

NQF state of play



Hungary 2020

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Overview

Stage of development: Activation stage

NQF linked to EQF: ✓

Scope of the framework:

Comprehensive NQF for lifelong learning encompassing all State-recognised national qualifications acquired in general education, HE, and the vocational qualifications in the national vocational qualifications register.

Number of levels:

Eight

Legal basis/stage of development:

Government Decision 1229/2012 on the Hungarian qualifications framework (in Hungarian)

NQF/EQF website:

🔗 [Website](#)

Qualifications register/database:

🔗 [HuQF qualifications database](#)

Introduction and context

Employment rates of recent graduates (ISCED levels 3-8) increased in the last decade by 10.1 percentage points (85.6% against 81.6% in the EU in 2019). However, skill shortages are relatively high and despite labour market demand for highly skilled workers, participation in higher education is below the EU average. Recent changes in the financial management of universities aims to increase their autonomy and ease cooperation with the business sector for innovation (European Commission, 2019; 2020).

One challenge in the country has been the high percentage of 15-year-olds with low achievement in basic skills (reading, maths and science) coupled with strong performance gaps among pupils from different socioeconomic backgrounds. The results of learners in basic skills are close to the OECD average in 2018, but the proportion of low achievers increased in reading and science in recent years (OECD, 2019b) ([1]). Early leaving from education and training is above the EU average (11.8%, against 10.2% in the EU in 2019), especially among learners from disadvantaged groups, particularly Roma, and in vocational education and training (VET).

Despite being associated with a high overall employment rate for recent graduates (ISCED 3 and 4) (82.6% against 75.9% in the EU, in 2019), the three-year practical-oriented VET track had high dropout rates and fewer opportunities in terms of progression routes in relation to the four-year VET programmes. A mid-term strategy to reform VET and reduce drop-outs was adopted in 2019; the new VET Act ([2]) reforms the content of VET programmes offered as of 2020-21. The vocational component of the *Technicum* programme, extended to five years, was strengthened to improve its labour market relevance. Three-year vocational school and *Technicum* programmes initiate learners in basic vocational education (in the first one or two years) before they opt for specialised vocational training leading to an occupation (European Commission, 2020). An early warning signal system for drop-out risks is being introduced in IVET schools and adult education (Cedefop and ReferNet, 2020). After primary education, an optional transition year for low performers to improve basic skills needed for entry to VET is being mainstreamed (Cedefop ReferNet Hungary, 2020).

Participation of adults in lifelong learning is low, (5.8% against an EU average of 10.8% in 2019) especially for the unemployed; half of the

adult population do not have the necessary level of digital skills.

A comprehensive national qualifications framework (NQF) for lifelong learning was adopted in 2012 ([3]). It encompasses State-recognised national qualifications acquired in general and higher education, vocational qualifications included in the national register of vocational qualifications (nationally referred to as register of vocational occupations) (*szakmajegyzék*, former OKJ) ([4]) and certain types of adult education certificates.

The Hungarian qualifications framework (HuQF) was referenced to the European qualifications framework (EQF) and self-certified to the qualifications framework of the European higher education area (QF-EHEA) in 2015.

Policy objectives

The main aims for development of the HuQF for lifelong learning are to provide a comprehensive framework that includes all state-recognised qualifications gained at different levels of education and training, and to strengthen the learning-outcomes approach at each level. The framework is expected to increase education and training transparency, and compatibility and transferability of qualifications between national education subsystems and between formal and non-formal pathways. The HuQF has the following objectives (Hungarian Education Authority, 2015):

- a. to create a coherent national qualification system by bringing together regulative measures of different subsystems of education and training into a unified system, including those acquired outside the formal system;
- b. to strengthen the outcome-based approach in regulatory documents;
- c. to strengthen quality assurance systems;
- d. to recognise learning outcomes achieved in non-formal and informal settings;
- e. to strengthen coordination of education and training policies and cooperation with stakeholders;
- f. to orient better the design of new qualifications and education and training programmes, and revision of existing qualifications;
- g. to provide better support to individual career choices, as well as career guidance and counselling systems;
- h. to systematise information about qualifications and to make the system understandable to employers in a European context;
- i. to improve the relevance of qualifications in the labour market.

The HuQF can also play an important role in supporting lifelong learning. Adult participation remains a challenge, especially among the unemployed and those without qualifications (Cedefop and National Office of VET and Adult Learning, 2019). Only 50% of the population has at least basic digital skills; the country's aim is to reach the EU average with respect to digital literacy and usage. In IVET and adult education subsystems, improving the labour market relevance and international dimension of qualifications are among the priorities of the 2019 VET strategy. Recent legislation ([5]) clearly defines learning outcomes as standards for curricula and introduces digital skills in vocational qualifications requirements (Cedefop and ReferNet, 2020; European

Commission and Cedefop, 2020).

