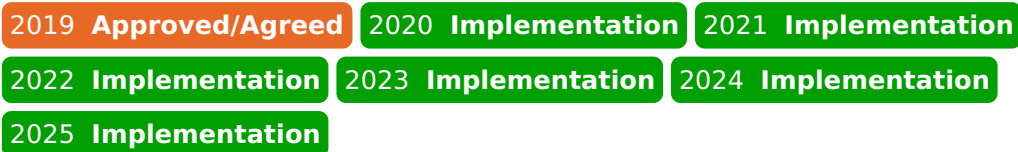


# Supporting Lifelong Learning (LLL) in the adult education and training framework

**POLICY DEVELOPMENT****REGULATION/LEGISLATION** **HUNGARY**

## Timeline

**ID number 36496**

## Description

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. Vocational training can be provided within the framework of adult training by adult training providers if they have been previously registered or authorised. Thus, CVET is divided into adult education and adult training. The qualifications provided within the framework of adult training are not listed by law and their number is also not limited. Thus, the adult training offer can become a very flexible one, capable of responding in a short time to the demands of the labour market. Adult training programmes include the former so-called add on qualifications listed in HuQR, specialised training, company training and special training. Thus, the two systems complement each other, securing various possibilities for lifelong learning and the acquisition of higher-level expertise.

Formal school-based vocational education for adults offers possibilities for graduates of grammar schools and also for those young people who have given up their studies at universities. The two-year training of the technicum and the three-year vocational school serve this option. The core essence of the reforms implemented by the VET Act of 2019 is that the VET system offers flexible learning routes and permeability.

### 2019 **Approved/Agreed**

The new adult learning (AL) Act (Regulation No 11/2020 (II.7.)) has changed the content and regulation of adult learning. The most important changes are:

- (a) learners enrolled in adult training programmes no longer receive a qualifying certificate but a certificate attesting that they have successfully finished the programme. To acquire a State-recognised qualification, i.e. recognition that the level of skills and competences required for the given qualification have been attained, they have to take a final vocational exam in one of the accredited examination centres;
- (b) adult training can be organised based on new programme requirements (*Programkövetelmények* – PKs) registered by the Minister for VET. Adult training providers shall use the PKs to shape their training offer (defining the appropriate

teaching methodology and training curriculum) to ensure learners achieve the learning outcomes established in the PKs;

The reformed VET system, introduced by the VET Act of 2019 provides flexibility and permeability across the labour market and the school system. It is possible to enter into vocational education and into vocational training at any age, only the legal status of students involved in VET (the relationship with the training institution) varies according to age. Anyone who has not yet reached age 25 can acquire even a second occupation involved in a full time school-based VET programme with a student legal status. Vocational education and vocational training over the age of 25 is possible only within the framework of adult legal status. Students under 25 involved in distance learning, part time or blended school-based VET programmes also have an adult legal status. In order to ensure sufficient flexibility, vocational education is generally offered for adults in the form of evening courses with short duration. If the adult in training works in the field of the occupation being trained, he/she can spend the specialised vocational education at his/her employer, regardless whether if it is registered as a dual partner or not.

Where school-based formal adult education is provided for participants whose legal status is set as adult:

- (a) the timeframe dedicated to the education of a vocational occupation can be reduced to quarter of the duration of the full time IVET programmes;
- (b) the number of hours can be reduced by not more than 40% of the number of hours in the full time IVET programmes.

The VET Act, effective from 1 January 2020, devotes a separate chapter to regulating the recognition of previous studies and practical experiences. As defined in the professional programme of the vocational institutions:

- (a) prior studies in a VET, public or HE institution shall be counted in the fulfilment of a given vocational occupation with a same content;
- (b) practical time spent in an employment relationship in the same specialisation before the start of vocational training shall be counted in the period of the specialised vocational education;
- (c) the study requirements for a given vocational occupation can be fulfilled in a shorter time than envisaged by the law.

Hungary has joined the second wave of the OECD's Programme for the International Assessment of Adult Competences (PIAAC). The PIAAC surveys that improve understanding of how education and training can help develop the basic skills of adults through the collection of good quality data from participating countries that can be used by decision-makers to organise programmes with more efficiency.

