



EUROPEAN
INVENTORY
OF NQFs 2024
HUNGARY

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A great deal of additional information on the European Union is available on the internet. It can be accessed through the Europa server (<http://europa.eu>).

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1. Introduction

Cedefop’s work on qualifications frameworks dates back to 2003. The Centre has contributed to the conceptual development of the European Qualifications Framework (EQF) and has supported its further implementation, working alongside with the of national authorities and stakeholders to introduce and develop national qualifications frameworks (NQFs). This report is part of the European inventory of NQFs, which systematically maps and analyses NQF developments in countries participating in the EQF process. The inventory is updated biennially in close cooperation with the EQF Advisory Group, the European Commission and the European Training Foundation. The report provides a detailed description of the structure of the [Hungarian Qualifications Framework \(HuQF\)](#) (*Magyar Képesítési Keretrendszer, MKKR*) and its institutional arrangements. It also examines the framework’s implementation and its impact on broader policy areas, focusing on key developments since 2022.

The HuQF was adopted in 2012. It covers State-recognised qualifications acquired in general and higher education, vocational qualifications included in the national register of vocational qualifications, and certain State-recognised adult education and training qualifications. Adult training qualifications can also be awarded outside formal education and training. The HuQF was jointly referenced to the EQF and self-certified to the qualifications framework of the European higher education area (QF-EHEA) in 2015.

2. National context

2.1. Policy context

In 2022, the public expenditure on education as a percentage of gross domestic product (GDP) increased compared to 2020 from 4.8% to 5.1%, higher than the EU-27 average of 4.7% ⁽¹⁾. In 2023, the percentage of tertiary education attainment (age 25–34) was 30.1%, well below the EU-27 average of 43.1% for the same year ⁽²⁾. In contrast, participation in upper secondary vocational education and training (VET) increased in 2022 to 52.9% (49.7% in 2021), above the EU average of 49.0% for the same year ⁽³⁾. The employment rate of VET graduates in 2023 was at 83.5%, also above the EU average of 81.0% (European Commission, DG

(1) More information at Eurostat [[gov_10a_exp](#)], accessed 22.1.2025.

(2) More information at Eurostat [[edat_ifs_9912](#)], accessed 22.1.2025.

(3) More information at Eurostat [[educ_uoe_enra13](#)], accessed 22.1.2025.

Education, Youth, Sport & Culture, 2024). Participation in early childhood education in 2022 was 92.6% ⁽⁴⁾, close to the EU average of 93.1%. In 2023, the share of early leavers from education and training (aged 18–24) was 11.6%, higher than the EU average of 9.5% ⁽⁵⁾. Finally, the adult participation in learning increased to 9.5% (5.9% in 2021), but it remains below the EU average of 12.8% for 2023 ⁽⁶⁾.

2.2. NQF legal basis

The HuQF was adopted by [Government Decision 1229/2012 on the Hungarian qualifications framework](#), which regulated the development phase of the HuQF. However, full legislative integration of the HuQF has not yet been achieved. A series of acts and government and ministerial decrees, governing the different education sectors, regulate issues such as qualification levels ⁽⁷⁾. For example, Government Decree No 12/2020 on the implementation of the 2019 Act on VET lists all new formal VET qualifications and indicates their HuQF level (European Commission & Cedefop, 2022). For the HuQF to become fully operational, some important elements relating to the maintenance, operational functioning and further development are still to be established, such as rules on levelling and including qualifications in the HuQF, or quality assurance issues (European Commission & Cedefop, 2020).

3. NQF objectives

The overall aim of the HuQF is to provide a comprehensive framework that includes all State-recognised qualifications, along with qualifications awarded outside formal education. The HuQF has the following objectives:

- (a) to increase the transparency, comparability and transferability of qualifications among education sectors and between formal and non-formal pathways;
- (b) to strengthen the learning-outcomes approach at each education level;
- (c) to strengthen quality assurance;
- (d) to promote the recognition and validation of non-formal and informal learning;
- (e) to strengthen the coordination of education and training policies and cooperation with stakeholders;
- (f) to better orient the design and revision of qualifications and programmes;

⁽⁴⁾ More information at Eurostat [[educ_uae_enra21](#)], accessed 22.1.2025.

