

National commitments on ECTS and Qualifications Frameworks 2025-2027

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Missing actions: Azerbaijan, Belgium – Flemish Community, Croatia, Germany, Latvia, Netherlands, North Macedonia, San Marino, Serbia, Ukraine.

Albania

	Current situation	Key challenges
ECTS and Qualifications Frameworks	All Albanian higher education institutions have implemented ECTS in their curricula and they are LO oriented. Diploma supplements are awarded for free including in all courses and modules expressed in ECTS and LO. The Albanian Qualifications Framework (AQF) has been referenced to the European one in 2021.	<ul style="list-style-type: none"> Improving the learning outcomes (LO) in line with the labour market needs by consulting the enterprise stakeholders, trade unions and student organisations, Implementing the micro-credentials and Long Life Learning over all higher education levels of the AQF.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Round tables, forums and national events on the state of art of the ECTS implementation and measures to be taken in view of improving the legal framework and the process of ECTS implementation	Best national and international experts by giving the best practices and expertise in the area of ECTS implementation process.	Dissemination of the best practices at regional, national and international level.	2025 -2026	To be achieved in 2027	

Andorra

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Andorra published the NQF in July 2021. This NQF includes a structure based on three cycles: first cycle (180 ECTS), second cycle (120 ECTS) and third cycle (minimum 3 years). NQF also includes a short cycle inside first cycle (120 ECTS).</p> <p>Andorra wrote a national report to selfcertify the NQF with the EHEA-QF and to reference the NQF with the EQF-LLL.</p> <p>All HEI issue a diploma supplement. Programs are based on ECTS and they are revised by a Quality Assurance Agency.</p>	Last remaining steps are: To translate the national report into English and to design it in a publishable mode.
Other Bologna Process Commitments	Apart from the key commitments, Andorra also wants to make some progress in other commitments established in the Tirana Communiqué. Main focus is given to microcredentials and digitalization.	Concerning microcredentials, the challenge remains in reaching consensus with the stakeholders and adopting legislation which enables correspondence to the NQF. Concerning digitalization, challenge is to find a secure system to issue digital diplomas.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Publication of the national report on self-certification between the NQF and the EHEA framework and on referencing between the NQF and the EQF.	By publishing the national report, the NQF is linked to the two supra frameworks of the EHEA and the EU.	To comply with the commitment of the Communiqué: We commit to ensuring that we have, or will devise, and will publish appropriate action plans to address any remaining implementation gaps.	December 2025		
<p>From Microcredentials:</p> <p>1. To design a proposal for a common understanding of the provision of microcredentials in the Ministry.</p> <p>2. To start conversations with</p>	<p>Microcredentials are currently under the competence of HEIs.</p> <p>The Ministry in charge of higher education wants to</p>	<p>To move forward together in the implementation of a common understanding of the provision of microcredentials.</p> <p>To comply with the commitment: We commit to fostering flexible learning</p>	<p>1. February 2025</p> <p>2. June 2025</p> <p>3. June 2026</p>		

<p>the relevant stakeholders to improve the proposal.</p> <p>3.- To agree with a code of good practices of microcredentials among stakeholders which includes: definition, purpose, use, format of diploma, quality assurance, relation to the NQF and RPL.</p>	<p>promote a code of good practice between the HEIs.</p> <p>Thus, a common understanding and a common use is applied in the society.</p> <p>This action contributes to create a working space to involve stakeholders in the provision of microcredentials.</p>	<p>paths, which need to be flexible, properly delivered, quality assured, and recognised, in all higher education programmes.</p> <p>This also includes the recognition of prior learning, and new forms of education provision, such as micro-credentials.</p>			
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Armenia

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>1. Alignment with European Frameworks: Armenia has developed its national qualifications framework in 2007 and revised it in 2017 and defined the qualifications in each cycle. Moreover, during the following years sectoral qualification frameworks have been developed. However, there are some challenges in integrating new qualification types, such as micro-credentials and others. Also, it still needs to undergo a self-certification process to indicate the full compliance to QF-EHEA.</p> <p>2. Implementation of ECTS: ECTS is officially adopted by the Armenian HEIs, and they structure the educational programs based on three Bologna cycles. However, some inconsistencies exist in how ECTS credits are allocated, particularly regarding workload estimation and learning outcomes. Mismatch between learning outcomes and ECTS credit allocation remains a concern, specially related to credit mobility.</p> <p>3. Micro-credentials: Armenia is currently working on a policy for micro-credentials and how they fit into the ANQF. The term “micro-credential” has been included in the Draft Law on Higher Education and Science. A Status quo analysis has been implemented. A national roadmap of designing and implementing is drafted. Though the topic is one of the priorities, lots of activities are done to regulate the field. There is still no approved national policy and regulations, as well as well-established and clear mechanisms for quality assurance and recognition of micro-credentials.</p> <p>4. It is important to create a comprehensive database of qualifications that will enhance transparency and facilitate academic and professional mobility.</p>	<p>Armenia as a EHEA member country has made significant efforts to reform its educational system to align with EHEA goals, particularly in developing its NQF and adopting ECTS. However, challenges remain in ensuring full compatibility, proper implementation, and stakeholder engagement. Future efforts should focus on:</p> <ul style="list-style-type: none"> • Self-certification of the Armenian National Qualifications Framework (ANQF). • Standardizing ECTS credit allocation based on student workload. • Developing policies for integration of micro-credentials into ANQF. • Creating a national qualifications database to enhance transparency. • Increasing awareness among institutions and employers. <p>Addressing these issues is important for Armenia for proper implementation of the EHEA Key Commitments and strengthening its education system's international recognition.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
Implementation of a self-certification of the Armenian NQF	Key commitment 1 A. Three-Cycle System compatible with the QF-EHEA	Report on the Alignment of The Armenian national qualifications framework against QF EHEA/ EQF	Mid of 2026		
	B. Self-certification of the national qualification framework with the overarching Qualifications Framework of the EHEA	Submission of the Self-certification Report	End of 2027		
Trainings, workshops, seminars, communication and other activities for Armenian higher education institutions on the effective implementation of National Qualifications Framework at institutional level	Key commitment 1- Qualifications achieved in each cycle will be defined in a NQF which is compatible with the QF-EHEA.	Awareness raising sessions, trained academic staff on how to use NQF Armenia in development of academic programmes and syllabus, revised academic programmes The activities are devoted to enlarging the use of NQF by the stakeholders. As well as to align the academic programme learning outcomes with the NQF Armenia	2024-2027 Ongoing		
Desk research of the international best practices on databases of qualifications	Qualifications achieved in each cycle are defined in a NQF which is compatible with the QF-EHEA.	Recommendations on the development and management of the databases of qualifications	Mid 2027		
Desk research of international best practices on the Artificial intelligence (AI) in terms of qualifications frameworks	Key commitment 1 Relationship between the qualifications frameworks and quality assurance.	Recommendations on the implementation of AI in terms of NQFs/ International best practices/	Mid 2026		

<p>Research on the international best practice on development and implementation of micro-credentials</p>	<p>Key commitment 1 Programmes are structured according to the three cycle-system of the Bologna model and scaled by the European Credit Transfer System (ECTS).</p>	<p>Recommendations on the development of a policy, procedures and trustworthy and transparent mechanisms on the implementation, recognition and quality assurance of micro-credentials. As well as best practices to settle the micro-credentials on NQF.</p>	<p>End 2025</p>		
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Austria

	Current situation	Key challenges
Teaching and Learning	Teaching and learning have become focal points in higher education governance. Key areas of focus include improving both the student experience and the professional path of academic staff.	Implementing impactful measures for advancing student progress and demonstrating their effectiveness Building partnerships between universities to align strategies and raise the profile of teaching performance

Teaching and Learning

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Collaborative Exchange to promote Recognition of Teaching in Careers	CoValuing teaching performance on par with research	Joint principles for recognising teaching performance	2025: exchange among universities on current practice 2026/27: development of joint principles		
Action for Strengthening Student Progress and Teaching Quality	Assuring student-orientated teaching and learning and HEIs responsibility for quality development	Further effective actions by universities to enhance teaching quality and student progress	2025-27: monitoring of progress and impact		

Belgium - French Community

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Some higher education institutions have already started developing microcredentials to better meet the needs of society and labor market.</p> <p>Among the ongoing developments in microcredentials in higher education, some pilot projects include a system for validating and recognizing acquired skills.</p> <p>Among the ongoing developments in microcredentials in higher education, some pilot projects include a system for validating and recognizing acquired skills.</p>	<p>Microcredentials are currently receiving increasing attention in the fields of adult education and higher education. The Government agreement (2024-2029) states that adult education must offer micro-credentials that can be accumulated towards a diploma.</p> <p>A joint note, adopted in 2024, highlights the potential of microcredentials as a tool to make learning pathways more flexible and to improve the alignment between acquired skills and labor market needs.</p> <p>The ongoing dynamics in the French Community regarding microcredentials reflect a common desire to evolve towards a more flexible, modular training system adapted to the rapid changes in the job market but the work is still in progress. These efforts aim to maximize the impact of microcredentials for all stakeholders.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially) [to be filled in 2027]	Provide short explanation
Developing microcredentials	Improving the relevance through communication about microcredentials and discussing with the actors of adult education and higher education sectors.	Development of other pilot projects in microcredentials	2025- 2027		

Bosnia and Herzegovina

	Current situation	Key challenges
ECTS and Qualifications Frameworks	ECTS is universally and equally implemented in all higher education institutions.	There are no challenges.
	Given that the development of a qualification's framework, aligned with the EQF, is an obligation set for BiH by the EU, at the initiative of the Ministry of Civil Affairs of BiH, all educational authorities have appointed their representatives to the Working Group for the development of the qualifications' framework in BiH. After ten meetings, a Draft Qualifications Framework in Bosnia and Herzegovina was developed and agreed upon with all members of the Working Group. The Ministry of Civil Affairs of Bosnia and Herzegovina will forward the agreed Draft Qualifications Framework in Bosnia and Herzegovina for further procedure of its adoption. The Work Program of the Ministry of Civil Affairs of Bosnia and Herzegovina for 2026 plans activities related to Qualifications Framework in Bosnia and Herzegovina.	Once the Qualification Framework in BiH is adopted the following activities must be conducted and their full implementation can be considered as challenges for all interested parties: <ul style="list-style-type: none"> - Management of Qualifications Framework in BiH and involvement of interested parties - Implementation of learning outcomes - Development and evaluation of informal education and informal learning - Inclusion of qualifications in the Qualifications Framework in Bosnia and Herzegovina - Quality assurance - Legal framework - Ensuring the quality of the implementation of the Qualifications Framework in Bosnia and Herzegovina - Linking with the European Qualifications Framework for Lifelong Learning (EQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA)

As regard the key commitment referring to **Qualification Framework** the Ministry of Civil Affairs of Bosnia and Herzegovina and the competent educational authorities in Bosnia and Herzegovina, together with the Rectors' Conference, is in process of drafting and completing the Qualification Framework in BiH, in accordance with the European Qualification Framework for Lifelong Learning and the Qualification Framework of the European Higher Education Area.

