



# **Competences Before Diplomas**

## **Project Result 1**

### **COMPARATIVE RESEARCH**

### **OF THE STATE-OF-THE-ART IN VALIDATION OF NON-FORMAL AND INFORMAL LEARNING**

### **EXTRA CONTENTS**



## PROJECT INFORMATION

**Project acronym:**

CompB4D

**Project title:**

Competences Before Diplomas

**Project Number:**

Project N°: 2021-I-FR01-KA220-ADU-00030141



**Sub-programme or KA:**

KA220-YOU - Cooperation partnerships in youth

KA2: YOUTH: Increasing quality, innovation and recognition of youth work

**Website:** <https://compb4d.eu/>

## CONSORTIUM





**PR1: VALIDATION OF NON-FORMAL AND INFORMAL LEARNING**  
***ANALYSIS OF EUROPEAN AND NATIONAL SCENARIOS***

**-TEMPLATE 1 -**

**INSTITUTIONS ACTIVE IN THE  
FIELD (Public bodies)**

In the Italian context, we divide the public bodies into two: public entitling body and entitled body.

**1) 'public entitling body':**

– The Ministry of Education, University and Research, in the identification, validation and certification of competences related to the qualifications of the school system and university.

– Regions and the Autonomous Provinces of Trento and Bolzano, in the identification, validation and certification of competences related to qualifications issued under the respective responsibilities in the VET system;

– The Ministry of Labor and Social Policy, in the identification, validation and certification of competences related to qualifications of non-





	<p>regulated and non organised professions in chambers or formal associations;</p> <p>– The Ministry of Economic Development - EU Policies Department (coordinating the other competent authorities) in the identification and validation and certification of competences related to qualifications for regulated professions.</p> <p><b>2) 'entitled body':</b></p> <p>– an organization whether public or private - including chambers of commerce, industry, trade and agriculture, schools, universities, and institutions of higher education - approved or recognized by the public entitling authorities, according to national or regional law, and provides, in whole or in part, services of identification, validation and certification of competences.</p> <p>Specific accreditation systems for the validation services have been set up in all the Regions that formalized the procedures to implement the new validation framework.</p>
<p><b>INSTITUTIONS ACTIVE IN THE FIELD (Private bodies)</b></p>	<p><b>Audit:</b></p> <p>Audit is a multifaceted entity in the Italian context,</p>





	<p>which offers innovative compliance services to organizations.</p> <p>Among its key services we can mention the following:</p> <ul style="list-style-type: none"> <li>-Training</li> <li>-Risk Management</li> <li>-Services for Certification Bodies</li> <li>-Software Compliance Register (web-based software to better manage compliance activities)</li> </ul>
<p><b>INSTITUTIONS ACTIVE IN THE FIELD (Semi-private)</b></p>	<p><b>Accredia:</b></p> <p>a recognized association that operates on a non-profit basis under the supervision of the Ministry of Economic Development (the reference authority for accreditation at national level). It is the only accreditation body in Italy appointed by the Italian government, in accordance with the European Regulation 765/2008, to certify the competence, independence and impartiality of certification, inspection and verification bodies, and testing and calibration laboratories.</p>





<p><b>ACTIONS that each country implemented in own country (policies, practices, tools and methodologies)</b></p>	
<p><b>EUROPEAN POLICIES TRANSPOSITIONS TO NATIONAL SYSTEMS (EQF, Key Competences For Lifelong Learning and other relevant policies and frames)</b></p>	<p>The process consists of three steps:</p> <ul style="list-style-type: none"> <li>• <b>Identification:</b> <ul style="list-style-type: none"> <li>- reconstruction and codification of the person's learning experiences which need to be pertinent to his or her request;</li> <li>- the transparency of the activities carried and of the competences presumably acquired (with reference to the Repertoire of qualifications pertaining to the titular public body at which the request for access to the service has been presented);</li> <li>- the elaboration of a dossier of evidence that collects and classifies documents, testimonies and products proving the experience.</li> </ul> </li> </ul> <p>Once this step is completed, a document called "Transparency Document" is drawn up as a summary of the results of the identification phase.</p> <ul style="list-style-type: none"> <li>• <b>Validation:</b></li> </ul>





	<p>which consists in the design and planning of the assessment;</p> <p>-the technical evaluation of the dossier of evidence and of the "Transparency Document";</p> <p>-the eventual direct assessment, as a test in the presence of the candidate, carried out by means of oral, written or practical tests according to the regulations of the respective bodies and, where permitted, also remotely with the support of appropriate digital technologies.</p> <p>•<b>Certification</b></p> <p>the process through which there is drafting and issuing of the "Validation Document".</p>
<p><b>FEES to access to recognition and validation offer</b></p>	
<p><b>FUNDING AVAILABLE to access to recognition and validation offer</b></p>	
<p><b>Notes and references (websites)</b></p>	<p><i>ISTAT, 2017. LA PARTECIPAZIONE DEGLI ADULTI ALLE ATTIVITÀ FORMATIVE. Statistiche Report. [online] ISTAT, pp.1-17. Available at:</i></p>



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<https://auditservicecertification.com/>

<https://www.accredia.it/>

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Foundation, E. and Europe, C., n.d. *Definitions.* [online] Available at: <<https://www.coe.int/en/web/european-youth-foundation/definitions#:~:text=Formal%20education%20refers%20to%20the,vocational%2C%20technical%20and%20professional%20training.>> [Accessed 26 March 2022].

