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Open Source **Q**uality **A**ssurance **S**ystem for
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**Quality Management in the Vocational
and Adult Education**

National Report Hungary

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1 Hungarian Educational System

Hungary covers an area of 93,030 square kilometres and has a population of 10 million. The 98% of the inhabitants has Hungarian mother tongue and most of them have Hungarian nationality.

In line with European tendencies our country's population is aging. While the share of people above the age of 50 among the active population is increasing, the number of school-aged children is decreasing. This on the one hand might lead to decreasing number of students in the initial vocational education and training system – in formal education – and on the other hand could lead to a growing demand for continuous vocational trainings and different types of adult education.

1.1 The educational attainment of the population and learning pathways

Most of students (98-99%) finishes the 8th class of primary school at the age of 16. After the political transition satisfying the significantly growing social demand for school types leading to school leaving examination (Maturata) became one of the main purposes of education politics. Besides the demand for this particular qualification more people needed it as the entrance requirement for higher education. Vocational programmes did not lead to this exam what was one of the reasons their prestige decreased in favour of vocational secondary schools and secondary schools.

The graph below shows the breakdown of the full-time students at 9th grade and its changes between 1990 and 2012.

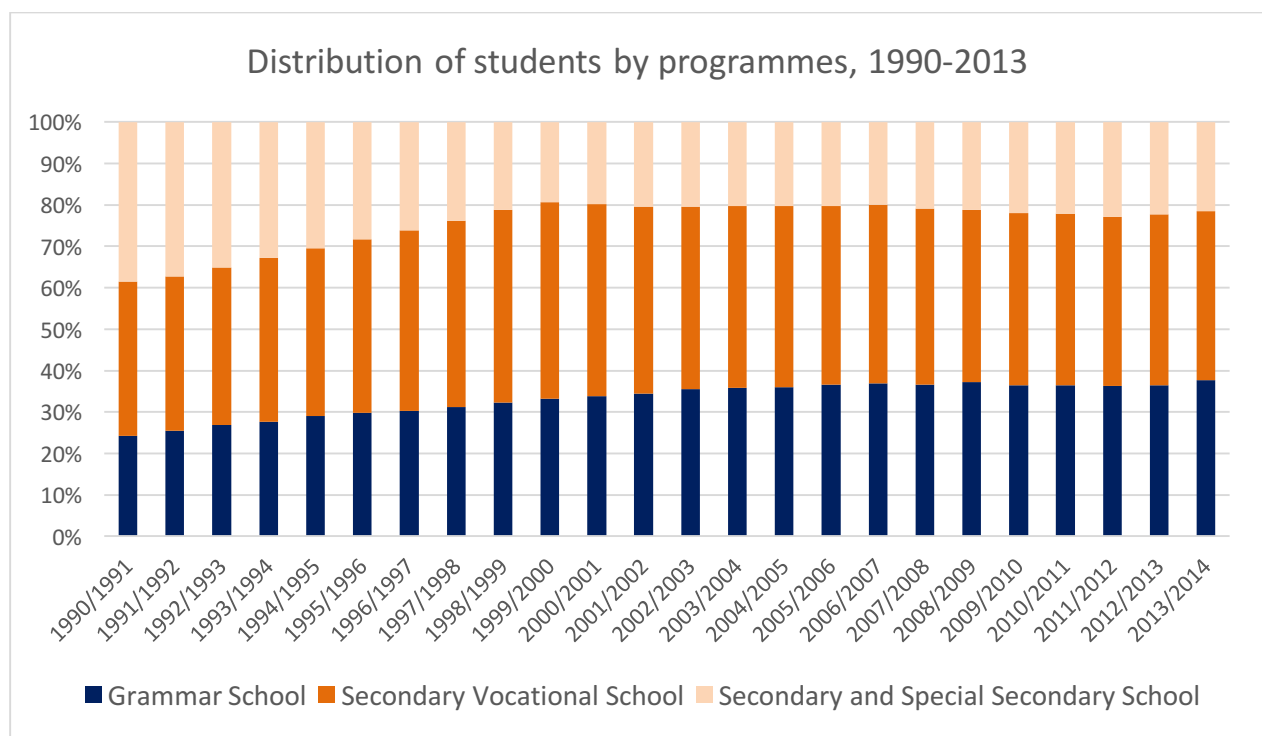


Fig. 1: Distribution of students by programmes, 1990-2013; Source: 'KSH' Database of Statistics (STADAT), 2014

The adjustments in the policy should indicate a growing number of applicants to vocational education. The introduced effective measures will be addressed in the following chapter.

The table below shows that the last school year has not delivered the results yet and significant shift towards high number of students in 9th grade has not occurred either:

2013/2014 school year (full-time)

| Type of school | | Number of students | % of total upper secondary |
|------------------------------------|------------------------------------|--------------------|----------------------------|
| Vocational school (SZI) | General education grades (9-10) | 14 026 | 3,12% |
| | VET grades (11, 11-12, 11-13) | 99 440 | 22,13% |
| | <i>Total</i> | <i>113 466</i> | <i>25,25%</i> |
| Secondary vocational school (SZKI) | General education grades (9-12) | 150 419 | 33,48% |
| | VET grades (13-14/15) | 53 096 | - |
| | <i>Total</i> | <i>203 515</i> | <i>-</i> |
| Grammar school | General education (grades 9-12/13) | 185 440 | 41,27% |
| Total upper secondary level | | 449 325 | 100,00% |

Fig. 2: 2013/2014 school year; Source: 'KSH' Database of Statistics (STADAT), 2014

Like in other central and eastern European countries the rate of upper-secondary graduates is higher than the EU average in the 20-24 age group. However the rate of upper-secondary graduates did not increase in the whole population and high drop-out rates (11,2%) are still a serious issue.

In the past years the Government introduced several provisions to enhance participation in **adult training**. Despite these efforts Hungary is lagging behind the EU average. Involvement in lifelong learning is at very low level. It was steadily decreasing between 2005 and 2013 and slowly increasing in the past two years. However the envisaged 8% is far from being fulfilled.

| geo\time | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------------------|------|------|------|------|------|------|------|------|------|------|
| EU (27 countries) | 9,6 | 9,5 | 9,3 | 9,4 | 9,3 | 9,2 | 8,9 | 9,1 | 10,6 | 10,7 |
| Hungary | 3,9 | 3,7 | 3,6 | 3,1 | 2,7 | 2,7 | 2,6 | 2,7 | 3 | 3,2 |

Fig. 3: Source: 'KSH' Database of Statistics (EUROSTAT), 2014

1.2 The Hungarian education system since 2013

The reforms of the education system had several determining milestones. The most recent came to force on the 1st of September 2013.

Though these adjustments also affected the structure the emphasis were on the organisation, management, finance, entrance and outcome requirements and content issues.

The figure below introduces the structure of the Hungarian Education System (by ISCED 1997 levels).

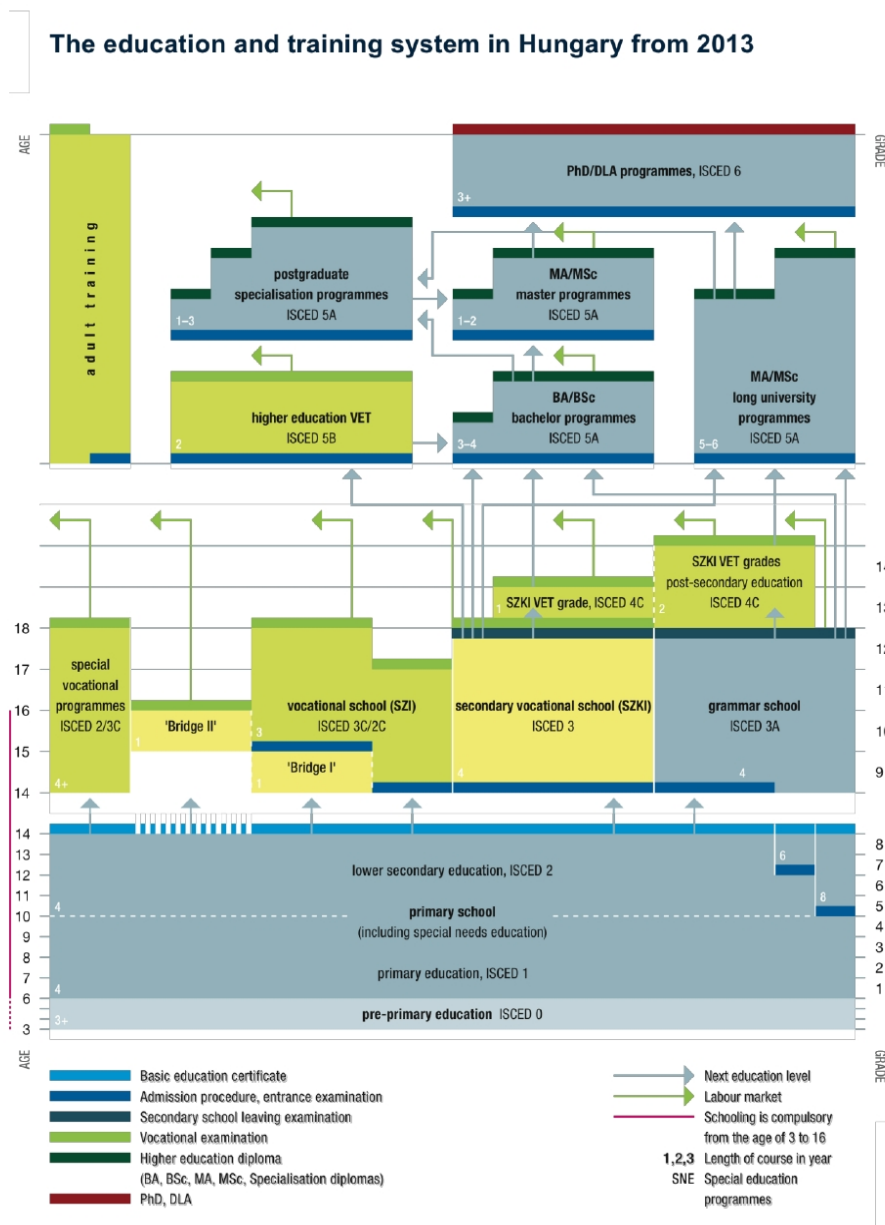


Fig. 4: Source: Vet in Europe – Country report (Hungary), 2012, Observatory Centre for Educational Development

Relevant information concerning the figure:

- Adult education programmes are available on every level of the education system even for senior citizens.
- Vocational secondary programmes with bilingual preparation year are 5 years long instead of 4. Bilingual secondary school programmes also take 5/7/9 years instead of 4/6/8.
- Bridge II programme: One year long programme for those school-aged students who does not have primary school qualification in the school year in which (s)he turns fifteen in case (s)he has successfully completed six years in the primary school.
- Bridge I. programme: One year long preparatory programme for students who have finished primary school. It also has career guidance elements.
- Special education programmes for students with special education needs (SEN): the length of these programmes are not regulated by provisions. The training provider specifies it in the framework curriculum of the (partial) qualification.
- The number of school years in vocational education built on secondary education can be higher.
- Besides adult training several programmes are available for them in adult education (master craftsmen qualifications, higher level qualifications of the National Vocational Qualifications Register).

1.3 Vocational education and training and adult education

In our knowledge-based society knowledge became the most important value-adding factor. Taking into account that the scientific and technological development is growing progressively the education systems face new challenges worldwide. A new institutional system should be established which is able to satisfy the local and regional employment needs continuously. This education system should on the one hand harmonise the individual and social needs in line with the philosophy of the Lifelong Learning; on the other hand should develop its vocational and methodological preconditions. The classic ways of knowledge transfer seems less and less effective. Instead of these new teaching, learning strategies and tools satisfy the revised needs of the society, the economy and the labour market.

The aim of education is to reach a defined level of learning outcomes which can be described with knowledge, skills and competences which are needed to obtain a certain qualification.

1.3.1 State regulated vocational education and training

Since the political transition three major transformations shaped the education system partially, or as a whole. The introduction of the National Vocational Qualifications Register (NVQR) in 1993 can be recognized as the foundation of the vocational education and training which structure was finalized by the significant reform of 1998.

The new vocational education and training which replaced the formal system could be divided to a general knowledge acquisition section within the framework of career orientation which were followed by the grades of vocational training (2+2). More than half of the trainings had an extra grade added (2+3) which provision neither resulted more prepared students nor were confirmed by the labour market. It did not decrease the drop-out rates significantly either.

In the past years several initiatives tried to redesign vocational education and boost its status. In parallel with the existing structure shorter cycle pilot programmes were started in 2010 involving 86

professions. The most recent form of vocational education and training were introduced after the reduction of the age limit of compulsory education to 16 years. It's most important novelty is the increased volume of training and the decreased volume of the academic education. The work based education were introduced to emphasise a dual system which proved to be very successful in Germany. It aims to a redistribute the education and training to increase the involvement of firms.

In 2010 the Government entered into an agreement with Hungarian Chamber of Commerce and Industry (HCCI) to enhance this initiative. The HCCI plays an increasing role and takes over tasks in the management of vocational education and training. The new Act on Vocational Education and Training which came to force in 2011 introduced the dual system by the 2013/2014 school year. The new structure was designed – as the figure shows – to be three years long and to deliver general and vocational elements in parallel (ISCED 3C). After two preparatory year students may attend on school leaving examination (Maturata).

The two Bridge programmes complemented **this leaning pathway** as the “Bridge I. Programme” is a preparatory programme for students who have finished primary school. It also has career guidance elements and lasts one school year.

Special education and skills training programmes are for SEN students (ISCED 2C).

