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Toolkit for the recognition and validation of informal and non- formal learning acquired through WBL schemes

*Facilitate the recognition of the transparency of
aspects related to informal and non-formal
learning through the WBL*



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INTRODUCTION

General introduction and explanation of the purpose of the toolkit

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The dissemination of high-quality work-based learning is at the heart of the latest European guidelines on education and training and is one of the pillars of the "Europe 2020" strategy for smart, sustainable and inclusive growth (Communication from the Commission 2020) since its launch in 2010, implemented in the "Education and Training 2020" program.

In this brief overview, it is important to recall the four strategic policies that define the centrality of education and training in the "Europe 2020" project:

1. making education, lifelong learning and learner mobility a widespread and shared reality;
2. improve the quality and effectiveness of education and training through the promotion of language skills, including in the professional training of teachers and trainers;
3. promote equity and active citizenship, so that "all citizens are able to acquire, update and develop the skills necessary to access lifelong learning, active citizenship and dialogue throughout their lives";
4. encourage innovation and creativity, at all levels of education and training, including entrepreneurship, with particular reference to transversal key competences in qualification programs, the development of specific education and learning methods and the development of partnerships between education and training organizations and businesses, research institutes, actors and businesses active in the cultural sector.

Another fundamental aspect of the 2020 Strategy is the reference to the centrality of human capital development. It sets an employment rate of 75% for people aged between twenty and sixty-four as a goal to be achieved by 2020 and indicates it as a condition for the sustainability of the European social model, welfare systems, economic growth and of public finances. The gap to be bridged is huge, as the crisis has not only increased the unemployment rate but has also brought the employment rate down to 64.6%.

In this context, the Master project develops all its actions to contribute to the achievement of the objective of improving the quality and effectiveness of the provision of apprenticeship programs and there is no doubt that, in this regard, one of the decisive aspects and the quality of the training of the operational actors who carry out the orientation / delivery activities of the apprenticeship programs.

This IO6, in particular, intends to identify and develop a toolkit to support lifelong learning activities based on WBL schemes, also trying to help facilitate the sharing of processes for the recognition and transparency of the impact of non-learning. formal / informal at European level, to encourage participation in apprenticeships, identifying and helping to remove obstacles to obtaining recognition of professional qualifications and workplace experience. In order to effectively implement the recognition of the impact of non-formal / informal learning (with a focus on WBL), a framework will be designed to be implemented in a wide range of contexts to help VET / PES organizations and all national actors. relevant to define and develop an effective process of recognition of skills.

In short, the purpose of this toolkit is to:

- help VET / PES organizations and all interested national actors to reflect and take stock of current practices of recognition / validation of non-formal / informal learning;
- support professional consultants / tutors to provide an innovative, simple and quality recognition and validation service.

It is hoped that these objectives will be useful in developing more effective and shared apprenticeship programs and that they can also contribute to the recognition of the learning process through experience.

The toolkit consists of three main parts: 1) Impact of non-formal / informal learning through apprenticeship: what skills / competences do students develop, use and strengthen when they experience a work-based learning program? 2) Recognition and enhancement of apprenticeship experiences as a means to better verify technical and transversal skills and to improve and multiply the provision of WBL programs. 3) Transferability / Transparency: methods and tools to transfer content and results to other organizations and countries.

DIRECT TARGET

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The direct target of the toolkit is made up of trainers working in the field of apprenticeship; depending on the characteristics of the organization in which he works (size, type, internal division of labor model, level of professionalization, environmental and contextual factors). The trainer can occupy different positions and perform different roles: he can deal with part and all phases of the training process, enriching and expanding his skills and activities; following the experience gained in the field, or through specific professionalization paths, it can deal in particular with a specific area of the process, exercising a more specialized role; in summary, the following picture identifies the public and private actors in which active labor policies are implemented in the context of apprenticeships:

FEATURES	
TRAINING ORGANIZATIONS	public or private organizations that focus their offer mainly on two product-service areas: compulsory vocational training (I level - 14 and 18 years) and post-diploma training (II level), both provided through public funding. They also provide guidance, tutoring, support and accompaniment services during job placement.
CONSULTING COMPANY	public or private organizations that offer business consulting and training services to businesses and the public administration.
COMPANIES	medium and large public and private companies with a corporate and managerial training department or an organizational unit "Human Resource Management", which is also responsible for the management of training activities.
EMPLOYMENT AGENCIES	public or private bodies that carry out activities of: 1. intermediation 2. support for relocation 3. research and selection of personnel
TRAINING CONSORTIUMS	public, private or mixed organizations, which bring together several companies and / or public bodies interested in providing training services for young people and adults on professionalization paths consistent with the professional needs and skills of the member companies

INDIRECT TARGET

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The indirect target of the toolkit is made up of young people and adults looking for a qualified relocation in the world of work, or subjects who more than others are characterized by socio-cultural and personal suffering; in summary, the following picture identifies the figures and subjects mentioned and the main objectives to be pursued through the various phases of intervention, including the recognition of informal / non-formal learning and apprenticeship:

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FEATURES	
NON-SPECIALIZED WORKERS	integration into the formal education system, enabling the recognition of non-formal / informal skills to secure employment, increase employability, reduce the risk of unemployment, raise wages and reduce the risk of skills shortages, recognize lifelong learning;
IMMIGRANTS	enable the recognition of non-formal / informal qualifications and skills, increase mobility, guarantee employment, increase employability, reduce the risk of unemployment, increase wages, reduce the risk of skills shortages;
QUALIFIED WORKERS	guarantee employment, make experiential, non-formal / informal learning visible, recognize lifelong learning;
QUALIFIED WORKERS	transnational mobility, permeability, recognition of Life Long Learning, reduction of the risk of skills shortages;
HIGH SCHOOL STUDENTS	enable better access to higher education, make experiential, non-formal / informal learning visible, foster employability, transnational mobility, reduce skills shortages;
NEET	paths of social inclusion, permeability of the labor market, increase of employability;

MODULE I

Impact of non-formal / informal learning through apprenticeship: what skills / competences do students develop, use and strengthen when they experience a work-based learning program?

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"A vision of education as a region with well-defined boundaries (education, school, method) is followed by a vision of education as a network of knowledge and experience bases, at the same time mobile and negotiable, of networks and resources for action in situation" (Margiotta, 2015).

This module first engages us in a brief summary of the meaning and value of formal and non-formal learning and the WBL methodology.

Non-formal and informal learning are typically defined as opposed to formal learning. CEDEFOP defines formal learning as training in "educational institutions, structured (in terms of learning objectives, learning time or resources) and leading to certification". Formal learning is intentional from the learner's point of view.

According to the definitions at European level (Eurydice), non-formal learning is understood as that characterized by an intentional choice of the individual, which takes place outside the formal systems, in any organization that pursues educational and training purposes, including the voluntary work, the national civil service and the private social sector, and in companies; informal learning is understood as that which, even without an intentional choice, takes place in the performance, by each individual, of activities in situations of daily life and in the interactions that take place there, in the context of work, family and of free time.

The recognition of non-formal and informal learning is receiving more and more attention because it is seen as a way to improve lifelong learning; It is now accepted that it is above all daily experiences at work, at home or in free time, and not just formal classroom training contexts, that teach us the most precious things we know, constituting a fundamental part of lifelong learning, a pillar personal development: recognizing what one learns by doing increases the value of the individual's achievements and increases his or her potential contribution to society.

Indeed, the application of so-called "differentiated learning approaches" is still too limited today and this is one of the reasons why many young people leave the formal education system without having completed their studies or acquired a

qualification. Young people who leave school early or those who find themselves in precarious situations in society can benefit from non-formal education as a second chance with a strong impact on their life: informal / non-formal education can bring young people with children opportunities to create their own projects, step by step, in which they are at the center of the educational activity, they feel responsible, put personal interests into play, find a strong motivation, develop their self-esteem and therefore take decisive steps on the road to social inclusion.

Procedures for the recognition of informal and non-formal learning are typically structured in at least four stages:

1. Identification of learning outcomes (acquired informal and non-formal learning outcomes are documented)
2. Evaluation of results (evaluation by experts preparing the certification)
3. Certification of results (the results acquired from non-formal and informal learning are examined and evaluated by an evaluation commission - competent body).
4. The results are certified by a competent commission.

The Council Recommendation of 2012 on the validation of non-formal and informal learning recognized the situation of lagging behind in this field and proposed a more systematic approach to

more systematic approach to validation, in order to give greater visibility and value to learning achieved outside formal education and training contexts. One of the main objectives of the 2012 Recommendation was for Member States to cooperate in defining national validation agreements by 2018, taking into account the following:

1. the limitation and under-use of validation opportunities in most Member States
2. the lack of comparison and consistency between validation approaches in the Member States.

Subsequently, Cedefop (2016) published the "European guidelines for the validation of non-formal and informal learning", written for the actors and institutions responsible for the initiation, development, implementation and management of validation; with the aim of enabling individuals to give greater visibility and value to their knowledge, skills and competences acquired outside formal education and training, i.e. at work, at home or during volunteer activities, allowing all citizens to have what they have learned in non-formal and informal contexts recognized, identified and documented and, if they wish, to evaluate and certify it.

Work-based learning (WBL), on the other hand, emphasizes the advantages of alternating between classroom learning and in-company learning and therefore also implies a link between formal, informal and non-formal learning, in correlation with the demands emphasized by the Union European; it is understood as the acquisition of knowledge and skills through the performance of tasks in a professional context, followed by a reflection on the activities carried out; the WBL can take place both in the workplace (for example through alternation training) and in a vocational education and training institution (Cedefop, 2011). It therefore refers not only to a process of acquiring skills in a non-formal context (in the workplace), but to any form of learning program that integrates a working and experiential dimension in the educational or training path.

The value of integrating learning and work is demonstrated by numerous international empirical studies conducted on Work-Based Learning (WBL) or Work-Related Learning (WRL) experiences, which demonstrate the effectiveness of these programs, through which the world education and work collaborate to create learning environments.

This type of collaboration, in fact, offers the subjects involved the opportunity to live important situated learning experiences that allow them to get to know the world of work, to develop professional and transversal skills useful for lifelong learners (Worldwide, 2009) and to develop "inclusiveness of the workplace that favors positive outcomes on people, starting with those with disabilities, and on their performance, to test their generic skills, such as the transferability of theory to practice, the ability to manage time and behavioral skills .