⁽⁵⁾ More information at Eurostat [[edat_ifse_14](#)], accessed 22.1.2025.

⁽⁶⁾ More information at Eurostat [[sdg_04_60](#)], accessed 22.1.2025.

⁽⁷⁾ [VET Act LXXX](#) of 2019; [Act LXXVII](#) of 2013 on adult training and [Government Decree No 11/2020](#) implementation the act; [Act CCIV](#) of 2011 on national higher education; [Act CXC](#) of 2011 on national public education.

- (g) to promote career guidance and counselling;
- (h) to promote lifelong learning;
- (i) to improve the labour market relevance of qualifications and increase the transparency of qualifications among employers at the European level (Educational Authority, 2015).

4. Levels, learning outcomes and qualifications

4.1. NQF structure and level descriptors

The HuQF has an eight-level structure. The [level descriptors](#) are defined in four categories: knowledge, skills, attitudes and autonomy/responsibility (Educational Authority, 2015). They are directly comparable to the EQF level descriptors, except for the ‘attitudes’ category, which is not present as such in the EQF. This category includes emotional, cognitive and behavioural components relating to the object of learning.

4.2. NQF scope and coverage

The HuQF covers State-recognised qualifications awarded in general and higher education ⁽⁸⁾ and vocational qualifications included in the [national register of vocational qualifications](#) (nationally referred to as the register of vocational occupations – *szakmajegyzék*). Further, two types of qualifications at HuQF level 4 were introduced: the general, vocational upper secondary school leaving certificate (*gimnáziumi, szakgimnáziumi, technikumi záróbizonyítvány*) and the upper secondary vocational qualification (full, add-on, partial) (*középfokú szakképesítés, szakma, részzakma, részzakképesítés*). As of September 2024, 612 formal qualifications in higher education, general education and VET are included in the HuQF (European Commission & Cedefop, 2024). Since 2020, basic qualifications (*alapszakmák*) have been included in the register and levelled to the HuQF; they are only offered by the new school-based VET system ⁽⁹⁾. Also, since 2020, qualifications awarded outside the school system by training providers have been regulated by the Act on Adult Education. Adult vocational training qualifications regulated and recognised by the State can be awarded outside formal school-based education and training. They are also levelled to the HuQF based on their approved programme requirements (*programkövetelmények*),

⁽⁸⁾ In accordance with Government Decree No 139/2015 the register of qualifications acquired in higher education includes short-cycle qualifications at level 5.

⁽⁹⁾ The HuQF level is mentioned in their programme and outcome requirements (Képzési és Kimeneti Követelmények).

expressed in learning outcomes ⁽¹⁰⁾ (European Commission & Cedefop, 2022). After completing the programme and passing a final vocational examination ⁽¹¹⁾, learners can acquire a vocational qualification. Partial vocational qualifications are also offered at HuQF levels 2-4. These are the lower secondary vocational qualification (partial) (*részszakma*) and partial qualification (*alapfokú részsakképesítés, részszakma*) at HuQF level 2, the vocational qualification (partial) (*részszakma*) (HuQF level 3), and the upper secondary vocational qualification (full, add-on, ⁽¹²⁾, partial) (*középfokú szakképesítés, szakma, részszakma, részsakképesítés*) (HuQF level 4).

The HuQF is in principle open to qualifications awarded outside formal education and training and to microcredentials; the decision to include such qualifications in the HuQF is still pending. Currently the system of microcredentials is in the early legislation phase (European Commission & Cedefop, 2024).

