



Principles of Nonformal Education: *Workshop Outline*¹

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Overview

To share and compare experiences,
To clarify ideas, motives, and issues,
To develop practical plans;

Regarding . . .

Theory of nonformal education.
Role and tasks of the facilitator.
Methods of nonformal education.

Various NFE Learning Experiences

Field Work

- Community tour
- Community survey
- Interviewing community leaders
- Taking before-and-after pictures
- Community mapping
- Visiting government agencies to make requests

Learning from Planning: a project, a survey, a management procedure, an evaluation

Learning from Games

- Playing skill building games
- Designing skill building games
- Playing social insight games
- Designing social insight games

Learning from Writing

- Keeping a log of experiences
- Keeping an official project log
- Writing a formal petition or formal request
- Writing a report or evaluation

¹ Ted Ward. Principles of Nonformal Education: Workshop Outline. World Vision of India, 1990

Transfer from Training Into Action

Symptoms of Problems

Ideas or information . . .

1. Seem unimportant
2. Lack meaning
3. Lack “ownership”
4. Lack commitment

Possible Solutions

- Identify concerns and needs early.
- Relate new information directly to needs.
- Discuss meanings and applications in small and large groups.
- Ask *learners* to explain meaning and suggest uses.
- Develop a “chain of ownership”:
 - It’s our problem.
 - It is possible for us to solve it.
 - The plan must come from us.
 - It is our responsibility to take action.
- Help people see that nothing will happen until they make a plan.

Tasks of the Facilitator

- Accepts and shares responsibility.
- Organizes the space and time.
- Discerns core issues within the learner’s concerns
- Asks probing questions.
- Takes initiative and accepts constructive initiative of others.
- Encourages:
 - Generalization (What does this idea mean?)
 - Application (How can we *use* this idea?)
- Leads the evaluation process.
- Shares leadership as others become ready.

Axioms (Principles) Discovered in the Experiences of Nonformal Education

- To learn is a normal human condition at all ages.
- Learning functions best as a social experience rather than as an individual and solitary experience.
- Adult learners should not be treated as children.
- School learning is generally better suited to children than to adults.
- Learning is concerned with ideas, information, truth, judgment, and action.

- Learning is generally more values if it can be applied (used) as the learning takes place.
- Learning results from reflections on experience and preparations for further experience (action).
- Openness and trust facilitate learning.
- Planning is a valuable learning experience.
- Decision making is a valuable learning experience.
- Leadership learning is more effective if it is shared with the learners.
- The facilitators plan should give first priority to planning with the learners, not for the learners.

The Key Method in Nonformal Education: Small Groups

Sometimes called “work groups,” “discussion groups,” “action groups,” “reflection groups.”

Useful tasks for small groups:

- Identifying needs
- Proposing qualities, descriptions, possibilities
- Problem-solving
- Sharing experiences
- “Brainstorming”
- Assessment–
 - What do we already know about this idea?
 - What are we learning?
 - How can we use what we are learning?

Reporting from Small Groups: Options:

- Give a synopsis or a summary.
- Select and report a limited number of highlights.
- Report major insights (new understandings or perspectives).
- Collect mini-ballots for input into a whole-group profile.
- Identify similarity or dissimilarity within group (or across groups).
- Write a report or synopsis (for copying or for posting).
- Act out a report or conclusion as a mini-drama.

Comparing Role Plays and Mini-Dramas (Skits)

Role Plays

They are:

1. Open-ended
2. Very short
3. Repeatable with different players
4. Enacted with few players (usually 2-3)

Mini-Dramas

They are:

1. Scripted or specifically planned (start to finish)
2. Longer (perhaps as much as 5 minutes)
3. Used only once
4. Enacted with many players (useful to limit or 5 or 6)

The Personality of the Facilitator: What Qualities?

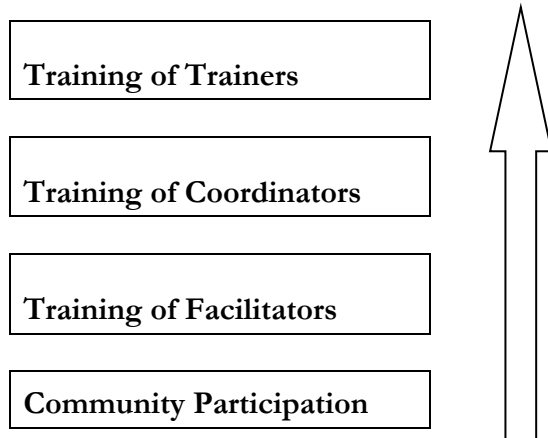
* Affirming * Friendly * Encouraging * Trusting

Attitudes to Avoid: What Hinders Learning?

* Superiority * Critical * Negative * Schoolmaster * "Expert" Posing * Shows favoritism

Principles of Nonformal Education

1. At all levels (including the training of trainers), the training methods must be similar to appropriate methods for community education.



2. At levels of training closer to the community, the practical emphasis should be greater and the theoretical component should be reduced.

3. People learn more by *experience* than by hearing.

4. The facilitator's major task is to help people learn (which requires more than covering material).

5. The learner's understanding is revealed more by *specific plans to use the understanding* (more than is revealed by testing memory of information).

6. Evaluation must be consistent with the principles used in learning.

The Educator as Facilitator of Human Development

Not doing *to* people, but helping people *become*.

Not changing people. But helping people *develop*.

Not giving knowledge as a commodity, but helping people discover *meaning*.

A Special Way of Looking at People

The image of God: spiritual beings.

Equal before God.

With great potential.

Whole, alive, and eternal.

A Special Kind of Leadership

Not from high status, but as a servant.

Not commanding but exhorting.

Not ruling but sharing.

A Special Sort of Motive

Joining as partners in the creative God's redeeming process.

Creatively respecting the creation and every creature in devotion to the Creator.

Celebrating the redemption which gives meaning to every act of kindness and love.

Qualities, Purposes, and Motives of Nonformal Education Methods

WE NEED

Simple

Portable

Non-technological

Experiential

WAYS TO HELP

LEARNERS

To organize their ideas,

Discern useful information,

Discover meaning,

AND TO

ENCOURAGE TALKING SO LEARNERS WILL

Share ideas,

Compare understandings,

Plan action!

What Do You Know About Adults as Learners?

An Introductory Exercise on Adult Learning

1. Compared with the way children learn, in what ways do adults learn differently?
2. In what ways do adults vary from children in terms of their learning needs, their learning strategies and their perceptions?
3. Compared with your own childhood and school years, what differences have you observed about your own learning? With the same ease? With the same interests? Describe major differences.

4. Is it easier for adults or children . . .
- | | |
|---|---------------------------|
| (a) . . . to learn things they don't see as useful? | Children_____ Adults_____ |
| (b) . . . to seek out appropriate learning experiences? | Children_____ Adults_____ |
| (c) . . . to decide if something should be learned? | Children_____ Adults_____ |
| (d) . . . to "clear one's mind" for new information? | Children_____ Adults_____ |
| (e) . . . to decide if information makes sense? | Children_____ Adults_____ |