Vocational secondary education

The four year long vocational secondary education programmes (five years if bilingual) offer general and preparatory education (ISCED 3A) which prepare for the school leaving examination (Maturata). The students then may choose to enter a 1-3 year long post-secondary programme (ISCED 4C) or a higher education programme. The new Act on Vocational Education and Training and the Act on National Public Education which came to force in 2011 introduced important structural changes in the institutional vocational education and training system. Since the 2013/2014 school year training programmes are to be started according to the new regulation.

However the new structure also affects qualifications outside the NVQR. Training programmes deliver general and vocational elements in parallel from the 9th grade. This means that as it is in the content (according to the framework curricula) all training programmes offer a vocational and sector specific education at 9-12 grades completed by a vocational school leaving examination. The qualification one get qualifies the holder to occupy a post.

If they wish to continue their studies in vocational education and training they may choose from 1-3 year training programmes registered in the NVQR according to their preparatory studies.

The new education system introduced by the 2013/2014 school year narrowed the transition from vocational or vocational secondary education to higher education. The general content decreased so drastically in vocational education and training that it almost blocked the educational pathway towards higher education. The number of hours for general content were reduced (by 20-30%) in vocational secondary education and furthermore the optional “0” school year which had the purpose to strengthen language and ICT skills were removed from the system of education. These factors all together reduce the chance of the learners to successfully pass either the advanced school leaving examination or the language exam which are requirements to enter higher education.

Vocational education in higher education

As an outcome of a Phare program higher vocational programmes were introduced to learners with school leaving examination.

These programmes do not provide a higher education degree but a higher vocational qualification (ISCED 5B). Its initial purpose was to offer a short cycle and modular programme, which can satisfy more flexibly the needs of the labour market. This type of programme had a great advantage. While it was to prepare the students for highly skilled jobs the credit transfer system helped those who wished to continue their studies in higher education. Both vocational secondary schools and higher education institutions could start these programmes but sadly only until 2012.

The content and quality requirements of vocational programmes

The professional and examination requirements (SZVK) and framework curricula defines the content, structure, the rate of the theory and practice of all vocational qualifications which are registered in the NVQR.

Both documents are mandatory for every vocational institutions furthermore the module descriptions and their content must be taken into consideration when developing the local (institution) curriculum.

The harmonisation of vocational content, the joined application of general and vocational framework curricula and following their regulations are very important in the development of quality requirements in both forms of vocational education.

The continuous transmission of statistics and data in line with the different forms of external evaluation (inspection system, teachers' carrier monitoring and evaluation system) are the foundations of the quality assurance in the system. It requires permanent data collection, evaluation, reporting and fulfilment. Chapter 3 provides further detailed information on this issue.

1.3.2 Adult education and adult training

Hungary distinguish between Adult education and Adult training.

Adult education offers programmes in different forms like evening courses, correspondence courses and distance learning.

Most likely the programmes offered for adults are not different from the ones for full-time learners. The goals, entrance requirements, content (main aspects of the curriculum), evaluation and state recognized certificates issued by the training provider do not differ. Neither of the vocational educations attract large number of adults. For lower qualified senior citizens the state offers specialized sub measures in adult training.

The first separated act on **adult training** (CI of 2001) regulated its quality criteria and safeguards. All adult trainings were subjects of this regulation (it defined a first level for registered institutions and a second for accredited training providers) and had the opportunity to get the institution and the programme accredited. Both the providers and customers benefited this system as the service were free of VAT (value added tax) and were quality assured.

The accreditation system primarily meant a voluntary verification process. The standards were pre-defined both towards institutions and the programmes. The accreditation initiative was much needed as the adult training market rapidly grew after the political transition which resulted decreasing level of quality. The accreditation was a process control system, the accredited institutions guaranteed that their trainings and services will be delivered at the best possible quality. While the number of adult training providers grew considerably the number of accredited institutions hardly increased.

| 2001 year | | 2011 year | | 2013 year | |
|-------------|------------|-------------|------------|-------------|------------|
| Registered | Accredited | Registered | Accredited | Registered | Accredited |
| Institution | | Institution | | Institution | |
| 2235 | - | 8802 | 1488 | 10184 | 1578 |

Fig. 5: Source: *The invisible profession. Facts and Tendencies about the 25 years of adult Education* (Éva Farkas, 2013)

The market of institutional system did not change significantly after first act on adult training came to force, it remained multi-polar. The for-profit companies dominated with 50%, the state-funded organizations had a 16% cut and the non-profit organizations 33% cut of the cake.

Experts¹ appraised the decade between 2002 and 2012 as the success story of adult training.

“Though there were breakpoints it stabilized and the adult training system did work”.

The Act of Adult training (LXXVII of 2013) introduced on the 13th of June 2013 changed the adult training system from its fundamentals. The most important novelty is that the following three types of adult trainings are not the subjects of this regulation anymore:

- state recognised programmes which are in the NVQR;
- the general language trainings and funded language trainings;
- other funded trainings²

Significant scale of adult trainings remained unregulated, like company trainings or general vocational trainings, which are not in the NVQR. The activity was significant in both forms.

Therefor neither of those providers whose portfolio covers only the above mentioned types of adult trainings are to fulfil the quality assurance and administrative requirements by the law. The new regulation definitely set the adult training on a new course. The following chapter introduces what quality assurance means in adult training but it needs to be emphasized that it covers the adult trainings only partially. The proportion might be revealed by the end of the year³.

The year 2014 were a transitional period (all previously awarded accreditations remained in force) and the inspection of institutions and programmes are continuous. On those grounds licenses are to be awarded.

¹ Éva Farkas: *The invisible profession. Trends and tendencies of the adult training's past 25 years* (A láthatatlan szakma. Tények és tendenciák a felnőttképzés 25 évéről) (typiART, 2013)

² Other funded trainings are either Government or EU funded.

³ By the 30th of April 2015 **1179 institutions** were awarded the „ADULT TRAINING PROVIDER” title by the authority.

2 LEGAL OBLIGATIONS AND RECOMMENDATIONS FOR IVET/CVET AND ADULT EDUCATION

Until 1985 state supervision of vocational training institutions was provided by inspection system. The disappearance of this, and the political and economic transition and accession to the European Union has fundamentally changed the structure of education, resulting freedom, and often licentiousness. The requirements of audit, quality control and quality assurance lagged behind for many years.

There is a sharp separation between the legislation of school based training mainly directly managed by the state and the legislation of adult training bearing the marks of the private sector.

Matching the rule of law, the fundamental rights of participation in education (partly compulsory), as well as a summary of the requirements of quality of education, the Fundamental Law, adopted by the National Assembly at 25 April 2011 - and amended several times- outlines:

- Hungary guarantees freedom of learning.
- Hungary ensure this right by the extension and generalization of public education, by free and accessible to all secondary and on the basis of skills available to all post-secondary education, as well as by providing statutory financial support to beneficiaries of education

2.1 Common provisions

It is a basic civic expectation that the qualifications that can be acquired in Hungary can be known and easily identifiable. The National Vocational Qualification Register (NVQR) contains them. Now the 150/2012. (VII. 6.) Government Regulation is in force. It not only declares state-recognized vocational qualifications, but specifies the amendment procedure of NVQR. It contains qualifications of previous periods matching of the current system of qualifications - helping employees; employers and the public administration practitioners find their way clear.

The professional and examination requirements of vocational qualifications (szvk) are defined at the level of ministries, ensuring professional modernity and professionalism. Because they are set to uniform principles, the individual ministerial decrees in respect of the ministry responsible for vocational training (currently the Ministry for National Economy e - NGM) have veto rights.

The professional and exam requirements record the objective of each qualification, the terms of enrolment, content and timeframe to be spent on vocational training, the training institutions required minimum asset requirements, and certification requirements. The professional content organized in a modular system since 2006. The vocational training modules - in line with the sectorial qualifications and professional categories to classify – has a common harmonized content with multiple levels. The original purpose of the modular training was to avoid from repeatedly learning and examination in the same content several times (this is both time- and cost-effective idea). This modern thought seems to get lost by entry into force of Government Decree No 315/2013 (VIII. 28.) on the rules of complex examination.

Professional content is defined in a unified system because of the overlap of modularised qualifications. On the one hand the content of the modules is broken down into the following fields of competence:

- Task profile
- Vocational knowledge
- Vocational skills
- Personal competence
- Social competence
- Methodological competence.

On the other hand, a separate module regulation- Regulation No. 217/2012. (VIII. 9) on requirement modules of state-recognized qualifications - ensures that in case of a common module changes take place in a consistent manner.

Once the input of the training is single, the closing professional examination, demonstrating the acquisition of skills take place in a single order. The previously mention complex professional examination take place in front of an independent exam committee with the active involvement of the chambers and social partners in line with the idea of dual training.

The professional examination is well defined and written, practical, oral and interactive exams take place under controlled conditions. The common basic standards ensured by

- oral exam duties are defined centrally, they are public (including evaluation),
- the written exam and interactive exercises are restricted qualification documents prepared centrally. Confidentiality is determined till the start of the nationwide uniform written examination dates provided (In addition uniformity assessment guide also provides standardized evaluation)
- in case of some qualification, nationally uniform system of measuring the practical examination tasks

2.2 The legislative environment of school-based vocational training

Vocational training is a phase of public education, Act CXC of 2011 on National Public Education rules it.

Detailed operation is regulated in Decree No 20/2012 (VIII.31.) Ministry of Human Resources on the Operation of Educational Institutions and Use of Names of Public Education Institutions. In the legislative hierarchy it's located lower, it can be significantly easily changed, so that the challenges of everyday life can be better followed.

Specific vocational topics can be found in the Act CLXXXVII on Vocational Education.

Introduction of a nationally uniform principle takes place on several levels raising the quality of work in these institutions:

- a) Single requirements set out in the professional and examination requirements were introduced in the Decree No. 51/2012. (XII. 21.) Ministry of Human Resources on framework curriculum. These covering at least 90% of the training period, set out in detail formulate and use in school-based vocational training is binding. The remaining nearly 10% free band enables the school to incorporate the peculiarities of the teaching process. This creates an opportunity to increase the attractiveness of the institution.

- b) What is not worth a single set of rules, if its enforcement is not adequately controlled? With the initiation of Government Decree No. (326/2013. (VIII. 30.) on teachers carrier monitoring and evaluation system has been developed targeting vocational education too. The national professional monitoring is operated by The Minister of Education. Regular monitoring is organized in each five year in each public education institute. VET institutes are involved based on the recommendation of the relevant ministry. The aim of the monitoring system is to evaluate and monitor the work of the teachers using single set of indicators. Each institution is monitored. The following methods are used: visit of lessons, observation. The monitoring is made by group of three public education experts. They are not allowed to take measures, just making notes. Implementation is in an early stage. Pilot monitoring has been done in the flagship projects numbered Social Renewal Operational Programme 3.1.8 and Social Renewal Operational Programme 3.1.15. .
- c) From student point of view, successful completion of the training grades is prerequisite for qualification exam.
- d) The rating of education carried out by the labor market. In this regard, exact assessment and quality assurance system is missing which could be give feedbacks from the input side of education and vocational training.

2.3 Legal frames of adult education

Act LXXVII of 2013 on Adult training, ensuring the framework of lifelong learning, formulates stronger quality assurance expectation. A kind of neutrality is ensured.

While the school-based vocational training directly supervision, quality assurance system is mandatory introduced in adult education. Quality assurance system operates independently on the basis of legislation. The adult education institute operate an appropriate quality assurance system that must fit the quality assurance framework set out in the decree, which is an external evaluation performed at least once every two years. The detailed rules set in the No. 58/2013(XII.13) Decree of the Ministry for National Economy on the quality assurance frame of adult education, and on the members, tasks and operational rules of the Adult Education Expert Committee.

Adult training institutes and organizations are obliged to continue their activities in line with the No. 393/2013. (XI. 12.) Government Decree on the rules of the authorization procedure and requirements needed for performing adult education activity, of the introduction of register for adult education institutions, and of the inspection of adult education institution, which also helps the implementation of the quality policy requirements with the following elements:

- Regulation of the authorization of activities,
- Minimum standards of material and human resources,
- Introduction of financial security and making it mandatory
- Relating to individual training:
 - Documentation (training programs, pre-qualification by expert, rules of student contract, log records and register of participation, etc.)
 - Reporting obligations,
 - Student satisfaction surveys.

Since the adult education work schedule more varied, more space is allowed for individual learning. The professional and exam requirements prescribe an exam, which fits to the structure of modules as a precondition of closing exam. The exam tasks of each module, their characteristics are determined in the professional and exams requirements.

3 Quality management in schools

In Hungary quality and quality improvement of education and training have been in the focus for years. In 1985 the school inspection which used to provide an external evaluation system for public educational institutions was terminated. Priority was given to institution-level quality management activities.

A series of pilot projects were introduced on the initiative of the Education / VET Government in power resulting in a number of innovative tools to support and promote institutional level quality assurance in VET. The approaches, methods and tools applied were adapted to the specific nature of education and training therefore they contribute(d) to a great extent to the continuous and sustainable improvement of the VET providers.

The practical initiatives, innovative tools developed and implemented within the Hungarian VET sector to support quality improvement and self-assessment include:

2000 – 2004: The **COMENIUS 2000 Quality Improvement Programme for Public Education** provided a national framework for the school-level quality assurance and quality improvement activities. The COMENIUS 2000 institutional quality improvement models apply a set of requirements and instruments corresponding exclusively to the specific nature and needs of education and teaching. The institutions using these models are free to use a wide range of quality approaches and choose the methods, which best suit their specific features and needs.

The COMENIUS 2000 Programme was a huge innovation: between 2000 and 2004 about 1700 of all Hungarian public schools (from among the 8.874) participated in it; 30% of them were VET providers.

2002: The **Hungarian Public Education Quality Award (PEQA)** was established in 2002 by the Minister of Education with the aim of recognising the outstanding performance and spreading best practices of schools in the field of public education Total Quality Management.

