

KAPLAN, M.N., ANUSTEKIN, N. (2022). "The Role of Non-formal Education in Social Development". *International Journal of Social Science, Innovation and Educational Technologies (Online)*. Vol: 3 Issue: 12 pp: 206-214

**Keywords:** education, adult, non-formal, social development

**Article Type** Review Article

## The Role of Non-formal Education in Social Development

Arrived Date  
21.08.2022

Accepted Date  
25.09.2022

Published Date  
31.10.2022

Mehmet Nevzat KAPLAN<sup>1</sup> Nuri ANUSTEKIN<sup>2</sup>

### ABSTRACT


As it is known, education directly affects many factors in the social field. Social development is also one of the main factors directly affected by education. Studies have been carried out on different fields of education that have an impact on social development, and this study will be based on non-formal (adult) education. In this context, it is aimed to make inferences by making a study on what scale non-formal education affects in social development, what it is affected by, and the response of these effects in social development goals.


### INTRODUCTION

The educational process and the gains gained in this process continue to affect every area of life. In a successful society, the way to continuously develop and to take the society forward by following technological innovations is only possible through education. Therefore, education carries the society to success, as well as the learning of new skills and offers the opportunity to find a job.

Therefore, it is possible to say that education is not only mandatory with thick books, but also practical experience. In this context, many researchers agree that it should act in coordination with education for community development. Educated people often incorporate a variety of skills that support them in enjoying life, through artistic and science-oriented activities. In other words, getting an education carries curiosity, perseverance and many other learning desires.

Therefore, citizens tend to play a musical instrument, focus on artistic activities, tend to work that requires sewing-embroidery and tailoring, workshops, learn to paint, and even incorporate the recently trending coding, as in non-formal education activities. In this context, since they include multifaceted education in their lives, they can also make sense of cultural phenomena and different aspects of society

<sup>1</sup>  nevzatkaplan2136@gmail.com, Director of the Center for Public Education, Diyarbakır/ TÜRKİYE

<sup>2</sup>  nanustekin@hotmail.com, Co-Director of the Center for Public Education, Diyarbakır/ TÜRKİYE

and support the development of recreational activities and social development, which means the improvement of the quality of life in society. It is precisely at this point that the role of non-formal education comes to the forefront.

One of the most important factors of progress in society is to implement the non-formal education system by making it sustainable. Therefore, non-formal education is vital for individuals to develop skills and to bring their talents to the forefront, to create economic opportunities and to ensure positive transformation. In this article, it is aimed to make inferences by conducting a study on what non-formal education affects in social development, at what scale it affects and the equivalent of the feedback of these effects in social development goals.

## **LITERATURE**

### **Society - Development - Education**

The terms economic growth and development; Despite the difference in meaning, both economic growth and development are essential to the improvement of the welfare quality of the society (Unay, 1982, trans. Altundemir, 2012).

Since the word development has recently entered our language and caused some misunderstandings, it is necessary to briefly mention the concept of "community development". Development as one of the most fundamental issues of economic science refers to how to use the factors needed for the development of countries. The concept of development is often defined as; It was used as a counterpart to different concepts such as progress, development, modernization or industrialization. As can be understood from these different concepts, the first meaning of the concept of "development" is thought to be intertwined with economic issues by researchers and scientists. However, as with all conceivable concepts about the individual and society, the concept of "development" includes many development terms other than the economic aspect.

There are a number of similar stereotypical perspectives in the concept of society. First of all, it should be stated that by the expression "society", it does not include the society that includes the whole nation, but the terrestrial "communities". There are also those who understand "community development" in the form of the development of the whole society. Here, however, the expression should be understood as the development of the small social units that actually make up the main society, that is, the terrestrial communities. In this context, social development provides a development that has a whole national reflection because of the fact that the development of more terrestrial communities and terrestrial developments cannot be considered independently of each other and interact.

