

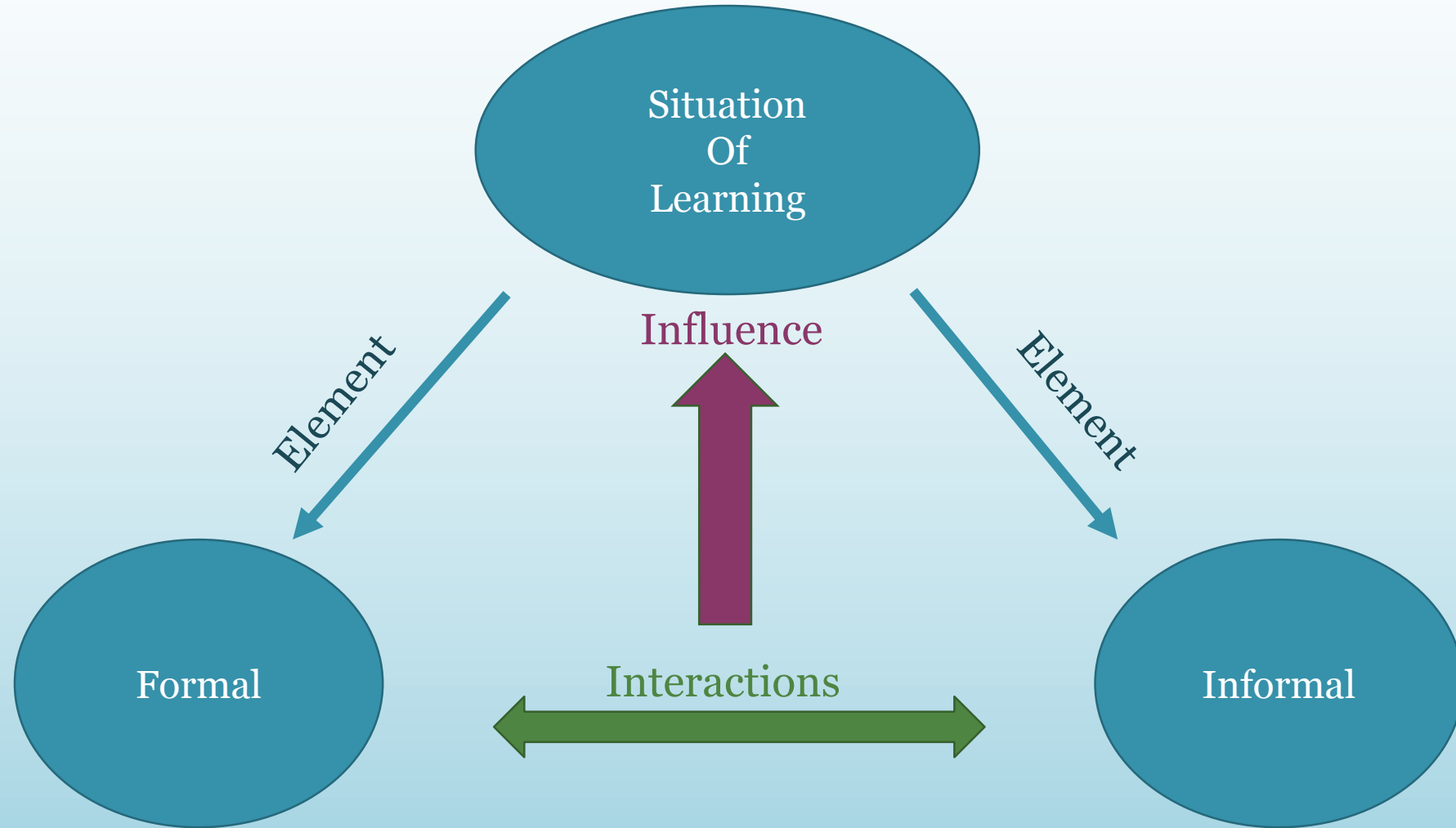
# The relationship between formal and informal adult learning

THE CASE OF 78 BRETON ENTREPRENEURS

“Formal, non-formal and informal are used notions to think of the education, of the adults learning throughout the lifelong learning”

(Ann Hart, 2013)

