



NEMZETI SZAKKÉPZÉSI ÉS FELNŐTTKÉPZÉSI HIVATAL



Az Európai Unió
társfinanszírozásával

The VET Graduate Tracking System (SZPR)

Aims, population, and the use of data

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2026.03.31.

Legislation on public and vocational education

	Vocational education and training (vocational school, technical school) Adult learning	Public education (nursery, primary school, high school)
Supervising ministry	Ministry of Culture and Innovation (policy)	Ministry of Interior (policy)
Central state administrative body	National Office of Vocational Education and Training and Adult (NOVETAL) Learning (public administration)	Educational Authority (public administration)
Public register	Central Information System for Vocational Education and Training (SZIR) – student and faculty record Database for Adult Learning (FAR)	Central Information System for Public Education (KIR) – student and faculty record
Legislation	Vocational Training Act	Public Education Act

Main indicators – Strategy 4.0 - *In line with the EU indicators*

- **Student dimension**
 - The goal is to **decrease dropout level** and to facilitate **obtaining a vocational qualification**
 - Students receive **vocational scholarships**
 - **Career guidance** cooperation systems, Preparation of elementary school career guidance advisors
 - Students trained in the framework of an employment contract (dual partnership)
- **Teacher dimension**
 - **E-learning materials** developed for vocational qualifications
 - Link to the labour market in enterprise environment, and training
- **Institutional and national dimension**
 - Complex renovation and development of **VET Centres**
 - **Equipment** development
 - **Participation of enterprises** in the work of the Sector Skills Councils
 - Every vocational occupation has to be supplemented with **digital levels**
 - VET Innovation Council → development of a **Career Tracking System**
 - Employers upload their current **labour market needs** into the system

Student registration system and the graduate tracking system

- NOVETAL operates the registration system of vocational training and adult education. All participants in school-based VET or adult learning are included in the data integration.
- Regarding vocational training, there are 516 schools and 305 000 students currently. Their data is synchronized by the VET registration system (SZIR) from the school records every four hours.
- All trainings in adult education is represented, with a narrower content.
- The VET graduate tracking system was established in June 2021 (pilot), The first data integration started in 2022.
- Two types of data collection:
 - I. Connecting administrative data (Data Integration Module)
 - II. Questionnaire and research data /seperated from admin data/ (Survey Module)

Aims of the graduate tracking system

Anonymous administrative data collection (education, taxation, population and social security databases;



Developing longitudinal surveys of graduates at the level of the educational system and institutions

