



Capacity Building

on

National Qualifications Frameworks

ACQF-II – UEMOA Cooperation

Launching webinar



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15 April 2026

Presenter: Maria Rosenstock, ACQF-II Coordinator

## Série de webinaires proposés

### Groupe cible

Hauts fonctionnaires et experts techniques des ministères chargés de l'éducation, de l'EFTP, de l'enseignement supérieur, de l'emploi et du développement des compétences dans les États membres de l'UEMOA (Bénin, Burkina Faso, Côte d'Ivoire, Guinée-Bissau, Mali, Niger, Sénégal, Togo).

### Objectif général

Construire une compréhension fondamentale commune des CNC entre les États membres de l'UEMOA, soutenir la mise en œuvre de cadres au niveau national d'ici à 2030 conformément à la feuille de route de l'UEMOA et préparer le terrain pour la future coopération régionale et un éventuel Cadre régional de l'UEMOA, conformément à l'ACQF.

## Format

- 4 webinaires
- durée de chaque webinaire : 2 heures au total
  - 60 minutes d'introduction
  - 60 minutes pour la discussion
- en ligne, en français et/ou avec interprétation vers le français et portugais
- interactif, axé sur les politiques

## Séquençage et calendrier

- **Webinaire 1** : 15 avril 2026
- **Webinaire 2** : 29 avril 2026
- **Webinaire 3** : 13 mai 2026
- **Webinaire 4** : 28 mai 2026

## Webinaire 1 : les bases des cadres nationaux et régionaux des certifications

**Durée :** 120 min dont 20 min pour le lancement officiel de la série de webinaires et les présentations du contenu global ainsi que 60 min pour les questions et la discussion.

### Principaux objectifs

- Introduire la collaboration entre l'ACQF et l'UEMOA et la série de webinaires, lancement officiel
- Introduire le concept et les objectifs des CNC en termes simples et pertinents pour les politiques

### Résultats escomptés

À la fin de la formation, les participant-es pourront :

- expliquer les objectifs et les concepts clés des cadres nationaux et régionaux des certification (CNC et CRC)
- analyser les options politiques et techniques liées à l'élaboration d'un CNC
- décrire comment les CNC améliorent la transparence, la qualité, la mobilité et l'apprentissage tout au long de la vie, et comment ils se connectent aux cadres régionaux grâce à des processus de référencement
- recenser les actions prioritaires visant à renforcer et à rendre opérationnel leur système national de certification, y compris l'assurance qualité, les répertoires des certifications et la participation des parties prenantes.

## Webinaire 2 – Accent sur la mise en œuvre des CNC

**Durée :** 120 min dont 60 min pour les questions et la discussion

### Principaux objectifs

- approfondir la compréhension des étapes techniques et institutionnelles nécessaires à la mise en œuvre d'un CNC

### Résultats escomptés

À la fin de la formation, les participant-es pourront :

- analyser les rôles et responsabilités institutionnels dans la mise en œuvre du CNC, y compris les ministères, les organismes d'assurance de la qualité et les parties prenantes du secteur
- décrire les processus d'élaboration, de positionnement par niveau et d'enregistrement des certifications nouvelles et existantes au sein d'un CNC
- expliquer comment les mécanismes d'assurance de la qualité sous-tendent la confiance et la crédibilité des certifications
- identifier les prochaines étapes pratiques pour rendre opérationnels le développement des certifications, l'enregistrement de celles-ci et les systèmes d'assurance de la qualité dans leur contexte national.

## Webinaire 3 – Les CNC en tant qu’outils facilitant l’apprentissage tout au long de la vie

**Durée** : 120 min dont 60 min pour les questions et la discussion

### Principaux objectifs

- Démontrer comment les CNC soutiennent les parcours d’apprentissage tout au long de la vie au moyen de la VAE et de systèmes de transfert de crédits ; et explorer des approches inclusives garantissant que les CNC profitent aux groupes traditionnellement marginalisés.

### Résultats escomptés

À la fin de la formation, les participant·es pourront :

- expliquer le fonctionnement de la validation des acquis de l’expérience (VAE) au sein d’un CNC et les résultats qu’elle peut générer
- décrire les principes et les mécanismes des systèmes d’accumulation et de transfert de crédit (CATS en anglais)
- identifier les conditions politiques nécessaires pour garantir une utilisation inclusive et équitable du CNC

## **Webinaire 4 – Des cadres nationaux aux cadres régionaux et continentaux**

**Durée** : 120 min dont 60 min pour les questions et la discussion

### **Principaux objectifs**

- Expliquer comment le cadre national des certifications se connecte aux cadres régionaux et internationaux grâce au référencement, aux outils de partage des données et aux mécanismes de coopération
- Présenter les expériences pratiques et les enseignements tirés des cadres régionaux des certifications existant en Afrique
- Introduire le Cadre continental africain des certifications (ACQF en anglais) et ses outils soutenant la transparence, la mobilité et la reconnaissance des certifications à travers l'Afrique



