

## **NQF state of play**

 **Belgium-FR 2024**

# Table of contents

---

- Chapter 1 - Overview
- Chapter 2 - Introduction and context
- Chapter 3 - Policy objectives
- Chapter 4 - Levels, learning outcomes and qualifications
- Chapter 5 - Institutional arrangements and stakeholder involvement
- Chapter 6 - Recognising and validating non-formal and informal learning and learning pathways
- Chapter 7 - NQF implementation and impact
- Chapter 8 - Referencing to the EQF
- Chapter 9 - Important lessons and future plans
- Chapter 10 - Main sources of information
- Chapter 11 - National qualification framework (NQF)
- Chapter 12 - Acronyms
- Chapter 13 - References
- Chapter 14 - Notes

# Overview

---

**Stage of development:** [Activation stage](#)

**NQF linked to EQF:** ✓

**Scope of the framework:**

The framework includes educational and professional qualifications awarded by the public sector and skills certificates awarded through the validation of non-formal and informal learning.

**Number of levels:**

Eight

**Legal basis/stage of development:**

Decree on cooperation agreement between the three francophone governments on the creation and management of CFC (2015)  
([in French](#))

**NQF/EQF website:**

[Website](#)

**Qualifications register/database:**

[Qualifications register](#)

# Introduction and context

---

## 1.1. Policy context

In Belgium in 2022, public expenditure on education as a percentage of gross domestic product was 6.3%, which was 1.6 percentage points higher than the EU average. The country performs above average on several key education and training indicators. In 2022, participation in early childhood education was 98.4%, while in 2023 the share of early leavers from education and training was 6.2%. In 2022, the share of upper secondary students in vocational education and training (VET) was 56.5%, while tertiary educational attainment (age 25-34) was 52.3% in 2023. Only participation of adults in learning (age 25-64) was lower than the EU average (34.9%% and 39.5% respectively) (European Commission, DG Education, Youth, Sport & Culture, 2024).

## 1.2. NQF legal basis

Although the development of the framework started in 2006, the current framework was introduced in 2010, when the French Community (Federation Wallonia-Brussels), the Walloon Region (Wallonia) and the French Community Commission (COCOF) agreed on the principles of the framework and on a structure similar to that applied by the Flemish Community of Belgium (Fédération Wallonie-Bruxelles, Wallonie & COCOF, 2013). The CFC was formally adopted in 2015, through a [decree operationalising the agreement between the three francophone governments](#). Among other things, the decree defines learning outcomes, describes the criteria and the procedure for a qualification to be levelled to the CFC and defines the operating costs (European Commission & Cedefop, 2022).

## Policy objectives

---

The CFC seeks to improve the transparency and comparability of qualifications across regional and national borders, to ease mobility and support learner progression, and to help bridge the different parts of the education and training system and promote permeability. While the framework does not have a regulatory role and is not an instrument for reform, the CFC aims to strengthen the quality of teaching and training, to support VNFIL and better link it with formal education and training, and to facilitate job-seeking, recruitment and staff development processes. Through its focus on learning outcomes, it supports equal opportunities for citizens (Cedefop, 2020; Cedefop & ReferNet, 2024). The framework is also not seen as a control device for the validation of qualifications but rather as a support instrument aiming at the continuous improvement of qualifications (Fédération Wallonie-Bruxelles, Wallonie & COCOF, 2018).

# Levels, learning outcomes and qualifications

---

## 3.1. NQF structure and level descriptors

The CFC is based on learning outcomes. An eight-level structure has been adopted, using two blocks of terms: knowledge/skills and context/autonomy/responsibility. The descriptors developed by the Flemish qualifications framework have been used as a basis, but have been adjusted according to the conditions of the community. The use of EQF levels supports international mobility and lifelong learning and promotes learning outcomes as an international common language (European Commission & Cedefop, 2022).