# Characterization of learning situation



# Individual commitment in activity

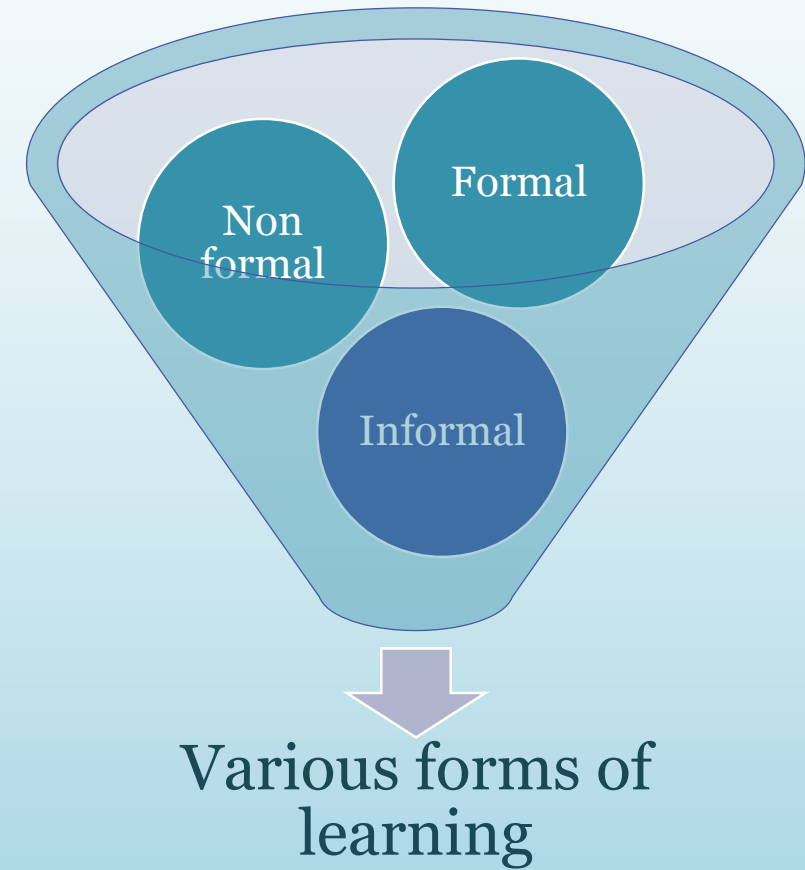


# Research framework

- 1) Formal and informal learning in an entrepreneurial context
- 2) Influence of commitment:
  - In informal learning process
  - In entrepreneurial context
  - Referring to the term of “apprenance” (Carré, 2005)
- 3) The ontological dimension of informal learning in entrepreneurial context questioned by the “emancipatory learning” proposed by Mezirow (2001)
- 4) An empirical approach lean on two studies realized by Mégret (2106)

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# The first goal of an entrepreneur is to develop his/her business