This award also aimed at maintaining or even raising the enthusiasm and commitment of schools to (self-assessment based) quality improvement. The PEQA **Self assessment Model** is based on the EFQM Excellence Model but the criteria were fully adapted to the Hungarian context.

Between 2002 and 2008 more than 150 schools submitted their application for PEQA, one third of them were awarded recognition (gold-, silver- or bronze level Award or Certificate of merit), 50% of the prize-winners were VET schools (winning 8 awards and 14 certificates of merit).

2003-2009: Quality Improvement in the Development Program for Vocational Training Schools (Phase I: 2003-2006, Phase II: 2006-2009)

The Development Program for Vocational Training Schools was launched in 2003 by the Hungarian Education Government, with the aim to reform the vocational school system and to improve the quality of education and training in these educational establishments as well as to improve the job

opportunities and career prospects of young people on the labour market. The Program primarily focused on the **key areas** of the vocational training activity such as development of methodology in vocational grades, reintegration of disadvantaged students, renewal of prevocational training, assessment and evaluation, school management and self-development. The schools participating in the Program had to conduct self-assessment on annual basis against the **Self-Assessment Model for Vocational Schools** developed in 2006.

The Decree No. 3 / 2002 (II. 5.) of the Minister of Education on Public Education Quality Assurance and Quality Improvement required all public education institutions to have – as part of their pedagogical system – an assessment, control and quality assurance system and calls for continuous self-assessment based quality improvement activity. The schools could decide upon the form and the structure of implementation.

2009-2011: Developing and piloting of an **integrated approach to quality management in the Hungarian VET sector as a whole** (comprising school-based VET, CVET, adult VET and higher level VET) in line with EQAVET.

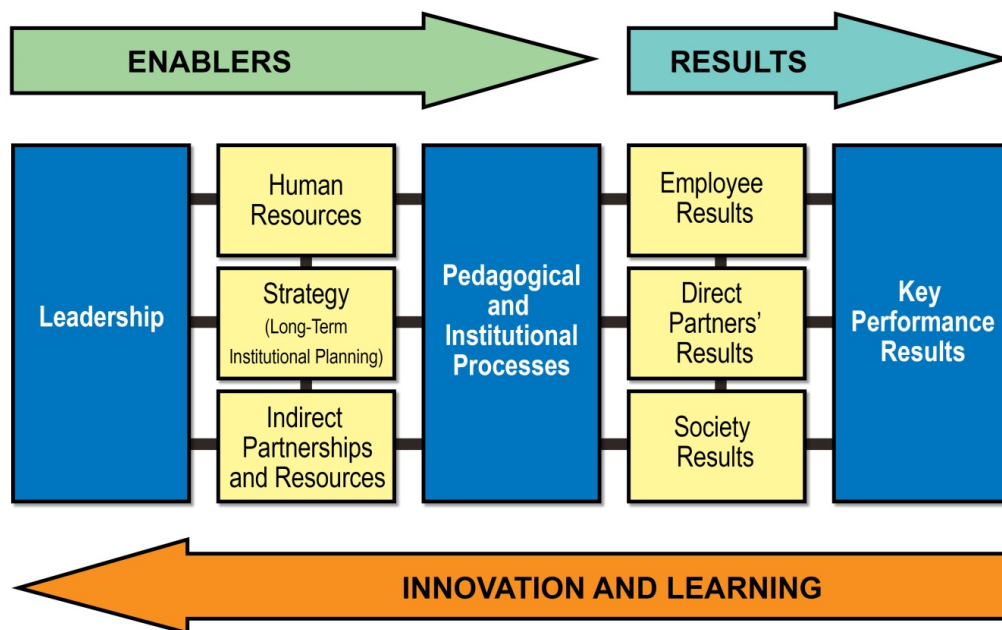


Fig 6: Source: Quality improvement initiatives in the Hungarian vocational education and training (VET) sector (prepared by: Katalin Molnár Stadler Budapest, 2013)

The Hungarian Reference Framework, which builds on the previous good practices and results of quality assurance and complement self-evaluation with systematic and standardised external evaluation of training organisations, **was designed in 2009** within the New Hungary Development Plan Social Development Operative Programme 2.2.1. Titled **“Improving the quality and content of training”**. With this **Hungary is among the first EU Member States** who aligns the already existing quality assurance systems in the VET school system and adult training with the quality assurance framework of the European Union (EQAVET).

The **Common Quality Management Framework for VET** is not a completely new system but based on the existing ones, utilizes their best practices, structures and approaches, while it is in compliance with the European Reference Framework and guidelines.

Besides these programmes a lot of schools did it their own way and use(d) different other quality assurance systems (e.g. ISO, TQM) for controlling their processes and self-assessment.

Since 2002, the introduction of the **Adult Training Accreditation System**, the intention has been to provide guarantees for those participating in training that the institutions - adult training providers chosen by them and using public funds (either from state budget or EU funds) are operating in a **transparent, reliable**, regulated and **controlled** way.

The institutions of adult training included in the registry may request their accreditation. The purpose of institutional accreditation – in the interest of adults participating in the training and other stakeholders – is to ensure that the institution conducts its adult training activities in accordance with the higher quality requirements.

The basic condition of the accreditation is that the institution of adult training should have at least one already implemented, accredited training programme, a human resource development plan, descriptions of training processes as well as a quality policy, quality objectives, a quality management system and a self-assessment system in place.

Based on the above we can state that in public education since 2000 and in adult education since 2002 almost all schools have performed some kind of quality management activities, composed their quality assurance policy, controlled their most important processes, evaluated their partners' satisfaction and assured self-assessment of the operation of the institution. Some of these quality management programmes are approved (e.g. ISO), but most of them are one of the previously discussed programmes or the school's own programme based on them containing the requirements of the former Institutional Quality Assurance programme.

Although the operative decrees do not make quality assurance mandatory in public education, many schools have not given up continuing their existing and tested quality management activities, understanding their own interest. (The manual and policy of quality management can be found on the website of almost every school.) However, there are decrees requiring some kind of compulsory activities and evaluations that can also be found in quality assurance: e.g. teachers' assessment, control system, further training for teachers, supplying of data for public education development project, evaluation of students' performance etc.

All in all we can state, that although we do not have exact statistics regarding the number of schools using different types of quality assurance systems, each of them performs some kind of quality management, meeting their engagements required by the operative decrees. Every school collects, measures and evaluates data, results and activities necessary for its operation.

Forms of sharing experience in quality assurance

In 2001 the Ministry of Education created a unique, supporting environment for schools. One of its outstanding initiatives was Comenius 2000 Clubbing Network (within the formerly mentioned COMENIUS 2000 Quality Improvement Programme for Public Education) that aimed at a mutual learning via professional dispute and horizontal information exchange. This network made it possible for teachers and schools of public education to exchange their experience, knowledge and methods regarding quality improvement, to find best practice and for benchmarking that is setting their different developmental targets. Clubs were organized on a regional basis, having a separate club for every level of public education, such as: pre-school, primary, secondary and a special one (involving children's home, vocational schools, dormitories etc.) Club-host schools were chosen based on their monitoring results

via invitations to tender and made responsible for organizational tasks. Each club involved 8-10 schools, had meetings terminally with one or two participants per school. The time and minutes of meetings, summaries of best practises and the syllabus of coming events could be found on their website. Within the confines of vocational school developmental programme there has been a database created, opening the door to collect, introduce and share good methods, processes, and practises applied and of long standing and compare the indicators of those having a similar measurement and interpretation background professionally on the Internet. With the creation of the benchmarking database, vocational schools had a tool to implement a persistent development based on learning from each other. Unfortunately fewer schools supplied data in practice than it had been expected and even fewer (only 25% of them) used the database in its operation.

In order to facilitate and support the use of the benchmarking indicator system, an on-line **Quality Assurance IT Database** was designed and developed which makes possible the Internet-based, anonym comparison of the performance indicators of the institutions interpreted, measured and calculated in the same way. For this purpose an Interpretation and Calculation Guide to the indicators was elaborated.

Beside this the system allows of making statistics and data-analyses thus supporting the evidence-based decision-making, and also provides opportunity for mutual learning by collecting and disseminating best practices among the institutions.

The preparatory activities for the implementation of the Hungarian Common VET Quality Management Framework were carried out and some elements of the system piloted in about 1100 institutions - VET and adult training providers.

The present situation of quality assurance in the operation of Hungarian schools

As it has already been mentioned, school-based and adult education is regulated separately in Hungary. Accordingly the regulation of quality assurance is different too, although in content they have similarities. The following tables present the similarities and differences of the two types of education.

| Regulated area | School-based education | Adult training | Realization |
|----------------------------------------------------------------------------------------------------|------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quality policy and its strategy | | X | <p><u>School-based education:</u> Not compulsory, if the school has its quality policy, it is usually published on their website.</p> <p><u>Adult training:</u> On the website, or published following local traditions, or as it is a must-have condition of getting the licenses for adult training, the list of schools having the license (<i>except schools providing short-term trainings</i>)</p> |
| Quality assurance manual | | X | <p><u>School-based education:</u> As stated in previous regulations of quality assurance until 2011 every school had its quality assurance manual. These documents still exist, but having them updated was the schools' choice.</p> <p><u>Adult training:</u> Manuals at the schools or as it is a must-have condition of getting the licenses for adult training, the list of schools having the license (<i>except training circle D/ schools providing short-term trainings</i>)</p> |
| Formal inner mechanisms to have new trainings approved, followed up and regularly evaluated | X | X | <p><u>School-based education:</u> The process is regulated in details in the operative decrees, or maintainers of schools can create their own regulation.</p> <p><u>Adult training:</u> Regulations have to be worked out locally considering operative decrees of adult training.</p> |
| Continuous training of trainers, measuring and qualifying their performance | X | X | <p><u>School-based education:</u> Central regulation: teacher qualifying sytem, within the confines of career model</p> <p><u>Adult training:</u> There is no specific regulation for further training and measuring performance. Regulations have to be worked out locally. Documents related: plans of further training, self-assessment of the school</p> |
| External certifying commitments of the quality assurance programme | | X | <p><u>School-based education:</u> As it is not compulsory to have a quality management system, there are no external certifying commitments either.</p> <p><u>Adult training:</u> Minutes, certificate</p> |
| Defining annual quality-goals and assessing them | X | X | <p><u>School-based education:</u> Schools had concrete commitments until 2010,</p> |

| Regulated area | School-based education | Adult training | Realization |
|--------------------------------------------------------------------------|------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | but not any longer. However, they must have plans for the next year and evaluate the realisation of the ones from the previous year in their development plan made for their maintainer. <u>Adult training:</u> This is a commitment for adult training required by decrees. Quality goals must be defined as per training with justification. The measurement of the realisation of quality goals is in accordance with the previous results of the school and of central statistics within the confines of the self-assessment of the school. |
| Providing a system for dealing with complaints | X | X | <u>School-based education:</u> According to operative decrees the school must involve the way of dealing with complaints in its policy. (1. headmaster, 2. maintainer, 3. local government offices, ombudsman) <u>Adult training:</u> As in proceedings in the school or to the National Vocational and Adult Training Agency |
| Collecting and analyzing information about the training | X | X | <u>School-based education:</u> Via Information System of Public Education (KIR) (most data transferred via this system) National Statistic Data collection Programme (OSAP) <u>Adult training:</u> According to decrees or local protocol; assessed locally as part of the annual self-assessment. Supplying of data via Adult Training Information System or National Statistic Data collection Programme (OSAP). |
| Publishing information about the quantity and quality of training | X | X | <u>School-based education:</u> Supplying of data regarding the number and dropout of students via Information System of Public Education. Publishing quality information is not compulsory. According to decrees the following data must be published: <ul style="list-style-type: none"> • general information regarding preliminary, fees, traininigs • general information regarding human resources • results of national measurement-assessment annually |

| Regulated area | School-based education | Adult training | Realization |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none"> • general information about everyday training activities (homework, study groups, etc) • public statements of the maintainer's evaluation of the performance of the school <u>Adult training:</u> Supplying of data about the number of groups, students, and the result of satisfaction surveys at the end of the course |
| Self-assessment | X | X | <u>School-based education:</u> According to decrees annual self-assessment is mandatory in public education concentrating on the qualification of teachers and self-assessment of managers. <u>Adult training:</u> It is compulsory according to the decree of quality management, but schools can decide on its frequency. |
| Training programmes / Local curriculum / Pedagogic and professional programme, supervising the planning and the content of the curricula | X | X | <u>School-based education:</u> Fully regulated in decrees; licensing trainings involves an expert, supervising the content and the planning are also important (supervising personal, physical and financial conditions) Planning the learning material is based on the local curriculum that must be based on national curriculum. Most of the learning material used in school-based education can be chosen from a central list of learning materials. <u>Adult training:</u> Licensing of trainings is carried out according to decrees with the involvement of an expert; supervising content and physical and personal conditions is also important here. Planning of curricula is based on the training programmes. |
| Training programmes / Local curriculum / Physical and personal conditions of pedagogic and professional programmes, process of providing financial resources | X | X | <u>School-based education:</u> Physical and personal conditions and regulations of providing financial resources are fully regulated in decrees. Special conditions of certain professions are detailed in the requirements of the profession and examination. <u>Adult training:</u> Conditions and resources are also fully regulated in adult training. Special conditions of certain professions are also detailed in the requirements |

| Regulated area | School-based education | Adult training | Realization |
|---------------------------------------------------------------------------------------------------|------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | of the profession and examination. Schools of adult training also need to have their procedures to provide the conditions. |
| Training programmes / Local curriculum/ Publicity of pedagogic and professional programmes | X | X | <u>School-based education:</u> Publicity is regulated by the national law of public education. <u>Adult training:</u> Publicity is mandatory in an electronic form and at the school. |
| Framing the requirements regarding the employment of teachers | X | X | <u>School-based education:</u> Conditions are detailed in the law of public education. <u>Adult training:</u> Detailed in the law of adult education, but conditions are not as strict as in case of school-based education Local regulations at schools. |
| Collecting and analyzing data about the scholastic records of students | X | X | <u>School-based education:</u> Supplying data of scholastic records is compulsory via National Statistic Data collection Programme <u>Adult training:</u> Supplying data of professional exam results is compulsory via National Statistic Data collection Programme. |
| Collecting and analyzing data about the satisfaction survey of students | | X | <u>School-based education:</u> Students' satisfaction surveys are not compulsory at present. <u>Adult training:</u> According to decrees satisfaction surveys are compulsory at the end of the training. The results must be provided for the information system of adult training. |

Table 3.1. Quality Assurance in the Hungarian Public and Adult Education

Measuring/assessing during teaching-learning

Indicators are crucially important means for both training-leading and for schools, no matter whether they need a quality assurance program or not, because the condition of the system of education can be sized up with these educational indicators best.

