

An Analysis of Workshop Program Implementation and Competency Improvement for Adult Education Facilitators in Indonesia

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Learning facilitators play a strategic role in improving quality and service of education programs based on the dynamic and development of societal learning demands. It is important, therefore, to have professional and competent learning facilitators who maintain conversancy with this dynamic and evolving development. This research aims to describe and analyze: (1) the implementation of workshop programs for learning facilitators; and (2) the improvement of learning facilitator competency before and after attending workshops. This research is the pioneer in this field in its discussion of learning facilitators or non-formal educator, competency in Indonesia. A quantitative approach is used. The population of the research are learning facilitators in Malang City who attend the workshop detailed in this research, which amounted to 500 participants. Sampling technique used was simple random sampling with Slovin Formula. The consequent result sample was 131 persons comprising 90 men and 41 women with varying education backgrounds. Data are collected with the use of such research techniques as questionnaire, test, observation and documentation. The collected data are analyzed with descriptive statistic and t-test. Results of the research are presented as follows: (1) Workshop implementation for learning facilitators has entered into good category with mean score of 3.09; and (2) Learning facilitator competency has been improved by 17.3% after attending the workshop. Competency improvement among learning facilitators is found to be affected by factors such as education level, teaching experience, and participation in training & education.

Key words: *Workshop, Competency, Learning, Facilitators, and Education.*

Introduction

Education is one important sector with an active role to play in the improvement and development of the nation. The current condition of Indonesian people is indicated by the lack of education service in the middle-to-lower sectors. Expensive education cost (tuition) is always the main factor why this social class cannot afford education service, even at elementary school. There are three education levels in Indonesia: formal, informal and non-formal. Formal education is always obtained from schools such as elementary school, secondary school, and high school. Informal education is received from family and environment. Non-formal education is the alternative to the usual education and occurs generally before the participant enters a school environment. Non-formal education has developed into a worldwide educational industry (Romi, S., & Schmida, M. : 2009) Formal education was very important in the lives of the interviewees of this research and that they considered education as important as a result of the context from which they came. However, it was also perceived to be possible to observe the relevance of experiences in non-formal and informal education, where they experienced a different education, with learning and practical values of how to participate politically by acting democratically (Lima, E.I, dkk: 2019).

Non-formal Education aims to deliver education service to a society where it is impossible to be educated through formal channels. Out-of-School Education is practical, normative, and adaptable to any situations and conditions of the target society. This characteristic makes this kind of education suitable to the society that have the most urgent demand for education. This education is also provided to solve the problem of *education neglect*, either to everyone who is yet to be schooled or failed (*drop out*), by giving them supply, attitude, skill and knowledge that are practical and relevant to their life necessity. Pedagogy is an appropriate consideration in the four non-formal learning contexts: community development; adult literacy; workplace learning; and personal interest learning. While it gives a qualified ‘yes’ to the question, it acknowledges some shortcomings in the pedagogy for non-formal adult learning (Zepke, N., & Leach, L., 2006).

Education plays an important role in development, especially in a developing country. To develop the skills and knowledge of the large percentage of the people outside the reach of formal education, and to offer education programmes which can easily adapt and respond to the specific and immediate needs of a developing community, out-of-school programmes should be considered. (Vermaak, D. : 1985). Education (often repackaged as human capital) is important in development in terms of the consideration of the role that the discipline of education plays in shaping the wider discourses of development. In particular, the literature review that informs this research will explore recent texts by important figures in development economics (Collier, Easterly, Sachs and Stiglitz). The paper concludes that the relative marginalisation of educational accounts in mainstream development thinking is a major

challenge to which international and comparative education needs to respond. (McGrath, S., 2010).

The reconceptualization is based on bringing together three different types of NFE: NFE as complement, alternative and supplement to the formal education system. The first type represents the role of NFE in providing a means of satisfying unfulfilled provision from the school system; the second type is equated with the use of traditional or indigenous learning; the third is related to the sorts of educational activities associated with development activities following the end of the Cold War. While it is argued that NFE is nation and culture specific, analytic tools are suggested that allow NFE in its three types to be discussed across nations as well as for any individual developing nation. The tools used for this analysis consist of methods to describe the providers of the various forms of NFE-agencies and institutions-and three concepts to examine the three types of NFE: as a system; setting; and process. (Brennan, B., 1997).

