

## Scout Educational Method and Transdisciplinarity: Contributions to Environmental Education in the light of the activities of Tribo da Terra - Insignia Reduce, Recycle and Reuse plastic bottle caps



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### ABSTRACT

Founded by Baden-Powell, Scouting, as a non-formal education, allows its members to value the environment, preparing them for preservation and sustainable development. The practice of scouting and its socio-environmental and educational benefits for adolescents from the Bernardo Sayão Scout Group were analyzed, through the activity Insignia Reduce, Recycle and Reuse (3R's).

Bibliographical and field research was carried out, with a qualitative approach. The theoretical framework was based on the concepts of Scouting, Environmental Education, Non-formal Education, Transdisciplinary Education. Weekly technical visits were made to the Scout Group, from October to November/2022. For four months, the scouts gathered PET bottle caps and participated in workshops and, with the guidance of a Scoutmaster, made with the caps: tic-tac-toe, pencil holder, “fidget spinner”, cup holder and plastic plate. The scouts evaluated the discarded material on the environment and realized the importance of responsible consumption and reuse of bottle caps. This research demonstrated that the Scout method is a transdisciplinary education that is concerned and carries out activities related to environmental and sustainability issues, such as the 3R's Insignia, promoting sustainable habits for an ecological and healthy lifestyle.

**Keywords:** Earth Tribe activity, Environmental education, Sustainable development, Transdisciplinary education, Scout educational method.

## 1 INTRODUCTION

Scouting began in 1907 with the British Robert Stephenson Smyth Baden-Powell, an interested lieutenant general in testing whether their training methods were interesting for the development of young men and could be used by some youth organizations of the time. At the time, the young people were taught knowledge and techniques important for that historical context, such as first aid, cooking, discipline, morals, charity, patriotism, safety tips for urban and forest environments, as well as the observation of the space occupied. The test was conducted with 20 male adolescents, aged between 12 and 16 years old, in a camp on Brownsea Island, England, and, after passing the test, each received a badge that read "be prepared", be prepared, or as it was adapted for the Portuguese in Brazil, "always alert". The camp was a success and Baden-Powell published the book *Scouting for Boys* (1975). The



publication of this book resulted in the voluntary and independent organization of several youth groups that adopted the name Boy Scouts (NAGY, 1987).

From then on, the work was translated into several languages and spread to several countries. Initially, the program focused on boys, but in 1910, Baden-Powell and his sister Lady Agnes created a program for girls, Bandeirantismo, and for children, Ramo Lobo in 1916 (WOSM, 2016). In 1910, the First Center of Boy Scouts of Brazil was founded and already in 1917 the Decree of the Legislative Power No. 3297 was sanctioned, which in Article 1 established that "Brazilian associations of scouts based in the country are considered of public utility for all purposes." Decades later, in 1946, Decree-Law No. 8,828 recognized the Scout Movement as an extracurricular institution (BRASIL, 1946).

Worldwide, the Scout Movement (ME) is managed by the World Organization of the Scout Movement (OMME), which is nonpartisan, non-governmental and composed of 161 National Scout Organizations, located in 223 countries and territories with more than 40 million volunteer members, 80,000 of whom are Brazilians. In addition, OMME is one of 130 global non-governmental organizations with general consultative status in the Economic and Social Council (Ecosoc) and develops projects in partnership with the International Labor Organization (ILO); the United Nations Environment Programme; the United Nations Educational, Scientific and Cultural Organization (UNESCO); and the United Nations Children's Fund (UNICEF) (WOSM, 2016).

The ME offers several activities worldwide for children, adolescents and young people from 5 to 21 years old and, in Brazil, from 6.5 to 21 years old. The Scout performs most of the activities weekly in a place near his residence, whenever possible, and also excursions in more distant places that can last a few days (UEB, 2010).

The MoU is considered attractive to participants because of the various activities it provides, but should not be confused with recreational activities, but recognized as an educational movement (UEB, 2021). Therefore, it is important to evaluate through research how the experiences practiced in Scouting contribute to the learning of its members, in their relationship with the environment and, more specifically, to environmental education.

Scouting is a joyful outdoor game where the jovial-minded adult and young venture together as brothers, old and young, in search of health, happiness, dexterity and detachment (BADEN-POWELL, 1982). Its mission is to contribute to the education of young people to help build a better world, in which people feel fully fulfilled and can play a constructive role in society (UEB, 2001).

