

ICE Project: Informal Civic Education

Erasmus+

n. 2021-1-IT02-KA220-ADU-000033716

Open Educational Resource
Project Result

by: Glocal Factory -ITALY
Topic: Methodology
Title: Adult Learning



*This project has been funded with support from the European Commission.
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**Funded by
the European Union**

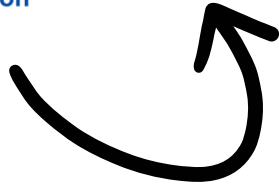


OER Summary

- I -What is Adult Learning ?**
- II -Traditional, informal and non formal Education**
- III- Some practical examples**
- IV-Test**
- V - Glossary**



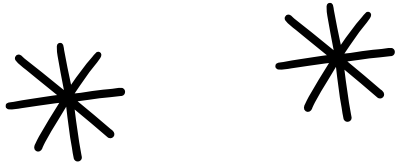
More on adult
education



* I.C.E PROJECT
* INFORMAL
* CIVIC
EDUCATION



ICE



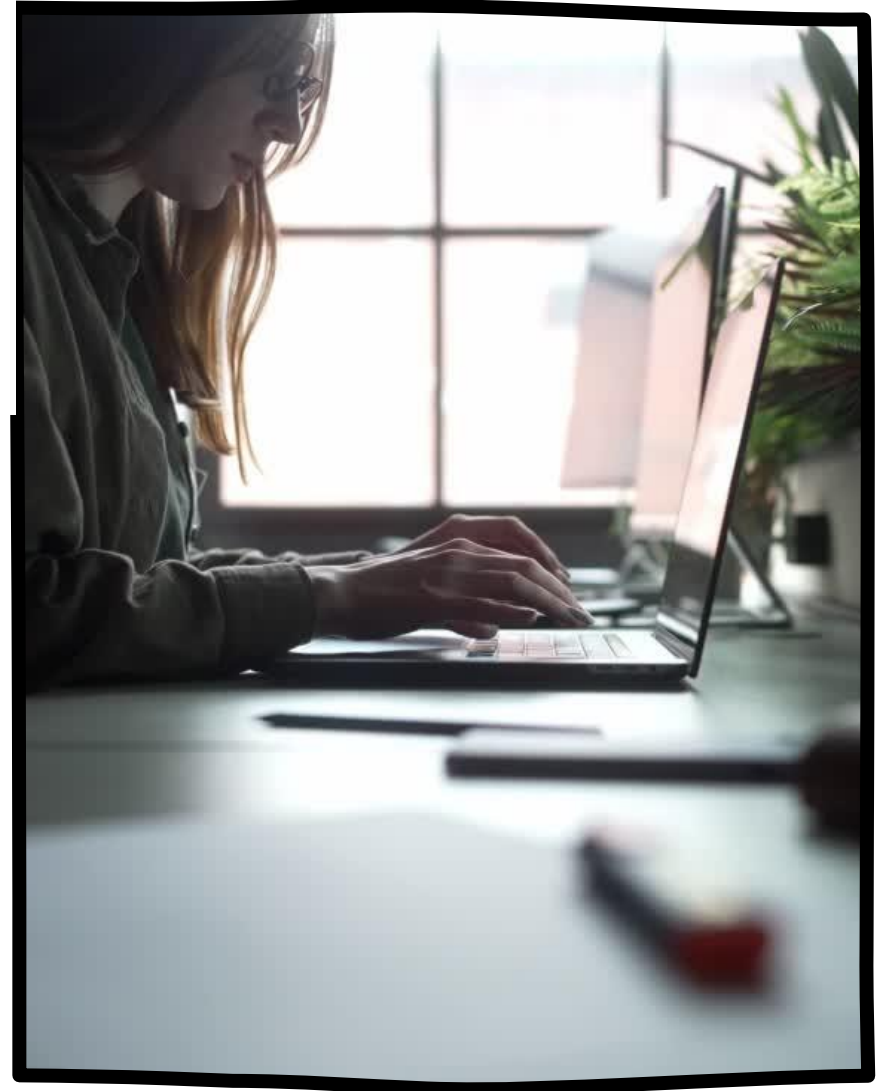
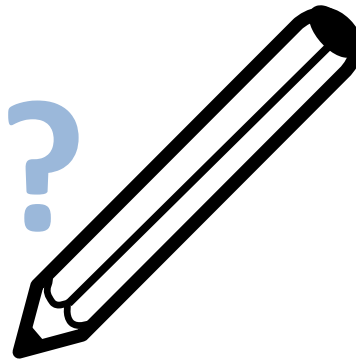
* 1) WHAT IS

ADULT

LEARNING ?

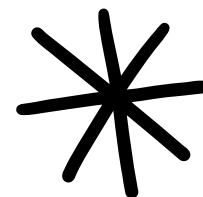
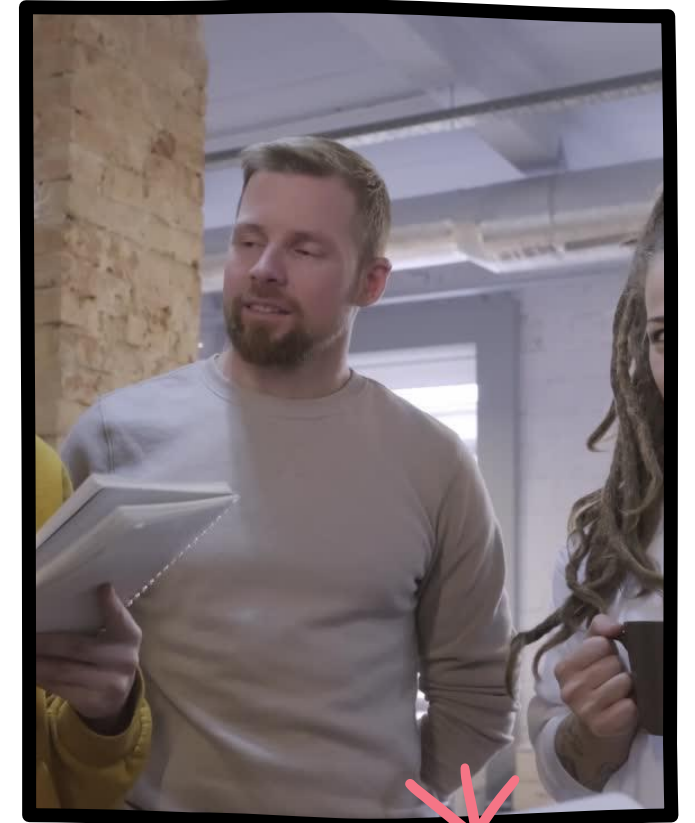


