



CEDEFOP

Making qualifications and skills more visible

The potential of national qualifications frameworks (NQFs) in the Union of Skills

POLICY BRIEF



POLICY BACKGROUND

In this section

Setting the scene



Setting the scene

For over 15 years, national qualifications frameworks (NQFs), through their alignment with the European qualifications framework (EQF) for lifelong learning, have played a pivotal role in promoting transparency, comparability and portability of qualifications across European countries ⁽¹⁾.

Responding to [the Draghi report](#), the European Union (EU) is stepping up its efforts to remain competitive. The [Union of Skills initiative](#) aims to accelerate efforts to address skill shortages, promote lifelong learning, support the recognition of qualifications across borders and value competences regardless of where and how they were acquired. Learning-outcomes-based NQFs and the EQF are already actively contributing to increasing the visibility, recognition and trust in qualifications and skills. Further, NQFs can help unlock the single market's full potential by increasing the cross-border portability of qualifications and skills, strengthening links and communication between education and work, and enabling the EU to become a more attractive destination for third-country talent. The

⁽¹⁾ Currently, 41 countries are part of the EQF process: 27 EU Member States, EFTA countries (Iceland, Norway, Liechtenstein and Switzerland), EU candidate countries (Albania, Bosnia and Herzegovina, Georgia, Moldova, Montenegro, North Macedonia, Serbia, Turkey and Ukraine), and a potential candidate country (Kosovo).

EQF process, through the constructive work of the EQF advisory group (EQF AG), has been a good example of transnational cooperation for many years.

This policy brief draws on the latest 2025 update of Cedefop's [European inventory of NQFs](#), developed biennially with the cooperation of the European Commission and the European Training Foundation (ETF). Data were mainly collected through the 2024 survey on implementation, use and impact of NQF/EQF, working closely with the countries participating in the EQF process. The findings presented in this analysis are based on the 42 NQF country-specific reports ⁽²⁾ available at the time this policy brief was produced.

⁽²⁾ The 42 country-specific reports are from the 27 EU Member States (three reports for the communities of Belgium), EFTA countries, and Albania, Bosnia and Herzegovina, Georgia, Moldova, Montenegro, North Macedonia, Serbia, Turkey and Kosovo.

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... **national qualifications frameworks (NQFs)**... have **played a pivotal role** in promoting transparency, comparability and portability of qualifications across European countries...



... NQFs can help **unlock the single market's full potential** by **increasing** the cross-border portability of qualifications and skills and **strengthening** links between education and work...



... **The EQF process**, through the constructive work of the EQF advisory group, has been a **good example of transnational cooperation**...



EVIDENCE

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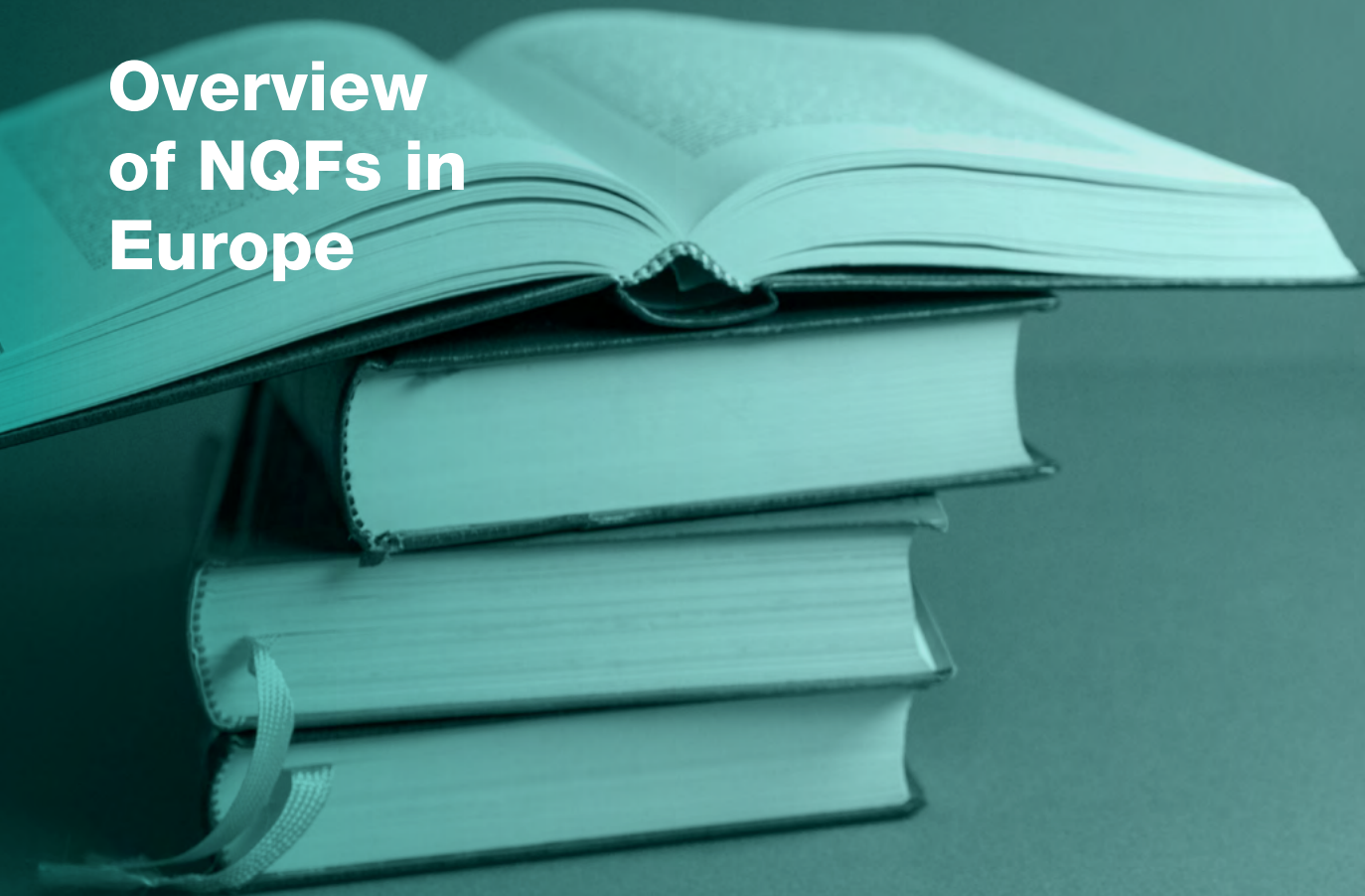
NQF awareness

Use of NQFs

Impact of NQFs



Overview of NQFs in Europe



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... 37 out of the 41 countries have **linked** their qualifications framework or system **to the EQF**...



...This highlights a **strong commitment to the EQF process**, underscoring that frameworks remain **relevant at national and European levels**...

