

Non Formal Education Flexible Schooling Or Participatory Education 1st Edition

This book explores the ongoing dilemma that has plagued many educators for generations - is adult learning and the teaching of adults the same or different from that of younger persons? Rogers examines what is meant by learning. He proposes that there are two distinct forms of learning common to both older and younger persons - 'task-conscious learning' and 'learning-conscious learning'. Expanding this concept, he argues that the uniqueness of adult teaching lies not in the different ways in which adults and children learn, but in the sense of identity that learners bring to their learning and the relationships between teacher and learner. Rogers believes that if we are to be effective in the way we teach adults, we need to understand and build upon adults' natural learning practices and processes and the identities they are creating. This book offers a distinctive approach to adult learning and the effects this could, or should have on teaching.

Intercultural learning has long held a central role in European youth work and policy, especially in international youth exchanges. The expectations placed on intercultural learning as a process, as an educational and social objective and, lastly, as a political attitude in relation to diversity remain fully relevant in Europe today. Several factors are necessary for the development of quality youth work, including the capacity to put knowledge and research to good use and, similarly, to present youth work in ways that actors in other social and policy fields can understand. The work of the partnership between the European Commission and the Council of Europe in the field of youth in the areas of youth-worker training and of intercultural dialogue - in particular the Euro-Mediterranean co-operation activities - has provided many examples of successful experiences in intercultural learning in youth work and of difficulties in communicating about such work. This essay by Susana Lafraña is a contribution to enlarging the circle of cooperation on intercultural learning through youth work. The connections that she makes between non-formal learning, youth work and intercultural theory sum up much of what has been said in the youth work field in the past years. It is translated and published here with the intention of adding one more stone to the edifice of intercultural learning and non-formal education.

The monograph From Formal to Non-Formal: Education, Learning and Knowledge presents a review of selected aspects of non-formal education and learning, and is written by Ant  nio Fragooso, Petra Javrh, Polona Kelava, Taja Kramberger, Nives Li  n, Marko Radovan, Drago B. Rotar, Klara Skubic Ermenc, Tadej Vidmar, Igor  .  agar, Tihomir  iljak and Sabina  nidar  .  agar. These authors are all anthropologists, sociologists, philosophers, political scientists, education scientists and historians of education. As such, the subject covered is a broad one and reaches into fields that at first glance appear to be very distant from each other. It is precisely this diversity of approaches that offers the best promise of new findings regarding non-formal learning, education and knowledge and that represents a fruitful basis for further reflection on these topics. The monograph thus offers answers to some starting points for reflection on the increasingly varied dimensions and possibilities of formal, non-formal and informal knowledge and learning.

Volume numbers determined from Scope of the guidelines, p. 12-13.

Education for All by 2015. Will We Make It?

Manual for Facilitators in Non-formal Education Involved in Preparing and Delivering the Programme of Study Sessions at European Youth Centres

Proceedings of the 7th International Workshop Soft Computing Applications (SOFA 2016), Volume 2

Evidence for the World's Best Investment

Centralization and Decentralization

Ten Steps to Equity in Education

Insights and Inspiration from Teachers across America

New hope for our most vulnerable English learners "One of the guiding principles of effective English language teaching is for educators to know their students. And that in a nutshell captures the value of this book. . . . The compassion that Custodio and O'Loughlin feel for our SIFE students, the commitment they have to educating them well, and the comprehension they have of the assets these learners bring to the classroom are evident in the writing, tools, and vignettes they share." -Deborah J. Short Under the best of circumstances, the academic demands of today's classrooms can be daunting to our English learners. But for the tens of thousands of newly arrived students with interrupted formal education, even the social challenges can be outright overwhelming. Rely on this all-in-one guide from Brenda Custodio and Judith O'Loughlin for expert insight on how to build the skills these students need for success in school and beyond. Inside you'll find Essential background on factors leading to interrupted education Specific focus on refugee children and Latino immigrants Guidance on building internal resilience for long-term social and emotional health Recommendations for creating supportive environments at the classroom, school, and district level About one thing, Brenda and Judith are absolutely convinced: our SIFE students can learn and make progress, often at a remarkable speed. But it's up to us, their educators, to provide the time, attention, and a specific focus. Consider this book your first step forward.