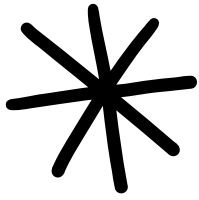
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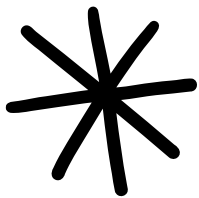
ADULT LEARNING REFERS TO THE EDUCATION AND TRAINING PURSUED BY MATURE LEARNERS. IT IS THE PROCESS BY WHICH ADULTS GAIN KNOWLEDGE, COMPETENCE, AND SKILLS, WHETHER FORMALLY OR INFORMALLY. IT EMPHASIZES LEARNING THAT IS RELEVANT TO IMMEDIATE APPLICATION AND THE LEARNERS, USUALLY COLLEGE-AGED OR OLDER, MAKING SURE THEY ARE IN CHARGE OF THEIR OWN DEVELOPMENT.





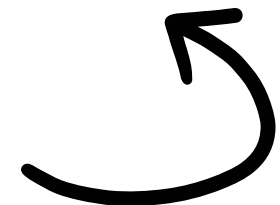
IN 1968 MALCOLM KNOWLES, DEVELOPS THE CONCEPT OF ANDRAGOGY REFERRING TO HOW ADULT LEARNING DIFFERS FROM CHILDREN'S EDUCATION. KNOWLES DEFINES ANDRAGOGY AS "THE ART AND SCIENCE OF TEACHING ADULTS."

ACCORDING TO KNOWLES, ANDRAGOGY, ALSO KNOWN AS ADULT LEARNING, IS PREMISED ON FIVE KEY ASSUMPTIONS: SELF-CONCEPT, ADULT LEARNER EXPERIENCE, READINESS TO LEARN, ORIENTATION OF LEARNING, AND MOTIVATION TO LEARN.



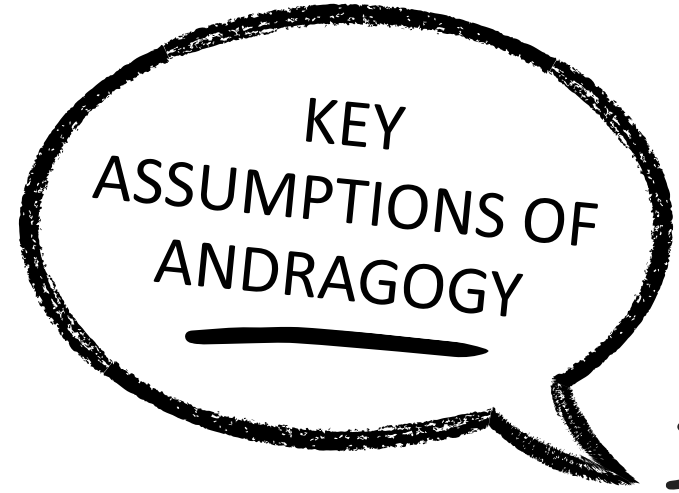
More on
Pedagogy VS Andragogy

www.youtube.com/watch?v=XigkVs_sEPo&t=7s

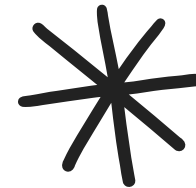
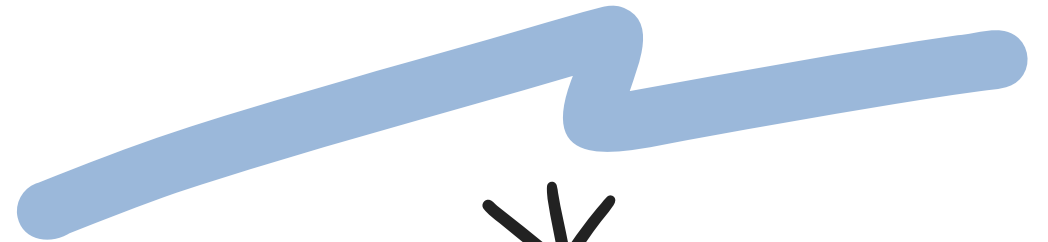


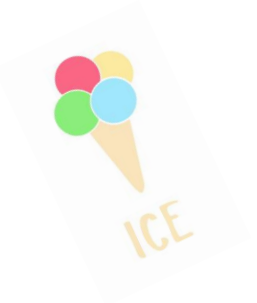
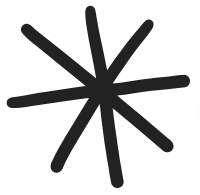


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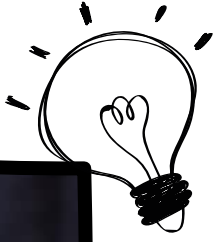
THE LEARNER
NEEDS TO KNOW





