



# THE INTERDEPENDENCE OF SOCIAL INCLUSION AND NON-FORMAL LEARNING

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# THE INTERDEPENDENCE OF SOCIAL INCLUSION AND NON-FORMAL LEARNING

- ≡ Introduction
- ≡ Results of three studies in Slovenia and CEDEFOP's models/approaches of non-formal learning recognition
- ≡ Slovenia and recognition of non-formal learning
- ≡ Suggestions
- ≡ Conclusion

# INTRODUCTION

- ⌚ Research studies on participation of adults in education in Slovenia: 1987, 1998 and 2004:
  - ⌚ great degree of correlation between educational attainment and adult education participation.
- ⌚ Accumulation of knowledge, skills and competences!

# RESULTS OF THREE STUDIES IN SLOVENIA

- ⌚ Adults with higher educational attainment are more involved in education of any form, and are more active in education.
- ⌚ Less educated individuals tend to achieve lower literacy level and vice versa.

# RESULTS OF THREE STUDIES IN SLOVENIA

- ⌚ Adults who on average do participate in education tend to be:
  - ⌚ higher educated,
  - ⌚ wealthier,
  - ⌚ younger, they live in urban environments and
  - ⌚ have more responsible jobs

# CEDEFOP'S MODELS/APPROACHES OF NON-FORMAL LEARNING RECOGNITION

- ≡ The dual system approach
- ≡ The Mediterranean approach
- ≡ The national vocational qualification (NVQ) app.
- ≡ The Nordic approach
- ≡ The 'opening up' diplomas and certificates

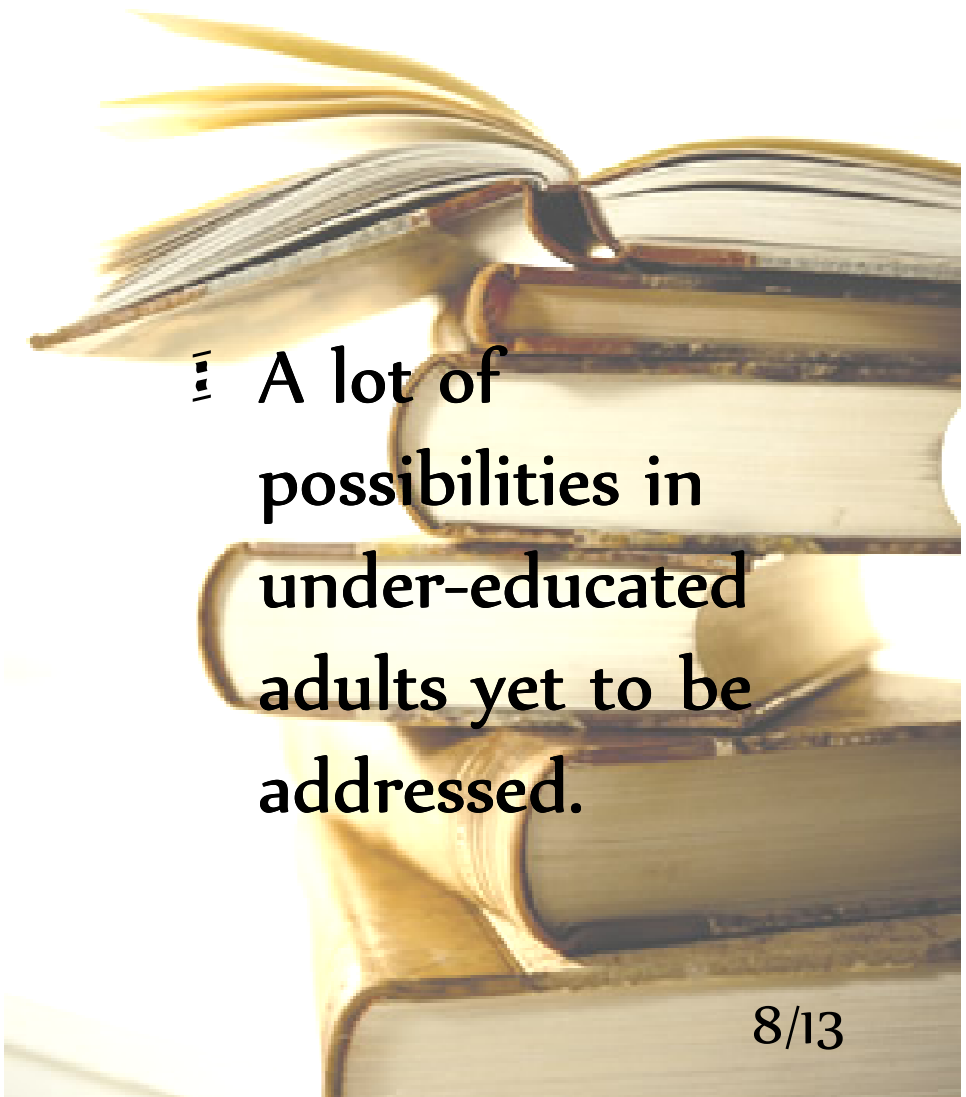
Centre Européen pour le Développement de la Formation  
Professionnelle (Jens Bjørnåvold etc.)