The Comparative Education Research Centre (CERC) at the University of Hong Kong is proud and privileged to present this book in its series CERC Studies in Comparative Education. Alan Rogers is a distinguished figure in the field of non-formal education, and brings to this volume more than three decades of experience. The book is a masterly account, which will be seen as a milestone in the literature. It is based on the one hand on an exhaustive review of the literature, and on the other hand on extensive practical experience in all parts of the world. It is a truly comparative work, which fits admirably into the series Much of the thrust of Rogers' work is an analysis not only of the significance of non-formal education but also of the reasons for changing fashions in the development community. Confronting a major question at the outset, Rogers ask why the terminology of non-formal education, which was so much in vogue in the 1970s and 1980s, practically disappeared from the mainstream discourse in the 1990s and initial years of the present century. Much of the book is therefore about paradigms in the domain of development studies, and about the ways that fashions may gloss over substance.

The aim of the Council of Europe's youth policy is to provide young people - girls and boys, young women and young men - with equal opportunities and experience which will enable them to develop the knowledge, skills and competencies to play a full part in all aspects of society. The programme of activities aims at associating young people, through governmental and non-governmental youth partners, with the aims and priorities of the youth policy of the Council of Europe. The participants in the education and training activities are multipliers who, within their youth organisations or institutions, are involved in training other young people and/or in designing activities and programmes that put into practice the values, standards and objectives that preside over the youth policy of the Council of Europe. The use of non-formal learning principles is combined with experiential learning approaches, the most apt at making the learning experiences meaningful and relevant. Activities are implemented in accordance with quality standards agreed with partners of and participants in the activities. The quality of these activities depends, to a large extent, on the competences and abilities of the facilitators of these educational processes, many of whom are volunteers within youth and community organisations. This manual was developed in order to support them in that role, particularly when they are part of the educational teams of study sessions at the European Youth Centre. The manual provides essential information and practical tips for all who are involved in planning and delivering non-formal education intercultural activities across Europe and, in doing so, contribute to further their recognition.

Unschooling or learner-centered education is not good for attaining grade school standards. I think this system works best for naturally creative-gifted kids who have mastered the 3 r's somewhat by grade 7. If they got grade 7 math, reading and writing down and they're self-motivated, let them go. See where their genius takes them. Only a few children are intrinsically motivated enough to control their own education without degenerating into wanting to be a pop star or beauty contest queen. Unschooling is good for naturally intelligent kids whose families have some money and their parents, other relatives or paid caretakers/ tutors have time to guide them along but many kids are not naturally curious beyond what they're brainwashed by on TV and many are poor as well. They can't study archeology on a whim because it would cost money for books, tools, etc.

Adult and Non Formal Education

Adults Learning for Development

Implementing All the Millennium Development Goals

Students With Interrupted Formal Education

The Necessity of Informal Learning

The Base of the Iceberg

A Shared Classroom and Homeschooling Approach

This book deals with the relevance of recognition and validation of non-formal and informal learning education and training, the workplace and society. In an increasing number of countries, it is at the top of the policy and research agenda ranking among the possible ways to redress the glaring lack of relevant academic and vocational qualifications and to promote the development of competences and certification procedures which recognise different types of learning, including formal, non-formal and informal learning. The aim of the book is therefore to present and share experience, expertise and lessons in such a way that enables its effective and immediate use across the full spectrum of country contexts, whether in the developing or developed world. It examines the importance of meeting institutional and political requirements that give genuine value to the recognition of non-formal and informal learning; it shows why recognition is important and clarifies its usefulness and the role it serves in education, working life and voluntary work; it emphasises the importance of the coordination, interests, motivations, trust and acceptance by all stakeholders. The volume is also premised on an understanding of a learning society, in which all social and cultural groups, irrespective of gender, race, social class, ethnicity, mental health difficulties are entitled to quality learning throughout their lives. Overall the thrust is to see the importance of recognising non-formal and informal learning as part of the larger movement for re-directing education and training for change. This change is one that builds on an equitable society and economy and on sustainable development principles and values such as respect for others, respect for difference and diversity, exploration and dialogue.