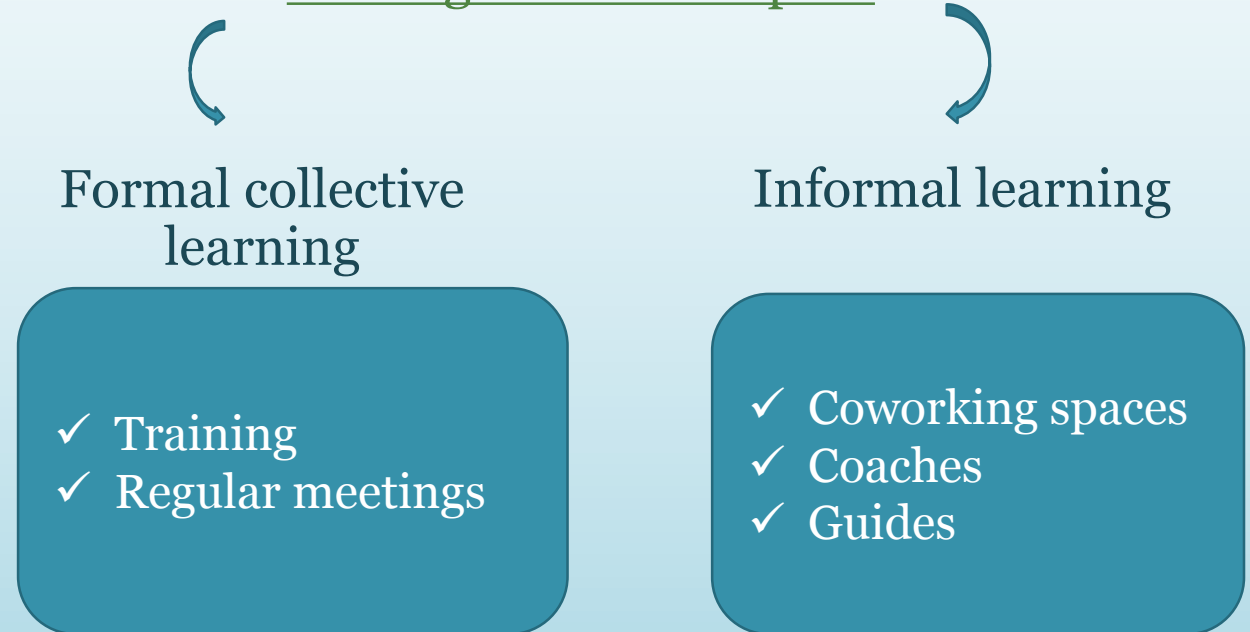


# Importance of the entrepreneur's environment



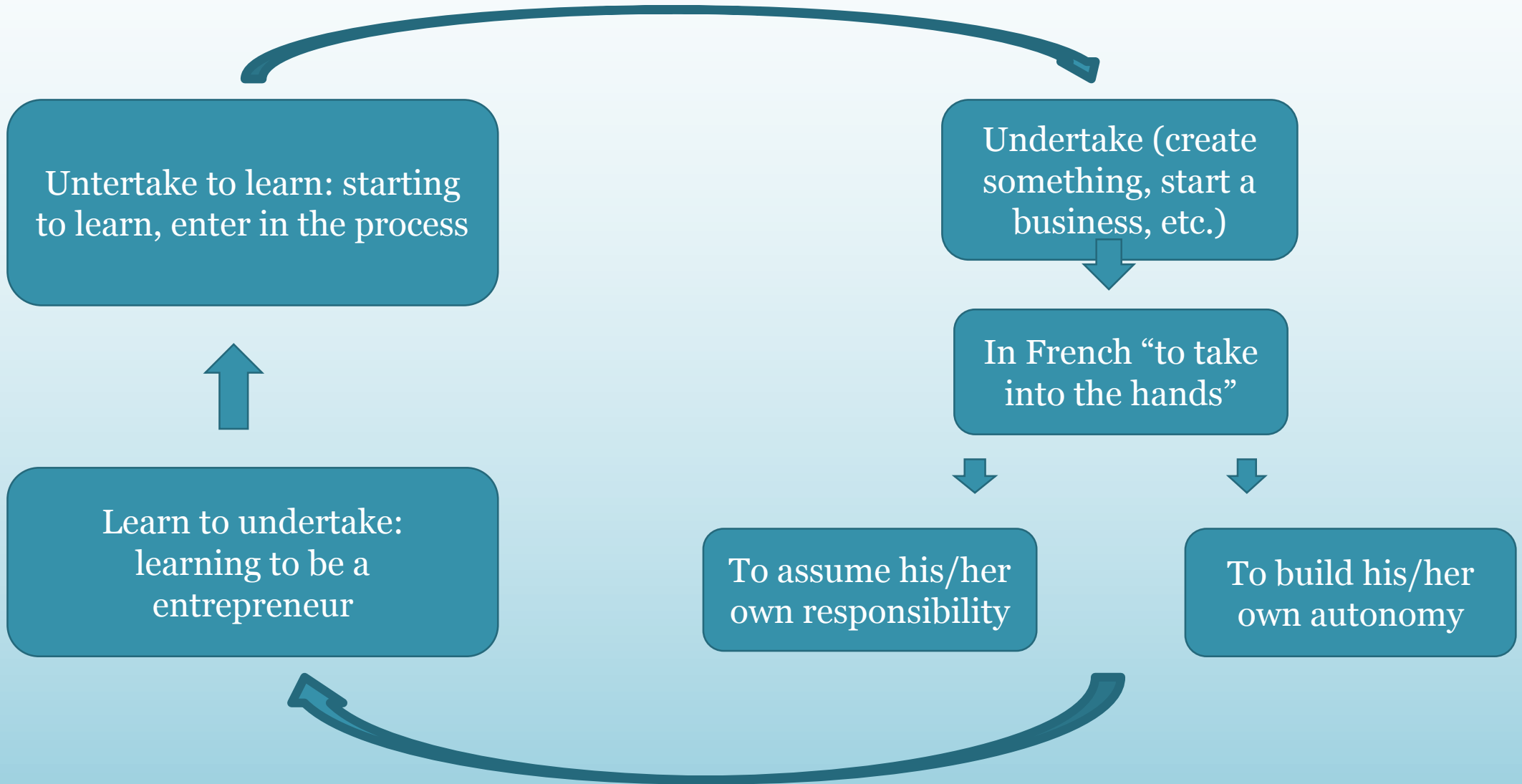
Toutain et Verzat (2015)