## 3.2. NQF scope and coverage

At the first stage of implementation, only qualifications delivered by public providers are included, thus qualifications awarded outside formal education and training are not yet included in the CFC (Antoine, 2024). The introduction of the distinction between educational and professional qualifications was an important milestone in the CFC's development process. This distinction made it possible to include professional qualifications at higher levels. In principle, both types can be placed at any level in the framework. Skills certificates awarded by a consortium for validation are included at levels 2 to 4 ([1]). The allocation of qualifications to CFC levels started in 2017 (European Commission & Cedefop, 2022). Since 2022, there has been considerable progress: approximately 150 qualifications have been included in the CFC, which in total includes 546 qualifications (213 educational and 333 professional qualifications (February 2024). Qualifications from level 1 to 7 can be awarded through adult education (*Enseignement de promotion sociale, EPS*) ([2]); they are equal as qualifications awarded by initial education providers. EPS programmes leading to secondary and higher education qualifications are modularised. These modules/ units of learning outcomes can be considered as microcredentials. Learners can obtain a partial certificate for each module, indicating the CFC level. Partial certificates can be stacked leading to a full qualification. The government of the French community has set an action plan aiming to further operationalise the autonomous acquisition or/and stackability of EPS microcredentials ([3]).

## 3.3. Use of learning outcomes

A competence-based approach is established in compulsory education and training. In the national context, learning outcomes are described as *socles de compétences* and *compétences terminales*.

The Francophone service for trades and qualifications (*Service francophone des métiers et qualifications*, SFMQ) ([4]) plays an important role in promoting learning outcomes, in both initial VET and continuing VET. The descriptions of qualifications are based on the occupational profiles (occupational standards) defined by the social partners. Common training profiles (defined by providers), described in units of learning outcomes (*unités d'acquis d'apprentissage*, UAA), ensure the labour market relevance of training. Since 2011, certification by learning-outcome units (*certification par unités d'apprentissage* - CPU) had gradually been implemented in formal initial VET programmes. CPU divided upper secondary VET tracks into units of learning outcomes. In 2022, the decree introducing the Vocational education pathway (PEQ) aimed to align the CPU system with the general school system. CPU was replaced by the PEQ, which applies to secondary learners in technical and artistic secondary education, vocational (full time and dual programmes), general and specialised secondary education. Learning is organised in modular learning units which are validated progressively (Cedefop & ReferNet, 2024).

In adult education (EPS), the term used for learning outcomes is 'acquis d'apprentissage'; each unit of learning outcomes (UAA) is structured into one or more course units, which may be hierarchical or not. For secondary course units based on a SFMQ' approved training profile, learners receive a course unit pass certificate and a validation certificate for the UAA ([5]). Regional providers of continuing VET have developed a common certification procedure (*reconnaissance des acquis de formation*) based on common qualifications and assessment standards, with a competence-based approach, since 2010.

Although higher education institutions are autonomous in designing their curriculum, they are required to align their programmes with the common competences (*compétences communes*) developed by the ARES (*Académie de recherche et d'enseignement supérieur*) ([6]). A guide has been produced to help higher education institutions define their learning outcomes to fit into common-competence reference systems. There is little information on the extent of the use of learning outcomes in higher education in practice, except for university colleges.

### **3.4. Quality assurance arrangements**

The Agency for Quality Assessment in Higher Education (AEQES) is responsible for the external and formative assessment of higher education programmes ([7]). In addition, a legal assessment and inspection procedure is implemented by the General Inspectorate for basic, secondary, special and social promotion education. This approach is also used by the IFAPME/SFPME through the Training Directorate, the role of which is to inspect training centres. In VET, a team has been appointed within the education ministry to coordinate the cross-analysis of the evaluation procedures of schools and training centres, and the validation of skills providers ([8]). The aspects under revision include the evaluation of learning outcomes; the material resources; and the monitoring of quality in the assessment of learning outcomes and of the staff who carry out this process (Cedefop & Bruxelles Formation, 2019).

The procedures for including qualifications in the CFC, including the levelling of qualifications ('en block' or on a case-by-case basis), constitutes an element of quality assurance, as it ensures that qualifications provide to learning outcomes at a given CFC level. Instance CFC guarantees the quality of this procedures (Fédération Wallonie-Bruxelles, Wallonie & COCOF, 2013).

# Institutional arrangements and stakeholder involvement

---

In 2015, Instance CFC (the CFC Forum) was established as a steering authority, responsible for including qualifications in the framework and for CFC dissemination. The forum also acts as the EQF national coordination point (NCP) and operates under the Ministry of the French Community of Belgium. It has four constitutive substructures ([9]):

- a. the Management Committee ([10]);
- b. the Executive Committee;
- c. the Committee of Experts ([11]);
- d. the Board of Appeal.