The programme measures the proficiency in key skills (literacy, numeracy and problem solving) of those aged 16-65; it used direct data collection on the basis of a representative sample in a ten-year cycle.

Participation in the survey aims to support policies on how best to align the skills of the workforce, increase motivation and labour market capacity and explore best national and international practice and labour market processes.

## 2020 Implementation

Several prior developments and pilots were implemented in the 2018-21 period regarding skills assessment and validation system based on uniform principles and procedures.

In order to promote effective permeability, a consistent validation/recognition system across all education levels and the labour market is considered as an important prerequisite. In the framework of the project entitled Improving the quality and content of 21st century vocational training and adult education (GINOP – 6.2.4) pilots related to the introduction of a nationwide validation system were completed in 2020; due to the

negative impacts of COVID-19, the validation system has not yet been finalised. However, recognition and validation procedures have been implemented sporadically.

In the formal school-based VET and adult education there are some legal provisions related to validation laid down in the VET Act of 2019: for example, the director of the VET institution decides on exemption of a student/person involved in the training or his/her exemption from certain subjects and their knowledge measurement. He/she also decides on the inclusion of prior acquired knowledge and practice.

The COVID-19 pandemic stressed the need for more flexible validation and skills assessment, providing quicker solutions, such as the practice of accepting micro-certificates issued after completing a Massive Open Online Course or certificates issued by formal education and training institutions in Europass.

The Education Authority (*Oktatási Hivatal*) operates the national coordination point of the European Qualification Framework and, like NOVETAL, addresses policy issues regarding validation of prior learning in the field of general and higher education, cooperating for example with the Credit Transfer Committees (*Kreditátviteli Bizottság*) of the higher education institutions.

In the framework of the GINOP 6.2.4 project, two pilot programmes were implemented in two sectors (construction and transportation mechanical engineering) in 2019/20, aiming at the evaluation of non-formal and informal learning, but due to the COVID-19 pandemic its finalisation has been delayed.

The description of the validation system is planned to be completed soon and consequently the pilots are scheduled to be finalised. In the course of the trials of the measuring tools, the validation of former work experience, prior knowledge and competences became available for 700 adults.

According to the provisions of the 2019 Act on VET LXXX, the new programme and outcome requirements (KKK) for assessing the basic VET qualifications are expressed in terms of learning outcomes, so the references where the assessments started are available. The new approach supports quality and transparency of qualifications by making the labour-market-related skills and competences transparent to all (learners, teachers and companies).

In the framework of the GINOP 6.2.4 project the implementation of the Primary validation pilot projects involved assessing the prior knowledge measurement of 700 individuals. The pilot project, which aimed to introduce the validation system, was successfully completed by the milestone deadline of 30 November 2020.

## 2021 Implementation

Government Decree 95/2021 (II. 27) amended certain provisions related to VET and adult education laid down in different government decrees. The amendments reduced the administrative burden in adult education:

- (a) from 2021, adult training providers do not have to provide data for the National statistical data collection programme (*Országos Statisztikai Adatfelvételi Program, OSAP*); they have to register/authorise their training offer instead in the FAR adult training reporting system (*Felnőttképzési Adatszolgáltatási Rendszer*) and the respective data will be forwarded by FAR to the OSAP;
- (b) another important change, which simplifies adult training provider obligations to provide data, is reducing the amount of (personal) data which they have to provide (such as on gender, address and the tax identification number of learners enrolled in adult training programmes).

In the school year 2020/21, more than 13 885 adults participated in vocational adult education and acquired 107 basic vocational occupations in 306 institutions affiliated to 41 VET centres. Of this number, 4 000 adults fulfilled studies in a shortened form: instead of two years, between 6 and 17 months.

An important financial incentive was introduced recently for adult learners: as of 31

May 2021, learners in adult training can apply for a state supported, interest-free study loan, with 20% self-contribution.

