

NQF state of play

 **Romania 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

Overview

Stage of development: [Operational stage](#)

NQF linked to EQF: ✓

Scope of the framework:

The NQF includes the whole spectrum of nationally recognised qualifications regardless of learning context, including those acquired through validation of non-formal learning.

Number of levels:

Eight

Legal basis/stage of development:

Government decision 918/2013 on the approval of the NQF (2013)
([in Romanian](#))

Government decision 132/2018 amending and supplementing GD No 918/2013 on the approval of the NQF (2018) and harmonised with the 2017 EQF recommendation
([in Romanian](#))

NQF/EQF website:

[Website](#)

Qualifications register/database:

<https://www.anc.edu.ro/>

Introduction and context

1.1. Policy context

Romania has developed a coherent framework for policy reform ([Educated Romania](#)) to address challenges related to education quality, equity, labour market relevance, and parity of esteem between general education and vocational education and training (VET) (Presidential Administration, 2021). In 2023 the public expenditure on education as a percentage of gross domestic product (GDP) decreased compared to 2020 from 3.6% to 3.3%, below the EU-27 average, which for 2023 was 4.7% ([1]). In 2024 the percentage of tertiary education attainment (age 25-34) was 23.2%, well below the EU-27 average, which for the same year was 44.2% ([2]). Participation in upper secondary vocational education and training (VET) in 2023 was 56.4%, above the EU average, which for the same year was 49.1% ([3]). In 2024, the employment rate of recent VET graduates (20-34 years old) was 65.7 %, well below the EU average, which for 2024 was 80.0 % ([4]). The participation in early childhood education in 2023 was 75.7% ([5]), significantly less than the EU average, which was 94.6%. In 2024 the share of early leavers from education and training (aged 18-24) was significantly high, 16.8%, much higher than the EU average which was 9.3% ([6]). Finally, the adult participation in learning in 2024 has increased to 8.9% (6.7% in 2023), below than the EU average, which for 2024 was 13.3% ([7]).

The ROQF has also been referenced in key policy initiatives in adult education. It is integrated into the [National Strategy for the Continuing Education of Adults 2024-2030](#) and the [National Strategy for Adult Learning 2024-2027](#), adopted through Government Decisions No. 484/2024 and No. 1341/2023, respectively. Both strategies aim to update the normative framework for adult education, aligning it with the ROQF to support a coherent and transparent qualifications system (European Commission & Cedefop, 2024).

1.2. NQF legal basis

The ROQF is well embedded in national legislation. The National Education Law ([Law 1/2011](#)) defines the ROQF (Article 341) as an instrument for classifying qualifications according to a set of criteria corresponding to specific levels of learning attained. The law stipulates the comprehensive scope of the ROQF and its added value to stakeholders and the qualifications system.

The ROQF was adopted in 2013 ([8]). The adoption act was amended and supplemented in 2015, 2018 and 2021 ([9]), clarifying the correspondence between ROQF levels and EQF levels, the qualifications issued, and the type of education and training programmes that lead to qualifications at each level, as well as access requirements for each ROQF level. A further amendment in 2018 ([10]) required, as of 1 January 2019, indication of the NQF level on all qualifications and qualification supplements, and in all qualification databases; it also included the quality assurance guidelines for ROQF qualifications, as outlined in the [Council recommendation on the EQF](#). Other regulations refer to the inclusion of NQF levels on qualification documents and registers in the different sectors (Cedefop, 2021). The legal basis was further supplemented in 2022, with the approval of the methodology for describing and levelling adult training / continuing VET qualifications to levels 1-5 of the ROQF ([11]).

Since 2022, significant progress has been made in integrating the ROQF into national legislation. The National Education Law (No. 1/2011) was ratified and now two key legal acts were adopted in 2023 and are in force: the [Secondary Education Law](#) (No. 198/2023) and the [Higher Education Law](#) (No. 199/2023). These laws reinforce and clarify the role of the ROQF within the formal education system, since they outline how qualifications obtained through formal education are aligned with and reflected in the ROQF (European Commission & Cedefop, 2024).

In 2025, the ROQF was revised through Government Decision No. 513/2025 with the provisions of Secondary Education Law (No. 198/2023), and Higher Education Law (No. 199/2023).

Based on the Higher Education Law (No. 199/2023) a new National Qualifications Registry (NQR) will be approved through a Government Decision. Currently the proposal for this Government Decision is pending approval.

Policy objectives

Through the Law of Higher Education (No. 199/2023), it was reaffirmed that ROQF's purpose is to integrate and coordinate various national qualification subsystems, while enhancing the transparency, accessibility, progression, and quality of qualifications in alignment with the needs of the labour market and civil society. It is intended to aid the comparability of qualifications, and support mobility in education and training and on the labour market. The ROQF is also seen as a tool to support national reforms and the modernisation of education and training, facilitating the use of validation of non-formal learning, adult participation in lifelong learning, and transitions between education and work. Through increased transparency, it helps avoid duplication and overlap of qualifications, and helps learners make informed decisions for career planning and professional development in the context of lifelong learning.

