



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Facilitation of learning in non-formal education contexts	

Academic staff	Core academic unit(s)
Coordinating: dr. Justina Garbauskaitė-Jakimovska Other: Gintė Marija Ivanauskienė	Faculty of Philosophy, Institute of Educational Sciences

Study cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Blended	Autumn semester	English

Requisites	
Prerequisites:	Co-requisites (if relevant): English at B2 level

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit
The aim of the course is to equip students with the theoretical foundations and practical skills necessary to effectively facilitate learning outside of traditional classroom settings. This course aims to provide a comprehensive understanding of the unique dynamics of non-formal education, including the design, implementation, and evaluation of educational programs tailored to diverse groups of learners.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will be able to articulate key principles and theories of non-formal education and explain how they differ from formal education systems.	Lectures, analysis of literature, seminar discussion, debate	Participation in group discussion
Students will demonstrate the ability to design and facilitate interactive, inclusive, and engaging learning sessions appropriate for a variety of non-formal education settings.	Workshops, peer-teaching sessions, work in pairs, analysis of literature.	Planning and running a workshop
Students will critically analyse a group of learners (case analysis), assess their learning needs and suitable educational interventions.	Case study analysis	Written analysis of the learners' group
Students will engage in reflective practice, assessing their facilitation techniques and personal facilitation	Reflective journals, self-assessment exercises, group reflection and discussion	Reflective journal, participation in group discussions

style, and will develop a personal action plan for their continued development as non-formal educators.		
Students will exhibit an understanding of cultural diversity and inclusivity in non-formal educational settings, demonstrating the ability to adapt facilitation methods to diverse populations and learning environments.	Role play exercises, guest speakers, case analysis	Reflective journal, participation in group discussions
Students will effectively incorporate educational technology tools into non-formal learning facilitation, enhancing participant engagement and learning outcomes.	Online workshops, digital learning assignment	Participation in group discussions (online)

Topic	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction to non-formal education. Definition and principles, values and philosophical foundations, historical development, political context in Europe.	4		2				6	4	Literature studies: <ul style="list-style-type: none"> • Smith, M. K. (2001); • Gailius, Ž. et al., (2013); • Garbauskaitė-Jakimovska, J. (2023); • Romi, S. & Schmida, M. (2009) • La Belle, T. "Formal, non-formal and informal education: a holistic perspective on lifelong learning" Reflective journal.
2. Learning theories and approaches. Adult learning, transformative learning, theme centered interaction, experiential learning	4		2				4	6	Literature studies: <ul style="list-style-type: none"> • Smith, M. K. (2001); • M. Schneider-Landolf, J. Spielmann, W. Zitterbarth (2017) • D. A. Kolb (2015) • D. A. Kolb, A. Y. Kolb (2008) • Nadler (1995)

								<ul style="list-style-type: none"> • TedEx Video-Life Begins at the end of your comfort zone • https://www.youtube.com/watch?v=cmN4xOGkxGo <p>Reflective journal.</p>	
3. Formats of non-formal learning. Volunteering. Project work. Educational project design, funding and management (Erasmus+, European Solidarity Corps, other programmes)	2		2				2	10	<p>Literature studies:</p> <ul style="list-style-type: none"> • Kloosterman, P., Giebel, K. (2003) • Kurapkaitienė, N. (2014) • Kiilakoski P. & Kivijärvi, A. (2014) • Abrignani, B. et al. (2003) • Malinauskas A., Kučikas A. (2008) <p>Overview of Erasmus+ programme and European Solidarity Corps programme documents and/or MOOC videos.</p>
4. Understanding the role of the facilitator. Roles and responsibilities, facilitator vs. teacher, ethics.	2						2	4	<p>Literature studies:</p> <ul style="list-style-type: none"> • Klocker, S. (ed.) (2021), p. 22-29; • Evrard-Markovic, G., Bergstein, R., Deltuva, A. (2014) <p>Reflective journal.</p>
5. Group dynamics and management. Stages of group development, inclusion and diversity, motivation and engagement	2		2				4	4	<p>Literature studies:</p> <ul style="list-style-type: none"> • Brander, P. et al (2016) 13-51 p.; • Klocker, S. (2021), 7-41; • Bachmann, Ph. (2015) • Buldioski et al (2003), 41-81 p.; • Gailius, Ž. et al. (2013), p. 10-80 <p>Reflective journal.</p>
6. Designing Learning Experiences. Needs assessment, curriculum development, session planning	2		2				2	14	<ol style="list-style-type: none"> 1. Session planning for the workshop on a chosen topic. 2. Literature studies: <ul style="list-style-type: none"> • Gomes, R. (ed.) et al (2016) 13-51 p.; • Klocker, S. (2021), 53-71, 85-96.

