

Formal education

is an intentional and systematic educational activity. It is carried out by educational and higher education institutions. It allows for the completion of formal education attested to by various certificates and diplomas.

Non-formal education

can be organized within or outside the framework of formal educational institutions. It is intended for participants of all ages who, following completion, are awarded certificates attesting to the knowledge and skills they mastered (training courses, workshops, seminars, and similar).

Informal learning

takes place at workplace, at home and in every-day environment and covers the knowledge, skills and experience gained in every-day life. The mastery of knowledge gained in such a manner is attested to by employers' certificates, by one's creative output and by personal records.

Portfolio

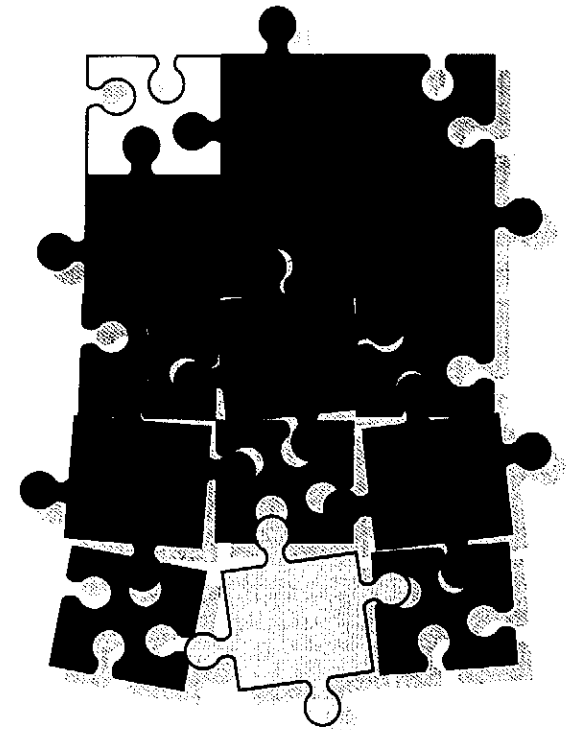
is an organized collection containing personal data and certificates attesting to formal and non-formal education and informal learning of a candidate.

The ways to knowledge have never been so open, diverse and rich as they are at present. We learn at all times and everywhere (in schools, organizations for vocational training, institutions for tertiary and adult education, at workplace, home, within the circle of friends etc.). Professional and personal needs of individuals also demand a life-long learning. Through learning, whether intentional or not, and at times even incidental, individuals change.

In addition to formal education, other forms of learning are also extremely important. Regrettably, we lack the awareness of the knowledge gained in alternative manners and we fail to recognize its true importance, thence the need for the recognition of such knowledge. However, the orientations of the European Union and Slovenian legislation allow for that very recognition. Our goal is to improve the ways whereby we will understand and evaluate the participation and achievements of individuals, the achievements in non-formal education and informal learning in particular.

With the recognition of knowledge gained through non-formal education and informal learning, life-long learning will become a reality and will contribute subsequently to the approximation of learning to the needs of the increasingly knowledge-based society.

Earning a degree is also possible through recognition of knowledge and skills!



It does not matter where and how we learn. What matters is the knowledge we gain through learning.

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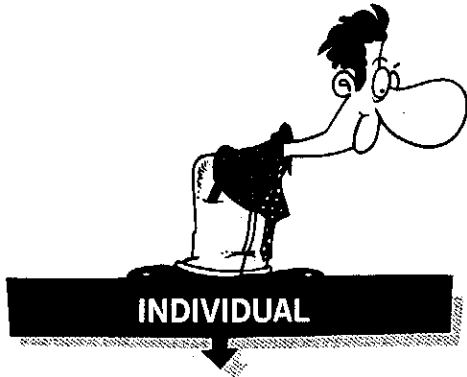


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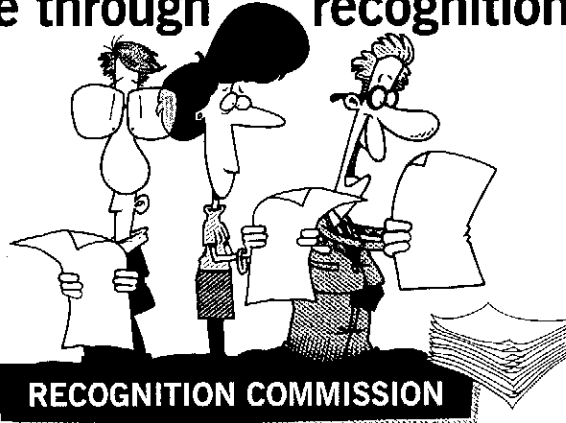


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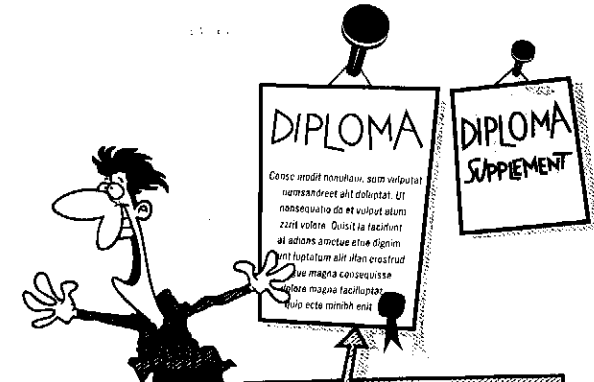
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INDIVIDUAL



RECOGNITION COMMISSION



EARNING A DEGREE

The Slovenian Higher Education Act allows for the recognition of knowledge and skills gained prior to the enrolment in a study programme and thereby provide a different path to a degree. The task of a higher education institution is to define such recognition of study programmes and determine the procedure (administrative and educational parts). The recognition procedure covers:

the identification of knowledge and skills

a process wherein a candidate analyzes all his/her knowledge and skills and collects supporting documents attesting thereto; to this end, a candidate draws up and organizes his/her portfolio containing all supporting documents attesting to the knowledge and skills gained by a candidate prior to the enrolment in a study programme; the following may serve as supporting documents:

- documents attesting to formal education (reports, diplomas)
- documents attesting to non-formal education (acknowledgements, certificates etc.)
- documents attesting to informal learning (acknowledgements/certificates by employers, creative output, description of work experience etc.)

As general a rule, higher education institutions provide counseling in the area of identification of knowledge and skills.

IDENTIFICATION

validation of knowledge and skills

process wherein the knowledge and skills obtained by a candidate in various manners are evaluated

recognition of knowledge and skills

process wherein the validated knowledge and skills are recognized; they may also be recognized as qualification for enrolment or as a fulfilled study obligation

Quality assurance

When evaluating a portfolio, the Recognition Committee considers the scope, complexity and contents of the knowledge attested to by a portfolio under validation. The Recognition Commission can invite a candidate for an interview, as well. The procedure, purpose, and results of recognition should be clearly set forth and comprehensible to all participants in the procedure, as not every kind of knowledge can be recognized for every purpose. A higher education institution should create conditions allowing for the establishment of a critical, analytical and professional system for the recognition of knowledge and skills and thereby ensure relevant competencies to graduates who obtain a professional title in this, rather different way.

VALIDATION AND RECOGNITION