Levels, learning outcomes and qualifications

3.1. NQF structure and level descriptors

The ROQF comprises eight qualification levels, which are equivalent to those of the EQF. The level descriptors are identical to those of the EQF. They are defined in terms of three categories of learning outcomes: knowledge (theoretical and/or factual); skills, divided into cognitive skills (use of logical, intuitive and creative thinking) and practical skills (manual dexterity and use of methods, materials, tools and instruments); and responsibility and autonomy ([12]).

3.2. NQF scope and coverage

The ROQF comprises qualifications from all education and training subsystems: initial and continuing VET (IVET and CVET), apprenticeship, general education and higher education, and those obtained through validation of learning outcomes from non-formal and informal learning contexts in accredited assessment centres ([13]). The ROQF for lifelong learning includes the qualifications framework for higher education adopted in 2011.

The ROQF is open to qualifications that can be considered microcredentials and currently includes such qualifications. According to a new Ministry Order (4148/2025) for the approval of the methodology on the organisation and implementation of postgraduate professional training programs for adults, based on Higher Education Law (No. 199/2023), postgraduate programmes can lead to partial qualifications through micro-certification, for NQF/EQF levels 6-7.

While the ROQF is open in principle to international qualifications, none are currently included in the framework. Finally, the framework is both open to and inclusive of modules or units of learning outcomes (European Commission & Cedefop, 2024).

3.3. Use of learning outcomes

There is commitment to strengthening the learning outcomes approach. In pre-university education, the past 10 years have been marked by reorganisation of the entire national curriculum in line with a competence-based model, moving towards a student-centred approach. Curriculum reform is in line with the Council recommendation on key

competences ([14]) and is at an advanced stage (Presidential Administration, 2021).

The VET sector is at the forefront of the use of learning outcomes. Initial vocational and technical qualifications have been developed based on training standards, which in turn are based on occupational standards. VET standards ([15]) describe the units of learning outcomes, namely consistent sets of knowledge, skills and attitudes, which can be evaluated and validated, and which are correlated with occupation competence units. VET standards are developed in collaboration with the social partners, endorsed by the National Qualifications Authority (*Autoritatea Nationala pentru Calificari*, ANC) with support from sectoral committees, and approved by the education ministry. The VET curriculum is modular; each module is usually associated with a unit of learning outcomes, which in turn is associated with an assessment standard consisting of achievement criteria, achievement indicators and how much each contributes to the final grade (National Centre for the Development of Technical and Vocational Education and Training, 2019).

Qualifications in CVET are based on occupational standards, describing elements of competence to be demonstrated at the workplace. The standards are approved by ANC after validation by sectoral committees (Cedefop & National Centre for Technical and Vocational Education and Training Development, 2022). The new occupational standards include a curriculum unique to each occupation listed in the classification of occupations. Implementation of the learning outcomes approach in adult education is at an early stage, partly because the institutional landscape is diverse and includes different types of institutions, programmes and organisational arrangements. A methodology for levelling adult training qualifications to ROQF levels 1-5 based on learning outcomes was approved in 2022 ([16]). ANC has developed a [methodological guide](#) for writing learning outcomes in cooperation with education and labour market stakeholders and carried out dissemination activities. Also, in 2024, a new [methodological guide](#) for writing learning outcomes has been developed with partners from the labour market and from higher education institutions.

In higher education, ARACIS develops specific quality standards focused on learning outcomes, concerning the organization of teaching, learning, research, practical training, and assessment activities, differentiated according to the forms of study programs and in relation to the fields of study, as well as the levels of study.

In higher education, study programmes express learning outcomes in

terms of knowledge, skills and responsibility and autonomy. Each higher education institution is required to draw up its own methodology for writing learning outcomes, in line with the guidelines published by ANC. Since July 2023, competences are described through the learning outcomes acquired within the higher education system, [for qualifications registered in NRHEQ](#).

3.4. Quality assurance arrangements

Quality assurance in education consists of both internal and external quality assurance, and it is predominantly oriented to learning outcomes ([17]).

The Romanian Agency for Quality Assurance in Pre-university Education which will become the Romanian Agency for Quality Assurance and Inspection in Pre-university Education, according to the regulations of Law no. 198/2023 is responsible for external evaluation in general education and initial VET, through authorisation, accreditation, regular review and monitoring; it also develops guidelines for internal quality assurance. The quality assurance and evaluation of in education is carried out based on quality standards and institutional evaluation methodologies regarding the authorization, accreditation and periodic evaluation of educational units in the national pre-university education system, adopted by Government decision. (art. 233, Law no. 198/2023). New quality assurance standards applicable to general education and initial VET have been in place since the start of the 2022/2023 school year ([Government Decision no.631/2022](#)). The Romanian National Agency for Quality Assurance in Higher Education (ARACIS) is responsible for external evaluation with a view to authorisation, accreditation and continuous quality improvement in higher education. Placement of higher education qualifications in the NRQHE is based on a two-step procedure: validation and then registration of qualifications ([18]).