Table 1. Hungarian qualifications framework (HuQF)

HuQF level	Type of qualification	EQF level
8	Doctoral degree (PhD/DLA/ DBA) (<i>Doktori fokozat</i>)	8
7	Master degree (MA/MSc) (<i>Mesterfokozat</i>) Postgraduate qualification with a master degree as a prerequisite (<i>Szakirányú továbbképzési szakképzettség</i>)	7
6	Bachelor degree (BA/BSc) (<i>Alapfokozat</i>) Vocational qualification with a higher education degree as a prerequisite (<i>Felsőfokú végzettséghez kötött szakképesítés</i>) Postgraduate qualification with a bachelor degree as a prerequisite (<i>Szakirányú továbbképzési szakképzettség</i>)	6

⁽¹⁰⁾ Programme requirements (programkövetelmények) indicate HuQF levels.

⁽¹¹⁾ In accredited examination centres established gradually by 2025. The Innovative Training Support Centre (IKK) will run such exams in sectors for which no accredited examination centre is established.

⁽¹²⁾ An add-on vocational qualification is an additional training course after obtaining a vocational certificate. It complements knowledge and skills in a specific subject area.

HuQF level	Type of qualification	EQF level
5	Advanced-level vocational qualification (full, add-on, technician) (<i>Emelt szintű szakképesítés, szakképesítés-ráépülés, technikus szakképzettség</i>) Higher education short-cycle qualification (<i>Felsőoktatási szakképzettség</i>)	5
4	Upper secondary school leaving examination certificate – <i>matura</i> (<i>Érettségi bizonyítvány</i>) General, vocational upper secondary school leaving certificate (<i>Gimnáziumi, szakgimnáziumi, technikumi záróbizonyítvány</i>) Vocational upper secondary qualification (three-year VET programmes) (<i>középfokú szakmai bizonyítvány, 3 éves szakképzési programok</i>) Upper secondary vocational qualification (full, add-on, partial) (<i>középfokú szakképesítés, szakma, részzakma, részzakképesítés</i>)	4
3	Completed 10th grade in upper secondary education (<i>befejezett 10. osztály</i>) Vocational qualification (partial (*)) (<i>Részzakma</i>)	3
2	Completed eighth grade in lower secondary education (<i>befejezett 8. osztály</i>) Lower secondary vocational qualification (partial) (<i>Részzakma</i>) Partial qualification (<i>Alapfokú részzakképesítés, részzakma</i>)	2
1	Completed sixth grade in lower secondary education (<i>befejezett 6. osztály</i>)	1

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

Source: European Commission & Cedefop (2024).

4.3. Use of learning outcomes

Promoting learning outcomes has been an important part of the HuQF development and implementation process. The introduction of the framework has encouraged the use of learning outcomes in the design and development of education programmes. In addition to developing learning outcome-based qualifications, Hungary aims to embed the learning outcomes approach in education and training by encouraging stakeholders to endorse and apply this approach. In practice, although the use of learning outcomes is widespread in regulatory documents, it varies among education sectors, depending on established pedagogical practices and stakeholders' awareness. Guides and handbooks on how to write and use learning outcomes in qualification and

curriculum design have been prepared for VET and higher education providers. Seminars and conferences, mainly focusing on general education, have also taken place (Educational Authority, 2020). The EQF national coordination point (NCP) also actively promotes the use of learning outcomes (see Section 7.4).

In general education, the national core curriculum, published in 2020, has incorporated the learning-outcome-based approach⁽¹³⁾. National framework curricula⁽¹⁴⁾ define learning outcomes for each subject in terms of content (knowledge), the developmental goals to be achieved by the end of a learning cycle or thematic unit (skills), the attitude to learning and the ability to learn autonomously.

In VET, the use of learning outcomes was introduced by VET Act LXXX of 2019 (Educational Authority, 2020). New initial VET curricula were introduced in school-based VET from the 2020/21 academic year. 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 been included in higher education qualification requirements by regulatory measures and acts. The learning requirements and outcomes for qualifications listed in the higher education qualifications register were defined in accordance with the QF-EHEA in 2006, and further modified in line with the HuQF level descriptors in 2016. The shift to a learning-outcome-based approach to designing programmes and learning modules is being gradually implemented in higher education.