The Management Committee oversees the overall coordination and oversight of the NQF. The Executive Committee acts as a CFC secretariat, manages the day-to-day running of the framework and requests the allocation of qualifications to levels, the evaluation of the CFC and the updating of the qualifications register. It is composed of a coordinator, an employee in charge of communication and an employee responsible for administrative issues. The Management and Executive Committees meet every 6 weeks to validate level allocations and to deal with other important topics regarding CFC implementation. The budget is covered by the three French-speaking governments and by EU funds (European Commission & Cedefop, 2022).

# Recognising and validating non-formal and informal learning and learning pathways

---

## 5.1. Recognising and validating non-formal and informal learning and learning pathways

Validation of non-formal and informal learning (VNFIL) is embedded in the CFC decree; promoting VNFIL is an objective of the framework. The decree defines certification as the formal result of a validation arrangement carried out by a competent authority, testifying that the applicant has achieved the learning outcomes described in relevant standards (Antoine, 2024). There are two types of VNFIL in Belgium.

The validation of competences (*validation des compétences*, VDC) is highly standardised and leads to CFC level 2 to 4 skills certificates (*titre de compétence*), following an assessment procedure (based on the same standards as the formal system). VDC is implemented by continuous vocational training centres operating under the remit of the [Validation of Competences Consortium](#), which grants skills certificates on behalf of the three governments. Holders of skills certificates can enter the labour market and/or access (or get exemptions from) further training in adult learning or vocational training; can be combined to obtain a qualification in the adult education sector that may be included in the CFC (Cedefop & Bruxelles Formation, 2019; Antoine, 2024).

The valorisation of prior experience (*valorisation des acquis de l'expérience*, VAE) can give access to high schools, adult education and higher education, lead to the validation of learning units (*unité d'enseignement*, UE) or to exemptions from certain parts of a study pathway, but not to a CFC-levelled qualification. At the secondary level, VAE is used to grant admission into education and vocational pathways or exemptions, but it can also lead to a certificate of achievement (*attestation de réussite*) when the learner passes the integrated final test (*épreuve intégrée*). In higher education, according to the 2014 decree on the organisation of higher education, VAE has a stronger institutional basis and is used to grant admission to education pathways at all cycles of higher education or exemptions. In adult education (EPS), VAE can give access to formal adult training or exemptions to shorten the learner's training pathway. In the latter case, VAE can lead to partial or full exemption from one or more course units constituting a programme (pass certificate), except for the integrated examination (*épreuve*

*intégrée*) ([12]) ([13]).

# NQF implementation and impact

---

## 6.1. Stage of implementation

The CFC is seen as an integral part of an evolving education and training system, gradually playing a role in improving the transparency and comparability of qualifications, and it is at the activation stage. Important steps have been taken in developing the framework - it is firmly legally embedded, its implementation bodies have been set up and the main working methods and instruments are being put in place, while criteria and procedures for the inclusion of qualifications have been adopted and used (European Commission & Cedefop, 2020; 2022).

## 6.2. Procedures for including qualifications in the NQF

The SFMQ, the ARES, actors in formal education or professional training and the Consortium for the validation of skills have the right to apply for including a qualification in the CFC. The application for an individual qualification or a block of qualifications, accompanied by a levelling proposal, is submitted to Instance CFC, which is responsible for managing the procedure. In order a qualification to be included, it should fulfil the following criteria:

- a. the qualifications should be recognised and accredited by a public authority, and it should be awarded by a public education and training provider;
- b. the qualification should include a coherent set of learning outcomes allowing the integration into or remaining in the labour market (professional qualifications) or the continuation of studies at a higher education level or the integration into the labour market (educational qualifications);
- c. the qualification should be the result of a formal assessment process that certifies that the intended learning outcomes meet a given standard;
- d. the qualification is subject of one or more quality assurance systems, which are in line with the quality assurance principles of the CFC.

In the application form for individual qualifications, providers should indicate the title, how it meets the 4 criteria and a justification of the proposed level. In applications to include qualifications 'en block', responsible authorities should describe the legal provisions relating a) to

the qualifications and b) to the definition, assessment and certification of learning outcomes, as well as the main quality assurance mechanisms.

