

## ETF webinar 29 March 2022

### *Trends in validation of non-formal and informal learning (VNFIL)*

### *in the EU Neighbourhood – moving forward*

#### BACKGROUND PAPER

## INTRODUCTION

### Summary

Inspired by European developments, EU Neighbouring Countries have initiated systems for the validation of non-formal and informal learning. ETF is monitoring the validation of non-formal and informal learning in the countries in the Western Balkans and Turkey that are part of the European Qualification Framework (EQF) as part of its regular activities. Developments of VNFIL systems go however beyond the countries that are part of the European developments.

ETF aims at monitoring VNFIL developments in all partner countries as one of the key instruments to support lifelong learning and up-skilling pathways. In 2021, the ETF conducted reviews in: Azerbaijan, Georgia, Jordan, Moldova and Ukraine. This note summarizes the key findings of reviews. The note suggests recommendations based on the results of the study that can be used by all partner countries to reflect on their VNFIL system.

Key recommendations for further development that have emerged from the review are the following:

- **Identify who can benefit from validation as a first priority.** Building awareness about the potential use of validation and clarifying the needs of various stakeholders will support the development of a “business case” for validation providers and the user-centered design of the services.
- **Ensure empowering legislation facilitating the implementation of validation either by mandates or by incentives.** It is important that the benefits of the VNFIL system are made clear, possibilities are marketed and novel ways of financing the VNFIL procedures are designed in cooperation with the policymakers and provider institutions.
- **Raise awareness at the early stages of VNFIL development.** If potential VNFIL providers do not know that the system exists or what its benefits could be, there is no implementation.

- **Assure continuous training of VNFIL practitioners, in addition to integrating VNFIL in formal teacher training** targeting assessors, guidance counsellors and administrative coordinators. It is important that all practitioners have the same view and understanding of the entire VNFIL process as well as the standards against which the assessment is carried out.
- **Provide practical guidelines** to assure quality. The guidelines should define the roles, responsibilities and key-competences of different actors as well as clear and sufficiently detailed procedures for the validation providers.
- **Develop fit for purpose quality assurance system** which should include:
  - the system level and governance of VNFIL;
  - the actual validation process, including clear standards;
  - the competence-base of the practitioners.
- **Share good practices and organise peer-learning activities.** The existing, well-functioning practices should be further strengthened, shared and disseminated.

### **The growing importance of validation**

Validation of non-formal and informal learning lies at the heart of lifelong learning policies. It allows people to have their skills developed through work, civic engagement, hobbies and self-study identified, documented and recognized. It helps them in pursuing better jobs and further education. It makes people more aware of their own strengths and can motivate them to engage in further learning. It can be life changing as it opens new opportunities to individuals to realise themselves that are otherwise blocked.

Validation fits into the wider context of national skills developments and challenges that are profoundly changing the ways in which people of all ages work and learn. Lifelong and life wide learning, traditionally remaining in the shadow of the formal education sector and underfunded, is becoming an overarching goal economic growth and social integration.

Effective validation systems lay across labour market, social integration, economic development and education policies, which can make designing them challenging. The individual is in the centre of effective validation systems. Validation requires solutions based on good understanding of the needs of individuals (candidates), support from employers and public employment services and openness on the side of the education systems to flexible learning pathways. High quality services based on transparent standards and good information, outreach and guidance activities are integral to recognition mechanisms that are trusted.

**The 2012 Council Recommendation on the validation of non-formal and informal learning** encouraged EU Member States to put in place national arrangements for validation by 2018.

Validation of non-formal and informal learning is defined as 'A process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard'. The validation arrangements should follow several principles such as: link to national qualifications frameworks; availability of information on benefits of and opportunities for validation; consideration for disadvantaged groups which are particularly likely to benefit from validation; and promotion of transparency tools, such as e-portfolios, which support identification and documentation of skills.

Close to one fifth of adult Europeans still struggle with reading and writing, calculation and using digital tools. About 22% of adult Europeans obtained lower secondary education level at most. The low-level qualifications, puts them at high risk of unemployment, poverty and social exclusion. **The 2020 European Skills Agenda** includes actions supporting people to develop skills for life that encompass validation such as:

- **The Upskilling Pathways** initiative supporting adults in improving literacy, numeracy and digital skills. The pathways offer support through skills assessment; tailor-made training; and skills validation and recognition.
- **Individual learning accounts (ILAs)**, which are being proposed as a tool to overcome the low participation of adults in training. ILAs are intended to support all working-age adults in accessing training irrespective of their labour force status and increase people's motivation to seek training. Validation services could be funded through ILAs as well.
- **Europass platform** which helps people to identify skills and present them in digital format to employers. It also provides information on training and job opportunities.
- **Micro-credentials** which can provide attractive learning opportunities. Validation arrangements should be adapted to allow the award of micro-credentials.