When we look at this situation, it is seen that it is basically based on the individual who is a human factor. The human factor is shown as the most important factor that will ensure the development in the

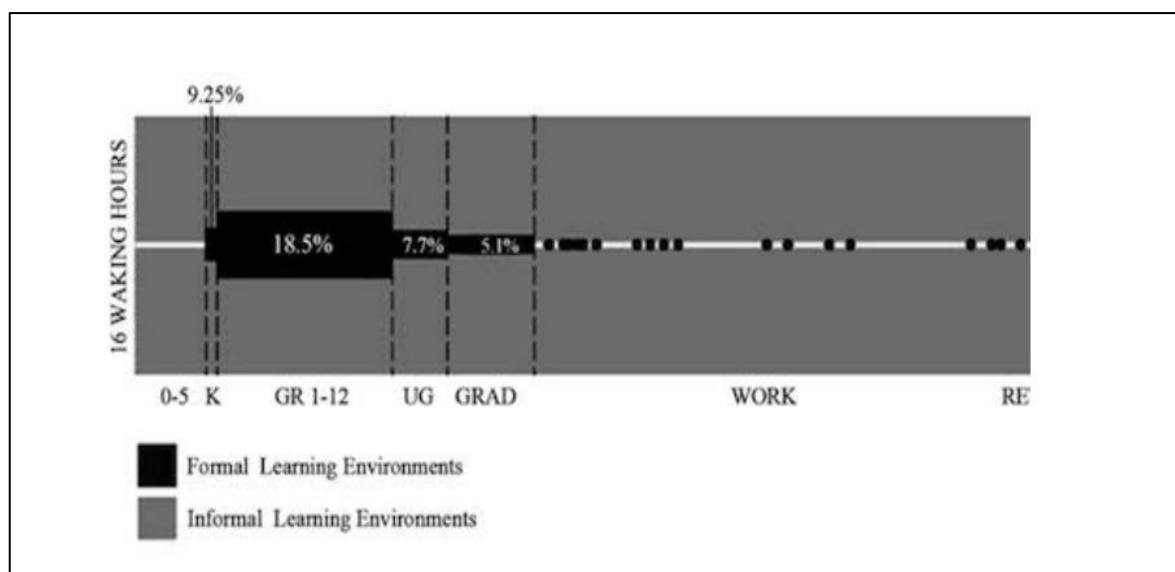
countries. In this regard. In order to better understand the concept of "community development", it is necessary to touch the deep and fundamental meaning of the concept of "Society". When the concept in question is human, there is a structure that can be categorized in many areas. The concept of "community development" is frequently used in the economic sense and classifications have been made in these areas as well. Economists, sociologists, educators, political leaders; countries with different characteristics in our world; developed-undeveloped, developed-undeveloped or developing, western-eastern, rich-poor (Kaya, 1977; 7, trans. Bozkurt, 1995).

While explaining the concept of development, which has become the center of the world agenda with the rise of movements in the internal dynamics of the globalizing world order recently, the categorization of countries in the world shows the close relationship between development and education. But the importance of education emerges as equally necessary even among these different groups. In other words, as Açıkgöz says: Education is important for all countries, whether they are developed or underdeveloped (Açıkgöz, 1989; 40, trans. Yılmaz, 2021).

In line with all this information, it is known that there are strong links between education and development. In fact, as stated in some sources, the expenditure items made on education are expressed as "investments".

Education, "It is the process of bringing about the desired change in the behavior of the individual through his own experience" (Ertürk, 1975, 12, trans. Tas & Yenilmez, 2008). There are many close definitions of education that are similar or different from each other. Training is a set of planned movements and actions in line with the previously determined goals. According to Oğuzhan in another broad sense: Education in the broadest sense; "It is to provide children, adolescents and adults with the mental and physical abilities to be gained. It is a set of planned activities that, in the context of predetermined purpose, contribute to certain improvements in people's behavior." (Oğuzhan, 1974, 6, trans. Tas & Yenilmez, 2008).

In a study conducted in the United States, based on a one-year period, the LIFE Center, funded by the National Science Foundation, is shown in Figure 1 as a representative of the percentage of hours Americans spend in formal and social settings throughout their lives.



