



Intellectual Outputs



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Clue to inclusion partners



**HORDALAND
FYLKESKOMMUNE**

Hordaland County Council
Norway
Contact person; Barbara Harterink
www.hordaland.no



ÅRSTAD VIDEREGÅENDE SKOLE
HORDALAND FYLKESKOMMUNE

Årstad Upper Secondary School
Norway
Contact person; Arthur Tøsdal
www.hordaland.no/arstadvgs



NORLANDSFORSKNING
NORLAND RESEARCH INSTITUTE

Nordland Research Institute
Norway
Contact person; Dag Ofstad
www.nordlandsforskning.no



Alliansin Kehittämispalvelut
Finland
Contact person; Tiina Hokkanen
www.nuorisovaihto.fi

salpaus

Koulutuskeskus | Further Education

Lahti Region Educational Consortium Salpaus Further Education
Finland
Contact person; Johanna Tuliainen
www.salpaus.fi



**AJUNTAMENT
de SILLA**

Ajuntament de Silla
Spain
Contact person; Amparo Cuñat
www.silla.es



AC Amics de la Biblioteca de la Fonteta
Spain
Contact person; Antonio Benaches
www.amics.eu



Bloom Foundation
The Netherlands
Contact person; Nathalie Feitsma
www.bloomfoundation.eu

INTELLECTUAL OUTPUT 1: SCOPING PAPER - SUMMARY

Bridging the gap between formal and non-formal learning

1. In this Strategic Partnership we have analysed the potential of non-formal learning (NFL) methods used in youth work and how to implement these methods in Vocational Education and Training (VET-schools) as a supplement to formal education. NFL as a method is also called experienced based learning (“learning by doing”), and demands active and voluntarily participation from the learner.
2. Using non-formal learning methods, particular attention is given to the needs and interests of the learner. Especially students at risk of early school leaving and other young people with fewer opportunities benefit from non-formal learning, because of the individual approach.
3. This Scoping Paper shows the potential and many positive results of the use of non-formal learning methods in VET-schools. During the project we identified different methods that have been used by project partners:
Group Volunteering (ESC/EVS) projects at VET-schools with teachers or through collaboration with NGO’s, individual EVS, volunteering locally, trainings and placements, reflection workshops, campus instructors, the Scrum method, conflict management workshops with trainers from NGO’s and student involvement.
4. Research shows that it is possible and desirable with non-formal learning methods as a supplement in formal learning environments like VET-schools, both from the viewpoint of students, school management and NGO’s.
5. Partners have been looking into NFL recognition and result measurement tools, and especially the already designed Open Badges seem to be a useful method implementing for example a NFL method like Group EVS into VET-schools.
6. Regarding the aim of prevention of early school leaving, we have looked at the experiences with different NFL projects and models carried out at our schools. Research shows that these activities received mostly positive feedback from the students. They recommend our schools to continue with non-formal learning in VET-education, but more research is needed to gather proof and draw the final conclusion that these measures help preventing early school leaving.
7. Where there's a will there's a way. Our project shows that in a relatively short time span, many good NFL activities can be carried out in VET schools. A good plan and a cooperation agreement between the school and NFL partners will smooth the road!

INTELLECTUAL OUTPUT 2: RESEARCH - SUMMARY

The context of this project is education and the topic are learning strategies.

The research builds a case that is highlighting the purpose and the potentials of *non-formal learning* (NFL) approach in Upper Secondary/Vocational schools, beyond the traditional *informal* (IFL) and *formal learning* (FL) approach of today's schools. This summary is based on an article on a case study of the Erasmus + project "Clue to Inclusion" (2018-2019).

The purpose: The first aim of this study was to reveal the potential benefits of NFL methods in VET schools, with a purpose of preventing early school leaving. A second aim was to contribute to improve the implementation of NFL in a FL environment.

Material and methods: The study examines students, teachers and other stakeholder's experiences with FL, IFL and NFL of various forms. Data was collected by individual interviews, ordinary group interviews with learners and through a Focus group interview with trainers, teachers, learners, school managers and other stakeholders, with the aim of deriving new knowledge of combining FL, IFL and NFL approaches in schools.