# Introduction to National and Regional Qualifications Frameworks



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15 April 2026

Presenter: Maria Rosenstock, ACQF-II Coordinator

01

# Overview of the ACQF



African Continental  
Qualifications Framework

**ACQF – Continental Tool, African Union Policy Initiative**  
based on [ACQF policy document](#) validated by member  
states in July 2023, in Addis Abeba

**ACQF-II Project (2023 – 2026):** Support to the  
implementation of the African Continental Qualifications  
Framework (ACQF II), financed by the European Union,  
implemented by ETF in cooperation with African Union  
Commission, the regional communities and member states



**ACQF Network** – launched in January 2025 to support and  
sustain the implementation of the ACQF and its  
Qualifications and Credentials Platform

## Challenge:

Qualifications across countries and systems are very diverse

## Objectives:

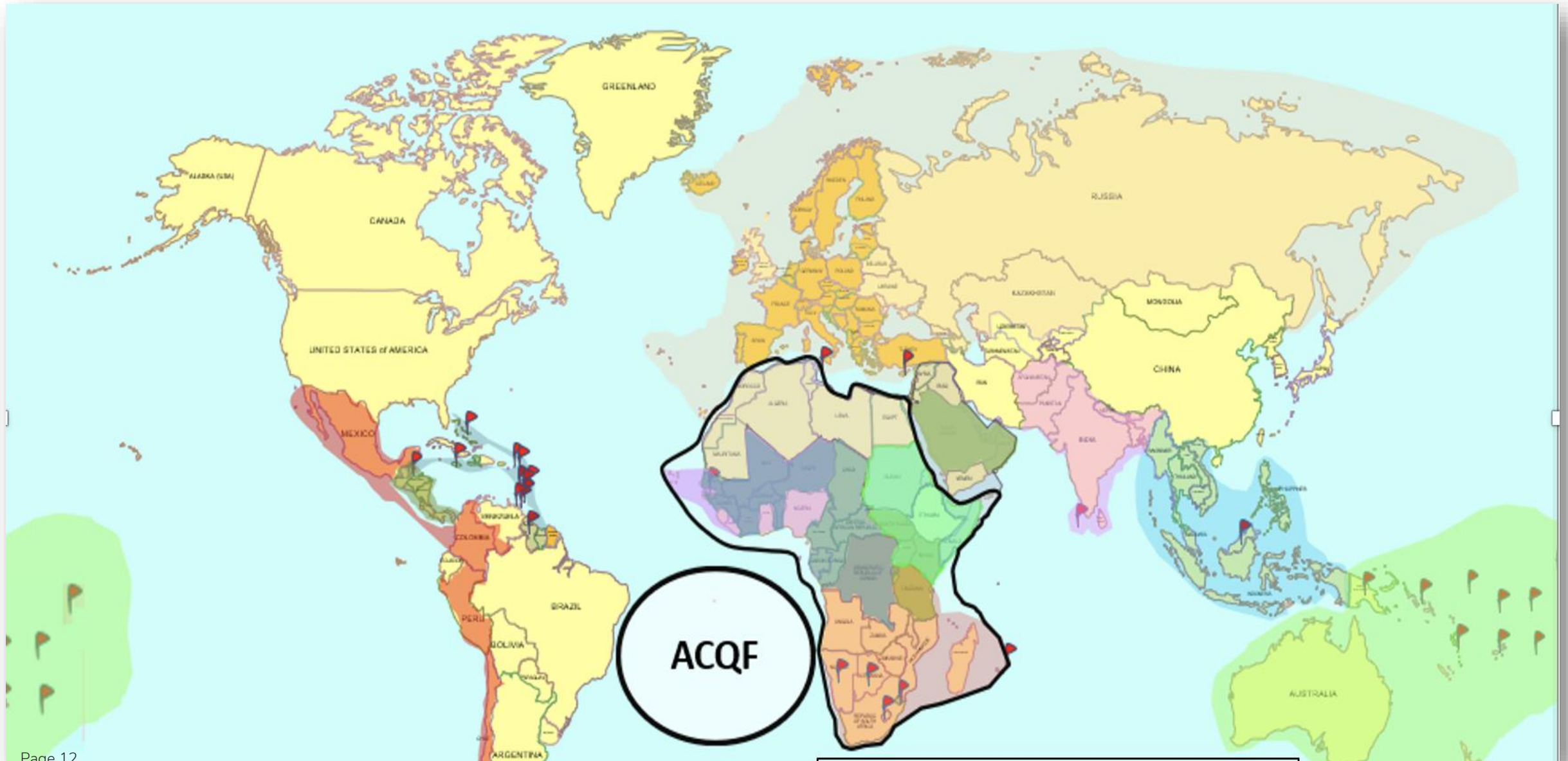
- improved **transparency and comparability** of qualifications
- improved mutual trust and **information-sharing** between qualifications frameworks and systems on the continent
- enhanced **recognition of skills and credentials**

