

Quality Assurance in VET: Hungary

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

Updated in April 2025

VET system and quality assurance

Overview of the VET system and how quality assurance takes place

VET is available from the age of 14 (or 15), offering several options.

A five-year technological programme (Technikum) combining general subjects and sectoral basic education (common contents of vocational training affiliated to the same economic sector) in grades 9 and 10 and vocational specialisation in grades 11 to 13. Learners acquire the upper secondary school leaving certificate (EQF level 4) giving access to higher education, and a technician diploma (EQF level 5).

A three-year vocational school (Szakképző Iskola) programme provides general and vocational (sectoral foundation) education in grade 9, followed by vocational specialisation (grades 10 and 11). Learners acquire an EQF level 4 vocational qualification entitling holders to perform an occupation. Graduates may enrol in a two-year follow up programme in a Technikum to obtain the secondary school leaving certificate.

At the end of the ninth grade, there is interoperability between the two VET tracks, without any aptitude test. Skills acquired during the sectoral foundation year(s) are assessed before moving on to specialised vocational training. General upper secondary graduates may enrol in any of the two VET tracks, without general subjects, to acquire a vocational qualification in two years.

A two-to-four-year special vocational school programme for SEN learners (Szakiskola) provides VET based on special framework curricula issued by the minister responsible for general education to acquire a partial (EQF level 2) or full (EQF level 3) vocational qualification.

Holders of the secondary school leaving certificate may enrol in post- secondary programmes in Technikum and higher VET programmes in higher education institutions. In both programmes, learners acquire an EQF level 5 VET qualification in two years and may transfer credits to a Bachelor (BA/BSc) programme in the same field.

Work-based learning is delivered in school-settings or through a practical training placement in companies. In contrast to the phasing out of apprenticeship contracts, as of 2020/21, learners may conclude vocational employment contracts to follow both (specialised vocational) theory and practice in companies.

After completion of lower secondary, those unsure of which pathway to follow can enrol in a one-year (optional) Career orientation development programme (EQF level 2). Learners unable to finish lower secondary by the age of 15 can enrol in the Springboard (Dobbantó) basic competences development programme followed by a catch-up programme delivered in school workshops (Műhelyiskola programme) to acquire the primary school leaving certificate attesting completion of lower secondary and/or an EQF level 2 or 3 partial qualification. These flexible programmes provide

alternatives for learners who struggle with traditional methods, focusing on competence and skills development.

In Hungary, the government now provides free access to two professions and one qualification for everyone. In the case of the first profession, until the first vocational certificate is obtained, in the case of the second profession for three-year-training, and in the case of a vocational qualification until the first qualifying examination is completed.¹

How quality assurance takes place?

In Hungary, quality assurance and quality improvement of VET has always been in the focus of the VET development policy. Since 2000 there has been a systematic quality assurance and quality improvement activity in formal VET (IVET) with the aim of better serving the demands/needs of the labour market/economy, improving the quality, attractiveness and effectiveness of VET and transferring VET institutions into learning organisations.

In the last few years, as part of the comprehensive reform of the Hungarian VET system as a whole and following the complete separation of the VET system from public education both legally and administratively from the 2020/2021 school year onwards, to support closer cooperation with the economy, Hungary has introduced changes to quality assurance, which have been strongly influenced by the EQAVET Framework. Objectives and measures outlined in the medium-term strategy for the renewal of the VET system in Hungary (VET 4.0 Strategy, adopted by the Government on 28 March 2019² and revised, updated in November 2023) as well as the relevant provisions of the new VET Act (of 19 November 2019) and its Implementing Regulation (of 7 February 2020) included the implementation of a standardised national quality management system (QMS) based on the EQAVET Framework.

This national quality management system for formal VET institutions was designed and developed in the second half of 2021, and the institutions had to elaborate their own QMS description by law before 31 August 2022.

Simultaneously changes to quality assurance have been introduced also in the adult training/CVET system. The new legal regulatory environment of adult training (the amended Act LXXVII of 2013 on Adult Training and its Implementing Regulation of 7 February 2020) refers also to quality assurance mechanisms of adult training providers, which include the establishment and operation of a QMS specified in the legislation and corresponding to the (principles of the) EQAVET Framework.