Following the EQF AG's endorsement of the Spanish referencing report in 2024, all EU Member States are now on board with the EQF process. In total, 37 out of the 41 countries have linked their qualifications framework or system to the EQF ⁽³⁾ (Figure 1). As qualifications systems continue to evolve, countries are actively updating their referencing reports; by October 2025, 12 had already done so. This highlights a strong commitment to the EQF process, underscoring that frameworks remain relevant at national and European levels. In 2024, 11 countries reported that they were planning to develop a new or updated referencing report.

At national level, NQF implementation is progressing, albeit not with the same intensity across countries. Of the 42 NQFs analysed, 25 are at the operational stage ⁽⁴⁾ and 16 are at the activation stage ⁽⁵⁾. Around 65% of NQFs in Member States are at operational stage (Figure 2).

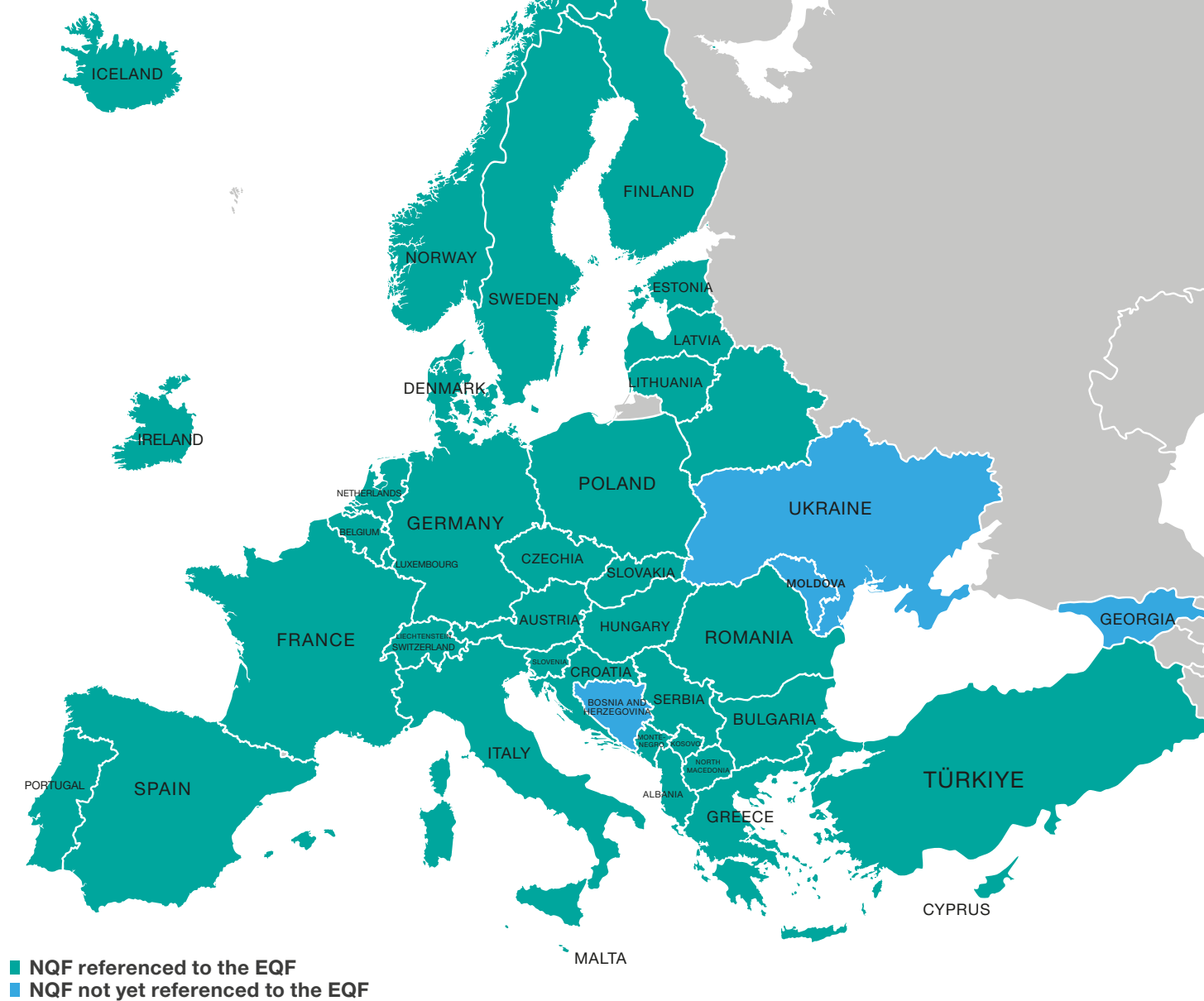
⁽³⁾ Countries link their NQF to the EQF through a referencing process, which is concluded with the development of a referencing report, endorsed by the EQF AG (Council of the European Union, 2017).

⁽⁴⁾ At this stage, NQFs provide a map of levelled qualifications and a reference point for their development and review. NQF/EQF levels are indicated on qualifications, NQF databases are functional, and quality assurance mechanisms are in place (Cedefop, 2021).

⁽⁵⁾ At this stage, implementation structures and the procedures for levelling qualifications have been set, and the main instruments are being put in place (e.g. databases, quality assurance arrangements), while end-user awareness is gradually growing (Cedefop, 2021).