## New collective organization Sharing a common space



Sarasvathy (2001)

# A commitment as a persistent self-motivation





# Two forms of motivation



Intrinsic  
Motivation

No outside pressure

- ❖ Curiosity
- ❖ Delight/desire
- ❖ Need for exploration

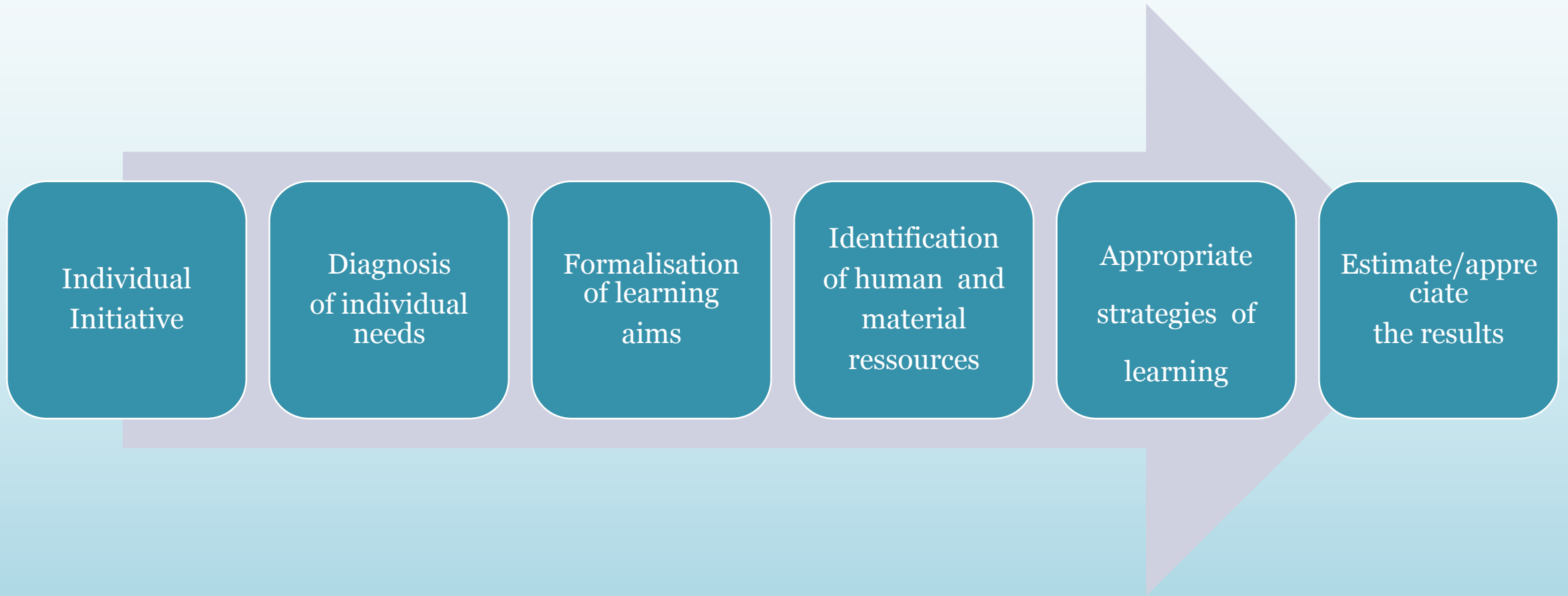


Extrinsic  
Motivation

Instrumental actions

- ❖ Diploma
- ❖ Promotion
- ❖ Recognition

# Self-directed learning



# Different objectives of teaching and education

Educating



“Open” (awake?) the mind:

