

The motivation of educational institutions for validation of non-formal and informal learning

Doris Gomezelj Omerzel
pred. mag.

UP Fakulteta za management Koper
doris.gomezelj@fm-kp.si

Nada Trunk Širca
doc. dr.

UP Fakulteta za management Koper
nada.trunk@fm-kp.si

Abstract

The creation of a flexible education system, including procedures for the validation of previous education and all kinds of knowledge should be one of the objectives of high education institutions as well as other institutions that are engaged in adult education. To be effective, the system must be developed and implemented with the partnership of all interested partners: employers, individuals and educational institutions. This article describes the conditions in EU countries and Slovenian position in relation to them. Moreover, it presents the results of empirical research, aimed at investigating the motivation of educational institutions to co-operate in the system for validation of non-formal and informal learning.

Key words: lifelong learning, formal education, non-formal education, experiential learning, recognition, validation

1 Introduction

Learning and education have become an imperative, which enables individuals to submit themselves to the economic logic and has become the condition for their employability, whereas the responsibility for learning and education are in the hands of individuals (Kodelja, 2005). Learning is not only a guided and systematic activity which results in formal education, but encompasses the whole process of acquiring knowledge and competences, which is beyond the scope of activities which take place in schools and other educational institutions. We can speak about new foundations for the whole educational system, learning and learning goals. This encompasses all sorts of formal and non-formal learning as well as informal learning, the goal of which is not only to get »the official knowledge – a diploma certificate«, but the importance of all kinds of accumulated knowledge no matter where or how it was acquired (Rogers, 2004).

In achieving the objective set by the EU – to become, by 2010, the most competitive and dynamic knowledge-based economy in the world, capable of sustainable growth with more and better jobs and greater social cohesion – educational systems and training programmes in all EU member states play a major role. Moreover, the challenges of the modern society have to be taken under consideration (Report from the European Council on the Concrete Future Objectives of Education and Training Systems, 2001). The Bologna process is the basic factor that encourages European educational institutions to changes, which is reflected in all conferences reports of the European ministers for higher education. Lifelong learning in

higher educations was publicly emphasised for the first time during the Prague meeting. In future, Europe will be knowledge-based society. The strategies of lifelong learning are essential if we want to cope with the increasing competitiveness successfully and if we want to take the advantage of the possibilities offered by new technologies and improve our social cohesion (The Bologna Process, 2001). During the Berlin meeting in 2003, the accreditation of informal knowledge gathered outside the accredited educational institutions was emphasised. The ministers have stressed the responsibility of higher education institutions for the establishment of the system in which lifelong learning will become a part of reality. They called upon the people responsible for higher education to prepare everything that is necessary for the institutions of higher education to accept lifelong learning as a part of their study programmes and to prepare all the procedures for the establishment of the system for the validation of knowledge gathered outside higher education institutions (Bologna Process, 2003).

2 The system for the recognition of knowledge acquired in non-formal education and informal learning

With the exception of Nordic countries, long term unemployment levels within the EU are the highest amongst all OECD countries. The EU countries suffer from insufficient job creation, lack of labour mobility and a skill mismatch – the wrong skills for jobs offered. The nature of work and the required competences are changing, which is why lifelong learning has become the prerequisite for the individual who wants to get or retain the jobs as well as to remain competitive on the labour market. A large share of the inactive or unemployed population lacks appropriate formal education in order to get integrated in the labour market. But the issue of unemployment is not the only important issue. Transition shock in the early 90s temporarily, but dramatically, increased the fluctuation of workers and working positions (Vodopivec, 2004). Lifetime employment has become more of an exception than a rule. The majority of employees, voluntarily or otherwise, change their jobs several times during their working life (Merkač Skok, 2005). The employees who change their jobs have to be able to transform their knowledge and skills into new departments, companies or countries. In such cases the need for the recognition of non-formal and informal education arises. The knowledge and experience of an individual has to become visible and assessed, regardless of how it was acquired (Sušec Praček and Fister, 2004).

