

The EQAVET Framework for Adult Training — A Guide for Adult Training Providers



**The EQAVET Framework for Adult Learning and
Education**
**- A Guide for Adult Learning and Education
Providers**

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30 June 2025

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The legal environment for Adult Learning and Education, compatibility with the EQAVET Framework

Legal framework, legal environment 2013–2020: the background

In 2013, the Hungarian Parliament drafted and adopted new legislation on Adult Learning and Education: Act LXXVII of 2013 on Adult Education. The accreditation of Adult Learning and Education (hereinafter: ALE) institutions and programmes was replaced with a licensing system.

In addition to the names, a key difference was the introduction of four training categories – the training cycles – as a way to ensure more efficient transparency and control. The introduction of the training cycles has made it possible to better adapt regulation to the specific professional nature of training, has helped to clarify the profile of training institutions, and has clearly indicated the training structures in which the state wishes to exercise control over the operation of training institutions.

After the publication of the Act, the registration of other subsidised vocational training and language training programmes in ALE has made these programmes more transparent, and has also contributed to making ALE more structured and professionally managed. In accreditation, each training programme is set up by the training provider and accredited by an external authority. However, licensing introduced a new level: the programme requirement. The Chamber kept records of the ALE programme requirements for other types of subsidised vocational training and exercised the powers to do so, while also ensuring that the professional content of the training programmes for these courses reflected the needs of the economy. The language programme requirements were adopted by the Committee of Experts on ALE (Felnőttképzési Szakértői Bizottság, FSZB). After their adoption, the programme requirements were made public and available to anyone. Each training provider could then have the training programme prepared and certified by an authorised ALE expert on the basis of these requirements, thereby obtaining a licence for the training activity.

The Act also defined the issue of quality assurance in more detail, with the existence and operation of an appropriate system being set as the basic prerequisite for ensuring quality. The Act stipulated that ALE institutions providing vocational, professional or language training had to operate a quality assurance system aimed at continuously improving the quality of their training activities.

What is new compared to accreditation is that the Act required institutions to have an external evaluation of their activities carried out at least once every two years. The overall goal of the external evaluation was to review the functioning of the institution as a whole, but it was primarily focused on the quality system, the proper management of the quality aspects of training, and the practical functioning of the institution. Its basic function was development, to provide constructive feedback to the institution and thereby ensure quality. The verification process that worked in accreditation has been carried over into licensing, but unlike external evaluation, it was used to check legal compliance.

In terms of its elements, the quality assurance system has defined the long-term principles of the institution's operation and the vision for its implementation. In its quality assurance system, the institution needed to define a comprehensive regulation of all its activities, including rules for planning, implementation, assessment, evaluation and feedback. This was done in accordance with EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training) principles, although it was not yet legally defined as such. The quality assurance system of the institution had to include aspects for

evaluating the performance of those performing managerial tasks at the institution and of all employees, as well as the procedure for conducting such evaluations. It fixed the period and methods of full institutional self-evaluation, so that unlike accreditation, self-evaluation and the definition of quality policy would no longer be separate documents under the regulation, but integral elements of the system.

Legal framework and legal environment as of 2020: the present

Introduced in 2013, the legal framework for ALE has been radically reformed as of 1 September 2020, while retaining many of its fundamental principles. The Adult Education Act remained in force, but with the abolition of the related government regulations, a new implementing regulation and a guide to the renewal of ALE was published by the now restructured Ministry for Innovation and Technology, to help navigate and interpret the provisions of the new legal environment. Because of the fundamental conceptual changes, the changes to the Adult Education Act introduced in 2020 are often simply referred to as the “New” Act.

The **conceptual change** involved a redesign of the entire legislative environment. The most important changes are as follows:

- With the discontinuation of the National Qualifications Register (NQR) training system, the training cycles have disappeared. The training activities of training providers now fall under the category of other training activities rather than vocational training activities; the role of NQR training has been taken over by the professions, while the role of vocational training based on programme requirements has been upgraded to a higher level, and replaced by vocational qualifications. Language and competence development training courses have been moved to the category of other training courses, thus eliminating (and significantly simplifying) the administration of language trainers’ training courses, which were previously based on a language programme requirement.
- The teaching of the professions (with the relevant provisions of the Vocational Training Act) will be returned to the state institutional system (with exclusivity), while the education/training of the sub-professions and vocational qualifications will be opened up to all ALE institutions.
- For vocational training, it separates the training from the examination activity, and the completion of the training is confirmed by a certificate, which the participant can use to obtain his/her certificate from an accredited examination centre independent of the training provider.
- Training programmes will no longer be dependent on official approval. Instead, they will be certified by an ALE expert, depending on the type of training, facilitating the introduction of new training for training providers, which will keep the management of training programmes “in-house”, thus significantly simplifying the current practice.
- The role of the programme requirements will change: in the renewed system, they will be used to define the output requirements for qualifications, as well as examination activities. From 2023, the management of the programme requirements will be the responsibility of the Minister for ALE, with the [Innovative Training Support Centre \(IKK\)](#) taking on operational tasks.

- In the new legal environment for ALE, the concept of training activities conducted on the basis of notifying the authorities is introduced, alongside a revised definition of authorised training activities.
- The set of rules for quality management activities will be fine-tuned, and the legislation mentions the role of EQAVET as the methodological basis for external evaluation.
- The data reporting requirements will change from the previous multi-gate data reporting systems to a single IT system, the [ALE Data Reporting System](#).
- As of 2024, a system of courses providing micro-credentials will be introduced in ALE.

Material and personal scope of the legislation

As of 01.09.2020, the Adult Education Act will apply to essentially all training courses and training organisations, provided that they engage in organised activities aimed at competence development and enhancement. In the “old” environment, licensed training providers were only obliged to provide statistical data on their other (non-licensed) training activities, in addition to their training activities in the 4 training cycles. This has changed radically with the new legislative environment.

If an organisation **carries out organised and targeted activities aimed at competence development**, its activities (with few exceptions, e.g. judiciary, church, labour and fire protection, penal system related activities) are subject to the Adult Education Act.

In practice, this means that in addition to the less than 1,000 licensed training institutions, there are now tens of thousands of other organisations providing training without a licence, significantly expanding the personal scope of the Act. There are also “training providers” in the system whose main activity is not training at all, but what used to be a supplemental activity, which has now been brought within the scope of the Adult Education Act. One of the objectives of the extension is to ensure a transparent training market, access to quality and reliable knowledge for training participants, and to launch targeted support programmes through the continuous monitoring of the efficiency of the training market and labour market processes.

Under the Act, **ALE activities** are:

- organised education and training activities provided by an ALE provider for the purpose of competence development or enhancement,
- performed in the context of a commercial economic activity or, in the case of a non-commercial economic activity, for remuneration, or – with the exception of in-house training that does not provide micro-credentials and education and training provided under a statutory scheme – wholly or partly financed from public funds or from European Union funds,
- organised free of charge and in addition to any form of record kept by the ALE provider in accordance with this Act, of the training participants, including at least the participants’ natural person identification data, in a way that allows for their unique identification and its verifiability, or
- organised as an in-house training course.

It is important to note that in-house training with a total duration of 6 hours or less is not covered by the Adult Education Act.