¹ For more information please visit

<https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/hungary-u3>

² Ministry for Innovation and Technology (2019): *VET 4.0 Medium-term policy strategy for the renewal of VET and adult learning: response of the VET system to the challenges of the 4th industrial revolution* adopted by the Government of Hungary on 28 March 2019. Available in English at

https://api.ikk.hu/storage/uploads/files/angol_szakkepzes_4_0_20210421pdf-1630061765173.pdf

System-level QA arrangements

IVET

The comprehensive quality management system of formal VET institutions consists of the following elements:

- **Quality policy:** It contains the institution's mission and vision, the strategic goals, quality objectives, and defines the organisational framework of the QMS.
- **Self-evaluation:** The Self-evaluation Guidebook, published on 8th February 2022 by the minister responsible for VET, contains a proposal for the process and methodology of the institutional self-evaluation every two years, which includes the self-evaluation of the institution's head (director). The Guidebook includes furthermore the 21 detailed EQAVET-based self-evaluation criteria against which institutions evaluate all the areas of their activities and the results achieved, the 24 indicators to be compulsory measured, the 11 processes to be compulsory regulated as well as the measuring tools of partner satisfaction surveys.
- **Performance evaluation of VET teachers and trainers and the institutional leaders:** The work and the performance of the VET teachers and trainers and the institutional leaders is evaluated at least every three years by the head of the VET institution based on the methodology proposed by the minister responsible for VET.
- **External evaluation:** It is used to evaluate the work of the VET institution and its head based on their self-evaluations and is to be conducted by law every four years by the IKK Innovative Training Support Centre. The evaluation follows the EQAVET-based evaluation criteria, the procedure and the methodology described in detail in the External Evaluation Guidebook issued by the minister responsible for VET.

In line with the relevant legislation, the set of criteria and measuring tools to be applied for self-evaluation, external evaluation and teacher-trainer performance evaluation incorporate the EQAVET indicative descriptors and the relevant EQAVET indicators.

For VET institutions, in order to prepare their QMS description by the statutory deadline, i.e. by 31 August 2022, professional documents, methodological guide(line)s have been elaborated centrally by the sectoral governance and published by the minister responsible for VET. The in-service training programmes "Quality management in VET institutions" and "Performance assessment and evaluation of VET teachers and trainers in practice" constitute another important element of the technical assistance and professional support provided for the institutions. All formal VET institutions belonging to the 41 VET centres were trained in both subjects.

Adult training/CVET

The quality assurance mechanisms of adult training/CVET have three main dimensions: licensing of the adult training activity, establishment of QMS of the adult training providers and the external evaluation of the QMS.

- Training providers have to apply for a licence that specifies the courses they are entitled to offer. The license is awarded for an indefinite period by the Pest County Government Office, based on the opinion of an expert committee.
- A compulsory requirement for issuing the licence is that adult training providers set up and operate their own QMS defined in the relevant legislation. The QMS guarantees – through the everyday activity, the related self-evaluation and by providing publicity – the continuous professional self-development, the continuous improvement of training, assets and human re-sources where improvements are based on publicly available data and feedback.

The adult training QMS also makes provision for the external re-view of adult training/CVET providers at least once in every six years. External evaluation examines if the adult training provider performs its training activity in accordance with the quality management system. The methodology and the tools to be used in the course of external evaluation should be adapted to the EQAVET Framework.

Provider-level QA arrangements

IVET

In the frame of the new QMS, formal VET institutions are required to

- Carry out VET teacher-trainer performance evaluation by the heads of the institutions at least every three years against the criteria developed on the basis of job evaluation and the EQA-VET Framework. The first three from the ten evaluation areas concern the evaluation of the given job and the other seven evaluation areas evaluate the professional competences and the performance of the VET teachers and trainers, each on a six-point scale. The head of the institution discusses the results of the evaluation with the teachers and trainers and approves their action plans.

In 2022 this performance evaluation system has been extended to institutional leaders (i.e. the deputy heads and the head of the institution). Evaluation of the deputy heads is again the responsibility of the head of the VET institution while the heads (directors) are to be evaluated by the maintainer (e.g., the General director of the VET centre). The institutions conducted the last evaluation round by the deadline of 30 April 2023.

- Regulate the processes included in the VET institution's process model in three process areas (Leadership-management, Education-teaching-training, Support functions and providing re-sources), test / pilot the process regulations, and implement the processes. The process descriptions of the 11 compulsory processes had to be completed by the institutions before 31 August 2023.
- Conduct the comprehensive institutional self-evaluation, including the self-evaluation of the institution and its head every two years by using the set of evaluation criteria, which is based on the EQAVET indicative descriptors on VET provider level.

The first institutional self-evaluation cycle started on 1 September 2022 and was completed by the institutions before 31 August 2024.

Within the two-year self-evaluation cycle the institutions implement the self-evaluation exercise according to the timetable set by them. Following the collection of the wide range of relevant information and data, in the course of self-evaluation the institutions assess and evaluate the achievement of their strategic goals and quality objectives, the operation of the regulated processes, the VET indicators to be collected on an annual basis, the developments in digital readiness and environmental sustainability of the institution, the functioning of the VET teacher-trainer and institutional leaders' performance evaluation system, survey the needs and satisfaction of relevant partners (learners, parents, teachers and trainers, dual training providers, companies employing graduates), identify strengths and areas for improvement and develop action plans to ensure improvements are made.