The learning-outcomes approach is gradually spreading in adult education and training. Adult training programmes, which are levelled to the HuQF on the basis of new requirements expressed in learning outcomes⁽¹⁵⁾, are approved by the Ministry of Culture and Innovation, which is responsible for VET and higher education, and are publicly available online together with initial VET curricula⁽¹⁶⁾.

Microcredentials are considered public documents certifying learning outcomes achieved in VET, higher and adult education, following a regulated procedure. In higher education, they can be awarded after the completion of a course, module, sub-course or a micro-course. VET institutions and adult education providers can also award microcredentials, but only for skills and knowledge that cover the full content of the official VET textbooks, according to a recent regulation (Ministerial Decree of Ministry of Culture and Innovation

⁽¹³⁾ [Government Decree No 110/2012 \(IV.4.\)](#).

⁽¹⁴⁾ [Framework curricula](#) and [information](#) on how they should be used.

⁽¹⁵⁾ [Requirements](#) of adult training programmes.

⁽¹⁶⁾ The Innovative Training Support Centre supports the implementation of VET Act LXXX of 2019.

39/2024). The EQF NCP has also published an [expert concept note](#) on exploring the current situation of microcredentials, presenting developments and current trends in Hungary (European Commission & Cedefop, 2024).

4.4. Quality assurance arrangements

Quality assurance is regulated separately in each education and training sector. In general education ⁽¹⁷⁾, quality assurance is based on the processes of accreditation, authorisation, registration, control and evaluation. The Educational Authority and the [Hungarian Accreditation Committee](#) (*Magyar Akkreditációs Bizottság*) support the Ministry of Culture and Innovation in monitoring and carrying out external evaluation in higher education. More specifically, the Hungarian Accreditation Committee assesses compliance with HuQF levels during the accreditation of academic degree programmes ([HuQF website](#)).

VET accredited examination centres, certified by the National Accreditation Office (*Nemzeti Akkreditációs Hivatal*), run the final vocational examinations for VET qualifications. The Innovative Training Support Centre (IKK) organises vocational examinations in those fields of study where no accreditation centre is in place.

5. Institutional arrangements and stakeholder involvement

The overall responsibility for the implementation of the HuQF is shared by the Ministry of Interior (responsible for primary and secondary education and school-based adult public education) and the Ministry of Culture and Innovation (responsible for school-based initial VET and continuing VET, higher education and non-school based adult training, including vocational and non-vocational courses). Other ministries are responsible for the standards and regulations of qualifications for the sectors they oversee ⁽¹⁸⁾. The HuQF working group ⁽¹⁹⁾ is a forum, headed by the State Secretary for Higher Education, for discussing and making recommendations concerning the HuQF. The HuQF working group secretariat is part of the EQF-NCP, which belongs to the Educational Authority

⁽¹⁷⁾ Act CXC of 2011 on national public education.

⁽¹⁸⁾ For example, the Ministry of Agriculture is in charge of its own qualifications and curricula, such as the [agriculture technician's curriculum](#). In the healthcare and artistic sector, framework curricula are jointly managed by the two ministries; relevant qualifications are levelled to the HUQF.

⁽¹⁹⁾ The HuQF working group includes stakeholders such as the ministries and the relevant national institutions involved in HuQF implementation, the national councils for different education sectors, quality assurance bodies, national economic chambers and stakeholder associations (Educational Authority, 2015).

(Oktatási Hivatal), a professional background authority of the Ministry of Interior⁽²⁰⁾. The EQF-NCP is also responsible for the information and dissemination in the day-to-day implementation of the EQF.

The [National Office of VET and Adult Learning \(NOVETAL\)](#) supervised by the Ministry of Culture and Innovation, ensures the coordination and implementation of national VET and adult learning policies and the development of qualifications, curricula and teaching material. 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 [sector skills councils](#) aim to align VET curricula with labour market needs by making proposals to inform decision-makers. Skills councils are also responsible for the development of adult training programme requirements.

