

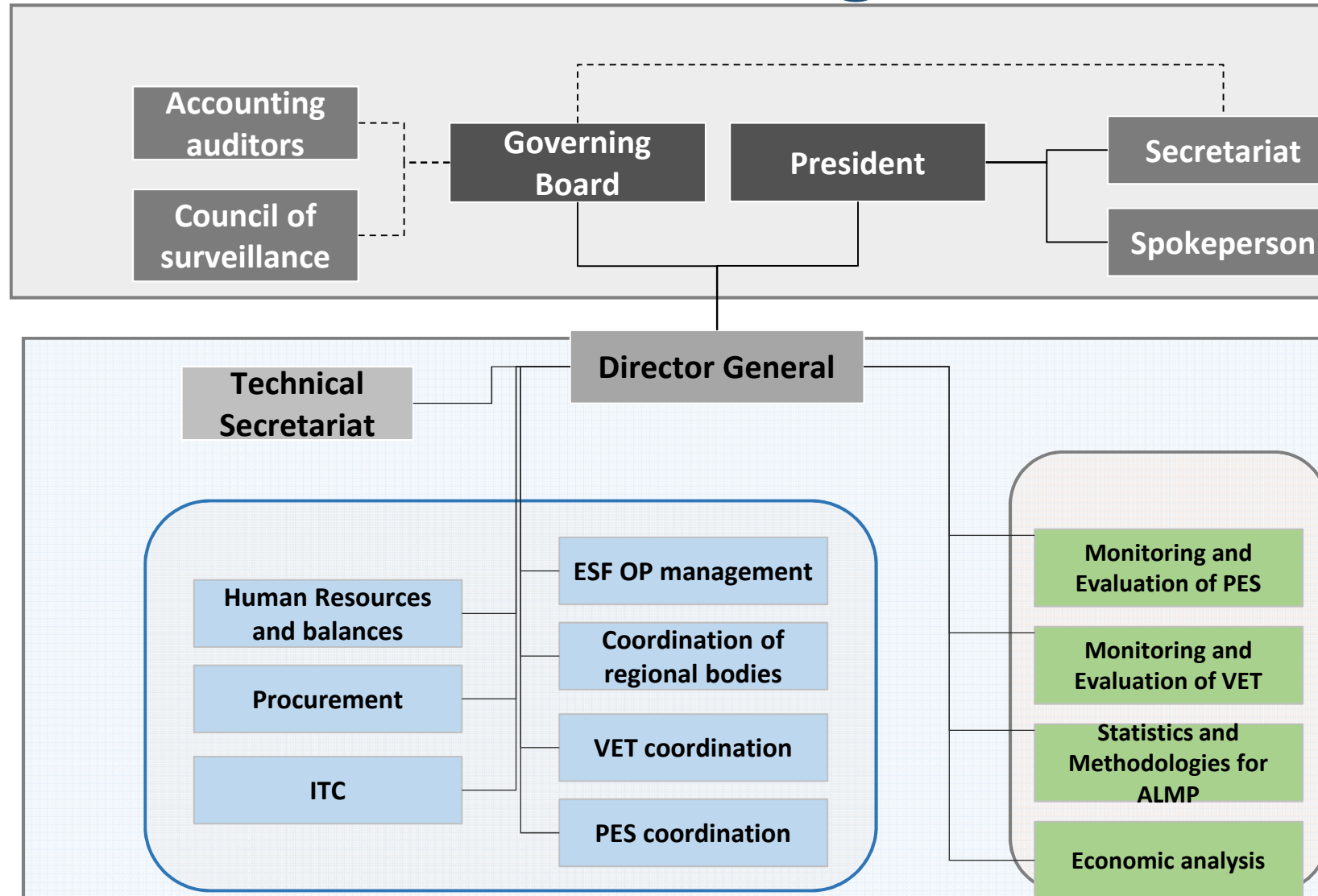
The N.Q.F. in Italy and the role of the Italian National Agency for Active Labour Market Policies (ANPAL)

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ANPAL: structural organization



National Agency for Active Labour Market Policies (ANPAL)

ANPAL represents the national main key actor for ALMPs, aiming at reducing unemployment rates and at improving skills and employability. In particular, the ANPAL's main tasks are:

- ✓ to coordinate all the actors delivering employment services at local level (public employment centres (PECs) and private providers);
- ✓ to support the development of skills and qualifications for job searching and/or for continuation in further learning path-ways.