Consultations on the Draft Qualifications Framework of in BiH are to be completed.

Analysis of existing regulations is to be done and there is a need for improvements and plans for their harmonization . Development of guidelines for the improvement of legislation is to be completed. Furthermore, a work plan for the referencing process is to be created. Preparation of the Reference Report is to be completed.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
Finalization and adoption of the Qualification Framework in Bosnia and Herzegovina	Working Group meetings held on regular basis. Conducting an awareness raising campaign about QF in Bosnia and Herzegovina	Qualification Framework in Bosnia and Herzegovina finalized /adopted	2027		

Bulgaria

The preparation of the National Action Plan is based on the 2024 Bologna Process Implementation Report. In the table are pointed out specific figures showing the areas that need further interventions or clarification for the current situation.

	Current situation	Key challenges
ECTS and Qualifications Frameworks	Figure 2.7: Scorecard indicator n°1: Implementation of agreed Bologna degree structures, 2022/2023	The data for Bulgaria is not correct – the 3-degree structure is fully applied since 1995.
	Figure 2.10: Scorecard indicator n°3: Stage of implementation of the Diploma Supplement, 2022/2023	At the moment, the requirement for automatic issuance of the diploma supplement is not fulfilled - a proposal for amendment of the Higher Education Act is envisaged.
	Figure 2.11: Scorecard indicator n°4: Implementation of national qualifications frameworks, 2022/2023	The National Action Plan provides for the implementation of the self-certification procedure.

Progress until 2027:

- A functioning Bulgarian System Innovation Lab (SIL) is established and operationalised as a permanent policy instrument of the Ministry of Education and Science to accelerate the implementation of Bologna Process commitments in Bulgaria, with an initial focus on ECTS reform and the alignment and practical use of qualifications frameworks.
- Structural embedding of recognition and flexible lifelong learning pathways.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Revising the HE system in Bulgaria in the light of the Bologna Process Implementation by launching a Bulgarian System Innovation Lab as a permanent policy instrument, particularly in the areas of European Credit Transfer and Accumulation System (ECTS) and National qualification framework (NQF); Delivery of Self-certification Report.	<p>The action directly contributes to the implementation of core Bologna Process commitments by strengthening the systemic, coherent and evidence-based application of agreed EHEA tools and principles.</p> <p>Specifically, it:</p> <ul style="list-style-type: none"> - Advances the implementation of the ECTS as a learning outcomes-based credit system, in line with the revised ECTS Users' Guide, by addressing persistent misinterpretations and by embedding the ECTS more consistently in curriculum design, assessment, and recognition practices. - Supports the introduction and integration of micro-credentials within the national legislative framework, ensuring their alignment with the ECTS principles and their compatibility with the Bologna commitments to flexible learning pathways and lifelong learning. - Strengthens the operationalisation of the NQF in alignment with the QF-EHEA, by translating framework levels, learning outcomes and progression pathways into practical institutional guidance. 	<p>The necessary legislative changes drafted, including such with regards to the ECTS, micro-credentials, and the NQF.</p> <p>A revised, evidence-informed and stakeholder-tested understanding of the current state, bottlenecks and reform priorities of the Bulgarian higher education system in relation to Bologna Process implementation – produced and formally embedded in policy processes (<i>system-level outcome</i>).</p> <p>A shared national interpretation of the ECTS as a learning outcomes-based system (rather than merely workload-based credit tool) - co-developed, tested and documented; micro-credentials - introduced into the legislative framework and linked to the ECTS system (<i>ECTS-related outcome</i>).</p> <p>The role of the NQF and its link to the overarching QF-EHEA -translated into operational guidance for institutions, with a focus on learning outcomes,</p>	2027		

	<ul style="list-style-type: none"> - Contributes to transparency, comparability and trust in qualifications, including through automatic issue of Diploma Supplement, and the elaboration and presentation of the NQF Self-certification Report, reinforcing Bulgaria's commitment to the common framework and mutual recognition within the EHEA. 	<p>progression pathways and recognition. The NQF Self-certification Report for its compatibility with the QF-EHEA - elaborated and presented. (<i>QF-related outcome</i>)</p>			
<p>Elaborating a Roadmap for further Bologna process implementation (BPI) through piloting an inclusive bottom-up approach, involving different stakeholders, through system-level analysis, experimentation and stakeholder co-creation.</p> <p>Based on the Roadmap, elaborating Action Plan to tackle the remaining BPI</p>	<p>The action enhances evidence-based and participatory Bologna Process implementation, in line with commitments to stakeholder involvement and shared ownership, by institutionalising a System Innovation Lab as a permanent policy instrument for continuous system learning and reform.</p>	<p>A co-created Roadmap for the further Bologna Process implementation in Bulgaria, developed through piloting an inclusive, bottom-up approach involving key stakeholders, with a specific focus on ECTS reform and the operational use of the NQF.</p> <p>Institutional and administrative capacity for system-level learning, experimentation and adaptive reform is strengthened through the SIL methodology, fostering a culture of collaborative problem-solving across policy, institutions and stakeholders. (<i>Capacity & culture outcome</i>)</p> <p>Revised and finalised policy and legislative proposals are produced based on the Roadmap, accompanied by an Action Plan outlining concrete time-bound actions, responsibilities and impact indicators to advance</p>	2028		

gaps with impact indicators, including the ECTS and the NQF.		Bologna Process implementation, with particular emphasis on ECTS reform and the operationalisation of the NQF. <i>(Policy-level and mid-term system outcome)</i>			
Analytical assessment of the higher education sector's readiness to advance Bologna Process implementation, with a particular focus on the effective use of ECTS and the alignment and operationalisation of the NQF.	<p>The action contributes to Bologna Process implementation by strengthening the evidence-based application of ECTS and the alignment of the NQF with the QF-EHEA, reinforcing transparency, recognition and stakeholder-driven reform, and establishing baseline indicators for monitoring the progress:</p> <ul style="list-style-type: none"> - Supports the proper implementation of ECTS as defined in the ECTS Users' Guide; - evidence-based and participatory policy implementation; - Lays the foundation for effective monitoring of Bologna Process implementation, by establishing baseline indicators and identifying risks and enabling conditions. 	<p>Elaborated comprehensive readiness assessment report (mapping institutional, regulatory and cultural readiness for further Bologna Process implementation, including ECTS practices and qualifications frameworks).</p> <p>Stakeholder-based evidence extrapolated (consolidated findings from consultations with HEIs, quality assurance bodies, students and policy actors on existing capacities, bottlenecks and reform needs).</p> <p>Gap and Risk analysis (identification of systemic gaps, implementation risks and enabling conditions affecting ECTS reform and qualifications framework use).</p> <p>Baseline indicators for monitoring progress elaborated (a set of qualitative and process-oriented indicators to support future monitoring of Bologna Process implementation).</p>	2028		

		Policy-relevant recommendations proposed (targeted recommendations feeding directly into the national Roadmap for further Bologna Process implementation).			
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Croatia

	Current situation	Key challenges
ECTS and Qualifications Frameworks	The charts in the Bologna Implementation Report (pp. 52-70) show that Croatia has implemented the majority of the accepted commitments, including adding micro-credentials as well as short-cycle programmes to its QF. Diploma supplements are available automatically, in English, and free of charge. NQF is self-certified. Micro-credentials have not been introduced into the regulations on higher education under this name, but they are a part of lifelong learning and delivered by higher education institutions.	As challenges in this regard, the Bologna Implementation Report lists as follows. Croatia has more than 10% of students in integrated bachelor-master programmes (p. 57), more than 10% of programmes which do not comply with the agreed ECTS structure (bachelors that have neither 180, 210 nor 240 ECTS; pp. 52-55), and programmes outside of the Bologna structure (p. 59) - master-after- master programmes that do not lead to PhDs (sveučilišni specijalistički studiji – 342 such programmes).

Regarding ECTS and Qualifications frameworks, the current situation is assessed as positive and the current activities will continue with no new plans or policy initiatives.

Cyprus

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<ul style="list-style-type: none"> Cyprus has implemented the European Credit Transfer and Accumulation System (ECTS) in all higher education institutions. The National Qualifications Framework (NQF) is aligned with the European Qualifications Framework (EQF) and the Qualifications Framework for the European Higher Education Area (QF-EHEA). Cyprus has moved into the highest category for ECTS implementation, as confirmed by the Bologna Process Implementation Report 2024. 	<ul style="list-style-type: none"> Enhance students awareness and appeal mechanisms for credit transfer issues, as noted in the 2024 Bologna report's section on student mobility challenges. Implementation and recognition of micro-credentials as part of flexible learning pathways.
Other Bologna Process Commitments	<ul style="list-style-type: none"> Implementation of micro-credentials to enhance workforce upskilling and reskilling opportunities. 	<ul style="list-style-type: none"> Integration of micro-credentials into the national qualifications framework.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
The Ministry of Education, Sport and Youth and CYQAA will continue to monitor the implementation of ECTS in Higher Education Institutions of Cyprus		Continue full compliance with ECTS standards	2025-2027		
Develop student appeal procedures for credit recognition	Improve transparency and student rights	Clear appeal mechanisms	2025-2027		
Implementation and Recognition of Micro-Credential	Enhance flexible learning opportunities in Higher Education	Inclusion of Micro-credentials to be recognised in NQF	2025-2027		

Czech Republic

	Current situation	Key challenges
ECTS and Qualifications Frameworks	An officially binding national qualifications framework fully aligned with the QF-EHEA has not yet been established.	Issuance of a decree on the National Qualification Framework.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide a short explanation
Issuance of a regulation on the framework of qualifications.	This step contributes to implementing the National Qualification Framework . It fulfils the commitment to the legal anchoring and practical use of the national qualifications framework in synergy with accreditation mechanisms.	The National Qualification Framework will become a generally binding legal decree, which will also be taken into account in the decision-making practice of the National Accreditation Bureau for Tertiary Education (NAB).	The issuance of the regulation is expected by the end of 2025.		
Undertake steps towards initiating the Czech National Qualifications Framework (NQF) self-certification process.	The action supports the implementation of the Bologna Process commitment on qualifications frameworks.	Cooperation mechanisms between relevant national stakeholders to support the self-certification process. Development of a roadmap and methodological framework for self-certification. Enhanced stakeholder awareness and capacity to engage in the completion of the self-certification process in the following years.	2027		
From other Bologna Process Commitments: Standardisation of micro-credentials and draft of legislative	The activity is in line with the Council Recommendation on a European Approach to MicroCredentials for Lifelong Learning and Employability (June	A specific description of the basic standards of micro-credentials and a draft of their legislative framework in the relevant laws-in particular, the Higher Education Institutions and on	2025–2027		

