

SUMMARY

NON-FORMAL LEARNING

It is a common sense that formal, non-formal and informal teaching and learning differ from each other. Yet, there is a lack of information about the ways and means of these types of teaching and learning. How can knowledge be collected, stored and distributed by non-formal (and informal) learning activities? How do these activities relate to each other? It is the main interest of the present issue of *Educatio*.

Éva Tót in her introductory paper deals with the relevances of those new terminology (it is relatively new in the educational policy making in Hungary). Non-formal and informal learning activities fell out of the traditional educational policies. Policy makers today broaden their horizons from the formal types of teaching and learning to the non-formal and informal types. It may help them integrate the various teaching-learning activities in the modern society and thus develop an all-embracing strategy of the knowledge society. However they may face new dilemmas. One of them is the question of how to register non-formal and informal learnings (since they are hidden activities), another may be the question to measure their outcomes.

István Péter Tóth (*Primates in the Classroom*) states – on the basis of the relevant research – that the initial motivations of the human behaviour are not affected by its social and cultural environment. Those research results, however, are not yet known by teachers, schools and policy makers. Their formal teaching activities may be in contradiction with the essential motivations of the human being. The result is low teaching-learning performances.

Benó Csapó (*The Dimensions of Learning and the Structure of Knowledge*) analyses the different educational targets in formal teaching. He makes differences among three targets. They are: (a) conveying more and more new knowledges, (b) developing students' competences and (c) preparing them to the real life after school. They are in competition in the sense that the teachers in formal educational settings try to meet those targets at the same time. These are, however, not different targets but the different dimensions of the human learning ('what to learn', 'how to learn' and 'why to learn'). Integrating these dimensions of 'learning' may help to coordinate the activities which are in competition with each other today.

Katalin Szabó (*Workplace Learning*) analyses various types of learning activities from the viewpoint of the economy. Economics, based on an economy of machine industry did not turn to the detailed analysis of learning till the end of the 20th century. The recent developments both in the economy and the economics (as its reflection) ended up in a new integration of the world of learning and the world of labour. According to it, the world of learning became an important part of the world of labour itself; while to acquire new knowledge became an essential part of the work. The new development has influenced the structure of formal education, establishing new teaching-learning organisations within

the frame of the industry (factory academies and the like). In these ways learning in all forms proves to be the most important strategy for adaptation.

Endre Sík (*Hidden Economy and Learning*) shows how non-formal and informal learning occurs in specific activities like taxi drivers or volunteers. The non-formal and informal teaching-learning activities are essential for keeping the world of work moving. However, non-formal and informal learning are not enough in the case of new knowledge acquisition. Non-formal and especially informal learning are traditional activities, convey traditional knowledge and traditional behaviours. Only formal teaching-learning is able to channel new knowledge to the world of work.

Zsuzsa Vajda (*Fishing for New Knowledge on the Internet*) deals with the development of human learning under the new influences of the internet. The human competence of information processing is not a hereditary but a learnt one and needs – among others – formal education and its structure, the school. The social inequalities of schooling is well known; unequal access to the internet is also a world phenomenon. One cannot, therefore, say that the educational inequalities could be cured by the internet. One of the important questions of the social disadvantage is the social influence of the internet. The author keeps open if the internet can in the future contribute to the equalities among economies and societies in the world.

András Derényi (*Learning Processes in Higher Education*) deals with the formal recognition of non-formal and informal learning. He introduces various existing ways and means of recognition, their advantages, disadvantages and their institutional conditions. Survey results show that the Hungarian higher education is not yet prepared to recognise other than formal learning outcomes. However, it is hoped that under global influences the atmosphere of the Hungarian higher education – in this respect – would be changed.

János Gordon Györi (*Privat Education – A Supplement and a Venture*) describes the worldwide phenomenon of non-formal (non-school) privat education as a 'hidden industry'. These hidden activities – parallel to the public education and in the shadow of the state school systems – are generated by mass schooling. Although mass schooling has been designed to decrease social and cultural inequalities, paradoxically it increases them. The 'hidden school industry' is beneficiary mostly for the middle class. Mass public education – monopolised and centralised by the government – develops its shadow privat system, and with it, the mass public education fulfills its social mission. Private and public in the future, the author hopes, may cooperate in the future on the 'market' of national educations.

János Setényi (*The Traditional Learning*) finds the essence of the 'traditional learning' in the relation between a master and his (her) disciple. A thorough analysis of this relationship helps understand the unique features of the 'traditional learning' activities. The question is if the 'traditional learning' would be suitable to the requirements of the 'modern' world and the globalisation processes.

Vilmos Csányi (biologist), István Kamarás (sociologist) and László Z Karvalics (historian) on a panel – led by Zsuzsanna Hanna Bíró – stress the importance of 'ritual behaviours' in the learning activities. Ritual behaviours in the course of learning process may cause mental changes and thus may reinforce the results of learning. It is a serious critic of the mechanical view of the learning activities which is based on a different view of the human being. The teacher's view of the student – whether it is stated or it remains hidden – may dominate the entire process of teaching and learning and develops the real objectives and requirements in formal education.