EQAVET Framework and ALE

The European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) was established by the Recommendation of the European Parliament and of the Council adopted on 18 June 2009, with the primary aim of promoting and supporting the continuous improvement of the quality of Vocational Education and Training and Adult Learning.

The core principle of EQAVET is the conscious application of the quality assurance and quality development cycle, complemented by periodic self-assessment and external evaluation, as well as the use of measurement tools (indicators).

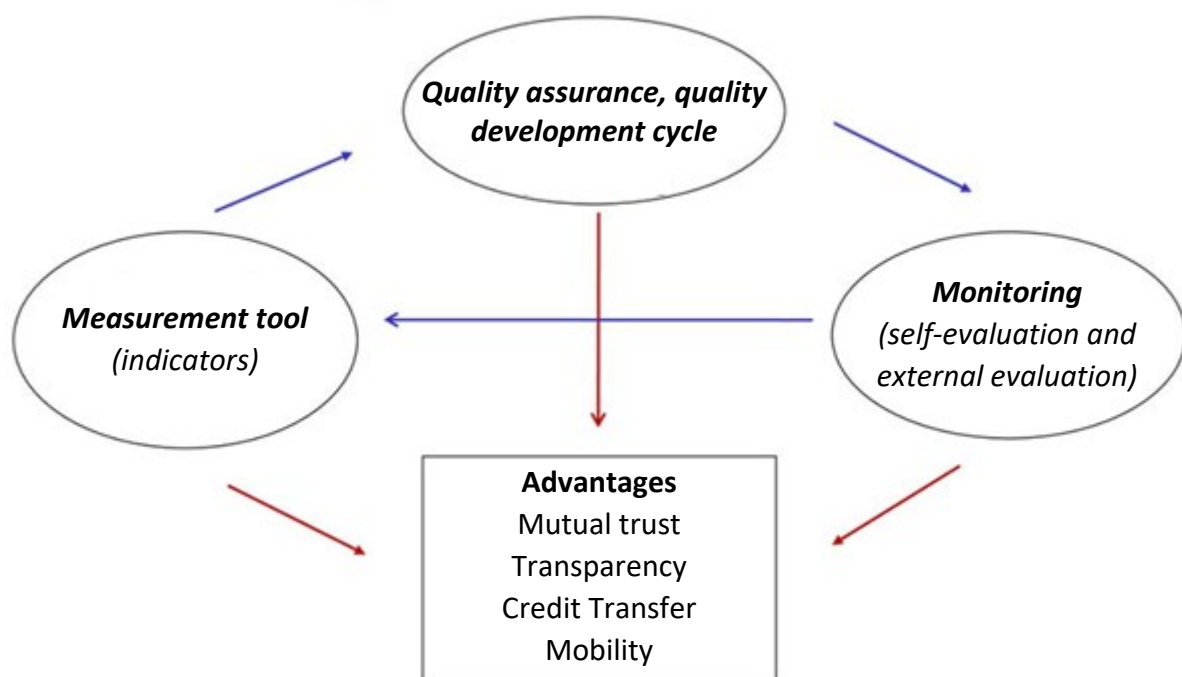


Figure 1: EQAVET's components

Source: The EQAVET European Quality Assurance Reference Framework and its components (Katalin Molnárné Stadler, 2021)

Following the PDCA method (plan, do, check, act) of continuous development, the EQAVET quality cycle is made up of four steps – Step 1: Plan, Step 2: Do, Step 3: Check, Step 4: Act (including feedback and development). An example of the application of the PDCA method in the quality management system of an ALE provider can be found in the chapter “*in-house quality development*”, adapted to ALE.

EQAVET treats vocational training as a whole, covering all learning contexts and all forms of learning. However, the measurement tool, comprising part of the EQAVET Framework, includes vocational training indicators that focus on vocational training outcomes and the links between vocational training systems, lifelong learning, the labour market, employment and the economy.

When adapting EQAVET to ALE, it should be taken into account that the legal interpretation of ALE activities goes far beyond the education and training activities defined in

the vocational training legislation and thus also beyond the scope of vocational training institutions. ALE institutions are required to have a quality management system, the content and operational aspects of which are regulated in detail by the Adult Education Act and its implementing decree.

Some of the indicators/criteria can be interpreted and produced at the institutional level, and the EQAVET criteria can be adapted to the legal requirements of the implementing regulation of the Adult Education Act, which makes it possible to measure compliance with the EQAVET criteria and to apply them in the operation of ALE providers.

Table 1: It shows the relationship and permeability between the main **EQAVET criteria, the components of the quality management system for ALE providers and the legal requirements.**

QUALITY MANAGEMENT SYSTEM OF ALE PROVIDERS	PROVISIONS OF SECTION 23 OF GOVERNMENT DECREE 11/2020 (II. 7.)	EQAVET CRITERIA WITH REGARD TO ALE
Quality policy, quality strategy		
Quality strategy	<i>aa) quality strategy,</i>	Vocational Education and Training and Adult Learning policy objectives are known and taken into account in the course of the development of the strategy.
Responsibility of ALE providers and trainers with regard to quality management	<i>ab) the responsibility of ALE providers and trainers with regard to quality management,</i>	Other parties involved in performing training activities (training organisers, trainers, managers) are involved in planning, quality management and quality development.
How the quality policy is implemented, monitored and reviewed	<i>ac) the way in which training participants are involved in the implementation of quality management, ad) how the quality policy is implemented, monitored and reviewed,</i>	Quality policy implementation is regularly reviewed, with feedback regularly provided as part of the institution's strategic learning process.

QUALITY MANAGEMENT SYSTEM OF ALE PROVIDERS	PROVISIONS OF SECTION 23 OF GOVERNMENT DECREE 11/2020 (II. 7.)	EQAVET CRITERIA WITH REGARD TO ALE
Quality management methods and procedures for ALE activities		
Managing ALE activities, designing and reviewing the contents of related curricula	<i>ba) the procedure for the delivery of ALE activities and the design and content review of related curricula,</i>	Their training programmes and curricula are continuously developed in line with their objectives, designed to respond to the learning needs of individuals, in order to achieve the expected learning outcomes. They promote the use of digital technologies, as well as online teaching and learning tools as teaching methods.
Providing the necessary personal and tangible requirements and financial resources for the implementation of ALE activities	<i>bb) the procedure for providing the necessary personal and tangible requirements and financial resources for the implementation of ALE activities,</i>	Having adequate (personal, tangible, and material) resources for the implementation and quality improvement of training services, allowing for proper resource planning.
Monitoring the progress and performance of training participants	<i>bc) methods for monitoring the progress and performance of training participants,</i>	Within the institution, the progress and performance of participants are monitored; in addition, the assessment and evaluation activities of trainers and their effectiveness are monitored and controlled in a regulated manner.
Feedback on ALE activities	<i>bd) the procedure for providing feedback on ALE activities,</i>	Feedback is collected from training participants regarding the learning and teaching environment and their individual learning experiences. These, together with feedback from trainers and all other relevant parties, will be used to identify the need for further actions.