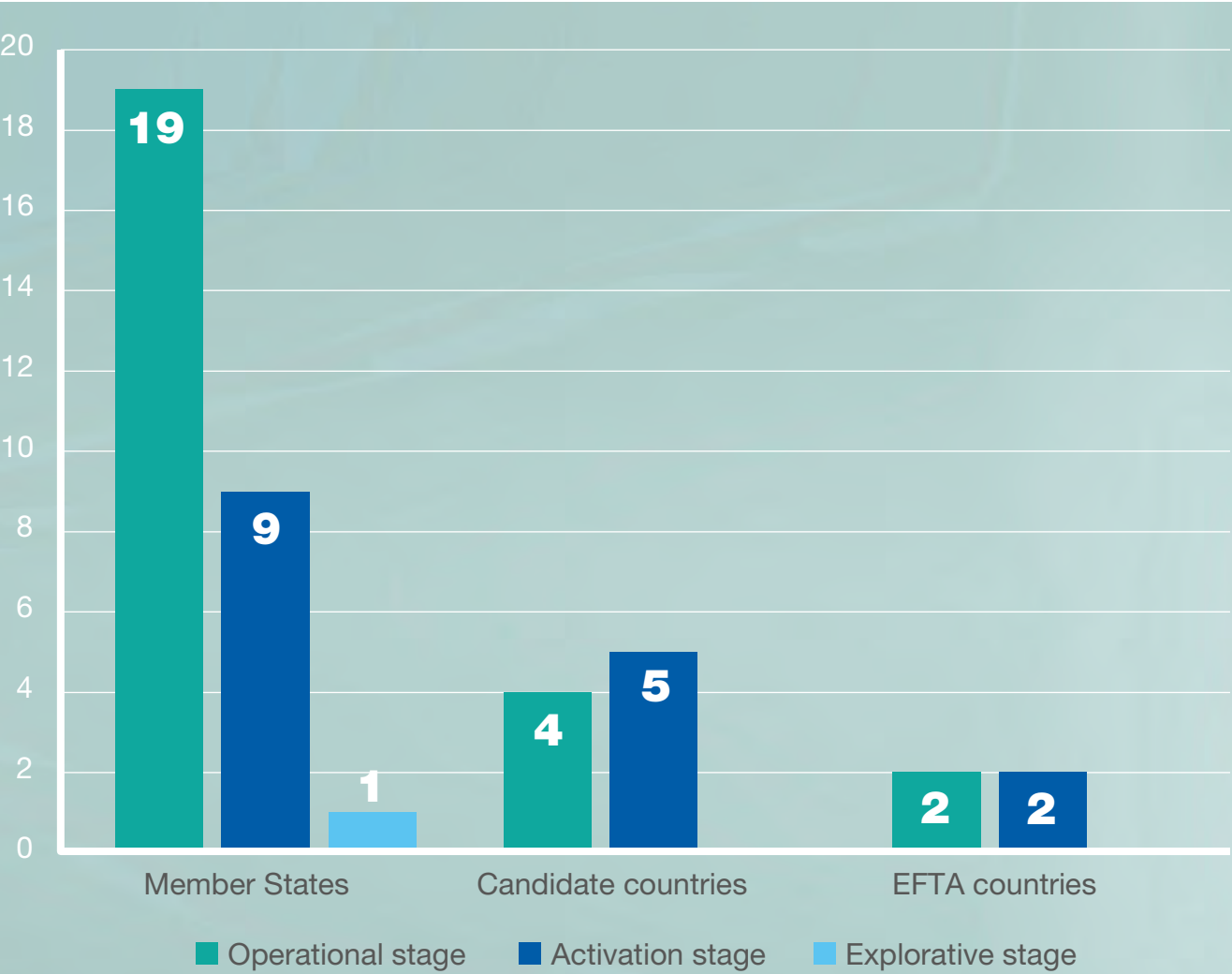


Figure 1. **NQFs linked to the EQF (2024)**



Source: Cedefop.

Figure 2. **NQF stage of development (2024)**



NB: Belgium has three NQFs. For the purpose of this analysis, Kosovo, a potential candidate country, is included in the candidate countries. Data are based on the 42 NQF country-specific reports available.

Source: Cedefop.



Indicating NQF levels

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Countries have been working on indicating NQF and EQF levels on awarded certificates or diplomas to promote the transparency of qualifications, raise awareness of NQFs among individuals and stakeholders, and increase the use of the frameworks in everyday life. Overall, countries more often indicate NQF levels on certificates of vocational and higher vocational/professional qualifications (Figure 3). Slightly fewer than half of countries indicate NQF levels on general and higher education qualifications. Nine countries have reported that NQF levels are not yet indicated on certificates or diplomas of qualifications. Further, taking into account that only 15 countries indicate NQF levels on qualifications from all education and training subsystems, it can be concluded that there is plenty of room for improvement. It is promising that 11 countries are planning to indicate NQF levels on qualifications or their supplements.

Regarding Europass certificate supplements and diploma supplements, the trend suggests an overall well-balanced approach across VET and higher education. NQF levels are indicated on VET certificate supplements in 31 countries and on higher education diploma supplements in 29 countries.



...**Indicating NQF/EQF levels** on certificates or diplomas promotes the **transparency** of qualifications, **raises awareness** of NQFs and **increases** their everyday use....

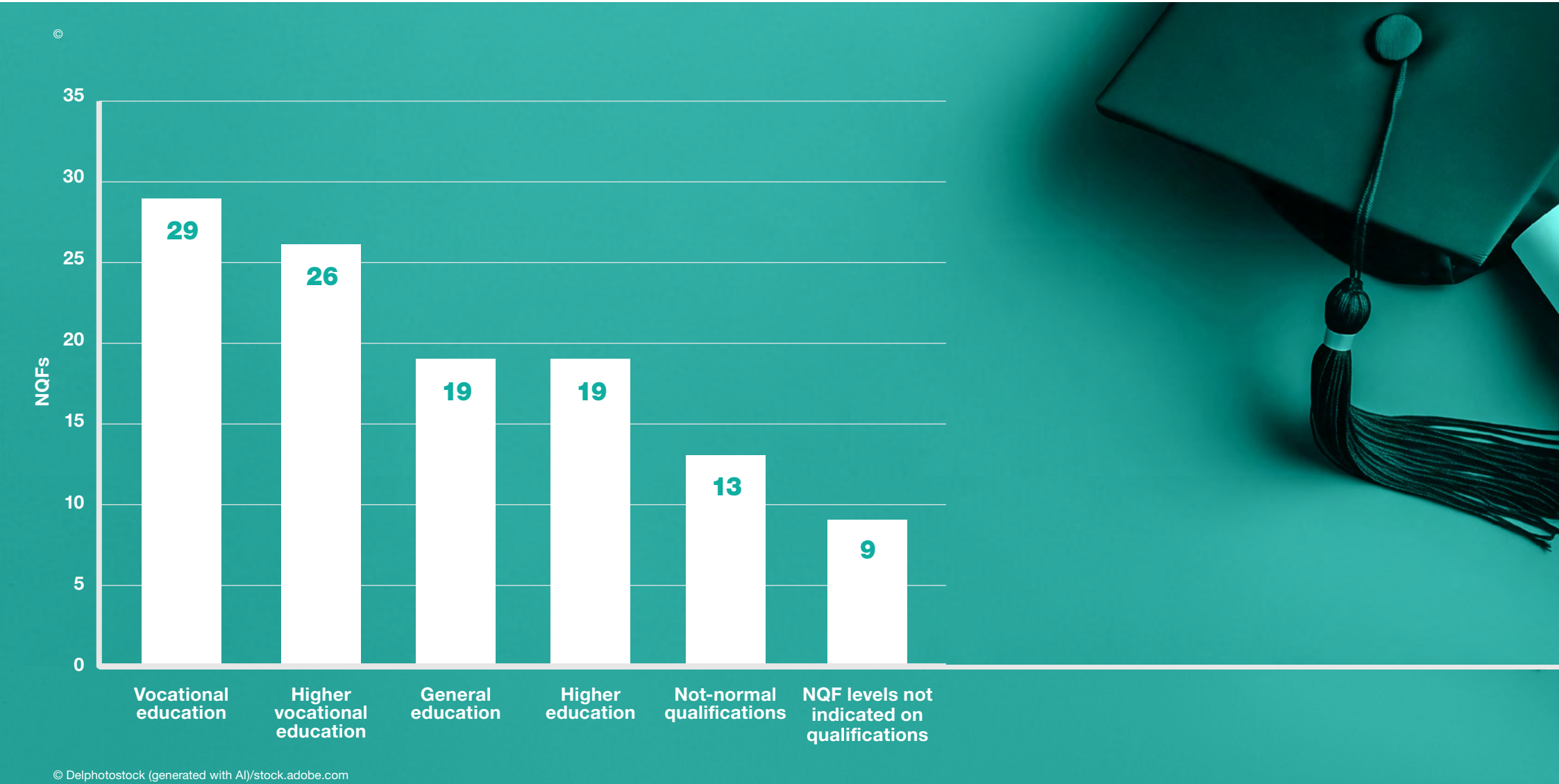


...**Countries more often indicate NQF levels** on certificates of vocational and higher vocational/professional qualifications...



