



2026 Survey on implementation, use and impact of NQF/EQF

Country:

Official title and abbreviation of the NQF in the national language: ...

Official English translation of the title and abbreviation of the NQF: ...

Link to the website of the EQF-NCP:...

Link to the website or webpage of the NQF:...

Section A. Overall implementation and sustainability of the NQF: progress since 2024 ⁽¹⁾

Please provide information on the political and legal context in which NQFs are established.

Q 1 Integration of the NQF in the national legal and political environment

Q 1.1 Since 2024, what new or amended national laws, regulations or official government decisions (across education and training, labour market and other policy areas), if any, explicitly mention the NQF or establish requirements for its use?

Name (in English and national language), number, and date of legal act:

Adopted

In legislative process

Copy attached OR Weblink to the text:

⁽¹⁾ For your reference, please consult the 2024 NQF country chapter: <https://www.cedefop.europa.eu/en/country-reports/european-inventory-of-nqfs>

<p>Brief description of how the NQF is integrated in this legal act: ...</p> <p><i>(if relevant, please include more legal acts here, by replicating the outline above)</i></p> <p><input type="checkbox"/> No changes to be reported.</p>	
Q 1.2	<p>In which <u>policy areas</u> and linked to which policy initiatives and/or strategies (in education and training, employment and other policy areas) is the NQF actively used and/or referred to? You can indicate practical examples to describe how the NQF is used in other policy initiatives. <i>Please specify progress since 2024.</i></p>
<p>Policy area(s): Title of policy initiative or strategy (in English and national language): <input type="checkbox"/> Adopted <input type="checkbox"/> Being developed If Adopted: <input type="checkbox"/> Copy attached OR <input type="checkbox"/> Weblink to the text:</p> <p>Brief description of how the NQF interacts with, or is referred to, in this policy initiative or strategy (you can indicate practical examples to describe how the NQF is used in other policy initiatives):</p> <p><i>(if relevant, please include more policy initiatives here, by replicating the outline above)</i></p> <p><input type="checkbox"/> No changes to be reported.</p>	
Q 1.3	<p>Have the objectives of the NQF evolved and/or changed <u>since 2024</u>?</p>
<p>If Yes: Changes to policy objectives:</p> <p>Sources used:</p> <p><input type="checkbox"/> No changes to be reported</p>	
Q 2	<p>Is there an NQF implementation strategy or roadmap in place? <i>Please specify progress since 2024.</i></p>

If Yes:
Title of document (in English and national language):
 Copy attached OR Weblink to the text:

Main points:

No changes to be reported

Section B. Coverage of the NQF
Please provide updated information on the qualifications included in the NQF.

Q 3	Please review, update and complement the qualifications overview (excel file).
<i>To answer this question please use the attached Excel file. Please find further clarifications in the guidance note.</i>	
Q 4	Please specify whether NQF and EQF levels are indicated on new certificates and diplomas, Europass diploma and certificate supplements, and in national databases or registers.
<i>To answer this question please use the attached Excel file. Please find further clarifications in the guidance note.</i>	
Q 5	Has the number of qualifications and/or qualification types in the NQF changed since 2024?
<p>Current number of qualifications and/or qualification types included in the NQF (2026):</p> <p>Number of new qualifications and/or qualification types which have been included in the NQF since 2024: Brief explanation of changes (e.g. which are the new qualifications and/or qualification types and on which levels they are included):</p> <p>Please indicate if the NQF includes ‘not active’ qualifications or qualification types and which are they (2026) (if applicable):</p> <p><input type="checkbox"/> No developments to be reported</p>	

Q 6	Please specify whether the NQF is open to qualifications awarded outside formal education and training ⁽²⁾. If yes, please specify whether such qualifications are currently included in the framework and indicate which qualifications these are (based on the qualifications overview excel file used to answer Q3).
<p>NQF in principle open to such qualifications: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>NQF includes such qualifications: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please indicate the names of the qualification(s) or qualification types (please refer to the qualifications overview excel when answering this question): ...</p> <p>Is it planned to include such qualifications in the NQF? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide a brief explanation:...</p> <p><input type="checkbox"/> No changes to be reported since 2024</p>	
Q 7	Please specify whether the following categories of qualifications are included in the NQF ⁽³⁾. Please indicate which are these qualifications (based on the qualifications overview excel file used to answer Q3).
<p>A. NQF in principle open to partial qualifications: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>NQF currently includes partial qualifications: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Which qualification (types) or qualifications do you consider to be partial qualifications (please refer to the qualifications overview excel when answering this question)?...</p> <p>Do you count partial qualifications, which are included in the NQF, as microcredentials? <input type="checkbox"/> Yes, all of them <input type="checkbox"/> Yes, some of them <input type="checkbox"/> No</p>	

⁽²⁾ Such qualifications can be awarded, for example, by private providers, labour market stakeholders, adult learning providers, and civil society organisations. They can include microcredentials, non-statutory (market) qualifications, professional/vocational/occupational qualifications and awards ([UNESCO et al., 2023](#)).