The features of the study loan are:

- (a) available on request for adult training is a maximum amount of EUR 1 250 (HUF 500 000 );
- (b) the duration of the adult training course must be at least three months;
- (c) at least 20% of the training fee has to be paid for the adult training provider as self-contribution;
- (d) the requested amount is transferred in two payments (at the beginning of the course and at half-way point) by the Student Loan Centre to the adult training provider;
- (e) the loan can be requested on the first day of the training or at any time thereafter;
- (f) the interest is 0% without any hidden costs.

Several projects supported the in-company training of employees. One of these projects is GINOP PLUSZ-3.2.1 (Improving adaptability and productivity of workers and enterprises through workforce development), which is implemented between 2021-2026. The consortium partners, former Ministry of Innovation and Technology, legal successor Ministry of Culture and Innovation (State Secretariat for Adult Education and Employment Policy) and consortium of government offices have set the following objectives:

- (a) providing support to enterprises for the technological training of their employees and for (further) training in such a way that they can produce higher added value in their companies;
- (b) the National Employment Service (*Nemzeti Foglalkoztatási Szolgálat*) will provide training for micro-, small- and medium-sized enterprises and large enterprises in priority sectors and for their employees, through the involvement of adult training providers. Enterprises will have access through the National Employment Service to subsidies for training costs and to wage subsidies to compensate for working time lost during the training of employees.

PIAAC Cycle 2: the field survey for PIAAC was successfully implemented. Based on the feedback from the International Consortium, more than 1 700 full-length interviews were collected.

The pilot carried out in the framework of GINOP 6.2.4. project, related to the implementation of the validation system was carried out in 2020 and, based on that, the study on the quality assurance system of the validation system was completed by 30 September, 2021.

Since 2021, the project GINOP 6.1.9-18 (Creation of sectoral training and examination centres in the transport sector) added a new project task to its programme: the development of training measures. At the same time financial resources were also increased. The project is co-financed by the European Social Fund and Hungary's budget (EUR 7 billion in total). The indicators of the project are: 12 000 persons participating in training and 10 200 persons acquiring an attestation or certificate.

In 2021, agreements with training providers were worked out in terms of the place, timing, agenda and content of the training programmes. In terms of the content, the following results were achieved: 19 programme requirements (PKs) for adult training programmes targeting the development of sectoral vocational skills were submitted. Of the 19 programme requirements, 17 have been approved and registered by the Minister responsible for VET. Thus, the project staff prepared a training list of available courses. These courses can be grouped into three categories:

- (a) training which prepares to acquire vocational qualifications (based on the 19 programme requirements out of which 17 were approved);
- (b) training designed based on legislative provisions (so-called official training);
- (c) training not considered as vocational one (soft skill training which does not need approved programme requirements);

The approval of the training programmes was completed and leaflets were created for 12 vocational training programmes and 11 soft skill training programmes.

On 7 October 2021, the Institute of Transport Sciences (*Közlekedéstudományi Intézet*, abbreviated *KTI*) received accredited examination centre status.

Another result in the framework of the project is that IT developments supporting operational issues were made as follows: creation and continuous operation of the project's official website, creation of an IT system suitable for the evaluation of skills and competences shortage (for the assessment of the training demand and for the drawing-up of training plans), and creation of a cooperation platform for sectoral training available only for registered members from 31 January 2021.

## 2022 Implementation

As of 1 January 2022, 31 594 adults have participated in vocational education (in 317 schools affiliated to 41 VET Centres) between September and December 2021, having acquired 116 vocational occupations in 23 sectors. Due to the flexibility of the training programme, they were able to take part in an abbreviated training programme because prior knowledge has been taken into account and by taking advantage of the possibility of online learning.

In the framework of the prior knowledge assessment, the GINOP 6.2.4 project has carried out primary validation pilot and developed a theoretical document and a methodological guide for training experts in the field of validation.

Adult training licences under the 'old' system expired on 31 December 2022, and as of 1 January 2023, adult training activities can only be carried out under the new legislation.

Act LIX of 2022 amending certain acts related to higher education, vocational training and adult education was promulgated on 19 December 2022. It transfers the competence to keep the register of PKs and regulate the registration procedure from the Minister responsible for VET to the Minister responsible for adult training from 1 March 2023.