### **Validation in the ETF Partner Countries**

The ETF partner countries have introduced education and qualification system reforms inspired by the EU policies. The Western Balkan economies and Turkey follow the accession agenda and participate in the developments around EQF. In the Eastern Partnership countries (EaP), the Association Agreements, which a number of the ETF's partner countries concluded with the EU, include cooperation in the education and training in the context of EQF developments, aiming at promotion of lifelong learning, encouraging transparency at all levels of education and training, as well as enhancing quality, relevance and access through establishing national qualifications frameworks (NQFs). Ukraine currently participates in the pilot process of NQF comparison with the EQF.

The ETF partner countries are struggling with slow pace of reform of the education systems, resulting in qualifications deficits, skills mismatches and lack of lifelong learning opportunities for adults while in many countries, particularly in the Eastern Partnership the younger population declines. The 2021 ETF Torino Process assessment on Eastern Partnership highlights that the shrinking pool of skills will require better use of skills of people in prime age and older: *“Labour is getting scarcer and the countries need to make better use of the human capital they have.”*

Many people in partner countries remain unemployed and inactive. Many who are employed remain in vulnerable jobs or in jobs for which they are overqualified. There is a lack of good quality jobs and low investment in value-added sectors, which could create more attractive jobs and more opportunities for training. In order to attract investment, countries need to raise the skills levels of their populations.

Inspired by the EQF, the partner countries have introduced national qualifications frameworks with the expectation of improving transparency, relevance and portability of their qualifications. They increasingly orient their human capital development policies towards life-long learning, quality and inclusion. Similarly to the EU Member States, they linked implementation of validation systems to the implementation of NQFs. It is often a requirement that the new quality-assured qualifications included in the national registers of qualifications accommodate alternative mechanisms of awarding qualifications, including through validation. Developments in terms of legislation and policies concerning validation have accelerated over the past five years but the partner countries struggle with scaling up the validation services beyond pilot activities.

## **THE ETF 2021 STUDY ON VALIDATION**

In 2021 ETF carried out a cross-country study on validation in: Azerbaijan, Georgia, Jordan, Moldova and Ukraine. The study identifies progress made and challenges encountered in establishing and scaling up validation systems. The findings will be consolidated in the forthcoming cross-country analysis report and the accompanying country fact sheets.

The study followed the methodology and format of the “European Inventory on Validation of Non-formal and Informal Learning”, a series of publications commissioned by the European Commission and published on the website of Cedefop<sup>1</sup>, which in 2018 included reports from ETF

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<sup>1</sup> European Centre for the Development of Vocational Training, <https://www.cedefop.europa.eu/en/projects/validation-non-formal-and-informal-learning>

partner countries (Kosovo, Montenegro, North Macedonia and Turkey). The methodology includes desk research and interviews with key stakeholders at the policy and practice levels, including representatives of international projects supporting validation.

The ETF inventories complement the information on VNFIL in the EU and the European Economic Area (EEA) countries which are a rich source of information, and they can strengthen the dialogue and learning between countries and stakeholders developing and implementing validation systems and procedures in the participating countries.

ETF has extended the inventory by the before-mentioned countries studied in 2021 and is planning to include further Partner Countries in 2022.

## FINDINGS

### Adoption of legislation has progressed

**Developments in terms of legislation and policies concerning VNFIL in all five countries are relatively recent and have accelerated over the past five years.** Most of the countries studied have adopted validation legislation at least in selected sectors of education and labour market systems, including necessary bylaws, and started implementation. There are also several pieces of legislation pending concerning specific sectors, in particular the higher education sector.

**Some countries are building validation arrangements on the existing systems that needed to be revised and expanded.** Such was the case in Georgia, Jordan and Ukraine.

In Georgia and Jordan, the first laws came into effect in 2007 and 1999 respectively. In Georgia, the law addressed VNFIL in the VET sector. However, implementation was halted due to misgivings concerning the quality of the procedures and the low demand.