Stakeholders' involvement in everyday HuQF implementation has been limited to participation in the HuQF working group and other sector-specific committees (European Commission & Cedefop, 2020). The HuQF provides an opportunity for dialogue between various education and training subsystems and institutions, and between the education sector and the labour market.

6. Recognition and validation of prior learning

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

The legal frameworks governing VET, higher education and adult education allow for the validation and recognition of prior learning. Validation practices are limited and fragmented; in each education sector, validation is developed through one-off projects. A crucial impact of the HuQF that has contributed to promoting validation has been the spread of the use of learning outcomes. Further development and implementation of the HuQF is expected to support validation, helping to shape attitudes and perspectives on validation, since the framework is open to including qualifications obtained through the validation of prior learning achieved in non-formal and informal settings. There is still a need to overcome the barriers between qualification authorities, trainers and providers. To date, no rules have been set out on the link between validation and the HuQF (Vajai, D, 2024; European Commission & Cedefop, 2024).

⁽²⁰⁾ Source: communication with the Educational Authority.

However, credits and exemptions can be given towards acquiring a qualification at HuQF levels 4 to 7 (apart from the general and vocational upper secondary school leaving certificates and the *matura* certificate) (European Commission & Cedefop, 2024). In adult training, the assessment of prior learning (competence) is compulsory. In relation to formal school-based VET and adult education, there are legal provisions on validation laid down in the new VET Act.

In 2022, a methodological guide on expert training was developed (Cedefop & ReferNet, 2023). As part of the EQF NCP 2021-24 HU project, the study *Possibilities for the visibility and recognition of skills in Hungary – collection of micro-studies (2022)* was published, which explores national efforts, initiatives, and opportunities related to validation from various approaches and sectors (European Commission & Cedefop, 2024).

6.2. Recognition of foreign qualifications

The HuQF serves as an effective tool for aligning qualifications awarded in countries participating in the EQF process, enhancing transparency and recognition.

The ENIC/NARIC uses the HuQF and EQF to assess and compare qualifications across countries, helping recognition authorities determine qualification levels. While the EQF plays a lesser role in recognising Bologna-system degrees, it is particularly valuable for VET qualifications, where less information is available (European Commission & Cedefop, 2024).

7. NQF implementation and impact

7.1. Stage of implementation

The HuQF has reached the activation stage, and end users are gradually becoming aware of it. The EQF NCP undertakes various actions to raise awareness and promote the use and implementation of the HuQF (European Commission & Cedefop, 2024), although full legislative integration of the HuQF has not yet been achieved. The EQF NCP's 2024-26 project includes a workplan for implementing the HuQF and EQF (European Commission & Cedefop, 2024). This workplan aims to promote the implementation of the EQF and HuQF among end users through information materials, online publications, animated videos for different target groups, continuing professional development (CPD) training for teachers, and events such as conferences, information days, and workshops for experts who use

qualifications frameworks and the learning outcomes approach in their daily work⁽²¹⁾.

7.2. Procedures for including qualifications in the NQF

Each education and training sub-system is regulated by the responsible ministry, which sets the requirements for education, training, and learning outcomes (European Commission & Cedefop, 2024). HuQF levels are assigned to qualifications through government decrees, ministerial decrees, or statements⁽²²⁾.

The HuQF levels for upper secondary school-leaving exam certificates and former National Vocational Qualifications Register classifications are established by government decree following expert evaluation.

In vocational education, Hungary offers specialised training for careers that do not require higher education. [Act LXXX of 2019](#) on VET regulates this education, ensuring that qualifications are awarded based on HuQF levels. For example, those who complete a technicum receive a technician certificate (HuQF 5), while those in vocational schools earn a professional certificate (HuQF 4). Vocational qualification programmes in Hungary are developed and updated by external sector experts selected from the IKK's register, following criteria set by the IKK. New or modified vocational qualifications are assigned a HuQF level by comparing them with previously classified qualifications in the same sector and level. The programme and its documentation are developed according to the assigned HuQF level.