- **ANPAL is the designated authority, at the national level, as National Contact Point respectively for European tools such as: Europass, European Qualification Framework and Euroguidance....**

- ANPAL is responsible for the realization of PIAAC (on behalf of the Italian Ministry of Labour, and together with the National Institute for Public Policy Analysis - INAPP).



ANPAL Competences

Coordination

- The unemployment benefit scheme
- PES: Public Employment Services
- ESF programming

Definition of common tools

- Service standards
- Profiling methodologies
- Employment voucher
- IT system for ALMP

Management

- National Operation Programmes (cofinanced by the ESF)
- Programmes for crisis management
- Experimental ALMP programmes
- Programmes aimed at improving regional performances

Monitoring

- Bilateral Funds for the training of workers

NQF and L.L.L. in Italy - main institutional steps

Law 92/2012 Reform of the Labour Market

Lifelong learning for a new economic growth, social inclusion and for supporting employability/mobility

The First Referencing Report to EQF

2012

Legislative Decree 13/2013

National Repository of Qualifications awarded at the national/regional level based on Learning Outcomes and EQF levels

Inter-ministerial Decree establishing the NQF

8 January 2018



NQF Objectives

Tool for the
description
and
classification
of national
qualifications

Regulatory tool
for
qualifications
to **access** the
National
Repository of
qualifications

....thus
Completing the
referencing of
qualifications
to EQF

UNIVERSITY



NQF characteristics



Structured on 8 levels

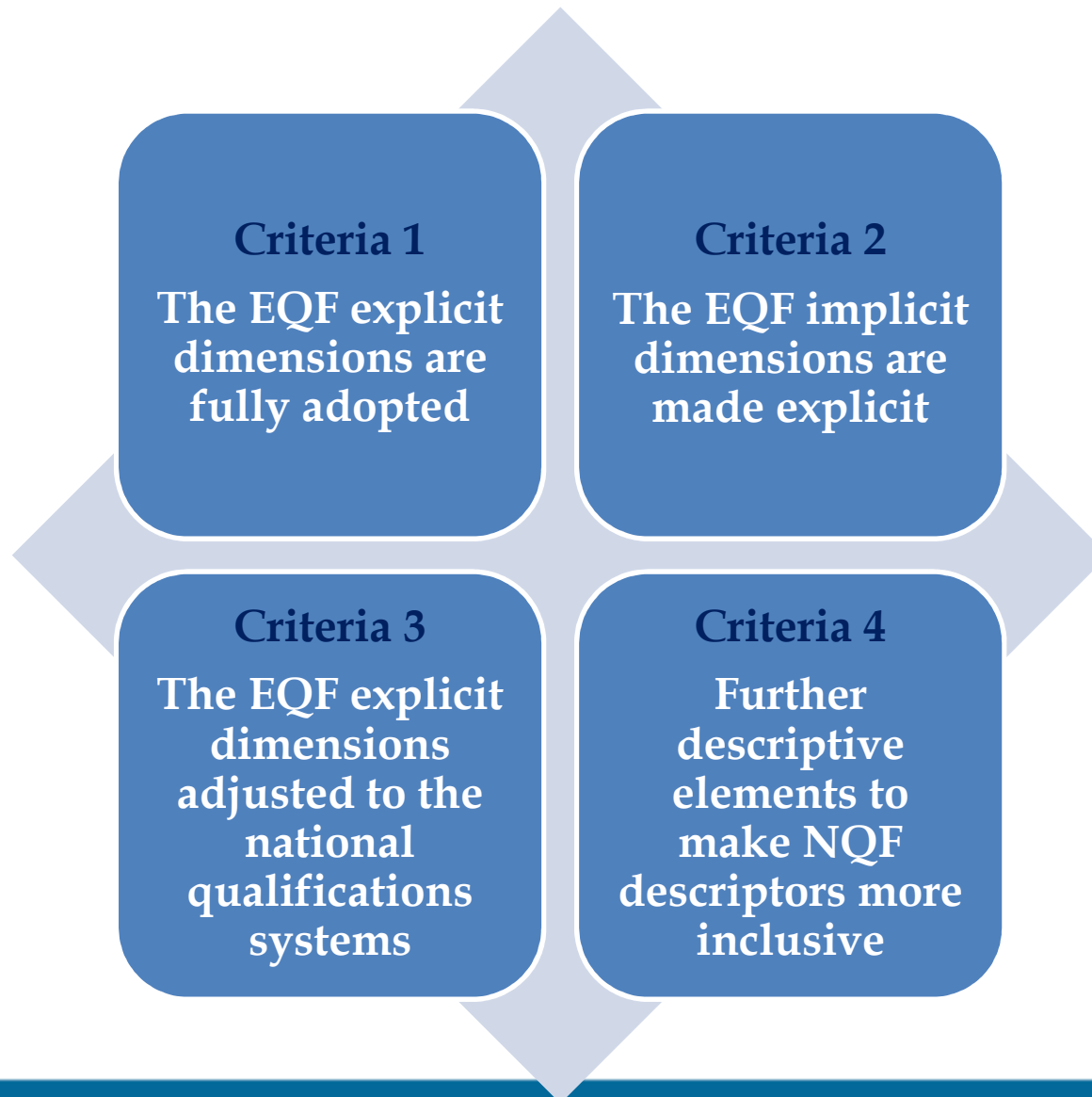
Based on Learning Outcomes (LOs) approach

