
**The European Qualifications Framework:
supporting learning, work and cross border
mobility**
15-16 March 2018, Brussels

Qualifications frameworks and
institutional governance:
the Italian case

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NQF - 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 *all* national
qualifications

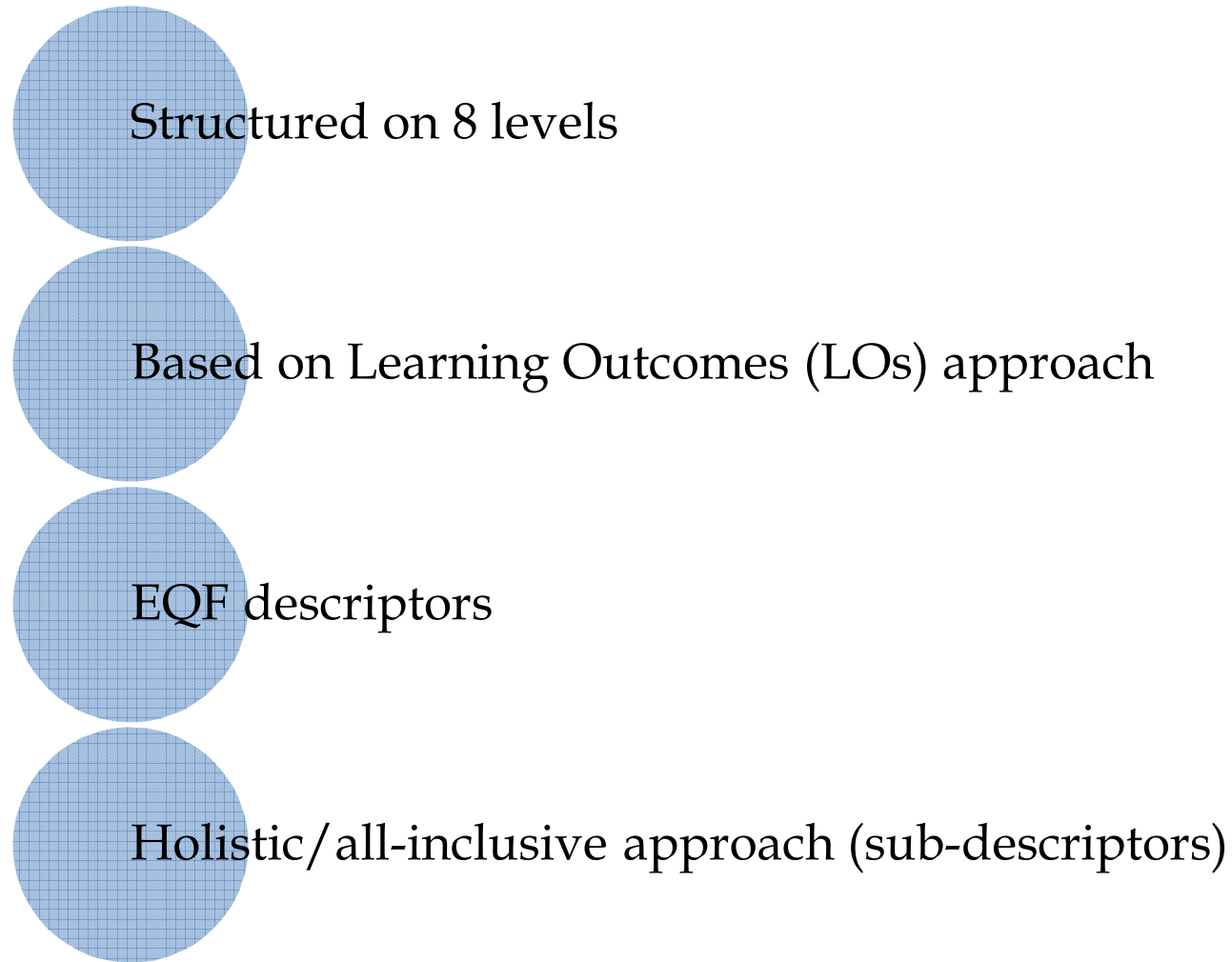
Regulatory tool
for
qualifications
to **access** the
National
Repository of
qualifications