In Jordan the system was implemented in the form of occupational licensing requirements but the enforcement and the use of services was relatively low. The newly adopted Jordanian NQF provides for an overarching approach to validation but the necessary bylaws are not in place and the national stakeholders do not consider it a priority. The system of occupational testing has been recently used as one of the measures to address the refugee crisis. With the support of the international community, over 18,000 Jordanian and Syrian workers have tested their skills and received an occupational practice license.

In Ukraine, VNFIL in the labour market within the frame of professional assessment, is the only relatively well established VNFIL procedure. It was developed by the State Employment Services (SES) and the role of the SES is central in the provision of the VNFIL services. There are three assessment centres in Ukraine that perform the VNFIL procedures. However, the only professional qualification that can be validated is “cook”. Over several years there have been approximately 600 candidates validated for this professional qualification. Due to new legislation adopted in 2021 this is expected to change, and more professional qualifications could be validated.

**Extramural (Externat) exams in general education have a long-standing tradition in some Eastern European countries.** Georgia, Ukraine and Moldova provide the opportunity for individuals to attain various levels of general education through extramural exams. Strictly speaking, the extramural exams are not VNFIL as a practice, since there is no process of identification, documentation, assessment and certification. The externat exams are usually based on national standardised testing and often the focus is to gain access to further education. In Georgia the number of individuals taking the externat exams has been especially high and it appears to strain the general education system to some extent rather.

**Most initiatives concentrate on validation to obtain vocational qualifications.** The VNFIL systems in VET differ greatly in terms of implementation, legislation and practice in the five partner countries.

In Moldova, Jordan and Azerbaijan, the VNFIL activities focus on the VET sector. In Moldova and Jordan there is primary legislation that would allow VNFIL procedures in other sectors as well but the development of necessary bylaws has not yet started. In Azerbaijan and Moldova the numbers of persons applying for validation in VET were in 2021 in the low hundreds, although the stakeholders in Azerbaijan reported an increasing demand. In Ukraine, important new legislation regarding validation and VET has recently been developed and the implementation is soon to start. At the same time the draft regulation on validation in higher education has been prepared. Georgia has relatively mature legislation concerning VNFIL and VET which has been recently revamped but there have been no beneficiaries to date (the first validation providers have applied for authorisation).

## **Validation systems are scaling up**

**In recent years the countries have focused on opening up and broadening physical access to validation services.** This objective has materialised to some extent with various degrees of

coverage. The validation systems are not yet comprehensive, in terms of education and labour market sectors which they cover, types and levels of qualifications which they include, or geographical accessibility (they are usually limited to bigger population centres).

**Pilots benefited from selected qualifications produced by qualifications reform projects, but it is now difficult to move beyond them due to lack of sufficient relevant qualifications standards.**

The number of quality assured qualifications introduced to the qualifications registers is often insufficient, the qualification standards are not detailed enough, or present the learning outcomes and assessment criteria in a language that is still detached from the realities of the labour market. The assessment systems are generally weak and additional arrangements have to be put in place to assure valid and reliable validation procedures. In Azerbaijan, where the NQF has not yet been activated, the agency in charge of validation develops separate assessment items databanks for each of the qualifications subject to validation. In the absence of new qualification standards, some countries develop assessment instruments based on the occupational standards. The weakness of vocational education systems, which have historically served as a second-choice track for underperforming students, led to the emergence of a parallel, independent qualifications or assessment systems which were needed by employers to assure the supply of truly competent labour. This distinction between “vocational” and “professional” qualifications is sometimes cemented by the national qualifications framework which have accommodated different qualification types but have not yet stimulated works to build links and bridges between them. The status of continuous vocational courses or adult education courses is often not clear. Only a few NQFs accommodate non-formal qualifications and use the potential of non-state actors. Problems with bottlenecks in the qualification systems reforms slowing down broadening of validation services have been reported in all countries studied.

**Considerable attention has been given to putting in place accreditation or authorization mechanisms for validation centres and assuring a credible assessment process to build trust in the mechanism.**

Some investments in the initial capacity building of validation practitioners have been made and additional procedures have been developed to support the use of the service. Some countries (Georgia, Moldova) designed the procedures with a special focus on guidance services but in most countries studied, more work will be needed to assure that individuals are properly assisted throughout the process. Most of the partner countries studied share a heritage of central planning and issues with low social trust. This influences the way in which validation processes are designed and sometimes leads to an excessive level of regulation. The authorisation procedures are in some cases burdensome for the potential providers. The effort to assure credibility of validation assessment results in arrangements for

the assessment commissions which are comprised of many stakeholders, making the process expensive. The methods used for assessment are based on the traditional division into theoretical tests and practical assignments which might not be suitable for persons who have learnt mostly from experience and whose initial experience with education system may have been negative.