As regards the topic of active labor market policies, WBL is seen as one of the key factors in addressing problems such as supply / demand imbalance and early school leaving, challenges that the VET system must face. Stakeholders are Member States, regional authorities and social partners, but VET providers also have a key role to play.

Stakeholders at regional and local level aim to increase and innovate cooperation structures to bridge the gap between education / training and the labor market, in order to unlock educational potential through on-the-job learning in education, based on a co-planning process by various actors: the student / trainee, the company tutor, the coordinating teacher, the head teacher and possibly their families.

In 2018, the Council of the European Union, through a recommendation, underlined the need to provide all citizens with the key competences: "those that everyone needs for personal fulfillment and development, employability, social inclusion , a sustainable lifestyle, a fruitful life in peaceful societies, a health-conscious lifestyle and active citizenship ", a set of broad skills that are involved in numerous types of tasks, from the most basic to the most complex, and which they unfold in situations that are different from each other and therefore widely generalizable.

And it is precisely in the context of the WBL that the soft skills that are developed are now more necessary than ever; they are transferable precisely through the operational dimension of doing: empathy, problem solving, ability to work in a team, conflict management, effective communication skills, ability to interact and work with others, problem solving skills, creativity, critical thinking, awareness, resilience, ability to identify the forms of guidance and support available to face the complexity and uncertainty of change, preparation for the changing nature of modern economies and complex societies; all this strongly contributes to creating that personal baggage that everyone brings with them in any professional and working context.

In the words of Sen (2000), the "well-being of abilities". as it is possible to define the European system of teaching / learning, it allows the individual to claim the enforceability of their social rights: first of all, the right to learn. This right is significantly linked to the right of citizenship and "expands" over a period of time

that overlaps the entire life span of the person. The vision of the legitimacy and farsightedness of the idea of long life learning, already elaborated starting from the European documents of the beginning of the last decade, must today acquire further concreteness and even more founding value for a new welfare. The problem that arises today, therefore, is to develop a "political" transition from the generic recognition of the right to lifelong learning, to a system of recognition and certification of skills that ensures the person's access to applications for participation in citizenship. active, guaranteeing employability opportunities. The person must be accompanied in this development path centered on capacity also in a perspective of permanent orientation. The key to the idea of development as freedom (which is also the title of one of Sen's best-known books) is in the idea of economic growth that is also democratic growth as the participation of all - and not just the elites - in the opportunities for the evolution of people's ability to improve themselves through educational and training experiences.

MODULE II

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Recognition / enhancement of apprenticeship experiences as a way to better experience technical and transversal skills and to improve and multiply the provision of the WBL program.

"The society of the future will therefore be a learning society. It is in this perspective that the central role of education systems - and therefore of teachers in the first place - and of all training actors is highlighted. Education and training will become even more the main vectors of identification of belonging, social promotion and personal development. It is through education and training, acquired in the institutional education system, in the enterprise or in a more informal way, that individuals will become masters of their future and they will be able to fulfill their aspirations. Considering education and training in relation to the employment problem does not mean reducing education and training to a supply of qualifications. Education and training always have integration as an essential function. social and personal development through the sharing of common values, the transmission of a cultural heritage and the learning of autonomy " - from the White Paper, „Teaching and Learning in the Knowledge Society ", Edith Cresson, Brussels, 1995.

a. Work-Based Learning

In qualification paths, the integration of learning moments in work contexts (work - ba - sed learning - wbl) is a key objective of the Europe 2020 strategy and of the reform processes of the labor market and of the education and training systems in Europe. Stakeholders are Member States, regional authorities and social partners, but VET providers also have a key role to play. In this sense, it should be emphasized that raising the quality of the training offer in a logic of strengthening correspondence with the needs of the labor market and work-based learning is today one of the priority objectives of the Lifelong Learning-Leonardo community programs. da Vinci first and Erasmus + 2014-2020 then.

Starting from an overview of the evolution of European and national policies on the subject, and on the basis of the numerous experiences of wbl carried out in the Programs, through the Mobility action and with the training and network experimentation actions, this contribution explores the acquisitions, critical nodes, open challenges and possible work paths for the development and promotion of

work-based learning in systems and practices, with the aim of providing training actors with the most effective theoretical models and operational tools.

It is well known that work-based learning can facilitate a smooth transition from training to work and that programs with a strong WBL component are valid methods for preparing young people for specific occupational activities and thus facilitate their transition to work. (Wallenborn , 2011); The WBL has therefore long been considered one of the key factors to overcome problems such as the disparity between supply and demand and early school leaving, underlining the advantages of alternating between classroom and in-company learning and also implying a link between formal and informal learning. and non-formal, in correlation with the requests particularly emphasized by the European Union.

It is learning that takes place in a real work environment through participation in work activities, regardless of whether the learners are young, students, unemployed or employed, and whether they are paid or unpaid; this methodology can be used in the initial training of young people (ivet : initial vocational educational traninig) (both at upper secondary and post-secondary level) and in continuing vocational training (cvet : continuing vocational tranining) of workers. In the context of the vet (Initial Vocational Training), this approach is a key tool to support the employability of young people, through the acquisition of skills relevant to the labor market, and at the same time to increase the quality of education and training paths.

At the European level, the objectives and priorities of the WBL are confirmed (directly and indirectly) in a series of key strategies and initiatives, in particular:

1. Agenda for New Skills and Jobs (2011): set the EU employment target at 75% of the working-age population (20-64 years) by 2020, also involving employers in co-investment , in the development and delivery of education;
2. European Alliance for Apprenticeships (EAfA): Established in 2013 and aimed at promoting youth employment, the alliance works on a wide range of initiatives and aims to improve the quality, supply and perception of European apprenticeships.
3. Europe 2020 Growth Strategy: aims to improve the quality and

relevance of education and training systems, improve competitiveness and achieve smart, sustainable and inclusive growth;

4. ET 2020 strategic framework : supports development of the policies in the Member States of the EU , in particular including objectives for the implementation of reforms national education and _ training professional to strengthen learning based on work and i apprenticeship programs . _

Nationally, WBL policies are very diverse and include a wide variety of work-based learning practices; in some European countries, WBL has a long tradition, often in vocational education and training (VET), with dual apprenticeships and education-industry partnerships that have been operating successfully for many years (Austria, Germany, Switzerland); there are other countries where WBL is recognized as an emerging trend (Ireland, Finland, France, the Netherlands) but, likewise, there are countries where WBL is not yet fully included in education and training provision (Poland).

In any case, the European Commission has identified three main models in the WBL system:

The first model is that of apprenticeship or alternation, which provides for long periods spent by people within companies, in a condition of total integration into the business environment. These alternation or apprenticeship schemes are generally known in Germany and in the German-speaking countries (Austria, Switzerland, Denmark) as a "dual system".

The second model is the school-type vocational education and training system which provides for periods of in-company training. This definition refers to apprenticeships and internships which are generally included in secondary and / or university education programs, programs which are compulsory for students and which correspond to 25-30% of the entire curriculum undertaken.

Finally, the latter model corresponds to the forms of work-based learning that are integrated into the training program, such as the use of laboratories, kitchens, workshops and other "simulations" of the business and professional environment. The goal is to create work and real life environments and to establish cooperative contacts with companies.

The importance of this area of lifelong learning is confirmed by the fact that the

strategic and operational framework of the LLP and Erasmus + programs offers a wide range of possible work pathways and funding opportunities to support the development and deployment of systems based on work in the educational and training contexts of the participating countries. The ensuing collection and analysis work - conducted by the former LLP and now Erasmus + team - has allowed us to identify the results of this work.

National Agencies participating in the thematic network project " Netwbl - Work Based Learning and Apprenticeships " - confirmed and concretized the desire to promote and capitalize the results of the project experiences focused precisely on work -based learning.

- b. The European Employment Strategy (EES) from Lisbon to "Europe 2020 "

The dissemination of quality work-based learning is at the heart of the latest European guidelines on education and training and is one of the pillars of the "Europe 2020" strategy for smart, sustainable and inclusive growth (Communication from the Commission 2020) since its launch in 2010 and has been translated into the "Education and Training 2020" program.

The European Strategy 2020, unlike the Lisbon Strategy, is marked by the experience of the crisis and, relaunching the challenges of Lisbon, articulates them with greater precision and determination, precisely because the crisis has imposed greater rigor in planning and defining priorities and in providing implementation and verification paths.

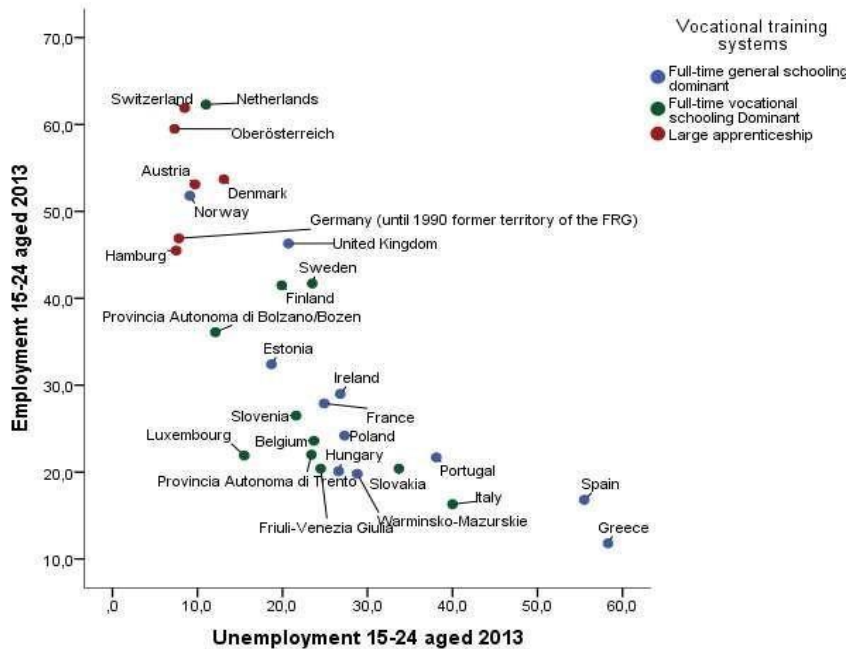
In this context, workplace learning allows those in employment to develop their potential while still earning their salary. Therefore, an effective VET system that enables learning in the workplace or outside of it, whether part-time or full-time, can also contribute significantly to the social cohesion of our societies "; still relevant to this This is the so-called "Riga Conclusions", which set five objectives to improve VET, in line with the EU Agenda for New Skills. These were medium-term results to be achieved in the period 2015-2020, with the ultimate goal of making the system relevant to the labor market; here are the five goals:

1. 1. promote work-based learning, with particular reference to apprenticeships and with the involvement of all social and

institutional actors and businesses.

