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THE NON-FORMAL EDUCATION - FORMATIVE VALENCES

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ABSTRACT : Non-formal education, together with the other two forms of education (formal and informal) bring together the educational influences and actions that intervene in the formation of the individual, in an organized and structured way (according to general and pedagogical norms and in an institutionalized framework) or, on the contrary, in a way spontaneous (haphazard, diffuse, unofficial). The demarcation between these three forms of education is a theoretical one, in practice they function as a complex. The interdependence of the forms of education creates the premises for the effective development of the training activity.

Keywords: Education, formal education, non-formal education, informal education,

The distinction between non-formal and formal and informal education is based on two criteria:

• that of the design that delimits between the forms of institutionalized education - formal education and non-formal education (which have in mind the achievement of specific purposes, in an institutionalized framework); and the non-institutionalized form of education - informal education;

• that of organization, which differentiates between education based on explicit actions and implicit influences - formal education and non-formal education - and education based only on implicit influences - informal education (Cristea, 2002).

All educational influences that take place outside the classroom/school, as well as those achieved through optional or facultative activities, are included in non-formal education. The activities included in these conditions are characterized by great flexibility and meet the various individual interests of the students, with formative effects (Cozma, 1998).

In Lansheere's opinion, non-formal education can be a way to help those who have less chance to access a normal schooling: poor, isolated, residents of remote areas, illiterate, people with special needs (De Lansheere, V., 1992). This education has always existed and evolved towards organization and planning.

Regarding the content and methodology of non-formal education, Viviane De Landsheere specifies the specific aspects that appear at the structural and functional level thus highlighting the advantages but also the limits of non-formal education based on its flexibility in relation to formal education and through openness in relation to informal education. Pedagogical design is non-formalized , with programs open to interdisciplinarity and permanent education; organizing is non-formalized with openness to experimentation and innovation and the evaluation is informal, without official marks, with psychological, stimulating accents. (Ionescu, M. Chiș, V, 2010)

The main features that distinguish non-formal from formal education are:

- the facultative or optional character;
- allows the development of skills and interests of children and young people;
- evaluation - no marks are given; no rigorous evaluation is done;
- facilitating the promotion of teamwork and a multidisciplinary, interdisciplinary or transdisciplinary approach (Stanciu, 2003).

Reporting the forms of education (non-formal education, formal education, informal education) to the reference levels (non-formal, formal, informal) (Cerghit, I., Vlăsceanu, L., 1988) on the two pedagogical coordinates (vertical and horizontal) (Cristea, S., 2000, p 157-158) highlights their interpenetration and interdependence as follows:

- the horizontal coordinate ensures the interdependence of the forms of education on three reference levels

- at the non-formal level of education, achieved: non-formal, by organizing extracurricular activities; formal by obtaining certificates and diplomas, informal, by assimilating spontaneous participation in the act of education;
- at the formal level of education, achieved: non-formal, through activities designed outside the school curriculum; formal on hierarchical steps; informal, by referring to the influences of (micro) social groups;
- at the informal level of education, achieved: non-formal, through family education; formal through jobs; informal, through everyday experiences;

- the vertical coordinate ensures the interdependence of the forms of education on three reference levels:

- at the non-formal level of education, achieved: non-formal, through extracurricular activities; formal through activities organized outside the school curriculum; informal, through family education;

- at the formal level of education, achieved: non-formal, through jobs; formal on the hierarchical steps of the education system; informal, through family education;
- at the informal level of education, achieved: non-formal, through complementary participations; formal through (micro)group influences; informal, through everyday experiences.

In Cristea's opinion, the interdependence of the forms of education is reflected in the didactic plan at the level of formal-nonformal-informal training (Cristea, S., 2000, p 158):
- formal training aims at acquiring systematized knowledge;
- non-formal training aims at acquiring complementary knowledge;
- informal training aims to obtain information from multidisciplinary fields, less addressed in school, unprocessed information but which can be used to acquire complementary knowledge.

According to the holistic conception the three types of education, although they are theoretically delimited, practically there are possibilities of interpenetration and interdependence, they being rather priority ways of learning than entities, They can coexist, either in agreement or in contradiction. The three types of education, even if they have different functionalities and areas of action, allow beneficial extensions and interpenetrations, support and condition each other, thus leading to their mutual strengthening and to the efficiency of the educational approach (Cucoș, 2014). Reported to the sequence in time and tothe consequences, it is noted that formal education occupies a privileged place, due to the necessity of previousness and through its integrative and synthesis power, the extent and depth of formal education being correlated with the quality of coordination and integration of non-formal and informal influences. However, at a given moment, the weight of education may shift in favor of the non-formal and the informal (Cucoş, 2006).

In conclusion, through interconditioning and interdependence, the three forms of education contribute to the development of personal potential, optimize the instructive-educational process and can contribute to the development of society in the context of permanent education. Thus, some contemporary theorists of education have adopted a holistic conception in approaching the problem of education, a conception according to which there are relationships of interdependence and interpenetration between the three types of education, respectively:

• formal education has something to gain if it manages to creatively integrate many of the specific influences of non-formal and informal education

• the accumulations of formal education can contribute to the development and effectiveness of the other two modalities - non-formal and informal.

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