Making all Skills Visible: The Validation of Transversal Skills

Stockholm, 24th and 25th May 2023

Sonia Cinti
**Definition:** Atlas of work and qualification can be defined as a mapping of the world of labour market and qualifications based on the description of activities carried out in work context.

**Goal:** to achieve a universal description of the work in order to monitor and evaluate how the market is moving within an extremely dynamic socio-economic context.

The website is divided into 3 sections:

- **Work Atlas:** describes the content of the work in terms of activities
- **Atlas and Qualifications:** hosts the National Repertory of Education, Training and Professional Qualifications
- **Atlas and Professions:** collects the regulated professions (covered by Directive 2005/36/EC) and the repertory of Apprenticeship professions

https://atlantelavoro.inapp.org
Atlas of work and qualification is not a static tool!
It is constantly developed and updated by preparing procedures for its maintenance as required by the Decree 30/6/2015
**Work Atlas: what is it for?**

**System support tool for lifelong learning for:**

- Transparency and reorganization of the Italia Qualifications system
- Planning of the public training offer
- Definition of the policies in the field of active labour policies
- Evaluation of the training offer in relation to the skills needs expressed by labour market
- Referencing to the National Qualifications framework

**Employability and lifelong learning services support tool for:**

- Analysis of the organizational and productive evolutions of the sector
- Support training planning
- Assessment
- Process of recognition of educational credits
- Processes of Identification, Validation and Certification (IVC) acquired in non-formal and informal learning contexts
- Career guidance, also with a view to profiling and skills assessment services
Some examples of use

Providers can verify whether the training path they are planning will guarantee the obtaining of competences useful for carry out activities described in Atlas and, in case, modify and update the training path.

Operators of Public Employment Services can make skills audit or skills gap analysis for different type of users (job seekers, workers interested in career change, etc.).
Dettaglio sequenza: SQ_CD_01_01 - DIGCOMP

Elenco ADA associate alla sequenza

- ADA CD 01.01 (ex) - Ricerca e gestione di informazioni, dati e contenuti digitali
- ADA CD 01.02 (ex) - Comunicazione e collaborazione in contesti digitali
- ADA CD 01.03 (ex) - Creazione di contenuti digitali
- ADA CD 01.04 (ex) - Sicurezza Digitale
- ADA CD 01.05 (ex) - Soluzione di problemi tecnici
ADA.CD.01.01 - Research and management of information, data and digital content

**Activities**

- Articulation of information
- Search for data, information and content in digital environments
- Navigation within digital environments
- Management of personal search strategies (e.g. creation and updating)
- Critical analysis of the reliability of data sources
- Evaluation of the reliability of data sources
- Critical data analysis
- Critical evaluation of data
- Organization of data, information and content in digital environments
- Archiving of data, information and content in digital environments
- Organization of data, information and content in a structured environment
- Processing of data, information and content in a structured environment

**Expected Results**

- **RA1:** Carry out searches for content, information and data, starting from the identification of information needs, using navigation strategies consistent with the objectives to be achieved and carrying out the access and data acquisition operations.
- **RA2:** Evaluate the data starting from the analysis and critical interpretation of the reliability of the sources, of the same data and of the digital contents.
- **RA3:** Manage data, information and digital content, organizing and archiving them in digital environments or in a structured environment.

**Case Files**

- Example cases and resources to support the evaluation
- Example cases and resources to support the evaluation
- Example cases and resources to support the evaluation
**CASE FILE: operational tool for the construction of situations assessment tests**

**AIM:**
- Making regional and national qualifications more transparent in both labour market and education sectors
- Create common and standard evaluation tests at national level for validation and certification of skills and competences possessed by people

The guiding principle for drafting the case files, for each expected result, is to create "objects" containing a set of "situations-types" consisting of an "doing" that can be observed and evaluated in an assessment context.

Each case file is structured in dimension, i.e. categories characterizing activities and degree of complexity of the learning objectives. It is accompanied by a framework of physical and technical resources to support the evaluation.

The elaboration process is conducted in collaboration with an expert in reconstruction and analysis of the work processes.
The references taken into consideration to carry out this analysis are represented by the National Reference Frameworks of Regional Qualifications (QNQR) present in Work Atlas.

The purpose of the analysis is twofold:
- verify the presence of transversal skills identified in the National Civil Service in the various Regional Repertoires
- verify the possibility of proceeding with a path of validation of transversal skills in the context of the projects proposed by the National Civil Service

- Services of public utilities
- Education and vocational training services
- Health and social services
- Services for person
- Cultural and entertainment services
- Common area: organizational processes for the management and support of the production of goods and services

“Production and marketing technician for cultural events, music and entertainment”, presents references to transversal skills in both the communication (contextualization of communication and multi-language) and organizational - methodological fields, through the ability to design and plan activities and team working
AIM:

to analyze the organizational models of companies in the Italian production system; the survey contains a section on the need for skills of human resources

SAMPLE:

the research involved a sample of around 9,000 companies with 20 or more employees, including companies operating in all sectors of economic activity and throughout the country.