In higher education, the [Higher Education Act \(CCIV/2011\)](#) specifies the classification of qualifications and empowers the responsible minister to issue decrees defining how degree-based qualifications are included and levelled within the HuQF. [Ministerial Decree of Ministry of Innovation and Technology \(65/2021\)](#), [Government Decree \(534/2023\)](#), [Government Decree \(283/2012\)](#), and [Government Decree \(830/2021\)](#) define the classification level of higher education qualifications. These set out the procedures for classifying higher education qualifications, including bachelor and master degrees, and outline the process for newly created qualifications. The procedure for classifying higher education qualifications falls into two broad categories: legislative processes (resulting in the amendment or issuance of a government decree, ministerial order or ministerial statement), and administrative registration processes (resulting updates to the Educational Authority's register). Legislative procedures are time-consuming and typically involve several steps (institutional initiative, ministerial prior authorisation,

⁽²¹⁾ Source: communication with the Educational Authority.

⁽²²⁾ This section is based on Information from the [Hungarian qualifications framework website](#).

elaboration of a package of institutional proposals, opinions by the Hungarian Accreditation Committee and the Hungarian Rectors' Conference, followed by legislation/amendment). The Educational Authority carries out administrative registration procedures. Qualifications in initial teacher education follow a mixed procedure, with less room for initiatives by higher education institutions: a government decree, followed by a ministerial decree based on it, defines the general and specific characteristics and standards of teachers' qualifications. In a few cases (e.g. pilot programmes supervised by the minister), institutions may define the qualification's characteristics and standards, and these qualifications do not require official registration.

In adult education, the [Adult Education Act \(LXXVII/2013\)](#) governs training programmes, with significant reforms since 2019. Adult training providers must follow specific guidelines, and the IKK publishes the programme requirements for vocational training, ensuring transparency and consistency in the classification of adult education qualifications.

Since the publication of the HuQF system, no general centralised format for classification methodology or quality assurance mechanisms has been developed. However, sectoral regulations define alignment with the HuQF, which is adopted by accreditation and registration authorities. Sectoral legislation on education and training (VET, higher education, general education) assigns qualifications or groups of qualifications to specific levels. The 2012 government decision on the HuQF levels provides basic guidance through the descriptors of the levels ⁽²³⁾.

7.3. Indicating EQF/NQF levels

The HuQF/EQF level is indicated on almost all certificates/diplomas at HuQF levels 2 to 7. In public education, the 2011 [Act on National Public Education](#) requires that certificates from secondary school leaving examinations must include the qualification level according to both the HuQF and the EQF. This ensures that secondary education qualifications are clearly classified at a standardised level. At HuQF level 4, the level is indicated on all qualification types except for the general vocational upper secondary school leaving certificate. At level 3, the level appears on the vocational qualification, but not on the completed 10th grade in upper secondary education qualification, nor on the completed eighth grade in lower secondary education (level 2). In VET, HuQF/EQF levels are indicated on new certificates as required by law ⁽²⁴⁾. In higher education, only doctoral degrees (level 8) do not indicate HuQF/EQF levels, whereas degrees and diplomas must explicitly state both their HuQF and EQF levels. In adult education, State-recognised

⁽²³⁾ *Source:* communication with the Educational Authority.

⁽²⁴⁾ [Government Decree No 12/2020 \(II. 7.\)](#) implementing provisions of the 2019 VET Act.

qualifications must clearly indicate their HuQF and EQF levels. All qualifications that indicate HuQF/EQF levels on their certificates also show EQF levels on the relevant Europass diploma or certificate supplements (European Commission & Cedefop, 2022; 2024).