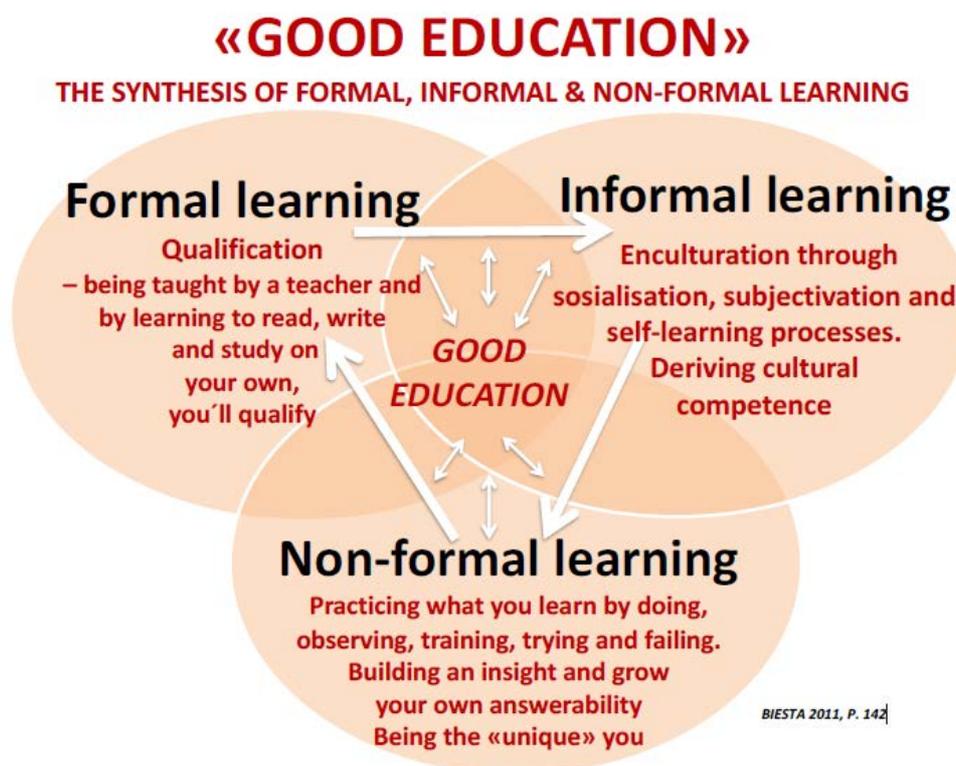
Outcome: The gap (dichotomy) between formal, informal and non-formal learning and education is still huge – and this seems to be one of the most secluded and forgotten discourses within the field of education. Recent research (OECD 2018) included this casestudy, shows that motivation among students in upper secondary/vocational schools are decreasing year by year. We are today witnessing a gradual reduction of enthusiasm and curiosity about what the school can offer, as well as a reduction of hope and faith among some students, that they can be able to master the learning requirements of the school. Some reasons seem to rest in the fact that the students have neither become more active, because schools are not emphasizing *student active work forms* enough, nor properly introduced to *individual adapted learning methods*, because traditional schools do not have this capacity or options sufficiently present and implemented in their agenda.

The findings and analysis of the research process presented an unequivocally positive attitude towards a stronger implementation of NFL methods in IFL and FL environments, as a tool to prevent early school leaving. The participants recommendation for the future, were to strive for creating a balance between the three knowledge forms. If we fail to do that, we are in danger of alienating "a big one-third" of the young population that need learning conditions beyond the formal learning environments in the traditional school system. Several young people within the group called "school leavers", are lacking the material basis of being able to get good learning experiences within the traditional formal education system.

Conclusions:

The message from those who participated in this process, underpins that "Good education" for everybody can be more successfully achieved by offering the young generation of learners a holistic learning approach where both formal, informal and non-formal education are woven into the future curricula and syllabuses of education in a balanced form.