QUALITY MANAGEMENT SYSTEM OF ALE PROVIDERS	PROVISIONS OF SECTION 23 OF GOVERNMENT DECREE 11/2020 (II. 7.)	EQAVET CRITERIA WITH REGARD TO ALE
Preparedness of trainers, continuous development of teaching competences		
Developing the competences of trainers	<i>ca) requirements and procedures for the employment of trainers, cb) methods for developing the competences of trainers,</i>	The trainers regularly participate in training and development, and cooperate to support skills and quality development, as well as to improve performance.
Feedback on trainers' performance, including an evaluation of trainers' work based on classroom visits and/or observation, according to general pedagogical aspects and management theory	<i>cc) the procedure for providing feedback on the performance of trainers,</i>	The institution's evaluation and review activities cover the education and training processes and outcomes, as well as the satisfaction of training participants with the performance of their trainers.
ALE data system (local data collection, not to be confused with: far.nive.hu)		
Collecting and analysing data on the results of training participants	<i>da) for collecting and analysing data on the results of the training participants,</i>	Training participants achieve the objectives and expected learning outcomes set out in the training programme, which can be confirmed via the collected and analysed assessment results.
Analysis of data on the measurement of training participants' satisfaction	<i>db) for analysing data on the satisfaction of training participants,</i>	Feedback is collected from training participants regarding the learning and teaching environment and their individual learning experience.
Collecting and analysing data on trainer performance	<i>dc) for collecting and analysing data on trainer performance,</i>	The collection and analysis of data on trainer performance is regulated.
Self-assessment of ALE activities	<i>f) a document describing the course of corrective and preventive actions to eliminate non-conformities in the operation of the quality management system and to prevent their recurrence; and g) a document setting out the procedure for the self-assessment of ALE activities.</i>	The institution carries out regular self-assessments, which provide feedback on its strengths and the information needed to define its development objectives.

Conditions for beginning an ALE activity

What is considered a training activity?

The question often arises as to what can be interpreted as an ALE activity, and what is covered by the Adult Education Act.

The typical boundary areas, the “genres” that can be interpreted as training, such as lectures, workshops, conferences, meetings, training courses, clubs, study group sessions or online training, are difficult to categorise, and a number of factors often have to be considered in order to decide what a training activity is.

The three key definitions are organisation, focus and competence development. These are the most important criteria to be considered when aligning training activities with the Act. A key point is that a training course has a (training) objective, a predefined time frame and predefined contents, set by the training provider.

If the training provider does not know “what they want”, then it is presumably not training, (according to the taxonomy and the philosophy of the Adult Education Act). For example, leading a psychodrama group is not considered to be a training activity, as the development here is the result of the individual and the group’s purpose and work, and the process does not happen in accordance with the group leader’s predefined training purpose and timeframe. Tutoring (or even coaching or personal training) also does not constitute a training activity, as the focus is on the development of the individual, but the trainer does not have a clearly identifiable training purpose. The activity does not have a predefined time frame, but is instead based on continuous development and action, or the aim and objectives of the training are defined by the participant themselves during the process.

General criteria for consideration

- The name of the activity is not in itself dispositive, but its nature, purpose and content are criteria for determining whether it constitutes training.
- The fact that the activity may only take place once is not a dispositive factor, and does not preclude it qualifying as training. One-day training courses are common, which are suitable for the development of certain competences, and this is indeed their aim.
- If the activity ends with an evaluation, a competence assessment, or an examination, then it is considered training, since its result – i.e. the participants’ performance in a certain area – is measured. That said, if it does not end with a competence assessment, that is not dispositive in itself. In such cases, the stated, unstated or otherwise inferable purpose of the activity may be dispositive. If this derivable objective is the acquisition of some new competence, skill or ability, the activity clearly qualifies as training, regardless of whether or not it ends with an exam.
- If a document (certificate) certifying the completion of the training is issued, the situation is clear. However, a plaque does not in itself imply this, it is only a representational document or object. It should be noted that for training courses that are subject to notifying the authorities, the certificate is issued at the request of the training participants, but it is nevertheless issued and thus qualifies as ALE.

The information document issued by the legislator provides substantial assistance to training providers, setting out in detail its position on the boundary areas in the 2020 renewal of the ALE legislative environment.

Table 2: The policy principles for transformation

Principle	Example
<p>The training institution does not have a clearly identifiable training objective. The activity does not have a predefined time frame, but is instead based on continuous development and action, or the aim and objectives of the training are defined by the training participant during the process. (not targeted and not organised)</p>	<ul style="list-style-type: none"> • coaching, • counselling process, • consultation, • tutoring, • development lessons, • private language lessons (e.g. communication practice, discussion on a topic using the language skills of the training participants; if the language training has a fixed time frame and is clearly aimed at achieving a training objective and the competence required to achieve it, it is considered an ALE activity (e.g. a 20-hour preparation course for a language exam).
<p>The provider cannot intervene in the process of “training”, has no influence on the training participants’ development, and the processing of the learning content is the training participant’s own responsibility: there is no interaction between the training provider and the training participants. (not targeted and not organised)</p>	<ul style="list-style-type: none"> • online video library, • downloadable contents, • online learning materials and the associated “chat” community group, • information newsletters
<p>The main aim (orientation) of the event is not to develop or enhance the competences of the training participant by the end of the event. The training institution does not aim to improve the participant’s competences, nor does it promise to do so, and the event organiser does not request feedback on this. (not targeted, not aimed at competence development)</p>	<ul style="list-style-type: none"> • presentation lecture, • conference, • product demonstration
<p>The result of the process is achieved through collective action and work, and is not provided by the training provider (based on a training objective). The purpose of the event is to solve or discuss a problem, etc., not to develop and build the competences of the training participants. (not targeted, not aimed at competence development)</p>	<ul style="list-style-type: none"> • workshop, • guided meetup, • group therapy session, • psychodrama session, • professional workshop
<p>The event typically involves the participants learning from each other, rather than on a defined and designated driver of the learning process, or where the social and time-spending goals of the training participants are dominant alongside the self-development goals. Only certain occupational tasks are given out, but actual competence building and development are not fundamental purposes of the training. (not targeted)</p>	<ul style="list-style-type: none"> • hobby activities, • workshops, • beading club, • chess club, • personal and group trainings, • dance club, • experience painting, • séances

Renewing ALE, 2020 - <https://kormany.hu/dokumentumtar/a-felnottkepzes-megujitasa-2020>

Types of training activity that can be provided by the ALE provider

Once it is clear that the activity is a training activity and falls within the scope of the Act on Adult Education, let us look at the types of training that can be provided.