Other provisions of the Act regarding changes in adult training include the creation of an Expert Body on Adult Training (*Felnőttképzési Szakértői Testület*), the tightening of rules on data provision, the certification of face-to-face and non-contact lessons, the advertising of adult training providers and the introduction of the concept of micro-credentials.

On 1 September 2022, the PIAAC data collection started.

In 2022, the GINOP - 6.1.9 project (Establishment of a Transport Training and Examination Centre) continued. Within its framework, 2 400 individuals participated in training programmes aimed at developing competences for the labour market. In 2022, vocational trainings were also carried out, with a total of 4 163 participants. Within this, 4 160 persons acquired an attestation or certificate. 1 382 people had received in-company training under the flagship project as at 31 December 2022.

The Transport Training and Examination Centre was established under the project.

## 2023 Implementation

Regulations introduced by the 2023 amendments to the VET Act and its implementing decree:

- (a) VET in adult legal status (other than school based full time education between the age of 18 and 25) can begin at any time during the school year, regardless of the standard schedule of the school year.
- (b) if a business entity provides training for its own employees by amending an existing employment contract, the training place does not need to register as a dual training placement. In such cases, certain legal requirements for registered

dual training placements do not apply. For example:

- (i) the company instructor is not required to hold a Chamber Practical Instructor Examination.
- (ii) the vocational accredited examination centre does not need to issue a certificate for successful completion of the final examination, as the company cannot claim tax relief in this scenario.

(c) adult education providers must organise an external evaluation of their quality management system at least once every six years.

Regulations introduced by the 2023 amendments to the Adult Training Act:

- (a) exemptions from authorisation requirements: VET institutions and higher education institutions are exempt from requiring authorisation (licensing) to provide adult training activities.
- (b) the minister is empowered to regulate the following areas by decree:
  - (i) the detailed rules for the organisation and implementation of contact-based, distance learning, and closed e-learning training, as well as the monitoring of data reporting obligations.
  - (ii) the content and conditions for issuing micro-certificates and the rules for submitting them to the FAR system by adult training providers (the FAR system is the adult training data supply system that maintains an electronic register of adult training providers and experts, records announced trainings, issues certificates and micro-credentials, and provides data on training loans).

Commitments to the European Year of Skills:

Hungary has aligned itself with the objectives of the European Year of Skills. Government Decision No. 1276 of 2023 entrusted the Ministry of Culture and Innovation with the following responsibilities:

- (a) coordinating thematic year programmes;
- (b) organising events to promote skills and competences;
- (c) producing publications on skills development.

Additionally, the Minister of Culture and Innovation has been tasked with:

- (a) developing a detailed concept for the introduction of the Individual Learning Account in Hungary (deadline: 1 July 2024). This initiative was supported by the European Commission's Technical Support Instrument between January 2023 and May 2024. The main steps were:
  - (i) Situation analysis: A comprehensive review of the adult education system to identify key challenges;
  - (ii) Application of international experience: Studying and adapting best practices from other countries;
  - (iii) Consultations and workshops: Dialogue and cooperation with stakeholders during the development of the system.
  - (iv) Developing a roadmap: Creating a detailed action plan for the implementation and operation of the system.

The result will be a single digital portal featuring a register of accredited training courses and providers. Users will be able to create personal learning accounts to help them select training courses and make informed decisions. The implementation schedule and action plan extend until 2030, with practical implementation planned for that year.

- (a) creating a national framework for micro-credentials (deadline: 31 December, 2024).

The Hungarian government has also started amending legislation to support micro-credentials, with changes taking effect from January 2023. The most recent legislation on micro-credentials (Decree 39/2024 of the Minister of Culture and Innovation)

regulates the content and conditions of issue of micro-credentials in adult training.

Based on the amendment to the VET Act, from 2023 onwards, in shortened VET programmes organised under an adult training legal relationship, sectoral basic education may be delivered as closed electronic distance learning for up to fifty percent of the compulsory classes.

As part of the GINOP-6.2.1-VEKOP-15 PIAAC project, domestic activities related to PIAAC were implemented from 31 March 2020 to 31 July 2023. Between 1 September 2022 and 30 June 2023, the main survey for PIAAC Cycle 2 (PIAAC CY2) was conducted. During this period, data collection for the survey was completed.