Educators in non-formal education are also called learning facilitators or non-formal educators. They are education workers with the main assignment of implementing teaching-learning activity, review of education program and construction of education model. Indeed, learning facilitators play a strategic role in improving quality and service of education program based on the dynamic and the development of learning demand of society. Therefore, it is important to have professional and competent learning facilitators who keep up to date with this dynamic development. Facilitators need support from the government of Indonesia. Support and feedback are two important stages that should not be overlooked, especially in extension programs, when educators would like to see learners disseminate their new knowledge to others in the community or to attend future workshops (Torock, J. L. : 2009).

A learning facilitator's role is very important to the progress and quality of out-of-school education. Educated participants in out-of-school education are mostly adults, and learning facilitators must have competency in compliance with national standards of out-of-school education for adults. This compliance supports learning facilitators to accomplish their tasks and attain goals. National Education Standard (2005) required four competencies as intrinsic requirements for a teacher: (1) personality competency, (2) pedagogic competency, (3) professional competency, and (4) social competency.

Improving learning facilitator competency through training & education had been conducted by the fostering institutions in central or local levels, but it may not involve all learning facilitators that are accounted for in the recorded 3,476 persons (IPABI, 2008). Training and education for learning facilitators needs greater budget and involves many workers. Therefore, an effective and efficient way to improve the competency of learning facilitators must be implemented. The majority of the facilitators based their pedagogical decisions on their

perception of the adult learners as illiterate and ignorant. Consequently, the facilitators saw their role as a mandate to eliminate illiteracy and ignorance. In sum, the authors conclude that the pedagogical practices applied in the two literacy programmes fell short of international pedagogical standards of both adult learning and non-formal learning. (Noah Kenny Sichula, Gerhard Genis: 2019)

One activity to improve the competency of non-formal educators is through workshop. Workshop is a non-formal education program designed to teach or introduce non-formal educators with skills, techniques, or ideas that are practical or applicable to their work in non-formal education sector. As said by Etuce (2002), “We need to improve not only the quality of education but also the quality of training and provide state of art facilities in order for us to compete globally”. Democracy in schooling requires a learning environment where teachers and students are encouraged and empowered to engage in mutual dialogue over matters to do with teaching and learning. Acknowledging this requirement, and the traditional agential and power-related positioning of teacher–student relationships and role identities in the classroom and across the school, this article argues for the creation of learning environments where classroom practice is democratically ‘top-down’ teacher-guided and ‘bottom-up’ student-informed (Tony Leach: 2018).

Previous research by Danim (in *Journal of Education Research*, Vol. 11 No. 2, 2010:) revealed that one feature of the education crisis in Indonesia is that teachers cannot show *reliable work performance*. According to Rasdi et.al. (2016), when professionalism of non-formal educators is taken into account, then the capability in planning learning sessions is one characteristic of professional educators. Indeed, professional educators is observable through their *performance*, which represents a set of obvious behaviours in planning and delivering learning session. However, educator performance is not yet supported by a reliable degree of competency mastery. Thus, comprehensive effort is needed to improve educator competency. The studio model was found to be general across art and design disciplines and at all eight institutions. The central concept of the studio model is the creative process, with three clusters of emergent themes: learning outcomes associated with the creative process, project assignments that scaffold mastery of the creative process, and classroom practices that guide students through the creative process (R. Keith Sawyer: 2018).

Taking the previous explanations as background, the author attempts to conduct research about the effect of workshop implementation on the competency of learning facilitators. Facilitators are proposed to be separate from, but interact with, constraints on leisure to produce participation. A preliminary model of the relationship between facilitators and constraints incorporating an ecological perspective is presented. (Raymore, L. A. : 2002). This research is a pioneer on this topic. Learning facilitators are educators with main assignments including implementation of teaching-learning activity, review of education program, and construction

of education model. The proposed model is Non-Formal and Informal Education (PNFI) for Technical Implementing Unit (UPT) / Local Technical Implementing Unit (UPTD), and for PNFI Implementing Unit.