By the content of the training

- **Vocational training:** Perhaps the most important and the most detailed documentation obligation is the set of vocational training courses, which, if provided by an ALE provider, can be divided into two parts: vocational training for sub-professions and vocational training for the acquisition of a vocational qualification. The (basic) professions can only be taught by the vocational education and training system (according to the rules of the Vocational Training Act), while the sub-professions and vocational qualifications can be taught by any ALE institution and training organisation that has obtained a licence to provide education/training.
 - In the case of **professions and sub-professions**, the course prepares the participant for the level of the outcome set out in the training and outcome requirements on the basis of the vocational programme, and the participant can obtain a vocational certificate.
 - In the case of **vocational qualifications**, the training prepares the participant for an output level defined in the programme requirements on the basis of the training programme, and the participant can obtain a qualification certificate.
 - The training is separate from the examinations, and the certificate can be obtained **at accredited examination centres**.
- **Training courses providing micro-credentials:** Through the ALE Data Reporting System, the ALE provider can issue micro-credentials that do not certify independent education and training. The training content on which the issue of the micro-credentials is based may be taught using a vocational training textbook or a chapter thereof, in accordance with the Vocational Training Act, provided that the ALE provider makes sure that the entire content of the vocational training textbook – or a chapter thereof – has been adequately mastered by the training participant, and the documentation thereof has been completed.
- **Other professional training:** All training providing professional knowledge or skills that does not fit into the previous category (i.e. does not provide a state qualification, is not on the list of qualifications or programme requirements), whether aimed at teaching a simple part of a task, or a more complex set of competences. Within the framework of the information provided, the Act clearly states that the names of other vocational training courses may not be identical to those on the list of qualifications or the list of programme requirements, nor may they be identical to those of higher education courses or courses provided under the Act. As a training provider, when planning training courses to impart professional knowledge or develop professional skills, great care must be taken to ensure that no naming conflicts occur.
- **Language training courses:** Regarding language training courses, the new legislation introduced in 2020 has abolished the system of language programme requirements. This represents a significant easing of restrictions, leaving the training provider in charge of planning and defining the content of their training activities. The Act does not define the term language training, but in practice we understand language training to be a set of courses aimed at different language levels, not, for example, transmitting technical

knowledge in a foreign language. A NAV (National Tax and Customs Administration) guide issued in 2020 (tax issue 2020/7) also provides assistance, according to which all education and training that develops language competence is **considered language training**. In addition to various foreign language training courses this includes – among others – sign language training, speech and language therapy skills development, or even teaching Hungarian as a foreign language. The NAV guide is important, because language training is VAT-exempt in the new legislative environment, which means that how a training provider defines their own training activity can be important. The tax exemption is only valid if both conditions are met, i.e. the training meets the definition of language training and the training provider fulfils their reporting obligations in relation to the language training.

- **IT training courses:** The external regulation of IT training was abolished in 2020. There are currently no qualification or infrastructure requirements, and under the current regulation, IT training courses providing a vocational qualification are just as much part of IT training as other vocational training courses or courses developing general (digital) competences.
- **General competence development training courses:** The area of general competence development is typically the world of training courses, where the focus is on the development of personal, social and methodological competences. The boundaries between other vocational training and general competence development training are often blurred, depending on the target group of the training and the purpose of the training provider when conducting the training activity.

According to organisational, implementation framework

- **In-house training courses:** In general, training courses organised by an organisation for its own employees is called in-house training. We consider “own employees” to include the employees of a partner or related enterprises, the employees of a contractor used by the employer (including employees working through a temporary agency if the temporary agency agreement includes the training of the employee by the temporary agency), as well as the employees of the employer’s suppliers. If the total duration of in-house training does not exceed 6 hours, it is not subject to the Act on Adult Education, except for in-house training provided under the legislation. An external training provider can be used for in-house training of an organisation’s own employees, but if an organisation outsources the entire training activity, i.e. orders training for its own employees from an external training provider, it is no longer in-house training because the organisation is not itself carrying out the training activity.
- **Training provided under legislation:** Education and training provided for under legislation as a condition for pursuing a certain activity, for holding a post or for a higher salary grade, the purpose, content and general conditions for the organisation of which, as well as the means of attesting successful completion of the education or training or the requirement to pass an examination organised in connection therewith, are laid down by legislation or, in the case of civil national security services, by an instrument of public law. However, it is not a prerequisite that the legislation defines the rules of education and training in full, only that it defines the education and training itself. This means that, for example, if a legislation defines the conditions for entry or accreditation to a statutory further training programme and the content is to be provided during the accreditation process, which the law only refers to, it is still statutory training, provided

that the law at least specifies that the organiser is to provide the education. There are, of course, exceptions here as well: education and training that is part of the core tasks of a public education institution, a vocational training institution, a statutory education and talent management institution or the core activities of a higher education institution, as well as education and training preparing for vocational qualifications and vocational qualifications, are not included in the former. In the case of statutory training, the statutory authority may fulfil the obligation to provide information on the training, instead of the ALE provider.

Notification or licence?

If the training activity falls within the scope of the Act on Adult Education, the training provider may carry out its activity either on the basis of a **notification** (ALE registration number) or on the basis of a **licence** (licence number). For any training activity, one of the categories must apply. In both cases, the rights are exercised by the training institution, and the separate authorisation of training programmes is no longer a concept in the current regulatory system.

The legislator's aim is clear: if the "state" provides qualifications, vocational training, funding for training activities or training for micro-credentials, it expects a more strictly administered and controlled licensed activity. Otherwise, it sets out a much simpler set of requirements with minimal administration, which is the training activity on the basis of notification.

Where do the various types of training courses belong?

When deciding which category a training course falls into, it is worth starting from the licensing side, because anything that does not fall into one of the three types of licensed training can only be an activity carried out on the basis of notification. The three categories of training activity that must be carried out under a licence:

- **Vocational training:** Vocational education for sub-profession and vocational training for a vocational qualification, which may be provided by an ALE provider. (Different rules apply to vocational training institutions, as provided for in the Vocational Training Act.)
- **Training courses providing micro-credentials:** If the ALE provider organises micro-credentials training, it may carry out this ALE activity on the basis of a licence.
- **Subsidised training courses:** Language, IT, other professional, general competence development training partly or wholly financed from public funds and/or from European Union funds. The source of the subsidies is always the state, so for example, if an employer funds the training costs of its employee, that does not fall into this category, it is a type of funding that may appear in the training documentation, but does not qualify the training as subsidised.

Exceptions: Under the third category, subsidised training must be carried out on the basis of a licence, but this is overridden by the legislator in the case of in-house training and training carried out under the legislation: these courses must remain in the category of notification-based training, even if they are carried out with the aid of a subsidy. Unlike the pre-2020 system, the categories are mandatory and not voluntarily chosen. For example, even if a training company wishes to operate under a higher level of the approved requirements (for

example, because of the VAT exemption for approved training courses), it cannot do so if its training is not subsidised.

The full training list, based on the above:

- **Notification-based** training activities
 - in-house training courses (including subsidised courses) of more than 6 classes not providing micro-credentials
 - statutory training courses (including subsidised courses)
 - not subsidised language training courses
 - not subsidised IT training courses
 - not subsidised general competence development training courses
 - other not subsidised professional training courses
- **Licensed** training activities
 - vocational training courses under the Vocational Training Act, and vocational training courses preparing for a sub-profession (different rules apply to vocational training institutions)
 - training courses providing micro-credentials
 - subsidised language training courses (except in-house training, or if required by law)
 - subsidised IT training courses (except in-house training, or if required by law)
 - subsidised general competence development training courses (except in-house training, or if required by law)
 - other subsidised professional training courses (except in-house training, or if required by law)

Conditions for obtaining a notification or a licence

Obtaining a notification or a licence is not an option, but an obligation, and if an organisation has an identifiable training activity, it is obliged to conduct its training on the basis of a notification or a licence. If the training provider fails to do so, the fine can range from ten to twenty times the monthly amount of the minimum monthly wage, while if the duration of the training without notification or licence exceeds three months, or the number of training participants exceeds one hundred, the fine will be twenty-five times the above fine.