⁽³⁾ To answer this question please primarily consider the definitions and terms used in your national context.

If yes, please indicate which are these (please refer to the qualifications overview excel when answering this question):

If the NQF doesn't currently include partial qualifications, do you plan to include partial qualifications?

Yes No

If yes, please provide a brief explanation:...

B.

NQF in principle open to qualifications that can be considered as microcredentials ⁽⁴⁾:

Yes No

If yes, please provide a brief explanation:...

Does the NQF currently include qualifications that can be considered as microcredentials? (PLEASE ANSWER THIS QUESTION IN THE EXCEL).

If the NQF doesn't currently include microcredentials, do you plan to include microcredentials?

Yes No

If yes, please provide a brief explanation:...

C.

NQF in principle open to international qualifications ⁽⁵⁾:

Yes No

NQF currently includes international qualifications:

Yes No

Which qualification (types) or qualifications do you consider to be international qualifications (please refer to the qualifications overview excel when answering this question)?...

If the NQF doesn't currently include international qualifications, do you plan to include international qualifications?

⁽⁴⁾ Microcredential means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. (...) They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity ([Council of the European Union, 2022](#))

⁽⁵⁾ International qualification means a qualification awarded by a legally established international body (association, organisation, sector or company) or by a national body acting on behalf of an international body that is used in more than one country and that includes learning outcomes assessed with reference to standards established by an international body ([Council of the European Union, 2017](#)).

Yes No

If yes, please provide a brief explanation:

D.

NQF qualifications are structured into modules or units of learning outcomes:

Yes No

Which NQF qualification (types) or specific qualifications are structured into modules or units of learning outcomes (please refer to the qualifications overview excel when answering this question)?...

NQF in principle open to individual modules or units of learning outcomes:

Yes No

NQF currently includes individual modules or units of learning outcomes:

Yes No

If yes, please specify which individual modules or units of learning outcomes are included in the NQF (please refer to the qualifications overview excel when answering this question)?...

If the NQF doesn't currently include individual modules or units of learning outcomes, do you plan to include these?

Yes No

If yes, please provide a brief explanation:

(if relevant, please include more examples here, by replicating the outline above)

E.

NQF in principle open to professional/vocational qualifications ⁽⁶⁾:

Yes No

⁽⁶⁾ A professional or vocational qualification is a certificate or diploma, awarded after training, or learning that confirms a person has achieved specific learning outcomes (knowledge, skills and competences) which can be used to access a profession or perform specific tasks of a relevant work position. They can be awarded within and outside formal education and training by public or private education and training providers, professional bodies, industry associations etc. Please DO NOT indicate here initial IVET full formal qualifications and professional bachelor's/master's degrees.

NQF currently includes professional/vocational qualifications:
 Yes No

Which qualification (types) or qualifications do you consider to be professional/vocational qualifications (please refer to the qualifications overview excel when answering this question)?...

If the NQF doesn't currently include professional/vocational qualifications, do you plan to include international qualifications?
 Yes No
If yes, please provide a brief explanation:

Q 8	Please indicate if validation arrangements: give access to NQF qualifications; allow learners to receive credits/exemptions towards an NQF qualification; lead to a partial or full NQF qualification.
	<i>To answer this question please use the attached Excel file (columns M to O). Please find further clarifications in the guidance note.</i>
Q 8.1	Could you please specify whether there are any NQF qualifications that can <u>only</u> be awarded through validation arrangements?
	<i>To answer this question please use the attached Excel file (column P). Please find further clarifications in the guidance note.</i>
Q 9	Please indicate the NQF qualifications or qualification types for which certificates and diplomas are also issued as digital credentials ⁽⁷⁾.
	<i>To answer this question please use the attached Excel file (column Q). Please find further clarifications in the guidance note.</i>
Q 10	How are credit systems used in relation to NQF qualifications?
Are credits systems used in relation to NQF qualifications? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> It is planned	
If yes, please indicate in which education subsystem(s) they are used: (please select all that apply) <input type="checkbox"/> General education	

⁽⁷⁾ Digital learning credentials: learning credentials issued and/or represented in a digital form using structured data fields which make the data machine-readable. A scan or a PDF with a digital signature is not a digital credential.