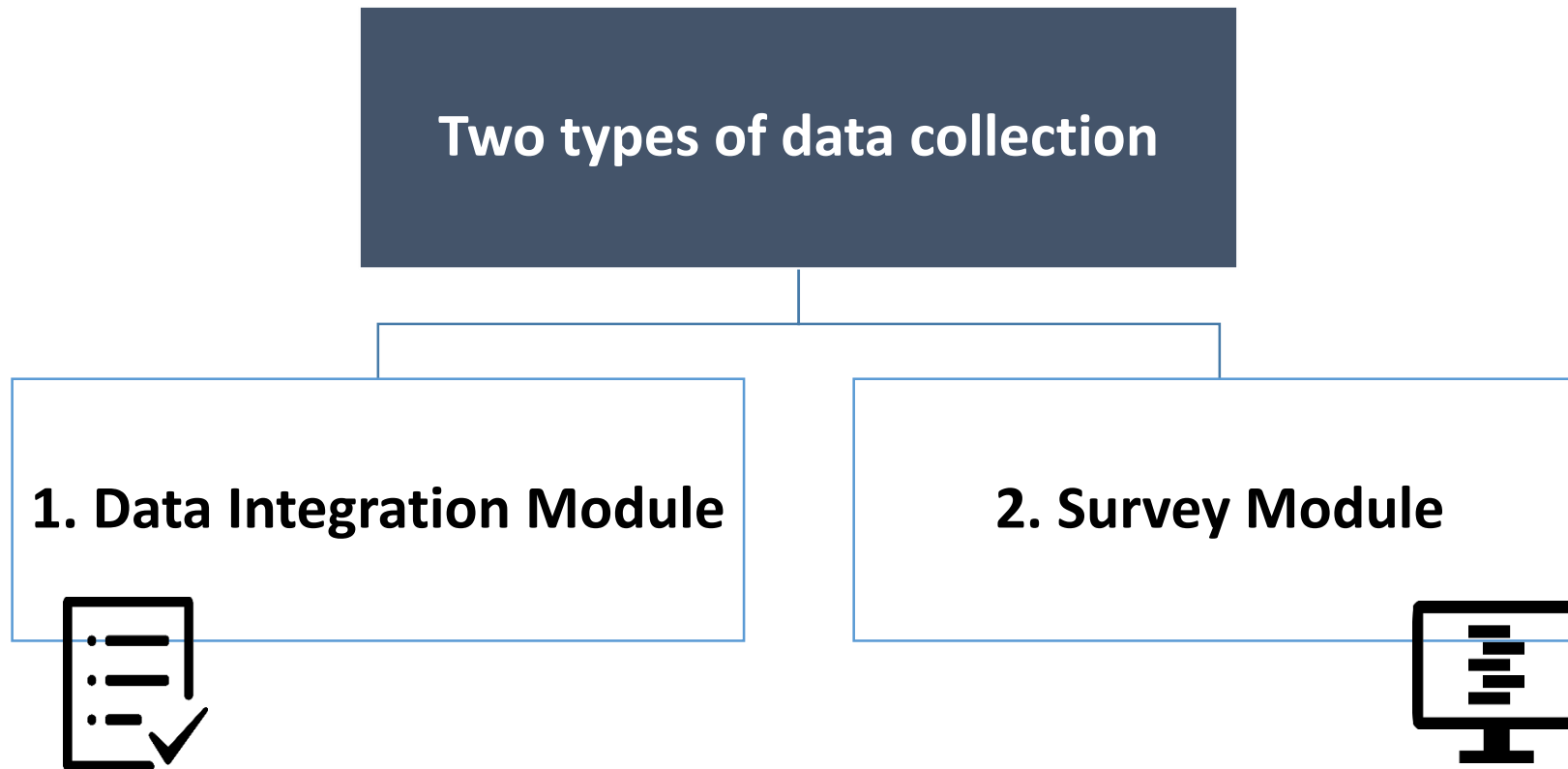


Enabling authorities to link data from different sources in an anonymised way in order to build a comprehensive picture.



