Cite as: Cedefop, & IKK Innovative Training Support Centre Private Limited Company (IKK Plc.) and Ministry for Culture and Innovation. (2023). Vocational education and training in Europe - Hungary: system description. In Cedefop, & ReferNet. (2024). *Vocational education and training in Europe: VET in Europe database - detailed VET system descriptions* [Database]. https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/hungary-u3

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  - ISCED 353 3-year (practice-oriented) secondary vocational school programmes leading to EQF level 4(szakképző iskola).
  - Technicum (theory-focused) programmes leading to EQF level 5, ISCED 344, 354 (technikum).
  - Post-secondary VET (technicum) programmes leading to EQF level 5, ISCED 454 (technikum érettségi végzettséggel kizárólag szakmai vizsgára felkészítő képzése).
  - Higher VET programmes leading to EQF level 5, ISCED 554 (felsőoktatási szakképzés).
  - Higher education programmes leading to EQF level 6, ISCED 665 (alapképzés).
  - Higher education programmes leading to EQF level 7, ISCED 767 (mesterképzés).
  - Higher education integrated bachelor and master programmes leading to EQF level 7, ISCED 700 (osztatlan mesterképzés).
  - Postgraduate higher education programmes (Szakirányú továbbképzések) The training is based on the knowledge previously acquired, so a qualification can be obtained that

provides more in-depth expertise in the chosen field..

- References.

CHAPTER 1.
Summary of main elements and distinctive features of VET

Summary of main elements

The 2019 VET Act, based on the VET 4.0 Strategy, reformed Hungary's vocational education and training (VET) system. VET was legally and administratively separated from general education, supporting closer cooperation with the economy.

The Ministry of Culture and Innovation oversees VET, with sectoral ministries handling qualifications in their respective fields. The National Office for VET and Adult Learning and the IKK Innovative Training Support Centre coordinate implementation. Stakeholder input supports government efforts through advisory bodies. The VET Innovation Council shapes national VET policies, while sector skills councils align qualifications with labour market needs. Dual VET is coordinated by economic chambers.

The school-based VET system includes 527 VET schools. Public VET schools are centrally governed, with about 20% maintained by non-state entities. Most public VET schools are organised into VET centres for better coordination.

Vocational qualifications can be awarded by the school-based VET system (nationally referred to as vocational education), by training providers (known as vocational training), and by higher education institutions (higher VET and professional tertiary programmes).

School-based VET is available at upper secondary and post-secondary levels, with the first two qualifications funded by the state. It offers regular full-time education for learners under 25 in 'student status' and flexible, shorter-duration options for those over 16 in 'adult status'. Work-based learning is provided in school settings or, preferably, through dual VET.

Upper secondary vocational education offers two main pathways, starting at age 14 after the completion of lower secondary education:

5-year ISCED 354 technician programmes at *technikum* schools prepare learners during grades 9-13 for both the upper secondary school leaving examination (*matura*) and an EQF level 5 vocational qualification (such as chemical technician). Programmes in art, pedagogy, and public cultural education fall outside the national VET framework.

3-year ISCED 353 practice-oriented VET programmes at *szakképző iskola* schools lead to an EQF level 4 vocational qualification (such as carpenter or cook). Graduates can obtain the *matura* certificate by completing a two-year ISCED 344 general education follow-up programme.

Flexible programmes provide alternatives for learners who struggle with traditional methods, focusing on competence and skills development. These include: the Career orientation development programme (*orientációs fejlesztés*) (ISCED 351), where learners explore different professions during an optional preparatory year; the Springboard (*dobbantó*) programme (ISCED 352), which allows entry to upper secondary VET for those over 15 without a lower secondary certificate; and, following the Springboard, progression to the School workshop programme (*műhelyiskola*) (ISCED 352) to obtain a partial qualification at EQF levels 2-4. Vocational programmes tailored for learners with special education needs (SEN) are available at ISCED level 3 and typically last 2 to 4 years.

Holders of the *matura* certificate can enrol in post-secondary (ISCED 454) programmes for

technician qualifications as well as higher VET (ISCED 554) programmes, earning a certificate (with possible credit transfer toward a bachelor degree). Professional tertiary programmes at EQF levels 6-7 lead to a diploma and a professional qualification, encompassing bachelor and master programmes.

VET also includes adult training programmes offered by various providers. These programmes are flexible, industry-driven, and continuously updated to meet labour market needs. They can be state-recognised, if exams are taken in accredited examination centres. Participation is mainly voluntary, except for mandatory training such as teachers' continuing professional development. Training for vulnerable groups is also available with government funding.

Distinctive features

The 2019 VET Act changed the legal status of teachers in VET institutions, including teachers of general and vocational subjects. They are now employed under the labour code, instead of as public servants, which provides greater flexibility in salaries, working conditions, and career advancement, helping to attract a wider range of professionals to VET teaching. Since this change, they are referred to as VET teachers (*oktatók)* distinguishing them from teachers working in general education institutions *(pedagógusok)*.

Both the 5-year and 3-year VET programmes in school-based VET consist of two phases: sectoral basic education (*ágazati alapoktatás*) and vocational specialised education (*szakirányú oktatás*). The first phase provides broad sectoral knowledge within school facilities and ends with a sectoral basic exam, which allows access to vocational specialised education. During this phase, students prepare for their chosen vocational qualification. In vocational specialised education, students can participate in dual VET with employment contracts, gaining practical experience in real work environments while earning a wage.

The national register of vocational qualifications (*Szakmajegyzék*) includes 180 vocational qualifications. These are exclusively offered by the schools-based VET system and are regularly reviewed to align with the economy's needs. Vocational qualifications from adult training programmes aim to complement the school-based system with short-cycle programmes responsive to labour market needs. These are catalogued separately and can be expanded with new qualifications if any actor identifies a market need for a new training programme, following an authorisation process.

To support inclusivity and combat early school leaving, the VET system has provided IVET learners with a general scholarship since the 2020/21 school year. This scholarship helps young learners acquire their first vocational qualification and includes a career start allowance. Disadvantaged learners can also apply for the *Apáczai* scholarship, which aims to promote talent development and reduce disadvantages.

CHAPTER 2.

Main challenges and policy responses

The Hungarian VET system faces challenges in aligning with labour market needs and addressing skills shortages. Efforts to adapt include modernising VET school infrastructure for digital and green technologies and strengthening dual training with incentives for SMEs. Partnerships with higher education and the certified technician programme, a special track within the technician programme, support pathways to higher engineering and IT studies. Current legislation to adopt micro-credentials aims to increase adult participation in lifelong learning by improving the validation of prior knowledge.

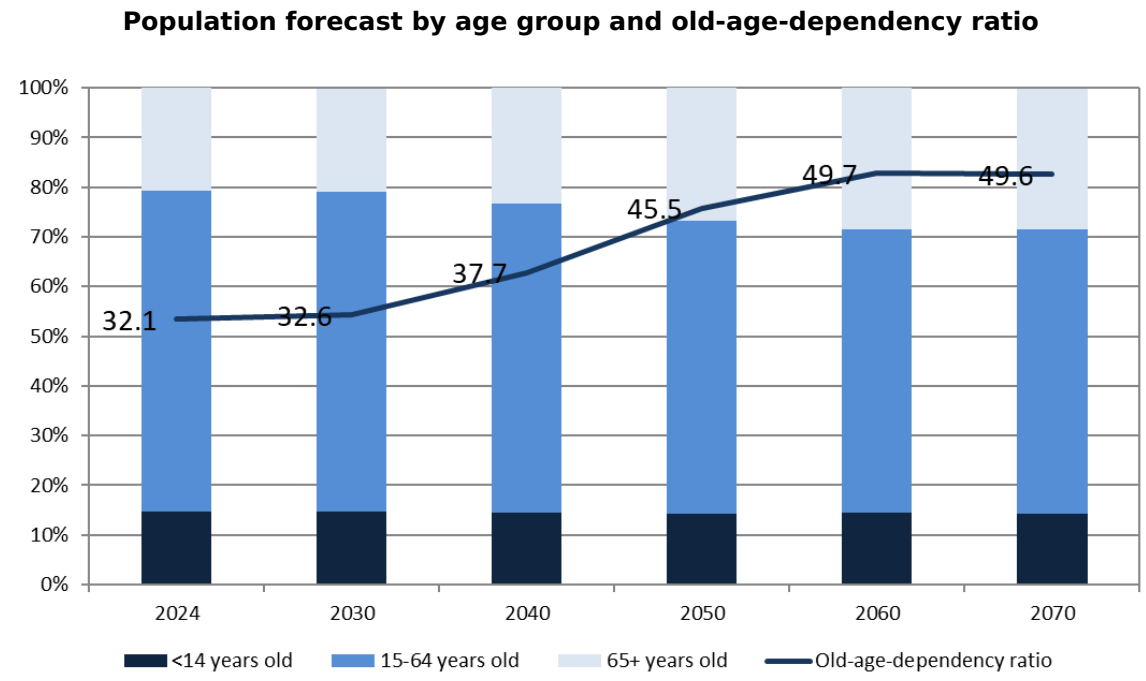
Hungary's early school leaving rate was 11.6% in 2023, exceeding the EU target, with notable regional and socioeconomic disparities. Several measures have been implemented to address this, including flexible programmes for at-risk learners and the scholarship system. Learner assessment programmes help to signal at-risk learners. Students identified as at-risk are engaged in individual or group-based skills development. Improved career guidance is mandated in VET schools to prevent misinformed career choices and consequent dropouts.

Sustaining a skilled teacher workforce up-to-date with industry practices is another challenge. Continuing professional development (CPD) organised in company environments, along with the shift from traditional teaching to project-based learning, supported by the IKK Innovative Training Support Centre, helps keep teachers current.

CHAPTER 3.
External factors influencing VET

3.1 Demographics

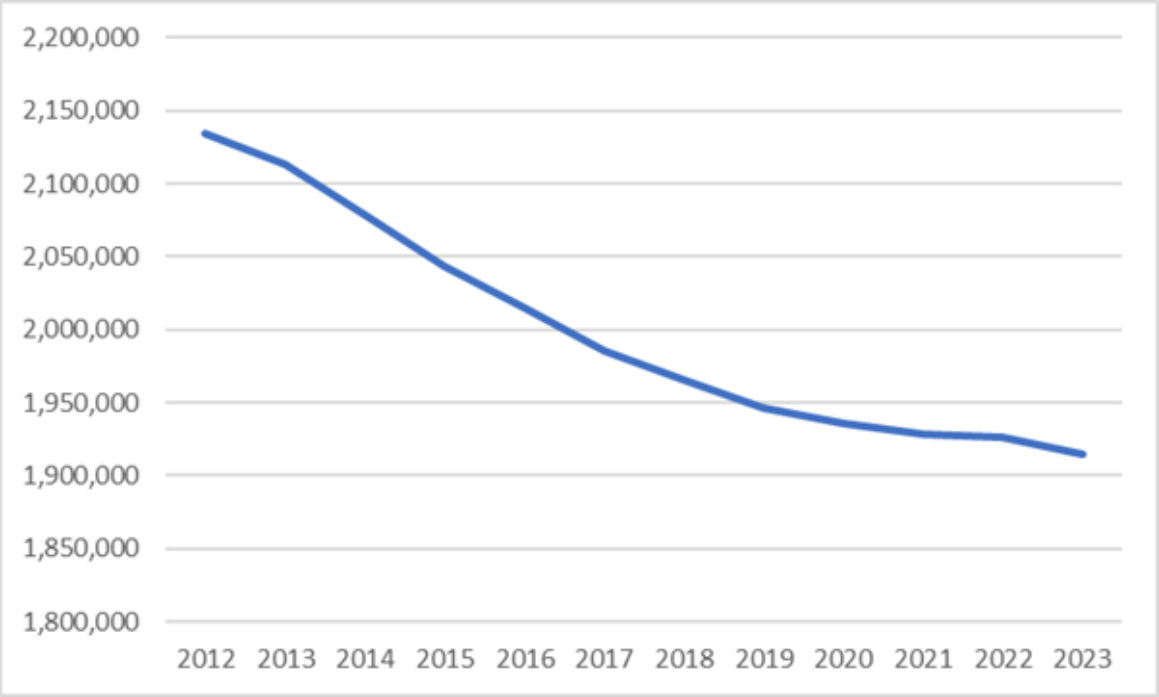
In 2023, the population of Hungary was 9 599 744. It has declined by 1.8% since 2019 due to negative natural growth (1). The population is also ageing. According to latest available national statistics, the share of young people under age 15 has changed little since 2011, while the share of people in the age range 15-64 has fallen, and the share of people aged 65+ has increased (2). The old-age-dependency ratio is expected to increase from 32.1 in 2024 to 49.6 in 2070 (3).



Source: Eurostat, tps00001 and proj_23ndbi [extracted 12.6.2023].

The school-age population (ages 3 to 22) from 2012 to 2023 shows a clear decline in the number of children over this period.

School-aged population (ages 3-22), 2012-23



Source: Központi Statisztikai Hivatal. Az iskoláskorú népesség vármegye és régió szerint [Hungarian Central Statistical Office. School-age population by county and region] [extracted 18.6.2024].

During the 2022 census, 86% of the population answered the optional questions on nationality (4). According to the 2022 census, the largest national minority is the Roma (2.5% or 209 909 people). The number of Germans was 142 551, Slovaks 29 881, Romanians 27 554, and Ukrainians 24 615 in 2022 (5).

3.2 Economics

The Hungarian economy is relatively small and open.

Almost all (98.7%) enterprises are small, of which 96.4% are micro enterprises (2022 data). Only 0.6% of all enterprises are medium-sized and 0.7% are large. In 2022, there were approximately 974 000 micro, small, and medium-sized enterprises (SMEs) operating in Hungary. Their employee numbers have also been growing between 2021 and 2022, reaching nearly 2.3 million in 2022. Small and medium-sized enterprises employ 67% of all employees (6).

In 2023, Hungary’s GDP decreased by 0.9%, while EU's GDP increased by 0.4%, compared to 2022 (7). The GDP in 2023 was mostly influenced by the decline in performance of industry, trade, accommodation services, and catering.

The main export industries (2022) of the Hungarian economy are (8):

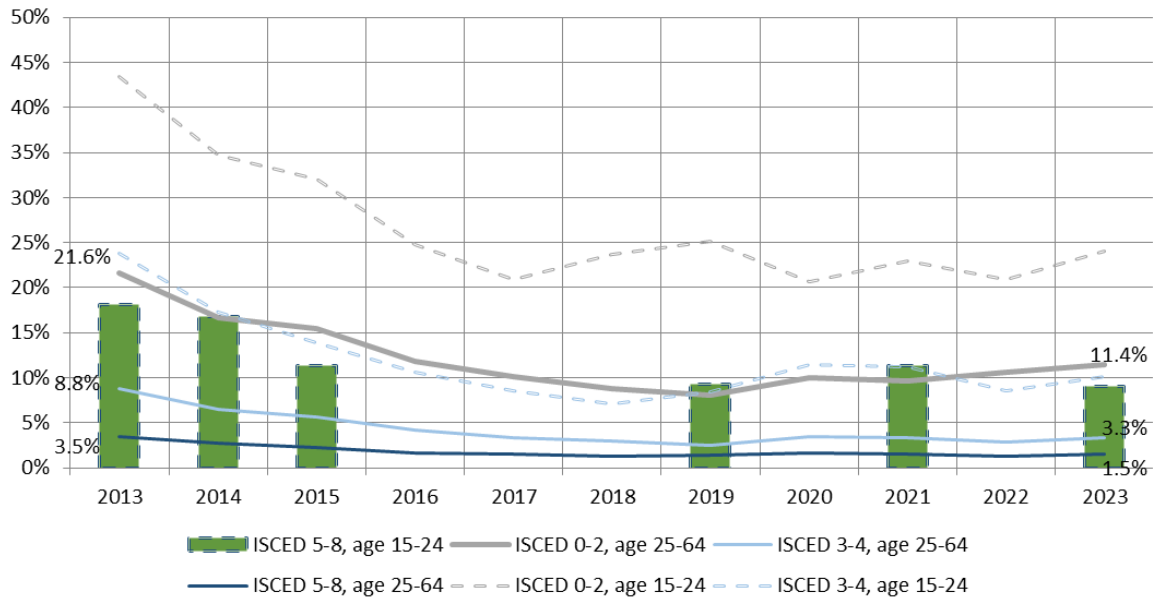
- road vehicles and vehicle parts;
- electrical and electronic equipment;
- pharmaceutical products;
- communication engineering equipment (sound recording and playback devices).

The volume of exports increased in 2023 (9), especially in the automotive and battery manufacturing sectors.

3.3 Labour market

The unemployment rate in Hungary from 2013 to 2023, segmented by educational attainment and age group, shows that individuals with lower education levels (ISCED 0-2) have the highest unemployment rates, particularly those aged 15-24. In contrast, those with higher education levels (ISCED 5-8) have the lowest unemployment rates. Overall, in 2023, total unemployment (10) in Hungary was 3.5% below the EU-27 average of 5.2%. It has increased by 0.8 percentage points since 2019.

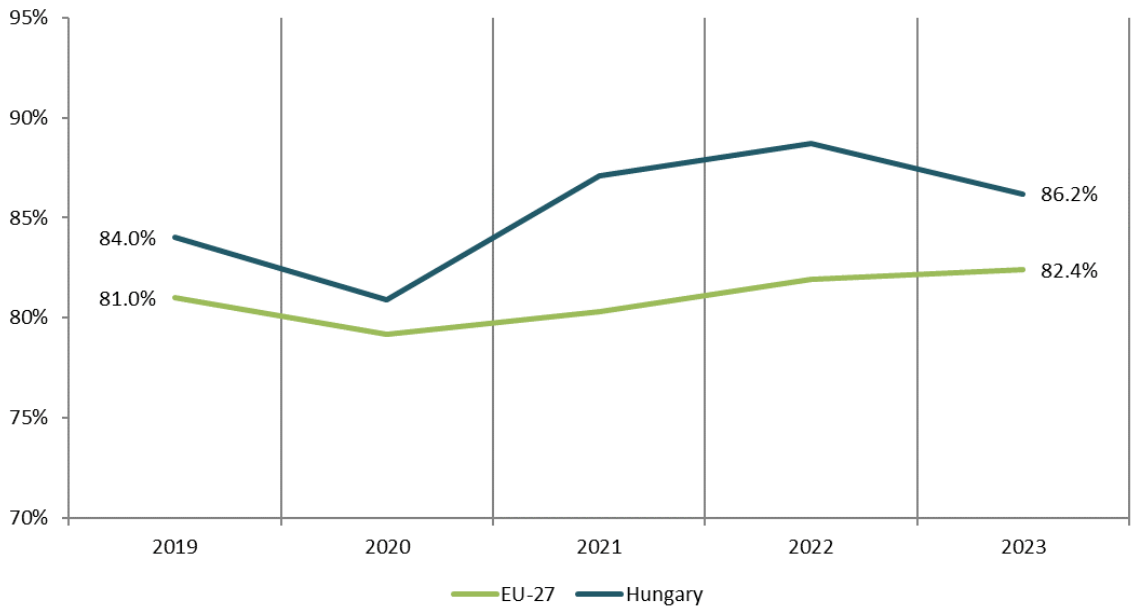
Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2013-23



NB: data based on ISCED 2011; breaks in time series; low reliability for ISCED 5-8, age 15-24.
ISCED 0-2 = less than primary, primary and lower secondary education
ISCED 3-4 = upper secondary and post-secondary non-tertiary education
ISCED 5-8 = tertiary education
Source: Eurostat, lfsa_urgaed [extracted 30.4.2024].

The employment rate of 20 to 34-year-old VET graduates (ISCED levels 3 and 4) increased from 84.0% in 2019 to 86.2% in 2023. This is more than in the EU on average. Employment growth of all ISCED level graduates aged 20 to 34 in Hungary was 4.4 percentage points during the same period (11).

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.
ISCED 3-4 = upper secondary and post-secondary non-tertiary education
Source: Eurostat, edat_lfse_24 [extracted 30.4.2024].

In Hungary, professions are considered regulated if their practice requires obtaining a specific qualification, diploma, passing a state exam, or membership in a professional organisation. The country has the highest number of regulated professions in the EU, according to the regulated professions database.

The qualification requirements for the performance of certain activities and for certain jobs are specified in the relevant sectoral regulations, such as Decree 34/2021 (VII.26.) of the Ministry of Innovation and Technology on the qualifications required for the performance of certain industrial and commercial activities and amending certain ministerial decrees on technical regulations.

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[1] Population on 1 January. *Source*: Eurostat [tps00001] [extracted 30.4.2024].

[2] *Source*: Központi Statisztikai Hivatal. *A népesség összetétele főbb korcsoportok szerint, eltartottsági ráták, öregedési index* [Hungarian Central Staistical Office. Population composition by main age groups, dependency ratios, ageing index].

[3] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[4] Act CLXXIX of 2011 on the rights of nationalities lists 13 nationalities, granting them special rights. National minorities are defined as ethnic groups present in Hungary for at least a century, with their own language, culture, and traditions. Membership is based on self-identification.

[5] Központi Statisztikai Hivatal. *Népszámlálás 2022. Végleges adatok. A népesség főbb jellemzői (országos és területi adatok)*. [Hungarian Central Statistical Office. Census 2022.

Final data. Main characteristics of the population (national & regional data)]. More information on the latest census and demographic data can be found online.

[6] Központi Statisztikai Hivatal (2024). *Magyarország, 2023* [Hungarian Central Statistical Office (2024). Hungary, 2023], p. 50

[7] Központi Statisztikai Hivatal (2024). *Magyarország, 2023* [Hungarian Central Statistical Office (2024). Hungary, 2023], p. 18

[8] Központi Statisztikai Hivatal (2022). Helyzetkép a külkereskedelemről. [Hungarian Central Statistical Office (2022). Overview of foreign trade].

[9] Központi Statisztikai Hivatal (2024). *Magyarország, 2023* [Hungarian Central Statistical Office (2024). Hungary, 2023], p.18

[10] The age bracket here is 25-74, as the Eurostat, une_rt_a data does not allow for selection of the 25-64 age range. [extracted 30.4.2024].

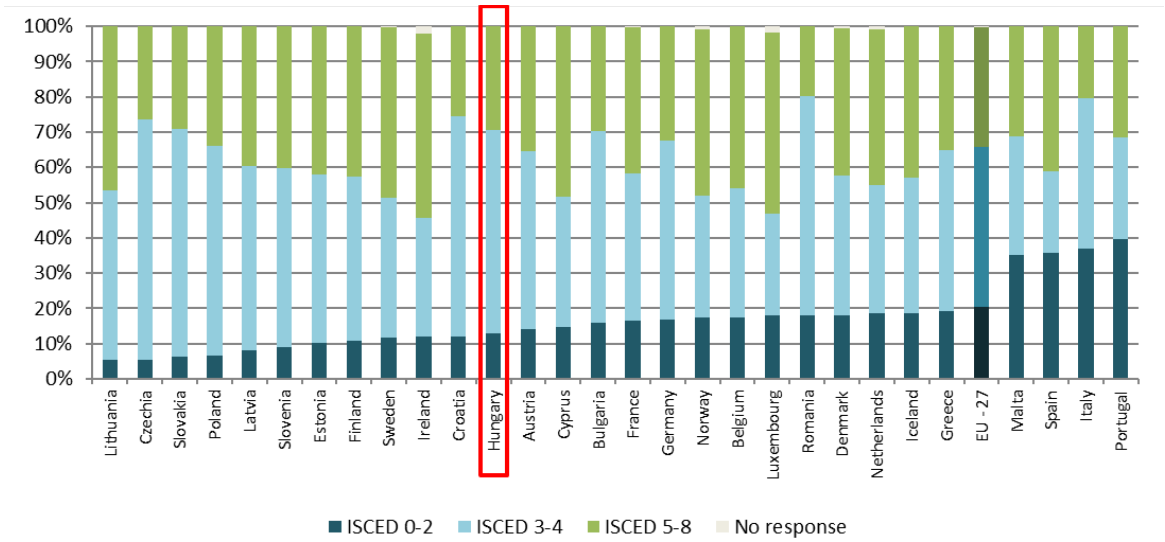
[11] Eurostat, edat_lfse_24 [accessed on 28.6.2024].

CHAPTER 4.
Education attainment

4.1 Share of high, medium and low level qualifications

In Hungary, the share of people with no or low-level qualifications (13.0%) was below the EU-27 average (20.5%) in 2023. Most people in the age group 25-64 had a medium level qualification (57.6%), making it the sixth highest in the EU-27, where the average was 45.2%. People with high-level qualifications represent 29.4% of those aged 25 to 64, which is lower than the EU average of 34.2%.

Population (aged 25 to 64) by highest education level attained in 2023



NB: Data based on ISCED 2011.
ISCED 0-2 = less than primary, primary and lower secondary education
ISCED 3-4 = upper secondary and post-secondary non-tertiary education
ISCED 5-8 = tertiary education
Source: Eurostat, lfsa_pgaed [extracted 30.4.2024].

4.3 VET learners by level

The share of VET learners at the upper secondary level increased from 23% in 2017 to 52.9% in 2022, representing an almost 30 percentage point increase during this period. The 2022 value is 3.9 percentage points above the EU-27 average of 49.0%.