- VET
- Higher education
- Adult learning
- Qualifications awarded outside formal education and training
- Other (please specify): ...

If more than one credit system is used, are these distinct systems compatible?

Brief explanation:...

Please briefly describe the functioning of credit system(s). *For instance, how credit systems work together with NQFs to support transitions and facilitate progression in education and training?*

Brief description:...

Q 11

Please briefly describe the approaches and procedures ⁽⁸⁾ for including qualifications in the NQF. Do they differ depending on the type of qualification? *If yes, please explain the different approach(es) and procedure(s). To answer this question please review section 7.2 on your country-specific NQF report (available [here](#)). If the procedures have changed since 2024 or if additions, modifications are needed, please use the box below to describe them.*

Type of qualification(s):

Brief description of the procedure(s) for including qualifications to the NQF:

Link to the most recent available source(s):

Are new procedures, or modifications to the existing ones, planned?

Yes No

If yes, please provide a brief explanation:...

(if relevant, please include more categories or types of qualifications for which a different procedure is in place, including qualifications awarded outside formal education and training)

No changes to be reported since 2024

⁽⁸⁾ If a fee exists, please specify who pays and what is the amount and currency.

Section C. Awareness of the NQF

Please provide updated information on the tools used to promote the NQF and on the level of awareness of the NQF.

Q 12

Please report the tools that have been developed or used to raise awareness, promote understanding and support the use of the NQF among relevant stakeholders (e.g. national authorities, employers, learners, credential evaluators, education and training providers). *Please specify progress since 2024.*

12.1 Is there a communication strategy in place?

Yes No

If Yes:

Title of document (in English and national language):

Copy attached OR Weblink to the text:

Available in national language Available also in English Available only in English

Main points (e.g. scope, target groups, communication channels):

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.2 Have you organised/ participated in any NQF-related promotional events (e.g. conference, job fares)?

Yes No

If Yes:

Event title (in English and national language):

Weblink to the event:

Target group(s):

Brief description of the action and its impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.3 Have you organised/ participated in any NQF related training actions (e.g. workshops, seminars)?

Yes No

If Yes:

Event title (in English and national language):

Weblink to the event:

Target group(s):

Brief description of the action and its impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.4 Have you developed/used webpages (e.g. NQF website, NQF database/ register)?

Yes No

If Yes:

Weblink:

Target group(s):

Brief description of the webpage and its impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.5 Have you developed/used any technical handbooks or guidelines?

Yes No

If Yes:

Title of document (in English and national language):

Copy attached OR Weblink to the text:

Available in national language Available also in English Available only in English

Brief description of main points (e.g. themes, target groups) and impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.6 Have you developed/used any promotional material e.g. leaflets and brochures?

Yes No

If Yes:

Title of document (in English and national language):

Copy attached OR Weblink to the text:

Available in national language Available also in English Available only in English

Brief description of main points (e.g. themes, target groups) and impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.7 Have you developed/used any digital communication media e.g. social media, videos etc.?

Yes No

If Yes:

Weblink:

Available in national language Available also in English Available only in English

Target group(s):

Brief description of the medium and its impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.8 Do you use networking to promote the NQF e.g. cooperation with other European initiatives, national authorities, such as employment and guidance services, and stakeholder networks?

Yes No

If Yes:

Target group(s):

Brief description of the action and its impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

12.9 Do you use any other communication actions and channels?

Yes No

If Yes:

Weblink:

Target group(s):

Brief description of the action and its impact:

(if relevant, please include more materials and/or tools here, by replicating the outline above)

Q 13	Based on <u>your experiences (in your daily work)</u> and/or <u>available evidence</u> what is the level of <u>awareness</u> of the NQF/EQF among the following groups?
<p>13.1 Learners and students</p> <p>Brief explanation: ...</p> <p>Based on your experiences and/or available evidence the level of awareness of the NQF/EQF in this group is: <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very high <input type="checkbox"/> Not possible to answer</p> <p>13.2 Workers and jobseekers</p> <p>Brief explanation: ...</p> <p>Based on your experiences and/or available evidence the level of awareness of the NQF/EQF in this group is: <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very high <input type="checkbox"/> Not possible to answer</p> <p>13.3 Education and training providers</p> <p>Brief explanation: ...</p> <p>Based on your experiences and/or available evidence the level of awareness of the NQF/EQF in this group is: <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very high <input type="checkbox"/> Not possible to answer</p> <p>13.4 Labour market stakeholders</p> <ul style="list-style-type: none"> • Companies - employers <p>Brief explanation: ...</p> <p>Based on your experiences and/or available evidence the level of awareness of the NQF/EQF by this group is: <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very high <input type="checkbox"/> Not possible to answer</p> <ul style="list-style-type: none"> • Employer organisations, chambers and employer representatives <p>Brief explanation: ...</p> <p>Based on your experiences and/or available evidence the level of awareness of the NQF/EQF by this group is: <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very high <input type="checkbox"/> Not possible to answer</p>	

- **Trade unions, employee organisations and representatives**

Brief explanation: ...

