

## **A summary of the results and recommendations of Erasmus + project “Clue to Inclusion” (2018-20019).**

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” (2018-20019).

**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 case-study, 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.

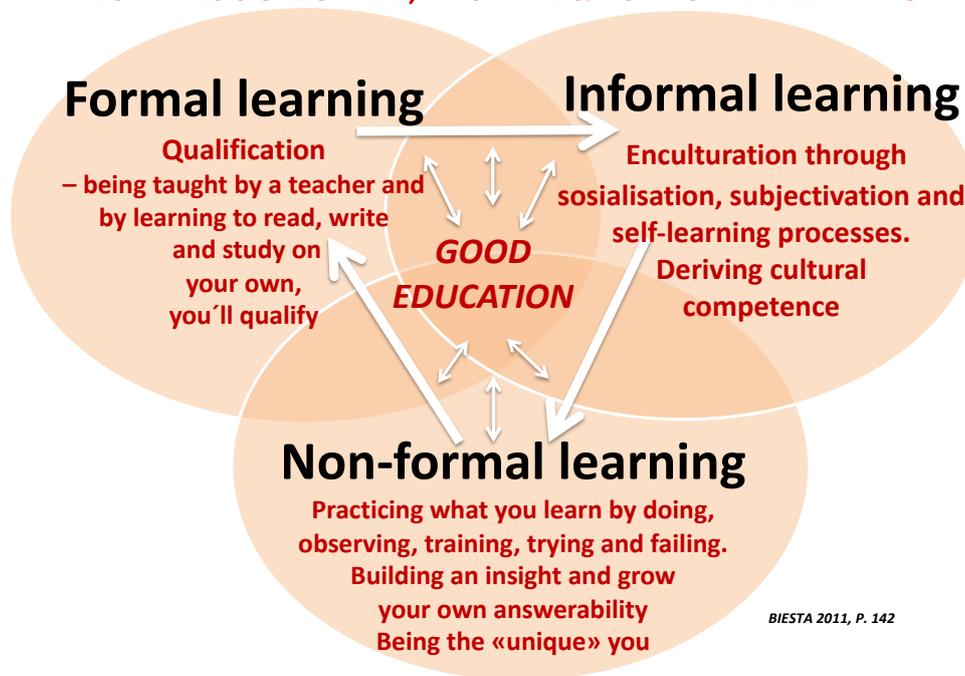
### **Conclusions:**

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*.

## «GOOD EDUCATION»

THE SYNTHESIS OF FORMAL, INFORMAL & NON-FORMAL LEARNING



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”?*