**Figure 1. Estimated time spent in formal and informal learning environments**

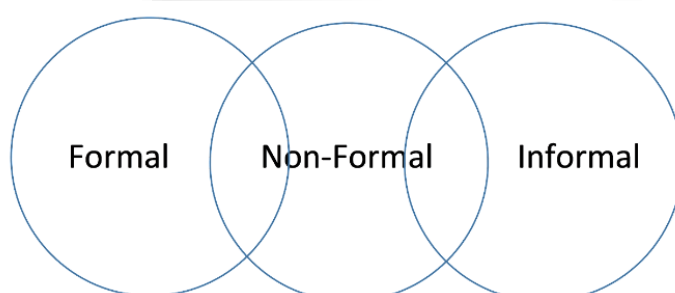
**Source:** (LIFE Center: Stevens, R. Bransford, J. & Stevens, A., 2005; trans. Latchem, 2014).

Coffield (2000) embraces the idea that non-formal learning is as important as formal learning.

Hague & Logan (2009) emphasize that non-formal education is extremely important for social development, and that non-formal learning and technological and social change are also effective in improving the individual's expectations of life and also in self-reliance on self-reliance.

### Adult Education and Non-formal Education

*"Non-formal education and learning is characterized by the deliberate participation of an individual in any organization that provides purposeful education and training services, or voluntarily, in the public service, in the private sector and in enterprises" (<https://www.nonformaleducation.org/>)*



**Figure 2. Education & Learning**

**Source:** (<https://www.nonformaleducation.org/>) (accessed on 10.08.2022)

*"Generally, non-formal education; It is seen that it is used interchangeably with terms such as society, adult, lifetime and second chance. It refers to the very different educational initiatives in society, from home-based learning to government plans." (<http://www.mitdedu.org/eng/page/57/non-formal-education/>)*

Adulthood is a common orientation in which being old is also equated with entering into physiological and social change. "Biological aging" is based on the sequence of changes in the biological structure and functioning of a person over the past period of time. In this context, the expression adult appears as a description of the transition points within the framework of the person's vital cycle. Age in society is the expectation of a connected behavior sequence that is associated with certain moments in the life process. Adult education has been defined by many authorities or different circles. What is important here is the target expectations to be requested from the target audience.

Regardless of the scope, level and method of adult education, it is possible for individuals considered as adults to advance their abilities, increase their knowledge, improve their technical or professional skills or give a new direction to these abilities, knowledge and competencies, change their attitudes and behaviors both in terms of individual development and participation in a balanced and independent social, economic and cultural development and all non-disordered educational processes is" (Colin, Paz. 1997:554 Glossary of Adult Education Terms, UNESCO, trans. Pak, Özden, Coban, 2018:230).

On all adult education studies on social development, the quality of adult education and its impact on development should be examined and investigated rather than the content of adult education. The human element will always emerge from the content of this situation, which needs to be investigated. In this case, where the concept of development comes to the forefront, people will again come to the forefront as capital. Because in the concept of development it is undeniably real human capital.

The concept of human capital is the common point of a large part of the studies in the field of education economics. Human capital is based on the fact that people invest in themselves through education, upbringing, or other activities, and increase their future income by increasing their lifetime earnings. Many classical economists have pointed out that education, like the purchase of new machinery or other physical capital goods that advance the productive capacity of a factory or other enterprise, helps to increase the productive capacity of employees (Kavak & Burgaz , 1994; 19, trans. Büyükaslan, 1995). In this context, the physical capital of the human being (adult), which can give direct results, is education.

The fact that education is intertwined with the concept of development provides the necessary potential for the workforce, the useful combination of production techniques and the implementation of new technical inventions without interruption. It is effective in developing the workforce and entrepreneurial ability and prevents those responsible for technical, economic and political decision-making from making dangerous and wrong decisions (Tezel, 2010: 90, trans. Günkör, 2017:17). In this

context, of course, although it is not the right approach to offer human education as the only way to achieve development and development without alternatives, we cannot deny the fact that one of the indispensable and basic requirements of achieving this goal is human education. Every factor that will provide development in human education, especially adult education (social, economic, production, technical, etc.) will contribute positively to social development by confronting us with a factor in society.

### **Community Development**

Social development focuses on development within public education systems. As a training program that considers the learning ability of the participants as the main goal within the activity; it is an approach that develops an understanding of how new experiences in an individual's behavior can take place. The expression development in social development includes the national contribution and development expectation by increasing the national income, that is, production. Development describes qualitative changes in knowledge-skills other than production. In this context, it is not an individual, subjective development, but social development, that is, the development of the community (small local communities) on the platforms in which it takes place, social, financial and cultural technological development.

