

Indicator	Results ¹	Comments
<p>1. Relevance of quality assurance systems for VET providers</p> <p>a) share of providers applying internal quality assurance systems defined by law/at own initiative</p> <p>b) share of accredited VET providers</p>	<p>In the Hungarian context, the meaning of this indicator is the following:</p> <p>This is a system-level indicator, supported currently by the legal regulation of adult training. According to the present legislation, adult training providers have to apply for a license of operation which is awarded by the competent authority (NSZFH) for an indefinite period. One of the preconditions of issuing such a license is that the adult training provider has to have a quality assurance system in operation which meets the requirements of the QA Framework for adult training which is specified in a separate Ministerial Decree. The QA Framework for adult training is in line with EQAVET principles.</p> <p>NSZFH keeps the register of the licensed adult training providers.</p>	<p>CVET</p>
<p>2. Investment in training of teachers and trainers</p> <p>a) share of teachers and trainers participating in further training b) amount of funds invested</p>	<p>In Hungary, the meaning of this indicator is as follows:</p> <p>It is also a system-level indicator, which shows the ratio / proportion of the resources used in line with the (attainment of) sector-level aims. Nowadays, when very significant contextual, structural and methodological changes are taking place in the Hungarian VET system, this indicator has a special importance as the learning needs of teachers and trainers within VET is one of the most crucial factors for improving the quality of VET. The role of this indicator is also important at regional and institutional level, and it has a clear connection with the aims of the VET sector, the regions and the institutions.</p>	<p>IVET</p>

¹ Please indicate where applicable the data are for IVET and/or CVET and specify the year

<p>3. Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)</p>	<p>In the Hungarian context, the meaning of this indicator is as follows:</p> <p>This indicator gives information at different levels of VET: VET sector / maintainer level, regional level, and of course it is an important indicator for providers, too. It is worthwhile to revise on sector-level the participation rates in different school types, the participation rate in VET and within this the rate of participation in secondary vocational education (4-year programmes providing VET parallel to general education + 1 year vocational post-secondary non-tertiary programme (optional) for 14/ 18/19 year old learners) and the rate of participation in vocational training schools (3-year programmes of general education and VET, with a high proportion of practical training (dual model) for pupils aged 14-16). These rates can establish very important decisions at sector, regional and local levels, too.</p>	<p>IVET, CVET</p>
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<p>4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>In Hungary, the meaning of this indicator is as follows:</p> <p>This indicator is important both at system and institutional levels. It shows the efficiency of the training supply and the training programmes at sector, regional and institutional level and delivers the main output data for the employability objective. It is one of the important indicators of renewing and modernising the training content, as the modular structure vocational training and the differentiated outputs of the (competence-based) National Qualifications Register (NQR / OKJ) identified the decrease of drop-out rates (as another valuable indicator of quality) and the provision for participants of differentiated individual learning pathways as priorities.</p> <p>The modular structure ensures the possibility of joining the school-based VET (IVET) and the course-based vocational training (CVET, adult training) at system level based on differentiated NQR (shift towards the uniform content regulation in the Hungarian VET sector).</p>	<p>IVET, CVET</p>
<p>5. Placement rate in VET programmes:</p> <p>a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3)</p> <p>b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	<p>In Hungary, the meaning of this indicator is as follows:</p> <p>It is a fundamental indicator at all levels of VET which can monitor the effectiveness of the changes in the content at system level, and also transfers socio-political aspects. Regarding social policy, it is an important factor whether or not the economical development trends which can act upon the training structure of the VET system appear among the aims. The indicator provides information in reference to the whole training structure, to the trade groups and to the qualifications but useful conclusions can be drawn at regional and institution level, too. This is a determinative indicator, which measures the effectiveness and efficiency of VET along different segments.</p>	<p>IVET, CVET</p>

<p>6. Utilisation of acquired skills at the workplace:</p> <p>a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>In Hungary, the meaning of this indicator is as follows:</p> <p>This indicator serves the assessment of the structure of the National Qualifications Register, it is suitable for the monitoring of differentiated VET, and also the compliance of the range of qualifications with labour market needs can be examined by this indicator. This indicator also qualifies the content definition of the partial and built-on qualifications, and also measures the efficiency of content regulation at sector, regional and institution level. The most important aim of the renewal of the content regulation is that instead of the previous knowledge-based teaching the process of competence development has become into the focus of training. The key question is that how far graduates can utilise the competences acquired during the training within a work-based situation. How far the training content, the personal and inter-personal competences, the competences regarding employment can help finding and fulfilling a job, and flexibility meeting the requirements of labour market.</p>	<p>IVET, CVET</p>
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<p>7. Unemployment rate (4) according to individual criteria</p>	<p>In Hungary, the meaning of this indicator is as follows:</p> <p>This is an important indicator at sector, regional and local levels, which provides contextual information about VET as a whole, including its content and supply characteristics. Of course, this indicator can also be examined on an institutional level as it is worthwhile to investigate the status and development of this indicator prior to defining the institutions' strategy, planning capacities, starting a development / improvement action, establishing and operating a teacher's in-service (further) training system.</p>	
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<p>8. Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p> <p>b) success rate of disadvantaged groups according to age and gender</p>	<p>In Hungary, the meaning of this indicator is as follows:</p> <p>This is a very significant indicator at each level of VET. It can be a measure of flexibility of the changed Hungarian vocational training structure as one of the aims of having a differentiated VET structure in place is to help the individual to achieve a qualification which is useful for both the individual and the society. The system of partial qualifications, the different learning pathways facilitated by the modular VET / NQR promote the involvement of vulnerable groups in vocational training.</p>	<p>IVET, CVET</p>
<p>9. Mechanisms to identify training needs in the labour market:</p> <p>a) information on mechanisms set up to identify changing demands at different levels</p> <p>b) evidence of their effectiveness</p>	<p>In Hungary, the meaning of this indicator is as follows</p> <p>This is a sector and regional level indicator, which has to be supported by a system defining the training directions and proportions. For the recently started county level structure control in the Hungarian VET it is an important indicator, which shows what and how effective methods are (to be) applied for the definition of the structure of the training both within and outside the school system (i.e. in adult training) in order to adapt VET to developments in the labour market.</p>	<p>IVET, CVET</p>
<p>10. Schemes used to promote better access to VET:</p> <p>a) information on existing schemes at different levels</p> <p>b) evidence of their effectiveness</p>	<p>In Hungary, the meaning of this indicator is as follows:</p> <p>This is a sector level indicator, which is an important element in the establishment of equal opportunities. It contains the work of the supporting mechanisms, the provision of Lifelong Learning opportunities through the openness of both the vocational and adult training.</p>	<p>IVET, CVET</p>

(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.