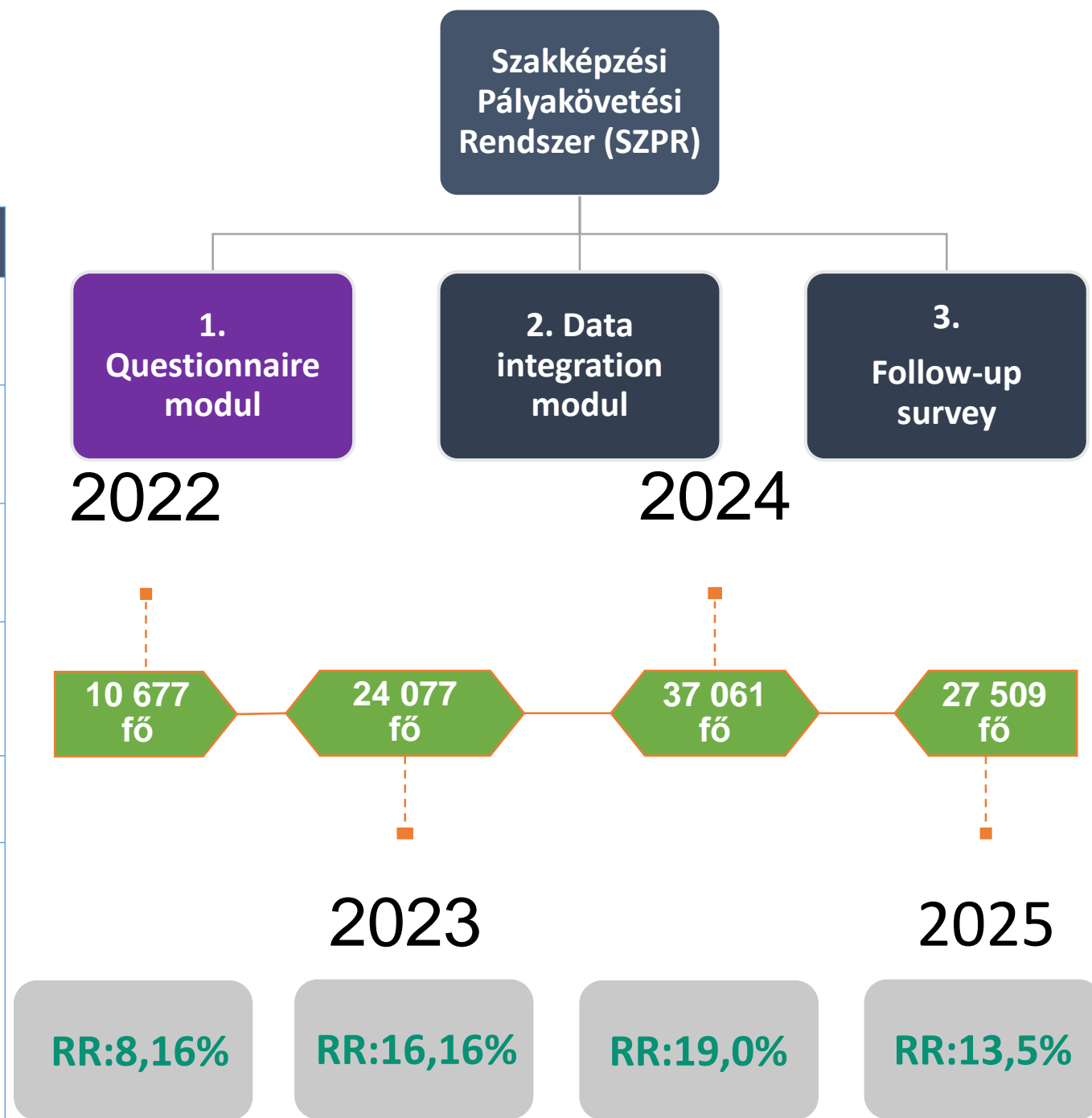
Encouraging a high, representative and sustainable response rate to longitudinal surveys among graduates