<p>changes for their legislative framework.</p>	<p>2022) and the Recommendations and Guidelines on Micro-Credentials prepared in terms of the activities of the QUATRA-TPG A Working Group on Micro-Credentials (November 2023), thus fulfilling the Tirana Communiqué (2024) in the areas of micro-credentials and lifelong learning.</p>	<p>Amendments and Supplements to some other Acts (The Higher Education Act) and the Act Collection of Law, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (Education Act).</p>			
<p>From other Bologna Process Commitments: Development of microcredentials with a perspective of increasing their accessibility and usability.</p>	<p>The activity is in line with the Council Recommendation on a European Approach to MicroCredentials for Lifelong Learning and Employability (June 2022) and the Recommendations and Guidelines on Micro-Credentials prepared in terms of the activities of the QUATRA-TPG A Working Group on Micro-Credentials (November 2023), thus fulfilling the Tirana Communiqué (2024) in the areas of micro-credentials and Lifelong learning.</p>	<p>Methodological examples of the applicability of micro-credentials at the various levels of the education system (Secondary Schools, Universities, LLL in the context of reskilling, upskilling, vocational qualifications, extension of qualifications, etc.) to help categorise courses and understanding in broader society. Setting up a single platform of course offerings, leading to easier availability of microcredentials. Consensus on the topic of fees, fee levels and validity of courses (taking into account availability of courses) among stakeholders (e.g., the Ministry of Education, Youth and Sports and other ministries, HEIs, etc.).</p>	<p>2025-2027</p>		

Denmark

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Regarding qualification frameworks</p> <p>Denmark has fully implemented all key commitments of the Bologna Process regarding national qualifications frameworks. Denmark implemented a National Qualifications Framework for Lifelong Learning in 2009. The framework was self-certified to the EHEA Framework in 2010 and referenced to the EQF in 2011.</p> <p>The Danish Ministry of Higher Education and Science administers a website, www.kvalifikationsrammen.dk and www.nqf.dk (in English) to secure transparency concerning the nature, architecture and purpose of the NQF.</p> <p>NQF-levels as well as EQF-levels and alignment to the Bologna-cycles are documented for higher education programmes in all Diploma Supplements, which according to Danish legislation must be issued mandatory, free of charge and in English language.</p> <p>Learning outcomes descriptions are according to Danish legislation mandatory for all higher education programmes and described in the Diploma Supplements.</p> <p>Denmark has established procedures and principles for including non-formal qualifications, including micro credentials in the framework. The procedures and principles were presented to the EQF Advisory group in 2023.</p> <p>Regarding ECTS</p> <p>Denmark has in 2001 implemented legislation on the use of ECTS in all higher education programmes in Denmark.</p> <p>The allocation of ECTS to higher education programmes follows the guidelines</p>	<p>Regarding qualification frameworks</p> <p>Denmark has implemented all commitments of the Bologna Framework related to national qualifications frameworks.</p> <p>Denmark follows closely the development of qualifications frameworks within EHEA in order to be in line with potential new commitments decided or recommended within the EHEA.</p> <p>Regarding ECTS</p> <p>Denmark has fully implemented the use of ECTS in all higher education programmes.</p> <p>Full transparency of the allocation ECTS to full programmes as well as modules and courses of higher education programmes are secured in the curriculum descriptions of study programmes, in Diploma Supplements and on the ministerial website in the description of the Danish education system as well as in the website of the NQF.</p>

	<p>from the ECTS User's Guide as well as does the nominal duration of the short cycle, bachelor and master programmes as stipulated in the EHEA Framework.</p> <p>ECTS are allocated to all modules and courses and described in the curriculum of the different programmes. Learning outcomes descriptions of all modules and courses are described and thus related to the study load in terms of EC 'TS.</p>	<p>Denmark will closely follow the work on the revision of the ECTS User's Guide and actively comment on suggested changes and react to possible new recommendations adopted in the upcoming revised ECTS User's Guide.</p>
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Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Denmark has fully implemented all key commitments of EHEA related to ECTS and Qualifications Frameworks.	<p>Denmark will closely follow and contribute to the revision of the ECTS User's Guide.</p> <p>Denmark is member of the TPG on qualifications frameworks and will contribute to the work related to deepening the implementation of qualifications frameworks within the EHEA.</p>				

Estonia

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Since the academic year 2002/2003, the general structure of the system of higher education has three cycles. From 2009 using ECTS (European Credit Transfer System) is compulsory. Credit-point system based on student workload. Monitoring procedure of ECTS credit allocation (including the use of learning outcomes in ECTS) is a part of the external quality assurance. Implementation of learning outcome (obligatory since 2009). All study programmes have to be described through learning outcomes in line with EQF 8 qualifications level, in which qualifications is described in terms of learning outcomes. Regulations for joint degrees. Recognition of prior learning and professional experience values the skills and knowledge acquired outside the formal education system and provides an opportunity to calculate them as part of formal higher education.</p>	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
Participation in Thematic Peer Group A on Qualifications Framework (TPG A on QF)	Sharing our experience on updating learning outcomes, etc (implementing ECTS, Referencing of the qualifications and qualifications framework to the EQF)				

We commit to support higher education institutions the implementation on micro credential programmes (including legislation, quality assurance and recognition on these smaller units on learning).	Creating a legal framework (including guidelines to higher education institutions)	The proportion of short learning units in higher education has increased.			Higher education institutions provide micro credential programmes .
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Finland

	Current situation		Key challenges		
ECTS and Qualifications Frameworks	Finland has implemented agreed Bologna degree structure, ECTS system and QF-EHEA compatible national qualifications framework. Diploma Supplement is issued to all first- and second-cycle graduates, automatically, in a widely spoken European language and free of charge. A draft national framework/policy outline for microcredentials was prepared in 2024 and its piloting has been launched.		Review the degree structure and NQF (including continuous learning and microcredentials) after 20 years in order to make sure that it is still fit for purpose. Ensure that the competence related to the definition of learning outcomes is at a good level in higher education institutions.		
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Exploring the functionality of the higher education degree structure and continuous learning system as part of the joint vision work of the higher education and research 2040.	Review of the degree reform and continuous learning opportunities after 20 years.	A shared view of the current and vision for the future and key measures has been formed between The Ministry, HEIs, students and stakeholders.	The new vision for higher education and research will be completed in 2026. Possible reforms starting from 2027.		

Piloting of the framework for microcredentials and its implementation based on experiences gained from piloting.	The concept of microcredentials is stronger and better known.	Development of a framework with uniform principles according to which microcredentials must be planned and described. A minimum standard for offering microcredentials in publicly maintained platforms is formed.	Pilots have started in 2025. Current draft framework will be updated and finalised based on the piloting results by 2027.		
Support project for HEIs to better define and describe learning outcomes.	Ensure better use of learning outcomes in HEIs.	Strengthening the learning outcome based approach in higher education and re-establishing common terminology and common concepts. Linking the work with the HEIs joint Digivisio project.	2026-2027		

France

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>ECTS system is widely used and QF is aligned QF-EHEA :</p> <ul style="list-style-type: none"> • Each teaching unit has a value defined in European credits (ECTS). The Education Code (article D611-2) states that ‘The number of credits per teaching unit is defined on the basis of the total workload required of the student to obtain the unit’. The same article also states that: ‘In order to ensure the comparability and transferability of training courses within the European area, a common reference is set corresponding to the acquisition of 180 credits for the bachelor's level and 300 credits for the master's level’. • The three-cycle system has been in general use since the reform was launched by decree no. 2002-482 of 8 April 2002, applying the European Higher Education Area to the French higher education system, as provided for in article D123-13 of the Education Code. 	<ul style="list-style-type: none"> • The ECTS guide is widely used by higher education institutions. In light of this situation, numerous institutions have asked for the ECTS guide to be removed from their assessment reference frameworks in order to lighten their workload. • Although the aim of this reform was to facilitate student mobility in France and abroad, it has been accompanied by a move to individualise learning pathways. This has led to an increase of specialties and fields of study that meet the demands of the labour market, but can also affect the clarity of the provision on offer.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Launch a discussion on the possibilities of integrating for integrating microcredentials into the national qualification framework	Lifelong learning and flexible learning paths	To be determined	To be launched		

Georgia

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>The first National Qualifications Framework (NQF) in Georgia was approved in 2010. In 2013, an analysis of the existing national qualifications framework began, which concluded in 2019 with the approval of the revised National Qualifications Framework.</p> <p>The developed documents ensured the continuity of the educational subsystems (general, vocational, and higher education) and improved the quality of their interconnection. The updated framework considered the requirements and guidelines of the European Qualifications Framework for Lifelong Learning (EQF LLL) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).</p> <p>The next stage in the development of the National Qualifications Framework involves its referencing to the European Qualifications Framework for Lifelong Learning (EQF LLL) and its self-certification with the Qualifications Framework of the European Higher Education Area (QF-EHEA).</p> <p>In 2024, the process of referencing and selfcertification of Georgia's National Qualifications Framework and the classification of study fields with the European Qualifications Framework began and is ongoing. Additionally, in 2024, a national-level monitoring process was conducted for the National Qualifications Framework and the classification of study fields, serving as a crucial tool for the effective planning of the referencing and self-certification process.</p>	<p>For the first time in Georgia, the process of referencing and self-certification is being conducted.</p> <p>Consequently, a major challenge is the successful implementation of this process and the submission of the selfassessment report to the EQF Advisory Board (EQF AB).</p> <p>The lack of an appropriate legislative framework for the implementation of</p>