Also, according to Law 199/2023, the mission of education quality assurance and evaluation activities is to contribute to strengthening society's trust in Romanian higher education, part of European higher education, thus facilitating the recognition of studies completed and qualifications awarded by higher education institutions, as well as the mobility of students and graduates, both within and across national borders.

The principles for quality assurance in CVET are set out by Government Ordinance No 129/2000 on adult training ([19]); the methodology for their application is currently under revision and pending approval (Cedefop &

ReferNet, 2023).

The National Group for Quality Assurance is an interinstitutional structure that ensures the coordination of quality assurance in vocational education and training.

Institutional arrangements and stakeholder involvement

The involvement of stakeholders in the development of the ROQF is underpinned by Article 340 of the former National Education Law, stating the setting up of the National Qualifications Authority (NQA), whose main responsibilities are currently governed by art. 196 of Law 199/2023. The main body responsible for developing and implementing the ROQF is the NQA. It is the EQF national coordination point (NCP); it also hosts the national Europass and Euroguidance centres, the contact point for European Skills, Competences, Qualifications and Occupations (ESCO) and the national support service for the Electronic Platform for Adult Learning in Europe (EPALE). ANC, which operates under the education ministry, develops and updates methodologies for ROQF implementation, and instruments for monitoring and evaluating the ROQF. It is responsible for the national qualifications registers and for ensuring the compatibility of the national qualifications system with European and international qualifications policies and tools.

In 2022, a National Qualifications Council, with an advisory role, was established within ANC to assist with strategic planning for the further development of the ROQF and adult training; it consists of 15 members representing education and training institutions and universities, students, professional associations, central government, employers' organisations, trade unions and sectoral committees ([20]) (European Commission & Cedefop, 2024).

In accordance with Article 12 of the Decision No. 1.192/2024 on the organisation and functioning of the National Qualifications Authority, the National Qualifications Council supports the ANC in the development of national strategies and action plans in the field of qualifications and continuous professional training; supports the ANC in the establishment, development and expansion of relations with the economic and social environment, with all the structures involved in the national qualifications system; and exercises an advisory role in approving draft normative acts and methodologies relating to the implementation of the National Qualifications Framework and continuous professional education and training.

The education and labour ministries have joint responsibility for qualifications and collaborate on implementing the ROQF with support

from and in consultation with the social partners. Their responsibilities concern the development and approval of occupational and VET training standards, and of new qualifications, the allocation of qualification levels and their inclusion in the qualifications register, and the authorisation/accreditation of training/VET programmes (European Commission & Cedefop, 2022).

Sixteen sectoral committees play an important role in the development and quality assurance of VET qualifications and provide support to ANC; they validate training standards and qualifications and promote competence-based training and assessment.

The National Centre for the Development of Technical and Vocational Education and Training offers methodological support (National Centre for the Development of Technical and Vocational Education and Training, 2019).

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

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

The legislative framework for the validation of non-formal and informal learning (VNFIL) in Romania dates back to 2004 ([21]).

In accordance with Law 199/2023 within the ANC operates the National Accreditation Centre, a dedicated structure (without legal personality([22])) responsible for authorising and accrediting centres that assess professional competences acquired outside formal education (European Commission & Cedefop, 2024).

Two types of certificates are supported by the legal provisions:

- a. the certificate of professional competence or partial qualification by micro certification ([23]), awarded to individuals who demonstrate competence in one or more skills aligned with an occupational or qualification standard, and
- b. the certificate of transversal competences, issued when candidates are found competent in cross-cutting skills, based on standards approved by ministerial order following proposals from ANC and ARACIS.

Each certificate is accompanied by a descriptive supplement, which details the learning outcomes for which the candidate has been recognised as competent. These certificates carry the same legal value as formal VET qualifications, granting holders equal rights in terms of access to employment, further education, and training. (European Commission & Cedefop, 2024).

Validation arrangements lead to partial or full qualifications across all ROQF levels. At the higher levels of the ROQF (levels 6 to 8), validation arrangements are established by Law 199/2023, though the specific legislation required for implementation is yet to be developed and ratified, and systematically allow for the award of credits or exemptions toward qualifications. In contrast, for lower levels, validation for credit or exemption is still under development or applied selectively. Usually at levels 1 to 7, validation arrangements can give access to programmes leading to a qualification (European Commission & Cedefop, 2024).

The 2015 ROQF revision introduced validation of non-formal and informal learning for qualification levels 1 to 3, while the 2018 amendment strengthened alignment with the EQF. In 2018, Romania reinforced the legal basis for validation of non-formal and informal learning through [Joint Order no. 5039/2126/2018](#), issued by the education and labour ministries. This Order established the correspondence between NQF levels, types of qualifications, and EQF reference levels, and also recognised documents issued by assessment centres. (Lupescu, 2024).

5.2. Credit systems

Use of the European credit transfer and accumulation system (ECTS) is compulsory for all higher education institutions. It facilitates the recognition of learning outcomes based on a framework methodology approved by the minister for education and on specific regulations at university level, and following the recommendations in the ECTS user's guide ([24]). The methodology for including higher education qualifications in the NRQHE, and the generalised application of ECTS to all forms of learning ([25]), link the ROQF to the credit system. Study volume / workload corresponding to a qualification, expressed in credit points, must be recorded in the NRQHE; credit recognition and transfer between programmes and institutions can take place provided that the study programmes are situated at the same ROQF/EQF level (alongside other conditions).