Setup



Methodology

SZPR Questionnaire Modul (KM):	
Reserach method:	Questionnaire survey with a focus on career choice and career tracking.
Method of data collection:	Online questionnaire via a central study system (KRÉTA).
Period of data collection:	2021/2022 , 2022/2023, 2023/2024, 2024/2025 spring semester
Method of sampling:	Purposive sampling, with a complete population survey → high number of non-answers due to voluntary completion.
Populáció:	All students appearing in the Vocational Education Information System (SZIR) in the listed academic year
Sample:	The sample is considered representative of the type of training of the students, the gender, age group, and characteristics of the students (SNI or BTMN status); and for the regional location and type of the school Three sub-samples: students starting training, students in their final year, intermediate students/16-year-olds



Data inetgration module

The tracking process starts when participants first appear in the registers SZIR or FAR.

Students who did not complete their education during the study period are also part of the sample.

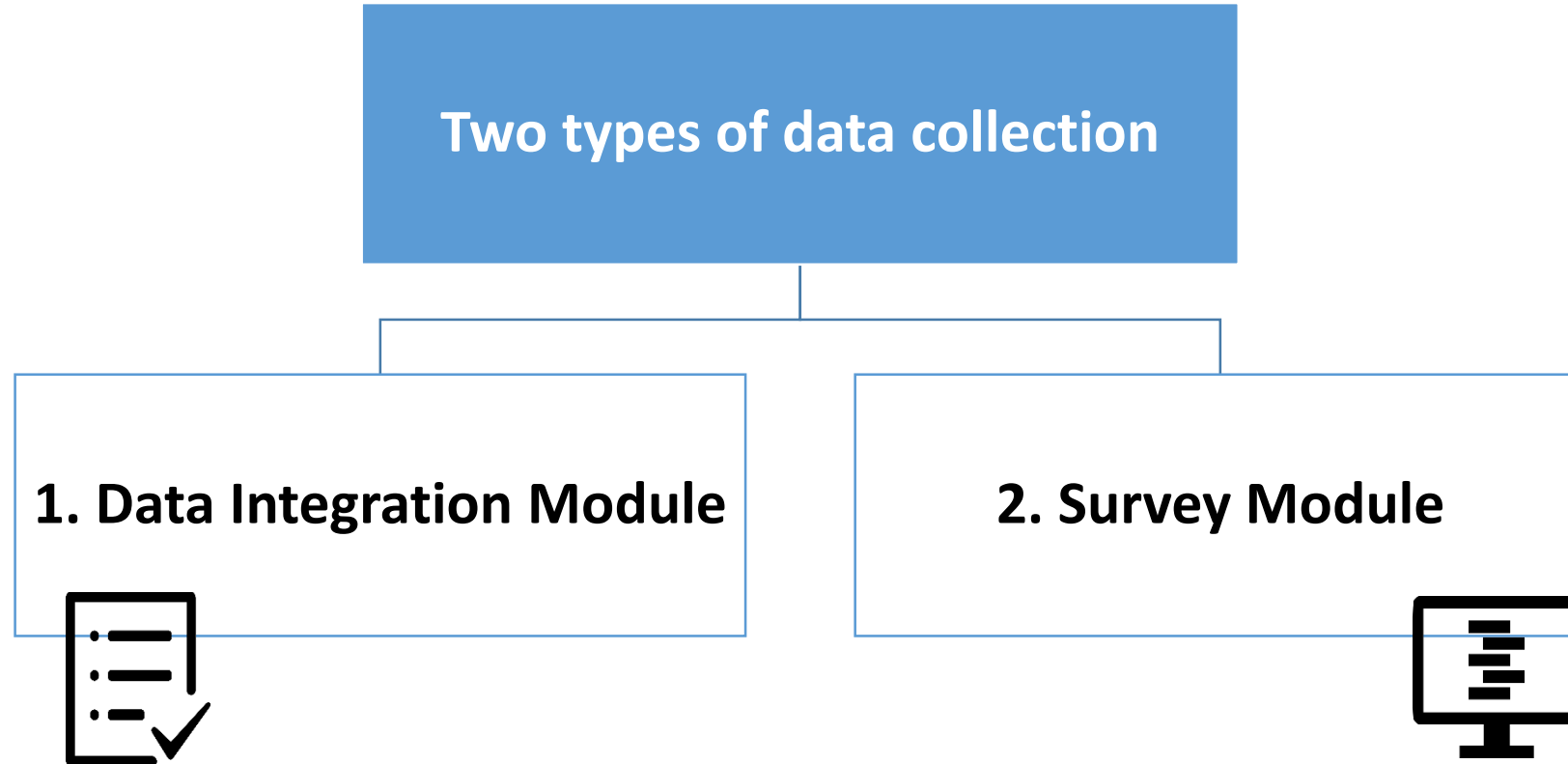
The length of the career tracking is the training period. Then the tracking continues for 9 years after the end of the training, which is reduced to 5 years in the case of training programs that do not award a state certificate.

The scope of examined data: participation in training, labour market, social security, benefits, etc.

Methodology of the data integration module

- Connecting the public registers in an individual single-row, depersonalized form.
 - two times a year
 - using three anonymized hash code (based on social security number, education identification number, tax identification number)
- The sample of the first data connection was made up of those appearing in the SZIR or FAR system between September 1, 2020 and December 31, 2021.
- In order to include those newly appearing in the SZIR (vocational education data system) or FAR (adult learning data system) system, the sample is expanded every six months, with each data integration.

Setup



Questionnaire in school-based VET - yearly

Target group	9th grade students participating in school-based vocational training or in flexible training	Students in „between” classes participate in school-based vocational training	Students preparing to complete their studies
<p>What do we get an answer to?</p>	<ul style="list-style-type: none"> • Motivation for career choice • The role of scholarships • The impact of primary schools and vocational training institutions on career guidance • The career guidance impact of professionals, events and events • Academic history, learning difficulties • Developments received 	<ul style="list-style-type: none"> • Academic progress • Study and employment plans • Satisfaction with training • Satisfaction with teachers and instructors • Knowledge and experience related to career guidance opportunities and career counseling • Learning difficulties 	<ul style="list-style-type: none"> • Motivation for career choice • Satisfaction with training • Further study plans • Employment plans • Knowledge of further education and employment opportunities • Knowledge and experience related to career guidance opportunities and career counseling