Share of learners in VET by level

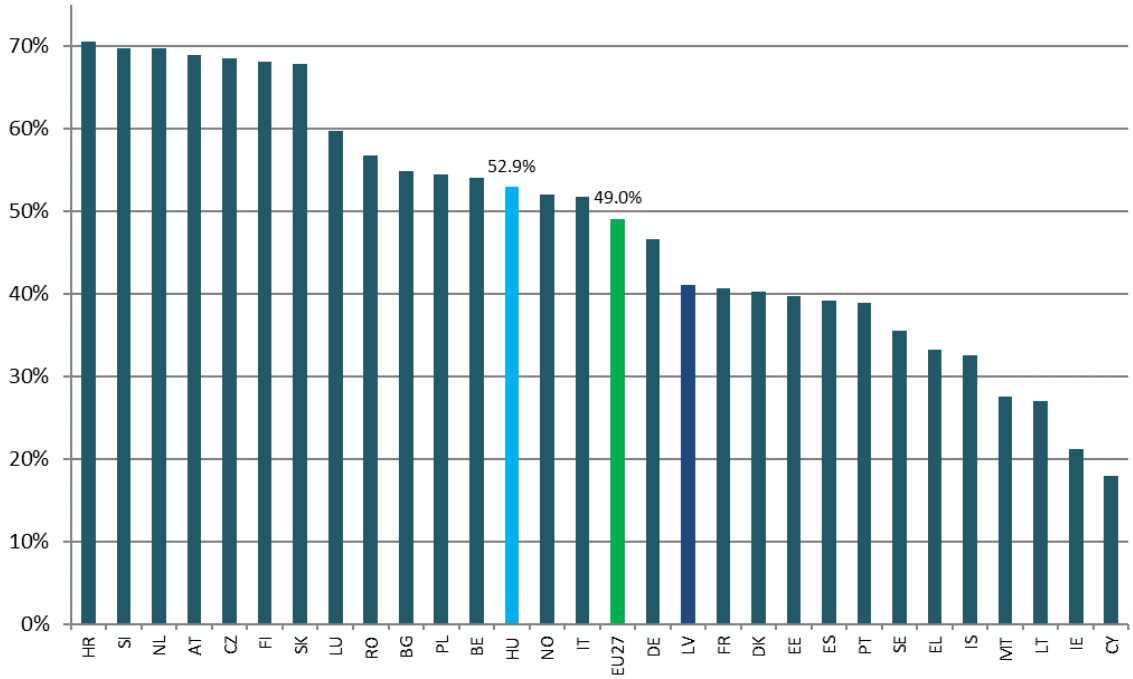
	Lower secondary	Upper secondary	Post-secondary

2017	0.2%	23%	100.0%
2022	:	52.9%	100.0%
Change 2017-22	:	29.9 pp	0 pp

NB: There is no VET programme in lower secondary education in Hungary, and the 0.2% share of learners in VET in lower secondary education in 2017 is a statistical value.

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted 17.5.2024]. Special value: - not available

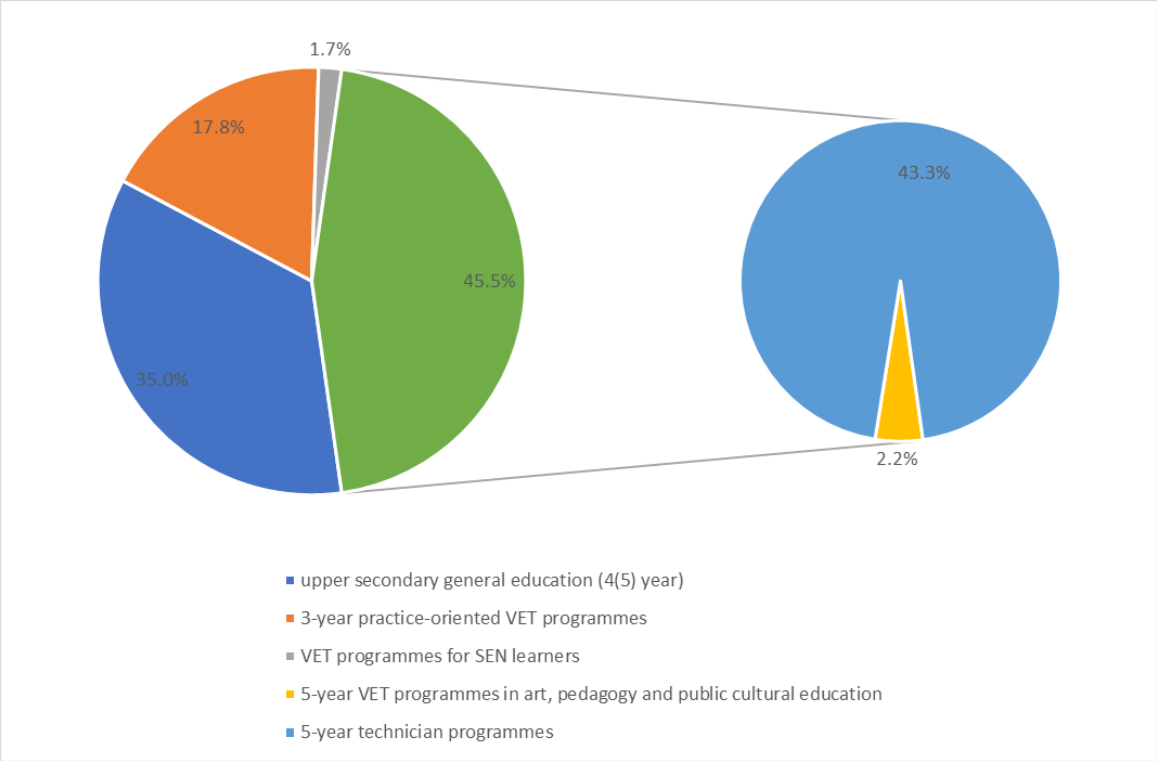
Share of initial VET learners from total learners at upper-secondary level (ISCED level 3), 2022



NB: Data based on ISCED 2011.
Source: Eurostat, educ_uoe_enrs04 [extracted 1.11.2023].

In the 2023/24 school year, a total of 78 277 learners were admitted to grade 9 in upper secondary education, including both general and vocational tracks. Of these 35% were admitted to upper secondary general schools, 45.5% to 5-year VET programmes, 17.8% to 3-year practice-oriented VET programmes and 1.7% to schools for SEN learners.

Share of students admitted to grade 9 of various upper secondary education programmes in 2023/24



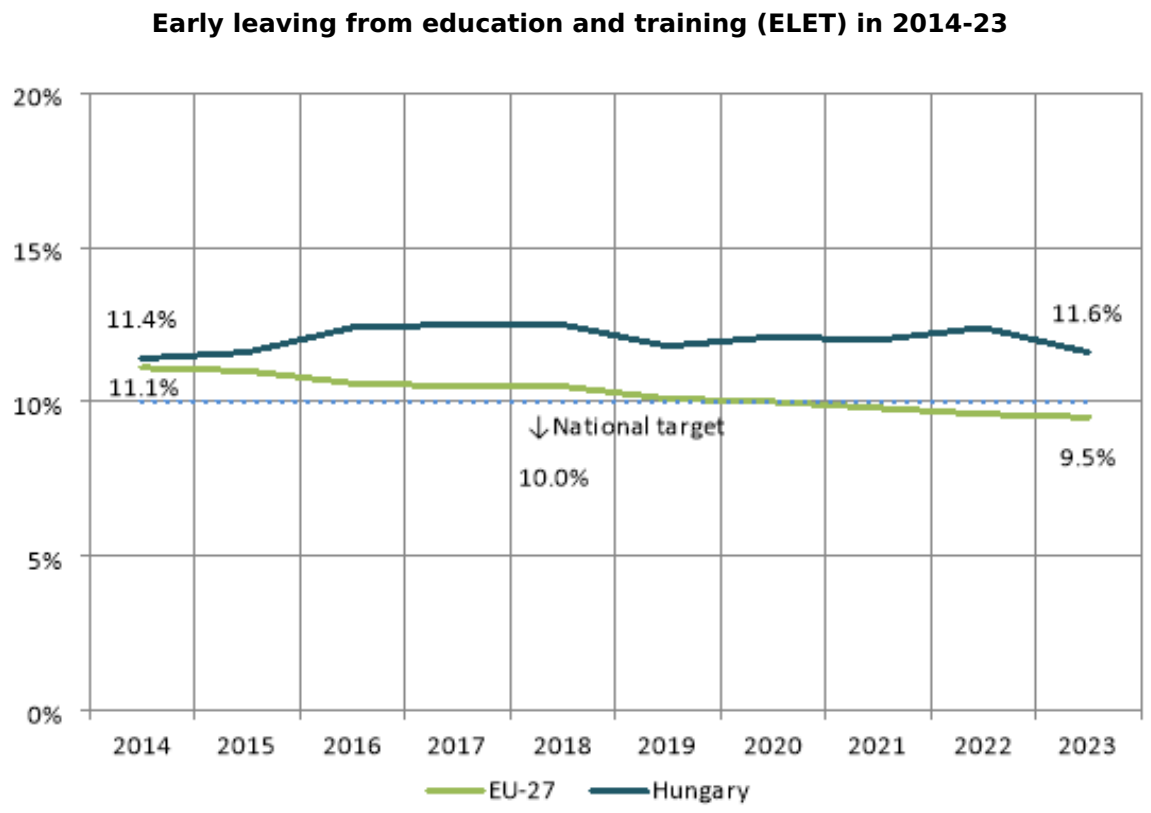
Source: Figure prepared by Cedefop based on data published in: Oktatási Hivatal: Középfokú felvételi eljárás a 2023/2024. tanévben (Education Authority: Secondary school admission procedure for the academic year 2023/2024 [extracted 22.6.2024].

4.4 Female share

Traditionally, there are more male learners in VET (55.3% in 2022/23) (12). They prefer technical fields, such as IT, engineering, construction, and architecture, while female learners typically prefer healthcare, tourism and hospitality, and business and management (13).

4.5 Early leavers from education and training

Despite a slight decrease in 2023, the overall share of early leaving from education and training (ELET) increased from 11.4% in 2014 to 11.6% in 2023. It falls short of the national target for 2023 of not more than 10% and the EU-27 average of 9.5%.



NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training
Source: Eurostat & European Commission, edat_lfse_14, https://ec.europa.eu/info/2018-european-semester-national-reform-programmes-and-stability-convergence-programmes_en [extracted 24.4.2024].

While ELET data are collected through a survey of the 18-24 age group, the National Office for Vocational Education and Training and Adult Learning also collects dropout data from initial VET programmes. These data track learners removed from the register in October of 2 consecutive school years, excluding graduates. According to these data, the dropout rate from VET decreased from 8.68% in 2022/23 to 7.67% in 2023/24 (14).

Reducing dropouts from VET is a national challenge. Early leaving from education and training is largely attributed to learners' disadvantaged socio-economic backgrounds and insufficient basic skills. These issues often stem from challenges in primary school education provision, coupled with the difficulties VET schools face in mitigating these initial disadvantages.

Policy reforms have been developed to address this issue. For example, the Early school leaving (ESL) programme module was created within *KRÉTA*, the electronic school management system mandatory for Hungarian public schools since 2017. The ESL module functions as an early warning system, continuously monitoring students' performance based on learner achievements and both justified and unjustified absences. If a student's performance starts to decline and unjustified absences increase, the ESL module automatically notifies the parents and informs the headmaster. The ESL programme module provides detailed academic achievement reports for each student, broken down by subjects and months.

Flexible learning pathway programmes have been introduced in school-based VET to reduce early school leaving, keep at-risk youth in education, and help them gain at least a partial vocational

qualification through alternative methods.

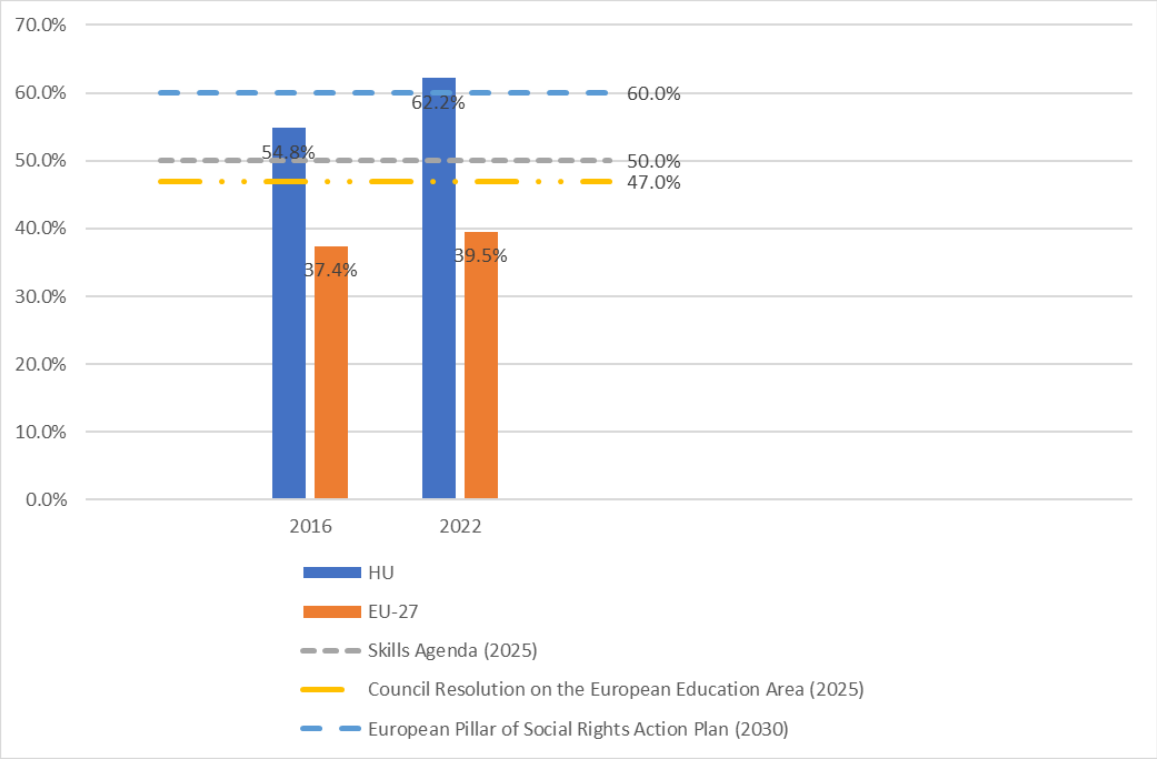
In 2018, a survey was introduced to identify vulnerable learners at risk of leaving school early by assessing their key competences necessary for learning and daily life. The survey is now conducted at the start and end of 9th grade in school-based VET programmes. Students identified as at-risk are engaged in a catch-up programme, receiving individual or group skills development. Results from 2023 show a 7.1% improvement in the average mathematics scores, and the proportion of students not meeting the minimum level dropped from 13.9% to 4.99% (15).

For more information on early leaving from education and training in Hungary please see Cedefop's country fiche that has been developed as background material to the Cedefop study: Leaving education early: putting vocational education and training centre stage, Volume I and Volume II.

4.6 Participation in lifelong learning

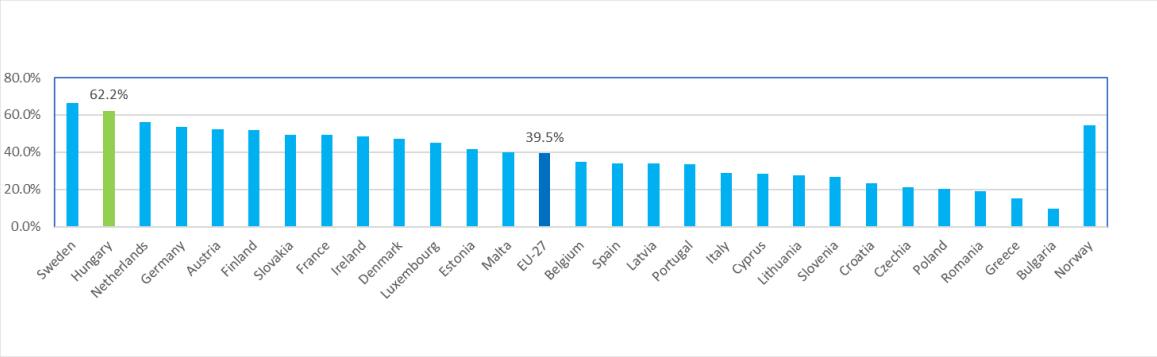
Adult participation in lifelong learning is being promoted in Hungary, with a special focus on early leavers and people without a VET qualification. The share of adults (25-64) with a learning experience in the past 12 months increased from 54.8% in 2016 to 62.2% in 2022, consistently above the EU-27 average. In 2022, it was the second-highest rate in the EU. The 2022 figure exceeds the targets of 47% and 50% set for 2025 in the Council Resolution on the European Education Area and the Skills Agenda, and the 60% target set for 2030 by the European Pillar of Social Rights Action Plan.

Adults (25-64) with a recent learning experience (%) over the 12 months prior to the survey



NB: Percentage of the population aged 25-64 who participated in formal or non-formal education and training over the twelve months prior to the survey
Source: Eurostat, AES, data supplied at Cedefop request and excluding participation in guided on the job training; Cedefop uses this source as a proxy up until 2024 LFS data are not available.

Adults (25-64) with a learning experience in the last 12 months in the EU (%), 2022

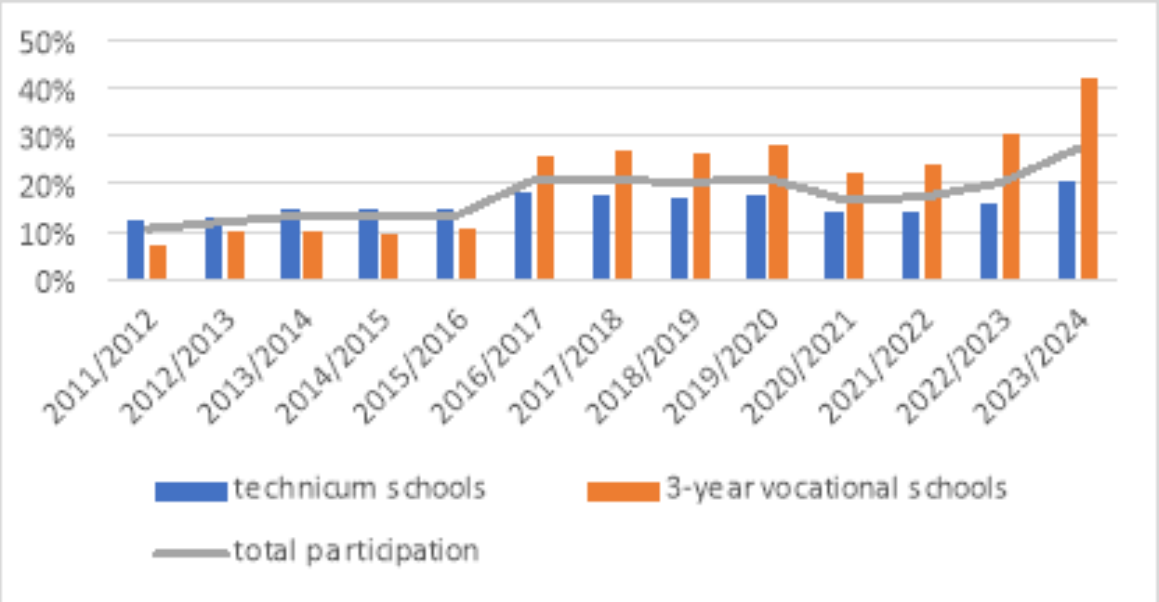


NB: Percentage of the population aged 25-64 who participated in formal or non-formal education and training over the twelve months prior to the survey
Source: Eurostat, AES, data supplied at Cedefop request and excluding participation in guided on the job training; Cedefop uses this source as a proxy up until 2024 LFS data are not available)

4.7 VET learners by age

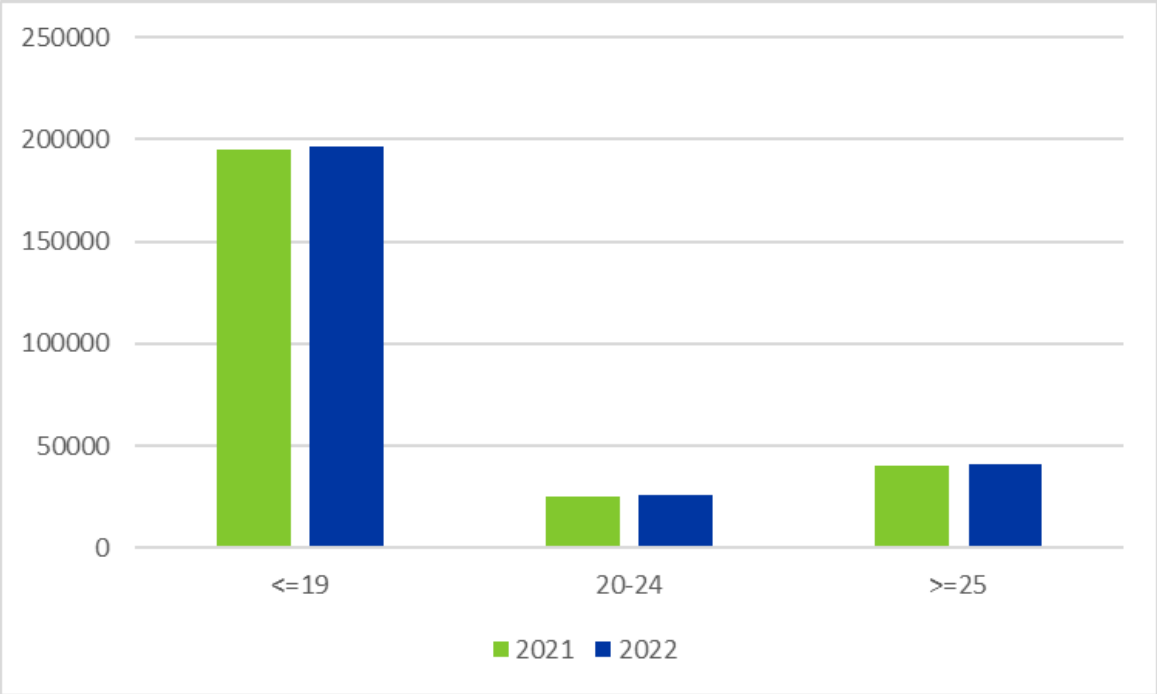
Since 2015, when the opportunity to obtain a second vocational qualification free of charge was introduced, and since 2020, when qualifications listed in the national register of vocational qualifications became accessible exclusively through school-based VET, there has been a significant increase in the number and share of adults participating in these programmes. Overall, the total share of adults in school-based VET has roughly tripled since 2011, driven primarily by the substantial increase in participation in 3-year practice-oriented VET programmes. As a result, adult participation in formal vocational education is a considerable part of the school-based VET system.

Share of learners in school-based vocational adult education (*) (%), 2011-24



NB: (*) Titles of VET schools in use as of 2020/21.
Source: KSH, STADAT database, https://www.ksh.hu/stadat_files/okt/hu/okt0015.html; https://www.ksh.hu/stadat_files/okt/hu/okt0013.html

School-based VET learners by age group (2021-22)



Source: OSAP, National Office for Vocational Education and Training

[12] The proportion of male learners is calculated based on the data provided by the source: KSH (2023). *Oktatási adatok 2022/2023 (előzetes adatok)* [Hungarian Central Statistical Office (2023). Education data 2022/2023 (preliminary data)].

[13] *NSZFH: Szakképzési Statisztika - Tanulói létszámadatok országosan* [National Office for VET and Adult Learning: Vocational education statistics - Nationwide student enrolment figures]

[14] More detailed information on vocational statistics for the 2023/24 school year is available on the National Office for Vocational Education and Training's website. The drop-out report for the 2023/23 school year is available here, and for the 2023/24 school year, here.

[15] The VET competence assessment surveys are available on the website of the National Office for VET and Adult Learning.

CHAPTER 5.
VET within education and training system

Participation in education (kindergarten and school) in Hungary is compulsory from age 3 until the end of the school year in which the student turns 16. Compulsory school education starts at the age of 6 (or 7) (16).

Hungarian terminology distinguishes between education and training: education refers to school-based programmes, while training programmes are offered outside the formal school system.

Free and universal access to education and training is ensured until the attainment of all the following:

- upper secondary school leaving certificate (*matura* certificate) obtained either in general or vocational upper secondary education
- first two vocational qualifications offered by the formal school system (17) first (short-cycle) vocational qualification in the framework of adult training (18) pre-primary education (ISCED level 0);

Extra advantages are provided for special education needs (SEN) learners and students from disadvantaged backgrounds to support their participation (19).

The Hungarian education system comprises the following levels:

- integrated primary (ISCED level 1) and lower secondary (ISCED level 2) general education, hereafter basic education;
- integrated lower secondary (ISCED level 2) and upper secondary (ISCED level 3) general education;
- upper secondary general education (ISCED level 3);
- upper secondary vocational education (ISCED level 3);
- post-secondary non-tertiary education (ISCED levels 4-5);
- tertiary education (ISCED levels 6-8).

The first institution for children is the crèche (*bölcsőde*), which is part of the basic child welfare care system, not public education. It offers day care, specialist care, and education for children aged 20 weeks to 3 years.

Pre-primary education (ISCED 0) is compulsory and provides institutional education in kindergarten (*óvoda*) from age 3 to 6 (or 7) (20).

Basic education (ISCED 2) is provided in 8-year basic schools (*általános iskola*), offering integrated primary (ISCED 1) and lower secondary (ISCED 2) general education within a unified structure for ages 6 (or 7) to 14 (or 15). To move on to upper secondary education, learners must complete the programme and obtain the basic school certificate. Students can continue in an upper secondary institution, where they can opt for either a general, or a vocational pathway.

The admission process to upper secondary schools in Hungary includes a centralised written test in Hungarian literature and grammar and mathematics, a possible oral examination organised by the upper secondary school, and a consideration of previous learner performance. All students (whether applying to general or vocational upper secondary schools) take the same written exam based on the basic school curriculum in the 8th grade (or earlier for the 6- and 8-year upper

secondary general education programmes). Some schools admit students without entrance exams to attract learners (21).

Upper secondary general education (ISCED 3) is provided by upper secondary grammar schools (*gimnázium*), and typically lasts 4 years (or 1+4, where students complete an additional language preparatory year before starting the 4-year curriculum). These programmes cover grades 9 to 12 for ages 14 (or 15) to 18 (or 19). Alternatively, there are 6- and 8-year integrated lower (ISCED 2) and upper secondary (ISCED 3) general education programmes (*6 osztályos és 8 osztályos gimnázium*), but in this case, students leave basic schools earlier.

At the end of upper secondary general education students take the *matura*/upper secondary school leaving examination (*érettségi vizsga*). This examination also serves as an admission test for higher education institutions.