	<p>The referencing and self-certification process is planned to be completed by 2026. This process is being implemented based on a grant agreement between the European Education and Culture Executive Agency (EACEA) and the National Center for Educational Quality Enhancement under the Erasmus+ program.</p> <p>At this stage, active work is underway in order to develop an electronic register of qualifications. The estimated completion date for the electronic register platform is December 2025.</p> <p>For the structuring of educational programs, awarding qualifications, recognition of education, and student mobility, Georgia's higher education system is based on the European Credit Transfer and Accumulation System (ECTS). A credit represents the volume of student workload, determined by the requirements for achieving learning outcomes. The Minister of Education and Science of Georgia's Order No. 3 of January 5, 2007, "On the Approval of the Rules for the Calculation of Credits in Higher Education Programs," defines the allocation of credits, student workload regulations, and assessment rules for educational and research components, among other matters. The regulatory framework of this order is based on the principles and approaches developed by the European Higher Education Area (EHEA).</p>	<p>microcredentials is the challenge.</p> <p>The development of the electronic register of qualifications by 2025 within the legally prescribed timeframe.</p> <p>The absence of mechanisms for recognizing fifth-level qualifications at the sixth level of the National Qualifications Framework.</p>
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Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Preparation of the Draft Document for the Self-Certification and Referencing of the National Qualifications Framework	The synchronization of the National Qualifications Framework with European meta-frameworks plays a crucial role in fulfilling international commitments.	At the national level, the compatibility of the National Qualifications Framework with the European Qualifications Framework for Lifelong Learning (EQF LLL) and the Qualifications Framework of the European Higher Education Area (QF-EHEA) is ensured.	2026		
Ensuring the promotion of the digitalization of qualifications	The alignment of Georgia's education quality assurance system with European and International standards, as well as the enhancement of the transparency and accessibility of qualifications, is a crucial process.	An electronic register of qualifications has been developed.	2026		

The development of recommendations for promoting the implementation of micro-credentials.	One of the key compliance with the Bologna Process requirements with the aim of promoting lifelong learning system is the implementation of micro-credentials.	At the national level, mechanisms for the development, implementation, and execution of micro-credentials have been established.	2027		
The development of recommendations for the implementation and recognition of fifth-level qualifications (so-called "bridge programs") within the National Qualifications Framework.	A key aspect of promoting the principles of lifelong learning is the development and recognition of flexible learning pathways and qualifications.	Recommendations for the implementation and recognition of fifth-level qualifications (so-called "bridge programs") within the National Qualifications Framework have been developed. Mechanisms for the recognition of fifth-level qualifications at the sixth level of the National Qualifications Framework have not been established.	2025		

Germany

	Current situation	Key challenges
ECTS and Qualifications Frameworks Recognition Quality Assurance	<p>Germany is committed to the successful development and innovation of the EHEA and to implementing the measures necessary at the national level. The federal government, the Länder and their higher education institutions have implemented agreed Bologna structures such as the Lisbon Convention, the ECTS-system and its monitoring through external quality assurance as well as automatically awarding graduates the diploma supplement all according to the European Standards and Guidelines. For instance, according to the 2024 National Implementation Report, less than 10 percent of students in Germany are enrolled in single-cycle programmes. Germany has ratified the Lisbon Convention which has been adopted by the Länder in their respective Higher Education Acts. Germany's federal government and the Länder continuously seek to improve recognition practices and maintain quality assurance. By revising the Specimen decree "Musterrechtsverordnung" (MRVO) pursuant to Art. 4, par. 1-4 of the Interstate Study Accreditation Treaty ("Studienakkreditierungsstaatsvertrag"), the Länder have committed to strengthening the European Approach with regard to joint, double and multiple degrees. Additionally, the Länder Higher Education Acts and Länder ordinances ("Landesverordnungen") will be revised on the basis of this Specimen decree.</p>	

Greece

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Current legislation sets criteria for establishing or modifying study programs with key components that include detailing a curriculum with core and elective courses, descriptions, teaching hours, and ECTS credit distribution, expected learning outcomes aligned with national and European qualifications frameworks.</p> <p>Greece is in the process of aligning its National Qualifications Framework (NQF) with the European Qualifications Framework (EQF), enhancing the transparency and comparability of Greek qualifications within the EU. Current legislation makes the use of learning outcomes approach a prerequisite for any qualification in order to be included in the NQF. The NQF includes qualifications from all sectors and levels of formal education and training and has eight learning-outcomes-based qualification levels, reflecting the existing formal education and training system in Greece.</p>	<ul style="list-style-type: none"> Update of the Hellenic Referencing Report of the Hellenic Qualifications Framework (HQF) to the European Qualifications Framework (EQF), encompassing all the new developments and challenges in Greek Higher Education system. Prepare the self-certification report against the qualifications framework of the European Higher Education Area.

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027(Yes/No/Partially)	Provide short explanation
Inclusion to the HQF of all Greek Higher Education qualifications even old qualifications that are not anymore awarded but their holders are active in the labor market, as well as inclusion of new types of qualifications that were recently developed.	Commitment included in the Tirana communique ¹	HQF register	Mid 2026		

¹ "... implement a three-cycle system of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA);

Update the Hellenic Referencing Report and initiate the procedures for the self-certification report against the qualifications framework of the European Higher Education Area.	See above	Referencing Report	End of 2026		
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Holy See

The Holy See Higher Education system has its defined identity in the disciplines connected with Christian Revelation and those which serve in a direct way to the Church's evangelising mission (cf. Art. 3 of the [Apostolic Constitution *Veritatis gaudium*](#)). Furthermore, the system extends over 80 countries, within and beyond the EHEA.

Therefore, the situation is very different from that of other EHEA members, and presents particular challenges also with regard to an ever more global approach necessary.

	Current situation	Key challenges
ECTS and Qualifications Frameworks	The Holy See Qualifications Framework follows the QF-EHEA, currently not referenced to the EQF. Self-referencing in process to the EQF and other regional (overarching) Qualifications Frameworks.	Reconciling European and other regions' developments: <ul style="list-style-type: none"> - Aiming at synergies with other macro-regions and the global dimension; - supporting the development of globally shared standards, such as for credit points, microcredentials, and of overarching (regional) Qualifications Frameworks.

The main progress to be achieved by 2027, based on the detailed action plans below, includes:

- Fostering and recognising flexible and alternative learning paths with a focus on micro credentials and informal learning, establishing also common standard for their quality assurance;
- Enhancing the process of digitalization, especially related to the Diploma Supplement;

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Self-referencing of the Holy See QF to the QF-EHEA, EQF and potential other regional QFs	Contribution to more transparency, better understanding of the Holy See system and, consequently, facilitated recognition	Self-referencing process (Internal report and external validation process) completed	By the end of 2028		
Emanation of a framework legislation for qualifications that are not academic degrees (such as micro-credentials, other awards)	Regulating/easing framework conditions for HEIs will incentivise and foster more flexible learning paths and their recognition	Framework Legislation, more flexible learning paths, micro credentials' and other awards' recognition	By the end of 2028		

Hungary

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>ECTS was introduced in Hungarian higher education 25 years ago and is a legal requirement for all higher education institutions.</p> <p>EHEA-QF, as the outcomes standards for the higher education cycles, was incorporated in 2006 into the Hungarian legislation that guides the development of new degree programmes in higher education institutions. In 2012, the HuQF was introduced based on the EQF for LL, which also incorporated EHEA-QF. The Hungarian Referencing report, submitted and adopted in 2015, includes the self-certification report.</p> <p>As of 2016, HuQF Levels 5 to 8 are the primary reference point and are becoming increasingly familiar to the various stakeholders in higher education.</p> <p>An open online platform with filterable database for qualifications has been created,</p>	<p>The recognition of credits remains inflexible and low rate in the practice of higher education institutions.</p> <p>The credit system does not make curricula sufficiently flexible to support multiple learning pathways. The consideration of the specific function of ECTS as a measure of the students' learning workload is not sufficiently widespread.</p> <p>The regulatory environment for QFs is not yet complete.</p> <p>HuQF mainly covers formal qualifications, non-formal qualifications and qualifications obtained through the validation of informal learning have not yet been included.</p> <p>Quality assurance mechanisms for HuQF are not yet in place, there is no established set of criteria and methodologies for linking qualifications to specific level, which creates uncertainties, in particular with regard to the integration of micro-credentials into HuQF.</p> <p>Uncertainty exists as to whether the changes in the Hungarian qualification system in recent years have reached the extent that referencing and self-certification need to be repeated and the report renewed.</p> <p>The awareness of higher education players and stakeholders on the use and benefits of QFs is still insufficient.</p> <p>The lack of a credible and accurate database makes it more difficult to find information on qualifications, which does not promote transparency, readability, and recognition.</p>

	but its content is outdated and its renewal is difficult for technical reasons.	
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Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Disseminate the revised ECTS Users' Guide and widely discuss the appropriate ways to use it (involving the Office for Hungarian Rectors' Conference [OHRC])	Better use of ECTS following the revised ECTS Users' Guide; facilitate student mobility	Better understanding of the use of ECTS; this will improve opportunities for individual learning pathways (and reduce drop-out rates) and wider credit recognition	2026-2027	CsT Ckt.1.1.A) CsT Ckt.1.2.A) CsT Ckt.1.6.A)	
Revise the regulatory environment and QA mechanisms related to HuQF and identify the developments needed	Promoting the use of QFs to facilitate mobility and recognition of qualifications	Better understanding of the regulatory environment for HuQF, collection of changes needed	2025-2026		
Explore and discuss the criteria and methods for linking qualifications to HuQF levels, with a particular focus on micro-credentials	Promoting the use of micro- credentials Widening access to higher education	Better understanding the meaning and procedure of linking qualifications to levels, a guide to linking	2025-2027	CsT Ckt.1.3.A), B) CsT Ckt.1.6.C)	
Establish a procedure for the inclusion of non-formal and informal qualifications and micro-credentials in HuQF	Promoting the use of micro- credentials Widening access to higher education	Improved visibility and understanding of non-formal qualifications and micro-credentials; a process plan for populating the HuQF	2025-2027	CsT Ckt.1.3.A), B) CsT Ckt.3.3.A)	

Examine whether renewal of referencing and self-certification is justified; make a brief note on it	Promoting the use and better understanding of QFs; Improving the readability of qualifications; Facilitating mobility and recognition of qualifications	Better understanding of the relationship between the qualification system and QFs; a brief note on the need to renew referencing and self-certification	2026-2027	CsT Ckt.1.6.A)	
Disseminate and widely discuss the opportunities and benefits of QFs among higher education actors and stakeholders (involving the OHRC)		Better understanding of the function and potential of QFs	2025-2027	CsT Ckt.1.3.A), B)	
Renew the qualifications database and ensure its ongoing operation and maintenance		An open online platform with filterable and updated database for qualifications	2026-2027		