Aims

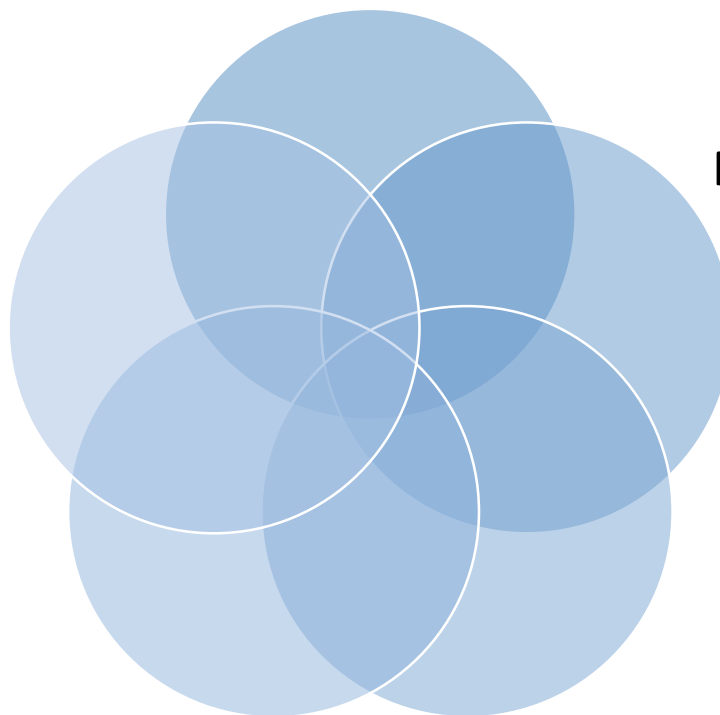
**Supporting the
policy-making
process**