Since December 2023, through the adoption of [Ministry Order No. 6768/2023](#), for the approval of the methodology for awarding transferable credits in lifelong learning, the European Credit Transfer and Accumulation System, hereinafter referred to as ECTS, and the ECTS Users' Guide developed by the European Commission are used to facilitate the recognition of competences, learning outcomes, and qualifications in lifelong learning, for all NQF/EQF levels. One credit is awarded to quantify between 28-30 hours of learning activities aimed at achieving the learning outcomes.

5.3. Recognition of foreign qualifications

The National Centre for Recognition and Equivalence of Diplomas (CNRED) is the authority responsible for recognising qualifications obtained through formal education (general education, initial VET, post-secondary education and higher education). It takes ROQF and EQF levels into consideration (European Commission & Cedefop, 2020).

The Global Convention on the Recognition of Qualifications concerning

Higher Education, adopted in 2019, was endorsed by Romania in 2021 ([26]).

Professional qualifications acquired in formal, non-formal and informal contexts through authorised providers or competence assessment centres outside Romania can be recognised by a new structure within ANC, established in 2021 ([27]) (European Commission & Cedefop, 2022).

Currently, Ministry Order No. 4696/2024 is in force. This Order pertains to the approval of the methodology on the recognition of certificates obtained, as applicable, through formal, non-formal, and informal systems at authorised/accredited vocational training providers or at authorised/accredited competence assessment centres. It also applies to other entities with an equivalent role outside Romania, for levels 1-5 NQF/EQF.

5.4. Promoting lifelong learning

Community lifelong learning centres ([28]) offer services such as lifelong learning programmes (e.g. literacy and remedial programmes, upskilling and reskilling), VNFIL, and information and counselling. They also aim to analyse education and training needs at local level and to promote partnerships with the labour market. The methodology for their establishment has been approved ([29]). Many stakeholders believe that they may increase access to validation services for specific disadvantaged groups, especially in rural and isolated communities.

NQF implementation and impact

6.1. Stage of implementation

The ROQF has reached operational stage. It has become a permanent and visible feature of the national qualifications system, improving the transparency and comparability of qualifications, and supporting reform and renewal in different parts of the education and training system (European Commission & Cedefop, 2022).

Since 2020, with support from the European Social Fund, Romania has taken key steps to improve its qualifications system. These include analysing future labour market needs, updating the national register with new qualifications, and mapping skills and occupations across ROQF levels 1-8 using ESCO and national classifications. A guide was also created for postgraduate programmes and embarked on updating 53 occupational standards and developing tools to assess learning outcomes. (Cedefop & ReferNet, 2023).

6.2. Procedures for including qualifications in the NQF

Different procedures apply for including qualifications in the ROQF based on qualification type.

The inclusion of professional qualifications in ROQF is governed by [Order no. 3.177/660/2019](#) and is coordinated by the ANC. According to the Order, the process begins with an eligibility check by the ANC to ensure that the qualification corresponds to at least one occupation listed in the national Occupational Classification (COR). This alignment is essential for ensuring relevance to labour market needs. Qualifications can be introduced to the ROQF through two main pathways: either by directly incorporating qualifications from the official list of recognised certification programmes (established by a 2004 ministerial order), or by submitting qualifications based on nationally approved occupational or training standards. Each qualification proposed for inclusion must be accompanied by a standardised qualification profile. This document outlines key details such as the qualification title, occupational field, ISCED and NQF/EQF levels, and a description of the learning outcomes in terms of knowledge, skills, responsibility, and autonomy. It also includes information on access routes (formal, non-formal, informal), certification bodies, related qualifications, relevant job roles, and, where applicable, credit points and training duration. Once submitted, qualifications are

reviewed, managed, and published by the ANC through the national register of professional qualifications (NRPQ). Revisions and new qualifications may be provisionally included through a decision by the ANC President.

The inclusion of higher education qualifications in ROQF is regulated by [Order no. 4.494/2023](#), with further amendments, which establishes the methodology for registering such qualifications in the NRQHE. According to the Order, the procedure begins with the development or revision of a higher education qualification by universities, in accordance with national higher education standards and labour market relevance. Each qualification must include clearly defined learning outcomes in terms of knowledge, skills, and responsibility and autonomy, described according to the ROQF/EQF level descriptors. The university submits the qualification for registration in the NRQHE, along with detailed documentation. This includes the qualification's title, field of study, corresponding ISCED and NQF/EQF levels, duration, credit allocation (based on ECTS), and the type of diploma awarded. It also specifies access conditions, possible progression routes, and relevant occupational or professional profiles. The proposal is evaluated by national bodies responsible for quality assurance in higher education (e.g. ARACIS or relevant sectoral agencies), ensuring the qualification meets legal, academic, and labour market requirements. In addition, registration is conditional on the presentation of the diploma supplement, in Europass format, containing all the information required for inclusion in the register.

