

European Qualifications Framework for lifelong learning – evaluation

Fields marked with * are mandatory.

Introduction

The European Qualifications Framework

Qualifications express what people know, understand and are able to do, easing the progress into further studies and job opportunities. However, education and training systems are not the same across countries, resulting in differences in qualifications that individuals hold. Thus, it might be difficult to understand what a qualification obtained in another country means.

This is why the European Qualifications Framework (EQF) for lifelong learning was established in 2008 and revised in 2017. It serves as a translation tool to better understand national qualifications and make them more comparable. Countries use EQF directly or map their national qualifications frameworks to the European one, which makes it possible to understand how they relate to each other. The EQF is a common reference framework eight levels, expressed as learning outcomes with increasing levels of proficiency.

Your contribution counts

The purpose of this open public consultation is to gather individuals' and stakeholders' experiences, opinion and improvement ideas about the European Qualifications Framework (EQF). More specifically, this public consultation is part of the evaluation of the 2017 EQF Recommendation in accordance with its paragraph 18. Its contributions will feed into the evaluation and will contribute to further improving the EQF.

Thank you for your contribution!

Skills Agenda Unit (B.2)

DG Employment, Social Affairs and Inclusion

About you

* Language of my contribution

- Bulgarian
- Croatian
- Czech
- Danish
- Dutch

- English
- Estonian
- Finnish
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- Latvian
- Lithuanian
- Maltese
- Polish
- Portuguese
- Romanian
- Slovak
- Slovenian
- Spanish
- Swedish

* I am giving my contribution as

- Academic/research institution
- Business association
- Company/business organisation
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

* First name

* Surname

* Email (this won't be published)

* Scope

- International
- Local
- National
- Regional

* Level of governance

- Parliament
- Authority
- Agency

* Organisation name

255 character(s) maximum

Ministry of Education, Culture and Science

* Organisation size

- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

Transparency register number

255 character(s) maximum

Check if your organisation is on the [transparency register](#). It's a voluntary database for organisations seeking to influence EU decision-making.

* Country of origin

Please add your country of origin, or that of your organisation.

This list does not represent the official position of the European institutions with regard to the legal status or policy of the entities mentioned. It is a harmonisation of often divergent lists and practices.

- Afghanistan
- Åland Islands
- Albania
- Algeria
- American Samoa
- Andorra
- Angola
- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Eswatini
- Ethiopia
- Falkland Islands
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern and Antarctic Lands
- Gabon
- Georgia
- Germany
- Ghana
- Gibraltar
- Greece
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Macau
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Saint Martin
- Saint Pierre and Miquelon
- Saint Vincent and the Grenadines
- Samoa
- San Marino
- São Tomé and Príncipe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and the South Sandwich Islands
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname

- Bhutan
- Bolivia
- Bonaire Saint Eustatius and Saba
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- British Virgin Islands
- Brunei
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands
- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Heard Island and McDonald Islands
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Myanmar/Burma
- Namibia
- Nauru
- Nepal
- Netherlands
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Svalbard and Jan Mayen
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- The Gambia
- Timor-Leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom

- Clipperton
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Curaçao
- Cyprus
- Czechia
- Democratic Republic of the Congo
- Denmark
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Peru
- Philippines
- Pitcairn Islands
- Poland
- Portugal
- Puerto Rico
- Qatar
- Réunion
- Romania
- Russia
- Rwanda
- Saint Barthélemy
- Saint Helena
Ascension and
Tristan da Cunha
- Saint Kitts and
Nevis
- Saint Lucia
- United States
- United States
Minor Outlying
Islands
- Uruguay
- US Virgin Islands
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Wallis and
Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, 'business association, 'consumer association', 'EU citizen') country of origin, organisation name and size, and its transparency register number, are always published. Your e-mail address will never be published.** Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

* Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

Anonymous

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

Public

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

I agree with the [personal data protection provisions](#)

* In what capacity are you replying to this questionnaire?

- As a holder of qualification(s) (i.e. learners, graduates, jobseekers, workers)
- As someone using / consulting qualifications to assess candidates, learners, clients, etc.
- As designer of qualifications
- As designer / provider of programmes that lead to qualifications
- As someone ensuring the quality and/or recognition of qualifications
- Other, please specify

* Please specify:

Ministry of Education, Culture and Science

* In which education and training sector(s) do you work / participate in? Select all options that apply.

- General education
- Higher education
- Vocational education and training
- Adult education
- Non-formal education (courses not leading to a formal qualification)

- In-company training
- Other, please specify

* Please specify:

Ministry of Education, Culture and Science

* Are you aware of the European Qualifications Framework (EQF)?