**Optimizing training
provision**

**Feedback to institutions
and VET centres (yearly
reports)**

**Orientation and
counseling**

**Maintaining
effectiveness and
quality assurance**



Scope of use of VET graduate tracking results

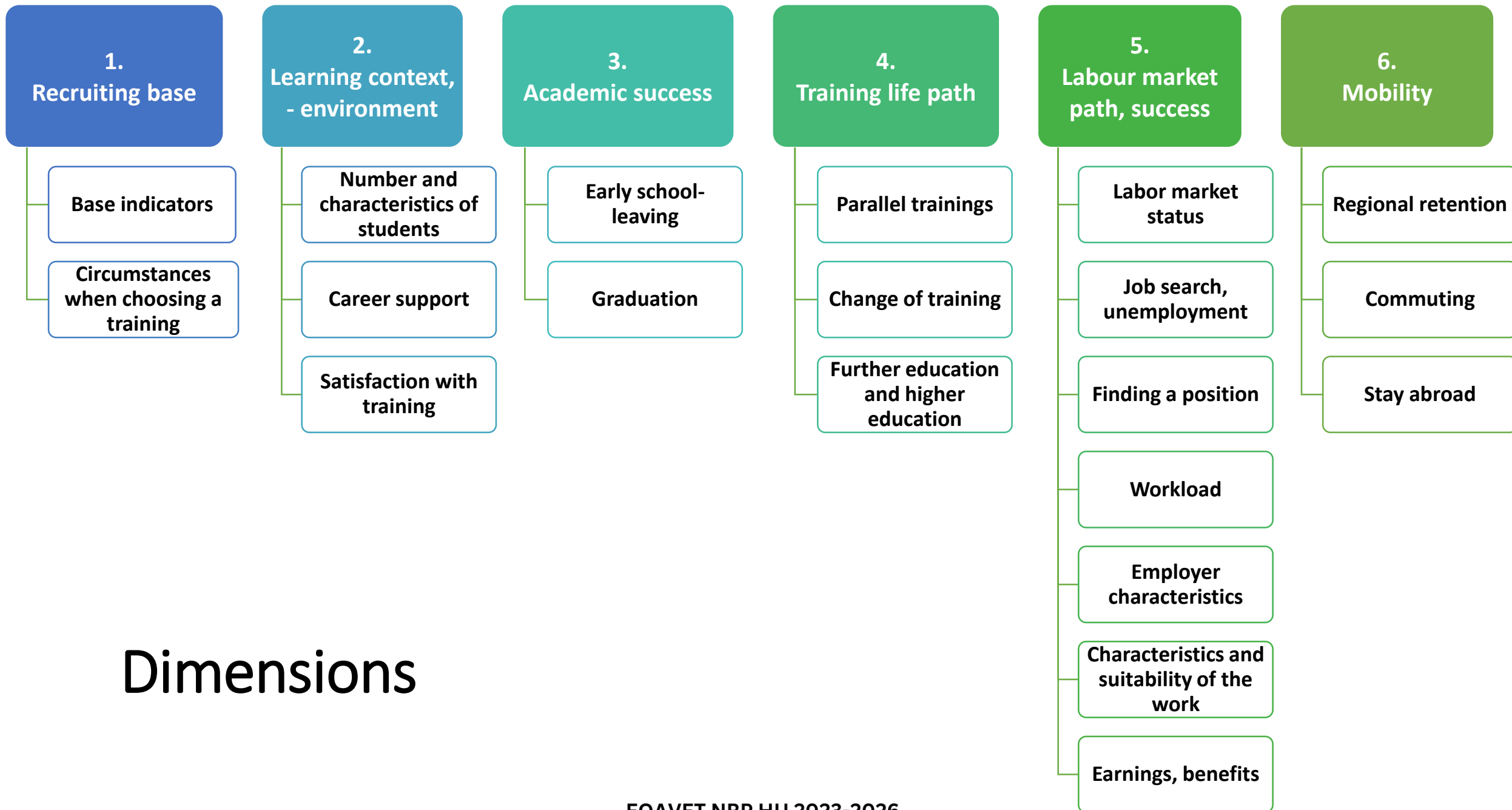
Decision makers

Labourmarket actors

