



Country report

Italy

2016 update to the European inventory
on validation of non-formal and informal learning

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Acknowledgements

This country update was produced by Elisabetta Perulli, as part of the 2016 update to the European inventory on validation, a project managed by ICF (lead consultants: Jo Hawley, Ilona Murphy and Manuel Souto-Otero) under the supervision of a Steering Committee formed by Cedefop (Ernesto Villalba, Hanne Christensen, and Jens Bjornavold), the European Commission (Koen Nomden, Lieve Van den Brande, Martina Ni Cheallaigh, Corinna Liersch and Anna Nikowska) and the ETF (Anna Kahlson and Eduarda Castel-Branco). The report has benefitted from feedback from the European qualifications framework advisory group (EQF AG) members for Italy as well as other national-level quality assurance (QA) contacts with expertise in validation.

Work was carried out under Cedefop's service contract No 2014- 0182/AO/ECVL/JB-EVGAR/2016-Validation-Inventory/014/14.

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1 Introduction and Evaluation

1.1 Abstract

As a result of years of debate and initiatives since 2012, a national legal framework on validation has progressively developed in Italy:

- The National Law 92/2012, reforming the Labour market, foresees the immediate institution of a national system of competence certification and validation of non-formal and informal learning.
- Subsequently on 16 January 2013, the national Legislative Decree on the national certification of competence and validation of non-formal and informal learning was declared, starting with an implementation phase.

On 30 June 2015¹, an Inter-ministerial Decree, DI (Ministry of Labour and Ministry of Education) defined the National Framework of Regional Qualifications according to Decree 13/2013.

According to this new framework, the background in which local and sectoral validation practitioners work in Italy has now fundamentally changed. In order to provide more detail, the National Framework of Regional Qualifications, defined through DI 30 June 2015, established:

1. A mechanism of mutual recognition among regional qualifications,
2. Process, attestation and system standard procedures for the services of identification /validation of non-formal and informal learning and certification of competences.

There is already some concrete application of these rules for specific target groups (a national programme is being run over the course of 2015/2016 to validate the competences of approximately 5 000 civil service volunteers within the Youth Guarantee Programme).

Moreover, the National Technical Committee (which according to Decree 13/2013 is the institutional authority in charge of the implementation of the system) decided to define a draft of National Guidelines on validation of non-formal and informal learning and certification of competences by the end of 2016. This means that a framework could be defined in Italy to also include school education and HE, where there is still a lack of regulatory tools on validation.

In conclusion, there has been a decisive shift in Italy to a more concrete and comprehensive stage in the implementation of a national strategy on validation.

1.2 Main changes since the 2014 update

The table below summarises the main ruling acts concerning the validation system in Italy (2012-2015)

Table 1.1 Summary of main ruling acts concerning validation system in Italy (2012-2015)

Ruling acts	What does it change	Who is involved
The National Law 92/2012 June 2012 Reform of the Labour Market	The law reforming the Labour market foresees the immediate institution of a national system of competence certification and	Ministry of Labour and Ministry of Education

¹ See PwC (2016). The competencies certification system of the Italian Regions: technical translation of the Interministerial Decree of June 30th 2015: definition of the operational framework for national recognition of regional qualifications and respective competencies <http://www.pwc.com/it/it/publications/assets/docs/decreto-30062015.pdf>

	validation of non-formal and informal learning (within six months)	
Legislative Decree 13/2013 16 January 2013 on the national certification of competence and validation of non-formal and informal learning	The national certification and validation system was designed and had to be fully implemented within 18 months of its entry into force (March 2013) by defining National Guidelines on validation of non-formal and informal learning and certification of competences. The <i>National Technical Committee</i> had responsibility for this task, but it has not yet been completed.	The <i>National Technical Committee in charge of the system development is composed of the 'entitling bodies' or qualification authorities:</i> Ministry of Education, University and Research, for the qualifications of the School and University system; Regions and Autonomous Provinces of Trento and Bolzano for the regional qualifications (vocational training); Ministry of Labour and Social Policies, for the qualifications of those professions not organized in professional associations or colleges or otherwise regulated; Ministry of Economic Development - EU Policies Department (leading the other national authorities) for the qualifications of regulated professions.
Inter-ministerial Decree 30 June 2015 on National Framework of Regional Qualifications	It establishes: 1) a mechanism of mutual recognition among the regional qualifications; 2) process, attestation and system standard procedures for the services of identification/ validation of non-formal and informal learning and certification of competences.	Regions but also: Ministry of Labour and Ministry of Education as ruling actors The other qualification authorities for the shared or overlapping institutional fields.

As the implementation process of the Decree 13/2013 had a substantial pause in the last two years, the main changes which have occurred since 2014 have taken place in the 21 Italian Regions. In Italy, the Regions are constitutionally in charge of ruling and managing the VET system and also the public employment services, which is why they are in a key position to develop concrete validation services addressed to a wide range of beneficiaries. Unfortunately, by 2013 the Regions had rules and practices on validation on non-formal and informal learning but a lack of a mutual recognition of qualifications and common framework of service procedures.

On the basis of Decree 13/2013, the Regions held a 'Technical Competences Group' composed of representatives of the Regions and Ministry of Labour with a work plan shared with the European Commission (according to ESF new programming phase and ex ante conditionality 10.3²). This Group has been operating from May 2013 to November 2014 with the aim of creating a common framework for national recognition of their qualifications.

The work plan had three lines of activity:

1. National harmonisation and progressive standardisation of qualifications operating within the regional systems;

² Ex ante conditionalities are anchored in the General Regulation (EU) 1303/2013 and serve as a key prerequisite for efficient management of funds from the European Structural and Investment Funds. Conditionality 10.3 is about "Lifelong learning: The existence of a national and/or regional strategic policy framework for lifelong learning within the limits of Article 165 TFEU."

2. Common rules for the services of validation of non-formal and informal learning and certification of competences (process, awarding documents and system rules);
3. Mutual interregional transfer of tools and models.

After complex technical work, on 22 January 2015 the Regions stated their agreement to the National Framework of Regional Qualifications. On 30 June 2015 the Agreement became an Inter-ministerial Decree signed by the Ministry of Labour and Ministry of Education.

One year after the approval of this Decree, the Regions are active in the official engagement and implementation of the provisions of the National Framework of Regional Qualifications. This implies that by July 2016 validation services should be available across the 21 Regions according to the same methods and standards. The outcomes of validation processes will be related to the official qualification framework and recognised at a national level. After the approval of DI 30 June 2015 on the National Framework of Regional Qualifications, the National Technical Committee (which according to Dgls 13/2013 is the institutional authority in charge of the implementation of the system) decided to:

- implement a first release of the National Qualifications Framework for Italy;
- agree a draft of National Guidelines on the validation of non-formal and informal learning and certification of competences.

Meanwhile, there is already some concrete application of these rules for specific target groups (a national programme is being run during 2015/2016 to validate the competences of approximately 5,000 volunteers in the civil service within the Youth Guarantee Programme).

