Recent legislation has led to more centralised VET and adult training. Since the 1990s, business and industry have increasingly been involved in national advisory bodies and, increasingly, in decision-making on VET-related issues. The Chamber of Commerce and Industry presents the government with a formal role in shaping VET and adult training.

VET for young people

At age 14, learners decide if they wish to enter VET and what type of VET to choose. Around two thirds choose a VET pathway. Nearly one third of all 14-year-olds enter the track that prepares directly for manual jobs at upper secondary level. Recent legislation has introduced fundamental changes into the structure, governance and funding of upper, post-secondary and tertiary education. Adult training outside the formal education system provides options for further training programmes for a given occupation; and other vocational, language and professional education. From September 2012, ISCED 4C level programmes are open to students who do not hold a secondary school leaving certificate, but have obtained a medium or higher level certificate and have at least five years’ relevant work experience.

• approximations can be offered in all types of VET. Practical training is organized in enterprises and/or school workshops depending on availability of places and learners’ school decisions. Currently, most S2I students do part of their practical training in an enterprise;
• higher education VET, previously advanced vocational programmes (ISCED 3A), are now exclusively provided by higher education institutions and are regulated by the Higher Education Act of 2011. Programmes require a secondary school leaving certificate and award an ISCED 3B level higher education vocational qualification. Graduates can apply to a bachelor (BÁMTS) programme in the same field. The programmes are:

  • vocational school (SZI) programmes leading to ISCED 3C (or ISCED 2C) level qualifications. These reach upwards from ISCED 3A level, which leads to the ‘vocational secondary school leaving examination’ (ISKED 3A) which does not award an OKJ qualification; and
  • secondary vocational school (SZVK) programmes span upper and post-secondary level. The programme requires completion of ISCED 3A level vocational education and training. The new three-year programme is inspired by the ‘dual principle’. It combines general education and vocational training throughout the three years of study. It is based on work placements;
  • ‘vocational secondary school leaving examination’ (ISKED 3A), which does not award an OKJ qualification, but allows access to at least one occupation, higher education studies, or VET graduates’ awarding ISCED 4C level OKJ qualifications. ‘VET graduates’ are also open to graduates from upper secondary education. From September 2012, ISCED 4C level programmes are open to students who do not hold a secondary school leaving certificate, but have obtained a medium or higher level certificate and have at least five years’ relevant work experience.

VET in the Hungarian education and training system

TERTIARY LEVEL

• University programmes (3 years)
• Graduate programmes (1 or 2 years)
• Doctoral programmes (4 years)

ADULT LEARNING/VESTING TRAINING OUTSIDE THE EDUCATION SYSTEM

Post-secondary level

• Adult education/training programmes
• Further training for workers
• Adult education/training programmes for administrative and clerical staff
• Further training for workers

SECONDARY LEVEL

• Upper secondary education and vocational training programmes
• Lower secondary education and vocational training programmes

• General education programmes
• Programmes consisting VET and general education
• Programme with ISCED 2 or 3 level qualifications
• ISCED 3A level qualification
• ISCED 3B level qualification

Possible progression route

1. General education programmes
2. ISCED 3A level qualifications
3. ISCED 2 level qualifications
4. ISCED 3A level qualifications
5. ISCED 4 level qualifications
6. ISCED 4C level qualifications
7. ISCED 4B level qualifications
8. ISCED 4D level qualifications
9. ISCED 4E level qualifications

Duration is typically 3 years, but may vary according to the vocational field of the student. The programme typically entitles to an officially recognised vocational qualification.

In 2009 to 8% (2013) of learners and step has been taken towards this goal. The Adult Training Act of 2013 makes assessment and recognition of previous knowledge mandatory in training programmes that award officially recognised qualifications.

Challenges and policy responses

• High youth unemployment coexists with skills shortages. Business and industry are looking for quality and relevance of training. Hence, current policy measures are:
  • anticipate skill needs and provide incentives to reach skills and jobs better;
  • reinforce cooperation between training providers and businesses and industry;
  • reduce dropout rates in vocational schools (SZI);
• Very low participation of adults in education and training coincides with one of the lowest employment rates in the EU. Long training programmes and 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 5% (2011) of the target has been taken towards this goal. The Adult Training Act of 2013 makes assessment and recognition of previous knowledge mandatory in training programmes that award officially recognised qualifications.