GINOP 6.2.4. project – Activities carried out regarding the preparation for the implementation of the validation system

- (a) a validation system specification was developed, outlining protocols and procedures for recognising prior learning for training and employment purposes.
- (b) the validation model was tested in the Construction and Transport Engineering sectors through primary and secondary pilot studies.
- (c) a total of 80 measurement tools (worksheets to assess work experience) were created.
- (d) two pilot tests, involving 700 participants, were conducted.
- (e) a proposal for a national validation system model was drafted, along with a quality assurance document and a brochure on recognising formal, non-formal, and informal learning.

The GINOP 6.1.9 project, Establishment of a Transport Training and Examination Centre, aimed at training workers in the transport sector, was closed on 15 December 2023. Key outcomes included:

- (a) development of 31 adult training programme requirements (*PKs*);
- (b) creation of 67 training programmes for sector-regulated courses, 15 for other vocational training (not leading to a qualification), and 17 for soft skills training, along with a gamification methodology for soft skills;
- (c) development of 127 digital learning materials, integrated into a training management system usable in both VET and adult training.

The GINOP 6.1.9. project saw:

- (a) cooperation agreements signed with 189 businesses and 115 training providers;
- (b) 17 924 trainees, including 12 413 participants in subsidised training (of whom 3 728 were employees of micro, small, and medium enterprises) and 5 511 IVET students.

## 2024 Implementation

In 2024, the Adult Training Act was further amended, removing the exemption for higher education institutions from the authorisation requirement. As a result, only VET institutions can conduct adult training activities without a licence, while higher education institutions must now obtain authorisation.

The 2019 VET Act created the opportunity for VET institutions to issue micro-credentials documenting knowledge and skills acquired in vocational education subject to the content and conditions specified in the VET Act. A micro-credential is a public document, that must be issued, stored, and uploaded electronically to the adult training reporting system module (*Felnőttképzési Adatszolgáltatási Rendszer – FAR*).

The GINOP Plus 3.2.1 project, 'Improving adaptability and productivity of workers and enterprises through workforce development', is financed with EUR 171.03 million (HUF 70 000 million). Employers can receive conditional financial support to cover training costs for employees, with subsidies covering 50–70% of expenses depending on company size.

The scheme supports training in:

- (a) professional competences;
- (b) IT;
- (c) soft skills;
- (d) languages.

Training can be conducted in-company or externally as a purchased service. Companies receiving support must meet conditions, including continued employment for trained staff and salary increases for employees who complete the training.

Support for national PIAAC tasks continued under the GINOP Plus 5.2.1-23 project. Key activities included:

- (a) submission of key data and analyses to the international consortium;
- (b) collaboration with the international consortium on data quality and analysis, leading to the final submission of comments;
- (c) review and finalisation of non-response bias analysis;
- (d) final submission of comments on the main measurement database to the international consortium, with resolution of outstanding data issues.

## 2025 Implementation

Through the amendment to Government Decree No. 12/2020 (II.7.) on the implementation of the VET Act, which entered into force on 25 July 2025, the Government regulated the conditions and detailed rules for the issuance of micro-credentials by VET institutions. As a result, from 2025, microcredentials may be issued within higher education, adult learning and VET alike.

Under the GINOP Plus 3.2.1 project, 'Improving adaptability and productivity of workers and enterprises through workforce development', the call for applications launched in October 2021 received training support requests amounting to more than HUF 27 000 million during its first three announcement phases, submitted to the government offices. In previous phases of the program, more than 50 000 employees from around 1 200 companies have received training support.

The fourth announcement phase of the call started on 5 March 2025 and runs until 30 November 2025.

The available budget for the fourth phase is HUF 15 000 million.  
The maximum grant amounts based on company size are as follows:

- (a) Micro, small and medium-sized enterprises: HUF 100 million;
- (b) Large enterprises: HUF 150 million.

Support components:

- (a) training cost support;
- (b) wage support for the duration of lost working hours;
- (c) support for the costs of professional implementation (for micro and small enterprises).

