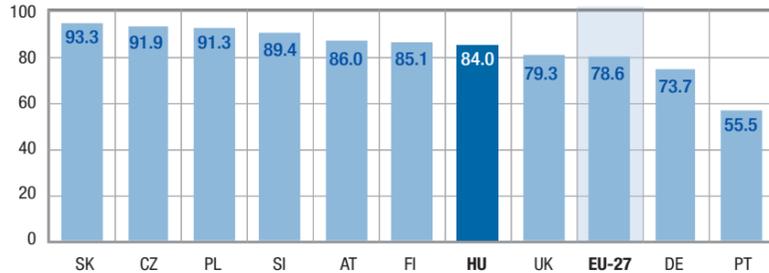


Education and training in figures

Youth education attainment level

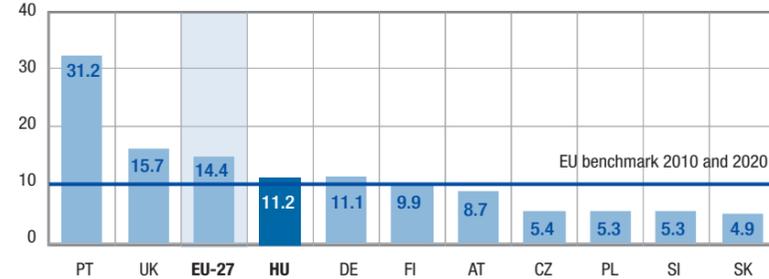
Population aged 20-24 having completed at least upper secondary education (2009, %)



Source: Eurostat, population and social conditions, online database, 2009.

Early-leavers from education and training

Population aged 18-24 with at most lower secondary education and not in further education or training (2009, %)



Source: Eurostat, population and social conditions, online database, 2009.

Participation in lifelong learning

Population aged 25-64 participating in education and training over the four weeks prior to the survey (2009, %)



Source: Eurostat, population and social conditions, online database, 2009.

Educational attainment of the population

Population aged 25-64 by highest level of education attained in Hungary and in selected Member States (2009, %)

Country	ISCED 0-2	ISCED 3-4	ISCED 5-6
Czech Republic	9	76	16
Slovakia	9	75	16
Germany	15	59	26
Slovenia	17	60	23
Finland	18	45	37
Austria	18	63	19
Poland	12	67	21
Hungary	19	61	20
United Kingdom	25	41	33
Portugal	70	15	15
EU-27	28	47	25

ISCED International standard classification of education
ISCED 0-2 Pre-primary, primary and lower secondary education
ISCED 3-4 Upper secondary education and post-secondary education
ISCED 5-6 Tertiary education
The countries are listed by the percentage of their population educated at least to level 3.
Source: EU labour force survey, Eurostat online database [cited: 13.4.2011].

Further information

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www.nefmi.gov.hu	Ministry of National Resources
www.kim.gov.hu/	Ministry of Public Administration and Justice
www.nive.hu	National Institute of Vocational and Adult Education (including National Reference Point – Europass and CQAF)
www.mkik.hu	Hungarian Chamber of Commerce and Industry
www.munka.hu	National Employment Service
www.ksh.hu	Hungarian Central Statistics Office
www.tka.hu	Tempus Public Foundation
www.nfu.gov.hu	National Development Agency
www.nefmi.gov.hu/europai-unio-oktatas/europai-unio-oktatas	The European Union and education and training (portal of the Ministry of National Resources)
http://epp.eurostat.ec.europa.eu	Eurostat
www.cedefop.europa.eu/EN/about-cedefop/networks/refernet/index.aspx	ReferNet, Cedefop's European network for VET
www.observatory.org.hu/en/?page_id=20	ReferNet Hungary
http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx	VET in Europe country reports Information resource on vocational education and training systems in Europe (Cedefop)

We wish to thank the staff of ReferNet Hungary and the Observatory for Education Development, in particular Eszter Bukki and György Mártonfi, for their valuable contribution. This brochure focuses on some of the main aspects of vocational education and training in Hungary and does not claim to be exhaustive.

For further information, please contact Sylvie Bousquet and Eleonora Schmid, project coordinators at Cedefop.

Spotlight on VET
Hungary



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Transition and modernisation

Policy decisions in the 1990s have shaped Hungary's current VET: the VET Act, creation of a single national qualifications register (*Országos Képzési Jegyzék, OKJ*), start of tertiary-level VET, and major education reform to postpone tracking and ensure a sound general basis for further learning. At upper secondary level, only one track now prepares directly for jobs. After the change to a market economy, initial VET tended to be more school-based. In the early 2000s, the trend has moved back to more enterprise-based training.