...Regarding **Europass certificate supplements and diploma supplements**, the trend suggests an overall **well-balanced approach across VET and higher education**...

Figure 3. Indicating NQF levels on certificates and diplomas (2024)



Source: Cedefop.

Scope of NQFs

NQFs are becoming more flexible with broader scope and coverage. This helps countries respond to challenges such as making new forms of learning more visible, recognising knowledge and skills no matter how they are acquired, and addressing skill shortages and mismatches.

Including qualifications awarded outside formal education

EQF countries have expanded the scope of frameworks by including qualifications awarded within different formal education and training subsystems and outside formal education and training ⁽⁶⁾. In broad terms, NQFs can be grouped into two categories: NQFs that include qualifications from all formal education and training subsystems (general education, VET, higher education and, in some cases, adult education) (20 countries), and NQFs that also include qualifications awarded outside formal education and training (18 countries) (Figure 4). In total, 20 countries have levelled

⁽⁶⁾ Such qualifications vary substantially depending on the national context. They can be awarded, among others, 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).

qualifications awarded outside the formal system. Around 55% of NQFs in Member States include such qualifications. Countries tend to work first on including formal qualifications and, in a second phase, on including those awarded outside formal education. More advanced NQFs are more likely to include these qualifications: 64% of NQFs at the operational stage include such qualifications, while only 19% of those at the activation stage do so.

Countries such as Austria, the Netherlands, Poland and Sweden have focused on increasing the number of such qualifications in their NQFs. In Sweden, approximately 100 qualifications awarded outside the formal system have been included in the framework. 'These qualifications are usually highly relevant to the labour market and can improve learners' employability' (Cedefop, 2025e). Austria has set up six service points to assist providers in preparing and applying for inclusion in the NQF, while also performing a quality assurance function (Cedefop, 2025a). However, in countries with open NQFs, the swift expansion of NQF coverage is often hindered by limited available human resources, insufficient funding, and burdensome and time-consuming procedures.

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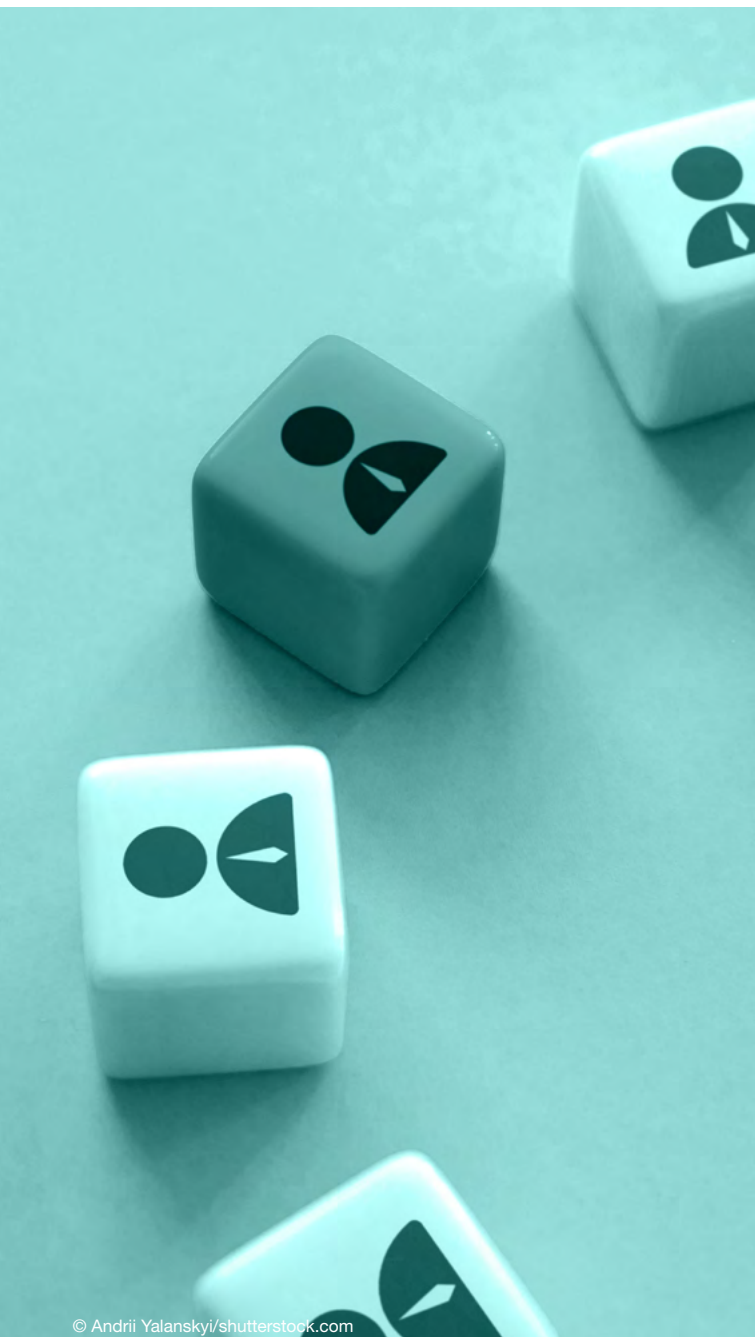
...20 countries have **levelled qualifications** awarded outside the formal system...



...More **advanced NQFs** are more likely to **include qualifications awarded outside the formal system...**



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The procedures for including qualifications awarded outside formal education in NQFs reflect the national context and specific features. Usually, the EQF national contact point (NCP) plays a crucial role: apart from running the procedure, they seek to attract applicants, help them to apply and provide them with guidance material. Inter-stakeholder committees, particularly sectoral councils, and independent experts can be involved in evaluating applications and approving levelling decisions. A clear aim is to ensure the quality of qualifications included in the NQF. Countries therefore often introduce a burdensome procedure with multiple criteria. Others have tried to balance ensuring quality with not discouraging providers from applying for inclusion (e.g. Denmark). Criteria differ among countries, but the proper use of learning outcomes in developing a qualification is commonly required; labour market relevance and clear description of assessment methods are also often required. Many countries consider the further opening-up of NQFs to such qualifications a future priority.