2. 2. develop quality assurance mechanisms in VET. Employers must verify that their employees' qualifications correspond to actual and real skills. Quality must therefore be ensured at all stages of vocational education and training. A useful support in this regard is provided by EQAVET.
3. 3. improve access to education and vocational training and qualifications for all through more open and flexible systems that provide, in particular, adequate guidance services and validation of non-formal and informal learning.
4. 4. focus on key competences in VET curricula. At the end of initial education and training, everyone should have acquired the basic skills in line with the eight key competences of lifelong learning, so that they can continue their education and training to the fullest and enter the labor market with adequate preparation. IVET programs must therefore ensure that graduates develop not only specific professional skills, but all key competences, including digital, entrepreneurial and innovation-oriented ones.
5. 5. Initial and continuing professional development of VET teachers and trainers, both in education and in employment.

In this context, the European Reference Framework for Quality Assurance in Vocational Education and Training (EQAVET) is a tool intended to help EU countries to promote and monitor the continuous improvement of their education and training systems. professional on the basis of agreed references. The framework aims not only to contribute to the qualitative improvement of education and vocational training - by creating mutual trust between systems - but also to facilitate the acceptance and recognition by one country of qualifications and skills acquired in other countries and learning environments; among other elements: 1. investments in the training of teachers and trainers 2. use of skills acquired in the workplace 3. level of participation of vulnerable groups 4. mechanisms for identifying training needs in the labor market 5. systems used to improve access to VET.



c. Benefits and limits of Work-Based Learning

Apprenticeship-based forms of learning have several advantages: they help develop skills relevant to the labor market, to the benefit of companies, their workers, the economy and society in general. Apprenticeship, in particular, is an important (though not necessarily sufficient) tool for improving the transition of young people into the labor market.

It has been observed that countries with structured VET systems and well-established apprenticeship schemes (e.g. Austria, Denmark, Germany and Switzerland) tend to perform better in terms of youth employment and a faster transition to the labor market. work. Furthermore, it must be said that in some countries apprenticeship is also a way to increase the skills of adults (for example, in Australia, Denmark and England a substantial number of apprentices are over 30 years old); in any case, the idea seems to be shared that the intensity of youth unemployment is also partly associated with training systems: the more the system is "school-work based", the lower the impact of unemployment for the age group we are considering.

The WBL has numerous advantages for both the learner and the employer and can be activated at all levels of education - initial, post-secondary and tertiary - as well as in continuing vocational education and training; these advantages can be summarized as follows:

The WBL seen from the business perspective:

- increased productivity.
- impact on the selection process.
- improvement of the corporate image.
- possibility of responding to the skills deficit.

The WBL seen from the learner's point of view:

- a fundamental advantage for those who participate in WBL courses is that they develop their professionalism not only through the acquisition of technical skills and personal and social skills, but also through socialization in the workplace and also develop all the so-called "soft skills ". Below _ a brief description :
- specialist skills, technical skills and tacit knowledge. The WBL is an effective method for developing professionalism, skills and competences relevant to a particular profession or job. Due to the close correlation between learning, real work activities and the nature of the mechanisms underlying WBL (learning through observation and practice), the development of skills and technical knowledge related to the activity carried out goes hand in hand with the acquisition of tacit knowledge (know-how and procedural knowledge) typical of any occupation, both academic and non-academic.
- transversal skills, competences and attitudes. In fact, technical skills alone are no longer considered sufficient in the current job market: Social and personal skills (communication, teamwork and ability to relate to customers), general skills (ability to plan and resolve problems, such as being resourceful, deeply motivated and risk-taking) are more important today than ever. Many of these skills are difficult to develop outside the world of work, such as the attitude towards work, which includes the ability to take responsibility, meet

deadlines and be able to act according to the situation. Key competences (communication, teamwork and the ability to relate to customers) are becoming increasingly important in the current job market. WBL has the potential to develop learners' self-esteem and self-efficacy, as they have the opportunity to demonstrate their skills, to complete tasks and to solve problems within a specific work context. .

- Socialization and motivation. A growing number of research shows us that the WBL, in addition to facilitating the acquisition of technical and professional skills, is also able to provide the conditions to promote socialization within the work environment. Motivation and socialization are factors that - as will be seen in the discussion of the results of the empirical part of the research - emerge from the synthesis of the focuses carried out with the schools examined .

In addition to the benefits it offers to all participants, WBL has specific benefits for young people, particularly evident when comparing learning on the job with learning in the classroom. In particular :

1. Facilitate the school-to-work transition. Preparing young people and students for the world of work through real work experience improves their employability. With regard to the transition from school to work and competition for jobs, such experiences have a double advantage: on the one hand, students, through the WBL, can acquire certain skills and competences more effectively, while from the else, having already taken a first step into the job market, they will be at an advantage as the goal of employers is to hire the best candidates
2. To encourage entrepreneurship .

Ultimately, therefore, the educational strategies that leverage the WBL can be seen as the common thread that binds many areas of the most relevant European policies and which is becoming increasingly relevant in recent years for the purpose of raising the qualification levels of young people. and the need to create a contrast to early school leaving and forms of exclusion from

social life.

However, there is no shortage of scholars who highlight the critical elements and limitations of systems based on the WBL, which to a large extent can also be applied to the vocational training system:

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- qualifications evolve rapidly in contemporary society;
- they remain very often ineffective towards the weaker sections of the population in education and vocational training (for which, for example, Denmark uses personalized forms of activation);
- are very valid systems in the craft and industry sectors, but there is no evidence to support the fact that they can be as useful in the transition to a knowledge-based economy, where high transversal skills, flexible specializations are required. dual cannot guarantee;
- the excessive specialization required by many sectors does not favor the mobility of workers from one sector to another, both in the event of economic shocks or other contextual turbulence, with consequent exit from the labor market, and due to their difficult adaptability to rapid market changes .

In other words, the enhancement and promotion of employability cannot be reduced to a single approach focused on the work dimension or on social integration policies (which aim to improve the employability of a system), but imply a modeling of the whole social environment, in order to make the whole system more inclusive (Bonvin , 2009) - "this logic allows us to develop a conception of employability as collective responsibility" (Zimmermann, 2006).

d. Conclusions

However, to ensure the quality of work-based learning, it is necessary to focus on specific learning objectives and predefined learning outcomes, as well as on a confirmed methodology for the delivery of learning in which the elements based on work or place of work are clear and complementary. In terms of quality assurance of the learning experience, it is also important that all parties involved in the learning process (e.g. learner, teacher, tutor, trainer,

mentor, manager) are sufficiently involved and well informed about the objectives, learning delivery processes and mechanisms.

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It is also necessary to ensure the relevance and adequacy of the targeted knowledge, skills and competences, including for those elements provided through work or occupation. In this regard, it is important to align learning ambitions (activities, courses, programs) with existing qualification standards, often developed through collaboration between professional or sectoral bodies and social partners, to ensure that learning outcomes and qualifications respond to the needs of the future labor market; equally important is to ensure that the quality of work-based learning is also based on the use of internal assessment and quality assurance tools, with examples including self-assessment tools and techniques, company visits and measures to monitor and evaluate outcomes learning.

MODULE III

Methods of transfer / transparency of contents and results between different countries

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a. Introduction

This module addresses the elements that perhaps appear most critical in the context of general strategies for employability: identifying and defining a common repertoire of validation / certification of skills - whether formal, non-formal or informal - aimed at: 1. making transparent the procedures for the identification / validation of competences 2. formalize and stabilize an NQF for each EU country 3. harmonize these NQFs with the EU countries. harmonize these NQFs with the repertoire present in the EQF; the main objective of this approach is to foster transferability which is one of the fundamental principles of European policies in this sector, while helping to foster both the development of flexible pathways that link the VET curriculum of formal education to Work Based Learning (WBL) also implemented in a European context, and the implementation of ECVET tools for the recognition and transfer of skills acquired in formal, non-formal and informal contexts.

The Master's project, and in particular this IO6, had as constant reference the European Alliance for Apprenticeships (2013), whose signatories - the Presidency of the European Union (on behalf of all Member States), the Commission European Union and the European Social Partners: The European Trade Union Confederation, Business Europe, the European Union of Craft, Small and Medium-sized Enterprises and the European Center of Employers and Enterprises Providing Public Services - have committed to:

1. to consider our common commitment and mutual trust as prerequisites for launching the European Alliance for Apprenticeships;
2. contribute to the access, quality and attractiveness of apprenticeships across the EU by encouraging the creation, revitalization and modernization of apprenticeship programs which follow the following principles:

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3. effective partnerships between education and training institutions and businesses, with recognition of their respective roles;
4. involvement of the social partners in the governance of apprenticeship systems and intermediate bodies such as chambers of commerce, industry and crafts, trade organizations and sectoral organizations;
5. high quality of qualifications and learning process;
6. integration of apprenticeship systems into national / regional education and training systems and a clear regulatory framework, specifying the responsibilities, rights and obligations of each interested party, in the context of national practices, labor law and collective agreements;
7. help change the mindset in favor of based learning by promoting the benefits of apprenticeship systems. In addition, the stakeholders involved were invited to participate in this process by engaging in concrete activities in support of the Alliance's objectives.

Subsequently, in the same year, the Council of the European Union, made up of representatives of all EU Member States, adopted an important declaration on the European Alliance for Apprenticeships, concluding that "the quality of apprenticeship programs of high level can contribute positively to the fight against youth unemployment by promoting the acquisition of skills and ensuring harmonious and sustainable transitions from the education and training system to the labor market ".

b. Reference frames national :

b1. Italy

As regards Italy, the following elements of the system must be kept in mind:

1. the fragility of the relationship with school by young people, a phenomenon that causes more damage to the South, where in 2021 16.3% of young people abandoned their studies prematurely, even if on average in Italy school drop-out still reaches 12 7%;
2. the Italian education and training system appears today as an educational engine which in many respects seems to work in reverse and which has

produced the highest number of NEETs in Europe, over 2 million, of which 23.1% in the age group 15 -29 years old. In six Italian regions, NEETs have already been exceeded: in Puglia, for every two young people employed there are three more who do not work and do not study; nationally, there is a gap of only 8 percentage points between employed young people and NEETs;

3. Italy is among the European countries with the highest youth unemployment rate. In June 2014, the share of unemployed young people aged 15-24 compared to the total number of active young people (employed and unemployed) was 42.4% (ISTAT, 2014).

