Draft:

Survey on implementation, communication and use of NQF/EQF

A: OVERALL IMPLEMENTATION AND SUSTAINABILITY OF THE NATIONAL QUALIFICATIONS FRAMEWORK

1. Has the NQF been formally adopted in your country?

2. If yes, please provide the following details about the formal (legal) basis:
   
   2.1 number and date of decision (if the initial adoption act was amended, please specify both the initial and the amendment acts)
   
   2.2 type of decision (e.g. Law, Decree, administrative decision, stakeholder agreement, other)

3. If formal adoption is yet to take place, indicate if and/or when this can be expected.

4. To what extent is the NQF forming an integrated part of the overall national qualification system, including links to relevant legislation and policy strategies? Please specify:
   
   4.1 links to relevant legislation (in the different parts of education and training, labour market and other policy areas)
   
   4.2 links to policy strategies (in education and training, employment and other policy areas)

5. To what extent is the NQF being used in combination with other initiatives (e.g. policies on access, transfer and progression, validation of non-formal and informal learning, quality assurance etc.)? Please specify:

6. When implementing the NQF, has priority been given to particular sub-sectors of the national education and training system (qualifications from general, vocational, higher education and training, qualifications from non-formal and international education)?

7. Are there types of qualifications which raise specific challenges in terms of levelling?

8. The majority of European NQFs are designed as comprehensive frameworks covering all levels and types of qualifications. If this is the case, to what extent has the NQF been able to support:

   8.1 Cooperation between stakeholders across education sub-sectors and institutions?
   
   8.2 Accumulation of learning outcomes across sub-sectors and institutions?
9. Which have been the key challenges so far in implementing the NQF?

10. Which key challenges do you see for the future?

B: DATABASES AND QUALIFICATION DOCUMENTS

11. Has a national database of qualifications been set up?

11.1 Provide a link to the database(s)

11.2 Specify the extent to which the following qualifications have been included:

- General qualifications
- VET qualifications
- HE qualifications
- International qualifications
- Non-formal and private qualifications
- Other

11.3 Are NQF and EQF levels being indicated in national qualifications databases?

12. Has a decision been made to include qualifications framework levels on:

<table>
<thead>
<tr>
<th>Type of document</th>
<th>NQF levels</th>
<th>EQF levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>New certificates and diplomas</td>
<td>yes/no</td>
<td>yes/no</td>
</tr>
<tr>
<td>Europass supplements</td>
<td>yes/no</td>
<td>yes/no</td>
</tr>
</tbody>
</table>

13. If levels have been included, for which types of certificates, diplomas and qualification documents? Please specify (from when and numbers awarded):

- General education qualifications
- VET
- HE
- International qualifications
- Non formal and private qualifications
- Europass supplements
- Other

14. If no, please outline the plans to indicate NQF and EQF levels on new certificates, diplomas and/or Europass supplements.

15. Which are the main challenges preventing the indication of NQF and EQF levels on new certificates, diplomas and/or Europass supplements?

16. Please attach concrete examples of how NQF/EQF levels are displayed on certificate and diploma documents or Europass supplements.
C: COMMUNICATION STRATEGIES

17. Has a NQF/EQF communication strategy been developed? If yes, describe key objectives.

18. In case no communication strategy exists, please outline any future plans in this area.

19. How do you inform stakeholders and users of the existence of the NQF/EQF?
   19.1 Which are the main communication channels and tools used for disseminating information on the NQF/EQF?
   19.2 Which target groups are prioritised?
   19.3 Do you have different strategies according to the target group?
   19.4 To what extent is the general public addressed (learners, parents, employees etc.)?

20. What kind of EU level support (guidance material, campaigns etc.) is needed to improve NQF and EQF communications?

D: EXPERIENCES AND PROGRESS OF THE NATIONAL QUALIFICATIONS FRAMEWORK

21. Do you consider the NQF to be fully operational? If no, what is still missing?

22. To what extent do you consider the NQF to be known to and used by the following stakeholders:
   25.1 Education and training institutions and providers
   25.2 Labour market stakeholders (employers, trade unions, employment services)
   25.3 Guidance and counselling practitioners
   25.4 Recognition authorities and bodies

23. To what extent do you consider the NQF to be known to and used by the general public (pupils, students, parents, job-seekers)?

24. What kind of evidence exists regarding the use of the framework?
   24.1 Have any evaluations of the NQF been carried out so far? If yes, please provide a link to the study/attach it to this questionnaire.
   24.2 Who carried out the evaluation using which methods?
   24.3 What are the key findings?
   24.4 How will the conclusions of the evaluation support further development of the NQF?

25. In case no evaluation has been carried out, is this planned for the future?
26. Based on your experiences and available evidence, how do you see the influence of the NQF/EQF in the following areas?

26.1 Promotion and use of learning outcomes

26.2 Permeability of education and training systems (reducing barriers and strengthening bridges between sectors and institutions)

26.3 Review, renewal and quality assurance of qualifications

26.4 Dialogue and cooperation between
   - stakeholders in education and training
   - education and training and labour market stakeholders

26.5 Validation of non-formal and informal learning

26.6 Recognition of qualifications across sectors and countries

26.7 Parity of esteem between types of education and training and qualifications

26.8 Other

E: **UPDATING REFERENCING TO THE EQF**

27. When do you plan to present an updated referencing report to the EQF AG?

28. Which major (expected) changes in the NQF or qualification system call for an updated report?

29. Do you have any additional remarks or comments?

Thank you for your contribution!