Once the national framework has been achieved, the main challenges will be the progressive extension of these new services to many target groups ensuring reliability and sustainability. Other priorities are related to training or requalifying practitioners (counsellors and assessors), strengthening the capacity of the educational system (which is considered to be still too 'formal') to develop validation tools and create greater involvement of companies and the third sector.

2 National perspective

2.1 Overarching approach to validation

In Italy, the national and regional institutions involved in the qualification system (Ministry of Education, Universities and Research, Ministry of Labour and Social Policy, Regions) have tried on several occasions to establish a legal set of standards to share and harmonise validation practices. There have been important institutional documents and engagements about this aim since 1996 as well as numerous specific initiatives related to certain sectors, Regions or target groups.

According to the periodical surveys carried out by Isfol (<http://www.librettocompetenze.it>), the main target groups for validation of non-formal and informal learning within the exploratory phase and regional practices are:

- Unemployed individuals or workers at risk of unemployment,
- Workers in sectors which are poorly regulated and with a need for professional accreditation,
- Immigrant workers without formal qualifications that by now take up a permanent base in whole segments of the labour market (for instance logistics, building, health and social assistance care 'white jobs'),
- Highly qualified young Italians who move abroad for work or study,
- Volunteers, civil service volunteers, interns, apprentices.

The emergence of a national policy on validation in Italy is definitely linked to the Law 92/2012 on the reform of the Labour Market. This Law, introduced on 28 June 2012, establishes a clear path to a systemic top-down approach to this subject by defining a national system of certification of competences and validation of non-formal and informal learning. In the chapter related to 'lifelong learning' issues, this law anticipates the following activities:

- Re-launch the policies for lifelong learning through local networks made up of employment services, schools, universities, VET providers, enterprises;
- Specific public services to re-trace and value formal, non-formal and informal learning;
- National rules for the validation of non-formal and informal learning and certification of competencies;
- The establishment of the National Repertory of Education, Training and Professional Qualifications.

The Law defines the validation of non-formal and informal learning, in the framework of the national system of certification of competences, as one of the key elements to ensure and implement lifelong learning. Perhaps for the first time in Italy, these matters are treated in a comprehensive and systemic manner. The law establishes rules and regulatory requirements (standards) concerning the characteristics and the parties involved, with the aim of ensuring transparency, usability and broad accessibility of validation/certification services.

The implementation of Law 92/2012 led to the adoption of different provisions according to this schedule but most of all after six months as planned, a national decree relevant to a national validation framework was ready.

The Legislative Decree on the "*National competences certification and validation of non-formal and informal learning*" n. 13/2013 (published on January 16, 2013) consists of 11 articles. It contains a section with a glossary of keywords and lays down some essential principles and institutional responsibilities and tasks within the new system.

The glossary defines formal, non-formal and informal learning in a way consistent with the European Commission glossary and other relevant terms such as entitling and entitled bodies within the public system of certification, validation of learning, certification of competences.

The Decree 13/2013 defines some important principles and features for the validation system in its Article 3:

- **Validation as a central point** - In line with EU guidelines, the focus of the identification/validation and certification is on the competences acquired by the individual in formal, non-formal or informal contexts.
- **A whole qualification or parts of it can be validated** - The entitled bodies can identify/validate and certify competences related to the qualifications or to parts of qualifications up to the total number of competences composing an entire qualification.
- **The centrality of the individual** - The identification/validation and the certification of competences is aimed at valuing the individual's study, work and life experiences. Therefore the centrality of the individual in this process requires a simple, accessible, transparent, objective and confidential service as well as methodological accuracy, completeness, fairness and non-discrimination in the related procedures.
- **Public documents** - The validation documents and certificates issued respectively at the end of the identification/validation and certification services are public documents.
- **Quality assurance** - The reliability of the national system of competence certification is based on a shared and progressive system of indicators, tools and quality standards applied at national level.

The system designed by Decree 13/2013 is national and also comprehensive as it covers all the range of qualifications from education, HE, VET and even the ones with legal value. It includes the professional qualifications and the regulated qualifications.

The institutional authority in charge of the implementation of the system is the *National Technical Committee* led by the Ministry of Labour and by the Ministry of Education and composed of all the Qualification Authorities (Entitling Bodies). The Committee took office on 28 January 2014 and the last meeting was held on 28 September 2015.

The 21 Regions had the problem of harmonising their systems, which were at different stages of implementation and substantially self-regulated and lacking in coordination. The Regions play a central role in validation services as they are in charge of the VET and employment services. In 2014, they worked and agreed on a common framework on validation procedures and services within the '*National Framework of Regional Qualifications*' and on 30 June 2015 this agreement became an Inter-ministerial Decree signed by the Ministry of Labour and Ministry of Education.

At the moment of writing the report for the 2016 update, all the services and practices of validation offered so far, as well as the ones underway, can take advantage of this national system and methodological framework. There is no sector or region or type of qualification, public or private, that can be considered excluded from these rules.

2.2 Validation in education and training

Overall framework

According to Legislative Decree on the "*National competences certification and validation of non-formal and informal learning*" n. 13/2013, there is a national system of validation in Italy.

As already underlined, the system designed by Decree 13/2013 is national and comprehensive as it covers all the range of qualifications from HE and VET sectors, regardless of whether they have legal value or not. The system allows the award of up to an entire qualification by means of validation, which are the same qualifications as those accessible by means of formal education and training.

Chapter III in The Decree 13/2013, in also establishes the 'National Repertory of education, training and professional qualifications' which is the single framework for the certification of competences. The Repertory is a comprehensive collection of national, regional and sectoral repertories that already exist, under the responsibility of the competent authorities or "entitling bodies". To be included in the National Repertory the qualification must be referenced to EQF and over time there will be progressive work of descriptive standardisation to allow greater permeability between sub-systems and recognition of credits.

Key points of the Decree 13/2013 concern the definition of three types of standards for validation and certification services:

- process standards that outline three main steps: identification, assessment and attestation (Article 5)
- attestation standards that outline what kind of information must be registered (Article 6);
- system standards that outline the roles and responsibilities and guarantee adequacy, quality and protection of beneficiaries (Article 7).

The process standards (Article 5) define a methodological framework consistent with the four stages of validation mentioned in the European Commission Recommendation of 2012:

"With reference to the process of identification, validation and certification process, the public entitling body will ensure the following minimum standards:

a) the articulation into the following phases:

- *Identification: phase aimed to identify and bring transparency to the individual's competences relating them to one or more qualifications. In the case of non-formal and informal learning this step involves specific support in the analysis and documentation of the experience of learning and in correlating the results to one or more qualifications.*
- *Assessment: phase to ascertain the mastery of the competences related to one or more qualifications. In the case of non-formal and informal learning this stage involves the adoption of specific assessment methods and evidences as proof of the competences actually possessed.*
- *Attestation: step aimed at issuing validation documents or certificates, standardised in accordance with this decree, documenting the competences identified and validated or certified related to one or more qualifications.*

b) the adoption of customised measures for information and guidance addressed to the beneficiaries of the services of identification, validation and certification of competences.”