It is no coincidence that, in evaluating the National Reform Program presented by our country for 2014, the Council of the European Union recommended Italy to "strengthen and expand practical training" in upper secondary and tertiary education, " increasing work-based learning and vocational education and training ", aspects considered crucial to ensure a smooth transition from school to work and to support the employability and professional integration of young people. Over the past two years, the different tools for applying work-based learning operating in our system - including the professional development of teachers and trainers as a function of adequate preparation for teaching in work contexts - have undergone a profound reform. , with particular attention to apprenticeship training, involving the social partners, companies and vocational training bodies and stimulating innovation and entrepreneurship, whose innovative scope is certainly of immediate and considerable value and whose impact in terms of employability is already evident and can fully unfold in the medium and long term.

The Legislative Decree n. 81 of June 2015, implementing the so-called "Jobs Act", represents the new general framework of the institute and contains several innovations in its application: the intervention of the legislator, together with other aspects, aims precisely to relaunch the apprenticeship, an institution that historically has struggled to take off in our country and which currently presents the following picture:

- a. in Italy there are on average about 410,000 apprenticeship employment relationships active in a year (provisional data 2015);

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b. 95% of these (over 390,000) is represented by professionalizing apprenticeship, used as a form of job placement contract (ISFOL and INPS, 2016). The contractual arrangements with mainly educational purposes (first and third level apprenticeships) remain on the sidelines. The average age of apprentices is 25 years (2015 data), with a trend towards progressive increase, due both to the later entry into the labor market of young Italians, and to the limited use in our system of types of apprenticeship for the qualification and higher education.

Finally, the 2014-2020 programming tools on human capital, employability, education, training and the labor market must be mentioned, both the PON "Systems of active employment policies" and the PON "For schools - Skills and learning environments ", as well as the different operational programs adopted at regional level, options which significantly affect the expansion of work-based learning institutions in upper secondary vocational education and training systems and the strengthening of tertiary vocational education. Furthermore, in implementation of the Recommendation on the Youth Guarantee, our country has provided for the adoption of a dedicated NOP, the "Youth Employment Initiative", which provides for direct actions in favor of young NEETs - including, in particular, for as far as we are concerned, the support for apprenticeships and extra-curricular internships, also in geographical mobility.

In any case, the most important legislative action undertaken by Italy regarding the recognition of competences at national level, in connection with the European system, was the issue of the Decree of 5 January 2021 - "National system of certification of competences: Guidelines for the interoperability of public bodies in charge ", which provides the general governance scenario and the principles of the current national system, the repertoire of documents relating to the process of recognition of skills and that of the essential levels of performance of the national certification system skills.

(For a complete overview of apprenticeship in Italy:
http://www.sistemaduale.lavoro.gov.it/news/Documents/Vademecum_Sistema_Duale.pdf)

CEDEFOP, in its recent publication "Looking Back to Looking Forward. Preparing the Future of Vocational Education and Training in Europe 2020-30", led the public

debate on the future of work, education and training: Globalization, digitalisation, migration, demography and the green economy are the challenges fueling the debate, in a context in which unemployment, underemployment, disparities between people's skills and available jobs and falling incomes threaten cohesion and the model social security of European societies. It is in this context that the EU Member States are working more closely, promoting an increasingly significant comparison and harmonization between the training systems of the different countries, which is precisely the methodological pillar of the Master's project.

b2. Polania

In Poland, the apprenticeship regime applicable to the vocational education and training sector requires apprentices to be at least 15 and not older than 18 (Polish Law on the Labor Code and Implementing Regulations). Therefore, professional training is aimed at underage workers.

The coordination of apprenticeship programs in Poland is the responsibility of employers and vocational schools. The school offers theoretical training, while the practice is carried out at the employer. However, all apprenticeship activities are managed by the Ministry of Education, which contributes to the development of training and learning standards, as well as to the updating of the classification of professions (qualifications). The Ministry of Labor also contributes to the above classification, providing the professions and specializations of the labor market. The Polish Association of Crafts is responsible for apprenticeship programs in crafts, supervising the processes and development of the professional examination (136 craft professions). The chambers of craftsmanship also supervise the development of vocational training programs, in-company training and communication between all the actors involved in the apprenticeship. Chambers of Handicraft conduct examinations and the Polish Handicraft Association oversees the process of evaluating apprentices' qualifications and develops examination standards. No other chambers have such rights in Poland, although other chambers are also involved in apprenticeship programs.

Unfortunately, apprenticeship programs are not common practice in Poland. Although there are many technical schools in Poland, not many of them offer

apprenticeships for learning on the job. The situation is slowly changing, but there is still a lot to do. Furthermore, apprentice status, while not attending school, is not common in Poland. The apprentice is organized during the vocational school years or directly after the completion of a vocational course at school, but before receiving an education completion diploma.

Those who participate in the apprenticeship receive a salary which is provided by the employer. The employer also covers social insurance. Refunds can be obtained from the Government Labor Fund and the Polish Handicraft Association. The learner (apprentice) will sign an employment contract provided by the employer. The document marks formal employment that can be listed on a professional resume. If the employer is a craftsman, the competent craft chamber must also be notified.

The duration of a full apprenticeship in Poland is 3 years. It is called professional preparation of a young worker. The number of hours of work (or training) in the workplace depends on the profession and is specified in the professional education curriculum issued by the regulations of the Ministry of Education. However, the regulation of 16 May 2019 defines the minimum number of hours, which is 970 hours (during the 3 years) or 60% of the total duration of the apprenticeship program - this will ultimately depend on the agreement signed by the employer. work and vocational school. There is no regulation (legal framework) on the balance between training time and working time, so it should be decided individually and governed by separate principles. However, there is the Regulation on the professional preparation of apprentices and their remuneration (2019, §1.2), which implies that to be qualified for the job, vocational education must include:

- a) practical vocational training organized by the employer e
- b) additional theoretical training - on the job or at the vocational school / training center.

Anyone providing theoretical learning for apprenticeship must have a pedagogical qualification.

In terms of the organization of the theoretical training of the apprentice, it is the

employer who takes care of the theoretical training. The apprenticeship is scheduled for 5 days a week according to the following scheme in the 3 years of apprenticeship:

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1st year: 1 day in the company and 4 days at the vocational school / training center

Year 2: 2 days in the company and 3 days at the vocational school / training center

Year 3: 3 days in the company and 2 days at the vocational school / training center

It is possible to introduce alternations to the scheme described above, for example 2 weeks in the company and 2 weeks at school / center. The alternation depends on the agreement between the vocational school and the employer involved in the apprenticeship program, but also on the learning year.

The training plan is the result of agreements between the vocational school and the employer, but a program basis drawn up by the Ministry of Education defines the training area covered.

Completion of an apprenticeship program in Poland results in a certificate or diploma. Completion of the vocational school results in a certificate. Completion of professional qualifications results in a diploma or certificate of vocational training. In any case, and from 2019, every student of vocational education and training must pass the professional (qualifying) examination for professional qualifications: at the regional examination committees if it is a non-craft qualification, at the Chamber of 'Handicraft if it is a handicraft qualification. All apprentices who pass the exam receive a qualification at NQF / EQF level 3.

The qualification obtained at NQF / EQF level 3 does not entitle to admission to higher education institutions. Post-primary (secondary school) education completed with the "Matura" exam is required to continue higher education in Poland.

An interesting note is that if an apprentice fails the final professional exam, the employer involved in the apprenticeship program will not receive the training cost

subsidy that is paid at the end of the program.

In conclusion, in-company training is an opportunity, especially given the fact that in Poland the number of graduates from vocational schools is decreasing year by year.

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For a complete overview of apprenticeships in Poland, we recommend that you consult the following literature:

Entrepreneur's guide to internships and apprenticeships in Poland by Maciej Gruza , Warszawa 2018, Edition II, published by Polish Agency for Enterprise Development. Publication available in Polish at: <https://www.parp.gov.pl/storage/publications/pdf/praktyki%20i%20stae%20zawodowe.%20poradnik%20dla%20przedsibiorcy.pdf>

POLISH REGULATION OF THE COUNCIL OF MINISTERS of 1 February 1974 on the principles of organization in workplaces of practical vocational training for pupils of vocational schools. Publication available in Polish at: <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU19740090053>

Vocational preparation of juvenile workers: Poland. Reference year 2019. 2022 CEDEFOP. Available at: <https://www.cedefop.europa.eu/en/tools/apprenticeship-schemes/scheme-fiches/vocational-preparation-juvenile-workers#group-duration-2019>

b3. Romania

In Romania, the apprenticeship regime is regulated by Law no. 279/2005 on apprenticeship on the job, republished, with subsequent amendments and additions HG n. 855/2013 for the approval of the methodological rules for the application of the provisions of the law.

Apprenticeship is defined as vocational training carried out in the workplace on the basis of an apprenticeship contract, for people over the age of 16. Therefore, in conjunction with the provisions of the Labor Code, the apprenticeship applies to people who have the ability to work and have no age limit. Anyone wishing to acquire a new job qualification can acquire apprentice status.

In-company apprenticeship programs can only take place on the basis of an apprenticeship contract (special contract) stipulated in the forms established by law. According to the provisions of the law (art.4 of the HG No. 855/2013), any employer wishing to organize apprenticeship programs in the workplace must contact the County Employment Agency and communicate these contracts to the

Inspectorate territorial work for apprenticeships. Both institutions depend on the Ministry of Labor.

Vocational training carried out in the workplace on the basis of an apprenticeship contract is organized on the initiative of the employers, by professional training bodies authorized under the OG n. 129/2000 on professional training for adults, republished with subsequent amendments and additions.

In practice, this type of training is carried out in a similar way to other qualification programs, retraining of accredited ones that end with an exam and a degree certificate attesting to the acquisition of a qualification in a job with an occupational code (COR) similar to that of ESCO - European Skills and Competences , Qualifications and Occupations .