Based on your experiences and/or available evidence the level of awareness of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

- **Employment services**

Brief explanation: ...

Based on your experiences and/or available evidence the level of awareness the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

13.5 Guidance and counselling practitioners

Brief explanation: ...

Based on your experiences and/or available evidence the level of awareness of the NQF/EQF in this group is:

Very low Low Moderate High Very high Not possible to answer

13.6 Quality assurance authorities and bodies

Brief explanation: ...

Based on your experiences and/or available evidence the level of awareness of the NQF/EQF in this group is:

Very low Low Moderate High Very high Not possible to answer

13.7 Authorities and bodies responsible for the recognition of foreign qualifications

Brief explanation: ...

Based on your experiences and/or available evidence the level of awareness of the NQF/EQF in this group is:

Very low Low Moderate High Very high Not possible to answer

13.8 Other (please specify, for example parents, the general public, policy makers)

Target group: ...

Brief explanation: ...

Based on your experiences and/or available evidence the level of awareness of the NQF/EQF in this group is:

Very low Low Moderate High Very high Not possible to answer

(if relevant, please include more target groups by replicating the outline above)

Section D. Use and impact of the NQF

Please provide information on how the NQF is used by stakeholders and target groups, on the impact of the NQF in different policy areas and when applicable on the way impact is measured.

Q 14

Based on your experiences (in your daily work) and/or available evidence to what extent and how is the NQF/EQF used by the following groups? *The examples included are indicative and should not be considered as the only possible areas of focus while answering this question.*

14.1 Learners and students. *For example, do learners use NQF/EQF to ease their international mobility, to orient their learning career etc?*

Brief explanation: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

14.2 Workers and jobseekers. *For example, do citizens use it to choose a qualification/ learning programme or when looking for a job (e.g. when drafting their CV) etc?*

Brief explanation: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

14.3 Education and training providers. *For example, do they use the NQF for developing or promoting their programmes etc?*

Brief explanation on how the NQF is used by education and training providers: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

Is the use of the NQF in developing programmes based on law or other regulations?

Yes No

If yes, please provide a link to the law(s) and a brief explanation:

In which education and training sub-systems is the NQF commonly used in developing programmes? (Please select all that apply)

- General education
- VET
- Higher education
- Adult learning
- Qualifications awarded outside formal education and training
- Other (please specify): ...

To what extent is the NQF used in developing programmes? (If relevant, please refer to more than one education subsystem, by replicating this outline)

- To a great extent (decisive factor)
- To some extent (one of several elements considered)
- To a limited extent (supporting/reference role only)
- Not used

14.4 Bodies/ authorities responsible for the design, review and renewal of qualifications. For example, how is the NQF used in VET, general and/or higher education?

Brief explanation:...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

- Very low Low Moderate High Very high Not possible to answer

Is the use of the NQF in developing programmes based on law or other regulations?

Yes No

If yes, please provide a link to the law and a brief explanation:

In which education and training sub-systems the NQF is commonly used in developing programmes? (Please select all that apply)

- General education
- VET
- Higher education
- Adult learning
- Qualifications awarded outside formal education and training

Other (please specify): ...

To what extent is the NQF used in developing programmes? *(If relevant, please refer to more than one education subsystem, by replicating this outline)*

- To a great extent (decisive factor)
- To some extent (one of several elements considered)
- To a limited extent (supporting/reference role only)
- Not used

14.5 Labour market stakeholders. *For example, is the NQF used in job advertisements and/or recruitment procedures? Do employer and employee representatives participate in developing or updating NQF qualifications? Is it used mainly by the private or public sector and to what extent?* ⁽⁹⁾

- **Companies, employers** *(for example, do they use it their recruitment procedures?)*

Brief explanation: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

- **Employer organisations, chambers and employer representatives** *(for example, do employer representatives participate in developing or updating NQF qualifications?)*

Brief explanation: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

- **Trade unions, employee organisations and representatives** *(for example, do employee representatives participate in developing or updating NQF qualifications?)*

Brief explanation: ...

