

“How to combine formal, non-formal and informal learning in developing coaches”

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**INFORMAL
EDUCATION**

**FORMAL
EDUCATION**

**NON FORMAL
EDUCATION**

**COACHING
EXPERTISE**

ANDRAGOGY

VOICE OF THE COACH

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PHILOSOPHY (ISCF)**

POLITICAL DECISION MAKERS

**COACHES AS ADULT
LEARNERS**

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COACH DEVELOPERS (ICDF)

LIFELONG LEARNING (1980)

CHANGING BELIEVES & BEHAVIOURS

TYPES OF LEARNING SITUATIONS

- **Formal learning** – takes place in education and training institutions hierarchically structured, chronologically graded and lead to certificates or diplomas and qualifications recognised
- **Non-formal learning** – one that runs in parallel with the education and training systems and does not provide legal certifications. Can occur in the workplace and through activities of organizations or civil society groups. May also be provided through organisations or services created in addition to conventional systems - can include clinics, seminars, mentoring ... Not always leads to a certification

TYPES OF LEARNING SITUATIONS

- **Informal learning** – results of everyday life.
Unlike formal and non-formal is not necessarily intentional and, as such, may not be recognized even by individuals as enrichment of their knowledge and skills
- RPL

TYPES OF LEARNING SITUATIONS

- **Unmediated learning** - most refers to when the coaches start their learning, choose what they want to learn and decide how they want to – read a book, watch a DVD, reflect on their experiences ...
- **Mediated learning** - refers to those directly assisted by another person or through the use of means to simplify the learning materials. Learning is mediated via two forms of education – the formal and non-formal

EXPERIENTIAL LEARNING

- Knowledge, skills and/or abilities attained through observation, simulation and/or participation that provides depth and meaning to learning by engaging the mind and/or body through **activity, reflection and application** (Craig, 2006)
- Learning is the process whereby knowledge is created through the **transformation** of experience (Kolb, 1984)

LIFELONG LEARNING

- **Concept of lifelong learning connects individual parts of education and particular forms of education (formal, non-formal, informal) into a **single composition****
- **The term of LLL means that **education is flexible and adapts**, according to the individual's needs and is accessible all over their lives**