That is why these indicators (suitable for measuring the efficiency of the school) have to be defined for every school (traditional or educational businesses as well).

It is necessary to collect data referring to the operation and performance of the educational system of both school-based and adult education. They can give a realistic view of the current situation of education. Although it is a principle of quality management, it has to be done regardless of the current regulations of quality programmes. At present in Hungary quality management issues regulate not every segment of education. However, the system of measuring and evaluating quality and quantity indicators of education is in operation in the whole country, as this is the only way to have a realistic view of the performance, the strengths and weaknesses of the educational system. Measuring of the realization of the goals of the educational policy can be implemented only with a common system of measurement.

In 2013 the quality management in adult training was put on new basis. This new system is already matching the principles of EQAVET, so the following charts introduce the measuring and assessing activity of the training process based on the present commitments of adult training.

According to decrees it is compulsory for schools to complete self-assessment both in public and adult education. In adult education it is realized within the confines of quality management, while in public education there are centrally defined principles: the headmaster of the school has to prepare it based on the qualification of teachers mainly. So at present in Hungary it is compulsory for every school to make some kind of self-assessment, the difference is in content: in adult training there is a larger scale of activities to be assessed, while in public education it is specifically the professional performance of teachers that has to be in focus.

| Measuring/assessing activity | School-based education | | Adult training | | Realization |
|--------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|--------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | external evaluation | internal valuation | external valuation | internal valuation | |
| Training programmes/local curriculum/ planning and supervising pedagogic and professional programmes and curricula | X | | X | X | <u>School-based education:</u> According to decrees within the confines of licensing and controlling procedures by the maintainer and the government office. <u>Controlling/Measuring, assessing:</u> Is the procedure of planning and developing carried out according to the regulations? How many new programmes are going to be worked out? <u>Adult training:</u> <u>Controlling/measuring, assessing:</u> Is the procedure of planning and developing carried out according to the regulations? How many new programmes are going to be worked out? Only within the confines of internal control: How many of the worked out programmes are going to be realized? |
| | | | X | X | <u>School-based education:</u> |

| Measuring/assessing activity | School-based education | | Adult training | | Realization |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|--------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | external evaluation | internal valuation | external valuation | internal valuation | |
| Providing the necessary physical and personal conditions and financial resources for the realisation of the training programmes | X | | | | <p>Checking the conditions involved in decrees within the confines of the procedures of licensing and controlling (maintainer and government office as well)</p> <p><u>Controlling/measuring, assessing:</u> Educational achievement and professional practice of teachers, the rate of full-time and part-time employees, physical conditions according to decrees, annual budget</p> <p><u>Adult training:</u> Checking the conditions involved in decrees within the confines of the procedures of licensing and controlling (National Vocational and Adult Training Office)</p> <p><u>Controlling/measuring, assessing:</u> Educational achievement and professional practice of teachers, the form of their employment, physical conditions according to decrees, the form of providing them, financial lodging according to decrees.</p> |
| Publicity of training programmes, local curriculum, pedagogic and professional programs | X | | X | X | <p><u>School-based education:</u> Access to pedagogic and professional programmes has to be assured for controlling authorities and partners according to operative decrees.</p> <p><u>Controlling/measuring, assessing:</u> availability of programmes</p> <p><u>Adult training:</u> The content of the training programme must be accessible for both controlling authorities and partners. (Number of new training programmes in a year)</p> <p><u>Controlling/measuring, assessing:</u> accessibility of the programmes, their changing amount annually</p> |
| Requirements regarding the employment of teachers | X | | X | X | <p><u>School-based education:</u> According to detailed regulations in decrees (qualification, professional practice, certificate of good contact, accomplishing further training).</p> <p><u>Controlling/measuring, assessing:</u> by the maintainer, or meeting the requirements of</p> |

| Measuring/assessing activity | School-based education | | Adult training | | Realization |
|-----------------------------------------------------------------------------------------------------|------------------------|--------------------|--------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | external evaluation | internal valuation | external valuation | internal valuation | |
| | | | | | <p>decrees within the confines of the procedure of licensing and controlling</p> <p><u>Adult training:</u> According to detailed regulations in decrees (qualification, professional practice, certificate of good contact).</p> <p><u>Controlling/measuring, assessing:</u> by the school as it is defined by the system of quality assurance, or within the confines of the procedure of licensing and controlling</p> |
| Publicity of the information in connection with the activity of the school | X | | X | X | <p><u>School-based education:</u> Keeping data up-to-date that is supplied to the Information System of Public Education, compulsory supplying of data to the National Statistic Data collection Programme. Preparing a Special publication list is compulsory for every school – all the data referring to the activity and results of the school must be made accessible for anybody (not suitable for personal identification) Publishing operational documents</p> <p><u>Controlling/measuring, assessing:</u> supplying of data</p> <p><u>Adult training:</u> Keeping data up-to-date that is supplied to the Adult Training Information System, compulsory supplying of data to the National Statistic Data collection Programme. Publishing data of adult training activity, indicating the registration number of adult training on every official document and on the website.</p> <p><u>Controlling/measuring, assessing:</u> supplying of data</p> |
| <u>Self-assessment of the activity of the school (based on the requirements of adult education)</u> | X | | X | X | <p><u>School-based education:</u> According to decrees schools have had to make self-assessment since 2015, focusing on qualifying teachers and self-assessment of managers.</p> <p><u>Controlling/measuring, assessing:</u> documents and results of self-assessment</p> |

| Measuring/assessing activity | School-based education | | Adult training | | Realization |
|-----------------------------------------------|------------------------|--------------------|--------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | external evaluation | internal valuation | external valuation | internal valuation | |
| | | | | | <u>Adult training:</u> According to decrees it is mandatory for schools to perform self-assessment. Its frequency can be determined by the schools. <u>Controlling/measuring, assessing:</u> documents and results of self-assessment |
| Average annual scholastic records of students | X | | X | X | <u>School-based education:</u> Schools have to supply statistics regarding the exam results. <u>Controlling/measuring, assessing:</u> supplying of data <u>Adult training:</u> According to decrees its measuring has to be defined among quality goals.(results of module-closing and other exams, tests: only within the confines of internal control, results of final exams: centrally) <u>Controlling/measuring, assessing:</u> supplying of data |
| The rate of dropout | X | | X | X | <u>School-based education:</u> Schools must supply statistics. <u>Controlling/measuring, assessing:</u> supplying of data completed <u>Adult training:</u> According to decrees its measurement by majors has to be determined among quality goals. <u>Controlling/measuring, assessing:</u> the result of annual measuring of quality goals |
| Results of students satisfaction surveys | | | X | X | <u>School-based education:</u> no commitments. <u>Adult training:</u> According to decrees its measurement by majors has to be determined among quality goals. The school has to send the average result of the answers to the compulsory question to the Adult Training Information System. <u>Controlling/measuring, assessing:</u> the result of the annual evaluation of quality goals, supplying of data completed |
| Feedback on the performance of teachers | X | X | X | X | <u>School-based education:</u> According to the regulations of the |

| Measuring/assessing activity | School-based education | | Adult training | | Realization |
|------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|--------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | external evaluation | internal valuation | external valuation | internal valuation | |
| | | | | | qualification of teachers stated in the decrees. (<i>find details about the content below</i>) <u>Controlling/measuring, assessing:</u> results of the teachers, rate and number of qualified teachers <u>Adult training:</u> The performance of teachers has to be measured locally <u>Controlling/measuring, assessing:</u> Results of satisfaction surveys, visits, assessment by managers |
| Feedback of the employers and other organizations of the labour market on the training | | | X | X | <u>School-based education:</u> no regulations <u>Adult training:</u> Percentage of usefulness on the labour market <u>Controlling/measuring, assessing:</u> At least 50% starting work (Compulsory measurement locally) |
| Responsibilities of the units of the organization of the school and of the employees regarding quality assurance | | | X | X | <u>School-based education:</u> no commitments <u>Adult training:</u> regulated in the process of quality management locally <u>Controlling/measuring, assessing:</u> fruition of responsibilities defined in procedures (within the confines of internal and external control) |
| Improving teachers' competencies | X | | X | X | <u>School-based education:</u> According to decrees further training is compulsory for teachers every seventh year. For its realization schools have to make a plan and continuously measure it. <u>Controlling/measuring, assessing:</u> realization of the plans regarding further training and participation <u>Adult training:</u> Schools have to regulate it within the confines of quality management system <u>Controlling/measuring, assessing:</u> realization of goals |

| Measuring/assessing activity | School-based education | | Adult training | | Realization |
|------------------------------------------|------------------------|--------------------|--------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | external evaluation | internal valuation | external valuation | internal valuation | |
| Dealing with and looking into complaints | X | | X | X | <p><u>School-based education:</u> According to operative decrees the school must involve the way of dealing with complaints in its policy. (1. headmaster, 2. maintainer, 3. local government offices, ombudsman)</p> <p><u>Controlling/measuring, assessing:</u> no commitments</p> <p><u>Adult training:</u> As in proceedings in the school or to the National Vocational and Adult Training Agency</p> <p><u>Controlling/measuring, assessing:</u> number of complaints, solutions, results of correction</p> |

Table 3.2. Measuring/assessing activity of QA in the Hungarian Public and Adult Education

Having a look at the charts, summarizing measuring/assessing activities it can be seen that the most important criteria of self-assessment can be found in public education, even if they are not applied within the confines of quality assurance.

The system of school inspection (pedagogic-professional controlling model) was introduced in school-based education in Hungary in 2013 – like in most EU countries. It is mainly based on external evaluation, but self-assessment is also part of it.

With this system the Ministry of Education wanted to create an external, professional system for controlling and assessing, which is based on unified and public criteria. It was important to have a unified external system for assessing that – along with the schools' self-assessment – can make an objective and generative evaluation for all schools.

Most important features of self-assessment in connection with school inspection

- Principle: close relationship of external evaluation (school inspection) and self-assessment
- Self-assessment of school focuses on the process of learning-teaching and on the quality of teachers' work
- The criteria and the tools of the self-assessment of the school/manager/teacher comply with the criteria and the tools of evaluation of the school inspection/manager/teacher; in case of teachers also with the requirements of the system of qualification.
- The criteria of school inspection are completed with the criteria and expectations of self-assessment at all three levels.

Comparing the public documents of schools and the elements of self-assessment, educational institutions have to publish very few data on their website (or else) that include the data of their self-assessment. A positive example in public education is the Special publication list and in adult education the overall results of satisfaction surveys. The results of self-assessment serve two ends on both areas: 1. regular controlling of the activity of the school, 2. to accomplish the requirements of supplying data for national statistics and measurings. They provide an objective view of the current condition and quality of the educational system, and this is the most important link between the objectives of external and internal evaluation.

A system for external evaluation can and should be created and operated in order to achieve the following goals:

- To protect the rights and interest of (adult) students
- To make it possible for the schools to provide (adult) students with quality training-education
- To support schools in order to be able to continuously develop their operation, professional work and efficiency
- To certify self-assessment locally
- To collect and analyze data regularly in order to establish local, regional and national planning and development

Observing both fields of education regarding their regulation, it can be seen that the central regulations for measuring/assessing have been configured so that they can be applied to the schools' own quality management activity. This way the most important procedures must appear in the schools' measuring/assessing activity, although having a quality management program is not mandatory in public education.

4 REVIEW OF THE EXISTING ICT SOLUTIONS

4.1 IT systems used in the Hungarian schools system

In the Hungarian vocational schools there are now IT system used typically for supporting the institutional QA system.

In the frame of the project of Social Development Operative Programme 2.2.1-12/1 titled **“Improving the quality and content of VET and adult training provision”** (managed by the National Labor Office) just five subprojects are running for overall development of the Hungarian VET systems:

- ▣ Subproject 1: Expanding assessment and evaluation
- ▣ Subproject 2: Aligning the National Qualifications Register (OKJ) with qualifications regulated by public authorities
- ▣ Subproject 3: Elaborating framework curricula of VET
- ▣ **Subproject 4: Developing a professional process control system in VET**
- ▣ Subproject 5: Developing the National Qualifications Framework

One of them – namely the subproject 4 is aimed to start a movement towards the institutional QA systems. Within this subproject a professional process inspection system will be developed which will use the positive experiences of the existing inspection/evaluation systems and act upon organically the new system and the new framework curricula of VET. A process inspection

methodological handbook and an IT system supporting the professional process inspection system will be developed; the developer is the Microsoft Hungary Ltd

The aim of this IT system is to establish a platform for supporting the yearly design, the organisation and the control of the external evaluation at national and at county level, to create and to manage a database of the external evaluators and to collect figures on the results.

This means that it is much more a system for central administration, and it does not provide IT support for running QA systems in the schools.