Source of evidence (if available):

⁽⁹⁾ This sub-question can potentially cover very broad types of use of the NQF. Additionally, exploring the use of the NQF may require reflecting whether it is used in collective agreements, to what extent and how it is used in different economic sectors and by public employment services (e.g. is it used in the selection or funding of training programmes under active labour market measures?).

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

- **Employment services**

Brief explanation: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

- **Other: ...**

Very low Low Moderate High Very high Not possible to answer

Brief explanation:

Source of evidence (if available):

14.6 Guidance and counselling practitioners. *For example, how far do guidance practitioners consider the NQF in advising clients ?*

Brief explanation: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

14.7 Quality assurance (QA) authorities and bodies. *For example, what is the link between the framework and QA procedures e.g. do quality assurance bodies refer to/take account of the NQF level descriptors when accrediting qualifications etc?*

Which authority(ies) and/or body(ies) primarily use the NQF in QA procedures?

Brief explanation on how it is used: ...

Source of evidence (if available):

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

Very low Low Moderate High Very high Not possible to answer

Is the use of the NQF in QA procedures based on law?

Yes No

If yes, please provide a link to the law and a brief explanation:

In which education and training sub-systems the NQF is commonly used in QA procedures? *(please select all that apply)*

- General education
- VET
- Higher education
- Adult learning
- Qualifications awarded outside formal education and training
- Other (please specify): ...

To what extent is the NQF used in determining the outcome of QA procedures? *(If relevant, please refer to more than one body, by replicating this outline)*

- To a great extent (decisive factor)
- To some extent (one of several criteria)
- To a limited extent (supporting/reference role only)
- Not used

14.8 Authorities and bodies responsible for the recognition⁽¹⁰⁾ of foreign qualifications. *For example, do such authorities use and if so, how, the NQF when recognising foreign qualifications? Is the use of the NQF required by law, and is the NQF/EQF level indicated in recognition decisions etc?*

Based on your experiences and/or available evidence the use of the NQF/EQF by this group is:

- Very low Low Moderate High Very high Not possible to answer

Which authority(ies) and/or body(ies) primarily use the NQF in recognition procedures?

Brief explanation: ...

Source of evidence (if available):

Is the use of the NQF in recognition procedures based on law?

- Yes No

If yes, please provide a link to the law and a brief explanation:

For which recognition purposes is the NQF/EQF used (if at all)? *(please select all that apply)*

- Recognition for further learning (access to education and training programmes, including higher education and VET at higher levels)

⁽¹⁰⁾ According to the 2017 EQF Recommendation, 'formal recognition of learning outcomes' means the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or employment, through (i) the award of qualifications (certificates, diploma or titles), (...) and the grant of equivalence, credit or waivers.

- Recognition for access to regulated professions
- Recognition for access to non-regulated professions ⁽¹¹⁾
- The NQF/EQF is not used in recognition procedures
- Other (please specify): ...

In which education and training sub-systems is the NQF commonly used in recognition of foreign qualifications? *(please select all that apply)*

- General education
- VET
- Higher education
- Adult learning
- Other (please specify): ...

How is the NQF/EQF used when assessing foreign qualifications (if at all)? *For example, do authorities/bodies use it to determine or indicate the level of the foreign qualification, to position it within the national education and training system, to assess substantial differences with national qualifications, to assess progression opportunities or access rights associated with the qualification, to support decisions on credits, exemptions or advanced standing?*

To what extent is the NQF level used in determining the outcome of recognition decisions? *(If relevant, please refer to more than one body, by replicating this outline)*

- To a great extent (decisive factor)
- To some extent (one of several criteria)
- To a limited extent (supporting/reference role only)
- Not used

Is the NQF/EQF level indicated in recognition decisions ⁽¹²⁾ or comparability statements?

Yes No

Brief explanation: ...

14.9 Other (please specify, for example parents, the general public, policy makers)

⁽¹¹⁾ Please select this option also where NQF/EQF is used indirectly (e.g. through academic recognition outputs such as comparability statements) to support access to employment

⁽¹²⁾ Recognition decision refers to outcomes such as full recognition, partial recognition, comparability statements, or refusal. These can be legally-binding or not.

