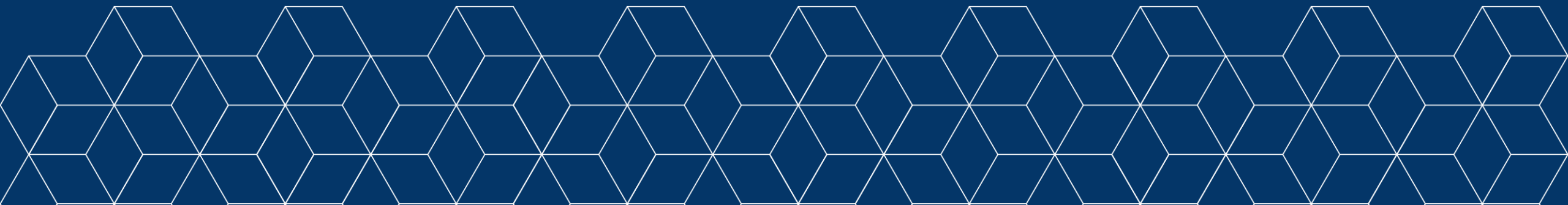


Michela Bastianelli (ITALY)

New Italian Decree for the identification, validation, and certification of competencies related to non formal qualifications under the responsibility of the Ministry of Labor and Social Policies

Peer Learning Activity: “Inclusion of qualifications from outside formal education and training in NQFs referenced to the EQF”

8-9 April 2025, Warsaw, Poland



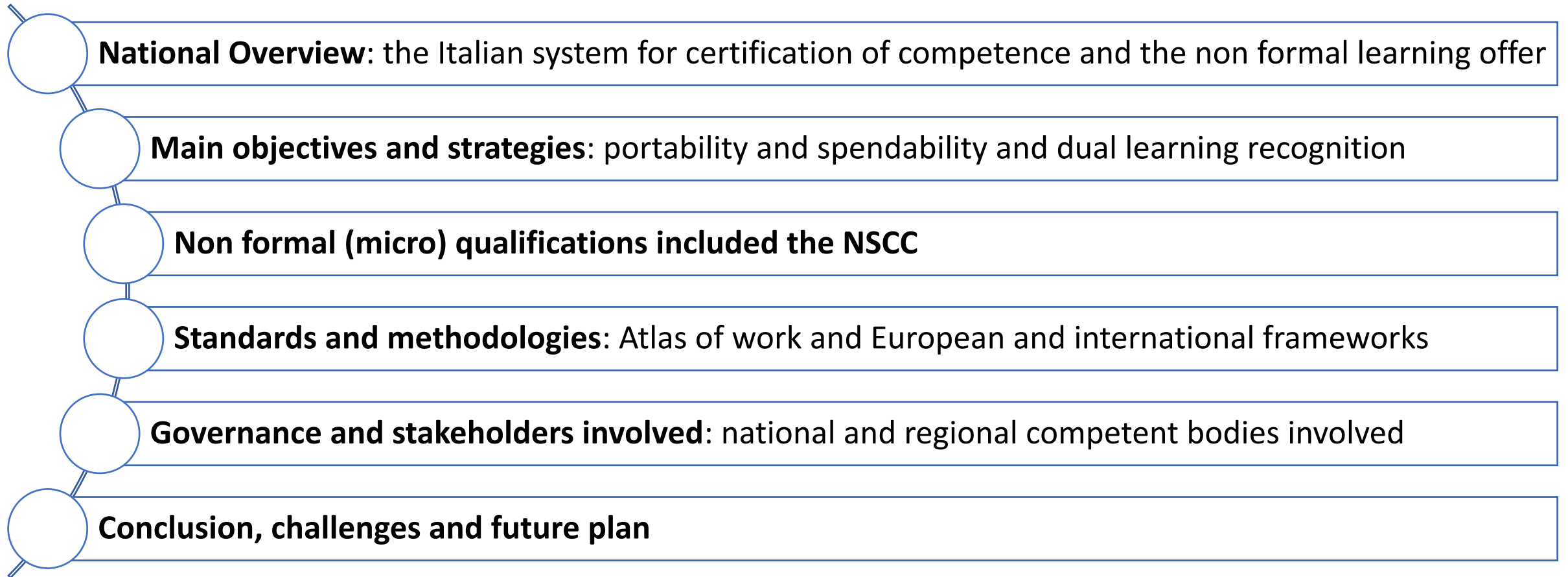
Foreword

The decree refers to **three NSCC approaches** :