# Non-formal learning in European documents

- ⌚ Copenhagen declaration, 2002.
- ⌚ Maastricht Communiqué, 2004
- ⌚ Helsinki Communiqué, 2006
- ⌚ Bordeaux Communiqué, 2008

# SLOVENIA AND RECOGNITION OF NON-FORMAL LEARNING

- ≡ NVQ approach
- ≡ Mediterranean model
- ≡ National qualification system: recognition of non-formal learning outcomes with limitations and shortcomings.

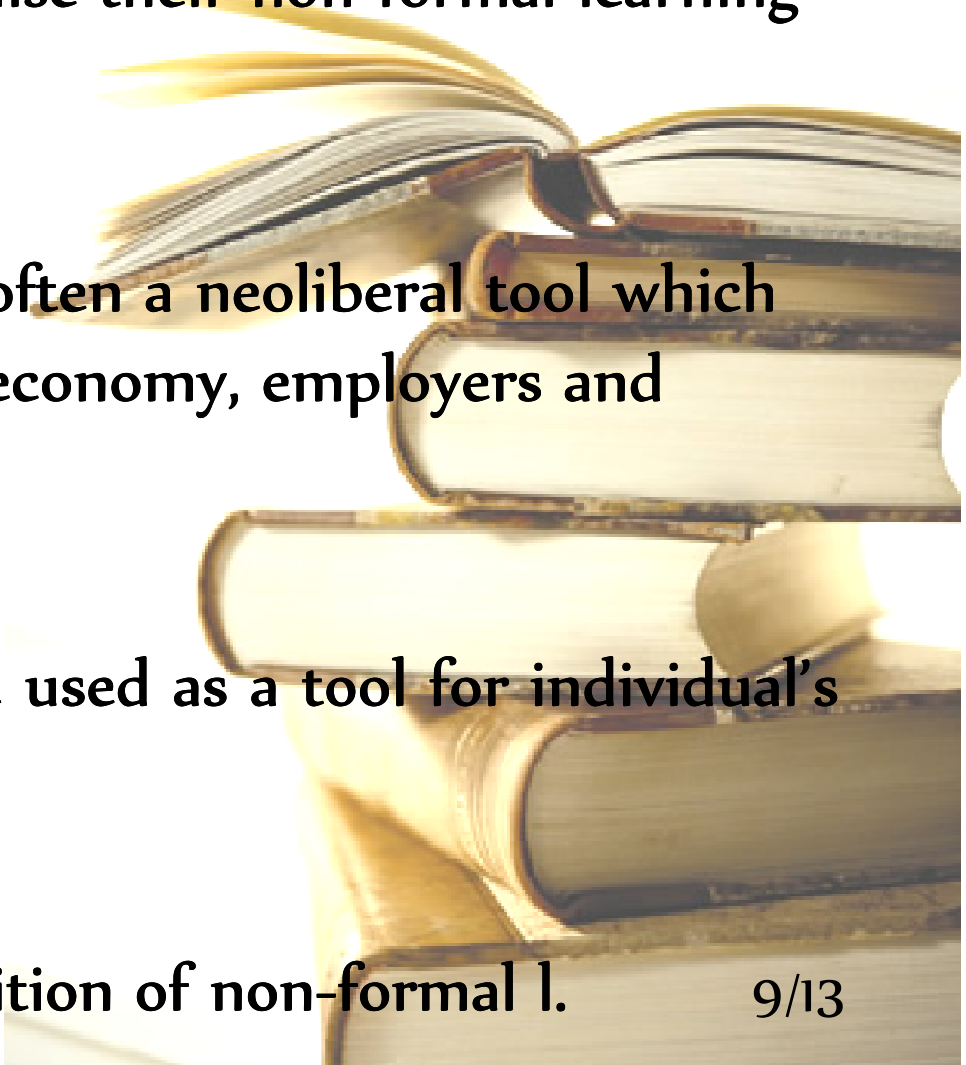


≡ A lot of possibilities in under-educated adults yet to be addressed.



# SUGGESTIONS

- ⌘ Encourage people to recognise their non-formal learning outcomes.
- ⌘ Non-formal learning – too often a neoliberal tool which serves the purposes of the economy, employers and capital.
- ⌘ Rather it can and should be used as a tool for individual's (educational) progress.
- ⌘ Enlarged system for recognition of non-formal l.



# SUGGESTIONS

- ≡ A widespread system of recognition of the knowledge, learning, competence should:
  - ≡ cutback difference between actual and reported formal competencies ,
  - ≡ open doors for individuals to more complex and more responsible jobs,
  - ≡ increase opportunities for participation in formal education - milder entry conditions,
  - ≡ achieve partial reduction of social disparities arising from education and subsequently the income.

# CONCLUSION

- ≡ Non-formal learning outcomes recognition can be used as a shortcut to getting more educationally-deprived people return to any form of education and learning,
- ≡ Greater potential impact and a long-range reach for the society as a whole .



# Thank you.

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