU  
<http://ec.europa.eu/education>



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