



## 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).

[1] Mohorčič Špolar, V. A. in sod. (ed.) (2001). Participation of Slovenian population in adult education. Collection: Studies and research. Ljubljana: Slovenian Institute for Adult Education (SIAE).

[2] Mohorčič Špolar, V. A., Radovan, M. (2006). Socio-collective characteristics of low participation in education of employees. V: Socio-collective influences of adult education participation as a basis for professional career model development. Research programme: »Competitiveness of Slovenia 2001-2006«. Final report. Head: Dr. Vida A. Mohorčič Špolar. <http://porocila.acs.si/>. Ljubljana: SIAE.

[3] Javrh, P. (ed.) (2011). Faces of literacy: Findings about adult literacy development. Ljubljana: SIAE.