Today, high youth unemployment coexists with skills shortages. Business and industry criticise the quality and relevance of training. Hence, current policy priorities are to:

- anticipate skill needs and provide incentives to match skills and jobs better;
- reinforce cooperation with business and industry;
- reduce drop-out rates in vocational schools (SZI);
- improve the quality of VET.

Structure

VET for young people

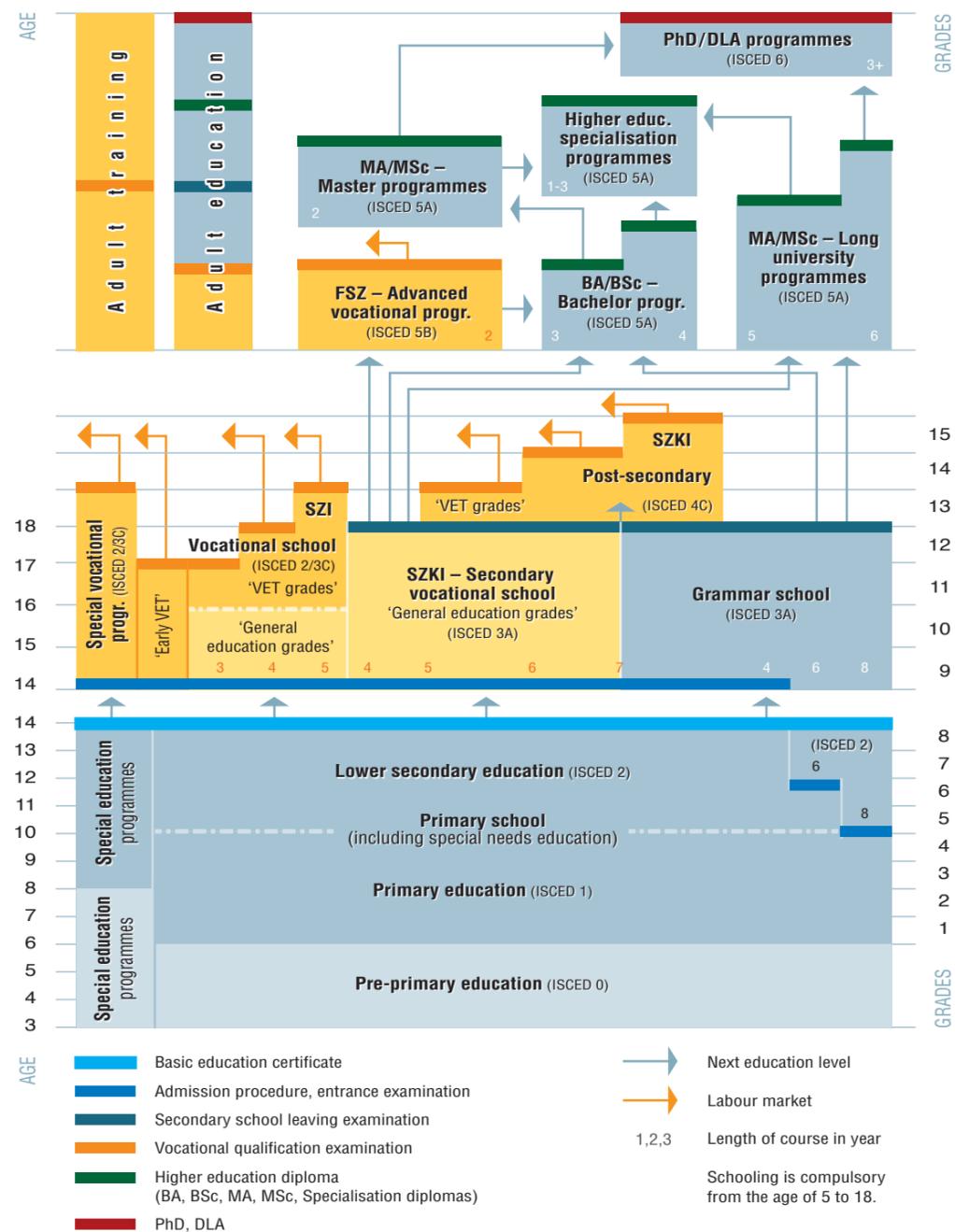
At the age of 14 learners decide if and what type of VET to choose. In 2009/10, two thirds of 14 year-olds moved towards VET tracks, almost half of them to prepare directly for jobs. Overall, programmes that lead to higher education are more popular. VET tracks focus initially on general and pre-vocational education. The second tier, from the age of 16 at the earliest, prepares for a vocational qualification. The next chance to opt for VET is at the end of upper secondary education.

