

IVET programmes and institution types implemented according to the Act LXXX of 2019 on VET

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 HUNGARY

Timeline

2019 Approved/Agreed

2020 Implementation

2021 Completed

ID number 36546

Background

Before the introduction of the 2019 Act on VET, lots of learners left vocational grammar schools with only a secondary school leaving exam and without a vocational qualification. Additionally, the permeability between vocational grammar schools and vocational secondary schools was low, and the rate of students leaving school without a qualification was around 12%. VET also faced low prestige within the national context.

Objectives

The objectives include raising the attractiveness, flexibility and permeability of upper secondary VET programmes; developing trilateral cooperation amongst IVET schools, higher education and companies involved in dual VET; creating upper secondary VET institutions that can be entrance pathways to higher education; creating VET programmes for vulnerable students to reduce the rate of those leaving school without a qualification; strengthening career guidance; cooperation with higher education, which enjoys a high reputation within the national context.

Description

Hungary from the school year 2020/21 introduced the following IVET programmes, and changed the name (types) of the existing IVET institutions as follows:

Five-year technological programmes (*Technicums*)

The previous vocational grammar school (*szakgimnázium*) programmes have been renamed Technicums (*Technikum*) and will provide five years of combined general education and VET with the possibility of a preparatory foreign language year. At the end of the programme, learners acquire the secondary school leaving certificate (HuQF/EQF level 4) and a technician diploma (HuQF/EQF level 5). Programme curricula (*Programtantervek*, PTT) are defined in line with IVET programme and outcome requirements (*képzési és kimeneti követelmények*, KKK) defined by the ministry responsible for IVET for each qualification listed in the register of vocational occupations (*szakmajegyzék*). The programme curricula shall be considered as a recommendation for schools, except for the

total sum of teaching hours. (Each VET institution has to work out a local vocational programme, and in the case of dual training, a practical training programme too (the latter in cooperation with the enterprises participating in dual training)).

The first two years (grades 9 and 10) cover general subjects (the same as in upper secondary general education) and the common content of the VET occupation affiliated to the same economic sector. They are followed by a sectoral basic exam which enables learners to continue specialised vocational studies (grades 11 to 13) or, in certain sectors, if they decide to leave the Technicum programme, to get a job, which has been established in the IVET programme and outcome requirements (KKK, *képzési és kimeneti követelmények*) for a given occupation. Graduates from upper secondary general education (grammar schools) may take part in a two-year technician programme (without general subjects) to acquire the technician diploma.

The law enables technikums to create a so-called certified technician programme, jointly elaborated by Technikums and higher education institutions through a cooperation agreement. The aim is to create a direct path to HE VET studies by making the HE admission process easier for graduates of the certified technician qualification, and by harmonising the dual training arrangements in place in Technikums and higher education institutions. Graduates with a certified technician qualification receive 30 credits that they can use in their higher education studies if they choose the same sectoral specialisation in the given higher education institution. One of the first pilots took place at the Boronkay György Technicum School (*Boronkay György Műszaki Technikum és Gimnázium*), which is affiliated to the VET Centre in Vác, has been set up to test the harmonisation of programme curricula of the electrotechnical technical training programme with the respective HE programme.

Three-year vocational schools (*szakképző iskola*)

Secondary vocational schools (*szakközépiskola*) have been renamed vocational schools (*szakképző iskola*), combining general and vocational education. In the first year (grade 9), learners follow general education subjects, and within the framework of initial sectoral education, the common content of the VET occupation affiliated to the same economic sector. After one year, sectoral foundation learners will take a basic sectoral exam, which enables them to continue their specialised vocational studies over the next two years (grades 10 and 11) or even in a technikum, and acquire a vocational qualification. 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.

Special vocational schools (*szakiskola*)

Programmes are based on special framework curricula; special vocational schools are subject to the Act on National Public Education. They offer two or four-year skills, or practical skills, development programmes to SEN learners to acquire an IVET qualification listed in the register of vocational occupations and/or a (partial) vocational qualification from those based on adult training programme requirements.

Skills development and orientation programmes

The previous Bridging programmes are replaced as from 2020/21 by new types of skills development and orientation programmes for the below target groups:

- (a) a basic competence development programme, the Springboard School Class (*Dobbantó*), targeting young people over 16 (without an upper age limit), who have already dropped out of education and training or are about to leave the system, to stay in education and training. The programmes are offered in three-year vocational schools, enabling them to find the best way to return to the school system and to move on towards a successful career;
- (b) a catch-up programme delivered in school workshops (*műhelyiskola*) introduced from the academic year 2020/21 in VET schools and special vocational schools. The minimum duration for acquiring a partial qualification is six months, with a maximum duration of 24 months, and can cross over academic years. There are no general subjects, and learners are supported by a teacher (mentor) throughout the

programme. It is aimed at young people who did not finish basic education and have completed the Springboard programme in a three-year vocational school or finished basic education and are over 16. The programme prepares disadvantaged learners for obtaining a partial qualification, which has to be organised in practical workshop settings (in groups of five learners) or work simulation laboratories in school settings; or at enterprises;

- (c) an optional orientation year is available in three-year vocational schools for those young people who are uncertain in their career choice or who finished their primary school with a lack of competences. The aim is not to repeat the primary school curriculum, but based on an assessment of their competences as a learner, deepen their self-knowledge and provide them with career orientation and guidance. In this programme learners foster basic competences to enter a VET programme and obtain a first IVET qualification.