## Wider impact:

Improved mobility and lifelong learning opportunities

# ACQF A very large Regional Qualifications Framework

- African Union Policy Initiative
- Based on AU policies (CESA-25, AU Free Movement Protocol, AfCFTA)





**African Continental Qualifications Framework  
(ACQF)**

## **ACQF Policy Document**

**Submitted for African Union Member State Validation  
Exercise**

Version: 17 November 2022



**Cadre continental africain des certifications  
(ACQF)**

## **Document de politique de l'ACQF**

**Pour validation par les états membres de l'Union Africaine**

Version du 17 novembre 2022

<https://acqf.africa/resources/policy-guidelines/acqf-policy-document-upon-validation-by-au-member-states-en-fr-pt>



**Quadro Continental Africano de Qualificações (ACQF)**

## **Documento Político do ACQF**

**Para validação pelos Estados-membros da União Africana**

Versão: 17 de novembro 2022

# Conceptual and technical design of ACQF

- ❑ **Metaframework** - translation device for referencing and comparison
- ❑ **Comprehensive scope** – can serve for comparison with all levels, modes of learning
- ❑ **10 levels**: whole continuum of education and training
- ❑ **Level descriptors**: expressed as learning outcomes
- ❑ **Domains of learning**: (1) Knowledge, (2) Skills, (3) Autonomy and Responsibility
- ❑ Underpinned by **quality assurance principles**: includes processes and procedures to assure that qualifications, assessment and programme delivery meets high standards.

# Main areas of activity of the ACQF

**1. Referencing** of national qualifications frameworks and systems to the ACQF, following agreed criteria and procedures.

**2. Support Recognition of Prior Learning** – development of guidelines and approaches, inventory of RPL systems on the continent, information campaign, up to five RPL pilot activities

**3. ACQF Qualifications and Credentials Platform (QCP)** – platform for ACQF countries to link their data on qualifications. An online course for users.

**4. Common occupational profiles:** Development of qualifications profiles adequate for common continental use (e.g.: related with economic integration / AfCFTA).

**5. Capacity development** in NQFs, RPL, CATS. Online, onsite, hybrid. Support to 16 countries in the development or revision of their NQF and related policies.

**6. Advocacy, communication, networking and cooperation:** among African stakeholders and other RQFs globally

**7. Analysis, monitoring and evaluation:** for continuous improvement.

## African Continental Qualifications Framework (ACQF)

Inaugural workshop of the project ACQF-II (2023-2026)

11-13 July 2023 • Addis Ababa, Headquarters of the African Union

# ACQF

African Continental Qualifications Framework

Supporting and connecting Qualifications Frameworks  
Transparency and Mutual Trust in qualifications  
Facilitating lifelong learning and mobility



ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF. Common profiles of qualifications

[www.acqf.africa](http://www.acqf.africa)

# 02

**What are National  
Qualifications Frameworks?**

# Some definitions ...

## Qualification

“Formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards”

*ACQF, Thematic briefs, Concepts and definitions on qualifications and qualifications frameworks, 2021*

*EU COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning*

Why do qualifications matter?

Internationally

Comparison and recognition  
MOBILITY

Make pool of available skills visible for investors

Countries

Connect demand for skills with training provision  
RELEVANCE

Access to lifelong learning, social inclusion

Increased productivity and growth

Learners

Confirmation people's knowledge and skills

Passports to work and further learning - mobility

# Qualifications system: set of elements and processes

Qualifications  
standards

Quality  
assurance

Assessment

Certification

Laws  
Institutions

NQF  
Technical  
design

NQFs  
Registers

Function: confirmation and recognition of people's learning

# Other elements and processes?

Recognition  
of Prior  
Learning

Credit  
accumulation  
and transfer  
system

Outreach,  
visibility

# National Qualifications Frameworks

**Instruments to classify national qualifications according to:**

- **types** (for example: General Education, Higher Education, VET, professional, non-formal education), and
- **levels** (typically 8 or 10 levels).

# NQF Botswana

SUB-FRAMEWORKS				
Level	General Education	Technical Vocational Education and Training (TVET)	and Higher Education	Minimum number of credits
10		Doctoral Degree	Doctoral Degree	360
9		Master's Degree	Master's Degree	240
8		Bachelor's Degree Honours	Ordinary Bachelor's Degree Honours.	120
		Post-Graduate Diploma	Professional Bachelor's Degree Honours	600
		Post-Graduate Certificate	Post-Graduate Diploma	120
7		Bachelor's Degree	Bachelor's Degree	60
				480
6		Diploma	Diploma	240
				360
5	Certificate V	Certificate V		120
4	Certificate IV	Certificate IV		60
3	Certificate III	Certificate III		40
2	Certificate II	Certificate II		40
1	Certificate I	Certificate I		40

<https://www.bqa.org.bw/framework/>

# Level descriptors

Qualifications levels are described by **level descriptors** - statements which describe in broad terms what learners should know, understand be be able to do to be awarded a qualification.