- **Vocational school** (*szakiskola, SZI*) programmes lead to ISCED 3C (or 2C) level OKJ qualifications. They do not allow access to higher education. In September 2010, three-year programmes started which immediately focus on vocational skills ('early VET').
- **Secondary vocational school** (*szakközépiskola, SZKI*) programmes span upper and post-secondary level. The general part leads to the secondary school leaving certificate (*érettségi bizonyítvány, ISCED 3A*); then learners can move on to higher education or stay in the 'VET grades' to acquire an ISCED 4C level OKJ qualification. These are open to anyone holding the secondary school leaving certificate. The average duration of two years is reduced to one for SZKI ISCED 3A graduates.
- Apprenticeship is not a separate pathway. Whether practical training is organised in enterprises and/or in school workshops depends on the availability of training places and learner and school decisions.
- The secondary school leaving certificate is a prerequisite to entering four-term **advanced vocational programmes** (*felsőfokú szakképzés*) which award ISCED 5B level vocational qualifications. Graduates can transfer 30-60 credits to a bachelor programme in the same field and reduce its duration by one or two terms.

VET for adults

- **Formal adult education** offers adults the same options as young people.
- **Adult training outside the formal school system** comprises: VET programmes which lead to OKJ qualifications; courses by economic chambers preparing for master craftsmen exams (*mestervizsga*); training that awards (inter)nationally recognised qualifications and licences; and other courses.

The education and training system in Hungary in 2010/11



Source: Adapted from Ministry of National Resources.

Characteristics

- The OKJ, as revised in 2004-06 based on job analyses, has a modular, competence-based structure. This makes it easily adaptable to labour market needs and helps learners plan their training routes.

The **national qualifications register** comprises all officially recognised vocational qualifications. Most can be acquired within and outside formal education and training. They entitle their holders to practise the occupation specified in the 'vocational and examinations requirements' (*szakmai és vizsgakövetelmény, SZVK*), but, as such, not to progress in their educational career. The SZVK regulate access to training and exams, indicate assessment standards, and list job tasks and learning outcomes for each module. Together with the OKJ, they aid the work on Hungary's national qualifications framework.

- Since the 1990s, business and industry has been involved in various national advisory bodies and, increasingly, also in decision-making on VET-related issues. The **Hungarian Chamber of Commerce and Economy** plays an ever more prominent role in helping to make VET more relevant and work-based.
- Enterprises increasingly provide training. VET policy has devised financial incentives to **promote student contract-based training**, a kind of apprenticeship. Since 2001, the number of student contracts has quadrupled. However, most apprentices train in one of only 10 occupations.
- To improve quality and efficiency in a heavily fragmented institutional IVET structure, **regional integrated vocational training centres** (*térségi integrált szakképző központ, TISZK*) have been created. However, despite financial incentives and ESF support, the original aims have not (yet) been achieved. TISZKs offer programmes based on regional development and training committee information about skills shortages. To encourage training in shortage-jobs, TISZKs are offered incentives and students receive grants.
- A notable source of VET funding is the enterprise training levy (1.5% of total labour cost) which dates back to the 1970s. Enterprises can more or less freely decide how to spend their **vocational training contribution**: to train IVET students, subsidise IVET institutions, train their own staff, or pay into the labour market fund's training subfund.

Challenges

- Low image and attractiveness of VET as a route to becoming a skilled worker, as higher level qualifications bring higher returns. This and lacking progression routes have made VET in SZI the last resort for learners who have poor prior education, low aspiration and motivation and/or are from deprived background. This leads to quality problems and high drop-out rates. To address these problems, VET policy introduced catching-up programmes, most recently 'early VET', and is placing more emphasis on work-based learning.
- Very low participation of adults in education and training activities, coinciding with one of the lowest employment rates in the EU. Long training programmes and very few opportunities to have non-formal/informal learning and work experience recognised, seem to be disincentives. However, the government intends to increase participation from 2.7% in 2009 to 8% by 2013 (the EU benchmark for 2010 was 12.5%, for 2020 it is 15%).