This book is the first comprehensive account of developments in open and distance non-formal education in developing countries for over more than 20 years. It includes many instructive and inspiring examples of how international agencies such as UNESCO, FAO, WHO, UNICEF, USAID and the Commonwealth of Learning and national providers are using radio, TV, online and mobile learning, telecentres and other means to achieve the Education for All, Millennium Development and Sustainable Development Goals. It describes the educational needs of the world's most disadvantaged, vulnerable and least formally educated children, youth and adult populations, including the disabled, refugees and prisoners. It also reports on the successes, outcomes, constraints and shortcomings of using open and distance methods and technology to deliver literacy and numeracy programmes, equivalency, 'second chance' or alternative schooling, life skills and rural community development programmes and income generation and vocational training outside the framework of the formal education system. It concludes with suggestions for the extension and improvement of such lifelong learning. Designed to encourage further research and development in these capacity-building practices outside the established formal system, this is a must-read for all policy-makers, managers, educators, students and researchers interested in non-formal education for individuals, families and communities in the developing world.

Globalization has brought dramatic changes to the character and functions of education in most countries around the world. However, the impact of globalization on schools and universities is not uniform. One public-policy strategy that has been widely adopted is decentralization; but there is no consensus on whether centralization or decentralization is more effective to improve organization and management in education. This book is contextualized in the literature on globalization, and examines how policies of decentralization have affected the running of education in Hong Kong, Taiwan, Shanghai, Singapore, Macau and Mainland China. It analyzes the strategies that the governments of the selected societies have adopted in reforming the structure of education systems, mobilizing different forces to create more educational opportunities, and devising new measures to assure quality in the education sector.

A review of research on "not-school" learning that investigates what is distinctive in the quality of learning in these settings. Schools do not define education, and they are not the only institutions in which learning takes place. After-school programs, music lessons, Scouts, summer camps, on-the-job training, and home activities all offer out-of-school educational experiences. In Learning at Not-School, Julian Sefton-Green explores studies and scholarly research on out-of-school learning, investigating just what it is that is distinctive about the quality of learning in these "not-school" settings. Sefton-Green focuses on those organizations and institutions that have developed parallel to public schooling and have emerged as complements, supplements, or attempts to remediate the alleged failures of schools. He reviews salient principles, landmark studies, and theoretical approaches to learning in not-school environments, reporting on the latest scholarship in the field. He examines studies of creative media production and considers ideas of "learning-to learn"-that relate to analyses of language and technology. And he considers other forms of in-formal learning--in the home and in leisure activities--in terms of not-school experiences. Where possible, he compares the findings of US-based studies with those of non-US-based studies, highlighting core conceptual issues and identifying what we often take for granted. Many not-school organizations and institutions set out to be different from schools, embodying different conceptions of community and educational values. Sefton-Green's careful consideration of these learning environments in pedagogical terms offers a crucial way to understand how they work.

The Leader in Me

A New Critique of Adult Learning and Teaching

Non-formal Education and Basic Education Reform

The world of education today and tomorrow

Learning at Not-School

Nonformal Education and Civil Society in Japan

What Is the Difference?

An inspiring account of teachers in ordinary circumstances doing extraordinary things, showing us how to transform education What School Could Be offers an inspiring vision of what our teachers and students can accomplish if trusted with the challenge of developing the skills and ways of thinking needed to thrive in a world of dizzying technological change. Innovation expert Ted Dintersmith took an unprecedented trip across America, visiting all fifty states in a single school year. He originally set out to raise awareness about the urgent need to reimagine education to prepare students for a world marked by innovation—but America's teachers one-upped him. All across the country, he met teachers in ordinary settings doing extraordinary things, creating innovative classrooms where children learn deeply and joyously as they gain purpose, agency, essential skillsets and mindsets, and real knowledge. Together, these new ways of teaching and learning offer a vision of what school could be—and a model for transforming schools throughout the United States and beyond. Better yet, teachers and parents don't have to wait for the revolution to come from above. They can readily implement small changes that can make a big difference. America's clock is ticking. Our archaic model of education trains our kids for a world that no longer exists, and accelerating advances in technology are eliminating millions of jobs. But the trailblazing of many American educators gives us reasons for hope. Capturing bold ideas from teachers and classrooms across America, What School Could Be provides a realistic and profoundly optimistic roadmap for creating cultures of innovation and real learning in all our schools.

