The Interdependence of Social Inclusion and Non-Formal Learning

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In Slovenia, data of some recent studies [1] [2] show that adults with lower educational attainment tend to be less active in formal education as well as in non-formal education and are also achieving lower literacy levels. Adults with lower education also are less motivated to return to education compared to adults with higher levels of educational attainment [3]. Since re-entering to education perhaps is a too distant and too ambitious goal to be achieved for anyone, no matter their social and/or educational background, we suggest that there is a better and more appropriate way to motivate adults to re-enter formal or non-formal education, to become more socially active etc. The paper argues that recognition of non-formal and informal learning is an appropriate way to address the issue of social exclusion. Adults with lower formal education levels often possess non-formal and informal knowledge that should be evaluated and formally recognized, either through national qualification system or through other paths. The author shows that well developed and opened-enough system for recognition of non-formally and informally gained knowledge could be the key to ensure many socially disadvantaged individuals to re-enter any kind of education, either formal or non-formal, which should improve their opportunities in employment as well.

Bibliographical Reference – in English (original titles are in Slovene language).