ALE activities subject to notification:

Notification can be made electronically at the ALE state administration body (Pest County Government Office, hereinafter: PVKH) at www.far.nive.hu, the purpose of which is to notify the authorities of the intention to carry out ALE activities. The fee for the procedure is HUF 19,500 (as of 2025), unless the training organisation wishes to provide only and

exclusively in-house training, in which case there is no fee. A description of the notification process can be found in the [ALE Data System Knowledge Base](#).

ALE activities that can be carried out with a licence:

The process of obtaining a licence is not much more complicated, but there are new formal and substantive requirements. The training provider:

- **Must operate a quality management system.** The quality management system documents must be available when applying for the licence, but do not need to be uploaded as part of the procedure. Later, during operations, the training provider will be subject to an inspection by the PVKH. The quality management system is described in detail in the chapter “*Quality management*”.
- **Must employ a professional supervisor** via a (simplified) employment contract, or employed through a membership contract with the organisation. The professional supervisor must have a degree in andragogy or a professional qualification in pedagogy and at least 3 years of experience in adult education, or a professional qualification in pedagogy and at least 5 credits of adult education competence, as defined in the training and outcome requirements of the relevant degree course in higher education. The intensity of the employment relationship and the place of work are not regulated by legislation, therefore e.g. working 4 hours a week in a “home office” is also adequate.
- **Must have a financial guarantee.** 2 percent of the net turnover from the licensed ALE activity for the previous closed business year, accounted in accordance with the Act on Accounting – but no less than HUF 1,000,000 – must be deposited, or an insurance policy must be taken out against the same amount.

The **licensing procedure** is also accessible through the client portal on far.nive.hu, and if the training provider is already registered, the data entered there will be automatically transferred to the system, as the first 5 steps are essentially the same within the licensing procedure. The fee for the procedure is HUF 278,200 (as of 2025).

In addition to the procedure described in the notification procedure:

- The training provider must declare that:
 - The necessary conditions are met for appropriate complaint handling and customer service.
 - There are no grounds for not obtaining a licence (public debt, etc.).
 - They have a quality management system, as defined by legislation.
- Documents proving the educational qualifications and vocational qualifications of the professional supervisor shall be uploaded.
- A contract or policy proving the existence of a property security shall be uploaded.

Following that, the PVKH has 60 days (not counting additional time needed to provide any requested additional documents) to issue a decision on the licence to the training provider.

How ALE providers work

Training administration

The administration of the training activity is significantly different for notification and licence-based training. While in the case of notification-based training, the documentation obligation is optional – other than the requirements for the preparation of the training programme, the establishment of the ALE relationship and the processing of certain personal and training-related data – in the case of licence-based training, the establishment of the ALE relationship shall be documented in writing, the training shall be carried out on the basis of a training programme certified in advance by the ALE expert, and a single training document shall be kept.

Main administrative obligations for notification

Training programme: ALE activities are carried out on the basis of a training programme. The training programme is the basic document for implementation.

Compulsory elements of the training programme:

- the name of the training programme,
- the competences that can be acquired during the training programme,
- the conditions for access to and participation in the training programme, its purpose and target group,
- the planned length of the training programme,
- the curriculum modules of the training programme, their purpose and contents,
- the number of classes, as well as the training methods and forms of work used in the implementation of the curriculum module, and, where a form of work other than contact classes is used, the number of classes that can be validated as part of the training programme,
- the maximum number of groups, except in the case of closed e-learning
- a description of the system for evaluating the training participants' performance,
- the conditions for issuing a certificate of completion for the training programme and specific training modules,
- the personal and tangible resources needed to carry out the training programme and other specific conditions relating to the training and how they are to be provided.

Professional guidelines and potential sources of error in training programme planning:

- **The principle of realism:** What is described in the training programme shall be realistic, and the descriptions/expectations of the content elements shall be consistent. For example, for a programme for senior managers requiring engineering competences, it is realistic to require a university degree or a very long period of practice in the profession, while admission of a trainer with a bachelor's degree is not.

- **Over-loading:** most training programmes contain elements that make the training programme more “attractive”, but do not add to it either methodologically or in terms of content. These elements should be avoided, if possible. For example, if an input condition is specified, it should be actually measured/tested. Otherwise, its presence in the programme is unnecessary. The same applies e.g. to the final evaluation, which is not necessarily justified for a 4-hour training course.
- **Under- or oversized content explanation:** Just as it is not credible to describe the content of a 1000-hour programme as 3 content elements, it is similarly unrealistic to list 40 different skills that can be acquired in a one-day training course. Remember, whatever is written in the programme has to be adhered to.
- **Coherence:** Following the principle of realism will generally also solve the issue of coherence. However, the finished programme should always be checked, in order to verify that all of the elements are properly interconnected therein. These elements should include, for example, the target group, the competences to be acquired, the input requirements, the contents of the curriculum, the number of classes, and any personal conditions. All of these have a strong influence on each other, and their interrelationships should be coherent.

Establishment of an ALE relationship: The legal relationship is always a contractual relationship between the training provider and the participant, and it may not be replaced by, for example, a contract for services between the client and the training provider. The ALE relationship is established by the conclusion of an ALE contract, but unlike in the case of an authorised training activity, there is no written obligation to conclude a contract, so this can be either oral, or an implied contract. In the latter case, there are two aspects to consider: on the one hand, it has to be “shown” that the participant has been made aware of the legally required elements of the ALE contract, and on the other hand, an “action” is needed to prove that the participant has accepted these. Such an action could be the payment of the training fee, the participant’s first entry into the training/education system, or even a verbal agreement before the start of a classroom-based training course requiring the participant’s personal presence.

As an example, if a training provider sends participants an ALE contract by e-mail (assuming that it contains all the necessary elements) and states that access to the training platform is considered as an implied act of the participant, then it is already acting credibly with regard to notified training activity, and there is no need to request a signed copy of the contract.

Data processing: The personal data of the training participants, as well as certain data generated in connection with the training, must be processed by the training provider.

- These personal data include personally identifiable natural data (the natural person’s name and surname, name and surname at birth, place and date of birth, and mother’s maiden name and surname), as well as the participant’s e-mail address, education ID and highest level of educational attainment, all of which must be processed by the training provider. It is important to note that the data provided to and stored in the ALE Data Reporting System are not considered part of the training provider’s data management system, and must have their own electronic or paper-based data management records.
- Keeping a record of data generated in the context of the training is only necessary if any of the following data is relevant for conducting the training:

- highest level of education, vocational qualifications, professional qualifications and knowledge of foreign languages,
 - entering and completing the training or, if the training was not completed, leaving the training,
 - assessment and evaluation during training,
 - information on training-related payment obligations, and any relevant training loan information.
- If none of the data listed above is generated during training – for example, in the case of a one-day training course on communication skills, participation in the course is not linked to skills certification, a qualification or language skills, no participant enters or leaves the course after the start of the course, and there is no evaluation at the end of the course – then essentially no data is generated in relation to the course, and so it will be processed as an empty set. In such cases, it is sufficient to print out (or store in electronic form) an ALE Data Reporting System (FAR) form for the processing of personal data, because that will contain all the information relating to the processing of personal data. Of course, if the training provider uses their own record-keeping system and can show the processing of data there, there is no need to use other records or to print the FAR form.