7.4. NQF dissemination

Hungary does not have a national communication strategy for the HuQF, but the EQF NCP has established a structured approach through a three-year communication plan. This plan sets out key strategic goals and communication objectives to enhance awareness and understanding of the HuQF. It identifies specific target groups and ensures effective outreach and engagement through tailored messages. The plan also details various communication methods and tools, along with a timetable for implementation. After the referencing of the HuQF, training sessions, seminars and conferences took place, mainly targeting general education, VET and adult education teachers. The main aim was to promote the use of learning outcomes and to disseminate information on the HuQF (Educational Authority, 2020). The EQF NCP actively participated in these events and runs other activities to raise awareness of the HuQF and the learning-outcomes approach. For example, a 24-hour course titled '[Let's start with the outcomes! - Making planning and assessment more effective in teaching](#)' is delivered to course leaders and teachers in higher education (HE) to help them familiarise students with learning outcomes-based teaching. As part of a project run by the EQF NCP, several studies have been published, which are related to the HuQF. One study, [Assessment methods and tools for learning outcomes in education](#), focused on assessment methods and tools for learning outcomes in education, and provides examples of good practice in using methods and tools to assess learning outcomes of pupils, students and learners, from an output perspective (European Commission & Cedefop, 2024). In 2022, the Educational Authority published a HuQF brochure as a [practical guide to the framework](#), and a [HuQF leaflet](#) targeting end users (European Commission & Cedefop, 2022). The EQF NCP also provided workshops to members of the Sector Skills Councils and company leaders in cooperation with the Hungarian Chamber of Commerce and Industry in order to promote the use of the HuQF, EQF and the learning outcomes approach (European Commission & Cedefop, 2024).

7.5. Qualifications databases and registers

The existing [HuQF database](#) ⁽²⁵⁾ includes 3 438 qualifications, targeting end users (learners and employers), education and training providers, ministries and institutions. It includes State-regulated qualifications from VET (apart from basic qualifications – *alapszakmák*) and from higher education, as well as the upper secondary school leaving examination certificate, the *matura (érettségi bizonyítvány)*, and is connected to the Europass platform (European Commission & Cedefop, 2022). For each qualification, the HuQF database provides information on the HuQF/EQF level, field of study, duration, awarding body, credit points, entry requirements, and links to occupations or occupational fields, along with a description of the qualification, a link to relevant supplements and any additional information (European Commission & Cedefop, 2022).

Up-to-date sectoral databases are available in both fields, VET and HE. The [national register of vocational qualifications \(Szakmajegyzék\)](#) includes 179 vocational qualifications: 100 technician qualifications at HuQF level 5 and 79 vocational qualifications at HuQF level 4. The registry for [higher education qualifications](#) which includes 434 HE qualifications. In both VET and HE registries, the following information is available for each qualification: title, field, description of the qualification, HuQF level, ways to acquire the qualification, and relationship to occupations or occupational fields. A registry for national standards and learning outcomes requirements is also available. [National Standards and Learning Outcomes Requirements in VET](#) use brief learning outcomes, while trainers and educators can expand them in programme documents and curricula (European Commission & Cedefop, 2024).

7.6. Awareness and use of the NQF

Awareness of the HuQF and EQF remains limited across various groups, though progress is being made. Although the frameworks are used extensively in regulatory and legislative documents, and HuQF levels are indicated on certificates and diplomas, the framework is not used outside the formal education and training system (Educational Authority, 2020).

For learners, students, workers and jobseekers, awareness is generally low. Students mainly use the framework when applying for international mobility opportunities, while some jobseekers use it to reference their qualifications in their CVs. However, beyond these instances, their practical use is minimal. In the labour market, awareness among employers and trade unions is particularly low, with only a few HR professionals using the HuQF or EQF in recruitment processes.

⁽²⁵⁾ 2018 data. *Source*: communication with the Educational Authority.

Employment services show slightly more familiarity, especially among intermediary bodies and sector skills councils, but their use of the frameworks is still at an early stage.

Education and training providers show moderate awareness, mainly because HuQF and EQF levels are indicated on various types of qualifications and many programmes are described in terms of learning outcomes. These are familiar practices for teachers and trainers. Guidance and counselling practitioners also play a key role in promoting the frameworks, using them to support students and jobseekers in understanding qualification levels and career pathways.