Upper secondary vocational education (ISCED 3) is accessible at age 14 (or 15) after the completion of basic education and offers two main pathways.

a. 5-year ISCED 354 technician programmes prepare students for both the *matura*/upper secondary school leaving examination and an EQF level 5 vocational qualification (such as chemical technician) over grades 9-13, enabling them to either pursue higher education or enter the labour market. This programme combines two former programmes from before the 2019 VET reform: a 4-year upper secondary VET programme and an optional post-secondary programme for vocational qualifications. Previously, students often completed the 4-year VET programme with only an upper secondary school leaving certificate and no vocational qualification. The reform merged these programmes into a single 5-year course, now offered by *technikum* schools (22).
b. 3-year ISCED 353 practice-oriented VET programmes at *szakképző iskola* schools lead to an EQF level 4 vocational qualification (such as carpenter or cook). Graduates can pursue further education through a 2-year ISCED 344 general education follow-up programme within the upper secondary VET framework to obtain the *matura* certificate.

The vocational qualifications provided by the school-based VET system are listed in the national register of vocational qualifications (nationally known as the Register of vocational occupations, *Szakmajegyzék*). These qualifications can only be offered by the school-based VET system.

Both the 5-year and the 3-year VET programmes consist of two phases: sectoral basic education (*ágazati alapoktatás*) and vocational specialised education (*szakirányú oktatás*). The first phase focuses on building foundational professional skills and key competences essential for various sectors of the economy and forms the basis for lifelong learning. Conducted within school facilities, this phase ends with a sectoral basic exam, granting access to vocational specialised education. During their specialised education, students prepare for the specific vocational qualification they have chosen within the sector (23).

Work-based learning is an important part of school-based VET programmes. Whenever possible, it is provided through dual VET, allowing students to gain practical experience in real work environments. Students participate in dual VET with vocational employment contracts during vocational specialised education. Those who cannot find a company placement, complete their practical training within school facilities.

In addition to the two main VET programme types, flexible programmes at ISCED levels 2-3 within upper secondary VET offer alternative learning pathways for students who find traditional methods challenging. These include the Career orientation development programme (*orientációs évfolyam*, ISCED 351), where learners explore different professions during an optional preparatory year. The Springboard (*dobbantó*) programme (ISCED 352) allows entry to upper secondary VET for those over 15 without a lower secondary certificate, facilitating progression to the School workshop programme (*műhelyiskola,* ISCED 352) to obtain a partial qualification (see also Theme 10 for a description of partial qualifications) at EQF levels 2-4.

Vocational programmes tailored for learners with special education needs (SEN) are available at

ISCED level 3 and typically last 2-4 years.

Holders of the *matura* certificate can enrol in the following post-secondary non-tertiary programmes:

ISCED 454 technician programmes are offered by *technikum* schools and focus only on the vocational content of the 5-year upper-secondary VET programmes, omitting the general education content. They usually last 2 years but can be shorter in adult education. They provide an EQF level 5 vocational qualification, which can earn extra points for university admission if they apply for a bachelor programme in the same field.

ISCED 554 higher VET programmes (*felsőoktatási szakképzés*) are offered by higher education institutions. Graduates receive a certificate at EQF level 5 (such as business informatics specialist) and can transfer credits to a bachelor programme in the same field. To obtain such qualifications, a minimum of 120 credits must be acquired. The number of credits that may count towards a bachelor degree in the same field ranges from 30 to 90. The training lasts at least 4 semesters.

The Hungarian VET framework allows adults to join school-based VET programmes. Adults up to 25 can participate in regular full-time vocational education (upper and post-secondary) with student status. For those over the compulsory schooling age of 16, flexible learning options with shorter durations are available under adult status. Students between 16 and 25 can choose their legal status. Student status entitles students to scholarships (see also Theme 13), while adult status provides more flexibility, helping students balance education with work.

Professional tertiary programmes at EQF levels 6-7 lead to a diploma and a professional qualification, including bachelor, master and postgraduate specialisation programmes. They are designed to provide both theoretical knowledge and practical skills, preparing students for specialised professions (such as engineers, health care professionals, IT professionals) and immediate entry into the workforce.

VET also extends beyond the formal school system to adult training programmes provided by various training providers (which may include formal VET schools). Adult training aims to complement the school-based system with short-cycle programmes responsive to labour market needs. These programmes can lead to State-recognised vocational qualifications. However, these are not included in the national register of vocational qualifications but are catalogued separately. Participation in training programmes is mostly voluntary, but some, like teacher continuing professional development, are mandatory (see also Theme 9 for the CPD of VET teachers).

The table below summarises the participation options for adults in vocational education and training:

Summary of participation options for adults in vocational education and training in Hungary

VET type	Learning form	Age requirement	EQF levels	Governing regulation
Upper secondary VET	Regular full-time (student status)	up to the age of 25 (young adults)	EQF levels 4-5 vocational qualifications EQF levels 2-4 partial vocational qualification s	2019 Act on VET 2011 Act on national public education
	Flexible learning forms (adult status)	Beyond the compulsory schooling age (16)		

VET type	Learning form	Age requirement	EQF levels	Governing regulation
Post-secondary school-based VET	Regular full-time (student status)	up to the age of 25 (young adults)	EQF 5	2019 Act on VET 2011 Act on national public education
	Flexible learning forms (adult status)	Beyond the compulsory schooling age (16)		
Post-secondary higher VET	Full-time/ part-time / distance learning	No specific age requirements	EQF 5	2011 Act on national higher education
Adult training	Flexible according to the training contract	No specific age requirements	Adult training programmes based on programme requirements are referenced to the EQF, while others are not	2013 Act on adult training

Government-regulated VET provision

Hungary's VET policy is guided by the VET 4.0 Strategy (24). Originally endorsed by the government in 2019 and revised in 2023, it aims to modernise VET for youth and adults. The 2019 Act on VET, rooted in this strategy, has significantly reformed Hungary's vocational education and training system. Key changes include the legal and administrative separation of VET from general education with the aim of establishing an independent pillar that collaborates more closely with the economy (see also Theme 7 for VET governance). This includes a distinct legal status for VET teachers, leading to specific regulations governing aspects such as salaries and continuous professional development (CPD). The reforms have replaced the previous apprenticeship system with a dual training system enabling students to acquire the entirety of the vocational specialised content within companies. Vocational employment contracts, replacing apprenticeship contracts, now include remuneration for learners (see also Theme 6 for dual VET). A scholarship scheme for VET learners has also been introduced.

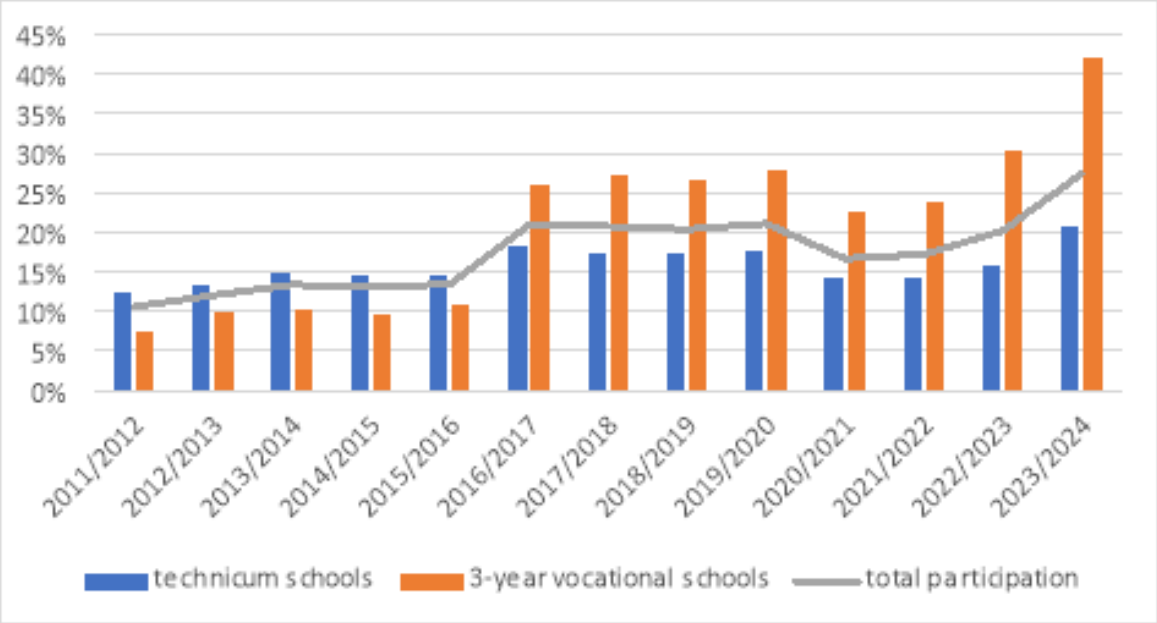
The strategy and corresponding national legislation (25) distinguish between vocational education and vocational training.

Vocational education (*szakmai oktatás*) in the national context refers to school-based VET, provided through formal IVET or school-based vocational adult education. The vocational qualifications offered by the school-based VET system are listed in the national register of vocational qualifications (*Szakmajegyzék*). These qualifications can only be offered by the school-based VET system. Vocational training (*szakmai képzés*) is offered by adult training providers and is designed to adapt to the rapidly changing job market. These specialised training programmes are flexible, industry-driven, and continuously updated to meet labour market needs. Adult training programmes leading to State-recognised vocational qualifications are listed in a separate catalogue from the national register of vocational qualifications (*Szakmajegyzék*). The catalogue of adult training programmes can be expanded with new qualifications if any actor identifies a market need for a new training programme and follows the authorisation process.

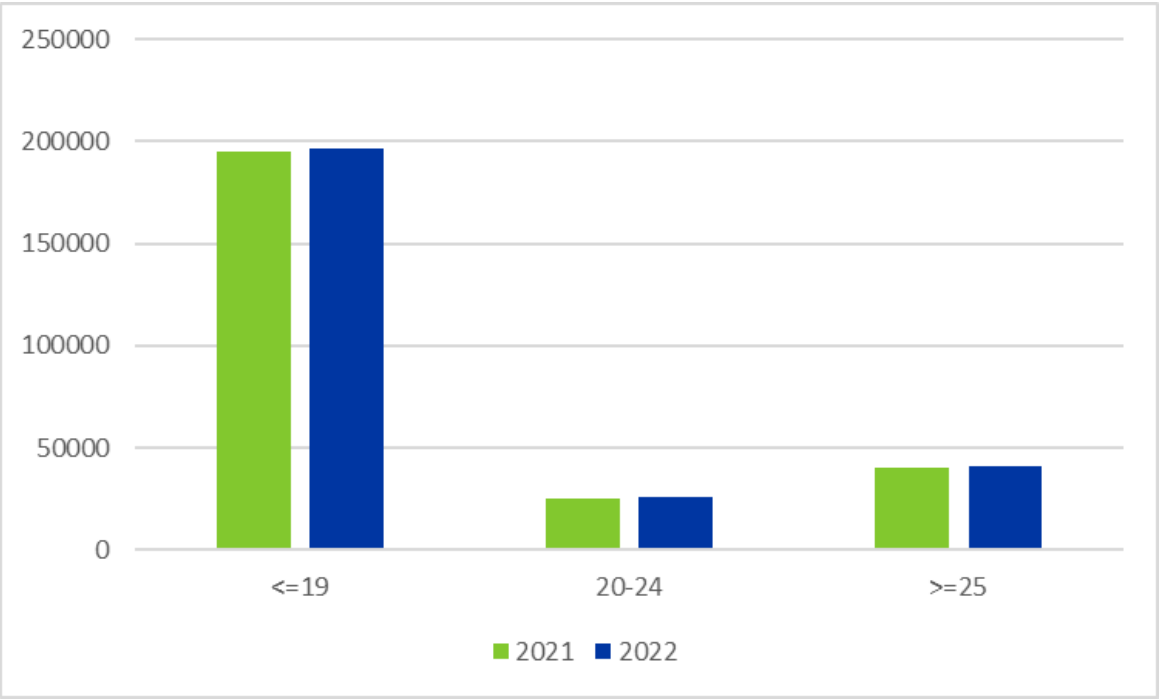
Since 2015, when the opportunity to obtain a second vocational qualification free of charge was introduced, and since 2020, when qualifications listed in the national register of vocational qualifications became accessible exclusively through school-based VET, there has been a

significant increase in the number and share of adults participating in these programmes. The figure below shows that overall, the total share of adults in school-based VET has roughly tripled since 2011, driven primarily by the substantial increase in participation in three-year practice-oriented VET programmes. As a result, adult participation in formal vocational education constitutes a considerable pillar of the school-based VET system (see figures below).

Share of learners in school-based vocational adult education (*) (%), 2011-24



NB: (*) Titles of VET schools in use as of 2020/21.
Source: KSH, STADAT database, https://www.ksh.hu/stadat_files/okt/hu/okt0015.html; https://www.ksh.hu/stadat_files/okt/hu/okt0013.html



Source: OSAP, National Office for Vocational Education and Training

(a) School-based VET programmes

As of July 2024, the national register of vocational qualifications (*Szakmajegyzék)* includes 180 vocational qualifications, known nationally as basic qualifications (*alapszakma*). These qualifications can only be offered through school-based VET programmes. They are aligned with the Hungarian qualifications framework (HuQF) and the European qualifications framework (EQF), with the corresponding levels described in the programme and outcome requirements (*Képzési és Kimeneti Követelmények, KKK*) (26).

School-based VET offers the following options for learners:

- core VET programmes;
- special support mechanism programmes.

Core VET programmes

The 2019 VET Act in Hungary outlines the types of institutions that can operate under this framework and the programmes they can offer. The act establishes two types of VET institutions: technicums (*technikum)* and vocational schools (*szakképző iskola*). These schools provide the following core VET programmes to students:

Technician programmes (*technikumi oktatás*): ISCED 354, five-year, theory-focused VET

programmes leading to the matura certificate and an EQF level 5 vocational qualification

Technician programmes span 5 years, from grades 9 to 13, and are offered by technicums. Some vocational qualifications extend to 6 years, and technician programmes can also include an additional preparatory year for foreign language study. In the 2023/24 school year, 488 schools offered technician programmes (27).

Enrolment is possible after completing 8 years of basic education (ending at lower secondary level) at 14 (or 15 for students born after 31 August) years old. Technicums, particularly those in high demand, commonly use entrance exams for admissions. Graduates of the school workshop programme can enter these programmes as well. Enrolment is also available for young people over 16 and adults.

In technician programmes, the curriculum combines general and vocational education, with general education comprising 60% of the programme. This general education covers a broad range of subjects to prepare learners for the matura exam and entry into tertiary education. Over grades 9 to 13, the curriculum gradually shifts focus from general education to vocational and dual training, culminating in the technician and matura exams (see the table below).

Recommended distribution of hours between general education and vocational subjects in technician programmes

Technician programmes: recommended distribution of hours		**grades**				
		9	**10**	**11**	**12**	**13**
Total number of hours for general education subjects per week		27	25	20	20	4
Total number of hours for vocational subjects per week	**Vocational basic education**	7	9	0	0	0
	Vocational specialised education	0	0	14	14	24
Flexible scheduling by schools for general education and/or vocational subjects (for hours they can decide)						6
Total available hours/week		34	34	34	34	34

Source: Sample weekly timetable for the preparation of the educational programme of VET institutions, for the allocation of subjects, and for the creation of timetables at local level (*Heti óraterv minta a szakképző intézmény oktatási programjának elkészítéséhez, a tantárgyfelosztáshoz, valamint az órarendek helyi szintű létrehozásához*) published at the IKK website

Following the 2019 VET reform, starting from the 2020/21 school year, learners take matura exam upon completing the five-year programme (28). This differs from the matura exam conducted in upper secondary grammar schools in that alongside the four mandatory general education exam subjects (Hungarian language and literature, mathematics, history and a foreign language), the fifth optional exam subject in VET is replaced by the mandatory vocational exam. General education exams can be taken one or two years before completing studies, while the vocational examination, serving as the fifth matura exam subject, is conducted at the end of the grade 13. Despite these differences, the matura obtained in technician programmes is equivalent in academic worth and progression opportunities to the matura obtained in general upper secondary education.

The vocational curriculum in these programmes is structured into two phases: sectoral basic education and vocational specialised education. When enrolling in technicums, students first choose the sector, rather than a specific qualification. Sectoral basic education covers content specific to the chosen economic sector and takes place during grades 9 and 10. This allows learners to explore different jobs within the sector before deciding on a specialisation. At the end of grade 10, learners take a sectoral basic exam. Passing this exam allows them to move on to vocational specialised education in grades 11 to 13, where they focus on the specific skills and knowledge needed for their chosen qualification. For example, learners who start in grade 9 in the tourism and hospitality sector will study the common sectoral content as part of their sectoral basic education. After passing the sectoral basic exam, they can specialise in EQF 5 vocational

qualifications such as cook-technician, baker-technician, tourism-technician or waiter-technician).

Specialised vocational education is preferably provided by companies through dual training. Registered dual training providers can employ students under vocational employment contracts (*szakképzési munkaszerződés*) during grades 11 to 13. If dual training is not possible, practical training is provided in school facilities.

The final vocational examination assesses learners' competences through various interactive and project-based exam activities defined in the programme and outcome requirements (*képzési és kimeneti követelmények*) of vocational qualifications. These exam activities are standardised and conducted by accredited examination centres that operate independently from the education and training activities. Examples of the EQF 5 technician qualifications include logistics technician, building construction technician, or wine and champagne production technician.

Upon completion of the programme, graduates obtaining the matura / upper secondary school leaving certificate (*érettségi bizonyítvány*) and an EQF level 5 vocational qualification can pursue the following options:

- enrol in additional VET programmes (either school-based vocational education or vocational training offered outside the formal school system;
- Advance to bachelor's degree programmes in higher education (ISCED 665/EQF6), where they can have their admission points calculated based on the results of their vocational exam if it is at least a grade 4, and may also receive extra points if they apply for the same field as their vocational qualification (e.g. a tourism technician qualification will give its holder these advantages if they apply for any field in tourism and catering);
- enter the labour market.

Certified technician programme ((29)**)**

The certified technician programme, a specialised track within the technician programme, offers high-performing students an advanced path. It includes extra content designed to prepare students for tertiary education. Initially launched in pilot schools during the 2021/22 school year, the programme has expanded to 97 technicums across 36 VET centres in the 2023/24 school year. 24 universities participate in implementing the programme, focusing on sectors such as engineering, information technology, and economics.

The duration of training mirrors that of traditional technician programmes (5 or 6 years). Local curricula are jointly developed by technicums, higher education institutions, and companies offering dual VET under cooperation agreements. These local curricula are delivered in the final 3 years of the 5-year technician programme during the specialised vocational education phase.

Benefits for students include:

- advantages in university admissions;
- potential credit recognition (30);
- students can continue their higher education dual training with the same company where they completed their upper secondary dual training, due to the cooperation with dual training providers in the programme;
- use of the title 'certified technician' (it does not represent a higher level of qualification, but it may be more valued by the labour market).

Students can join through various entry points:

- during the upper secondary admission process - in this case, students have a guaranteed spot in the programme from grade 9 (with the first two years studying the same sectoral basics as non-certified classes);
- after completing sectoral basic education, depending on available spaces and learner performance;
- from the 2023/24 school year, the certified technician programme is also available as a two-year post-secondary course after the matura.

Although graduates of regular technician programmes have access to higher education, the certified technician programme further facilitates this progression, emphasises a connection between academic learning and real-world industry needs and contributes to the permeability of the VET system.

Five-year VET programmes under the Act on national public education

While most five-year, ISCED 354 theory-focused VET programmes are offered by technicums under the VET Act, programmes in three fields - art, pedagogy, and public cultural education - are provided by vocational grammar schools (*szakgimnázium*). These programmes operate outside the national VET framework and are regulated by the Act on national public education (see also Theme 7 for an explanation of why these programmes fall outside the VET framework).

Practice-oriented VET programmes *(szakképző iskolai oktatás):* ISCED 353, three-year, practice-oriented VET programmes, leading to an EQF 4 vocational qualification

Three-year, practice-oriented VET programmes are offered by vocational schools (*szakképző iskola*) for students in grades 9 to 11. In the 2023/24 school year, 370 schools provided these programmes (31). These programmes combine general and vocational education, with general subjects making up approximately one third of the curriculum (see the table below). However, they do not prepare for the matura exam.

Recommended distribution of hours between general education and vocational subjects in short VET programmes

Three-year practice-oriented VET programmes: recommended distribution of hours		**grades 9**	**10**	**11**
Total number of hours for general education subjects per week		177	7	
Total number of hours for vocational subjects per week	Vocational basic education	160	0	
	Vocational specialised education	0	25	25
Flexible scheduling by schools (for hours they can decide)		1	2	2
Total available hours/week		34	34	34

Source: Sample weekly timetable for the preparation of the educational programme of VET institutions, for the allocation of subjects, and for the creation of timetables at local level (*Heti óraterv minta a szakképző intézmény oktatási programjának elkészítéséhez, a tantárgyfelosztáshoz, valamint az órarendek helyi szintű létrehozásához*) published at the IKK website

Enrolment is possible after completing 8 years of basic education (ending at lower secondary level) at 14 (or 15 for students born after 31 August) years old. Vocational schools usually accept students without requiring admission tests to attract learners. Graduates of the school workshop programme can enter these programmes as well. Enrolment is also available for young people over 16 and adults.

Short VET programmes were reformed in 2019 effective from the 2020/21 school year to modernise their curricula and improve alignment with labour market needs. As in technician programmes, the vocational curriculum in short VET programmes is structured into two phases: sectoral basic education and vocational specialised education. Sectoral basic education takes place during grade 9 and covers sector-specific content within the same economic sector. After completing basic sectoral education, students can move between technician and short VET tracks without needing to take any vocational aptitude test.

Vocational specialised education in grades 10-11 focuses on developing the specific skills and knowledge required for the chosen qualification. This phase is preferably provided by companies through dual training. Companies authorised for dual training can hire students through vocational employment contracts (*szakképzési munkaszerződés*) during these grades. If dual training is not possible, practical training is provided in school facilities.

The final vocational examination assesses learners' competences through various interactive and project-based exam activities defined in the programme and outcome requirements (*képzési és kimeneti követelmények*). These exam activities are standardised and conducted by accredited examination centres that operate independently from the education and training activities.

Upon completion of the programme, graduates obtain an EQF level 4 vocational qualification (such as carpenter, cook, or CNC programmer) and can pursue the following options:

- further their education by enrolling in a 2-year follow-up general education programme at a technicum to obtain the matura certificate through part-time (evening or distance) learning options allowing access to higher-level studies at post-secondary/higher VET and/or higher education;
- enrol in an additional school-based practice-oriented VET programme for another vocational qualification at EQF level 4 or enrol in adult training programmes;
- enter the labour market performing the positions available within the obtained qualification.

Special support mechanisms programmes

Flexible learning pathways: for learners at risk of dropping out (or who have already dropped out of the traditional education system), the VET Act of 2019 introduced three flexible learning pathways within upper secondary VET.

a. Career orientation development programme (*orientációs fejlesztés,* ISCED 351*)*: this is an optional preparatory year in upper secondary VET focusing on career orientation development. In the 2023/24 school year, 27 schools provided these programmes (32). It targets primary school graduates who are either uncertain about which VET programme to pursue or those who lack basic and key competences after completing basic education. The aim of the orientation programme is not to replicate the primary school curriculum but to provide personalised development based on an assessment of the student's competences, deepen self-awareness, and offer career orientation and guidance. The programme gives students exposure to various VET professions throughout the year through project-based learning, including job shadowing and company visits. Competence development is achieved within the framework of these complex projects rather than through standalone subjects. This approach allows students to explore different career pathways before committing to a specific qualification. Progression to vocational programmes (such as three-year practice-oriented VET programmes, five-year technician programmes, or school workshop programmes) is possible without additional admission tests at the end of the year if students continue their studies within the same school.
b. A basic competences development programme called the springboard programme (*dobbantó program,* ISCED 352), offers opportunities for individuals aged 15 (33) and older. On 1 October 2023, 61 schools provided these programmes (34). Upon completion, the programme allows entry into the school workshop programme (see description below) within upper secondary VET without requiring a lower secondary education certificate. The springboard programme has a flexible duration tailored to the individual needs of learners. This programme is designed specifically for individuals, who may struggle with behavioural and learning disorders, have dropped out of basic education or are at risk of doing so. Its aim is to reintegrate them into the education and training system. Like the career orientation preparatory programme, the springboard programme builds on complex projects and competence development, incorporating informal and non-formal learning and alternative education environment. The programme empowers participants to find the most suitable path to return either to the school system or to the world of work and to progress toward a successful individual career.
c. The school workshop programme (*műhelyiskola,* ISCED 352) prepares students for obtaining an EQF level 2-4 partial vocational qualification (for partial vocational qualifications see Theme 10). As of 1 October 2023, 75 schools provided these programmes, which are conducted in school workshops or companies (35) with small groups of no more than five

students. The programme lasts between 6 and 24 months, depending on each student's progress. The curriculum is tailored to focus solely on the skills and knowledge relevant to the specific partial qualifications pursued by students guided by VET teachers. There are no general subjects, instead, the programme develops the competences needed for the partial vocational qualification based on individual needs (e.g. counting skills). Students benefit from mentorship provided by teachers, who dedicate up to one day a week for support and guidance. This programme is open to individuals who have not completed their basic (integrated primary and lower secondary) education, but have completed the Springboard programme, as well as those who have finished their basic education and are over 16 years old. The programme features alternative teaching methods, avoiding traditional classroom instruction. Vocational theory is introduced through practical tasks in school workshops.

Vocational programmes for learners with special education needs: these programmes are regulated by the Act on national public education instead of the VET Act. They are provided by two- to four-year vocational schools for SEN learners (*szakiskola,* ISCED 353) and are designed for students who cannot progress alongside their peers due to unique educational requirements. The focus is on special education development, therefore these programmes were not removed from the jurisdiction of general education regulations during the VET reform. The schools offer qualifications or partial qualifications with special framework curricula tailored to the needs of students with specific disabilities (e.g. hearing, vision, movement, or mild intellectual disabilities). These programmes combine general and vocational content to provide comprehensive education and training. Additionally, ISCED 343 four-year skills development programmes (offered by *készségfejlesztő iskola*) prepare students with moderate intellectual disabilities for starting life and acquiring simple work processes that enable employment. These programmes also combine general and vocational content.

(b) Adult training

Vocational qualifications awarded outside the school system are regulated by the adult training Act (36) and the VET Act (37). These laws ensure that adult training services are provided by institutions that have acquired the necessary permits. Vocational institutions such as technicums and vocational schools can also act as adult training providers in compliance with these regulations.