ADULTS NEED TO
KNOW WHY, WHAT
AND HOW THEY WILL
LEARN BEFORE BEING
ENGAGED





KEY
ASSUMPTIONS OF
ANDRAGOGY

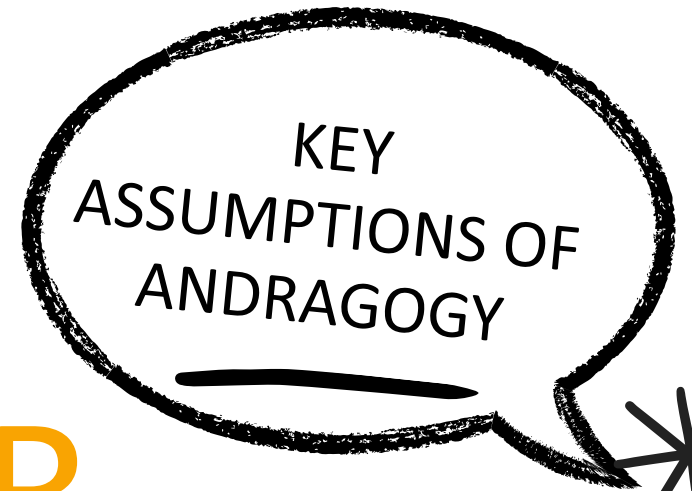
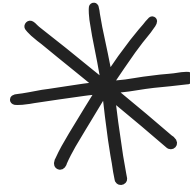
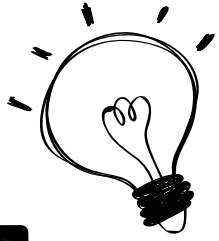
2. SELF CONCEPT





ADULTS HAVE A SELF-DIRECTED LEARNING APPROACH AND THEY FEEL THEMSELVES RESPONSIBLE FOR THEIR PROGRESSION AND UPSKILLING





3. PRIOR

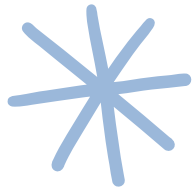
LEARNING

EXPERIENCE

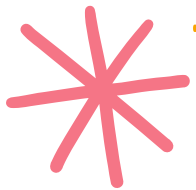


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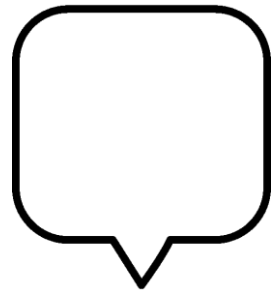




PRIOR LEARNING
EXPERIENCES INFLUENCE
THE ADULT'S APPROACH
TO NEW OPPORTUNITIES

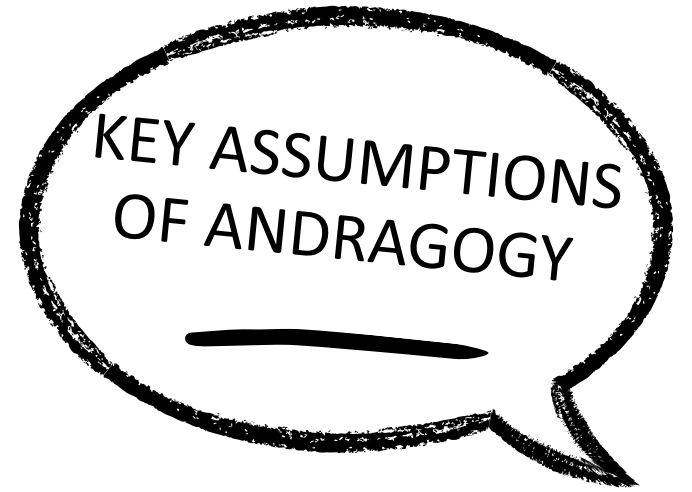
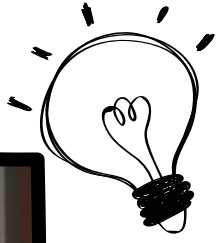


What is Adult Learning



Look at the video!
www.youtube.com/watch?v=Uk6QFIUYrKE





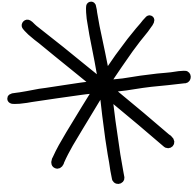
4. READINESS

TO LEARN



ICE



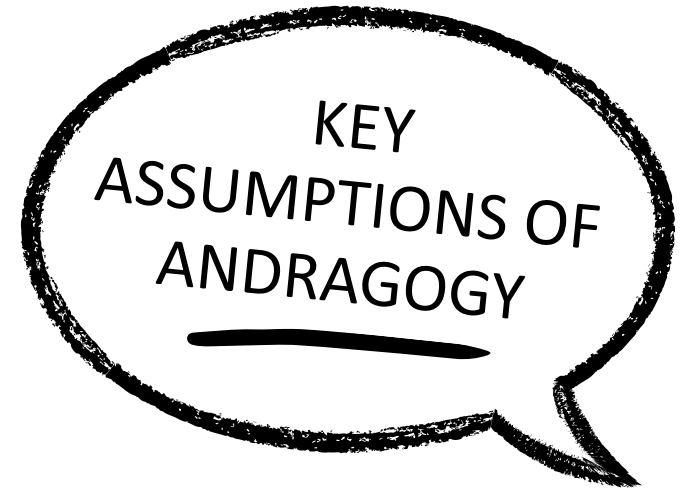


AS MATURE LEARNERS
TAKE ON VARIOUS ROLES
IN SOCIETY, ADULTS
MOTIVATION TO LEARN
BECOMES ORIENTED
TOWARD THE SKILLS
NECESSARY FOR THOSE
ROLES