									<ul style="list-style-type: none"> Gailius, Ž. et al. (2013), p. 10-80 	
7. Facilitation techniques. Interactive methods, gamification, creative problem solving, conflict management, online facilitation, outdoor education	4		10					12	20	<ol style="list-style-type: none"> Literature studies: <ul style="list-style-type: none"> Gomes, R. (ed.), (2016), p. 52-60. Gomes, R. (ed.), (2020), p. 51-58 Conducting a learning session during a seminar. Reflective journal.
8. Assessment and evaluation. Feedback mechanisms, evaluating programmes.	2		2					2	6	Literature studies: <ul style="list-style-type: none"> Klocker, S. (2021), 96-103. Abrignani (2003), p. 87-97 Reflective journal.
9. Reflective practice and professional development. Models of reflection, building a personal philosophy, becoming educator in non-formal education field, continual learning.	2		2					2	6	Literature studies: <ul style="list-style-type: none"> Jakube A. et al. (eds.) (2016) Garbauskaitė-Jakimovska, J. (2023) Reflective journal.
Total								48	82	

Assessment strategy	Weight %	Deadline	Assessment criteria
Group learning needs assessment (case analysis)	20 %	October 28th	<p>2 points – provides a clear, detailed description of the group (size, composition, purpose, context, setting). Contextual factors are explained and linked to learning needs. Uses concrete, specific observations from the group to illustrate dynamics and learning needs; includes examples and evidence. Clearly identifies and justifies the group’s learning needs, showing understanding of differences among learners. Effectively applies relevant theories/concepts from the course to interpret observations and frame learning needs. Well-organized, coherent, clear language; logical flow; correct referencing where applicable.</p> <p>1 point – provides a basic description of the group and context but lacks detail or connections to learning needs. Provides some observations but vague, general, or limited in evidence. Mentions some learning needs, but justification is weak, unclear, or incomplete. Makes minimal or superficial reference to theories/concepts; weak integration. Organization somewhat unclear; language imprecise or errors interfere with clarity.</p> <p>0 points – assignment not submitted on time.</p>
Planning, implementing and evaluating a workshop based on non-formal education principles	30 %	During the semester	3 points - a detailed workshop plan based on theory and observation; the planned activities and methods are in line with the aims and objectives and the group's learning needs. The workshop is implemented according to the plan or adapted to

			<p>take into account and adapt to the needs of the group or other changing circumstances. All team members participate equally in the delivery of the session. The analysis of the activities carried out is detailed and specific improvements and directions are clearly defined.</p> <p>2 points - the workshop plan is presented; the activities planned and the methods chosen are largely in line with the aims and objectives and the learning needs of the group. The workshop was implemented as planned.</p> <p>All team members are involved in the delivery of the activity. The analysis of the activities is detailed, with clearly defined improvements and directions for improvement.</p> <p>1 point - the lesson plan is presented; the planned activities and the chosen methods are partly in line with the objectives and targets set and the learning needs of the group. The implementation of the lesson is flawed. The activity does not demonstrate an equal sharing of responsibilities. The analysis of the activities carried out is superficial, not detailed, and the directions for improvement are not realistic.</p> <p>0 points - task not completed.</p>
Reflective journal	30 %	January 6th	<p>3 points - journal entries go well beyond description to include deep reflection, feelings, reactions, and critical self-analysis. Student consistently demonstrates a strong willingness to challenge their own assumptions and beliefs. Experiences are thoughtfully and effectively connected with theoretical concepts discussed in the course. Entries are fully informed by and integrated with relevant literature, theories, or frameworks. Student clearly identifies multiple, specific instances of learning and professional growth. Reflections include deep, probing questions about experiences and subject matter. Strong connections are drawn to the practical aspects of facilitation in non-formal education settings. Clear, well-developed examples show how learning can be applied to real-world situations.</p> <p>2 points - journal entries move beyond description to include reflection and some self-analysis. Student demonstrates a willingness to challenge their own assumptions and beliefs, though inconsistently. Connections to theoretical concepts are present but may be partial or underdeveloped. Entries show some integration of relevant literature, theories, or frameworks. Student identifies instances of learning and professional growth, though not always clearly or specifically. Reflections touch on practical aspects of facilitation in non-formal education settings, with some examples of how learning could be applied to practice.</p> <p>1 point – journal entries include description and basic reactions but show limited self-analysis. Student occasionally shows willingness to question assumptions, but reflections remain mostly surface-level. Connections to theory are minimal, vague, or</p>