Learning in Places is a concerted effort undertaken by an outstanding group of international researchers to create a resource book that can introduce academic, professional and lay readers to the field of informal learning/education and its potential to transform present educational thinking. The book presents a wealth of ideas from a wide variety of disciplinary fields and methodological approaches covering multiple learning landscapes - in museums, workplaces, classrooms, places of recreation - in a variety of political, social and cultural contexts around the world. Learning in Places presents the most recent theoretical advances in the field; analyzing the social, cultural, political, historical and economical contexts within which informal learning develops and must be critiqued. It also looks into the epistemology that nourishes its development and into the practices that characterize its implementation; and finally reflects on the variety of educational contexts in which it is practiced.

No More Failures challenges the assumption that there will always be failures and dropouts, those who can't or won't make it in school. It provides ten concrete policy measures for reducing school failure and dropout rates.

This book provides policy recommendations on how best to structure and organise systems for recognition of non-formal and informal learning and is based on an OECD review of 22 countries.

Flexible Schooling or Participatory Education?

Education, Learning and Knowledge

CEB Guidelines

From Formal to Non-Formal

The "People Power" Education Superbook: Book 12. Alternative Education/ Alternative Schools

Stories And Activities For Parents

Teaching History

These two volumes constitute the Proceedings of the 7th International Workshop on Soft Computing Applications (SOFA 2016), held on 24-26 August 2016 in Arad, Romania. This edition was organized by Aurel Vlaicu University of Arad, Romania, University of Belgrade, Serbia, in conjunction with the Institute of Computer Science, Iasi Branch of the Romanian Academy, IEEE Romanian Section, Romanian Society of Control Engineering and Technical Informatics (SRAIT) - Arad Section, General Association of Engineers in Romania - Arad Section, and BTM Resources & Zaden in 1991 and serves to highlight ght the emergence of computing methodologies in which the accent is on exploiting the tolerance for imprecision and uncertainty to achieve tractability, robustness and lower costs. Soft computing facilitates the combined use of fuzzy logic, neurocomputing, evolutionary computing and probabilistic computing, leading to the concept of hybrid intelligent systems. The rapid emergence of new tools and applications calls for a synergy of scientific and technological disciplines in order to reveal the great potential of soft computing published post-conference, were grouped into the following areas of research: • Methods and Applications in Electrical Engineering • Knowledge-Based Technologies for Web Applications, Cloud Computing, Security Algorithms and Computer Networks • Biomedical Applications • Image, Text and Signal Processing • Machine Learning and Applications • Business Process Management • Fuzzy Applications, Theory and Fuzzy Control • Computational Intelligence in Education • Soft Computing & Fuzzy Logic in Biometrics (SCFLB) • Soft Computing Algorithms Applied in Eco

Models in Textiles The book includes the assumption that there will always be failures and dropouts, those who can't or won't make it in school. It provides ten concrete policy measures for reducing school failure and dropout rates. The SAGE Handbook of Curriculum and Instruction emerges from a concept of curriculum and instruction as a diverse landscape defined and bounded by schools, school boards and their communities, policy, teacher education, and academic research. Each contributing author was asked to comprehensively review the research literature in their assigned topic. These topics, however, are defined by practical places on the landscape e.g. schools and governmental policies for schools. Key Features: o Presents a different vision or re-conceptualization of the field of curriculum and instruction o Takes a global rather than North American parochial approach o Recognizes that curriculum and instruction is broader in scope than is suggested by university research and theory o Reflects post-1992 changes in curriculum policy, practice and scholarship o Represents a rethinking of how school subject matter areas are treated. Teacher education is included in the Handbook with the intent of addressing the role and place of teacher education in bridging state and national curriculum policies and curriculum as enacted in classrooms.