Following positive validation, the qualification is registered in the NRQHE and officially recognised as part of the ROQF. Updates to existing qualifications or the removal of outdated ones follow a similar formal process, coordinated by the education ministry.

Including adult training qualifications at levels 1-5 in the ROQF is based on a newly adopted methodology ([30]): the qualification must be described with reference to ROQF level descriptors, and the level allocation must be approved by a committee consisting of two representatives of the labour ministry, two from the ANC, one from the relevant sectoral committee and, as needed, one from the ministry or authority responsible for the sector.

6.3. Indicating EQF/NQF levels

NQF and EQF levels are indicated on all certificates and diplomas issued in general education, initial VET, higher education and adult training, as

well as on Europass certificate supplements and diploma supplements. Both NQF and EQF levels are also indicated in the NRQHE and the NRPQ. NQF levels are indicated in the national register of postgraduate programmes.

The use of EQF levels alongside ROQF levels in the national context is considered to have the added value of increased comparability between Romanian qualifications and those from other European countries (European Commission & Cedefop, 2022).

6.4. NQF dissemination

The framework is made visible to potential stakeholders through a variety of actions carried out by ANC.

Dissemination events organised by ANC, as part of EQF (Europa: guidance and lifelong learning) and EPALE (National Support Services Romania) projects, aimed to increase awareness of the NQF among learners, students, education and training providers, public authorities and non-governmental organisations (European Commission & Cedefop, 2022).

The ROQF is also disseminated through the Euroguidance Centre, which is hosted within ANC and collaborates with the Centre for Educational Resources and Assistance of the Municipality of Bucharest, and with the two main quality assurance bodies, the Romanian Agency for Quality Assurance in Pre-university Education and ARACIS (European Commission & Cedefop, 2022).

Through implemented EU-funded projects ([31]) ANC, aimed to raise awareness of the EQF/NQF among a variety of stakeholders through meetings, conferences and workshops, discussing developments related to the NQF and the use of learning outcomes. Prioritised target groups were higher education and low-skilled people (European Commission & Cedefop, 2020).

6.5. Qualifications databases and registers

The National Qualifications Register (NQR) ([32]) is comprised of approximately 6 000 registered qualifications and is structured into two distinct components: the NRQHE and the NRPQ. The two registers will be brought together under the umbrella of a unified national qualifications register, approved through a government decision which is currently pending approval.

The NRQHE ([33]) was first introduced in legislation in 2011. The

methodology for placing higher education qualifications in the register was updated in June 2023 ([34]). The NRQHE currently includes 5 383 qualifications (September 2024), including 381 new ones, from higher education at ROQF levels 6-7 (European Commission & Cedefop, 2024).

The NRPQ ([35]) covers all nationally recognised vocational qualifications at NQF levels 1-5, obtained in formal, non-formal and informal contexts, including adult education. The methodology for developing, updating and managing the NRPQ was approved in 2019 ([36]). It currently includes 666 qualifications at levels 3-5 (2024).

The NRQHE and the NRPQ include the mandatory elements and most of the optional elements (e.g. credit points or workload, external quality assurance body) outlined in Annex VI of the 2017 Council recommendation on the EQF ([37]). The main target groups for the registers are learners, employees, employers and, for the NRQHE, also universities. In addition to making qualifications publicly available, the registers' purpose is to make the correlations between qualifications obtained in education and training and occupations on the labour market visible. Qualifications included in the NRQHE must be reviewed and, if necessary, updated every 5 years (European Commission & Cedefop, 2022).

The two registers have a search function. Analysis and comparison tools will be developed in the future. The registers' interoperability with learning opportunities, occupational classifications, and career information and guidance portals is under development. Connectivity with the Europass platform is currently being tested (European Commission & Cedefop, 2022).

A national register for postgraduate programmes ([38]) has also been put in place, covering postgraduate programmes for continuous professional development, specialisation and programmes for adults; over 580 such programmes, assigned to NQF level 6, had been included by December 2024.

6.6. Awareness and use of NQF

Awareness of the ROQF/EQF has generally improved across key stakeholder groups due to coordinated dissemination efforts and institutional engagement, mostly by the labour ministry, which as national coordinator for the European Agenda on Adult Learning, engages key stakeholders, including employers, training providers and trade unions in ongoing dialogue on vocational training and ROQF

implementation.

Awareness is high among learners and students, supported by events organised by the ANC under EQF related and EPALE projects. Education and training providers, as well as quality assurance bodies and recognition authorities, also report very high awareness, owing to consistent communication and collaboration with bodies such as ARACIS and Euroguidance.

Labour market stakeholders show varying levels of awareness: employers demonstrate high awareness through regular meetings with Sectoral Committees and the labour ministry, while trade unions and employment services exhibit moderate awareness, reflecting ongoing but less intensive engagement. Workers and jobseekers also show moderate awareness, informed by the labour ministry's continuous consultation efforts.

Guidance and counselling practitioners maintain moderate awareness, fostered through collaboration between Euroguidance and relevant support centres (European Commission & Cedefop, 2024).

