

Reevaluating Accreditation and the Role of Informal Universities in Global Higher Education

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Abstract: This thesis critically examines the limitations of traditional accreditation frameworks in global higher education and argues for the recognition and validation of informal universities as essential components of a pluralistic and inclusive educational ecosystem. It also emphasizes the importance of controversy and epistemic diversity in higher education to avoid intellectual stagnation and social exclusion.

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I. INTRODUCTION

Higher education has long been governed by accreditation systems that ostensibly ensure quality and legitimacy. However, these systems frequently reflect Western-centric epistemologies and rigid standards that marginalize diverse learning experiences and knowledge forms from across the world. This thesis explores the historical and philosophical foundations of accreditation, critiques its limitations, and advocates for a broadened, pluralistic recognition of educational institutions, particularly informal universities that serve underserved populations.

II. THE ROLE AND VALUE OF INFORMAL UNIVERSITIES

Informal universities, often overlooked and undervalued within traditional academic discourse, constitute a vital component of global education systems. These institutions, which include community learning centers, grassroots educational initiatives, indigenous knowledge hubs, and innovative online platforms, operate outside formal accreditation frameworks but deliver transformative educational experiences, particularly for marginalized and underserved populations.

In many parts of the world, barriers such as financial constraints, geographic isolation, social discrimination, and political instability severely limit access to conventional universities. Informal universities fill these gaps by providing flexible, affordable, and culturally relevant learning opportunities that are tailored to local needs and realities (Nimako & Bond, 2012). For instance, community-based vocational training programs in sub-Saharan Africa empower learners with practical skills relevant to their immediate environment and economic contexts.

Beyond economic utility, informal universities play an essential role in cultural preservation and identity affirmation. Indigenous knowledge systems, transmitted orally or through practice, are often neglected by formal education but are preserved and nurtured within informal settings (Battiste, 2013). These knowledge forms encompass ecological wisdom, traditional medicine, and social governance models crucial for sustainable development and social cohesion.

However, the systemic exclusion of informal universities from recognized accreditation results in their credentials being frequently dismissed by employers, governments, and formal educational institutions (Colley, Hodkinson, & Malcolm, 2003). This lack of formal recognition hampers graduates' career prospects and perpetuates cycles of marginalization. To counteract this, some countries and international organizations have begun to develop frameworks for recognizing prior learning and competencies earned outside formal settings (OECD, 2021).

The undervaluation of informal universities reflects broader structural inequalities and epistemic hierarchies privileging Western educational norms. Recognizing informal universities as equal partners in the educational landscape challenges these hegemonies and enriches the diversity of global knowledge systems. It also promotes educational equity by legitimizing alternative pathways to learning and success.

In short, informal universities are not merely viable alternatives; they are essential for an inclusive and just global higher education ecosystem. Ignoring or dismissing their contributions risks perpetuating educational exclusion and depriving humanity of vital sources of knowledge and innovation.

III. THE NECESSITY OF CONTROVERSY AND PLURALISM IN HIGHER EDUCATION

A truly vibrant and effective higher education system cannot exist without controversy. To be static and unchallenged is to fail the fundamental purpose of education: to provoke critical thinking, foster intellectual growth, and advance society. The prevailing trend toward homogenization, standardization, and depoliticization within accredited universities threatens to reduce education to a mere certification process serving established power structures. This reduction is a disservice not only to learners but to the broader social fabric.

Controversy—understood as the legitimate questioning and challenging of dominant ideas, policies, and epistemologies—is essential for progress. It prevents intellectual stagnation and opens space for marginalized voices and alternative paradigms to emerge (hooks, 1994).

Higher education institutions that shy away from controversy risk perpetuating orthodoxies that maintain social inequities and cultural imperialism.

Pluralism, closely linked to controversy, entails the recognition and validation of multiple perspectives, knowledge systems, and pedagogical approaches. It acknowledges that no single worldview or educational model can comprehensively address the diversity of human experience and learning needs (Sen, 2009). In this context, so-called informal universities are not peripheral or secondary; they represent crucial spaces of epistemic pluralism that challenge dominant educational narratives.

Standard education, bound by rigid accreditation criteria and entrenched hierarchies, often caters to “standard minds” shaped by dominant cultures and socio-economic classes. This exclusivity marginalizes creative thinkers, non-conformists, and those whose knowledge arises from different traditions. By contrast, embracing informal universities and controversial ideas fosters inclusivity, innovation, and resilience within education.

The necessity for controversy also manifests in debates around accreditation itself. Challenging conventional accreditation frameworks is not a rejection of quality but an insistence on expanding definitions of what quality means and whom it serves. This controversy is vital to dismantling exclusionary practices that hinder equitable access and recognition.