Method

This research uses a quantitative approach. Research type is *ex-post facto* with design of *One Group-Pretest-Posttest*. However, this design has a weakness, which is that it does not compare results of competency test between workshop participants and control, which in this context, refers to non-formal educators who do not attend the workshop.

Research is called *ex-post facto* because it is conducted “after fact emerging”, or it is done after the variance of observed variables is determined during the process of natural occurrences. In such a way, the examiner does not do *treatment* on independent variables. This kind of research can also be called comparative causal because it examines cause-and-effect relationship between dependent and independent variables. Both are similarly investigating the relationship of variables and conducting a hypothesis test. However, in *ex-post facto* research, the independent variable does occur naturally without preliminary conditioning. Comparative causal research usually involves experiment that provides conditioning to independent variable based on examiner’s expectation. As explained by Donald Ary et.al. (2010:351): “*The designation ex post facto, from Latin for “after the fact,” indicates that ex post facto research is conducted after variation in the variable of interest has already been determined in the natural course of events. This method is sometimes called causal comparative because its purpose is to investigate cause-and-effect relationships between independent and dependent variables. Researchers use it in situations that do not permit the randomization and manipulation of variables characteristic of experimental research. Thus, much of the basic rationale for experimental and ex post facto is the same. They both investigate relationships among variables and test hypotheses.*”

Research design is *one-group-pre-test-post-test*. It involves experimentation on one group with two times of measurements on dependent variable before and after natural occurrence of independent variable, which in this research refers to a workshop for non-formal educators. Sampling technique is *simple random sampling*. Sample size is determined with Slovin Formula by error level of 7.5% and is written as follows:

$$n = \frac{N}{1 + Ne^2}$$

The resultant sample is 131 educators. Research is located in East Java. Data are collected through questionnaire, test, observation, and documentation. Data analysis technique involves descriptive statistic and t-test.

Research Process

This research is conducted through the following steps:

1. Preparation Stage

The first step of this preparation stage is observing the place where the workshop is held and documenting the required data. The second step is creating research instruments: questionnaire about how the workshop is administered and competence test for non-formal education facilitators; as well as testing the instruments. The last step is sample taking of the facilitators who serve as research respondents.

2. The Administration of Research

Utilizing the reliable questionnaire and competence test, the researcher administers a pre-test to selected respondents prior to the workshop. The researcher, then, distributes the questionnaire and carries out a competence post-test to the non-formal education facilitator after the workshop. The researcher, additionally, records the data collected during the administration of the workshop.

3. Data Compilation and Tabulation

Results of data recording, questionnaire and answer sheets of the competence are tabulated into various tables.

4. Descriptive Analysis Stage

The researcher employs a descriptive analysis towards the tabulated data in order to learn the qualification of each variable.

5. Hypothesis Testing

Based on the data of the research results and descriptive analysis result, the researcher administers an analysis test namely normality test. The researcher, later tests the hypothesis using t-test on significant difference of 0.05 (5%).

6. Report Writing and Discussion of Research Result

After the researcher obtains the result of hypothesis test, he writes a report and discusses the research result, a conclusion is then drawn and recommendations developed based on the research result.

Results and Discussion

Workshop Implementation

Regarding the results of observation on the workshop for non-formal educators and of the literature review that underpins this study, it is found that workshop implementation is classified as “good”. Hypothesis testing indicates that workshop implementation affects competency improvement of non-formal educators. Workshop is organized on real demand of non-formal educators, and this demand is acknowledged through demand analysis study. Ricard B. Johnson (2007) had formulated that training must be designed to answer question “*what problem can training solve?*” The Problem that must be solved by non-formal educators cannot be clearly known without demand analysis.