**Insufficient attention has been given to identifying who could benefit from validation and why.** The visibility of validation in society is low, information is insufficient and collaboration between stakeholders is not yet in place. There seems to be no coordinated effort to target different groups of stakeholders and explain how the results of validation could be used for different purposes. Funding often relies either on fees or on projects supported by the international community. Another key challenge at this initial stage of system implementation seems to be that the profiles of potential candidates have not yet been identified.

**As a result, following the pilot activities the uptake of services has been below expectations.** There is also a risk that low success rates undermine the future demand. In Azerbaijan, in the first months of system operation from 118 candidates who passed the initial review process only 11 persons were awarded diplomas and 16 persons were awarded certificates. This calls for closer attention to the perspective of the beneficiary, better targeting, more effort to the preparation of the candidates, and to pre- and post-validation support.

## **A better understanding of the demand for validation is needed**

### **Take a user's perspective**

Following the initial period of setting up the necessary procedure, it is essential to consider the process through the eyes of a candidate. People are generally averse to assessment. Some might have had a negative prior experience with the education system. Yet, in most of the validation settings covered by the study, in order to undergo validation, the candidates are required to pay a substantial fee to participate in an exam which then typically takes place in a traditional formal education setting. They are also required to submit documentation that illustrates their experience and background. They need to devote time to identify the skills they gained at work and link them to a complex set of educational standards, which often use language that differs from the one they know from the workplace. Users will ask themselves a number of questions: Do I have to travel far to undergo the validation? Why should I invest my time and money to undergo this process? What happens if I fail? How can I use the results of validation? Will employers accept the certificate? If I succeed only partially, are complementary courses available?



## **Involve stakeholders**

The validation systems will need to be fine-tuned with the focus on the needs of different profiles of potential stakeholders. The European practices show that the concerted effort of many actors is needed to support individuals and to motivate them to participate in validation and further learning.

## **Focus on what individuals want to learn - flexible solutions, rather than on standardized education programmes**

- **Validation is being introduced mostly in the education sector to realise the principle of lifelong learning**, often as result of the introduction of national qualifications frameworks. The pandemic and the digital transition have accelerated the acceptance by the education systems to alternative forms and context of learning which are now striving to accommodate the needs of different profiles of learners. The validation report on Moldova mentions this aspect of “democratisation” in the education systems. Such shift brings hope for validation to become in the future an integral part of education and a necessary element supporting flexible learning pathways. Validation should foster access or re-entry to further education programmes. While the partner countries are making an effort to upgrade their career guidance and management systems, validation should become an integral element of these systems to build awareness of individuals about the available opportunities.

## **Integrate VNFIL in active labour market policies and social inclusion**

- **Validation should be linked to active labor market programs and offered as one of the services for the unemployed in combination with an offer of upskilling.** In most ETF partner countries the participation of adults in lifelong learning is well below the EU average and the opportunities for training are limited to larger cities. Low-skilled adults and the unemployed are the least likely to receive training and at the same time should be prioritised as the main target group for validation. It is surprising however that at the moment the link between validation and the upskilling strategies does not seem to be strong. The current arrangements do not sufficiently support adult population in more fragile situations and do not seem to link well enough to adult training. The validation funding mechanisms rely almost exclusively on fees. The lack of subsidies and support services for persons from disadvantaged groups is likely to have a negative impact on the uptake of services. Linking validation with upskilling policies and wider participation of stakeholders dealing with active labour market measures will be necessary. Partnerships between actors from adult education sectors, employment services, qualifications agencies, sector associations and civil society

could lead to a joint approach in developing solutions for persons who are at risk of unemployment and poverty due to low education attainment. Validation needs to be integrated into these wider support packages, which apart from financial support might need to accommodate additional measures such as support with transportation, childcare, guidance or mentoring.