Issuing the certificates: The legislation uses a conditional mode of notification, meaning that a certificate of completion has to be issued for the training course, at the request of the participant. (Naturally, the training provider can opt to provide a certificate even if the participant has not explicitly requested this). It is important to note that the participant also has the option of selecting the method of delivery for the certificate, meaning that it is up to the participant to decide whether they want to receive the certificate printed and signed on paper, or in electronic form. The certificate shall be issued by the training provider within 60 days of the completion of the training course, or – at the request of the training participant – within 8 days at the latest. An exception is in-house training courses, where there is no obligation for the training provider to issue a certificate.

Exceptions: In the case of statutory training, the training provider only has a reporting obligation in addition to the notification, and in-house training and statutory training can “only” be carried out on the basis of a notification if they are carried out with a state subsidy.

Main administrative obligations for the licence

Establishment of an ALE relationship: The ALE relationship is established by the conclusion of an ALE contract, but unlike in the case of training activities carried out under a licence, the contract shall be in writing. This document is the basis for everything, and in the event of an audit, the expert committee will check the contents of each item in detail.

The ALE contract can also be concluded in electronic form, but it is necessary to take into account Section 6:7(3) of the Civil Code, according to which a legal declaration is deemed to be in writing if it is communicated in a form that is capable of reproducing the content of the declaration unchanged and identifying the person making the declaration and the time of making it. As the contract is part of the entire document, the participant’s signature can only be replaced by an enhanced security electronic signature.

When filling out the contract, it is also advisable to include any parts that are not relevant to the training programme, as the legislation requires the content to be present, so it should be included even in the case of “empty” content. Typical examples are the regulations on subsidies and scholarships.

Particular attention should be paid to the fact that the training should end with issuing a certificate. In the case of vocational training (sub-profession or professional qualification), the participant can use the obtained certificate to take a qualification or a professional examination at accredited examination centres. Therefore, only the examination or final assessment specified in the training programme may be included in the ALE contract, and the ALE institution may not include a qualification or professional examination conducted by an accredited examination centre in the contract.

The contract shall contain the following **content** elements:

- the name and duration of training,
- the planned start and end dates of the training course, by year, month and day, taking into account the crediting of prior learning,
- a timetable for the progress of the training programme – except for closed e-learning – broken down into units of curriculum modules,
- an indication of the document that can be obtained on completion of the training course,
- the method of monitoring and assessing performance during the training course, and, if the training is followed by an examination, the conditions for passing the examination,
- the number of absences allowed, and the consequences for the training participant if this is exceeded,
- the training fee, if the training is followed by an examination and the ALE provider is authorised to organise the examination, the examination fee and any necessary correction and retake examination fees, the amount and method of payment, taking into account the crediting of prior learning, and the timetable for payment of the training fee in proportion to the completion of the training course,
- an indication of the amount of the training subsidy, by budget and EU funding,
- the amount and conditions of the scholarship granted for the training course,
- the consequences of any breach of contract between the training participant and the ALE provider.

Training programme: In addition to the content described in the notification, the legislation also sets out additional requirements for the licensed ALE activity. The training programme must be certified in advance by an ALE expert. The preliminary qualification of the training programme developed for the training preparing for a vocational qualification and vocational training preparing for a sub-profession may be carried out by an ALE expert whose field of expertise (based on the uniform classification system for training fields /KEOR/) is included in the register of ALE experts, and who (at the time of qualification) has an active status in the electronic register of ALE experts kept by the PVKH.

Training administration documents: For licensed training activities, the legislation regulates in detail the conditions and elements of the training documentation, part of which is called a single document. The training provider shall request from the participants information and documentation to fulfil the input requirements of the training course (in accordance with the training programme), and has to record the progress and attendance of the participants, separately regulating contact classes requiring personal attendance (at the same time and location), and contact classes requiring attendance (at the same time, but not in the same location), as well as the implementation of working methods other than contact classes.

The most important thing to note is that these records shall be kept in a consistent way, and one of the main focal points of a possible audit is whether the training provider has been active in documenting their activities, for example, whether they have signed attendance sheets and a completed progress log.

Training administration can also be kept in electronic format, but in this case, documents that legally require a participant or trainer signature must be signed electronically with enhanced security measures. If there is no signature requirement for a document to be kept, there is likewise no signature requirement for that same document kept in electronic form either.

Main elements of **training administration documents**:

- the original documents certifying the conditions for access to and participation in education and training, or copies certified by the ALE provider, as well as documents certifying the entrance competency assessment and the preliminary competence assessment (if any),
- the originals of the contracts, including those of the training providers, providing the necessary personnel and material conditions for the implementation of the training,
- the single (training) document, which includes:
 - the name of the training programme,
 - the surnames and forenames of the training participants,
 - the names of the trainers of the training course and the parts of the curriculum they teach,
 - any change in the data, along with the date of the change
- a progress log, which includes:
 - in the case of *a contact class requiring personal attendance*, the date of the class, a brief description of the subject, the name and signature of the trainer, the class number within the course, and a signed attendance sheet of the participants,
 - *in other cases* (for contact classes or non-contact classes or sessions not requiring the personal presence of the training participant), the total duration of the training course, the subject and a brief description thereof, the names of the training participants, and proof of participation in the form of an electronic document or a screenshot of the list of participants,
 - the date of completion of the training course.

Data processing: The personal data of the training participants and certain data generated in connection with the training shall be treated by the training provider in the same way as for the notification.

Issuing certificates: the same rules apply to issuing certificates of participation as for the notification, except that for license-based training, issuing certificates is no longer the participant's option but the training provider's obligation, and the certificates issued shall be uploaded to the ALE data system within two working days of signature.

Issuing micro-credentials: The micro-credentials shall be issued in Hungarian and English by the ALE provider in the ALE Data Reporting System (FAR) and stored in electronic format, so that the micro-credentials are electronically signed by the FAR system operator and time-stamped by a qualified training provider. The micro-credentials shall be sent electronically by the ALE provider to the training participant via the FAR system.

Quality management system documents and data collection that can be linked to training: the implementation of training courses involves, both directly and indirectly, the documents and data necessary for the operation of the quality management system.

Such data and documents may include (not a complete list):

- training data needed to meet indicators and targets (e.g. number of courses, exam results, drop-out rates, etc.)
- surveys related to the evaluation of trainer performance (e.g. attendance records)
- analysis of information on the planning and delivery of training activities
- analysis of data relating to personal and tangible conditions for training
- analysis of information related to participant and partner satisfaction surveys
- documented complaints with regard to the training courses

Summary of the steps in the delivery of the training

0. FAR – REGISTER OF ALE PROVIDERS	NOTIFICATION	LICENCE
1. PROVIDING INFORMATION	<ul style="list-style-type: none"> • Registration number • Obligation to provide information on the training programme 	<ul style="list-style-type: none"> • Registration (licence) number • Public status of the training programme • Obligation to provide information on the training programme
2. RECORD KEEPING AND MANAGEMENT	Natural person identification data, education identification number E-mail address, highest level of education Relevant data generated within the context of the training course	
3. ALE LEGAL STATUS:	ALE contract (in writing or orally, or as the action denoting an implied contract)	ALE contract (in writing)
4. DOCUMENTATION	Training programme Certificate (on request) <i>Relevant (but not mandatory) elements of the single document, e.g. attendance sheets, evaluation documents, themes, etc.</i>	<ul style="list-style-type: none"> • Pre-qualified training programme • Single (training) document • Certificate and/or micro-credentials (if any) • Quality management system training documents
5. FAR – DATA REPORTING*	<ul style="list-style-type: none"> • Basic data of the training programme • Details of training participants • Training programme 	<ul style="list-style-type: none"> • Basic data of the training programme • Details of training participants • Training programme • Details of the ALE expert performing preliminary qualifications • Scheduling document** • Report of turnover for asset security*** • Signed certificates • Micro-credentials (if any)
OTHER CONDITIONS	-	<ul style="list-style-type: none"> • Existence of financial guarantee*** • Employment of a professional supervisor • Operation of a quality management system • Operation of a customer service and complaints handling system

* next chapter

** only for training courses financed by a training loan or subsidy

*** with the exception of ALE providers as budgetary bodies

Data reporting

The training provider must comply with its **data reporting obligation**. It shall upload the data and documents to the ALE Data Reporting System (FAR) at far.nive.hu.