Thus, the Scout Movement is characterized as a worldwide movement, educational, voluntary, nonpartisan, and nonprofit. It has as its proposal the development of the young, through a system of values that prioritized honor, and that is based on the Promise and the Scout Laws and through the practice of teamwork and outdoor life, makes the young person assume his own growth, becoming an example of fraternity, altruism, responsibility, loyalty, respect and discipline (UEB, 2001).



The practice of scouting performed by outdoor activities with nature, contributes to the sustainability of the environment and also brings psychological and social benefits to the children and adolescents involved, through environmental perception (ZANINI; SAINTS, 2021).

Scouting has become a tool of fundamental importance for these young people with regard to the acquisition of positive values related to the family, educational and environmental context. Nature is the principle of all things, that is, *a priori*, it is from it that everything starts. The act of educating is a movement of improvement and personal transcendence. Scouting, because it is a non-formal education, is a way to educate the young people who are part of it through constant learning with nature (MENDES, 2012).

It is through the Scout method, the "Learning by Doing", preaches learning by practice, by action, valuing training for autonomy based on self-confidence and initiative, developing the habits of observation and deduction (UEB, 2021).

The Scout Method is a system of progression, the intention is to encourage each young person to develop their capabilities and interests. It does this by posing challenges to be overcome through adventures, encouraging to explore, to discover, to experiment, to invent and to create the capacity to find solutions; but always respecting them individually, their barriers (UEB, 2021).

In this sense, this research has as object of study, the children and adolescents of the Bernardo Sayão Scout Group, located in the Antônio Marmo Canedo Environmental Park - Matinha Park - in the municipality of Anápolis / GO - Brazil.

This work is justified by the need to demonstrate the importance of Scout educational methods, through transdisciplinary education, in favor of environmental issues that have affected planet Earth. This year, several nations have gathered at the United Nations Conference on Climate Change to create an effective agenda for reducing pollution on the planet and mitigating the food and energy crises. The 2030 agenda, in turn, also presents objectives for sustainable development (SDGs), and it is necessary to verify the projects and actions that have resulted or result in environmentally friendly impacts. And, within this perspective, the following questions are asked: *i*) How can the Scout method, being a non-formal education, contribute to the environmental education of children and adolescents? *ii*) How can the practice of Scouting form reflective, autonomous and investigative citizens, who learn to think in a multidimensional way, expanding, transcending and reconnecting knowledge, as provided for in transdisciplinary education?

Seeking to answer the questions, this article synthesizes, initially, the Scout educational method, as a non-formal and transdisciplinary education; soon after, it presents the methodological aspects of the research; then, it exposes and discusses the results obtained, weaving in its last part, the final considerations about the work carried out.



## 2 SCOUT EDUCATIONAL METHOD AND TRANSDISCIPLINARITY

The MoU spread throughout the country, being adopted, even, as a governmental educational proposal. In Brazil, in 1924 the Union of Scouts of Brazil - UEB was founded, as a result of the merger of several Scout associations existing at the time and affiliated to the World Organization of the Scout Movement - OMME. The UEB adopts a vertical organization, defining parameters of action for the local units (scout groups and autonomous sections) associated, through a single program, aiming at greater cohesion among the members. Educational programs for young people are developed through volunteers (UEB, 2012).

Scouting is a worldwide movement, educational, volunteering, which aims at the development of children, adolescents and young people through a value system that privileges honor, practice of teamwork and outdoor life, making them protagonists of their own growth (UEB, 2001).

As established by UEB in 2021, the Educational Project "We are a non-formal education movement, which cooperates with other educational agents such as the family and the school, seeking the integral development and permanent education of children, adolescents and young people" (UEB, 2021, p. 05).

"Education as I understand it does not consist in introducing into the child's brain a certain amount of knowledge, but in awakening to him the desire to know and to indicate to him the method of study" (BADEN-POWELL, 1930, p. 12).

Within a Scout Group, children and youth are distributed into branches, with their own educational programs and age-specific activities. Chart 1 presents the organization of the branches within the MoU, in which they are presented how they are divided, their form of organization, as well as the description of each of the branches. Adult ME members, called Scouts or Scouts, do not organize themselves into branches, but comprise members over the age of 21.