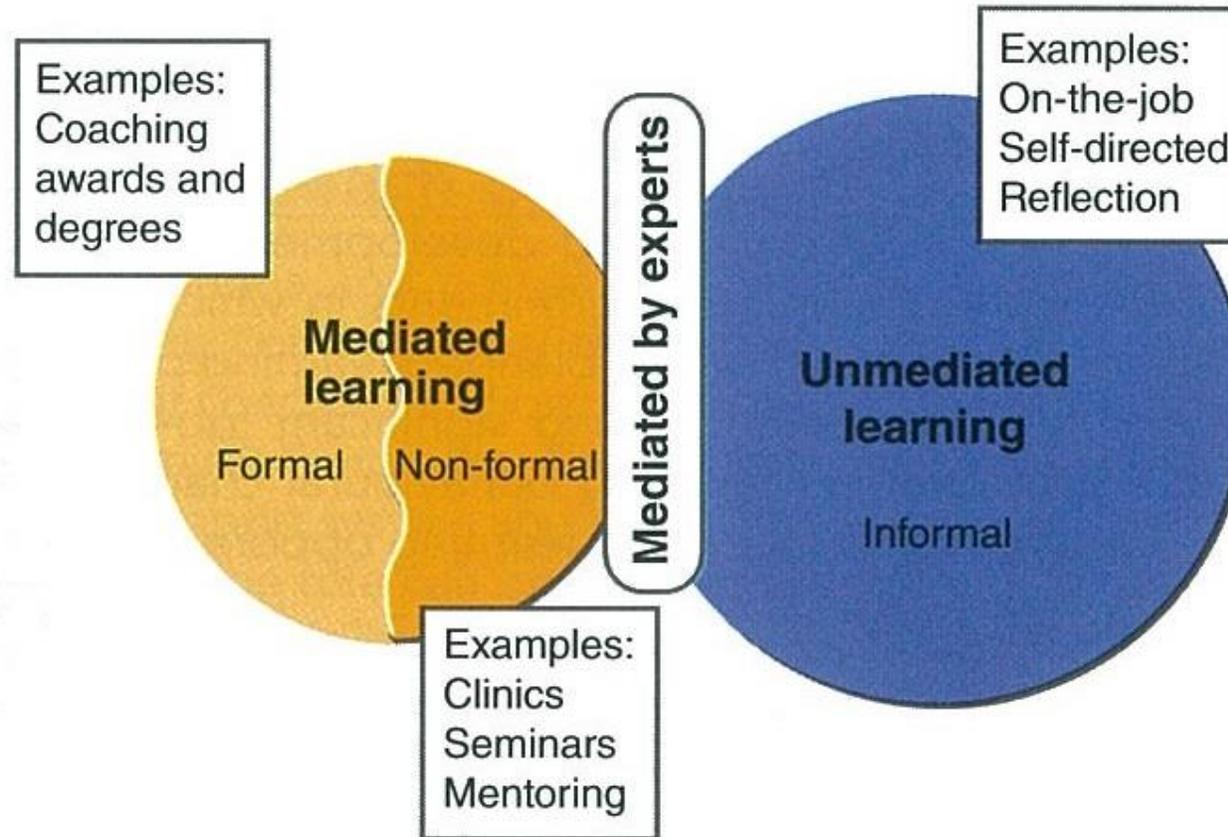
LLL IN 21ST CENTURY

Reasons for its demand:

- Increasing access to information**
- Warp and fast technological changes**
- An enhancing global interactions**
- Industry shifts**
- Skill requirements**

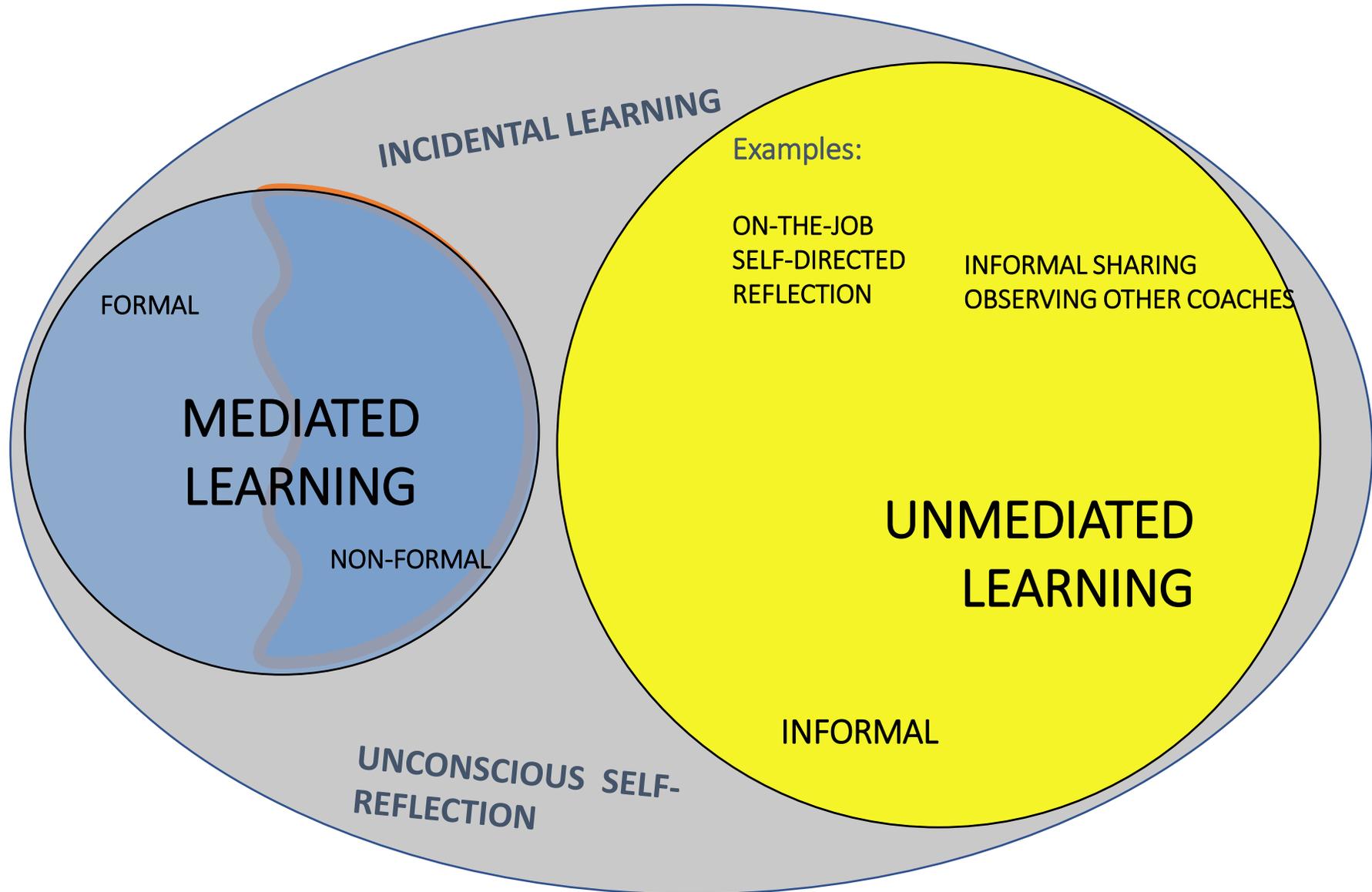
TYPES OF LEARNING SITUATIONS *(single composition)*