Debatable issues

• The national qualifications register (OKJ) comprises officially recognised vocational qualifications but is not used within or outside formal education and training. They entitle holders to practise certain occupations specified in the ‘vocational and examinations requirements (SZVK)’ and ‘vocational and examinations requirements modules regulate access to training and examinations standards, and test job tasks and learning outcomes for work modules, such as OKJ, as revised in 2004-06 based on job analyses, has a modular, competence-based structure. In 2012, it was revised again, primarily to simplify the system.
• Enterprises increasingly provide training. VET policies have done little to promote training based on a training contract. Since 2001, the number of training contracts has quadrupled. However, more than half of apprentices train in only 10% of the occupations.

– To improve quality and efficiency in a heavily fragmented vocational education and training system, regional integrated vocational training centres (TISZK) have been created.

– Each year the government issues shortage job lists based on country development and training committee’s recommendations. To encourage training in shortage jobs, practice providers are offered incentives and students receive grants.

– A notable source of VET funding is the enterprise training levy (1.5% of the total labour cost) which dates back to the 1970s. Enterprises can use their own training contributions to train VET students or pay it into the national employment fund. Funding that subsidizes training for VET and adult training development.

– Companies that train at least 45 apprentices can spend a part of their enterprise training levy on financing their employees’ training (up to 16.5% of their training levy).
Recent legislation has led to more centralised vocational education and training (VET) governance. Since January 2013, the State has replaced local government in governance of VET. It has the right to approve head-teachers and pays pedagogical staff’s salaries. Central administration of VET (and adult training) is led by the Minister for the National Economy, who shares responsibility with ministers for specific vocational qualifications and with the Minister for Human Resources for learning outcomes and framework curricula. Since the 1990s, business and industry have been involved in national advisory bodies and, increasingly, in decision-making on VET-related issues. The Chamber of Commerce and Industry presently plays a prominent role in shaping VET and adult training.

VET in young people

At age 14, learners decide if they wish to enter VET and what type of VET to choose. Around two-thirds choose a VET pathway. Nearly one-third of all 14-year-olds enter the track that prepares directly for manual jobs at upper secondary level. Recent legislation has introduced fundamental changes into the structure, governance and funding of upper, post-secondary and tertiary VET, effective from September 2013. The programmes are:

• vocational school (SZI) programmes leading to ISCED 3B level qualifications. Graduates can transfer credits to ISCED 4C level programmes which are open to students who do not hold a secondary school leaving certificate, but have obtained a medium or high school leaving certificate and have at least five years’ relevant work experience; and
• apprenticeships can be offered in all types of VET. Practical training is organised in enterprises and/or school workshops depending on availability of places and learners’ and schools’ decisions. Currently, most SZI students do (part of) their practical training in an enterprise; and
• higher education VET, previously advanced vocational programmes (FSZ), are now exclusively provided by higher education institutions and are required by the Higher Education Act 2011. Programmes require a secondary school leaving certificate and award (ISCED 5B level higher education vocational qualifications). Graduates can proceed to a bachelor (BAMS) programme in the same field.

VET for adults

Formal education offers adults the same options as young people, in part-time or distance education. Adult training outside the formal school system comprises, among others: VET programmes which lead to OKJ qualifications; courses run by economic chambers preparing for master craftsperson exams; training awarding other (internationally-recognised qualifications and licences, regulated by legislation; mandatory further training programmes for a given occupation; and other, vocational and general courses. A new Adult Training Act of 2013 has replaced in 2013. It defines the legal framework for training provision regarding courses that award an OKJ qualification or a language proficiency certificate or those that have been financed by national/EU funds. The State supports vulnerable groups and SMEs’ training through grants.

VET in the Hungarian education and training system

TERTIARY LEVEL

• degree education: includes bachelor (BA/BSc), master (MA/MSc) and Ph.D. programmes
• programmes leading to professional/self-employment qualification
• programmes preparing for further study

SECONDARY LEVEL

• general education programmes
• programmes with vocational orientation
• programmes leading to ISCED 3A level qualifications

POST-SECONDARY LEVEL

• programmes granting qualifications within or outside formal education and training; and
• programmes leading to ISCED 4C level qualifications. Graduates can transfer credits to ISCED 5B level higher education vocational programmes which lead to OKJ qualifications; and
• courses run by economic chambers preparing for master craftsperson exams; training awarding other (Internationally-recognised qualifications and licences, regulated by legislation; mandatory further training programmes for a given occupation; and other, vocational and general courses.