Based on the rules defined by the methodological handbook the standard set of the documents for evaluation and reporting will be stored by the system as well. The schools are obliged to carry out a self-assessment before the external evaluation starts, and they had to enter the figures of the assessment through the platform. The system development will be closed in September of 2015.

Another application widely uses in the Hungarian public education and in the VET schools as well is the **@Diary Administration System**.

@Diary is a digital version of the traditional classroom diary, which manages a databases used by the schools (students, teachers, groups, subjects, classrooms, etc.). Its main modules are as follows: Registers for the resources (institutional data, rooms, curricula, equipment, practicing places, etc.), e-Diary Management (timetables, substitutions, etc.), queries, searching, filtering figures of the e-Diary (classroom lessons, records of absences, reports, etc.), Document managing and generating module for providing school documents, like statistics, certificates, etc. in different digital format (PDF, DOC, és XLS), and for providing templates for standard documents. These documents contains all information what the schools have to enter into the national statistical database system (KIR-STAT). There are a well defined account system for the persons who are allowed to access figures of the e-Diary, as external partners the parents can see the notes of their children if they asked for permission from the system administrator.

The two systems presented above contain figures related to the internal QA system (e.g. for the schools' self assessment), but they are focusing rather on administrative issues, than on operating QA cycles in the schools, or supporting quality culture among the schools' staff.

4.2 OpenQAsS Toolkit – az esettanulmányokban megfogalmazott javaslatok

We did not find any IT solution for supporting the operation of the institutional Quality Assurance System in Hungary, what we intend to develop in the frame of the OpenQAsS project.

The report on the case studies contains several very useful suggestions, what the Consortium has to take into consideration during the system design of OpenQAsS Toolkit (OQT). One of the most important requirements against OQT is, that the new system should not increase the administrative workload of the teachers. The question – how to avoid the redundancy of the stored data – is crucial for achieve a really usable solution. For instance we have to avoid storing the figures of the students separately in the different systems several times.

Suggestions of the headmasters of SZÁMALK and Handler

(1) Managing quality goals related indicators

In Hungary there is a special set of indicators related to the QA goals, gathering of which is obligatory for every schools. Beyond this set of indicators the OQT has to support the gathering of school-specific indicators, which may differ in different counties, and regarding the sectors as well.

(2) Standardized handling of tools for measuring the satisfactions of the partners (students, parents, maintainer, chambers, labour –market)

Survey module:

To fulfil this requirement, a questionnaire-editor module should be implemented, which can be supported by a well-defined set of standard questionnaires.

(3) Process controlling system, with indicators mapped in the processes

The aim is to support and to track on the PDCA (Plan-Do-Check-Act) cycle

(4) Supporting the self assessment of teachers and headmasters

The system should provide online checklists and competence-catalogues to support SWOT-analysis, and it could create suggestions for the areas where self-development needed. If the system represents a model of teachers carrier monitoring and evaluation system, it can help the teachers to prepare themselves for the inspection.

(5) Supporting inside flow communication

The school has to establish a systematically organized information exchange and communication flow. The participating parties (students, parents, teachers, leader of apprentice workshops, school leadership or any other partners) should not feel excluded from the information flow.

The practical part of school education is organised partly in apprentice workshops going on outside. The spatial isolation often leads to a situation where the leaders and trainers of apprentice workshops miss the internal communication, and feel that they are therefore at a disadvantage

OQT has to support an well structured internal, internet-based information system in order to store, to access and to share the information important for the actors (students, teachers, parents, ...).

(6) Supporting knowledge sharing and knowledge management

A well-established and effective internal individual and organizational knowledge management system should be operated In OQT. In addition to the quantitative measurements (for example, the number of annual training hours) an organized system for other quality indicators needed, for supporting the teaching staff and the school leadership to share their useful experiences, instructive stories, best practices measurements needed, have accumulated over the years.

The aim is to improve the professional competences, to increase the motivation for exchanging the pedagogical experiences, to support knowing each-other and to strengthen collegiality.

The system should include a module and should provide rules for sharing the experiences of the staff member, participating on the further training course.

- An internal indicator system should be developed to measure the effectiveness of the knowledge management.
- The staff should be guided in using the module, and to think over the opportunity for the motivation.
- A new structure for storing and commenting on different information was established. Such information may include:
 - Course learning materials received by the staff (brochures, questionnaires, manuals and methodological materials, studies, etc.).
 - The personnel records, summaries of the courses;
 - Documented and shared interviews with the participants on the course content, methodology and other experiences;
 - Accompanying logs, records, comments of the trainings;
 - A storehouse for proven methods, scenarios, individual curricula, teaching methods;
 - Online publications, a list of paper-based information materials;
 - Videos, sound recordings.

(7) Climate tests for measuring the impact of the system

In every two years a so-called climate test (120 questions) should be carried out in order to reveal the effectiveness of the measures.

(8) Document repository

OQT has to contain a module for storing, editing and managing a database of standard documents for quality assurance. The staff of the school could download the documents and to modify for special purposes if needed.

5 Coherence of national quality assurance system and Equavet

Member States, social partners and European Commission developed the European Quality Assurance Reference Framework in Vocational Educational and Training (EQAVET) in 2009, in order to help quality assurance and quality development of VET.

Given the approaches of the quality of vocational training between the Member States and Member States' diversity and complexity, the framework provides a common reference point to ensure transparency, consistency and portability across a range of policy trends and practices typical of Europe, such as increasing mutual trust, mobility of students and workers.

Developed by Member States in cooperation with the European Commission, the Reference Framework has now been adopted by the European Parliament and the Council in 2009. The Framework is a key element of the Copenhagen Declaration and played a key role in renewal European education and training systems. Quality Assurance National Reference Point provides information about the common framework and national quality assurance system.

The EQAVET network has identified six common themes, called building blocks. The building blocks - which complement and support each other – built on EQAVET indicative characteristics and indicators.

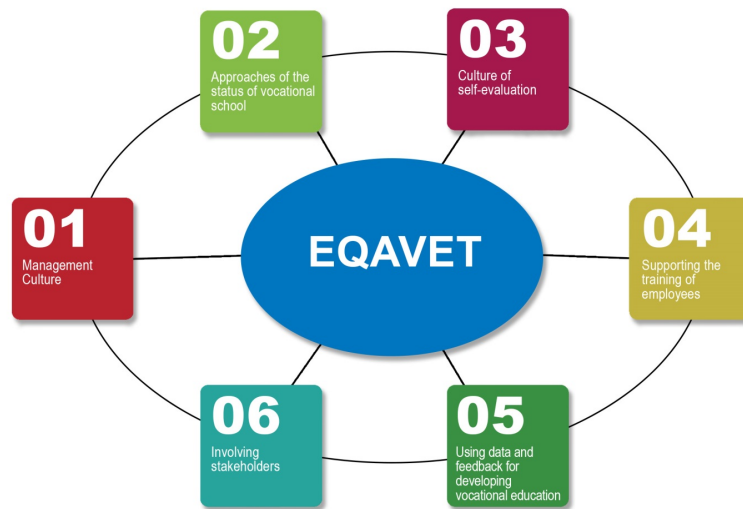


Fig. 7: Source: EQAVET modules brochure (www.eqavet.eu)

The importance of developing the European Common Quality Assurance Framework (CQAF / EQARF / EQAVET) is based on the following arguments and reasons:

1. Emphasises and enhances the importance of the development of quality vocational training, helping the policy decisions.
2. Increase the transparency and strengthens the mutual trust in the vocational training systems between countries and within countries.
3. Encourages stakeholders active participation in vocational training and dealing with quality at all levels (national, regional, local / institutional).
4. Vocational training is managed as a single entity, thereby promoting the establishment of an integrated, coherent national vocational training.
5. Encourage the stakeholders for regular self-assessment. Problems identified in the self-assessment, identifying areas for improvement will help ensure high quality training.
6. Allows the creation and operation of an external evaluation system that supports institutions in achieving the development goals.
7. Ensure that the internal (institutional) and external (industry, maintainers) measurements is built on single indicators , databases.
8. Ensure the opportunity for knowledge sharing, mapping to good practices (and take them over and adapted it) for continuous improvement.

Quality management systems and processes

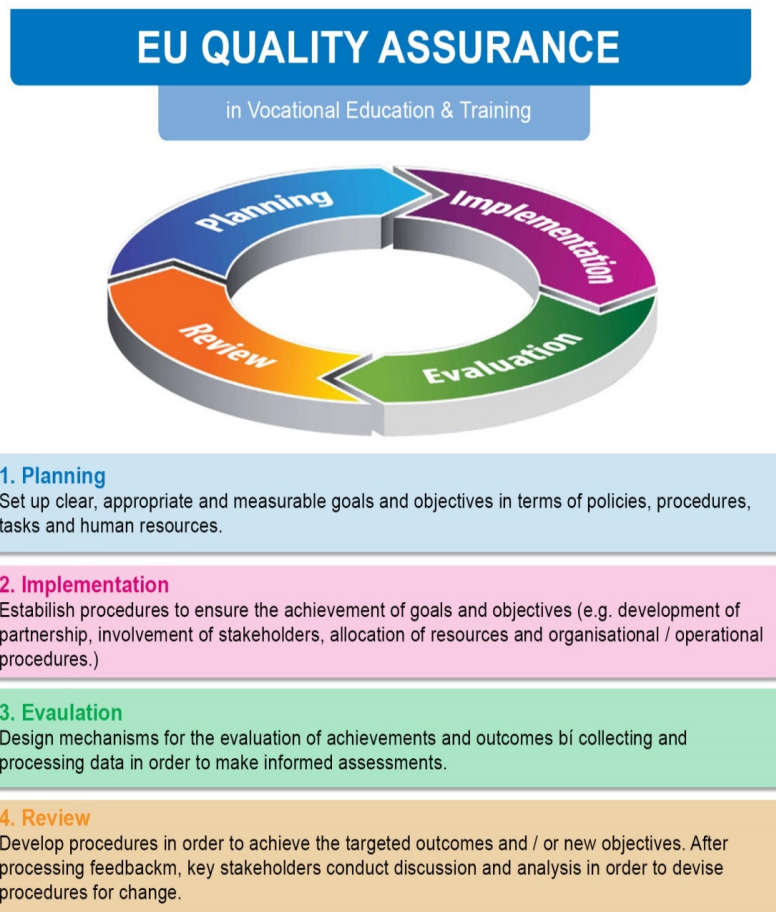


Fig. 8: Source: EQAVET modules brochure (www.eqavet.eu)

The building blocks will help them to identify the main tasks that are necessary in order to improve the framework for quality assurance processes.

EQAVET indicators

Important elements of the operating EQAVET determining the measurability and evaluation. The transparency based on partnership principle of mutual trust is a key element of the framework. This indicator system follows the structure of the target system. These indicators are system indicators, which can be further broken down into sectorial, regional, maintainers and institutional level. All of them should be determined following 10 system-level indicator, which should be including among the sectorial / institutional objectives and indicators:

Indicator 1: Relevance of quality assurance systems for VET providers

- Share of providers applying internal quality assurance systems defined by law/at own initiative
- Share of accredited VET providers.

Indicator 2: Investment in training of teachers and trainers:

- Share of teachers and trainers participating in further training
- Amount of funds invested

Indicator 3: Participation rate in VET programmes:

- Percentage of annual cohort completing lower secondary school/compulsory education participating in **IVET** programmes at upper secondary level (which lead to a formal qualification)
- Percentage of active population (15-74 years old) entering continuing education and training (**CVET**) programmes

Indicator 4: Completion rate in VET programmes

- Percentage of those completing IVET programme(s)
- Percentage of those completing CVET programme(s) - attaining a formal qualification
- ...attaining a formal qualification compared to those entering CVET programme(s).

Indicator 5: Placement rate in VET programmes

- Proportion of VET programme completers who are placed either in the labour market, further education or training or other destination within 12-36 months after the end of programme
- Percentage of VET programme completers who are employed one year after the end of training

Indicator 6: Utilisation of acquired skills at the workplace

- a) Percentage of VET programme completers working in relevant occupations;
- b) Percentage of employees in a given sector:
 - who, within a period of 12-36 months from completing the VET programme, find that their training is relevant for their current occupation;
 - who are satisfied in finding VET programme completers with relevant qualifications and competences required for work placement;
 - who are satisfied with programme completers.

Indicator 7: Unemployment rate

The number of people unemployed as a percentage of the labour force. The labour force is the total number of people employed, plus those unemployed.

Indicator 8: Prevalence of vulnerable groups

- Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
- Success rate of disadvantaged groups according to age and gender.

Indicator 9: Mechanisms to identify training needs in the labour market

- a) Information on mechanisms set up to identify changing demands at different levels
- b) Type of mechanisms used to update the VET offer to the future labour market needs;

- c) Information on mechanisms used to provide stakeholders with the most recent information on the future needs of the labour market.
- Evidence of their effectiveness

Indicator 10: Schemes used to promote better access to VET

- Information on existing schemes at different levels
 - a) Type of schemes used to improve access to VET
 - b) Information demonstrating the capacity of the VET system to increase access to VET.

There is no difference in IVET and CVET indicators.

Hungary and the European cooperation in quality assurance of training

Hungary is among the first EU Member States who aligned the already existing quality assurance systems in the VET school system and adult training with the quality assurance framework of the European Union (EQAVET) in a flagship project.