Ageing is another compounding factor with far-reaching implications for European labour market. Age structure is changing: the share and the absolute number of adults has never before been so big (ageing population), which points to the fact that systems of education and training have to be adapted in order to cater for the needs of the ageing population. Inappropriate level of acquired education and training and the lack of motivation for education in the population over 35 years of age, and above all, over 45 years of age, have been noticed in the whole EU. According to some authors, the main obstacle for the continuing of education in adults is the lack motivation (MacKinnon-Slaney, 1994). The reasons for this objective (lack of time – balancing of work, family life and education, poor learning habits, lack of employer support), as well as subjective (fear from learning and the unknown, stereotypes and defence mechanism) (Bowden and Merritt, 1995, Quinlan and O'Brodovich, 1996). More often the reasons are interconnected, which further decreases the probability that an individual will enrol in an educational program.

Therefore, in the context of employability and lagging behind the acquired level of education in the older population, the systems of education and learning develop in the following

direction (Commission of the European Communities staff working paper: Progress towards the common objectives in education and learning, 2004, pp. 50 and 55):

- Motivation and ensuring participation in education for adults,
- Developing systems of validation and accreditation of experiential learning – informal learning and non-formal learning – non-formal learning,
- Trying to make adult education more attractive.

The EC (2001) Communication on Lifelong Learning defines three types of learning:

- Formal learning: learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.
- Non-formal learning: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective
- Informal learning: learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional.

It is necessary to point out that learning is a complex process in which, besides planned acquisition of knowledge, there are also unplanned learning experiences that are not anticipated as learning results, but are nevertheless developed by the learner. Thus, it is sometimes difficult to distinguish between formal, non-formal and informal learning.

Formal learning was equated with education in schools and universities, whereas non formal learning was overlooked or dismissed. The Scribner and Cole (1973) paper established a counter view. The central argument countered most of the claims for the superiority of formal learning, by asserting the superiority of the informal, in its place. One clear example is language learning. Also social anthropology showed that learning took place in communities without formal learning provision (Lave and Wenger, 1991).

Non-formal and informal learning is given more and more attention, because they represent the conditions for the career development and employability of individuals. The question of the formalisation of all types of knowledge is of course not the aim of the employers; therefore it is necessary to create a system in education institutions, which will offer such educational possibilities.

The establishment and the implementation of the system of accreditation of non-formal and informal learning is a complex process, as it requires the integration of the so-called *learning outcomes* from various contexts in a common framework. As long as skills and competences, acquired outside formal educational institutions are not appropriately evaluated, so long we cannot say that the concept of lifelong learning has been successfully introduced (Colardyn and Bjornavold, 2004). This is an interdisciplinary process, which is dependent on close cooperation between all key players: educational institutions that provide formal and informal education, companies, in which one of the most frequent forms of experiential learning is carried out – *work-based learning* (Avis, 2004) and individuals who are learning or being educated in such ways.

When setting up a system of knowledge accreditation, acquired in non-formal and informal learning, we have to ensure that non-formal and informal learning do not change in order to be assessed. They should remain relaxed, unplanned and unintentional. On the other hand, it is necessary to adapt the system of accreditation, in order to embrace the whole spectre of knowledge, regardless of where and how it was acquired.

2. 1 Accreditation of knowledge, acquired through non-formal and informal in higher education

One of the four priorities at the Bergen conference was to create, until 2007, opportunities for flexible learning paths in higher education, including the procedures for the accreditation of previously acquired education (Bologna Process 2005). The same document points out that we should understand previous education in terms of all forms of non-formal and experiential learning. The accreditation of such knowledge should be done in order to increase enrolment in higher education programmes and in order to accredit parts of accredited programmes. The accreditation of non-formal and experiential learning should be understood in terms of efforts made to adapt study programmes, forms and methods of work to the needs on the market (Trunk Širca, Lesjak, Sulčič and Nastav, 2004).