- ❑ **1. Cooperative approach:** inter-institutional collaboration between the central and regional administrations involved aimed at ensuring a coordinated and shared application of the rule and preventing asymmetries and different applications through cooperative approaches and the transfer of good practices
- ❑ **2. Progressive approach:** gradual and progressive approach trying to enhance consolidated experiences and existing institutions, limiting the introduction of elements of regulatory, technical and procedural innovation to the minimum necessary
- ❑ **3. Substantial approach:** avoiding formalistic applications of skills certification, enhancing any experience that allows increasing the skills and employability of individuals. In this sense, the SNCC assumes a complementary function to the system of public lifelong learning provision, not parallel and alternative function



The Italian Decree No. 115, issued on July 9, 2024, establishes the framework for the identification, validation, and certification of competencies related to qualifications under the responsibility of the Ministry of Labor and Social Policies



The Italian System for Certification of competences (NSCC)

2012
Labour Market Reform
The Italian Strategy for LLL

Ex ante conditionality for 2014-2020 ESF programming fulfilled

mandate

2013
Legislative Decree establishing the
National System for Certification of Competences
(NSCC)

2013
The First Italian
Referencing Report
to EQF

Preliminary phase

2015
Inter-ministerial
Decree
establishing the NQFRQ

2018
Inter-ministerial
Decree
establishing the NQF

2021
National Guidelines for the interoperability of the
Public Competent Authorities of the NSCC

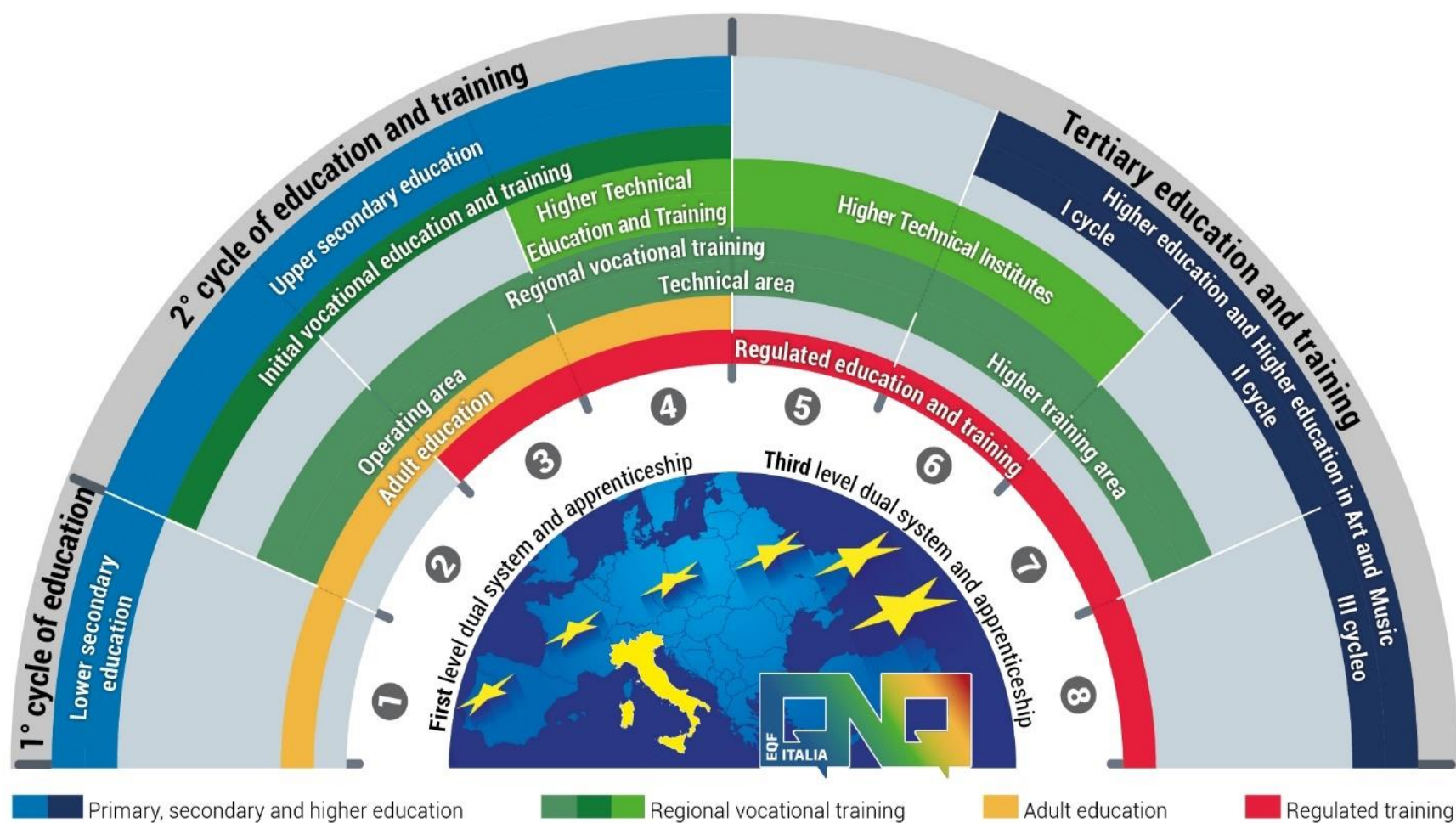
2022
The updated Italian Referencing Report to EQF