Currently, the ROQF is used most extensively in the development and provision of authorised professional training for adults. The use of the ROQF and its levels is mandatory throughout the entire process: development of occupational standards and qualifications, inclusion in the NRPQ, authorisation of training providers and programmes, implementation of training programmes and certification (European Commission and Cedefop, 2022). For instance, NQF/EQF level 1 has been used to support the upskilling of low-qualified adults; a 6-month apprenticeship programme was created through a 2018 amendment to the Law on Apprenticeships (Law No 279/2005, republished in 2019) ([39]), and occupational standards and a training offer are being prepared. The labour ministry developed a list of elementary occupations for which level 1 qualification programmes can be organised for unskilled adults ([40]).

The use of the ROQF is high among learners, students, workers, and jobseekers. Education and training providers, as well as qualification design and review bodies, demonstrate a very high use, particularly due to mandatory integration in the development and implementation of certified training programmes. Labour market stakeholders, employers, trade unions, and employment services, make moderate use of the frameworks. Guidance practitioners use them highly, while quality assurance and recognition bodies also report very high usage (European

Commission & Cedefop, 2024).

During 2022-23, ANC implemented the EU-funded project Europa: guidance and lifelong learning ([41]); one of its main aims was to improve the transparency, comparability and portability of qualifications in Romania in line with the EQF recommendation (European Commission & Cedefop, 2022); a methodology for recognising qualifications was developed as part of the project, in 2023 ([42]).

6.7. Impact of the NQF

No evaluations or impact assessment of the ROQF have been carried out so far.

The framework supports a strong learning outcomes approach, with curricula and qualifications in all sectors, especially VET, based on occupational and training standards. It also enhances progression between education levels and learning types, helping to bridge formal and non-formal learning. Especially in the area of authorised professional training, which leads to nationally recognised certificates, the use of the NQF, with its levels and level descriptors, enables standardisation and increases the quality of processes (European Commission & Cedefop, 2022, 2024).

The NQF has improved the transparency and comparability of qualifications nationally and internationally through the two structured registers. The ROQF has strengthened quality assurance, with agencies such as the ARACIP applying learning outcomes-based standards across general, vocational, and higher education. It also supports international mobility and the recognition of foreign qualifications, helping to make education and training more relevant to the labour market and enabling Romanian learners and workers to access European opportunities (European Commission & Cedefop, 2022).

Furthermore, it promotes stakeholders' cooperation, especially between education and labour ministries, education providers, and social partners thus improving qualification development and implementation. (European Commission & Cedefop, 2024).

Referencing to the EQF

Romania referenced ROQF to the EQF in 2018 (Romanian Ministry of National Education and National Qualifications Authority, 2018). The qualifications framework for higher education was self-certified against the qualifications framework of the European higher education area in 2011. Work on the revision and update of the EQF referencing report is under way. The revision will cover updates to legislation, especially the new Education Laws (198/2023 and 199/2023).

Important lessons and future plans

The comprehensive nature of the ROQF, covering all formal qualifications as well as those awarded through VNFIL, is one of its positive aspects, underlying its function in supporting lifelong learning, the flexibilisation of education and training and transparency of qualifications. Although they illustrate persisting barriers among education sectors, the two qualification registers operated by ANC are gradually increasing transparency and comparability of qualifications.

One key challenge to implementing the ROQF has been the use of the learning outcomes approach in all sectors of education and training and at all stages of qualification development and delivery. Increasing efforts are being made to raise awareness and understanding of learning outcomes and to create tools for the development of learning outcomes-based study programmes, qualification standards, and occupational standards aligned to the ROQF. The 'Educated Romania' reform programme sets 2025 as the target date for the transition to a curriculum model based on competences at all levels of pre-university education; it increases the emphasis on competence-based assessment, including the development of standards and descriptors for the existing marking system, to be used also in the recognition of non-formal and informal learning, and the training of teaching staff to assess competences and learning outcomes. The new education laws are the result of the programme. Subsequent legislation and implementation measures will follow for applying the provisions thereof ([43]) (Presidential Administration, 2021).

For the ROQF to fully achieve its aims, wider dissemination to all target groups and increased collaboration with labour market stakeholders remain necessary, and they continue to be among ANC's priorities. A unified national register of qualifications is pending legal approval, bringing together the main components currently operating. (European Commission & Cedefop, 2022).

Main sources of information

[URLs accessed 6/6/2025]

[National Qualifications Authority \(ANC\)](#).

[National register of qualifications in higher education \(NRQHE\)](#).

[National register of professional qualifications \(NRPQ\)](#).

[National register of postgraduate programmes \(NRPP\)](#).

Romanian Ministry of National Education and National Qualifications Authority (2018). *Referencing the Romanian National Qualifications Framework to the European Qualifications Framework*.

