



NECE Focus Group

RFCDC in the non-formal sector

Project results and opportunities

1

Guiding questions for non-formal educators

In the **preparation phase** of a non-formal educational activity:

- Determination of aims and learning goals
- Inspiration for the choice of topics
- Briefings of speakers, facilitators and co-operations partners
- For fundraising and in writing applications and reports
- For the development of methods and educational material

In the reflection process of the **educator's attitude** and practice of a non-formal educational activity:

- To describe understanding of democracy as an educational practitioner
- Reflection of competences you bring in as an educational practitioner
- To have a more precise language what you mean by civic education
- To make the results and the effect of your work more visible
- Reflect where your educational work is more focused on deficits and where it is more focused on strengths of the participants

In the reflection process of the **impact** of a non-formal educational activity:

- To be aware of your own "hidden agenda" in an educational process
- To compare your own alleged and intuitive concepts with the concepts of the framework
- To make implicit concepts explicit for educators and learners alike

Project results and opportunities

2

Reflection methods for non-formal educators

Ranking competences

Reflection of personal attitudes as educators

Clarify motivations and learning goals for educators

Develop awareness for different attitudes of teaching or different professional backgrounds

Reflecting competences of educators

Reflection of critical teaching situations and the competences that could help to solve these situations

Awareness of competences of personal strengths as educators that can be reassuring for their professional work

Reflection on individual competences of educators, which could be developed further

Extending your repertoire of learning methods

Reflection on the personal repertoire of training methods for learners in respect of certain competences

Sharing practical ideas and methods among non-formal educators

Develop awareness for new methods that help to foster competences that were not yet in the repertoire of methods

Project results and opportunities

3

Illustrated methods for learners



- In the park: which rules should apply?
- Method focuses on dilemmas when different, equally legitimate values and matters of concern come into conflict
- In this exercise, reflection plays a major role. It is important that it covers agreed results and the decision-making process that took place in each group
- The RFCDC can be used to reflect with learners what kind of competences are needed for dealing with these dilemmas in a society that is increasingly diverse

Project results and opportunities

4**Reflection tool for cooperation relationships**

Non-formal educators and youth and social workers

- Youth work is a working field linking different professional groups
- Various activities and learning environments
- Professional diversity of youth work as well as its broad range of activities offer a wide scope of possibilities for the learning of democratic competences
- RFCDC can serve as a tool to strengthen education on democratic competences in youth and social work
- Example: The RFCDC as a tool for cooperation in international student and youth exchange

Teachers and non-formal educators

- Collaboration relationships between teachers at schools and non-formal civic educators are a good way to combine daily school life with a non-formal, experience-oriented learning approach
- Different educational professions influence the partnerships
- The RFCDC can serve as a mediating instrument between different educational professions
- Example: The RFCDC in preparation meetings for collaboration projects

Challenges



- Observing learning results among learners may contradict principles of non-formal educational processes
- Should competences that are at the core of an educational activity be transparent for learners and educators alike?
- Lack of time: It is difficult to use the RFCDC as tool to on a regular basis. Non-formal educators applied the RFCDC as a reflection tool for their
 - general attitude as educators
 - their working relationships
 - repertoires of training methods and educational materials