Levels, learning outcomes and qualifications

The HuQF has an eight-level structure and is viewed as a 'communication framework'. The level descriptors are defined in four categories: knowledge, skills, attitudes and autonomy/responsibility (Hungarian Education Authority, 2015). These are directly comparable with homologous categories in the EQF, except for the 'attitude' category (which includes emotional, cognitive and behavioural components in relation to the object of learning) which is not present as such in the EQF.

The focus on learning outcomes has been an important part of HuQF development and implementation, with the greatest support from qualifications developers and research studies in different education and training subsystems. First findings of the recently commissioned status report of the HuQF ([6]) suggest that the use of learning outcomes, although widespread in regulatory documents, varies among practitioners depending on their level of awareness and established pedagogical practices. Guides and handbooks on how to write and use learning outcomes, or on the development of qualifications or on curricula design, have been prepared for VET and HE providers by different institutions (such as Education Authority, Tempus Public Foundation, higher education institutions) (European Commission and Cedefop, 2020).

In general education a reform of the national core curriculum initiated in 2017, aiming to incorporate the learning outcome-based approach, was finalised in early 2020 ([7]). New national framework curricula ([8]) define per subject learning outcomes in terms of content (knowledge), developmental goals to be achieved by the end of a learning cycle or thematic unit (skills), the attitude to learning and the ability of autonomous learning ([9]).

Vocational education and training was reformed in the last decade in terms of content, funding and governance with the aim of improving its attractiveness (Cedefop and National Office of VET and Adult Learning, 2019). Since September 2018, central governance of VET and adult learning has been under the Ministry for Innovation and Technology ([10]) to foster links with the labour market. VET qualifications documents have included HuQF levels since 2019. The VET Act LXXX of 2019 ([11]) reformed the national register of vocational qualifications (nationally referred to as register of vocational occupations) ([12]) which includes a

reduced number of qualifications giving holders the right to perform a wide range of activities in a specified occupation/sector. New IVET curricula have been introduced in school-based VET as of 2020-21 ([13]). The development of HuQF level descriptors (particularly skills, responsibility and autonomy) reflects an increased focus on transversal competences and digital skills. In some VET programmes, learners acquire a partial qualification defined in the qualification standards of the full qualification listed in the register.

Learning outcomes have appeared in higher education qualifications requirements through regulatory measures and acts. The learning requirements and outcomes for qualifications listed in the higher education qualifications register were defined according to QF-EHEA in 2006 and further modified in line with the HuQF level descriptors in August 2016 ([14]). Shifting to an outcomes-based approach using learning outcomes in designing programmes and learning modules is under implementation in higher education. A five-year higher education strategy (2016) aims to align higher education programmes better with labour market needs and introduce dual programmes ([15]). In September 2019, higher education was placed under the responsibility of the Ministry for Innovation and Technology ([16]).

The learning-outcome approach is gradually spreading in adult education and training ([17]) regulated by government Decree 11/2020 ([18]) and 12/2020 ([19]). Adult training programmes, which are correlated with HuQF/EQF levels on the basis of new requirements expressed in learning outcomes ([20]), are approved by the Ministry for Innovation and Technology responsible for VET and higher education and are publicly available online together with IVET curricula ([21]). The aim is to provide a flexible training offer quickly adaptable to the needs of the sectors and opening up the possibility to take up an exam and acquire a vocational qualification ([22]).

Institutional arrangements and stakeholder involvement

A comprehensive national qualification framework (NQF) for lifelong learning was adopted by the Government Decision 1229/2012 ([23]); it regulated the development phase of the HuQF. However, the full legislative integration of the HuQF has not yet been achieved: at subsystem level, different acts, government and ministerial decrees regulate certain details or refer, for example, to qualifications levels. To become fully operational, some important elements of maintenance, operational functioning and further development of HuQF are to be established, which would include, for example, rules on levelling and including qualifications in HuQF or quality assurance issues (European Commission and Cedefop, 2020).