CEDEFOP, 2014. *Terminology of European education and training policy: a selection of 130 terms.* [online] CEDEFOP. Available at: <<https://www.cedefop.europa.eu/en/projects/vali>

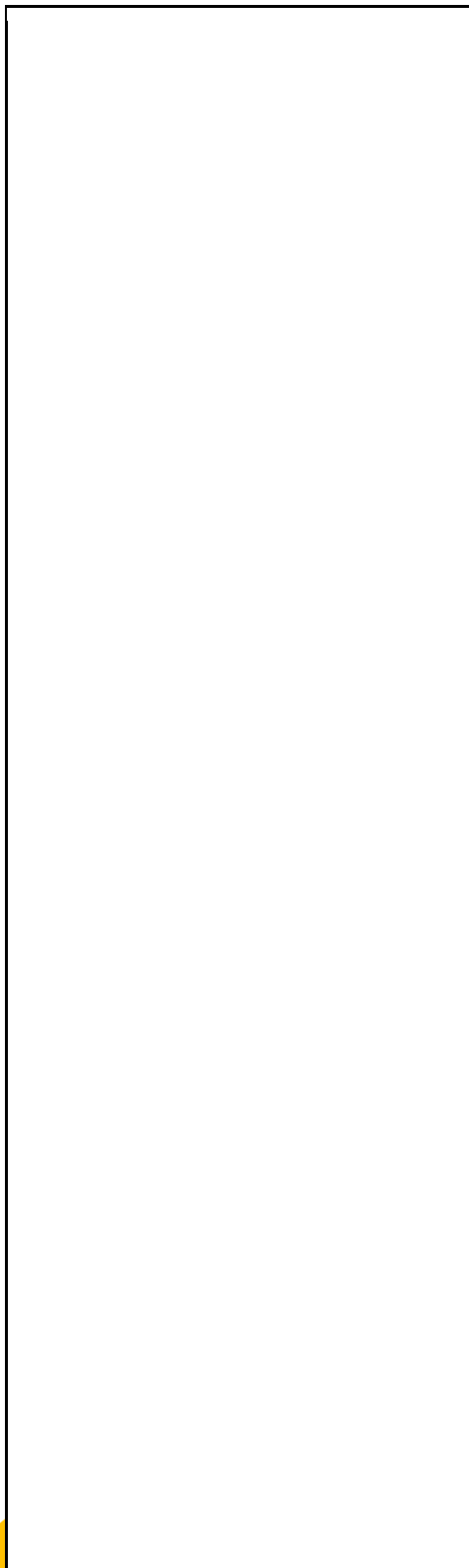






	<p><i>dation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary&gt; [Accessed 27 March 2022].</i></p> <p><i>Regione Emilia-Romagna, 2016. Bollettino Ufficiale della Regione Emilia-Romagna (BURERT).</i></p> <p><i>REGIONE EMILIA-ROMAGNA, 2013. IL SISTEMA REGIONALE DI FORMALIZZAZIONE E CERTIFICAZIONE DELLE COMPETENZE. [ebook] pp.1-47. Available at: &lt;<a href="https://bur.regione.emilia-romagna.it/bur/area-bollettini/bollettini-pubblicati/2013/n.168-del-20.06.2013-parte-seconda.2013-06-19.2348201991/modifiche-e-integrazioni-al-sistema-regionale-di-formalizzazione-e-certificazione-delle-competenze-di-cui-alla-dgr-530-06/allegato-1">https://bur.regione.emilia-romagna.it/bur/area-bollettini/bollettini-pubblicati/2013/n.168-del-20.06.2013-parte-seconda.2013-06-19.2348201991/modifiche-e-integrazioni-al-sistema-regionale-di-formalizzazione-e-certificazione-delle-competenze-di-cui-alla-dgr-530-06/allegato-1</a>&gt; [Accessed 25 March 2022].</i></p> <p><i>London, M., 2011. The Oxford Handbook of Lifelong Learning. [online] Oxford Handbook Online. Available at: &lt;<a href="https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195390483.001.0001/oxfordhb-9780195390483-e-001">https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195390483.001.0001/oxfordhb-9780195390483-e-001</a>&gt; [Accessed 28 March 2022].</i></p>
<p><b>GLOSSARY</b></p>	<p><b>Competence:</b></p> <p><i>Ability to apply learning outcomes adequately in a defined context (education,</i></p>





*work, personal or professional development).*

*Or Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.*

*Competence also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values.*

**Validation:**

*The process of assessing and recognizing a wide range of knowledge, know-how, skills and competences which people develop throughout their lives within different environments*

**Recognition:**

*A. Formal recognition: The process of granting official status to skills and competences either:*

*o through the award of certificates, or*

*o through the grant of equivalence, credit units, validation of gained skills and/or*





*competences by economic and social stakeholders*

**B. Social recognition:**

*The acknowledgement of the value of skills and/or competences by economic and social stakeholders.*

**Certification:**

*The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment of procedure. Certificates or diplomas are*

*issued by accredited awarding bodies.*

*Comment: certification validates the outcome of either formal, or informal non-formal learning.*

**Formal:**

*refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialized programmes for vocational, technical and professional training.*





**Non formal:**

*Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification.*

**Informal competence:**

*Learning resulting from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.*

**Lifelong learning:**

*"Development after formal education: the continuing development of knowledge and skills that people experience after formal education and throughout their lives" (Encarta, 2008). Lifelong learning builds on prior learning as it expands knowledge and skills in*





*depth and breadth (London, in press).*