ICE



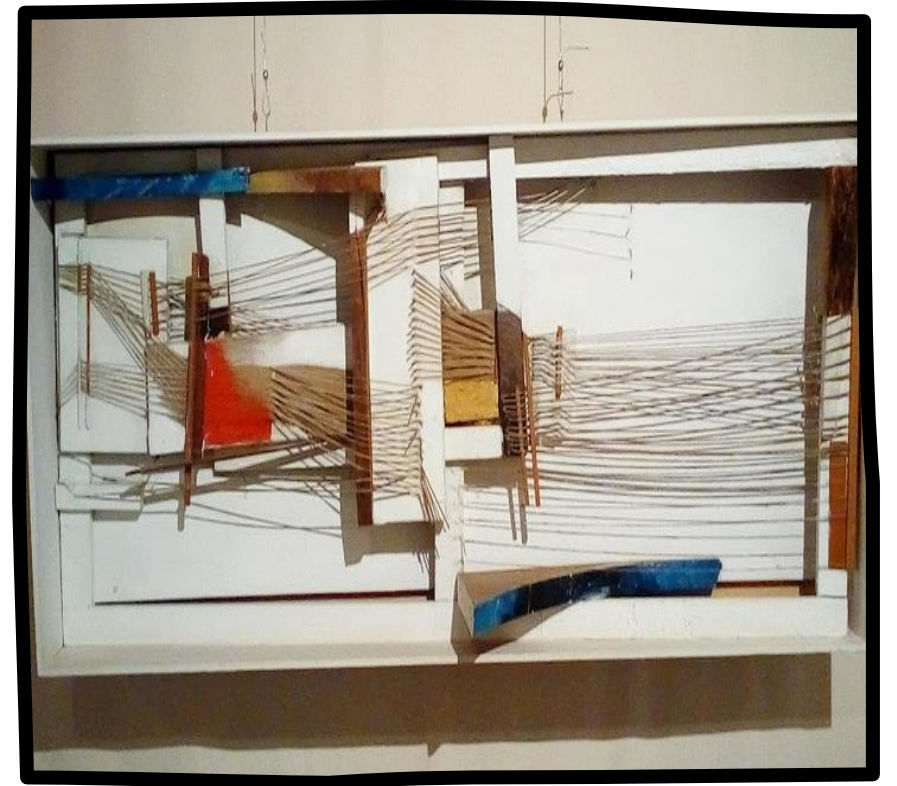
5. ORIENTATION

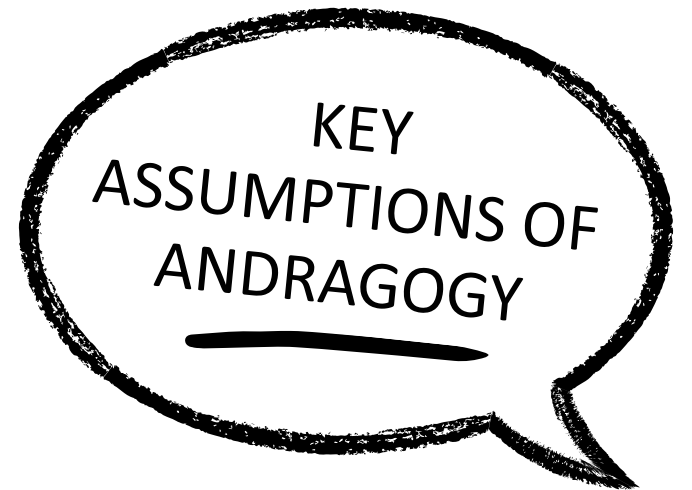
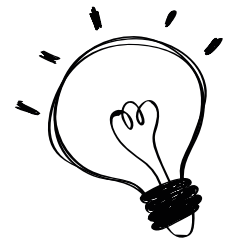
TO LEARNING





ADULTS WANT TO LEARN
WHAT THEY CAN APPLY IN
THE PRESENT, BEING ABLE
TO MOBILIZE THE
ACHIEVED SKILLS AND
KNOWLEDGE IMMEDIATELY
AFTER LEARNING





6. MOTIVATION TO LEARN

How Adult Learn



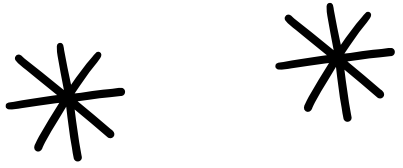
Look at the video!
www.youtube.com/watch?v=3LdEwYDDJBg





ADULTS ARE PUSHED TO
LEARN BY THEIR DESIDE OF
PROFESSIONAL
DEVELOPMENT AND
CAREER PERSPECTIVES

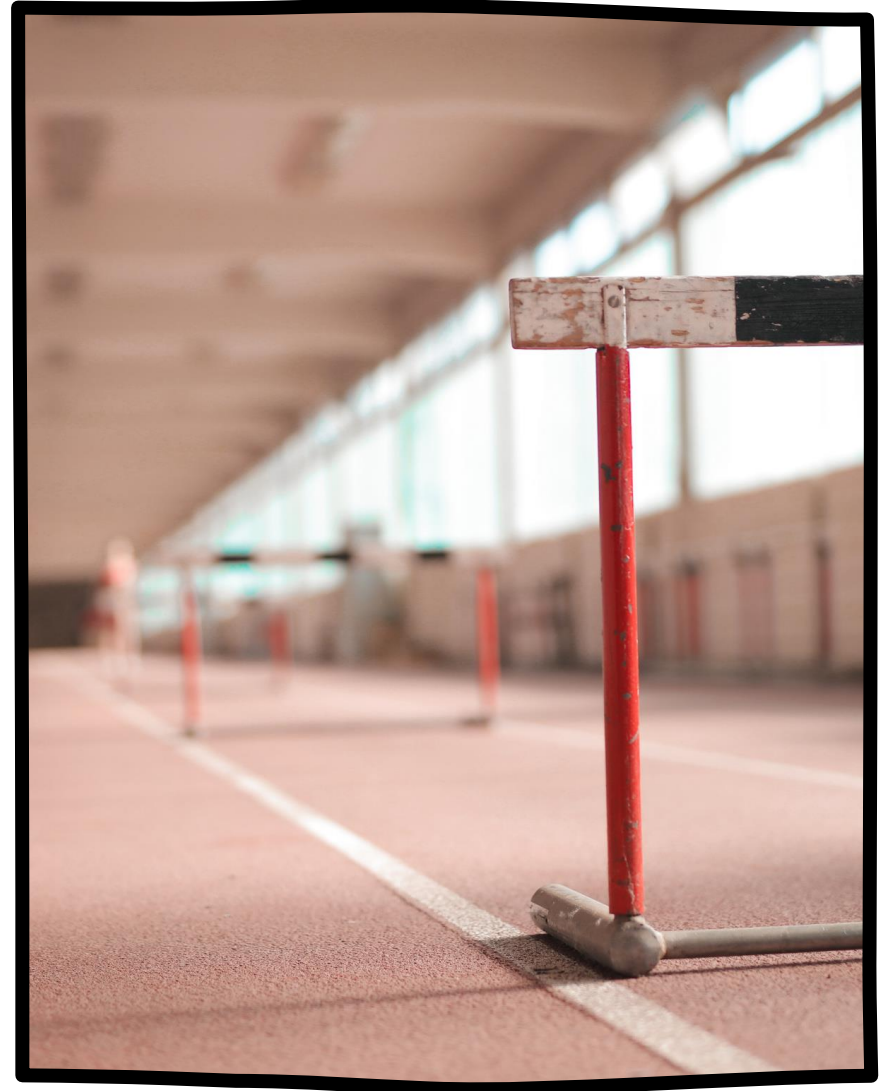
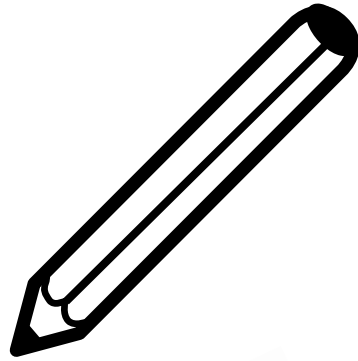