Including various categories of qualifications

During the first decade of the EQF process, countries mostly focused on including full formal qualifications in NQFs. Today, NQFs operate in a constantly changing learning ecosystem, where there is demand for flexible learning pathways that adapt to labour market needs.

Twenty NQFs include partial qualifications, while three frameworks are open in principle but have not yet included them. In 2024, seven countries (five Member States) reported that their NQFs included international qualifications. A further 11 NQFs were open in principle to international qualifications, indicating potential for progress in this area (Figure 5).

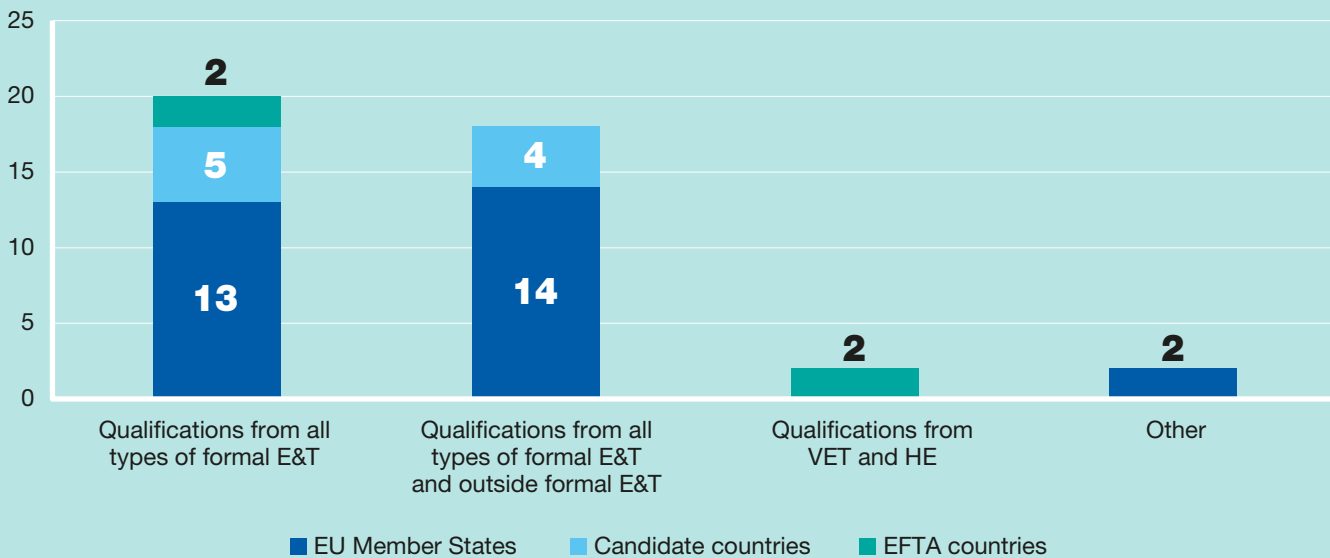
EQF countries have increased their efforts to include microcredentials in the NQFs, achieving noteworthy results. In 2022, 13 countries reported that at least one type of a levelled qualification could be considered a microcredential, and six countries were exploring the possibility of including microcredentials in their frameworks. In 2024, 18 NQFs included microcredentials (15 in Member States), while 10 were open to microcredentials but had not yet included them. Additionally, almost 40% of EQF countries plan to include microcredentials in their NQFs for the first time or to increase the number included (Figure 6). More mature NQFs tend to include microcredentials more often (one in two NQFs at the operational stage versus one in four at the activation stage).

In some countries, qualifications awarded outside formal education and training (e.g. Denmark, the Netherlands, Sweden) or some partial NQF qualifications (e.g. Bulgaria, Spain) can be considered microcredentials. Terms such as micro-qualifications (e.g. Croatia, Italy) and supplementary qualifications (e.g. Denmark, Slovenia) are also used. Validation certificates can also be considered microcredentials (e.g. Bulgaria, Romania). Other terms used include awards, minor awards, free-market qualifications, vocational qualifications and professional certificates.

Higher vocational and professional qualifications

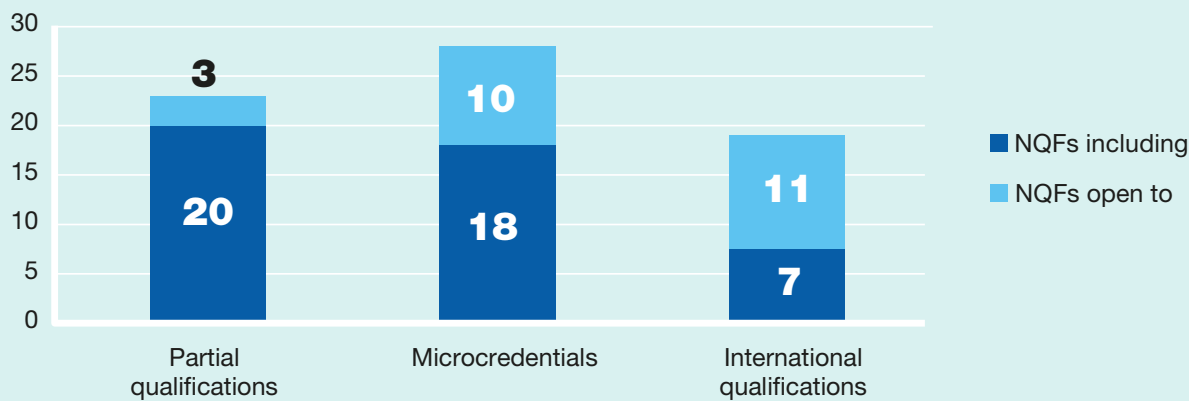
Countries are increasing the number of higher vocational and professional qualifications included at EQF level 5 and above. These are awarded both within and outside formal education and training. All 42 analysed NQFs include at least one vocational or professional qualification at level 5. Further, two in three NQFs include such qualifications at level 6, while 19 frameworks have vocational or professional qualifications at level 7. Finally, six NQFs include such qualifications at level 8.

Figure 4. NQF scope and coverage (2024)



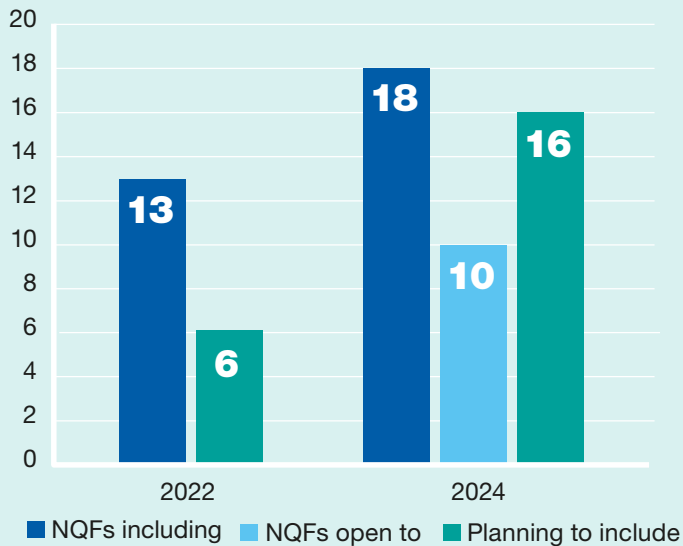
Source: Cedefop.