The employer managing the apprenticeship programs in the workplace must designate an apprenticeship coordinator. The law also establishes the criteria that this apprenticeship coordinator (an employee of the employer or even the entrepreneur / company owner) must meet: is he qualified in the respective job, carries out the occupation or activity for which he is organized the apprenticeship program, has a minimum experience of 2 years. Also by law, the rights and obligations of the apprenticeship coordinator within the company are established:

- a) collaborate with the training institution for the organization of the apprentice's professional training;
- b) develop the apprentice's activity plan together with the training institution, based on the occupational standard corresponding to the profession;
- c) guide the apprentice and supervise the implementation of the activity plan;
- d) prepare monthly, on the basis of the activity plan, the monitoring report of the apprentice's activity plan.

Phases / steps to complete a workplace apprenticeship program :

- I. The employer reports vacancies to the county employment agency.
- II. Concludes the apprenticeship contract, for the following periods:

- 6 months for level 1 qualifications;
- 12 months for level 2 qualifications;
- 24 months for level 3 qualifications;
- 36 months for level 4 qualifications.

The minimum duration of the vocational training program through on-the-job apprenticeship (hours of theoretical and practical training), by qualification levels:

- * 180 hours for level 1 qualification;
- * 360 hours for level 2 qualification;
- * 720 hours for level 3 qualification;
- * 1,080 hours for level 4 qualification.

- The time allocated to the vocational training program is related to the purpose, objectives and content of the theoretical and practical training.

III. Establish an apprenticeship coordinator internally (who has the professional experience mentioned above).

IV. Enter into a contract for the provision of vocational training services with an authorized provider or authorize yourself as a vocational training provider.

V. Conclude the agreement with the Employment Agency, within 30 working days from the expiry date of the trial period, for the granting of 2250 lei / month for the entire duration of the apprenticeship program.

VI. Completion of the apprenticeship program.

- Take and promote the degree exam for obtaining the professional qualification certificate,

- The diploma examination of the qualification program is organized by the authorization commission, at the end of which the apprentice receives a nationally recognized qualification certificate.

In Romania, any person legally able to work and looking for a job can apply to the Employment Agency to be registered to participate in an apprenticeship program. The format of the request addressed to the Agency is regulated by law, as well as the documents that must be submitted.

The employer who organizes apprenticeship programs in the workplace can obtain a subsidy from the AJOFM, but must enter into an agreement to that effect (articles 33-37 of HG 855/2013 with amendments and additions).

Those who participate in the apprenticeship receive a salary which is paid accordingly with a brut minimum wage for an 8-hour-a-day, 40-hour-a-week work schedule. Specific rules for workplace protection apply to young apprentices (aged between 16 and 18).

Funding for vocational training programs through on-the-job apprenticeship can be obtained from several sources: employers, sponsorships, European funds and / or the state budget. The law also provides that, if the employer signs an apprenticeship contract, he can benefit from an amount of 2,250 lei / month, disbursed from the unemployment insurance budget within the limit of the funds allocated for this purpose.

The data provided by the Ministry of Labor indicate that 6847 apprenticeship contracts have been signed since 2006:

- in the period 2006-2010 only 41 apprenticeship contracts were signed with a single employer;
- in 2012, 60 contracts were signed;
- in 2013-2015 365 apprenticeship contracts were signed;
- in 2016, 167 apprenticeship contracts were signed;
- 431 apprenticeship contracts were signed in 2017;
- 3364 apprenticeship contracts were signed in 2018;
- in the first 6 months of 2019, 2419 apprenticeship contracts were signed;

The reason for the increase in apprenticeship contracts stipulated in recent years compared to previous years lies in the simplification of the rules thanks to the

changes introduced by the subsequent changes in 2017, 2018, 2019:
[https://www.anofm.ro/index.html?agentie = & categ = 1 & subcateg = 6.](https://www.anofm.ro/index.html?agentie=&categ=1&subcateg=6)

For a complete overview of apprenticeships in Romania, we recommend that you consult the following literature :

- http://www.mmuncii.ro/j33/images/Documente/MMJS/Legislatie/Munca/2018/20181207-Lege-279-2005_ucenicia_la_locul_munca.pdf
- http://www.mmuncii.ro/j33/images/Documente/Munca/HOT_nr_855-2013_20122019.pdf
- <https://www.cedefop.europa.eu/en/tools/apprenticeship-schemes/scheme-fiches/apprenticeship-workplace>

b4. Spain

In Spain, public administrations are increasingly committed to promoting vocational training, especially in the dual mode. In particular, the 1st Strategic Plan for professional training in the education system 2019-2022 establishes among its objectives those of Promoting the involvement, collaboration and trust of all the sectors involved in order to obtain a VET that creates value and Develop the model of dual VET. This Strategic Plan is complemented by the Vocational Education and Training Modernization Plan (July 2020) and the regulations created by the Autonomous Communities to give an important role to intermediate bodies.

The role of companies is to promote Dual VET and must defend the interests of members and students, involving a close relationship to try to influence regulation, offering dual-modality training courses or the possibility of including training complementary.

Therefore, the functions of a company to facilitate this process can be derived in the following areas:

- - Research: preventive research on current regulations, educational centers and training offer, as well as hypotheses on the needs, opportunities and doubts that partner companies may have.

- - Dissemination: publicize the dual vocational training model, disseminate the benefits of this model and the advantages it brings to companies and students. In addition to clarifying the doubts and eliminating fears . _
- - Detect needs: discover the needs of each sector and each participant, in order to better advise and manage the promotion of dual vocational training.
- - Consultancy: both to technical staff and to company tutors or to the company itself with administrative support on recruitment issues.
- - Brokerage: bridging between companies and training centers and the administration.
- - Follow-up: technicians monitor the progress of the program and help solve any problems that may arise during its development. In addition, they generate a sort of checklist and indicators that allow you to verify that the project is progressing as planned or, if necessary, to take corrective measures in the current or future projects.

To be effective, WBL youth programs require the involvement of social partners at national, regional and local levels:

- - At national level, they can advise and inform VET programs to improve their effectiveness.
- - At the regional level, they can address specific institutional or sectoral arrangements, such as the interaction between VET institutions and workplaces, including young people and people with disabilities.
- - At the local level, VET institutions should interact with companies offering continuing vocational training experiences for young people.

Social partners, such as chambers of commerce, can conduct periodic reviews on how these businesses can interact and effectively support CVT, for the benefit of the common good.

In terms of employment, it should be noted that most of the enterprises in the southern Mediterranean countries are small and micro enterprises, such as in Spain. These are not the most represented positions in the WBL models of European countries. These smaller positions are likely to prefer a "traditional" apprenticeship model to suit their needs and skills, which leads to many WBL considerations.

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- First, the correspondence between the structured models of WBL and the ability of these tasks to provide the scope and quality of the WBL experience is limited. Models, such as group apprenticeships, may be needed to reduce the administrative burden for small businesses and provide apprentices with more experience.
- Secondly, these companies may not interact effectively with vocational training institutions. Therefore, these organizations need to contact businesses, interact with them and support them to make VET implementation effective.
- Third, the scope and availability of these jobs may not match the requirements of the courses students are taking. Therefore, it is important to consider how to best use these small internships, contribute to the WBL and get the support of TVET institutes.

All this can be supported by:

- Implement support measures to make learning in the company more attractive and accessible to SMEs.
- Finding the right balance between the needs of training companies on specific skills and the general need to improve the employability of learners.
- Attract experienced companies to hire trainees as opinion leaders for inexperienced companies.
- The company accompanies when there is no experience in training trainees.
- Motivate and help companies appoint experts / consultants.
- Develop training support tools for companies.
- Promote transparency between WBL and other training and career paths.
- Improve the image of alternation training and apprenticeships by promoting excellence.

- Provide career counseling services to enable young people to make informed choices.
- Provide a clear quality assurance framework at the system, supplier and company level by providing systematic feedback.
- Ensure that the content of vocational training programs for young people respond to the changing needs of business and society.
- Promote mutual trust and respect through regular cooperation between vocational training participants.
- Ensure fair, accurate and reliable assessment of learning outcomes.
- Support the continuous professional development of trainers in companies and improve their working conditions.
- Develop a clear and rigorous legal framework so that the parties involved in vocational training can operate effectively and guarantee the rights and obligations of the parties.
- Establish a structured and continuous dialogue between all parties involved in vocational training, including a transparent method of coordination and decision -making.
- Sharing costs and benefits for the mutual benefit of the company, the VET institution and the students / trainees.
- VET enables businesses to
- Satisfy individual students and prepare potential employees with solid theoretical knowledge that contributes to the "freshness" of the company. Indeed, welcoming young people guarantees the future of these companies.
- Matching trainees with the specific skills needed for their future employment.
- Adapt the training content to the needs of the constantly evolving labor market.
- Reduce hiring costs and make investments profitable.
- During the training period, trainees are productive and create the product or service that the company wants to offer .

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Module III

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- *Ministerial Decree, 25 October 2007 (Reorganization of permanent territorial centers for adult education and evening courses)*

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- *Interministerial Decree, 30 June 2015 (Definition of an operational framework for the national recognition of regional qualifications and related skills, within the National Directory of education and training qualifications and professional qualifications)*

- *Interministerial Decree, January 8, 2018 (Establishment of the national framework of qualifications issued under the National Skills Certification System)*

- *Law n.107 Good Scuola of 13 July 2015 - PDF - Reform of the national education and training system and delegation for the reorganization of the legislative provisions in force.*

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1. <https://www.indire.it/progetto/modelli-innovativi-di-alternanza-scuola-lavoro/>
2. https://www.ificazione.it/pon/avviso_alternanza.html
3. <https://www.ificazione.it/pon/>
4. https://www.istruzione.it/pon/avviso_edricoltura-imprenditorialita.html
5. https://www.ificazione.it/pon/avviso_formazione-adulti.html



Work tools

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MODULE I

Impact of non-formal / informal learning through apprenticeship: what skills / competences do students develop, use and strengthen when they experience a work-based learning programme?

1. An example of skills validation: the Competence Balance Coaching

There are a lot of instruments suitable for evaluating learning outcomes. the advantages and disadvantages of evaluation methods.