EQF descriptors

Holistic/all-inclusive approach



NQF Sub-descriptors: 4 methodological criteria



WZV

Sub-descriptors and criteria. The methodological framework

Knowledge	Skills	Responsibility / Autonomy
<p>Theoretical and/or factual dimension of knowledge - The EQF explicit dimensions are fully adopted (Criteria 1)</p>	<p>Procedural and practical skills - The EQF explicit dimensions are fully adopted (Criteria 1)</p> <p>Technical, professional and context specific skills - Further descriptive elements to make NQF descriptors more inclusive (Criteria 4)</p>	<p>Context - The EQF implicit dimensions are made explicit (Criteria 2)</p>
<p>Extent and depth of knowledge - The EQF implicit dimensions are made explicit (Criteria 2)</p>	<p>Cognitive skills - The EQF explicit dimensions are fully adopted (Criteria 1)</p> <p>Social-interaction and activation skills - Further descriptive elements to make NQF descriptors more inclusive (Criteria 4)</p>	<p>Responsibility - The EQF explicit dimensions adjusted to the national qualifications systems (Criteria 3)</p>
<p>Understanding and awareness of knowledge - The EQF implicit dimensions are made explicit (Criteria 2)</p>		<p>Autonomy - The EQF explicit dimensions adjusted to the national qualifications systems (Criteria 3)</p>



Main NQF level descriptor elements in Italy

Dere of the Ministry of Labour and Social Policies in accordance with the Ministry of Education, University and Research establishing the NQF in Italy, 8 January 2018 - <http://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg>

Translation by Michela Bastianelli and Gabriella Falzacappa (ANPAL)

Descriptor	KNOWLEDGE	SKILLS	RESPONSIBILITY and AUTONOMY
Level 1	General and basic knowledge, with a limited extent, aimed at performing simple tasks in well-known and structured contexts.	Using know-how, materials and tools to perform simple tasks by involving basic cognitive, interpersonal and social skills. Typically: FOCUS and INTERACTION	Performing given task in accordance with required parameters, under direct supervision of the activities, in a structured context.
Level 2	General and basic knowledge, with a moderate extent, aimed at performing simple tasks in different sequences.	Using know-how, materials and tools to perform simple tasks in different sequences, by involving cognitive, interpersonal and social skills, in a detailed range of context variables. Typically: MEMORY and PARTICIPATION	Performing assigned tasks in compliance with established criteria, under supervision for the achievement of results, in a structured context characterized by a limited range of diversified circumstances.
Level 3	A range of mainly general knowledge with conceptual elements, aimed at producing logical connections. Capability of understanding.	Applying a range of know-how, methods, materials and tools to achieve expected results by involving a set of cognitive, interpersonal, social and activation skills which facilitate the adaptability in changeable contexts. Typically: UNDERSTANDING, CO-OPERATION and GOAL ORIENTATION	Achieving expected results by ensuring their compliance and by identifying the most appropriate implementation methods, in a structured context characterized by mutable circumstances requiring own activity change.
Level 4	A wide range of specialized knowledge in different fields, integrated by the factual and/or conceptual dimension. Capability of understanding.	Applying a range of know-how, methods, routines, procedures, materials and tools to solve problems, by involving a set of cognitive, interpersonal, social and activation skills needed to overcome increasing difficulties. Typically: PROBLEM SOLVING, CO-OPERATION and MULTITASKING	Achieving goals by coordinating and integrating own and others results and activities, and by participating in both decision-making and implementation process, in a foreseeable context subject to unpredictable changes.