The aims of system is the followings: to unify and coordinate the quality management systems of vocational and adult education in order to give clear picture of the activities and functioning of the institutions to the policy makers and stakeholders themselves. The indicator system matched the reference framework for a quality management system⁴ and built on 3 groups of indicators:

- Mandatory key indicators, which are obtained by the statistical services
- Recommended indicators relating to institutional quality development (Defined and collected by the institutions)
- Benchmarking indicators, which are measured by the many institutions for the further planning

Hungary was among the first EU countries, which carefully thought about the quality assurance system of vocational training coordination of European guidelines, and take steps towards the recognition and application. In the vocational school development program (2006-2009) Adapted Vocational Training Quality Assurance Framework (QAF) has been developed. After that in the "Training and development of quality content" project the Unified Vocational Training Quality Management Framework has been developed and tested in 2010. The full preparation for the introduction was in 1070 for vocational and adult education institution. With this step, Hungary has taken a major step for fulfilling the task set out in Bruge Communiqué.

Hungary actively take part in the implementation of the EQAVET Work programme 2010-2013 too.

Year 2013 is a turning point. As it is mentioned in chapter 2. The mandatory quality assurance is ended in public education (so in school-based VET). Inspection system was introduced, which imposes a serious and verifiable criteria for all public education institutions, including vocational schools. However, in adult education the new law binds on education institutions for the adoption of a centrally developed quality management system.

⁴ „Bruge Communiqué” includes the measure of implementation of the 2009 recommendation on quality assurance in vocational training at national level by 2015.

Above all, the vocational and adult education continued quality improvement in the last two years. A new a process-based quality management system is in progress taking account of developments in the past and EQAVET.

6 Executive summary

The main objective of this project is to develop a free framework and software for quality assurance in vocational education, to transfer the EU standards to the educational system of the member countries and to prepare them to apply the new measuring and assessing system and the indicators.

For the success of the project we had to make a survey regarding the present situation, legal background and professional environment of vocational and adult education in the partner countries (UK, Ireland, Italy, Spain and Hungary) at a national and institutional level as well. It was an important goal to study the legal definiteness and frames of vocational and adult education related to quality assurance in all the partner-countries. Every country should introduce the practice of quality assurance that is determining in the present system of vocational and adult education of the country.

Another objective was to involve methods and tools (especially IT tools) in the National Report that schools and other educational institutions use centrally or locally in their quality assurance (data storage, database, collection of documents, calculations, queries). All this information is important regarding the specification of the common system to develop.

Summary of the national report

The **first unit** shortly describes the Hungarian vocational and adult education, its latest development in the past few years and even in the school-year 2013/2014. We could not discuss several important changes from the past, but we concentrated on the present. That is why we introduced the dual education, changes to the structure and content (the rates of public and vocational education and the modification of the content of output) first of all. The chart showing the structure of Hungarian educational system according to ISCED, also gives an overview of the position, interconnections and plugs-in of vocational and adult training.

In this unit we have introduced a few important data and tendencies about the distribution of full-time 9th grade students and also about the changes of the distribution by programmes (grammar school, secondary vocational school, vocational and special vocational school). Despite the efforts of the government the number of students studying at vocational schools has hardly increased for years, not like the number of those studying in grammar schools and secondary vocational schools. We have shortly explained the previous (2001) and the present (since 2013) decree on adult education and also compared their effect on adult education. The regulations of adult education are strict, specified by a decree and match the measuring system of EQAVET. The problem is that the decree valid since 2013 does not refer to the entirety of adult education.

We have shown some data of students of adult education which have been far behind the EU (27 countries) for years.

The **second unit**, which is about the legal background, shows clearly all the changes of the new vocational and adult education system, emphasizing the internal and external elements of quality assurance such as self-assessment and school inspection.

The second unit explains the following:

„It is a basic civic expectation that the qualifications that can be acquired in Hungary can be known and easily identifiable. The National Vocational Qualification Register (NVQR) contains them. Now

the 150/2012. (VII. 6.) Government Regulation is in force. It not only declares a state-recognized vocational qualifications, but specifies the amendment procedure of NVQR. It contains qualifications of previous periods matching of the current system of qualifications - helping employees, employers and the public administration practitioners find their way clear.

The professional and examination requirements of vocational qualifications (SZVK) are defined at the level of ministries, ensuring professional modernity and professionalism. Because they are set to uniform principles, the individual ministerial decrees in respect of the ministry responsible for vocational training (currently the Ministry for National Economy - NGM) have veto rights.”

Further on the unit shortly describes the teachers carrier monitoring and evaluation system, its legal background and its introduction to public education. The system of assessing and measuring with a quality management approach is being set up gradually involving vocational education too.

The national professional monitoring is operated by The Minister of Education. Regular monitoring is organized in each five year in each public education institute. VET institutes are involved based on the recommendation of the relevant ministry. The aim of the monitoring system is to evaluate and monitor the work of the teachers using single set of indicators. Each institution is monitored.

Unit three contains the details of vocational and adult education, describing and analyzing the institutional levels of quality assurance. It also describes the previous and present quality assurance systems with their compulsory and non-compulsory elements of all the vocational institutions.

In Hungary it is compulsory for every school to make some kind of self-assessment, the difference is in content: in adult training there is a larger scale of activities to be assessed, while in public education it is specifically the professional performance of teachers that has to be in focus.

The system of school inspection (pedagogic-professional controlling model) was introduced in school-based education in Hungary in 2013 – like in most EU countries. It is mainly based on external evaluation, but self-assessment is also part of it.

With this system the Ministry of Education wanted to create an external, professional system for controlling and assessing, which is based on unified and public criteria. It was important to have a unified external system for assessing that – along with the schools’ self-assessment – can make an objective and generative evaluation for all schools.

Quality management is legally regulated in adult education. The same indicators of public and vocational education, their sources and documents are compared to this in the first chart.

The second chart summarizes the same assessing and measuring tasks and their realization in both types of education (school-based and adult).

The new system of vocational and adult education, introduced in the school-year 2013/2014, and its quality assurance cannot be assessed properly yet. One year is not enough, there are no proofs. (Although we can measure partial results and evaluate reflections, the final assessment can only be completed at the end of the educational process.)

In **unit four** we have observed EQAVET. We have considered how long, in what forms, in what areas and how the Hungarian Educational Government has dealt with EQAVET, tried to introduce it, adapted its indicators. We can state that a significant progress has been made, the results are outstanding.

Finally we introduced two educational institutions (see the appendix), where, although it is not compulsory, a quality assurance system is used. They have been performing their task for years so as to meet the interest of their most important partners (students and parents) and to get good rating from authorities and professional controls.

These two surveys are just examples but they are good for gaining information regarding the situation of quality assurance in Hungary.

What has been left out of the report!

It is an important change and a great success that two months ago, after a long developing procedure in Hungary, the European Expert Committee passed the Hungarian Qualifications Framework (HQF).

The HQF creates further possibilities for different qualifications to be accepted internationally. Because of the mobility in studying and at work it has become necessary to specify the level of different qualifications in a new system that matches the international standards (it is being applied to the ranking of all the vocational and adult qualifications). One of its most important objectives and advantages is that specifying the results and ranking them the same way make it possible to compare them.

This is a new category of quality in Europe in which the objective of education is to reach a certain level of results, that can be determined as not just knowledge but also as skills and they also aim at developing competencies that are necessary for gaining qualifications. This means a great change to measuring and assessing the results of vocational and adult education, but also influences the whole process of learning. In the near future the principles of quality management in vocational and adult education may also change (as it can be predicted from an ongoing development). Regarding the future, directories of vocational education prefer quality control systems based on processes.

May 6, 2015, Budapest

Ildikó Balassa (SZÁMALK)

7 Vezetői összefoglaló

E projekt alapvető célja, hogy a szakképzés minőségbiztosításához egy szabadon felhasználható keretprogramot és szoftvert fejlesszen, továbbá hogy az Európai Unió szakképzésében javasolt minőségsszabványokat transzferálja az egyes tagországok oktatási rendszerébe és felkészítsen az új mérő és értékelő rendszer és az indikátorok alkalmazására.

Ahhoz, hogy e projekt feladatait eredményesen tudja elvégezni, szükséges volt, hogy a partnerországokban (Egyesült Királyság, Írország, Olaszország, Spanyolország és Magyarország) felmérjük a szak- és felnőttképzés jelen helyzetét, státuszát jogi és szakmai kereteket mind az országos, mind pedig intézményi szinten. Fontos cél volt, hogy minden partnerország feltérképezze a szak- és felnőttképzés jogszabályi meghatározottságát és kereteit a minőségbiztosítással

összefüggésben. Bemutatja minden ország azt a minőségbiztosítási gyakorlatot, mely jelenleg az adott nemzet szakképzési és felnőttképzési rendszerében meghatározó.

További célként határoztuk meg, hogy a nemzeti beszámoló tartalmazza azokat módszereket és eszközöket (kiemelten az informatikai eszközöket) melyeket központosítottan vagy intézményi szinten az egyes iskolák, oktatási egységek használnak a minőségbiztosítási munkájukban, annak támogatásaként (adattárolás, adatbázisok, dokumentum gyűjtemények, számítások, lekérdezési lehetőségek). Ezek az információk meghatározóak a fejlesztendő közös rendszer specifikációjára szempontjából is.

A NEMZETI JELENTÉSRŐL ÖSSZEFOGLALÓAN

A hazai szak- és felnőttképzést – annak elmúlt néhány évben történt fejlesztését és a legújabb (2013/2014. tanévi) változásait - az **első fejezetben** röviden mutattuk be. Nem térhettünk ki visszamenőleg több fontos változásra, koncentráltuk a jelen rendszerre. Éppen ezért elsősorban a duális képzés bevezetését, a strukturális és tartalmi változásokat (közoktatási és szakképzési arányok és az output tartalmának módosítása) mutattuk be. Az ábra, mely az ISCED szintek szerinti felépítését mutatja be a magyar oktatási rendszernek, áttekintést nyújt a szak- és felnőttképzés helyéről, kapcsolódási pontjairól és a struktúra egészébe való beépüléséről.

Ebben a fejezetben néhány fontos adatot és tendenciát is bemutatunk a 9. évfolyamos nappali tagozatos tanulók megoszlásáról, illetve a megoszlás változásáról a programtípusok (gimnázium, szakközépiskola, szakiskola és speciális szakiskola) szerint. A kormányzati szándék és támogató intézkedések ellenére évek óta alig emelkedik a szakiskolai tanulók száma, sokkal inkább nő a szakközépiskolában és gimnáziumban tanuló fiataloké.

Röviden ismertettük és összehasonlítottuk a korábbi (2001) és 2013. szeptembertől érvényes felnőttképzési törvény minőségbiztosításra gyakorolt hatását. A felnőttképzés - jogszabályokban meghatározott - minőségbiztosítási szabályai szigorúak, jól illeszkednek az EQAVET mérőrendszeréhez. A probléma azonban az, hogy a 2013. évtől hatályos jogszabályok nem vonatkoznak a felnőttképzés egészére, csak annak egy - a törvényben definiált - részére.

Bemutatunk felnőttképzésben tanulók adatait is, mely tényszámok az EU (27 Countries) adataival összehasonlítva évek óta nagy lemaradást mutatnak.

Az első részt jól egészíti ki a jogszabályi beágyazottságról készített **második fejezet**, melyből világosan rajzolódik ki az új szak- és felnőttképzési rendszer valamennyi változása, kiemelten a minőségbiztosítás belső (önellenőrzési) és külső (tanfelügyeleti) szabályozottsága, tartalma.

A 2. fejezet ismerteti a következőket:

„A legfontosabb Alapvető állampolgári elvárás, hogy megismerhető és könnyen azonosíthatóak legyenek a Magyarországon megszerezhető szakképesítések. Ezeket az Országos Képzési Jegyzék (OKJ) tartalmazza, jelenleg a 150/2012. (VII. 6.) Kormányrendelet hatályos. Ez nem csak deklarálja az állam által elismert szakképesítéseket, de meghatározza az OKJ módosításának eljárásrendjét is. Tartalmazza az előző időszakokban definiált szakképesítések megfeleltetését a hatályos képesítési rendszerben – segítve ezzel a munkavállalók, a munkáltatók és a közigazgatásban dolgozó jogalkalmazók egyértelmű eligazodását.

Az egyes szakképesítések szakmai és vizsgakövetelményei (SZVK) szaktárcák szintjén kerülnek meghatározásra, így biztosítják a szakmai korszerűséget és szakszerűséget. Azért, hogy ezek egységes elvek mentén kerüljenek meghatározásra, az egyes miniszteri rendeletek tekintetében a szakképzésért felelős minisztériumnak (jelenleg ez a Nemzetgazdasági Minisztérium – NGM) egyetértési joga van.”

A fejezet további részében megtalálható a „Pedagógus életpálya modell” rövid bemutatása, annak jogi szabályozása, továbbá a pedagógusok előmeneteli rendszeréről és a köznevelési intézményekben történő bevezetéséről szóló rész. A minőségbiztosítási szemléletű ellenőrzési és minősítési rendszer folyamatosan kerül felépítésre, mely kiterjed a szakképzés területére is.

Az oktatásért felelős miniszter működteti az országos pedagógiai-szakmai ellenőrzés rendszerét. Ennek keretei között a köznevelési intézményben folyamatos pedagógiai-szakmai ellenőrzést szervez, amely intézményenként, ötévente ismétlődő, értékeléssel záruló vizsgálat. Az országos pedagógiai-szakmai ellenőrzés célja a pedagógusok munkájának külső, egységes kritériumok szerinti ellenőrzése és értékelése a minőség javítása érdekében. Az ellenőrzés kiterjed fenntartótól függetlenül minden köznevelési intézményre.

A szak- és felnőttképzési rendszer részletezését a **harmadik fejezetben** találják, bemutatjuk a minőségbiztosítás intézményi szintjeit és elemezzük is azokat. Ez a fejezet mutatja be valamennyi szakképző intézmény korábbi és jelenlegi minőségirányítási rendszerét, annak kötelező és nem kötelező elemeit.