Upon submission, the request is immediately processed by the Management Committee of Instance CFC. The Ministry of the French Community regulates formal education and is responsible for defining and positioning educational qualifications at levels 1 to 4. The SFMQ plays a key role in defining and positioning professional qualifications at levels 1 to 4. ARES is responsible for defining and positioning educational higher education qualifications at levels 6 to 8 (this is still in progress). ARES and the SFMQ share responsibility for qualifications at level 5, reflecting the extensive mix of professional and educational qualifications at this level. In the levelling procedure, the learning outcomes of an individual qualification or the generic elements of a set of qualifications are compared against the CFC level descriptors. A clear and concise explanation of the levelling decision is developed. The Board of Appeal of Instance CFC deals with appeals on the allocation of levels to qualifications (Fédération Wallonie-Bruxelles, Wallonie & COCOF, 2013) ([14]).

### **6.3. Indicating EQF/NQF levels**

CFC/EQF levels are indicated on diploma supplements of educational qualifications at levels five to eight. It is planned for CFC levels to be indicated on professional diplomas at levels three and five, on apprenticeship certificates at levels 3 and 2 and on their Europass certificate supplements. Users can be informed about the CFC/EQF level of all qualifications included in the qualification register (European Commission & Cedefop, 2020; 2022).

### **6.4. NQF dissemination**

A CFC communication strategy has been developed, but has not yet been approved (European Commission & Cedefop, 2022). The EQF NCP is planning to disseminate information about the framework using its website, videos, brochures and guidance documents. The target group to be prioritised will be the general public, as the framework is, for instance, less well known among labour market actors at the regional and local levels. Employers, guidance counsellors from education and training providers, employment counsellors from public employment services, teachers, trainers, trade union representatives and human resources managers are advised to refer to the CFC as much as possible, for instance on job vacancies (European Commission & Cedefop, 2020; 2022).

## **6.5. Qualifications databases and registers**

All levelled qualifications are automatically included in the qualifications register ([Registre des certifications](#)) (546 in February 2024) ([15]). The purpose of the register is to make CFC qualifications accessible to all target groups. For each qualification, the register provides (in French) the following: information on the field of study, the CFC level and the awarding body; a description in open text of what the learner is expected to know, understand and be able to do; and a link to Europass supplements. The register is connected to the Europass platform (European Commission & Cedefop, 2022).

## **6.6. Awareness and use of the NQF**

Education and training providers are aware of the CFC, as they participate actively in levelling qualifications. The same applies to quality assurance bodies and recognition authorities. There is a low level of awareness among learners, workers, jobseekers, labour market stakeholders (employers, trade unions, employment services) and guidance and counselling practitioners. CFC levels are used in education legislation, for instance in the [2013 decree on the organisation of higher education](#) and in [certain job offers for the public sector](#) (2019 decree). However, the framework is not particularly used by individuals and labour market stakeholders (European Commission & Cedefop, 2022).

## **6.7. Monitoring and evaluating the NQF**

To date there have been no evaluation studies on the various aspects of the framework and its impact (European Commission & Cedefop, 2022).

## **6.8. Impact of the NQF**

The CFC has had an impact on the validation of non-formal and informal learning. Several skills certificates awarded through a validation procedure are levelled to the framework, while the Validation skills consortium is an important stakeholder of Instance CFC (European Commission & Cedefop, 2022). The framework has, to a limited extent, promoted parity of esteem between different types of education and training, as end users (e.g. employers and jobseekers) often focus not on learning outcomes but on the institution that issued the qualification and the education sector it belongs to (European Commission & Cedefop, 2022). The CFC, mainly through its Management Committee, has promoted dialogue and cooperation across education and training sectors and institutions, and between them and the labour market (European

Commission & Cedefop, 2022).

## Referencing to the EQF

---

The CFC levels were referenced to the EQF levels in 2013 (Fédération Wallonie-Bruxelles, Wallonie & COCOF, 2013). Self-certification to the QF-EHEA is in progress.

