

# The validation of non-formal and informal learning to recognize the skills and competences of volunteers. Instruments in theory and practice.

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# Common understanding

- **Informal learning:** Learning resulting from daily activities related to work, family or leisure.

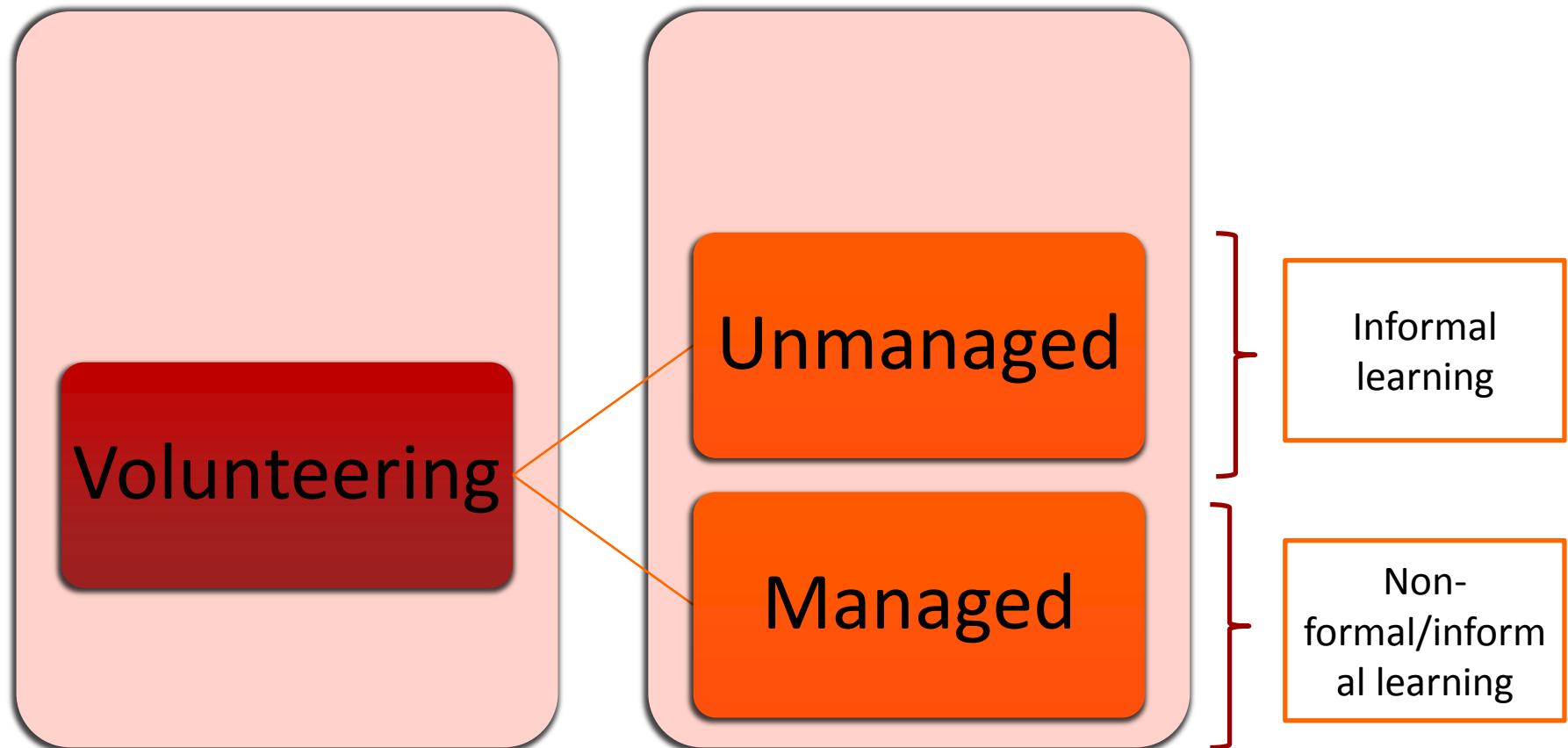


# Common understanding

- **Non-formal learning:**  
Learning which is embedded  
in planned activities not  
always explicitly designated  
as learning