Regarding the training and wage support components, the intensity of support varies between 50% and 70%, depending on the size of the applicant enterprise.

Following the completion of the second cycle of the PIAAC survey, and based on the results published in December 2024, the preparation of a summary report and two thematic studies is currently in progress within the framework of the priority project GINOP\_PLUSZ-5.2.1-23-2023-00001, titled 'Development of assessment, recognition of prior learning and permeability in vocational education and training.'

## Bodies responsible

- Ministry of Culture and Innovation

- National Office for Vocational Education and Training and Adult Learning (NOVETAL)
- Ministry of Finance
- Central Statistical Office

## Target group

### Learners

Adult learners

### Education professionals

Adult educators

### Entities providing VET

VET providers (all kinds)

## Thematic categories

### Governance of VET and lifelong learning

Further developing national quality assurance systems

### Transparency and portability of VET skills and qualifications

Developing and applying qualifications smaller/shorter than full

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

### Supporting lifelong learning culture and increasing participation

Providing for individuals' re- and upskilling needs

## European priorities in VET

### VET Recommendation

VET agile in adapting to labour market challenges

Flexibility and progression opportunities at the core of VET

### Osnabrück Declaration

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

## Subsystem

IVET CVET

## Further reading

[Government Decree 11/2020 \(came into force on 7 February 2020\) on the implementation of the Act on adult learning](#)

Government Decree 800/2021 (XII. 28.) on the amendment of certain governmental decrees related to vocational education and training

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Act LIX of 2022 amending certain Acts related to higher education, vocational training and adult education

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Act XXXIII of 2023 on the amendments to the Act resulting from the ex-post impact assessment of the restructuring in VET

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Government Decree 292/2023 (VII. 6.) on the amendments to the Government Decree resulting from the ex-post impact assessment of the restructuring in VET, Entry into force: 1 July 2023.

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Act LXXXV of 2023 amending certain laws necessary to strengthen the connectivity of universities and research institutes and the economy, as well as certain acts on adult training and culture.

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Act XIII of 2024 amending laws on education, family, culture and related matters

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Government Decision 1276/2023.(VII. 17.) Government on the implementation of the 'European Year of Skills 2023' programme and related tasks

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Participation in the OECD Programme for the Assessment of Adult Skills and Competencies (PIAAC)

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Regulation of micro-credentials in VET: The government Decree No 12/2020 on the implementation of the VET Act - amendments regarding micro-credentials in force as of 25 July 2025

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## Related policy developments

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### 2025 Implementation

#### **Programmes and measures to support innovation, attractiveness and modernisation of VET, and strengthen cooperation with Higher Education**

This policy development focuses on enhancing the innovation, attractiveness, and modernisation of VET in Hungary. It aims to achieve this through specific initiatives such as:



##### **Type of development**

Practical  
measure/Initiative

##### **Subsystem**

IVET CVET

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### 2025 Implementation

#### **Internationalisation in VET: development in the Carpathian Basin**

The working group of the VET Innovation Council, Vocational training development in the Carpathian Basin, mapped future opportunities. The working group carried out the mapping between 2021-22.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

CVET

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**2021 Completed**

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

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*)

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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**2025 Implementation**

**Accredited Examination Centres in VET and AL**

An important innovation of the Act on VET LXXX of 2019 is that final vocational examinations will be delivered by AECs instead of VET institutions and AL providers.

 HUNGARY

**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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**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

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**2025 Implementation**

## **Public Education Registration and Study Information System (NEPTUN-KRETA)**

The provisions of the Act on National Public Education CXCV of 2011 allowed electronic filing and storage of school documents.

 HUNGARY

**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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**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

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**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

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**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

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**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

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**2024 Completed**

## Sector skills councils (SSCs)

The 2017 Act CXCV amending the 2011 Act on VET and adult training opened up the way for establishing sector skills councils (SSCs) from July 2018. The 2017 Act CXCV and the governmental Decree No 213/2018 (XV.22.) reinforced the role of employers in education and training.

 HUNGARY

### Type of development

Practical  
measure/Initiative



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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/36496>