## Important lessons and future plans

---

The main enabling factor in the CFC's implementation is its properly functioning institutional structure. The Management Committee, which brings together stakeholders from various sectors, cooperates smoothly with the Executive Committee, which focuses primarily on levelling qualifications (European Commission & Cedefop, 2022). Considerable progress has been made on including qualifications and qualification types in the framework. This has strengthened the position of the CFC as a credible reference point, promoting the comparability of qualifications. Distinguishing between educational and professional qualifications at all levels has been instrumental in making progress. Whether this structure can be used to open up for future developments of professional qualifications at higher levels (6 to 8) and for establishing stronger links between educational and professional sectors remains to be seen.

One major challenge in implementing the CFC has been to disseminate the benefits of the framework to citizens and beneficiary institutions. For instance, a common misconception among the general public - including learners, workers and jobseekers - is that they consider the CFC to be a tool for the equivalence of diplomas. The main priorities are implementing the communication strategy (under development) and strengthening links with existing stakeholders to ensure they use, disseminate and fully understand the CFC (European Commission & Cedefop, 2022). One of the main objectives of the communication strategy is for CFC/EQF levels to be indicated on all qualifications ([16]).

## Main sources of information

---

[URLs accessed 17/2/2025]

[CFC Forum](#) (*Instance CFC*).

Qualifications register ([Registre des certifications](#)).

Fédération Wallonie-Bruxelles, Wallonie & COCOF. (2013). *Report on referencing the French-speaking qualifications framework for lifelong learning to the European qualifications framework for lifelong learning*.

# National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
8	<p><b>Doctoral degree - PhD (Grade générique de Doctorat de l'enseignement supérieur)</b>  <b>Category</b>            Educational qualification type</p>	8
7	<p><b>Master's degree (Grade générique de Master de l'enseignement supérieur)</b>  <b>Category</b>            Educational qualification type</p> <p><b>Advanced master's degree (Master de spécialisation)</b>  <b>Category</b>            Educational qualification type</p>	7
6	<p><b>Bachelor's degree (Grade générique de bachelier de l'enseignement supérieur)</b>  <b>Category</b>            Educational qualification type</p>	6

5	<p><b>Associate degree (Brevet de l'enseignement supérieur)</b></p> <p><b>Category</b></p> <p>Educational qualification type</p> <p>e.g. Brevet d'infirmier hospitalier</p>	5
	<p><b>Upper secondary vocational education certificate (level 5) (Certificat de qualification en plein exercice ou en alternance, Technicien(ne) en maintenance et diagnostic automobile)</b></p> <p><b>Category</b></p> <p>Educational qualification type</p> <p>This is the only upper secondary vocational education qualification at CFC level 5.</p>	
	<p><b>Professional diploma, level 5 (Diplôme de formation, niveau 5)</b></p> <p><b>Category</b></p> <p>Professional qualification</p> <p>e.g. diploma for commercial agent business managers (Diplôme de chef d'entreprise agent(e) commercial(e))</p>	
	<p><b>Professional foundation diploma, level 5 (Diplôme de formation de base)</b></p> <p><b>Category</b></p> <p>Professional qualification</p> <p>e.g. professional foundation diploma for police officers</p>	
	<p><b>Skills certificate, level 5 (Certificat de compétences acquises en formation, niveau 5)</b></p> <p><b>Category</b></p> <p>Professional qualification</p> <p>e.g. certificate of skills acquired in training for professional trainers for adults (Certificat de compétences acquises en formation de formateur.rice professionnel.le d'adultes)</p>	
4	<p><b>Upper secondary education certificate (Certificat de l'enseignement secondaire supérieur (CESS))</b></p> <p><b>Category</b></p> <p>Educational qualification type</p>	4

**Upper secondary vocational education certificate (level 4) (Certificat de qualification en plein exercice ou en alternance)**

**Category**

Educational qualification type

**Qualification certificate for technical qualifying post-secondary education - 7th year (Certification de qualification de septième année technique)**

**Category**

Educational qualification type

**Qualification certificate for vocational qualifying post-secondary education - 7th year (Certificat de qualification de septième année professionnelle)**

**Category**

Educational qualification type

**Vocational qualification certificate (level 4) - education for social promotion, e.g. qualification certificate for laboratory technicians (Certificat de qualification de technicien.ne chimiste)**

**Category**

Educational qualification type

These qualifications are awarded by adult education (EPS) and are equal to upper secondary vocational education certificate.