2024
Regulation of the identification, validation, and
certification of competences related to
qualifications under the Ministry of Labour

Implementation phase



The formal education and training systems referenced to the NQF/EQF levels



Main objectives of the new Decree for the inclusion of non formal qualifications

Within the Italian strategy for lifelong learning

a wide range of different (by purposes, contexts, and target groups) public and private non-formal learning pathways (complementarity with the formal qualifications) are integrated in the NSCC based on the LO approach and NSCC standards



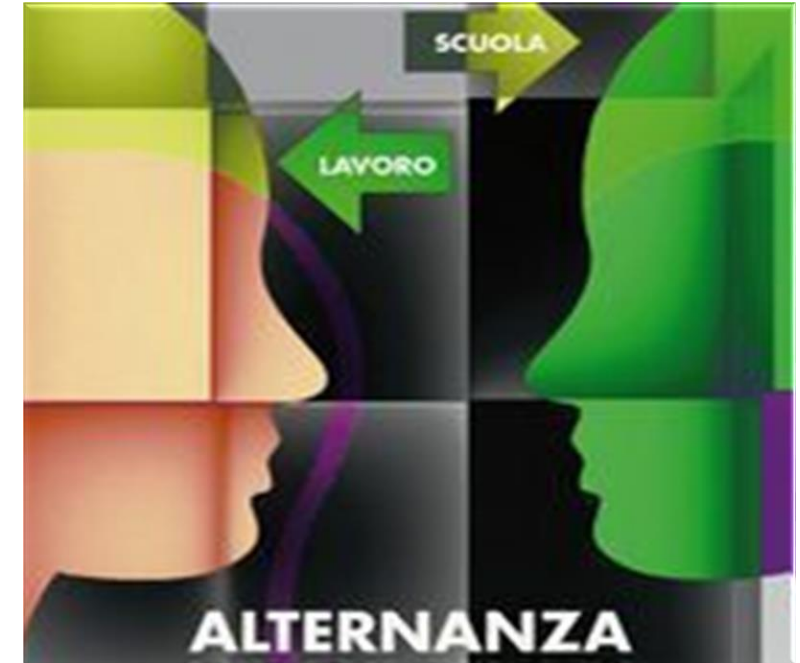
Main Strategies: Dual learning recognition (work + training) and Bilateralism



Enhancing the training capacity of firms



Valorizing all Entities involved in bilateral agreements



Establishing "National Dual Centers for competences development" (work-training centers)



Non formal qualifications pathways included in the NSCC

Continuous training for workers

Regions and AP develop training courses funded by own resources or the European Social Fund (ESF) or other ESIF; the social partners through the Joint Interprofessional Funds for Continuing Training, mainly at supra-regional, national and sectoral level