conscientisation,  
autonomisation,  
emancipation

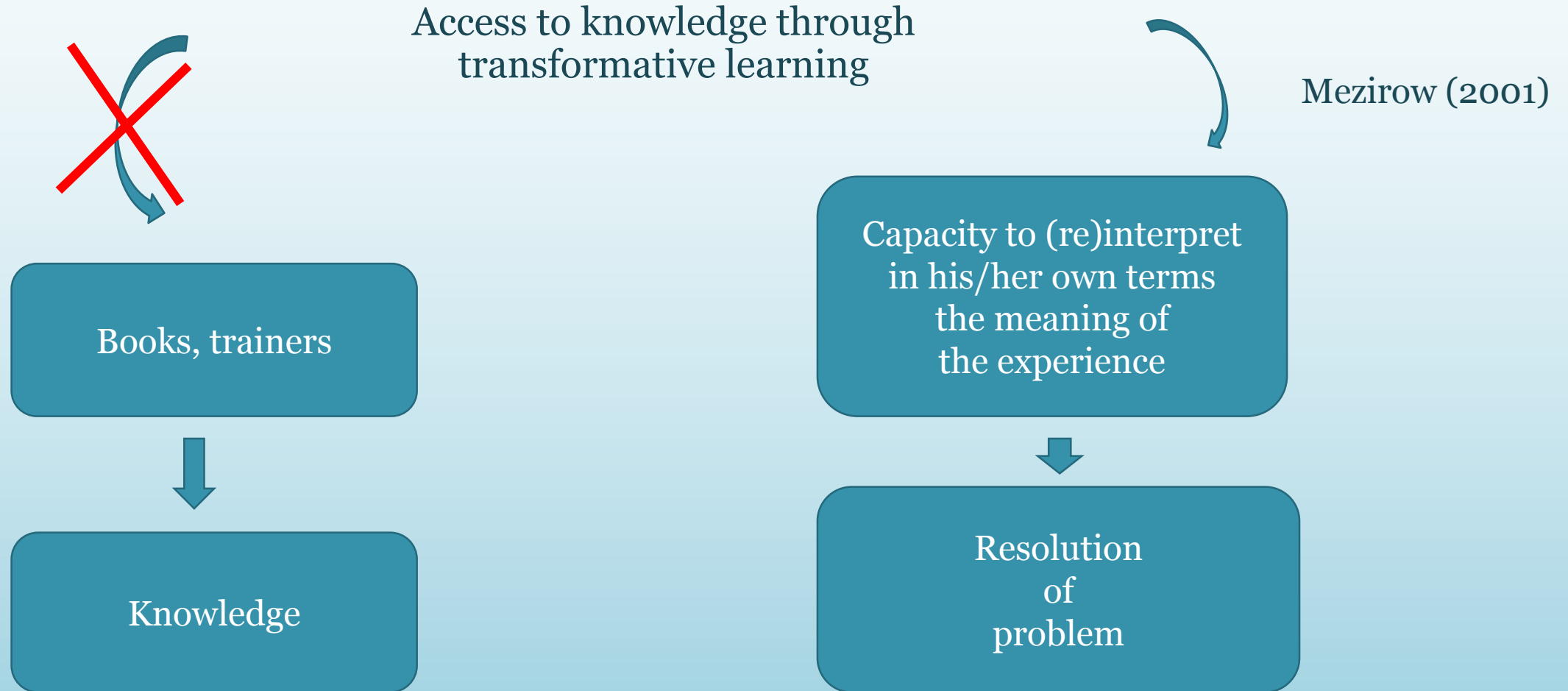
Teaching



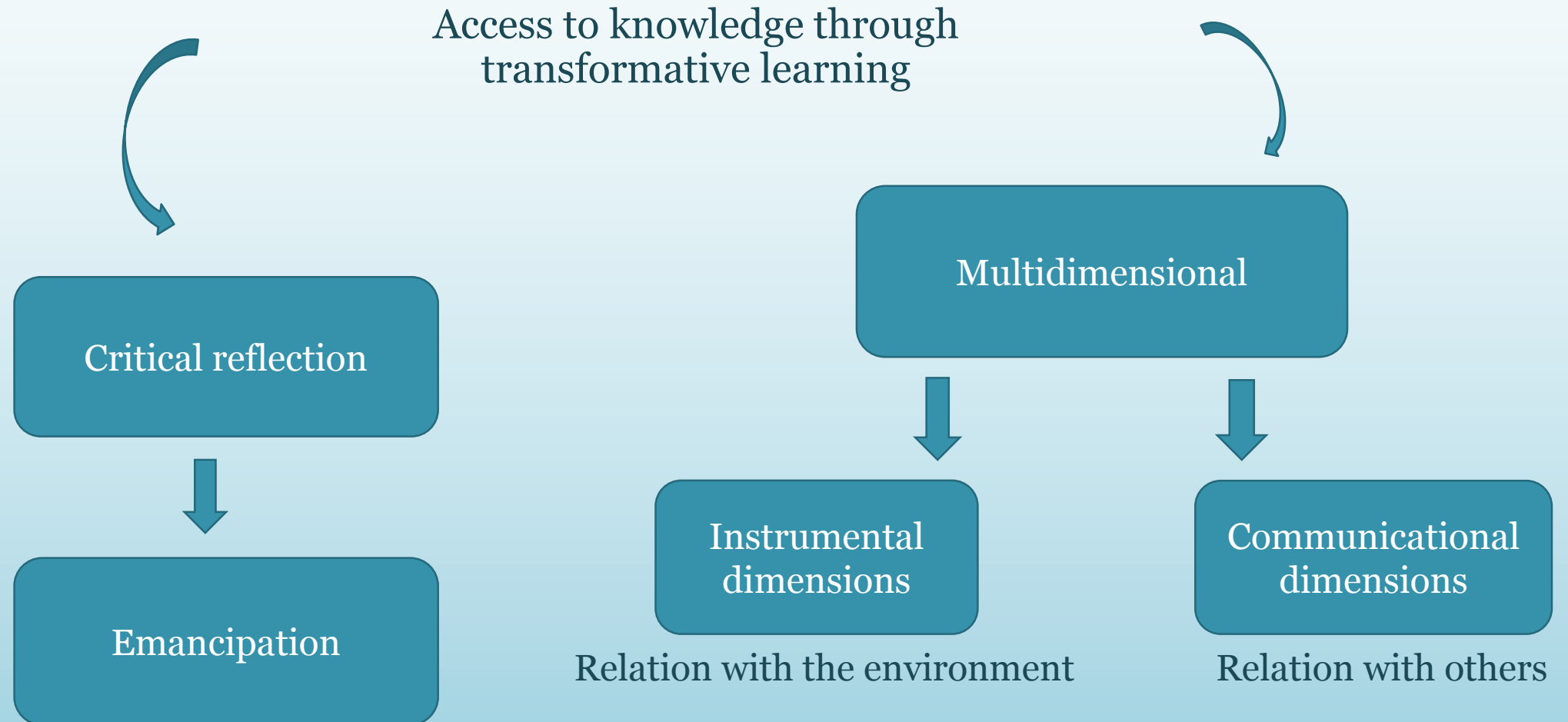
“Transfer” of knowledge

Technical terms and  
dimensions of entrepreneurship

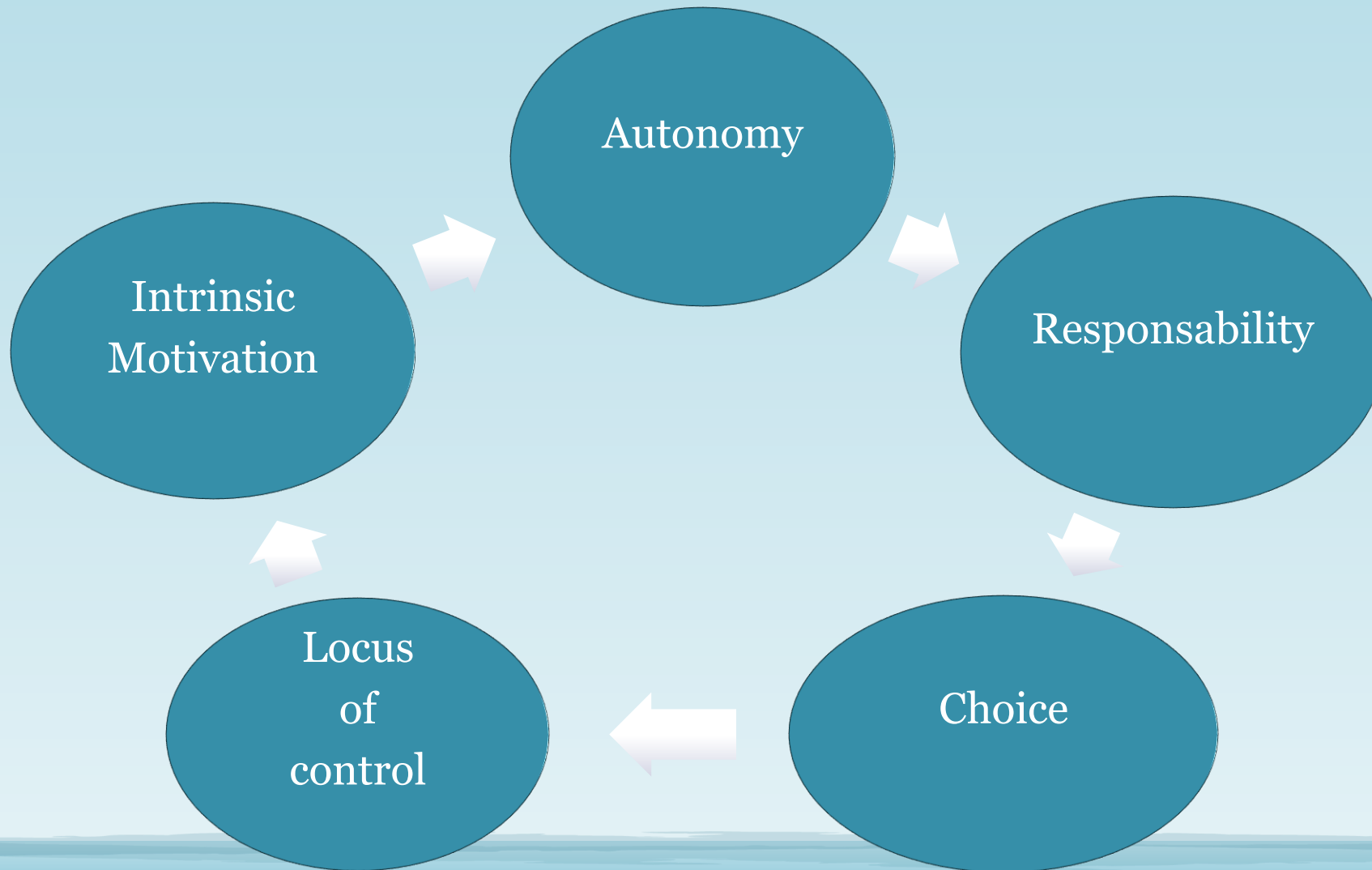
# « To learn it is to produce of the sense »



# Transformative learning (Mezirow, 2001)



# Main resources for transformative learning



## Empirical investigation

- Quantitative approach

Questionnaires addressed to 68 Breton entrepreneurs in activity (25 questions)

- Qualitative approach

Exploratory interviews realized with 10 Breton entrepreneurs in activity (one hour each)

# Main empirical results

- Quantitative approach

- 70,6 % of the entrepreneurs did a formal training course in the new business start-up (the training was compulsory for 85,4 % of them)

- 81 % do not wish to follow additional trainings other than that followed during the creation of their company

- 47,1 % are part of a network (among which 75 % for more than three years)

- Qualitative approach

- The decision to undertake would not be the fruit of a personal history or inheritance (predisposition) but the answer to an "social construct" given by a "moment of life" (terms like: desire, life moment, relatives ... and verbs like: to begin, to think, to "go" ...)

- If the verb "to go" is the most used, the terms of "support" and "training" do not appear in the main occurrences.