National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
8	Doctoral degree - third cycle of higher education (Diploma de doctor) Certificate of postdoctoral studies -postdoctoral study programmes (Atestat de studii postdoctorale)	8
7	Master's degree - second cycle of higher education (Diploma de master) Combined bachelor's and master's degree - where cycle I and cycle II of university studies are offered combined in a university study program with a duration of between 5 and 6 years (Diploma de licenta si master) Qualification certificate for postgraduate study programs for professional conversion and retraining They may also be certified with partial qualification certificates by micro-certificates, in accordance with Order 4148/2025. Certificate attesting professional competence, for postgraduate professional initiation and improvement programs Partial qualification certificates for postgraduate personal development programs They may also be certified with partial qualification certificates by micro-certificates, in accordance with Order 4148/2025. Transversal skills certificates for postgraduate personal development programs	7

Bachelor's degree / engineering diploma / architect diploma / urbanism diploma - first cycle of higher education (Diploma de licenta / diploma de inginer / diploma de architect/urbanist)

Qualification certificate for postgraduate programs in professional conversion and reconversion

They may also be certified with partial qualification certificates by micro-certificates, in accordance with Order 4148/2025.

Certificate attesting professional competence for postgraduate professional initiation and improvement programs (Certificat de atestare a competentelor profesionale)

They may also be certified with partial qualification certificates by micro-certificates, in accordance with Order 4148/2025.

Partial qualification certificates for postgraduate specialisation programs

Transversal skills certificates for postgraduate personal development programs

They may also be certified with partial qualification certificates by micro-certificates, in accordance with Order 4148/2025.

Graduation certificate for advanced training and specialization programs organised by nationally recognised adult vocational training providers for university graduates (Certificat de absolvire)

Graduation diploma - short cycle university programs - 2 years (Certificat de diploma)

Certificate of qualification for adult vocational training programs organised by higher education institutions

Certificate attesting professional competence for adult vocational training programs organised by higher education institutions

Certificate of attestation of transversal skills for adult vocational training programs organised by higher education institution

Certificate of professional competences - Adult vocational training study programs for improvement, specialisation, qualification, organised by authorised training providers - adult education

Certificate of attestation of transversal competencies - Adult professional training programs for personal development, organised by authorised training providers - adult education

Post-secondary certificate/ Post-secondary education graduation certificate / Vocational qualification certificate - non-university tertiary education)

Baccalaureate diploma - theoretical/ technological/ vocational high school, four years of study and baccalaureate exam (Diploma de Bacalaureat)

Certificate attesting professional competence for adult training programs organised by higher education institutions

Certificate of attestation of transversal skills for adult education programs organised by higher education institutions

Certificate of qualification for adult training programs organised by higher education institutions

Certificate of professional qualification - theoretical/technological/vocational high school, four years of study and certification exam

Certificate of qualification/graduation/competences - authorised training provider /non-university tertiary college - adult learning

Certificate of qualification - authorised training provider - adult workplace apprenticeship programs

Certificate of qualification - authorised training provider - adult training

3	Certificate of qualification - authorised training provider - adult workplace apprenticeship programs Certificate of qualification / Certificate of Professional Competence - accredited assessment centre - validation of non-formal learning - adult education Certificate of professional/transversal competence - authorised/accredited assessment centre - validation of non-formal learning - adult learning Certificate of qualification/graduation - authorised training provider - adult education Certificate attesting professional competence - after graduating from the first 3 years of theoretical/technological/vocational high school or dual education and passing the professional qualification certification exam Certificate of vocational qualification - VET program - three years Certificate of qualification "Second Chance" program	3
2	Certificate of qualification - authorised training provider - adult workplace apprenticeship programs Certificate of qualification / Certificate of Professional Competence - accredited assessment center - validation of non-formal learning - adult learning Certificate attesting professional competence - authorised assessment center - validation of non-formal learning - adult education Certificate of qualification/completion - authorised training provider - in adult education Secondary education graduation diploma	2

1	Certificate of qualification - authorised training provider - adult workplace apprenticeship programs Certificate of qualification - authorised training provider - adult education Certificate of professional competence - authorised assessment centres - validation of non-formal learning - adult education	1
---	---	---

Acronyms

NQA/ANC	<i>Autoritatea Nationala pentru Calificari</i> (National Qualifications Authority)
ARACIS	<i>Agenția Română de Asigurare a Calității în Învățământul Superior</i> (Romanian National Agency for Quality Assurance in Higher Education)
CVET	<i>Educație și formare profesională continuă</i> (Continuing Vocational Education and Training)
ECTS/SECT	<i>Sistemul European de Credite Transferabile</i> (European Credit Transfer and Accumulation System)
EPALE	Electronic Platform for Adult Learning in Europe
EQF	European qualifications framework
NCP	National Coordination Point
ESCO	European Skills, Competences, Qualifications and Occupations
NQF/CNC	<i>Cadrul Național al Calificărilor</i> (National Qualifications Framework)
NRPQ	<i>Registrul Național al Calificărilor Profesionale</i> (National Register of Professional Qualifications)
NRQHE	<i>Registrul Național al Calificărilor din Învățământul Superior</i> (National Register of Qualifications in Higher Education)
ROQF	Romanian National Qualifications Framework
VET	Vocational Education and Training
VNFIL	Validation of Non-formal and Informal Learning

References

[URLs accessed 6/6/2025]

Cedefop (2021). *European inventory of NQFs 2020: Romania*.