Iceland

	Current situation	Key challenges
ECTS and Qualifications Frameworks	The Qualification framework has been adapted in late 2024 to allow for microcredentials, to clarify the possibility of RPL and to allow an exit with an MPhil	Implementation of the new framework in all HEIs calls for adaptations of short programmes from diplomas to microcredentials.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Implementation of the new and changed elements of the NQF	Implementation of microcredentials to the NQF. Fewer programmes will fall outside QF-EHEA	Implementation of microcredentials and eradication of qualifications containing fewer than 60ECTS	By end of academic year 2025-26		

Ireland

	Current situation	Key challenges
ECTS and Qualifications Frameworks	The Irish National Framework of Qualifications (NFQ) is well embedded following its initial introduction in 2003. The NFQ has remained stable and consistent during this time allowing the education and training landscape to evolve. However, it is critical that the infrastructure and policies of the NFQ continue to develop and evolve to ensure the Framework is fit for purpose now and into the future. This is also in the context of an increased focus nationally on the tertiary system and greater integration of the further and higher education systems.	<p>Elements of the NFQ's infrastructure, including some award types have become outdated over time and will need to be reviewed and updated.</p> <p>Although the NFQ accommodates small qualifications, there is a need to build consistent practice for the implementation of micro-credentials across the sector.</p> <p>The NFQ will be expanded in the coming years with the introduction of a pathway for 'Listed Awarding Bodies', i.e., private and independent awarding bodies operating in Ireland, to seek the inclusion of their awards in the Framework.</p> <p>Engagement is required to ensure that deep technical knowledge of the framework is maintained within the HE system noting the passage of time since its establishment.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation

Implementation of the European Degree Label/Degree, pending agreement at EU level	Development of the degree structure and state of implementation of Bologna tools	Irish HEIs enabled to engage fully in joint programmes which would have European Degree Label attached; progress towards implementation of European Degree; ensure any relevant barriers are identified and addressed to enable HEIs to fully engage in cross-border joint programme initiatives	2026 Q2 (Label) Ongoing (Degree)		
Review, update and streamline the policies and criteria for the National Framework of Qualifications (NFQ).	Implementation of national qualifications frameworks	This project, led by QQI - Ireland's national QA body, will see new and revised award types offered in the NFQ, building on 20-year review of the framework published in 2024	2026 Q2		
Expansion of NFQ with the provision of pathways for a wider set of awarding bodies operating in Ireland, to be called listed awarding bodies (LABs), to seek the inclusion of their awards in the Framework.	Implementation of national qualifications frameworks.	The addition of LABs will allow for inclusion of wider set of academic and professional awards in the NFQ. This in turn will provide a wider choice of programmes for learners and will enhance the flexibility of the tertiary system.	2026 Q4		
Develop and consult on a model for institutional and regional reviews for: (i) Access Transfer and Progression (ATP), and (ii) Recognition of Prior Learning (RPL).	Degree structures – short-cycle qualifications; Recognition of qualifications and study periods; Internationalisation and mobility	This project will support enhancement of practice for the recognition of all types of learning modules through the development of review processes of existing practice.	2025 Q4		
Development of a new award type descriptor to create a single major award at NFQ Level 6. This will include accounting for any consequential impacts to	Implementation of national qualifications frameworks	QQI to publish a white paper in August 2025 for national consultation; Based on the outcome of this consultation, steps to be taken for the implementation of a single major award at NFQ Level 6.	2025 2026		

NFQ Level 5 with identified and agreed transition timelines.					
As part of review of the NFQ, QQI in partnership with HEIs will explore the development of credit accumulation and transfer arrangements policies in the context of Micro-credentials.	Implementation of national qualifications frameworks	Advance the development of policies for micro-credential stackability for use, where possible, across HEIs and within wider European context.	2026 Q2		
Evaluation of new Tertiary Programmes initiative. Tertiary programmes are co-designed and delivered by Further and Higher Education providers with the aim of providing seamless pathways from Further Education to Higher Education.	Development of the degree structure	An evaluation will be undertaken of this initiative to determine recommendations for its future funding and governance.	2026 Q4		

Italy

	Current situation	Key challenges
ECTS and Qualifications Frameworks	The ECTS are required to be used by external quality assurance as a basis to assess the implementation of ECTS in higher education institutions. The NQF is available on a public website, that is at the moment under maintenance. Short cycles courses at higher education level exist, but are not under the supervision of the Ministry for Universities and Reserach - MUR, but on the competences of the Ministry of Education and Merit.	Revision of the QF EHEA website; integration of short cycle programmes in the Annual “Procedures for entry, residency and enrolment of international students and the respective recognition of qualifications for higher education courses in Italy”; use of ECTS in short learning programmes (micro-credentials); national guidelines/procedures for issuing micro-credentials for HE institutions (micro-credentials are already present in the Italian NQF and referenced to EQF).

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Revision of the EHEA QF website	Visibility, transparency, communication	Revised EHEA QF website online	By the end of 2026		
Integration of short cycle programmes in the Annual “Procedures for entry, residency and enrolment of international students and the respective recognition of qualifications for higher education courses in Italy”	Integration of short cycle in the QF EHEA	Publication of the Annual “Procedures for entry, residency and enrolment of international students and the respective recognition of qualifications for higher education courses in Italy” with reference to short cycle	By the end of 2026		

Use of ECTS in short learning programmes (micro-credentials).	Dissemination and promotion of Bologna instruments	Improved and broadened use of ECTS	By the end 2026		
National guidelines/procedures for issuing micro-credentials for HE institutions (micro-credentials are already present in the Italian NQF and referenced to EQF).	Transparency, Lifelong learning	Publication of National guidelines/procedures	By the end 2026		

Kazakhstan

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<ol style="list-style-type: none"> 1. Kazakhstan currently has an 8-level National Qualifications Framework (NQF) and a 3-level National Qualifications Framework for higher education. The report on the self-certification of the NQF for higher education was completed in 2020 and accepted by ENIC-NARIC. 2. The Concept for the Development of Higher Education for 2023-2029 has been adopted, which includes the introduction of micro-qualifications into the higher education system. 3. Branches of foreign universities are being opened in Kazakhstan, including those from countries that are not part of the Bologna Process. 	<p>There is no unified registry of micro-qualifications.</p> <p>There are also no methodological recommendations for the recognition of qualifications obtained through transnational education and double degree programs.</p>

Actions	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Creation of a Micro-Qualification Registry	The need for Lifelong learning in society is increasing, especially for all those requiring or desiring new competences to enhance their professional, personal or civic potential. Learning paths need to be flexible, properly delivered, quality assured, and recognised.	Micro-Qualification Registry	2026		
Methodological Recommendations for the Recognition of Qualifications Obtained Through Transnational Education and Double Degree Programs	The enhanced use of joint programmes, and support for the entrepreneurial and innovation capacities of higher education institutions)	Methodological Recommendations	2027		

Liechtenstein

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>In the whole higher education sector, the system is based on a first cycle (bachelor) comprising 180 ECTS credits, a second cycle comprising 90 or 120 ECTS credits and a third cycle comprising 120 ECTS. According to the legal framework the use of ECTS is mandatory and is, therefore, applied in all bachelor, master and doctoral programmes.</p> <p>The Diploma Supplement is available at all higher education institutions and for all bachelor and master diplomas and doctoral degrees free of charge.</p> <p>Accredited Liechtenstein Higher Education Institutions fully comply with the well-established national higher education framework (https://www.nqfl.li/), which comprises the three-cycle educational system Bachelor – Master – Doctorate.</p>	There are currently no challenges.

Actions	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Evaluating the integration of continuing education, microcredentials, CAS, MAS, and DAS into the NQF.	Alignment with NQF and thereby, improving the quality and accessibility of continuous education	Enhanced lifelong learning opportunities	2025-2027		

Lithuania

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Lithuanian Qualifications System, including the Lithuanian Qualifications Framework, qualification planning, implementation, recognition and management, is linked to other qualifications systems of EHEA. The Lithuanian Qualifications Framework consists of 8 levels, which directly correspond to the 8 EQF levels. LTQF is a comprehensive framework as it encompasses all sectors of formal education.</p> <p>ECTS is used as a credit system for the accumulation of credits acquired within higher education institutions at LTQF levels 5-7, and partially within LTQF level 8. ECTS credits are allocated based on learning outcomes & student workload. ECTS credit allocation is regularly monitored and followed up by appropriate revision if necessary. ECTS is used as a credit system for the transfer of credits for student learning outcomes acquired in another institution in the country as well as for the transfer of credits for periods of study abroad. The most common workload of first cycle programmes is 180 or 240 ECTS credits. In the second cycle - the 120 ECTS programme model is predominant in Lithuania. The higher education institutions have appeals procedures to deal with issues on credit recognition. In 2022 the first short-cycle study programmes were evaluated and accredited.</p>	<p>Qualification framework only applies for formal education system, does not involve non-formal and continuous education. Lithuania lacks legal regulation for micro-credentials. ECTS is not fully applied throughout three cycles of Bologna qualifications. Diploma Supplements are not issued for the 3rd cycle graduates.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Develop regulatory framework for micro credentials implementation.	This would contribute to fulfil the mission for an innovative EHEA, enhance lifelong learning.	Micro credential implementation regulatory model developed	Due by 2027		

Luxembourg

	Current situation				Key challenges	
ECTS and Qualifications Frameworks	<p>LU is compliant with the key commitments of the EHEA regarding ECTS and the Qualification Framework. The higher education system in Luxembourg aligns with the structure outlined by the Bologna Process, comprising the short cycle (brevet de technicien supérieur), the first cycle (bachelor), the second cycle (master), and the third cycle (PhD and Specialised Studies Diploma in Medicine).</p> <p>The short cycle corresponds to Level 5 of the European Qualifications Framework (EQF), the first cycle to Level 6, the second cycle to Level 7, and the third cycle to Level 8.</p> <p>Currently, the system does not yet include micro-credentials. The concept of micro-credentials and the potential establishment of an appropriate legal framework will be discussed at the policy level (see below).</p> <p>The Law of 21 July 2023 on the organisation of higher education includes provisions that protect key designations and titles, such as "university", "specialised higher education institution", "university professor", and "specialised higher education professor". These provisions also safeguard the titles and degrees awarded upon completion of programmes leading to officially recognised degrees within Luxembourg's higher education system. This legal framework plays a vital role in ensuring the credibility and quality assurance of higher education qualifications, in line with the Tirana commitments to uphold academic integrity. By protecting these titles, Luxembourg contributes to the broader goals of the Bologna Process to enhance transparency and trust across the EHEA.</p>				<p>The key challenges concern a potential implementation of a legal framework for micro-credentials taking into consideration the following key aspects:</p> <ul style="list-style-type: none"> - General situation of micro-credentials in Europe and the specific Luxembourg context; - Development of an assessment framework for micro-credentials; <p>Conduction of a pilot evaluation for certificates with ECTS and the assessment of the effectiveness/relevance of an accreditation framework.</p>	
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation	
Continuation of discussion on micro-credentials - Pilot project conducted by the University of Luxembourg Competence Centre and NVAO: development of an assessment framework for certificates with ECTS	QA of micro-credentials / inclusion of micro-credentials in national qualification framework	-Consolidated report and conclusion of the pilot project	The pilot is planned to run until mid-2025/Q3; further consultations on policy level will follow			