- Not at all aware
- I have heard about it, but do not know what it is
- I am slightly aware
- I am aware

* How did you find out about the European Qualifications Framework (EQF)? Select all answers that apply.

- From a national website
- From a national newsletter
- From a national event/ meeting
- From National Coordination Point (during an event or through a direct email)
- From a European website
- From an EU event/ meeting
- Other, please specify

* Are you aware of recent developments (since 2017) linked to the National Qualifications Framework in your country?

- Not at all aware
- I have heard about the developments, but do not know them
- I am slightly aware
- I am aware

Questions about the European Qualifications Framework

In your opinion, how likely is it for qualifications obtained in your country to be recognised by education and training providers in other EQF countries?

EQF countries: 27 EU Member States, Iceland, Liechtenstein, Norway, Albania, North Macedonia, Montenegro, Serbia, Turkey, Bosnia & Herzegovina, Kosovo, and Switzerland.

	Very likely	Likely	Unlikely	Very unlikely	Do not know
* Higher education qualifications (e.g. Bachelor or Master degrees from universities)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Vocational education and training (VET) qualifications (e.g. professional qualifications)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* General education qualification (e.g. high-school diplomas)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Certificates / qualifications gained in non-formal education (e.g. courses not leading to a formal qualification, adult learning, in-company training)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, how likely is it for qualifications obtained in your country to be understood and accepted by employers in other EQF countries?

EQF countries: 27 EU Member States, Iceland, Liechtenstein, Norway, Albania, North Macedonia, Montenegro, Serbia, Turkey, Bosnia & Herzegovina, Kosovo, and Switzerland.

	Very likely	Likely	Unlikely	Very unlikely	Do not know
* Higher education qualifications (e.g. Bachelor or Master degrees from universities)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Vocational education and training (VET) qualifications (e.g. professional qualifications)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* General education qualification (e.g. high-school diplomas)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Certificates / qualifications gained in non-formal education (e.g. courses not leading to a formal qualification, adult learning, in-company training)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of the European Qualifications Framework

* Please indicate for what purpose you have used the European Qualifications Framework (EQF) in the last five years. Select all options that apply.

- I have not used the European Qualifications Framework in the last five years
- As information about qualification(s) that you hold
- As information about qualification(s) awarded in your country that you consider pursuing

- As information about qualification(s) awarded in another country that you consider pursuing
- As information about someone else's qualification(s) awarded in your country
- As information about someone else's qualification(s) awarded in another country
- As input for designing qualifications
- As input for defining occupational profiles / job vacancies
- To better understand another country's qualification system as a whole
- Other reason, please specify
- Do not know / cannot answer

* Please specify:

x

* Please indicate how useful the EQF has been for your purpose?

- Not very useful
- Useful
- Very useful
- Do not know / cannot answer

Please provide reasoning behind your opinion (optional question).

To what extent do you agree or disagree that: “European cooperation in the framework of the EQF...”

The European Qualifications Framework (EQF) is a tool developed by the European Commission to make national qualifications easier to understand and more comparable. The objective of the European cooperation in the framework of the EQF is to support cross-border mobility of learners and workers and to promote lifelong learning and professional development across Europe.

	Strongly disagree	Disagree	Agree	Strongly agree	Do not know / Cannot answer
* ... is one of the factors that has inspired national education and training reforms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

* ... has increased the employability of workers and learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* ... has increased the number of individuals who crossed borders for work and/or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* ... has increased the number of individuals moving between jobs / sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* ... has increased the number of learners who move between different types and levels of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* ... has increased the social integration of workers and learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Please provide concrete examples or a more detailed reasoning behind your opinion (optional question).

Aanvullend op het Bolognaproces, heeft het EQF bijgedragen aan de samenwerking op nationale beleidsinitiatieven op het gebied van leven lang ontwikkelen en heeft het bijgedragen aan het creëren van transparantie voor studenten en werkenden die over de grens hun studie of werk vervolgen. Daarnaast helpt het EQF bij het inzichtelijk maken van kwalificaties van andere landen. Het EQF draagt hiermee bij aan mobiliteit in het onderwijs en op de arbeidsmarkt en biedt potentie voor verdere Europese samenwerking.

To what extent do you agree or disagree that “The implementation of the 2017 EQF Recommendation...”

	Strongly disagree	Disagree	Agree	Strongly agree	Do not know / Cannot answer
* ... made it easier to find information about qualifications from other countries and compare them	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ... contributed to an increased understanding of qualifications from other countries	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ... increased trust in qualifications from other countries	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ... facilitated the recognition of qualifications from other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* ... facilitated more seamless transitions between education/training and employment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ... increased support for flexible learning pathways (from / to non-formal, informal and formal learning)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about relevance

* Please select one trend that in your opinion will impact the development of qualifications and their frameworks the most.