<p>Target group: Brief explanation:</p> <p>Based on your experiences and/or available evidence the use of the NQF/EQF by this group is: <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High <input type="checkbox"/> Very high <input type="checkbox"/> Not possible to answer</p> <p><i>(if relevant, please include more target groups by replicating the outline above)</i></p>	
<p>Q 15</p>	<p>Based on your <u>experiences (in your daily work)</u> and available evidence, what is the <u>impact</u> of the NQF/EQF in the following areas? The examples included are indicative and should not be considered as the only possible areas of focus while answering this question.</p>
<p>15.1 Transparency ⁽¹³⁾ and comparability ⁽¹⁴⁾ of qualifications, including those awarded outside the formal national qualification system. For example, in what ways has the NQF increased the transparency of qualifications at national and international level? What role have qualification databases/ registers etc played?</p> <p>Brief explanation: Source of evidence (if available): <input type="checkbox"/> Not possible to answer</p> <p>15.2 Quality assurance of NQF qualifications. For example, how far has their inclusion in the NQF impacted the quality of qualifications (e.g. qualifications awarded outside formal education and training) etc?</p> <p>Brief explanation: Source of evidence (if available): <input type="checkbox"/> Not possible to answer</p> <p>15.3 Promoting the use of learning outcomes (LOs). For example, to what extent has the NQF implementation influenced the use of LOs in different education and training subsystems?</p> <p>Brief explanation: Source of evidence (if available):</p>	

⁽¹³⁾ According to Cedefop’s [definition](#), transparency of qualifications refers to the degree of visibility and legibility of qualifications and their content, as well as of their value on the labour market (regional, national, international or sectoral) and in education and training systems.

⁽¹⁴⁾ According to Cedefop’s [definition](#), comparability of qualifications refers to the degree of similarity of qualifications (purpose, level, learning outcomes, quality assurance, etc.) issued at sectoral, regional, national or international levels. Comparability of qualifications improves individuals’ employability and mobility, one of the objectives of the European Qualifications Framework.

Not possible to answer

15.4 Progression (horizontal and vertical) in education and training (reducing barriers and strengthening bridges between sectors and institutions). *For example, how has the NQF contributed to linking VET with general and higher education? Has the NQF contributed to bridging formal and non-formal education and training etc?*

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.5 Relationship with validation of non-formal and informal learning. *For example, do NQF legislation and/or regulations support the implementation of validation arrangements, has the linkage between the NQF and validation increased the value of validation certificates, has NQF implementation contributed to developing a favourable environment for validation and to an increase in participation etc?*

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.6 Promoting employability. *For example, is there a perception among employment services, jobseekers and employers that NQFs contribute to increasing employability?*

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.7 International mobility of learners, workers and jobseekers. *For example, is the NQF used to support the recognition and transfer of learning outcomes acquired through mobility abroad, including for credits, units, partial qualifications or full qualifications?*

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.8 Recognition of foreign qualifications

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.9 Parity of esteem between different types of education and training and qualifications

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.10 Dialogue and cooperation between stakeholders:

- **across education and training sectors and institutions**

Brief explanation:

Source of evidence (if available):

Not possible to answer

- **between education and training and the labour market**

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.11 Supporting or triggering broader reforms in education and training

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.12 Identifying gaps in education and training offer and triggering the development of new qualifications

Brief explanation:

Source of evidence (if available):

Not possible to answer

15.13 Promoting lifelong learning

Brief explanation:

Source of evidence (if available):

Not possible to answer

<p>15.14 Other areas of influence. <i>For example, what is the role of the NQF in promoting lifelong learning, increasing the value of levelled qualifications, supporting skills matching etc?</i></p> <p>Brief explanation: Source of evidence (if available): <input type="checkbox"/> Not possible to answer</p>	
Q 16	Have any evaluations of the NQF been carried out <u>since 2024</u> and by whom? <i>If there is an on-going evaluation, please provide relevant information.</i>
<p>If Yes, <input type="checkbox"/> Copy attached OR <input type="checkbox"/> Weblink to the text:</p> <p>Name of evaluation study (in English and national language):</p> <p>Carried out by:</p> <p><i>(if relevant, please include more evaluation studies by replicating the outline above)</i></p> <p><input type="checkbox"/> No evaluations carried out.</p>	
Q16.1	If evaluations of the NQF have been carried out since 2024, what <u>aspects of the NQF</u> were evaluated and what were the <u>main findings</u>?
<p>Key areas of focus of the evaluation:... Brief explanation:...</p> <p>Main findings:... Brief explanation:</p>	
Q 16.2	If the evaluation included an assessment of the impact of the NQF, please describe the methods used and the indicators applied to measure that impact. What were its key findings?
<p>Methods used to assess NQF impact:</p>	