Adult training prepares individuals for specific jobs and work activities. It includes courses that build on school-based vocational qualifications, providing further specialisation. It also offers courses for qualifications not available through the school-based vocational system. These types of training programmes typically have short training periods. The system is designed to be flexible, allowing it to adapt promptly to the labour market needs.

Qualifications achieved through adult training programmes are not listed in the national register of vocational qualifications (*Szakmajegyzék*). However, they are referenced to the HuQF and EQF levels based on their approved programme requirements (*Programkövetelmények, PK*), which are expressed in learning outcomes. These programme requirements define the curriculum and exam criteria for adult training qualifications. Upon completing an adult training programme, students receive a certificate confirming their success. To obtain a state-recognised qualification, students must also pass a final vocational exam at an accredited examination centre. From 1 July 2023, the legal framework allows students to request the Europass Supplement, which accompanies the qualification certificate.

Any actor can propose a new *PK* or suggest changes to an existing one. The catalogue of PKs is maintained by the minister responsible for VET and adult training and is published on the IKK Innovative Training Support Centre website. The minister reviews the registered *PK*s annually. If a

PK overlaps by 30% or more with the competences of a basic vocational qualification listed in the national register of vocational qualifications (*Szakmajegyzék*), it cannot be registered. This rule applies unless the *PK* aims to acquire a higher level of vocational competences or specific professional knowledge related to the qualification. As of 30 June 2024, a total of 601 programme requirements have been included in the catalogue. Each adult training provider develops their training programmes based on these *PK*s.

Other training options under the scope of the Adult Training Act include those that do not lead to a state-recognised exam or qualification, such as language courses, or teacher CPD courses. Participants receive a certificate as proof of successfully completing these courses.

Training providers must have a quality assurance system in place, including documentation on teachers' qualifications, competences, and continuing professional development (CPD). Although in-service training for instructors in adult training is not mandatory, providers typically offer further training for their full-time instructors on an occasional basis.

These programmes are usually fee-based. Funding for adult training programmes comes from multiple sources, including participant contributions, employer contributions, state budget allocations, and international assistance, primarily from the European Social Fund (ESF).

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[16] Children become subject to compulsory education in the year they turn 6 years old by August 31. If they do not reach the required age by this date, they can start school the following year.

[17] Act CXC of 2011 on national public education and Act LXXX of 2019 on VET. These acts regulate the specific conditions for the free attainment (e.g. maximum duration spent in education).

[18] These qualifications are offered by adult training providers under the Act LXXVII of 2013 on adult training, including formal VET institutions. Attaining one such qualification is free of charge if students enrol at State-maintained VET schools or schools that have a cooperation agreement with the State.

[19] Refer to the relevant provisions in Act CXC of 2011 on national public education and Act LXXX of 2019 on VET for details on the regulations ensuring these advantages for learners.

[20] Attendance is compulsory from the September following a child’s third birthday until reaching the compulsory school entry age. However, exemptions can be applied for and granted up until the child reaches the age of 5.

[21] More information on the secondary admission procedure is available on the website of the Education Office

[22] Programmes in three fields - art, pedagogy, and public cultural education - remained under the former institution system and are still offered by vocational grammar schools (*szakgimnázium*). These programmes have also been extended to 5 years (grades 9 to 13), but they are not called technician programmes and fall outside the national VET framework. They are governed by the provisions outlined in the Act CXC of 2011 on national public education.

[23] 5-year VET programmes in three fields (art, pedagogy, and public cultural education) that remained under the governance of the Act on National Public Education do not follow this two-phase structure.

[24] Government Decision 1168/2019 on the strategy VET 4.0

[25] Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET, Act LXXVII of 2013 on the adult training, Government Decree 11/2020 (II.7.) on the implementation of the Act on adult training

[26] However, the partial qualifications specified in the Programme and outcome requirements of basic vocational qualifications are attainable both in formal VET institutions and through adult training providers (outside the formal school system).

[27] SZIR-STAT as of 1.10.2023.

[28] In the previous system, before the 2019 VET reform, the predecessors of technicums were called vocational grammar schools. These schools prepared students for the matura examination over 4 years and offered an optional additional year for the vocational examination necessary to obtain the vocational qualification. In the reformed (and also renamed) technician programmes, the duration has been increased to 5 years, ensuring that learners obtain both the matura certificate and the vocational qualification at the end of the 5th year, thereby eliminating the possibility of students leaving after 4 years with only the matura exam but without the VET qualification.

[29] More details on the programme are available at the IKK website

[30] Up to 30 credits can be recognised at the university (thus shortening the duration of higher education studies). The conditions for recognition and the duration of higher education studies are set out in the cooperation agreement between the technicum and the higher education institution.

[31] SZIR-STAT as of 1.10.2023.

[32] SZIR-STAT as of 1.10.2023.

[33] Who has turned 15 by the last day of the previous school year.

[34] SZIR-STAT as of 1.10.2023.

[35] However, this is not considered dual VET, as students in school workshop programmes do not take the sectoral basic exam, which is a prerequisite for starting specialised vocational education and entering dual training.

[36] Act LXXVII of 2013 on adult training, Government Decree 11/2020 (II.7.) on the implementation of the Act on adult training.

[37] Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET.

CHAPTER 6.
Apprenticeship

In Hungary, VET policy aims to equip students with modern and competitive knowledge. Dual training, which combines school-based education with practical experience at companies, is a key component of this strategy. Introduced by the VET Act of 2019, effective from 1 January 2020, dual training ensures that teaching at schools and companies complement each other.

Phases of vocational education

Vocational education in Hungary consists of two phases: sectoral basic education and vocational specialised education:

- in five-year upper-secondary technician programmes, sectoral basic education occurs in the first 2 years;
- in three-year short VET programmes, it is in the first year;
- in two-year post-secondary technician programmes, which require a secondary school leaving certificate (matura) as a prerequisite, it occurs in the first semester.

During the sectoral basic education phase, students cannot participate in dual VET, this phase must be completed within school settings (see also Theme 5 for school-based VET) to prepare students for specialisation. However, students can enter a VET pre-contract with a dual training provider, committing to continue their education with a vocational employment contract during their vocational specialised education.

Dual training in vocational specialised education

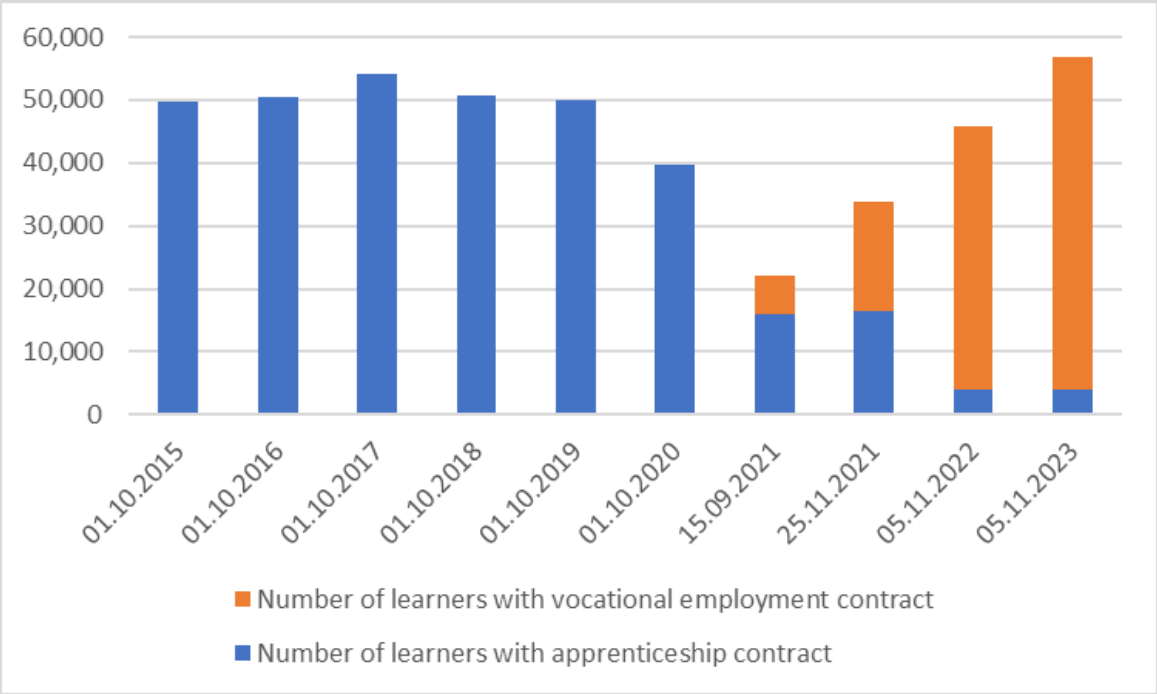
Dual training can be conducted:

- in grades 11-13 of technicum;
- in grades 10-11 of short VET programmes;
- from the second semester of 2-year post-secondary technician programmes after passing the sectoral basic exam (38).

Vocational specialised education can also take place at the school, but only if participation at a dual training location was not possible.

Dual training was gradually implemented, starting in September 2021, for new VET entrants. Those who were already enrolled before the reform completed their studies under the apprenticeship model. The chart below shows for the total number of learners contracted with companies between 2015-23.

Number of learners in dual VET and former apprenticeship programme



NB: The number of learners engaged in dual training fluctuates continuously throughout the year.
Source: National Office for VET and Adult Learning, SZIR-STAT

Differences from former apprenticeships

Before dual VET, Hungary operated an apprenticeship scheme. Dual VET in the Hungarian context differs as it involves vocational employment contracts, which provide wages for students and count as work experience for seniority calculations. These contracts can be converted into permanent employment by mutual agreement after the final vocational examination (39).

Benefits for the students include:

- learn the technology specific to their profession, become familiar with the technologies used in companies;
- gain work experience in a corporate setting, learn corporate culture, and improve job placement opportunities;
- receive remuneration.

Benefits for the company include:

- in the longer term, ensure the replacement of the work force;
- in the short term, immediate workforce availability as students engage in production;
- receives financial compensation.

Coordination by economic chambers

Dual VET (like former apprenticeships) is coordinated by various chambers:

- Hungarian Chamber of Commerce and Industry (*Magyar Kereskedelmi és Iparkamara*);
- Hungarian Chamber of Agriculture (*Nemzeti Agrárgazdasági Kamara*);

- Chamber of Hungarian Healthcare Professionals (*Magyar Egészségügyi Szakdolgozói Kamara*).

These chambers authorise and register dual training placements, monitor compliance with training standards, including considerations such as group size limits, and assist VET students in obtaining practical training placements within companies.

Cooperation between schools and dual partners

Schools and dual partners create a joint professional programme and prepare students for the vocational exam. Before 2020, vocational theory and practice were separated in VET. The VET 4.0 strategy and the 2019 VET Act adopted a learning outcomes approach, removing the rigid separation of theory and practice.

There are two forms of cooperation for vocational specialised education:

- the dual partner conducts the entire curriculum of vocational specialised education;
- the dual partner delivers specific vocational units, but not the entire curriculum.

In both forms, the school maintains overall responsibility for ensuring the coherence and quality of the programme.

Vocational employment contracts can be:

- for the entire period of vocational specialised education;
- for shorter periods (2-12 weeks each time, up to twice a year, with a maximum of 12 weeks per year) (40).

The Labour Code provisions apply to vocational employment contracts, with special provisions in the VET Act to protect students and adapt to the specifics of education.

Entities eligible for registration as dual training placements:

- enterprises (including SMEs and large enterprises);
- training centres;
- budgetary organisations;
- self-employed professionals;
- small-scale farmers (eligible from 2023).

Training centres types defined by the 2019 VET Act

- Knowledge centre: established by economic entities, a higher education institution, and a VET centre, with the latter two owning more than 51%. It implements dual training under both the Acts on VET and national higher education.
- Company training centre: usually a large company with its own practical workshop conducting vocational specialised education independently or in collaboration with others.
- Sectoral training centre (STC): facilitates cooperation among SMEs, large companies, and VET centres to meet dual placement standards. STCs are non-profit and handle training organisation, coordination, and administration, enjoying tax allowances.

By 1 July 2024, 65 STCs were registered. They reinvest results in training development and can extend operations to adult training, corporate training services, and production operations.

STC operational modes

- STC as a training organiser handles operational tasks, coordination, and administration, while training occurs within member organisation infrastructure;
- STC as a training provider directly provides practical training using its infrastructure and that of affiliated organisations.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop

[38] Those who have previously obtained a partial qualification and wish to further their education to acquire a full vocational qualification within the same specialisation do not need to undergo a sectoral basic examination. Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET

[39] Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET.

[40] Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET.

CHAPTER 7.
VET governance

Central governance

Since the enactment of the 2019 Act on VET, VET is legally and administratively separated from general education (41), creating an independent facility for VET that collaborates more closely with the economy. While general education falls under the supervision of the minister responsible for education (42), VET is overseen by the minister responsible for VET, currently part of the Ministry of Culture and Innovation (*Kulturális és Innovációs Minisztérium, KIM*). This separation started in 2015, when the maintenance of VET schools was transferred to the Ministry of National Economy, then to the newly established Ministry of Innovation and Technology in 2018. Since 2022 this responsibility has been under the successor Ministry of Culture and Innovation, which currently oversees VET, as well as adult training and higher education (43).

The minister responsible for general education oversees the general education content taught in VET schools and develops the framework curricula for them. Within VET governance, other ministries oversee qualifications within their respective sectors. For example, qualification requirements for agricultural training are overseen by the Ministry of Agriculture (*Agrárminisztérium, AM*), military training is overseen by the Ministry of Defence (*Honvédelmi Minisztérium, HM*), and qualification requirements for the healthcare sector and police training are established in agreement with the minister responsible for healthcare and law enforcement.

Governance of VET institutions

There are two types of VET institutions (*szakképző intézmény*) according to the VET Act: technicums, which offer 5-year ISCED 354 programmes leading to the *matura* at EQF level 4 and a vocational qualification at EQF level 5, and vocational schools, which offer 3-year ISCED 353 practice-oriented VET programmes leading to an EQF level 4 vocational qualification. There are also multi-purpose institutions offering more than one type of programme. Since 2013, school governance has been centralised, resulting in the integration of most public VET schools into a network of VET centres. A VET institution operating as part of a VET centre is an organisational unit of the VET centre with legal personality.

Currently, 41 VET centres (*szakképzési centrum*) (44) operate under the maintenance of the ministry responsible for VET. These centres are funded by the State through the ministry's dedicated budget, managing financial disbursements to schools. They coordinate education and training activities of the member schools and facilitate the alignment of training with labour market needs by maintaining contact with dual partners and establishing connections with local companies. This engagement aims to enhance dual training opportunities and adjust the training offer of schools under the VET centres to meet local workforce demands. State-run agricultural vocational schools are operated by the Ministry of Agriculture and belong to the network of Agricultural VET centres (*agrárszakképzési centrum*). In the 2023/24 school year, 53 agricultural vocational schools are part of five Agricultural VET centres.

VET schools operated by the Ministries of Interior and Defence, along with some universities, offer sector-specific programmes. VET schools can also be established by minority self-governments, churches as legal persons or religious associations, business organisations, foundations, and associations (45). They can receive funding from the central budget under an agreement with the minister responsible for VET (see table below for number of VET schools maintained by different entities in Hungary as of 1.7.2024).

Number of VET schools by maintainers

	Maintainer					
	Ministry of Culture and Innovation	**Ministry of Agriculture**	**Ministry of Interior**	**Ministry of Defence**	**Higher Education institutions**	**Non-State entities (a)**
VET schools organised into VET centres	41 VET centres	5 agricultural VET centres	Schools are not organised into VET centres	Schools are not organised into VET centres	Schools are not organised into VET centres	Schools are not organised into VET centres
Number of schools	358	53	2	2	20	92
Total number of VET schools	527					

Source: SZIR-STAT as of 1.7.2024. Non-State entities include religious legal entities, religious associations, foundations, private companies, non-State higher education institutions.

EQF level 5 vocational qualifications in the fields of arts, pedagogy and public cultural education, as well as vocational programmes tailored for various categories of special needs to achieve partial or full vocational qualifications at EQF levels 2-4, are regulated by the Act on national public education, rather than by the VET Act, following the 2019 VET reform (see also Theme 5). This choice reflects the new regulatory framework's emphasis on practical relevance and flexibility tailored to labour market demands; such elements are not fully applicable to these specialised programmes. For arts, pedagogy and public cultural education, key components of the new VET framework, such as dual VET, are not applicable. For SEN learners, the focus is on curative educational development. Consequently, these programmes remain under the 'traditional' general education regulations and are not offered by VET institutions defined in the VET Act.

EQF level 5 programmes in the three fields quoted are offered by vocational grammar schools (*szakgimnázium*), while EQF level 2-4 programmes for SEN learners are offered by vocational schools for SEN learners (*szakiskola*) as defined by the National public education act. Teachers in these programmes are not covered by the VET Act as VET teachers but are subject to the rules applicable to teachers in general education schools. This means different employment conditions, wage system, CPD, and career advancement systems. Similarly, students in these programmes are not eligible for the financial incentives available in VET programmes governed by the VET Act. Despite such distinctions, these programmes lead to the same level of vocational qualifications as those offered in VET institutions.

Public VET authorities

The National Office for VET and Adult Learning (*Nemzeti Szakképzési és Felnőttképzési Hivatal, NSZFH*) and the IKK Innovative Training Support Centre (*IKK Innovatív Képzéstámogató Központ, IKK*) are key State bodies under the ministry responsible for VET. They support VET policy implementation.

NSZFH responsibilities include:

- central management: oversees VET centres and institutions under the maintenance of the minister responsible for VET ensuring legal compliance and effective operations;
- system operations: runs key systems, like SZIR (VET information system), FAR (Adult training data reporting system) and KRÉTA (Electronic school management system) and handles scholarship payments;
- examination development: creates content for vocational exams;
- project coordination: manages VET and adult learning projects, including EUROGUIDANCE and EPALE and handles Europass certificate supplements.

IKK responsibilities:

- VET content development: creates textbooks, digital teaching tools, and other resources;
- information centre: operates the VET Enquiry and Information Centre;
- R&D: conducts research and develops teacher assessment methods;
- teacher training: provides continuing professional development for VET teachers and manages related systems;
- examinations: organises vocational exams if no accredited centre is available;
- QMS: conducts external evaluation of VET institutions;
- VET teacher support: offers support through workshops and a network of innovative VET teachers in each sector;
- project implementation: manages projects funded by the Recovery and Resilience Facility (RRF), Digital renewal operational programme plus (DIMOP Plus), and Economic development and innovation operational programme (EDIOP) including developing 672 digital learning materials.

The Education Authority (*Oktatási Hivatal*), a body under the ministry responsible for education, handles several functions that include both general education and VET. These include managing national learner assessment systems, administering upper secondary admissions, overseeing the *matura*, and providing pedagogical counselling services.

The Pest County Government Office registers exams and oversees adult training providers and programmes outside the school-based system (see also Theme 5). The employment departments of county/capital government offices provide training support for vulnerable groups.

Social partner involvement in VET

Social partner involvement and cooperation in VET is facilitated mainly by the chambers of commerce, the VET Innovation Council and the sector skills councils.

- Economic chambers: contribute to VET through policy advice, supervision of dual training providers, participation in vocational exam activities and career guidance services. The County labour-market reconciliation roundtables (*Megyei Munkaerő-piaci Egyeztető Kerekasztal*) are established by the Chamber of Commerce and Industry at the county level. They facilitate dialogue between higher education, VET and adult training sectors, aligning with the local economic goals.
- VET Innovation Council (*Szakképzési Innovációs Tanács, SZIT*) (46): coordinates VET policy, makes strategic recommendations, and assists the Ministry of Culture and Innovation in guiding VET system development.
- Sector skills councils (SSCs) (47) established in 2018, SSCs represent various sectors, advising on VET content updates based on labour market needs and technological trends.

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[41] In the national context, VET has been separated from public education. Public education now encompasses educational levels ranging from pre-primary to post-secondary levels, except VET, and is governed by the Act CXC of 2011 on the national public education.

[42] Since 2022 in the institutional structure it is placed under the Ministry of Interior (*Belügyminisztérium, BM*)

[43] Government Decree 182/2022 (V.24.) on the duties and powers of the members of the Government.

[44] The number of schools in each VET centre varies between 5 and 19. Each VET centre must have an average of at least 2 000 students. Currently, 358 VET schools are part of these 41 centres.

[45] Act LXXX of 2019 on VET.

[46] The VET Innovation Council established in 2018, includes representatives from government, education, school maintainers, students, chambers, industry and various

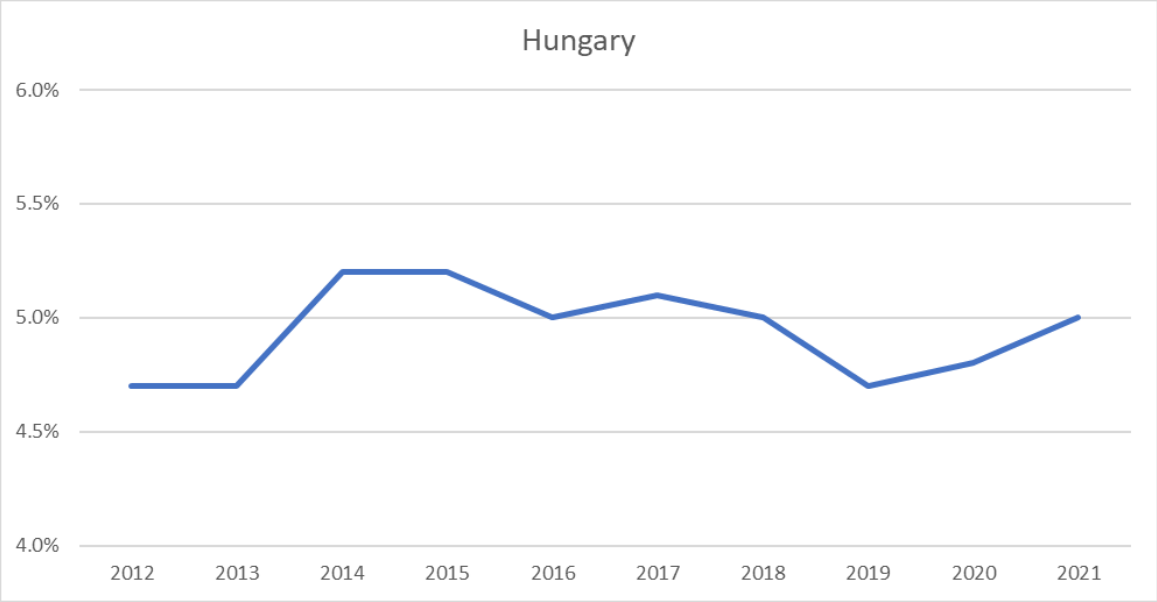
organisations. It provides policy proposals to drive demand-driven transformation in VET. The 2019 VET Act formalised its role and responsibilities.

[47] *Ágazati készségtanács.* The SSCs took over the responsibilities of the national qualification board. Each council comprises 7 to 19 business representatives from the relevant sector. Currently, there are 19 SCCs.

CHAPTER 8.
VET financing mechanisms

General government total expenditure on education in Hungary has shown a relative balance as a share of GDP between 2012-2013.

Total general government expenditure on education in Hungary as percentage of GDP



Source: Eurostat, General government expenditure by function (COFOG) for Education

Central government expenditure plays the main role in funding public education, including secondary vocational education (ISCED 3).

Financing school-based VET

Learners can enrol in school-based VET free of charge to pursue their first two vocational qualifications listed in the national register of vocational qualifications (*Szakmajegyzék*).

Until 1 January 2013, local municipalities maintained public schools, including upper secondary VET schools. Since 2013, public VET providers have been financed by the central government, to ensure equal funding for all providers (48). In 2015, most public vocational upper secondary schools were transferred under the maintenance of the minister responsible for VET instead of the minister responsible for education and were organised into VET centres. These VET centres are independent budgetary bodies funded annually from the central budget, with additional funding for their adult training activities provided on a per capita basis. Public VET school that are not organised into VET centres are also financed from the central budget.

VET financing comes primarily from the Budget Act allocation for basic tasks (maintenance, salaries) allocated from the budget of the maintaining ministry. VET centres and schools also receive funds from the National Employment Fund generated from part of the social contribution tax revenue and the central budget. The training sub-fund of the National Employment Fund covers scholarships, one-off career starter allowances and supports VET tasks undertaken by the chambers, along with other subsidies related to VET operations.

Non-governmental entities such as minority self-governments, churches, religious associations, business organisations, foundations, and associations can also maintain VET schools and receive state funding if they establish an agreement with the minister responsible for VET.

Until 31 December 2021 businesses contributed to VET financing through a VET contribution tax, which supported dual and practical training. From 1 January 2022, this contribution was discontinued. However, companies offering dual training still receive tax relief as an incentive to participate in dual VET. Previously, these companies did not have to pay the VET contribution tax, now they can reclaim training costs from other tax payables through a refund mechanism.

Financing adult training

The acquisition of the first vocational qualification through adult training programmes is free in Hungary if provided by a state-maintained VET school or a training provider with a cooperation agreement with the state. For other labour market training programmes, participants can use state subsidies and training loans. Financing options for fee-based training include:

- Training loan: available for participants in fee-based training. The loan is interest-free for courses lasting at least three months and can only be applied for programmes where the Student Credit Centre (*Diákhitel Központ*) has concluded a cooperation agreement with the training institution.
- Grants and subsidies: provided from the central budget and international programmes (mainly the European Social Fund, which often co-funds employment-related programmes. They support mandatory CVET in the public sector, as well as the unemployed, at-risk groups, and SMEs
- Participant contributions: fees paid by the learners.
- Employer contributions: financial support from employers.

[48] Eurydice. (2024). National education systems: Hungary

CHAPTER 9.
Teachers and trainers

9.1 VET teacher types

The 2019 VET Act redefined the status of teachers in VET schools, distinguishing them from *pedagógusok* (teachers) working in general education institutions. Since then they are uniformly referred to as *oktatók* (VET teachers), which includes:

- general subject teachers;
- vocational subject teachers;
- vocational teachers of practical skills.

In dual training, the instructor at the company is called an in-company trainer.

As of 1 July 2020, VET teachers were removed from the Act on public servants and are now governed by the Labour Code. This change aimed to offer more flexibility in legal relationships and working conditions, making it easier to involve industry professionals (such as engineers, economists, and other professionals) in VET.