# Common understanding



# VOLUNTEERING IN SPORT

VOLUNTEERING



SPORT SECTOR

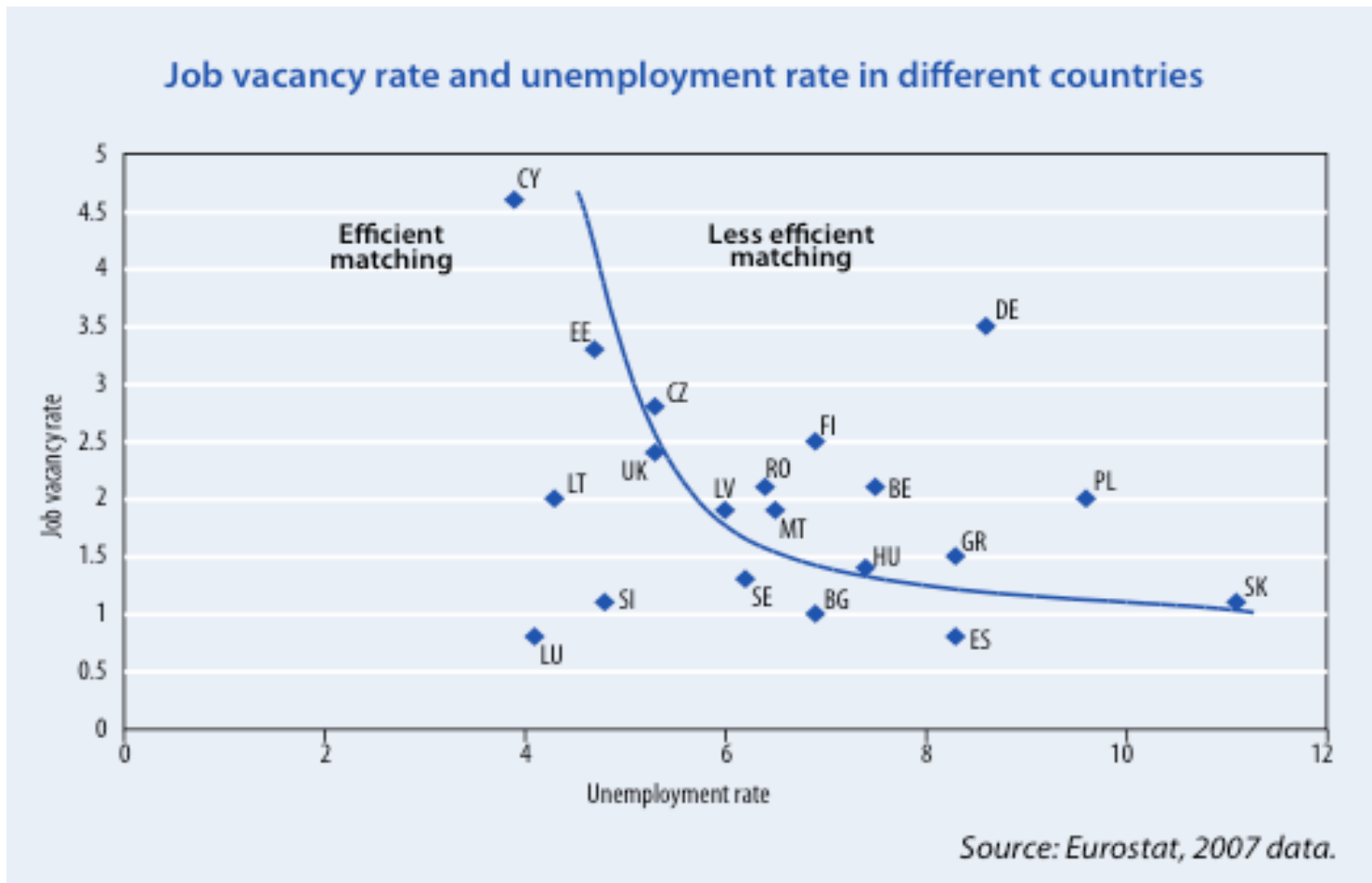
# CHALLENGE

- THE DEFINITION OF A CLEAR PROCESSES FOR THE VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

# THE IMPORTANCE OF A VALIDATION SYSTEM

- KEY TO REALISE LIFELONG LEARNING (ADOPTED AT EU LEVEL);
- EDUCATION SYSTEM FACTORS;
- ECONOMIC FACTORS;
- SOCIAL FACTORS;
- DEMOGRAPHIC FACTORS;
- TECHNOLOGICAL FACTORS;
- ...