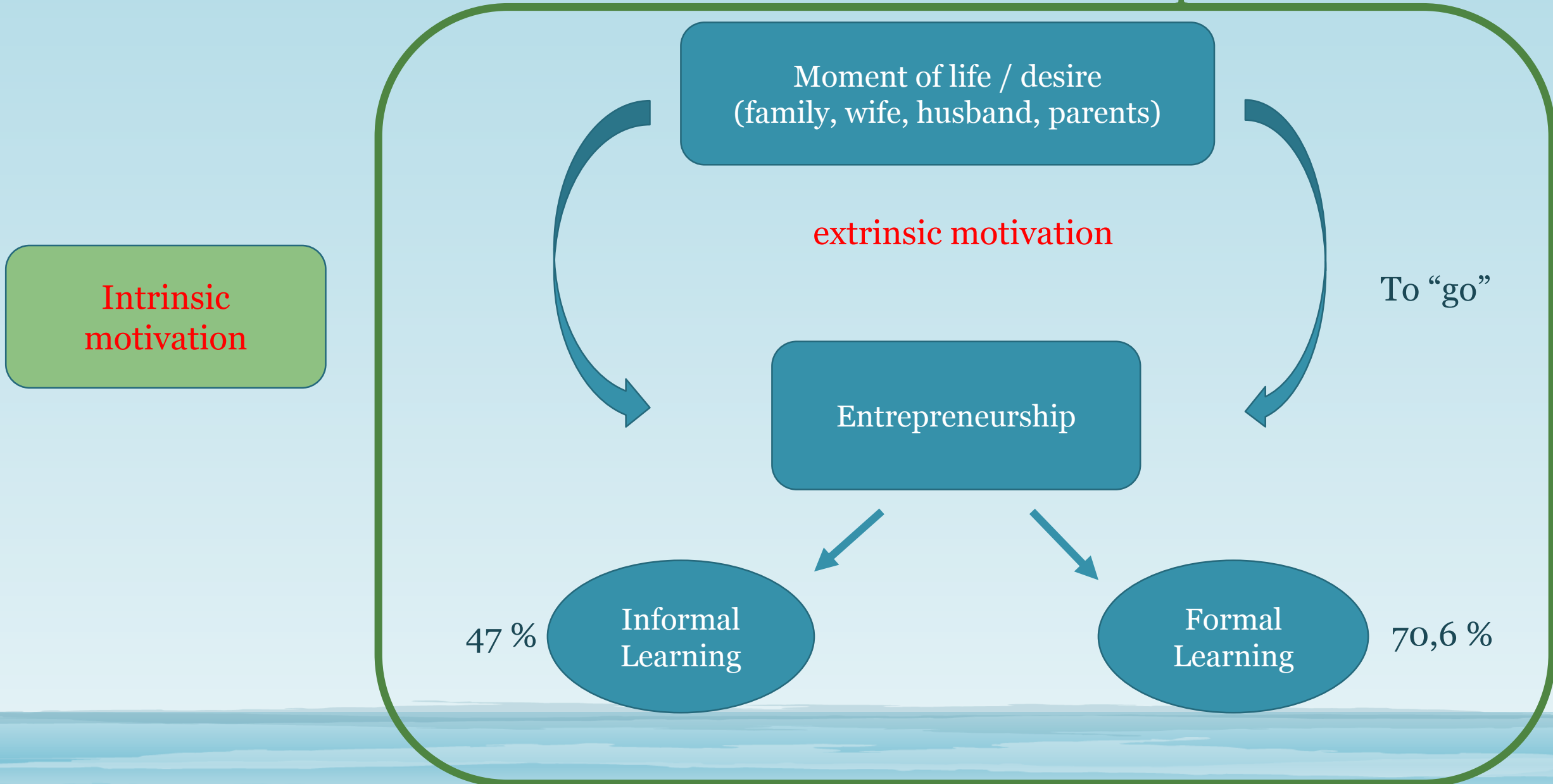


# Main theoretical results

- ❑ Cristol and Muller ( 2013 ) specify the permanent interactions between the entrepreneur and his/her environment as well as the importance of the implication of this environment in the success of the entrepreneurial project.
- ❑ The work of Sarasvathy (2001) indicates that these interactions are source of formal and informal learning for the entrepreneur, in “hybrid” learning contexts (involving for example the family, the professional groups, peers, etc.).
- ❑ The work of Carré (2005) on “apprenance” and Mezirow (2001) on “transformative” (and emancipatory) learning underline
  - 1) the importance of intrinsic motivation in the learning process;
  - 2) no significant differences between formal and informal learning.
- ❑ The results of the current study show
  - 1) the importance of extrinsic motivation in the “choices” of the individual to start an entrepreneurial process
  - 2) in the learning that it is formal or informal.

# Conclusion

## Entrepreneurial context



Thank you for your attention!