

is concerned. In this paper, the debate will be limited even more narrowly, to the recognition of non-formally gained knowledge, which is almost exclusively used in vocational education and training and/or for meeting work requirements.

The area of recognition of non-formal learning in Slovenia is developing. It is partially addressed by the national qualification system (Ireland, 2010; NPK, 2011, CPI, 2007), it does, however, offers much wider possibilities (Analysis ..., 2010; Kehlava, 2012). For this reason, an overview will be prepared of how this area is regulated and/or anticipated in regulations, law and recommendations of both Slovenia and the European Union. The opportunities of widening the recognition of non-formal learning beyond mere interests of employers (as opposed to the interests and benefits they may have for an individual) will be investigated (Bourdieu, 1998/2006a), whereby an attempt will be made to find a way for the recognition of non-formal knowledge to lose some of its neoliberal undertone. (Chomsky, 1999/2005; Laval, 2003/2005; MacPhail, 2008).

Key words: non-formal knowledge, recognition of non-formal learning, vocational education and training, adult education, neoliberalism

Pričujoča monografija se pretežno ukvarja z neformalnim znanjem, od tega se nekateri prispevki dotikajo priznavanja neformalno pridobljenega znanja. Tudi ta prispevek je takšen. Posvetili se bomo področju *priznavanja* neformalno pridobljenega znanja, ki je pretežno vezano na področje poklicnega in strokovnega izobraževanja, le-to pa je tesneje kot druga področja izobraževanja povezano s sfero dela. Zaradi tega poklicnega in strokovnega izobraževanja ne moremo obravnavati strogo ločeno od gospodarstva in vplivov oz. interesov kapitala. Kljub temu pa gre za del izobraževalnega sistema in tu velja posebna pozornost vplivu neoliberalizma na njegove mehanizme.

V prispevku nas bo zato zanimalo, s kakšnimi nameni se uvajajo orodja za priznavanje neformalno pridobljenega znanja (na primer nacionalne poklicne kvalifikacije in druga), kako in v kolikšni meri dejansko vplivajo na posameznika in njegov položaj v izobraževanju ter v sferi dela.

Iz navedenega razloga bomo pogledali, kako je urejeno priznavanje neformalno pridobljenega znanja v Sloveniji, ter kateri dokumenti urejajo to področje. Povzeli bomo, kako so urejenost priznavanja neformalno pridobljenega znanja v Sloveniji ocenile nekatere analize, in nazadnje ugotavljali, kje in kakšna je pri sistemu priznavanja neformalno pridobljenega znanja nevarnost, da ne služi več namenu, za katerega je bilo vzpostavljeno.