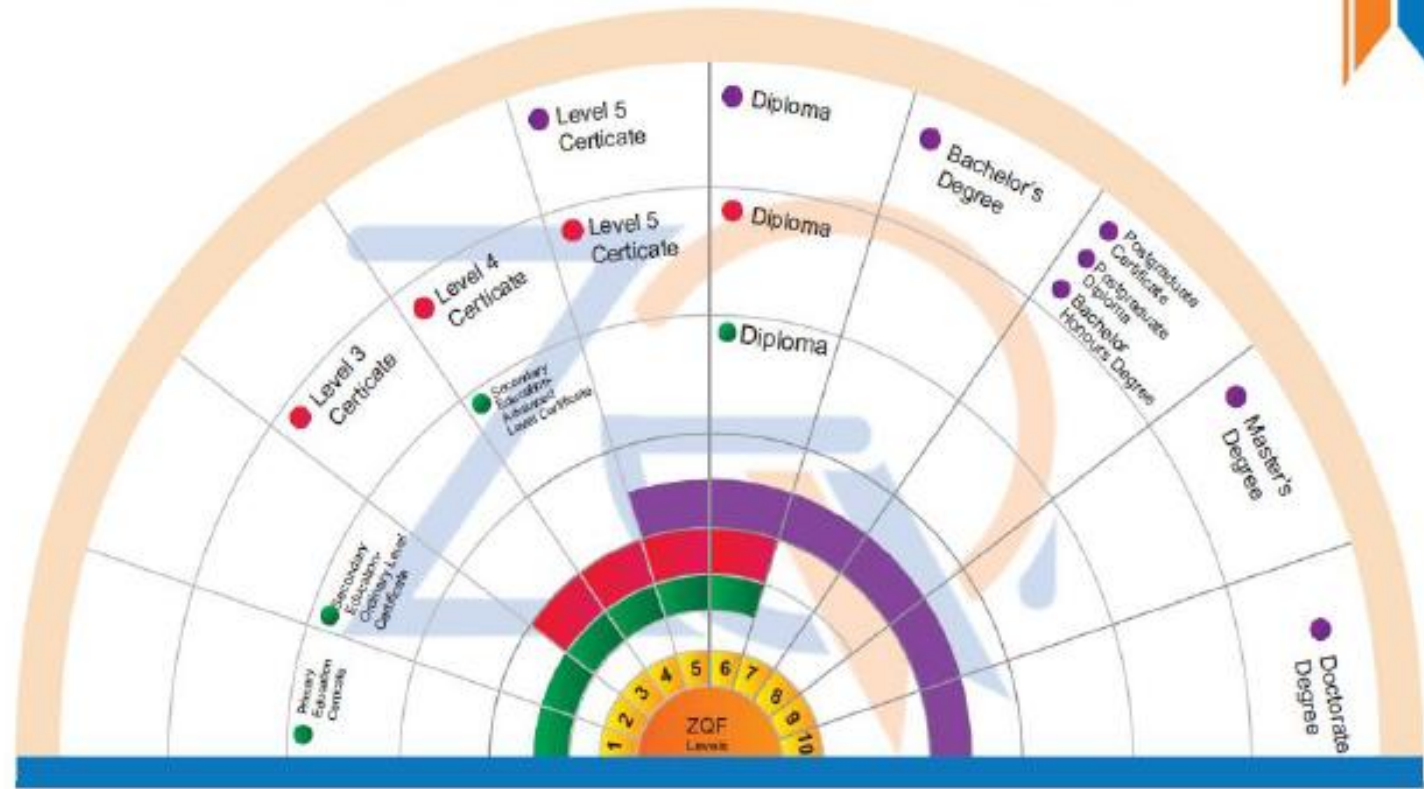
The higher the NQFs level the greater depth and complexity of knowledge, skills and competencies required.

# Somalia NQF – level descriptors

Domains of learning			
Level	Knowledge	Skills	Autonomy and responsibility
1	simple knowledge, literacy and numeracy	simple communication, cognitive and practical skills required to follow simple instructions, and use simple, repetitive solutions to address simple problems	highly structured, repetitive contexts under close supervision and guidance taking minimal responsibility for self
2	basic knowledge incorporating comprehension and recall of factual and operational knowledge in some areas	basic communication, cognitive and practical skills required to use concrete information, ideas and known solutions to address straight forward problems	structured contexts under limited supervision and guidance taking limited responsibility for self and group outcomes

8	highly advanced, complex knowledge of a discipline/ area	highly advanced, complex skills required to demonstrate highly advanced analysis, communicate new insights and ideas in research and/ or innovation, and formulate highly advanced solutions to address highly complex and abstract problems	highly complex contexts with some specialisation demonstrating highly advanced autonomy and responsibility
9	mastery of a complex body of knowledge at the forefront of a discipline/ area	skills mastery required to demonstrate originality and new insights in research and/ or innovation and formulate and test theories to show mastery of highly complex, abstract problems	highly specialised contexts demonstrating mastery in autonomy and responsibility
10	substantial and original knowledge contribution that extends the forefront of a discipline/ area and/ or at the interface between disciplines/ areas	expert skills and techniques that demonstrate innovation, interpretation and creation of new ideas required to critically evaluate, formulate, and test theories to address emergent, new and critical problems	emergent new contexts demonstrating expertise in management of new ideas