Table 1 - Organization of the Branches within the Scout Movement.

Branch	Form of organization	Description
Wolf Branch	Pack	The Pack is the branch for children from 6.5 to 10 years of age of both sexes. The educational program and the stages of the little wolf aim at the first teachings for life in the field, team life and leadership development. The Alcateia program is inspired by Rudyard Kipling's "Book of the Jangal," summed up in "Mowgli the Wolf Boy." The organization of Alcateia can be only of little wolves, little wolves or mixed. The Pack is divided into teams called packs, each assigned with 4 to 6 children.
Scout Branch	Scout Troop	The Scout Branch is aimed at children and adolescents from 11 to 14 years of age, of both sexes. The educational program aims to increase knowledge and your self-confidence. In the Scout Troop the members learn to live as a team, to respect nature. The troop is divided into patrols, consisting of 5 to 8 people.
Senior Branch	Senior Troop	The Senior Troop/Guide is aimed at adolescents from 15 to 17 years of age of both sexes. The educational program aims



		to offer greater challenges and make members acquire new skills to overcome life's obstacles. The Senior Troop (male), Guide Troop (female) or Mixed Senior Troop is divided into patrols of 4 to 6 people.
Pioneer Branch	Pioneer Clan	The Pioneer Clan is aimed at young people from 18 to 21 incomplete years, of both sexes. The educational program of this age group aims to increase the integration of young people into the world, turning to service to the community and the exercise of citizenship based on the values of the Promise and the Scout Law. The pioneer's motto is SERVE. In the Pioneer Clan young people have already effectively become adults in society and are completing the formation of their values and principles.

Source: Ferreira, 2016 (adapted by the authors).

The Scout Educational Project presents some elements of the Scout method (UEB, 2021):

- a) Acceptance of the Law and the Scout Promise - All those who want to be part of the MoU must accept the Law and the Scout Promise, and do so voluntarily, as no one is required to be a Scout.
- b) Learning by Doing - Since the educational conception of the BD, knowledge is not transmitted, but is built through a process of inquiry, exploration, practical experimentation and reflection. It is an active relationship where the child, adolescent and young person are protagonists of their learning process.  
In learning by action "the classroom is the world", and for this reason it is necessary to establish strong links between children, adolescents and young people and the environments where they are inserted, since young people learn in direct contact with different situations, with the changes and with the challenges of the social and natural reality.
- c) Team System - Scouting uses small teams for its members to participate in collaborative learning and decision-making.
- d) Symbolic Framework - Scouting uses a unifying structure of themes and symbols to facilitate the learning and development of a unique Scout and Scout identity.
- e) Nature - Involves the approach of sustainability, which provides a better ethical perception, respect and connection with nature, encouraging sustainable behaviors.
- f) Community Involvement - Enhances the value of the community itself as an educational environment, allowing members to connect with different people and realities, increase intercultural and intergenerational understanding, recognizing themselves as active, critical and responsible citizens in the improvement of the local and global community.

Also, Scouting as non-formal education:



"It takes place outside the school sphere and is broadcast by museums, media and other institutions that organize events of various orders, such as free courses, fairs and meetings, with the purpose of teaching ... Non-formal learning thus develops, according to the wishes of the individual, in a climate specially designed to become pleasant. Finally, informal education occurs spontaneously in day-to-day life through conversations and experiences with family, friends, colleagues and occasional interlocutors (Chagas, 1993, p. 79)"

Following this reflection, we perceive the importance of the non-formal educational process in the procedural dynamics experienced in Scouting in its different contexts. Education is everywhere, and as Brandão (2008, p. 9) says "(...) there is neither a single form of education nor a single model of education; school isn't the only place where it happens and maybe it's not the best (...)".

According to Marques (2009, p. 23):

"Non-formal education can be understood as any organized, systematic educational activity, conducted outside the limits established by the formal system alongside the educational establishments, develops other educational processes in programs and projects that are directed by training agencies, aiming mainly at the professional improvement and cultural development of the population."

It can be observed that teaching linked to Scouting can be practiced in different ways, with constant learning and through different routes and agents.

Paolillo & Imbernon (2009) identified in the MoU an environment in which formal and non-formal education find a common language and recognize in scientific knowledge strategies of social development and citizenship, which characterize the BD as the largest organized movement of non-formal education.