Such debates about the nature of informal, formal and non-formal learning have acquired a new impetus in recent years. In the UK, changes to the funding regulations for education, and for adult education in particular, have imposed increasing degrees of formality on areas of informal learning. The European Union has developed policies for lifelong learning which focus strongly on the need to identify, assess and certificate informal learning, particularly in the workplace.

With regard to the degree of implementation of the system of accreditation of non-formal and experiential learning in higher education, countries can be categorised in the following groups (Valk, 2006):

- countries, in which the procedure has been established and brings results (France, Great Britain, Norway, etc),
- countries, in which the procedures have been defined, but there are no or few results (Estonia, Italy, etc.),
- countries, in which the procedures have been decided upon, but there are no results (Slovenia),
- countries, in which nothing is going on with regard to this field (Bulgaria, Republic of Lithuania, etc.).

The accreditation of non-formal education and experiential learning can also be studied in the light of increased employment opportunities for individuals on the labour market (Romaniuk and Snart, 2000). Under certain circumstances, a large scale introduction of such a system would also influence the mobility of workforce within the EU, as it would, once national systems of the accreditation of non-formal qualifications are harmonised, satisfy the conditions of legal protection, i.e. transparency and predictability.

Regardless of the differences in legislature in the EU countries and differences in European higher education systems the whole process of accreditation should include the following steps: candidate's application, advisory service, discussions or interviews with candidates, validation of knowledge acquired outside accredited higher education institutions, taking

decisions regarding accreditation (in whole or in part) and validate the acquired knowledge in credits.

3 Slovenia – legal framework regarding accreditation

The concepts of the learning society, the knowledge society and lifelong learning are relatively slow to emerge as significant influences in Slovenian national goals for higher education. If education is to serve its purpose, some conditions have to be fulfilled, i.e. legislative regulation, both on the level of individual countries and individual educational institutions. Some of the important questions related to formal education in Slovenia, which have been relatively well regulated, are the following: Who can carry our educational process, under what conditions, who and in what way is in charge of the quality of teaching, what is the ratio between different qualifications and how are they recognised. Non-formal education and training is based on free incentive of education providers, who determine the purpose and aims of such education, about teachers, forms and methods, target population or students. Quality assurance, with a few exceptions, is a matter of the market.

The question remains how to ensure non-formal education and experiential learning, which are considered a horizontal education, in contrast to formal education, which is mainly considered to be a form of vertical learning, a suitable formal status.

Slovenia has already introduced a system of accreditation of non-formal education in the area of vocational training (Svetlik, 2000; The National Professional Qualifications Act and The Rules on method and procedures for the assessment and award of national vocational qualifications) and in higher education (The Post-secondary Vocational Education Act, The Resolution on the Master Plan for Adult Education in the Republic of Slovenia until 2010). Increasing demands for knowledge in companies, reflected in increasingly higher educational and other employment requirements, dictate that such systems should also be introduced in higher education. This is also emphasised in the Lisbon strategy, which requires that the EU member countries mutually recognise formally acquired education.

Accreditation of non-formal education and experiential learning in higher education is also regulated by Slovenian legislation, the foundation for its introduction being laid by the Article 35 of the Higher Education Act, whereas Article 49 requires that the Higher Education Council to specify the criteria for the accreditation of knowledge and skills acquired before the enrolment into first degree higher education programme, which has been done by the adoption of the Criteria on accreditation of higher education institutions and study programmes (Article 9).

The implementation of accreditation of non-formal education and experiential learning in higher education outlined in the present Slovenian legislation is in the preliminary phase therefore a common framework should be prepared, within which accreditation could be carried out, both for the needs of education and employment.