(Moon 2004, Werthner and Trudel 2006)



TYPES OF LEARNING SITUATIONS

(Moon 2004, Werthner and Trudel 2006)



ADULTS AS LEARNERS - CHARACTERISTICS

(Darkenwald & Merriam - 1982)

- Adults are **voluntary learners**
- They have a **wide range of abilities**
- They tend to relate learning to their **past experiences**
- They learn for a **current need**
- They have the ability to **take responsibility** for their own learning

PRINCIPLES OF ADULTS EDUCATION

(Darkenwald & Merriam - 1982)

- Recognize and use their **vast range of ability** in training
- Use their **experience** as a starting point in learning activities
- Use the **group's ability** to control its own learning
- Create a group that is **supportive** of each individual's learning
- Provide learning activities that are **relevant to the group's** current needs
- Provide learning activities that engage **individuals** in learning that is **relevant and meaningful**
- Build on adult's ability to take **responsibility** for their learning and develop even more skills to direct their own learning
- Provide positive and specific feedback to **enhance learners' self confidence**

COACHES LEARN BETTER WHEN

- Their **experience** and skills are recognized and are encouraged to **reflect** and support about them
- Feel the **need** to learn and the **relevance** of the matters
- Are encouraged to **take responsibility** by their learning
- The **climate is positive** and support and minimizes the anxiety, encourages **experimentation** and challenges each individual appropriately

COACHES LEARN BETTER WHEN

- They have many opportunities to **engage in practice** and apply the information to their own **context**
- They are actively involved and driving their **own learning**
- They feel some **success** and receive feedback that strengthens their **self-confidence**
- The way they like to learn is taken into account and recognized that this may be **incidental** (*something that occurs in the course of a given situation*) and **idiosyncratic** (*peculiar and personal, very intimate, that only the person understands*)

HOW COACHES LEARN ...

- **% formal instruction**
- **% informal situations (eg from other coaches, website, books)**
- **% non-formal situations (eg seminar)**
- **% interactive workshops**
- **% experience, trial and error**
- **% other.....**

Formal coach certification courses

Interaction with peers, athletes and experts

Informal mentoring

Homework (reading, video, internet)

Communities of practice

Formal mentoring

Trial and error on the job

COACH

Apprenticeship with an experienced coach

SELF REFLECTION

Their own athletic experience

???????