Cedefop (2023). *Microcredentials for labour market education and training: Microcredentials and evolving qualifications systems*.

Cedefop & National Centre for Technical and Vocational Education and Training Development. (2022). *Vocational education and training in Europe - Romania: system description*. In Cedefop & ReferNet. Vocational education and training in Europe database.

Cedefop & ReferNet (2023). *Timeline of VET policies in Europe*. [online tool].

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 & Cedefop. (2024). *Survey on implementation, use and impact of NQF/EQF*. [unpublished].

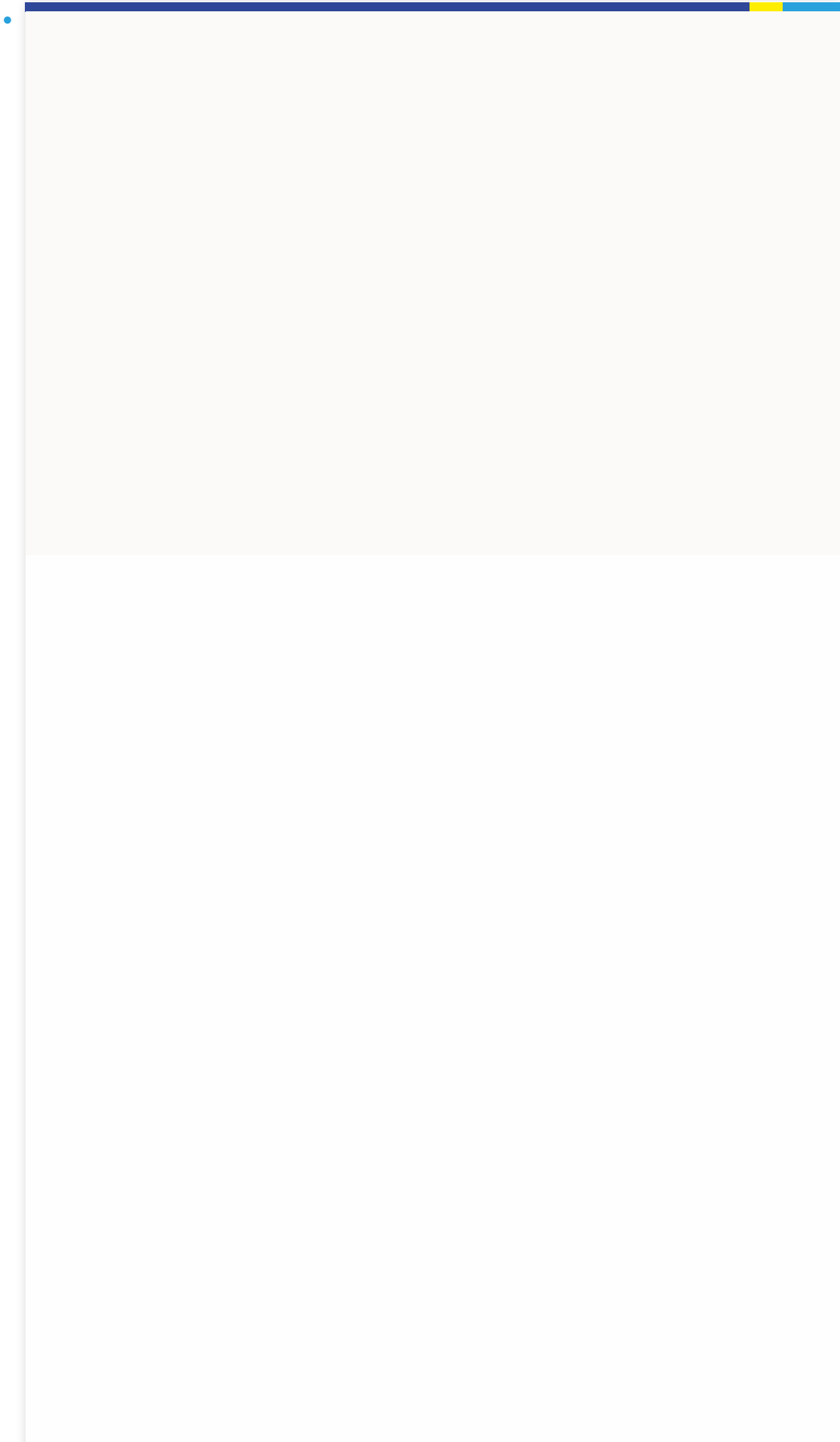
Lupescu, D. (2024). *European inventory on validation of non-formal and informal learning 2023 update: Romania*. European Commission and Cedefop.

National Centre for the Development of Technical and Vocational Education and Training/NCDTVET (2019). *Curriculum for technical and vocational education*.

Presidential Administration (2021). *Rezultatele proiectului România Educată*. [Educated Romania - Project results].

Romanian Ministry of National Education and National Qualifications Authority (2018). *Referencing the Romanian National Qualifications Framework to the European Qualifications Framework*.

Related content



2024

Romania - European inventory of NQFs 2024

European inventory of NQF

 Romania