Students before a career path

Stakeholders

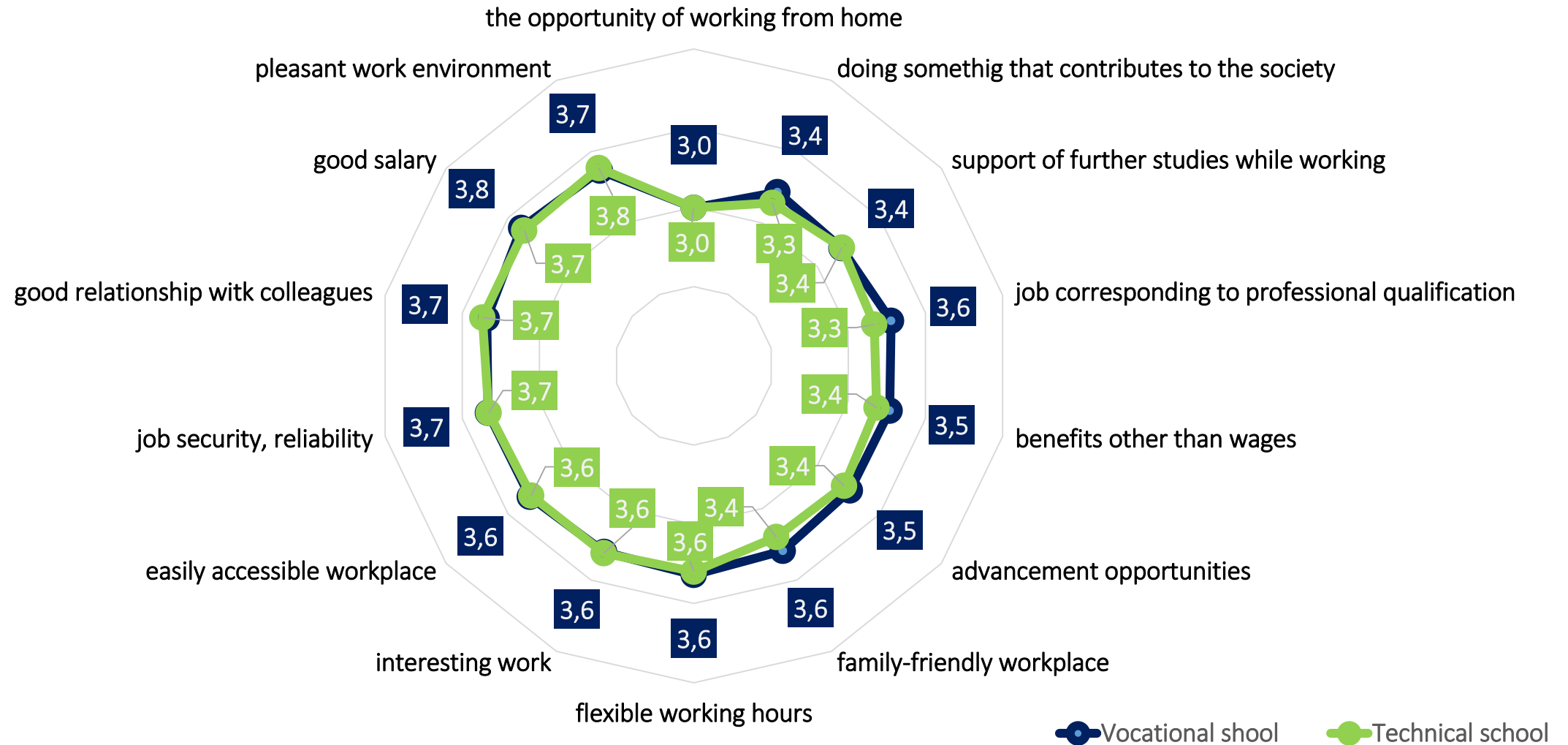
Institutions and trainers



Dimensions

Validation in the labor market

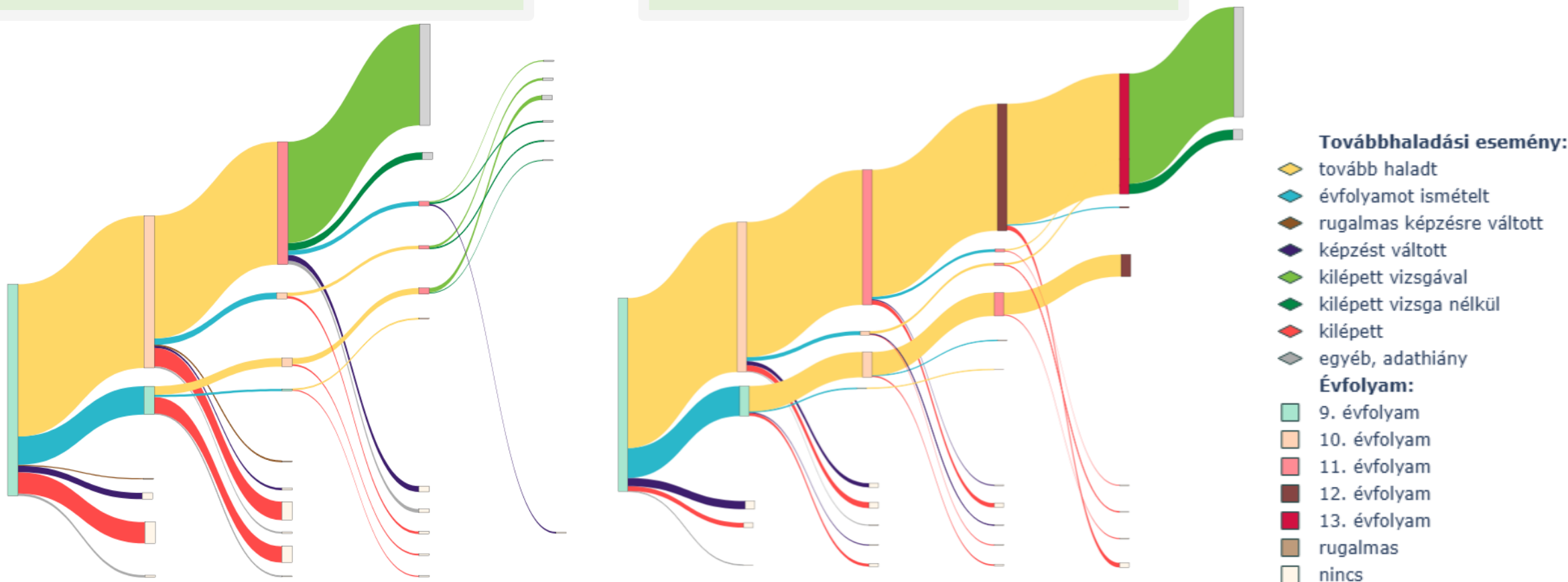
How important these statements are to you in the case of an entry-level position?
(total number of respondents, N= 27 389)