Figure 5. NQFs including alternative categories of qualifications (2024)



Source: Cedefop.

Figure 6. Progress in including microcredentials in NQFs (2022-24)



Source: Cedefop.



NQF awareness

With European NQFs at a mature development stage, NQF developers and implementers (e.g. qualification developers and relevant public authorities) usually have a solid understanding of how NQFs function. However, awareness among end-users (e.g. learners, workers, jobseekers and employers) varies by country, and overall remains moderate or low.

In general, learners have a moderate level of awareness (reported in 18 countries). Learners usually become aware of the frameworks through the NQF/EQF levels shown on qualification certificates or diplomas. Awareness is lower among workers and jobseekers: 24 countries report that this group has either a low or moderate level of NQF awareness. The same applies to companies. Nevertheless, employer representatives and trade unions are more aware.

By contrast, education and training providers are well aware of NQFs. As reported through the 2024 NQF survey, providers have a high or very high level of awareness in 27 countries. They are usually informed through targeted communication activities, such as workshops, seminars and technical handbooks. National NQF evaluations support these findings and show that those involved in designing

qualifications, curricula and standards, including education and training providers, are more aware than individual users (e.g. Malta, Slovenia).

Overall, countries report that communicating NQFs and their benefits to the wider public remains the most common challenge that EQF countries face.

NQF databases and registers

NQF databases and registers are vital tools in NQF implementation. They promote NQFs and increase the transparency of qualifications, allowing individual users to understand their content better and helping employers to trust them.

Since 2022, the number of countries with a single database has increased from 21 to 28. However, 20 countries still do not include all NQF qualifications in an online database, and six EQF countries do not have an operational database or register at all (Figure 7). Further, only one in three databases is currently linked to the Europass platform, while three countries are testing the system. A further finding is that 28 NQF databases or registers provide users with learning outcomes descriptions of the qualifications they include.

As Europe experiences the effects of the digital



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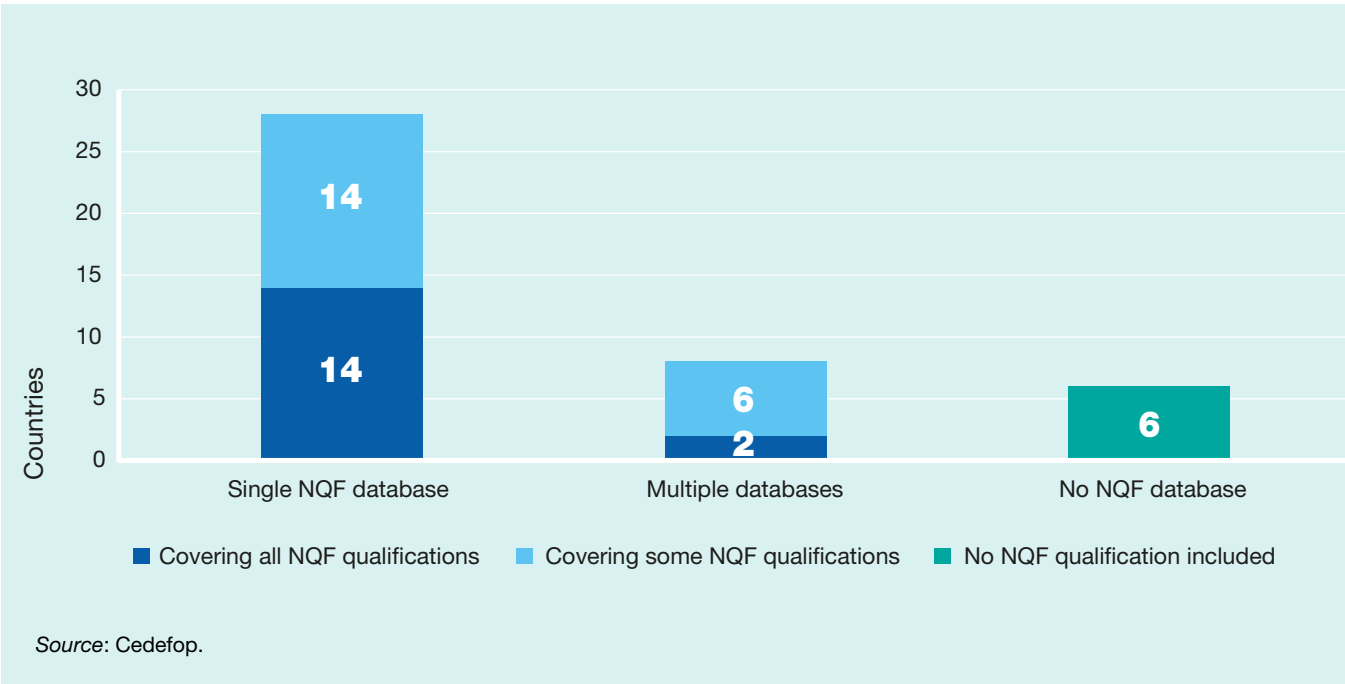


...**education and training providers** are well aware of NQFs...



...NQF databases and registers promote NQFs and **allow individual users to understand qualifications' content better...**

Figure 7. Coverage of NQF databases/registers (2024)



transition, online databases are essential to enable EQF countries to unlock the full potential of the EQF and NQFs. Although countries have already invested in developing databases, more needs to be done. In 2024, 22 countries reported plans to develop a new database or improve the existing one; 13 of them plan to link their database or register to the Europass platform. Providing learning outcomes descriptions of qualifications through databases according to European guidelines for writing short learning outcomes descriptions (EQF-Europass project group, 2024) and linking them to Europass, are two major preconditions for developing a detailed and comprehensive European map of qualifications with a ‘zoom-in’ functionality. Such a map will make qualifications and skills visible and understandable across borders, promote education progression and lifelong learning and contribute to addressing skill shortages across Europe.

**online
databases**
unlock the full
potential
of the EQF and
NQFs



Use of NQFs

Stakeholders, including public authorities and agencies, use NQFs in different ways.

Citizens

The use of NQFs by learners is still limited. As reported by 10 countries, they mainly use them when planning their studies abroad or for recognising knowledge or qualifications acquired abroad. When an NQF is used as a filter for government funding for education and training programmes leading to NQF qualifications, awareness and use increase considerably (e.g. France, Ireland, Croatia, the Netherlands). Ireland is a notable exception: according to the Union of Students in Ireland, the NQF brings numerous benefits for students, notably facilitating progression in education and training and promoting international mobility (Cedefop, 2025c). Workers and jobseekers use NQFs to a lesser extent than learners. The most common ways of using NQFs are when developing their CVs (e.g. Hungary, Lithuania), when aiming to work in another country (e.g. Austria, Finland, Iceland), when looking for a job, and when trying to access further training (e.g. Austria, Germany).