Two ministries have the overall responsibility for developing and implementing the HuQF and initiating related legislation: the Ministry of Human Resources, responsible for general education, and the Ministry for Innovation and Technology, responsible for higher education (and for the registry of qualifications obtainable in higher education) ([24]) and IVET qualifications standards ([25]). Other ministries have responsibilities for the standards and regulations of qualifications for the sectors they oversee ([26]). On a day-to-day basis, the NQF secretariat (also EQF NCP) is entrusted with functions and tasks related to HuQF; EQF NCP is integrated in the organisation of the Education Authority as part of its Unit for International Relations. The Education Authority ([27]), an agency of the Ministry of Human Resources, manages the national systems of assessment in general education and the secondary school leaving exam ([28]); it provides professional and secretariat support to the HuQF interministerial task force and also runs the HuQF qualifications database. ([29]) It currently links to and includes qualifications available in the HE and VET subsystem qualifications registers and one qualification in general education (upper secondary school leaving exam, *matura*).

The National Office of VET and Adult Learning (NOVETAL) ([30]) supervised by the Ministry for Innovation and Technology, ensures coordination and implementation of national VET and adult learning policies and qualification and curricula development in the VET institutions ([31]). The Hungarian Chamber of Commerce and Industry, as a public body, has decisive powers in adult education; in some cases, it has exclusive decision-making competences. The adult education sector,

following the VET reform introduced in 2019 ([32]) is undergoing changes to be aligned to the new assessment and qualification standards.

The stakeholder role in the daily running of HuQF implementation has been limited to participation in an HuQF inter-ministerial task force ([33]) and other sector-specific committees (European Commission and Cedefop, 2020). The Act CXCI ([34]) and the VET Act LXXX 2019 ([35]) set up sector skills councils ([36]), where employers are represented by at least 51%, to align VET curricula with labour market needs by making proposals to inform decision-making ([37]). Skills councils took over the responsibilities of the national VET qualification board and are coordinated by the Chamber of Commerce, chamber of agriculture in some sectors (Cedefop; National Office of VET and Adult Learning, 2019) and are responsible for the development of adult training programme requirements.

Of the three education subsystems, involving stakeholders from general education remains a challenge to be addressed.

Quality assurance is regulated by legal frameworks in education and training subsystems. In general education ([38]) quality assurance is built on the processes of accreditation, authorisation, registration, control and evaluation. The Education Authority and the Hungarian Accreditation Committee (*Magyar Akkreditációs Bizottság*) ([39]) support the minister responsible for higher education in higher education monitoring and external evaluation ([40]). The government decree Nr.12/2020 ([41]) introduces accredited examination centres in VET by 2025. Certified by the National Accreditation Office (*Nemzeti Akkreditációs Hivatal*), they should run the final vocational examinations for VET qualifications. The Innovative Training Support Centre (IKK), established to support the implementation of the 2019 VET Act ([42]), organises vocational examinations in the sectors/fields of studies where no accreditation centre is in place.

The HuQF provides the opportunity for dialogue between various education and training subsystems and institutions and between education and labour market.

Recognising and validating non-formal and informal learning and learning pathways

[43]

The legal frameworks governing VET, higher education and adult education allow for validation and recognition of prior learning. National strategies ([44]) set validation as a clear objective, but without an overall validation policy and procedure. Education institutions tend to operate validation autonomously in the framework of their given legal environment. Validation practice is limited and fragmented, while essential elements (strategic goals, funding, stakeholder participation, quality assurance, preparation for participants) are missing. In each education sector, validation is developed through one-off projects.

In adult training, matching previously acquired competences with training standards, evaluation (mostly test) and exemption from a given part of the training programme are steps of the recognition procedure. The Adult Training Act ([45]) established prior learning assessment and recognition as an individual right. Subsequent amendments ([46]) made the assessment of prior learning an obligation in vocational education and language training but did not manage to ease the application process nor regulate the procedure of the assessment.

Regulation of the VET examination system has been 'open' to validation since 1993 ([47]), making it possible for applicants to take an examination without entering a formal VET programme, though this option is not much used.

The shift to a learning-outcomes approach supports the implementation of validation in Hungary. From 2020/21, formal VET qualifications are restructured around job activities in a sector/occupation, transversal competences and digital skills ([48]). In adult training, new programme requirements (*programkövetelmények*) ([49]) are being developed for qualifications that are not regulated by law. In adult training, assessment of prior learning (competence) is compulsory.

Further NQF development and implementation is expected to support validation because the framework is open to include qualifications obtained through validation of prior learning achieved in non-formal and informal settings. However, no rules have been set out on the link between validation and the NQF.