FL is the traditional approach learning in our society where we are dependable of being taught and guided in our way to fulfil our learning outcomes (*Qualification*). IFL can be explained as the encultural and individual learning processes by which individuals learn the dynamics of their surrounding culture and acquire values, norms, skills and competences that frames their personal identity (*Socialization*) Non – formal learning offers productive and practical learning, based on learning by doing things in a practical sense and how to utilize their personal knowledge potentials at learning arenas, that allows them to free their talents. Furthermore students learn how they, based on these experiences, can be qualified to be the best “edition” of themselves, how they can master their self-learning capacity, be their own agents of change and disruption, hunting for finding the best answers to their questions and by that highlighting their “answerability” and motivation in life – emerging as the “unique” me (*subjectivation*). These three elements of the education process are together vital to be able to form a holistic learning paradigm for the future. This is according to the study the essence of *good education*.



This could lead us into a holistic approach to education where the individual perspective or *subjectivation* is an equal important aspect of *knowledge forming*, together with both *qualification* and *socialization* (Biesta 2011).

A case that argues for creating an educational system equally built on both

- traditional teacher-directed *formal learning*
- experience-based *informal learning*
- skill based and practically oriented, *non-formal learning*; building an experiential knowledge and a researching, investigative, creative, innovative and entrepreneurial attitude and approach to education and learning in Upper Secondary and Vocational schools.

Could it lead us to a new paradigm of “good education”?

INTELLECTUAL OUTPUT 3: HANDBOOK - SUMMARY

International short term group volunteering projects under European Solidarity Corps

How wonderful it is that the boundary between formal and non-formal learning is becoming increasingly blurred and that non-formal learning methods can also be used within formal learning. Volunteering through the European Solidarity Corps (ESC) is a good example of this within the "Clue to Inclusion" project. In order to implement ESC in a good way in an educational system and to validate what is being learned, a handbook has been developed in which step by step is explained how to do this.

Open Badges recognizes and acknowledges skills that students have acquired within the ESC project. It makes visible what is learned and what skills students have. By making it visible the skills are of value not only within school but also in the outside.

The SHARE method is used, which exist of 4 collections of badges: Social skills, entrepreneurship, communication and digital skills.

All this has been developed from the conviction that with the use of non-formal learning methods within formal education, we can include more students and reduce early school leaving.

The proces of research and development

Aim

The aim of C2I is to reveal the potential of non-formal learning (NFL) methods to prevent early school leaving and to improve the implementation of non-formal methods in a formal learning environment. In order to measure the effect of non-formal learning in a formal learning environment, especially for the target group of potential school drop outs, our aim was to develop a effect measurement Non formal learning tool.

Proces

In order to develop a measurement tool, all partners collected and discussed the already existing methods and tools available for measuring learning outcomes of NFL.

We discovered three user levels (student, teacher, school) and defined the student as the main stakeholder in our project.

The measurement tool has to show the effect of NFL for the student

Complementary to the existing formal certification in the school we defined the recognition and acknowledgement of social and entrepreneurial competences as main topic of the measurement tool. Since the already developed SHARE badge method (also within a Erasmus+ project) complied with this, it was decided to run a pilot with the SHARE badges in the schools.

What social and entrepreneurial competences do students gain by non-formal learning projects in formal education?

After defining the framework for how to use the badges within this pilot, all 4 countries set up a pilot with the SHARE badges for non-formal projects within formal education, mostly for ESC projects. One of the main outcomes was that the participating VET-schools are enthusiastic about the badges but need more guidelines in how to organise ESC and how to link badges to this. This resulted in the handbook: 'International short term group volunteering projects under ESC'.

We hope that with this handbook more schools will be able to use ESC and badges for the students and are able to recognize and acknowledge the gained competences the students have gained through this non formal learning method.

Want to know more?

SHARE method and badges:

www.sharedresponsibility.eu

Mye læring i *ikke-formell læring*

– Det fineste jeg har lært er å ikke være så dømmende. Det er alltid en historie bak. Jeg har også lært mer om konflikthåndtering – og å være mer tålmodig! Å leve i situasjonen. Slik oppsummerer en av barne- og ungdomsarbeiderfagselevne sin lærdom etter å ha hatt praksis på en skole for utviklingshemmede i Romania.

TEKST OG FOTO: TORMOD SMEDSTAD



– Det var spennende. Vi lærte mye. Også om oss selv og hva vi kan klare å få til, sier Isabell Chyba Dale, Karina Andersen Øren, Emilie N. Kleppestø og Marthe Halle. De hadde 14 dagers frivillig arbeid på spesialskoler i Romania.