**Certificate of apprenticeship (level 4) offered by regional training services (Certificat d'apprentissage, niveau 4)**

**Category**

Professional qualification

e.g. certificate of apprenticeship for machining technicians (Certificat d'apprentissage de technicien.ne en système d'usinage)

**Professional diploma, level 4 (Diplôme de formation, niveau 4)**

**Category**

Professional qualification

e.g. diploma for coordination and supervision - hairdressing manager (Diplôme de coordination et d'encadrement de coiffeur.euse manager)

**Skills certificate (level 4) offered by public employment/training services (Certificat de compétences acquises en formation, niveau 4)**

**Category**

Professional qualification

e.g. certificate of skills acquired in training for graphic designers (Certificat de compétences acquises en formation de graphic designer)

**Skills certificate (level 4) awarded by a consortium for validation (Titre de compétence, niveau 4)**

**Category**

Professional qualification

e.g. skills certificate - sales of second-hand cars as part

3

**Upper-secondary vocational qualification certificate (level 3) (Certificat de qualification en plein exercice ou en alternance, niveau 3)**

**Category**

Educational qualification type

**Upper-secondary vocational qualification certificate for special and alternance education (level 3) (Certificat de qualification spécifique (CQS) à l'enseignement spécialisé et en alternance, niveau 3)**

**Category**

Educational qualification type

3

**Vocational qualification certificate (level 3) - education for social promotion e.g. qualification certificate for hairdressers (Certificat de Qualification de Coiffeur.euse)**

**Category**

Educational qualification type

These qualifications are awarded by adult education (EPS) and are equal to upper secondary vocational education certificate.

**Certificate of apprenticeship (level 3) offered by regional training services (Certificat d'apprentissage, niveau 3)**

**Category**

Professional qualification

e.g. certificate of apprenticeship for hairdressers (Certificat d'apprentissage de Coiffeur.euse)

**Professional diploma (level 3) (Diplôme de formation, niveau 3)**

**Category**

Professional qualification

e.g. diploma for coordination and supervision - supervisor bartender (Diplôme de coordination et d'encadrement de chef barman/barmaid)

**Skills certificate (level 3) offered by public employment/training services (Certificat de compétences acquises en formation, niveau 3)**

**Category**

Professional qualification

e.g. certificate of skills acquired in training for administrative employees (Certificat de compétences acquises en formation d'employé.e administratif.ive)

**Skills certificate (level 3) awarded by a consortium for validation (Titre de compétence, niveau 3)**

**Category**

Professional qualification

e.g. skills certificate - managing incoming and outgoing contacts as part of the profession of call centre operator (Titre de compétence gérer les contacts entrants et sortants constituant le métier d'opérateur/rice call center)

**Lower secondary vocational qualification certificate for special and alternance education (Certificat de qualification spécifique (CQS) à l'enseignement spécialisé et en alternance)**  
**Category**

Educational qualification type

**Vocational qualification certificate (level 2) - education for social promotion, e.g. qualification certificate for electrician fitters (Certificat de qualification de monteur électricien)**  
**Category**

Educational qualification type

These qualifications are awarded by adult education (EPS) and are equal to upper secondary vocational education certificate.

**Certificate of apprenticeship (level 2) offered by regional training services (Certificat d'apprentissage, niveau 2)**  
**Category**

Professional qualification

e.g. certificate of apprenticeship for manufacturing agents in the food industry (Certificat d'apprentissage d'agent de fabrication du secteur alimentaire)

**Skills certificate (level 2) offered by public employment/training services (Certificat de compétences acquises en formation, niveau 2)**  
**Category**

Professional qualification

e.g. certificate of skills acquired in training for production operators in the food industry (Certificat de compétences acquises en formation d'opérateur de production en industrie alimentaire)

**Skills certificate (level 2) awarded by a consortium for validation (Titre de compétence, niveau 2)**

**Category**

Professional qualification

e.g. skills certificate - transporting and placing theatre equipment as part of the profession of assistant