The 'entitling bodies' or qualification authorities in the field of education and training are the following:

1. The Ministry of Education, University and Research, for the qualifications related to the School and University systems;
2. Regions and Autonomous Provinces of Trento and Bolzano for the regional qualifications (vocational training);

To sum-up, the tasks and commitments of the entitling bodies (Qualification Authorities) are the following:

- *To pursue the formal adoption of an encoded repertory of qualifications and competences previously referenced to the EQF;*
- *To ensure a clear single regulatory framework of conditions of use and guarantee of the services;*
- *To implement measures of guidance and information on the new validation opportunities for individuals and organisations;*
- *To ensure appropriate features and job requirements for validation practitioners;*
- *To put in place an interconnected information system (or a database) where all data concerning the validation and certification of outcomes can be found; each qualification authority's database should be inter-operational with the others;*
- *To establish conditions to ensure quality standards for the validation procedures (i.e. collegiality, objectivity, impartiality and independence of the assessment).*

School and University systems

School and University systems (dependent on the Ministry of Education, University and Research) have not yet addressed the validation issue in an organic and official way as both systems have been engaged in national deep structural reforms that concerned their organisation and pathways. Nevertheless, there is an ongoing debate about validation and the interest is high in both school and university sectors.

Within the school system and the Adult Education system the 'Provincial Centres for Adult Education' (CPIA), defined, during 2015 (Interministerial Decree MIUR - MEF of 12 March 2015), a framework for validation according to Decree 13/2013.

Subsequent to the Law 92/2012, adult education was reformed and regulated by Presidential Decree No. 263/2012. After an initial experimental phase of the Provincial Centres for Adult Education (the CPIA), through projects assisted by the Ministry of Education, 56 CPIA were activated so far since September 2014, located in eight regions (10 in Piemonte, 19 in Lombardia, four in Friuli Venezia Giulia, two in Veneto, seven in Emilia Romagna, eight in

Tuscany, one in Umbria and five in Apulia). Another 64 CPIA are planned for the near future, which adds up to 120 centres in total at national-wide level in Italy.

The CPIA is the central administrative unit that manages and organises educational pathways for adult learners in an integrated manner. It interacts with the stakeholders in the territory that requires specific education and training needs. The CPIA are therefore in charge of designing and delivering the education and training offer taking into account the particular needs of adult learners, migrants and NEET.

The adult education training offer is designed in learning units in order to promote the recognition of credits and the customisation of the pathways. This is done by entering into an individual "learning pact" in which there is a recognition of formal, non-formal and informal learning.

The task of defining each individual "learning pact" is assigned to a committee composed of teachers who perform a validation process divided into the three phases of identification, assessment and certification, as required by the Decree No. 13/2013. Credit recognition as well as validation and guidance activities, as well as the possibility of distance-learning, can cover up to 20% of the total number of training hours for a qualification.

It is expected that once defined by the legislator with the tools to boost adult education in Italy, CPIA would be able to meet the challenge of up-skilling the adult population and meet the new requirements of knowledge, expertise and skills required for the development of a "Learning society".

University

Since 2014, there has been a number of new initiatives from RUIAP, which is an important Italian university network that brings together about 30 Italian universities engaged in promoting lifelong learning at university level (University LLL). The RUIAP adheres to the European Network of universities for lifelong learning (EUCEN).

In 2014/2015 the RUIAP, through the University of Ferrara, promoted a MOOC (<http://www.ruiap.it>) entitled "Recognition of competences and validation of prior learning" providing 20 university credits (ECTS). This was a preparatory initiative for the launch of a first level Masters programme in "Expert in accompaniment to competence recognition and validation of prior learning". The Masters programme is run at regional level by some of the member universities. It aims to train professionals to accompany and support candidates in the documentation of their experiential knowledge and manage their practical recognition and validation of prior learning acquired in non-formal and informal settings with the view of obtaining certification according to the national framework established through Decree 13/3013.

Regional VET system

As the implementation process of the Decree 13/2013 had a substantial delay in the last two years, the 21 Italian Regions worked on an operational framework based on the national one. In Italy, the Regions are constitutionally in charge of ruling and managing the VET system and the public employment services. For this reason, they are in a key position to develop concrete validation services addressed to a wide range of beneficiaries in the VET system. Although having advanced rules and practices for validation of non-formal and informal learning, the Regions did not reach an agreement by 2013 for mutual recognition of qualifications and for a common framework of service procedures.

On the basis of Decree 13/2013, the Regions held a "Technical Competences Group" composed of representatives of the Regions and the Ministry of Labour with a work plan shared with the European Commission (according to the ESF new programming phase and ex ante conditionality 10.3). This Group was in place from May 2013 to November 2014 with the aim of creating a common framework for national recognition of qualifications.

The work plan had three pillars of activity:

1. National harmonization and progressive standardization of qualifications operating within the regional systems;
2. Common rules for the providers of validation of non-formal and informal learning and for the certification of competences (i.e. rules for the process, awarding documents and system rules);
3. Mutual inter-regional transfer of tools and models for validation and for the certification of competences.

After a relevant and complex technical work, as discussed above, on 22 January 2015, the Regions agreed on the *“National Framework of Regional Qualifications”* and on 30 June 2015 the Agreement was recognised in an Inter-ministerial Decree signed by the Ministry of Labour and the Ministry of Education.

Within one year following the approval of this Decree, the Regions were adopted the official provisions of the National Framework of Regional Qualifications and proceeded with their implementation. This means that by July 2016, validation services should be made available all over the 21 Regions according to the same methodological and system standards; the outcomes of validation processes will be related to the common qualification framework and recognized at national level.

One of the most important achievements of this national framework is the clear distinction between validation (seen as a process) and certification (seen as a procedure) and a balanced procedure between certification in the formal context and certification resulting from a validation process. Table 10.1 and Figure 10.2 in Section 10 below synthesize this achievement and provide a brief overview of the validation services as they are established in terms of goals, outputs, methods etc. The stages of the validation and certification process can also be held separately or at different times and each of them has a possible outcome released.

The Decree specifies that: *“The identification and validation process can either be completed through the issuance of a “Validation document”, having the validity of an official document with at least a “second part attestation” value, or by continuing the procedure for the certification of competences outlined in point b), below, as long as the person requests it.”*

Moreover, the Decree defines the value of the different documents released in the three stages, as follows:

- “first part attestation”: attestation, whereby the validity of the information included therein is provided through self-declaration by the candidate, even when carried out using pre-written forms and procedures;
- “second part attestation”: attestation released under the responsibility of the entitled body delivering services for the identification, validation and certification of competences, in relation to the regulations of the Decree No.13 of January 16, 2013.
- “third party attestation”: attestation released under the responsibility of the entitling body, with the support of the entitled body that delivers services for the identification, validation and certification of competences, pursuant to the Decree No.13 of January 16, 2013.”

The three roles or so-called “functions” in charge of the different steps of the validation process are defined as follows (further detailed in section 7.1):

- Role of “Dossier counsellor” - Function of Accompanying and supporting the identification and transparency of competences
- Role of “Assessment responsible” – Function of planning and implementation of the assessment activities
- Role “Assessment sector expert” – function of implementation of the assessment activities concerning curricular and professional content

2.3 Validation and the labour market

The emergence of a national policy on validation is related to the Law No. 92/2012 about the reform of the labour market in Italy. This Law approaches validation by defining a national system of certification of competences and validation of non-formal and informal learning. In the chapter related to “lifelong learning”, this law indicates employment services and enterprises, together with schools, universities and VET providers, as relevant actors. The law states that these stakeholders should constitute local networks for the concrete application of the policies on lifelong learning which also aim to re-trace and value formal, non-formal and informal learning.