Non-formal education empowers individuals to become citizens of the world, in the world. It opens windows for understanding people and their social relations that their community involves (GOHN, 2006).

The Scout educational method is also characterized by a transdisciplinary education. First, it is necessary to clarify the difference between multidisciplinary, interdisciplinarity and transdisciplinarity.

Multidisciplinarity is understood as a set of disciplines to be worked simultaneously without making appear the relations that may exist between them. Interdisciplinarity questions the segmentation between the different fields of knowledge taking into account the interrelationship and influence that exists between them as an objective of reciprocity and exchange. Transdisciplinarity in turn has systems of levels and multiple objects aiming at the global understanding of the world (ROQUETE, 2012).

By breaking the boundaries between one discipline and another, transdisciplinarity seeks to understand phenomena and acquire knowledge in a holistic and contextualized way. Knowledge acquires a transversal characteristic, for it crosses all disciplines in some way.



According to Sommerman, Mello and Barros (2002, p. 09) transdisciplinarity is:

" [...] A theory of knowledge, is an understanding of processes, is a dialogue between the different areas of knowledge and an adventure of the spirit. [...] It is a new one among the different areas of knowledge and an adventure of the spirit. [...] It is a new articulation of the multireferentiality and multidimensionality of the human being and the world. [...] It also implies learning to decode the information coming from the different levels that make up the human being and how they resonate with each other. Transdisciplinarity transforms our view of the individual, the cultural and the social, referring to respectful and open reflection on the cultures of the present and the past, of the West and the East, seeking to contribute to the sustainability of the human being and society. [...]"

The Scout Educational Method supports young people to be protagonists of their educational process. To this end, it resorts to learning through action, valuing curiosity, questions, experience and autonomy as sources of knowledge of its local, national and international reality, present in transdisciplinary education.

Transdisciplinarity, as the prefix "trans" indicates, refers to that which is at the same time between disciplines, across different disciplines and beyond any discipline. Its objective is the understanding of the present world, for which one of the imperatives is the unity of knowledge (NICOLESCU, 2000).

In the next item, the research carried out on the Scout educational method and transdisciplinary education through the activities of the Earth Tribe will be described.

### 3 METHODOLOGY

A bibliographic and field research was developed, with a qualitative approach of materials collected in the databases, among which: SciELO, Google Scholar, Scouts of Brazil. The following keywords were used: scouting, Scout educational methods, environmental education, non-formal education, transdisciplinarity, sustainable development.

All photographic records were taken from the Facebook and Instagram pages of the Bernardo Sayão Scout Group. Also, we used as bibliographic sources chapters of books, dissertations and theses that dealt with the subject and deepened the analysis of the theme.

Weekly technical visits were made to the Bernardo Sayão Scout Group (GEBS), from October 15 to November 25, 2022, located in the Antônio Marmo Canedo Environmental Park – Parque da Matinha – in the municipality of Anápolis/GO – Brazil.

The research focused only on the wolves and scouts, who were in the period of this study, performing the Scout activity with the Insignia: Reduce, Recycle and Reuse – which was proposed by the Board of the Scout Group, reusing the plastic caps of PET bottles to make: old woman's game, pencil holder, "fidget spinner", support for cup and plastic plate.



## 4 RESULTS AND DISCUSSION

Environmental education and environmental sustainability are concerns of the MoU as noted in documents and programs developed throughout history.

The World Scout Program for the Environment was created in 2008 to introduce environmental education to young people. In 2016, the World Scout Committee created the Messengers of Peace program, the World Scout Program for the Environment and the Boy Scouts of the World recognition under the Better World platform, to encourage young people to raise awareness of the environment.

In 2018, the Scouts for Sustainable Development Goals (SDGs) initiative was created with an emphasis on the 17 SDGs of the United Nations (UN) 2030 Agenda and Education for Sustainable Development (SDS), including the eight key competences for sustainability and the Essential Characteristics of Scouting as a framework for non-formal education (UEB, 2022).

The document - Educational Project of the Scout Movement - (UNION OF SCOUTS OF BRAZIL, 2021), in one of its foundations, discusses the importance of outdoor life, interactive with the environment.

According to article 6 of the Scout Law "The Scout is good for animals and plants", in this way, the ME offers young people knowledge so that they value nature, teaching them to preserve the environment and giving them the opportunity to experience nature, making them recognize its importance for humanity.