			<p>inconsistent. Limited or unclear integration of literature, theories, or frameworks. Student mentions some learning or growth but without much elaboration. Reflections on practical aspects of facilitation are weak or generalized, with few concrete examples of application.</p> <p>0 points - Journal not submitted, incomplete, or only descriptive without reflection or connection to the course's activities.</p>
Active participation (in lectures, workshops, seminars, group discussions, completing learning assignments)	20 %	During the semester	<p>Proactivity, coherence, and logic in the presentation of arguments, knowledge of the topic, reliance on sources, originality, appropriate vocabulary.</p> <p>2 points - participates actively and constructively in discussions, reflects on own experience, presents his/her views in a reasoned manner, raises issues, answers questions posed by others, completes more than 90% of the tasks.</p> <p>1.5 point - participates actively and constructively in discussions, reflects on his/her own experience, presents his/her own views in a reasoned manner, answers questions posed by others, completes more than 70% of the tasks.</p> <p>1 point - participates in discussions, answers others' questions, gives an opinion, completes more than 40% of the tasks.</p> <p>0 - does not participate in the discussion, completes less than 40% of the tasks.</p>

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Abignani, B.	2003	T-Kit 3: project management		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management
Berne, E.	1996	Games People Play: The Basic Handbook of Transactional Analysis		
Bowyer, J. et al.	2004	T-Kit 9: Funding and Financial Management		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-9-funding-and-financial-management
Crabtree, R. D.	2013	The intended and unintended consequences of international service-learning.	Journal of Higher Education Outreach and Engagement, 17(2).	
Desrochers, C.	2006	Educating pre-service teachers for diversity: Perspectives on the possibilities and	The Journal of Educational Thought, 40, 263-280.	

		limitations of service learning.		
Gomes, R. (ed.)	2016	All different, all equal education pack		https://rm.coe.int/1680700aac
Gomes, R. (ed.)	2020	Compass: Manual for Human Rights Education with Young People		https://www.coe.int/en/web/compass
Evrard-Markovic, G., Bergstein, R., Deltuva, A.	2014	European Training Strategy II: Amended version of competences for trainers working at international level with criteria and indicators		https://www.salto-youth.net/downloads/4-17-3862/ETS-Competence-Model%20Trainers-Amended-version.pdf
Erikson, E.	2011	Formalist and Relationalist Theory in Social Network analyses		Yale University https://www.pop.upenn.edu/sites/www.pop.upenn.edu/files/Formalism%20and%20Relationalism%20in%20Social%20Network%20Theory4-1.pdf
Freire, P.	2000	Pedagogy of the Oppressed		Continuum
Gailius, Ž. et al.	2013	Handbook for people working with youth groups. Non-formal education practice in Lithuania		https://www.neformaliai.lt/wp-content/uploads/2014/11/handbook-for-people-working-with-youth-groups-en-web-version.pdf
García López, M. A. et al.	2003	T-kit 7: under construction... citizenship, youth, and Europe		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-7-under-construction...citizenship-youth-and-europe
Geudens, T.	2010	Making waves		https://www.salto-youth.net/downloads/4-17-1408/MakingWaves.pdf
Jakubè, A. et al. (eds.)	2016	Holding the space: Facilitating reflection and inner readiness for learning		https://www.reflecting.eu/project/holding-the-space/
Johnson, M., and Majewska, D.	2022	Formal, non-formal, and informal learning: What are they, and how can we research them?		https://www.cambridgeassessment.org.uk/Images/665425-formal-non-formal-and-informal-learning-what-are-