Student path tracking

Vocational school

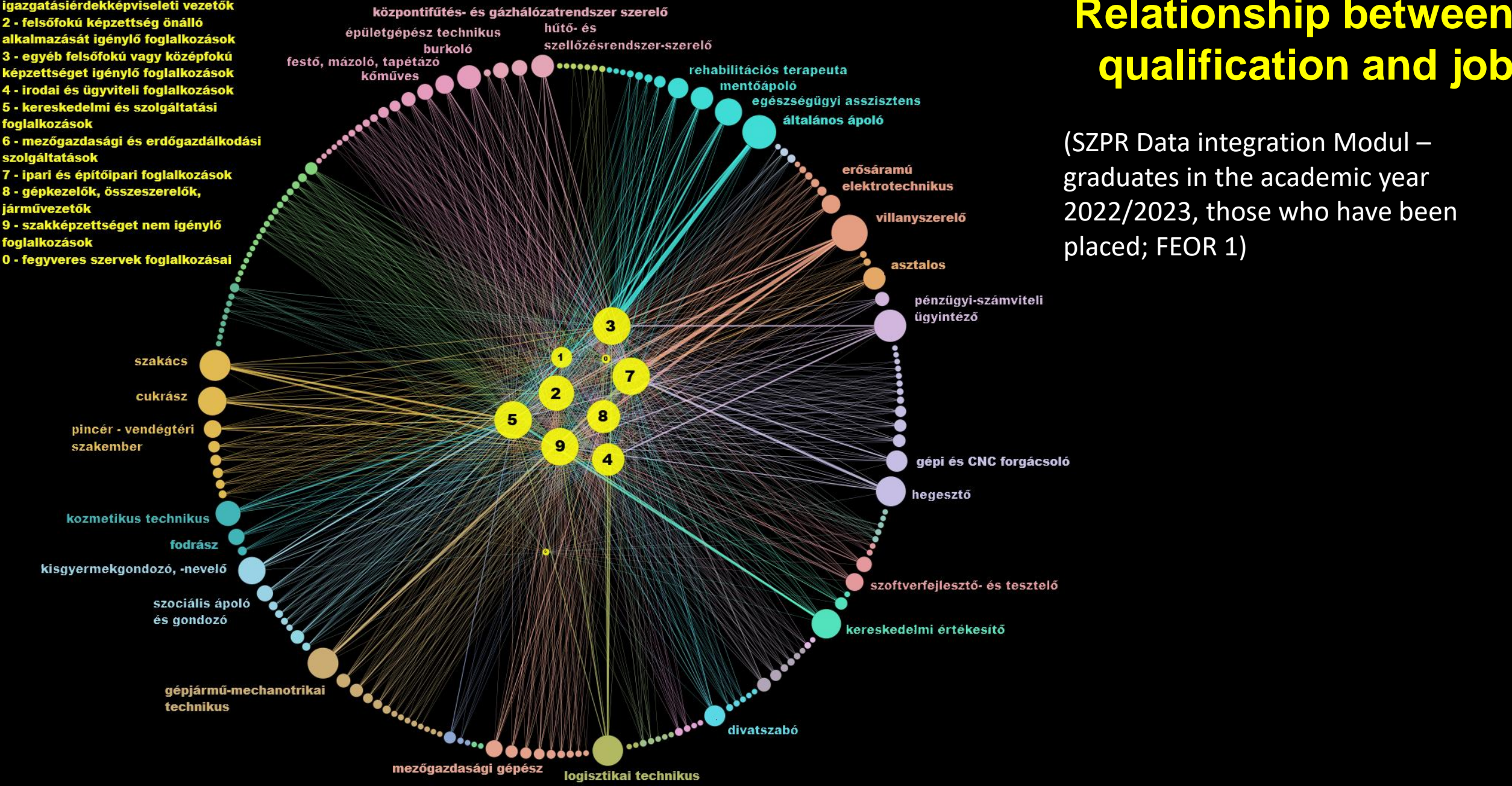
Technical school



Relationship between qualification and job

(SZPR Data integration Modul – graduates in the academic year 2022/2023, those who have been placed; FEOR 1)

- 1 - gazdasági, igazgatási érdekképviselői vezetők
- 2 - felsőfokú képzettség önálló alkalmazását igénylő foglalkozások
- 3 - egyéb felsőfokú vagy középfokú képzettséget igénylő foglalkozások
- 4 - irodai és ügyviteli foglalkozások
- 5 - kereskedelmi és szolgáltatási foglalkozások
- 6 - mezőgazdasági és erdőgazdálkodási szolgáltatások
- 7 - ipari és építőipari foglalkozások
- 8 - gépkészítők, összeszerelők, járművezetők
- 9 - szakképzettséget nem igénylő foglalkozások
- 0 - fegyveres szervek foglalkozásai





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Thank you for your attention!