The promoters of Competence Balance Coaching consider this approach as a development oriented method in which the aim is to become aware of hidden resources and consequently make decisions about them. In analogy with the work carried out by CEDEFOP at a European level, it can be said that the Italian model emerges from the overall vision of the practices described here. The minimum common denominators that can be identified in this direction appear clear, that is: 1. a preliminary planning clarity on the purposes of the validation and on the needs of the recipients; 2. a careful reflection on the value to be attributed to the results of the validation in relation to the institutional system in which it operates or it must be clear from the beginning whether at the end there will be a certification, a credit, a certification with possible or probable subsequent value or a value limited exclusively to the labor market; 3. the setting up of a process management partnership made up of several actors, public and / or private, whose roles are clearly defined in relation to their skills; 4. the assumption, declared and transparent, of a reference to standards or repertoires of skills to be validated. This reference can be made to existing or ad hoc

repertoires, but in any case it is an essential element to be made explicit; 5. attention to the economic sustainability of the validation process or the design of a path that is not excessively burdensome and manageable with even limited resources; 6. a methodological path characterized broadly by the following scheme in 4 phases each of which requires operators or actors prepared for its management:

- welcome, information and guidance;
- identification / formalization of skills (from a repertoire);
- evaluation: assessment evidence dossier;
- act of validation and release of a document.

2. Checklists in the company for the recognition of informal and non-formal learning Principles for good validation

1	Principles for good validation
2	Validation must be voluntary
3	Privacy must be respected
4	Ensure fair and accessible treatment for all
5	All stakeholders should be involved. There it should be balanced participation
6	Information (guidance and advice)
7	Good quality assurance mechanisms
8	Respect ethical principles and data protection
9	Process, procedures and criteria must be fair e transparent
10	Validation process must be impartial and avoid conflicts of interest
11	Is there a good cost-benefit ratio?
12	Are the evaluators and consultants well qualified?
13	Are the validation results transferable to the formal system? Does the apprentice agree? Is there a clear link between learning outcomes and assessment methods?

2. Key questions on developing and implementing validation of non-formal and informal learning

Da “Cedefop; Commissione europea (2016). *European guidelines for validating non-formal and informal learning* (Linee guida europee per la convalida dell'apprendimento non formale e informale) - SELEZIONE

1. Key questions on the implementation of validation

- ☐ Have the aims of the validation initiative been clarified?
- ☐ How does the validation initiative respond to the interests of the individual citizen?
- ☐ What steps have been taken to coordinate and direct guidance and counseling services?
- ☐ Have stakeholder coordination mechanisms been developed in order to avoid fragmentation and ensure a coherent approach?
- ☐ Have the modalities of validation been linked to national qualifications frameworks and with what effect on transparency and access?
- ☐ The validation results refer to identical or equivalent standards to those used for formal education and with what effect on value and usability?
- ☐ Have validation arrangements been linked to quality assurance mechanisms and with what effect on trust and credibility?
- ☐ What steps have been taken to strengthen the professional skills of validation staff?
- ☐ What is the role of validation in the context of education and training systems, in the labor market and in volunteering?
- ☐ What means and tools can be used (and combined) in order to identify, document and evaluate learning?

2. Key questions on the basic features of validation

- ☐ the purpose pursued with the validation has been defined and communicated with clarity?

❑ Have the different stages of the validation process been clearly defined and communicated to the individual candidates?

3. Key questions on identification

❑ what procedures and tools support the identification?

❑ How are standards-based and dialogue-based identification approaches combined and balanced?

❑ How are guidance and counseling supportive and integrated in the identification phase?

4. Key questions about documentation

❑ what are the criteria for admitting evidence to the trial?

❑ What formats are used to document non-formal and informal learning?

❑ To what extent do existing documentation formats favor the transfer and portability of acquired knowledge, skills and competences?

5. Key evaluation questions

❑ Have the assessment tools been adapted to the needs and characteristics of the individual subject?

❑ To what extent were the assessment tools chosen on the basis of their reliability and / or validity?

❑ What reference point (standard) is used and to what extent is it suitable for capturing the individual variations that characterize non-formal and informal learning?

❑ The assessment conditions have been clearly defined and communicated in terms of assessment / judgment procedures, tools and standards:

- to the candidates?

- to employers and educational institutions?

6. Key certification questions

❑ how the credibility of the certification authority or body is ensured-

ation?

❑ To what extent are the results of the validation (documents, portfolios, certificates, etc.) considered for the purpose of further educational or employment opportunities?

7. Key questions on the rights and duties of the person

The person is placed at the center of the validation process and their rights and obligations must be considered with diligence and respect. The following questions are a first aid in this regard:

❑ the privacy and personal integrity of candidates is protected throughout validation process?

❑ Have express procedures been developed to guarantee confidentiality?

❑ Have ethical standards been developed and applied?

❑ Are the results of the process the sole property of the candidate?

❑ If the answer is no, what are the implications?

❑ What measures have been taken to ensure fair and impartial treatment?

8. Key questions on information, advice and guidance

❑ to what extent the current career guidance and counseling services

of, for example, education and training, the labor market and social services, can be mobilized to offer information and advice on validation?

❑ To what extent does the current network of career guidance services e

Can advice be improved to reach all potential target groups interested in validation?

❑ What kind of coordination mechanism is used to ensure

that candidates are served where they live, study and work?

❑ How can public and private stakeholders cooperate to offer better guidance and advice on validation?

❑ Do guidance services provide information on the costs and benefits of validation?

9. Key questions on national qualification systems and frameworks

National qualifications frameworks are being adopted across Europe. The frameworks can facilitate the introduction and integration of validation. The following questions denote some of the key issues to consider:

☐ *the methods of validation (all or some) are considered an integral part*

of the national qualification system and a normal qualification path?

☐ *What is the relationship between validation and NQF?*

☐ *To what extent can validation be used to facilitate progression between NQF types and qualification levels?*

☐ *Is validation linked to (possible) credit transfer and sum mechanisms?*

10. Key questions on standards and learning outcomes

☐ *Do the qualifications issued on the basis of non-formal and informal learning refer to identical or equivalent standards to those used in formal education and training?*

☐ *If not, what other standards are used and how do they relate to formal standards?*

☐ *Are the standards formulated according to the learning outcomes?*

☐ *If not, what are the implications for validation?*

☐ *Who developed the standards and where did they come from (education or occupation)?*

☐ *Are feedback mechanisms in place to ensure the review and renewal of the standards used for validation?*

11. Key questions on validation in and for vocational training.

☐ *validation is offered in all parts of the education and training system-*

ation?

☐ *Are the methods of validation in the different areas of the education and training system based on similar or different principles?*

☐ *Are the methods of validation in the different areas of education and training able to 'work together' and aid progress in all types and levels of education?*

☐ *Is validation linked to credit transfer mechanisms?*

12. Key questions about in-company validation

☐ *the skills assessments carried out in the company can be used*

ly externally to the company concerned?

☐ To what extent can an intensification of informal relationships promote the further development of methodologies and standards for the assessment of skills?

☐ How can SMEs' access to skills assessment methodologies be improved?

☐ How can the assessment of skills be extended to a wider range of employees?

☐ Is it possible to strengthen the link between validation in the public sector and the assessment of skills in enterprises?

9. Key questions on national qualification systems and frameworks

MODULE II

Recognition / Valorisation of apprenticeship experiences as a way to better experience transversal and technical skills and to improve and multiply the provision of the WBL programme.

1. A learning / teaching model: the Principle of "Formativity" in Work-Based Learning processes

Within dual practices different from traditional classroom training, in particular in the alternation model and in that of apprenticeship, learning is seen - we can say using some analogies -, as "belonging", as "experience", As" action "and as" becoming "in a perspective of" formability "of the subject who learns, formativeness which is the structure, the character, the capacity inherent in forming. Forming, therefore, means "doing", "poiein", but a doing in carrying out things and drawing them into the form they demand and which belongs to them (Pareyson, 1974). And forma means a living organism with its own life, essentially dynamic, the result and success of a training process such as to include and conclude its movements, and at the same time to be open and available for further development. The inventive and attempted character of forming follows from such a conception of form, so that the "doing" is truly a "forming" only when "in the course of the operation it invents the modus operandi, and defines the rule of the work while making it , and conceives by executing, and plans in the very act that it carries out ". In fact, the training experiences of young people involved in "dual" learning paths, in the classroom and at work, must be observed not only and not so much to the extent of what they will learn, but in particular in the characteristics of the cognitive processes activated, in the relevance of modifications of the relationship with knowledge, in the participation in the process of construction of meanings. The concepts of reflexivity, transformation, centrality of the subject can be identified in a formative dimension of dual learning characterized by mixed practices of theory and practice, knowledge and action, in school and in business. Formative, therefore, "is not only what pertains to structured learning situations, but includes everything that makes actions aimed at creating value" meaningful ".In this context, it is important to define a "taxonomy of quality indicators" relating to the study of work-

based learning processes, with the aim of transposing the principle of format in a schematic key in order to be "used" as a "road map" or a compass within the communities of practice of trainers, experts in training processes in the field of work based learning processes.

Below, table 1 relating to the Taxonomy; the dimensions are indicated in the first column fundamentals of the indicators, while the second briefly describes the activity related to the indicators. *Source: The Formativity of Work-Based Learning, V. M. Marcone, Venice, 2019*

TABLE 1

indications	dimension	description
1. REFLEXIVITY	<i>Self-awareness</i>	<ul style="list-style-type: none"> The learner is able to autonomously elaborate development objectives of his / her work-based learning path with particular attention to improving his / her strengths ("professional mastery")?
	<i>Self-orientation</i>	<ul style="list-style-type: none"> The learner is able to exercise on himself a cognitive action with respect to professional practice (knowledge in action), also through the mediation of the tutor?
2. PARTECIPATION	<i>Identity</i>	<ul style="list-style-type: none"> The learner is able to develop in a personal way a conscious participation in the work activities related to his learning path, configuring his identity, in the different relational contexts (school, company)?
	<i>Responsability</i>	<ul style="list-style-type: none"> The learner is able to develop „responsible" behaviors in the context of learning on the job (idea of mutual commitment, shared values, legitimation of one's "membership" in the group)?
3. AGENCY	<i>Personal development</i>	<ul style="list-style-type: none"> Is the learner able to identify the goals of his professional development by negotiating medium-long range training objectives with the tutor?
	<i>Self-efficacy</i>	<ul style="list-style-type: none"> The learner is able to develop in a way

autonomous its potential in an effective way?		
4. CAPABILITY	<i>Planning</i>	<ul style="list-style-type: none"> Is the learner able to exercise his or her ability to act at the design level, pursuing their goals as values through negotiated relationships with the tutor and the group?
	<i>Operations</i>	<ul style="list-style-type: none"> The learner is able to develop in an observable way the ability to act in relation to the professional context that characterizes his learning process on the job?
5. GENERATIVITY		<ul style="list-style-type: none"> The learner has acquired the necessary learning to develop a consolidated mental and professional habit that is adaptable to new ones work contexts?