Based on this approach, the system designed by Decree 13/2013 is nation-wide and comprehensive as it covers all the range of qualifications and thus it includes also the professional qualifications (those regulated and unregulated). These are the main reasons why the Italian strategy and policy on validation is directly related to the labour market as it has been developed primarily for employability purposes.

Concerning the content and management of qualifications, the “entitling bodies” (or qualification authorities) directly pertinent to the labour market are:

1. The Ministry of Labour and Social Policies, for the qualifications of those professions not organized in professional associations, chambers or colleges or otherwise regulated;
2. The Ministry of Economic Development - EU Policies Department (leading several other national authorities) for the qualifications of regulated professions.

However, both of these institutional contexts have not yet addressed the validation issue in an organic and official way. This is because both systems have been undergoing reform which have included changes in relation to European and Italian policies on professions. Nevertheless, the framework of the Decree 13/2013 lead to considerable interest and debate.

Concerning the services of validation, in many Regions the bodies entitled for the validation services are, sometimes exclusively, the public or private employment services. For instance, in Lombardia and Veneto regions, the validation service is focused only on the employment service. In Emilia Romagna, Piemonte, Toscana and other regions, the entitled bodies are mixed but the employment services are almost always involved.

In the last two years, the Youth Guarantee Programme in Italy was managed almost exclusively on the employment service system. It supported the use of validation for the young NEETs as a method of increasing their employability. However it was limited to the Regions which already have validation systems in place, using them to provide services to the Youth Guarantee beneficiaries. At the moment there is no precise data on the actual number of beneficiaries.

Finally, it is remarkable how some sectors were spontaneous in their involvement. Several produced relevant contributions to analyze; they standardized their own work processes, competences and qualifications and so they participated in the building of the qualification and validation system.

One of the most interesting projects concerns the Banks and Insurance sector. The FBA, a bilateral body of the sector, together with the Italian Banking Association (ABI) and in cooperation with the trade unions, has undertaken this innovative project and produced a “Certification of the commercial banks qualifications manual” (AA.VV. (a cura di G. Durante, A. Fraccaroli) which contains a repository of role descriptions in the banking sector. The goal of the project was to define the level of competences³ requested for individual workers in

³ Meant as a set of technical and professional knowledge and ability (or abilities), and also as the specific mode of action (behavior) that facilitate the performance in the work activities.

relation to their responsibility and autonomy of the position held within the company, following EQF levels and indicators. This work will increasingly impact on the validation practices starting from the ISO UNI private certification system and continuing with respect to the public institutional qualification framework.

2.3.1 Skills audits

In relation to skill audits, the overall approach seems to define this function as a specific necessary step of the validation procedure and indicates the Dossier of Evidence as a key tool in its development.

The *Libretto formativo del cittadino*⁴ can still be considered as the first 'driving national practice' articulating the skill audits.

In 2005, an inter-ministerial decree (Decree of 10 October 2005) gave the *Libretto* official status and established the format it should take. The *Libretto* is presented as the 'citizen's identity card for countrywide mobility, from the point of view of both their learning experience and work experience'. In this respect, the *Libretto* can be compared to the Europass Portfolio and European Skills Passport but it differs from them as it is not self-managed but issued by the institution as the outcome of a service to the individual.

The process of skill audits defined for *Libretto* includes four stages:

- **Reception and guidance.** Before introducing the *Libretto* in detail, practitioners must inform the beneficiary of its general characteristics and the implications of its use. The individual's motivation and the nature of their personal project should also be specified at this stage.
- **Reconstruction of the applicant's experience and competences.** During this stage, the practitioner analyses the individual's education and training history, employment experience and any self-learning they have achieved. The results of this analysis and a summary version of it are recorded under the responsibility of the individual concerned.
- **Production of proof or evidence, documents "supporting" the reconstruction of the individual's experience.** The range of possible types of evidence has already been described. However, the guidelines also mention "examples of products accomplished". Practitioners must not merely "demand" evidence: they must also help *Libretto* users to find and present it.
- **Recording of the data and information to be included in the *Libretto*, and its compilation.** This stage concerns the formalisation of the information collected. As a result, the quality of this process largely determines the quality of the final document.

Recovering this previous methodological approach, the Decree 13/2013 within the process standards (article 5) define a specific step devoted to the skills audit:

"Identification: phase aimed to identify and bring transparency to the individual's competences relating them to one or more qualifications. In the case of non-formal and informal learning this step involves specific support in the analysis and documentation of the experience of learning and in correlating the results to one or more qualifications."

Moreover, within the Decree on "National Framework of Regional Qualification" of 30 June 2015, this step is better designed and articulated in the description of the functions in charge of it, namely the **Function of Accompanying and supporting the identification and transparency of competences** (described in further detail in section 7.1 below).

⁴The translation of the term "*Libretto formativo del cittadino*" may vary. For example, in French it can be translated as *livret formatif du citoyen* or *livret des expériences du citoyen*; in English, *Citizen Training Booklet* or *National Portfolio of Competences*. In the rest of this document the shortened term "*Libretto*" will be used.

2.4 Validation and the third sector

In the third sector, there is a dynamic sense of innovation and a strong interest in the validation on non-formal and informal learning for the very large amount of workers and volunteers operating in this context in Italy.

At the moment of writing this report for the 2016 update, a structural legislative reform of the entire third sector was underway in the Parliament.

During recent years (2010-2016), there were several interesting experiences and practices carried out within the third sector (some of them were already reported in the 2014 report). Given that the new national validation framework set up in 2013 provided rules and standards to be met, the exploratory testing phase in the third sector can be considered as completed.

Nevertheless, the first concrete national application of the new rules for specific target groups is just operating in the third sector, at this moment in time.

Box 1 National Programme of Competence Validation for volunteers in the civil service under the Youth Guarantee

This programme was initiated in 2015 and is the first concrete national application of the new validation framework outlined in the Decree on the National Framework of Regional Qualifications, adopted in June 2015.

The programme is aimed at validating the competences of 5,666 volunteers involved in 1,137 projects in the Civil Service (CS) in 11 Regions within the Youth Guarantee Programme.

This procedure followed the standards of the Decree of 30 June 2015 on the National Framework of Regional Qualification. The procedure was thus divided into three main phases:

- Step 1. Identification of a profile for certification of the CS Project;
- Step 2. Identification and transparency of competences through the "Individual DOSSIER";
- Step 3. Validation and release of the Validation Document.

Phase 1 is a preliminary step to the opening of the individual Dossier and consists of the definition of the CS project's profile for certification or the analysis of the CS project and the activities planned for the volunteer with reference to the National Framework of Regional Qualifications.

Subsequently, Phase 2 is aimed at the opening and management of the Individual Dossier for each volunteer, consisting of the collection of documents and evidence needed for the Dossier. These actions take place throughout the project cycle through initial, periodic and conclusive interviews involving the volunteer and his/her tutor (Project Local Operator).