Chambers of Commerce training

A wide range of non-formal learning opportunities in different economic sectors

Training policies and programs promoted by MLPS

Policies to tackle early school leaving and active labour market policies; policies to contrast poverty, policies for reskilling and upskilling the adult population

Volunteering and collective utility projects and Universal civil service

An active citizenship pathway, lasting 8-12 months, which offers young people (18-28) the opportunity to participate in a project, at a non-profit organization, in Italy or abroad, characterized by general and specific training and voluntary service in different fields

Professional apprenticeships

Students enrolled in education and training courses have a contract, they have a double status: “student” and “worker”. through a personalized training-work Plan, co-planned by both didactic and company tutors

Internships

An active policy measure aimed at creating direct contact between an enterprise and a trainee in order to improve professional guidance, professional competences and integration or reintegration into the labour market

Entrepreneurship training

Policies to support innovation and the competitiveness of businesses and the digital, energy and green transitions

Stakeholders involved by the Ministry of Labour in alliance with Regions and Autonomous Provinces

A strength coordination among Ministry of Labour and Social Policies, Regions and Autonomous Provinces and Bilateral Entities (as delegated bodies) signing an agreement for providing IVC services for competences acquired through non-formal learning pathways



The Joint Interprofessional funds for continuing training and the bilateral funds for training and income integration

for the measures promoting the upskilling of workers and the competitiveness of companies. through other Entitled or Accredited bodies, training providers and enterprises /networks



The National Union of Chambers of Commerce, Industry, Handicrafts, and Agriculture

for specific areas of intervention, supporting businesses and the development of the local economy, through the cameral system bodies or accredited training providers



Sviluppo Lavoro Italia spa

for interventions (programs, investments and measures) promoted by the MLSP, including initiatives under the Erasmus+ Program or similar, as well as measures aimed at the social and work inclusion of foreigners through the partnership of the DU-NA centers



The structure of the DU-NA centers



The DU-NA centers require a series of specific “components” to ensure a well-structured training and work specialized network:

- **Accredited Entities:** at least five Regions, including one in Southern Italy
- **Vocational Education Institution (IeFP):** at least one entity providing vocational education and training.
- **Provincial Centre for Adult Education (CPIA):** at least one CPIA.
- **Higher Technical Institute (ITS Academy):** at least one ITS Academy.
- **Companies or Trade Associations:** at least one company or association, consortia
- **Employment Agency:** at least one employment agency or authorized intermediary
- **Professional Association:** an aggregated professional association per Law 4/2013 (not regulated professions) and an accredited quality assurance body.