NQF implementation and impact

The HuQF was formally adopted by Government Decision No 1229/2012 and undergoing activation. It encompasses State-recognised national qualifications acquired in general education (primary school and secondary education, *matura*), higher education qualifications ([50]) (BA/BSc, MA/MSc and PhD, postgraduate specialisation training) and vocational qualifications included in the national register of vocational qualifications.

The former classification of adult training programmes ceased to exist ([51]). The amended Adult Training Act ([52]) made a distinction only on whether adult training providers have to authorise or only declare their activity. To be authorised, programmes should follow new requirements expressed in learning outcomes and correlated with HuQF/EQF levels; after completion of the programme and passing a final vocational examination ([53]) learners can acquire a vocational qualification.

HuQF developments were closely linked to the legal provisions in all subsystems of education and training: VET law (2011) ([54]) and amendments, law on general education (2011) ([55]), Act on Adult Learning (2013) ([56]) and amended law on higher education (2011) ([57]).

General education qualifications (regulated by the Act CXC of 2011) have been linked to HuQF levels: the leaving certificate awarded after six grades of primary school; the primary education qualification certifying the completion of the first eight grades; the secondary education qualification certifying the completion of secondary education after the 12th grade; the certificate for the secondary school leaving examination; and the bridge programme ([58]). With the exception of the certificate for upper secondary school leaving examination, *matura* (HuQF level 4), the HuQF/EQF levels are not indicated on certificates or diplomas of general education. This is also the only qualification from general education that is included in the HuQF qualifications database.

In VET, using HuQF/EQF levels is regulated by law ([59]); both levels are included in new certificates. Qualifications from higher education were also assigned to HuQF/EQF levels. A 2015 decree ([60]) made it compulsory to indicate HuQF and EQF levels in diplomas. All established higher education qualifications standards refer to HuQF as reference point. Higher education qualifications and diplomas (bachelor, master,

and post-graduate specialisations) include both HuQF and EQF levels. These are also indicated on Europass documents (VET certificate and HE diploma supplements).

For future stages of development, the framework is open to linking qualifications acquired in non-formal settings, training regulated by the Adult training Act, international qualifications and other certificates awarded by private providers.

For international information, comparison and for wider public use an open access online HuQF qualifications database has been set, indicating HuQF/EQF levels ([61]). It currently includes State-regulated qualifications from VET and HE and the certificate for upper secondary school leaving examination, *matura (érettségi bizonyítvány)*. The information comes from two registers: the national vocational qualifications register, OKJ ([62]) and the higher education qualifications register ([63]) (Cedefop and ReferNet, 2020).

The national contact point (NCP) runs different activities to raise awareness about the HuQF and learning-outcomes approach. It has recently commissioned a group of experts to analyse HuQF implementation in different education subsystems; a status report on overall implementation of the HuQF is expected. First findings suggest that the use of learning outcomes, although widespread in regulatory documents, varies among practitioners depending on their level of awareness and established pedagogical practices. Integration of the HuQF in the national legislation system is not well balanced, covering formal qualifications, but having very limited influence in developing qualifications awarded outside formal education and training.

Referencing to the EQF

The Hungarian qualifications framework was referenced to the EQF and self-certified to the QH-EHEA in 2015 ([64]). Since its establishment, the national qualification system has been implemented in a moderate pace, particularly in VET with the inclusion of new qualifications; this suggests that an updated referencing report is not considered in the near future (European Commission and Cedefop, 2020).

Important lessons and future plans

The HuQF has been designed as an overarching framework for lifelong learning aiming to ease communication between education subsystems and various stakeholders. So far, balanced legislative integration of HuQF in the national qualification system is only partially achieved. The HuQF was established by a government decision, while implementation among the three education subsystems (VET, higher education, general education) is fragmented (act, government decree, ministerial decree) and cooperation across these remains a challenge.

Streamlining and formalising the governance, management and quality assurance of the HuQF would be an important step into full implementation of the framework. This requires further clarification of HuQF policy goals, agreeing roles and responsibilities of different actors and overall coordination of the HuQF for lifelong learning, as well as intermediary implementation structures. An explicit strategic vision to integrate the HuQF in the different education subsystems is still to be defined. Future tasks include involving stakeholders from general education, as well as wider dissemination of the benefits of the framework among end-users (students, parents, employers and employees) including experts and practitioners in the formal education system. Awareness among guidance practitioners and employment services is underdeveloped; supporting further implementation of the HuQF by raising the level of awareness in all formal education subsystems among practitioners is essential (European Commission and Cedefop, 2020).

Following the work on HuQF development and on the referencing process, use of learning outcomes and level descriptors in formal VET qualifications is being implemented as of 2020-21; HuQF development work in the non-formal adult training and related work on validation of prior learning in non-formal training is at initial stages.