At the institutional level, quality assurance bodies and recognition authorities have the highest level of engagement. The Hungarian Accreditation Committee, the IKK and NOVETAL actively incorporate the HuQF/EQF into their processes. Similarly, ENIC/NARIC uses these frameworks extensively to assess foreign qualifications, particularly in VET, where information on international qualifications can be scarce.

7.7. Monitoring and evaluating the NQF

A progress report (*Helyzetfeltáró tanulmány*) on HuQF developments since 2015 was published by the Educational Authority at the end of 2020 ⁽²⁶⁾. It also discussed the use of learning outcomes in Hungary.

7.8. Impact of the NQF

The HuQF provides systematic information about qualifications, increasing their transparency for learners and for education and labour market stakeholders. It also makes it easier to compare qualifications at national and European levels (European Commission & Cedefop, 2022; 2024). Through the HuQF efforts are made to directly influence educational progress, but due to the separate regulation and supervision of its sub-sectors, this has not yet been achieved. However, the framework has played a decisive role in promoting the learning outcomes approach in all education and training sectors (see Section 4.3), through the integration of learning outcomes into official regulations and documents. This helps to establish a connection between education, training providers, and decision-makers (European Commission & Cedefop, 2024). The framework has not yet significantly helped to improve the quality of programmes or to embed learning outcomes-based teaching and learning processes in practice (Educational Authority, 2020). The impact of the framework outside education is rather low; for example, local chambers are largely unfamiliar with the HuQF (Educational Authority, 2020). The EQF NCP as the secretariat of the HuQF working group, has supported regular

⁽²⁶⁾ The progress report in [Hungarian](#) and [English](#).

annual meetings to strengthen cooperation between stakeholders and contribute to a better understanding and use of the HuQF and EQF (European Commission & Cedefop, 2024).

8. Referencing to the EQF

The HuQF was jointly referenced to the EQF and self-certified against the QF-EHEA in 2015 (Educational Authority, 2015).

9. Reflections and plans

One important achievement of the HuQF is that it has significantly promoted the learning-outcomes approach in all education and training sectors (Educational Authority, 2020). It is also a useful tool to facilitate the matching of foreign qualifications with those countries which belonged to the EQF and have referencing recognition (European Commission & Cedefop, 2024).

The implementation of the HuQF has seen notable success, particularly in the development of teacher training programmes for promoting the learning outcomes approach. Since 2018, these programmes have been well received, especially in general education, where they have been integrated into the EQF-NCP project and tailored to the needs of target groups through online and blended training. The CPD training programme system for vocational teachers was renewed in 2021. The Educational Authority has developed and registered a CPD training programme in which VET teachers can learn the learning-outcomes approach in practice as well as the history of qualification frameworks in Europe and the importance of the HuQF and EQF. Since 2024, these training courses have been held regularly. (European Commission & Cedefop, 2024).

Despite these advances, several challenges remain. Reaching key end users such as students and training providers, enhancing awareness and understanding of the HuQF/EQF among labour market stakeholders, supporting the implementation of validation arrangements, and including microcredentials in the HuQF are pressing concerns. Additionally, maintaining a unified qualifications database continues to be a challenge (European Commission & Cedefop, 2024).

While awareness is growing, particularly in education and quality assurance sectors, further efforts are needed to strengthen recognition and application across the labour market and the broader public. This can be achieved by developing high-quality communication materials, strengthening relationships with stakeholders, and fostering dialogue, collaboration, and cooperation. This

approach aims to cultivate a more informed and positive perception of qualifications frameworks and the importance of learning outcomes (European Commission & Cedefop, 2024).

Acronyms

EQF	European qualifications framework
HuQF	Hungarian qualifications framework
IKK	Innovatív Képzéstámogató Központ Zrt (Innovative Training Support Centre Plc)
NCP	National Coordination Point
NQF	National Qualifications Framework
VET	Vocational Education and Training

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