On the level of higher education, universities and other higher education institutions will play the most important role in the system of accreditation of non-formal education and experiential learning. Their role will include the following:

- draw up the criteria and for the accreditation of non-formal education and experiential learning regarding higher education programmes,
- promote different approaches in education and training in higher education,

- organise educational processes and analyse different validation and accreditation possibilities regarding non-formal education and experiential learning,
- ensure greater transition within higher education programmes and among programmes,
- implement the concept of lifelong learning,
- help candidates in their efforts to define their individual projects – portfolio,
- advise and support candidates in writing their accreditation applications,
- in cases of partial accreditations give advice to candidates regarding the commission's guidelines and
- monitor the effects of the accreditation system implementation.

4 Stakeholders and their role within the system

Despite positive effects, brought about by the system of accreditation of knowledge and skills, some obstacles still hinder the introduction of the system. In some countries, in which the results are being analysed, they have found out that the greatest obstacle is poor cooperation between partners, who participate in the building up of the system and later, in the accreditation procedures. The stakeholders are: higher education institutions, employers and individuals ((Burton, 2005; Everet, O'Siochru and McPherson, 2005; Konrad, 2000; Reeve and Gallacher, 2005). Cooperation between the three groups participating in the system is of utmost importance in all stages, namely from the development of the system, its introduction and its final evaluation. There will be little cooperation between the stakeholders if they are not motivated for the changes in education programmes and for the establishment of the system of knowledge accreditation to take effect.

There are at least three groups of participants, with a legitimate interest for the establishment of the system of accreditation of knowledge and skills, acquired outside educational institutions. Consequently, they should participate actively and contribute towards the development and implementation of such a system.

- *Individuals*: Potential benefits of such a system for individuals are most obvious. Formal education acquired in this way, either in part or in whole, can lead to promotions, new jobs or may represent the means for keeping the existing job. Should individuals decide to continue their studies at formal education institutions, they could save both time and money. Psychological effects should also be mentioned, because higher level of education often leads to higher self esteem and personal satisfaction (Evans, 2006).
- *Employers*: It is extremely important how employers value formal education acquired in this way. Generally, employers aim at effectiveness and productivity of their employees, which often depends on employee motivation. Many employers lack the information about the stock of knowledge of their employees. Those employers, who do know how to manage the available knowledge within the company in order to develop new knowledge, can create excellent companies (Biloslavo, 2005). Employers should have, and often they do have, important influence on the development of educational programmes and methods. Companies should learn in order to ensure mechanisms, which will lead to competitive advantages and increase their effectiveness (Garcia-Morales, Llorens-Montes, Verdu-Jover, 2006). Thus, employers should have a huge amount of influence over the development of the system of validation and accreditation of non-formal and experiential education and, consequently, should have an influence on its evaluation and possible improvements.
- *Higher education institutions*: The implementation of accreditation of non-formal education and experiential learning on the level of higher education institutions, as presently outlined by

the Slovenian legislation, is inconsistent, therefore a framework should be designed, within which validation for the needs of education and employment would be carried out.

Recent trends in higher education institutions world-wide emphasise the needs for: 1) increasingly more open learning environment, 2) attractive system of training and education, which ensures equal opportunities for different sectors of population, 3) pursuing higher level of education and qualifications and 4) ensuring knowledge and skills, which correspond to changed professional requirements and changed labour market conditions. These principles require that the systems of education and training develop in the direction of motivation and participation of adults in education, formation of systems of accreditations of non-formal learning experiences (experiential learning and non-formal education) and the establishment of partnership between different forms of educational and research institutions and companies. Higher education institutions should make full use of the opportunities, should defy private interests and strive, above all, for the public good (Barnett 2003).

5 Methodology

Taking into account the fact that the system of accreditation of non-formal knowledge and experiential learning cannot be established without the cooperation of higher education institutions, the following research questions will be addressed in our research:

Research question 1: To what extent are Slovenian higher education institutions and other organisations, which are involved in adult education familiar with the accreditation possibilities, facilitated by the Slovenian higher education legislation (accreditation of non-formal education and experiential learning and the possibility to study in parts)?