Table n. 2 – Taxonomy of WBL Quality Indicators (TIQ)

Source: *The Format of Work-Based Learning*, V. M. Marcone, Venice, 2019

In figure n. 1 - below - the “TIQ” Taxonomy is shown divided into four large triangles, each of which represents a quality indicator of the learning processes on the job (WBL). Each indicator is correlated with a series of values in the pedagogical field with which one can refer to the theoretical and conceptual models in the study and analysis of the WBL.

Each indicator in turn contains two defining or dimension components.

Figure n. 2 represents the final cycle of the process of quality indicators of training processes, with the insertion of the "final" indicator called "generative learning", which could represent the last step in identifying the "formability" of WBL processes .

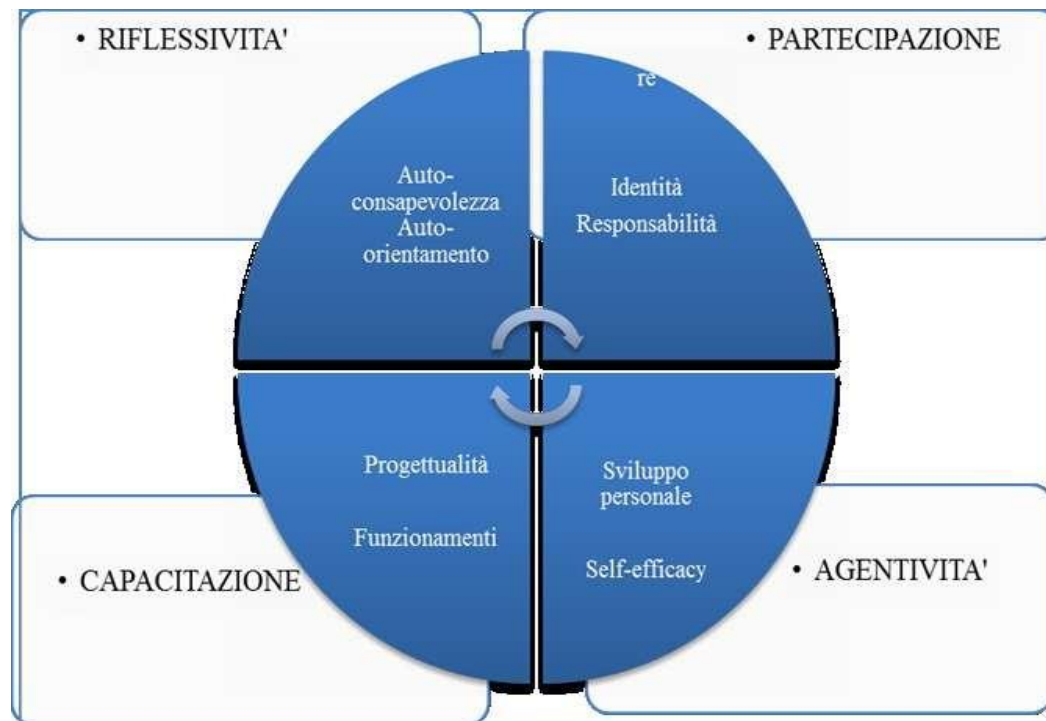


Figure n. 1 - The cycle of the development process of the format indicators in the WBL *

Fonte: The formativity of Work-Based Learning, V. M. Marcone, Venice, 2019

* for the terms in english, see table 1 - the terms are left in italian in the diagrams for scientific precision

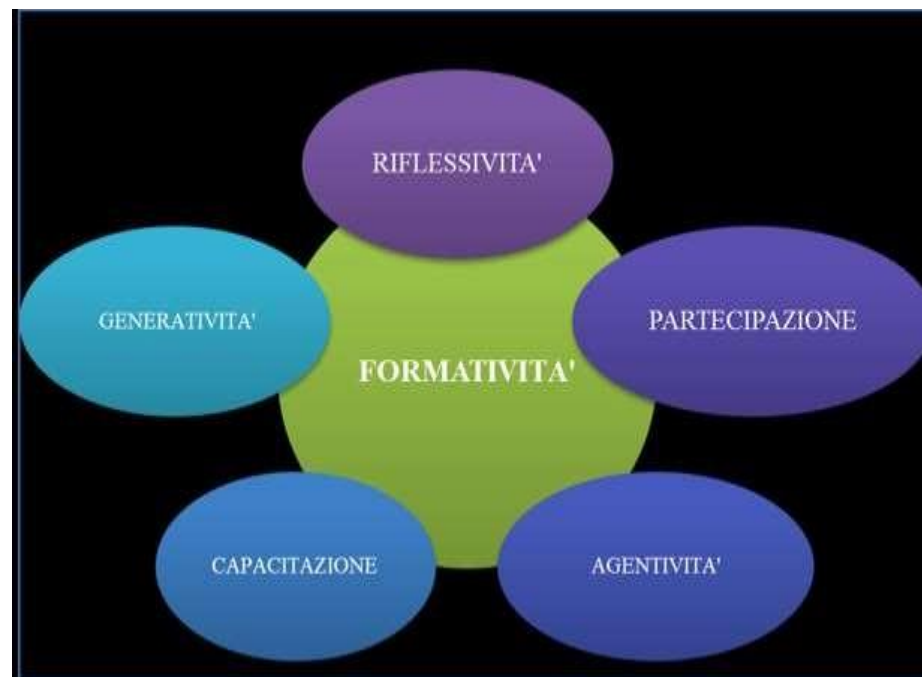


Figure n. 2 - The final cycle of training indicators in the WBL il ciclo finale degli indicatori di formatività nel WBL *

Fonte: The formativity of Work-Based Learning, V. M. Marcone, Venice, 2019

* for the terms in english, see table 1 - the terms are left in italian in the diagrams for scientific precision

Three characteristics of education and training seem, then, essential for the future of the cohesion and stability of contemporary societies:

1. an appropriate balance of knowledge and skills, adequately personalized by individuals and in a form that allows them to feel fulfilled in their personal talents and, indirectly, to see their personal contribution to the growth of knowledge and social balance recognized at a general level;
1. identifying the best ways to use these mastery systems in topical life situations;
2. the promotion of a widespread sense of solidarity for others, sensitivity, courage, and other social and moral values.

2. “High performance apprenticeship & work- based learning: 20 guiding principles” – Cedefop / 2016

Political challenges	Guiding principles
1. Involvement of national governance and social partners	<ul style="list-style-type: none"> 1. a clear and coherent legal framework that enables apprenticeship partners to act effectively and ensure mutual rights and responsibilities; 2. a structured and continuous dialogue between all apprenticeship partners, including a transparent method of coordination and decision-making; 3. strengthen the role of the social partners by building capacity, taking ownership and assuming responsibility for implementation; 4. systematic cooperation between institutes or vocational training centers and companies; 5. sharing of costs and benefits for mutual benefit companies, VET providers and students.
2. Support to enterprises, especially SMEs, offering apprenticeships	<ul style="list-style-type: none"> 1. support measures that make apprenticeships more attractive and accessible to SMEs; 2. identify the right balance between the specific need of training companies and the general need to improve the employability of apprentices; 3. focus on companies that have no experience with apprentices; 4. support for companies providing apprenticeships for disadvantaged learners; motivate and support companies to assign qualified trainers and tutors.
3. Attract apprenticeships and improve career orientation	<ul style="list-style-type: none"> 1. promote the permeability between VET and other educational and career paths; 2. improve the image of education and learning by promoting excellence; 3. career orientation to enable young people to make well-founded choices; 4. improve the attractiveness of apprenticeships by increasing the quality of VET teachers; 5. promote the attractiveness of education and apprenticeships through a wide range of awareness-raising activities
4. Quality assurance in on-the-job learning	<ul style="list-style-type: none"> 1. provide a clear framework for quality assurance apprenticeship at system, supplier and company level ensuring systematic feedback; 2. ensuring the content of VET programs responds to the changing skill needs in companies and society; 3. promoting mutual trust and respect through regular collaboration between apprenticeship partners; 4. ensure a fair, valid and authentic assessment of learning outcomes; support the continuing professional development of company trainers and improve their working conditions.

MODULE III

Methods of transfer / transparency of contents and results between different countries.

1. The National Skills Certification System - The guidelines / D.M. January 5, 2021

Law no. 92/2012 on the reform of the labor market provided for the first time a formal definition of the concept of lifelong learning: "lifelong learning means any activity undertaken by people in a formal, non-formal and informal way, in the various stages of life, in order to improve knowledge, skills and competences, from a personal, civic, social and employment perspective ". In addition, the law provided for the establishment of a national public system of certification of competences, based on homogeneous minimum service standards throughout the territory.

Certainable competence means a structured set of knowledge and skills also recognizable as training credits, subject to a specific validation procedure in the case of non-formal and informal learning. The certification of competences is defined as a public act aimed at guaranteeing the transparency and recognition of learning, in line with the guidelines set by the European Union. The certification leads to the issue of a certificate, diploma or title that formally documents the assessment and validation carried out by a public body or by an accredited or authorized person.

In implementation of the aforementioned law, Legislative Decree no. 13/2013 which defines the general rules on the national system of certification of competences. The legislative decree makes the new National Skills Certification System operational and aims to bring out and grow the professional skills acquired not only at work but also in free time, in order to promote geographic and professional mobility, facilitate meetings between supply and demand in the labor market, increase the transparency of learning and the usability of certifications at national and European level.

On the basis of the aforementioned decree, on 30 June 2015, an inter-ministerial decree (Ministry of Labor and Ministry of Education) defined the national framework for regional qualifications. It established:

- a mutual recognition mechanism between regional qualifications;
- the process, certification and standard system procedures for the services of identification / validation of non-formal and informal learning and of the certification of competences.