Main sources of information

- The Education Authority hosts the EQF NCP:
<http://www.oktatas.hu/>
- HuQF/EQF webpage:
https://www.hungarianqualification.eu/qualification_frameworks/eqf
- HuQF qualifications database:
<https://www.hungarianqualification.eu/search>
- Hungarian Education Authority (2015). *Referencing and self-certification report of the Hungarian qualifications framework to the EQF and to the QF-EHEA*.
https://ec.europa.eu/ploteus/sites/eac-eqf/files/HuQF_referencing_report.pdf

National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
8	PhD/DLA (doctor of liberal arts) (Doktori fokozat)	8
7	Master degree (MA/MSc) (Mesterfokozat) Advanced postgraduate qualifications - having as entry requirement a MA/MSc degree (Felsőfokú szakirányú továbbképzés)	7
6	Bachelor degree (BA/BSc) (Alapfokozat) Advanced VET qualifications - having as entry requirement a BA/BSc degree (Felsőfokú végzettséghez kötött szakképesítés) Advanced postgraduate qualifications (entry requirement is BA/BSc degree) - having as entry requirement a BA/BSc degree) (Felsőfokú szakirányú továbbképzés)	6
5	Postsecondary full and add-on VET qualifications - having as entry requirement the upper secondary school leaving examination (Érettségire épülő szakirányú OKJ szakképesítés) Add-on OKJ qualifications build on one or more full qualifications. These consist of additional modules that extend the scope of activities for which the holder is qualified. Postsecondary full and add-on VET qualifications - having as entry requirement the upper secondary school leaving examination (Érettségire épülő szakirányú OKJ szakképesítés) Add-on OKJ qualifications build on one or more full qualifications. These consist of additional modules that extend the scope of activities for which the holder is qualified. Higher Education Short Cycle qualification - having as entry requirement specific vocational qualifications (felsőfokú szakképzettség)	5

Certificate for upper secondary school leaving examination, matura (érettségi bizonyítvány)

General upper secondary school leaving certificate (gimnáziumi záróbizonyítvány)

Vocational grammar school leaving certificate (szakgimnáziumi záróbizonyítvány)

Vocational secondary school leaving certificate (szakközépiskolai záróbizonyítvány)

Full/add-on VET qualification of vocational secondary schools (szakiskolában megszerezhető teljes vagy ráépüléses OKJ szakképesítés)

Add-on OKJ qualifications build on one or more full qualifications. These consist of additional modules that extend the scope of activities for which the holder is qualified.

Partial/full VET qualification of vocational grammar schools (szakgimnáziumban megszerezhető rész- vagy teljes OKJ szakképesítés)

Partial qualifications cover a subset of the modules included in a full qualification. They prepare the holder for simpler occupations or for a narrower scope of tasks.

3	Leaving certificate and VET qualification (vocational schools for SEN students) (és OKJ Speciális szakiskolai záróbizonyítvány szakképesítés) Lower secondary and secondary level partial, full and add-on VET qualifications (Alapfokú és középfokú teljes, rész- és ráépüléses OKJ szakképesítés) Add-on OKJ qualifications build on one or more full qualifications. These consist of additional modules that extend the scope of activities for which the holder is qualified. Partial qualifications cover a subset of the modules included in a full qualification. They prepare the holder for simpler occupations or for a narrower scope of tasks. Lower secondary and secondary qualifications have different access requirements. Source:Hungarian Education Authority, 2020.	3
2	Primary (general) school leaving qualification - primary level educational attainment, eight years (általános iskolai záróbizonyítvány) Leaving certificate of skills development (vocational schools for SEN students) eight years) (Speciális készségfejlesztő szakiskolai bizonyítvány) Partial VET qualification after Vocational Bridge Programme (Híd program) Partial qualifications cover a subset of the modules included in a full qualification. They prepare the holder for simpler occupations or for a narrower scope of tasks.	2
1	Leaving certificate after six grades of primary school for students who move to general secondary schools covering grades 7 to 12 (6. osztályos általános iskolai bizonyítvány)	1

Acronyms

IVET	initial education and training
EQF	European qualifications framework
HuQF	Hungarian qualifications framework
VET	vocational education and training
NQF	national qualifications framework
NCP	national contact point
NVQR	national vocational qualifications register
QF-EHEA	qualifications framework of the European higher education area

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Related content

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2020

Hungary - European inventory of NQFs 2020

European inventory of NQF



Hungary