Task-needs assessment is defined as analyzing the standards of work performance and qualifications required in order to fulfil a function/ task/ job, so that an organization runs smoothly. According to Simamora (1997), task or operational analysis includes: 1) systemically gathers information that provides detailed illustration of how a job is administered so that, 2) the performance standards can be determined, 3) how tasks are implemented in order to meet the standards, and 4) knowledge, skills, abilities, and other characteristics necessary for effective task implementation.

Employee Needs Assessment comprises observation on educators' process when undergoing one's job, type of behavior and attitudes appropriate for work, either on operational or manager levels. The last step is determining the development of workshop's objectives, which are adjusted to the expectation and criteria of evaluation development. In terms of details, it deserves mention that the stages to Training Needs Analysis based on *Modul Analisis Kebutuhan Diklat dan Penyusunan Kurikulum* (2008) comprise: (1) Identifying performance standards; (2) Identifying employees' performances; (3) Determining problem; (4) Figuring out the cause of the problem; (5) Working out alternative solutions; (6) Establishing solutions, among which is workshop.

The aforementioned explanation emphasize the idea that analyzing the needs of workshop participants must be taken into account prior to the process of constructing the workshop proforma. This is in line with the administration of workshop for the non-formal education facilitators, who happen to be the research object. Facilitator lack of will was not analyzed in this research and as this was not pre-tested there is no needs analysis specific to this factor. The pre-test only serves as a medium through which to learn strengths and weaknesses of workshop participants based on multiple-choice questions, which merely covers their competences, be it personal, professional, pedagogical, or social competence according to real performance in non-formal education institution in Indonesia. The nature of community based learning with adults multiplies the design decisions that must be made in taking into account distinctive

characteristics of adult learners. Community based learning programs designed with adult students in mind make accommodations for adult experiences and skills. Those designing reflection activities with volunteers also consider adult experiences and needs (Marienau, C., & Reed, S. C. : 2008).

Iskandar Agung's (2018) research showed that the implementation mechanism of the program is still not satisfied, both in improving the competence and professionalism of work and providing provisions to motivate themselves to continue professional development. Training still faces a number of weaknesses, both in terms of instructors / facilitators, training tools, availability and suitability of learning modules, strategic implementations, and others. Nicole Lefore's (2015) case study generated lessons for other initiatives to develop facilitators and facilitation skills that ensure facilitation of long-term change processes can continue even after external facilitators leave and/or a project closes.

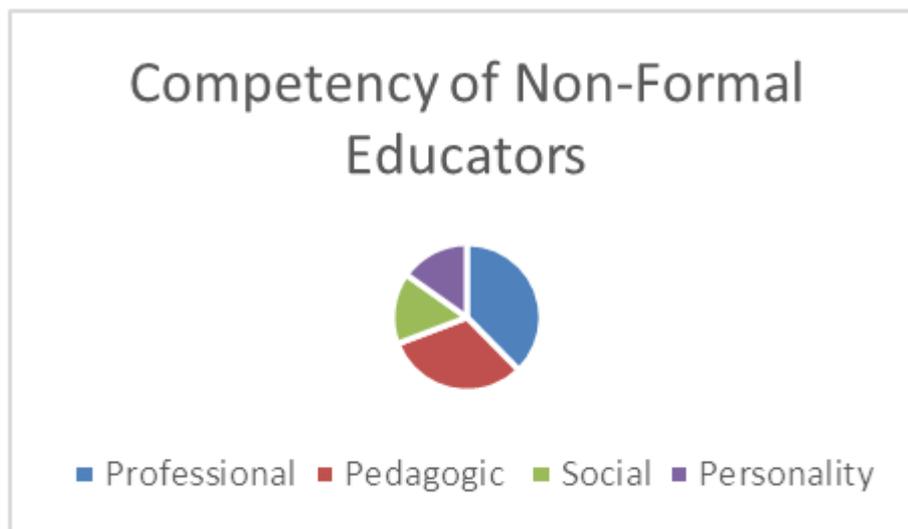
N Y Rustaman, et al., (2017) found that generally science teacher involvement and their competence in authentic assessment improved through workshop. Their knowledge about the nature of assessment in relation to the nature of science and its instruction improved, but still there were problems in integrating their design performance assessment in their lesson plan implementation. Russel in Sulistiyani & Rosidah (2005) explained that workshop involves a few stages: (1) *need assessment stage*, which is aimed to collect information that determines whether workshop program is needed or not; (2) *development stage*, which the purpose to design environment and method used to achieve workshop goals; and (3) *evaluation stage*, which insists on judging whether workshop has been driven to the desired goals. All these stages have been fulfilled and therefore it can be said that the workshop program investigated in this research is truly designed on demand.