1

**Certificate of elementary education (6 years) (Certificat d'études de base)**

**Category**

Educational qualification type

1

# Acronyms

---

ARES	Académie de Recherche et d'Enseignement supérieur (Academy of Research and Higher Education)
CFC	Cadre francophone des certifications pour l'éducation et la formation tout au long de la vie (French-speaking qualifications framework for lifelong learning)
COCOF	Commission communautaire française de la Région de Bruxelles-Capitale (French Community Commission in the Brussels Region)
CPU	<i>certification par unités d'apprentissage</i> (certification by learning-outcome units)
CVDC	Consortium de validation des compétences (Skills Validation Consortium)
EQF	European qualifications framework
IFAPME	<i>Institut de formation en alternance des petites et moyennes entreprises</i> [SME work/study training institute]
NCP	national coordination point
NQF	national qualifications framework
SFPME	Service Formation des Petites et Moyennes Entreprises [Training service for SMEs]
SFMQ	Service francophone des métiers et qualifications (Francophone Service for Trades and Qualifications)
VAE	<i>validation des acquis de l'expérience</i> (valorisation of prior experience)
VET	vocational education and training
VNFIL	validation of non-formal and informal learning

## References

---

[URLs accessed 17/2/2025]

Antoine, M. (2024). *European inventory on validation of non-formal and informal learning 2023 update: Belgium-French speaking community*. European Commission & Cedefop.

Cedefop & Bruxelles Formation. (2019). *Vocational education and training in Europe: Belgium* [From Cedefop; ReferNet. Vocational education and training in Europe database].

Cedefop & ReferNet. (2024). *Timeline of VET policies in Europe* [online tool].

Cedefop. (2020). *National qualifications frameworks developments in Europe 2019. Qualifications frameworks: transparency and added value for end users*. Publications Office of the European Union.

European Commission & Cedefop. (2020). *Survey on implementation, use and impact of NQF/EQF* [unpublished].

European Commission & Cedefop. (2022). *Survey on implementation, use and impact of NQF/EQF* [unpublished].

European Commission. DG Education Youth Sport & Culture (2024). *Education and training monitor 2024: Belgium*. Publications Office of the European Union.

Fédération Wallonie-Bruxelles, Wallonie & COCOF. (2013). *Report on referencing the French-speaking qualifications framework for lifelong learning to the European qualifications framework for lifelong learning*.

Fédération Wallonie-Bruxelles, Wallonie & COCOF. (2018). *Activity report of the CFC* (May 2016-June 2018) [unpublished].

## Notes

---

[1] Skills or validation certificates can partly be considered to be microcredentials, as although they certify (through a formal assessment procedure) the learning outcomes of short-term learning experiences, they do not require a course of training. Source: Internal communication with [Instance CFC](#).

[2] This option is available for a limited number of Master's degrees.

[3] Source: Internal communication with the country.

[4] The SFMQ brings together public employment services, social partners, all VET providers and the CVDC. It is responsible for creating profession profiles and training profiles, thus ensuring consistency between the training offered and the needs of the job market. It establishes a link between profiles and the structures of public employment services and improves the legibility of qualifying education systems, training courses, skills validation and job offers. It provides common references and terminology for all partners (Cedefop & Bruxelles Formation, 2019).

[5] Source: internal communication with the country

[6] ARES is a public-interest organisation funded by the French Community and created by the [decree](#) of 7 November 2013 defining the landscape of higher education and the academic organisation of studies. The decree aims to support student success by promoting excellence (of research), consistency (of provision) and quality (of teaching).

[7] The agency is an independent public service and a full member of the European Association for Quality Assurance in Higher Education, and is included in the European quality assurance register for higher education.

[8] A team of two experts (diagnosticians) from the fields of education, training or validation of skills evaluate on-site the assessment processes of VET providers. Data collected were used in the cross-analysis. This was an external evaluation in accordance with the reference framework set out by European Quality Assurance in Vocational Education and Training (EQAVET) (Cedefop & Bruxelles Formation, 2019). The relevant report is available [online](#) (in French).

[9] The CFC [decree](#) offers information on the composition of these substructures.

[10] The Management Committee consists of a president and a vice-president, along with various other members, including important stakeholders (e.g. ARES and the SFMQ).

[11] The Committee of Experts meets with the Management and Executive Committees once a year to provide its opinion on current and future decisions, along with useful information on the functioning of the

system and an evaluation of its implementation.

[12]Decree of the Government of the French Community of 13.12.2024 establishing the procedures for the recognition of acquired skills for admission, partial or complete exemption from one or more social advancement teaching units.