Labour market actors

In the 2020s, the use of NQFs in the labour market has gradually increased. The level of awareness and use of NQFs among companies, trade unions, employer representatives and employment services varies by national context. Overall, remains rather limited.

In 2024, the number of countries reporting that NQF/EQF levels are used in job advertisements and/or recruitment procedures rose slightly to 18 (15 in 2022). Two evaluation studies, in the Netherlands and in Norway, showed that large enterprises are more aware of the NQF than small and medium-sized enterprises. Employers also use the NQF and EQF when trying to recruit from another European country. However, these indications that labour market actors, particularly companies, are starting to use NQFs should not be overemphasised. In most countries, this trend is at an early stage, and it remains to be seen how it will evolve in the coming years. There are, however, more advanced countries. For example, in France, NQF qualifications are valued as a signal in the labour market, proof of the employee's competences, and a tool for professional mobility.

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...Workers and jobseekers usually use NQFs when **developing their CVs**, when **aiming to work in another country**, when **looking for a job**, and when trying to **access further training...**



...NQFs are increasingly used in **recruitment procedures...** but in most countries, **this trend is at an early stage...**

Figure 8. Key areas of use of NQFs



Employer organisations and trade unions are aware of and use NQFs. They mainly contribute to developing qualification and occupational standards, and qualifications, linking education with labour market needs. They can also participate in decision-making regarding the levelling of qualifications. When involved in NQF dissemination, employment services have a high level of awareness and often use NQFs. However, this is mentioned only by one third of EQF countries. Close cooperation of EQF-NCPs with employment services could help make NQFs better known on the labour market and benefit employees, jobseekers, and employers/recruiters.

Design and renewal of qualifications

One of the most prominent ways of using NQFs is in the design and renewal of both qualifications, and qualification and occupational standards. For example, in Denmark, any new qualification must align with the NQF. In Bulgaria, the responsible agency develops the list of VET professions and educational standards for VET qualifications, describing the relevant knowledge, skills and competences in accordance with the BQF level descriptors.

Education and training providers use NQFs the most. They design, review or renew qualifications, curricula or programmes based on NQF level descriptors. For example, in France, the NQF is increasingly well known and consistently used by education and training institutions and providers, who, as awarding bodies, design, redesign, own and certify NQF qualifications in line with NQF requirements. A clear indication of active use of NQFs by providers is the increasing number of levelled qualifications awarded outside formal education and training. Providers also use NQF/EQF levels when promoting their programmes and qualifications to the public (e.g. in Ireland, Estonia, Malta, Austria, Portugal).

Quality assurance

In 2024, 30 countries reported that they use the NQF to ensure or improve the quality of qualifications. In 19 countries, the NQF is part of quality assurance procedures. Often, the legal framework of an education subsystem states that one of the criteria for the initial accreditation of a study programme is compliance with NQF regulations or an NQF qualification standard. In Estonia, the external quality assessment of study programmes in VET and higher education assesses whether the intended learning outcomes correspond to the NQF/EQF level or the relevant professional qualification standard.

The quality assurance function of NQFs gives them a gatekeeping role. For example, in Malta, further and higher education programmes must be levelled to the NQF to be accredited. In 17 countries, the procedure of including qualifications in NQFs acts as a form of quality assurance, particularly for those awarded outside formal education and training. Providers of such qualifications in Denmark and the Netherlands report that this procedure has helped them improve the quality of their qualifications.

Recognition of foreign qualifications

In 2024, 34 EQF countries reported that they use their frameworks to recognise foreign qualifications. In broad terms, there are three categories of countries:

- (a) in five countries, the use of the NQFs in the recognition of foreign qualifications is stipulated by legal arrangements or government regulations;
- (b) in 16 countries, the framework is extensively used in recognition procedures;
- (c) in seven countries, it serves as a complementary source of information.



Where the NQF is extensively used, authorities reference foreign qualifications to NQF levels by comparing their learning outcomes with the level descriptors. Some countries report that the NQF is particularly valuable for VET qualifications, for which less information is available (e.g. Hungary). In Lithuania, NQF/EQF levels are key to implementing automatic recognition agreements. Countries often indicate the relevant NQF level of the qualification in recognition decisions (e.g. Denmark, Greece, Lithuania). Further, the EQF and NQFs contribute to attracting talent from third countries. For example, Sweden has developed a [qualifications assessment tool](#) that enables individuals to identify the equivalent Swedish qualification, compare qualifications, and better understand the Swedish qualifications system through the NQF.

Most countries
use their NQFs
**to recognise
foreign
qualifications**

Impact of NQFs



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As the EQF process has been run for more than 15 years, NQFs have gradually started to influence their national ecosystems.

Most countries (34) consider that NQFs have made qualifications easier to understand. This enables individuals and employers to compare them and make informed decisions, for example on education progression and recruitment. Further, 22 countries explicitly state that the NQFs and the EQF have simplified international comparability of qualifications and the mobility of learners and workers. Crucial actions include developing qualification databases and registers, indicating NQF/EQF levels on qualifications, and providing, through level descriptors, clear information about the knowledge, skills, and competences associated with each qualification level. As countries expand the scope and coverage of frameworks, transparency of the qualifications system also increases. Finally, the use of the learning outcomes approach has created a common language that eases communication among different education and training subsystems, between the world of education and the labour market, and across borders. Today, it is easier for an education provider to recognise knowledge achieved outside formal education, and for an employer to understand



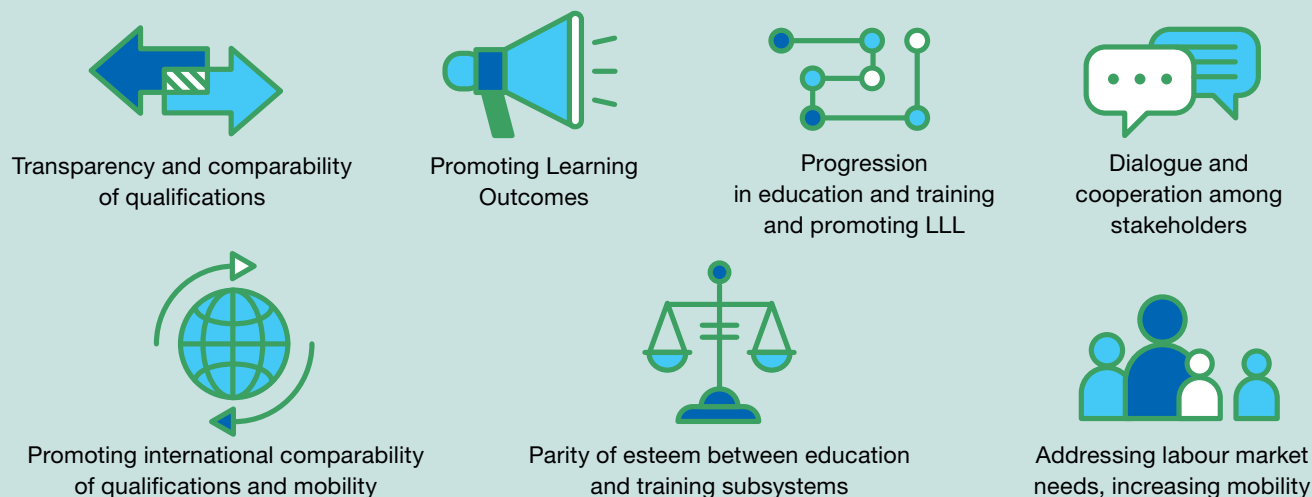
...NQFs have made **qualifications easier to understand**. This enables individuals and employers to **compare** them and make **informed decisions**...