				they-and-how-can-we-research-them-.pdf
Kiilakoski P. and Kivijärvi, A.	2014	Youth clubs as spaces of non-formal learning: professional idealism meets the spatiality experienced by young people in Finland	Studies in Continuing Education, 37:1, 47-61	https://doi.org/10.1080/0158037X.2014.967345
Klocker, S. (ed.)	2021	T-Kit 6: Training essentials		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials
Kloosterman, P., Giebel, K.	2003	T-Kit 10: Educational evaluation in youth work		https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-10-educational-evaluation-in-youth-work
Kolb, D. A.	2015	Experiential Learning. Experience as the source of learning and development		Person Education http://ptgmedia.pearsoncmg.com/images/9780133892406/samplepages/9780133892406.pdf
Kolb, D. A., Kolb, A. Y.	2008	Experiential Learning Theory. A Dynamic Holistic approach to Management Learning, Education and Development		Sage Publications https://weatherhead.case.edu/departments/organizational-behavior/workingPapers/WP-07-02.pdf
Morris, T. H.	2020	Experiential learning– a systematic review and revision of Kolb’s model.	Interactive learning environments, 28(8), 1064-1077.	
Nadler, R.S.	1995	Edgework: Stretching boundaries and generalizing experiences.	The Journal of Experiential Education, 18(1), 52–55.	
Romi, S. & Schmida, M.	2009	Non-formal education: a major educational force in the postmodern era	Cambridge Journal of Education, 39:2, 257-273	https://doi.org/10.1080/03057640902904472
Schneider-Landolf, M. et al.	2017	Handbook of Theme-Centered Interaction		https://www.vr-elibrary.de/doi/book/10.13109/9783666451904
Silberman, M. L. (Ed.)	2007	<i>The handbook of experiential learning.</i>		Pfeiffer

Smith, M. K.	2001	'What is non-formal education?', the encyclopaedia of informal education		http://infed.org/mobi/what-is-non-formal-education/
Yang, S.-A., Buelt, F., Albanese, D. L., & Chang, Y.-H.	2013	Developing Pre-service Teachers' Intercultural and Global Competences through International Service Learning.	<i>TERA 2023.</i>	
Recommended reading				
Affeldt, F. et al.	2016	Supporting practical science learning for all students – A German cross-country initiative in non-formal chemistry education		http://www.uni-bremen.de/fileadmin/user_upload/single_sites/freix/pdf/Publ/SS_2016_MS_13_Affeldt_et_al_BR_IE.pdf
Affeldt, F. et al.	2017	The potential of the non-formal educational sector for supporting chemistry learning and sustainability education for all students – a joint perspective from two cases in Finland and Germany	Chemistry education research and practice, 18, p. 13-25	http://pubs.rsc.org/-/content/articlehtml/2017/rp/c6rp00212a#cit55
Bachmann, Ph.	2015	Theme-Centered Interaction. Ruth C. Cohn's pattern language for facilitating groups		Pittsburg, Pennsylvania, USA http://www.hillside.net/plop/2015/papers/penguins/25.pdf
Brunila, K.	2011	The Projectisation, Marketisation and Therapisation of Education		DOI: 10.2304/erj.2011.10.3.421 / https://www.researchgate.net/publication/271642011_The_Projectisation_Marketisation_and_Therapisation_of_Education
Karzner, A.	2009	Project management: a systems approach to planning, scheduling, and controlling		Hoboken [N.J.]: John Wiley & Sons
Kendrick, T.	2015	Identifying and managing project risk: essential tools for failure-proofing your project	3 rd edition	New York: American Management Association
Spolander, G., Martin, L.	2012	Successful project management in social work and social care: managing resources, assessing		London: J. Kingsley

		risks and measuring outcomes		
Stocklmayer, S. M. et al.		The roles of the formal and informal sectors in the provision of effective science education		https://espace.curtin.edu.au/bitstream/handle/20.500.11937/46399/202552_202552.pdf?sequence=2