The World Organization of the Scout Movement (OMME) concerned with the development of its young people, organized several activities related to environmental education, community actions, according to its educational project, with the aim of transforming them into good citizens for society. The Boy Scouts do various outdoor activities. And in 2022 the Earth Tribe Handbook was published – Environmental education for a global community that protects the planet. It contains three insignia: Champions of Nature Insignia; Reduce, Recycle and Reuse Insignia and Scouts for Solar Energy Insignia.

As provided for in the UEB:

"The Earth Tribe initiative and its challenges specifically seek to address environmental and sustainability issues such as climate change, promotion of sustainable habits for an ecological, healthy lifestyle, and connection to nature through initiatives that seek to protect it. It fosters the development of competencies in children, adolescents and young people, encouraging them to reach their full physical, intellectual, affective, social and spiritual potential as responsible and active individuals and citizens in their local, national and international communities (UEB, 2022, p. 4)"

Figure 1 shows the images of these Insignia:



Figure 1- Earth Tribe Insignia

### Insígnias Tribo da Terra



Campeões da  
Natureza



Reduzir  
Reciclar  
Reutiliar



Escoteiros pela  
Energia Solar

Source: UEB, 2022.

**1-Champions for Nature Badge:** This insignia was instituted for planning projects related to nature protection, biodiversity and sustainable lifestyles.

**2-Scout Insignia for Solar Energy - Scouts GO Solar: Insignia** developed to teach ME members to put into practice the uses and applications of renewable energies, such as solar cooker, solar side, etc., avoiding socio-environmental problems.

**3-Reduce, Recycle, Reuse - Plastic Tide Turners:** Applied in projects together with the community, in order to reduce the environmental impact related to solid waste, such as plastics.

The members of the Bernardo Sayão Scout Group carried out two activities related to this Insignia of the 3R's, whose theme of the project was "Clean Planet".

The objective of the project was related to responsible consumption and the process of reducing, reusing and recycling (3R's) the waste produced in everyday life. When talking about waste, one has in mind about disposable material, which no longer has use. However, materials that could still be reduced, reused and recycled are often thrown away. New uses can be found for items that are considered useless. With regard to single-use plastics, it should be remembered that their production and consumption create a huge pollution problem. Waste is harming terrestrial and marine ecosystems.

The 3 R's Insignia offered wolves and Boy Scouts innovative ways to combat plastic pollution. They became aware of the dangers of this pollution and broader notion of climate change, through the Earth Tribe activity. This awareness has been motivated by the occurrence of deforestation, floods and accumulation of plastic waste.

For the achievement of this Badge, the 17 SDGs were presented to the children of the Lobinho Branch (6.5 years to 11 years) and the Scout Branch (12 to 14 years), stimulating Environmental Education (EA) and sustainable development (Figure 2).



Figure 2 – Workshop on the Sustainable Development Goals (UN 2030 Agenda) at the Bernardo Sayão Scout Group, Anápolis, GO, Brazil.



Source: Bernardo Sayão 2GO Scout Group Facebook Page (2022)

And among the 17 SDGs, emphasis was given to SDGs 6 (Clean Water and Sanitation), 13 (Combating Climate Change), 14 (Life Underwater) and 15 (Life on Earth).

On the explanation of the sustainable goals, for goal 6 was presented by the Chief Scout solutions for the improvement of water quality such as the reduction of pollution with elimination of dumping, minimization of the release of chemicals and hazardous materials and also the correct reuse of water. Other sustainable objectives presented were objectives 13 and 14, where items on improving environmental education were discussed; increased awareness; adaptation of their actions; reduction of environmental impact; reduction and prevention of marine pollution. And finally, goal 15 that is put into practice in Scout activities such as planting trees in order to combat deforestation.

To develop the project, GEBS carried out three planning stages for the wolves and scouts, namely: To know about aquatic and terrestrial ecosystems and prevent pollution, reduce, reuse and recycle our waste; Identify the problems of your local community; Carry out practical actions for the resolution of problems related to the environment together with GEBS, community and/or other members of society.

For four months prior to the visit, the wolves and scouts gathered plastic caps (from PET bottles) and then participated in several workshops and with the guidance of a Scout Chief (adult volunteer), made with the collected caps: old woman's game, pencil holder, "fidget spinner", cup support and plastic plate (Figures 3, 4 and 5).