Indicators used to assess NQF impact:	
Key findings:	
<input type="checkbox"/> No impact assessment carried out.	
Q 16.3	How do the conclusions of the evaluation/impact assessment support further development of the NQF? Has the evaluation/impact assessment induced a review of the NQF and/or an updated referencing to the EQF?
Brief explanation:	
Section E. Institutional arrangements and involvement of stakeholders <i>(Please use as a reference the 2024 country-specific report and include developments that took place in the last two years or were not reported in the previous rounds of the survey)</i> Please provide updated information on the authorities/ bodies responsible for the overall and day-to-day implementation of the NQF and on the involvement of stakeholders.	
Q 17	What changes have there been in institutional arrangements <u>since 2024</u> ?
<ul style="list-style-type: none"> Has the responsible body for the <i>overall coordination and oversight of the NQF</i> changed? If yes, please briefly describe the relevant developments. Brief explanation: <ul style="list-style-type: none"> Please provide a link to the website of the body/authority <i>responsible for the day-to-day implementation of the NQF</i>... Has the institutional structure (e.g. NQF secretariat, qualification authority) <i>responsible for the implementation and day-to-day running of the NQF</i> been changed? If yes, please briefly describe the relevant developments. Brief explanation: <input type="checkbox"/> No changes to be reported.	
Q 18	Which changes have taken place <u>since 2024</u> regarding stakeholders' involvement in NQF implementation? <i>Please provide a brief description specifying the nature of involvement and whether systematic mechanisms for stakeholder involvement are in place.</i>

Please provide links to the website(s) of systematic mechanisms for stakeholder involvement (e.g. sector councils, inter-stakeholder committees, councils):..

- Have any systemic mechanisms for stakeholder involvement been developed or modified since 2024?

Brief explanation:

- What is currently the role of key stakeholders in NQF governance? *If different stakeholders have different roles, please elaborate.*

Brief explanation:

- What is currently the role of key stakeholders in the daily running of the NQF? *If different stakeholders have different roles, please elaborate.*

Brief explanation:

- Which stakeholders do you consider to be more actively involved? *If different stakeholders have different level of involvement, please elaborate.*

Brief explanation:

No developments to be reported.

Section F. Databases/registers of qualifications (*Please report on developments that have taken place since 2024 or were not reported in the previous rounds of the survey*)

Q 19

Has a single national database/register of NQF qualifications been set up or are NQF qualifications published in different national database(s)/register(s)? What are the characteristics of the national database(s)/register(s) of NQF qualifications?

A single national database/register of NQF qualifications has been set up

- Yes
- No
- Under development

If Yes, which authority runs the database/register?

NQF qualifications are published in different databases/registers

- Yes, and all different databases/registers are interconnected
- Yes, and some of the databases/registers are interconnected
- Yes, but the different databases/registers are not interconnected
- No

Are all NQF qualifications published in national database(s)/register(s)?

- Yes, all NQF qualifications are published in national database(s)/register(s)
 No, the following NQF qualifications are not yet published in national database(s)/register(s)

If no, please specify:

Name of national database/register (in English and national language):

Weblink:

Number of qualifications included:

If the database/register includes qualifications not levelled to the NQF, please mention them here:

Language(s) in which information on qualifications is available in the database/register:

(if relevant, please include more databases/registers of NQF qualifications, by replicating the outline above from the field Name of national database downwards)

No changes to be reported.

Q 19.1

To what extent are the elements of Annex VI of the EQF Recommendation ⁽¹⁵⁾ included in the database(s) or register(s)? Are there any other relevant fields included? Please, in your answer refer only to changes that have taken place *since 2024*.

If all NQF qualifications are included in a single national database, or if only one database/register of NQF qualifications exists in your country, you may give its name below and mention Yes for each element that is included.

If NQF qualifications are included in different databases/registers in your country, please list the names of all these databases/registers and specify which ones contain which elements listed in the table.

No changes to be reported.

Name(s) of national database(s)/register(s) of NQF qualifications (in English and national language): ...

Elements for data fields for the electronic publication of information on qualifications with an EQF level (Annex VI of EQF Recommendation)

DATA	Required / Optional	Database(s)/register(s) containing this element
Title of the qualification	Required	

¹⁵ 2017 EQF Recommendation: <https://data.consilium.europa.eu/doc/document/ST-9620-2017-INIT/en/pdf>

Field*			Required	
Country/Region (code)			Required	
EQF Level			Required	
Description of the qualification ¹⁶	Either	Knowledge	Required	
		Skills	Required	
		Responsibility and autonomy	Required	
	Or	Open text field describing what the learner is expected to know, understand and able to do	Required	
Awarding body or competent authority**			Required	
Credit points/ notional workload needed to achieve the learning outcomes			Optional	
Internal quality assurance processes			Optional	
External quality assurance/regulatory body			Optional	
Further information on the qualification			Optional	
Source of information			Optional	
Link to relevant supplements			Optional	

¹⁶ This description shall consist of open text fields, with no prescribed use of standard terminology and no obligation for the Member States to translate the description into other EU languages.