# THE IMPORTANCE OF A VALIDATION SYSTEM





# AND FOR THE SPORT SYSTEM...

RECOGNITION OF SKILLS COMING FROM INVISIBLE LEARNING EXPERIENCES;

- JOB PROGRESSION: *THE RIGHT PERSON FOR THE RIGHT JOB!*
- CONTRAST OVERQUALIFICATION;
- IMPROVE STRATEGY/METHODOLOGY ADOPTED FOR HRM
  - <<..if properly used, this process can provide essential feedbacks to employees, identify eventual failures and limitations and reinforce effective behaviour (Chelladurai, Madella, 2000)



HOW IS IT POSSIBLE TO VALIDATE NON-FORMAL AND INFORMAL LEARNINGS

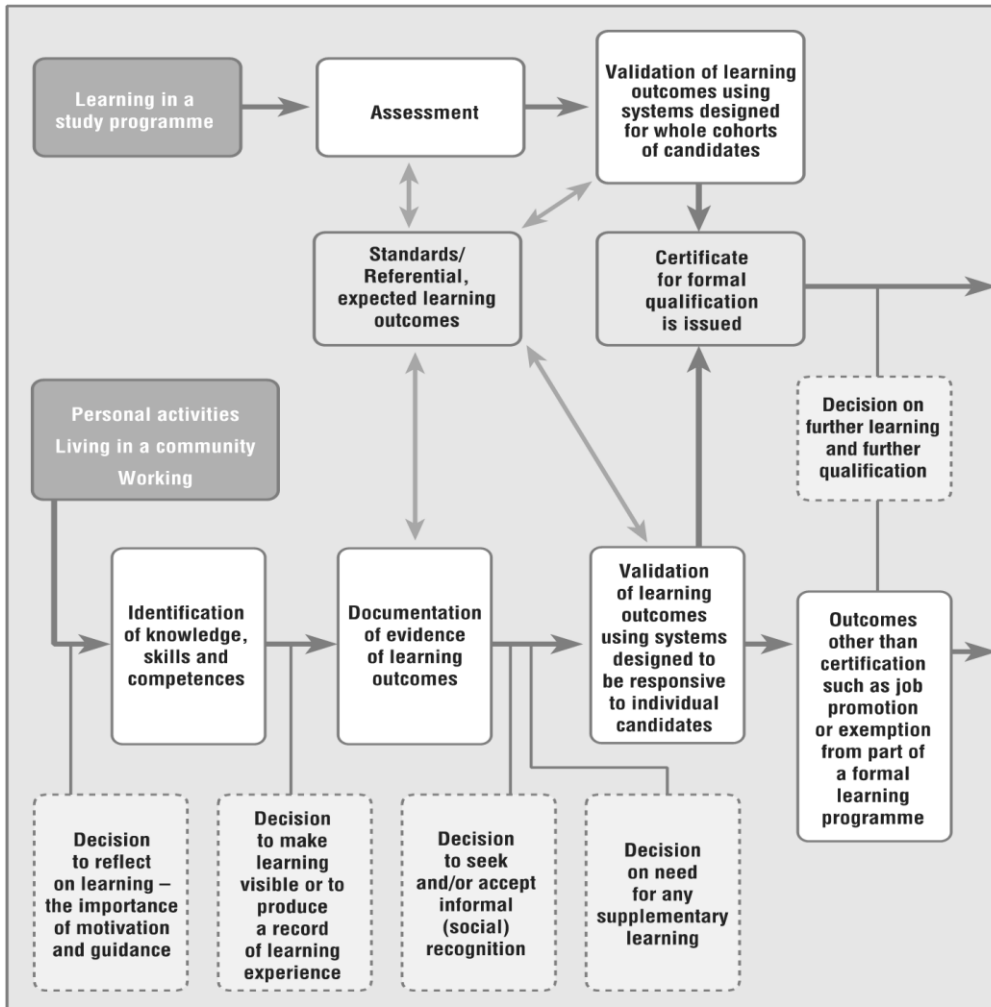


# EUROPEAN PRINCIPLES (CEDEFOP, 2000)

Table 1. **Common European principles for identifying and validating non-formal and informal learning**

- Validation must be voluntary
- The privacy of individuals should be respected
- Equal access and fair treatment should be guaranteed
- Stakeholders should establish systems for validation
- Systems should contain mechanism for guidance and counselling of individuals
- Systems should be underpinned by quality assurance
- The process, procedures and criteria for validation must be fair, transparent and underpinned by quality assurance
- Systems should respect the legitimate interests of stakeholders and seek a balanced participation
- The process of validation must be impartial and avoid conflicts of interest
- The professional competences of those who carry out assessments must be assured.

# National formal system and VINFL



integrated



parallel



separated

# Practical toolkits

- Debate;
- Declarative methods;
- Observation;
- Portfolio;
- Simulation and evidence extracted;
- Text and examinations;
- EQF;
- Etc.

- Key words:
  - Multidimensional assessment;
  - Clear guidelines and standards;
  - Third part;

# Conclusions, with a different angle of observation



- Sport organisations might play a pivotal role;
- SO can offer a guidance;
- There is the need for partnership and networking;
- Competency indicators are required.
- Improvement of the level of training for volunteers



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