Finally, in Step 3 the procedure provides for the validation carried out by an entitled body that performs a final assessment through the technical examination of the dossier or direct examination in order to release a Validation Document.

Data and outcomes of this project will be made available at the end of 2016.

3 Links to national qualification systems

Even if in Italy there is no officially stated NQF, the comprehensive system of national rules provided in the last three years create a clear link between validation processes and qualification system.

According to Decree 13/2013, only competences belonging to qualifications included in the National Repertory of Qualification can be validated and/or certified, by each entitled body for its respective territory. Every qualification can be certified either after education or training or after a validation process from a minimum of one competence up to one or more entire qualification.

According to the Decree of 30 June 2015, the National Framework of Regional qualifications is part of the National Repertory of Decree 13/2013. It represents the only point of reference for the correlation of regional qualifications as well as for the identification, validation and certification of qualifications and competences, including training credits at European level.

The National Framework is structured according to the classification of 24 economic-professional sectors and is intended to serve as a reference for the regional qualifications repertoires with the following operational references:

1. referencing to the national statistical codes and to the sequence of descriptors of the classification of economic-professional sectors;
2. identification and description of qualifications and their related competences in line with the criteria of the EQF;
3. referencing of qualifications according to the European Qualifications Framework for lifelong learning (EQF), carried out through the formal inclusion of these qualifications in the EQF national referencing process.

For the purposes of matching and recognising regional qualifications across the whole national territory, the National Framework represents:

1. a professional reference in terms of occupational standards;
2. a reference for the recognition of the regional qualifications and competences at national and European level;
3. a performance reference for the assessment to be carried out within the services of identification, validation and certification of competences.

After the approval of the Decree of 30 June 2015 on the National Framework of National Qualifications, the National Technical Committee (which according to Decree 13/2013 is the institutional authority in charge of the implementation of the system) met on 28 September 2015. The meeting agreed to schedule, for 2016, the implementation of a first release of the National Qualifications Framework for Italy.

4 Standards

The validation and certification system designed by Decree 13/2013 covers all the range of qualifications from education, HE, VET even the ones with legal value. It includes both the professional qualifications and the regulated qualifications.

The Decree 13/2013, establishes the 'National Repertory of education, training and professional qualifications' which is the single framework for the certification of competences. The Repertory is a comprehensive collection of national, regional and sectoral repertoires that already exist, under the responsibility of the competent authorities or "entitling bodies". The entitling bodies are the following: Ministry of Education and Universities (for school and university qualifications), Regions (for VET qualifications), Ministry of Economic Development - UE Policies Department (for regulated professions), Ministry of Labour (for non-regulated professions). To be included in the National Repertory the qualification must be referenced to the EQF and over time there will be progressive work on the descriptive standardisation to allow greater permeability between sub-systems and recognition of credits.

Therefore the standards used within the validation system depend on the field of the "entitled body: it is substantially an education standard within school and university; it is occupational (but related to qualification learning outcomes based standard) in the case of VET Regional qualifications; it is purely occupational in the regulated or unregulated professional cases.

5 Organisations and institutions involved in validation arrangements and its coordination

The institutional authority in charge of the implementation of the system is a *National Technical Committee* led by the Ministry of Labour and Ministry of Education and composed of all the Qualification Authorities (Entitling Bodies).

The Decree 13/2013 defines the following two main roles in the national certification and validation system:

- 'public entitling body': this includes
 - The Ministry of Education, University and Research, in the identification, validation and certification of competences related to the qualifications of the school system and university;
 - Regions and the Autonomous Provinces of Trento and Bolzano, in the identification, validation and certification of competences related to qualifications issued under the respective responsibilities in the VET system;
 - The Ministry of Labour and Social Policy, in the identification, validation and certification of competences related to qualifications of non-regulated and non-organised professions in chambers or formal associations;
 - The Ministry of Economic Development - EU Policies Department (coordinating the other competent authorities) in the identification and validation and certification of competences related to qualifications for regulated professions;
- 'entitled body' means an entity, whether public or private - including chambers of commerce, industry, trade and agriculture, schools, universities and institutions of higher education - that is approved or recognised by the public entitling authorities, according to national or regional law, and provides, in whole or in part, services of identification, validation and certification of competences.

Concerning the entitled bodies, in all the eight Regions that formalized and initiated the procedures to implement the new validation framework, there is no specific accreditation system for the validation services. The task is entrusted to bodies that are already accredited for vocational training or guidance or employment services. In particular, the situation in these eight Regions, where there are validation processes already regulated in line with the new validation framework, is presented in Table 5.1 below.

Table 5.1 Entitled bodies for validation and certification services

REGION	Entitled bodies for validation and certification services
EMILIA ROMAGNA	Accredited subjects (organisations and individuals) for vocational training and employment services (also occasionally suitably authorized companies)
LOMBARDIA	Accredited subjects (organisations and individuals) for employment services (with specific integration of activities for the operators)
PIEMONTE	Accredited subjects (organisations and individuals) for vocational training, vocational guidance and employment services
SARDEGNA	Accredited subjects (organisations and individuals) for vocational training and employment services
TOSCANA	Accredited subjects (organisations and individuals) for vocational training and employment services
UMBRIA	For the system of recognition of credits, subjects accredited for training. The pilot activities linked to the validation system (enabling the exercise of professions) for now are carried out directly by the regional administration.

6	VALLE D'AOSTA	For the system of recognition of credits, subjects (organisations and individuals) accredited for training. The validation services are carried out directly by the regional administration.
	VENETO	Accredited subjects (organisations and individuals) for employment services

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ormation, advice and guidance

6.1 Awareness-raising and recruitment

Little information is available on such aspects, especially in relation to experimental projects. Each project/system has its own recruitment system and/or focuses on specific target groups. For example, a validation service can be proposed to unemployed people receiving benefits as an 'active employment policy measure', an alternative to training.

6.2 Information, advice and guidance

In Italy, there are several information and advice networks and these are not always coordinated with each other. Their responsibilities are mainly to give information about the territory and job opportunities. Nevertheless every regional validation system includes in its guidelines a clear reference to a duty of information and guidance prior to commencing the validation procedure.

6.3 Measures to enhance the awareness of validation initiatives and practices amongst guidance practitioners

The Isfol web portal Va.Li.Co. (Validation Libretto Competences) (<http://librettocompetenze.isfol.it/>), which was set up in 2012, gives Italian administrators and operators a database of validation practices and experiences. This is a useful tool to help with the design and implementation of practices. It is consistent with the national and European context and provides web-based supporting software.

During 2015, Isfol in cooperation with RAI National Italian TV and with financial support from the ESF, produced a documentary called "L'esperienza vale" ("Valuing experience") (<http://www.raiscuola.rai.it/articoli/lesperienza-vale/30043/default.asp>). The documentary was an experiment and a new way of informing citizens and communicating public policy about validation of non-formal and informal learning.