Research question 2: What are the criteria of higher education institutions regarding recognition of parts of studies and the recognition of non-formal knowledge and experiential learning in higher education programmes?

In order to find the answers to the research questions, we prepared a questionnaire, which helped us determine the present situation in Slovene higher education institution and other institutions involved in adult education. The assessment of the present situation in the field of non-formal and experiential learning represents the first step in the formation and establishment of the system of accreditation of non-formal and experiential knowledge in formal higher education level of stud.

On October 19, 2006, the University of Primorska, the Faculty of Management, Koper organised a national conference entitled Accreditation of knowledge and skills in tertiary education. Invitations were sent to all Slovenian higher education institutions, to the Ministry of Higher Education, Science and Technology, to the Ministry of Labour, Family and Social Affairs and to all institutions, which offer adult education (the Slovene Adult Education Centre, Folk High Schools, Employment Office, etc.). 51 people attended the Conference. All participants had received the questionnaire over the e-mail and were asked to hand it over before, after or during the conference. We received 27 completed questionnaires, of which one was not valid, and thus included 26 questionnaires in the analysis. The sample included 11 respondents from Slovenian universities (4 from the University of Ljubljana, 3 from the University of Maribor, 2 from the University of Primorska and 2 from the University from Nova Gorica), 2 from the Ministry of Higher Education, Science and Technology, 1 from the Office of Youth MOL, 1 from Confederation of public sector trade union and 11 from various

educational institutions (3 from the Slovene Adult Education Centre, 1 from the Regional Study Centre Celje, 1 from the Folk High School in Celje, 4 from the Centre for Vocational Training and 2 from Higher Education Centre in Sežana). 7 respondents have less than one year of work experience in adult education, 5 respondents have between 1 and 5 years of experience in adult education, 6 between 5 and 10 years, whereas others have been involved in adult education for more than 10 years. Next, we present the most important results, which were gathered on the basis of answers of respondents. In the first section of the questionnaire, we informed the respondents about the novelties brought about by the Higher Education Act (Official Gazette of the Republic of Slovenia: 100/2004). The questions that followed were related to the system of recognition and validation of non-formal knowledge and skills acquired at workplace.

Question 1: The respondents were asked about their opinions regarding criteria for the validation of knowledge and skills acquired at workplace. Most often, they emphasised the importance of the conceptual compliance between the work experience and the study programme (10 answers). 5 respondents would take into account the recommendations of employers stating that they should include job descriptions, duration of job, description and duration of tasks and responsibilities. Some answers expressed doubts about the authenticity, justification and credibility of certificates. The respondents therefore suggested that additional knowledge tests should be carried out, checking up-to-datedness of acquired skills, seminar papers or the assessment of products (articles, services, products), for the assessment of which a special commission should be responsible. All respondents agree that the criteria have to be standardised, clear and transparent.

Question 2: We inquired about the share of knowledge acquired at workplace that could be accredited.

Answer	0 % - 10 %	11 % - 30 %	31 % - 60 %	61 % - 100 %
Number of answers	6	11	6	3
%	23.1 %	42.3 %	23.1 %	11.5 %

Source: Brdo research 2006

The majority of respondents (11 or 42.3 %) agreed that at least 11 % to 30 % of the whole study programme could be accredited on the basis of knowledge acquired at workplace. The share of those who would accredit less than 10 % of a study programme was almost identical, with the same share of those, who would accredit between 31 % and 60 % of a study programme. Three respondents would, on the basis of knowledge acquired at workplace, accredit more than 60 % of a study programme.