Figure 3 – Pencil Holder and Cup Support Workshop at the Bernardo Sayão Scout Group Anápolis, GO, Brazil.



Source: Bernardo Sayão 2nd GO Scout Group Facebook Page (2022)

Figure 4 – Workshop for making a game of the old and "fidget spinner" in the Scout Group Bernardo Sayão, Anápolis, GO, Brazil.



Source: Bernardo Sayão 2GO Scout Group Instagram Page (2022)

Figure 5 – Workshop for making plastic dish Anápolis, GO, Brazil.



Source: Bernardo Sayão 2GO Scout Group Facebook Page (2022)



After the activities, the wolves and scouts talked to the Scouts and reflected on their role in reducing environmental impacts. They left the activity aware that their daily lives affect life all over the planet and proposed to change their attitudes so that they are environmentally friendly, reducing the use of plastic bags, plastic straws and disposable cups; reusing PET bottle caps and recycling PET caps and bottles.

Thus, it can be observed that for the understanding of the environmental problem, it is necessary to exercise the particular understanding of each subject, because each one has an individual interpretation of the space that surrounds us, reflected from its historical-cultural context.

Transdisciplinary education is an urgency of the twenty-first century, because traditional education, by dividing knowledge into several disciplines, makes it difficult to understand the whole. Transdisciplinary education aims to transform the learning method that does not take into account the circumstances that are around it and that hinders the understanding of the subjects in general.

In the words of Moraes (2020, p.23):

"Thinking in a complex, ecological or ecosystemic way is the way to not reduce or fragment reality, to no longer divide what is complex and relational. It is to be able to think about the object and its relations; to understand the recursive processes, the interactions present in the different processes. It is to perceive the non-linear dynamics present in the processes of knowledge construction and human learning and to recognize the complexity influencing our logic by making certainty negotiate with uncertainty and what is antagonistic with what is complementary to it. It reminds us that it is necessary to reconnect what was previously separated and fragmented, contextualize the object of knowledge and problematize whenever necessary. Complexity would then be this common fabric, the background that governs the events, actions, interactions and feedbacks occurring in phenomena."

Still on transdisciplinarity:

"In the transdisciplinary view, teaching processes are built that enable learning that can contribute to the understanding and transformation of the reality of the planet, developing awareness of the perception of the meaning of life in the individual. Since everything and everyone is connected, this migration of knowledge between all the elements present is characterized as an open network of connections with a non-linear flow that is being built and reconstructed, thus allowing constant adaptation and improvement (DUARTE, PINHO, 2020, p. 165)."

Reche (2020) compares transdisciplinarity with the human being, saying that to form the human is through the very humanity of being, living and thinking. Just like being transdisciplinary, it is to have freedom beyond the border, not to be tied to a few sources to find the true human essence.

The Scout educational method adopts a humanistic vision of education, which "contributes to the achievement of a model of sustainable development, in which respect for the environment, concern for peace, health, inclusion and social justice guide the growth of our communities" (UEB, 2021, p.7).



## 5 FINAL CONSIDERATIONS

The Scout educational method presents itself as an alternative of non-formal and transdisciplinary education, which offers outdoor activities, in contact with nature, for the formation of the character of its associates and thus, educating for sustainability, preserving and conserving the environment for future generations. In this research, it was demonstrated that the Bernardo Sayão 2GO Scout Group is concerned and carries out activities on environmental and sustainability issues, such as the Tribe of the Earth Activity - Reduce, Recycle and Reuse Insignia, where they collected several plastic caps for making the old game, pencil holder, "fidget spinner", support for cup and plastic plate.

Through transdisciplinary education, with the execution of outdoor activities, Scouting intends to offer other learning spaces, in addition to the home and school, in contact with nature, since, during these activities, one learns about the development of life, experiences new forms of interaction with others and with the environment, helping children and adolescents to transform experiences into learning and developing the sense of the ecological citizen.

The Scout Movement complements the school and family by responding to needs they cannot meet on their own. It encourages young people's self-knowledge, desire to discover and desire to know beyond the walls of the school, learning from others and teaching them what they know. Scouting plays a complementary role for the personal development of the individual, being an agent of non-formal education, contributing to formal and informal education.

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