The training provider for the training course in question is obliged to:

- provide information on the name, nature, location, number of classes, first day of training and, except in the case of closed e-learning, the planned date of completion of the training course,
- provide data on the natural personal identification, e-mail address and highest educational qualification of the training participants,
- provide information on the training fee and the entity paying said fee,
- upload a document with a timetable of the progress of the training course by training group, broken down by days, dates and locations, by number of classes, in the case of training courses which are subsidised or financed by training credits (except for training courses provided through closed e-learning, in-house training courses and training courses organised by legislation),
- upload the training programme, pre-qualified by an ALE expert,
- provide information on the name of the ALE expert who prepared the pre-certification of the training programme, the ALE expert's registration number in the register of ALE experts, as well as the date of the pre-certification of the training programme,
- record the number of its payment account, for training courses which are subsidised or financed by training credits,
- upload a signed certificate of completion for the training programme, if required by legislation,
- in the case of micro-credentials, provide all other data necessary for issuing the certificate.

Deadlines:

- for data (and documents) generated at the start of the training course: three business days after the date on which the training starts,
- for data changes: no later than three business days following the date of the data change,
- for in-house training: the last day of the quarter during which the in-house training is completed.
- The certificate of completion of the training course (in the case of training activities carried out under a licence) must be uploaded no later than two business days after it is signed.

Quality management

The legislation only requires the use of a quality management system for training activities carried out under a licence. In terms of its content elements, the quality management system sets out the long-term principles of the institution's operation and the vision for its implementation. The quality management system of the institution must define the overall regulation of all institution's activities, including the rules for planning, implementation, assessment, evaluation and feedback.

The prevailing legislation sets out the elements of a quality management system for ALE. The ALE institution shall establish its own quality management system based on these standards and principles, which shall include:

- a quality strategy and policy,
- internal mechanisms for developing and regularly monitoring its training activities,
- procedures for the training and evaluation of trainers,
- its means of providing resources,
- its means of collecting and analysing the data available to the institution, and how it intends to use said data,
- and how it intends to ensure that it provides participants with up-to-date, objective, quantitative and qualitative information.

In terms of its principles, the expectations of the government decree can be seen in the guidelines of the ISO 9001 series of standards and the TQM/EFQM methodology, as it doesn't only focus on the control of processes, but also aims to ensure and maintain a high level of quality by actively involving all actors involved in the process, whether external or internal. The government decree expects the system to demonstrate that its management processes focus on improving the quality of training courses, are geared towards the continuous improvement of training conditions, are based on self-evaluation, and reflect the institution's commitment to the continuous improvement of personal conditions.

In line with the EU principles, the current system requirements in ALE are based on a process of planning, decision-making, action and implementation in all procedures, accompanied by formative assessment and self-evaluation, as well as a process of improving the discrepancies and identified areas for improvement. The legislation is intended to make the institute aware of its own functioning, and to help it develop.

Under the quality management system introduced, the training provider has to:

- develop a comprehensive quality policy and strategy to ensure the quality of ALE activities,
- establish formal internal mechanisms for the monitoring and regular internal evaluation of ALE activities,
- establish procedures to ensure the continuous training and certification of trainers,
- provide the resources necessary for the implementation of ALE activities, and
- collect, analyse and use information to ensure the effectiveness of ALE activities.

The quality management principles and processes set out here will be used by the institution to review the effectiveness of its ALE system, as well as to consider any required changes.

Scope of the quality management system

The quality management system of the training provider covers the areas of ALE activity carried out by the institution. It takes into account the number of employees and the organisational structure of the institution involved in ALE, as well as the operational processes of the ALE institution, the institution's ALE activities, and its ALE structure.

The institution is developing a **system** that is consistent with:

- the expectations of their partners (customers),
- the requirements of the current Hungarian ALE legislative environment,
- the specificities of institutional functioning.

The quality management system must

- reflect the focus of its management processes on improving the quality of ALE activities,
- target the continuous improvement of the conditions for ALE activities, based on self-evaluation,
- reflect a commitment to the continuous improvement of employee conditions, promoting the development of trainers' competence and self-training in order to improve the quality of ALE activities,
- contribute to ensuring that all changes to ALE activities and improvements to the quality of ALE activities are based on data and feedback,
- be based on the involvement of external and internal participants in ALE activities, in line with the size and complexity of the ALE provider.

All of these shall ensure that all the institution's ALE processes are carried out in a planned and controlled way, in accordance with all the external and internal expectations of its operations, activities and services.

Evaluation processes of ALE providers

In-house quality development

The operation of the quality management system must also ensure the principle of continuous improvement and development. It should demonstrate that the focus of its management processes is on improving the quality of ALE activities.

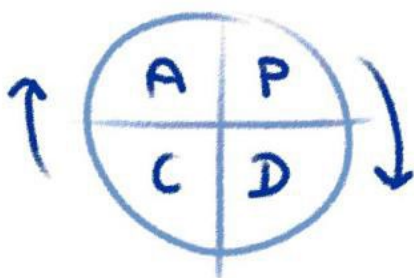
The legal environment also contains obligations for improvement. For example, the training provider has to set out a course of corrective and preventive actions to eliminate deviations in its operations and to prevent the recurrence of any such deviations, and must also carry out a self-evaluation activity as part of its improvement activities at pre-determined intervals (preferably annually).

Role of the PDCA cycle

In its Recommendation 2009/C 155/01 of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training, the European Union calls for the establishment of a framework including a quality management and improvement cycle (Plan, Do, Check, Act or Amend) based on a selected set of quality criteria, attributes and indicators that can be applied to the quality management of both systems and training providers. The emphasis on measurability in the Recommendation is reflected in the objectives of the Government Decree, and therefore the EQAVET aspects are in line with the PDCA cycle for continuous improvement.

The management of the organisation using the quality management system shall continuously improve the quality management system on the basis of the results of the evaluation/self-evaluation, taking the suggestions for corrections and improvements from employees, participants and partners into account.

The PDCA cycle can be represented in the ALE activities as follows:



P (Plan) setting objectives

D (Do) operations (of the institution)

C (Check) control

A (Act, Amend) action

Figure 2: The PDCA cycle, Source: edited by the author

Planning, setting objectives (P):

- The management of the institution shall plan institution's operations, and shall formulate or update its quality strategy.
- It shall define quality objectives and quality attributes (indicators), to which it shall assign appropriate targets.
- It shall develop and plan the criteria for the evaluation activities.

