

# Recognizing people's competences, a challenge for inclusion

**Deadline for submission: October 15, 2018**

Providing opportunities for the recognition of the prior learning, acquired in formal, non-formal and informal contexts, is closely linked to the first principle of the European Pillar of Social Rights. It emphasizes the right to access continuing education and training paths which are inclusive and high in quality (European Pillar of Social Rights, 2017, p. 11). The effective implementation of the 2012 Recommendation on the validation of non-formal and informal learning (2012/C 398/01) can contribute to make it real.

Recognition, validation and certification of what people have learnt in their life, work and training experiences represents an essential tool for an effective and tailored adult learning system. International research evidences confirm that increasing access to high quality training opportunities reduces time for social inclusion, supports integration into the labour market and strengthens social cohesion (Fecha, 2015; Silver, 2015; Lodigiani, Sarli, 2017; UNESCO, 2017). Europe 2020 strategy identifies, as a key factor to reach the 75% employment rate in EU, the recognition of immigrants' skills portfolio (Schuster, Desiderio, Urso, 2013). Furthermore, recent experiences confirm the need to consider the systems for the recognition, validation, certification of prior learning, as well as training systems, as effective platforms to produce development and add value to the human capital globally expressed by a specific context (Dasso, 2015).

From an institutional and normative point of view, our country is lining up to international best practices. Nevertheless, continuing to reflect on the meaning of the recognition of formal, non-formal and informal skills is needed since this process involves school system, labour market and volunteering, as well as Provincial Centers for Adult Education (CPIA), training agencies, trade unions, employers, Third Sector organizations, local and regional authorities and Universities.

From the perspective of lifelong learning, the aim of the present call is to open a debate where scholars, researchers and experts can make a discussion in the field of recognition, validation and certification of prior learning acquired in formal, non-formal and informal contexts. The call aims to collect papers able to display the progresses of ongoing and completed researches and experimentations in order to support the construction of integrated systems of recognition, validation and certification of prior learning that are also able to respond to current and future inclusion challenges in term of skills development. It focuses the pathways held by research and study centers to which MIUR has assigned the duty to develop models of integrated services for the "taking charge" of adults in order to allow socio-cultural disadvantaged groups to exercise the right of lifelong learning.

The issue 32 of LLL welcomes contributions presenting researches, experiences and studies on:

- empirically or theoretically based critical analysis of systems of recognition, validation and certification of prior learning in formal, non-formal and informal contexts;
- international and comparative overviews and in-depth analysis of those systems;
- evidences on the potentials of RVCPL process as a tool for bridging education, training and work for employability and inclusion;
- evidence on the potentials of those process as a tool for the construction of an integrated system by networks and professionalism.

---

**Information for Authors** Lifelong Lifewide Learning uses the APA style (American Psychological Association), sixth edition. Additional mandatory guidelines for authors may be found at this page: <http://www.edaforum.it/ojs/index.php/LLL/about/submissions#authorGuidelines>

**Warning:** manuscripts that do not comply with the journal's guidelines **will not** be processed.