Previously, VET teachers were paid according to the public servant wage chart, which was less competitive compared to the business sector. Since the changes, salaries have increased significantly. In 2020, HUF 35 billion (about EUR 97 million) was allocated for wage increases, resulting in an average 30% rise. Additional increases of 10% in January 2023 and 5% in May 2023 were implemented, linked to a new performance-based evaluation system introduced in the 2022/23 school year. The performance evaluation system, first conducted in 2020, assesses VET teachers and trainers in 10 areas, with three focusing on position-related aspects and seven on professional competences and performance. Evaluations are conducted by VET institution directors at least every three years, using a six-point scale. Institutions had to develop their evaluation systems by 31 August 2022, guided by a methodological assessment revised in 2022 to include criteria for deputy heads and heads of institutions, and recommendations to improve assessment procedures. Teachers are evaluated by their VET institution directors at least every three years, and institutions had to develop evaluation systems by 31 August 2022 (see also Theme 11).

Initial training

The VET Act and the associated government decree outline the requirements for the employment, qualifications and continuing professional development of teachers and trainers in VET schools. This regulation also specifies the qualification requirements of in-company trainers.

The table below details the various types of VET teachers and trainers, their roles and their qualification requirements.

Required qualifications of teachers and trainers employed in VET schools

Title/ tasks and responsibilities	Required qualification	
	Technicum	**Vocational school**
General subject teacher/ Teaching general education subjects	Relevant teacher qualification (university level or master degree, ISCED 766 or 767)	Relevant teacher qualification (bachelor degree, ISCED 665)

Vocational teacher/ Teaching vocational subjects	Relevant VET teacher qualification (master degree, ISCED 766 or 767) or degree in higher education, as well as vocational qualification relevant to the subject (ISCED 665 and 453, 454)	Relevant degree in higher education, as well as vocational qualification (ISCED 665 and 453, 454) or degree in higher education, as well as vocational qualification relevant to the subject (ISCED 665 and 453, 454)
Vocational teacher of practical skills/ Teaching vocational practical subjects in the school	secondary school-leaving certificate (ISCED 344) and vocational qualification relevant to the subject	
In-company trainer/ Instructing vocational content at an enterprise	Relevant vocational qualification, at least 5 years of professional experience and chambers' practice trainer exam certificate (issued by the Hungarian Chamber of Commerce and Industry, MKIK). Practice trainer exam exemptions are: master craftsman certificate (issued by *MKIK*) and relevant higher education degree (in this case, professional experience of 2 years is enough), or higher education degree and a relevant upper-secondary qualification, or, in respect of the health sector, a medical instructor qualification, or those 60 years of age or older.	

Source: Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET

Teacher training for both general and vocational secondary schools combines theoretical and practical experience, with a strong emphasis on teaching practice. Admission includes academic evaluations and aptitude tests. Training is offered in:

- integrated programmes based on secondary school leaving certificates, covering one or two teaching majors;
- divided programmes requiring a bachelor's or a college degree, followed by a teaching master's degree;
- teaching master's programmes taken alongside or after a non-teaching master's programme or an integrated programme.

In-company trainers for VET must have relevant vocational qualifications, at least five years of experience, and since 2018, a practice trainer exam certificate from MKIK (see the above table for practice trainer exam exemptions).

Higher VET programmes, integrated into higher education since 2013, follow the Act on Higher Education for qualification and CPD requirements.

Adult training follows the Adult Training Act and the VET Act. Training providers must be authorised and have a quality assurance system documenting teachers' qualifications and CPD.

9.2 Continuing professional development of teachers/trainers

Continuing professional development

The VET Act of 2019 regulates the continuing training of teachers and trainers in VET schools but does not include provisions on CPD for in-company trainers.

Continuing professional development of teachers and trainers employed in VET institutions

Title/ tasks and responsibilities	In-service training
General subject teacher/ Teaching general education subjects	Compulsory in-service training of 60 hours every 4 years. VET teachers and trainers must participate in in-service training that contributes to the development of their knowledge and skills related to their vocational qualifications. Teachers and trainers of specialised vocational education subjects should primarily undergo the training in a corporate setting or in a training centre. The planning, coordination, organisation and continuous monitoring of the in-service training of VET teachers and trainers at the national level are carried out by the IKK Innovative Training Support Centre, which set up a national system for the in-service training of VET teachers and trainers (*OTR*). The list of training courses available is expanded and updated several times a year.
Vocational teacher/ Teaching vocational subjects	
Vocational teacher of practical skills/ Teaching vocational practical subjects in the school	
In-company trainer/ Instructing vocational contents at an enterprise	No compulsory in-service training

Source: Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET, https://ikk.hu/otr

Requirements in school-based VET:

- VET teachers/trainers must complete 60 hours of CPD every four years;
- Heads of VET schools must take leadership courses;
- VET teachers and trainers are evaluated at least every three years by their institution's head.

Requirements in adult training:

- No mandatory in-service training for adult training instructors;
- Providers must have a quality assurance system, which typically includes occasional further training for instructors.

More information is available in the Cedefop-ReferNet thematic perspective: Supporting teachers and trainers for successful reforms and quality of VET - Hungary.

CHAPTER 10.
Shaping VET qualifications

10.1 Anticipating skill needs

In Hungary, several initiatives anticipate skill needs to align VET with labour market demands. These include regular labour market surveys and tracking graduates from VET, adult learning and higher education programmes.

Labour market surveys

The Institute for Economic and Enterprise Research (*MKIK Gazdaság- és Vállalkozáskutató Intézet*), supported by the Ministry of Economy (*Nemzetgazdasági Minisztérium*), conducts annual short-term labour force forecasts. These surveys use a stratified sample of companies to ensure representation across sectors and sizes, offering insights into layoffs and demand in various sectors and occupations. For example, in April-May 2023, county government offices and regional chambers of commerce interviewed 5 685 managers from companies with at least two employees to gather data for the 2024 forecast.

Based on these surveys, the Hungarian Labour Force Forecast (*Magyar Munkaerőpiaci Prognózis, MMPP*) was developed and is maintained by the Institute for Economic and Enterprise Research. This online-accessible database provides employees, job seekers, employers, and educational organisations with data on expected labour demand.

In 2020, the ministry responsible for VET developed a labour market forecasting system to better align adult training courses with the dynamic demands of the labour market. Known as the Workforce Forcasting System (Munkaerő-piaci Előrejelző Rendszer, MER), this IT system gathers and analyses data from various sources to forcast job demands requiring vocational qualifications. Operated by the National Office of VET and Adult Learning (49), MER assesses both the demand and supply sides of the national labour market. It analyses workforce needs of state administrations and companies requiring vocational qualifications, and examines data on individuals in the labour market, transitioning from education to employment, and those seeking or exiting employment.

Sectoral monitoring of VET

Sectoral monitoring of VET started in 2022, to refine sector-specific VET proposals. The Sector Skills Councils (SSCs) developed data-driven inquiries focusing on career orientation and enrolment; sectoral basic education and examination; vocational education; vocational examination and labour market analysis with a focus on skilled workers.

The labour market analyses included a survey conducted by the *MKIK GVI* on the role of enterprises in VET and the competences essential for various job roles. The findings from this research, covering the sectors represented by the 19 SSCs, are documented in Research on the labour market situation of skilled workers. Additionally, SSCs prepare short- and mid-term forecasts for VET development and propose updates of qualifications and curricula. These proposals are then submitted to the responsible ministry overseeing VET.

Career tracking

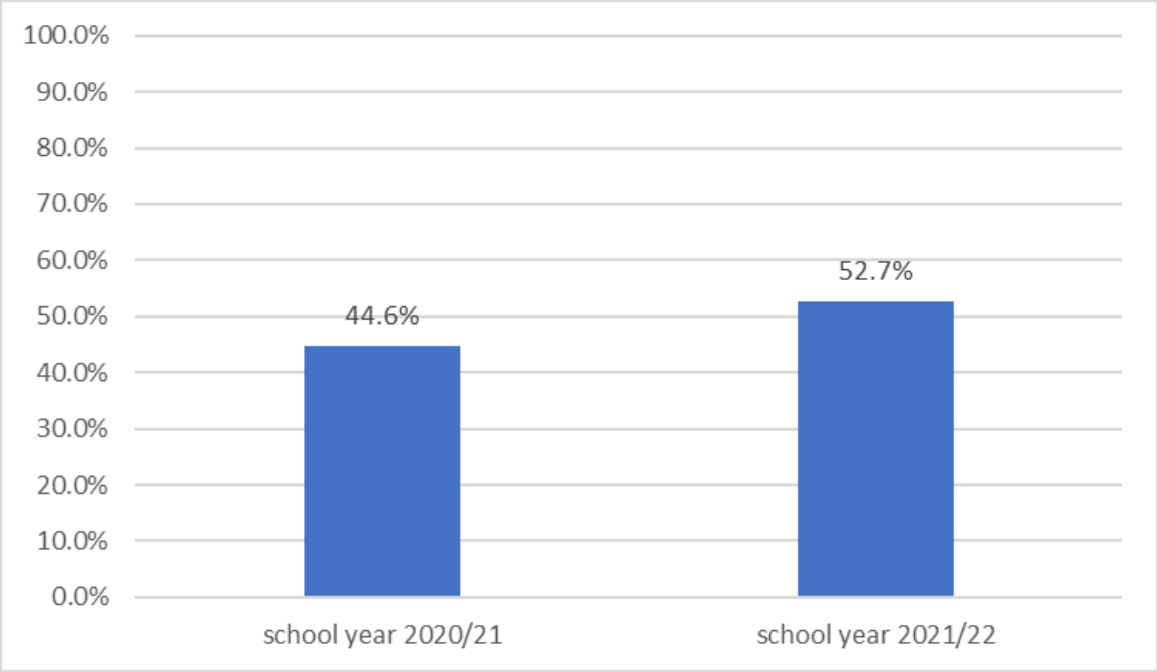
Career tracking of VET graduates

Since 2009, *MKIK GVI* has surveyed VET graduates to assess their labour market situation. These surveys examined short-term labour market adjustments but monitored longer-term labour

market trends to a lesser extent, as different students were interviewed each year. This method was replaced in 2018 by a career tracking survey starting with students in their expected graduation year and following up 7-8 and 19-20 months after graduation.

The VET Career Tracking System (*Szakképzési Pályakövetési Rendszer*), operated by the National Office for VET and Adult Learning, links anonymously data from the VET Information System (Szakképzés Információs Rendszere, SZIR) and the KRÉTA Electronic School Management system with labour market, higher education and social security registers. The questionnaire module of the career tracking survey engaged over 11 000 learners from 442 VET institutions in 2022. The survey revealed that 52.7% of 2021/22 graduates were employed in a sector corresponding to their qualification as opposed to 44.6% in 2020/21 (see the figure below). The labor market and educational paths of all VET and adult education graduates will be anonymously monitored for a period of 9 years.

Percentage of learners employed in a sector corresponding to their qualification



Source: The figure is based on the original published in: Nemzeti Szakképzési és Felnőttképzési Hivatal (2023). 2023 tracking report, and recreated in English by Cedefop.

Career tracking in adult training

Since 1 September 2020, adult training providers must record their activities in the Adult Training Reporting System (*Felnőttképzési Adatszolgáltatási Rendszer, FAR*), a module within the *KRÉTA* Electronic School Management System. FAR is used to issue training completion certificates, record training loans, and serves as a database for career tracking participant satisfaction.

Career tracking in higher education

Between 2008 and 2010, a 'hybrid' graduate career tracking system (*Diplomás pályakövető rendszer, DPR*) was developed for higher education, with European Social Fund (ESF) support. This

system uses national and institutional data, surveying graduates three and five years after graduation. Results are published annually, offering insights into graduates' long-term career outcomes. This complements VET tracking for a comprehensive view of career pathways.

See also Cedefop's online tools Skills forecast and Skills Intelligence

10.2 Designing qualifications

School-based VET in Hungary combines vocational and general education. General education follows a curriculum set by the minister responsible for general education (under the Ministry of Interior). Vocational content is regulated by the minister responsible for VET (under the Ministry of Culture and Innovation) in cooperation with relevant sector ministers.

General education in school-based VET

The National Core Curriculum (*Nemzeti alaptanterv, NAT*) (50) guides the general education framework curricula (*közismereti kerettanterv*) in VET schools, detailing subjects, teaching hours and requirements (51). VET providers have flexibility in implementation within the specified timeframe (52). In five-year technician programmes, general education subjects comprise about 60% of the curriculum, while in three-year VET programmes, they make up about one third.

Vocational competences in school-based VET

The national register of vocational qualifications outlines detailed regulations for vocational education, including sector classification, HuQF level, specialisations, duration, and digital competence framework. As part of the 2019 VET reforms, the 'national register of vocational qualifications (*Országos Képzési Jegyzék, OKJ*)' was renamed the 'register of vocational occupations (*Szakmajegyzék*)'. This change, effective from September 2020, reduced the number of qualifications, now called basic vocational qualifications (*alapszakma*). As of July 2024, there are180 basic qualifications. The government adopts the register based on proposals from the Sector Skills Councils.

The basic vocational qualifications included in the *Szakmajegyzék* can only be obtained through formal education: in five-year technicums for EQF level 5 qualifications and in three-year VET schools for EQF level 4 qualifications (53). The programme and outcome requirements (*képzési és kimeneti követelmények, KKK*s) detail the necessary skills, knowledge, behaviour, and responsibilities for each qualification, representing a learning outcomes-based approach. These requirements are developed under the authority of the minister responsible for VET with the agreement of the government members responsible for each relevant sector through the IKK Innovative Training Support Centre, based on the proposals of the Sector Skills Councils (*ÁKT*) and published on the IKK website.

In VET institutions, the pedagogical and educational activities are conducted based on a professional programme (*szakmai program*) developed according to the programme and outcome requirements. This includes the institution's pedagogical-educational programme, general and sectoral basic education, specialised vocational education, health education programme, and career orientation services. This allows schools to tailor education to local needs. Companies in dual training must also develop a practical training programme with VET schools.

Designing and updating VET qualifications

Within the formal VET system, there are two types of qualifications:

- vocational qualification: this allows the holder to perform all jobs related to that qualification. The programme and outcome requirements include most typical jobs attainable with the qualification and cover various specific skills. For example, someone with a painter-refinisher (*festő-mázoló*) qualification can paint walls, ceilings, and other surfaces, as well as refinish doors and window frames in both homes and businesses. Related qualifications may share common contents.

- partial vocational qualification: This allows the holder to perform at least one specific job. The programme and outcome requirements cover only part of what is included in a full vocational qualification. For example, someone with a painter partial qualification is skilled in painting walls, but their training does not include tasks like refinishing doors and window frames. As of June 2024, there are 64 partial vocational qualifications.

The programme and outcome requirements of vocational qualifications are developed and updated by external sector experts, considering the criteria developed by the IKK Innovative Training Support Centre. These experts are selected from the IKK's 'Register of qualified experts (*Minősített Szakértői Nyilvántartási Rendszer*), which is open to applications. Qualified experts include, for example, VET teachers. The proposals are reviewed and standardised by IKK staff or designated expert reviewers before being forwarded to the Ministry of Culture and Innovation (*Kulturális és Innovációs Minisztérium, KIM*). KIM then seeks feedback and further recommendations from the Sector Skills Councils (*Ágazati Készségtanács*) of the relevant sectors through the Hungarian Chamber of Commerce and Industry. SSCs, voluntary bodies representing sector stakeholders, play a crucial role in proposing and reviewing vocational qualifications to ensure that they meet current labour market needs.

Final documents are refined based on multiple rounds of consultations with stakeholders, including sector experts, involved schools, SSCs, KIM, and potentially other relevant bodies. Final documents are published on the IKK website.

Previously, the Hungarian Chamber of Commerce and Industry (54) was involved in qualification design, but since 2018 Sector Skills Councils have taken over these responsibilities. 19 SSCs were established at the government's initiative (55), covering 41 economic sectors, with each council comprising 7-19 members. As of 1 July 2018, the chamber of commerce has been coordinating the operation of SSCs except for sectors under the competence of the minister for agriculture (including forestry, food industry, and fisheries), where the Hungarian Chamber of Agriculture is involved (56). These councils monitor labour market trends, propose new qualifications, and forecast sector needs. Social partners are involved in the process of designing and updating VET qualifications through the Sector Skills Councils.

Standards and curricula in adult training

Adult training is offered by registered or authorised adult training providers including formal VET institutions. Only qualifications not in the national register (*Szakmajegyzék*) can be taught (for more information about national VET terminology and classification, see also Theme 1). There is no limit on these qualifications, allowing new skill needs identified in the labour market to be proposed for registration. The Sector Skills Councils (SSC) assess these proposals to ensure they meet economic needs. Once a programme is registered, other providers can offer training for that qualification.

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[49] Government Decree 11/2020 (II.7.) on the implementation of the Act on adult training. This provision entered into force on 9 Dec 2021.

[50] The National Core Curriculum was first issued in 2012 and revised in 2020. The updated NCC and related framework curricula are being introduced progressively in secondary schools from the 2020/2021 school year starting with the 9th grade. Students who started secondary school before 2020 will finish under the old curriculum.

[51] The general knowledge framework curricula for VET programmes are available online.

[52] Act LXXX of 2019 on VET

[53] With 64 partial qualifications accessible to learners through the school workshop catch-up programme and adult training courses

[54] *Magyar Kereskedelmi és Iparkamara (MKIK).*

[55] After a pilot phase involving 13 SSCs created in 2017.

[56] *Nemzeti Agrárgazdasági Kamara (NAK).*

CHAPTER 11.
Quality assurance

Quality management system in school-based VET

A common institutional quality management system (QMS) was developed as part of the VET 4.0 Strategy and the 2019 VET legislation. This system, based on self-evaluation and the EQAVET Framework, is implemented in formal VET settings. Key components include:

- Quality policy: VET institutions set their mission, vision, strategic goals, and quality objectives, along with defining the organisational framework for QMS;
- Comprehensive self-evaluation: conducted every two years, this involves analysing results, identifying strengths and areas for improvement, and implementing action plans. The Self-evaluation guide, published by the minister responsible for VET, contains the evaluation criteria, indicator system, regulated processes, measurement tools, work templates, and the proposed procedure and methodology for self-evaluation;
- VET teacher-trainer evaluation: conducted at least every 3 years, this evaluation assesses teacher performance based on a methodological guide;
- External evaluation: conducted every four years (57) by the IKK Innovative Training Support Centre focusing on compliance with the EQAVET Framework, self-evaluation activities, and performance indicators. It follows the external evaluation guide issued by the minister responsible for VET.

VET institutions had to develop their QMS by 31 August, 2022 with methodological support provided by VET sectoral governance (58). Evaluation criteria and tools are based on the EQAVET Framework.

Quality assurance for dual VET providers

Dual VET providers must operate a QMS aligning with the standards defined for VET institutions in the VET Act of 2019 and its implementing regulation (59) or comply with quality requirements set by the economic chamber. Similar to the VET institutions, dual VET providers were required to develop their quality management approach by 31 August, 2022 at the latest. Key elements include:

- Quality policy;
- Self-evaluation;
- Intervention and improvement activities.

The set of quality requirements developed by the economic chamber (60) constitutes a value-based quality concept, comprising seven closely interlinked elements (61) applicable to all dual VET providers regardless of their size and sector/trade. Quality assurance is reinforced through the registration process (62) and monitoring by economic chambers to ensure compliance with legal requirements and high-quality training placements.

Quality management in VET under Public education act

From 1 September 2020, VET system quality management was separated from general education. Two types of upper-secondary VET programmes remain under the Act on national public education:

- Five-year ISCED 354 programmes: offered by vocational grammar schools (*szakgimnázium*) in art, pedagogy, and public cultural education;
- 2- to 4-year ISCED 353 and 343 programmes for SEN learners: offered by special vocational

schools (*szakiskola*) and skills development schools (*készségfejlesztő iskola*).

These programmes follow the national quality assurance system for general education, including external monitoring every five years. Evaluation focuses on teachers' pedagogical work, school leaders' performance, and school quality. Action plans for improvement are developed based on evaluation results. Since the 2018/19 school year, evaluation standards have been adapted to the EQAVET Framework.

Quality management in adult training

The Adult Training Act (63) and corresponding government decree (64) establish regulatory mechanisms for quality assurance in adult training. Key elements include:

- Licensing: adult training providers must apply for a licence for specific programmes, granted by the public authority responsible for adult training (65);
- Quality Management System: providers must establish a QMS compliant with regulatory requirements;
- External evaluation: conducted at least once every six years, evaluating training activities and trainer performance. Feedback and action plans are provided by the public authority. Methodology and tools are developed based on the EQAVET Framework.

These measures ensure continuous improvement of adult training programmes and activities.

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[57] The evaluation cycle started on 1 September 2022, with the first external evaluations scheduled for 2025.

[58] *Kulturális és Innovációs Minisztérium* [Ministry of Culture and Innovation] is the VET sectoral governance body. The methodological guidance materials to support the development and implementation of the VET institutions' quality management system are published on the website of the IKK Innovative Training Support Centre.

[59] Act LXXX of 2019 on VET, Government Decree 12/2020 (II.7.) on the implementation of the Act on VET

[60] *Kamarai Minőségi Szempontrendszer (KAMSZER)* [Chamber's set of quality requirements]

[61] The chamber's quality requirements include: a process-oriented approach, clear training objectives, aligned quality goals, monitoring processes, assessment of customer satisfaction, defined leadership responsibilities, corrective actions and document control measures.

[62] Companies participating in dual VET for qualifications listed in the new national register (*Szakmajegyzék*) must declare their quality management system in their registration application.

[63] Act LXXVII of 2013 on adult training

[64] Government Decree 11/2020 (II.7.) on the implementation of the Act on adult training

[65] In Hungarian: *Pest Vármegyei Kormányhivatal*. Since 1 January 2017, it has replaced the National Office of VET and Adult Learning (NSZFH) in this role.

CHAPTER 12.
Validation of prior learning

Hungary does not have a nationwide skills assessment and validation system based on uniform principles and procedures, although strategic documents aim to develop one. The Hungarian Qualifications Framework (HuQF), aligned with the European Qualifications Framework (EQF), lays the groundwork for assessing prior learning based on learning outcomes. Currently, there are local practices and pilot projects for recognising prior learning.

The Education Authority (*Oktatási Hivatal*) operates the National Coordination Point of the European Qualification Framework and, along with the National Office for VET and Adult Learning, addresses policy issues regarding the validation of prior learning.

Previous studies, knowledge, and practical experience of students must be considered in fulfilling vocational education requirements. This includes studies from VET, general education, and higher education institutions, as well as relevant work experience. This can shorten the learning period. The head of the training institution decides on exemptions from sessions, subjects, and knowledge assessments based on prior learning.

Legal provisions in school-based

The 2019 VET Act includes provisions for recognising prior learning in formal school-based VET and vocational adult education:

- Previous studies and experience: previous studies, knowledge, and practical experience of students must be considered in fulfilling requirements. This includes studies from VET, general education, and higher education institutions, as well as relevant work experience. This can shorten the learning period (66). The head of the training institution decides on exemptions from sessions, subjects, and knowledge assessments based on prior learning (67);
- Sectoral basic education: introduced by the VET Act, this allows flexibility and easier retraining within sectors;
- Exam exemptions: students with recognised prior learning or achievements in competitions may be exempt from certain exams (68).

Provisions in adult training

The Act on adult training includes:

- Input competence assessment (*bemeneti kompetenciamérés*): evaluates if applicants have the necessary competences to start training when there is no documentation;
- Prior knowledge assessment (*előzetes tudásmérés*): assesses if undocumented studies or experience meet training module requirements, potentially exempting applicants from parts of the programme (69);
- Recognition of prior learning (*előzetesen megszerzett tudás beszámítása*): documented studies can exempt applicants from parts of the training programme.

The Act empowers the government to regulate procedures for these assessments, but detailed rules are still pending.

Key strategic documents on validation

Key **strategic documents** aim to improve the validation system:

- Medium-term strategy against early school leaving without qualifications (70);

- Government's Lifelong Learning Policy Framework Strategy (2014-2020) (71);
- Digital Education Strategy (72);
- Strategy 4.0 for the renewal of vocational and adult education (73): focuses on integrating validation of non-formal and informal learning and creating accredited examination centres for standardising adult education outcomes by 2030. The primary goal is to shorten the overall training period while maintaining the quality of education. The implementation plan sets out the establishment of the National validation system model (*országos validációs rendszermodell*) to validate non-formal and informal knowledge.

Developments, projects and practices

Projects supporting the validation system include:

- GINOP-6.2.4-VEKOP-16 (2017-23): developed and tested competence measurement tools in construction and transportation engineering, involving 700 participants and proposed a national validation system model;
- GINOP-6.1.9 (2019-23): established a competence validation centre in the transport sector. It adapted methodologies from the GINOP-6.2.4-VEKOP-16 programme for this purpose;
- Micro-credentials (since 2023): drafting legislation to certify specific learning outcomes, enhancing validation.

These initiatives aim to create a consistent framework for assessing and validating skills, ensuring qualifications meet national standards.

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[66] Act LXXX of 2019 on VET, 53.§

[67] Government Decree 12/2020 (II.7.) on the implementation of the Act on VET 124.§ (2)

[68] Government Decree 12/2020 (II.7.) on the implementation of the Act on VET, 256.§ (3), 264.§ (2)

[69] If the adult education activity is subject to authorisation.

[70] Government Decision 1603/2014. (XI. 4.) on the adoption of the Hungarian national social inclusion strategy II, of the LLL policy framework strategy, of the Public education development strategy, and of the Mid-term strategy against school leaving without qualification

[71] Government Decision 1603/2014. (XI. 4.) on the adoption of the Hungarian national social inclusion strategy II, of the LLL policy framework strategy, of the Public education development strategy, and of the Mid-term strategy against school leaving without qualification

[72] Government Decision 1536/2016. (X. 13.) on the Digital reform of public education, Vocational education, HE and adult training system and on the Hungarian digital education strategy

[73] Government Decision 1168/2019 on the strategy 'VET 4.0: mid-term policy strategy for the renewal of VET and Adult Education (AE), the answer of the VET system for the challenges of the 4th Industrial Revolution'

CHAPTER 13.
Incentives for learners

Supporting skills for jobs is a priority in Hungary. Efforts include increasing the attractiveness and participation in VET and promoting dual VET programmes.