It is known that at a point where the human element is at the beginning, technological contents are also included in this development and are one of the contents that must be found. As the General Directorate of Culture College mentioned in its publications: If we do not prepare people to follow the progress of technology, we are running to a disaster (Culture College, 1991; 320). In this context, in the light of technological advances, all economic, cultural and social growths will emerge as the concept of development.

Seven organizations that are eager to carry out development projects on an international scale in Latin America have conducted non-formal education courses and activities. The target audience includes teachers, young people and women's groups and the courses are open to citizens. In this context, university students and everyone who volunteers can participate in development cooperation. These courses also consist of quarterly online courses within the scope of development theory (Brown, 2015). The impact of digitalization is also seen here.

According to research conducted in Spain, there are examples of non-formal development training implemented by non-governmental organizations (NGDOs), but these training activities are short-term in order to raise awareness (Latchem, 2014).

Faculty members at the University of Delaware's College of Education and Human Development conduct research with students and families, and also collaborate with policymakers toward the development dimension (<https://www.cehd.udel.edu/research/education-social-policy/>)

Non-formal education refers to the literacy program, especially in women, school-leaving children and education for talents. In recent years, non-formal education (NFE) has been known to carry out economic gainful activities for citizens who are not in a good financial situation in ensuring social development. Therefore, the roles provided by non-formal education to increase these programs in the Asia-Pacific Region such as Bangladesh, India and Malaysia have been an important phenomenon (Alem, 2009).

## **Results**

The concept of development is often used with concepts such as progress, development, etc. or with the concepts that replace these concepts. As can be understood from all these concepts, it is understood that the concept of development is brought as the first meaning it creates in the minds.

Although this concept, which has actually moved beyond the field of economics, seems to be intertwined with economic issues, it includes all other concepts of society. For this reason, the main research point of the development issue simultaneously deals with the intertheme of different branches of science. The only common point in different branches of science is the importance of knowledge.

The information results in an increasing momentum as it is used on adult individuals. For this reason, social development studies, which have even more content than their known meaning, continue to progress through adults. In the shadow of the undeniable reality of technology, the special aspects of human investment have been discovered in this period when investment in people continues to advance rapidly.

Trends on the educational activities of adult individuals who can contribute to social development with instant feedback give faster results in targeted social development. Ultimately, the possible or direct contributions of adult human resources to social development are most effective.

In the light of technological developments, investments in adult education will continue to show results in social development in a short and concise way.

**Acknowledgment:** The authors have not received financial support from the University or any other institution/organization. The authors are grateful to the journal's anonymous reviewers for their extremely helpful suggestions to improve the quality of the manuscript.