Distinctive features of VET

• The national qualifications register (OKJ) comprises officially recognised vocational qualifications that can be acquired within or outside formal education and training. They enable holders to practise the occupation specified in the vocational and examinations requirements (OKJ qualification), and in the case of vocational and educational requirements modules regulate access to training and examinations, assessment standards, and test job tasks and learning outcomes for work modules. OKJ, as revised in 2004-06 based on job analyses, has a modular, competence-based structure. In 2012, it was revised again, primarily to simplify the system.
• Enterprises increasingly provide training. VET programmes partly have been developed to promote training based on a training contract. Since 2001, the number of training contracts that have been concluded has quadrupled. However, more than half of apprentices train in only 10% of the occupations.
• To improve quality and efficiency in a heavily fragmented institutional VET structure, regional integrated vocational training centres (SZVK) have been established. To ensure quality assurance and promote the training system is based on national and EU standards and training contracts in practice. In 2009 to 8% (2013) steps have been taken towards this goal. The Adult Training Act of 2013 makes assessment and recognition of previous knowledge mandatory in training programmes that award officially recognised qualifications.

Challenges and policy responses

• High youth unemployment coupled with skills shortages. Business associations, the government and VET providers have devised financial incentives to encourage training in shortage jobs, practice and business and industry;
• anticipate skill needs and provide incentives to
• reinforce cooperation between training providers and business and industry;
• reduce dropout rates in vocational schools (SZI).
• Low image and attractiveness of VET as a route to become a skilled worker is another challenge, as higher-level qualifications bring higher returns. This and previously lacking progression routes have made VET in SZI the last resort for learners with poor prior education, lacking motivation and/or from deprived backgrounds. There are, therefore, severe quality problems and high dropout rates in SZI. To address these problems, VET policy has introduced catch-up programmes and improved SLD opportunities.
• Very low participation of adults in education and training coincides with one of the lowest employment rates in the EU. Long training programmes exist and few opportunities to have non-formal/formal learning and work experience recognised, seem to be disincentives. However, the government intends to increase participation from 2.7% in 2009 to 8% (8%) steps have been taken towards this goal. The Adult Training Act of 2013 makes assessment and recognition of previous knowledge mandatory in training programmes that award officially recognised qualifications.
Recent legislation has led to more centralised education and training (VET) governance. Since January 2013, the State has replaced local government in governance of education. It has the right to compile head-teachers and pays pedagogical staff's salaries. Central administration of VET (and adult training) is led by the Ministry for the National Economy, who shares responsibility with ministries for specific vocational qualifications and with the Ministry for Human Resources on learning outcomes and framework curricula. Since the 1990s, business and industry has been involved in national advisory bodies and, increasingly, in decision-making on VET-related issues. The Chamber of Commerce and Industry presently plays the prominent role in shaping VET and adult training.

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- post-secondary school programmes leading to ISCED 3B level higher education vocational qualifications. Graduates can transfer credits to ISCED 5B level higher education vocational programmes.

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Further information

- Hungarian Chamber of Commerce and Industry http://eu.munka.hu
- Tempus Public Foundation http://english.tpf.hu
- Eurostat www.epp.eurostat.ec.europa.eu
- Hungarian Institute for Educational Research and Development www.ofi.hu/english/publications/angol-jelentes
- ReferNet Hungary refernet.hu/en
Education and training in figures

Further information

- ReferNet Hungary. refernet.hu/en
- Lifelong learning

% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2013

- Early leavers from education and training

% of early leavers from education and training, 2013

- Employment rates of young people not in education and training

Employment rates of 20-34 year-olds not in education and training, 2013

Source: Eurostat, date of extraction 29.5.2014.

Source: Cedefop calculations based on Eurostat Labour Force Survey, date of extraction 19.5.2014.

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This spotlight is based on input from ReferNet Hungary.

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