The elaboration above asserts that demand analysis of workshop participants must be conducted before workshop program is made. In this research, workshop participants are non-formal educators. The lack of competency among non-formal educators is difficult to detect without demand analysis. This difficulty remains persistent despite the fact that during workshop, non-formal educators as research object are subjected to *pre-test*. It must be noted, however, that pre-test is different from demand analysis. Pre-test is conducted to acknowledge strength and weakness of workshop participants through non-verbal test that involves objective multiple choices. However, pre-test still cannot explain the competency of workshop participants comprehensively, precisely in terms of personality, professional, pedagogic, and social competencies.

Competency of Non-Formal Educators

Descriptively, the findings of this research show that the competency of non-formal educators as workshop participants is “quite good” before workshop with mean score of 63.63%. After attending workshop, their competency improves into “very good” category with mean score of 80.94%. The score has been increased by 17.3%. The highest improvement is shown by professional competency (25.24%), and this is followed by pedagogic competency (21.11%), social competency (10.48%), and finally, personality competency (10.15%).

Currently, in the Industrial Revolution 4.0 era, it is a requirement for teachers to have four competencies in accordance with applicable regulations: pedagogical competence, professional competence, social competence and personality competencies. According to this research, facilitators need to develop four additional competencies: 1) critical competencies, 2) creative competencies, 3) communicative competencies, and 4) collaborative competencies in facing challenges presented by the disruptive Industrial Revolution 4.0 era (Indrawan, P. A, dkk : 2019). Changes in the global economy, powered by exponential technological growth and convergence, require new skills of workers, thus generating a call from various quarters (ie business and industry, government, think tanks) for a rethink on schooling and the teaching practices of the teachers (Lynch, D., Madden, J., & Knight, B. A. : 2014).



The finding above is quite logical because workshop implementation for non-formal educators is indeed emphasized on professional and pedagogic competencies. Meanwhile, social and personality competencies are expected to be developed individually by workshop participants at each of their Non-Formal Education Institutions. Some efforts need to be made to stimulate non-formal educators to improve their social and personality competencies, for example, by attending poverty eradication programs and developing illiteracy eradication models or other

relevant education models. The educator who is conscious of individual differences “will become aware of how this manifests itself in empowerment efforts” (Marrocco, M. M. : 2009). Social work brings critical expertise in community engagement and community-level change (Berzin, S. C., & Pitt-Catsouphes, M. : 2014)

Non-formal educator competency is improves after they attend workshop. A good teacher is perhaps the most common and least precise of all terms (Liston, D., Borko, H., & Whitcomb, J. : 2008) used in this research. It can be said that workshop is quite effective in improving performance of non-formal educators in accomplishing their tasks. *Workshop is one of the most important systems of organized informal education* (Umut, 2014), meaning that workshop has indeed been effective as the activity designed to improve non-formal educator performance. This corresponds with Laird (1893:20) who stated that: “*Those activities which are designed to improve human performance on the job the employee is present doing or is being here to do*”. Similarly, Simamora in Kamil (2010: 4) said that training is a set of activities designed to improve skills, knowledge, experiences, or attitudes of certain individual.

The definition of workshop as an educational tool may well be made like “*an educational meeting where a small group explores some subjects, develop a skill or technique, carry out a creative project, etc.*” Workshop is one of the most important informal learning environments, which provide an effective short-term training method that can be used in a wide array of settings with an infinite number of topics (Brooks-Harris & Stock-Ward, 1999). At this point, it will be useful to define the informality and informal learning concept. Malcolm Tight (2002: 34) emphasized that *training is defined as the systematic acquisition of skill, rules, concepts, or attitude that result in improved performance in the work situation. In some instances, the intended situation is direct on-the-job training. The instructional environment is similar if not identical to the on-the-job environment. In other instances the training occurs in a place far removed from the actual worksite.* All these descriptions articulate the fact that training is closely related with behavior. Due to the quality of training, participants improve in terms of skill, attitude or knowledge, which is helpful to them in achieving professional goals.