Financial and other incentives for young students

Since the 2020/21 school year, VET students can receive:

- **general scholarship**:
  - grades 9 and 10 in technicums (sectoral basic education): EUR 21/month (HUF 8 000);
  - grade 9 in vocational schools (sectoral basic education): EUR 42/month (HUF 16 000);
  - foreign language and career orientation preparatory years: EUR 21/month (HUF 8 000);
  - school workshop and springboard programme: EUR 42/month (HUF 16 000);
  - vocational specialised education (grades 11-13 in technicums and grades 9-10 in vocational schools) taking place in school settings: EUR 21 to EUR 154 (HUF 8 000 to HUF 59 000) based on academic performance;
  - eligibility: students studying for their first vocational qualification (in student legal status, not adult status.

- **monthly wage**: for students in dual VET (see Theme 6) at a company placement EUR 260 to EUR 437/month (HUF 100 000 to HUF 168 000).
- **career starter allowance**: EUR 347 to EUR 787 (HUF 133 000 to HUF 302 000) upon completion of studies, based on final examination results.
- **Apáczai scholarship**: for disadvantaged students with good academic performance in grades 9-11, providing double the general scholarship amount. This initiative aims to promote talent development and reduce disadvantages.

The base for these financial incentives is the annual cost price of vocational specialised education, set at EUR 3 123 (HUF 1 200 000) for 2024 by the Budget Act.

Other incentives include competitions, including WorldSkills and EuroSkills, 'Apprentice of Excellence' competition, and the Stars of Trades Festival, and the accompanying media campaigns to promote VET and highlight achievements.

Financial and other incentives for adult learners

To encourage adult participation in lifelong learning:

- Wages for dual VET: adult learners in vocational employment contracts receive EUR 260 to EUR 437/month (HUF 100 000 to HUF 168 000), exempt from social contribution tax and personal income tax but subject to social security contributions;
- Training loan: up to EUR 1 300 (HUF 500 000) for self-financed training courses lasting at least three months, with a 0% interest rate, and at least 20% self-contribution;
- Other incentives:
  - Student card: discounts for transportation and cultural events.
  - Free qualifications: first two vocational qualifications in school-based VET and the first vocational training offered by a public VET institution or one that has a cooperation agreement with the state, free of charge.
  - Training support: the unemployed and vulnerable groups (the unemployed, women on child care support, individuals on rehabilitation support, participants in the public work programme, and those at risk of becoming unemployed).

- can receive training support (74)
- through the national employment services. Individual psycho-social support, mentoring, work placement or temporary employment and entrepreneurial support is also available and ESF-supported training programmes are also in place (75).
- Study contract: workers can receive support from employers for their studies in return for a commitment to stay with the employer for a specified period after training completion. The labour code also provides for training leave or allowances (76).

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[74] The unemployed, women on child care support, individuals on rehabilitation support, participants in the public work programme, and those at risk of becoming unemployed.

[74] Reimbursement of tuition fees, related expenses (travel and accommodation costs), costs of family member/child care, and provision of supplementary/compensatory payments.

[75] Currently with target groups such as: the unemployed in the 25-64 age group and those in public work programmes (Road to the labour market); young people aged 15-24 not in training nor in employment (Youth Guarantee); or those at risk of becoming redundant (Preventing and tackling redundancy). Under the coordination of the National Office for VET and Adult Learning, two ESF-supported programmes for people with low qualifications are also in place.

[76] Paid or unpaid and support measures, such as payment of tuition fees, training materials, and examination fees, as well as possibly covering travel and accommodation costs, etc.

CHAPTER 14.
Incentives for enterprises to boost their participation in VET provision

Tax benefits for training providers under dual VET

Registered dual training providers can enter vocational employment contracts (*szakképzési munkaszerződés*) with students, offering wages as detailed in Theme 13. The monthly wage for students under vocational employment contracts is HUF 100 000 (EUR 260) to HUF 168 000/month (EUR 437) for the 2023/24 school year. This amount is based on the monthly cost price of vocational specialised education as established by the annual budget act and may change.

Companies are offered the following incentives:

- Tax exemption on wages: wages paid to students under vocational employment contracts are exempt from social contribution tax (SZOCHO) and personal income tax (SZJA) (77);
- Tax allowance: companies can receive a tax refund to cover training costs, primarily labour costs associated with dual training. The amount is calculated based on the cost price of vocational specialized education, set at HUF 1 200 000/year (EUR 3 123) for 2023. The refund is proportional to the training provided and can include actual hours worked, sick leave, and hours of leave;
- Success fee: companies can claim an additional 20% tax deduction as a success fee if a student passes their final vocational exam and has had a vocational employment contract for at least six months;
- Additional tax deductions: the VET Act allows companies to account for other training-related expenses, further reducing the tax base (78).

Additional incentives in dual VET

- Financial support for training workshops: the minister responsible for VET can provide financial support from the National Protection Employment Fund to companies for creating or developing training workshops (79);
- Designated liaison: each vocational training centre or school has a designated person responsible for coordinating dual training;
- Vocational training contracts for public employees: recent legislation allows public employees to enter vocational training contracts enabling public institutions to offer training and reintegrate employees (80).

Incentives to provide training for own employees

Companies can train their employees under certain conditions:

Dual training providers:

- employers registered by the economic chambers can retain existing employment contracts and additionally enter vocational employment contracts with employees;
- alternatively, employers can amend existing employment contracts, however, these are not considered vocational employment contracts and do not qualify for tax relief.

Companies not providing dual training: employers not registered as dual training placements can only amend existing employment contracts, without qualifying for tax relief.

ESF-supported training:

- companies can participate in ESF-supported training actions, such as in-company training or external courses. In-company training contributes to the future registration of these businesses as dual training placements.
- The GINOP PLUSZ-3.2.1 (Improving adaptability and productivity of workers and enterprises through workforce development) project supports workforce development with a budget of HUF 70 billion (EUR 182 million) from 2021 to 2026. It offers support for technological training and further training for higher added value.
- The third phase of the GINOP PLUSZ-3.2.1-21 programme, with a budget of HUF 15 billion (EUR 39 million), opens applications from 5 March 2024, until funds are exhausted or by 30 June 2024. This phase allocates HUF 5 billion for energy-intensive sectors and HUF 10 billion for other enterprises.

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[77] Section 17/A (4) of the Act LII of 2018 on social contribution tax, and Act CXVII of 1995 on personal income tax

[78] Act LXXXI of 1996 on corporate tax and dividend tax, and Act LXXX of 2019 on VET

[79] Government Decree 12/2020 (II.7.) on the implementation of the Act on VET, *336.§(1)*

[80] Act LXXX of 2019 on VET *90/A.§*

CHAPTER 15.
Guidance and counselling

Career guidance framework and responsibilities

Career guidance and counselling are overseen by the minister responsible for VET and adult training. The National Office for VET and Adult Learning (*NSZFH*) coordinates career guidance and counselling experts across VET institutions, economic chambers, and other stakeholders.

Since the 2020/21 school year, all final-year lower secondary students must complete a mandatory career guidance assessment available on the Education Authority (*Oktatási Hivatal*) website. This survey helps them choose upper secondary education pathways. VET schools must include career guidance services in their professional programmes (*szakmai program*).

The career orientation development programme (*orientációs fejlesztés*), introduced in pilot schools in 2018 and expanded in 2020, offers an alternative learning pathway for students needing to catch up or unsure about their future. In the 2023/24 school year, 27 VET institutions started this programme (see also Theme 5).

School-based VET is divided into sectoral basic education and vocational specialised education to help students make informed career choices and thus reduce dropout rates (see also Theme 5).

Career guidance and counselling services for primary and secondary school learners are also offered by:

- county/capital pedagogical counselling services providing career counselling and recommendations;
- local economic chambers offering career orientation services through sessions, factory visits, and skills contests;
- VET centres disseminating information about vocational programmes to learners, including adults.

Career guidance events and online platforms

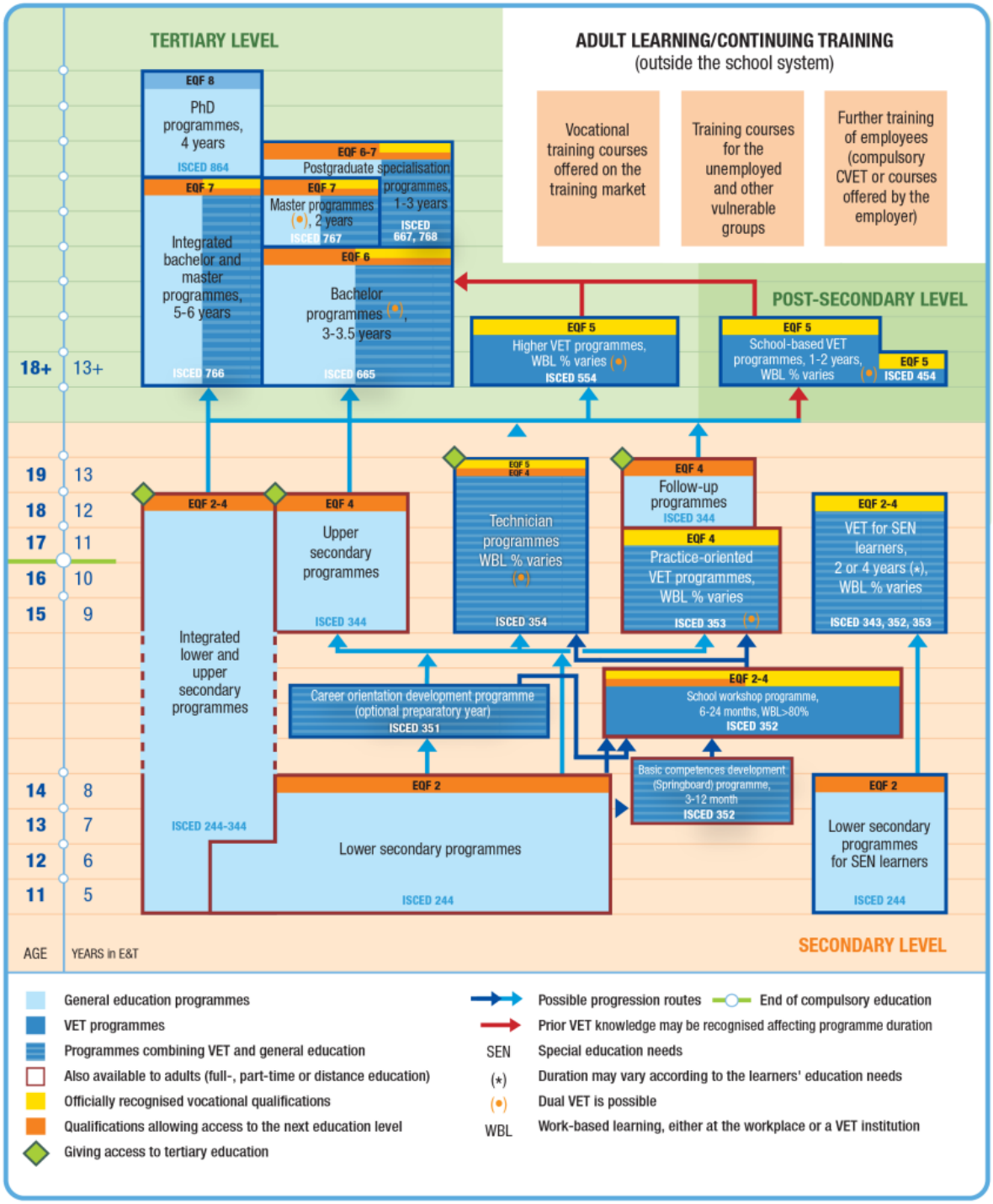
Career orientation and guidance events for primary and secondary learners include open days at VET schools and career exhibitions:

- What is the track? (Mi a pálya?*);*
- European Vocational Skills Week;
- Night of trades (Szakmák éjszakája);
- Build your future! (Építsd a jövőd!);
- Let’s learn professions! (SzakMÁzz*!*);
- ‘Trade Taster’ Career Orientation Week (Szakmakóstoló Hét);
- Autumn Career Guidance Open Day (Őszi pályaorientációs napok);
- ‘Stars of Trades’ Festival (Szakma Sztár Fesztivál).

Digital resources and online platforms:

The Education Authority's Career Guidance Measurement and Support Tool (*Pályaorientációs Mérő és Támogatóeszköz, POM*) helps users explore professions and receive feedback on their skills. The *NSZFH*'s career guidance online platform provides information on events, occupations, career tests, online counselling, and support materials. *IKK* offers comprehensive VET and career guidance resources, including an Information booklet on basic vocational qualifications, an interactive map, the Digital Qualification Advisor and SkillsCom, an innovative social media platform. The Hungarian Chamber of Commerce and Industry's Szakmavilág app aids lower secondary students in exploring vocational qualifications and sectors. The Career Guidance Club (*Pályaori Klub)* Facebook group, launched in 2020, provides online events, and counselling.

Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop, & IKK Innovative Training Support Centre Private Limited Company (IKK Plc.) and Ministry for Culture and Innovation. (2023). Vocational education and training in Europe – Hungary: system description. In Cedefop, & ReferNet. (2024). *Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions* [Database]. www.cedefop.europa.eu/en/tools/vet-in-europe/systems/hungary-u3.

VET Programme Types

EQF 2

Basic competences development (Springboard) programme

3-12 months

ISCED 352

Basic competences development programme / Springboard programme leading to EQF level 2, ISCED 352 (dobbantó program)

EQF level	2	**ISCED-P 2011 level**	352
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	Not applicable. The minimum age for entry is 15.	**Usual completion age**	Not applicable
Length of a programme (years)	Flexible duration (each student stays in the programme until he/she is ready to move on to the school workshop programme).		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✗
Is it offered free of charge?	✓ The participation in the programme is free of charge in vocational schools maintained by the state or by a maintainer who concluded an agreement with the state.	**Is it available for adults?**	✓ Adults that are former drop-outs can also enrol.
ECVET or other credits	Information not available(81)		
Learning forms (e.g. dual, part-time, distance)	School-based, flexibly organized education with personal attendance for learners over 15		

Main providers	VET schools (providing lower or upper secondary VET). For private VET schools, the launching of the preparatory programme should be included in the Cooperation Agreement (82).
Share of work-based learning provided by schools and companies	Not applicable (This programme aims to improve the basic and social competences, as well as the skills needed to study for a partial vocational qualification, enabling students to enter the school workshop programme (*műhelyiskola*) and obtain a partial qualification.)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Not applicable.
Main target groups	• Students who are still in lower secondary school by the age of 15 and lagging behind in their studies, who might not complete their lower secondary education, who are experiencing failure and lack skills, who are at risk of dropping out; • Early school leavers, drop-outs (including adults, since there is no upper age limit for admission) The Springboard programme (*dobbantó*) prepares learners for the school workshop programme (*műhelyiskola*) by providing complex general competence development as well as career guidance, to small groups of 8-10 learners.
Entry requirements for learners (qualification/education level, age)	• Learners who reached 15 by the end of the previous school year and did not finish lower secondary education can move on to the Springboard programme offered by VET schools • Adults and former drop-outs can also enrol.
Assessment of learning outcomes	The programme aims to develop students' skills and competences to prepare them for entry into school workshop programmes, while also prioritising individual development and progress. Upon entering the programme, learners take an input measurement test based on which their personal development plan is elaborated. There are no grades and failing since the duration of the programme is flexible and is adapted individually to each learner. The learner's performance is assessed through written evaluation. Output measurement tests are used in the programme to monitor the development of learners.
Diplomas/certificates provided	The certificate (*igazolás*) issued upon completing the programme enables learners to enrol in school workshop programmes. It does not certify a lower secondary education.
Examples of qualifications	Not applicable.
Progression opportunities for learners after graduation	Learners who have successfully completed the Springboard programme (*dobbantó*) are eligible to progress to the school workshop programme.

Destination of graduates	In the 2022/2023 school year, 63% of the learners who completed the *dobbantó* programme proceeded to the School workshop programme within the same vocational school. Another 37% either progressed to the School workshop programme at different vocational schools or discontinued their studies (exact data not available). Data sourced from participating vocational schools in the programme.
Awards through validation of prior learning	✗
General education subjects	✓ The programme prepares learners to continue studies in School workshop programmes by providing complex general competence development as well as carrier guidance, to small groups of 8-10 learners. Alternative pedagogical methods are used (such as project education, job shadowing, non-formal learning forms, individual follow-up, mentoring).
Key competences	✓ Basic and key competences (e.g. communication, logical thinking, social competences, personal competences, digital competences, etc.) are developed in the programme through complex projects decided in local school practices (rather than through stand-alone subjects).
Application of learning outcomes approach	✓ Learning outcomes are defined in competences necessary for entering into the School workshop programme in the field of a given partial qualification.
Share of learners in this programme type compared with the total number of VET learners	0.2% During the 2022/2023 school year, 1021 learners participated in the programme. (As the programme is not aligned with the school year, data may not be directly comparable with the total number of VET learners in the given school year.)

[81] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[82] Beside the State, church and business entities, foundations, associations, etc., can also found and maintain VET institutions; private providers can also provide VET services.

EQF 2-4

School workshop programme

6-24 months

WBL >80%

ISCED 352

School workshop programme leading to EQF levels 2-3, ISCED 352 (műhelyiskola)

EQF level	2-4	**ISCED-P 2011 level**	352
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	Not applicable. Minimum entry age is 16	**Usual completion age**	Not applicable
Length of a programme (years)	6-24 months		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✗
Is it offered free of charge?	✓ The obtainment of two partial VET qualifications is free of charge in vocational schools maintained by the state or by a maintainer who concluded an agreement with the state.	**Is it available for adults?**	✓ Adults and drop-outs can also enrol.

ECVET or other credits	Information not available(83)
Learning forms (e.g. dual, part-time, distance)	• flexibly organized school-based education with personal attendance for learners over 16 • alternative educational environment: school training workshops or corporate location
Main providers	VET schools (that provide lower or upper secondary VET). In case of private VET schools, the launching of the school workshop programme should be included in the Cooperation Agreement.(84)

Share of work-based learning provided by schools and companies	>80% The aim of this programme is to support students who cannot study in a traditional school environment to obtain a partial vocational qualification. Education is primarily delivered in real working environments or school training workshops, where students learn the qualification in practice under the guidance of a "master" or vocational teacher. Teachers support education as mentors, dedicating up to one day a week to competence development and mentoring. School workshop programmes are not part of the dual training system, as learners in the programme do not undergo a sectoral basic examination, which is required for participation in dual training.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in the school workshop • practical training at a company (based on cooperation agreements, no dual training is available)
Main target groups	School workshop programme was introduced in the 2020/21 school year by the VET Act of 2019. The School workshop and the Springboard programmes replaced the previous vocational bridging programme, which was operating with low efficiency. Its aim is to prevent and reduce early leaving from education by providing a safety net for young people who are struggling in the traditional school environment. Drop-outs can enrol as well and adults can participate, there is no upper age limit to the program. School workshop programme prepares learners to continue studies in upper secondary education (in order to obtain the full qualification) or to enter the labour market. School workshop programme is organised in small groups of 1-5 learners.
Entry requirements for learners (qualification/education level, age)	Entry requirements for the school workshop programme: a. in the absence of a lower secondary education certificate at EQF 2 level (*alapfokú iskolai végzettség*) students who have obtained the Springboard programme (*dobbantó*) certificate or b. lower secondary education certificate at EQF 2 and a minimum age of 16 years
Assessment of learning outcomes	In the School workshop programme, there are no grades or failures, as the programme's duration is flexible (lasting from 6 to 24 months) and is individually adapted to each learner. Performance is documented and evaluated through written assessments within the Personal Development Plan throughout the programme's duration. The outcome requirements and examination activities for the partial qualification are defined in the qualification's programme and outcome requirements (*képzési és kimeneti követelmények, KKK*). Outcome requirements are specified across competences and skills, knowledge, expected behaviour and attitude, and level of independence and responsibility. These are assessed during the exam within the framework of a project task by an independent examination board.

Diplomas/certificates provided	Upon completion of the programme, learners take a vocational exam where they can obtain a certificate on a partial vocational qualification (*részszakma*) at EQF levels 2-4 (depending on the partial vocational qualification), which enables them to qualify for at least one type of position within a specific profession. For those who completed the Springboard programme before entering into school workshop programme, the certificate certifies the completion of lower secondary education (EQF2) (*alapfokú iskolai végzettség*) as well.
Examples of qualifications	grocery store food preparation worker, painter, cook assistant
Progression opportunities for learners after graduation	Learners who have completed the School workshop programme may: • enter the labour market; • move on to any of the two upper secondary VET tracks delivered at ISCED level 354 or ISCED level 353 in grade 9.
Destination of graduates	In the 2022/2023 school year, 39% of learners who completed the progamme entered labour market, 18% enrolled in the same vocational school to acquire a “full” qualification, and 14% enrolled in another School workshop programme within the same vocational school. The destination of the remaining 29% is unknown (85).
Awards through validation of prior learning	✗ The curriculum of the school workshop programme is based on the qualification and outcome requirements, which is restricted to the partial vocational qualification.
General education subjects	✗
Key competences	✓ Qualification and outcome requirements of vocational qualifications describe competences in terms of skills, knowledge, expected behaviour and attitudes, level of autonomy and responsibility and general and vocation specific digital competencies. They comprise several components/parts of key competences.
Application of learning outcomes approach	✓ VET standards (called ‘vocational requirements’) are modularised and defined in competences, but they are not yet defined in terms of genuine learning outcomes.
Share of learners in this programme type compared with the total number of VET learners	During the 2022/2023 school year 1770 learners participated in the programme (86)(As the programme is not aligned with the school year, data may not be directly comparable with the total number of VET learners in the given school year.

[83] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[84] Beside the State, church and business entities, foundations, associations, etc., can also found and maintain VET institutions; private providers can also provide VET services.

[85] According to data provided by the vocational schools participating in the programme.

[86] According to data provided by the vocational schools participating in the programme.

EQF 2

Career orientation development programme

(optional preparatory year)

ISCED 351

Career orientation development programme leading to EQF 2, ISCED 351 (orientációs fejlesztés)

EQF level	2	**ISCED-P 2011 level**	351
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	14	**Usual completion age**	15
Length of a programme (years)	1		
Is it part of compulsory education and training?	✓ Schooling is compulsory for learners up to 16 years old. The programme targets 14 year-old students.	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✗
Is it offered free of charge?	✓ The participation in the programme is free of charge in vocational schools maintained by the state or by a maintainer who concluded an agreement with the state.	**Is it available for adults?**	✓ It is available for adults, but it is not typical for them to enrol in this type of programme.

ECVET or other credits	Information not available(87)
Learning forms (e.g. dual, part-time, distance)	Regular school-based full-time education
Main providers	VET schools (providing lower or upper secondary VET). If they are private institutions, they must include the launch of the preparatory programme in the Cooperation Agreement(88)

Share of work-based learning provided by schools and companies	Not applicable. The programme aims to improve competences needed for each profession. As a career guidance activity, job shadowing is used in the programme but there is no work-based learning.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Not applicable.
Main target groups	• Students who finished lower secondary school but are lagging behind in their studies, experiencing failure and lacking skills, who are at risk of dropping out • Students who finished lower secondary school but are unsure about their carrier choices • Early school leavers and drop-outs can also enrol.
Entry requirements for learners (qualification/education level, age)	• lower secondary education certificate (EQF 2) • there is no maximum age in the programme
Assessment of learning outcomes	The programme aims to develop the level of skills needed for each profession. It also aims to provide career guidance and support students in making informed career choices. Upon entering into the programme learners take an input measurement test, based on which their development plan is elaborated. There are no grades or failures in the programme: the performance of learners is evaluated through written assessments throughout the year and reflected in the school report at the end of the year.
Diplomas/certificates provided	At the end of the school year, an end-of-year report is issued. After the preparatory year, learners can progress to 9th grade without further entrance examination to continue studies in the chosen sector within the vocational institution.
Examples of qualifications	Not applicable.
Progression opportunities for learners after graduation	• 9th grade of vocational school (EQF 4) • 9th grade of technicum (EQF 5) • School workshop programme (EQF 2-4) • Learners may enrol in grammar schools or vocational grammar schools as well, but in these cases, admission is not automatic. It is decided with respect to the admission system of the school.
Destination of graduates	34% of learners who completed the programme by the end of the 2022/2023 school year enrolled in a vocational school, 8% enrolled in a *technikum* school, 19% enrolled in a school workshop programme, 1% enrolled in a secondary grammar school, 13% plans to enter labour market. The destination of the remaining is unknown (89).

Awards through validation of prior learning	✗
General education subjects	✓ The programme combines general education contents and career orientation contents in the form of complex projects. The aim is to develop the competence level of learners as well as to support their career choices before entering 9th grade.
Key competences	✓ Basic and key competences (e.g. communication, logical thinking, social competences, personal competences, digital competences, etc.) are developed in the programme through complex projects decided in local school practices (rather than through stand-alone subjects).
Application of learning outcomes approach	✓ Personalised learning outcomes are defined in the Personal Development Plan for each student individually. Teachers act as mentors in this programme supporting learners in implementing their development plans.
Share of learners in this programme type compared with the total number of VET learners	0.09% 238 learners enrolled in the programme in the 2022/2023 school year.

[87] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[88] Beside the State, church and business entities, foundations, associations, etc., can also found and maintain VET institutions; private providers can also provide public education and VET services

[89] According to data provided by the vocational schools participating in the programme. As the programme is not organised the same way as other VET programmes, data may not be compared with the total number of VET learners in the given school year.

EQF 2

VET for SEN learners

2 or 4 years (*),

WBL % varies

ISCED 343, 352, 353

School for skills development for special education needs (SEN) learners leading to EQF level 2, ISCED 343 (készségfejlesztő iskola). Vocational school programmes for special education needs (SEN) learners leading to EQF levels 2-4, ISCED 352/353 (szakiskola).