Question 3: The respondents were asked about their opinion regarding the criteria for the validation of knowledge and skills acquired through non-formal education. Similarly as in the first question, the key factor seemed to be the comparability and compliance of such knowledge with the contents of study programmes, which was stressed by the majority of respondents. Such knowledge should be proved through different papers, documents and certificates. The majority of respondents emphasised up-to-datedness and applicability of knowledge. In some cases the suitability of knowledge should be tested. Respondents suggested – similarly as with regard to the criteria for accrediting the knowledge acquired at workplace – that documents should be examined and the knowledge validated by a special commission.

Question 4: The respondents were asked about the share of knowledge, acquired through non-formal education that could be accredited.

Answer	0 % - 10 %	11 % - 30 %	31 % - 60 %	61 % - 100 %
--------	------------	-------------	-------------	--------------

Number of answers	10	10	4	2
%	38.5 %	38.5 %	15.4 %	7.6 %

Source: Brdo research 2006

The share of respondents (10 or 38.5 %), who agreed that between 0 % and 10 % of a study programme could be accredited on the basis of non-formal knowledge, is the same (10 or 38.5%), as the share of respondents who believed that between 11 % and 30 % of the whole study programme could be accredited on the basis of the knowledge acquired through non-formal. Only six respondents believed that more than 61 % of a study programme could be accredited on the basis of the non-formal knowledge.

Question 5: We inquired about the validity of certificates about non-formal education.

Answer	up to 3 years	between 3 and 5 years	unlimited	other
Number of answers	2	12	8	4
%	7.7 %	46.2 %	30.2 %	15.9 %

Source: Brdo research 2006

The majority of respondents (12 or 46.2 %) suggested that the validity of certificates should be between 3 and 5 years, slightly less than one third of respondents (8 or 30.2 %) suggested that their validity should not be limited. Respondents mentioned that certificates should differ according to professions, one respondent suggested unlimited validity, but added obligatory tests.

Question 6: We inquired if the system which would enable accreditation of non-formal and experiential learning would encourage individuals to enrol in formal education. Almost all respondents (23 or 88.5 %) believed that such accreditation would encourage their participation in further education.

Question 7: The respondents were asked if the system of accreditation of non-formal and experiential knowledge would lead to increased adaptability of study to the requirements on the labour market. 21 (80.1 %) respondents answered positively, 2 (7.7 %) did not agree, 3 (12.2 %) respondents believed that such system would only partly contribute towards increased adaptability of study programmes to the requirements on the labour market.

Question 8: The question referred to the participation of employers in the system of accreditation.

Answer	obligatory	if they wish	not necessary
Number of answers	14	10	2
%	53.8 %	38.5 %	7.7 %

Source: Brdo research 2006

More than a half of respondents (14 or 53.8%) believed that employers should participate in the system of accreditation of non-formal and experiential knowledge, slightly more than one third of respondents (10 or 38.5 %) believed that employers could participate if they wished and 2 or 7.7 % of respondents believed that employers did not need to participate in the system of accreditation.

Question 9: The respondents were asked, if – in addition to work experience – any other experience could be treated as completed study requirements. The majority of respondents (19 or 73 %) would also accredit other types of experience, if they are compliant with the study programme, 4 or 15.4 % would accredit them in any case, whereas 3 or 11.6 % would not accredit any other types of experience.

Question 10: We inquired about the opinions of respondents regarding the study in parts, which has been allowed by the Slovenian higher education legislation. We were mainly interested in the temporal validity of study requirements completed in this way. 8 or 30.1 % of respondents would not restrict study in parts, 10 or 38.5 % of respondents would limit such study to 5 years, the remaining 7 or 31.4 % of respondents would limit such study to 8 years.

Question 11: We inquired about the percentage of study programme, which could, according to respondents, be carried out through the study in parts outside higher institutions, which would issue diplomas. The majority of respondents (14 or 53.8 %) believed that students could be allowed to fulfil between 31 % and 60 % of the study programme outside the higher education institution. 7 or 26.9 % of respondents would allow up to 30 % of the study programme to be fulfilled outside the higher education institution, whereas 5 or 19.3 % of respondents believed that students should be allowed to fulfil more than 61 % of the study programme outside the higher education institution.