Guided reflection

Observation of other coaches

Clinics, seminars and conferences

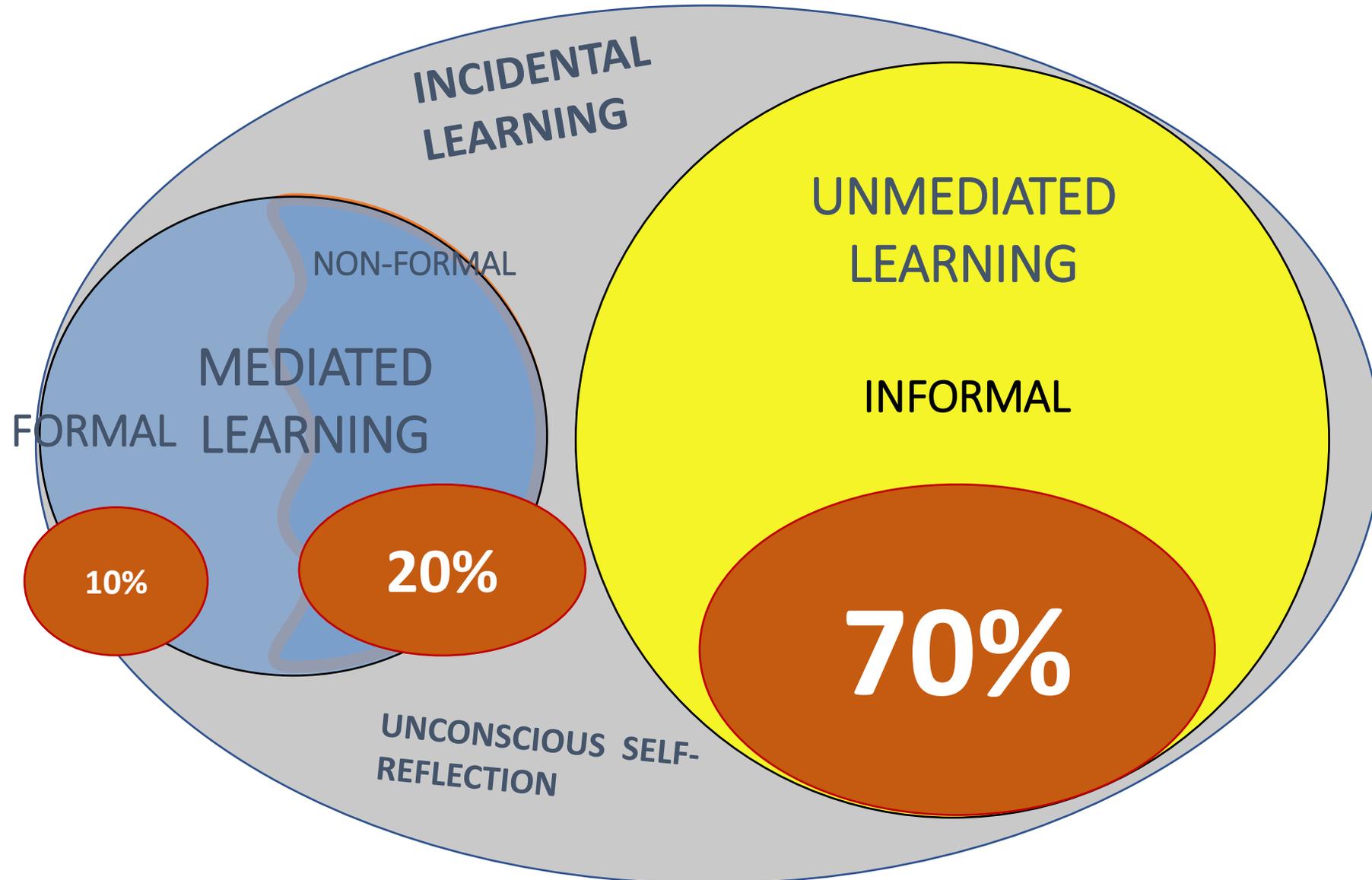
Supervised practice

70 – 20 -10

(Radakovic & Antonijevic)

- **70% through practice**
- **20% through other people (conversations and networks)**
- **10% through formal learning (criticism ...)**

TYPES OF LEARNING SITUATIONS



WHAT DOES THE RESEARCH TELL US?

“Coach learning tends to be **idiosyncratic... few coaches follow a systematic development route that is standardised for coaches within different sports and stages of development”
(Nash, 2014)**

Portuguese Law (Portaria 326/2013, November 1st)

- **Non-formal continuing education/training is mandatory ...** *(lifelong learning)*
- **“It is up to the sports coach, depending on his/her qualifications and the stages of development of the athletes covered by his/her activity, to choose the education actions that most suit his/her needs ...”** *(take responsibility by their learning – idiosyncratic - self reflection)*

Advantages of formal education

- Large numbers of coaches will learn the same information and/or processes at the same time
- If properly designed, the course content should be accurate and up to date
- People learning through formal training programs come up to speed faster once they start their jobs
- Properly designed formal training programs can include a **variety** of methods to appeal to **all learning preferences** and conform to **adult learning principles**

Advantages of informal education

- Creating informal learning situations can be **less costly** and more time efficient given all of the social media technologies and electronic devices we have today
- Learning informally can be more personal and **less intimidating** for some people
- **Experts** may be more willing to **share** their knowledge with others this way
- Since learning this way happens more naturally during the flow of someone's work day, people may be **less** likely to **resist** learning new things

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Eduardo Galeano (1940 - 2015)

“The **UTOPIA is there on the horizon. I take two steps forward, it moves away two steps. I walk ten steps and the horizon runs ten steps. As much as I walk, I will never reach there.**

So, why the UTOPIA?

For this reason: so I can not stop walking ”

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THANK YOU

PLEASE - DON'T FORGET TO KEEP WALKING



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