URL of the qualification	Optional	
Information language (code)	Optional	
Entry requirements	Optional	
Expiry date (if relevant)	Optional	
Ways to acquire qualification	Optional	
Relationship to occupations or occupational fields	Optional	
Any other data fields not mentioned in Annex VI of the EQF Recommendation. If yes, please specify:		
Additional comments:		
* ISCED FoET2013		
** The minimum required information on the awarding body or the competent authority should facilitate to find information about it, which would include its name, or if applicable the name of the group of awarding bodies or competent authorities, completed with a URL or contact information.		
Q 19.2	To what extent do the learning outcomes descriptions included in databases align with the EU guidelines for the short description of qualifications? Please specify whether there is a different approach depending on the type of qualification.	
<p>Learning outcomes description are:</p> <p><input type="checkbox"/> Fully aligned</p> <p><input type="checkbox"/> Partially aligned</p> <p><input type="checkbox"/> Not aligned</p> <p><input type="checkbox"/> LOs are not included</p> <p>If the descriptions are only partially aligned or not aligned, please describe the main differences:...</p> <p>Are there plans to further align the descriptions with the EU guidelines?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Under consideration</p>		
Q 19.3	To what extent have links been developed between qualifications database(s)/register(s) and other databases, services or sources of information (e.g. learning opportunities, validation opportunities, job vacancies, occupational classifications, career information and guidance, etc.)?	

Name of the database, web-portal, on-line service (in English and national language): ...

Link:

Brief explanation:

(if relevant, please include more examples by replicating the outline above)

Is the development of **digital credentials** linked to the NQF database/register? (e.g. digital credentials offered through the database, include a link to the qualifications in the NQF register, share data standards, include aligned LOs descriptions)

Brief explanation:

No developments to be reported.

Q 19.4

Do you use Artificial Intelligence (AI) or other digital tools to support the search, presentation, analysis and comparison of qualifications available in databases? *If yes, please briefly describe their function(s).*

Name of AI/digital tool (in English and national language):

Functions supported:

(if relevant, please include more AI/digital tools by replicating the outline above)

Are there plans to develop any relevant digital tools?

Yes No Under consideration

No developments to be reported.

Q 19.5

If the national qualification database(s)/register(s) is not connected with the Europass platform (via the [Qualifications Dataset Register](#)), please briefly describe whether you plan to establish a connection.

National qualification database(s)/register(s) connected to the Europass platform:

Yes – Please specify name of database(s) connected to Europass:

No

Planned

Brief explanation:

<p>Is the data model used for publishing information in the national database(s)/register(s) interoperable with the European Learning Model v.3 ⁽¹⁷⁾; if not, when do you expect this to be in place? <i>If available, please provide a link to your national data model.</i></p> <p>Brief explanation:</p> <p><input type="checkbox"/> No developments to be reported.</p>	
<p>Section G. Overall questions</p>	
<p>Q 20</p>	<p>Is AI used in the implementation of the NQF, including for recognition, qualifications classification, learning outcomes matching, or user support?</p>
<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Planned Brief explanation: ...</p>	
<p>Q 21</p>	<p>What do you consider to be the main success / enabling factors in the implementation of the NQF and its capacity to benefit end users?</p>
<p>Brief description:...</p>	
<p>Q 22</p>	<p>What do you consider to be the main current challenges/barriers preventing the NQF from fully reaching its aims as a policy instrument and benefiting end users? For example, what are the challenges/ barriers hindering the use of the NQF/EQF in recognition processes?</p>
<p>Brief description:...</p>	
<p>Q 23</p>	<p>Could you please outline the current priorities and plans for NQF implementation?</p>
<p>Brief description:...</p>	

⁽¹⁷⁾ The European Learning Model (ELM) provides a single vocabulary for learning and employment data in Europe. It is used for the Europass platform to describe data on qualifications, learning opportunities, accreditation and credentials.

Q 24	Do you plan a review or update of the referencing of the NQF to the EQF?
<p>If yes, when?</p> <p>If yes, which major/expected changes in the NQF or qualification system call for an updated report in your country?</p>	
Q 25	Has any work been carried out in your country aimed at exploring comparability of your country's NQF with third-countries' qualifications frameworks? If yes, with which countries?
<p>If Yes: Third-country qualifications framework (please specify): ... Reference to a relevant text (if available): ... Any additional comments: ...</p> <p><input type="checkbox"/> No relevant developments to be reported.</p>	
Q 26	Have there been any other relevant developments in your country that are not covered by your responses to the questions above? Do you have any additional comments?

Thank you for your contribution!

DRAFT