Answer	to 30 %	from 31 % to 60 %	from 61 % to 100 %
Number of answers	7	14	5
%	26.9 %	53.8 %	19.3 %

Source: Brdo research 2006

Question 12: We asked respondents to what extent they have been acquainted with the possibilities, offered by Slovenian higher education legislation and how they learned about the possibilities. Ten or 34.6 % of respondents were not aware about the legal possibilities of accreditation. Some learned about them at work (6 or 23.1 %) or from the media (2 or 7.7 %), 2 respondents or 7.7 % had read the Law. Other respondents had heard something about it, but did not know that the matter has been regulated by law and carried out at certain institutions.

With regard to the analysed results, our research question can be answered in the following way. The respondents are in favour of the system of accreditation. When deciding on the share of the study programme which could be accredited on the basis of work experience or non-formally acquired knowledge, their opinions differed, but nobody is against accreditation. The respondents believed that the introduction of such system would encourage individuals to re-enter the formal education system. Above all, they believe that the system should be just and credible. Therefore, they suggested that special commissions are formed at higher education institutions, which would decide on the validation and accreditation of knowledge. The fact causing concern is that more than one third of respondents were not acquainted with the possibilities offered in this area by the Slovenian higher education legislation.

6 Conclusion

Lately, a lot of attention has been given to the importance of lifelong learning and the development of study programmes, which would satisfy the requirements for knowledge on the labour market. Thus, the establishment of the system of accreditation of knowledge and skills, acquired outside formal study programmes, has come to the fore each time we try to prepare up-to-date and flexible study programmes. It was found out at the Brdo conference that there are only a few higher education institutions, which introduced such possibilities into their study programmes, and even fewer institutions, which would implement such practice. The reason for not implementing such practice does not lie in the opposition to such systems. It is rather obvious that higher education institutions did not devote enough of their efforts to such practice or did not feel the need for the introduction of such a system. Higher education institutions should be persuaded about the value of such systems through a suitable

promotion. Further steps in the direction of accreditation are most likely to be expected. The introduction of a parallel education system on the level of higher education can represent a serious problem, also from the point of view of the autonomous universities and their efforts aimed at quality, long-term suitability and applicability of education and research. Therefore, it is of utmost importance that the conditions, criteria, bodies and procedures, according to which certain non-formal education will acquire the status of formal education, are regulated.

References

- Avis, J. 2004. Work based learning and social justice; learning to labour and the new vocationalism in England. *Journal of Education & Work* 17 (2): 197–218.
- Barnett, R. (2003). *Beyond all Reason: Living with Ideology in the University*. Buckingham: Society for research in the Higher Education and the Open University Press.
- Biloslavo, R. 2005. Use of the knowledge management framework as a tool for innovation capability audit. *International Journal of Innovation and Learning* 2 (4): 402-420.
- Bologna Process. 2001. Communiqué of the meeting of European Ministers in charge of Higher Education, Praga, May 19th. 2001. http://www.bologna-berlin2003.de/pdf/Prague_communicuTheta.pdf
- Bologna Process. 2003. Realising the European Higher Education Area. Communiqué of the Conference of Ministers responsible for Higher Education, Berlin, 19 September 2003. http://www.bologna-bergen2005.no/Docs/00-main_doc/030919Berlin_Communique.PDF
- Bologna Process. 2005. The European higher education area: achieving the goals; Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005. http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf
- Bowden, R., R. Jr. Merritt. 1995. The adult learner challenge: Instructionally and administratively. *Education* 115 (3): 426 – 432.
- Burton, J. 2005. Self-assessment, peer assessment and third party assessment: Significance for work-based learning. *Work based learning in primary care* 3 (1): 1-3.
- Colardyn, D., J. Bjornavold. 2004. Validation of formal, non-formal and informal learning: policy and practices in EU member states. *European Journal of Education* 39 (1): 69–89.
- Commission of the European Communities. 2004. *Staff working paper: Progress towards the common objectives in education and learning* http://ec.europa.eu/education/policies/2010/doc/progress_towards_common_objectives_en.pdf
- Evans, N. 2006. Recognition, Assessment and Accreditation of Prior Experiential Learning. V *Recognising Experiential Learning: Practices in European Universities 2006*, ur. S. Corradi., N. Evans in A. Valk, 17-36. Tartu: Tartu University Press.
- Everet, T., M. O'Siochru and K. McPherson. 2005. A UK national framework for support worker education and development. *International Journal of Therapy & Rehabilitation* 12 (3): 96–106.
- European commission (2001) Communication: Making a European Area of Lifelong Learning a Reality, <http://www.europa.eu.int/comm/education/life/index.htm>
- Garcia-Morales, V.J., F.J. Llorens-Montes and A.J. Verdu-Jover. 2006. Antecedents and consequences of organizational innovation and organizational learning in entrepreneurship. *Industrial Management and Data Systems* 106 (1 and 2): 21-42.
- Kodelja, Z. (2005) Vseživljenjsko učenje-od svobode k nujnosti. *Sodobna pedagogika*, 56 (2): 10-21.
- Konrad, J. 2000. Assessment and verification of national vocational qualifications: policy and