# Revised Zambian NQF



**SUB FRAMEWORKS**

- General Education
- Trades and Occupations
- Higher Education

**QUALITY ASSURANCE**

- Ministry of Education/Examinations Council of Zambia (ECZ)
- Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)
- Higher Education Authority (HEA)

**QUALIFICATIONS**

- Zambia Qualifications Authority (ZAQA)



03

**Why do countries  
introduce NQFs?**

## Policy goals:

1. To make the national qualifications system **readable abroad**, to facilitate trust, **international recognition and mobility** of learners and workers.
2. To **improve quality and relevance** of national qualifications.
3. To **illustrate pathways between qualifications and support mobility of learners** between different qualification types and from one level to another.
4. To **harmonise the national qualifications systems** (quality assurance principles and standards).
5. To **inform about the national qualifications** and to support the learners in their choice of learning pathways.
6. To facilitate **recognition of prior learning (RPL)** and transitions between working life and training.
7. To improve **access to lifelong learning**.

04

**What happens when  
countries introduce NQF?**

# Decisions on policy goals and priorities

What are  
your goals?



# Decisions on technical features of the NQF



## Structure

No. of levels

Domains, level descriptors



## Scope & Coverage

Comprehensive or not

Types of qualifications included

Formal and non-formal qualifications

Part-qualifications

Micro-credentials

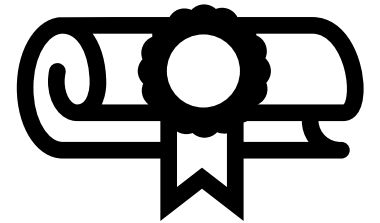
# Comprehensive review of:

- national qualifications and relations between them
  - possible learning pathways (identification of dead-ends)
  - criteria and rules for developing, awarding and registering qualifications – **quality assurance**
  - standards for qualifications description
  - roles of stakeholders in managing qualifications
- 
- Revising qualifications, curricula, assessment instruments
  - Introducing quality assurance mechanisms
  - Introducing new learning pathways
  - Introducing CATS, recognition of prior learning (RPL)

# Reaching users:

- Setting up **national register of qualifications**
- Initiating process of **inclusion** of individual, quality -assured qualifications to the register.
- Delivery of new training programmes, new assessment models
- Operationalising CATS and RPL
- Awarding qualifications

**Indicating NQF levels on the certificates and diplomas** awarded to learners.



05

**Stages of NQF development**

# 2023 ACQF Survey: NQFs in Africa

Stage of NQF development and implementation	Number of NQFs in Africa	Countries
Stage 1: NQF development not started	4	Burkina Faso Chad, Gabon, S. Tomé and Príncipe
Stage 2: NQF in early thinking	4	Senegal, Somalia, Democratic Republic of Congo, South Sudan
Stage 3: NQF in development and consultation	14	Cameroon, Djibouti, Ghana, Guinea-Bissau, Malawi, Nigeria, Sierra Leone, Sudan, Uganda Madagascar Côte d'Ivoire, Liberia, Morocco, Republic of Congo
Stage 4: NQF in place (fully developed, approved as a legal act, started implementation)	12	Angola, Eswatini, Ethiopia, Gambia, Mozambique, Tanzania, Tunisia, Zimbabwe Burundi, Egypt, Lesotho, Rwanda
Stage 5: NQF operational and reviewed	8	Cabo Verde, Kenya, Namibia, Seychelles, South Africa, Zambia Botswana, Mauritius
TOTAL number of countries in this overview	42	

<https://acqf.africa/resources/surveys-acqf-ii-nqf-rpl-micro-credentials/survey-of-national-qualifications-frameworks-in-africa-analytical-report>

06

**Selected elements of NQFs**

# Learning outcomes

To assign a level to a qualification a sufficiently detailed information about the **learning outcomes** confirmed by this qualification needs to be available.

Learning outcomes describe the minimum requirements for knowledge, skills, and responsibility / autonomy that is confirmed by the award of a qualification.

Accompanied by **assessment criteria** which give more detailed information on what is expected from learners for each learning outcome.

**Clarity about the content of qualifications**

**Possibility to compare qualifications**

**Possibility to validate learning from experience – Recognition of Prior Learning (RPL)/ VAE**

## Traditional content-based qualification

### Bachelor's Degree in Business Administration

- Requires completion of 120 credit hours.
- Courses include finance, marketing, management, and economics.
- Final exam and project required for graduation.