The pilot is focused on four Italian and foreign stories of learners: Michelle, Oleg, Carmen and Enrica who have found work, built their own ambitions for integration, or have returned to training due to the system of validation and certification of their competencies. The stories take us around Italy as well as in France and in the Netherlands to find out how the validation works in different contexts and represents a cross-sectional valuable tool both for validation practitioners and potential beneficiaries.

7 Validation practitioners

7.1 Profile of validation practitioners

The Decree on the National Framework of Regional Qualifications of 2015 defines the three functions in charge of the different steps of the validation process:

1) "Dossier counsellor" - Function of Accompanying and supporting the identification and transparency of competences.

In line with the standards process, this function is intended to oversee the identification phase of the recognition and validation procedures and of the certification of competences.

The function supervises the application of appropriate methods in order to:

- document prior learning experiences;
- pre-code the identified competences in line with the qualifications targeted for the validation;
- support the elaboration of the “Dossier/Document of transparency”;
- recommend the service interruption in the case where the minimum conditions for success in the validation or certification of competences are not fulfilled;
- provide any information of use for the next steps, including possible recommendations for the assessment phase.

The following key activities have been identified:

- support with the application to access the service of identification, validation and/or certification of competences;
- preparation of the service agreement and / or the necessary documentation to start the process;
- management of information on the procedure in the information systems or documents required;
- planning of forthcoming meetings necessary for carrying out the work of identifying the competences required for the validation of the targeted qualification;
- conducting individual and group interviews aimed at documenting the prior learning experiences and making the competences acquired through formal, non-formal and/or informal learning transparent;
- identification and formalization of competences identified with reference to the qualifications and to the relevant repertoires;
- support the composition of the Dossier of evidences through the application of the acceptability and relevance criteria;
- final drafting of the "Document of transparency" referring the user to the next stages of the procedure or other services.

2) “Assessment responsibility” – Function of planning and implementation of the assessment activities

In line with the standards process, this function is intended to oversee and guarantee, as a responsibility, the evaluation stage of the process of identification, validation and the certification of competences.

The function is related to the assessment that provides, at least, the technical examination “Dossier/Document of transparency”. Each Region and the Autonomous Provinces of Trento and Bolzano, as part of their regulations, may also include a possible direct assessment of the candidate through audition, technical interview or performance test, in any case, through an evaluative standard set by default. The opportunity and the depth of the possible assessment must be balanced by the amount and quality of the evidence presented in the Dossier through the application of the criteria of value and relevance of such evidence.

The following key activities have been identified:

- verification and evaluation of the documentation relating to the users entering the assessment process, including the documentary evidence produced in the “Dossier/Document of transparency”;
- planning the competences assessment process, taking into account the characteristics of each validation user, the context of exercise and the reference standards;

- planning the assessment procedure following the criteria of collegiality, objectivity, impartiality and independence required in accordance with regional regulations as well as equity of the conditions and privacy of validation users;
- definition, where necessary, of the indicators observed and of the minimum standards of performance based on the professional reference standards;
- detailed planning of the testing procedures and definition of the relevant assessment criteria;
- implementation of procedures and tests in accordance with the project planning and with the reference rules of the system of validation and certification;
- monitor the entire process through reports and information systems or documents arranged.

3) “Assessment sector expert” – Function of implementation of assessment activities concerning curricular and professional content

The function is mandatory in the case of direct assessment (in presence of the candidate). If the procedure requires only the dossier, technical examination is optional. To meet this objective, the following key activities have been identified:

- assessment of the technical quality of the incoming documentation including the documentary evidence produced;
- analysis of the activities and expected performance with reference to the qualifications’ professional standards and to the relevant repertories;
- preparing and carrying out of technical interviews;
- fulfilment of situational tests by preparing appropriate settings with regards to the required professional standards;
- formulation of technical assessments required by the procedure in accordance with the provided documentation;
- participation in the assessment process in accordance with regional regulations while respecting the principles of collegiality, objectivity, impartiality and independence.

The condition to access the role is that the expert should have at least five years of experience relevant to the contents of the assessment and exercised in the last ten years, continuously or not continuously.

In each Region, the three functions can be named and upgraded in different ways, but the fundamental activities and roles within the process should remain the same, as described above.

7.2 Qualification requirements

The National framework on validation makes the different qualification authorities responsible for the tasks of qualifying their practitioners according to the rules and standards defined in the framework.

Some Regions include in their qualification systems some qualifications which referred to the functions of validation practitioners. They created training pathways for them with a formal certification (i.e. Toscana). Some other Regions prefer to include the job profiles for validation practitioners in the accreditation quality system (i.e. Lombardia).

7.3 Provision of training and support to validation practitioners

Each qualification authority (entitling body) of the national validation and certification system has its own training initiatives and there are currently several initiatives underway especially at a Regional level.

In 2014/2015, the RUJAP, through the University of Ferrara, promoted a MOOC course (<http://www.ruiap.it>) entitled "Recognition of competences and validation of prior learning" providing 20 university credits (Ects). This was a preparatory initiative for the launch of a first level Masters programme in "Expert in accompaniment to competence recognition and validation of prior learning".

8 Quality assurance

The Decree 13/2013 (Article 7 'System standard') envisages the further creation of a framework of quality assurance. Namely all the public entitling bodies must ensure some minimum quality standards related to:

- the conditions of use and service for access to qualifications and validation procedures;
- the adoption of measures for information and guidance services;
- compliance to the job requirements of personnel;
- an interoperable information system for monitoring, evaluation, traceability and preservation of the acts issued;
- compliance with the provisions on the procedures for simplification, access to administrative documents and protection of personal data;
- collegiality, objectivity, impartiality and independence at every stage of the procedure.

The quality assurance framework will be further developed through specific Guidelines.

The monitoring and evaluation of the implementation of this Decree 13 are jointly carried out by the Ministry of Labour and Social Policy, by the Ministry of Education, University and Research and by the Regions and Autonomous Provinces of Trento and Bolzano, with the support of the Institute for the Development of Vocational Training of Workers (*Istituto per lo sviluppo della formazione professionale dei lavoratori* - ISFOL).

The Decree of 30 June 2015 on the National Framework of Regional Qualifications further regulates the quality assurance framework by defining a number of indicators related to the above-mentioned system. These indicators include the job description and requirements of the personnel involved in validation and an operational approach to the principles of collegiality, objectivity, impartiality and independence. Within the same Decree, Annex 5 "*Technical requirements in the service process of identification, validation and certification competences*" outlines also a set of compliance indicators for the quality assurance linked to every step of the process: identification, assessment and attestation.

At regional level, there are specific procedures for quality assurance consistent with the funding and legal rules: they are often linked to the procedures and the features of companies or professionals carrying out the validation services.

Almost all regional VET systems are integrated and consistent with the ISO-UNI quality standards.

9 Inputs, outputs and outcomes

9.1 Funding

The funding framework for validation activities has not changed since 2014 and is mostly represented by public funds, mostly regional and European (ESF or the Leonardo da Vinci

Programme of the Lifelong Learning Programme, LLP). Also Employers' Training Funds (Fondi Interprofessionali) have been used for financing validation projects and models.

Within the last two years (2014-2015), there has been an increased use of the Youth Guarantee funds for validation procedures addressed to NEET beneficiaries, including the national project of validation in the Civil Service, which was mentioned in section 2.4.