EQF level	2	**ISCED-P 2011 level**	343 school for skills development for SEN learners (*készségfejlesztő iskola)* 352/353 vocational school programmes for SEN learners (*szakiskola*)
Usual entry grade	9 (90)	**Usual completion grade**	10 or 12
Usual entry age	14 (91)	**Usual completion age**	18 for school for skills development for SEN learners (*készségfejlesztő iskola)* 16 (17) or 18 (19) for vocational school programmes for SEN learners (*szakiskola*) (92)
Length of a programme (years)	4 school for skills development for SEN learners (*készségfejlesztő iskola)*(93) 2-5 Vocational school programmes for SEN learners (*szakiskola*) (94)		
Is it part of compulsory education and training?	✓ Schooling is compulsory for learners up to age 16. The programme type targets SEN learners from age 14 to 23.	**Is it part of formal education and training system?**	✓

Is it initial VET?	✓	**Is it continuing VET?**	✓ These programmes are also available to those who have already obtained a vocational qualification and wish to obtain a second one. In this sense it can also be considered as CVET.
Is it offered free of charge?	✓ Public education is free of charge for learners up to obtaining two VET qualifications	**Is it available for adults?**	✗

ECVET or other credits	Information not available (95)
Learning forms (e.g. dual, part-time, distance)	• regular school-based full-time education • adult education (for learners over 16) • practical training is part of the curriculum of all VET programmes and can be delivered in school workshops and/or at companies
Main providers	VET schools for SEN learners are public education institutions under the Public Education Act. Multi-purpose VET institutions can provide this educational form as well, but PE Act remains applicable (96).
Share of work-based learning provided by schools and companies	= 13-75% (97)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in school workshops • practical training in a company in the framework of dual training
Main target groups	They target learners aged 14-23 in need of special education due to mental or other disabilities (98).
Entry requirements for learners (qualification/education level, age)	The entry requirement is the primary school certificate (ISCED 244) and an official assessment of their special needs (99).

Assessment of learning outcomes	The 4-year school for skills development (*készségfejlesztő iskola*) offers 2 years of general education and 2 years of practical skills development to SEN learners. Upon completion of the last grade, learners obtain a certificate on completion of secondary education (100). The 2- or 4 -year vocational school programmes for SEN learners (*szakiskola*) prepare them to achieve a partial or a full vocational qualification (101), depending on the type of disability (they may also include an extra preparatory year for learners with less severe mental disabilities). The vocational qualification is awarded upon passing the final complex exam. Learners' competences are assessed in various (interactive and project) exam activities (as defined in the qualification and output requirements and/or the programme requirements) by an independent examination board.
Diplomas/certificates provided	Learners in school for skills development programmes receive an ISCED 243 certificate (*középfokú végzettség*/ secondary school qualification) (102) on completion of secondary education upon completing the last grade (103). Learners in vocational school programmes for SEN learners receive adapted education and training depending on the type of disability. Learners prepare accordingly a full or a partial vocational qualification at ISCED levels 253 or 353 (two- and four-year programmes, with an extra preparatory year for learners with less severe mental disabilities).
Examples of qualifications	carpenter, pastry maker, painter
Progression opportunities for learners after graduation	Learners having completed the school for skills development or the vocational school programmes for SEN learners: • may enter the labour market; • are better prepared for an independent life (those with more severe mental disabilities in the practical skills development track).
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓ The share of general education and VET is 33-67% or 34-66% in the shorter and longer programmes, respectively (104).

Key competences	✓ The curriculum of general education is based on the National Core Curriculum that includes key competence development (105). Four key competences - foreign language, Hungarian language, digital competence and competences in mathematics, science and technology - are to be developed as stand-alone subjects. Qualification and outcome requirements of vocational qualifications describe competencies in terms of skills, knowledge, expected behaviour and attitudes, level of autonomy and responsibility and general and vocation specific digital competencies. They comprise several components/parts of key competences.
Application of learning outcomes approach	✓ VET standards (called 'vocational requirements') are modularised and defined in competences, but they are not yet defined in terms of genuine learning outcomes (106). The vocational requirements modules of a VET qualification may be unique or shared by two or more qualification(s) that belong to the same occupational group or sector. They are published in a government decree (107) and specify for each work activity: a. its 'task profile' (occupational standards); b. the related 'character profile' that specifies different types of knowledge and skills required to perform those tasks: • vocational competences: vocational knowledge and vocational skills; • personal competences (e.g. independence, precision); • social competences (e.g. empathy, comprehensibility); • method competences (e.g. prudence, practical thinking).
Share of learners in this programme type compared with the total number of VET learners	2.3% (108) in the 2022/2023 school year

[95] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[96] Beside the State, church and business entities, foundations, associations, etc., can also found and maintain public education institutions; private providers can also provide public education services.

[97] The share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and the framework vocational curricula of these qualifications (which define the share of theory and practice within VET). As regards the latter, the share of practice offered in these programmes is defined between 20-90%

[98] These programmes were last reformed in 2015 (effective from school year 2016/17) by changing their name with the intention to increase attractiveness.

[99] Issued by an expert committee of the pedagogical counselling services.

[100] https://njt.hu/jogszabaly/2011-190-00-00.70

[101] All public education (covering secondary and post-secondary levels) VET qualifications are included in the National register of vocational qualifications (*Szakmajegyzék*).

[102] see PE Act. 9. § (6).

[103] The programme does not provide a vocational qualification at EQF level, but the graduates acquire a specialisation: as for example, auxiliary animal caretaker ((framework curricula: https://www.oktatas.hu/pub_bin/dload/kozoktatas/kerettanterv/Kisegito_allatgondozo.docx) or car wash assistant (framework curricula: https://www.oktatas.hu/pub_bin/dload/kozoktatas/kerettanterv/Automoso_kisegito.docx)

[104] Calculated on the basis of class hours defined in the framework curriculum of general education for vocational school programmes (https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/kerettantervek_sni_tanulok). If the extra preparatory year for learners with less severe mental disabilities is also considered (as general education), the share of general education and VET is 46/59%-54/44%.

[105] The list of key competences in the Hungarian NCC differs from that in the EU Recommendation of 2006 in one minor aspect. It breaks the EU key competence of 'mathematical competence and basic competences in science and technology' into two separate ones, thus in Hungary there are nine instead of eight key competences. More detailed information is available in Bükki, E. et al. (2016). *Key competences in vocational education and training - Hungary*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_HU_KC.pdf

[106] Though qualification standards were transcribed in learning outcomes as understood in the European Qualification Framework (EQF) when referencing them to the NQF (*Source:* Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, pp. 3, 8, 10. Report commissioned by Cedefop), the task and character profiles in the vocational requirements modules - and the framework curricula based on them - are not defined in the form and language of learning outcomes (as understood in the EQF).

[107] 217/2012 (VIII.9) Government decree on the vocational requirement modules of State-recognised qualifications.

[108] 2020/21. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) in full- or part-time programmes; excluding VET learners in adult training programmes provided outside the formal school system. *Source:* Central Statistical Office STADAT database: 23.1.1.4.

EQF 4

Practice-oriented VET programmes

3 years

WBL 38-45 %

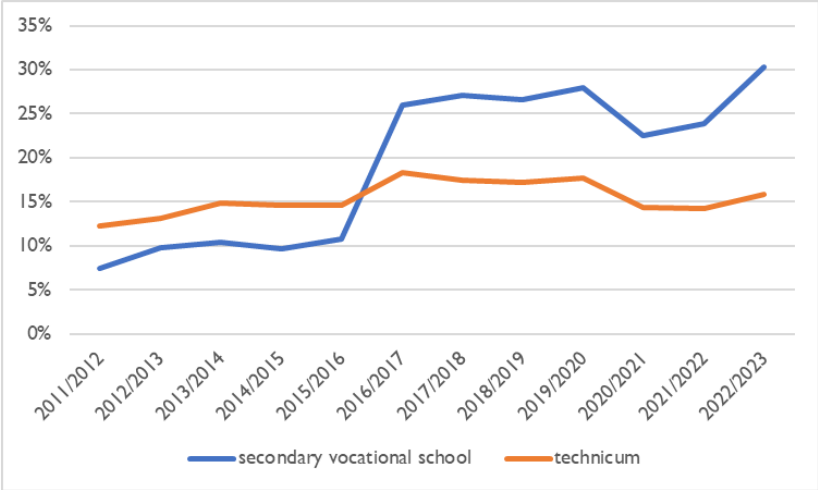
ISCED 353

ISCED 353 3-year (practice-oriented) secondary vocational school programmes leading to EQF level 4(szakképző iskola)

EQF level	4	**ISCED-P 2011 level**	353
Usual entry grade	9	**Usual completion grade**	11
Usual entry age	14	**Usual completion age**	17
Length of a programme (years)	3		
Is it part of compulsory education and training?	✓ Schooling is compulsory for learners up to age 16.	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓ These programmes are also available to those who have already obtained a qualification from the national register of vocational qualifications (*Szakmajegyzék*, or the former *OKJ*) (109), for a second or third vocational qualification.
Is it offered free of charge?	✓ VET is free of charge for learners up to the obtainment of two VET qualifications	**Is it available for adults?**	✓
ECVET or other credits	Information not available(110)		

Learning forms (e.g. dual, part-time, distance)	• regular school-based full-time education • participation is available for adults (both student status and adult learner status is available between 16-25 years; adult learner status over 25) • abbreviated educational time and training structure is available in vocational education in the framework of adult learner status • practical training is part of all VET programmes and can be delivered in school workshops and/or at companies (see sections on WBL). The number and share of adult education participants have nearly tripled since 2015, when the opportunity to obtain a second vocational qualification free of charge was introduced. In the 2019/20 school year 28% of all learners in secondary vocational school programmes studied in adult education (see figure below).

Share of learners studying in adult education in VET schools (*) (%), 2011-23



NB: (*) Titles of VET schools in use as of 2020/21.
Source: KSH, STADAT database ([112]), https://www.ksh.hu/stadat_files/okt/hu/okt0015.html; https://www.ksh.hu/stadat_files/okt/hu/okt0013.html

Main providers	VET schools that provide these types of programmes(111)
Share of work-based learning provided by schools and companies	= 38-45%(112)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in school workshops • practical training at a dual training site in the framework of an employment contract for VET students

Main target groups	They target learners aged 14 and offer skilled workers' training (113). Adults over 16 can also enter these programmes at any age to obtain their first or second vocational (114) qualification free of charge.
Entry requirements for learners (qualification/education level, age)	Learners can enter these programmes at age 14, upon completion of the 8 years of primary school (end of lower secondary education) and holding the primary school certificate (ISCED 244) or upon completing school workshop programme (115). Young people and adults over 16 can enter these programmes at any age.
Assessment of learning outcomes	The qualification and outcome requirements for the available VET qualifications (116) are published by the minister responsible for VET. General education content constitutes 36% of the curriculum, while vocational content amounts to 64% in these programmes. Since the 2020/2021 schools year, under the 2019 VET Act, the first grade of these programmes provides sectoral content by the school. Sectoral basic education is followed by 2 years of specialised education, primarily in the framework of dual training. Students complete their specialised vocational education (partly or fully) at a dual training site by entering into a vocational employment contract. If dual training cannot be organised, specialised education is delivered by the VET institution. These programmes award a full VET qualification upon completion of the final vocational exam (117). Learners' competences are assessed in various (interactive and project) exam activities as defined in the qualification and outcome requirements, by an independent examination board. Since the 2016/17 school year, a follow-up optional two-year general education programme leading to the secondary school leaving certificate (*érettségi bizonyítvány*, ISCED 344) awarded at the secondary school leaving exam has been available to those wishing to access post-secondary or higher education.
Diplomas/certificates provided	Learners in three-year VET school ISCED 353 programmes receive a certificate on the completion of secondary education upon completing the last grade. They also get a full vocational qualification at EQF level 4 at the final professional exam. Those moving on to the additional and optional 2-year general education follow-up programme (ISCED 344) and successfully pass the final examination also attain the (upper) secondary school leaving certificate allowing access to higher level studies at post-secondary VET and/or higher VET.
Examples of qualifications	Cook, electrician or carpenter

Progression opportunities for learners after graduation	Learners who have completed the programme (skilled workers' training): • may enter the labour market; • may enrol in the additional/optional follow up two-year general education programme to prepare for the secondary school leaving certificate (ISCED 344) and move on to post-secondary VET (ISCED 454) programmes or higher VET (ISCED 554) programmes;
Destination of graduates	According to the outcomes of the Hungarian career tracking system, in the 2020/21 academic year, 68% of students in school-based practice oriented short VET programmes joined the workforce within one year of graduating. Additionally, 22% of graduates opted to further their education, either by acquiring a second qualification in school-based VET or pursuing adult learning or higher education. The remaining 10 % belongs to the 'others' category (e.g. terminally ill, abroad, receive family support, etc.)(118)
Awards through validation of prior learning	✗ The final vocational examination that awards vocational qualifications upon completion of VET programmes does not allow recognition of prior learning (no exemptions can be obtained from taking any part of the exam). However, learners in VET schools can have their prior learning recognised during their training, subject to the principal's decision. The 2019 ET Act also provides the opportunity to recognise previous work experience in fulfilling vocational practical training requirements, subject to the principal's decision.
General education subjects	✓ 33%
Key competences	✓ The curriculum of general education is based on the National Core Curriculum that includes key competence development (119). Four key competences - foreign language, Hungarian language, digital competence and competences in mathematics, science and technology - are to be developed as stand-alone subjects. Development of other key competences is described in the outcome requirements of particular school subjects and depends on local school practices. Qualification and outcome requirements of vocational qualifications describe competencies in terms of skills, knowledge, attitudes, autonomy and responsibility and general and vocation specific digital competencies. They comprise several components/parts of key competences.

Application of learning outcomes approach	✓ The new VET Act of 2019 introduced the national register of vocational qualifications (*Szakmajegyzék*) replacing the former NVQR. The related qualification and outcome requirements define qualifications by learning outcomes and do not prescribe specific teaching methods to achieve the given qualification. These requirements are published by the minister responsible for VET and specify the learning outcomes in terms of: • skills and competences • knowledge, • expected behaviour and attitude, • level of autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	30% (120) in the 2022/2023 school year

[110] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[111] VET institutions can provide one or more types of VET programmes. Beside the State, church and business entities, foundations, associations, etc., can also found and maintain VET institutions; private providers can also provide VET services. The maintainer of most state-maintained VET schools is the Ministry of Culture and Innovation (these schools are integrated into 41 VET centres with 358 member schools), except for schools providing VET in the sector of agriculture, which are maintained by the Ministry of Agriculture and belong to 5 vocational centres.

[112] The share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and the qualification and output requirements and the programme curricula of VET qualifications ((the share of theory and practice within VET is not acutely separated in the latter documents).).

[113] This programme was reformed by the VET Act LXXX of 2019 and the schools offering this programme were named vocational schools (*szakképző iskola*). The programme combines general and vocational education. In the first year (grade 9), learners follow both general and vocational content within the framework of sectoral basic education, which includes the common content of the VET qualifications affiliated with the same economic sector. After one year, learners completing the sectoral basic education take a sectoral basic exam, enabling them to continue with specialised vocational studies over the next two years (grades 10 and 11) and acquire a vocational qualification. For example, learners enroling in the 9th grade in the 'Tourism and Hospitality sector' study the common sectoral content of tourism as part of their vocational content. Upon completing the sectoral basic education, they can choose to specialise in qualifications such as cook, baker, waiter, or boarding host. Graduates can enter the labour market or choose to obtain a secondary school leaving certificate in a Technicum, through a two-year, part-time (evening or distance) learning programme.

[114] The national register of vocational qualifications (*Szakmajegyzék)* includes all state-recognised vocational qualifications regulated by the 2019 VET Act and the 2020 Vet decree.

[115] According to the Public education act, schools may select learners based on their performance in primary school and a central secondary school entry exam taken in mathematics and Hungarian. If the number of applicants has been twice as many as the available spaces on average over the past 3 years, the school may also organise an oral exam. However, vocational schools typically are not selective, and do not organise entry exams.

[116] All school-based (covering secondary and post-secondary levels) VET qualifications are included in the national register of vocational qualifications (*Szakmajegyzék*)

[117] All public education (covering secondary and post-secondary levels) VET qualifications are included in the National register of vocational qualifications (*Szakmajegyzék*).

[118] ReferNet Hungary; Hungary: developing a career tracking system for VET and adult learning graduates. Cedefop (2023). National news on VET.

[119] The list of key competences in the Hungarian NCC differs from that in the EU recommendation of 2006 in one minor aspect. It breaks the EU key competence of ’mathematical competence and basic competences in science and technology’ into two separate ones, thus in Hungary there are nine instead of eight key competences. More detailed information is available in: Bükki, E. et al. (2016). *Key competences in vocational education and training - Hungary.* Cedefop ReferNet thematic perspectives series.

[120] 2020/21. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) in full- or part-time programmes; excluding VET learners in adult training programmes provided outside the formal school system. *Source*: Central Statistical Office STADAT database: https://www.ksh.hu/stadat_files/okt/hu/okt0013.html and Education Authority KIR database: https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statisztikak.

EQF 5

Technician programmes

WBL % varies

ISCED 354

Technicum (theory-focused) programmes leading to EQF level 5, ISCED 344, 354 (technikum)

EQF level	5	**ISCED-P 2011 level**	344, 354
Usual entry grade	9(121)	**Usual completion grade**	13
Usual entry age	14	**Usual completion age**	19(122)
Length of a programme (years)	5 or 6 if an additional language preparatory year is added (providing foreign language education in the first year) or in case of some occupations (according to the National register of vocational qualifications).		
Is it part of compulsory education and training?	Schooling is compulsory for learners up to 16 years old.	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓ These programmes are also available to those who have already obtained a qualification to prepare a second or third vocational qualification.
Is it offered free of charge?	✓ VET is free of charge for learners up to obtaining the secondary school leaving certificate and two VET qualifications.	**Is it available for adults?**	✓
ECVET or other credits	Information not available(123)		

Learning forms (e.g. dual, part-time, distance)	• regular school-based full-time education • participation is available for adults (both student status and adult learner status is available between 16-25 years; adult learner status over 25) • abbreviated education time and training structure is available in vocational education in the framework of adult learner status • practical training is part of all VET programmes and can be delivered in school workshops and/or at companies (see sections on WBL)
Main providers	VET schools that provide these types of programmes(124)
Share of work-based learning provided by schools and companies	= 10-26%(125)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in school workshops • practical training at a dual training site in the framework of an employment contract for VET students
Main target groups	They target learners aged 14 and provide 5 years of combined general education and VET (some programmes may have an extra 'foreign language preparatory' year) (126). Graduates with the secondary school leaving certificate (ISCED 344) and a vocational qualification (ISCED344,354) can continue studies either in post-secondary VET (ISCED 454 VET years of technicum) for a second qualification or in higher education. Adults over 16 can also enter these programmes at any age to obtain their first or second VET qualification (127) free of charge.
Entry requirements for learners (qualification/education level, age)	The entry requirement is holding the primary school certificate (EQF level 2) and popular schools may select learners based on their performance in primary school and at a countrywide secondary school entry exam taken in maths and Hungarian (and possibly also an oral exam organised by the school). Learners with the primary school (primary and lower secondary) education certificate can enter these programmes at age 14 (grade 9), and older learners may also enrol in grade 9 (128). Young people and adults over 16 can enter these programmes at any age.

Assessment of learning outcomes	Following the 2020 VET reform, learners entering 9th grade for the first time in 2020/2021 will take the 'VET secondary school leaving exam' at the end of the five-year programmes. This differs from the exam taken in grammar schools in that - in addition to the four mandatory general education exam subjects (Hungarian language and literature, Mathematics, History and a foreign language) - the fifth optional exam subject is replaced by the mandatory vocational exam. The general education exams can be taken one or two years prior to the completion of studies). The vocational examination which is the fifth exam subject is taken at the end of the 13th grade. The vocational secondary school leaving certificate therefore qualifies holders not only to progress to post-secondary/higher education but also to perform all positions of at least one profession (129). At the final professional exam, learners' competences are assessed in various (interactive and project) exam activities (as defined in the qualification and output requirements) by an independent examination board.
Diplomas/certificates provided	Learners in 5-year technological/ technicum ISCED 344, 354 programmes receive a secondary school leaving certificate (*érettségi bizonyítvány,* ISCED 344) (130) and a vocational qualification at ISCED 354 level (131). The vocational certificate is an intermediate level vocational qualification acknowledged by the State that entitles its holder to progress on to higher education as well as to perform all positions of at least one profession.
Examples of qualifications	Financial and accounting administrator, software development and software testing technician, logistics technician.
Progression opportunities for learners after graduation	Learners having completed the 5-year ISCED 344, 354 technicums may: • enrol in post-secondary ISCED 454/EQF5 programmes (called 'VET years of technicums' programmes) to obtain a further vocational qualification either in the same sector or a different sector; • move on to higher VET ISCED 554/EQF5 programmes offered in higher education institutions; • move on to higher education bachelor ISCED 665/EQF6 programmes (where they can get extra points at the admission procedure, if applying for a bachelor programme in the same sector); • enter the labour market.
Destination of graduates	Information not available

Awards through validation of prior learning	✗ The final professional examination that awards vocational qualifications listed in the National register of vocational qualifications (132) does not allow for recognition of prior learning (no exemption can be obtained from taking the whole or a part of the exam). Nevertheless, learners in VET institutions can have their prior learning recognised during their training, subject to the principal's decision. The VET Act also provides for the opportunity to recognise previous work experience in the completion of vocational practical training, subject to the principal's decision.
General education subjects	✓ 60%
Key competences	✓ The curriculum of general education is based on the National Core Curriculum that includes key competence development (133). Four key competences - foreign language, Hungarian language, digital competence and competences in mathematics, science and technology - are to be developed as stand-alone subjects. Development of other key competences is described in the outcome requirements of particular school subjects and depends on local school practices. Qualification and outcome requirements of vocational qualifications describe competencies in terms of skills, knowledge, expected behaviour and attitudes, level of autonomy and responsibility and general and vocation specific digital competencies. They comprise several components/parts of key competences.
Application of learning outcomes approach	✓ The VET Act of 2019 introduced the National register of vocational qualifications replacing NVQR. The related qualification and outcome requirements define qualifications by learning outcomes and do not prescribe methods to be applied in order to achieve the given qualification. They are published by the minister responsible for VET and specify the learning outcomes by: • skills and competences; • knowledge; • expected behaviour and attitude; • level of autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	70% (134) in the 2022/2023 school year

[123] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[124] VET institutions can provide one or more types of VET programmes. Beside the State, church and business entities, foundations, associations, etc., can also found and maintain VET institutions; private providers can also provide VET services. The maintainer of most State-maintained VET schools is the Ministry of Culture and Innovation (these schools are

integrated into 41 vocational centres with 358 member schools), except for schools providing VET in the sector of agriculture, which are maintained by the Ministry of Agriculture and belong to five vocational centres.

[125] The share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and, the qualification and output requirements and the programme curricula of VET qualifications (the share of theory and practice within VET is not acutely precisely separated in the latter documents).

[126] These programmes were last reformed in 2020 (effective from school year 2020/21) by raising the duration of training in technological programmes (technicums) to 5 years (the former vocational grammar school prepared students for the vocational secondary school-leaving examination over 4 years, and with an additional/optional year for the vocational examination necessary to obtain the vocational qualification in the sector covered by the final vocational examination).

[127] The national register of vocational qualifications includes all State-recognised vocational qualifications regulated by the 2019 VET act.

[128] Including graduates of the school workshop programme.

[129] For example cook or chef or catering manager in case of the cook technican profession. These positions are specified in the qualification and output requirements of qualifications listed in the National register of vocational qualifications

[130] General education in technicums accounts for 3/4 of the education. Its purpose is to establish well educated learners, prepare them for the maturity exam and give them access to tertiary education according to the 20. § of the Vet Act. https://njt.hu/jogszabaly/2019-80-00-00. The Public Education Act defines matura exams as a national exam. EQF levels of the vocational exam are published in the Programme and outcome requirements published by the minister responsible for VET.

[131] The HuQF levels (that are harmonised with EQF) are listed in the Szakmajegyzék. The EQF levels are listed in the Programme and outcome requirements for each qualification (e.g. for dental technician the EQF classification is under point 1.5: https://api.ikk.hu/storage/uploads/files/kkk_eutech_fogtechnikus_2020pdf-1589877189068.pdf, while the HuQF is under point 1.6)

[132] The National register of vocational qualifications includes all State-recognised vocational qualifications regulated by the 2019 VET act and 2020 VET decree.

[133] The list of key competences in the Hungarian NCC differs from that in the EU Recommendation of 2006 in one minor aspect. It breaks the EU key competence of ’mathematical competence and basic competences in science and technology’ into two separate ones, thus in Hungary there are nine instead of eight key competences. More detailed information is available in Bükki, E. et al. (2016). *Key competences in vocational education and training - Hungary*. Cedefop ReferNet thematic perspectives series.

[134] 2017/18. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) *in full-time programmes*; excluding VET learners attending part-time programmes; excluding VET learners in adult training programmes provided outside the formal school system. *Source:* Central Statistical Office STADAT database: https://www.ksh.hu/stadat_files/okt/hu/okt0015.html ; https://www.ksh.hu/stadat_files/okt/hu/okt0013.html

EQF 5

School-based VET programmes

1-2 years,

WBL 27-64%

ISCED 454

Post-secondary VET (technicum) programmes leading to EQF level 5, ISCED 454 (technikum érettségi végzettséggel kizárólag szakmai vizsgára felkészítő képzése)

EQF level	5	**ISCED-P 2011 level**	454
Usual entry grade	not applicable	**Usual completion grade**	not applicable
Usual entry age	18-19 (135) or older	**Usual completion age**	20-22 or older
Length of a programme (years)	1-2 (136)		
Is it part of compulsory education and training?	✗ Schooling is compulsory for learners up to 16 years old.	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓ (137)
Is it offered free of charge?	✓ VET is free of charge for learners up to the obtainment of two VET qualifications in vocational schools maintained by the state or by a maintainer who concluded an agreement with the state.	**Is it available for adults?**	✓

ECVET or other credits	Information not available (138)
Learning forms (e.g. dual, part-time, distance)	• regular school-based full-time education • attendance between 18-25 is available both as student status and as adult learner status; over 25 in adult learner status • abbreviated education time and number of classes is available in vocational education in the framework of adult learner status • practical training is part of the curriculum of all VET programmes and can be delivered in school workshops and/or at companies (see sections on WBL)

Main providers	VET schools that provide these types of programmes (139)
Share of work-based learning provided by schools and companies	= 27-63% (140)
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training in school workshops • practical training at a dual training site in the framework of an employment contract for VET students
Main target groups	Programmes are mainly targeting: • graduates of technicums (having already the secondary school leaving certificate as well as an ISCED 354 vocational qualification) to obtain a second vocational qualification; • graduates of grammar schools (having only the secondary school leaving certificate) that wish to acquire a technician qualification at ISCED level 454 (141) ; • graduates of the former 4-year-old vocational grammar schools (having the secondary school leaving certificate as well as prior VET studies); • graduates of skilled workers training ISCED 353 who also completed the 2-year follow-up programme to obtain the secondary school-leaving certificate (ISCED 344) aiming to acquire a technician qualification.
Entry requirements for learners (qualification/education level, age)	Entry requirements are: • holding the secondary school leaving certificate (ISCED 344); duration is two-three years, as learners do not have prior VET learning); or • holding the VET upper secondary school certificate (ISCED 344and ISCED 354); duration can be decreased by inclusion of former studies; or • skilled workers with a secondary school leaving certificate duration is one year.
Assessment of learning outcomes	Upon completion, these programmes award a full VET qualification at the final professional exam. Learners' competences are assessed in various (interactive and project) exam activities (as defined in the qualification and outcome requirements) by an independent examination board.
Diplomas/certificates provided	VET learners prepare a technician qualification at ISCED level 454 listed in the National register of vocational qualifications (*Szakmajegyzék*) The technician diploma is an intermediate level vocational qualification acknowledged by the state that entitles its holder to progress on to higher education as well as to perform all positions of at least one profession.
Examples of qualifications	Financial and accounting administrator, software development and software testing technician, logistics technician.