## Qualification described using learning-outcomes

### Bachelor's Degree in Business Administration

- Graduates can analyze financial statements and assess business performance.
- Able to develop and implement marketing strategies tailored to business goals.
- Demonstrates leadership and team management skills in diverse business environments.
- Assessment includes case studies, group projects, and practical business simulations.

# Quality assurance – key to trust

Qualifications included in national qualifications registers should be quality-assured:

- **Relevant:** developed and validated by stakeholders, its content make sense to the learners and the labour market.
- **Well-described:** in standard formats covering i.a. levels, learning outcomes, assessment criteria, access and progression routes.
- **Adequately assessed:** through valid and reliable assessment.
- Confirmed by a **certificate bearing NQF logo and level** = quality mark.

**Only quality-assured qualifications should be included in the NQF!**

# NQF registers / qualifications databases to understand, analyse and compare qualifications

- Information about qualifications has to be accessible online **to reach users**.
- Qualifications registers make qualifications **visible and transparent**.
- Individuals can explore available learning pathways to support lifelong learning.
- Information includes i.a: qualification title and level, learning outcomes, awarding bodies, entry requirements and pathways.
- **Recognition bodies** can easier compare foreign qualifications - supporting mobility.
- Monitoring the use of qualifications.
- Possibility of linking with other data systems.

## Example 1: NQF register Kenya



### Kitale National Polytechnic

10 entries per page

Search:

KNQF Code	Qualification name	Qualification classification	KNQF Level	Minimum entry Requirements	KNQF Credit	Assessment Body
071606T4	Port Logistics	Motor Vehicles, Ships and Aircraft	6	KCSE Mean Grade C- or Level 5 Qualification	238.5	KCNP
021105T4	Cruise Animation	Audio-visual techniques and media production	5	KCSE Mean Grade D or Level 4 Qualification	148.1	KCNP
071504T4	Marine Welding	Mechanics and metal trades	4	KCSE Mean Grade E or Level 3 Qualification	99.8	KCNP
021304T4	Marine Painting	Fine arts	4	KCSE Mean Grade E or Level 3 Qualification	100.5	KCNP
021104T4	Cruise Animation	Audio-visual techniques and media production	4	KCSE Mean Grade E or Level 3 Qualification	101.5	KCNP

<https://knqa.go.ke/kitale-national-polytechnic/>

## Example 2: NQF register Poland

[Home](#)
[ABOUT IQS](#)
[NEWS](#)
[PUBLICATIONS](#)
[QUALIFICATIONS \(IQR\)](#)
[AWARDING BODIES \(IQR\)](#)

### Qualifications available in the Integrated Qualifications System

Found 77 qualification category ☰ ☰

**Filters** ✕ ▾

Part of description/name...

Also search in the description

Qualification category: ? ✕ ▾


- market
- sectoral
- market qualifications in crafts
- regulated
- other qualifications
- vocational education
- fine arts education
- higher education
- post-graduate studies

Qualification status ? ▾

Sector ▾

Sector - from vocational ▾


**Search**

IN OPERATION


Sound recording technician (od 2019)


Sector - from vocational education:  
audiowizualna (AUD)

**P R K IV**

IN OPERATION



Geodetic surveyor (od 2017)

**P R K IV**

IN OPERATION



Construction technician (od 2017)

**P R K IV**

IN OPERATION



Road construction technician (od 2017)

**P R K IV**

IN OPERATION


Sanitary engineering technician (od 2017)

**P R K IV**

IN OPERATION


Electrical technician (od 2017)

**P R K IV**

Source: <https://kwalifikacje.gov.pl/en/k>

# Sound recording technician (od

Abbreviation / Symbol: 352123

Status  
in operation

Type  
full

Document confirming the qualification  
Diploma confirming professional qualification in a profession

## Information about the qualification


### Preceding qualifications required and other conditions necessary to

#### Preceding qualifications

Sound editing

Production of sound recordings

### Additional information

Legal basis for inclusion of the qualification in the IQS  Based on the Regulation of education professions and

Qualification code (from 2020)  38320

## Certifying authorities and entities related to the qualification

#	Name	Validation institutions
1	District Examination Boards	

To perform professional tasks included in the qualification AUD.08, Sound editing it is necessary to achieve the following learning outcomes:

### Sets of learning outcomes

1. Occupational health and safety
2. Basics of sound recording and sound systems
3. Editing of recorded sound material

Individual learning outcomes and criteria for verifying their achievement

1. prepares software for sound editing
2. uses hardware controllers to support sound editing
3. edits sound
4. uses sound-processing units to support the sound editing process

### 4. Audio archiving

Individual learning outcomes and criteria for verifying their achievement

1. normalizes sound files based on documentation
2. converts audio files
3. uses various methods of copying material from an editing session
4. produces the sound file in the target format

### 5. Audio archiving

Individual learning outcomes and criteria for verifying their achievement

6. English in professional context
7. Personal and social competences

# Making information open, connecting qualifications databases and reaching people

The ACQF Qualifications and Credentials Platform (QCP)