Malta

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<ul style="list-style-type: none"> • ECTS is widely used across all higher education institutions. Most accredited programmes are credit-rated using ECTS, which helps ensure that workload and learning outcomes are measured consistently and transparently. • Conducted an MQF Impact Review (2021) and updated the MQF and the Maltese Referencing Report in 2024. • Participation in the Commonwealth Credit Transfer Framework for Micro-Credentials to develop a standardised approach for recognising and transferring micro-credentials across Commonwealth countries. • MQRIC project partner in the ARAQUA project. • National Coordination Point of the EQF/MQF. • Project partner in the QUATRA project – Malta to host TPG-A meeting in Autumn 2026. • Development and continuous updating of the national qualifications register. 	<ul style="list-style-type: none"> • Consistent application of ECTS across higher education institutions. • Sort out cases where there are still differences in how credits are allocated at course and module level. There is also a need to continue supporting staff with training and guidance on how to apply ECTS effectively. • Keeping the MQF up to date in response to new developments—like digital learning and micro-credentials—is an ongoing task that requires regular attention. • Discussions on amending the national legislation to facilitate graduate tracking. • Facilitating the stackability of qualifications and micro-credentials within the framework to encourage access and mobility. • Standardisation of programme nomenclature (titles) to streamline the approach and enhance clarity within the MQF.
Legal framework	<p>Malta’s qualifications framework, established under the Education Act (Chapter 327) and Subsidiary Legislation 327.431, is aligned to the European Qualifications Framework. The Malta Further and Higher Education Authority (MFHEA) oversees licensing, accreditation, quality assurance, and Recognition of Prior Learning (RPL), while the Malta Qualification Recognition Information Centre (MQRIC) carries out credential evaluation of academic programmes. The validation of non-formal and informal learning is regulated up to MQF Level 5 according to Subsidiary Legislation 607.02. Micro-credentials have been integrated into the MQF since 2016 through the Referencing Report of 2016, and while credential evaluation of refugees is regulated by Subsidiary Legislation 452.02.</p>	<ul style="list-style-type: none"> • Ensuring consistent use of RPL by licensed providers refining licensing conditions on micro-credentials in relation to their stackability. • Credential evaluation for refugees remains difficult due to missing documents.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Updating of programme nomenclature and facilitating referencing to the EQF/EHEA.	Alignment of programme titles and levels with qualification frameworks to support recognition and mobility.	Increased consistency in programme naming and applicable referencing to the MQF.	2025-2027		
Hosting of PLA on recognition of transnational (cross-border) education and joint programmes in Autumn 2026 as part of the QUATRA – TPG-A 2 project.	Participate and contribute to the PLA and prepare and organise to host one of the 4 face-to-face-TPG-A meeting planned in Malta.	Hosting of PLA on recognition of transnational (cross-border) education and joint programmes.	Autumn 2026		
Development and continuous updating of the national qualifications register.	Alignment of qualifications, fulfilment of key commitment 1 and flexibility and transparency in recognition processes.	Alignment of qualifications with other qualifications frameworks and increase mobility.	Ongoing		

Montenegro

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>The National Qualifications Framework (NQF) is aligned with the European Qualifications Framework (EQF). Montenegro signed the Bologna Declaration in 2003, and since then, higher education in Montenegro has been developing in the spirit and in accordance with the principles of the Bologna Process. The higher education system in Montenegro is regulated by the Law on Higher Education, which recognizes the credit system for evaluation (ECTS).</p> <p>Since 2004, all higher education institutions in Montenegro are required to apply the credit transfer and accumulation system (ECTS). Credit evaluation allows the volume of a particular study program, year, semester, and each individual subject within the study program to be expressed. The student workload during an academic year amounts to 60 credits.</p> <p>The Law on the National Qualifications Framework introduced the Montenegrin Credit Transfer System (CSPK). One CSPK credit is awarded for 25 hours of work, which is fully compatible with the European standard for student workload and the awarding of ECTS credits.</p>	Adoption of regulations that support micro-qualifications and flexible learning formats.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Amendments to the Law on the National Qualifications Framework	<p>Commitment: A Three-Cycle System compatible with the QF-EHEA and cycle degrees scaled by ECTS.</p> <p>The provisions of the Law on the National Qualifications Framework established that certain qualifications and levels of professional qualifications acquired or recognized under previous regulations, before the law from 2010 came into effect, are equivalent to the corresponding qualifications in the National Qualifications Framework. Among other things, it was determined that a diploma of higher education obtained at a university is equivalent to</p>	<p>The adoption of the Law on Amendments and Supplements to the Law on the National Qualifications Framework aims to create conditions for ensuring and improving qualifications in Montenegro.</p> <p>The proposed legal solutions will ensure that higher education diplomas acquired before 2010 are equivalent to level VI of the qualifications</p>	Second quarter of 2025		

	<p>level VI of the qualifications in terms of acquired knowledge, skills, and competencies for performing tasks. Given this definition, there was a need to amend the provision to acknowledge the fact that diplomas of higher education could also be obtained from a faculty as an independent institution, and not only from a faculty within a university.</p> <p>Additionally, the proposed law introduces micro-qualifications as a new type of qualification. These represent the acquired knowledge, skills, and competencies that a participant gains based on one or more learning outcomes after completing an educational program at a licensed education provider. This is done in accordance with specific regulations and is proven by a certificate of acquired micro-qualification, which is recognized in the process of obtaining national professional qualifications and qualifications at the education level.</p>	<p>in terms of acquired knowledge, skills, and competencies for performing tasks.</p> <p>The proposed law aligns the provisions regarding the levels of education with the planned amendments and supplements to the Law on Higher Education, as well as with other regulations. The proposal recognizes integrated study programs of 300 ECTS or 360 ECTS, in accordance with the Law on Higher Education, as well as micro-qualifications.</p>			
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Netherlands

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>The key commitments related to ECTS and Qualifications Frameworks are embedded in the Netherlands:</p> <ul style="list-style-type: none"> • ECTS is the national credit system and is embedded in the law on Higher Education and is applied by all HE institutions, public and private. • The first cycle offered by research universities involves 180 ECTS credits, for universities of applied sciences it's 240 ECTS credits. Long programmes do not exist in the Netherlands. • For the second cycle the law determines the regular study load at 60 ECTS for both research universities and universities of applied sciences, there are some programmes where there is a deviation in study load up to 120 ECTS applies. • A growing number of short cycle programmes (Associate Degrees) are offered of 120 ECTS credits. 	<ul style="list-style-type: none"> • Although meeting the key commitments concerning ECTS and Qualifications Frameworks, the system is difficult to understand for outsiders, due to the combination of different types and lengths of secondary education and the tertiary system based on a binary system (with research universities and universities of applied sciences). • The system of one- and two-year masters in the same sectoral fields keeps raising questions in the international HE education space.

Norway

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>ECTS was introduced by a legal amendment in 2002. Prior to that there was already a system of credits based on student work load, so ETCS is well integrated in Norwegian higher education.</p> <p>The Norwegian Qualifications Framework was self-certified to the QF-EHEA in 2014, and an evaluation of the qualifications framework in 2023 shows that the qualifications framework, including the learning outcomes approach, is well ingrained in Norwegian higher education.</p>	<p>In a white paper submitted on 14 March 2025, the Government proposes to open levels 6 and 7 of the national qualifications framework to postsecondary /higher VET, so that these levels will no longer be reserved for higher education. Postsecondary/higher VET is today referenced to EQF level 5.</p> <p>As a consequence of the white paper, the level descriptors of levels 5 – 7 of the national qualifications framework will be reviewed and renewed into a parallel structure. Depending on the outcome of this work, the Ministry of Education and Research will consider an update of the self-certification to the QF-EHEA.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Review level descriptors of levels 5 – 7 of the national qualifications framework					
Proposed changes of the National Qualifications Framework for Lifelong Learning (NKR)	<p>The recent White Paper suggests the creation of two pillars. This will allow vocational education programs, which belong at level 6 and possibly level 7, to be placed there with their own learning outcome descriptions (LUB) and degrees (titles). Having different degrees (titles) for different educational programs ensure that the education system is transparent and easy to understand for applicants, students, and employers. It also saves time for staff at higher education institutions in connection with applications for admission and placement.</p>				

Poland

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>The Qualifications Framework for Higher Education (QF-HE) was adopted in Poland in 2011. The Polish Qualifications Framework (PQF) aligns with the European Qualifications Framework and has been implemented since 2013. The higher education system is regulated by law. The Higher Education Act of 2005 introduced three cycles of education, while the 2011 reform incorporated learning outcomes and established the QF-HE. Currently, the Higher Education and Science Act of 2018 is in effect, which reformed doctoral education (replacing doctoral studies with doctoral schools) and introduced 5 PQF programs equivalent to short-cycle education.</p> <p>Full qualifications, including first-cycle, second-cycle, and long-cycle study programmes, are offered by both university-type HEIs and non-university-type HEIs (e.g., Universities of Applied Sciences, professional HEIs). Partial qualifications, such as non-degree postgraduate programmes (e.g., executive education programs for at least Bachelor's degree holders), are provided by both types of HEIs and non-HEIs, predominantly by scientific institutes of the Polish Academy of Sciences (PAS). Doctoral education is offered by university-type HEIs and research institutions (primarily PAS).</p> <p>The higher education system in Poland is governed by the state law. The 2005 Act on Higher Education introduced three cycles of education, and the 2011 reform introduced learning outcomes and the QF-HE. Currently, the Higher Education and Science Act of 2018 is in force, reforming doctoral education (replacing doctoral studies with doctoral schools) and introducing 5 PQF short-cycle programs. The use of ECTS is mandated by law for all first-cycle, second-cycle, and long-cycle programmes, as well as non-degree postgraduate programmes. Doctoral training in doctoral schools follows the requirements of 8 PQF/EQF level and includes learning outcomes; however, ECTS credits are not mandatory due to their research orientation and supportive courses. In 2018, 5 PQF/EQF specialist programmes were introduced in non-academic HEIs, also requiring description by learning outcomes and ECTS credits.</p>	<p>Level 5 programmes are provided only by non-academic HEIs, are chargeable to learners, there is no Quality Assurance for such programmes. Above all, lack of recognition in the labour market and even in the HE system.</p> <p>Micro-credentials - a team of experts at the Ministry has prepared recommendations for HEIs on the use/introduce microcredentials. However, there are no legal regulations (there is no concept of micro-credentials in The Act HE & Science Act).</p> <p>Poland should update the 2013 self-certification reports of NQF.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Update the 2013 self-certification report of NQF.	Commitment: development of the degree structure.	2026 - self-certification report of Polish QF	By the end of 2026.		
Reflection on the need for a specific provision on micro-credentials in the Higher Education Act	Commitment: development of the degree structure.	expert opinion on the need for a provision on micro-credentials in the Higher Education Act	By the end of 2026.		