Progression opportunities for learners after graduation	Learners having completed the post-secondary practice-oriented programmes may: • enrol in another post-secondary ISCED 454/EQF5 programme to obtain a further vocational qualification either in the same sector (in this case the duration of the programme is reduced by 1 year) or a different sector (full time duration); • move on to higher VET ISCED 554/EQF5 programmes offered in higher education institutions; • move on to higher education bachelor ISCED 665/EQF6 programmes (where they can get extra points at the admission procedure if applying for a bachelor programme in the same sector); or • enter the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	✗ The final professional examination that awards vocational qualifications listed in the National register of vocational qualifications does not allow for recognition of prior learning (no exemption can be obtained from taking the whole or a part of the exam). Nevertheless, learners in VET institutions can get their prior learning recognised during their training, subject to the principal's decision. The VET act also provides for the opportunity to recognise previous work experience in the completion of vocational practical training, subject to the principal's decision.
General education subjects	✓ 11% (only one subject: foreign language, in 4 lessons/week, and/or general subjects necessary for establishing vocational education)
Key competences	✓ Curricula involve foreign language education. Qualification and outcome requirements of vocational qualifications describe competences in terms of skills, knowledge, expected behaviour and attitudes, level of autonomy and responsibility and general and vocation specific digital competences. They comprise several components/parts of key competences.

Application of learning outcomes approach	✓ The VET Act of 2019 introduced the National register of vocational qualifications replacing NVQR. The related qualification and outcome requirements define qualifications by learning outcomes instead of prescribing methods to be applied in order to achieve the given qualification. They are published by the minister responsible for VET and specify the learning outcomes by: • skills and competences • knowledge, • expected behaviour and attitude • level of autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	15.4% (142) in the 2022/2023 school year

[138] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[139] VET institutions can provide one or more types of VET programme. Beside the State, church and business entities, foundations, associations, etc., can also found and maintain VET institutions; private providers can also provide VET services. The maintainer of most State-maintained VET schools is the Ministry of Culture and Innovation (these schools are integrated into 41 vocational centres with 358 member schools), except for schools providing VET in the sector of agriculture, which are maintained by the Ministry of Agriculture and belong to 5 vocational centres.

[140] General education (i.e. foreign language) makes up 11% of the total number of lessons. The share of vocational practice for the vocational upper secondary and post secondary years varies between 30-70%. The share of work-based learning provided by schools and companies is understood as the share of practical training in the curriculum which is calculated on the basis of the framework curriculum for general education for this programme type (which defines the share of general education and VET) and the qualification and output requirements and the programme curricula of VET qualifications ((the share of theory and practice within VET is not acutely separated in the latter documents).

[141] These programmes are the so-called VET years of technician programmes which were last reformed in 2020 (effective from school year 2020/021) by changing their name with the intention to increase attractiveness.

[142] 2020/21. NB: Compared with the total number of VET learners (secondary, post-secondary and higher education VET programmes) in full-time programmes; excluding VET learners attending part-time programmes; excluding VET learners in adult training programmes provided outside the formal school system. *Source:* OSAP 2536, National Office for Vocational Education and Training

EQF 5

Higher VET programmes

2 years,

WBL 40-80%

ISCED 554

Higher VET programmes leading to EQF level 5, ISCED 554 (felsőoktatási szakképzés)

EQF level	5	**ISCED-P 2011 level**	554
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	18	**Usual completion age**	20
Length of a programme (years)	2		
Is it part of compulsory education and training?	✗ Schooling is compulsory for learners up to age 16.	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓ It can be considered as CVET when the learner has previously received a vocational qualification (143).
Is it offered free of charge?	✓ These programmes are offered both in State-financed and self-financed form. Learners can participate in State-financed higher education for up to at most 12 semesters (total allowance for higher VET, bachelor and master programmes). Quotas are defined annually for the number of learners who may be admitted to State-financed education.	**Is it available for adults?**	✓ The same programme may be offered in full, part-time or distance learning forms (144).

ECVET or other credits	120 (ECTS) credit points (145) Graduates can transfer 30-90 credits to a bachelor programme in the same field.
Learning forms (e.g. dual, part-time, distance)	• full-time education; • part-time education (evening or correspondence, in 30-50% of in class hours of full-time education); • distance learning (<30% of in class hours); • minimum 14-week company-based practice (if it is provided in a block of 6 or more weeks, it must be organised on the basis of a cooperation agreement between the HE institution and the company; in this case, the company also has to make a student work contract with the learner) (146).
Main providers	Higher education institutions
Share of work-based learning provided by schools and companies	= 40-80% (147) Higher VET programmes include a mandatory, one-semester-long (minimum 14 weeks) period of company-based practice in the last (4th) semester. If this company-based practice is provided in a block of 6 or more weeks, it must be organised on the basis of a cooperation agreement between the higher education institution and the company. The company then also has to make a student work contract (*hallgatói munkaszerződés*) with the student.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at the HE institution • practical training at a company (if provided in a block of 6 or more weeks, on the basis of a cooperation agreement between the school and the company as well as a student work contract between the learner and the company)
Main target groups	Learners with the secondary school leaving certificate (ISCED 344), who wish to obtain a higher-level certificate in a short and flexible programme. Transferability of credits can also help transition to bachelor level education. In 2017/18, only 4.3% of all learners in higher education studied in these programmes.
Entry requirements for learners (qualification/education level, age)	Entry requirements are: • holding the upper secondary school certificate (ISCED 344); • higher VET providers might also require previous VET studies.
Assessment of learning outcomes	Learners who completed all study and examination requirements and the professional practice specified in the curriculum obtain the final certificate (*abszolutórium*). The higher VET qualification is awarded at the final exam (*záróvizsga*) that involves defending a thesis and may also have oral, written and practical parts (148).
Diplomas/certificates provided	Higher VET programmes award an ISCED 554 vocational qualification (not included in the National register of vocational qualifications)
Examples of qualifications	Economist assistant in tourism and catering specialised in tourism, network information technology engineer assistant (149)

Progression opportunities for learners after graduation	Learners having completed higher VET programmes may: • progress to a bachelor programme (where they can transfer 30-90 credits in the same field); • enter the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	✗ Although higher education legislation permits earning (ECTS) credits by validation (of prior learning/work experience), at least one-third of the credits must be earned in the institution issuing the qualification (150) and it is not possible to acquire the higher VET qualification by validation only.
General education subjects	✗ Curricula for these programmes are modularised and involve: • a shared competence module of all higher VET programmes (12 credits), including development of labour market, foreign language, VET, financial information and communication competences; • a shared module of all programmes in a training field (21 credits, including a shared module of the training branch of 15 credits); • a VET module (87 credits, including practical training of 30 credits and a specialisation module of 15 credits).
Key competences	✓ Some key competence development is included in the shared competence module of all higher VET programmes (12 credits). Such key competences are labour market, foreign language, VET, financial information and communication competences.
Application of learning outcomes approach	✓ The standards (called 'training and qualification requirements') of higher VET programmes define learning outcomes in terms of knowledge, skills, attitudes and autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	According to the most recent data available from 2017/18, only 4.3% of all learners in higher education studied in these programmes. 3.9% (2017/18) (151)

[145] https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet

[146] Dual training in higher education is only available in bachelor and master programmes (but 'dual training' is different from 'dual VET' offered in VET school programmes).

[147] The share of practice is defined in the standards - called 'training and qualification requirements', *képzési és kimeneti követelmények* (KKK) - of higher education programmes. The most typical is WBL 60-70%.

[148] A State-recognised foreign language proficiency certificate is also a precondition of obtaining some (but not all) of these qualifications.

[149] These are higher education vocational qualifications, not higher education degrees.

[150] Tót, É.; ICF (2016). *2016 update to the European inventory on validation of non-formal and informal learning: country report on Hungary*, p. 5. Report commissioned by Cedefop.

[151] Share of learners in higher ISCED 554 VET programmes compared to the total number of learners in secondary, post-secondary VET and higher education VET programmes (all levels, but excluding adult training provided outside the formal school system); 3.4% of full time learners. *Source:* Central Statistical Office STADAT database: https://www.ksh.hu/stadat_eves_2_6 and Education Authority KIR database: https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozzetetele/felsooktatasi_statisztikak

EQF 6

Higher education Bachelor programmes, BA and BSc

3 - 3,5 years,

WBL varied %

ISCED 665

Higher education programmes leading to EQF level 6, ISCED 665 (alapképzés)

EQF level	6	**ISCED-P 2011 level**	665
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	18 and above	**Usual completion age**	21 and above
Length of a programme (years)	3 - 3,5 years,		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✓	**Is it continuing VET?**	✓ It can be considered as CVET when the learner has previously received a vocational qualification (152).

Is it offered free of charge?	✓ These programmes are offered both in State-financed and self-financed form. Learners can participate in State-financed higher education for up to at most 12 semesters (total allowance for higher education VET, bachelor and master programmes). Quotas are defined annually for the number of learners who may be admitted to State-financed education.	**Is it available for adults?**	✓ In higher education the same programme may be offered in full, part-time or distance learning forms (153).

ECVET or other credits	Graduate need to prove a minimum of 180 ECTS points (max. 240 ECTS points)
Learning forms (e.g. dual, part-time, distance)	• full-time education; • part-time education (evening or correspondence, in 30-50% of in class hours of full-time education); • distance learning (<30% of in class hours); • The vocational training provider/company must have an Agreed Dual Training Programme for apprenticeships. The dual training must be organised on the basis of a cooperation agreement between the HE institution and the company; in this case, the company also has to make a student work contract with the learner. Dual training is available for bachelor's and master's degrees in engineering, information technology, agriculture, natural sciences, economics or health sciences, as well as for bachelor's degrees in social work.
Main providers	Higher education institutions
Share of work-based learning provided by schools and companies	= varies % Bachelor programmes are expected to be practice oriented. Most of them include obligatory traineeship. In several fields, the usually 6-term (180 ECTS credit) Bachelor programmes were extended with one or two terms (30-60 credits) to include a period of continuous traineeship of at least one term (30 credits). The traineeship is generally undertaken at external workplaces.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	• practical training at a company Since September 2015, dual programmes have been offered in the field of engineering, IT, agriculture, natural sciences and business. The main features of these programmes were defined centrally and are based on the cooperation between higher education institutions and the business sector.
Main target groups	Learners with the secondary school leaving certificate (ISCED 344), who wish to obtain a higher-level certificate in a short programme. In 2023/24, 61% of all learners in higher education studied in BA and BsC programmes (154)

Entry requirements for learners (qualification/education level, age)	Entry requirements are: • holding the upper secondary school certificate (ISCED 344); • Every Hungarian citizen has the right to undertake studies in programmes fully or partially financed through scholarships granted by the Hungarian state or pay full tuition. Passing an upper secondary school leaving examination is a general requirement for admission to higher education. Higher Education Institutions define and publishes (on the official website of the admission procedure; http://felvi.hu) the secondary school leaving examination and other criteria (for example advanced level school leaving examination, aptitude, oral entrance exam) for each Bachelor programme. • Applicants for Bachelor studies have to reach a certain number of points comprising of upper secondary grades and the grades obtained at the secondary school leaving examination. • The higher education institution makes its decision on admission on the grounds of the performance of applicants, based on the standard national ranking in the case of application for entry into Bachelor programmes. • The minimum age is usually 18, there is no maximum age.
Assessment of learning outcomes	Learners who completed all study and examination requirements and the professional practice specified in the curriculum obtain the final certificate (*abszolutórium*). The higher education Bachelor's qualification is awarded at the final exam (*záróvizsga*) that involves defending a thesis and may also have oral, written and practical parts. A written dissertation (Bachelor's thesis) is obligatory. Learners are to demonstrate the ability to independently address a problem from their subject within a specified period of time using academic methods.
Diplomas/certificates provided	It is the state that defines and recognises degrees through the government and the Ministry responsible for Higher Education. Degrees (and the diploma) can only be awarded by state recognised (accredited) higher education institutions, which acquire the right to issue diplomas following an accreditation procedure and state recognition. Degree programmes are defined by Training and Learning Outcomes Requirements published in the official ministerial communication. The Higher Education Act regulates the granting of degrees, the conditions to be fulfilled before a final examination and the main elements of final examinations.
Examples of qualifications	There is a wide range of possible subject areas, such as mechatronics, mathematics, biology, architecture, and informatics.
Progression opportunities for learners after graduation	Learners having completed BA or BsC programmes may: • progress to a Master programme; • enter the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	✕ Information not available

General education subjects	✗
Key competences	Information not available
Application of learning outcomes approach	✓ The standards (called ‘training and qualification requirements’) of higher education programmes define learning outcomes in terms of knowledge, skills, attitudes and autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	Information not available

[154] https://www.ksh.hu/stadat_files/okt/hu/okt0020.html

EQF 7

Higher education Master programmes, MA and MSC

1 - 2 years,

WBL varies %

ISCED 767

Higher education programmes leading to EQF level 7, ISCED 767 (mesterképzés)

EQF level	7	**ISCED-P 2011 level**	767
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	21 and above	**Usual completion age**	23 and above
Length of a programme (years)	1 - 2 years,		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	✗	**Is it continuing VET?**	✓ It is continuing VET, after Bachelor degree.

Is it offered free of charge?	✓ The programmes are offered both in State-financed and self-financed form. Learners can participate in State-financed higher education for up to at most 12 semesters (total allowance for higher education VET, bachelor and master programmes). Quotas are defined annually for the number of learners who may be admitted to State-financed education.	**Is it available for adults?**	✓ In higher education the same programme may be offered in full, part-time or distance learning forms (155).

ECVET or other credits	Graduate need to prove between 60 and 120 ECTS points. A typical Master programme lasts for 2 years and is of 120 ECTS credits but in some fields of study there are programmes lasting for 3 terms (one and a half years) with 90 ECTS or for 2 terms (1 year) with 60 ECTS. These require obtaining fewer credits because they are built on Bachelor programmes with a higher amount of credits.
Learning forms (e.g. dual, part-time, distance)	• full-time education; • part-time education (evening or correspondence, in 30-50% of in class hours of full-time education); • distance learning (<30% of in class hours); • The vocational training provider/company must have an Agreed Dual Training Programme for apprenticeships. The dual training must be organised on the basis of a cooperation agreement between the HE institution and the company; in this case, the company also has to make a student work contract with the learner. Dual training is available for bachelor's and master's degrees in engineering, information technology, agriculture, natural sciences, economics or health sciences.
Main providers	Higher education institutions
Share of work-based learning provided by schools and companies	= varies % Most of the Master programmes include obligatory traineeship in several fields. The traineeship is generally undertaken at external workplaces or at university facilities.
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training at a company Since September 2015, dual programmes have been offered in the field of engineering, IT, agriculture, natural sciences and business. The main features of these programmes were defined centrally and are based on the cooperation between higher education institutions and the business sector.

Main target groups	Pursuant to the Higher Education Act, only Bachelor degree holders can be admitted to Master programmes. In 2023/24, 12 % of all learners in higher education studied in Master programmes(156) During the admission process, extra scores may be granted for disadvantaged or multiply disadvantaged status, disability and applicants with young children.
Entry requirements for learners (qualification/education level, age)	Entry requirements are: • Pursuant to the Higher Education Act, only Bachelor degree holders can be admitted to Master programmes. However, additional admission requirements are set by the institutions themselves, provided that they apply the same requirements to all applicants (irrespective of where applicants have obtained their Bachelor degrees). Otherwise, institutions can select their own students. • Applicants are given scores based on their performance. The admission requirements are specified in the internal regulations of institutions. Institutions have varying procedures ranging from considering the results of Bachelor studies to conducting written or oral examinations or aptitude tests.
Assessment of learning outcomes	The exams are usually taken as an accompaniment to the studies. Courses of study are awarded credits (between 60 and 120 ECTS for the Master's degree). A written thesis (Master's thesis) is compulsory. The examination regulations specify the objectives and subject matter of the examinations, the requirements and the examination procedures for each course of study.
Diplomas/certificates provided	It is the state that defines and recognises degrees through the government and the Ministry responsible for Higher Education. Degrees (and the diploma) can only be awarded by state recognised (accredited) higher education institutions, which acquire the right to issue diplomas following an accreditation procedure and state recognition. Degree programmes are defined by Training and Learning Outcomes Requirements published in the official ministerial communication. The Higher Education Act regulates the granting of degrees, the conditions to be fulfilled before a final examination and the main elements of final examinations.
Examples of qualifications	There is a wide range of possible subject areas, such as mechatronics, mathematics, biology, architecture, and informatics
Progression opportunities for learners after graduation	Learners having completed Master programmes may: • progress to a PhD programme; • enter the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	Information is not available

General education subjects	✗
Key competences	Information not available
Application of learning outcomes approach	✓ The standards (called ‘training and qualification requirements’) of higher education programmes define learning outcomes in terms of knowledge, skills, attitudes and autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	Information not available

[156] https://www.ksh.hu/stadat_files/okt/hu/okt0020.html

EQF 7

Higher education Integrated Bachelor and Master programmes, MA

5 - 6 years,

WBL varies %

ISCED 766

Higher education integrated bachelor and master programmes leading to EQF level 7, ISCED 700 (osztatlan mesterképzés)

EQF level	7	**ISCED-P 2011 level**	766
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	18 and above	**Usual completion age**	23 and above
Length of a programme (years)	5 - 6 years		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	✓
Is it initial VET?	Yes and no It can be both initial and continuing VET	**Is it continuing VET?**	Yes and no It can be both initial and continuing VET. It can be considered as CVET when the learner has previously received a vocational qualification (157).

Is it offered free of charge?	✓ The programmes are offered both in State-financed and self-financed form. Learners can participate in State-financed higher education for up to at most 12 semesters (total allowance for higher education VET, bachelor and master programmes). Quotas are defined annually for the number of learners who may be admitted to State-financed education.	**Is it available for adults?**	✓ Some of the programmes may be offered in full or part-time (158).

ECVET or other credits	Graduate need to prove between 300 and 360 ECTS points(159) The integrated, one-tier programmes, which are based on the secondary school leaving examination (*érettségi vizsga*), lead to Master degree (*mesterfokozat*), have the length of 10-12 semesters and require the completion of 300 to 360 credits. Teacher training, religious studies, some programmes of arts and the following programmes are offered as integrated programmes: e. g. veterinary medicine, architecture, dentistry, pharmaceutics, law and medicine. Most of the programmes have the length of 5 years and require the completion of 300 credits. General medicine is an exception with the length of 6 years and the requirement of 360 credits. Teacher training has various forms: If they are graduating as two subject teachers, the integrated teacher training can take three forms, depending on the number of credits to be accumulated: • if both majors taken are 4 years, then +1 year of internship is counted as a total of 300 credits in 10 semesters; • if one of the two courses is 4 years and the other is 5 years, the + 1 year of internship is counted as a total of 330 credits in 11 semesters; • if both courses are of 5 years duration, with +1 year of internship is counted as a total of 360 credits in 12 semesters. The + 1 year in each case is the individual time spent as coherent teaching practice in schools. (However, Primary School Teachers obtain a Bachelor degree in 8 semesters.)
Learning forms (e.g. dual, part-time, distance)	• full-time education; • part-time education (evening or correspondence, in 30-50% of in class hours of full-time education);
Main providers	Higher education institutions
Share of work-based learning provided by schools and companies	= varies % Most of the Integrated Master programmes include obligatory traineeship in several fields. The traineeship is undertaken at external workplaces or university facilities.

Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training at a company
Main target groups	Learners with the secondary school leaving certificate (ISCED 344), who wish to obtain a Master degree in integrated programmes, such as teacher training, religious studies, some programmes of arts, veterinary medicine, architecture, dentistry, pharmaceutics, law or general medicine. In 2023/24, 14,6 % of all learners in higher education studied in Integrated programmes(160) During the admission process, extra scores may be granted for disadvantaged or multiply disadvantaged status, disability and applicants with young children.
Entry requirements for learners (qualification/education level, age)	Entry requirements are: • Pursuant to the Higher Education Act, students with secondary school leaving certificate can be admitted to Integrated programmes. However, additional admission requirements are set by the institutions themselves, provided that they apply the same requirements to all applicants (irrespective of where applicants have obtained their secondary school leaving certificates). Otherwise, institutions can select their own students. • Applicants are given scores based on their performance. The admission requirements are specified in the internal regulations of institutions. Institutions have varying procedures ranging from considering the results of earlier studies to conducting written or oral examinations or aptitude tests.
Assessment of learning outcomes	The exams are usually taken as an accompaniment to the studies. Courses of study are awarded credits (between 300 and 360 ECTS for the Integrated Master's degree). A written thesis (Master's thesis) is compulsory. The examination regulations specify the objectives and subject matter of the examinations, the requirements and the examination procedures for each course of study.
Diplomas/certificates provided	It is the state that defines and recognises degrees through the government and the Ministry responsible for Higher Education. Degrees (the diploma) can only be awarded by state recognised (accredited) higher education institutions, which acquire the right to issue diplomas following an accreditation procedure and state recognition. Degree programmes are defined by Training and Learning Outcomes Requirements published in the official ministerial communication. The Higher Education Act regulates the granting of degrees, the conditions to be fulfilled before a final examination and the main elements of final examinations.
Examples of qualifications	There is a wide range of possible qualifications, such as teacher, veterinarian, architect, dentist, pharmacist, lawyer and general doctor.

Progression opportunities for learners after graduation	Learners having completed Integrated Master programmes may: • progress to a PhD programme; • enter the labour market. In certain professions, specialisation is required after a period of professional practice.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✗
Key competences	Information not available
Application of learning outcomes approach	✓ The standards (called 'training and qualification requirements') of higher education programmes define learning outcomes in terms of knowledge, skills, attitudes and autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	Information not available

[159] https://kormany.hu/dokumentumtar/kepzesi-es-kimeneti-kovetelmenyek-2

[160] https://www.ksh.hu/stadat_files/okt/hu/okt0020.html

EQF 6 - 7

Postgraduate specialisation programmes,

1 - 3 years,

WBL varies %

ISCED 667 - 768

Postgraduate higher education programmes (Szakirányú továbbképzések) The training is based on the knowledge previously acquired, so a qualification can be obtained that provides more in-depth expertise in the chosen field.

EQF level	6 - 7	**ISCED-P 2011 level**	667 - 768
Usual entry grade	Not applicable	**Usual completion grade**	Not applicable
Usual entry age	21 and above	**Usual completion age**	22 and above
Length of a programme (years)	1 - 3 years,		
Is it part of compulsory education and training?	✗	**Is it part of formal education and training system?**	Yes and no
Is it initial VET?	✗	**Is it continuing VET?**	✓
Is it offered free of charge?	Yes and no There are different programmes, offered in self-financed form.	**Is it available for adults?**	✓ In higher education the same programme may be offered in full, part-time or distance learning forms (161).

ECVET or other credits	Higher education institutions are responsible for deciding on Postgraduate specialised programmes, i.e. they determine the conditions, the curriculum and the subject matter of the courses.
Learning forms (e.g. dual, part-time, distance)	• full-time education; • part-time education (evening or correspondence, in 30-50% of in class hours of full-time education); The most programmes are organised in the form of correspondence.

Main providers	Higher education institutions
Share of work-based learning provided by schools and companies	= varies %
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Information not available
Main target groups	✕ For Bachelor or Master graduates. The training is based on the knowledge previously acquired through Bachelor or Master programmes, so a qualification can be obtained that provides more in-depth expertise in the chosen field.
Entry requirements for learners (qualification/education level, age)	Entry requirements: • Bachelor or Master degree Higher education institutions determine deadlines and methods of admission.
Assessment of learning outcomes	Higher education institutions are responsible for deciding on Postgraduated specialised programmes, i.e. they determine the conditions, the curriculum and the subject matter of the courses.
Diplomas/certificates provided	Qualifications and diplomas obtained in further vocational training It offers graduates the opportunity to develop their skills and further their studies, building on their professional experience in their field. It is also well adapted to the needs of the business sector and responds to rapid changes in the labour market. It provides candidates with a practical knowledge base and the teaching staff is usually made up of recognised, successful professionals in the field, such as Specialist lawyer in HR, qualified as a food engineer, child and youth protection adviser, etc. The training is for those who want to acquire up-to-date knowledge and specialised skills in their field, or simply to maintain their skills.
Examples of qualifications	There is a wide range of possible subject areas, such as economy, law, engineering, mathematics, biology, architecture, and informatics...
Progression opportunities for learners after graduation	Learners having completed the programmes may: • enter the labour market.
Destination of graduates	Information not available

Awards through validation of prior learning	Information not available
General education subjects	✗
Key competences	Information not available
Application of learning outcomes approach	✓ The standards (called ‘training and qualification requirements’) of higher education programmes define learning outcomes in terms of knowledge, skills, attitudes and autonomy and responsibility.
Share of learners in this programme type compared with the total number of VET learners	Information not available