Standards and Methodologies: The Atlas of Work and qualifications

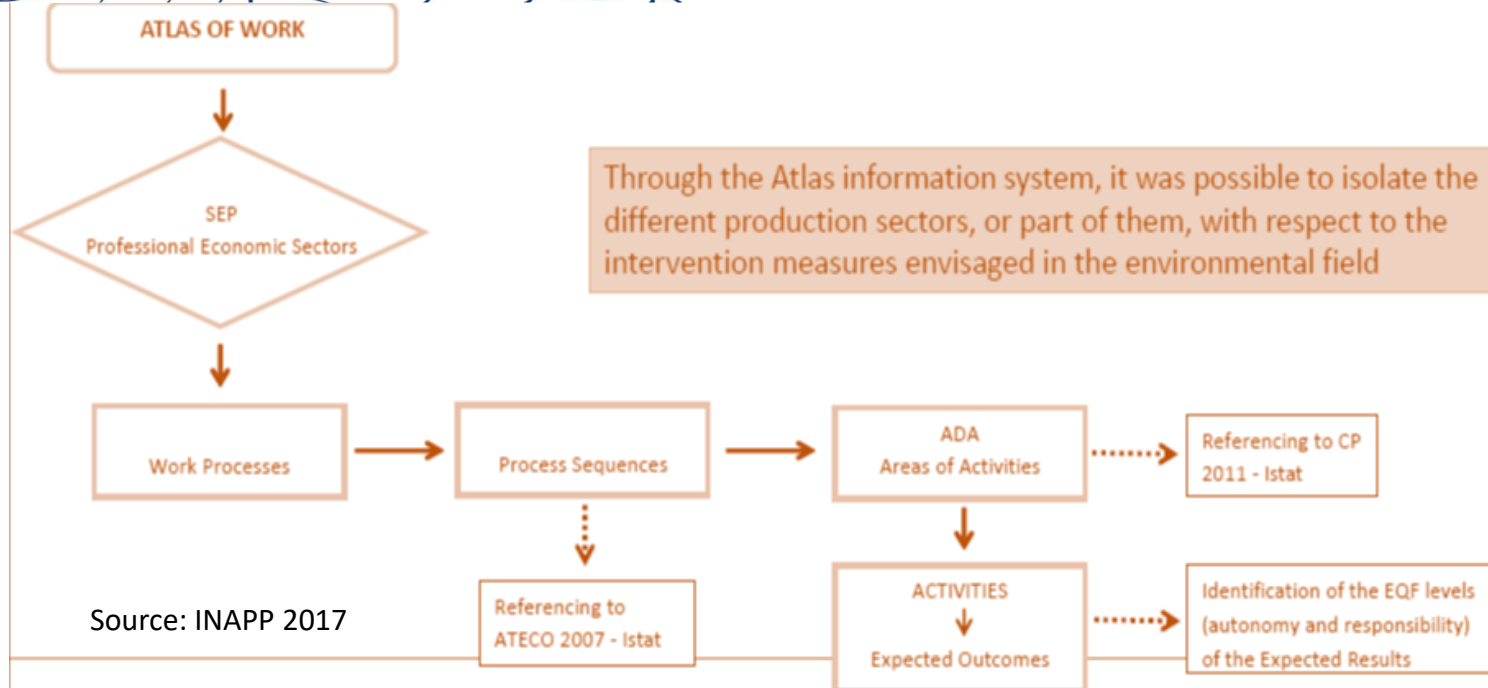
The Repertoire of the MLSP consists of (micro) qualifications referring to the expected results (learning outcomes) of the Atlas of Work and Qualifications referenced to the NQF/EQF

ATLANTE DEL LAVORO
E DELLE QUALIFICAZIONI



The Atlas is a mapping of the world of work and qualifications based on the description of the content of the work in terms of activities.