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

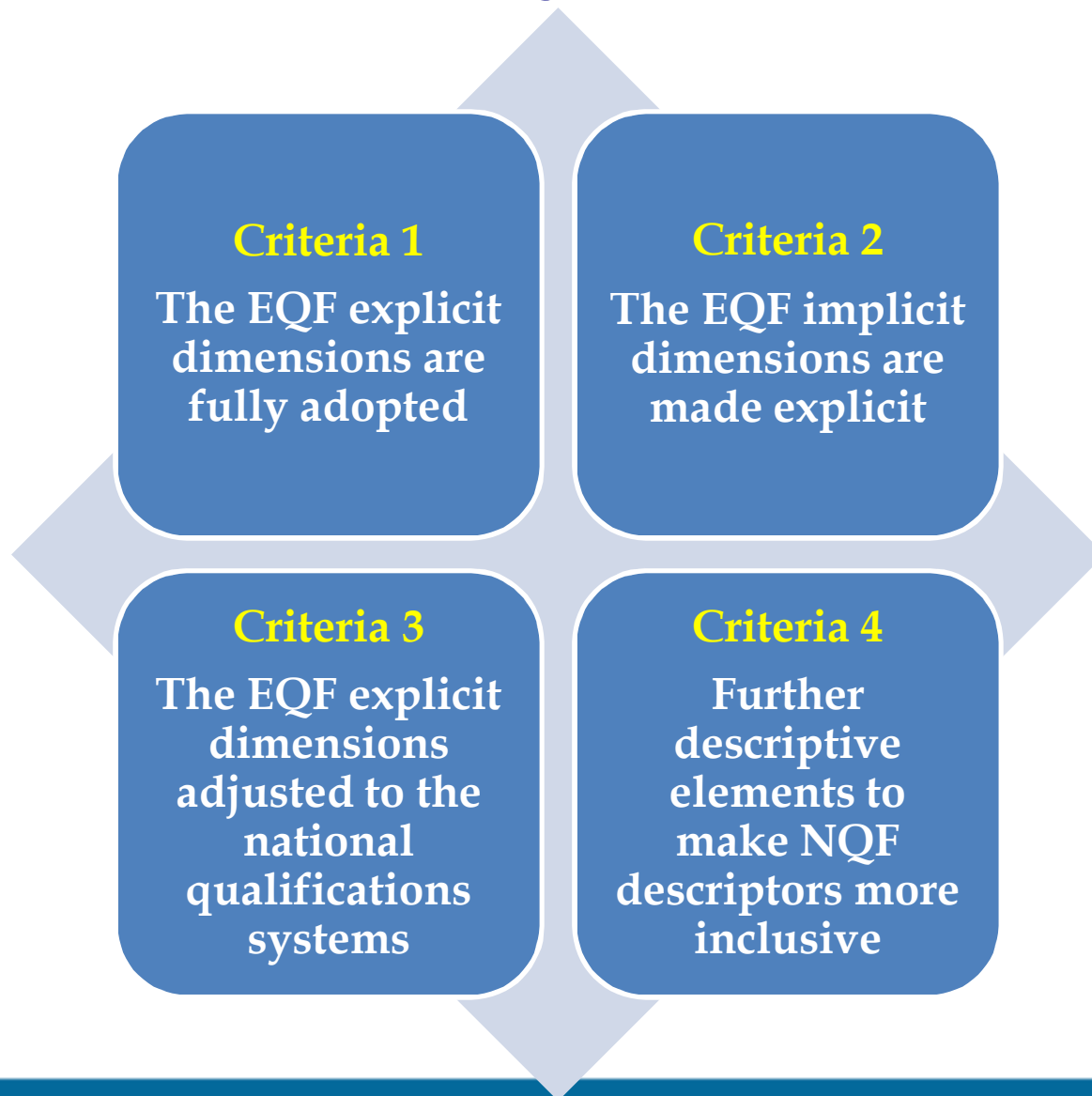
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NQF characteristics



NQF Sub-descriptors: 4 methodological criteria



EQF

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

Derec 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.

Can the learning outcomes approach make a difference?

Impact of the LOs approach on the national Learning System

- General Education Reform Decree of the Ministry of Education n. 211, 2010 (Upper Secondary School and Regional qualifications awarded within State-Regions Agreement)
- The First National Referencing Report to the EQF (2012)
- Networking co-ordination among different institutional stakeholders

Work-based learning policies:

- Decree n. 107, 2015 *Buona scuola* School-work alternation in Upper Secondary School (even abroad)
- State-Regions Agreement 24 Sept., 2015 on Dual system in VET pathways

In progress...

- Re-design of Regional Repositories: alignment of regional qualifications

Still resistance to the output oriented approach

Potential NQF impact

Validation of non formal and informal learning

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

Development of policies, services and measures for **vulnerable groups** (NEET) or for supporting specific programme (Upskilling)

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


Reducing the **skills mismatch**, increasing **employability** and labour market **competitiveness**

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 kind attention

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ANPAL