Magyarországon minden oktatási intézmény számára kötelező valamilyen önértékelés végzése, a különbség a tartalomban mutatkozik meg: a felnőttképzésben jelenleg sokkal szélesebb tevékenységi kört kell értékelnie az intézményeknek, míg a közoktatásban kifejezetten a pedagógusok szakmai munkájára, előmenetelére kell koncentrálni.

Az iskolarendszerű képzésekben 2013-ban vezették be hazánkban - az Európai Unió legtöbb tagállamához hasonlóan- a tanfelügyeleti rendszert (pedagógiai- szakmai ellenőrzési modell), mely elsősorban a külső értékelésen alapul, de részét képezi az önértékelés is.

E rendszer kidolgozása során az oktatási kormányzat egy egységes, nyilvános szempontsor alapján kialakított, rendszeres, külső szakmai ellenőrzési és értékelési rendszert kívánt megvalósítani. Az egységes külső értékelés az intézmények önértékeléseivel kapcsolódva képes objektív, fejlesztő értékelést adni valamennyi köznevelési intézmény számára.

A felnőttképzés jogi úton szabályozta minőségirányítás területeit. Ehhez hasonlítva (ezzel párhuzamosan) írjuk le a közoktatás és szakképzés ugyanezen indikátorait, azok forrását és dokumentumait az első táblázatban.

A második táblázatban foglaltuk össze ugyanazokat a mérési és értékelési feladatokat mindkét képzési típusban (iskolarendszerű szakképzés, illetve felnőttképzés) külön-külön, továbbá ezen feladatok megvalósítását.

A 2013/2014 évben bevezetett új szak- és felnőttképzési rendszer és annak minőségbiztosítása még nem értékelhető objektív módon. Ez az egy év nem tekinthető elegendőnek, nincsenek bizonyítékok e tekintetben. (egy oktatási folyamat végét meg kell várnunk az értékeléssel, de közben mérhetjük a részeredményeket és értékelhetők a reflexiók.)

A **negyedik fejezetben** a EQAVET kerül a görcső alá. Azt tekintettük át, hogy mióta, milyen fejlesztésben, milyen széles körben és hogyan foglalkozott a magyar oktatásügy az EQAVET hazai bevezetésével, indikátorainak adaptálásával, gyakorlatba illesztésével. Megállapítható, hogy e tekintetben nagyon jól haladtunk előre és eredményeink példaértékűek.

Végezetül bemutatunk két oktatási intézményt (lásd a mellékletben), ahol annak ellenére, hogy a törvény nem írja elő kötelezően, mégis alkalmaznak minőségirányítási rendszert, a munkájukat évtizedek óta úgy végzik, hogy megfeleljenek a legfontosabb partnereknek (a tanulóknak és a szülőknek) és jó értékelést kapjanak a hatósági, törvényességi és szakmai ellenőrzések alkalmával.

Ez a két esettanulmány egy-egy bemutató, de sok információt nyerhetünk ezek olvasásával is a hazai minőségbiztosítás helyzetét illetően.

Ami a jelentésből kimaradt

Fontos változás és sikertörténet, hogy két hónapja ért véget Magyarországon egy hosszú fejlesztési folyamat, melynek eredményeként az európai szakértői bizottság elfogadta a Magyar Képesési Keretrendszert (MKKR).⁵

Az MKKR új távlatokat nyit és további lehetőségeket teremt az egyes képesítések nemzetközi elismeréséhez. A tanulási és munkahelyi mobilitás szükségessé tette, hogy új rendszerbe sorolva, a nemzetközi referenciához hasonlítva történjen meg az egyes képesítések szintjeinek meghatározása (így valamennyi szak- és felnőttképzési képesítés besorolása is ennek megfelelően történik). Ennek egyik legfontosabb célja és előnye, hogy a tanulási eredmény azonos módon való meghatározás és szinteknek megfelelő besorolása lehetővé teszi az összehasonlíthatóságot.

Ez egy új minőségi kategória Európában, melyben az oktatás célja adott szintű tanulási eredmény elérése, melyet a tudáson kívül képességekben fogalmazznak meg, továbbá olyan kompetenciák fejlesztését célozzák meg, amelyek szükségesek egy adott képesítés megszerzéséhez. Ez jelentős változást hoz a szak- és felnőttképzés eredményeinek mérésében és értékelésében is, de a tanulási folyamat egészét is befolyásolja. Változhat a közeli jövőben a (egy most folyó fejlesztés ezt

⁵ Az egész életen át tartó tanulás Európai Képesítési Keretrendszerének (EKKR) létrehozásáról szóló 2008. évi európai uniós ajánlás kérte fel a tagállamokat, hogy hozzák létre saját nemzeti képesítési keretrendszerüket és biztosítsák az EKKR-rel történő megfeleltetést. Ezen ajánlás értelmében az uniós tagállamokban kiadott új bizonyítványoknak és okleveleknek hivatkozást kell tartalmaznia arról, hogy az adott képesítés a nemzeti és az európai keretrendszer mely szintjének felel meg.

bizonyítja) a szak- és felnőttképzés minőségirányításának alapelve is. A jövőt illetően a szakképzést irányítók preferálják a folyamatokra alapuló minőségellenőrzési rendszer működtetését.

Balassa Ildikó

Budapest, 2015. május 6.

8 ANNEXES

8.1 Case Study I.: SZÁMALK-Szalézi Post-Secondary Vocational School

8.1.1 Introduction

This case study summarizes the total quality assurance system of the adult education at SZÁMALK-Szalézi Post-Secondary Vocational School. It collects the European and Hungarian quality management initiatives the school participated in previously. The former experiences formed the basis for subsequent new QM-actions. The case study presents the new adult education regulation, passed in 2014. The school adapted its own Continuing Vocational Training Quality Framework, based on the regulation approved by the Association of Adult Education and Training (in Hungarian: FVSZ). The school worked out its own quality assurance indicators, measurement tools and procedures, based on the exact order of this framework. It completed the comprehensive CVET Quality Assurance Manual on the basis of these principles. The case study presents a quality cycle of prior learning assessment, from the vision through the measuring instruments and indicators till the feedback procedure. The case study includes the institution leaders' proposals for the planned quality assurance tool in the OpenQAas project.

8.1.2 The basic school data

Address: 1119 Budapest, Mérnök utca 39

Phone: + 36-1-883-3655

Website: <http://www.szamalk-szki.hu>

Total number of students: 1070, including 160 people in Continuing Vocational Training.

The school employs **46 teachers and teaching assistants**.

The prestigious SZÁMALK-Szalézi Post-Secondary Vocational School **has been operating since 1995**.

SZÁMALK-Szalézi Post-Secondary Vocational School (hereinafter referred to as the school) received operating license under the new licensing rules of adult education sector in 2014. On this basis, the school offers adult education and training in the following areas: interior designers, photographers and photo product dealers, IT administrators, software developers, customer relations assistants in foreign languages, steward/ess.

8.1.3 The adult education and training regulation passed in 2014

Based on the new Adult Education Act 58/2013, the provider (Ministry of National Economy) regulated the quality management framework in the CVET area and the operating procedures of the Committee of Experts on Adult Education (in Hungarian: FSZB) in details. The main elements of this regulation:

a/ The institution has to develop a comprehensive quality policy and related strategies in order to ensure the quality of training activities.

b/ The institution has to establish formal mechanisms for approval of training programs, for regular internal monitoring and evaluation.

c/ The institution has to evolve procedures to ensure the continuing education of teachers and ensure their performance assessment (qualification).

d/ The institution provides the resources for realisation of each training program.

e/ The institution provides the collection, analysis and use of information to ensure the effectiveness of training activities.

f/ The institution's website regularly publishes updated, objective quantitative and qualitative information on the training activities.

8.1.4 The general framework of school's TQM-system

The quality management system is controlled by four-level system documentation:

Level I: The *Adult Education Quality Assurance Manual* dated 2014 which includes all the processes of the quality management system;

Level II: The *requirement profiles* include the operational system process elements;

Level III: The *procedures*, determined by the ministerial regulation (see above);

Level IV: *Documents* related to the implementation of the training: notes, records, certificates and other relevant documents.

8.1.5 The School CVET Quality Assurance Manual's indicators

The Quality Assurance Manual defines the following indicators:

- Indicator(s) relating to the design and to the quality review of training programs and curricula,
- Indicator(s) of the personal and material conditions and financial resources for the training programs,
- Indicator(s) of the satisfaction measurement results of training participants,
- Feedback indicator(s) of employers and the labor market, regarding the organization and contents of training programs;
- Indicator(s) related to the publicity of training programs;
- Feedback indicator(s) related to the requirements for teacher employment;
- Feedback indicator(s) related to the teacher performance;
- Indicator(s) for the self-evaluation activities of the institution.

During the CVET quality assurance procedures the school used questionnaires for satisfaction measurements for all participants. The manual and other documents defined all procedure details and algorithms related to the training activities, to the publicity, to the quality management correction possibilities, to all feedback areas, to the teacher performance, measurements, to the self-evaluation processes, to the assurance of human resources, for the infrastructure and for the financial resources.

8.1.6 School leaders' proposal on the planned OpenQAas interface

The management of the school would like to see an interface, as the result of the OpenQAas-project, which would manage the following items *in unity*:

- Statistic data, requested by the OSAP (Hungarian Statistic Data Program)
- Statistic data, requested by the FIR (Hungarian CVET Data System)
- Data, collected by school, such as: aggregated school questionnaire data, school competence and performance measurement data, results of SWOT-analysis, examination data, drop-out rate, indicators for graduates' employment data and the prior learning assessment data. It would be desirable if the software could be used for creating regional, national and international comparative statistics.

The open source software must also contain a large document repository related to quality assurance, in which the user could download and modify the most important standardized documents. The program should assure the individual data protections and should provide all other safety opportunities.

8.2 Case Study II.: Nándor Handler Vocational School, Sopron

8.2.1 Summary

The case study shows how the Nándor Handler Vocational School participated in various quality initiatives (Comenius 2000, Common Quality Assurance Framework, EQAVET, ESZÖM) from the early 90s to the present day.

- The English version of the study presents two exemplary development models:
- The ICT benchmarking school improvement strategy;
- The internal flow of information and knowledge sharing restructuring.

The case study summarizes the headmaster's expectations and suggestions to the integrated open source quality management interface, planned in OpenQAas project. The summary includes a selected bibliography and two annexes: The staff performance measurement and evaluation system and the impact on teaching and learning.

8.2.2 The basic school data

Name: Nándor Handler Vocational School

Postal address: Hungary, 9400 Sopron Halász u. 9-15.

URL: www.handler.hu

Number of students: 850

Number of teaching staff: 66

Qualifications: (ISCED level):

- Woodwork (joinery) 3C
- Art (graphic designer, decoration painter) 3A
- Informatics 3A
- Hairdresser, beautician 3C, 4C
- Construction (bricklayer, carpenter and rigger, painter and decorator) 3C

8.2.3 The school's participation in European quality management initiatives⁶

The school has had a systematic quality assurance approach since 2000. The quality management system was established during the implementation of the COMENIUS

2000 Institutional Model II aiming at the development of a Total Quality Management system.

The COMENIUS 2000 Institutional Model II is a mixture of different quality management approaches: it has taken over the requirement for process management and regulation from the ISO 9000 standard series, however, it goes significantly beyond the ISO requirements as it promotes not only the process of putting things into order but also the continuous improvement and development of the organisational culture, which is a TQM and EFQM Excellence Model based approach. The processes to be controlled cover 8 areas of the institutional operation:

- the responsibility and commitment of the management of the institution,
- the development of human resources,
- safe institution,
- education and teaching,
- measurement, analysis and corrective action,
- management of partnerships,
- provision of other resources,
- operation of the institution,

The school also developed its Quality Management Manual which has since then provided the framework for the school's quality improvement activities. Questionnaires are developed and used for surveying the needs and satisfaction of staff (separate questionnaires for teachers and trainers and for the non-teaching staff), students, parents and external practical training sites. These surveys aim not only at improving the education-teaching-training activities but also at assessing the atmosphere and mood within the institution.

The school participated also in the adaptation process of the European Common Quality Assurance Framework (CQAF), in European Reference Framework for Quality Assurance in VET, EQAVET) and aligned its existing quality management system with these two frameworks.

The institution currently conducts self-assessment against a specific VET self-assessment

- model developed in Hungary – this is the Common VET Self-assessment Model (Hungarian abbreviation ESZÖM), developed on the basis of EQAVET adaptation. This model
- contains the EQAVET indicative descriptors and also the 10 EQAVET indicators. As a follow-up-result of the regular self-assessment activity, institutional improvement actions are
- implemented, their efficiency and effectiveness are measured and they are built-in in the

every-day practice of the institution. The continuous improvement is ensured by the conscious use of the PDCA-SDCA1 cycle. The quality management system is described in the Institutional Quality Management Program (Hungarian abbreviation IMIP), the operational elements in the Quality Management Manual.

⁶ See Molnárné-Stadler 2012.

8.2.4 Characteristics of the applied QMS

The school has a complex and structured system of institutional goals at 3 levels: goals related to strategy, to institutional quality and to development and improvement. Indicators are attached to these institutional goals. Based on different measurements and evaluations, new goals / targets are set to the already existing ones with newly defined indicators. The improvement teams and quality circles implement the improvement actions based on an action-project plan. In the past, they used to launch/implement 3-4 actions; nowadays only 1-2 improvement actions per year have been planned. The accomplishment of the action plans is assessed and evaluated during the self-assessment process.

8.2.5 The current quality objectives

The last important quality objectives are:

- Targeted preparation for the exams;
- The ICT benchmarking school improvement strategy;
- Quality assurance for lagging students;
- Relationship with parents;
- The internal flow of information and knowledge sharing restructuring.

Here are two typical developments from above.