- **In the context of migration, validation could be used in the sending and in the host country prior to migration, during the time abroad or upon return.** The recognition of migrants' skills could prevent "brain waste" and support better integration. This aspect has been recognized in Moldova which struggles with generally low economic growth, high levels of outward migration and dependence on remittances. The government's goals are to reduce the outflow of youth from the country, increase the investment attractiveness of Moldova, and create jobs across the country and personal development opportunities for young professionals. In Moldova, a limited access to VNFIL services has been opened to migrants through the projects of international organisations. Ukraine is one of the major countries of origin of labour migrants to the European Union. In Jordan mainly employed migrants have had access to occupational tests. In Georgia, many of the people taking part in the external exams are either migrants or Georgian returnees. Many migrants return to their home country at some stage, for example when there are economic problems or conflicts in the host country, or when they are active in a sector with seasonal employment (hospitality, agriculture, construction).

### **Use VNFIL to support economic development and address skill shortages, upskilling and reskilling, and in getting people into decent jobs in the formal sector**

- **Validation could become a measure included in economic development policies, due to its role in making the pool of available skills visible to employers and investors,** and to provide routes to skills development. By recognizing the skills that people already have and shortening the time needed to gain qualification, it can reduce the cost of training. This aspect seems to be particularly strong in Azerbaijan, where only 33.5% of the employed population have a formal vocational, secondary specialised or higher education qualification and where there is a need to diversify the oil-dependent economy. Mandatory certification is being considered as a potentially necessary step to commit employers to workforce skills upgrading. Strategies for further development of validation could link stronger with the sectors skills development strategies provided that the agencies in charge of validation collaborate with the stakeholders from relevant sector bodies. In this context, validation could also be used in reskilling for the green and digital transition.
- **New forms of work, in particular online platform work, are becoming more popular.** They can offer an alternative to migration. Online workers gain valuable skills which most

often remain unrecognized due to the fact that standards are often international and change quickly. The national education and training systems struggle to keep up with the developments. However, considering demographic trends, more adult workers might need retraining to sustain the growth of these sectors. Validation methods might need to include online assessment and on-line complementary learning modules. These needs are relevant also in the context of pandemic and the remote work.

- **Include validation services in programmes supporting the development of micro, small and medium enterprises**, which dominate in the structure of the economies in the EU neighbourhood but at the same time are less likely to provide opportunities for adult training. Validation could be combined with training that develops competence needed to grow small businesses and enter new markets. In addition, it could include transversal skills such as communication or problem solving.
- **Use VNFIL to combat informality** People working informally have vast experience and skills that often remain unrecognized. Validation and upskilling could support their transition to decent jobs in the formal economy, which would contribute as well to wider economic development through more tax and pension contributions. There is growing evidence that validation contributes to the confidence building of the candidates and motivates them to further learning. Having their skills certified and raised, they will be more likely to pursue better jobs in the formal economy.

To scale up and mainstream validation services, close collaboration between stakeholders will be necessary. This collaboration is needed to identify the needs of potential validation users, to address them through targeted information, and to fine tune the validation services considering additional necessary elements that must be put in place to ensure that the service is appropriate for a wide range of purposes. Closer collaboration is necessary for wider uptake of the service but also for improving its efficiency through potential cost-sharing arrangements.

### **Making VNFIL services more sustainable. Is there a business case for validation providers?**

Planning the further development of validation services should carefully consider the perspective of institutions which are mandated to deliver the validation services. With the exception of Azerbaijan where the Education Quality Assurance Agency is the overseeing body and the sole provider of assessment services, the common requirement is that only the institutions which deliver the accredited training programmes can apply for the status of validation provider. Granting such status must follow a separate authorisation process, which is sometimes considered burdensome. While this process shows attention to the quality of the future validation service, it might also discourage providers from applying.

Except for some initial training and general guidance documentation, no further support is offered to the validation practitioners. Teachers who are assigned to assess the competencies of candidates for validation typically (although not always) should demonstrate relevant industry experience. This is a very important requirement to recognize the differences in learning from experience. However, more support has to be offered to the validation personnel, not only on guidance or on the most appropriate assessment methods but more importantly on the specific logic of the validation process, which should focus not on identifying learning gaps, as it is often the case in formal education systems, but on extracting evidence of candidate's strengths.

**Validation service providers do not have financial incentives to offer validation services.** In vocational education fees are the main source of funding validation services. This is the case in VET sector in Azerbaijan, Georgia, Moldova, and Ukraine. In Jordan, fees charged do not cover the full cost related to the assessment procedure and the validation service providers, whose main mandate is provision of training, use their regular budgets without earmarked lines for validation. The report on Moldova highlights that the training providers charge fees to fund validation services but the fact that they are not permitted to generate profit does not incentivise them to scale up the service provision. In Ukraine the accreditation fee for the providers is substantial and the report suggests that for some providers it might create barriers. Institutions providing validation services do not receive special public grants and do not typically enter into agreements to 'sell' their services to other public agencies. A notable exception was reported in Jordan, when municipality of Amman covered the cost of occupational tests and practice licenses for its employees.