...22 countries report that the **NQFs and the EQF have simplified international comparability of qualifications** and the mobility of learners and workers...



..today, it is easier for an education provider to **recognise knowledge achieved outside formal education**...

Figure 9. Main areas of impact of NQFs (2024)

Source: Cedefop.

the skills and competences of potential employees, even if they come from another EQF country.

The impact of NQFs in promoting the learning outcomes approach is well documented. Thirty-one countries agree that NQFs have considerably contributed to embedding learning outcomes in the education and training system, particularly in the design of qualifications and qualification standards. In Slovenia, the 2020 NQF evaluation showed an increase in the use of learning outcomes, particularly in higher education (Cedefop, 2025d). However, in many countries there is still uneven implementation of learning outcomes across education and training subsystems. Providers of qualifications awarded outside formal education often have to rework their qualifications to express them in terms of learning outcomes to be included in the NQFs.

NQFs support validation of non-formal and informal learning, increase trust in validation certificates, link formal and non-formal learning and strengthen the quality assurance in validation arrangements. In 23 countries, legislation or policy documents link the NQF and validation. In 21 countries, authorities use level descriptors or qualification standards in validation arrangements. In 16 other countries, the link is strengthened by making the same authority responsible for both the NQF and validation. Through validation, in most countries, individuals can gain access, obtain exemptions or a full or partial qualification included in the NQF, but not all qualifications in an NQF are connected to validation. Validation arrangements are primarily linked to VET and, secondly, to higher education qualifications.

As reported by 27 countries, a crucial contribution of NQFs is that they offer a platform for stakeholder cooperation, reducing barriers between education and training subsystems, and building bridges with the la-





bour market. According to 16 countries, this has enabled systems to some extent to address labour market needs better, helping to reduce skills mismatches and increase employability. Eighteen countries have set up permanent inter-stakeholder committees that actively support the NQF implementation, and 13 have advisory bodies in place. Many countries (16) link the work of sectoral councils to NQF implementation. These councils are usually responsible for developing vocational and professional qualifications or qualification standards, and for including qualifications in the NQF and levelling them. Two evaluation studies, in Ireland and Malta, show that NQFs have promoted cooperation between educators and labour market actors.

The impact of NQFs can be seen in many other areas. For example, they have made recognition of foreign qualifications easier (e.g. Lithuania, Norway), improved quality assurance of qualifications, and promoted life-long learning and progression in education and training.

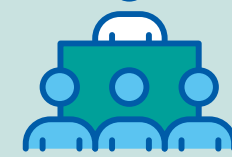
NQFs offer a
platform for
**stakeholder
cooperation**

Figure 9. Countries with structures promoting stakeholder cooperation (2024)



Inter-stakeholder committee

16



Sectoral council

13



Advisory body

Source: Cedefop.



CONCLUSIONS

In this section

NQFs in the Union of Skills



NQFs in the Union of Skills

Key objectives of the Union of Skills are ensuring an inclusive and accessible education and training system, strengthening a lifelong learning culture in Europe, and enabling all individuals to engage in upskilling and reskilling. It also aims to support companies, particularly SMEs, to recruit employees with the right skills. Finally, the Union of Skills aims to make skills and qualifications more transparent, trusted and easier to recognise, making learners' and workers' cross-border mobility easier.

The EQF and NQFs contribute to these objectives. Frameworks have made qualifications more transparent and understandable (see Section 'Impact of NQFs'). Those acquired outside formal education, when included in NQFs, have become more visible and trusted, bridging different education subsystems. NQFs often support validation of non-formal and informal learning, facilitate the recognition of foreign qualifications and strengthen the quality assurance of qualifications.

NQFs have created a platform that brings together the worlds of learning and work, enabling labour market representatives to contribute to the development of qualifications, and to address labour market needs better (see Section 'Impact of NQFs'). Further, labour market actors have started using

EQF and NQF levels in recruitment procedures (see Section 'Use of NQFs'). Countries also report that the EQF and NQFs have made cross-border mobility of workers and learners easier, and have made it easier to compare qualifications from third countries.

Twenty-nine countries consider NQFs a valuable tool for lifelong learning and for developing permeable education and training systems, making learner progression easier. Some of the ways that NQFs have contributed to this end include increased transparency of qualifications, easier-to-identify learning pathways, the bridging of formal and non-formal subsystems, increased trust among education and training subsystems, and the inclusion of adult education qualifications and microcredentials in NQFs.

Nevertheless, there is plenty of room for improvement. Countries should increase awareness and use of NQFs among learners, workers, jobseekers, and employers through targeted, well-organised information campaigns. The digital transition calls for further developing and interlinking qualification databases. Stakeholders should consider how best to use AI. Countries plan to increase the number of NQF qualifications, particularly those awarded outside formal education and training, as well as microcredentials. Overall, NQFs provide a solid basis for countries to build on to address regional challenges and global trends.

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... NQFs have made qualifications awarded within and outside formal education more **understandable, visible, and trusted...**



...countries often consider **NQFs** a valuable **tool** for **lifelong learning** and for **developing permeable education** and **training systems...**

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POLICY BRIEF

Making qualifications and skills more visible

The potential of national qualifications frameworks (NQFs) in the Union of Skills

This policy brief contributes to a better understanding of the implementation of national qualifications frameworks (NQFs) in Europe. It provides insights into their main characteristics and scope, and into levels of awareness and use. It also discusses their impact and relevance in the context of the Union of Skills.

The analysis draws mainly on information from Cedefop's European inventory of NQFs, updated in cooperation with the European Commission, the European Training Foundation and countries participating in the European qualifications framework (EQF) process.

Project info:

[National qualifications frameworks \(NQFs\)](#)

[NQF online tool](#)

[European inventory of NQFs](#)

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9207 EN – ISBN 978-92-896-3913-2 – TI-TI-01-25-100-EN-N – doi:10.2801/8809317



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