BARRIERS IN

ADULT

EDUCATION



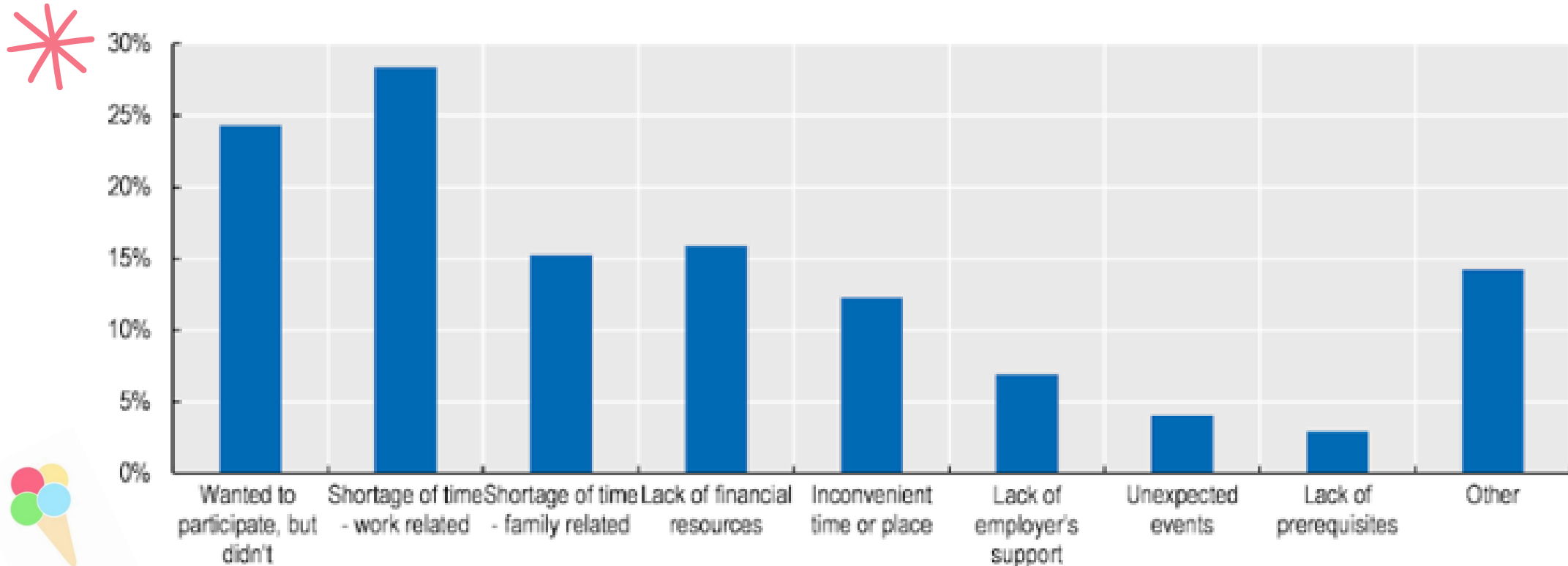


**ADULTS FACE SOME
DIFFICULTIES IN PARTICIPATING
IN LEARNING OPPORTUNITIES**

ACCORDING TO OECD, THE PRIOR BARRIERS TO ACCESS LEARNING ARE:

Figure 1. **Barriers to participation in adult learning**

Reasons for non-participation in adult learning (percentage of adults who wanted to participate but did not)