**Conflicts of Interest:** The authors declare no conflict of interest.

## REFERENCES

- Açıkgöz, K. (1989). "Az Gelişmiş Ülkelerde Eğitim", Eğitim Bilimler I Sempozyumu, İnönü Üniversitesi Eğitim Fakültesi. 15-17 Haziran 1989 Malatya s. 39-50. ["Education in Less Developed Countries", Educational Sciences I Symposium, İnönü University Faculty of Education 15-17 June 1989 Malatya p. 39-50].
- Alem, S. (2009). Promoting Non-Formal Education Towards Community Development: An Overview. Conference: 1<sup>st</sup> Malaysia-Indonesia Private Universities Conference 2009 & 2nd World Conference of International Entrepreneur & Family Business Association, 2009.
- Altundemir, M.E. (2012). Kalkınma Planlarından Eğitime Bakış: Kamusal Mallar Teorisi Perspektifinden [A View of Education from Development Plans: From the Perspective of the Theory of Public Goods]. *The Journal of Knowledge Economy & Knowledge Management / Volume: VII SPRING*
- Bozkurt, E. (1995). Eğitimde Değerlendirmenin Gerekliliği. *Eğitim Yönetimi*. Yıl: 1 Sayı:4 Sen. [The Necessity of Assessment in Education. *Educational Administration*. Year: 1 No:4 Sen].
- Brown, E. J. (2015). Reflections and Projections: Policy and Practice Ten Years. On Opportunities for Non-formal Development Education in Britain and Spain. Policy & Practice: A Development Education Review <https://www.developmenteducationreview.com/issue/issue-20/opportunities-non-formal-development-education-britain-and-spain>
- Büyükarıslan, M.A. (1995). Toplumsal Kalkınma ve Eğitim. Eğitim Yönetimi Yıl: 1 Sayı: 4 Sen [Community Development and Education. *Educational Administration*. Year: 1 Issue: 4 Sen].
- Coffield, F. (2000). (Ed.). The necessity of informal learning. Bristol: The Policy Press.
- Colin, T., Paz, B. (1997). Yetişkin Yetişkin Eğitimi Terimleri Sözlüğü [Glossary of Adult Education Terms]. UNESCO
- Ertürk, S. (1975). Eğitimde Program Geliştirme, *Eğitim Dergisi*, Sayı 13, Ankara [Curriculum Development in Education, Journal of Education, Issue 13, Ankara].
- Güncör, C. (2017). Eğitim ve Kalkınma İlişkisinin İncelenmesi. *Uluslararası Sosyal Bilimler Eğitimi Dergisi*. 3(1):14-32. <https://dergipark.org.tr/tr/download/article-file/365474> [Investigation of the Relationship between Education and Development. *International Journal of Social Sciences Education*. 3(1):14-32].
- Hague, C., & Logan, A. (2009). A review of the current landscape of adult informal learning using digital technologies. Bristol, UK: Futurelab
- Kavak, Y. & Berrin, B. (1994). Eğitim Ekonomisi Pegem Personel Geliştirme Merkezi Yayın no : 14. Ankara . 1994 [Education Economics Pegem Personnel Development Center Publication no : 14. Ankara. 1994].
- Kaya, Y. K. (1977). İnsan Yetiştirme Düzenimiz, Nüve Yayınları, Ankara, 1977. [Our Human Cultivation Order, Nüve Publications, Ankara, 1977].
- Kültür Koleji Genel Müdürlüğü (1991). Eğitimde Nitelik Geliştirme. Kültür Hizmetleri A. Ş. Kültür Koleji Yayınları no: 1, İstanbul. [General Directorate of Kültür College (1991). Qualification Development in Education. Kültür Hizmetleri A.Ş. Kültür Koleji Yayınları no: 1, İstanbul].
- Latchem, C. (2014). Informal Learning and Non-Formal Education for Development. *Journal of Learning for Development*, Vol. 1, No. 1
- Oğuzhan, F. (1974), Eğitim Terimleri Sözlüğü, Tak Yayınları, Ankara [Glossary of Educational Terms, Tak Publications, Ankara].



- Tezel, T. (2010). Az Gelişmiş Ülkelerde Kalkınmayı Etkileyen Faktörler ve Eğitimin Kalkınma Üzerindeki Etkileri. İstanbul Üniversitesi Sosyal Bilimler Enstitüsü İktisat Teorisi Anabilim Dalı Yüksek Lisans Tezi İstanbul [Factors Affecting Development in Underdeveloped Countries and the Effects of Education on Development. Istanbul University Institute of Social Sciences, Department of Economic Theory Master's Thesis Istanbul].
- Unay, C. (1982). Eğitimin İktisadi Kalkınma Üzerine Etkileri. İstanbul: Ar Basım Yayın ve Dağıtım [Effects of Education on Economic Development. Istanbul: Ar Basım Publishing and Distribution].
- Yenilmez, U. T. V. F. Taş, U. & Yenilmez, F. (2008). Türkiye’de Eğitimin Kalkınma Üzerindeki Rolü ve Eğitim Yatırımlarının Geri Dönüş Oranı. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 9 (1), 155-186. <https://dergipark.org.tr/tr/pub/ogusbd/issue/10993/131558> [The Role of Education on Development in Turkey and the Rate of Return on Education Investments. *Eskişehir Osmangazi University Journal of Social Sciences*, 9 (1), 155-186].
- Yılmaz, L. (29 Haziran 2021). Eğitim [Education]. <https://kalkandereninsesi.com/egitim-2/>  
<https://www.cehd.udel.edu/research/education-social-policy/> (accepted on 20.08.2022)  
(<http://www.mitdedu.org/eng/page/57/non-formal-education/>) (accepted on 18.08.2022)  
<https://www.nonformaleducation.org/> (accepted on 10.08.2022)