Operations of the institution (D): The institution follows quality management procedures for the planning and implementation of training activities, and collects the data generated by its activities.

Control (C): In the course of its operations, the institution collects evaluations and feedback, which are stored in a specific place (management, customer service, etc.). These can include (among others):

- Management review, self-assessment or data generated by any evaluation
- Participant satisfaction surveys
- Comments from partners, other relevant parties
- Complaints
- Other comments

These opinions shall be summarised by the management of the institution, as part of its evaluation activities. It shall identify and analyse whether there is an area for development. It shall keep records of the above.

Action (A): On the basis of the findings of the ongoing activity and of the individual evaluations, the management of the institution may launch improvement action(s) in the areas requiring improvement. It shall record the persons responsible, deadlines, etc., shall bring them to the attention of the parties concerned, and, if necessary, shall amend the planning documents and data in accordance with the identified corrective and preventive procedures.

The institution shall constantly improve its quality development activities by analysing its processes, identifying the root causes of any quality problems, defining the necessary corrective actions, and effectively implementing said actions. In its preventive and improvement activities, it shall take into account the necessary sources of information in order to detect, analyse and eliminate possible causes of non-compliance, as well as the non-compliance itself. It shall also take into account the results of audits and external reviews, its records, and any complaints received from partners.

Self-assessment

The findings of the (self-)assessment activity form a solid basis for continuous improvement activities. The inter-process and output analyses of the various training and related activities should form a coherent system. If the training institution operates a (self-)evaluation system to analyse its operations, then in addition to being factual, it enables the presentation of the institution's activities and the results achieved, and can be used to determine the institution's strengths and identify areas for improvement.

As part of the periodic (self-)evaluation activity, the training provider should review the following areas (not a comprehensive list):

- Review quality policy and quality management documentation for ALE
- Evaluate of the implementation of the development activity
- Analyse the data generated by the institution's information system

- Analyse the data on outcomes of training participants
- Analyse the data on satisfaction measurement of training participants
- Analyse the data on trainer performance
- Analyse the data on the effectiveness of the personal and tangible resources available to the institution
- Evaluate the tasks related to the publication of information on the institution's ALE activities
- Evaluate the achievement of the quality characteristics (indicators) and related targets
- Evaluate the complaint handling activities

In summary: at specified intervals, the organisation's management aggregates and evaluates the organisation's performance, based on all inputs. The results of the evaluation can be used to set or modify the targets for the next period linked to the procedures, and to review and, if necessary, change the strategy and quality policy and take corrective measures for development.

External evaluation

During the external evaluation, the Innovative Training Support Centre (commissioned by the training provider every 6 years) is required by law to check that the training provider is delivering ALE activities in accordance with its quality management system. Since the obligation to operate a quality management system **applies to licensed training providers**, the external evaluation is also intended to assess the performance of training providers who provide training under a licence.

The external evaluation includes an assessment of the functioning of the quality management system, an assessment of the ALE activity and the work of the trainers from a general pedagogical point of view, an assessment of the general pedagogical and management theory points of view, and the achievement of the training provider's own objectives. The aim of the assessment is to examine the legal requirements, quality requirements and EQAVET aspects of the quality management system.

The external evaluation aims to review the functioning of the institution as a whole, primarily focusing on the quality system, on the proper management of the quality aspects of training, and on the practical operations of the institution. Its basic function is to provide development and improvement feedback to the institution, in order to ensure quality.

External evaluation is a supporting process, an element in the operation of the training institution. Thus, in addition to the examination and evaluation of the operation of the quality management system, it should serve and support the promotion of a positive change in attitude towards the quality management system.

The evaluation should make ALE providers aware that the proper operation of a quality management system may considerably assist them in their work. This can be achieved by improving systems-based thinking, separating process control and operation, and helping to understand the legal requirements.

The interpretability and adaptation of the EQAVET framework – which is essentially serving the vocational training institutional system – to the ALE field also requires special attention, especially as the quality expectations are already fixed in the ALE regulatory framework, so the correct interpretation of the existing set of procedures and regulations is of key importance.

The vocational training EQAVET indicators, as related EQAVET criteria, have been reworded and adapted in connection with the legal provisions of the implementing decree of the Adult Education Act, thanks to which compliance with the EQAVET aspects have become quantifiable.

Control

Unlike an external evaluation, the audit procedure examines the legal compliance of the training provider's operations. The Pest County Government Office, designated by law as the ALE State Administrative Body, is the executor of this control activity. There are 2 main types of inspections. The first is a (pre-)planned activity of the Office, the checklist of which is published on the Office's website every year. The second type involves an inspection of the training provider on the basis of a report (either from a citizen or from a partner authority).

According to the legislation, the PVKH has the right to inspect a training institution without prior notice or engagement, but experience shows that this option is rarely used. Usually, the experts in charge carry out the on-site inspection at a mutually agreed time and place.

During the inspection process, the following main areas are examined during the on-site visit by a committee of experts appointed by the PVKH:

- Proof of the status of the trainer: consistency of data in the register, reporting of data changes, documents relating to the employment of a professional manager
- Examination of organisational operations (quality management system, asset guarantee customer service, etc.)
- Evaluation of ALE activities: Based on the experience of the training providers so far, at least two of both types of training (licence- and notification-based) are checked, one in progress and one completed (if any). The main content elements are:
 - the obligatory information provision
 - the obligation to keep records of personal data
 - data reporting obligation checks (ALE Data Reporting System reports and data changes)
 - examination of an ALE contract
 - training programme analysis (also in the context of implementation!)
 - examination of a single training document

A report is drawn up on the findings of the inspection, to which the training provider may add their own comments. It is important to note that the expert committee has no decision-making powers: they merely record the facts, and based on the contents of the report and their

findings, the amount of any potential fine is determined and justified by the PFCA. Fines can be divided into 3 categories, according to their severity:

- If a training provider **continues** their activity **without notification or a licence**, the fine may be from ten **to twenty times** the monthly amount of the minimum wage, or, if the duration of the training exceeds three months or the number of participants exceeds one hundred, **twenty-five times** the monthly amount of the minimum wage.
- If the trainer **does not carry out** the ALE activity **in accordance with the legislation**, the fine may be **up to fifteen times** the monthly amount of the minimum wage. The offending activity of the training provider is **considered more serious** if the training provider:
 - fails to comply with its information obligations (whether under licence or notification)
 - does not have a training programme, or does not carry out ALE activities in accordance with the training programme (only if license-based),
 - does not conclude an ALE contract or the conditions and content of the ALE contract do not comply with the legislation and the training programme (only if license-based),
 - issues a certificate of completion of training after the training has been completed and after a delay of more than 60 days, despite full payment of the training fee (only if license-based),
 - fails to comply with the obligation to provide information by the third business day following the day on which the training is completed at the latest (only if license-based).
- **Repeated infringements** of the law are assessed if the training provider commits an infringement of the law with the same content as the one in the final decision establishing the infringement within two years of the decision becoming final, the amount of the fine being 30 times the monthly amount of the minimum wage, or 50 times in the case of more serious infringements.

Budapest, 2025



**Co-funded by
the European Union**



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.