<http://ataIntelavoro.inapp.org>

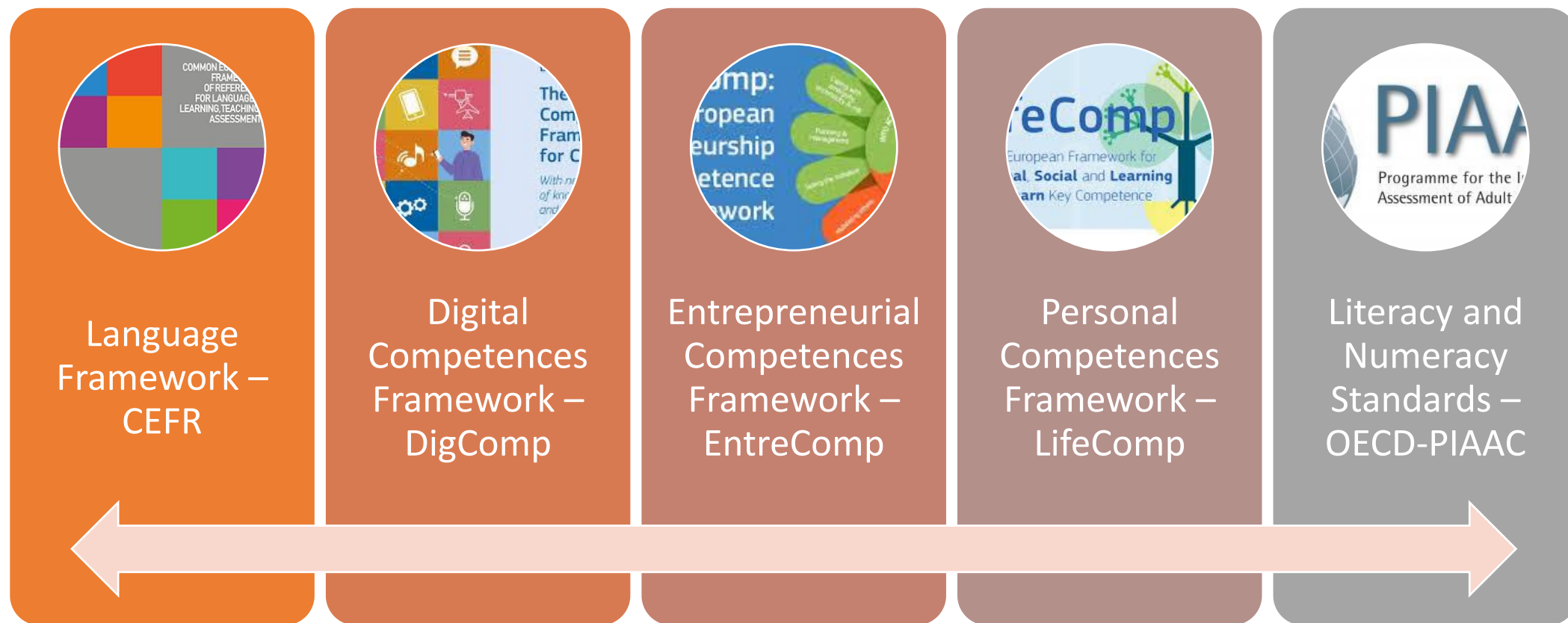


Source: INAPP 2017



Standards and Methodologies: European and international frameworks

For the purposes of identification, the Repertoire of the MLPS also consists of qualifications intended as competences relating to learning outcomes or descriptors connected to:



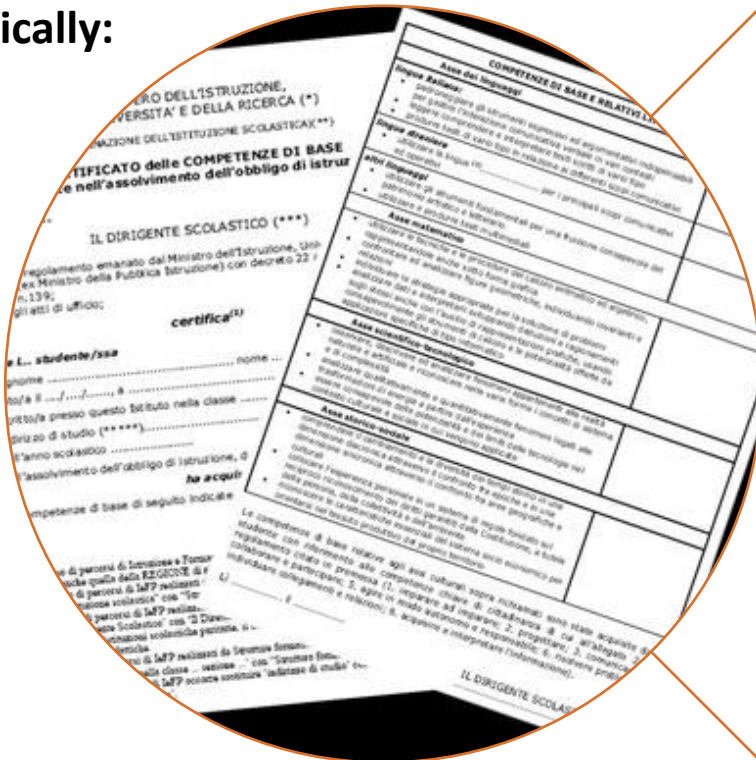
Minimum Standards of system, process and attestation

*The standards established by the provisions of the NSCC
(Legislative Decree 13/2013 and the Guidelines of 5 January 2021)*

The Right to portability

Competences identified, validated or certified are assessed, upon request of the person, and recognized according to criteria and procedures defined by each public body for the respective areas of competence

Specifically:



The attestation must be:

- issued in an open digital format
- signed with a digital signature
- retained digitally by the authorized entities that issued them
- registered in the worker's electronic file
- inclusive of the logo and the name of the MLPS, the issuing entity, and, if applicable, the delegated entity



Main conclusions

A significant step towards transparency, quality, and portability of qualifications

A commitment to lifelong learning by using the European and international frameworks

Greater value to the work-based learning for better and personalized opportunities for upskilling pathways

Challenges

Enhancing the value of acted-out competences

Boosting the business engagement

Improving the quality of training and qualifications design

Future plans

Adoption of regulatory frameworks

Strengthening coordination for VET

Making operational also the certification

The entry into the system





Thank you for your attention



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