In summary, higher education must embrace controversy and pluralism to remain relevant and just. Informal universities are central to this mission, not as lesser alternatives but as vital contributors that enrich the intellectual and cultural fabric of global education.

IV. CASE STUDIES AND REAL-WORLD EXAMPLES

To understand the vital role informal universities and alternative accreditation models play in the global educational landscape, it is useful to examine concrete examples where these approaches have succeeded or faced challenges. These cases illuminate the transformative potential of pluralistic education systems and highlight the barriers that remain.

➤ *Case Study 1: The University of the People (UoPeople)*

The University of the People is a nonprofit, tuition-free, accredited online university that offers degree programs to students worldwide, many of whom lack access to traditional higher education due to geographic, financial, or political constraints. UoPeople is accredited by the Distance Education Accrediting Commission (DEAC) in the U.S., but it operates with a model fundamentally different from traditional brick-and-mortar institutions. It relies on open educational resources, volunteer faculty, and peer-to-peer learning.

UoPeople’s success challenges conventional accreditation and educational delivery models by demonstrating that quality higher education can be provided at scale outside traditional systems. However, despite its accreditation, skepticism remains among employers and other institutions regarding the value of its degrees, reflecting ongoing bias against non-traditional education (Guri-Rosenblit, 2018).

➤ *Case Study 2: Indigenous Knowledge Programs in Latin America*

Across Latin America, various informal universities and indigenous knowledge centers serve as critical hubs for cultural preservation and education rooted in ancestral wisdom. For instance, in Bolivia and Ecuador, indigenous universities like the Túpac Katari Indigenous University provide education in native languages and incorporate traditional ecological knowledge into their curricula (Walsh, 2010).

These institutions operate largely outside formal national accreditation frameworks but are essential in empowering indigenous communities and preserving threatened cultural heritages. The lack of formal recognition, however, often limits graduates’ access to broader economic opportunities, underscoring the need for accreditation models that validate diverse epistemologies and educational forms (Battiste, 2013).

➤ *Case Study 3: The Open University Model in the UK and Beyond*

The Open University (OU) in the United Kingdom revolutionized higher education by offering distance learning accessible to non-traditional students, including working adults and those unable to attend campus-based universities. Its model has been adopted worldwide, spawning informal and semi-formal educational initiatives that blend accredited and non-accredited courses (Daniel,

2011).

While the OU is formally accredited, many initiatives inspired by it operate informally and face challenges in gaining recognition. These examples demonstrate the tension between innovation in education delivery and the rigidity of accreditation systems. These cases underscore that informal and alternative educational models are not experimental fringe phenomena but essential responses to global educational inequities and evolving learner needs. They also reveal persistent challenges related to recognition and legitimacy, which must be addressed through inclusive accreditation reforms.

V. CONCLUSION

The landscape of higher education today is at a crossroads, confronted by the need to transcend traditional accreditation paradigms and embrace pluralism, inclusivity, and intellectual rigor that reflects the diversity of global human experience. This thesis has argued that informal universities are not marginal anomalies but essential pillars of a just and equitable educational ecosystem. They offer flexible, culturally relevant, and accessible learning opportunities that complement and challenge the dominant formal systems.

Accreditation, while an important mechanism for ensuring quality, must be critically re-examined and redefined to avoid perpetuating epistemic injustice and cultural hegemony. The privileging

of Western-centric accreditation standards often marginalizes valid forms of knowledge and learning that flourish outside conventional frameworks. Embracing multiple pathways to recognition and validation empowers learners from diverse backgrounds and addresses structural inequities in global education.

Moreover, controversy and pluralism are not threats but necessities for the vitality of higher education. Standardized, uncontroversial curricula risk producing “standard minds” at the expense of critical thinking, creativity, and social progress. Informal universities and alternative educational models serve as vital spaces for contestation, innovation, and the democratization of knowledge.

Through case studies such as the University of the People, indigenous knowledge programs in Latin America, and the Open University model, this thesis has demonstrated the real-world significance and challenges of alternative education. These examples show that change is possible but requires concerted efforts to reform accreditation systems, recognize diverse epistemologies, and value educational innovation.

As an independent academic researcher and author of the thesis *Music Production and Mixing in the Style of ABBA* (Selinus University of Sciences and Literature), I, Jonathan David Nelson, MPS, MA, advocate for a global

higher education paradigm that recognizes informal universities as equal partners and vital contributors. Such a paradigm will better serve the millions worldwide who seek learning outside traditional walls and ensure that education fulfills its promise as a transformative force for humanity.

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