The sample is representative of the reference population: enterprises active in all private sectors that produce goods and services intended for sale and having the legal form of corporations and partnerships, limited to enterprises with 20 or more employees. (Sampling frame: ASIA 2019, Istat. 83,625 enterprises referring population)
Question G3 – Sec G: The Council (2018) has adopted a Recommendation on Key Competences for Lifelong Learning based on a Commission proposal. The Recommendation identifies eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion:

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression
### Survey on the evolution of the structures and organizational processes of Italian companies (INAPP, 2023)

## RESULTS

### SKILLS

1. Digital and technology-based competences
2. Interpersonal skills, and the ability to adopt new competences
3. Multilingualism
4. Entrepreneurship
5. Literacy
6. Cultural awareness and expression
7. Active citizenship
8. Numerical, scientific and engineering skills

### PERCENTAGES

1. percentage of YES varies between 83.7% and 50.9%
2. percentage of YES varies between 77.3% and 54.6%
3. percentage of YES varies between 67% e 31.2%
4. percentage of YES varies between 66% e 36%
5. percentage of YES varies between 62.3% e 42.7%
6. percentage of YES varies between 56.6% e 31.3%
7. percentage of YES varies between 50.2% e 27.8%
8. percentage of YES varies between 40% e 6.8%
Skill with the highest percentage of YES (= indispensable to be strengthened)
Digital and technology-based competences between 83.7% e 50.9% in 24 Sectors
Skill with the second place in the percentage of YES (= indispensable to be strengthened)
Interpersonal skills, and the ability to adopt new competences between 77.3% and 54.6% in 24 Sectors

<table>
<thead>
<tr>
<th>Sector</th>
<th>YES (%)</th>
<th>NOT (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Vocational Training Services</td>
<td>77.4</td>
<td>22.7</td>
</tr>
<tr>
<td>Health and Social Services</td>
<td>76.7</td>
<td>23.3</td>
</tr>
<tr>
<td>Cultural and Entertainment Services</td>
<td>73.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Digital Services</td>
<td>72.5</td>
<td>27.5</td>
</tr>
<tr>
<td>Printing and Publishing</td>
<td>72.1</td>
<td>27.9</td>
</tr>
<tr>
<td>Financial and Insurance Services</td>
<td>71.7</td>
<td>28.3</td>
</tr>
<tr>
<td>Facilities for Recreation and Sports</td>
<td>71.3</td>
<td>28.7</td>
</tr>
<tr>
<td>Telecommunications and Post Services</td>
<td>71.3</td>
<td>28.7</td>
</tr>
<tr>
<td>Agriculture, Forestry and Fishing</td>
<td>68.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Building</td>
<td>68.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Commercial Distribution Services</td>
<td>67.8</td>
<td>32.2</td>
</tr>
<tr>
<td>Tourist Services</td>
<td>67.5</td>
<td>32.5</td>
</tr>
<tr>
<td>Glass, Ceramics and Building Materials</td>
<td>67.2</td>
<td>32.8</td>
</tr>
<tr>
<td>Services for the Person</td>
<td>66.5</td>
<td>33.5</td>
</tr>
<tr>
<td>Common Area (inclusive of business services)</td>
<td>66.3</td>
<td>33.7</td>
</tr>
<tr>
<td>Food Production</td>
<td>66.0</td>
<td>34.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>65.9</td>
<td>34.1</td>
</tr>
<tr>
<td>Paper and Paper Products</td>
<td>65.3</td>
<td>34.7</td>
</tr>
<tr>
<td>Services of Public Utilities</td>
<td>64.9</td>
<td>35.1</td>
</tr>
<tr>
<td>Mechanics; Production and Maintenance of...</td>
<td>64.5</td>
<td>35.5</td>
</tr>
<tr>
<td>Wood and Furniture</td>
<td>62.2</td>
<td>37.8</td>
</tr>
<tr>
<td>TCF (Textiles Clothing Footwear) and Fashion</td>
<td>61.5</td>
<td>38.5</td>
</tr>
<tr>
<td>Extracting Gas, Oil, Coal, Minerals and Stone</td>
<td>54.9</td>
<td>45.1</td>
</tr>
<tr>
<td>Transport and Logistics</td>
<td>54.7</td>
<td>45.4</td>
</tr>
</tbody>
</table>
THANK YOU FOR YOUR ATTENTION

s.cinti@inapp.org; atlante_lq@inapp.org
https://atlantelavoro.inapp.org/

www.inapp.org