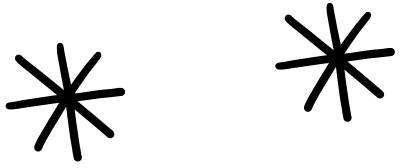
Source OECD 2020



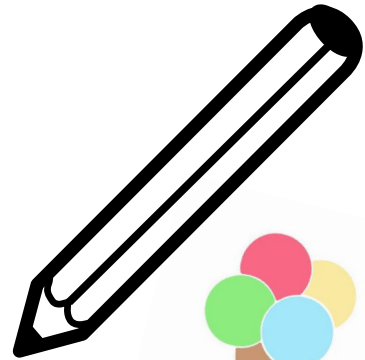


II) TRADITIONAL, INFORMAL and NON-FORMAL LEARNING

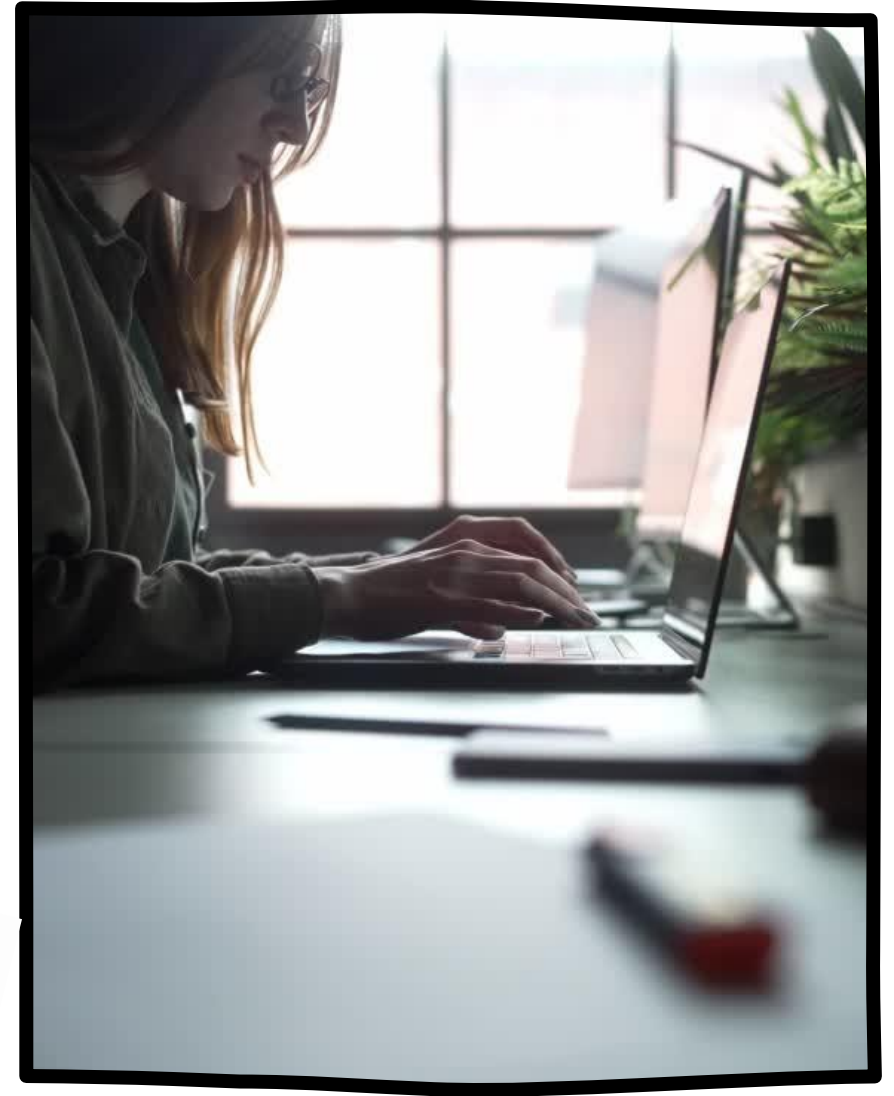




* HOW TO DESIGN ENGAGING ADULT EDUCATION OPPORTUNITIES



ICE



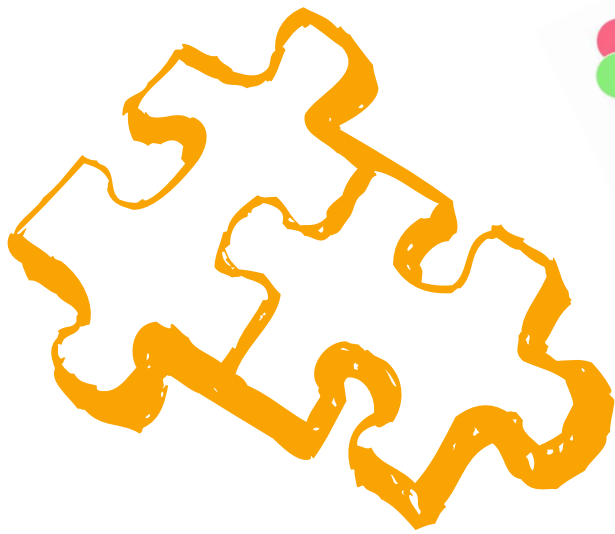


FLEXIBLE OPPORTUNITIES

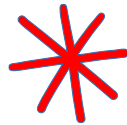
It is very important to pay attention to offer flexible opportunities to learners

The background of the image consists of heavy, draped red curtains, likely from a theater or stage. The curtains are a deep red color and are gathered in the center, creating a series of vertical folds and shadows. The lighting is somewhat dim, with the curtains appearing darker towards the edges and lighter in the center. The overall texture of the curtains is visible, showing the fabric's grain and the way it hangs.

FAVORE INDIVIDUALIZED FORMS OF LEARNING

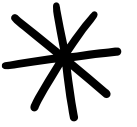


DESIGN MODULAR LEARNING
OPPORTUNITIES
AND RECOGNIZE LEARNING
ACHIEVEMENTS THROUGH
MICRO CREDENTIALS



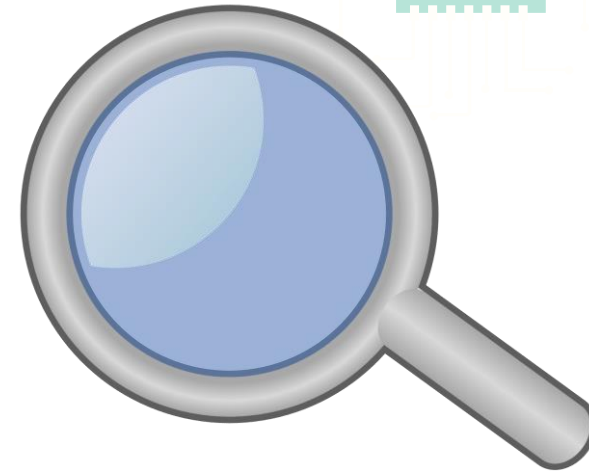
More on MICROCREDENTIALS
www.youtube.com/watch?v=bnjulFSpOsw&t=5s





A MICRO-CREDENTIAL IS THE RECORD OF THE LEARNING OUTCOMES THAT A LEARNER HAS ACQUIRED FOLLOWING A SMALL VOLUME OF LEARNING. THESE LEARNING OUTCOMES HAVE BEEN ASSESSED AGAINST TRANSPARENT AND CLEARLY DEFINED STANDARDS.