Adult training/CVET

The adult training/CVET providers must elaborate eight procedures within their QMS and define quality indicators connected to each of these eight procedures to evaluate the achievement of the targets assigned to the indicators. In case the target value is not achieved, the adult training provider shall implement corrective actions or change the target.

One of these eight procedures is the document describing the procedure for self-evaluation of the

adult training activity.

Similar to formal VET institutions, adult training/CVET providers are also required to carry out self-evaluation, but they are free to define the frequency, the execution and methods used, which are not regulated by legislation. Self-evaluations include the evaluation of the adult training activity, the competences and the work of the trainers, the achievement of the adult training provider's objectives and targets, the perceptions of adult learners, and are to be followed by corrective actions.

Which organisation(s) are responsible for VET policy?

The Ministry for Culture and Innovation is responsible for the central governance of VET, with sectoral ministries handling qualifications in their respective fields.

Coordination and policy implementation is ensured by the National Office of VET and Adult Learning and (since 2019) by the IKK Innovative Training Support Centre.

Stakeholders, social partners shape VET policy through participation in advisory bodies. The VET Innovation Council (a discussion forum for education and training providers, chambers, employers and trade unions) shapes national VET policies, and sector skills councils shape proposals for aligning VET programmes and qualifications with labour market needs. The Chamber of Commerce and Industry is responsible for the registration and attestation of apprenticeship placements and for the coordination of dual VET.

Recent policy developments

- Recent developments related to the EQAVET-based quality management system for formal VET institutions:

By now the national quality management system for formal VET institutions has been implemented in full, meaning that it has been fully integrated both into the national VET system and the everyday work, practice of the VET institutions. As the institutions are on different level of QMS implementation, our priority is to provide continued professional support to the institutions to implement and operate their QMS. This professional support activity is managed, organised and coordinated by the IKK Innovative Training Support Centre, with the involvement of quality management experts - practitioners and includes measures such as reviewing the institutions' QMS descriptions from professional point of view, providing targeted online and on-site consultations and thematic workshops always adjusted to the actual tasks of the QMS implementation. In the current 2024/2025 academic year more than 60% of the VET institutions made use of this kind of professional support where approx. 1600 teachers and trainers were involved.

The quality management activity of the institutions is also supported by the related in-service training programmes in the field of quality management, performance evaluation, preparations for the external evaluation.

- Recent developments related to the External Evaluation of VET institutions:
Following the development of the procedures and the methodology of the external evaluation of the VET institutions' quality management system, in the 2nd half of 2024
 - the methodology was piloted in 25 VET institutions.
 - the experts - external evaluators were selected and trained.
 - close to 1900 staff members of VET institutions (heads, and those responsible for quality management) attended the training course preparing them for the institutional tasks related to the external evaluation of their QMS.

- Other policy developments:
 - According to the recent modification of the Act on VET, effective from 10 May 2024, in formal VET on the request of the learner the VET institution issues a microcredential certifying the acquired learning outcomes (skills, knowledge, behaviour and responsibilities) and containing the syllabus of a success-fully completed vocational subject.
 - The Action Plan of the updated VET 4.0 Strategy includes a specific measure for developing the common, EQAVET-based quality management system of VET centres. Quality assurance of the lifelong guidance system for adults as a separate procedure should be part of this quality management system.

Do you use an EQAVET label or seal to certify VET providers in your country?

No.

Remark:

Hungary does not use an EQAVET label or seal to certify VET providers. However, the EQAVET NRP have considered this issue and elaborated a concept paper examining the feasibility of establishing an EQAVET label for adult training/CVET providers on the national level. The EQAVET label awarding procedure (including the criteria, actors, process etc.) was developed to accredit/certify adult training/CVET providers in line with the principles of the EQAVET Framework.

Specific projects in the country

The recent EQAVET project (2023-2026) continues the development work with managing, coordinating, monitoring and evaluating the results and operating the National Expert Network and the Stakeholder Working Group. The project team and experts will participate in EQAVET related national and international events for capacity building. During the project lifetime the description of the nationally adapted EQAVET Framework for IVET and C-VET on provider and system level will be revised and updated. Further improvement on self-evaluation process in IVET will include workshops and sharing of good practices. The main activities involve the development of the national VET graduate tracking system in line with European policy measures. We will cooperate with other EQAVET NRPs and engage in several peer review activities. We will continuously communicate with target groups and dissemination of project milestones.