This book provides important information regarding the Millennium Development Goals, adopted unanimously by the United Nations in 2000, setting explicit targets in terms of achieving progress in the developing world. This volume provides both a theoretical overview of the role of education in development and also illustrates this with various case studies (based on work of non-government organisations and other donors) in the Asia-Pacific region. The authors include a mix of development practitioners as well as academics engaged in research in this field. community development interventions.

There is growing recognition that non-formal education (NFE) can play an important role in providing basic education for disadvantaged children and young people. However, development agencies and governments face difficult questions about how to manage the relationship between NFE and the formal education system. This paper offers strategies to support and expand the provision of quality non-formal basic education without compromising its innovation and responsiveness to the needs of different groups.The paper first provides an overview of the historical areas of relationships between NFE and the education field as a whole. It draws on examples from Mali, Mexico, Tanzania, India, Namibia, Burkina Faso, Trinidad and Tobago, Somaliland, Brazil, South Africa and the Latin American Fey y Alegria (Faith and Joy) movement.

Non-Formal Education

Soft Computing Applications

Informal Learning and Its Impact on Formal and Non-formal Learning

Education and Training Policy No More Failures Ten Steps to Equity in Education

From Home To School

How Schools and Parents Around the World are Inspiring Greatness. One Child at a Time

Educational Reforms and Changing Governance in Chinese Societies

Education as a concept has long been taken for granted. Most people immediately think of schools and colleges, of classes and exams. This volume aims to highlight non-formal education (NFE) in its various forms across different historical and cultural contexts. Contributors draw upon their experience as educators and researchers in comparative education and sociology to elucidate, compare, and critique NFE in Asia, Europe, Latin America, and the USA. By mapping out NFE's forms, functions, and dynamics, this volume gives us the opportunity to reflect on the myriad iterations of education to challenge preconceived limitations in the field of education research. Only by expanding the focus beyond that of traditional schooling arrangements can we work towards a more sustainable future and improved lifelong learning. This book will appeal to researchers interested in non-formal education and comparative education.

Reflective practice is at the heart of effective teaching, and this book will help you develop into a reflective teacher of history. Everything you need is here: guidance on developing your analysis and self-evaluation skills, the knowledge of what you are trying to achieve and why, and examples of how experienced teachers deliver successful lessons. The book shows you how to plan lessons, how to make the best use of resources and how to assess pupils' progress effectively. Each chapter contains points for reflection, which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher. The book comes with access to a companion website, where you will find: - Videos of real lessons so you can see the skills discussed in the text in action - Transcripts from teachers and students that you can use as tools for reflection - Links to a range of sites that provide useful additional support - Extra planning and resource materials. If you are training to teach history, citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice, and also by helping you to think in depth about the key issues. It provides examples of the research evidence that is needed in academic work at Masters level, essential for anyone undertaking an M-level PGCE. Ian Phillips is course leader for PGCE History (and Teaching and Learning Fellow) at Edge Hill University.

This report constitutes an exploratory study of the submerged mass of learning which takes place informally and implicitly. It considers the importance of informal learning in the formation of knowledge and skills and policies to widen participation.

Explores the advantages and disadvantages of flexischooling, or having a student attend school part-time and be homeschooled the rest of the time, for autistic children so that parents can determine what is right for their child. Original.

Why Recognition Matters

Nonformal Education (NFE) Manual

A Conceptual Review

Developing as a Reflective Secondary Teacher

Education for the End of Poverty

Outcomes, Policies and Practices

A Perspective from Non-Formal Education

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Meis that program. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective Peopleto a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

The biennial Digital Review of Asia Pacific is a comprehensive guide to the state-of-practice and trends in ICT for development (ICT4D) in Asia Pacific, carrying 31 updated country reports on the theme of ICT and education.

Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousofzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women's empowerment What Works in Girls' Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education.