9.2 Distribution of costs

There are no new official data about costs. An unofficial estimation made within the validation system of the region of Tuscany estimated that the cost of an average process of validation would range from EUR 500 to EUR 1200 per individual (depending on the complexity of the individual experience and on the need/opportunity for external assessment).

Usually in Italy no charges are expected from the validation beneficiaries. Most of the validation practices are carried out with public funds but in some contexts, there are some pilot experiences of co-funding between private and public funds. For instance in Lombardia regional system there is a contribution requested to the candidate of validation and certification services (around 600 Euro) but just if he or she needs tutorship in building up the portfolio and he or she is not belonging to a disadvantaged group.

In Emilia Romagna there are some experiences of funding in cooperation between public and specific enterprises interested in validation for their employees.

9.3 Evidence of benefits to individuals

Given the recent changes and the dynamic situation of validation in Italy, it is difficult to evaluate the benefits of validation to individuals.

Nevertheless, according to a survey carried out by Isfol (publication underway), some primary data on impact and benefits has been collected.

The survey was carried out in 2015 and involved all actors who have been involved in the 52 surveyed practices. The survey was aimed at understanding what types of benefits and advantages have been experienced and what costs were incurred in terms of economic and organisational efficiency. Out of the 511 interviews carried out, 52 were with managers of the validation practice; 105 with operators/practitioners involved in the operational management of validation tools; and 355 with beneficiaries of validation.

Asked about what is the effectiveness of validation practice for beneficiaries, the majority of **managers** (42.3%) claimed that validation processes may have an impact on employment chances. Others claimed that validation is effective for the vocational or professional orientation and in terms of related / subsequent decisions (25.0%) and a fraction of the interviewed managers considered that validation may have an impact on individual well-being (3.8%).

Asked about whether the management of the process of validation of non-formal and informal learning had brought a return of investment for their own organization, the majority of **managers** surveyed (84.6%) responded positively. The benefits identified were related to the consolidation of the validation service within their traditional systems and the creation of partnerships at national, regional and European level.

The **practitioners** surveyed were mostly trainers, coordinators of training and operators of the employment services. All operators agreed that, in order to perform the validation activities, specific skills are required. In particular, those skills are mainly related to understanding the regulatory framework (55.2%); guidance and assessment (14.3%); training design (7.6%); interviewing techniques (5.7%).

The majority of validation practitioners (76.2%) were able to take advantage of the specific training on the validation processes and reference tools as well as on the techniques for the identification and validation, on counseling and assessment.

In terms of impact and return of investment, 60.8% of **beneficiaries** interviewed claimed to have benefitted from the validation process. In particular, the respondents claimed to have used the certificate to boost their CV and for use at job interviews.

Most of the surveyed **beneficiaries** (48.2%) evaluated the relationship with the operators of the validation service as excellent while only 2.8% defined it as critical or very critical. Most of the beneficiaries interviewed (40.8%) believed that the validation service is easily accessible, simple enough (36.9 %) and beneficial (35.8%) and very pleasant (49.6%). Finally, when asked if the validation process has influenced their current employment status, 63.1% of beneficiaries responded affirmatively emphasizing that through the validation procedure they have been able to find a new job or to improve search for a job and to better manage job interviews.

9.4 Beneficiaries and users of validation processes

9.4.1 Validation trends

There is data from some regional monitoring systems that indicates an increasing trend in the number of beneficiaries of validation.

Emilia Romagna

The system of validation and certification of competences in the Emilia Romagna Region has been in place since 2007 and is constantly monitored by the Regional authority.

The procedure resulted in three types of outcomes: 1) Certificate of a whole qualification, 2) Certificate of competences (it means that one or more competence of a qualification is certified) and 3) Card of Skills and knowledge (that is released when a validation dossier does not reach the requirements for certification of at least one competence).

The data for 2013 and 2014 are presented in Table 9.1 below:

Table 9.1 Number of Certificates released in Emilia Romagna in 2013 and 2014

Kind of certification	Year 2013	Year 2014
Certificates of Qualification	8,696	12,349
Certificates of Competence	3,404	4,087
Cards Skills and Knowledge	4,257	18,844

Toscana

The validation system in Toscana is based on using the “Libretto Formativo del Cittadino” which is the tool (also electronic) through which the identification, validation and certification processes are carried out.

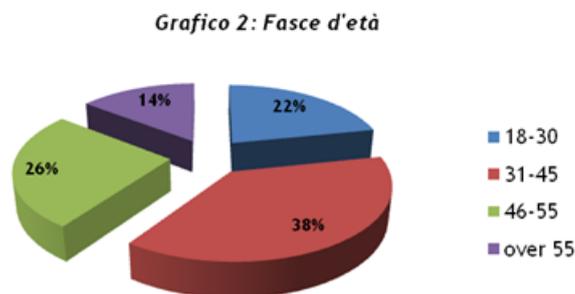
Since 2011, this service was proposed to unemployed people (economically sustained) and subsequently to other target groups.

The monitoring has been enriched over time with new variables. The latest figures from the region indicate that 52.683 Libretto (period 2011-2015) were released by September 2015.

As for the condition of the beneficiaries, 37,630 were unemployed, 3,171 were interns, and the remaining 11,882 were from other target groups.

Figure 9.1 below illustrates the distribution of age of the validation beneficiaries.

Figure 9.1 Distribution of age ranges of beneficiaries of Libretto Formativo in Toscana



9.4.2 Validation users

As already mentioned above, according to the periodical surveys carried out by Isfol (www.librettocompetenze.it), the main target groups of validation of non-formal and informal learning over the last five years have been:

- Unemployed people or workers at risk of unemployment;
- Workers in sectors which are poorly regulated and with the need for professional accreditation;
- Immigrant workers without formal qualifications that by now take up a permanent base in whole segments of the labour market (i.e. in the sectors of logistics, building, health and social assistance care “white jobs”);
- Highly qualified young Italians who move abroad for work or study;
- Volunteers, interns, apprentices.

9.4.3 Validation and migrants / refugees and other disadvantaged groups

Migrants and refugees are considered as one of the most relevant target groups for validation and many pilot projects, listed in the box below, have been focusing on this target group. However, at the time of writing this report for the 2016 update, there is no specific relevant initiative on validation in place mainly due to Italy having experienced a transition migration flow and only a small number of migrants have been interested in staying and working in Italy.

Box 2 Pilot projects on validation for migrants and refugees

Some examples of pilot validation projects targeted at immigrants or refugees are listed below:

- ‘FAIR – For a new recognition of skills developed in the non-formal and informal settings in the fair trade sector’;
- ‘FORTH - From non-formal and informal learning to a flexible training system for healthcare workers’;
- ‘Give Competence a Chance’;
- ‘Highlight the competences’;
- ‘I CARE - Informal Competences Assessment And Recognition For Employment’;
- ‘Rear Window - Transparent Qualifications In The Engineering Sector’;
- ‘Talent di cura’;
- ‘Trasforbuilding’;

Source: VALICO www.librettocompetenze.it

10 Validation methods

At the present time there is a formal agreement on the procedures and methodologies to be used to validate non formal and informal learning in Italy.