Portugal

Commitment Area	Action ID	Action Description	Contribution to Commitment / Justification	Expected Outcome(s)
ECTS & Qualifications Frameworks	ECTS-1	Create a national legal framework for micro-credentials, integrating them into the NQF and the legal regime for HE degrees/diplomas (RJGDES).	Aligns with EU Recommendation; promotes modularity, flexibility, portability; supports Lifelong Learning (LLL).	Regulated national framework for micro-credentials; Improved credit transfer/accumulation; Better linkage between ECTS and VET; Positive impact on LLL.
	ECTS-2	Strengthen the monitoring of ECTS application by Higher Education Institutions (HEIs).	Ensures consistent and correct use of ECTS principles across the system.	More homogeneous application of ECTS; Increased transparency and comparability of credits.
	ECTS-3	Adapt national legislation to facilitate the creation and operation of Joint Degrees.	Removes legal barriers to transnational cooperation; Increases international attractiveness.	Increase in the number of joint degrees offered by Portuguese HEIs in consortia.

Republic of Moldova

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>The first National Qualification Framework (NQF) concept for the higher education system was adopted and implemented in 2010, in the context of Moldova's participation in the Bologna Process. In 2014, the Education Code extended the NQF for VET and Higher Education (HE). The legal basis for the development and the implementation of the Republic of Moldova NQF includes laws which regulate the concept of NQF at VET and HE, the quality assurance of qualifications (Education Code/2014), the responsibilities of sectoral committees for elaboration of occupational standards and validation of qualification standards (Law on sectoral committee/2017).</p> <p>For the implementation of the NQF according to legal framework, the Government approved the following normative acts: the structure of NQF/2017, National Register of Qualifications/2018, National Agency for Quality Assurance in Education and Research /2018, External Quality Assurance Methodology/2016, 2022, Methodology for the development of occupational standards/2020, Nomenclature of qualifications/training fields: secondary VET training fields and trades/occupations/2015, and post-secondary non-tertiary VET training fields, specialities and qualifications/2015; higher education fields of study and specialities level 6-8 NQF /2017, ISCED 2013-F).</p> <p>The Ministry of Education and Research developed a series of rules, procedures and methodologies for the implementation of the NQF according to the European Recommendations.</p>	<ul style="list-style-type: none"> • The Republic of Moldova is at the activation stage of NQF development and is looking to move to the next phase, aiming to make NQF operational. • Needs to move towards implementation and to deliver qualifications, which will increase employability, mobility, internationalization and extended, efficient cooperation within EHEA. • The referencing of the Moldova comprehensive NQF to the European Qualifications Framework according to the referencing criteria submitted by the EC; • Implementation of microcredentials; • Ensuring the functionality and operability of the National Qualifications Register (NQR).

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
1. Updating of the Nomenclature of fields of study and specialties for a three-cycle system of programmes in higher education linked to the current and prospective needs of the labor market (the emergence of new professions and fields)	Implementation a three-cycle system of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA);	To implement a three-cycle system of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation; To support the implementation of the ECTS, including learning outcomes;	2025	yes	
2. Updating the Framework Plan for Higher Education, as well as its alignment with the new Qualification Standards	Implement the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA)	To support the implementation of the ECTS, including learning outcomes;	2025	yes	-
3. Implementation of the Framework Regulation for the organization and implementation of dual higher education within the framework of undergraduate higher education studies (cycle I) based on ECTS	Implement the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA)	To support the implementation of the ECTS, including learning outcomes on dual higher education (bachelor programs);	2025-2026	yes	

4. Approval of the Regulation on the organization of higher education (cycle I and cycle II) in part-time and distance learning.	Implement the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA)	To support the implementation of the ECTS, including learning outcomes on distance learning and part-time higher education (bachelor and master programs);	2025	yes	
5. Implementation of the policy framework for micro-credentials	Implementation of commitment to fostering flexible learning paths, which need to be flexible, properly delivered, quality assured, and recognised, in all higher education programmes. This also includes the recognition of prior learning, and new forms of education provision, such as micro-credentials.	To support the implementation of micro-credentials in higher education programs; To assure development of normative acts for implementation of micro-credentials;	2025-2026	yes	
6. Development of the Report on the referencing of the National Qualifications Framework to the European Qualifications Framework according to the referencing criteria submitted by the EC	Implementation a three-cycle system of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA)	To support the development of self-certification of the national qualification frameworks compatible with the overarching qualifications framework of the EHEA (QF-EHEA) To conduct public consultations of self certification report, submission to the EC - AG EQF.	2025-2026	yes	

<p>7. Operationalization of the NQF and the reporting of national qualifications to EQF level 1-8 descriptors in order to establish their degree of comparability</p>	<p>Implementation a three-cycle system of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA);</p>	<p>To support implementation of Methodology for Recognition and Equivalence of Scientific-Teaching Titles ; To support academic and professional mobility; To facilitate the verification of the authenticity of study documents etc.</p>	<p>2025-2026</p>	<p>yes</p>	
<p>8. Ensuring the functionality of the National Qualifications Register: strengthening the capacities of persons involved in the management of the National Qualifications Register, the registration/updating/archiving of data/information</p>	<p>Implementation a three-cycle system of programmes and degrees, based on learning outcomes and the European Credit Transfer and Accumulation System (ECTS), compatible with the overarching qualifications framework of the EHEA (QF-EHEA);</p>	<p>To assure functionality and interoperability of National Qualifications Register with similar European databases were ensured, providing the wide public with information on qualifications offered by the national education and training system; Registration in the National Qualifications Register: of qualification standards, qualifications in the national system of vocational technical education and higher education: of accredited study programs; providers of accredited study programs,</p>	<p>2025-2026</p>	<p>yes</p>	

Romania

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Romania implements ECTS for all higher education institutions since 2005, while starting with 2023, it is explicitly applied to adult education.</p> <p>The current ECTS methodology regulates the fact that each university approves, through the university senate, an internal methodology regarding the operation and transfer of ECTS.</p> <p>Romania established the national qualifications framework for higher education in 2009 and self-certified them to the Framework of Qualifications for the European Higher Education Area. The Self-certification Report that proves the compatibility of the Romanian National Qualifications Framework for Higher Education with the Framework for Qualifications of the European Higher Education Area was approved in 2011.</p> <p>The National Qualifications Framework was revised in 2013 and approved through the Government Decision no. 918/2013.</p> <p>The new referencing report of the updated NQF to the EQF, which includes an updated version of the Self-certification report from 2011 was published in 2018, and is currently available on the Europass website, following the link: https://europass.europa.eu/en/document-library/eqf-referencing-report-Romania.</p>	<p>There are still some difficulties in correlating learning outcomes with ECTS for some study programmes, arising from both practical and conceptual reasons, such as variability in interpreting learning outcomes.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
Reviewing the referencing of the NQF with EQF to update the current referencing report of NQF to EQF with the Higher Education Law no 199/ 2023, which will include an updated version of the Self-certification Report that proves the compatibility of the Romanian National Qualifications Framework for Higher Education with the Framework for Qualifications of the European Higher Education Area	Updating the referencing of NQF.	Joint referencing Report of NQF to EQF and QF EHEA	2025-2026		

The methodology for implementation of microcredentials, in accordance with the provisions of Law 199/2023.	Fostering lifelong learning through the development of provisions for flexible learning paths such as microcredentials	Ministerial Order regarding the implementation of microcredentials.	2026		
Developing the framework for the identification, description, evaluation, validation and certification of learning outcomes obtained by non-formal and informal learning, in collaboration with the Romanian	Enhancing lifelong learning and increasing learning opportunities for non-traditional learners.	Ministerial Order	2026		

Slovak Republic

	Current situation	Key challenges
ECTS and Qualifications Frameworks	Learning outcomes are partially reflected in the HE system, but their implementation could be further strengthened. Short-cycle programmes in higher education have not been implemented yet but we are currently analysing and preparing for their introduction in the new HE legislation. Nowadays ECTS system covers only higher education programmes, but connection to other education programmes such as micro-credentials is missing.	Ensuring completion of the necessary legislative and regulatory changes, supporting institutional adaptation and teacher training and other necessary accompanying processes.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
1.1 Analysis of options for strengthening the learning outcomes system in higher education	Allows countries to verify that their national qualifications frameworks align with the European Qualifications Framework (EQF) and Bologna Framework.	Ensuring that all students achieve a minimum standard of knowledge, skills, and competencies, leading to a more structured and high-quality education system.	2025-2026		
1.2 Introduction of short-cycle programmes in higher education legislation in close collaboration with labour market and HEIs	Promotes flexible learning paths and contributes to social dimension principle on flexibility of higher education systems	Inclusion – providing opportunities for a wider range of students, including Working professionals, students who are parents, and individuals from disadvantaged backgrounds, to obtain formal education; labour market integration – equipping students with practical skills and competencies tailored to meet labour market demands, ensuring a faster transition into employment.	2025-2026		-

1.3 Introduction of new pathways for gaining credits during higher education, incl. recognition of prior learning and micro-credentials, into the new legislation	Promotes flexible learning paths and contributes to social dimension principle on flexibility of higher education systems	Inclusion of non- traditional students, stronger connection to labour market (micro- credentials)	2025-2027		
1.4 Self-certification of the compatibility of Slovak National Qualifications Framework (SKKR) with the European Qualifications Framework for Higher Education Area (QF-EHEA) and preparation of the self-certification report (along with revision of NQF referencing report)	Allows countries to verify that their national qualifications frameworks align with the European Qualifications Framework (EQF) and Bologna Framework.	Submission of the final self-certification report to the BFUG Secretariat	2025-2026		