[13]Source: internal communication with the country

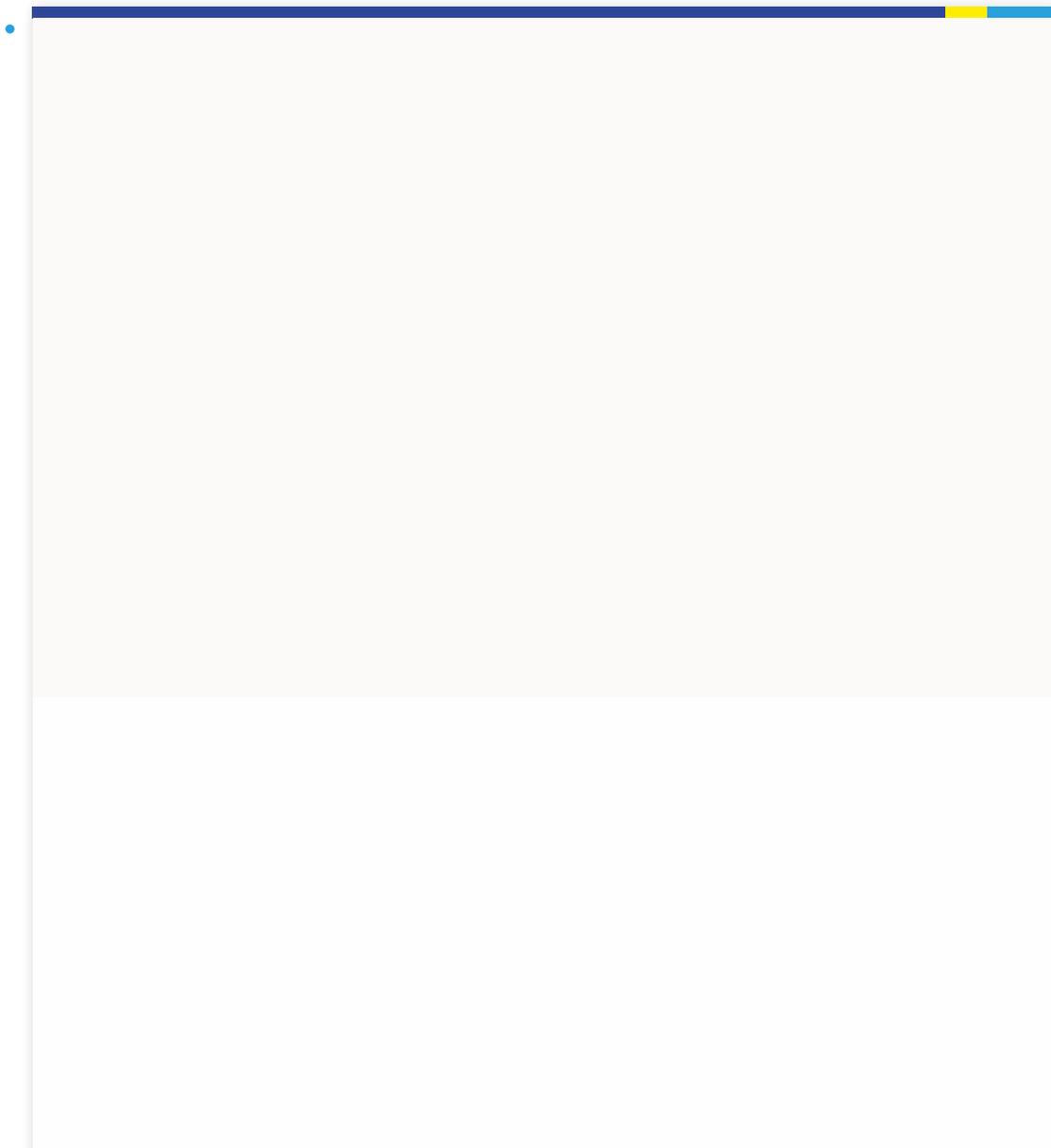
[14]This section is based on information retrieved from the referencing report and the CFC [decree](#).

[15]All levelled qualifications are automatically included in the register and published on the website.

[16]Source: Internal communication with Instance CFC.

## Related content

---



2024

## **Belgium French-speaking community - European inventory of NQFs 2024**

European inventory of NQF

 **Belgium-FR**