8.2.6 A/The ICT benchmarking school improvement strategy

Vision, strategy

In the strategic plan of the school it has been playing an important role how to prepare teachers to use ICT tools in the classroom. After the first central government actions after 2002 the schools were centrally stocked up with basic computer equipment, but first they were only suitable to become familiar with. There were not even built networks, wireless connections. The Nándor Handler Vocational School has planned their own ICT development on the basis of the following purposes:

- ▣ The ICT tools must be an integral part of teaching;
- ▣ Every teacher should be able to use the tools;
- ▣ Significantly improve the device supply;
- ▣ The improvement in methodology, the results have to show the effectiveness of the development;
- ▣ The school starts the development of online teaching materials.

Diagnosis:

The ICT supplies of the school are measured by the following indicators:

- ▣ -Ratio of teachers with certificated ICT knowledge,
- ▣ The number of audio-visual equipment per classroom,
- ▣ The number of computers per student,
- ▣ The ratio of networked computers correlated to all computers,
- ▣ The proportion of the school computers and Internet connections.

The school assessed the state of ICT development, the technological level and the preparedness of staff based on the above indicators. The measurements (and experiences) showed that ICT

penetration is low-level, part of the teaching staff (especially older teachers) do not know enough about ICT tools. Teachers are not familiar with the online course materials preparation. There is no experience in the internet-based knowledge exchange opportunities.

Actions:

The school, since 2008, has taken the following specific generative steps:

- ▣ Worked out a 5-year long-term ICT teacher training plan taking into account the teacher's performance indicators.
- ▣ Worked out an internal, web-based training system for continuous self-development of teachers, in which 98% of the teachers was involved.
- ▣ USB media devices with online teaching materials were distributed among teachers.
- ▣ All classrooms were supplied with computers and projectors.

The school established an internal competition for the development of online learning materials. In this context, from 2014 to 2006 about 200 online curricula has become available to everyone via the internal network of the school. (Woodworking community digitized for example such as 60-70 per cent of the curriculum.)

Quality control and feedback:

- ▣ The measurements showed that the teachers used digital learning materials in about 40 per cent of lessons on average.
- ▣ Using the satisfaction measuring questionnaires and measurement data gained on the basis of specific indicators the school checked the specific impact of the development on learning outcomes and teaching accomplishments annually. Companies engaged in practical work adjustment training and employing graduates for example have been asked in a measuring satisfaction questionnaire: how much are they satisfied with the ICT preparedness of students. The new cycle process of development was based on these measurements and experiences.

8.2.7 The internal flow of information and knowledge sharing restructuring

Vision, strategy

The school has the following objectives regarding internal flow of information and knowledge sharing:

- ▣ The school has to establish a systematically organized information exchange and communication flow.
- ▣ The participating parties (students, parents, teachers, leader of apprentice workshops, school leadership or any other partners) should not feel excluded from the information flow.
- ▣ The school leadership has set a target to work with a specific internal knowledge management system. This system helps teachers to exchange the experiences acquired in further training and helps to support the knowledge utilization. It is desirable that the experience and knowledge achieved should be exchanged in the framework of a well-organized process.

Diagnosis

- ▣ The school carried out a 120-question comprehensive climate standardized test every two years. The test shows the most negative results on the internal communication (and on financial recognition).
- ▣ At discussions within the Education Council, the management, the quality management group or the different working groups in 2013 some problem raised. The problem was that although the school teachers and leaders regularly participated in various further training courses, developer training sessions, the knowledge gained was not utilized in relation with the invested time and energy.
- ▣ The teaching staff and the school leadership have accumulated useful experiences, instructive stories, best practices over the years, but that are not systematically stored, treated or updated by various channels. The school does not have a well-established and effective internal individual and organizational knowledge management system. In addition to the quantitative measurements (for example, the number of annual training hours) no organized system of other quality indicator measurements exists.
- ▣ The practical part of school education is organised partly in apprentice workshops going on outside. The spatial isolation often leads to a situation where the leaders and trainers of apprentice workshops miss the internal communication, and feel that they are therefore at a disadvantage. This was accurately detected in climate tests.

Actions

- ▣ The school transformed the school's internal web-based information system so that the information can be stored well-structured, electronically and available to share.
- ▣ Internal indicator system was developed to measure the effectiveness of knowledge management.
- ▣ The school organised training for using the system and introduced a system of motivation.
- ▣ A new structure for storing and commenting on different information was established. Such information may include:
 - Course learning materials received by the staff (brochures, questionnaires, manuals and methodological materials, studies, etc.).
 - The personnel records, summaries of the courses;
 - Documented and shared interviews with the participants on the course content, methodology and other experiences;
 - Accompanying logs, records, comments of the trainings;
 - A storehouse for proven methods, scenarios, individual curricula, teaching methods;
 - Online publications, a list of paper-based information materials;
 - Videos, sound recordings.

Possible ways of sharing knowledge outside the ICT-based channels:

- ▣ The staff member, participating on the further training course, must report to the competent deputy director on the course quality. (The school will then decide to send or not to send teachers to this course in the future.)
- ▣ Systematic verbal exchange of experience between colleagues, introduction of "experience exchange office hours".

- ▣ A separate item for sharing knowledge on the agenda of the working groups, conferences and other meetings should be included.
- ▣ All of apprentice workshop trainers must be invited to all relevant meetings and conferences.
- ▣ .The apprentice workshop trainers and the theoretical subject teachers must regularly reconcile their curriculum.
- ▣ The theory teacher has to see the apprentice workshop's practice logs. This helps to align the theoretical and practical contents.

Quality control and feedback:

- ▣ The results of the comprehensive, standardized 120-question climate tests carried out every two years may show whether there was an effect of the measures.
- ▣ The school leadership manages the knowledge management indicators and other indicators in unity. (For example, the indicators on staff participation in further training are connected to the other indicators.)
- ▣ In the operation of the knowledge management system, in the indicators of school progress, dropout rates, the school satisfaction measurements, communication, the effectiveness of management, the impact of the measure should be reflected.
- ▣ If this is not done, then communication on all the topics must restart and a new cycle of the process must be started.

8.2.8 Headmaster's proposals on developing OpenQAas software

- ▣ The software should include - preferably in a standardized frame - the school targets. It would be useful if the target system was centrally defined by the school provider according to sector and type of school. Schools would be assigned to specific indicators as well. The school would add its target system, arising from the local situation and assign the local relevant indicators. So the software could make the measurements and comparisons on a homogenous interface.
- ▣ It would be necessary to ensure standard indicators, standard framework of process and procedural regulations (something similar to that of the Institutional Quality Management Program (in Hungarian: IMIP) included.) Two types of indicators can be involved:
 - Raw data of the institution, collected by the Public Education Information System (PEIS, in Hungarian (KIR), the provider data, student records and the records of teachers.
 - It would be useful if the PEIS included other relevant indicators too. There would be a need for a national, regional and local data, which is suitable for comparisons between school types and types of professions.
 - The standard registration of satisfaction measurement data between the partners (parents, providers, chambers of commerce, the labour market performers).

The program has to offer online questionnaire editing programs for local school specific measurements. Local indicators are needed, because the specific platforms (such as a minimum number of external apprentice workshops) can be very different in several Hungarian regions. The program should include a standard framework for process control, together with the correct list of process indicators. Thus all the elements of the PDCA (plan–do–check–act) cycle could be effectively achieved.

The program should include handy checklists and competency catalogues for the leadership and staff members. Such steps could facilitate the preparation of their own SWOT-analysis. These competency evaluation questionnaires and checklists will automatically show a person's individual strengths and areas for improvement.

A comprehensive quality measurement system must make harmony between the data requirements of the central school supervision and the requirements of the teacher's life-cycle model and the school's self-assessments data. A compatible software could facilitate the work of supervision and of the school management too.

Annex No. 1 The staff performance measurement and evaluation system⁷

The staff performance measurement and evaluation system has been in operation in the school since 1981, in the 2006/2007 academic year it was revised and further developed with the participation of the Pedagogical Council and the teaching teams. The evaluation is carried out henceforward twice a year – in November and in May. The professional work of teachers is evaluated by the heads of the teaching teams, then the top management completes and finalises the evaluation which is always personalised. Feedback can be received from the competent teaching team head and/or deputy headmaster.

The evaluation of the professional work, the core activities is the task of each and every leader either on top or middle management level defined in their job description. The evaluation criteria include professional activity (professionalism, methodological culture, assessment-evaluation, fostering talented students, catching-up), educational activity (general execution of tasks, form master's tasks, extracurricular activities) and other aspects (commitment to school, cooperation, managing partnerships, communication, work discipline, administration). In case of middle and top management, specific criteria related to the evaluation of leaders' work (like management of the school and partnerships, leadership capabilities, managerial knowledge, creativity, communication) are added. All these criteria are further broken down into more specific sub-criteria. There are weights allocated to the different elements which differ according to the different groups evaluated (i.e. top management, middle management, teachers, trainers and non-teaching staff).

As part of the overall staff performance measurement and evaluation system, in the beginning of each academic year there are two teaching teams selected for external review and a more thorough evaluation. In this case the evaluation system will be completed with self-evaluation by the teacher and also with the evaluation by students. The principal objective of this type of evaluation is to assist the teachers in their professional development by identifying strengths and areas for improvement in the process of comparing the results of teacher's self-evaluation with the results of the evaluation made by the management. The

⁷ See in: Molnár-Stadler Katalin (2012)

evaluation by students is questionnaire based. This is again a formative evaluation, the teachers can get a picture of how the students perceive them and their work.

Another part of the performance evaluation system is the evaluation of the non-core activities which include the organisation of events, preparing students for competitions, participation in team work and carrying out quality assurance related tasks.

Annex No. 2. Impact on teaching and learning⁸

- ▣ Students' learning results (mid - term and full term)
- ▣ number / ratio of failures
- ▣ results in competitions
- ▣ examination results
- ▣ results in national competence assessment tests
- ▣ ratio of students double the year
- ▣ drop-out rate
- ▣ rate of students who completed a given trade
- ▣ number of students continuing their studies at a higher level
- ▣ number of students acquiring a second qualification

Through partner surveys information is gathered on the partners' perception of e.g.

- ▣ the knowledge and professional skills provided and their compliance with the labour
- ▣ market demands and the evolution of the qualification
- ▣ relation between theoretical and practical vocational training,
- ▣ fostering talented students and providing support to students in need,
- ▣ establishing common criteria for students' assessment and of evaluation objectively,
- ▣ using up-dated pedagogical, didactical, IT methods in teaching and training.
- ▣ *relevance of pedagogical, methodological an a didactical issues for QA*

- The QA activity/system has led to a good number of pedagogical and methodological developments. Within the QA system, the school evaluates the applied educational and training methods, their appropriateness, relevance and efficiency.

- Teachers take regularly part in internal and external training courses on pedagogical methodology.

- The multiplication of the acquired new knowledge within the school takes place in an organised way.

- Within the performance measurement system, the participation in in-service teacher training programs, and the efficiency and relevance of the applied teaching-learning – training methodology are part of the evaluation criteria.

- The internal pedagogical competition system encourages the transfer of methodological good practices among teachers and trainers. b. Description of the

⁸ See in: Molnár-Stadler Katalin (2012)

operation of the self-assessment system, both of them are considered as a good practice of the Nandor Handler School therefore proposed for translation.

3. Indicator system (list of indicators collected and used)
4. Quality (improvement) methods used (a short description of each method can be provided)
 - a) interviews
 - a) questionnaire based surveys
 - b) Ishikawa diagram
 - c) brainstorming
 - d) KJ-S method
 - e) self-assessment
 - f) SWOT analysis
 - g) process description, process map
 - h) tree diagram
 - i) using slips of paper
 - j) Improvement action plan (example)
 - k) Organisational development plan
 - l) Methodological tools and culture
 - m) Participation matrix
 - n) Internal competition system
 - ▣ Call for tenders
 - ▣ List of approved pedagogical tenders 2011
 - o) Questionnaires on partners' needs and satisfaction, surveys for
 - ▣ students
 - ▣ parents
 - ▣ teachers
 - ▣ non - teaching staff
 - ▣ employers
 - ▣ suppliers

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9 OpenQAsS Project Basics

Programme: Erasmus+, Strategic Partnership, Vocational Education and Training

Participating countries: Hungary, Spain, Italy, United Kingdom, Ireland

Project duration: September 2014 – August 2017

Project ID: 2014-1-HU01-KA242-002356

Project website: <http://openqass.itstudy.hu/en>

Coordinator: iTStudy Hungary Ltd.

Contact: Mária Hartyányi. Email: maria.hartyanyi@itstudy.hu

The OpenQAsS project vision is to utilise the potential of today's networking technology in all areas of the implementation of the EQAVET Reference Framework principles, and so make the resulting tools part of the daily practice of institutional Quality Assurance in our VET schools.

Target groups

- Teachers and headmasters of VET schools; managers and trainers of VET provider companies;
- VET schools and VET providers;
- Researchers working in the field of the vocational education;
- Software developers joining the OpenQAsS.org community.

Objectives

- To improve the culture of quality assurance by involvement of VET teachers and trainers into online consultation in the partner countries;
- To develop Open Source Software toolkit (Open QAsS) to promote and facilitate QA management in VET schools and adult educational VET providers;
- To develop a certificate – Institutional Quality Manager (IQAM) – for VET teachers and trainers who take responsibility for quality management tasks in institutions.

Partners

[iTStudy Hungary Educational and Research Centre for ICT](#) - Hungary

[Universidad de Alcala](#) - Spain

[AICA, Associazione Italiana per l'Informatica e il Calcolo Automatico](#) - Italy

[CAPDM Ltd.](#) - United-Kingdom

[SZÁMALK Szalézi Vocational High School](#) - Hungary

[National Research Council Institute](#) - Italy

[TREBAG Ltd.](#) - Hungary

[ICS-SKILLS Certification Body Of The Irish Computer Society](#) - Ireland