Slovenia

	Current situation	Key challenges			
ECTS and Qualifications Frameworks	<p>Microcredentials (MC) are not yet included in the National Qualifications Framework (NQF) (BPIR 2024 ref.: 2.8) A complete framework of MC has been included in the proposal of the new HE Act</p> <p>Monitoring of ECTS implementation by external quality assurance (QA) lacks one of the issues to be monitored separately: the higher education institution has an appropriate appeals procedure to deal with problems of credit recognition (BPIR 2024 ref.: 2.9)</p>	<p>Adoption of the Higher Education Act (HE Act) as proposed is a prerequisite for the inclusion of MC in the NQF. Legal changes should be adopted within the mandate of the government.</p> <p>Following the revision of the HE Act, the national QA agency will update its regulations on external QA within six months. During this process, it will consult with key stakeholders to determine whether to introduce a specific quality standard for credit recognition appeals, expand or clarify an existing standard, or enhance evaluation practices within the current framework. The challenge will be to reach a consensus on the best option.</p>			
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Introduction of MC into the HE Act and subsequent change to the Slovenian Qualifications Framework Act (SQF Act)	2.8: Inclusion of microcredentials in national qualifications frameworks – full compliance	1) Revised HE Act 2) Amended SQF Act	1) September 2025 1) In 2027		
The national QA agency consults with key stakeholders to determine whether to introduce a specific quality standard for credit recognition appeals, expand or clarify an existing standard, or enhance evaluation practices within the current framework	2.9: Monitoring the implementation of the ECTS system by external quality assurance – full compliance	Amended accreditation and evaluation criteria of the national QA agency or enhanced evaluation practices	March 2026		

Spain

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>In Spain, The Spanish Qualifications Framework for Lifelong Learning, Royal Decree 272/2022 also known as MECU cover the official qualifications and certifications of the whole Spanish education and training system. This framework, integrated in 2022 the Spanish Framework for Higher Education Qualifications, Royal Decree 1027/2011, also known as MECES. The Spanish Qualifications Framework for Lifelong Learning or MECU, identifies and classifies qualifications according to learning outcomes and the labour market; and all qualifications included in these frameworks are based on the principles of the European Qualifications Framework for Lifelong Learning. The first baseline report for the kingdom of Spain, Report on the Referencing of the National Qualifications Framework for Lifelong Learning (MECU) to the European Qualifications Framework (EQF), has been approved with a full development of our NQF, the MECU, on the 12/11/2024. This National Framework is based on the Bologna Process structure in three cycles: Bachelor's Degrees are made up of 240 ECTS credits, except for those subject to specific legislation or European Union Law regulations, which must have 300 or 360 ECTS credits. Their structure is 60 credits per year. The bachelor's degree has a level 2 in the Spanish Qualifications Framework for Higher Education and a level 6 in the European Qualifications Framework.</p> <p>Master's degrees, these courses lead to the award of University Master's degrees and have 60, 90 or 120 credits. The Master's degree has a level 3 in the Spanish Qualifications Framework for Higher Education and a level 7 in the European Qualifications Framework.</p> <p>Doctoral studies are organised through programmes and end with the preparation and defense of a doctoral thesis. The maximum duration is three years for full-time students and five years for part-time students. In any case, an extension of one year is allowed, extendable for another year for full-time students, and two years, extendable for another year for part- time students. The PhD degree has a level 4 in the Spanish Qualifications Framework for Higher Education and a level 8 in the European Qualifications Framework.</p> <ul style="list-style-type: none"> -Self-certification of MECES levels -Diploma supplement for degree and master in ECTS. -The guidelines to elaborate the Diploma. Supplement for third cycle studies are about to be presented. 	

Progress until 2027:

- To present the Spanish NQF baseline report
- To present the guidelines for the elaboration of the Diploma Supplement for third cycle studies used by Spanish HEIS
- To advance in the development and recognition of a Vocational Training European Diploma/Degree (TBC)
- To create the State Registry of VET (TBC)
- To create a national repository where micro-credentials offered by universities are registered.
- To create a collaborative community for the exchange of information among stakeholders of micro-credentials.
- To issue new general measures for qualifications in the fields of STEMS by the “CATHYDE” in collaboration with ANECA

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Presentation of MECU/MECES	Establishment of the NQF for Spanish qualifications	Improve understanding of Spanish Education System by all stakeholders	November 2024		
Elaboration of guidelines for 3 rd cycle studies SET	The Diploma Supplement provides essential information about the level of the qualification, the outcomes and the access requirements for this cycle of studies	Improve understanding of this type of degrees with the description of the learning outcomes	2nd -3rd Q 2025		
State Registry of Vocational Training (TBC)	Citizens will have the right to request and obtain from the State Registry of Vocational Training a Vocational-Training Report, which includes his or her itinerary and vocational training situation, duly accredited and updated to the date of the download of the report.		2025-2027		

Sweden

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Outdated Quality Framework-self certification report (2012).</p> <p>According to recommendations from the Thematic Peer Group A on Qualifications Framework (TPG-A) the self-certification report should be updated every 5-7 years, or when major reforms take place.</p>	<p>Not useful as a transparency tool. Changes that are not reflected in the report include the present Quality Assurance-system, the levelling of HE degrees to the Swedish Qualifications Framework/European Qualifications Framework, current responsible authorities, new regulation on Recognition of Prior Learning (RPL) and more.</p> <p>The national updating process and timetable is under discussion.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
The Swedish Council for Higher Education (UHR) will continue to follow the international discussion on self-certification reports and address the potential need for an update of the Swedish report.	An updated report would benefit the recognition of Swedish degrees (including automatic recognition). It would also encourage dialogue among national stakeholders.	Communication between national stakeholders on the need for an update. A possible update of report, if UHR and other stakeholders are given such a task by the government.			

Switzerland

	Current situation	Key challenges
<p>ECTS and Qualifications Frameworks</p>	<p>Accredited Swiss Higher Education Institutions fully comply with the well-established Swiss higher education framework (nqf.ch-HS), which comprises the three-cycle educational system Bachelor – Master – Doctorate. It makes Swiss higher educational qualifications more easily comparable in a European and international context. Currently, the Swiss Rector’s Conference <i>swissuniversities</i> is working on the two following subjects:</p> <p>Microcredentials</p> <p>In a first working paper, <i>swissuniversities</i> has formulated a common understanding of microcredentials and defined principles for how Swiss universities address this new development. The aim is to ensure that the microcredentials issued by Swiss universities are coherent and credible. The paper can further serve as a basis for further discussion at strategic-political level.</p> <p>(Re)-integration of continuing education into the Swiss national qualification framework for higher education (nqf-HS)</p> <p>Currently, the Swiss higher education framework (nqf.ch-HS) comprises the three-cycle educational system Bachelor – Master – Doctorate but does not describe qualifications in relation to continuing education degrees such as CAS, DAS and MAS. Likewise, Microcredentials are not integrated.</p>	<p>The current working paper should not be regarded as conclusive but rather as work in progress. As higher education institutions are gradually starting to introduce microcredentials into their offer of basic and continuing education, the common understanding should be complemented and refined.</p> <p>With increasing individualisation and a focus on lifelong learning, continuing education degrees and microcredentials are gaining importance. Their absence in the national qualification framework poses challenges to higher education institutions when developing new programs, communicating with partners abroad or recognizing degrees.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Microcredentials The common understanding is being further developed and refined based on the experiences of the institutions already offering microcredentials	Better transferability, comparability and transparency of short learning experiences	Refined and more harmonised approach to microcredentials	2025-2027		
National qualifications framework (Re)-integration of continuing education into the Swiss national qualification framework for higher education (nqf-HS)	Clearer learning outcomes for continuing education	Adoption of the updated qualifications framework including continuing education by the Swiss higher education council	2025-2027		

Türkiye

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<ul style="list-style-type: none"> • Workload of first-cycle programs is 240 ECTS • Workload of second cycle programs is 120 ECTS • Short-cycle programs exist • Integrated/long programs leading to a second cycle degree exist (< 10% of students) • Intermediate programs within the second cycle exist • The implementation of the commitments related to the degrees structure (3 out of 4 commitments are fulfilled) • Monitoring the implementation of the ECTS system by external quality assurance (5 out of 5 commitments are fulfilled) • Diploma Supplement (4 out of 4 commitments are fulfilled) • National Qualifications Frameworks (All steps are fulfilled) 	Micro-credentials have not been implemented in the Turkish higher education system.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
1) Preparing and determining the procedures and principles concerning the recognition of micro-credentials in the Turkish higher education 2) Implementing micro-credentials in the Turkish higher education		Ensuring the recognition of micro-credentials in the Turkish higher education system.	1) December 2025 2) June 2026		

United Kingdom

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<ul style="list-style-type: none"> The UK has fully implemented the three-cycle system with Bachelor's, Master's, and Doctorate degrees. The UK has established frameworks like the Regulated Qualifications Framework (RQF) and the Framework for Higher Education Qualifications (FHEQ), ensuring alignment with European standards. England now uses a separate sector recognised standards which align with the FHEQ. 	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Continue implementing the RQF and FHEQ/ <u>aligned sector recognised standards</u> .*	Ensures alignment with European standards and facilitates international recognition.	Enhanced mobility and recognition of UK qualifications.	Ongoing.		
Continued engagement on the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education following UK ratification.	Encourages recognition of learning outcomes and qualifications in line with ECTS principles.	- Transparent and fair recognition of qualifications - Compliance with international recognition standards	Ongoing; Global Convention ratified in 2022		

*Note that England no longer uses the FHEQ. OfS uses 'sector recognised standards' which were derived from the FHEQ (copy-pasted into and OfS owned-document).

United Kingdom - Scotland

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>The Scottish Credit and Qualifications Framework and the Framework for Qualifications of Higher Education Institutions in Scotland align with the European Qualifications Framework to facilitate recognition.</p> <ul style="list-style-type: none"> The Scottish Government is committed to maintaining close relations with the European Union. Through Scotland's International Strategy, six immediate priorities have been identified, including regaining access to EU programmes (e.g. Erasmus+), seeking a more ambitious UK-EU agreement on general mobility and securing mutual recognition of professional qualifications across more professions. The full strategy can be found here. 	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Develop a proposal for a Micro-Credential Framework for Scotland (MCFS)	This project will define the scope and boundaries of the MCFS, confirm the essential elements that constitute a micro-credential and determine their inclusion within the MCFS, and address necessary actions to establish consistency and comparability across the sector. The MCFS will enable the seamless portability of micro-credentials for learners across Scotland.	A proposed Micro-Credential Framework for Scotland			