Main NQF level descriptor elements in Italy

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Descriptor	KNOWLEDGE	SKILLS	RESPONSIBILITY and AUTONOMY
Level 5	General and basic knowledge, with a limited extent, aimed at performing simple tasks in well-known and structured contexts.	Using know-how, materials and tools to perform simple tasks by involving basic cognitive, interpersonal and social skills. Typically: FOCUS and INTERACTION	Performing given task in accordance with required parameters, under direct supervision of the activities, in a structured context.
Level 6	Integrated, comprehensive, in-depth and specialized knowledge. Awareness of fields of knowledge.	Applying a wide range of methods, routines, procedures and tools, in a conscious and selective manner also to modify them, by involving an extensive set of cognitive, interpersonal, social and activation skills needed to find unconventional technical solutions. Typically: ANALYSIS AND EVALUATION, SPECIALIZED AND EFFECTIVE COMMUNICATION IN A TECHNICAL FIELD and MANAGEMENT OF CRITICAL PROBLEMS	Ensuring compliance of goals, achieved autonomously and by others, by identifying and planning corrective and development measures, and by taking part in the implementation process, in a specific and complex context subject to frequent and unpredictable changes.
Level 7	Integrated and advanced knowledge in a specific field, transferable from one context to another. Critical awareness of theories and principles in a specific field.	Transferring, in different contexts, methods, routines and procedures needed to solve complex and unexpected problems, by involving advanced cognitive, interpersonal, social and activation skills needed to synthesize review and address demands through innovative and creative solutions. Typically: SYNTHESIS VISION, NEGOTIATION AND MOTIVATION and PLANNING	Overseeing objectives and processes of individuals and teams, by facilitating the day-to-day management and conditions stability, by autonomously making decisions and negotiating both goals and implementation methods, in an undefined context subject to unpredictable changes.
	Integrated and highly specialized knowledge, some of which is cutting – edge in a given field.	Integrating and turning know-how, methods, practices and procedures, by involving specialized cognitive, interpersonal, social and activation skills	Leading integration and turning processes, by implementing strategies and directing objectives and resources development, by

Can the learning outcomes approach make a difference?

Impact of the LOs approach prior NQF

General Education Reform
(Ministry of Education Decree,
n. 211, 2010)



The First National Referencing
Report to the EQF (2012):
General Education, Higher
Education and regional
qualifications awarded within
State-Regions Agreement

- **Contributed to re-design Regional Repositories (regional qualifications aligned to those referenced in 2012)**
- Networking among different institutional stakeholders at national and regional level
- Dual system and work-based learning (school-work alternation, apprenticeship)

Nevertheless in some cases the input oriented approach has not been completely overcome



Potential NQF impact for Italy and for the ANPAL

Reduction of the **mismatch between supply and demand**

Reduction of skills mismatch, increasing **employability** and labour market **competitiveness**

Coordination of learning opportunities and **permeability** between different systems

Coordination and partnership between policies and services and **outreach, guidance and support measures** (for example upskilling pathways for adults and NEET)

Operational **networking** at local level between PES, Guidance Centers, and Adult Learning Centers

Validation of non formal and informal learning

Forthcoming impact evaluation

Developing the National Framework

Updating the First Referencing Report to the EQF (end of 2018)

Guidelines for referencing the qualifications to the NQF/EQF

Implementation of VNIL procedures



Thank you for your attention

**תודה רבה!
Todà rabà!**

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