The ministry responsible for IVET is responsible for the management of the register of VET occupations, with other ministries being responsible for qualifications in their sectors

Artistic, pedagogical and public cultivation vocational programmes remain under the old training system and structure (vocational grammar schools), as they are subject to the Act on National Public Education but they deliver a VET occupation, regulated by the VET Act LXXX of 2019. Equally, artistic school teachers are subject to the Act on National Public Education.

The IVET programmes introduced in the 2020/21 school year are reviewed regularly based on the feed-back of the Sector Skills Councils, who are in permanent contact with labour-market stakeholders. Thus, the Programme and Outcome Requirements (KKKs) of the vocational occupations listed in the Register of Vocational Occupations are regularly updated in accordance with labour market needs. Sector Skills Councils also make a yearly monitoring report on the practical operation of the Hungarian IVET system.

2019 Approved/Agreed

The VET Act LXXX of 2019, coming into force on 1 January 2020, transformed the training structure, the content and the names (types) of the upper secondary VET institutions and programmes as from the 2020/21 academic year.

2020 Implementation

The new VET institution types and programmes were phased in during the 2020/21 academic year. A new certified technician programme, supporting direct progression to higher education, was prepared for introduction from the 2021/22 school year. See detailed information on certified technician programme in related policy development 'Programmes and measures to support innovation, attractiveness and modernisation of VET, and strengthen cooperation with higher education'. Further developments on this programme in later years will be reported there.

2021 Completed

The phasing out of the old VET system and phasing in of the new one was still in progress. The new VET system was well accepted.

Bodies responsible

- Ministry of Culture and Innovation

Target group

Learners

Learners in upper secondary, including apprentices

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Transparency and portability of VET skills and qualifications

Developing and applying qualifications smaller/shorter than full

Supporting lifelong learning culture and increasing participation

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education

Providing for individuals' re- and upskilling needs

Lifelong guidance

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

Flexibility and progression opportunities at the core of VET

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

VET as an attractive choice based on modern and digitalised provision of training and skills

VET promoting equality of opportunities

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET

Further reading

[The VET Act No LXXX of 2019 \(in force as of 1 January 2020\)](#)

[The government Decree No 12/2020 on the implementation of the VET Act \(published on 7 February 2020\)](#)

[National vocational search system on the website of IKK Nonprofit Zrt.](#)

[Act XIII of 2024 amending laws on education, family, culture and related matters](#)

Related policy developments

2025 Implementation

Information and Communication Centre of Vocational Education and Training

According to the VET Act of 2019, the Minister for VET, through the IKK Innovative Training Support Centre, is responsible for operating the VET information centre.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Using learning outcomes in VET and adult learning

Preparation and elaboration of the programme and outcome requirements (KKK) have been realised with experts, who know both their own profession and the learning outcome-based methodology well.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Supporting Lifelong Learning (LLL) in the adult education and training framework

The VET Act of 2019 differentiates vocational education and vocational training. Vocational

education can be provided within the IVET framework on the basis of programme and outcome requirements (KKKs) and in formal school-based adult education.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Updating the Register of Vocational Qualifications

According to VET Act LXXX of 2019, the name of the national qualifications register has changed to the register of basic occupations (*szakmajegyzék*), which includes a list of basic qualifications qualifying holders to perform a wide range of activities within a certain economic sector.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Completed

Mid-term VET policy strategy 4.0

The government has accepted, by government Decision No 1168/2019. (III.28.), the new 'Mid-term VET policy strategy for the renewal of VET and adult education (AE), the VET system's answer to the challenges of the fourth Industrial Revolution'.

 HUNGARY

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

2019 Discontinued

Reform of the VET framework curricula

In 2016, the National Office of VET and Adult Learning introduced VET framework curricula for vocational grammar schools.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET

2025 Implementation

Reducing early school leaving and supporting inclusion in VET

The 2015 reform of the 2011 Act on VET enabled graduates of three-year VET programmes to automatically continue their studies in the same school for two additional years and to take the upper secondary school leaving examination (*matura*), which is the entry requirement for higher education.

 HUNGARY

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2025 Implementation

Career orientation, career counselling

Since 2015, the National Office of Vocational Education and Training and Adult Learning has been responsible for the development and operation of the national careers guidance system.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2025 Implementation

Strengthening WBL and apprenticeship approaches

In 2015, the VET concept for the economy was elaborated and carried out via several legislative amendments, aiming to strengthen apprenticeship. The Act on VET and the Act on General Education were amended to strengthen work-based learning, in particular through:

 HUNGARY

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

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