<https://acqf.africa/qualifications-platform>

## Qualifications Platform (QCP)

The ACQF Qualifications and Credentials Platform (QCP) is a major component of the ACQF as a policy instrument for African qualifications. This comprehensive system of databases aligns with the objectives of the African Union and its member states, contributing to modernize and digitalise management of qualifications at national level, and share information at continental level. The QCP is being designed to process, classify, compare, and visualise information on various qualifications across education and training sectors. It will consist of interconnected databases, offering at minimum tools for analysis, classification, and visualisation. By December 2024 the first version of the QCP will be ready for demonstration

# 3. Qualifications and Credentials Platform (QCP)

<https://public.acqf-qcp.africa/>


ACQF  
Qualifications and Credentials Platform

Qualifications [← Comparer](#)


Filtres Pays Niveau ACQF Domaine thématique Type de qualification Validation des acquis de l'expérience Statut Réinitialiser

71 Qualifications


National Certificate Level 3 in Hydroponic Operations

 Maurice | Publié 2026-03-25 | Agriculture, sylviculture et halieutique et sciences vétérinaires [Copier le lien](#) [Voir similaire](#)  Sélectionner pour comparer


Bachelor of Informatics Honours

 Afrique du Sud | Publié 2026-03-09 | Technologies de l'information et de la communication (TIC) [Copier le lien](#) [Voir similaire](#)  Sélectionner pour comparer

Master of Engineering Science in Biomedical Engineering

 Afrique du Sud | Publié 2026-03-09 | Ingénierie et techniques apparentées [Copier le lien](#) [Voir similaire](#)  Sélectionner pour comparer

Advanced Diploma in Architecture

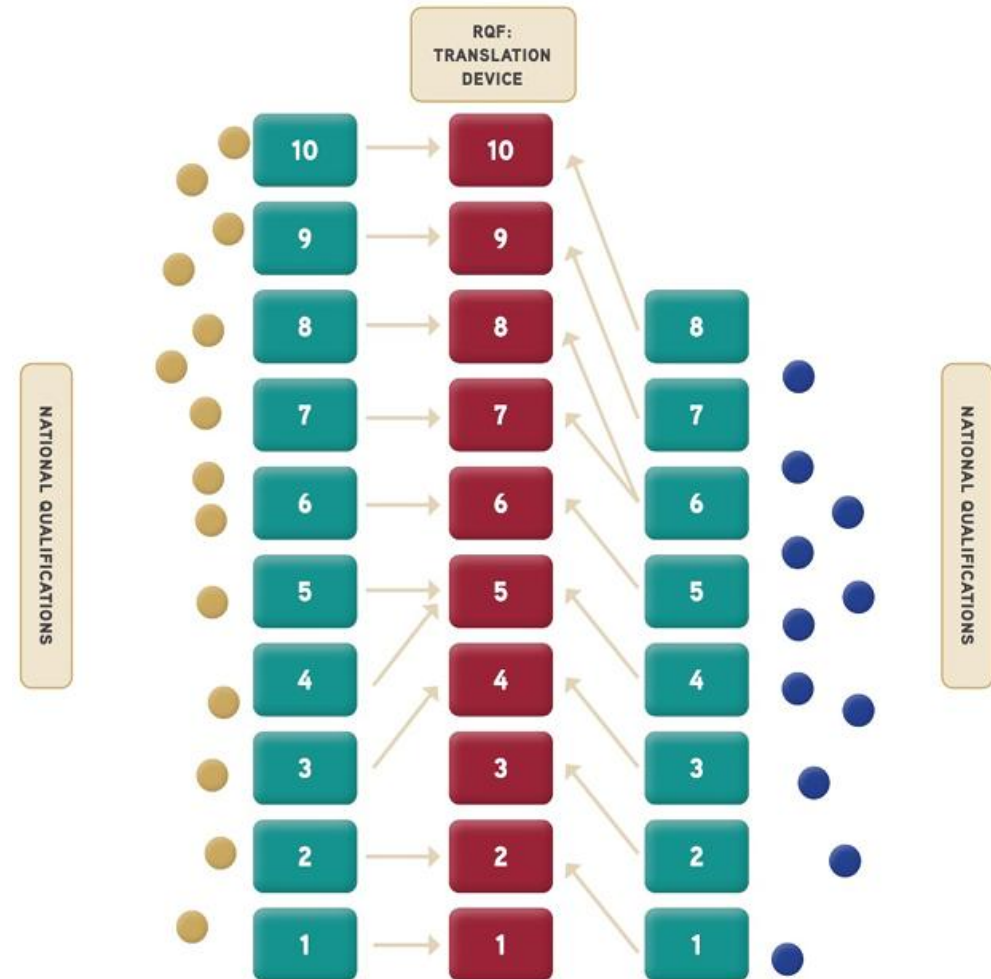
 Afrique du Sud | Publié 2026-03-09 | Architecture et bâtiment Architecture et urbanisme [Copier le lien](#) [Voir similaire](#)  Sélectionner pour comparer

07

**What are Regional  
Qualifications Frameworks?**

# Regional Qualifications Frameworks (RQFs)

- National qualifications landscapes are complex and very diverse.
- RQFs are established to serve as a translation tools.
- African Continental Qualifications Framework (ACQF) provides a common reference frame for qualifications levels.