Results of Hypothesis Test

Data of pre-test and post-test values can be subjected to t-test only if the data have shown normal distribution. This requirement is already met, and the result of t-test on pre-test and post-test values can be read in the following Table 1 below.

Table 1: Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pretest-Posttest	-17.305	3.455	.302	-17.903	-16.708	-57.329	130	.000

Source: Result of hypothesis test

The proposed hypothesis is explained as follows:

Ho: Workshop for non-formal educators significantly affects the competency of non-formal educators after workshop participation.

Result of hypothesis test supports the descriptive finding above. The result shows that workshop implementation is affecting the competency of workshop participants. It is proved by t-value of -57.329 and p-value of $0.000 < 0.05$, which means that the effect is significant. There is significant difference in the competency of non-formal educators before and after they attend workshop.

Thuy Pham, N., & Swierczek, F. W. (2006) in this study identify the key organizational learning facilitators and emphasize the outcome perspective of organizational learning. This research also considers the process approach emphasizing acquisition sharing and utilization. Two important learning outcomes are assessed. One is instrumental and the other is conceptual. Instrumental outcomes are defined by changes in the organization, products, services or processes. They may also be related to individual results related to problem solving or improved performance. Such outcomes are specific, tangible and quantitative results of the organizational learning process. Conceptual outcomes reflect changes in the individual positive perception of the work environment. They are a result of the interactions between individuals and the organizational learning process. Such changes may enhance individual self-esteem, improve communication, and increase performance.

Wan Nor Fadzilah Wan Husin, et al. (2015) found in their descriptive analysis that the level of competencies among science facilitators was at a moderate level for all domains i.e pedagogical content knowledge (mean = 2.61), personal development (mean = 2.78) and learning assistance

(mean = 2.78). The findings from multivariate analysis of variance (MANOVA) showed that there was no difference in the perceptions between the teachers who had visited and who had never visited the Science Centre on their relative level of competence as a science facilitator. This suggests that science centres need to improve the competencies of science facilitators based on the three domains. Elsey et al. (2017), in their heir positive learning outcomes underlined the value of ALAR as a tool for facilitating both group and individual learning. ALAR emerged as an effective means of enabling international students to competently manage a new learning environment. In particular, two hallmarks of andragogy, self-direction and personal empowerment, were evidenced in student reflections. Ozlem Ates and Ali Eryilmaz (2009) espoused the above further by indicating that tutor level of adaptation to the PBL and its content expertise were commonly mentioned as factors affecting their performance during PBL implementation. Other research showed that e-Learning facilitators take on four roles to meet the necessary conditions of effectiveness, because they "wear four pairs of shoes," - instructors, social directors, managers, and technical assistants. The framework herein provides a means of describing tasks and responsibilities of E-Learning facilitators. (Hootstein E : 2002).

Conclusion

Workshop is proven in this research to have significant effect on the competency of workshop participants, which in this research refers to non-formal educators, and this is indicated by t-value of -57.329 and p-value of $0.000 < 0.05$. There is significant difference in the competency of non-formal educators before and after they attend workshop. Before workshop, facilitator competencies are "fair", with the average of 63.63%. After the workshop, the competency levels increase to "very good" with the average of = 80.94%. In other words, the average level of competency increases by 17.3%. In summary, this research found that post workshop: (1) personal competence increases by 10.15%; (2) professional competence increases by 25.24%; (3) pedagogical competence increases by 21.11%; and (4) social competence increases by 10.48%. Consecutively, professional competence increases in significant amount of value, followed by pedagogical, social and, lastly, personal competence. The competency of non-formal educators is affected by several factors, such as education level, teaching experience, and participation in training & education.



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