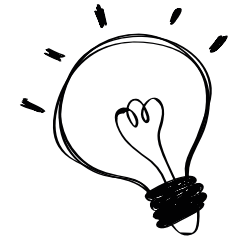
MICRO-CREDENTIALS ARE OWNED BY THE LEARNER, CAN BE SHARED AND ARE PORTABLE. THEY MAY BE STANDALONE OR COMBINED INTO LARGER CREDENTIALS. THEY ARE UNDERPINNED BY QUALITY ASSURANCE FOLLOWING AGREED STANDARDS IN THE RELEVANT SECTOR OR AREA OF ACTIVITY.



More Info

<https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf>





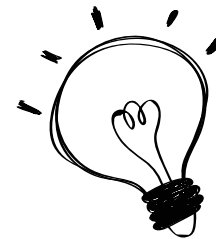
guidance
counselling
mentorship schemes
peer-to-peer

INTEGRATE LEARNING
WITH OTHER
SUPPORTING SERVICES





VALORISE NON FORMAL
AND INFORMAL LEARNING
METHODOLOGIES!



✧ ✧

III) Some practical examples of Non-formal and Informal LEARNING

6

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Informal learning  
methodologies in Adult  
education

## ACTIVE VOLUNTEERING

VOLUNTEERING is contribution of time, effort and talent to a need, cause or mission without financial gain.

Volunteering is all about you being able to contribute some of your own time to help people in our communities !



Informal learning  
methodologies in Adult  
education

**ARTISTIC LANGUAGES: ARTS, THEATRE,**  
**VIDEO, DANCE, FILM**

ARTISTIC LANGUAGES IN ALL THEIR  
FORMS might have a strong potential in engaging  
adults, boosting learning processes through free  
expression





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methodologies in Adult  
education

## GAME EDUCATION

EXAMPLES OF GAME-BASED LEARNING  
include card games, board games, and video  
games.

The purpose of game-based learning is to  
motivate or incentivize learners to engage to  
interact with each other by using entertainment  
as a learning tool



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methodologies in Adult  
education

## LEARNING ONSITE VISIT

INFORMAL EDUCATION refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience.

Learning visits to museums, libraries, theatres, creative centres might be rnersery positive experiences for adults



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methodologies in Adult  
education

## OUTDOOR AND SPORT EDUCATION

OUTDOOR EDUCATION IS ORGANIZED learning that takes place in the outdoors.

Outdoor education programmes sometimes involve residential or journey wilderness-based experiences in which adults participate in a variety of adventurous challenges and outdoor activities such as hiking, climbing, canoeing, ropes courses and group games.

Outdoor education draws upon the philosophy, theory, and practices of experiential education and environmental education

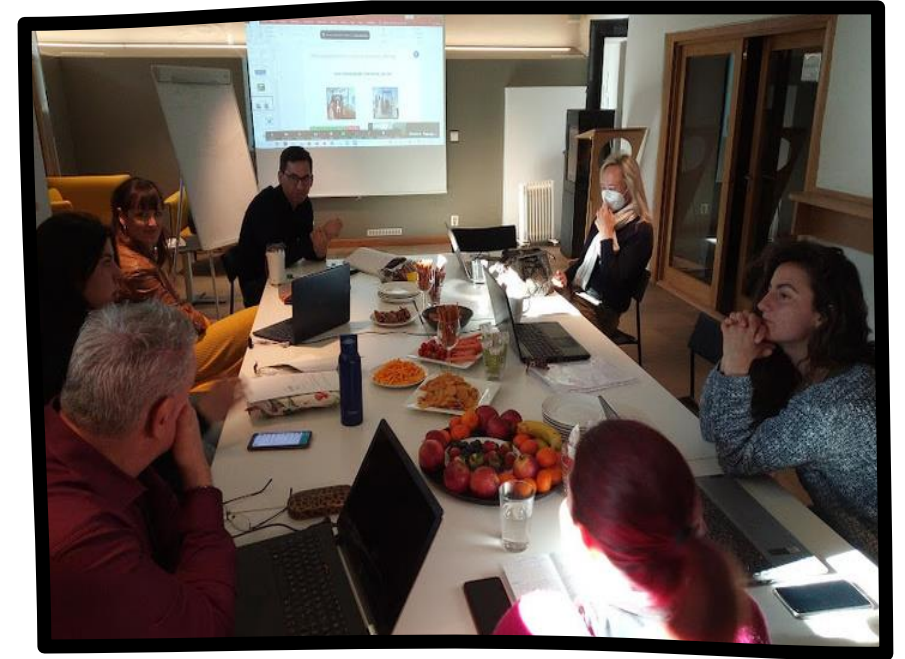


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methodologies in Adult  
education

## SHADOWING DAYS

JOB SHADOWING is when a person (students, job-seeker, etc.) follows and observes a professional for a short period of time to learn from on field observation and to have a more clear idea about that job or profession.

Shadowing days are mostly used as career guidance activities



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methodologies in Adult  
education

## STORYTELLING

THE NATIONAL STORYTELLING NETWORK DEFINES  
STORYTELLING as is the interactive art of using words and  
actions to reveal the elements and images of a story while  
encouraging the listener's imagination.