- practice. *Journal of Vocational education and Training* 52 (2): 225–242.
- Lave, J., E. Wenger. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- MacKinnon-Slaney, F. 1994. The adult persistence in learning model: A road map to counseling services for adult learners. *Journal of Counseling & Development* 72 (3): 268 – 276.
- Merkač Skok, M. 2005. *Osnove managementa zaposlenih*. Koper: Fakulteta za management.
- Quinlan, K., K. O'Brodovich. 1996. Transitional support for adult vocational learners: A review of institutional roles. *Journal of Employment Counseling* 33 (4): 174 – 190.
- Reeve, F., J. Gallacher. 2005. Employer-university 'partnership': a key problem for work-based learning programmes? *Journal of education and work* 18 (2): 219–233.
- Report from the European Council on the Concrete Future Objectives of Education and Training Systems. (2001). Available on:
<http://register.consilium.eu.int/pdf/en/01/st05/05980en1.pdf>
- Rogers, A. (2004). *Looking again at non-formal and informal education – towards a new paradigm. The encyclopedia of informal education*.
http://www.infed.org/biblio/non_formal_paradigm.htm. (22. 1. 2007).
- Romaniuk, K., F. Snart. 2000. Enhancing employability: the role of prior learning assessment and portfolios. *Career Development International* 5 (6): 318-322.
- Scribner, S., M. Cole (1973) Cognitive Consequences of Formal and Informal Education. *Science*, 182, 553-559.
- Sušec P. M., in K. Fister. 2004. Ljudje, znanje in komunikacija - naša pot do Poslovne odličnosti = People, knowledge and communication - our way to Business excellence. V: *Zbornik konference*. Ljubljana: Ministrstvo za šolstvo, znanost in šport, Urad RS
- Svetlik, I. 2000. *Certificiranje poklicnih kvalifikacij v Sloveniji, Zvezek 1: Poročilo o stanju in povzetki študij*. Ljubljana: Fakulteta za družbene vede.
- Trunk Š. N., D. Lesjak, V. Sulčič, in B. Nastav. 2004. *Razvoj programov in kompetenc študija poslovnih ved v prvem ciklu bolonjskega procesa: Primer študije – Slovenija*. Koper: Fakulteta za management.
- Valk, A. 2006. Nacionalni posvet »Priznavanje znanja in spretnosti v terciarnem izobraževanju«. 19. oktober 2006. Brdo pri Kranju.
- Vodopivec, M. 2004. *Institucionalna organiziranost trga dela*. Interno gradivo. Fakulteta za management Koper.