- Demographic changes
- Digital transition (including artificial intelligence and automation)
- Moving to climate-neutral economy
- Migration
- Other development(s), please specify

Please specify:

Zowel de digitale als de groene transitie hebben een impact op de ontwikkeling van kwalificaties en hun raamwerken.

To what extent do you agree or disagree that the following goals will remain relevant (important) in the future due to developments like moving to climate-neutral economy, digital transition, migration pressures, demographic changes.

	Strongly disagree	Disagree	Agree	Strongly agree	Do not know / cannot answer
* Building trust and understanding in qualifications and qualification systems from other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Facilitating more seamless transitions between education/training and employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Supporting flexible learning pathways across all types and forms of learning (from / to non-formal, informal, and formal learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Achieving transparency, comparability, and portability of qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Should you have any suggestions for improvements to the EQF, please add them here (optional question).

- Ondersteun lidstaten in het communiceren van de waarde van het EQF aan eindgebruikers (studenten, werknemers, onderwijsaanbieders).
- Maak het EQF-raamwerk een bekend begrip onder studenten en werknemers.
- Maak het EQF-raamwerk beter te begrijpen en praktischer.

Questions about EU added value

To what extent the EQF Recommendation contributes to the following:

	Substantial contribution	Some contribution	No contribution	Do not know
* Developing a common European approach to qualifications	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* More substantial policy cooperation in the field of qualifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Increased policy cooperation in new areas	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

What new areas of policy cooperation are being influenced by the EQF Recommendation (optional question)?

Do you think the objectives below could have been better achieved by Member States alone (i.e. without EQF Recommendation)?

	Yes	No	Do not know / cannot answer
* Providing information about qualifications from other countries (transparency)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Improving the possibilities to compare qualifications from other countries (comparability)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Increasing understanding of qualifications from other countries	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Increasing trust in qualifications from other countries	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Better facilitating the recognition of qualifications from other countries (portability)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Facilitating more seamless transitions between education/training and employment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Increasing support for flexible learning pathways (from / to non-formal, informal and formal learning)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Please provide reasoning behind your opinion (optional question).

Questions about coherence

* To what extent do you agree or disagree that the EQF Recommendation is consistent with national policy initiatives and instruments in your country?

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Do not know / cannot answer

Please provide reasoning behind your opinion and / or examples (optional question).

* To what extent do you agree or disagree that the EQF Recommendation is consistent with other EU initiatives and instruments?

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Do not know / cannot answer

Please indicate why and which initiatives and / or instruments you had in mind (optional question).

Questions about awareness and communication

* Have you noticed any communication about the following in the last 5 years? Please select all options that apply.

- National qualification framework
- European qualification framework
- Europass platform

- Developments of new national qualifications
- Developments in the content of national qualifications (learning outcomes)
- None of the above
- Do not know

Please rate how aware are you of the following National Qualification Framework (NQF)/European Qualification Framework (EQF) aspects.

EQF countries: 27 EU Member States, Iceland, Liechtenstein, Norway, Albania, North Macedonia, Montenegro, Serbia, Turkey, Bosnia & Herzegovina, Kosovo, and Switzerland.

	Not aware at all	Slightly aware	Moderately aware	Well aware	Do not know / cannot answer
* The different levels of the NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* The different levels of the EQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* The way the NQF in your country is linked to the EQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Where to find information about the content of national qualifications in your NQF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Where to find information about national qualifications systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Where to find information about the content of national qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* How to compare levels of the NQF to that of other EQF countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Where do you go to find the necessary information about levels of the EQF and qualifications from other countries (optional question)?

Closing questions

Should you have any other thoughts or comments, please leave them here. Please do not mention your name, organisation or other personal information should you want to remain anonymous.

- Een mogelijkheid om het EQF bekender te maken bij een breed publiek, is door samen te werken met platforms waarop werknemers en werkgevers elkaar zoeken. Op dergelijke platforms zouden de EQF-niveaus een grotere rol kunnen spelen, bijvoorbeeld bij de weergave van een profiel van een werkzoekende.
- Daarnaast zou het goed zijn als het EQF vaker terugkomt in de routines van eindgebruikers zoals studenten, werknemers en werkgevers.

Should you want to share any relevant documents, reports, or studies, please add links to them here or send them to EQF@visionary.lt. Please make sure that the links or files would not mention your name, organisation or other personal information should you want to remain anonymous.

Contact

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