Storytelling happens in many situations, from kitchen-table  
conversation to religious ritual, from telling in the course of  
other work.

All are equal citizens in the diverse world of storytelling



Informal learning  
methodologies in Adult  
education

## CULTURAL WALKING

A CULTURAL WALK is a short tour undertaken on foot to different cultural sites within the local community where guests have an opportunity to meet local people and enjoy a cross-cultural interaction.

A cultural walk is essentially a walking tour filled with unique people, places, and cultures and direct connections with the past



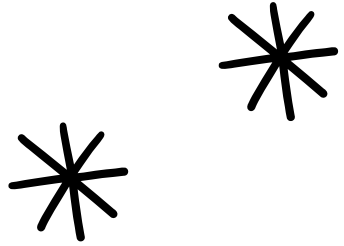
Non-formal and Informal  
learning methodologies in  
Adult education

## WORKSHOPS

WORKSHOPS are very used non-formal and informal learning events able to boost participants' interaction, discussions and exchange regarding specific topics.

A facilitator usually coordinates such events, to collect everyone's contribution, to relaunch stimuli for further discussion and to finally make a wrap up





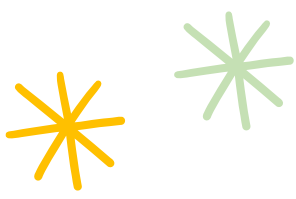
## **IV) TEST**

### **FOR SELF-EVALUATION**



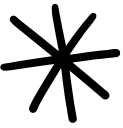
- 1. WHAT IS THE DIFFERENCE BETWEEN "FORMAL, NON-FORMAL, AND INFORMAL LEARNING"?**
- 2. WHAT KIND OF BARRIERS DO ADULTS FACE IN ACCESSING LEARNING OPPORTUNITIES?**
- 3. WHICH PRINCIPLES SHOULD BE RESPECTED IN THE CO-DESIGN OF LEARNING OPPORTUNITIES FOR ADULTS?**
- 1. WHAT KIND OF INFORMAL LEARNING METHODOLOGIES MAKE LEARNING OPPORTUNITIES FOR ADULTS MORE ENGAGING?**





# V) GLOSSARY

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adult Education</b>           | All forms of non-vocational adult education, whether of a formal, nonformal or informal nature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Civic or Service Learning</b> | Learning that combines Service (citizenship, solidarity actions and volunteering for the community) and Learning (the acquisition of professional, methodological, social skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Informal Learning</b>         | Learning resulting from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Job shadowing</b>             | A stay at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long-term partnerships through participative observation.                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Learning outcomes</b>         | Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Lifelong Learning</b>         | Lifelong learning means learning in all its forms, whether formal, nonformal or informal, taking place at all stages in life and resulting in an improvement or update in knowledge, skills, competences and attitudes or participation in society from a personal, civic, cultural, social or employment-related perspective, including the provision of counselling and guidance services; it includes early childhood education and care, general education, vocational education and training, higher education, adult education, youth work and other learning settings outside formal education and training and it typically promotes cross-sectoral cooperation and flexible learning pathways. |
| <b>Microcredential</b>           | A micro-credential is a recognised proof of the learning outcomes that a learner has achieved following a short learning experience, according to transparent standards and requirements and upon assessment. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, are shareable, portable and may be combined into larger credentials or qualifications                                                                                                            |



|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Non-formal Learning</b>                             | Learning which takes place outside formal education and training through planned activities in terms of learning objectives and learning time and where some form of learning support is present.                                                                                                                                                                                                                                                                                         |
| <b>Open Educational Resource</b>                       | Educational materials of any kind (e.g. textbooks, worksheets, lesson plans, instructional videos, entire online courses, educational games) which can be freely used, adapted and shared. OERs have either been released under an open licence or are in the public domain (i.e. copyright protection has expired). Cost-free materials that cannot be adapted and shared by the public are not OERs.                                                                                    |
| <b>Peer Learning</b>                                   | A reciprocal learning activity, which is mutually beneficial and involves the sharing of knowledge, ideas and experience between the participants. Peer learning practices enable to interact with other participants, their peers, and participate in activities where they can learn from each other and meet educational, professional and/or personal development goals.                                                                                                              |
| <b>Onsite Visit</b>                                    | A visit where the participant gets to know and study another organisation or institution, its practices and systems. It enables the participant to have a learning experience based on direct contact and on observation of the host organisation's methods and practices.                                                                                                                                                                                                                |
| <b>Trasversal (life-soft) skills</b>                   | Include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context and to cope with stress and uncertainty. These skills are part of the key competences                                                                                                                                        |
| <b>Validation of informal and non- formal learning</b> | A process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: 1. Identification through dialogue of particular experiences of an individual; 2. Documentation to make visible the individual's experiences; 3. A formal assessment of these experiences; 4. Certification of the results of the assessment which may lead to a partial or full qualification |
| <b>Virtual learning</b>                                | Acquisition of knowledge, skills and competences through the use of information and communication technology tools that allow participants to have a meaningful transnational or international learning experience.                                                                                                                                                                                                                                                                       |
| <b>Virtual cooperation</b>                             | Any form of cooperation using information and communication technology tools to facilitate and support any relevant Programme actions.                                                                                                                                                                                                                                                                                                                                                    |
| <b>Work based learning</b>                             | Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a vocational education and training institution.                                                                                                                                                                                                                                                                |

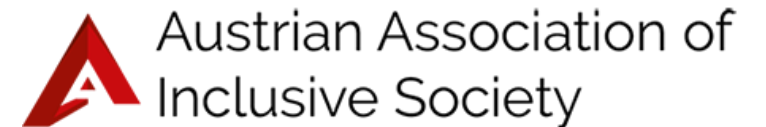
THANK YOU!  
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**GLOCAL**  **FACTORY**

**HOTEL SILBER**



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