# RQF processes - referencing

## The referencing process:

- Feasible for countries with operational NQFs / whose NQFs are approved and in implementation
- process aimed at comparing national qualifications frameworks to the RQF
- self-assessment aspects but collaborative process

## The referencing results in:

- Publication of a **Referencing report**: relationships between NQF and RQF levels, detailed information about national qualifications (QA arrangements, Recognition of Prior Learning)
- Possibility to indicate RQF levels next to the NQF levels on national certificates/diplomas
- Possibility to connect national data on qualifications to the regional databases.

### ACQF Referencing criteria:

1. Level descriptors
2. Learning outcomes
3. Transparency on inclusion qualifications in NQF and register
4. Quality assurance

With the help of the [European Qualifications Framework \(EQF\)](#) you can see how [National Qualifications Frameworks \(NQF\)](#) and systems relate to one another. [Read descriptions of EQF levels.](#)

You can select 2 countries from the flag icon below to see what types of qualifications are included in national frameworks referenced to the EQF. You can find up to 5 examples of qualifications for each national qualification type.

Select two countries to compare the national qualifications and see the equivalent EQF level.

Country one

Choose a country ▲

-  Austria
-  Belgium - DE
-  Belgium - FR
-  Belgium - NL
-  Bulgaria
-  Croatia
-  Czech Republic
-  Denmark

Country two




Choose a country ▼

**Example:  
EQFs as a  
translation  
device**

[Source: Compare Qualifications | Europass](#)

# Improved transparency and comparability

[Source: Compare Qualifications | Europass](#)

 Ireland	 EQF Levels	 Austria
NQF 10 Doctoral Degree ▼ Higher Doctorate ▼	EQF Level 8	NQF 8 Doctorate (Doctorgrade) Clinical Psychology Healthcare Psychology Specialised doctor (medical) ▼
NQF 9 Master Degree ▼ Postgraduate Diploma ▼ Professional Award ▼	EQF Level 7	NQF 7 Master Degree (Master -bzw.diplomegrade) Master builder, planner and construction manager Zahnärztin/Zahnarzt (Diplomstudium der Zahnmedizin) Musiktherapeutin/ Musiktherapeut (Master-eigenverantwortliche Berufsausübung) Trainingstherapeutin / Trainingstherapeut (Master) Qualifying examination in the regulated trade of engineering offices (consulting engineers)
NQF 8 Honours Bachelor Degree ▼ Higher Diploma ▼ Professional Award ▼ NQF 7 Ordinary Bachelor Degree ▼ Professional Award ▼	EQF Level 6	NQF 6 Bachelor Degree (Bachelorgrade) Master Craftsman ▲ Meister/in für das Handwerk Fleischer Meister/in für das Handwerk Friseur und Perückenmacher (Stylist) Meister/in für das Handwerk Kraftfahrzeugtechnik Meister/in für das Handwerk Orthopädienschuhmacher Meister/in für das Handwerk Spengler Graduate professional agriculture ▼
		Engineer Certified Masterchef

08

**More materials on NQFs**

[Home](#) / [Capacity Development](#) / [Training Modules and Handbooks](#)

## Modules de formation 1 - 10 (FRANÇAIS)

L'ensemble des modules de formation de l'ACQF est axé sur des sujets clés du domaine des certifications, des cadres de certifications (nationaux et régionaux) et du fonctionnement de l'ACQF. Les modules fournissent un aperçu complet des principaux concepts, principes, étapes de mise en œuvre et instruments, étayés par des cas et des exemples d'application dans différents pays et régions d'Afrique et d'autres continents. Chaque module de formation contient des conseils pour les formateurs et les apprenants. Pour soutenir l'interaction, l'apprentissage autonome et l'évaluation des résultats d'apprentissage, les modules de formation comprennent des questions réflexives et des tâches d'évaluation. Les modules de formation sont conçus pour l'apprentissage à votre rythme (individuel); l'apprentissage dirigé par l'enseignant, le formateur/l'animateur – qui peut inclure l'apprentissage en groupe; ou une combinaison de ce qui précède.

Webinars & Workshops

Training Modules and Handbooks

[Module de Formation 1: acquis de l'apprentissage dans le contexte des cadres de certifications](#)

Aperçu complet sur les concepts et applications des acquis de l'apprentissage dans le contexte des cadres nationaux et régionaux de certifications et l'ACQF.

[Module de Formation 2: niveaux et descripteurs de niveau dans le contexte de l'ACQF](#)



**ACQF**

**Thank you!**  
**Merci!**  
**Obrigada!**

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