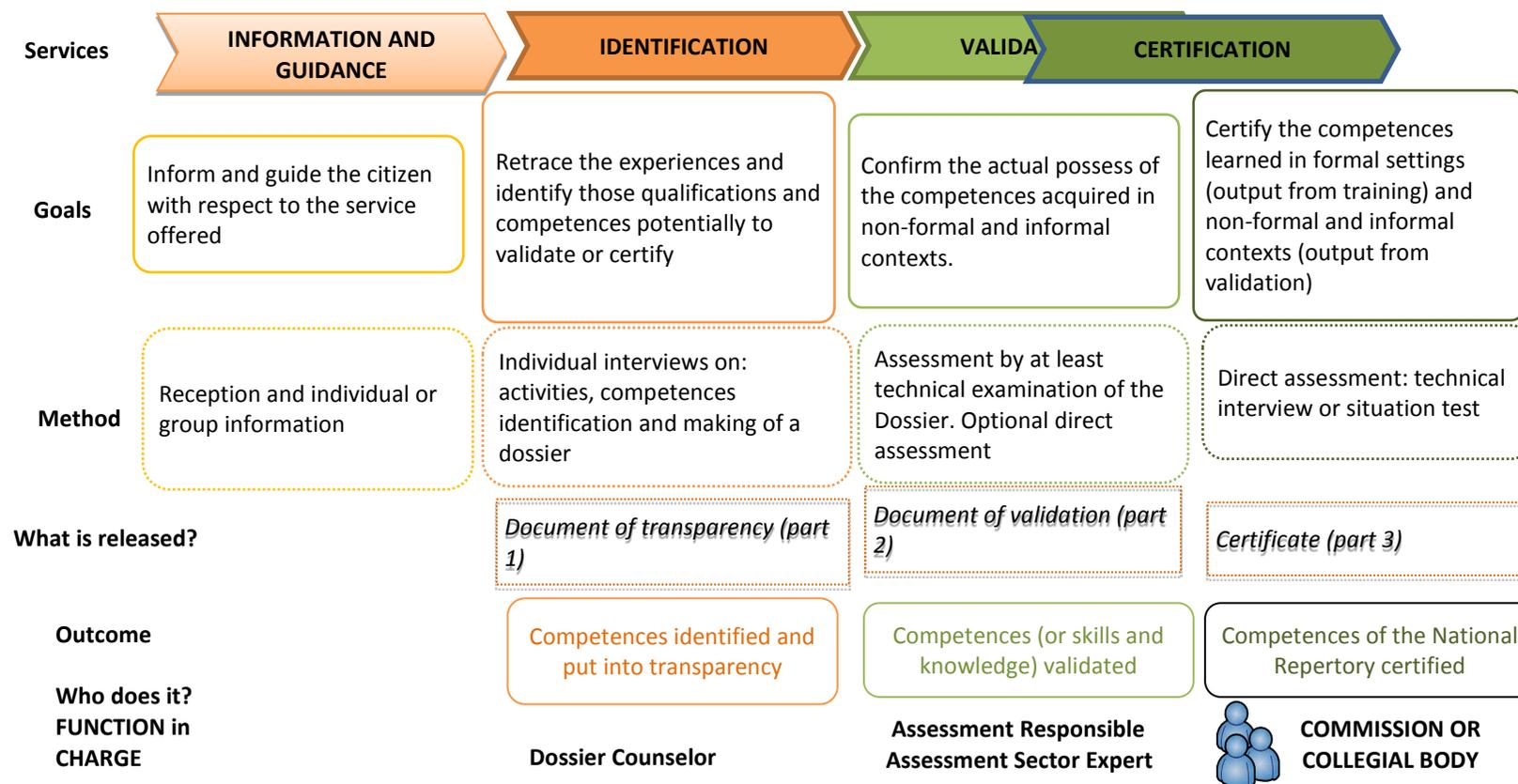
The Decree 13/2013 has established a first methodological framework (see Section 2.2)

The National Framework of Regional Qualifications of 30 June 2015 created a more precise methodological framework, which is described and illustrated in Table 10.1 and Figure 10.2 below.

Table 10.1 Comprehensive framework of processes and procedures of validation and certification in formal, non-formal and informal learning (extract from DI 30 June 2015)

Process phases	PROCESS IDENTIFICATION AND VALIDATION of non-formal and informal learning	PROCEDURE FOR CERTIFICATION OF COMPETENCES AS A RESULT OF VALIDATION of non-formal and informal learning	PROCEDURE FOR CERTIFICATION OF COMPETENCE ACQUIRED IN FORMAL CONTEXT
Identification	Identification of the competences, evidence collection and elaboration of a Dossier.	Admission through the "Document for validation" or validated Dossier	Admission through formalizing the attainment of the learning outcome
Assessment	Technical examination of the Dossier and optional direct assessment (audition or technical structured interview or other testing methods)	Summative assessment carried out with technical structured interviews and/or performance tests. Commission that ensures compliance with the principles of impartiality, independence and objectivity of the process	Summative assessment carried out with technical structured interviews and/or performance tests. Commission that ensures compliance with the principles of impartiality, independence and objectivity of the process
Attestation	"Document for validation" or Dossier Validated (value at least of second part)	Qualification Certificate (value of third part)	Qualification Certificate (value of third part)

Figure 10.2 Summary of standard according to DI 30 June 2015 on National Framework of Regional Qualification



The method of Portfolio / Dossier is quite well known in Italy and widely used in the identification stage; it has been successfully used also in the National Programme of Competence Validation for volunteers in civil service in the Youth Guarantee.

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University: University Rome 3 - RUIAP Italian Lifelong Learning University Network

Third sector: National Forum Civil Service

Validation Projects: Formedil, Isfol - Color Project, Municipality of Rome – PICA Project, Confindustria Grosseto – Informedu Project

2016 Sources:

Ministry of Labour

Ministry of Education

Representatives form the Regions: Tecnostruttura delle Regioni, Emilia Romagna Region, Lombardia Region, Veneto Region, Toscana Region, Piemonte Region, Basilicata Region, Lazio Region, Puglia Region, Calabria Region, Campania Region, Friuli Venezia Giulia Region, Valle D'Aosta Region, Umbria Region.

Experts from University: University Rome 3 - RUIAP Italian Lifelong Learning University Network; University of Ferrara, University of Bari

Third sector: National Office of civil Service, National Forum Civil Service

Labour Market: Isfol



Country report Italy

2016 update to the European inventory on validation of non-formal and informal learning

The 2012 Council recommendation on validation encourages Member States to put in place national arrangements for validation by 2018. These arrangements will enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities.

This country report is one of 36 that, together with a synthesis report and thematic reports, constitute the European Inventory on validation of non-formal and informal learning. The inventory is a regularly updated overview of validation practices and arrangements in all Member States, EFTA countries and Turkey. It is a reference point for information on validation in Europe. It is organised around the principles defined in the 2012 Council Recommendation that were further elaborated in the European guidelines for validation. This is its sixth update (2004, 2005, 2008, 2010, 2014 and 2016).



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