Nonformal Education and Civil Society in Japan critically examines an aspect of education that has received little attention to date: intentional teaching and learning activities that occur outside formal schooling. In the last two decades nonformal education has rapidly increased in extent and significance. This is because individual needs for education have become so diverse and rapidly changing that formal education alone is unable to satisfy them. Increasingly diverse demands on education resulted from a combination of transnational migration, heightened human rights awareness, the aging population, and competition in the globalised labour market. Some in the private sector saw this situation as a business opportunity. Others in the civil society volunteered to assist the vulnerable. The rise in nonformal education has also been facilitated by national policy developments since the 1990s. Drawing on case studies, this book illuminates a diverse range of nonformal education activities; and suggests that the nature of the relationship between nonformal education and mainstream schooling has changed. Not only have the two sectors become more interdependent, but the formal education sector increasingly acknowledges nonformal education's important and necessary roles. These changes signal a significant departure from the past in the overall functioning of Japanese education. The case studies include: neighbourhood homework clubs for migrant children, community-based literacy classes, after-school care programs, sport clubs, alternative schools for long-term absent students, schools for foreigners, training in intercultural competence at universities and corporations, k minkan (community halls), and lifelong learning for the seniors. This book will appeal to both scholars of Japanese Studies/Asian Studies, and those of comparative education and sociology/anthropology of education.

Bridging Where They Are and What They Need

The Informal Education Reader

Learning to Be

The SAGE Handbook of Curriculum and Instruction

Education for All Global Monitoring Report 2008

What School Could Be

Integrating Work in Theological Education

If only we could do a better job of helping students at "connecting the dots," theological educators commonly lament. Integration, often proposed as a solution to the woes of professional education for ministry, would help students integrate knowledge, skills, spirituality, and integrity. When these remain disconnected, incompetence ensues, and the cost runs high for churches, denominations, and ministers themselves. However, we fail in thinking that integrating work is for students alone. It is a multifaceted, constructive process of learning that is contextual, reflective, and dialogical. It aims toward important ends--competent leaders who can guide Christian communities today. It entails rhythms, not stages, and dynamic movement, including disintegration. Integrating work is learning in motion, across domains, and among and between persons. It is social and communal, born of a life of learning together for faculty, staff, administrators and students. It is work that bridges the long-standing gaps between school, ministry practice, and life. It's a verb, not a noun. Here a diverse group of theological educators, through descriptive case studies, theological reflection, and theory building, offer a distinctive contribution to understanding integrating work and how best to achieve it across three domains: in community, curriculums, and courses.

Teachers, parents, students and the governmental agencies are involved in the process of education. The social levels from whom teachers and students come go to determine the quality of education. The process like the community from whom the teachers come and the communities from whom the students can go a long way in influencing the curriculum contents and the outcome of learning. The major problem of any system of education is the outcome of learning after students learn the curriculum and go back to their home as trained citizens of a civilized society. The book has in its contents much to help and guide the students to choose any one of the professional alternatives to decide the direction of their careers. This book, thus, provides many educational ideas for both teachers and students, and as such, this book is a must for all educational institutions and interested persons as well. This unique book is an incomparable title for today's educational researchers and will prove to be insightful with the continuing studies in sociology of education and sociology and education.

Alan Rogers looks at learning (formal, non-formal and informal) and examines the hidden world of informal (unconscious, unplanned) learning. He points out the importance of informal learning for creating tacit attitudes and values, knowledge and skills which influence (conscious, planned) learning -- formal and non-formal. Moreover, he explores the implications of informal learning for educational planners and teachers in the context of lifelong learning. While mainly aimed at adult educators, the book's arguments apply also to schooling and higher education, in both industrialised societies and developing countries where large numbers of children and adults are not and have not been in school and so rely on informal learning to manage change.

Working towards the 2015 millennium development goals, this global report marks the midyear point and provides a rich evidence-based assessment of the provision of education on a global scale. Based on specialized commissions, extensive consultations and multiple research sources, the report provides an authoritative, comparative reference.

Recognising Non-Formal and Informal Learning Outcomes: Policies and Practices

Cross-Bordering Dynamics in Education and Lifelong Learning

Open and Distance Non-formal Education in Developing Countries

Sociology & Education

Community-based Rehabilitation

Intercultural learning in non-formal education: theoretical frameworks and starting points