The traditional vocational education funding model does not incentivise shortening of the education track and establishing modular complementary courses which should become a necessary element accompanying validation offered to those candidates who will not succeed or only partially succeed in the validation process.

### **Are we going the right way? The need for monitoring systems**

Reporting on the evidence of impact remains quite weak in the country reports, partly due to lack of wide implementation and lack of participant surveys. There are electronic databases developed in Georgia and Azerbaijan that can be used for monitoring purposes. It remains unclear, though, to what extent the monitoring systems can provide information about the evidence of impact. The issues to be monitored should at minimum include employment after validation; promotions in working life; and access to further education and training. In addition, systematic feedback of the VNFIL process from the candidates could provide significant added value in terms of improving quality and further developing the VNFIL procedures and making them more customer friendly.

## KEY RECOMMENDATIONS

**Identify who can benefit from validation as a first priority.** This should be done in partnerships built around various skills development policies and may have to be mandated by legislation. Building awareness about the potential use of validation and clarifying the needs of various stakeholders will support the development of a “business case” for validation providers and the user-centered design of the services. In the EU there is a clear focus on underqualified people, on those who lack basic skills and on the unemployed. They have to be supported through financial and other means to access the services.

The basic principles of a functioning and customer friendly VNFIL system are that the system is not too bureaucratic, it is accessible (in terms of geography or in terms of the background of the individual), it has tailored support and guidance systems in place, it has further learning paths available to the individual in case further learning is required and that the system entails quality assurance mechanisms that provide the individual fair and equal treatment and transparency.

**Ensure empowering legislation facilitating the implementation of validation either by mandates or by incentives,** otherwise the progress may stagnate. It is important that the benefits of the VNFIL system are made clear, possibilities are marketed and novel ways of financing the VNFIL procedures are designed in cooperation with the policymakers and provider institutions. The cost-benefits should be calculated, and public funding should be made more available, at least for vulnerable target groups.

**Raise awareness at the early stages of VNFIL development.** If potential VNFIL providers do not know that the system exists or what its benefits could be, there is no implementation. On the other hand, if the potential candidates are not informed, they will not apply for VNFIL services. All potential stakeholders, like trade unions, chambers of commerce, employment agencies, career services etc. should also be informed to ensure dissemination of information on validation opportunities.

**Assure continuous training of VNFIL practitioners, in addition to integrating VNFIL in formal teacher training** – assessors and guidance counsellors and administrative coordinators. It is important that all practitioners have the same view and understanding of the entire VNFIL process as well as the standards against which the assessment is carried out.

**Provide practical guidelines** to assure quality. The guidelines should define the roles, responsibilities and key-competences of different actors as well as clear and sufficiently detailed

procedures for the validation providers. The purpose of quality assurance in validation is to steer the validation system to be efficient, transparent, fair and trustworthy.

**Develop fit for purpose quality assurance system** which should include:

- the system level and governance of VNFIL;
- the actual validation process, including clear standards;
- the competence-base of the practitioners.

Instead of heavy and costly VNFIL provider accreditation procedures, the improvement of the VNFIL systems should concentrate on developing more available standards for VNFIL purposes, ensuring the competences of the practitioners, streamlining the validation process and awareness raising to all different stakeholders. A high-quality, transparent validation system promotes trust among education and training providers as well as the labour market.

**Share good practices and organise peer learning activities.** The existing, well-functioning practices should be further strengthened. It is commendable, that in some countries there are possibilities to obtain occupational certification that is accepted by the labour market to ensure employability and on the other hand there are also possibilities within the formal education and training system to gain formal qualifications for those who benefit from a formal certification. However, it would be important in both systems to ensure possibilities for accessing further learning and qualifications.

## **ANNEXES:**

Validation of non-formal and informal learning, 2021 Country Factsheet - Azerbaijan

Validation of non-formal and informal learning, 2021 Country Factsheet - Georgia

Validation of non-formal and informal learning, 2021 Country Factsheet - Jordan

Validation of non-formal and informal learning, 2021 Country Factsheet - Moldova

Validation of non-formal and informal learning, 2021 Country Factsheet - Ukraine