Finally, with an interministerial decree (Ministry of Labor and Ministry of Education) of 8 January 2018, the National Qualification Framework (NQF) was established as a tool for the description and classification of qualifications issued within the National Skills Certification System. .

<http://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg>

The NQF represents the national device for referencing Italian qualifications to the European Qualification Framework, with the function of linking the Italian qualification system with the systems of other European countries. The NQF also has the objective of coordinating and strengthening the various systems that contribute to the public offer of lifelong learning and services for identifying and validating and certifying skills.

The Minister of Labor and Social Policies and the Regions and Autonomous Provinces, for the parts of their respective competence, exercise the role of political guidance in the field of active employment policies, identifying strategies, objectives and priorities that identify the national policy in subject, including activities relating to the placement of disabled people (law 12.3.1999, n. 68 and amendments made by Legislative Decree 151 of 24 September 2015)

Since 2015, the ANPAL has been coordinating the "Network of services for employment policies" in the context of a shared governance with the Regions and Autonomous Provinces, in compliance with the shared competence between the State and the Regions and Autonomous Provinces in matter. The main subjects that are part of the National Network are:

1	Anpal (National agency for active employment policies)	5	Employment Agencies and other authorized and accredited subjects
2	Regional structures for active labor policies	6	System of Chambers of Commerce, Industry, Crafts and Agriculture
3	Inps	7	University system and other secondary school institutes

	(National Social Security Institute)		
4	Inail (National Institute for Accidents at Work)		

1a. DECREE January 5, 2021 - National skills certification system / Guidelines for interoperability of the owner public bodies

EXTRACT

1. Purpose of the D. M.

- reduce the percentage of the population with low levels of qualification, increasingly exposed to marginalization and exclusion from the labor market, also as a result of technological innovations and digitization;
- increase the levels of participation of adults belonging above all to the weaker groups of workers, in training activities;
- reduce the youth unemployment rate and promote generational relay conditions;

- reduce the condition of skill mismatch both among workers with low qualifications and among workers with high qualifications.

2. Definitions concerning governance

- **"National skills certification system"**: the set of services for the identification and validation and certification of skills provided in compliance with the general rules, the essential levels of performance and the minimum standards referred to in Legislative Decree 16 January 2013, no. 13;
- **"Owner public body"**: public, central, regional and autonomous provinces administration;
- **"Entitled Entity"**: subject, public or private, including chambers of commerce, industry, crafts and agriculture, authorized or accredited by the titular public body, or deputy pursuant to state or regional law, including educational institutions, universities and institutions of higher artistic, musical and dance training;
- **"National repertory of education and training qualifications and professional qualifications"**: unitary reference framework, referred to in article 8 of legislative decree no. 13, for the certification of skills which takes place through the progressive standardization of the essential elements, including descriptive ones, of education and training qualifications, including those of education and professional training, and of professional qualifications through their correlation also through a shared system of recognition of credits in a European key;
- **"National reference framework for regional qualifications"**: constitutive part of the national Directory relating to regional qualifications as a unitary reference for the correlation of the same and their progressive standardization, as well as for the identification, validation and certification of qualifications and skills also in terms of training credits in a European key;
- **"Atlas of Work and Qualifications"**: classification and information device, in support of the National Directory of education and training qualifications and professional qualifications;
- **"National Qualifications Framework"**: national device for referencing Italian qualifications to the European Qualifications Framework referred to in the Council Recommendation of 22 May 2017 with the function of linking the Italian qualifications system with the systems of other European countries.

1b. Certification procedure

Summary of the minimum elements characterizing the phases of the identification and validation process and of the skills certification procedure		
Process stages	Process of identification and validation of skills	Competence certification procedure
Identification	<i>Reconstruction and codification of the activities carried out and of the presumably acquired skills with the preparation of a dossier of evidence and possible release of a "Transparency document"</i>	<i>Admission through acknowledgment of the achievement of the learning outcomes of the formal path or through the acquisition of the "Validation Document" as a result of an identification and validation process</i>
Assessment	<i>Technical examination of the evidence dossier and of the "Transparency document" and direct evaluation, in the presence of the candidate carried out with oral, written or practical tests, or remotely, according to the regulations of the respective owners</i>	<i>Direct and summative assessment carried out with oral, written or practical tests, according to the regulations of the respective owners, by a commission or an assessment body</i>
Certification	<i>Drafting and issuing of the "Validation document"</i>	<i>Drafting and issuing of the "Certificate"</i>

1c. Format Documentation for the process of identifying / certifying skills

TRANSPARENCY DOCUMENT

- Identification data of the owner public body; Identification data of the titled body; Regulatory references for the identification, validation and certification of skills and accreditation services adopted by the public body holder;
- Identification data of the declarant: Name, Surname, Date and place of birth; Identification data of the head of the accompaniment and support function for the identification and transparency of skills;
- Declared experiences; Supporting evidence; Potentially acquired skills: Reference to the Atlas of work (Area of activity or expected results) 1 where applicable; Reference repertoire and qualification where applicable
- Place
- Date
- Signature of the declarant and of the person in charge of the accompanying function

VALIDATION DOCUMENT

- Identification data of the owner public body; Identification data of the titled body; Normative references for the identification, validation and certification of skills and accreditation services adopted by the public body holder

ISSUED TO: Identification data of the recipient: Name, Surname, Date and place of birth

WHICH HAS ACHIEVED THE VALIDATION OF THE FOLLOWING SKILLS:

Reference qualification and related EQF level (where applicable)	Validated skills	Codes of the Atlas of Labor and Qualifications (Areas of activity or expected results) (where applicable)

- Specifications relating to the learning methods / contexts / experiences of the validated skills; Specifications relating to the methods of assessing the skills validated by the titled body
- Place
- Date
- Signature of the legal representative of the titled body or of the manager identified by the specific regulations of the owner public body
- Registration number of the validation document by the public body holder
- Identification data of the owner public body; Identification data of the titled body; Normative references of the identification, validation services and of the

competences and accreditation adopted by the holder public body

CERTIFICATE

- ISSUED TO: Identification data of the recipient: Name, Surname, Date and place of birth

WHO HAS OBTAINED THE CERTIFICATION OF THE FOLLOWING SKILLS:

Reference qualification and related EQF level (where applicable)	Validated skills	Codes of the Atlas of Labor and Qualifications (Areas of activity or expected results) (where applicable)

- Any specifications relating to the formal, non-formal and informal learning methods / contexts / experiences of certified skills; Any specifications relating to the formal, non-formal and informal methods of assessing the certified skills by the titular body
- Place
- Date
- Signature of the chairman of the commission or of the head of the assessment body identified by the specific regulations of the owner public body
- Registration number of the certificate by the public body holder

2 - Summary table of the essential levels of performance of the national skills certification system

LEP (essential performance levels)	References regulatory D.lgs. 13/2013	Description	Output/Outcome
A) Welcome and first information	<i>Art. 5, co. 1, lett. b)</i>	<p>This phase is aimed at informing and welcoming the candidate, verifying the requirements for access to the service and identifying an actual need for the service. Information and guidance aimed at guaranteeing both equal opportunities in the use of services and the preliminary verification of the needs and requirements for access to the service.</p> <p>This phase can be handled by those who work at the facilities accredited or authorized for the service through a face-to-face modality (for example at the counter, through group or individual information sessions) or remotely (for example through the web platform). Persons who demonstrate or self-declare that they have acquired learning experiences in any context can access the identification and validation service, as long as they are adequate and relevant to one or more qualifications included in the repertoires of the respective pertinence of the public bodies at which they submit the request for access to the service.</p>	<p>Output: Acceptance of the application for access to the service and the preparation of a document to adhere to the procedure (for example a service agreement) or the refusal of the same and any orientation to another service.</p> <p>Outcome: Person informed about the services and opportunities offered by the services, both from the perspective of job search and retention, and from the perspective of personalized and targeted training</p>
B) Identification and validation of skills	<i>Art. 2, co. 1, lett. i)</i>	<p>Service aimed at the recognition, by a body entitled, according to its own system, of the skills acquired by the person, through a reconstruction and evaluation of non-formal or informal learning. For the purposes of identifying skills, those acquired in formal contexts are also considered.</p> <p>The identification and validation process is divided into the stages referred to in Article 5 of Legislative Decree 16 January 2013, no. 13 and in accordance with the operational references referred to in these Guidelines and can be completed with the issue of a document, in any case named according to the regulations in force at the respective public bodies, identifiable under the common name "Validation document", with value of public deed and certification of at least the second part, or it can continue with the certification procedure. The release of the "Validation document" is optional and takes place at the request of the person if the identification and validation process is completed with the certification procedure of skills, without interrupting the procedure.</p> <p>The public bodies that own, within their own legal systems, may provide for the possibility of articulating the</p>	<p>Possible discovery outputs:</p> <ul style="list-style-type: none"> • Transparency document (first part value) • Credit recognition • Qualitative profiling, for example in the context of a service agreement <p>Possible validation outputs:</p> <ul style="list-style-type: none"> • Validation document (second part value) • Credit recognition • Qualitative profiling, for example in the context of a service agreement • Direct access to the skills certification service

		identification and validation processes in one or more services, provided that the identification process ends with the preparation of a document in any case named according to the regulations in force. at the respective public bodies, identifiable under the common name "Transparency document", as a summary of the results of the identification phase, which is issued in the event of interruption or delay of the service, or at the request of the user in the event that proceed to the subsequent evaluation phase at the same titled body.	Outcome: Person activated in strengthening their employability profile and in the propensity for inclusion in personalized and targeted training courses
C) Certification of skills	<i>Art. 2, co. 1, lett. I)</i>	Service aimed at issuing a document, however named according to the regulations in force at the respective public bodies, identifiable under the common name "Certificate" certifying the skills acquired by the person. The certification procedure is carried out both following an identification and validation process, referred to in point a), and following a formal learning path and is divided into the phases referred to in Article 5 of the legislative decree January 16, 2013 , no. 13 and in line with the operational references referred to in these Guidelines ,. The "Certificate" constitutes a third party attestation, with the value of a public deed.	Output: • Certificate of skills (third party value) Outcome: Raising the level of qualification of the person also for the purposes of insertion / reintegration into work or in personalized and targeted training courses

