

ŠTUDIJSKI OBISK IZ ITALIJE NA ACS: 12.6. – 14.6.2017

Študijski obisk v Sloveniji, ki bo potekal od 12. do 14. junija 2017, vodi Claudio M. Vitali iz INAPP (Istituto Nazionale per l'Analisi delle Politiche Pubbliche Corso d'Italia), spremljata ga Roberto Napoleoni in Federica D'Armini.

Koordinatorici obiska na Andragoškem centru Slovenije sta mag. Zvonka Pangerc Pahernik in mag. Tanja Vilič Klenovšek.

O inštitutu INAPP

Nacionalni inštitut za analize javne politike (INAPP) je javna raziskovalna ustanova, ki izvaja analize, spremljanje in vrednotenje politik trga dela in zavoda za zaposlovanje, politik izobraževanja in usposabljanja, in vseh tistih socialnih in javnih politik, ki vplivajo na trg dela.

INAPP je nastal 1. decembra 2016 kot ISFOL in se preoblikoval 24. septembra 2016. Je javni raziskovalni organ pod nadzorom ministrstva za delo in socialno politiko. Trenutno ima okoli 450 zaposlenih, vključno z raziskovalnim osebja in administrativnim osebjem.

Je del nacionalnega statističnega sistema (Sistan) in sodeluje z evropskimi institucijami. Deluje kot metodološka in znanstvena podpora za ukrepe sistema Evropskega socialnega sklada in je nacionalna agencija programa Erasmus + za področje poklicnega in strokovnega izobraževanja

Raziskave inštituta so namenjene preučevanju pojavov, ki so strateškega pomena za skupnost, za zagotovitev informacij, znanja in orodja, koristna za oblikovalce politik pri odločanju in državljanom, da se oceni vpliv teh odločitev. Gre tudi za izgradnjo javnih dobrin v obliki podatkovnih zbirk za raziskave in za tiste, ki morajo sprejemati odločitve za skupnost.

INAPP skrbi za široko skupnost zainteresiranih strani: raziskovalce, akademike, tiste iz prakse in tiste iz politike, organizacije civilne družbe, novinarje, uporabnike podatkov tre državljanse nasploh.

Namen in tematika študijskega obiska

The implementation of the EUROPEAN AGENDA FOR ADULT LEARNING (EAAL): Italian project comprises a national and transnational survey on tools and processes experimented in the field of assessment, recognition, validation and certification of competences of adults, with a specific focus - where possible – on those classified as basic skills and or non-cognitive skills. Also in connection of Council Recommendation on the validation of non-formal and informal learning (2012/C 398/01).

The aim of the study visit is the one to collect - from relevant stakeholders direct voices - information on system, tools and procedures and concrete experiences and projects carried out in order to sustain adult learners in their upskilling pathways. The focus is on validation and recognition of competencies (but also basic skills) of an adult and/or a young adult who may decide to invest on his further training or education in order to achieve more competences needed to enter the labour market or re-enter in education or vocational training paths.

For institutional actors (policy makers or administrators from local or central level) the issues will concern the description of system and procedures, the strategies and plan designed to manage recognition, validation and - in case - certification, the main target groups of such policies, the



source of funding and governance between different actors (how it works and how to improve the inter-institutional dialogue).

For teacher, trainers, counsellors and experts involved in validation or recognition main issues will concern the description of their role, the processes implemented and directly managed, the results achieved. Moreover, we are interested on qualification pathways designed for adult educators, given that we are redefining the Educator Job Profile (who are they and what they have to know and to be able to do to be more and more effective).

If we will have a chance to visit Adult learning centres, we would like to know something about the "daily work", who are the "clients", what are the processes implemented, if there are out-reach activities. Another group of questions will concern the infrastructure organization: who are the staff members, what guidance, counselling, assessment and/or teaching methodologies they adopted, what are the results achieved.